

UNIVERSIDADE DE LISBOA
FACULDADE DE LETRAS DE LISBOA
DEPARTAMENTO DE ESTUDOS ANGLÍSTICOS



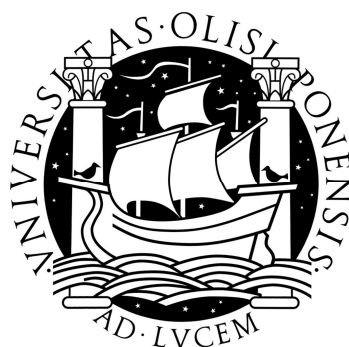
BRINGING INTERNATIONAL ENGLISH INTO THE CLASSROOM
A Case Study of 3rd Grade Portuguese Students

Maria Fernanda Papafina Abreu

MESTRADO EM ESTUDOS INGLESES E AMERICANOS
Área de Especialização em Estudos Linguísticos

2011

UNIVERSIDADE DE LISBOA
FACULDADE DE LETRAS DE LISBOA
DEPARTAMENTO DE ESTUDOS ANGLÍSTICOS



BRINGING INTERNATIONAL ENGLISH INTO THE CLASSROOM

A Case Study of 3rd Grade Portuguese Students

Dissertação orientada pela

Professora Doutora Maria Luísa Fernandes Azuaga

Maria Fernanda Papafina Abreu

MESTRADO EM ESTUDOS INGLESES E AMERICANOS

Área de Especialização em Estudos Linguísticos

2011

Acknowledgements

First of all, I would like to thank my supervisor, Professor Luísa Azuaga for her support, understanding and openness.

I am equally thankful to Professors Emília Pedro, Rita Queirós de Barros, Carlos Gouveia, Maarten Jansen for the knowledge they shared with me.

To my colleagues and friends Lili Cavalheiro, Renata Kelli, Patrícia Berto, Maria da Luz Santos and Maria das Dores Grilo for their support, encouragement and companionship.

A special thanks to João Gouveia for his help during the production of the video posted on YouTube.

To all the students who participated in the research and who have shared their opinions with me and allowed me insight into their lives, particularly to the two girls that carried out the activities involved in the making of the video.

To my friends and family for their support during this period.

To my mother, my brother, my husband, and my daughter for their understanding and for their presence, especially during the hardest times.

In loving memory of my father, to whom I dedicate this work.

Resumo

No nosso mundo global o inglês é utilizado em vários domínios e com muitos objectivos comunicativos entre pessoas de diferentes nacionalidades. Usado nos negócios, na ciência, com fins culturais, o inglês está em crescimento, tendo-se convertido numa língua global de comunicação entre falantes não-nativos de diferentes nações. Este facto constitui uma perspectiva completamente nova acerca do modo como as pessoas se relacionam com a língua a um nível internacional.

Estudantes dos países europeus do denominado Circulo em Expansão (Kachru 1985), geralmente aprendem inglês como língua estrangeira. Todavia, tendo em mente o novo estatuto que o inglês vem desempenhando na Europa e no mundo, a sua função de língua internacional, usada como meio de comunicação entre os povos, cada vez mais os professores precisam de se preocupar em alertar os alunos para esta nova realidade, que podem encontrar durante a sua vida e a necessidade de se readaptarem a novas situações.

Esta dissertação destaca como a expansão geográfica e funcional do Inglês mudou a nossa percepção do mundo nesta era de globalização e de como, e ao mesmo tempo, afectou a nossa relação com a língua.

Nesta tese referem-se vários trabalhos que reflectem sobre esta situação que levanta um grande número de questões para o ensino do inglês, sublinhando a importância de atribuir ao factor inteligibilidade.

Considerando estes factos, os alunos de uma turma de uma Escola Básica do 3.º ciclo em Portugal foram convidados a responder um questionário, no sentido de inferir uma perspectiva dos seus conhecimentos acerca da língua, bem como da sua exposição quotidiana à mesma e da sua apetência para aprender inglês, bem como da sua exposição quotidiana a esta língua.

Uma vez que duas alunas se mostraram poucas esclarecidas sobre o novo papel do inglês como língua internacional elas foram ainda escolhidas para realizar uma actividade concebida para lhes aumentar o interesse na língua.

Para se prepararem para esta tarefa as alunas executaram várias actividades de audição e leitura recorrendo a Ferramentas de Autor (Quandary e Audacity). Posteriormente, foi-lhes solicitado que usassem outras Ferramentas de Autor (Windows Live Movie Maker e Audacity) para gravarem um video que colocaram no YouTube.

A partir desta rede de distribuição social, as alunas tomaram consciência de que a maioria das interacções linguísticas envolve cidadãos de várias nações que falam inglês com falantes não-nativos, uma vez que elas também puderam ler os comentários ao seu vídeo que vieram de diferentes partes do mundo.

Palavras-chave: globalização, inglês como língua franca, ensino de inglês, inglês como língua estrangeira, comunicação internacional.

Abstract

In our globalized world English is used in a great number of domains and for many communicative purposes among people from different nationalities. Used for business, scientific, cultural purposes English is growing to become a global language of communication among speakers of different nations who are non-native speakers of the language. This fact constitutes an entirely new perspective at the way people relate to it at an international level.

Students from European countries, of the so-called Expanding Circle (Kachru 1985), usually learn English as a Foreign Language. However, living in a technological and globalized world demands for linguistic international interaction; as English has been playing this role, this fact may have a wide repercussion in its teaching.

This dissertation describes the expansion and functions of English and how its spread has changed our perception of the world and implications it may bring for English language teaching. One of the issues addressed here is the question of intelligibility and the consequences it may have in language teaching perspective.

Having the new status of English in mind, 3rd cycle students of a Escola Básica in Portugal were asked to answer a questionnaire, to get a perspective of their knowledge concerning the language, and tendencies to English learning and exposure.

As only two students were not aware of the new roles of English as an international language, they were further exposed to an activity to broaden their interest in the language

In order to prepare the students for this task, they performed a series of listening and reading activities by means of Authoring Tools (Quandary and Audacity). Students were then asked to use other Authoring Tools (Windows Live Movie Maker and Audacity) and post a resulting video at YouTube.

From this social distribution network, the students became aware that most interactions are from several nations who speak English as non-native speakers, and they could also read the comments to their video that came from different parts of the world.

Keywords: globalization, english as a *lingua franca*, English language teaching, english as a foreign language, international communication.

Table of contents

Acknowledgments.....	iii
Resumo.....	iv
Abstract.....	vi
Table of contents.....	viii
List of Figures.....	x
List of Tables.....	xii
List of Abbreviations.....	xiii
Introduction.....	1
1. English as an International Language.....	8
1. 1. The diffusion of English and globalization.....	9
1. 2. The fragile mutual intelligibility.....	21
1. 3. Consequences/effects in English Language Teaching.....	25
2. English in Europe and in Portugal: Political Issues and Trends.....	30
2. 1. Protection of European national languages and English.....	31
2. 2. Pedagogical trends in Europe.....	34
2. 2. 1. New models in English Language Teaching.....	35
2. 3. The demand for English as a European language.....	42
2. 4. The presence of English in Portugal.....	43
2. 4. 1. English in the Portuguese educational system.....	47

3. A Case Study.....	53
3. 1. Profile of the students involved in the case study.....	54
3. 2. Methodology.....	56
3. 3. The questionnaire.....	56
3. 3. 1- Analysis of the results.....	56
3. 3. 2. Conclusions of the questionnaire.....	68
3. 4. An experiment with new technologies to enhance speaking in an international context.....	69
3. 4. 1. Using Authoring Tools and the Internet.....	70
3. 4. 2. International opinions by non-natives about the experiment.....	77
Conclusion.....	79
References.....	83
Appendix I.....	88
Appendix II.....	93
Appendix III.....	95
Appendix IV.....	96
Appendix V.....	97

List of Figures

Figure 1	Circles concerning the English speakers in the world (Kachru 1985).....	14
Figure 2	Circles of English (Graddol 2006 : 110).....	15
Figure 3	Number of English speakers as L1, L2 and EFL showing changing patterns in the use of English (Graddol 1997: 10).....	16
Figure 4	A model of world English (Svartvik 2006: 226).....	18
Figure 5	Location of Escola Básica 2,3 João Villaret.....	54
Figure 6	Nationalities of the foreign students at the schools cluster.....	55
Figure 7	Ages of the students involved in the case-study.....	57
Figure 8	Daily hours of study of English.....	57
Figure 9	Use of English outside the classroom, at school.....	58
Figure 10	Use of English in Portugal.....	59
Figure 11	Use of English abroad.....	59
Figure 12	Daily listening of English.....	61
Figure 13	Listening and understanding.....	63
Figure 14	Identifying varieties of English.....	63
Figure 15	Favourite variety of English.....	64
Figure 16	Comparison of English varieties under various criteria.....	65
Figure 17	Variety of English used more frequently.....	67
Figure 18	Adequacy of the BE variety learned at school.....	67
Figure 19	Interest in learning another variety of English.....	67
Figure 20	Pertinence of international English.....	68

Figure 21	Examples of Text A and Text B for two students performing Shop-Assistant (on the left) and Buyer roles (on the right).....	72
Figure 22	Some decision points of Going Shopping.....	73
Figure 23	Dialogue rehearsal by the students.....	74
Figure 24	Building support materials.....	74
Figure 25	Frame from the film <i>Going Shopping</i>	75

List of Tables

Table 1	Reasons for learning English.....	60
Table 2	Weekly exposure to English.....	61
Table 3	Identification of different varieties of English.....	62
Table 4	Identification of words from different varieties of English.....	66

List of Abbreviations

AE	American English
BASE	British Academic Spoken English
BBC	British Broadcasting
BE	British English
CEFR	Common European Framework of Reference
CLIL	Content and Language Integrated Learning
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELFA	English as a Lingua Franca in Academic Settings
ELT	English Language Teaching
ENL	English as a Native Language
EQF	European Qualifications Framework
ERASMUS	European Region Action Scheme for the Mobility of University Students
ESL	English as a Second Language
ESP	English for Specific Purposes
EU	European Union
EYL	English for Young Learners
ICT	Information and Communication Technology
IE	International English
L1	First Language Learnt
L2	Second Language Learnt

LFC	Lingua Franca Core
MICASE	Michigan Corpus of Academic Spoken English
NSs	Native Speakers
NNSs	Non-Native Speakers
PC	Personal Computers
T2K-SWAL	TOEFL 2000 Spoken and Written Academic Language Corpus
TEFL	Teaching English as a Foreign Language
TOEFL	Test of English as a Foreign Language
TV	Television
UK	United Kingdom
USA	United States of America
VOICE	Vienna-Oxford International Corpus of English

Introduction

No matter where you travel today you will always get in contact with the English language: at the airports, during your flight, when you arrive at your hotel, when you turn the TV on, etc. If you are a business traveller you will also be speaking English at your business meetings; if, however, you are travelling for pleasure, your guides will almost certainly speak to you in English.

Even at home you cannot “escape” the influence of the English language. When you go to work you will see plenty of English words from names of shops to advertising and if you are travelling by car, you will be listening to music sung in English. At your office you will turn on your computer, see your e-mail with messages from all over the world, some of them in English, and when your boss is away you will browse the Internet and you will check some websites with matters that interest you, most of the times written in English. After a days’ work you will pick up one or two friends, have a quick meal, probably at a fast food restaurant with an English name, and see a film spoken in English at the cinema (maybe it will be a Science Fiction film where even the aliens will speak English...). Finally you will arrive home and go to sleep, completely soaked in English language and culture.

We have to admit that today English is everywhere. And these are only some aspects of the importance of the English language today, because it is also the working language of many international forums like the United Nations or the European Union (EU).

This spread of English and its new role in the world is due to various factors. Being one of the most important ones, the construction of the British Empire, beginning in the

17th century, is not the only contribution we must have in mind. In fact, the world is experiencing times of great change, and, as globalisation demands a language of communication, English has provided and is still providing a major advantage to its speakers all over the world. So, it is no longer just a national language; it has spread and acquired a status of a global language of communication.

During this process, the language has suffered different changes when in contact with the cultures of the colonized countries, creating several varieties. Some of these varieties have later on gained the status of 'Inner Circle' varieties, like American English and Australian English. In other cases, especially in Asian and African countries, English has been adopted as a second language, resulting into other new varieties, designated as 'Outer Circle' varieties.¹

Over the last decades, to ease communication among speakers in international and intercultural settings, English, besides gaining the status of second official language in many countries, has become the contact language used in the globalised world. Considering that most interactions in English are among non-native speakers, English has shifted from being a national language to become a *lingua franca*, thus it has extended its status of ownership to everyone who uses it.

Nowadays, the number of English speakers worldwide exceeds more than one billion, out of which approximately 750 million are non-native speakers. This fact has raised linguistic, educational, cultural and political issues on the way we should learn and use the language.

Population mobility has increased and has enhanced cross-cultural contacts among diverse language and cultural groups. The need to identify with the local culture often comes into conflict with the need to be understood internationally. A large number of speakers from Outer and Expanding Circles live in countries of the Inner Circle; so, not only the largest number of interactions is among non-native speakers but also native speakers are exposed to several varieties of English. The all idea of proficiency becomes very complex in this situation and it is better to analyse the efficiency of the

¹ These 'New Englishes' have been extensively studied, in particular after the release of the work of Kachru in the 1980s, followed by many other researchers, in order to determine the individual and the collective features of all these Inner and Outer Circles Englishes.

communication in terms of intelligibility, a quality that can be improved by careful research.

English plays an important role in international communication, technology, science, entertainment, tourism, politics and several other domains therefore an increasing number of people seek to learn English as an opportunity as well as a demand.

These facts bring implications to the teaching and learning of English. The range, variety of contexts and diversity in the way English is spoken around the world makes it difficult to determine a common set of norms. The global role of the language has created a tension between the apparent linguistic stability and linguistic diversity.

Today many people desire to learn and improve their English to have access to areas that go beyond native speaking models. The majority of learners of English are learning English so that they can communicate mainly with other non-native speakers of English.

There is great diversity in the ways English is learned and taught around the world. One of the main issues in the pedagogy of English is the choice of an appropriate variety for the teaching of English to meet the needs of the world. Native speaker models and the vast majority of teaching materials are based on British and American English although there is recognition to adapt to a suitable variety.

Conscious of all these changes in the language, a series of questions concerning aspects such as the value of standard and non standard varieties, identity, acceptability, intelligibility, appropriacy, etc., made us reflect on the use of English for different purposes and on several methods that could be used for the teaching of the language.

We are particularly concerned with the Portuguese context, a peripheral European country whose population is greatly dependent on international communication. Therefore strategies for teaching and learning of English in this country should focus on the way Portuguese students may take profit from the adoption of new and realistic approaches. If the tradition is followed Portuguese students will continue to learn English using the standard British variety, but if the variety to which they have the greatest exposure is chosen, there will be a switch to American English.

However the implementation of a different strategy where elements from the Portuguese culture and language would be integrated in a new variety of English, English as a *lingua franca*, could be beneficial both for the Portuguese students and for the strengthening of the language, especially if we consider that the number of Portuguese speaking persons that use English as an international communication language exceeds largely the ten million that live in Portugal. And we must not forget to consider the opinion of the Portuguese students themselves, particularly now that are faced with a reality of international contact even at school level, Portugal being a host country to several nationalities from Africa and Eastern Europe.

The main focus of this dissertation is to inquire whether students feel the need to speak British English that they are taught at school or the American English variety that they are exposed to through media, movies and songs or even if they thought there is a need for an international communication language. To discuss these items we reflected on the spread of the English language, its influences and how students relate and use the language. The dissertation is composed by an Introduction, three Chapters, and a Conclusion.

In Chapter 1, the present sociocultural scenario is described, a world where globalisation is felt in every aspect of our daily routine. Global communication brings with it the necessity for a global language, a role played by English. Included in this chapter is a survey of the way English expanded around the world and several models used to classify the varieties of English that emerged during this expansion. We notice that the domination of the British Standard is gradually being threatened by other varieties, mainly by American English, from another native speaking country, the United States of America and that the idea of an international language is more recently gaining strength. We point out reasons for the emergence of this international language and we conclude Chapter 1, considering possible consequences of changes of the status of English in the teaching of the language, explaining why, in the present scenario of exchanging patterns in conversations, mostly among non-native speakers, intelligibility becomes a much more important feature for understanding, than the ability to obey norms like those of Standard varieties of English.

Chapter 2 focus on pedagogical trends of teaching English in Europe and describes three new models to achieve this goal. The first one is ‘English for Young Learners’ (EYL), a movement followed by most of the European Union (EU) countries to start teaching English to their youngsters at very early ages, mostly at primary school. The second model is ‘Content and Language Integrated Learning’ (CLIL) and consists in the partnership between English teachers and teachers of various contents (history, science, geography...) that are taught and evaluated in English. Finally, the third model is English as a *Lingua Franca* (ELF); so far it is limited mostly to academic situations and its greatest achievement is the compilation in databases of spoken English sentences produced by non-native speakers.

Teaching trends in Europe are also analysed in Chapter 2, mainly the influences of the two major native-speaking standard varieties of English, British and American English, in contrast with the demand for English as a European Language and the need to develop a sense of identity of intercultural education as far as language teaching and learning are concerned.

We also analyse the role played by EU regulations in the promotion of multilingualism in the member countries by implementing educational and mobility programmes. Finally, we report the influences of the English language on various aspects of the life of Portuguese people and how national regulation on education is coping with European initiatives and the need felt by their countrymen, mainly the younger generation, to learn English as an international language of communication.

As we previously mentioned, the curricula adopted so far in Portugal is centred on learning a standard variety, British English. We decided to ask students from the 3rd cycle if, based on their personal experiences of exposure to different varieties of English, they thought that this approach should be maintained or another strategy should be followed. For that purpose, we prepared a thirty question questionnaire that was presented to a class of twenty 7th grade students at a school in the outskirts of Lisbon, the results of which are reported in Chapter 3. The questionnaire was written in Portuguese, due to the students’ reduced number of years learning English.

The questions aimed at inquiring their habits and perceptions of the different varieties of English they are exposed during their daily routine (playing, reading, listening to music and watching TV and films) and how this exposure influences their attitudes and preferences towards each variety of this language. We also wanted to define students' motivation for learning English, previous experiences and contacts with people from other native or non-native countries, their learning experiences outside the classroom, the uses they make of English. Consequently we wanted to know if they felt the model they follow at school was appropriate or if they wished to seek a different one and how this need would result in possible adjustments to teaching English in order to provide them a more suitable use in the world context.

The results obtained from the questionnaire reveal that these students, although exposed mainly to American English, and some sporadic non-native contacts consider it important to learn British English as a more prestigious variety but concede the possibility that the existence of an international variety could bring advantages to their future life.

Two of the students involved in the case study, two girls with Special Educational Needs were found to show less interest than the others in learning English, as well as being the ones with less exposure to the language. To increase the levels of participation of these students and make them part of a worldwide community of English speakers, we tried to implement the use of new technologies in their learning of English. In fact, the Information and Communication Technology (ICT) revolution has transformed our notion of time and place, softening the traditional frontiers; it has also helped to develop cognitive skills as a driving force to a wider, broader knowledge, to an intercultural and interdisciplinary education.

As Teens are motivated by performing different tasks, putting to use creativity and invention, we elaborated a project that included ICT Authoring Tools, mainly Quandary and Audacity.

Quandary enables the creation of action mazes with other embedded tools such as Audacity, which is a free audio editor and recorder. At first the students were exposed to an exercise to feed information with reading and listening decision points and then they were asked to construct a similar exercise and put it in the form of film by means of

another Authoring Tool, Windows Live Movie Maker, and by recording their voices with Audacity.

The students wrote a dialogue based on a daily situation: shopping for clothes. The film that resulted from this task was posted on the YouTube, which got some comments from non-native people from different countries.

We demonstrate how social networks can impose English as an international language and at the same time create a feeling of global identity. This study also underlines the idea that the existence of various accents may not be an overwhelming obstacle to intelligibility.

Finally, in the Conclusion we briefly retake some of the results of the studies included in the present dissertation, namely the large amount of 'passive' contact that Portuguese students have with the English language and the fact that although they are aware of the existence of several varieties of English they still prefer the British Standard variety to be taught at school.

We also focus on the role played by teaching tools available in the Internet as an incentive for some students with low degrees of participation in class, in particular social networks that allow an instantaneous long distance contact among non-native speakers and, therefore, constitute a powerful aid for the development of English as an international language.

