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**An Online Course For Teachers**

v.03

Microsoft Word version

### Unit 2: Using English

*This unit introduces the idea of alternative monolithic and ‘plurilithic’ conceptions of English.*

2.0 Global Talk in English

2.1 Introducing Lingua Franca Usage

2.2 Native speakers

2.2.1 Native speaker Variation

2.2.2 Native speakers: Accommodation

2.3 Englishes in the British Isles

2.4 World Englishes

2.4.1 Englishes in Your Part of the World

2.4.2 Owning a language (Part 1)

2.5 ELF

2.5.1 Intelligibility

2.5.2 ELF in Your Part of the World

2.6 Translanguaging with English

2.7 Check Your Understanding

2.8 Reflect and Discuss

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**2.0 Global Talk in English**

* ![Satellite flying over the earth

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AgICAgICAgICAgICAgICAgICA8P3hwYWNrZXQgZW5kPSd3Jz8+/9sAQwAFAwQEBAMFBAQEBQUFBgcMCAcHBwcPCwsJDBEPEhIRDxERExYcFxMUGhURERghGBodHR8fHxMXIiQiHiQcHh8e/9sAQwEFBQUHBgcOCAgOHhQRFB4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4eHh4e/8AAEQgCDQK8AwEiAAIRAQMRAf/EABwAAAEFAQEBAAAAAAAAAAAAAAABAgMEBQYHCP/EAEcQAAEDAwMCBAMGBAQEBgEDBQECAxEABCEFEjFBUQYTImFxgZEHFDJCofAjUrHBFWLR4SQzcvEIFkOCkqJjU5OyNFRzs8L/xAAaAQEBAQEBAQEAAAAAAAAAAAAAAQIDBAUG/8QAMREBAQACAgEDAwIFAwQDAAAAAAECEQMhEgQxQRMiUTLwBRRhcZGhscEjgdHhM0Lx/9oADAMBAAIRAxEAPwD4yrS8S/4EdYc/8tjURpuxvy/v5QXt2xO+dnpjfuj2ic1nbvRtgczMZpKAopSSTJ5pKApRBIBMDvTni0VyylaUQMKUCZjOYHWaZQOcCUrUlKtyQSAqIkd6bRRQOcKVLJSkIBOEgzFNoooCiiiguaTqd5pb7r9k4hC3WHbdZU0lctuIKFiFAgEpJyMjkEGqdKobTEg4BxROIgUCUUopKAooooCplMAWaLjz2SVOKR5QJ3iADuIiIMwM9DUNFAU8hvyQoLPmbiCnbgCBBmfjj2pELKQoDb6hBlIPUHHbjpTaBRzT1o27fUk7hODMfH3pgpaAq5pd+9p1wt9hFutS2XGSH2EOp2rQUEgKBAVBMK5BgiCKpjmloFFKO9Ie1O9qoBxTgKQU8AxxVCipNoCoBkdCOtPduHnmmGnXCpFugttAgelJUVEfVRPzqe7uvvSLVItbVj7uwGZZb2l2CTvXn1LO6CcYA7UFdIqRIpEinpFUOSKeBSAVIkVQJFSoSCQJgTk9qRIqRIqoXaAogEEA896cBSpTUiU1qRCJTU6ilTTSAy2goBBWmdy5MyrMY4ERikSmpUomtyIjCKcEVOlv2qRLRqyJtCykIdQtTaXEpUCUKJAUAeDGYPGM04pCnipKEoClEhCZhIngTmBxVgNU9tn1DHWrpNq7jU3JHvTbtH8ZXtWiWZvCI/NUVwyfM3EQFSR9Yp4krNU3ihm3cffQwygrccUEoSCBJPTNW1tVEtsRBFTS7UimmLTVxTcCmHywwpBalwqBS5vPpEGRHBmRnpHvUsVSUIpik1aUDt2yYmYqFSazYu1dSaY5KlEqyTU6hTCkQZMHpjmsWKrqFNU2ryw4R6CraD78/wB6lUKjUM1FQqFCAzsd80uBWz+HsAjdI/FPSJ46xT1Co1CoEXbqFoLreztLhb2eYPMBABkp525/FxMjpVdQqVQpihUBaoYXdsouXVssKcSHXEN71ITOVBMjcQJMSJ7io30tpeWlpalthRCFKTtKhOCRJjHSaDTTU12GHinNuKQF7dvqSUmUg4PaeD7jNK5s3Sjdtgc8zGf1pnBoG0hpxpDUCUqClLiVLTvSDlMxI+NIREZGaVagpKQEJTtEEj82eT++lAjSkodStTaXEgglCiYUOxjP0ptFFBJbNB65aZLrbQcWE73DCUyYknoBTFCFESDB5FJRQFFFFAUUCpzaXIsk3pt3haqcLSXvLOwrABKQriQCDHORQQU5tam3EuJjckgiUgjHscGkAkxUl0yq3uXbdS2lqbWUFTawtBIMSFDBHuKBqw4sKeKTtKskJgScxjHyplLJ27ZMTMUlAUoIAMpBkRnpRFKlMqAJAHc0CAU5NAFOirELSYopwTVRBRRRWWhRRUqLa4Xau3SGHFMNKShxwJJShSp2gngE7VR3g9qCKiiigKcCAlQKZJ4M8U2rN6+w8i2SxZN2xaZCHVIWpXnK3E7zuJgwQIED0jEzQVqKBTghZbLmxWwEJKowCek/I0DaKKKAopTE4MikoCrNreLt7a6YSzbrFy2G1KcZStSAFJVKCRKD6YkQYJHBNVqKAooooCinrQUJQolJCxIhQJGSMxwccGmUBRSpkkACScUdaBaKKKBRSgmIkx2pKUcUAOZpwp7rD7CGlPMrbDyPMbKkxvTJG4dxII+RpoFUKKen+tNFPSKockVO75RfWWELQ0VHYlagpQHQEgAE+8Cok1ImrA5IqQCmpFSJFUKkVKkU1IqVIqhUipUikSKlQmtSMlQmpkImkQmrDSa3Ih9mlhLk3DS3EbVAJQvYd0HaZg4BgkdQIxzT226kaaBM8d8VZaamMVuRi1Ehr2qZDPtVppjHFWm7eelbkZtUQx7VI3b+oY61pptsAxUrVt6hj9KumfJnpt/+LVjgmqxtypcASSce9dD92/jumOJqs3YuvvIZZaW664oIQhCSpSlHgADkntTRMmE/arbcU2tJStCilQPQjkVXW17V9QfZR9jFhpqG9V8b2Ld9cuJITpij/DYSRBKyOXIOBwk9zx4l9pfhF7wj4ru9HWVrtwfMtHVf+qyonaT7jg+4NTTW3CON+1QLRWq6zHSqjrdYsalZy01EtNXXEVXWms2NKihFRrFWVppjqEJQgpcClKB3J2kbc8T1xnFc7GoqKFRqFTrFRKFZqxCoVGoVMoVGoVFQqFMKSZgEwJMDpUqhUZkcGKzREoUw1IoUwigYe1IQSndBgGJjFONP894W6rYPOBhSw4W9x2lQBAVHEwSJ9zUEBpKWkqBKVZSVEpBSmcAmYoKSEhXQkgUlAh5pKU0riipW4gDHQQO1AigABCgZEmOlJRRQFFOTshW4KJj0wYg+/wCtNoCrH328VYJ09V3cGzQ6p5Nv5h8tLhABWEzAUQACeYAqCKUDvQESKIpyR9KftEVdCKO9AGafGcGggTUDQKIp8UEVdJsgp62ylCFlSCFgkAKBIgxkdKbFOCXHnUoSlTi1EJSkCSTwAAKBtOBgc0ettS0EFJMpUCM88fUUgNBBRQMUVFFLJgiTB6UlLBgmDA5NAlFSW6W13DaHnfKbUsBa9pVtE5MDmO1MMSYMigSiiigKWTt2yYmYpKKApRGZnjFJRQFFFFAUUUUBRRRQFFKrbPpBA9zSUEwdbQ0yWUOt3LbhUXQ5gjG2BEggg5kzI4jMQyZNAjOKBQLQOaCBAzPt2oFA5IKjABOJx2ooo/NQO60opAZEQMU4VQ5NPTVnSbm1tbhxy705m/QphxtLbri0BC1JIS4CggkpJCgDgkZBFV0iqHpFSJFNSKkTVD0ipEA8xTE1KiqHpFSoFRpFTJFaiU9AqZApClsFPlqUobQVbkxCoyOTievXsKlbTW5GUjaatNIqNpNXWETXSRm1Iw2ZBq+yxIkD4jtTbdrjFadoyQQRXSRztMt7fjFX2bX2xVq2tQRuSMdR2rUtbSREfCtOdrOZtDBx0qZuz9Qx1rct7GFDAPwrovCfg7U/Eepps9OYBgguuqw20nuo/wBByelLZE7rldL0G/1fVDp+m2jlzdPEhDaB9STwAOpOBX0D9mP2Z6d4OaTfXXl3utqT6riPRbg8pbn9Vcn2GK6/wb4P0nwpYLZsEb7l2PvF2tPrdPYdk9kj9TWs437RH6f71z89tyaZjrf7PX415t9ungweKPCqri0a36ppwU9bQMuI/wDUb+YEj3HvXqVwEIUlKlJCnFbUBRyswTH0BMexqm8gzImeQf71uXavg15n6VRfaivYvt58GjQPEh1KyZ26dqalOICRhp3laPYH8Q9ie1eV3DXSpYsrEebqq6jEyPhWpcNxVF5Nc7G5VBYqBwVccTVdYrnY2rKFRKFWCBJkxgxjn2qFSTWLFQKFRqFTqAqFVZaRKFRqFSqqNVSiJVRqqVVRqqCM008inmmkdKgTcAlSdiSSQd3Uc4/X9KaaU9DSGgQ0lKeKAkkEyMe9QJEipn7q6ft7e3fuHXGrZBQwhSpDaSoqISOgKiT8SajApACTFVDTSVI62ttam1pUlaSQpJEEEcimRUUAUsHtSCpAMZoGfKnttlSgkFIJ6qMD60JT3pYMyKqBI+NKYpditm/araTExie1IBVAKKcCROBnuJp7Xll5JeCg2VesNwDHtOKIjiaIog9aWKoSAKlsbq5sb1i+srh22urd1LrLzSylba0mUqSRkEEAg1ET2pQKgfcPuXL71xdOOPvuqUtbilypSyZKiTzJn61BTlU2pViKiiiooooooCrNj9x2XP303IV5J+7+SEx5siN8/ljdxmYqtSgkGRQJSgx86SigKKKKAoopzmwqOwKCekmTQK2UAK3o3SmBmIPemUUUBRT3W1tEBYglIUMzgiRTKAooooCiiigsXdsm3btlpurd8vs+YUtKJLR3KGxcgQr0ziRChnoI2GnHnUMstrccWoJQhCZUongADk1HTgSIIMGgKUUlKOKBRzSjk0gpRwaBRTxzSNqUhaVoUUqSQUkGCCODWrp72jlrV1aw3f3d26wfuDzDwSlNwVglboUCVJKd2BBkirRmpqVGOgOIzUYqRNUPTUqajTUqaoempUVGmpUVRIgVMgVGip2lEIUiEndGSnIjselbjKRAqw0KhbFWmRxW4zVlhIjIz0M8VftkcVWtQmfUknBAzEHvWlaomIIrrjGLVu0b4xWxZMTGKp2bZkSK3rBkGK6RxtW9PtyCCBW/Y2AMKGE/WDUGmW8kYr0z7LPDNjrus+RfXPltttlwspwp4A5SD07nrHFYzy0km7pV8B+Bb3xJcBwA21igw9cEdeqUjqr9B1r3fQ9G0/RdORYabbhlhOTGVOK6qUep96v2lqxa2zdtbMoZYbTtQ2gQlIqfZ8/715rna744SKq0fsf0FQOIj5fp/vV9aP3/AKVA4irMlsZqwtG4JJTuEHPT3qg+jBx9a13kQPh+lZ1wnn+9dsaxY5Hx34dtvE/hy60i5ISXU7mXSP8AlOj8K/rg+xNfIWt6fc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ptbji1BKEJTJUTwAByaoDUfBpyuaZUDhP1p8+9RDntUlx5IuHBbrcWyFHy1LQEqUOhIBIB9pNDRpOZppM0UlFOB96XdTKJoFJpDSUpJJk9aCZ63W3bMvlxlSXt21KXUqUmDHqSDKfaeagoooCiilJkkwBQJRRRQFFFFAUUUUBRRRQFFFFAUUUUBQOc0UUDnNnmK2btknbPMe9IEqIUQkkJEkgcDikp0o8uIVvnviKBoxV7W9X1TXNQVqGs6jd6jeLSlCn7p5TrhCQEpBUokwAAB8Ko1N5B+6fefMajzNmzeN/Ezt5j3oIaXpSUUBRRUhW392S2GYcCyS5uORAgRxiCZ96COinsltLqS6grQD6khUEj45plAVKhxtLDiFMpUtRTtcKiCiJnHBn37VFRQFFFFAUUUUD3fL3ny923H4uaZRRQFFFFAUUUUBQOc0UUCqiTtmOk0lFFAUUUUGl4e1H/AA++l3cbZ0bHkj+X+Ye4OR/vXZuJ2qjcFcEKTkKByCO4IM/P3rzqux8F3I1BhemvXNuw7bNLdacfcCEqbSCpSJP5hBIHWSOgreN0JdZvvuFgp1Jh5foZzweqvkI+ZT71xZIKQNuZMmeau65fff75TiZDKPQ0D0T3+JyT8aoVnK7oKKKKgKKXpM57UlAUVp6noGsabo2l6zf6e9b2GrJcXYPrA2vhtexZT8FYrMoCilAmkoLg/mEAjoKmsLdi4uFIub5qzQGnFhxxC1BSkpJSj0gmVEBIPAJkkCTUKSNsEfOkODjmtsGe8U8EfKmHmgUVYbKEoVvQSVD0mYgyM+/UUoIGUk1Ek4jnt7UoNaRKsxgcVCs5p7rpWdylFRgCT2AgUtjdfdL5m68hi48pYX5T7e9tcdFJ6j2qWkiuo0xRoUaYTWLVKTSA0hpKjR4NTMMreQ8tJbAZR5it7iUkiQPSCfUZIwJMSeAarg04UTR1OFNFOBoEUMTTM1LimL4oG05txbTqXG1qQtJCkqSYII4IIpsd6TiigknmkNBNJQWbCze1C8YsrRIW+6dqQpaUgn4kgD5mq1FFApjaCDmeO1IcmTRRQFFFFAUUUUBSqMxgCBGBSUUBRSgwciaSgeysNupWUIcAP4VcH40yil6RHzoHEN+Skhai5uIKduAMQZnnnEdB3wynIQpZISCSATjsBJpIoEooooClEQcUTiMUlAUU9pxxpRU0tSSUlJIMSCII+YJFNnBxQJRSkk8mkoCiiigKKKKAooooFABnIED60lFFAUoBJAAkngUlOacW04l1pakLQQpKkmCCOCDQNopVEqUVKJJJkk9aSgKKKcspJG1O3ABzMnvQNooooCiiigKkaQhSHVLdCFJTKUkE7zIECOMEnPao6KAooooCiiigKKKKAooooCiiigKKsaeuzRdBV+w88xsWChp0Nq3FJ2mSDgKgkRkAjEyK9ApHHvSUUUBRSkRSUCyNsbRM80lFFA9brq20NrcWpDchCSokJkyYHTNMoooCiiiguNpKjtESeM80qSCZQraYxJ59qiCpEqzSOKHQY9zNa2zo6Z7YpBzURJBqUcfCk7Dwc0E0wmIpCc1dmiqNMKqFUw81m1QTSGkoqKKKKUx0EUAKUUCnAUCilpBxS0QuflSHNLJiJxTm17UrG1B3p2yoTGQZHY4/rQQxTSaeqmGikooooCiiigKKKKAopSZSEwMGZjNJQFFFKSTyaBKUR1pKKB5LXkgAL83cZMjbEYx35plFFAUUUUBRRRQFFFFAUUUUBRRRQFFLiOM0lAUUUUBRRRQOWkpIBjIBwQeabRRQPYLQfbL4WprcN4QQFFM5gnrFNVEnbMdJpKKAooooCiiigKKKKAooooCiiigKKKVJAJlM470CUUUUBS4jkz8KSigKKKKAooooCilODSUBRRRQFFFFAUo5yJpKKAoPOKKkcU0W2whtSVgHeoqkKM4gRjEDrQR0UUUBRRRQf//Z)
* Figure 2.1: Imagine a satellite that can monitor global talk in native and non-native Englishes [Source: [ESA](https://www.esa.int/spaceinimages/Images/2015/11/SmallGEO_Hispasat_36W-1)]

