

Foreigner English (EFL)

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Table of Content

- Introduction
- Research of EFL
- Common mistakes
- Influence of English
- Ownership of English
- Interactive conclusion

Models of World Englishes

- ENL (English as a Native Language)
- ESL (English as a Second Language)
- **EFL (English as a Foreign Language)**

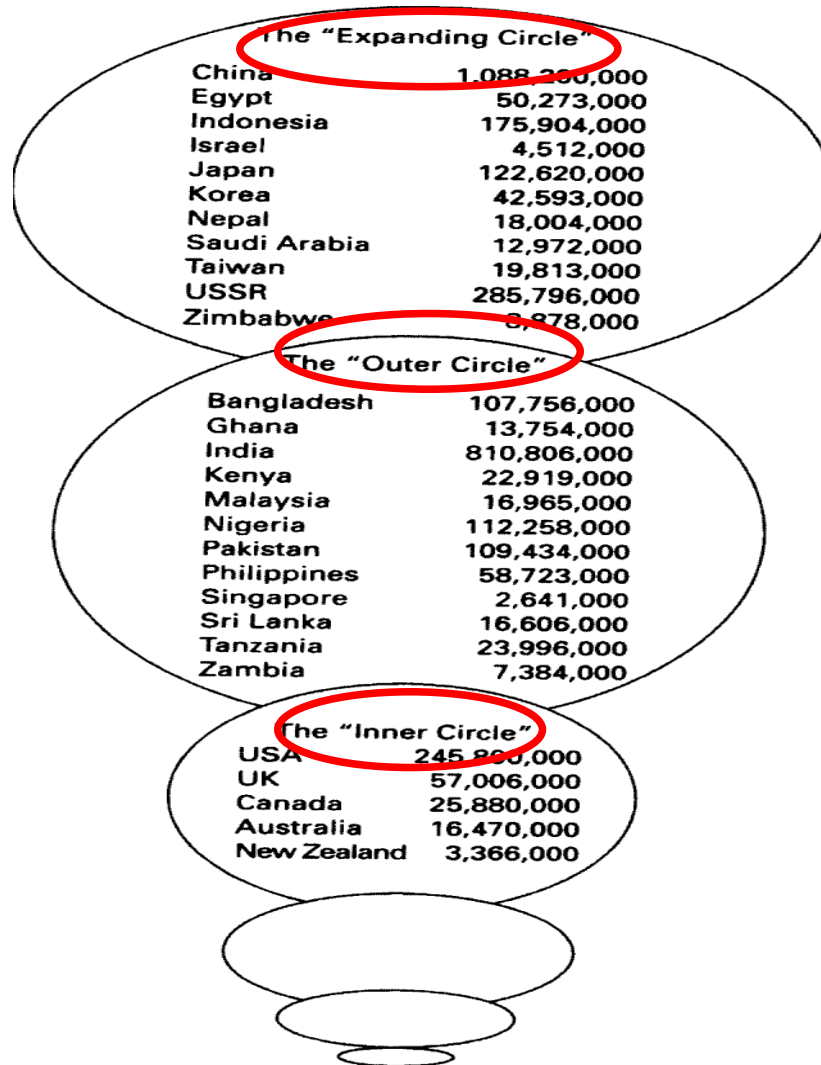
EFL

- Refers to the use or study of English by speakers with a different native – language
- Not used or spoken on a daily basis
- Taught at school --> restricted usage

Disadvantages

- Not everybody conforms to the same “standard model”

Kachru's Three Circle Model



Kachru's Three Circle Model

- “The current sociolinguistic profile of English may be viewed in terms of three concentric circles...The inner circle refers to the traditional cultural and linguistic bases of English. The Outer Circle represents the institutionalised non-native varieties (ESL) in the regions that have passed through extended periods of colonisation...The Expanding Circle includes the regions where the performance varieties of the language are used essentially in EFL contexts.”

