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ABSTRACT:

What I would like to discuss in this master's dissertation is how teachers can incorporate World Englishes[1] (WEs) in the curriculum without losing a common standard and maintaining mutual intelligibility between the different countries where English is spoken. The whole work will be based on two aspects. On the one hand, Kachru's three concentric circles (Inner, Outer and Expanding) with its further analysis and the controversial debates on WEs which were originated afterwards. And, on the other hand, on the misinterpretation of the uses of English as an international language which must not be related just to the Inner Circle, but also to the Outer and Expanding Circle (taking into account their different accents and vocabulary).

Apart from these two previous aspects, I will also put into practice how we can work with WEs in class by including some exercises and explaining them. Furthermore, there is a final questionnaire carried out by 3rd ESO students which will prove that nowadays we only work with linguistics varieties from the Inner circle and that is why our pupils find difficult to understand other accents from the other two circles.

Keywords: World Englishes, Kachru's circles, different accents and vocabulary, misinterpretations.

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[1] WE: World Englishes

"English belongs to all those who use it"

(Barbara Seidlohofer, 2009)

INTRODUCTION

As many linguistics know, English has changed a lot throughout History. It has always been in contact to and borrowed words from Latin, Celtic, Scandinavian, Old Norse, Norman French and more recently from languages spoken in the British colonies. Nowadays, English has spread globally among second-language users[2] (L2) as well as those who use it as a foreign language[3] (EFL).

The globalization of the English language started to be notorious at the end of the 20th century and reached its peak from the beginning of the 21st century until nowadays. The idea of globalizing the English language was initially thought to increase trade between different parts of the world. Therefore, "both rich and poor countries would have access to the same opportunities for making profit" (Yasukata Yano 2001, p. 120). Thanks to this idea, some countries which were poor (i.e. South Korea) started to become richer simply because they opened their markets to the outside world.

Rapidly, globalization was not only used for becoming richer but also for more purposes like, for instance, education. This is what happened in India, where poor children did not have access to a higher education and who would never have been given the means without the process of globalization. (Barbara Seidlhoffer 2007, pp 236-245)

Nevertheless, everything that glitters is not gold. Why so? Because only those who could have access to higher education got richer and those who did not, got poorer. According to a newspaper published in 9 December 2000, data are quite alarming because "only three people in every one thousand have personal computers in India, half the population is still illiterate, and the poorest 250

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[2] L2: Second Language
[3] English as a Foreign Language

million are left behind". (Asahi, 9 December 2000). Thus, the problem arises when the economic globalization is controlled and monopolized by the principle of "the fittest survives". Following with this idea, it is safe to say that economic globalization has both advantages, such as opportunities for more people (turned into more profit for some), and also disadvantages, like economic division between the rich and the poor. If we take into account the latter part, it is easy to see that economic globalization creates division rather than bridges between those who have and those who have not. (Yasukata Yano 2001, pp.121-122)

Extrapolating this previous idea to the linguistic area, the global spread of the English language has been fast and powerful. Nowadays, many schools around the world teach using English even though this is not their first language. If we want to communicate internationally, we choose English as the most important language but, in terms of varieties, why do British and American always have to take centre stage? Does it have to do with this monopoly aforementioned?

According to H.G. Widdowson, there are two perspectives of this language spread. On the one hand, the spread of the language just happened because of possible environmental factors which acted in the internal instability of the language itself. On the other hand, the spreading was deliberate by people who conspired to spread it, "motivated by colonial ambition". (H.G. Widdowson 1995, p. 136) The same author stands for this second view which means that the English language was used and is being used as an instrument for imposition of power. The problem thus comes when people think that with this imposition the language will remain the same. However, this idea is wrong because when we are talking about the spread of a language (as opposed to the spread of an illness, for instance) this imposition is appointed to fail since, as soon as people use the language, it is no longer under anyone's control. It is variable. It is unstable.

Either way, another problem of this global spread as a convenient, common language is that it drives minor linguistic varieties (which belong to the Outer and Expanding circle) to extinction "depriving us of the privilege to understand different beliefs, values, accents and views" (Jenkins 2006, pp. 201-202), which

could help us to break the chains of this American and British monopoly that we live in.

MAIN OBJECTIVE

The main objective of this project is to prove how students can be introduced with different varieties of English at the time of learning the language, and how this does not imply the loss of its efficiency as an International Language[4] (EIL); that is, as a language whose main objective is to enable communication regardless of one's origin or pronunciation.

JUSTIFICATION OF THE PROJECT

I wanted to tackle this issue because, since my ESO education, I realized that all my English textbooks (both Student's books and Workbooks) were written by either British or American native speakers, who use their linguistic varieties to deal with topics related to their countries and cultures, as if they were the only two possible ways to learn English. Some examples of these topics are, for instance, the Empire State for the USA or the Big Ben for the UK.

 It is true that the use of a Standard variety is needed, mainly because there are a lot of dialects in the world, but I think that students also need to hear and learn about the different cultures and English accents, not only because they could enrich their knowledge and vocabulary, but also because of the wrong and widespread belief that the varieties spoken in the USA or the UK are the ones we have to emulate if we want to sound as a "real" native speaker.

I totally disagree with this idea and, through this project, I will try to explain why we do not need to sound as a native speaker from the UK or the USA to be understood and how we, as teachers, can deal with this issue effectively.

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[4] EIL: English as an International Language

NOWADAYS' SITUATION

English is a very powerful tool which is present in people's lives around the world and it is used for a variety of reasons. I am going to deal with the academic aspect of this tool.

As I have mentioned before, all my English textbooks have been written by Inner Circle's authors who focus on their own cultures. This has not allowed students to explore and expand their knowledge on new cultures and thus have a wider vision of the world they live in. In other words, if teachers can only work with these resources, without including different linguistic varieties such as Singapore or Nigeria (which belong to the outer circle), students will not be able to make the most of all the possibilities English can offer.

It is worth pointing out that Braj Kachru, an important and well-known Linguistic who coined the term *World Englishes*, divided the English language speakers into three different circles: Inner, Outer and Expanding (annex 1). The way he classified the different circles was basically by focusing on the historical context of English, the status of the language and finally the functions in various regions. Consequently, he thought that the Native English-speaking countries like England, USA or Canada should belong to the Inner circle. The Outer Circle consists of the former colonies such as India, Africa and Nigeria. Most of these Englishes developed as a result of imperial expansion that brought the language to various parts of the world. And last but not least, the Expanding Circle corresponds to countries where English is becoming an important language in different fields such as business, science, technology and education. In this last group there are countries like China, Japan and Turkey. (Ferit Kilickaya 2009, pp. 35-36).

Apart from all this, numbers never lie and thanks to them we know that the percentage of people who belong to the Inner circle (between 320-380 million) is highly inferior from those who belong to the Outer circle but specially to the Expanding one (from 100 million to one billion). That is why there is a need to support minority English accents and cultures.

As we have seen, nowadays, our English textbooks are only focused on the smallest circle (in terms of numbers) rather than on the biggest ones. Thus, we are only giving importance to one out of three circles in our classrooms, leaving behind the opportunity to learn and hear more dialects which could enrich our students' vocabulary and understanding. At the same time, our pupils could detect and give more value to different English varieties which are also present around the world and are very important too.

From all this information aforementioned, we can conclude by saying that currently, the less crowded circle is the only one used in class which can be, as this project tries to demonstrate, a common but easy-to-correct mistake. If we want the English language to work internationally and our students to be able to travel abroad feeling themselves confident and brave enough to go and talk to any English speaker from any country, teachers should have all the necessary material to prepare them for this task. How? We could gradually incorporate different varieties from the other two circles in order to have more prepared students who, at the same time, would also know more vocabulary and could recognize different English speakers' pronunciations. This is how our students would have trained ears to understand any English speaker.

In order to put everybody in context, I would like to continue this section of the project by mentioning the main aspects and difficulties teachers and students (who are not native) have to face nowadays. According to many linguistic experts, there is a need to overcome non-native students'[5] (NNESTs) subordination to native speakers'[6] (NSs) models. The main problem is that NNESTs suffer from a severe self-confidence problem, which sometimes is translated as fear of students catching them "in fault". Other times it is just expressed through an excess of enthusiasm in defending the values of the NSs, which may eventually lead to instances of self-hatred. (Macaulay 1975, p. 128)

Hence, the only possible way this situation can ever change is by NNESTs finally accepting a much wider "peripheral" vision of the language (which they could really claim as their own). That is, we could include some of the different

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[5] NNESTs: Non-Native Students
[6] NSs: Native speakers

accents the English language has, not just the American or British linguistic varieties.