Imagine that a satellite is launched in orbit around the Earth with an instrument that can monitor interactions happening in spoken English during a 24-hour sampling of global talk. Stretch your imagination to contemplate that the instrument has been calibrated to distinguish between the features of native vs non-native speech.

What percentage of interactions do you think it would detect between:

* native speakers?
* native speakers and non-native speakers?
* non-native speakers?

The best estimates currently suggest that as little as a quarter of English spoken usage around the globe involves native speakers, and that in certain contexts of usage, such as tourism, interaction which is exclusively between native speakers could be as tiny as 4%.

**2.1 Introducing Lingua Franca Usage**

*Concept: English is now used predominantly as a lingua franca*

English is now used predominantly as a lingua franca: a bridge language between individuals who don’t share a common first language. In many diverse contexts around the world—tourism, higher education, hip-hop, business, science, aid work, sports, multi-player gaming, social media, etc.—global participants communicate in English, without native-speaker involvement. Lingua franca English is also becoming increasingly common in the large urban centres of **Anglophone** nations, where communities and schools are characterised by ethnic and linguistic ‘superdiversity’ (Blommaert, 2010).

Governments too are beginning to recognise the utility of English as a Lingua Franca and the futility of insisting uniquely on the use of their own ‘national’ languages for international communication. English, for example, is the official working language of ASEAN, the Association of Southeast Asian Nations, and the language in which its charter was written. And although in the European Union ‘relay translation’ through English is quite regularly used between less common languages like Estonian and Greek, non-native English speaking officials are increasingly drafting documents directly in English, and hold informal discussions and meetings in English without the need for interpreters.

* A close-up of hands holding a baton

  Description automatically generated
* Figure 2.2: Relay translation, for example Estonian to English, and then English to Greek  
  [Source: adapted from [tableatny](https://www.flickr.com/photos/53370644@N06/4976497160)]

Yet the monolithic myth of native-speaker English still holds sway, with non-native speakers invariably referred to as *learners* rather than *users* of English, and native speakers assumed to be the best teachers because, as such, they use the language ‘correctly’. Learners (and non-native speaker teachers) who visit Anglophone nations are often amazed and disconcerted by the variation they encounter in local ways of using English. Most ELT material conceals the fact that there are many ways of using English in the Anglophone nations, and that individuals can vary widely in the repertoires they employ.

**2.2 Native Speakers**

**2.2.1 Native Speaker Variation**

*Concept: Native-speaker English varies massively*

In second language acquisition and teaching, native-speaker English tends to be viewed as a single monolithic system, a product that can be packaged quite straightforwardly for teaching and testing. And yet the diversity of native speaker Englishes is a constant source of fascination, celebration, anxiety and panic within the Anglophone countries. In fact, not many native speakers speak ‘Standard English’, even in England. Trudgill (2000) estimates that “probably no more than 12–15 per cent of the population of England are native speakers of Standard English”.

The variation in native-speaker Englishes depends on a whole host of interacting factors such as:

* region
* social class
* gender identity
* age
* ethnic origin
* occupation
* sexuality
* social context
* multilingualism
* education
* social status

For examples of diversity within NS English in the UK, visit the British Library's [**Sounds Familiar**](http://www.bl.uk/learning/langlit/sounds/)website.