1. English as an International Language

A language achieves a genuinely global status when it develops a special role that is recognized in every country.
(Crystal 1997: 2)

The world has experienced several transformations in different spheres in recent years and the way people see it today is very different from the way our parents or grandparents could have ever imagined it. The way we communicate, for instance, is quite different now. People communicate among them and cross linguistic barriers very often; in an international context, sharing information has brought about the need of a common understandable language, among speakers of different languages, and the language that fulfils this need is English.

Now, English is not a language of an isolated country but rather a language spoken in different places with different functions and a requirement for international communication, being used around the world for global and local functions. It belongs to everybody and it doesn't belong to anyone, as Widdowson (1994: 385) comments: "The very fact that English is an international language means that no nation can have custody over it".

However, the global spread and use of English has produced a tension between stability and diversity. Economic and social demands originated the functioning of global businesses, communication, media, technology to be re-located in several parts of the world which imposed social, and demographic shifts (see Graddol 1997).

The numerical balance of speakers, the range and variety of contexts where English is used confers to English a different perspective. In fact, the requirements of an international language urge for new aims and methodologies as the speaker of this new world needs to be able to navigate between varieties. As Svartvik (2006: 227) says, "The world is beginning to behave like a single society." More and more non-native speakers

use the language to communicate pushed by the new demands of globalization and this fact is arising a series of questions such as standardization, identity, variety, acceptability, intelligibility, appropriacy, etc., and all those aspects connected with the use of English for different purposes urge to discuss the implications and challenges for the teaching and learning of English.

In this chapter we describe the diffusion and globalization of English and how this led to various linguistic realities. First, we describe and distinguish the diasporas, that is the movement of British people who colonized other countries, and thus how new varieties of English emerged in the different regions of the world creating new usages as first or second languages.

As the spread of English worldwide due to the globalization process is no longer connected to any country or culture leading to international appropriacy of the language this phenomenon may influence intelligibility. In order to understand how English developed different types of speakers (mother-tongue or native speakers, second language speakers and foreign language speakers) we look into some models developed by linguists as an effort to explain how a global language may emerge.

1. 1. The diffusion of English and globalization

There has never been a language so widely spread or spoken by so many people as English. There are therefore no precedents to help us see what happens to a language when it achieves genuine world status.

(Crystal 1997: 139)

For historical, social and political reasons the spreading of English worldwide has had effects on the language usage and in return this has reflected on the shaping of the language. It is no longer a language confined to a territory. It is no longer the language of the United Kingdom (UK), its so-called birthplace. It has travelled across boundaries. It has settled, influenced, been changed and acquired new features.

Every language is constantly changing. English is now spoken worldwide by a variety of people that come from different countries and use the language as a language

that facilitates understanding and is an aid to exchange intercultural dialogue. The repercussions of this spread for English itself and for other languages are a matter of debate. Therefore, it is imperative to understand how English is seen today around the world.

The diasporas

The global spread of English has two major moments known as diasporas.

The First Diaspora was a large-scale migration of English speakers from the England, Scotland and Ireland to North America, South Africa, Australia and New Zealand. These countries developed their own varieties according to the sociolinguistic contexts and contacts with indigenous people. Over time they developed a sense of standard and independence. People from these countries are called native speakers as they are born and raised in countries where English is the first and official language of the country.

The Second Diaspora derives from the colonisation of Asia and Africa. The languages developed at these settlements are often referred as 'New Englishes' (Jenkins 2003: 5) which are second-language varieties of English that coexist with local languages.

David Crystal (1997: 7) implies that "a language becomes an international language for one chief reason: the political power of its people – especially their military power". In Africa, in some regions of slave trade, some pidgin and creoles developed from the English contact as an adjustment to local communicative needs. In countries such as Kenya, Zambia and Zimbabwe, where the settlements were extensive English integrated, the language established itself and gained official status in government, education and law.

During the second half of the eighteenth century, as far as South Asia is concerned, in countries such as India, Pakistan, Bangladesh, Sri Lanka, etc, English developed hybrid forms that serve local needs. For instance, in India, English was imposed through a treatise, known as Macaulay's Minute,² which enforced English in the educational system leading to a process that would give English a national character. This was not just an act of cultural colonization; in fact, in countries, like India, that consisted of several territories (kingdoms, realms), each with its own ruler and language (sometimes totally

² Part of Macaulay's Minute on Indian Education available at <http://www.english.ucsb.edu/faculty/rraley/research/english/macaulay.html>

incomprehensible for the inhabitants of other regions), there was a situation that made it very difficult for the new colonizing power to impose common laws and create an efficient system of communication through the entire nation, and this caused the need of adopting an unifying language.

In the late eighteenth century, British influence began in South Pacific and South-East Asia in places such as Singapore, Malaysia, Hong Kong soon spreading to other areas which also acquired English as a possible official second language. As a consequence, speakers from these territories and due to this linguistic imposition have acquired the necessity to become at least bilingual. Sometimes sacrificing their own language, adapting English to their own needs, speech patterns or adapting to local expressions gave these nations the possibility to, on one hand, communicate internally but, on the other hand, to communicate worldwide in English. In short, English has acquired new 'nativenesses' due to the British Empire expansion during the seventeenth and eighteenth centuries and the importance to the world of the Industrial Revolution and colonial power in the nineteenth century. People from the colonised countries maintain English as a second and official language, which is regarded as a symbol of modernity and a bridge to the world.

The contact between both languages (local and English) develops a process of hybridization to meet local, communicative needs and, at the same time, as Graddol notices, sets up important trends to found the global use of the language:

Britain's colonial expansion established the pre-conditions for the global use of English, taking the language from its island birthplace to settlements around the world. The English language has grown up in contact with many others, making it a hybrid language which can rapidly evolve to meet new cultural and communicative needs.

(Graddol 1997: 6)

The globalization process

So, after the first and second diasporas, we can observe that in the twentieth century English consolidated its influence by the "leading economic power" (Svartvik 2006: 6) of the United States of America (USA) after the Second World War (1939-1945), developing a growing prestige. During the second half of the twentieth century, and as a result of modern technology (such as radio, television and the movie industry), America influenced youth through *rock'n'roll*, and films in a worldwide fashionable, *cool* way. People began

to listen to music, dress, comb hair, and adopt similar styles imported mostly from the USA.

Europe depended in various aspects from the USA, not only the military and economic aspects but also on a cultural revolution. Moreover, the political, military, economic and technological role contributed to the dominance and spread of this American English (AE) standard, making it a strong competitor of the British English (BE) for the status of international language for communication.

American English is, without doubt, the most influential and powerful variety of English in the world today. There are many reasons for this. First, the United States is, at present, the most powerful nation on earth and such power always brings with it influence. (...) Second, America's political influence is extended through American popular culture, in particular through the international reach of American films (movies of course) and music. (...) Third, the international prominence of American English is closely associated with the extraordinary quick development of communications technology. (...) In short, the increased influence of American English is caused by political power and the resultant diffusion of American culture and media, technological advance and the rapid development of communications technology.

(Kirkpatrick 2007: 55)

Modern technology (through aircrafts, computers, the Internet, satellite broadcasting) also developed and reinforced the need for English as a global international communication language. The global spread of English seeks stability in search for a standard norm and at the same time in informal communication it became the springboard for the launching of English worldwide in a respectful acceptance of differentiation as well as a sense of complicity.

So, besides learning/acquiring English as a Native Language (ENL) or English as a Second Language (ESL), people from several countries worldwide learn it as a means of communication. For these countries English has no official status yet it is part of the educational curriculum and people convey it a meaningful status and put an effort to learn it, mainly, for professional, travel, in short, communicative reasons. This group of people may learn a variety at school (mainly for geographical reasons) and get influenced by another variety that they contact in other activities.

Models of the English expansion in the world

The Indian-American socio-linguist Braj Kachru (1985)³ intending to demonstrate the linguistic variety and the functional uses/differences and the historical spread and acquisition of English around the world developed a model as three concentric circles. These represent the countries and speakers in the form they use the language (see Figure 1).

The Inner Circle represents the countries that use the language as Mother Tongue, First Language or Native Language (L1 - ENL) and are referred as native speakers (NSs) and correspond to countries such as United Kingdom (UK) and Ireland, and the former British colonies such as the United States of America, Canada, Australia, New Zealand and South Africa (countries from the First Diaspora). Being the United Kingdom the birthplace of English much emphasis is put on “Received Pronunciation” considered a prestige accent also known as “Queen’s English” or “BBC English”.

In the Outer Circle English is used as a Second Language (L2 - ESL) with established norms since colonial times and involves social and official functions in government, administration, education, commerce, tourism and media. These are the countries from the Commonwealth Nations (previously from the British Empire) such as India, Niger, Pakistan, Malaysia, Singapore and Kenya (countries from the Second Diaspora). Crystal (2004) draws attention to India, a country that has more people who speak or understand English than any other country in the world, combining native and non-native speakers:

India has had a longer exposure to English than any other country that uses it as a second language, and its distinctive words, idioms, grammar, rhetoric and rhythms are numerous and pervasive. Don’t confuse Indian English with what is sometimes called “Hinglish” – a vague phrase that can refer to a use of English containing occasional Hindi words or to a much more fundamental mixing of the two languages, unintelligible to a monolingual English speaker, and heard daily on FM radio. Indian English is a much broader notion, applicable to the whole of India, including those regions where other languages are used.

(Crystal 2004)⁴

³ Kachru described the concentric circles of World English in his book *Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle*

⁴ In <http://www.guardian.co.uk/education/2004/nov/19/tefl>

As for the Expanding Circle it involves all NNSs of English, who learn English as a Foreign Language (EFL) to establish contacts around the world. The language has no official role in their country; however these people use it to contact internationally in areas such as politics, industry, business, diplomacy, research, technology, sports, entertainment, tourism and media. English is, thus, used in countries such as Portugal and functions in an international basis.