Nevertheless, the problem comes when many of these students still remain connected to the old values and hierarchies believing that NSs have to be the model to follow and a symbol of perfection in language use and pronunciation. This reduces NNSs to "perennial language learners and deprives them of recognition as legitimate language users". (Cook, 2002, 2005)

Consequently, following Cook's words, if NNSs are considered as "permanent learners" (Cook, 2002, 2005), they are both negated to have their own voice and to be able to use the language as they want. Accordingly, they are coerced to imitate or emulate NS models, which should be the ultimate objective of the learning process. Instead of pursuing that unswerving NS[7] model, which often is followed by a kind of admiration for the person they will never be, NNESTs have an important decision ahead, they can either turn to an EIL (English as an International Language) -based conception of the language, or they may cling to the old values aforementioned. (Baker, C. 1992, pp. 233-247) One thing is clear, if they choose the second option, they will find themselves constantly looking for NESTs to asseverate their authority and give them a slight sign of appreciation. Admiring the others' native condition and secretly hating their own non-nativeness is a sure bet for suffering from lack of self-confidence.

So as to see how far this inferiority concept can affect our academy life, let me share with you a true story provided by Medgyes (1994:40) in which a group of Hungarian teachers attending a lecture given by a native speaker respectfully remained silent after the talk until a senior teacher said that "non-native speakers had better not contaminate the air still resonant with the voice of a real native speaker". Thus, with this astonishing comment, we can see the two sides of the same coin, since NNESTs find themselves hating what they are and loving what they can never be. These situations are very sad because this, then, provokes that some NNESTs who, maybe, have spent five years studying English to become a teacher, would never hire one of their kind (NNEST) to be their personal teacher.

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[7] NS: Native Speaker

Hence, if all of this is a matter of (self-)confidence, how can we increase students and teachers' self-confidence? Firstly, we need to increase teachers' self-confidence to increase students' self-confidence. We can achieve it by following these three proposals which are a mixture between some important linguistics ideas and my own ones:

1) They need to develop their speaking and listening skills by exposing themselves to the target language (English, in this case) long time enough to feel comfortable when speaking it. Concerning teachers, they also need to include a "strong language component" (Holliday 2005, pp. 84-86) and must develop teaching skills. There is a tendency to believe that no teaching skills are required to be a competent teacher, but this is totally false and it has wronged students (both NSs and NNSs). There are several companies which only hire NSs without having been trained or, on the contrary, NNESTs with a degree in language training but with deficient language skills and without opportunities for using them. Hopefully, it is just a matter of time that both teachers (NESTs and NNESTs) understand the importance of being well prepared and "that teaching is regarded as a serious business which requires intensive training and strict quality control". (Braine, G. 1999, pp. 130-131)

2) They should try to avoid repetition of previous practices inherited from past experiences and try to innovate with a more pragmatic and realistic view. Regarding Spain, we should change the way our students are taught English because we are not taking advantage of all the possibilities we have on hand. We are out-dated, focusing ourselves only on the "most recognized" sound rather than utilizing more options (WEs). In this sense, new approaches need to be tried. For instance, reading and discussing books which are written using a different linguistic variety to make students aware of the importance to know more cultures and vocabulary which is only present in those accents. As Sifakis (2007) shows, "a transformative approach to teacher training that goes beyond a mere description of the established theories can result in teachers' increased awareness of EIL (English as an International Language)

characteristics and may enable them to open up to change by realizing and transforming their worldviews and perspectives about ESOL (English for Speakers of Other Language) teaching". (Sifakis, 2007. p. 370)

3) Finally, they must engage NNESTs in discussions regarding EIL[8] as well as their own role in fostering a vision in which it is acceptable (and beneficial) to use different varieties of the English language. In Europe, most people go to England in order to learn the language and think that the Standard British accent is the model to follow and imitate. This generalized belief is shared by many non-native English teachers, even though they often experienced the "enigma" of speaking with some native British speakers without understanding any single word of this variety of the language. According to McKay (2003), "only by actively engaging teachers in discussions regarding the role of EIL and the renationalization of the language can the idea that English is not restricted to one single country (or two, if we take into account USA) become a new paradigm in ELT and have an effective presence in the model of language taught in English language classrooms around the world". (McKay 2003, p. 24)

Just to sum up all this information, it is important to remember that if teachers can personally experience the diversity of English language usage; reflect critically on language learning, teaching and the acceptance of English as an international mean of communication, which is not only focused on one or two countries; as well as perceive our society as a multilingualism area where every single linguistic variety is as important as the British and American accents, they will success in becoming trained teachers. They will also become free users and teachers of English as an International Language. Consequently, our students will have in front of them professional, trained teachers who will teach them a variety of linguistic accents and will make them "rescue" that self-confidence when speaking in English, which they did not have at the beginning (and would have never got back without teachers' help).

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[8] EIL: English as an International Language

Let us move on to a different point mentioned in my abstract. There, I have mentioned that Kachru's three concentric circles (Inner, Outer and Expanding) provoked controversial debates on WEs. This is what I am going to talk about in the following paragraphs.

The main problem comes from the idea about the status of English in its varieties since, according to Kachru, "English has been indigenized in India as well as other countries including Singapore and Nigeria, which are referred to outer circles" (Kachru, 1995). Kachru is against the Interlanguage theory, specifically the main components of it which are: errors, fossilization and socio-cultural contexts. This theory was proposed by Selinker and other scholars of the time. In order to better understand why this theory caused controversy, we need to go back to Kachru's three concentric circles, a definition of World Englishes and the concept of interlanguage.

Regarding one of the interpretations of WEs, Bolton states that it is like "an umbrella term covering all varieties of English, new Englishes in countries such as Africa and Asia". (Bolton K. 2004, pp. 367-396) Furthermore, another important linguistic called Jenkins (who has been quoted in other sections of this project) proposed to use the term WEs to cover new Englishes in Africa and Asia, which are considered as Outer circle by Kachru. Hence, Kachru's arguments are more guided to Outer circle and against IL theory (where the controversy comes into play). IL's theory declares that "second language learners' competence is based on an interlanguage continuum between their first (L1[9]) and their second (L2) language". Accordingly, if their output is different from American or British accents, it is considered as a mistake, because of an interference of L1 basically. Moreover, if they continue producing errors, this is called fossilization.

On the other hand, Quirk – another important linguistic who disagrees Kachru's and Selinker's theory – suggests that the Englishes spoken in the Outer circle countries are just "interference varieties". That is why he understands the need to support only one common standard in the use of English, not only in the Inner circle countries but also in others, for both written and spoken English. He

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[9] L1: First Language or mother tongue

justifies himself by saying that it is "necessary to regulate the use of English in different contexts" (Quirk 1990, pp.11-30). And he continues his justification by expressing the fear that the English language would divide up into different forms and norms which would end up losing the function of international communication.

This excited debate between Kachru and Quik did not finish here. In response to Quirk, Kachru alleged that such norms and registers were not relevant in the way the Outer circle speakers use the language. However, what he did not mention was that what he said it could also be significant to English as a Lingua Franca (ELF) and especially the use of English in the Expanding Circle. Thus, what Kachru proposed was to "challenge traditional notions of standardization and models as they tend to be related to only Inner-circle users: [...] the native speakers of this language [English] seem to have lost the exclusive prerogative to control its standardization; in fact [...] they have become a minority. [...] what we need now are new paradigms and perspectives for linguistics and pedagogical research for understanding the linguistic creativity in multilingual situations across cultures". (Kachru 1995, p. 30)

Therefore, as Widdowson argues in his work, native speakers cannot claim ownership of English since, I have commented previously with different words, if we all agree with the idea that English is an international language, we are also admitting that any country can have its custody. It is understandable that native speakers of, for instance, England or the United States feel very proud of having an international mean of communication. But it is not a possession they "rent out" to others. In fact, anyone can own it. (Bhatt 2005, pp. 39-40)

In the same debate, Kachru also states that Outer circle English speakers were not interested in the norms of English based in Inner circle (mainly in tag questions and politeness matters). He thus criticizes the way Outer circle English were labeled (e.g. deficient, fossilized). Let us look at some examples where some words, which can be considered as errors for Inner circle speakers, they are perfectly correct for the local Englishes:

- "You have taken my book, isn't it?"
- "You are soon going home, isn't it?"