**2.2.2 Native speakers: Accommodation**

**** *Concept: All language users accommodate to their interlocutors and negotiate meaning in interaction*

English is *so* varied in the Anglophone countries, that, in fact, one could argue that ‘Standard English’ is used also as a lingua franca between native speakers. Some users of English will regularly operate in familiar, local styles, but in many cases will employ ‘Standard English’ when interacting with ‘outsiders’.

In all languages, speakers naturally **accommodate** to their interlocutors and **negotiate meaning** as opposed to delivering it.Accommodation is the modification of your speech style in order to attend to what you believe to be your listener's interpretative competence and conversational needs, and to your respective role relationships and task-specific aims. These beliefs may be modified during the course of the interaction depending on your experience of your listener's actual competence. You may also change your speech style in response to the way your listener talks:

* if A asks B a question, B is likely to answer
* if A talks a lot, B is likely to talk less
* if A pauses, B is likely to start speaking; if A summarises B’s point of view, B is likely (initially at least) to agree
* if A laughs, B is likely to laugh also
* if A speaks in more or less 'Standard English', B is also likely to try to do so

You may have assumed before now that ‘meaning’ is something that is ‘delivered’ by speakers to hearers, without any effort on the hearer’s part. But all the hearer gets is a stream of sound: vibrations of molecules in the air which impinge on their eardrums. It is the hearer’s job to interpret what these vibrations mean. One of the ways they can do this is by checking with the speaker; this might be by repeating what they hear, asking a question, summarising, creating a silence (in order to elicit a repetition or rephrasing) and so on. Often meanings only become clear through *joint* action. In this sense, meaning is *negotiated or 'co-constructed'* rather than delivered.

Above we listed a wide range of possible **macro-contextual** factors that explain variation in how English is used, even by native speakers (e.g. region and class). To complicate matters further, there are also **micro-contextual** factors that emerge as conversations progress and speakers/listeners react to patterns in each other's talk. These include:

* changes in volume
* changes in pace
* intonation patterns
* hesitation markers, like pauses and fillers (*um, er*, etc.)
* affective markers, like laughter and lip-smacks

All in all, this adds up to a lot of variation!

**2.3 Englishes in the British Isles**

To get a feel for native-speaker variation, choose some samples of spoken English from the British Isles to listen to from the British Library [**website**](http://www.bl.uk/learning/langlit/sounds/). You can find similar data on varieties of English used in other countries at the [**International Dialects of English Archive**](https://www.dialectsarchive.com/) and the [**Electronic World Atlas of Varieties of English**](https://ewave-atlas.org/).

Here are extracts from two of the British speakers:

Cormack (born 1955) is from Glasgow in Scotland. He is talking here about his job as a compère in a holiday camp - someone who announces the artists and other performers in a show for vacationers. Andy Cameron is a comedian; Hun and Tim are informal terms for supporters of rival Glasgow football teams.

*"I always liked Andy Cameron, you know. Although it was likesae, he'd go up, you know, and I was Cormack O'Hara the compère, camp compère and gay and Andy would go up there, you know, and Andy being, sort of, the Hun and me being the Tim - it was good, do you know, and I think maybe that, sort of, brought things together a wee bit for me, you know, through the sort of, the, eh, the comedy aspect of what we have here."*

Bernadette (born in 1975) is from Burnley in the north-west of England. Here she is talking about her attitude to government welfare officials when, as a single mother, she felt she was receiving inadequate financial benefits.

*"I felt like if I were face-to-face to them I could've throttled them. It was horrible, it were. And I thought it were all wrong. That's what really got me. I though, "Yeah, if I were sat here on drugs and things and I went down all, like, off my head sort of, like, thing, they'd give me somewhat just to get rid of me". I did, I thought it were really wrong, that.*

A map of the united kingdom

Description automatically generatedA map of united kingdom with orange and grey

Description automatically generated

Figure 2.3: Location of Glasgow and Burnley [Source: [Alphathon](https://upload.wikimedia.org/wikipedia/commons/thumb/0/05/Scotland_in_the_UK_and_Europe_%280%C2%B0%29.svg/2560px-Scotland_in_the_UK_and_Europe_%280%C2%B0%29.svg.png)]

You will notice from these extracts that the variation is not just a matter of dialect words, like Cormack's wee ('little') and likesae ('for example'), but also phrasal and grammatical: Cormack says "do you know", where Standard English would be just "you know", and Bernadette says "it were", where Standard English would be "it was". You can see examples of grammatical variation in US English at this [Yale University website](https://ygdp.yale.edu).

|  |
| --- |
| Microscope*More…*  Here you can look more closely at words and phrases you're unfamilar with in Cormack's and Bernadette's Englishes. You can also listen to them speak, and consider how different their accents are to those you're used to.  *Lightbulb and gearActivity*  Note down any words, phrases, and structures used by Cormack and Bernadette which you are unfamiliar with. |

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| --- |
| *Arrow Horizontal U turnFeedback*  Depending on your own familiarity with Scottish English and Scottish culture, you may have identified any or all of the following elements in Cormack’s usage:   * *likesae*: 'for example' * *Hun*: 'a nickname for a Protestant [Christian] (especially when applied to fans of Glasgow Rangers football team)' * *Tim*: 'a protestant nickname for a Roman Catholic [Christian] (especially when applied to fans of Celtic football team)' * *do you know*: the use of do in this phrase is not usual in 'Standard English', even if it may be no less grammatical according to 'Standard English' rules * *wee*: 'little'   Again, depending on your familiarity with the Englishes of northern England and informal native-speaker phrases more broadly, you may have identified some or all of the following elements in Bernadette’s usage:   * *it were*: this construction (where 'Standard English' would use was) is common to many parts of the UK * *if I were sat*: the use the passive participles like *sat* (where 'Standard English' would use present participles like sitting) is very common in this kind of construction * *off my head*: an informal phrase meaning 'intoxicated by alcohol or drugs', and used by many native-speaker groups * *somewhat*: 'something' |

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| --- |
| *Lightbulb and gearActivity*  Now listen to [**Cormack**](http://www.bl.uk/learning/langlit/sounds/text-only/scotland/glasgow/) and [**Bernadette**](http://www.bl.uk/learning/langlit/sounds/text-only/england/burnley/) speaking in the interviews from which these extracts are taken, and consider how different their pronunciation is from the variety you teach and/or model. How well do you think they would understand each other if they met? |