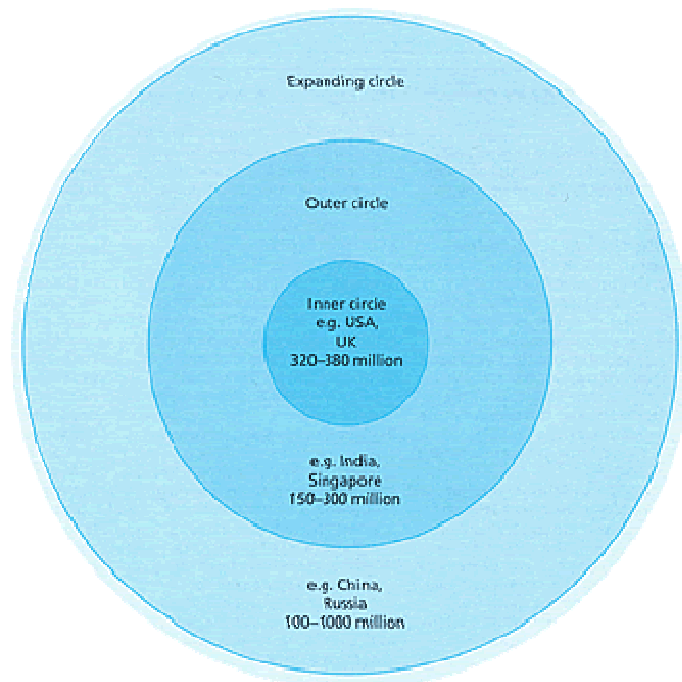


Figure 1: Circles concerning the English speakers in the world (Kachru 1985).

Kachru also defines differentiated characteristics to these dynamic varieties:

- a) norm-providing – corresponds to the Inner Circle where English is spoken as a native language (L1 - ENL)
- b) norm-developing – corresponds to the Outer Circle where English is spoken as a second language (L2 - ESL)
- c) norm-dependent – corresponds to the Expanding Circle where English is learnt as a Foreign Language (EFL)

In short, Kachru's model separates the development of English in three contexts: migration, colonization and as a result of foreign language learning. However, Kachru's

English (di)vision into three concentric separate circles (Inner, Outer and Expanding) has been seen as problematic considering that NNSs have increased and been increasing exponentially, thus producing a wider range of contexts where English is used and at the same time reducing the importance of NSs productions as they are imprisoned in their local linguistic territory.

Kachru's model is, in Graddol's words, "a useful starting point for understanding the pattern of English worldwide"; however locating 'native speakers' and 'native-speaking countries' at the centre of the global use of English is one of the drawbacks of Kachru's model as "Those who speak English alongside other languages will outnumber first-language speakers and, increasingly, will decide the global future of the language." (Graddol 1997: 10). English is and will constantly be shaped by its users. Curiously, the majority speak English in interactions hardly involving NSs.

Moreover, speakers of the Outer or Expanding Circles may eventually be more qualified to interact in the global world as far as proficiency is concerned than speakers from the Inner Circle. According to Graddol (2006: 110) Kachru himself suggested recently a new way of looking at the inner circle model based on proficiency ('functional nativeness'), either native or non-native. (see Figure 2).

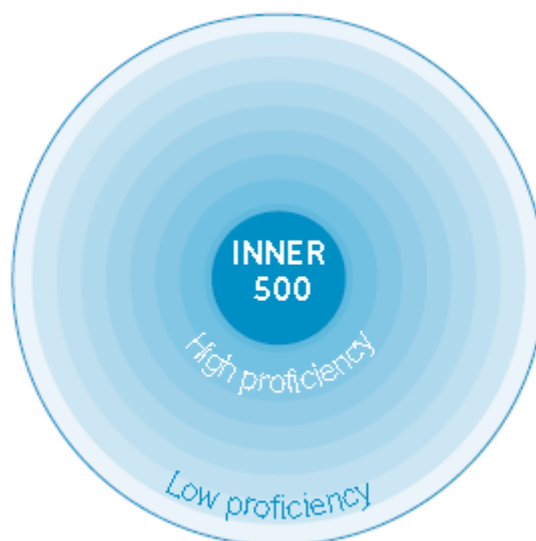


Figure 2: Circles of English (Graddol 2006: 110).

To embrace the global world, the so-called NSs from the Inner circle need to break linguistic barriers and become at least bilingual. Multilingualism is an imperative phenomenon of globalisation and the sooner people become aware of this the more integrated they become.

English is no longer a unique language confined to a region; it has embraced the world to accomplish numerous functions and to serve a larger (and continuously rising) number of speakers. English fulfils a communicative requisite for the post-modern world for it has broken geographical barriers and serves many speakers of different first languages, thus “English is no longer being learned as a foreign language, in recognition of the hegemonic power of native English speakers.” (Graddol 2006: 19)

The challenges (im)posed by the globalized world give a new status to speakers who use English in multilingual contexts. This diversity of contacts challenges English in its various Circles as interaction may bring about linguistic shifts that may ultimately change Inner Circle English speakers (see Figure 3).

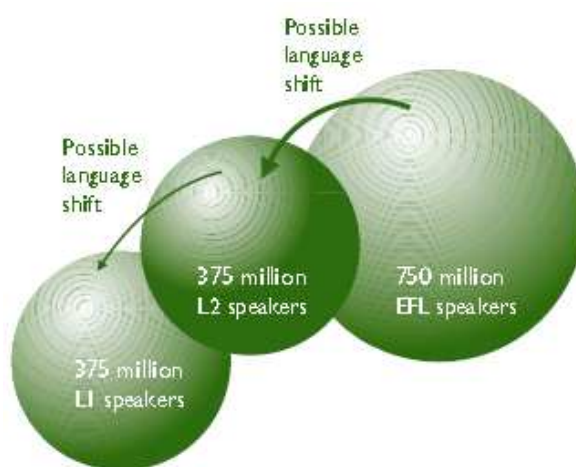


Figure 3: Number of English speakers as L1, L2 and EFL showing changing patterns in the use of English (Graddol 1997: 10).

As English becomes a global language, the differences between the circles are fading and mixing. The range of communication, the variety of contexts, the number of speakers outside the Inner Circle have grown immensely so it is almost impossible to predict the implications that diversity may have in the long run in English. Considering that the NSs are outnumbered by NNSs it is expected that the norm providing countries are questioned and threatened as owners of the language. It seems that English is a multiple

norm language to serve either local or global communication. This heterogeneity may compromise intelligibility and therefore it seems urgent to attempt to define norms in the worldwide communication context. It is the multiple varieties that may compromise the future of English as a comprehensible language. (Smith and Nelson 2006: 428-445). On the other hand, the fact that Expanding Circles bilingual users of English acquire standards in the educational context may contribute to ensure unifying norms. As Jenkins (2000: 206) remarks there is “nothing wrong with L2 pronunciation that does not conform to a NS accent but varies in the direction of the speaker’s own L1”. In fact, she argues that exposure to different varieties of English can enhance receptive competence so variation should not be considered as incorrect as long as intelligible.

Preserving intelligibility is a must to avoid language dispersion even with little acceptable divergences. As Widdowson (1994) observes,

As soon as you accept that English serves the communicative and communal needs of different communities, it follows logically that it must be diverse. An international language has to be an independent language. It does not follow logically, however, that the language will disperse into mutual unintelligible varieties. For it will naturally stabilize into standard form to the extent required to meet the needs of the communities concerned. Thus it is clearly vital to the interests of the international community... that they should preserve a common standard of English in order to keep up standards of communicative effectiveness.

(Widdowson 1994: 385)

It is difficult to predict whether English will prevail in the international context, how it will change, if one English or many Englishes will prevail. So far we have seen the diversification into geographical dialects that may affect local and international communication. Therefore, and as Svartvik (2006: 224) puts it,

users of English (...) will still feel the pull from two opposite poles – **the need to identify with one’s local community** and **the need for international communication**.

Svartvik tried to describe World English through a tri-dimensional model. Therefore, he represents World Standard English at the hub of the wheel as the diversity is small; on the other hand, at the rim of the wheel there is a wider variation. The two concentric circles between the rim and the hub of the wheel show the difference between regional and local vernaculars. The centre (apex) of the wheel is the goal of education

meaning the ideal form to achieve intelligibility in international communication. The interaction among a variety of norms may not lead to a lack of intelligibility but instead it may emerge into a new intelligible variety that ultimately and ideally will transform itself into a universal English variety (see Figure 4).

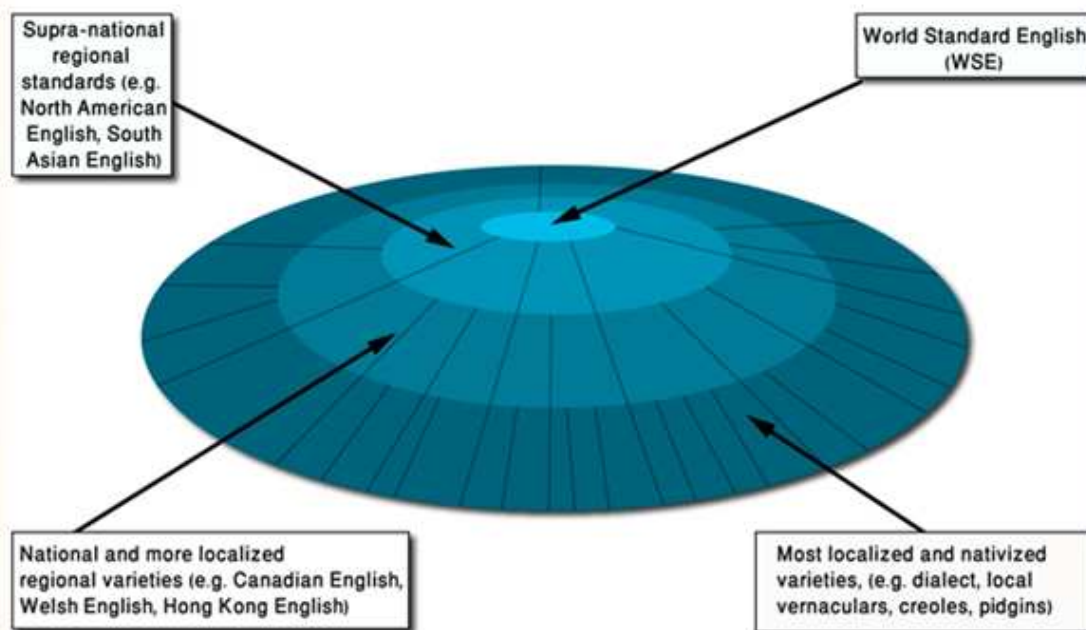


Figure 4: A model of world English (Svartvik 2006: 226).