In these tag questions examples written in Indian accent, we can see that the meaning of tag has a social meaning. In other words, these two tag questions ("isn't it?") are ruled by what it is called "politeness principle of nonimposition". As opposed to the Indian English, American or British accents form tag questions by inserting a copy of the subject (which is pronominal) after an appropriate modal auxiliary. In order to perfectly see the distinction between these accents, let us write the same sentences using British English: (Bhatt 2005, p. 40)

- "You have taken my books, <u>haven't</u> you?"
- "You are soon going home, <u>aren't</u> you?"

This influence of culture on grammar can also be seen in some modal verbs, such as "may": (Bhatt 2005, p. 41)

- "These mistakes may be pleased corrected". (Indian accent)
- "These mistakes <u>must</u> be corrected" / "These mistakes <u>are</u> to be corrected". (British/American accent)

Both the previous examples and also these ones are the reflection of how Indian culture (in this case associated to politeness) is affected by grammar conventions, which cannot be found in other linguistic varieties such as British or American accents.

Hence, while the examples from British/American English are incorrect in Indian English "since they are positional in their social context" (Bhatt 2005, p. 42) a native speaker can see them as something perfectly correct according to their grammar and rules (in their local context). Thus, within the local context these statements are considered correct. However, the problem arises when you want to use English as an international language, since different members of different cultures or countries could find them difficult to understand. Consequently, there may be some misunderstandings.

Although Kachru criticizes the ethnocentrisms of Inner circle speakers, it is true that he is, somehow, fostering nationalism (as Pennycook suggests). That is why this debate has caused such controversy, because there are some contradictions and different views from different well-known linguistics. It has been suggested to make some changes and make people be aware of the different ways learners speak, not only in the Outer circle but also in the Expanding circle, which reflect the sociolinguistic reality of their English use.

I would like to conclude by stating something pretty obvious which is that English is currently the best option for communication among people from different language backgrounds. In Jenkin's book called *The phonology of English as an International language*, he makes an analysis of the use of the English language as a Lingua Franca among a variety of different speakers and backgrounds. Thanks to his analysis, he could identify which uses of the language caused communication problems and which not, which reflects the sociolinguistic reality we live in.

The most important aspect of this analysis as well as the discussion of World Englishes is that they can be applied to teacher education. Hence, the big question is: which English should we use in schools? The best answer is not mentioning one or another. The best we can do is to allow students to communicate across cultures so that they will be able to understand as many accents as possible. They should be informed about the different varieties and provided with the opportunities to collaborate with other teachers or students in all three circles. Yet, there is one more question to solve: what can we do with the intelligibility of the uses of English in different countries? This can be achieved providing World Englishes and ELF perspectives in their books, materials and in their practices of language testing and assessment.

As I have stated previously, Quirk was against all these theories because he thinks that we need English as an international language for global communication. He claims that we need some "custodians" of the common code to keep it global and regulated. In other words, he thinks that we can allow diversification for local communities and for learning more vocabulary

and common expressions representative from the country itself, but not for the purpose of globalization. Consequently, according to Quirk's words, "we must deny them [WEs] for the global communication interests". (Quirk 1987, p. 20)

Apart from these two ways of dealing with this situation, there is another possibility which has been suggested by Halliday, namely register. Halliday explains that a "register is a variety of language which has developed to serve uses for language rather than users of it". This is the kind of English we can use for specific fields such as technology, economy, business, commerce, professional and academic activities or science. It is this type of English which does not make any distinction between accents or social and cultural issues (as the ones related to the Indian linguistic variety). The emphasis here is on communication and information rather than community or identity. One could think that some problems arise when English is learnt as a second or foreign language in societies where English is not used as the native language, because English is not used in the Anglo-American sociocultural framework alone. (Halliday 1964, p. 94)

The best way to avoid those problems is by letting English diversify into different kinds of independent dialects, but keeping them in place as a range of registers. Because, after all, when we are talking about English as an international language we usually refer to the specific use that is made of it for these professional and academic purposes.

You may think that this cannot be achieved because we cannot keep the language in place and, at the same time, preventing it becoming diverse. However, this is not completely true since, as Halliday states, "registers relate to domains of use, to areas of knowledge and expertise which cross national boundaries and are global of their very nature". (Halliday 1964, p. 94)

Therefore, what distinguishes an accent from a register is that it is focused on uses rather than users or, in other words, on communication rather than communities. The thing is that these communities are not local communities, but global ones. Let me simplify this by putting an example. We study to

become teachers, doctors or engineers with specific instructions. Thus, learning to become members of these communities necessarily involves learning the variety of language (that is, the register), which has become conventional for their communication. (Halliday 1964, p. 96)

Accordingly, scientific English changes, for instance, as the community of scientists changes. It remains internationally intelligible because the community that uses it is international. The same occurs with academic registers which try to keep a written mode even when they speak. Thanks to this last idea (suggested by Widdowson) we can almost assure that registers will regulate themselves for the interests of global communication. At this point, Widdowson joins the debate and asserts that there is no need of native-speaker custodians. (Widdowson, 1994, p. 28)

Apart from what Widdowson asserts, it is also true that there may be some speakers who, even being quite competent in the target language, find difficult (or impossible) to access some registers. For instance, a native speaker can domain the English language but be incompetent in science or computer registers. On the contrary, a non-native speaker who does not domain the language can be very competent in such fields and thus become a member of that community. Therefore, it is what you are that it is important, not where you come from.

Maybe this is one of the reasons why English has spread as an international language: through the development of local registers which "guarantee specialist communication within global expert communities, […] and this is what most people are learning English for". (Widdowson, 1994 p. 29)

On the one hand, there are some learners with a much wider vision of the English language who want the language to communicate with other members wherever they belong to and whatever culture they come from. And, on the other hand, there are also learners with more specific purposes like, for example, to be able to become members of expert communities (as in the previous examples). It is also true that there are certain groups of people who accept one kind of learners and reject others, but this is a different matter that I am not going to deal with here.

To sum up, it must be said that English as an international language is used for specific purposes, which is fine because otherwise it would not have spread or regulated itself as an effective way of communication. Otherwise, there would have no sense to learn it at school or university. This can be applied to countries where English is learnt as a second language or as a foreign language like in Ghana or Nigeria, which belong to the Outer circle.

That is why I would like to comment on how curious Spain is in this matter. English is the only subject which, in many Spanish schools, tries to imitate the world outside the class – normally British or American worlds. With the rest of subjects, Spanish teachers use their own methodology and ways to teach without seeking to imitate different worlds. Why is English different? Why cannot we teach English without looking other countries or ways to teach it? In the English subject we need to invent new contexts for learning which will appeal to learners, that is, create a reality which they can relate to (and therefore activate their learning process). Nonetheless, these contexts are very unreal most of the times. They do not represent a real situation where a native speaker language naturally occurs. The appropriate language for learning is likely to be very different from the authentic language of use.

This is the real and main reason why I do not support teaching the English language as an International Language (EIL), because it does not refer to a particular variety of English. The use of an adjective plus "English" often suggests a specific linguistic variety, such as American English, Singaporean English or Chinese English. In addition, EIL tries to ignore all the details other accents have, which are the things that make them unique, exceptional and special.

Hence, I think we should apply the concept of "International English", a term coined by Farzad Sharifian (which must not be confused with the term "English as an International Language"), which tries to create a mixture between the two principal ideas stated above but with an important difference: not to ignore the singularities. Thus, "International English" can suggest a particular variety of English, which is not at all what EIL intends to capture. EIL, in fact, rejects the idea of any particular variety being selected as a lingua franca for international

communication. Therefore, EIL emphasizes that English, with its many varieties, is a language of international and intercultural communication. (Farzard Sharifan 2005, p. 3)

Then, the final result we had would be, on the one hand, a language capable of respecting every community with its peculiarities (related to grammar and vocabulary) and, on the other hand, a language capable of transmitting the intrinsic culture that every country possesses around the world.