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| --- |
| *Arrow Horizontal U turnFeedback*  If Cormack and Bernadette met, they would, despite their use of different varieties of English, be able to understand each other.  This is because their communicative resources consist of much more than just the words, structures and accents they use to convey their meaning, create a relationship, project a particular identity, and all the other tasks we use language to achieve. Their communicative resources also include the ability to accommodate (**converge** and **diverge**) and negotiate meaning. It is these processes, in addition to their task-related words and structures, that help them achieve mutual understanding.  Of course, this is to assume that they actually want to understand each other! Their first meeting might go disastrously wrong; perhaps because Bernadette hates Cormack's clothes or perhaps because he had a previous girlfriend from Burnley who left him and now automatically dislikes all women with a North West England accent. If either of these scenarios are the case, they might be less disposed to understand each other, but again that would not be because of their (only) partially overlapping linguistic resources.  If Bernadette is not a football fan, she may not understand Cormack's use of the words '*hun*' and '*tim*', but she could ask and Cormack could try his story again, without the specialist vocabulary. Intelligibility is about much more than just the interlocutors' own linguistic resources (as a later part of this unit shows): it's about joint work, work that Cormack and Bernadette would probably get done with very little awareness that they were even doing it. |

**2.4 World Englishes**

*Concept: Users of native-speaker varieties of English are a minority*

The degree of native-speaker variation that we saw with Cormack and Bernadette tends to be conveniently forgotten in ELT: instead, there is a monolithic assumption of equivalence between ‘native-speaker English’ and ‘Standard English’. Likewise, there is an assumption that this English comes in two basic varieties: British and American. Although there is some recognition of other nations where native speakers 'settled' (and, often brutally, displaced local populations)—Ireland, Canada, Australia, New Zealand, and several Caribbean states— these are rarely acknowledged.

But again the reality is more plurilithic. In a speech at Oxford University in England in 2005, the Indian Prime Minister, Manmohan Singh, said the following (Singh, 2005):

*"Of all the legacies of the Raj [British rule in India], none is more important than the English language and the modern school system. That is, if you leave out cricket! Of course, people here may not recognise the language we speak, but let me assure you that it is English! In indigenising English, as so many people have done in so many nations across the world, we have made the language our own. Our choice of prepositions may not always be the Queen's English; we might occasionally split the infinitive; and we may drop an article here and add an extra one there. [...] Today, English in India is seen as just another Indian language."*

* 

Figure 2.4: Manmohan Singh, Prime Minister of India 2004-2014 [Source: [Agência Brasil](https://commons.wikimedia.org/wiki/File:Manmohansingh04052007.jpg)]

All around the globe, the legacy of the British Empire (and colonisation by the USA) has included the use of English, which in many parts has been ‘indigenised’: appropriated as a second language and taking its (often unequal) place in repertoires of local languages.

Since the 1980s, researchers have been studying and describing such **World Englishes** and their developing patterns of use. One of the foremost scholars of World Englishes is the Indian sociolinguist Braj Kachru, who proposed a classification of Englishes into three concentric circles (Kachru 1985): see Fig. 2.5.

A diagram of a circle with text and words

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Figure 2.5: Kachru’s model of World Englishes

(EFL = English as a Foreign Language; ESL = English as a Second Language; ENL = English as a Native Language; figureadapted with permission from Hall et al., forthcoming)

In Kachru’s original formulation of the model, whole countries, rather than individual users of English, were assigned to each circle. England and the former colonies it had settled (e.g. Scotland, Ireland, the USA and New Zealand) are in the ‘**Inner Circle**’. In the ‘**Outer Circle**’ are former colonies that used to be administered by Britain, for trade or exploitation, but were not settled by people from the British Isles (e.g. ‘colonial dependencies’ like India, Kenya, and Singapore). All other countries are in the ‘**Expanding Circle**’.

Inner Circle countries are, naturally, most closely associated with native speakers (ENL users), but to call them ‘English-speaking countries’ is too monolithic. In these countries one finds also:

* many migrants from Outer and Expanding Circle countries (e.g. Punjabi in the UK)
* indigenous native speakers of other languages (e.g. Maori in New Zealand)
* speakers of other colonial languages (e.g. French in Canada)

In the post-colonial contexts of the Outer Circle, one finds many people who regularly use English as a second language (ESL users), in addition to their first language. English often has official status in the country, and may be used as the medium for government business or education, and in multilingual countries often as a national lingua franca. But again, the language is not necessarily used often by the majority of the population, and there may be a sizeable group of native speakers.

All the other countries are in the Expanding Circle, where it had been assumed that English was used rarely—and in fact mostly in ELT contexts. Users tend to be referred to as learners, and English is considered a foreign language (EFL). But once more, this is too monolithic an assumption. In Finland, for example, almost 100% of the population can communicate effectively in English, and many do so on a regular basis, in higher education, business, etc.

**2.4.1 Englishes in your part of the world**

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| *Lightbulb and gearActivity*  In which circle would you place the country where you were born? What about other countries where you may have lived, studied, worked, or visited? |

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| *Arrow Horizontal U turnFeedback*  The following lists of countries and other significant territories include those in Crystal 2018, plus a few that Crystal omitted. Crystal does not assign them to circles, as we have done.1  If you can't find the country you are looking for in the list, then we think it's in the Expanding Circle.  If you think a country is missing or misplaced, please let us know.  **Inner Circle:**   * Anguilla * Antigua and Barbuda * Australia * Bahamas * Barbados * Bermuda * British Indian Ocean Territory * British Virgin Islands * Canada * Cayman Islands * Falkland Islands * Gibraltar * Grenada * Guernsey * Ireland * Isle of Man * Jamaica * Jersey * Montserrat * New Zealand * Norfolk Island * Pitcairn Islands * Saint Helena, Ascension, and Tristan da Cunha * Saint Kitts and Nevis * Saint Lucia * Saint Vincent and the Grenadines * Trinidad and Tobago * Turks and Caicos Islands * U.S. Virgin Islands * United Kingdom * United States of America   **Outer Circle:**   * American Samoa * Bangladesh * Belize * Bhutan * Botswana * Brunei * Cameroon * Cook Islands * Dominica * Federated States of Micronesia * Fiji * Gambia * Nauru * Nigeria * Niue * Northern Mariana Islands * Pakistan * Palestine * Palau (Belau) * Papua New Guinea * Philippines * Puerto Rico * Ruanda * Samoa * Seychelles * Ghana * Guam * Guyana * Hong Kong * India * Kenya * Kiribati * Lesotho * Liberia * Malawi * Malaysia * Malta * Marshall Islands * Mauritius * Namibia * Sierra Leone * Singapore * Solomon Islands * South Africa * Sri Lanka * Swaziland * Tanzania * Tokelau * Tonga * Tuvalu * Uganda * Vanuatu * Zambia * Zimbabwe     1 Although the Caribbean nations have majority ethnic African populations (mostly descended from enslaved people), rather than indigenous or from the British Isles, we have classified them here as Inner Circle since they have predominantly native English (or English-based creole) users. In other cases it's harder to decide. For example, South Africa is often placed in the Inner Circle, and yet probably under 10% of its citizens are native English users, so we have counted it as Outer Circle. Similarly, we placed Gibraltar in the Outer Circle, since probably just over a quarter of the population are native speakers of English.  **Reference:**  Crystal, D. (2018). *The Cambridge encyclopedia of the English language* (3rd edn). Cambridge: Cambridge University Press. |

It comes as a surprise to many English teachers that among users of English, ENL users are in a minority (less than half a billion). There are more ESL users (more than half a billion), and over twice as many EFL users (over a billion, and expanding daily—hence Kachru’s name for this circle of nations). But numerical superiority doesn’t necessarily imply linguistic assertiveness: because of the monolithic beliefs we looked at earlier, according to which languages belong to nations, most users of English in Expanding Circle countries look to users from the UK, the USA and other Inner Circle nations for the ‘correct’ forms of the language. They are, in Kachru’s terms ‘**norm-dependent**’.