Having the above model in mind one can wonder which variety of English to learn/teach. Kirkpatrick (2006) describes and discusses the possible models to use in language teaching as far as Outer and Expanding Circles are concerned. A native-speaker model “remains the most popular and sought-after model” for several reasons mainly the English Language Teaching (ELT) publishing industry; they represent power, have historical authority. Though the knowledge of a standard is helpful in certain situations,

The adoption of a native-speaker standard will (...) be advantageous for those learners whose motivation for learning the language is to understand the mindset of native speakers of the language, and who wish to become familiar with the literary and cultural traditions associated with the particular standard.”
(Kirkpatrick 2006:72-73)

However, one must not forget that bilingual speakers in Outer and Expanding Circles use English which is influenced by their own language(s) in terms of lexical items, grammar or pronunciation. This is a critical point that may compromise or shift international language intelligibility.

The English language has become the language of international communication and is now used worldwide. The fact that the language has spread emphasizes that the language itself has emancipated from its standard norms and is involved in continuous change. However, English has several different varieties that differ linguistically and socio-culturally. The so-called native speaker varieties (British, American, Australian) are outnumbered by non-native speakers varieties that are creating new linguistic forms due to phenomena like acculturation or indigenisation.

These linguistic features include new lexis, syntax, discourse which reflect the culture and needs and idiosyncrasies of its speakers. The varieties from India are different from Africa or from East or South-East Asia. Therefore, we witness the development of new Englishes that have a role, a function and a style unique to their variety. So, some linguists urge to defend standard English (BE or AE), others stand for a recognition of norms from other speech communities among other varieties of English.

A question emerges from the spread of English, the development of Englishes and the use of English as an international language of communication: what should be the role of the teacher and what should constitute the curriculum?

On one hand, the learners of English are learning it with the purpose to communicate internationally with NNSs; on the other hand, teachers of English are themselves an overwhelming majority of NNSs and this brings a great deal of implications.

There is a wide debate among linguists over standards and over tolerance for variation in English. The teaching and learning contexts and specific needs should determine the variety to be “learnt”. As Kirkpatrick puts it

(...) the choice of which variety to adopt as a model is dependent upon the context. The context must include the reasons why people are learning English, and the relative availability of an appropriate nativized model. Different contexts will suggest different models. But one problem common to both native and nativized models is that they come, to greatly varying degrees, with cultural baggage.

(Kirkpatrick 2006: 78)

For him NSs and nativized models are not international suitable, as the great majority of speakers communicate with other NNSs. Therefore it seems that a *lingua franca*⁵ model could be appropriate for the classroom as a means for international intelligibility. The Anglo-American hegemony would be yielding to English as a Lingua Franca (ELF), a language of communication in a global world; unquestionably English language teachers need to have/develop new skills to meet new international/social demands. People need to be open-minded in relation to any variety which achieves effective interaction where intelligibility and communicative competence are the real aim.

English has reached a prominence position and assumed an international language role in a world that is becoming smaller in the era of globalization. It is currently used and accepted as the idiom of universal worldwide communication in several domains such as technology, science, economy, politics, culture, tourism, etc. (House: 1999: 73). As a result the English language has emancipated itself; it is no longer just used among or with NSs but internationally to meet communication needs among NNSs. Thus, having in mind that it is considered an international language⁶, what implications, what trends for the English teachers and for teaching worldwide in the 21st century?

Considering that, and according to Graddol (1997:10), there is a greater number of NNSs (750 million) than NSs (375 million), the English language no longer belongs exclusively to a territory but to the inhabitants of the world. From a national language, it broke barriers and has become a world language of communication. In short, Graddol states that “There are three types of English speaker in the world today”: those who use it as first language (L1), those who use it as an additional language (L2) and those who use it as a foreign language (EFL). As a consequence of globalization people contact beyond borders using English in an international level and, for that matter, there’s a need to rethink the demand for a language to meet the needs of those who use English for ‘borderless’ communicative purposes.

⁵ “...a lingua franca is a contact language used among people who do not share a first language...” (Jenkins 2007:1)

⁶ Notice that Jenkins (2007: xi) explains that “... ELF and EIL (English as an International Language) are one and the same phenomenon (...) both refer to *lingua franca* uses of English primarily among its non-mother tongue speakers.”

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

(Graddol 1997: 10)

1. 2. The fragile mutual intelligibility

In an ideal world, (...) there would be just one language, which would guarantee mutual understanding, enlightenment, and peace.

(Crystal 2000: 27)

Being most interactions among NNSs there is an urge to shift the learning paradigm as the role model no longer needs to be the so-called NSs. The question to be debated here should be that the language should be taught as an intercultural communication, which means having into consideration the issue intelligibility.

To define intelligibility is not an easy task. McKay (2002: 52) refers intelligibility (recognizing an expression), comprehensibility (knowing the meaning of an expression) and interpretability (knowing what the expression signifies in a particular socialcultural context) as important distinctions to be made.

The issue of (un)intelligibility is identified by the huge diversity of spoken English around the world and this fact brings along different theoretical perspectives that debate and examine this global phenomenon.

As speakers take ownership of English, they will likely change the language. Those changes that do not impede intelligibility should be recognized as one of natural consequences of the use of English as international language.

McKay (2002: 127)

The linguistic diversity and the intelligibly sphere is a sort of twilight zone of discussion calling for reflexion. The increased contact between people from several countries because of globalization has brought upon the need for a common communicative intelligible code, bringing at the same time globally relevant pedagogical implications.

English as an International Language (EIL) brings along the question of mutual intelligibility when speaking communication among speakers of various nations and

cultures and backgrounds. These interactions are produced “between members of two or more different linguacultures in English, for none of whom English is the mother tongue” (House 1999: 74).

English has developed a position in the world and is the most spoken language worldwide so it has gained the status of a global language. However, although it has become such an important language for international communication, mutual intelligibility may be compromised due to a myriad of factors such as lexical, grammatical or phonetic differences that have been brought about by its continuing spreading and language interference. Hence, according to House (1999: 76) “misunderstandings” occur and are part of the linguacultural practice of conversation in globalized and internationalized communication because interaction is affected by L1 differences in cultural knowledge and interactional norms. The changes that may affect intelligibility are surpassed by linguistic fluency and attitude among speakers. Jenkins (2006a) considers that

(...) there still has to be sufficient common ground for *lingua franca* communication to achieve success, and as far as pronunciation is concerned, this means that speakers need to be confident that their accents will not prevent them from understanding the propositional content of one another’s utterances
(Jenkins 2006: 36)

Intelligibility is of utmost importance when communicating with individuals from different cultures, backgrounds and uses of English. So in a *lingua franca* communication mutual intelligibility needs to be negotiated and not, as Jenkins (2006a) puts it, “imposed from ‘above’ by NS or their NNS admirers”. In an international piece of communication one expects and yearns for intelligibility not native-like accuracy or the mastery of prescribed norms; instead one expects to negotiate meaning, to be flexible and to have the capacity of adjustment (Erling 2004: 251).

The necessity to communicate made English an indispensable global tool so one expects it to be inevitable that people have different ways of expressing themselves according to one’s background. People around the world no longer seem concerned about sounding like a native speaker, or as Jenkins puts it

Speakers of ELF (...) use their English primarily (...) to communicate with other NNSs of English, usually from first languages other than their own and typically in NNS settings. They need therefore to be intelligible too, and to understand other NNSs rather than to blend in with NSs and approximate a NS variety of English. Instead, ELF speakers have their own emerging norms.

(Jenkins 2004)⁷

Considering this approach, Expanding Circle speakers get to be recognized as genuine speakers of English and not outsiders.

Jenkins (2000) developed a phonological project by gathering non-native speakers' communication and this corpus known as "Lingua Franca Common Core" is an approach to identify problematic utterances as far as intelligibility is concerned. In order to guarantee mutual intelligibility, native speaker accent may be desirable to a certain degree, but not the norm, only guidance, for there are non-native utterances that are legitimate and are not deviant or an obstacle to communication. So, according to Jenkins (2006: 37) there are some features essential to mutual intelligibility in ELF across a wide range of L1s identified by the author and denominated as *Lingua Franca Core*. There are other features that are not essential to mutual intelligibility and are identified as 'non-core' features.

(...) the core approach thus recognizes rights of NNSs of the Expanding Circle to their own 'legitimate' regional accents rather than regarding any deviation from NS pronunciation norms as an error (as is the case in English as a Foreign Language approaches). In other words, it is an attempt to extend to Expanding Circle members the rights that have been enjoyed in the Inner Circle and to an increasing extent in the Outer.

A 'core' approach, moreover, recognizes that the accents of bilingual NNS teachers of English who share their learners' L1 are the most appropriate – not mention most motivating – as classroom models.

(Jenkins 2006: 38)

One cannot forget that "English is being shaped at least as much by its non-native speakers as by its native speakers." (Seidlhofer 2005: 339). Therefore, the heterogeneous contexts create a tension in authority and intelligibility. In the educational sphere the non-native teacher seems to be expected to teach linguistic and cultural background of NSs as most syllabuses, books and examinations are usually in a standard variety. As Widdowson (1993: 385) refers,

⁷ In <http://www.hltmag.co.uk/mar05/idea.htm>

As soon as you accept that English serves the communicative and communal needs of different communities, it follows logically that it must be diverse. An international language has to be an independent language. It does not follow logically, however, that the language will disperse into mutually unintelligible varieties. For it will naturally stabilize into standard form to the extent required to meet the needs of the international communities concerned. Thus it is clearly vital to the interests of the international community ... that they should preserve a common standard of English in order to keep up standards of communicative effectiveness.

Widdowson (1993: 385)

The users of English acquiring language for international communication in an educational context need to learn and develop the ability to express their ideas more than to be connected, and solely tied to Inner Circle countries, as in their real life they interact in cross-cultural contacts. In this perspective it is wiser to be open to diversity as cultures are in permanent contact through technology, science, etc. One must be conscious that English in an international setting is about dialogue, about intelligibility.

In a conference held in Sidney in 1995⁸ Kachru declared that there are some myths that may compromise the intelligibility and, therefore, the diffusion of English:

The myths may be characterized as of three types. The first set of myths concerns the self-perception of the English-users in the inner circle:- that of idealized speakers to be emulated and the language to represent their ideology and culture. The second set concerns the users of English in the outer circle: people are using English as a nativized and acculturated language for essentially local functions; it is one linguistic arm of their creativity. And the third set relates to the consequences of the diffusion of the language.

Kachru believes that these myths inhibit people to consider the intercultural creativity in English(es) within an appropriate paradigm of pluralism and at the same time are a marginalizing attitude. Being English a medium for pluralism Kachru concludes that this plurality is not acceptable in all circles. However, multilingualism is an imperative of globalization and exposure to multiple languages is more frequent now so this phenomenon is promoting the acquisition of new languages to ease access to information and communication.