Before finishing with this theoretical part of my master's dissertation, it is worth pointing out how teachers can go in depth into "International English" [10](IE) and the way to apply it at school. According to Brown, the way we can conceptualize IE is by means of educational programs which are able to surpass foreign-language EIL. One of these is the "belief that there is a repertoire of models for English as opposed to one best model". (Brown, 2006, p. 44)

The way English is taught and learnt especially in the outer circle has been influenced by Kachru and other scholars (thanks to the incorporation of WEs). Although it is true that EIL has been developed as a concept which is relevant to the teaching and learning of English in the new era – which is very relevant to L2 users of English in the Expanding circle – many are now contemplating EIL as a basis for cross-cultural communicative skills on a global scale. For expanding circle speakers (where English has traditionally been taught as if it were a 'foreign language'), more and more learners are introducing English as a global language, which exists in many different forms. What is the consequence of this? The answer is easy to see. No one can maintain that English is simply Standard English in its two forms, Standard American English and Standard British English "with all other varieties relegated to subservient positions in a 'self-evident' hierarchy". (Marko Modano 2004, p. 74)

Therefore, teaching English as an international language, however, requires a previous disposition that is very different from the approach traditionally used in English language teaching (ELT), which places English as the language of UK or USA (and its people and culture). In her book titled *Teaching English as an*

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[10] IE: International English

International Language, McKay argues that "the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language". In terms of a target model in English classrooms, McKay illustrates how the appearance of World Englishes complicates the notion of standard because there are now multiple varieties that could serve as the target model. She also emphasizes the importance of recognizing linguistic and rhetorical variations in EIL classrooms and challenges the appropriateness of the native speaker model.

In spite of the increasing attention given to the teaching of EIL, however, we do not know what to do when World Englishes and EIL are dealt with in teacher preparation programs. One study that investigated the place of World Englishes in such programs focused specifically on the treatment of institutional varieties of English (IVEs). Vavrus (1991) surveyed 10 'reputable' MA programs in the United States that prepared ESL professionals in order to find out whether future teachers were exposed to information about IVEs. Among 10 programs Vavrus surveyed, none of the programs required a course that emphasized non-native varieties of English. Two programs listed such a course as an elective, but even in those cases, the course was difficult to access as it was not offered regularly. (Mackay 2000, pp. 340-349)

This lack of understanding of how EIL teachers are being prepared is a problem. The changes in English language teaching urged by various scholars (e.g. Burns, 2005; Kachru, 1984, 1992; Matsuda, 2005, 2006; McKay, 2002) cannot be successfully implemented without changing teachers: teachers must have a good understanding of the historical spread and current use of English in order to implement changes in the curriculum that better reflect the needs of EIL users today.

The English language instruction that "pre-service teachers received before entering teacher education programs" (Matsuda, 1992) tends to be American/British-oriented, meaning teacher education programs play a crucial role in introducing these teachers to the linguistic and functional diversity of English, and how the language may unite or divide the global community.

However, without knowing how these teachers are currently prepared, we do not have a sense of how to approach the curricular innovation – whether it is for teaching the English language or teacher education. (Aya Matsuda 1992, p. 169)

Taking all this information into account, I would like to finish with my own experiences in relation to the teaching preparation programs. I would like to tell the things I learnt when I took those programs but, unfortunately, they simply do not exist in Spain. Here we do not have any kind of preparation for teaching non-native speakers. At university, what students learn is related to English and American literature (again only Inner circle literature), grammar and phonetics and phonology, which is good but not enough. There is not any subject related to the incorporation of WEs and how to teach them. On top of that, when students have already finished English philology (without having learnt anything about WEs), if they want to become teachers, they have to do a master which, in principle, helps students how to teach English. Unfortunately, as you can imagine, there is nothing devoted to WEs and when students finish with their studies, they do not know anything related to the different accents we can work with in class. At least, this is what happened to me. That is why I would like to take advantage and encourage important institutions (like university), which are the responsible to form future teachers, to incorporate this type of learning in teaching masters.

BODY OF THE PROJECT

Case Study

At the beginning of my master's dissertation, in the abstract, I have structured my project into different parts, being the body of the project one of them. Within this section, I mentioned that I was going to start with some exercises and their further explanation. However, I think that it is better if I first start by the questionnaire carried out by my students and then I move on to some of the activities I would like to include in the curriculum (related to World Englishes, obviously).

Therefore, let us start with the questionnaire. This section is going to be divided into two main parts. The first one will be focused on the students who realized the questionnaire (age, genre, number of students and class).The second part will be based on the methodology used. Here, I will explain the activities my students did, how they were structured and the results obtained plus a final conclusion. In my opinion, the results demonstrate what I am trying to prove in this master's dissertation: our students would be better prepared (phonetically speaking) and know more vocabulary if they, since Primary education, were introduced with linguistic varieties pertaining to the Outer and Expanding circle.

Participants

The following questionnaire (see annex 2) has been carried out by 3rd ESO Majorcan students. They were told it was an anonymous questionnaire so that they did not feel embarrassed and could express themselves freely. These students study in a private school in Majorca and are about 14 or 15 years old. All of them are boys because, in this school, girls and boys are separated. Although this is a small group, all the 15 students made this questionnaire voluntarily.

Methodology

The questionnaire I designed for my students comes from a very interesting and useful webpage called www.dialectsarchive.com which consists of two different activities. The first one was a listening activity in which they had to listen to three different speakers with different accents reading the same text (taking turns). This is the story my students had to listen to:

COMMA GETS A CURE

Well, here's a story for you: Sarah Perry was a veterinary nurse who had been working daily at an old zoo in a deserted district of the territory, so she was very happy to start a new job at a superb private practice in North Square near the Duke Street Tower. That area was much nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the mirror and washed her face in a hurry. Then she put on a plain yellow dress and a fleece jacket, picked up her kit and headed for work.

When she got there, there was a woman with a goose waiting for her. The woman gave Sarah an official letter from the vet. The letter implied that the animal could be suffering from a rare form of foot and mouth disease, which was surprising, because normally you would only expect to see it in a dog or a goat. Sarah was sentimental, so this made her feel sorry for the beautiful bird.

Before long, that itchy goose began to strut around the office like a lunatic, which made an unsanitary mess. The goose's owner, Mary Harrison, kept calling, "Comma, Comma," which Sarah thought was an odd choice for a name. Comma was strong and huge, so it would take some force to trap her, but Sarah had a different idea. First she tried gently stroking the goose's lower back with her palm, then singing a tune to her. Finally, she administered ether. Her efforts were not futile. In no time, the goose began to tire, so Sarah was able to hold onto Comma and give her a relaxing bath.

Once Sarah had managed to bathe the goose, she wiped her off with a cloth and laid her on her right side. Then Sarah confirmed the vet's diagnosis.

Almost immediately, she remembered an effective treatment that required her to measure out a lot of medicine. Sarah warned that this course of treatment might be expensive—either five or six times the cost of penicillin.

I can't imagine paying so much, but Mrs. Harrison—a millionaire lawyer— thought it was a fair price for a cure. (www.dialectsarchive.com)

After having listened to the story, these secondary students had to answer six questions related to the listening. In order to make it easier (mainly because this exercise was not intended to be difficult), they were told that every two questions a different speaker would talk. Thus, the first two questions belong to the first speaker; questions three and four belong to the second speaker; and the last two questions belong to the third speaker.

Concerning the speakers, it is important to comment on the different features they have. The first speaker is a 41-year-old woman who was born in New York, with African-American origins. She also lived in Virginia for seven years and in western Massachusetts for five years. At the time of the recording, she was living in the Boston area. The second speaker is a 19-year-old Jamaican boy who was born in Linstead and lived in Portmore, St. Catherine. His parents are from West Moreland, Kingston. Finally, the third speaker comes from Gansu, China. He is a young student of 22 years who was in his second year at university when the recording was made. In this case, there have been no foreign influences as he does not study English. All his English knowledge comes from Chinese teachers at school. In the recording, there is a slight trace of RP which indicates a certain influence from his school teachers themselves.

Thus, as stated above, the difficulty of these questions was not too high because the idea was to confirm if they were able to understand different English accents. In spite of the low level of the questions (e.g. "what's the name of the goose? or "What's Mrs. Harrison's job?), which could be answered with

just one word and therefore did not require too much concentration, some of my students were not able to answer them.

The other activity consisted of a questionnaire related to the text they had to listen to. However, in this case, the questions were focused on their own opinions. Moreover, I told them not to be worry about grammar mistakes since that was not the purpose of my project. Through these questions I wanted to verify certain aspects such as how much they know about other linguistic varieties; how familiar they are with the WEs; what they think it is the easiest accent; what it is the most "authentic" or "real" variety; which one they would like to emulate when speaking in English; and the most important one, if they would like to listen to and work with more accents. They also had to explain "why" in every question and it is here where my questionnaire gained strength because it is in their "whys" where we can draw a conclusion: the easiest accent is the most used in class.