Many ESL users in the Outer Circle nations, on the other hand, have adapted English for their own local purposes in the years since independence from the Inner Circle countries that once oppressed them. In other words, they have begun to ‘indigenise’ it: they are ‘**norm-developing**’ in Kachru's terms. As Manmohan Singh said in his Oxford speech, English is now ‘just another Indian language’. In some cases, the indigenised variety is becoming codified. For example, *A Dictionary of Nigerian English Usage* (Igboanusi, 2002) allows ‘Nigerians and foreigners alike to recognise and learn the varieties of English peculiar to Nigerian usage and gain a more in-depth understanding of the state of Nigerian English’.

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| *Group brainstormDiscussion point 2.1*  Wherever you are currently living, there are likely to be Outer and Expanding Circle Englishes being used somewhere nearby—perhaps all around you. A typical feature of these Englishes is their hybridity and the blurring of the borders between them and the languages used alongside them. This is clearly seen in what’s called ‘foreign accent’, and also in the ‘borrowing’ of words.  Find some samples of what might be Outer or Expanding Circle usage in your location, and make a list of some of the words which might not be considered to ‘belong’ to ‘Standard English’. See if you can find at least ten if you live in an Inner Circle country… and restrict yourself to twenty if you are in the Outer or Expanding Circles. (If you’re in an Expanding Circle country, feel free to look at learners: they are using English too!)  Share your words in the Discussion Section to see if other course users can tell you how widespread they are. |

**2.4.2 Owning a language (Part 1)**

**A flag with blue letters

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Figure 2.6: The English language associated with UK and US national identity. [Source: [Frizabela](https://commons.wikimedia.org/wiki/File:English_language_logo.jpg)]

*Concept: People believe that native speakers* own *their language*

A monolithic belief in English as ‘the’ ‘National Language’ of Inner Circle countries has as an automatic corollary in the belief that English is a *foreign* language everywhere else. Inner Circle ownership of English is assumed even if the language has a long history and ‘official status’ in many Outer Circle countries and may be used by many people on a daily basis in Expanding Circle countries.

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| *Lightbulb and gearActivity*  Watch the video of Gordon Brown (the UK’s prime minister between 2007 and 2010) in Fig. 2.7. In it he is announcing a series of British Council initiatives to help people learn English around the globe.  A person in a suit and tie  Description automatically generated   * [PM announces new English language learning resources](https://www.youtube.com/watch?v=6gxaN-hagTY)   (You can find a transcript of the speech at the end of this interesting [French response](https://www.francophonie-avenir.com/fr/Info-breves/247-Ne-soyons-pas-les-perroquets-de-Gordon-Brown-refusons-l-anglicisation).)  How do you react to the way that Brown announces these initiatives? What does the announcement reveal about official views of Britain’s past and present relationship with English and ELT? |

A person speaking into a microphone

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Figure 2.8: Nigerian novelist Chinua Achebe [Source: [Stuart C. Shapiro](https://commons.wikimedia.org/wiki/File:Chinua_Achebe_-_Buffalo_25Sep2008.jpg)]

A plurilithic perspective suggests that English as a whole cannot be ‘owned’ by any one country or group of countries (such as those in the ‘Inner Circle’). Henry Widdowson (2003, p. 42) quotes the Nigerian novelist Chinua Achebe:

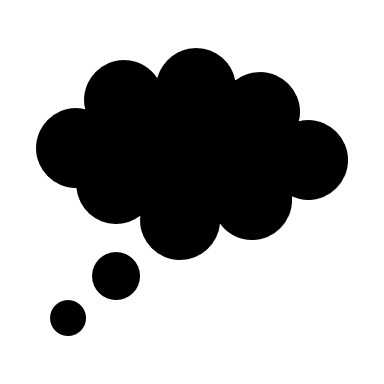
I feel that the English language will be able to carry the weight of my African experience … But it will have to be a new English, still in communion with its ancestral home but altered to suit its new African surroundings (Achebe 1975, p. 62)

Widdowson comments (p. 62):

The new English which Achebe refers to is locally developed, and although it must necessarily be related, and so in a sense in communion with, its ancestral origins in the past, it owes no allegiance to any descendants of this ancestry in the present. […]

Of native speakers he writes (p. 62):

[English] is only international to the extent that it is not their language. It is not a property for them to lease out to others while retaining the freehold. Other people actually own it.

*Reflection 2.1*

Reflect in the Discussion Section on the extent to which other languages you know or know about are ‘international’ in this sense. Do you know or know about languages which are understood to be limited to ‘**intra**-national’ or ‘regional’ status? In your opinion, is it possible for these languages be owned by others in the same way that Widdowson argues for English?

Belief in the foreign ‘leased’ status of English beyond the Inner Circle (a social phenomenon) aligns with a belief in the external nature of English as the monolithic native-speaker model or target for second language acquisition (a cognitive phenomenon). We will take this up in the next unit, Learning English. In the meantime, we continue this unit on Using English with a closer look at what our fictional satellite revealed: the fact that most spoken interactions in English probably now occur between non-native speakers in lingua franca scenarios

**2.5 ELF**

*Concept: ELF is the use of English between speakers of different first languages*

English as a Lingua Franca (ELF) is the use of English between speakers of different first languages. The following video explains how increasing numbers of L2 English learners become L2 English *users* in transnational, multilingual, and intercultural ELF interactions, and how this shapes their language resources.

* [English as a Lingua Franca](https://www.youtube.com/watch?v=u9dSm1vZhjU)

Early attempts by applied linguists to deal with the diversity of ELF concentrated on formal features, especially pronunciation and grammar. Some scholars originally conceptualised ELF as a distinct set of forms, attempting to identify those features that were optimal for teaching purposes (e.g. Jenkins, 2002) and making a case for describing those that were most commonly employed in successful ELF interaction (Seidlhofer, 2001). The main criterion used to specify the forms of ELF was that of mutual intelligibility between users of different L1s.