Non-native speakers of English are users in their own right along with native English speakers. Language learning and use in international contexts grow in social

⁸ Kachru (1995); this conference is available at <http://www.immi.gov.au/media/publications/multicultural/confer/04/speech19b.htm>

negotiations in fluid interactional communicative utterances that seek intelligibility. Communication in English is a form of intercultural communication that needs interaction, cooperation, and negotiation as it is highly heterogeneous due to some misunderstandings that may arise. For instance, Portuguese speakers might confuse: "actualmente" (currently) for "actually" rather than "at present" or Spanish speakers might confuse "embarazada" (pregnant) for "embarrassed" and this might compromise intelligibility; therefore it is of the utmost importance that in an international interaction people try to highlight meaning.

This sociolinguistic reality that the world faces due to the multiple uses of English seems to address the progressive loss of intelligibility. Therefore, international communication urges for the need to achieve mutual intelligibility.

British and American models seem to rule in a world where second language speakers communicate among themselves rather than with native speakers. Having the idea that today English is not representative of one language but a myriad of Englishes people question the issue of intelligibility as a major concern due to the coexistence of different types of communication.

In face-to-face communication in English among speakers with different languages, the linguistic diversity of accents may also compromise intelligibility which can be surpassed through conversational flows between speakers. Thus, variation can affect intelligibility.

Crystal's works refer to an ideal *lingua franca* and its important role in facilitating international communication. For him, the desirable world should speak at least two languages for different purposes – one for identity and the other for intelligibility (Crystal 2000: 29).

1. 3. Consequences/effects in English Language Teaching

Teaching is a compromise between the individual, the school curriculum and society. Being aware of diversity, of having an intercultural perspective and a critical attitude and practice are just a few of the new demanding and emerging skills. Nowadays teachers embrace more than one role, they do not just deliver classes. More and more

teachers reflect on their teaching. However, they ask for their students' opinion, they collect data and use that information to critically analyse their practice and therefore they have the power to reformulate and develop professionally. So, in short, teachers monitor and use self-criticism to (re)plan, implement and (re)evaluate. And, of course, teacher formation should be a scaffolding plan through interaction, through guided co-questioning and reflexive research to enable restructure and new constructions of knowledge.

The new paradigms reflect on the assumption that the teaching and learning processes are based within a certain context and by circumstances. According to Delors (1996) the basis of education come from knowledge, from knowing how to do it, how to interact and how to behave. These basis envisage the development of the being as far as capacities of communication, ethics and aesthetics sensibility are concerned and constitute a ground to grow in a humanistic, artistic, scientific and technological way. In its essence language teaching is not just about language or meta-language; it is a way of conveying knowledge, of developing critical thinking, of developing research skills, of being transdisciplinary and collaborative. There is an imperative: to build distance from the received knowledge and embrace experiential knowledge.

Reflexive teaching reveals unexpected results and sometimes creates such an impact on our "solid" assumptions that to refuse them is to swim against the tide. More and more activities must be adapted to the new times and we must adapt and see the world through our students' eyes because what was is no longer and we need to question us and our practices because our students' world is different from our point of view. Anyway, we question, and they question; however, in a different way. They are creative and flexible in the way they use words. They do not feel obliged to norm, they play with words. People use language to communicate no matter what variety; the important is that the message gets through.

According to McKay (2002: 127) the primary goal of teaching [EIL](#) is to ensure intelligibility among the speakers. It is important that the teacher is able to avoid linguistic differences that may create problems of intelligibility such as particular pronunciation and grammatical patterns or lexical innovations. Moreover, pragmatics also constitutes an important subject for the teacher to address with its students to help them to know how to interact with persons from different cultural backgrounds in a global communication situation; native speaking models might be inappropriate because an international

language, by definition, as become de-nationalized. This objective should be achieved not by submitting to the pragmatic rules of another culture but by jointly trying to find ways to accommodate to diversity. Finally, the most important task is to provide the students with skills that can grant them access to all the information available using this language.

Non-native speakers shape the world in intranational (e.g. English in India or Nigeria) and international (e.g. English between Germans and Japanese) communication settings. Speakers of intranational English acquired it as nativized second language and use it in several daily domains whereas speakers of international English learn it as a foreign language and use it for communication purposes outside of their country borders. This background diversity, representative of their linguistic and cultural, is rather heterogeneous and demands that speakers have the ability to cope with unexpected so as to enhance intelligibility. However, the main characteristic of an international language should be the “usefulness of English to provide a relatively neutral basis for communication between linguistic and cultural groups within nation states” (McKay 2002: 38), regardless if this communication occurs inside or outside national borders.

(...) in countries or groups of countries where people have several or many different first languages, English may be the preferred lingua franca because it is felt to be neutral ground

(Svartvik 2006: 6)

Communicating goes beyond speaking. Interculture means interaction. Communicating internationally is an attempt to become one, to communicate in such a way that everyone understands each other and it is by definition a moment of respect for the different ways people feel, think and act.

The intercultural competence in language learning is a scenario of diversity that struggles at the same time to become a unique language (a *lingua franca* or international language). This paradox of diversity and uniqueness is in our students' point of view an obsolete debate as they feel they interact and use language as an instrument for understanding and transforming reality. For them, reality and fiction are based on the construction of social bonds. Speaking or learning a language goes beyond frontiers, people exchange ideas and develop general comprehension of cultures, develop humanistic values instead of being ethnocentric (or not). Linguistically we seek a borderless society, a possibility to communicate to a mass number and to a wide variety of people.

The Information and Communication Technology (ICT) revolution has transformed our notion of time and place. It has dissolved the traditional frontiers; it has developed cognitive skills as a driving force to a wider, broader knowledge, to an intercultural and interdisciplinary education; it has transformed certain (previously) local icons into a world legacy, in a sense of appropriacy. Teens (and not only) transform reality (as we know it) and are motivated by performing different tasks or, as Piaget (1988) puts it, to use creativity and invention, to form critical thinking and not to accept passively what surrounds them. Being aware of this, teachers should question and elaborate new approaches more suitable to this day and age. Instead of crystallizing in time teachers should search for action and realize that their students are active agents in action in the whole process. Teaching and researching go hand in hand towards a common goal. Reflexive teaching includes students and teachers in a quest for the examination of attitudes, beliefs and practices and uses the collected information as the basis for the transformation of their knowledge construction. Adapting the teaching practice to the needs is to respect and to live according to the new imperatives and demands. It is to be aware of new realities and to take advantage to grow, it is to be active and always be ready to question again.

In this chapter, we have described how English has developed from a national to a global language and influenced the world. Large-scale migrations due to colonisation and settlement led to the development of new varieties of English, which created distinct different usages and groups of users (native language, second language and foreign language). We have described Braj Kachru's model of the spread of English, the most influential model, and how other linguists predict that users of English are creating new patterns of language contact and how this may have effects on intelligibility as well as on language teaching. This language shift may give way to a *lingua franca* that ultimately will influence the way people interact in the world.

In the following chapter, we discuss some pedagogical trends in Europe to meet the needs of developing a bilingual education by using English for international communication. English is recognised as a language of international communication and as a result the European Union (EU) is proposing to its state-members new ways on how ELT should be practised: an immersion in the language from early ages and new curriculum

approaches. These approaches might develop some shifts in grammar and pronunciation and therefore develop into a Euro-English variety.

2. English in Europe and in Portugal: Political Issues and Pedagogical Trends

In the contemporary phase of intensified Europeanisation and globalisation, there is a need for clarification of the role that languages are playing in these processes. Sociolinguistics must elaborate a scholarly foundation on which language policies at the supra-national, national and subnational levels can rest securely, equitably and proactively.

(Phillipson 2000: 197)

Initially, Europe was a mosaic of nations, each one aspiring to have their own national identity and, therefore, their own language. However, with the creation of the EU, this ideal changed, and the Council of Europe is now generating policies to promote the learning of several languages.

When it was created in 1973, with England as a founding member, the EU, an evolution of the European Coal and Steel Community, established in 1950 under French and German influence, embodied a potential conflict between the three languages, French, German and English, to play the part of Europe's international language: French mainly for historical reasons, German for the economic power of the region, and English for its popularity around the world.

Nowadays, in the EU institutions, in some aspects there is equality between the various European languages: all the legislation is promulgated in all languages and interpretation at the most important meetings is also provided. However, in the daily routine of Commission meetings, French and English dominate; in fact, English is increasingly the language in which documents are drafted and discussed.

In this chapter, we consider some political and pedagogical issues connected with the role of English in the EU and, as in Europe there are also some teaching trends as far as educational policies are concerned, we analyse three models described by Graddol (2006:

88) striving for bilingualism, in order to prepare European students to face the globalised world: English for Young Learners (EYL), Content and Language Integrated Learning (CLIL) and English as a *Lingua Franca* (ELF).

After discussing the attempts from the EU to implement new English teaching strategies, in order to provide and improve bilingualism, we narrow our analysis to Portugal, a country in the EU, and reflect on the English usage in several domains of Portuguese life, to consider its influence in the younger generations.

2. 1. Protection of European national languages and English

The dominance of English in all sorts of international activity together with the actual disappearance of national borders and the increasing mobility of European citizens, while strengthening English, is seen as a menace to the viability of other national languages. Phillipson (2008: 255), commenting on these facts, adds that “some governments are keen to save money by not insisting on the use of their languages, which has led interpreters for Danish and Swedish to fear that these languages will disappear as languages spoken in EU institutions within a decade”.

This situation may seem a paradox when compared to the measures that the EU has proposed to protect national languages, resumed in Article 22 of *The Charter of Fundamental Rights of the EU*:⁹ “The Union shall respect cultural, religious and linguistic diversity”. So, in theory, the EU policies and its declared commitment to maintain linguistic diversity and promote multilingualism in education, together with its support for minority languages, coordinated by the European Bureau for Lesser Used Languages, should be capable to stop this negative scenario.