Discussion of results

In this section, by means of two graphics (one for the questions and the other one for the questionnaire) which I am going to explain in the following paragraphs, I will show the results obtained in the two previous activities aforementioned. Afterwards, I will comment on those results so that everything is clear. This is the graphic in relation to the number of students with the correct answers they made:

Students' statistics

■ Student 0 ■ Student 1 ■ Student 2 ■ Student 3 ■ Student 4 ■ Student 5 ■ Student 6

6% 20% 20% 27% 27%
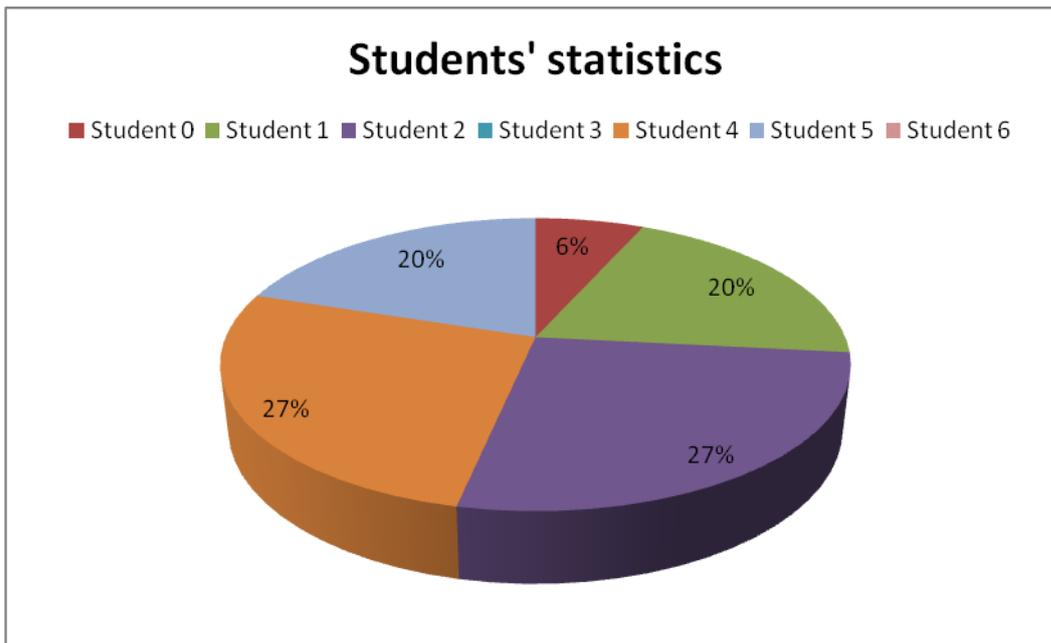
As we can see, no one was able to answer the six questions (pink color, which cannot be perceived because it represents a 0% of the correct answers) - even though they were quite easy to answer. Then, only three students out of fifteen were able to answer five questions. Within this group of students, it is worth pointing out that only one answered correctly all the questions (if we do not take into account that he did not answer with the exact words of the recording - my student wrote: "too expensive" and the speaker said: "five or six times the cost of penicillin"). This can be interpreted either as a clever way to say the same using his own words or, on the contrary, the lack of habit of listening to this kind of accent (Chinese English).

In the case of the other two students, one failed two questions while the other one left one question unfinished - he wrote just "lawyer" instead of "a millionaire lawyer" (maybe because of the same reasons as in the first student).

For those who answered four questions, the only remarkable aspects to comment on are that, on the one hand, only one student was able to answer all the questions correctly. And on the other hand, the other two students only got right two and three answers respectively because the other answers were wrong or incomplete.

As the graphic shows, there was no one with three answers. Therefore, let us move on to the rest of students.

The remainder students (the ones with two, one or none questions answered) answered all the questions correctly, with the exception of one student who answered wrongly question number 2 - instead of answering: "a relaxing bath", he just answered: "relaxed". This incomplete and not exactly answer signifies that, at least, he was able to recognize something similar to what the speaker said (which is very significant because the speaker was the 41-year-old American woman).

I think that it is relevant to mention that the person who did not answer any question is not a very good student (in terms of both behavior and marks) and he did not show too much enthusiasm in doing my activity. Thus, even though he also belongs to the same class, I think that, for better or for worse, his results should not be taken into consideration.

Let us move on now to the next graphic and its further analysis:
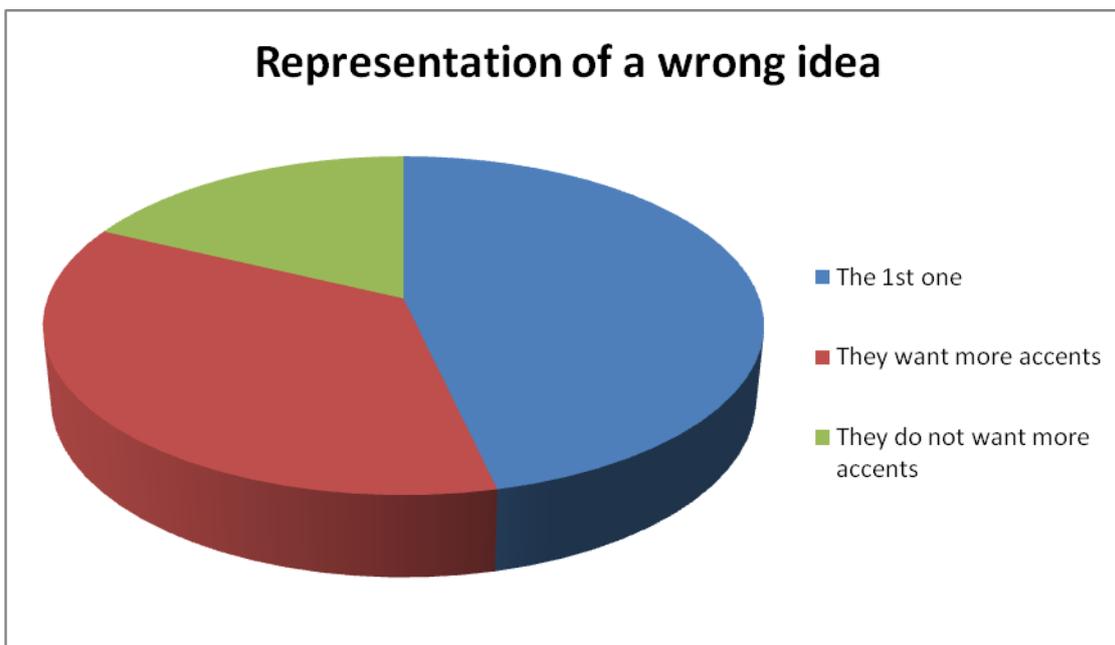
In this graphic, I wanted to illustrate the number of students who chose the first accent of the recording (represented in blue as "The 1st one") as the easiest, clearest and most "authentic" one for them, as well as the one they would like to emulate when speaking in English. We have to recall that the first accent was the one uttered by the American woman of 41 years old (Brooklyn).

Apart from this, I also wanted to know if they would like (or not) to learn more linguistic varieties from other parts of the world such as the ones I have mentioned previously.

It is easy to see that this questionnaire reflects that the majority of the class preferred both the first accent as the most intelligible one and, at the same time, to learn new linguistic varieties to improve and train their ears. Therefore, the green area of the graphic is the smallest one, which represents the students who did not want to learn or listen to more accents. Within the small group of students who said they did not want to work with more accents, the most important aspect is to look at their answers and try to understand why they think like this. These were their answers:

- Student A: "Because I want to learn English and the British or American accents are **the most spoken ones**".
- Student B: "Because they (referring himself to the American and British accents) are **understood** and spoken by everyone. They are the **best ones**".

As we see, the idea they have instilled is that the American or British linguistic varieties are "the most spoken ones", "understood by everyone" and "the best ones". Has the idea of monopoly aforementioned caused a significant impact on them? Are these two students the only ones affected by this impact or is it a general thought? Either way, Student A's answer is based on a wrong idea because, as we can see in Kachru's circles (annex 1), the most spoken accents in terms of number correspond to the Expanding Circle accents, not Inner ones. In the case of Student B, we can only presume that he thinks like this maybe because of the lack of habit to listen to different accents from the other two circles.

Let us look at some of the students' answers who did prefer the first accent:

- **Student 1: "Because she speaks well and you can understand everything".**
- **Student 2: "Because this is the most similar one to what I speak".**

- Student 3: "Because she talks **better** than the others" (there are some answers similar to this one).
- Student 4: "Because she talks **clearer** than the others".
- Student 5: "Because it was **easy** to understand".
- Student 6: "Because she **vocalizes**".
- Student 7: "Because she talks **correctly**".
- Student 8: "Because she speaks **slower** than the others".