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| Microscope *More…*  Below you can look at some typical pronunciation features from speakers in ELF interactions, and decide which ones you think might lead to problems of intelligibility.  *Lightbulb and gearActivity*  Here are some features of the kinds of Englishes you might hear in ELF scenarios, placed in the mouths of fictional speakers. Half are listed by Jenkins (2002) as ‘acceptable’ pronunciation features in ELF interactions, because they proved less likely to cause misunderstanding than other features in her study. The other half led to communication problems, so are not preferred. Which do you think are acceptable, and which are not preferred?   1. A Chilean who pronounces *live* the same way as *leave.* 2. A Brit who pronounces *mar* without the final ‘r’ sound (like *Ma*). 3. A Malaysian who pronounces *milk* with the ‘lk’ the same as *book* without the ‘b’ ('*miook'*). 4. A Thai who pronounces *tactful* without a ‘t’ sound in the middle (rhyming with *sackful*). 5. A Belgian who pronounces *they* with the initial consonant as a ‘d’ sound (like *day*). 6. An Egyptian who pronounces *water* like *warder* (but without the ‘r’ sound). |

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| *Arrow Horizontal U turnFeedback*   * The vowel length contrast was found to be important for intelligibility in Jenkins' study, so the native speaker vowel length distinction is preferred. * The (distinctively UK) 'non-rhotic' pronunciation, without the 'r' after the vowel, was found to be more likely to lead to misunderstanding, so is not preferred. * The vowel-like pronunciation of 'l' before a consonant caused no problems, so is acceptable. * The omission of consonants in consonant clusters was found to be acceptable, so long as they follow NS norms. * The substitution of the 'th' sound with 'd' or 'z' (for words like *they*) or with 't' or 's' (for words like *think*) was found to be acceptable. * The (distinctively US) 'd'-like pronunciation of 't' between vowels was found to lead to misunderstandings, so is not preferred. |

Recommendations have been made about what forms of English to teach in ELT classrooms on the basis of such intelligibility studies. But more recent research on ELF (see Seidlhofer, 2011) stresses that more important than the forms of English used in ELF contexts are the ways they are used in **negotiation for meaning** by speakers and hearers in interaction, often as part of part of a multilingual repertoire (see Jenkins, 2015 and 2.6 below). In the following video, Jennifer Jenkins explains this shift in thinking:

# [An introduction to English as a Lingua Franca: ELFpron speaks to Professor Jennifer Jenkins](https://www.youtube.com/watch?v=ZvWCqvxK9Hg)

**2.5.1 Intelligibility**

*Concept: Intelligibility is the responsibility of hearers as well as speakers*

Being intelligible means that you are understood by the person you are talking to. World Englishes scholars Larry Smith and Cecil Nelson (1985) have suggested that intelligibility is made up of the following three components:

* *intelligibility*, the ability of the listener to recognise individual words in utterances
* *comprehensibility*, the listener’s ability to understand the meaning of the word or utterance in its given context
* *interpretability*, the ability of the listener to understand the speaker’s intentions behind the word or utterance.

Most English language teachers probably assume that intelligibility is the sole responsibility of their learners. In contrast, the Smith and Nelson (1985) model focuses on the relative nature of intelligibility, suggesting that it is interactional between speaker and hearer, and that being intelligible means being understood by a particular listener at a particular time in a particular situation. What this means is that English users’ familiarity with any speaker's way of talking is as important as how they are talking. In other words, the intelligibility of the English of Cormack and Bernadette that you read about earlier depends on how used you are to hearing their voices. Listen to them for any length of time, and they will become more intelligible (to you). The interactive nature of intelligibility is, regrettably, something so-called 'international' English tests ignore. How can speaking tests be valid and reliable when the examiner is (or is not) used to the test-taker’s variety of English?

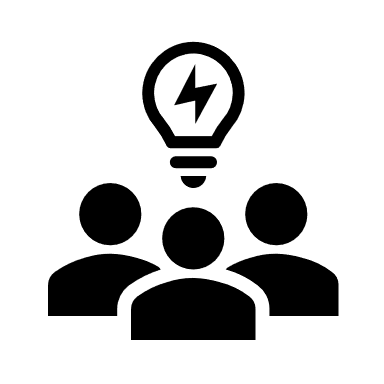
Most English language teachers probably assume that ‘**interference**’ from their students' first language is a major source of any communication problems. But, as Jenkins’ (2002) research on pronunciation suggests, effective international communicators use many features that differ from those of native speakers without causing communication problems. In addition to pronunciation features, there are also many grammatical and lexical features which have been shown not to hinder communication. For example:

* non-use of the third person present tense *–s*: she look very sad
* omission and addition of definite and indefinite articles
* use of an all-purpose question tag: *isn’t it? no?*
* increase in redundancy: *we have to study about*, *black colour*, *how long time?*
* pluralisation of nouns: *informations, staffs, advices*

(Seidlhofer 2004, p. 220)

(You can confirm the findings of this research yourself by looking again at the Ban Ki Moon interview used in the Ethical Data Prompt of the first unit, *Defining English*.)

Research into intelligibility by World Englishes and ELF scholars has demonstrated that, contrary to the assumptions of many English language teachers, there is no causal relationship between being a native speaker of English and being intelligible in an international context(see for example, Wicaksono, 2012). Instead, it has been suggested, it is vitally important for all speakers of English to practise listening to a wide range of varieties of English and to practise adjusting their speech in order to be intelligible to listeners from a wide range of language backgrounds. In the words of Suresh Canagarajah (2007, pp. 923 - 924), successful English language users ‘are able to monitor each other’s language proficiency to determine mutually the appropriate grammar, lexical range and pragmatic conventions that would ensure intelligibility’.

*Discussion point 2.2*

Share in the Discussion Section any interesting examples of misunderstandings in ELF contexts, either involving native speakers or solely between non-native speakers. To what extent were they language-based? Do you recall how they were resolved?

**2.5.2 ELF in Your Part of the World**

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| *Lightbulb and gearActivity*  In what contexts do (or might) your students use English to communicate with speakers of other languages? How important will their ability to use the forms of ‘Standard English’ be in these contexts? |

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| *Arrow Horizontal U turnFeedback*  Your answer will depend on your students' age, location, access to the internet, hobbies, job, where they take their holidays, what other language(s) they speak, etc.  For example, if they have unblocked access to the internet, they may use some English on social networking sites and special interest discussion boards (like the bloggers we saw in the first unit of this course). They may use English at work for international commercial negotiations and transactions. Perhaps they sometimes holiday in a resort popular with international tourists. Or maybe they communicate in English with people from part of their own county where a different language from their own is spoken. If they are in large urban centres in Anglophone nations, they will probably interact face-to-face with other non-native speakers on a regular basis.  Only in some of these contexts will adherence to the norms of 'Standard English' facilitate communication, or be expected for reasons of social convention. And even where 'Standard English' might give users some interactional advantage or be expected from them (e.g. in formal writing), most users (NS as well as NNS) will be unable to perform with 100% accuracy, as the following unit, *Learning Englishes*, explains. |

**2.6 Translanguaging with English**

*Concept: Translanguaging is the effective use of all one’s languages together*

In real interaction, multilingual people use all their linguistic resources to get things done effectively.