(Kachru, 1985:366-7)

Disadvantages

- Too restricted
- Communication via all three circles
 - Different roles of English in the Expanding Circle

Role of EFL

- Used in education → Chinese students are now able to study in English
- English as a Lingua Franca → increase in international trade
- English in computer mediated communication

Advantages

- Makes English plural → one English becomes many Englishes
- Europe → research documents that English has penetrated the daily lives of many people

Research in EFL

(Seidlhofer 2007)

Development of several concepts

1. International English

- » Refers to the distribution of native – speaker's English in an international context rather than the changes the English language has gone through in order to meet international needs

Research in EFL

(Seidlhofer 2007)

2. International Corpus English (ICE) →

includes outer circle of Kachru's model but not the expanding circle:

- » first large-scale effort: to study the development of English as a world language
- » principal aim: provide resources for studies of English used in countries where it is either a majority first language or an official additional language
(Greenbaum 1996)

→ disadvantage: does not include the most widespread contemporary use of English

Research in EFL

(Seidlhofer 2007)

- conceptual gap
 - » accepting a language that is not anybody's native tongue as a legitimate object of investigation and descriptive research
 - the concept of EFL becomes more difficult when considering the terms community and variety
- **3. communities of practice** is a more modern approach to EFL

Characteristics of EFL speakers

- Phipps 2006: 'Languaging'
 - stepping out of one's habitual ways of communication
 - establishing different ways of interaction
- Full involvement of the exploitation of the potential of the language in the interaction
- Purpose-based communication is primary aim, not the linguistic code itself

Characteristics of EFL speakers

- approach differs from the exposure to English at school
- Focus is on multi-faceted multilingual repertoires
 - » Users are motivated by the interactive dynamic and the communicative purpose
- grammatical correctness is not in the foreground

Common mistakes

- How did you learn English at school?
- Can you imagine typical mistakes that German learners of English make?

Common mistakes of German learners of EFL

- dropping third person present tense {s}
- confusing the relative pronouns *who* and *which*
- not using the correct tag question
- *become* instead of *get*
- literary translation (word by word)

Discussion

- In how far do these mistakes influence the communication?
- Bamgbose 1998: “It is people, not language codes, that understand one another.”

English as a “World Language“

“A language becomes an international language for one chief reason: the political power of its people - especially military power.“

(David Crystal 1997, p.7)

Engco-Model

Table [D8.1] Engco model of the global influence of English

1	English	100
2	German	42
3	French	33
4	Japanese	32
5	Spanish	31
6	Chinese	22
7	Arabic	8
8	Portuguese	5
9	Malay	4
10	Russian	3
11	Hindi/Urdu	0.4
12	Bengali	0.09

Note: An index score of 100 represents the position of English in 1995

Engco Model

- Calculates an index of “global influence”
- It includes...
 - **Economic factors** such as “openness to world trade”
 - **Demographic factors**: numbers of young speakers, rates of urbanisation
 - **Human Development Index (HDI)**: combination of measures of quality of life with those for literacy and educational provision

Engco Model

- Generates a new league table among languages
- Weights languages by the number and wealth of speakers and by the likelihood that these speakers will enter social networks

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Status & Ownership of English

- Two main functions of Global English:
 1. provides a vernacular language for international communication
 2. forms the basis for constructing cultural identities

Ownership

- Who owns English internationally?
 - Does it belong to native speakers of English, to speakers of standard English, to White people or to all people who speak it regardless their linguistic and sociocultural histories?

Ownership

“If learners of English cannot claim ownership of a language, they might not consider themselves legitimate speakers of that language.”

(Bourdieu, 1977)

→ relationship between language and identity

Ownership

“All communities possess and protect their languages. The question is, which community and which culture have a rightful claim to ownership of standard English? For Standard English is no longer the preserve of a group of people living in an off-shore European island, [...]. It is an **international language** [which] means that no nation can have custody over it. To grant such custody of the language [...] is necessarily to arrest its development and so undermine its international status.”

(Henry Widdowson, 1993)

Ownership

“Just as, at the level of relations between groups, a language is worth what those who speak it are worth, so too, at the level of interactions between individuals, speech always owes a major part of its value to the value of the person who utters it.”

(Bourdieu, 1977)

Interactive conclusion

- Now you should know:

Kachru's Expanding Circle:

→ too restricted

→ communication in all three circles

Development of several concepts

conceptual gap

Phipps 2006: 'Languaging'

Primary focus is on multi-faceted multilingual repertoires

Thank you for your attention and
participation!

Sources

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