I wanted to highlight some parts of their answers because they express and represent what I am trying to demonstrate in this project: our students have a misconception or misinterpretation of what speaking in English mean.
Let me explain this previous conclusion by giving two main reasons.

On the one hand, nowadays, at least in Spain, our students think that they need to imitate the linguistic varieties of America or Britain to sound real, to be understood by everyone (native or non-native speakers). They think that if they sound different to those two examples, people around the world will not understand them – or even mock them. Thus, to some extent, they think that the natural way to speak English is by emulating American or British people. That is why students 1 and 2 are in bold. They represent all the people who have this idea in mind. "Speaking well or correctly" does not mean to sound as a native speaker from America or Britain, but to feel confident oneself and be clear. Here is where the Standard English comes into play. As I have mentioned before, we need a Standard variety of English (especially due to the huge number of accents there are on Earth) but as long as we make ourselves clear and respect grammar conventions and rules, we will be using English as well as native speakers do.

On the other hand, the other reason is related to those students who said they did not want to learn more accents. They have the wrong idea that only with the American and British accents is enough, but let me ask you something, do we have to resign ourselves to only learning these two linguistic varieties? Would not be better if we could prepare our students with a more trained ear thanks to the acquisition of more English dialects?

Do not you think it would be better if our students could recognize as much accents as they could without losing the Standard variety of English?

I think so and this is what I am going to comment on my next section within the conclusions of this case study.

Conclusions

After having seen the results of my case study, the first conclusion which comes to my mind is that, since a long time, there is a wrong belief of what speaking English well means. It is not associated to accents. It is not associated to power or monopoly. It is related to your experiences and your surroundings.

In order to better illustrate this idea, I am going to quote what an Indian called Bhikhu Parekh referred once in relation to the work written by Salman Rushdie: "he stands up to English language as an equal – and relentlessly plays with its grammar, syntax and spellings until it becomes pliable enough faithfully to express the way an Indian thinks, feels, talks, laughs, jokes and relates to language. He does to English what the English has done to India. He deconstructs the language, colonizes it, reclaims it for the Indian with Promethean courage, and amply avenges imperial history." (Bhikhu Parekh, *Independent on Sunday*, February 11, 1990)

Therefore, Rushdie and all the English speakers from the other two circles (Outer and Expanding), use English to express their individual sensitivity.

When my students say that they prefer the first speaker because it is more "authentic" or "real" or "better", they are not taking into account Rushdie's words. They choose the American accent rather than the other two because they are accustomed to it. It is what they have listened to all their lives and this is why they prefer it. Thus, they are not taking into consideration the other speakers' feelings or experiences. The way the other speakers tell the story differs from the first speaker because they have lived and experienced different things in life. What our students are losing is the essence of those experiences and emotions reflected, somehow, in the way they speak.

I think this can be comparable to food. When you go to a restaurant, you can order something that you have already eaten before (and you like it) or you can risk to try something new. If you choose the first option, you will be losing the opportunity to taste new flavors, experiences and emotions, which is what we are experiencing nowadays with the restriction of the World Englishes. Nevertheless, if you are brave enough to eat something new, you will find new emotions, tastes and experiences. Perhaps you do not like this new flavor, but at least you will already know how it tastes.

On the contrary, you may start to like this new flavor and this may also open up your mind and start to try new dishes every time you go to the restaurant. After the fifth or sixth time, you will have been able to taste the whole menu and find out that they were worth it.

All this can be extrapolated to the World Englishes and the preconceived idea most people have in relation to the "authenticity" of the English language. Therefore, the restaurant can be the scenario where we can speak in English (in my case, our classroom). The menu is all the linguistic varieties there are in the world (and the ones we can use in our schools). The dish you always order is our "famous" British or American accents. And the new flavors all the different possibilities we can count on but we do not (WEs).

Thus, the idea is not to replace our favorite dish (British or American accent) for the new ones (WEs). The idea is to eat healthy and variable food without forgetting our preferences. Therefore, we should stop giving our students the same dishes again and again and open up the doors to a new menu full of new possibilities and experiences (including the typical ones). Thus, thanks to a progressive process of familiarization, no one would perceive the new dishes as something "strange" or "unreal" anymore. Indeed, they would satisfy more than one palate.

Teaching Proposal

After having explained what my case study consists of, the characteristics of my students, the results obtained and my final conclusion, it is time to start with some activities and proposals we could use in class in order to improve students' vocabulary and understanding.

If we take a look to our English Student's books and Workbooks, at least in Spain, we can find that there are two types of books: the ones which have a section devoted only to the differences between American and British words and the ones which do not even include that. Taking as an example my 3rd ESO Student's book (which is the only one I own with a section devoted to it), what we encounter is just one page dedicated to two exercises. The first one consists of matching the British words with the American ones, trying to find out if they have the same meaning. The second exercise consists of filling some gaps with the words learnt in the previous activity. They are not bad exercises but they are the only ones focused on learning more vocabulary through the power of accents (with the typical linguistic varieties, of course). I think it would be better if there were more accents to practice and thus avoiding that monopoly and wrong idea that these two accents are the only ones we have to work with.

As the main idea is the acquisition of new vocabulary thanks to the wide variety of accents we can count on, let us make our students listen to new accents to take advantage of all the possibilities English can offer. Moreover, we can teach them new and specific vocabulary which is only present in the Outer or Expanding circle countries. How can we do that? We could introduce words pertaining to other English-speaking countries with their corresponding meaning. Let us see some examples of what we could include in our sessions.

As you can see in the table (annex 3), first of all, our students would be introduced with the Indian culture by means of a brainstorming activity. This would be a good way to see how much they know about this country and its culture (about 10 minutes). Then, the teacher would explain the most relevant features about the history of India, taking into account not only its culture and traditions, but also its local vocabulary and pronunciation (which would also

include some new grammar rules in comparison with English or American English).

Hence, after the previous explanation which could last 30 minutes, we would move on to the practical part of this session. These are the words our students should have to match:

Indian Words

- Abscond (1)
- Nab (2)
- Bag (3)
- Eve-teaser (4)
- The common man (5)
- Fleetfloots (6)
- Undertrials (7)
- Wearunders (8)

British Words

- Catch (i.e. by police) (a)
- Man who annoys girls (b)
- Plimsolls, sneakers (c)
- Underwear (d)
- Flee (e)
- People awaiting trial (f)
- The general public (g)
- Capture/Obtain (h)

(Answers: 1-e; 2-a; 3-h; 4-b; 5-g; 6-c; 7-f; 8-d)

A priori, it could be very difficult for students but, as I have said, the process of familiarization would be slow and progressive. Moreover, in the explanation

about the history of India, they would have been told that Indian English still preserves words from the nineteenth century.

The best way to introduce this new vocabulary in class would not be by showing them directly these words with their meaning. That is not the idea. I think that a good way to present it is by means of the inclusion of cultural units added at the end of every three units (for example), in which students, apart from learning cultural aspects of other English-speaking countries pertaining to the Outer Circle, we (teachers) could include this new vocabulary with their corresponding explanation. Therefore, while students learn features and important aspects of new cultures (festivities, customs, food, etc.), they can also know the way to speak in that particular country with all the differences with respect to the British English or American. This will allow students to totally immerse themselves in every new culture because they will have into account, not only the cultural aspect of the country but also the pronunciation and specific vocabulary they use. (See annex 3)

Hence, once our students have integrated part of this new vocabulary, we could keep on working with similar activities but with new Englishes, like the following one. For instance, if the next unit includes a cultural section devoted to Scotland (see annex 4), we could first talk about its culture, traditions and customs (brainstorming + reading activity), and then, try to introduce specific words from this English-speaking country. Thus, in this case, pupils should try to answer some questions made by a Scot with Scottish words:

1) Mary had a *bonny wee lassie* last night. **What happened to Mary yesterday?**
2) They stay next to the *kirk*. **What noise is likely to wake them on Sunday mornings?**
3) It's a bit *dreich* today. **Is it good weather for a picnic?**
4) He's got a new job as *janitor* at the school. **What kind of duties will we have?**
5) Would you like a wee dram? **If you say "yes", what would you get?**
6) "Are you coming, Jim?" "*Aye*!". **Is Jim coming or isn't he?**

7) They have a wonderful view of the *loch* from their window. **What can they see from the window?**

I have written in bold all the questions our students should answer. In the previous sentences we can see written in italics the different Scottish words they have to pay attention to (e.g *kirk, dreich, aye!, etc).* (See annex 4)

(Answers: 1) She gave birth to a baby girl; 2) Church-bells; 3) No, it isn't. It's too dreary; 4) Looking after the school buildings; 5) A glass of whisky, in theory a small one; 6) Yes, he is; 7) A lake)

Following with the same purpose, we could also use Australian English to learn some colloquialisms. This linguistic variety is worth learning because it is characterized by using a lot of colloquialisms which in many cases involve shortening a word. Sometimes the ending "-ie" or "-o" is added at the end of the word (e.g. *milko*, who delivers the milk or *smoko* from smoking).