This process has been called ***translanguaging*** (García and Li Wei, 2014); incorporating the idea of *languaging*, a term which makes *language* a verb (Joseph, 2002). Languaging is a social process, encompassing all the linguistic interactions we engage in to continuously create and shape meaning through our experiences. Accordingly, translanguaging means using language\_ (as a plurilithic resource), rather than languages (as separate monolithic systems), to achieve effective interaction.

A black background with a black square

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* Figure 2.9: Translanguaging [Source: [Pixabay](https://pixabay.com/vectors/multilingual-languages-speak-talk-456774/)]

Translanguaging is actually a normal, everyday activity for billions of people around the world, including most users of English.

Here’s an example from Singapore, in which Seetoh, whose husband has recently died, converses with Jamie, an old friend (as reported and analysed in Li Wei, 2018). Note how the interlocutors interact fluently and naturally in seven different language/varieties:

Seetoh: *Aiyoh* (discourse particle), we are all <ka ki nang> (自己人 = own people, meaning ‘friends’), **bian khe khi** (免客气 = don't mention it). Ren lai jiu hao (人来就好 = good of you to come), why bring so many “barang” (things). **Paiseh** (歹劳 = I'm embarrassed). ‘Nei chan hai yau sum’ (你真有心 = you are so considerate).

Jamie: *Don’t say until like that.* Now, you make me “malu” (shame) only. You look after my daughter for so many years, **mei you gong lao ye you ku lao** (没有功劳也有苦劳 = you have done hard work even if you don't want a prize). I feel so bad that I could not come earlier. ‘Mm hou yi si’ (不好意思 = I'm embarrassed). I was so shocked to hear about Seetoh, **tsou lang ham** (做人 ham ham—meaning life is unpredictable), jie ai shun bian. (节哀顺变 = hope you will restrain your grief and go along with the changes)

Seetoh: ta lin zou de shi hou hai zai gua nian (他临走的时候还在挂念 = He was thinking of Natalie before he passed away) Natalie (Jamie’s daughter). […]

[Key: **Bold**: Hokkien; angled brackets < >: Teochew;underlined: Mandarin; “double quotation marks”: Malay; ‘single quotation marks’: Cantonese; *italics*: Singlish; standard font: English]

Because translanguaging focuses on meaning, and challenges the idea of languages having fixed borders which shouldn’t be crossed in practice, it is very consistent with the plurilithic view of English as a resource with fuzzy boundaries, mixing freely with individuals’ other languages.

In education, the concept of translanguaging is used in multilingual contexts, addressing meaning-making interactions within a classroom. It gives bilingual and multilingual learners and users the opportunity to employ their full linguistic **repertoire** in order to express themselves. In other words, translanguaging allows learners to communicate effectively in class by using different language resources for different purposes. For example, learners might speak about a class topic using Spanish words, but write something about it in formal English; or, they might approach a text by reading it in the original English, but have a discussion about it mixing local Spanish with casual expressions from English. As Ofelia García says in [**this interview**](https://www.psychologytoday.com/gb/blog/life-bilingual/201603/what-is-translanguaging):

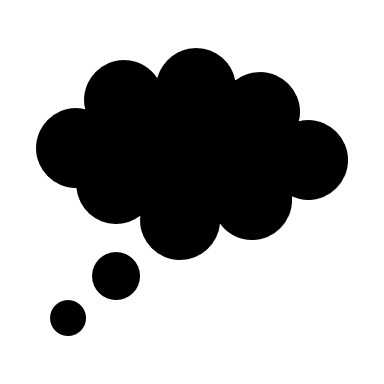
“Only by drawing from their entire language repertoire will bilingual students be able to demonstrate what they know, and especially what they can do with language.”

The emphasis on performing bilingually in the classroom not only helps learners gain greater understanding of the content being studied, but it also helps make them feel more integrated in the classroom by bridging the language they use at home with the one used at school. In addition to language development, translanguaging promotes language equality and can boost a learner’s self-esteem in the process of language learning.

Learners are not the only ones who can adopt translanguaging. Teachers can also use it as part of their pedagogical practices, regardless of whether they are monolingual or bilingual.

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| *Lightbulb and gearActivity*  **Translanguaging in your part of the world**  Are there practices you would describe as translanguaging in your part of the world? Have you ever used any of them? If not, think about ways in which you could use them in your context and how they might benefit your students.  How might you use translanguaging if you are a monolingual teacher or if you speak several languages but not those of your students? |

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| *Arrow Horizontal U turnFeedback*  Language learners can work collaboratively to produce language. They could work on a given text by interpreting it, providing a collaborative translation and then open it to discussion.  Reviewing past lessons in the student’s home language can help (re-)activate that knowledge and thus make the learner more prepared to understand new concepts that will be presented in the second language.  When a teacher makes an effort to use their students’ first language, it may encourage the students to try to use English in turn. If you do not know your students’ first language(s), try learning some key phrases to help interaction and build trust. You can use tools like Google Translate or ask students to volunteer the terms. |

*Reflection 2.2*

Reflect on your understanding of translanguaging. What questions about the phenomenon do you have for teachers from your region and/or other parts of the world? Ask your questions (and answers ones that others have posed if you can) in the Discussion Section.

**2.7 Check Your Understanding**

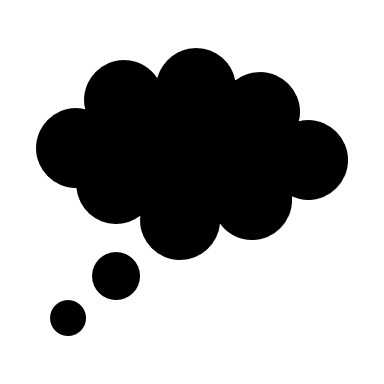
Throughout the course we provide definitions of some of the key terms used in our discussion of changing Englishes.

You can use the online flashcards to check your understanding of these terms by reading the word or phrase on the flashcard and recalling the definition. You can then check your answer by clicking the ‘show answer’ button.

**2.8 Reflect and Discuss**

In this unit, we introduced the following concepts:

* English is now used predominantly as a lingua franca
* Native-speaker English varies massively
* All language users accommodate to their interlocutors and negotiate meaning in interaction
* Users of native-speaker varieties of English are a minority
* People believe that native speakers own their language
* ELF is the use of English between speakers of different first languages
* Intelligibility is the responsibility of hearers as well as speakers
* Translanguaging is the effective use of all one’s languages together

*Reflection 2.3*

Reflect in greater depth on one or more of these concepts and then take part in discussion with other course users in the Discussion Section, replying to one or more previous posts.

**Note: Please complete this exercise in order to be eligible for the Course Certificate**.