In truth, the EU pays great importance to education and has determined two major objectives towards the development of a multilingual society: all citizens should speak two languages in addition to their mother tongue and lifelong learning should start at an early age.¹⁰

⁹ www.europarl.europa.eu/charter/pdf/text_en.pdf

¹⁰ COM (2003)449: *Promoting Language Learning and Linguistic Diversity: an Action Plan 2004-2006* available at http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act_lang_en.pdf

Measures taken to achieve these goals include support for the elaboration of automatic translation software, support for various language learning and mobility schemes in secondary and higher education (ERASMUS, LINGUA, SOCRATES, etc.) aimed at strengthening competence in the official languages as foreign languages, and the funding of activities designed to build higher education links through the European Language Council (the Bologna process). Many universities offer courses in English namely because of Bologna Process.¹¹ One of the main priorities of the EU regarding the policies for education is to guarantee equal access, mobility, quality, transparency and trust in qualifications and for that reason the European Qualifications Framework (EQF)¹² was created, based on a group of principles and common procedures and guiding levels for the validation of the learning outcomes.

Of course the main instruments for this linguistic exchange are the freedom of movement and of residence (Article 45 of *The Charter of Fundamental Rights* of the EU and the *Maastricht Treaty*).¹³

The European linguistic diversity may be seen as a major factor in the development of the EU, however, besides internal forces, other processes are at work, as Phillipson (2000: 197) underlines, associating the spread of English with the American sphere of influence:

At heart, what is at stake is the contribution that our language diversity can make to the complex, dynamic, evolving processes that are shaping the continent. Many of the forces of continuity and change are being generated internally, and many are external, the most significant of which is Americanisation, which is inextricably linked to the seemingly inexorable spread of the English language.

(Phillipson2000: 197)

When we consider the use of English in the EU, as far as varieties are concerned, we notice that countries in Europe tend to use at school a native BE syllabus, due to their

¹¹ <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

¹² http://www.dges.mctes.pt/NR/rdonlyres/90DBE647-5CB6-4846-B88F-101180D9E425/4890/TheEQFforlifelonglearning_brochure_PT.pdf (Portuguese version - QEQ – Quadro Europeu de Qualificações);

http://www.dges.mctes.pt/NR/rdonlyres/90DBE647-5CB6-4846-B88F-101180D9E425/4889/TheEQFforlifelonglearning_brochure_EN.pdf (English version)

¹³ www.eurotreaties.com/maastrichtec.pdf

geographic proximity to Britain. This native model is accepted by many teachers and learners for various reasons: they recognize it as “the English language”, it is prestigious, defined and codified, and there are many resources available that are supported by British Council examinations.

However, people from Europe have various backgrounds, so, even though they may learn from a common core syllabus, their different origins bring linguistic variety instead of homogeneity into the way people express themselves in English. Besides, rather than merely learning English at school, many European students are exposed to various accents and varieties of English in several global means of communication.

To sum up the main features of this complex situation, we may say there are two types of influence in the European territory: on one hand, the proximity between the UK and the EU confers to BE a status of necessity and accessibility to every European; on the other hand, the popularity of USA entertainment, youth culture, and various sub-culture domains influencing people worldwide, grants to AE an important value; as a consequence, if, in most European countries, British Standard English is the school norm, there are many countries where television offers undubbed USA films and series, so, both features of BE and AE are mixed to influence learners, as they are exposed to both varieties.¹⁴

The code taught for production would be whatever is most likely to be comprehensible to speakers of different varieties – probably the syntax of Standard English with the lexis of its American variety (...)

(Melchers 2003: 192)

We have already mentioned that the goal of the EU rulers is to create plurilingual citizens; ideally each European should be able to speak two languages in addition to its mother tongue.

The main benefits of this project would be to create a better understanding between European Nations as well as a sense of a shared European identity, but also to facilitate the mobility of citizens during their working and studying activities. Countries like Malta, The Netherlands, Sweden and Denmark have already reached a situation where English can be considered their official second language. (Graddol 2006: 86-93)

¹⁴ In the expanding EU, where communication among its speakers may have common features, some authors consider the existence of a new European English variety for Europe: “Euro-English” (Jenkins, Modiano and Seidlhofer 2001), a term used to describe a variety between AE and BE, spoken by neither USA nor UK residents, but in continental Europe” (Mesthrie 2008: 213)

2. 2. Pedagogical trends in Europe

Albert Einstein once said that “Imagination is more important than knowledge”; schools are now facing this demanding trend. Teachers are not masters of knowledge and students are neither “sponges” nor reproducers of crystallized knowledge; what post-modern societies need is intervening students and teachers. When the EU declared 2009 as European Year of Creativity and Innovation it was the conscientious statement that Europe needs to boost creativity and innovation for social and economic reasons to cope with the new demands.

Creativity involves the capacity to surpass traditional ideas, patterns and generate new ideas, new methods. The demand for a new paradigm is urgent because society has changed and is continuously changing, and schools are not coping with that pace.

In 1998, the final report from the Committee for the Educational System Reform of the EU claimed for the stimulus and development of critic and creative thinking in order to prepare students to face a dynamic society.

In fact, the modern world requires a broadening of creative skills and competences, the modern world is open to new ideas, new challenges, new synergies that steer us in a wide variety of culturally diverse projects. However, we are still questioning school’s place on how to stimulate the creative potential to experiment. We know that the Profile for the 3rd cycle student is to show creativity, autonomy and sense of responsibility. We know that we should stimulate the learner to “learn to learn”, “learn to be”, “learn to relate”, “learn to change”. However, we still wonder how we are going to stimulate creativity in teaching-and-learning and how we are going to assess it in English Language classes. One thing is for sure: by stimulating creativity we have green light for diversity, for awakening the richness of multicultural differences, of different perspectives. The citizens of tomorrow (our students today) need to be able to share, to be able to solve problems and to find solutions in a creative way in order to fulfil society’s demand.

Teaching in Europe faces new realities, new demands, but it also has new instruments to deal with this situation, among which the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), a powerful guideline used to describe achievements of learners of foreign languages in Europe, that Graddol (2006) considers of great importance:

The Council of Europe's framework has had a significant influence on curriculum developments in many European countries, and represents much more than the teaching of foreign languages.

(Graddol 2006: 92).

2. 2. 1. New models in English Language Teaching

Language is communication and the relationship between teacher and student seems to be of the utmost importance. Teachers usually interact by using question techniques, by eliciting expected answers in an artificial environment by means of an imposed theme. It is imperative that teachers learn to listen and reflect on their students' attitudes and answers. No doubt teaching and learning languages are related to each other. However, teaching is no longer considered to be a one-way top-down activity (from teacher to learner) to feed knowledge, but a development of interpersonal behaviour, a sharing time of continuous interaction. The main concern of education is no longer that of transmitting knowledge but rather put up challenges to think, rethink and learn. The role of the teacher is therefore a mediator, someone responsible for the collective intelligence, someone who accompanies and administers the learning.

Due to a myriad of factors education and learning are changing. The needs and demands of today's students are far different from the so-called traditional students.

English is the language most spoken and studied in the European Union. There is much debate and interest in the language business and new models and methods to achieve learners' needs and motivation mainly developed to face the new trends in the global era. In Europe there are some teaching trends as far as educational policies are concerned. Graddol (2006: 88) describes three models whose aim is to prepare students to face the globalised world: Content and Language Integrated Learning and English as a *Lingua Franca*.

English for Young Learners (EYL)

The demand for English across European frontiers has brought upon the creation of new courses to fulfil an imperative need.

The age at which children are being introduced to English has lowered considerably in the Expanding Circle countries. During the 1990s the majority of the EU countries have

started programmes to introduce the teaching of English at primary schools, leading to an increasing number of students of English during 1998-2002, a trend that intensified since then.

The age at which children start learning English has been lowering across the world. English has moved from the traditional 'foreign languages' slot in lower secondary school to primary school – even pre-school. The trend has gathered momentum only very recently and the intention is often to create a bilingual population.

(Graddol 2006: 88)

Teaching English as a foreign language to a very early age (pre-school) demands an adequate set of language and communication strategies to their development and understanding range. Language acquisition becomes extended both by verbal (oral) texts and visual texts (illustrations), as children are very attentive to decipher pictures or to guess meaning or story sequence when turning the page of a story book. Telling stories to children either in L1 or L2 presupposes repetition and a lot of interaction with the teller/teacher and a great effort, however natural, to reproduce the story. Not only do they develop comprehension skills, when listening to the story and when deciphering the visual representations, they also develop (re)production skills, when narrating and predicting.

Children assimilate language as a natural process by using real and meaningful interactions similar to those produced in familiar natural contexts.

The main reason for EYL strategy is the idea that children can learn foreign languages much easier than older persons. However their young age and lack of experience can be a limitation factor for their apprenticeship.

The major advantage of this educational policy should be the fact that they will study the language during a larger number of years, giving them the necessary bases for a transition to another model, such as the Content and Language Integration Learning.

Content and Language Integration Learning (CLIL)

Finland was the origin of CLIL, in the mid-1990s. Since then it has been adopted in several other European countries.

CLIL has a double focus: to learn content and to learn a foreign language. So, primarily language is a means to learn content (history, science, geography...) and this

approach urges students to use language in a communicative way. Language is both a target and a tool.

Teaching English through CLIL demands that teachers learn new methodologies and strategies in a collaborative attitude with other teachers. Language (target and tool) is meant for classroom situations, in secondary schools, and relies, initially, on basic skills learned at the primary school. However, there is also the need for a scaffolding approach to the learning of content and language because the students are not expected to have the language proficiency necessary to learn the subject, prior to the study.

Planning and materials of CLIL lessons are organised by Foreign Language teachers who are proficient in English and join efforts with subject teachers to provide methodological strategies suitable for secondary level, in order to ensure meaningful learning, both in content as well as in language learning.

The scaffolding framework intends to propose a relevant research based on classroom observation, in order to identify meaningful aspects of teaching and learning for the development of a taxonomy crucial to aid future teachers. The assessment of English proficiency is made together with the assessment of the subject.

In a globalized world, where languages play a super important role in communication, it seems that the CLIL approach can offer a variety of benefits that meet the needs of society. Not only does it allow learners to have a closer contact with the target language, but also it develops intercultural knowledge understanding, improving language competence and communication skills.

Linguistically speaking, it is a concept of a borderless society. The language used in the classroom is the language used to communicate internationally. Therefore it benefits the learners as they get a considerable great amount of opportunities to contact with a wide variety of people using the target language and, if you give them the possibility to communicate with other countries, other schools, they will get the opportunity to study and discuss content through different perspectives, diversifying this way their learning experience.

Being able to communicate in a foreign language increases learners' motivation and builds them confidence as they gradually appropriate themselves of both content and language. Teachers also gain with the experience as they collaborate with others.