The exercise could be set out as it follows:

"Try to guess the meaning of the following Australian words. They are all formed by abbreviating an English word that you probably know:

a) Where did you go when you were in **Oz**?
b) She wants to be a **journo** when she leaves **uni**.
c) We got terribly bitten by **mozzies** at yesterday's **barbie.**
d) He's planning to do a bit of farming **bizzo** while he's in the States.
e) What are you doing this **arvo**?
f) We decided to have a party as the **oldies** had gone away for the weekend.

Again, bold words are the ones they have to pay attention to and try to guess the meaning.

(Answers: a: Australia; b) journalist/university; c) mosquitoes/barbecue; d) business; e) afternoon; f) adults/parents)

Finally, just to finish with more suggested activities devoted more to their critical thinking rather than in the acquisition of new vocabulary, as well as in order to develop their writing and listening skills (trying to see if they have preconceived ideas or stereotypes instilled):

1. Which words (adjectives, verbs, nouns) come to you mind about "cultural stereotypes"? Write as many words as possible with your partner.

2. Listen to a dialogue between a German (Eric) and a Polish (Lolita) Erasmus student talking about cultural stereotypes at the cafeteria of an international university in Turkey. What is the stereotype in Eric's mind about Italians? What does Lolita think about Eric's stereotype about Italians? (the dialogue was recorded by a German and a Polish speaker of English):

- **Eric**: Which foreign counties have you been so far, Lolita?
- **Lolita**: Not many places, actually. Just Japan and France. What about you?
- **Eric**: Hmm, quite a lot of places. I have been to Germany, Italy, Russia, Thailand, America and maybe many more.
- **Lolita**: Wow. That is great. I want to go to these places, too. Where have you been in Italy?
- **Eric**: I have been to Turin and Milan.
- **Lolita**: I lived in Rome for a long time. Italian people are very friendly.
- **Eric**: Maybe friendly but they are never on time.
- **Lolita**: How do you know?
- **Eric**: I attended a Youth exchange program to a university in Turin. I flew to the Malpensa airport and an Italian student was supposed to meet me at the airport. I waited for him for about 3 hours. He finally turned up and didn't even say sorry.
- **Lolita**: Come on. It is just one person doing that. You can't generalize it to all Italians.
- **Eric**: Hmm,I think you are right

3. Listen to Japanese giving information about what not to do in Japan. Write the pieces of advice he is giving (the extract below was recorded by a Japanese speaker of English):

'While you are eating you might encounter what I call "the silence". Don't alarmed most Japanese don't find this strange at all. "It is a time to reflect on oneself and straighten out your thoughts", said to me one of my good friends. Don't try and break the silence as you would in a Western setting. It might be very awkward your first time, but you'll get used to it with time. Also let your host show you to your seat. Most Japanese do not like it when their guests wander around their house (which is also shared by American or British people too).

*Before you eat you say "**Gochisosamadeshita**" which means I gratefully receive. "**Itadakimasu**" is said after you are done eating (kind of like thanks for the food). When you are in a more formal setting (while wearing **Kimono**) remember to follow the host instruction. It's okay if you don't get it, your host will understand. Don't forget to take off your slippers before you enter a room with **Tatami**. When you are done eating leave your dishes/bowl. Do not bring your dirty dishes to the kitchen; your host will clean up for you. If you are still hungry don't ask for more food, just simply leave some rice in you bowl. Your host will see this as a sign that you are still hungry.*

*Drinking **Sake** is certainly my favorite activity, but there are some things to remember. If you get the chance you should go drinking in Japan. Most likely you'll be invited by a bunch of your friends. If you don't feel like drinking you could politely decline, but this is seen as kind of "I don't really feel like I'm good enough friend to go drinking with you." This in turn makes them try harder. You could get by not going to a couple of get together, but sooner or later you should go'.*

(www.japanforum.com/.../1364-what-not-do-japan.html)

4. Write an essay discussing whether you think stereotypes are always true. Give examples from Spain or other countries to which certain stereotypes are attached.

All these activities try to empower students' critical thinking as well as make them aware of the importance of knowing and working with more than one/two linguistic varieties.

Therefore, as I have stated above, the way to introduce WEs in an ELF classroom of Secondary Education is by mixing culture and pronunciation (in which we also include vocabulary and specific grammar rules e.g. Indian English politeness). Obviously, this must be done progressively, not at once. Thus, we could start implementing WEs at the end of every three units as I have commented before. In their Student's and/or Workbooks, there should be a section devoted to culture in which we could find this kind of activities. This would give us (not only students but also teachers) more knowledge and a wider vision of the different English-speaking countries and their particularities.

After having seen that the English language has a lot of different linguistic varieties, we can conclude by stating that no language stands still. New words and expressions are always being created. There is not any government committee which decides whether a new word is acceptable or not. If people start to use it frequently, it will find its way into the dictionary or, at least, into people's everyday words. The same should occur with World Englishes. If we start to use them, to hear them and work with them, they will be part of our lives and we will stop talking about three different circles (Kachru's concentric circles) to talk about just one - whose name could be just "English", without distinguishing its origin or its accent. Just "English".

Therefore, we can conclude this section by saying that each area of the English-speaking world has developed its own special features. This is usually attached to vocabulary and pronunciation. For instance, I have mentioned before that Australian English is characterized by using a lot of colloquialisms. Scottish English uses a number of special dialect words. On the other hand, people say that Indian English sounds more formal than British English. It has

maintained words from the nineteenth century literature and that is why it sounds more formal or classic. In addition, it still uses words such as "felicitated" or "bosom" which mean "congratulated" and "chest" respectively. We could even talk about the so-called Black English which can have its place here too. This linguistic variety has its origin in the Caribbean islands and has now instilled in many parts of the UK, Canada and USA. Most of the words that have had a good reception are related to music e.g. "beat" which means "exhausted"; "rap" means "street-talk"; "jam" means "improvise"; "dig" means "understand"; etc.

Because of all these contributions that different accents can provide us, we should incorporate more linguistic varieties because the more varieties we can work with, the more opportunities students will have to learn new vocabulary and perceive more accents in a more natural way.

FINAL CONCLUSION

Throughout this entire project, I have started by explaining the spread of the English language and how it has changed through History. Then, I have tried to explain how teachers can incorporate World Englishes[11] (WEs) in the curriculum paying attention to their culture and different ways to express themselves. In this section, I have mentioned several aspects to take into account such as having good teaching programs and, as a consequence, good teachers who should be prepared for the incorporation of the WEs. This is a key aspect if we want our students acquire a wider range of vocabulary and perceive different accents with a major ability and dexterity.

I have also developed all the controversy generated by the debates of World Englishes and the theory of EIL[12] carried out by Kachru and Quirk, which must not be confused by the IE[13] theory, which suggest a particular variety of English, something which totally differs from what EIL intends to capture. This, as it has been stated above, has led to misinterpretations which, nowadays, are still unresolved. These misinterpretations arise when we apply what we can call "Imperialism in practice". When a teacher explains to students that one variety is superior to others, as the case of American or British English, he/she is inculcating them the idea that other varieties are less valued, which marginalizes speakers of other varieties. This occurs when, for instance, the same teacher presents vocabulary in the classroom which is clearly based on one variety (such as the two previous ones), without providing students with equivalents from other varieties. By doing this, teachers are implementing the thought that such lexical registers are more useful in comparison to other accents. This provokes that the English language only belongs to a specified group of native-speakers (which it does not). Moreover, non-native students "where culture-specific educational norms are emphasized become coerced into conforming to a nation state centre view, as opposed to an international frame of reference". (Marko Modiano 1996, p. 340)

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[11] WE: World Englishes
[12] EIL: English as an International Language
[13] IE: International English

A lot of people think that Western European languages such as French or German, are suffering from Anglo-Americanization, as Modiano declares. Nonetheless, the similarity in values and sociocultural matters has made the spread of English less problematic for Europe.

