



Changing Englishes: An Online Course for Teachers

Orientations to English questionnaire

This tool is designed to check your levels of awareness and belief regarding monolithic and plurilithic orientations to English.

On the next few pages are 24 statements about ELT and English around the world.

Indicate the strength of your agreement or disagreement using one of the following four options:

- *Strongly disagree*
- *Disagree*
- *Not sure/neutral*
- *Agree*
- *Strongly agree*

Information on how to calculate and interpret your score is given on p. 5.

1. There is no single 'correct' version of English grammar.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
2. Native speakers are often the cause of misunderstandings in interactions with non-native speakers.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
3. The versions of English that two native speakers of the language know can be as different from each other as those of two non-native speakers.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
4. Accuracy in English is a relative idea, determined by the variety being learned.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
5. 'Correct English' is more about social convention than communicative effectiveness.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
6. There are many Englishes in the world, including both native and non-native versions.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
7. European or Asian versions of English can be just as valuable as British or American versions.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
8. When non-native speakers interact with each other in English, the non-native forms they use to express themselves can sometimes be more effective than native-speaker forms.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
9. Trying to eliminate students' foreign accent in English is like trying to make native speakers lose their own regional accent, which is part of their identity.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**
10. When different groups of non-native speakers use English in their own ways, their situation is similar to native speakers using a regional or social dialect.
Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**

11. Some non-native uses of English (e.g. adding plural -s on 'non-count' nouns like *advice*) are actually more logical than native English forms.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

12. Automatically treating non-native forms of English as mistakes unfairly judges non-native users as deficient.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

13. Teachers should help learners develop the vocabulary and communicative strategies they need for interaction with other non-native users, rather than just with native speakers.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

14. As a learning outcome, what learners can do with their English is much more important than how close it is to native-speaker versions.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

15. Standardised international tests like IELTS and TOEFL don't effectively assess English for global communication.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

16. Teaching materials are closer reflections of the global use of English if they include both native and non-native accents.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

17. An ability to speak English effortlessly but 'inaccurately' will often be more useful to learners than 'accurate' but slow and effortful English.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

18. Official tests and curriculums which uniquely focus on Standard English can be obstacles to effective learning.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

19. English is enriched by its non-native speakers and the native languages they speak.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

20. Non-native speakers of English should be considered as owners and users of English in their own right, rather than as merely learners.

Strongly disagree Disagree Not sure/neutral Agree Strongly agree

21. ELT textbooks created and published in countries where English is not the main language can be just as authoritative as those published in the UK and USA.

Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**

22. Teaching only British or American English limits learners' ability to interact effectively with people from different global cultures.

Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**

23. It is no longer necessary for schools to look for native speakers only when hiring English teachers.

Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**

24. When non-native speakers depend on British or American usage as a guide to 'correct English', this shows their unjustified insecurity.

Strongly disagree **Disagree** **Not sure/neutral** **Agree** **Strongly agree**

Scoring

Score each of your responses as follows:

- *Strongly disagree:* 1 point
- *Disagree:* 2 points
- *Not sure/neutral:* 3 points
- *Agree* 4 points
- *Strongly agree* 5 points

The sum of these scores will give you a total out of 120.

Interpret your score as follows:

Scores from 1 to 24:

Your results indicate that **you orient strongly towards a monolithic view of English**. We cannot predict whether your opinions will change as a result of taking the *Changing Englishes* course, but whether they do or not, it should help you gain relevant knowledge with which you can reflect on your opinions and make informed decisions regarding your future practice.

Scores from 25 to 48:

Your results indicate that **you orient towards a monolithic view of English, although not strongly**. We cannot predict whether your opinions will change as a result of taking the *Changing Englishes* course, although you are not completely inflexible, so it should help you gain relevant knowledge with which you can reflect on your opinions and make informed decisions regarding your future practice.

Scores from 49 to 72:

Your results indicate that **you do not orient consistently towards either a monolithic or a plurilithic view of English, or are neutral/unsure of your orientation**. We cannot predict whether you will form more definite opinions as a result of taking the *Changing Englishes* course, but it should help you gain relevant knowledge with which you can reflect on your position and make informed decisions regarding your future practice.

Scores from 73 to 96:

Your results indicate that **you orient towards a plurilithic view of English, although not strongly**. Although you might already be aware of some of the problems arising from an inflexibly monolithic position, taking the *Changing Englishes* course should help you gain relevant additional knowledge with which you can reflect further on your opinions and make more informed decisions regarding your future practice.

Scores from 97 to 120:

Your results indicate that **you orient strongly towards a plurilithic view of English**. Although you might already be very aware of some of the problems arising from an inflexibly monolithic position, taking the *Changing Englishes* course should help you gain relevant additional knowledge with which you can make more informed decisions regarding your future practice and more effectively engage others with the plurilithic perspective.