Non-Western European countries are a different story since Western languages and ways of thinking are a greater imposition. This is because it is impossible to learn a foreign language without being influenced either ideologically or culturally.

That is why it is very important to begin implementing teaching and learning programs which support the establishment of an International English (IE). We do not need to protect languages from "impurities" or influences, but is indicative of a desire to safeguard languages from becoming extinct. (Marko Modiano 1996, p. 345)

I think that what we must do now is to allow the English language to act as the protagonist of this globalization, while at the same time we preserve minorities and their unique identities, giving our students the opportunity to learn more vocabulary and cultures.

Hopefully, in five years, we will be living in a different educational position which does not stand for just one prestigious, famous linguistic variety, but instead we will have an international view of the language with a more favorable cultural pluralism.

I would like to finish with these two quotations which, I think, reflect all the things I wanted to demonstrate in this project: "we need to find ways of bringing WE and ELF scholars together in recognition of their shared interests, whatever their circle on research focus". (Jenkins 2006, p. 175) And the other one says "it is people, not language codes, that understand one another". (Bamgbose 1998, p.11)

PERSONAL OPINION

I personally think that World Englishes should be incorporated in the curriculum because they can provide students with a lot of vocabulary and new perspectives from different countries. Every country has its own vision, customs and traditions. These features affect their vocabulary and pronunciation. That is why the incorporation of WEs is highly recommended. By doing this, we would be able to comprehend different ways to "feel" and "taste" English and how it has been adapted to the different English- speaking countries around the world.

Working with one or two possibilities out of four or five (and continuing like this progressively) means to leave behind more opportunities to have better prepared students able to understand more linguistics varieties which are as important as the American or British English accents.

I have had the chance to work these WEs in a 3º ESO class and I have to say that they liked the experience a lot. The listening activity included in my questionnaire helped me to corroborate what I already thought: at first, this kind of accents make them laugh or complain because they do not understand almost anything. Their ears are not accustomed to these sounds. However, the more they listen to these "new" accents, the easier to understand was for them.

Consequently, if we could start from basic levels (Secondary Education) and moving on until more advanced levels (High School), students would gain a lot of vocabulary and would learn more things related to culture, customs and traditions from different countries they do not get used to work with.

At the end of a whole school period (from six to eighteen), our students will end up knowing a lot about other English-speaking countries and they will not feel embarrassed when speaking in English or helping others (using their listening skills). On the contrary, they will feel confident enough to go to any English foreign country and listen and talk to anyone because they will understand most of the information even if it comes from an Outer or Expanding English speaker.

Therefore, as Barbara S. says in her quotation: "English belongs to all those who use it", that is, let us allow other accents to have their own place in this enormous English framework.

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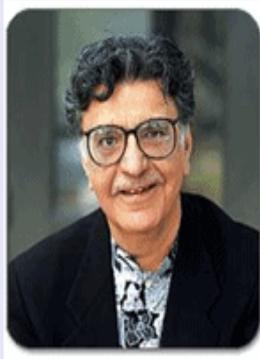
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expanding circle — China, Russia, Thailand, etc. 100-1,000 million users

inner circle — USA, UK, Australia, etc 320-380 million users

outer circle — India, Singapore, The Philippines, etc 150-300 millon users
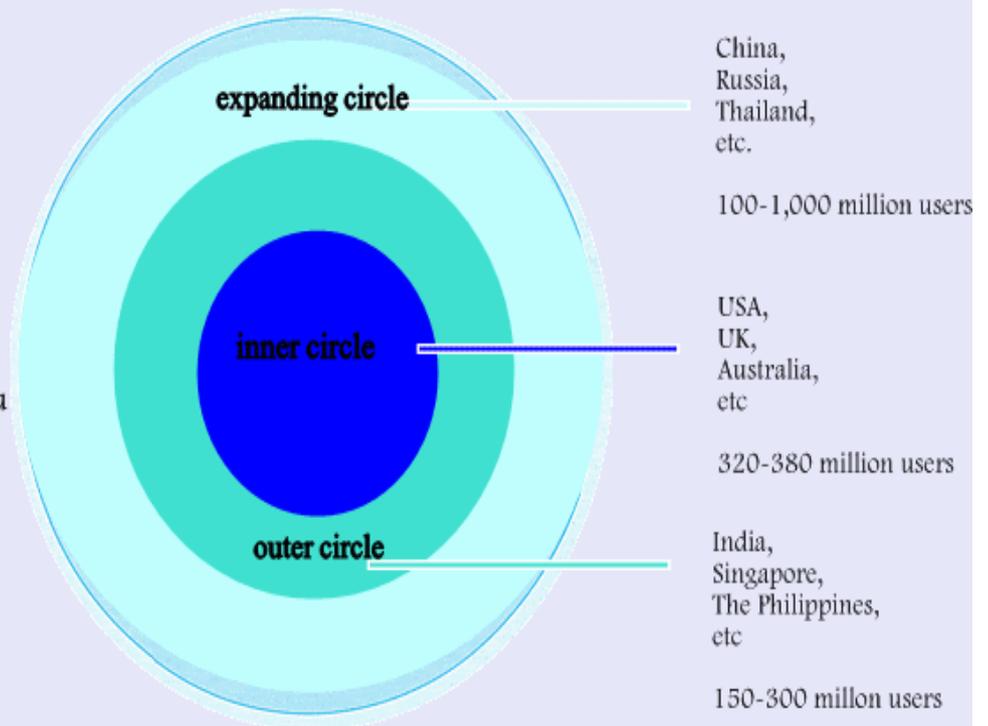
(Annex 1)

LISTENING ACTIVITY

In this anonymous listening activity, you are going to listen to three different speakers with three different accents. They are going to tell a story entitled *Comma gets a Cure.* Please, try to answer the following questions:

1) How did she feel on her first morning?

2) What did the woman give to Sarah?

3) What's the name of the goose?

4) What did Sarah give to Comma?

5) What's the treatment's cost?

6) What's Mrs. Harrison's job?

QUESTIONNAIRE

Try to answer these questions related to the previous listening with your own words:

1) What was the easiest accent for you? Why?

2) What was the most "authentic" accent for you? Why?

3) What is the accent you would like to emulate or imitate when speaking in English? Why?

4) Apart from British and American, would you like to listen to and work with different accents in class? Why(not)?

(Annex 2)

*(I have not included the answers provided for my students because they have been commented on my Master's thesis, in the section called "Body of the project" – "discussion of results").

Session 1 – Development stage					
Stage and Timing	**Activity**	**Interaction**	**Competences**	**Skills**	**Material**
Pre-task 10'	Brainstorming of India	Teacher - Students - Teacher	Competence in linguistic communication	Listening Speaking	None
Task 30'	History of India: culture, traditions, new vocabulary and pronunciation	Teacher - Students	Competence in linguistic communication Cultural and artistic competence	Listening Reading	Student's Book
Post-task 15'	Matching activity (Indian > British)	Students (Teacher as a guide)	Cultural and artistic competence Competence in linguistic communication	Writing Speaking	Worksheets + Workbook

(Annex 3)

Session 2 – Development stage					
Stage and Timing	**Activity**	**Interaction**	**Competences**	**Skills**	**Material**
Pre-task 10'	Brainstorming of Scotland	Teacher - Students - Teacher	Competence in linguistic communication	Listening Speaking	None
Task 30'	History of Scotland: culture, traditions, new vocabulary and pronunciation	Teacher - Students	Competence in linguistic communication Cultural and artistic competence	Listening Reading	Student's Book
Post-task 15'	Comprehension text with some questions related to the text	Students (Teacher as a guide)	Cultural and artistic competence	Writing	Worksheets + Workbook

(Annex 4)

Session 3 – Development stage

Stage and Timing	Activity	Interaction	Competences	Skills	Material
Pre-task 10'	Brainstorming of Australia	Teacher - Students - Teacher	Competence in linguistic communication	Listening Speaking	None
Task 30'	History of Australia: culture, traditions, new vocabulary and pronunciation	Teacher - Students	Competence in linguistic communication Cultural and artistic competence	Listening Reading	Student's Book
Post-task 15'	Comprehension text with some questions related to the text	Students (Teacher as a guide)	Cultural and artistic competence	Writing	Worksheets + Workbook

(Annex 5)