The CLIL approach, being a challenging experience, involves risk taking. It may not work with some students and in some countries; however if you don't rise your skills and your students' cognitive skills to the challenge, you will never understand its driving force into intercultural, interdisciplinary education.

Teachers are already discussing this new approach at school; they feel threatened, because they have many doubts and fear their jobs will become obsolete. In fact CLIL is very hard to implement, if the subject teachers are not themselves bilingual.

Either being fluent speakers working in partnership or being bilingual or even native speakers, some teachers fear that this approach can defeat local languages and publications. There are a lot of questions, too. Will students learn their own language as a foreign language? What are the gains? What are the losses? Will CLIL be used to an elite of students prepared to face a working multilingual world? or should we say a *lingua franca* world?

English as a Lingua Franca (ELF)

English as a Foreign Language is mainly concerned about teaching and learning English in the Expanding Circle where English is considered a foreign language.

The majority of EFL students in non-English speaking countries usually learn English in compulsory public education from primary level onwards with local teachers who were once learners of EFL themselves. However, apart from these courses, there are other ones provided in private schools or language institutes that teach mostly Standard Inner Circle English, often coached by native-speaking English teachers, and these are seen as an example to follow.

Most EFL textbooks and resources are from Inner Circle origin. Apart from these materials, teachers use in foreign language learning and teaching ICT materials: these include materials produced by the teachers themselves and by other teachers internationally, and available on the Internet¹⁵ such as worksheets or WEB 2.0¹⁶, and other networking resources.

In fact, in today's globalised society, students are no longer confined to the classroom walls for learning and interacting. In this day and age, students may contact and

¹⁵ For example www.eslprintables.com

¹⁶ The term Web 2.0 is associated with web applications that allow users to interact and collaborate in a social media dialogue as creators on the World Wide Web.

be influenced by other linguistic identities, and, for them, there is a need to be able to communicate with all types of English and people.

However, though a new sense of identity may be forming in Expanding Circle countries, English is still seen mainly as a utilitarian purpose affected by foreign language cultural and linguistic dominance.

The truth is that English language teachers are compelled to prepare students to pass traditional exams and in their teaching context, sometimes it seems there is no room for preparing students for the *lingua franca* world. But the fact is that the student keeps bringing to class a fusion of influences that express an emerging need to shift the focus from EFL to ELF.

Language education has implications in the use of English worldwide. Teachers and researchers outside the Inner Circle are now questioning the appropriateness of language approach policies. As Graddol (2006) points out, EFL positions the English learner as a foreigner trying to imitate NSs when communicating with them:

EFL, as we know it today, is largely a 19th century creation, though drawing on centuries of experience in teaching the classical languages. EFL tends to highlight the importance of learning about the culture and society of native speakers; it stresses the centrality of methodology in discussions of effective learning; and emphasises the importance of emulating native speaker language behaviour. EFL approaches, like all foreign languages teaching, positions the learner as an outsider, as a foreigner (...).

(Graddol 2006: 82)

As the global spread of English produced changes in the usage of the language around the world, it has become a *lingua franca* among NNSs from several L1 backgrounds. It is used as so everywhere in the world, serving as a means of communication among speakers who do not share the same first language.

When people from different linguacultures use English to communicate, though English is not their mother tongue, the so-called ELF interactions occur.

ELF is perceived as a language that facilitates contacts and trade relations around the globe. It has been developing as a communication tool by itself and was not imposed by political reasons. Therefore, some authors consider ELF as a neutral language for communication, while others consider it a threat to standard varieties of English, because

“ELF lacks any standards and by default exhibits errors whenever it departs from certain Inner Circle Englishes” (Jenkins 2009, 202).

ELF is constantly being shaped by its users (most of them from the Expanding Circle) in their interactions in such a way that it is no longer exclusively dependent of sociocultural norms of Inner Circle countries, who no longer “own” the language. Obviously, ELF keeps a lot of the main structure of the Standard English, but it also contains a considerable number of transformations that originate in the contact among ELF speakers as a result of the influence of their national languages and cultures.

The objective of ELF approach is to develop an English variety that is more intelligible for each user, so it must involve a lot of local variations, but also a large potential for adjustment. Being so, the implementation of a global language needs a creation of a database for NNSs to communicate as users of English without the need to follow NSs’ norms.

The studies on the use of ELF are very recent, with pioneering work by Widdowson (1994), Jenkins (2000) and Seidhofer (2001). Since its emergence ELF has been regarded by several authors as a threat both to national languages and cultures as well as to Standard British English. Only very recently ELF has started to be regarded as more than just a simple curiosity but as a serious approach to the implementation of a global language that could help the communication between people with different first languages, after the creation of databases containing a corpora of more than two million words of spoken ELF, aiming to assemble common features of ELF that are intelligible and consequently not impeditive to communication. These databases are English as a Lingua Franca in Academic Settings (ELFA) and the Vienna-Oxford International Corpus of English (VOICE) projects: ELFA¹⁷ is a project of the Helsinki and Tampere Universities in Finland directed by Mauranen while VOICE¹⁸ is a joint project of the University of Vienna and Oxford University Press direct by Seidlhofer. In order not to compromise the selection of forms included in ELF by subjugating this language variety to the patterns of Standard English at VOICE meetings only a reduced number of Inner Circle representatives (10%) are allowed.

¹⁷ <http://www.helsinki.fi/englanti/elfa/index.html>

¹⁸ <http://www.univie.ac.at/voice/page/index.php>

Similar databases have started in the USA like the Michigan Corpus of Academic Spoken (MICASE)¹⁹, at the University of Michigan (1997), and the TOEFL²⁰ 2000 Spoken and Written Academic Language Corpus (T2K-SWAL) at Northern Arizona). An analogous project is being run at Warwick University, in the UK, the British Academic Spoken English (BASE)²¹ database (Mauranen 2006: 147-8). However, all these three projects are essentially composed by contributions of native speakers. The existence of these corpora shifts ELF into a completely different dimension in terms of research relevance. In fact, these databases have roughly the same size as the first English as a National Language corpora (Brown, 1960's) and "is twice as large as the much used London-Lund Corpus of Spoken English" (Mauranen 2009: 2). Just before the ELFA group finished collected their corpora the first international conference on English as a Lingua Franca took place in Helsinki at 2008²².

ELF may become an alternative to teach English at schools. Seidlhofer (2001) presented a preliminary list of grammatical items which are 'deviant' ELF utterances compared to native speaker models but are regarded as 'usually unproblematic' such as:

- omission of simple present 3rd person -s;
- omission of the article;
- treating *who* and *which* as interchangeable;
- substituting bare infinitive for *-ing*;
- using *isn't it?* as a universal tag.

These forms, which in an EFL class would be considered as alleged errors, are used by many users of English as a *lingua franca* and completely understandable.

Those who propose the use of ELF support that the language should be taught in such a way that it should reflect the needs of the growing number of NNSs who use English.

This approach is leading researchers also to produce a LFC that provides guidelines in creating syllabuses and assessment materials.

¹⁹ <http://www.hti.umich.edu/m/micase/>

²⁰ TOEFL: Test of English as a Foreign Language

²¹ <http://www2.warwick.ac.uk/fac/soc/celte/research/base/>

²² <http://www.eng.helsinki.fi/elfa/elfforum08.htm>

Users of *lingua franca* usually communicate with limited vocabulary and non-standard grammatical usages conferring to the teaching profession a notion that there is no need to teach wide vocabulary and grammar accuracy.

The diversity of users of English seems to focus on an urgent need for a common core to converge to a universally comprehensible language. In fact, rather than having EFL as a model of pronunciation suitable for NSs, ELF interactions aim at being intelligible to other NNSs, so the LFC suggests reduced pronunciation features to be learnt by all learners with different L1s.

The urgency in defining a common core focuses on the assumption to develop a common basis for syllabuses, textbooks and examinations that serve global and local English intelligible utterances.

As English is the language most spoken and studied in the EU, there is much debate and interest in the language business and new models and methods to achieve learners' needs and motivation mainly developed to face the new trends in the global era.

2. 3. The demand for English as a European language

Because of globalization and the inevitable connections among European nations people need to make themselves understood and therefore there is an urgent feeling to learn a second language, that is, English.

Governments take the first step to implement the learning of at least a foreign language in education. For instance, in some countries such as Portugal there are some policies running to start learning English at primary level and another language at around the age of thirteen. The need for language education is recognized useful in areas such as tourism, technology, science, media, international relationships, etc.

Either for pleasure or for practical or professional reasons in Europe it is the British perspective that is taught at school, although some cultural issues from AE are also transmitted namely to differentiate and compare vocabulary or phonology. The students are also influenced by the music they hear and the films they watch, mostly from American origin. Therefore, what teachers observe is a mixture of BE and AE in their oral and written discourse.

There is a need to develop a sense of identity of intercultural education as far as language teaching and learning are concerned. In the 1800s textbooks covered the same content for all languages; the second part of the 1990s brought the problematisation of the national paradigm, so the teaching of English focused on culture. However, languages are not territorially bound and we should rethink our view on language and bring it into a broader transnational perspective and a trans-social context.

When learning a language our personal meanings, our language interference, our connotation and perspective, our idiosyncrasies interfere with it. Socially, we carry our linguaculture, or our own construction of it, we constantly build a discourse based on our beliefs, on our identity dimension, on our semantic repertoire.

In schools, with multi-culture students and in a world of wide contacts, language and language teaching are no longer a linguistic “sterile” interaction but a “fertile” culture clash of multilingual complex interaction and for which teachers must be conscious of.

English is a language of communication at international level; it has influenced and has been influenced by multi-linguistic speakers. Intercultural communication embodies different cultural realities; therefore to communicate successfully in an intercultural level one needs adequate intercultural competence. It is of the utmost importance to have multi-background cultural knowledge. To teach a language through textbooks towards a global education and as a way to access to multicultural worlds one expects to find suitable pedagogical significant texts that represent the political and social realities as well as citizenship.

More and more teachers are coming across the need for a shift as far as world issues are addressed for educating active citizens of the world. We need Intercultural English through an intercultural education, we need to understand and reach out for the “Babel” of understanding.

2. 4. The presence of English in Portugal

Reflecting on these urgent matters, now we narrow our analysis to Portugal, a country in the EU, in an attempt to reflect on the English usage in several domains of Portuguese life and, as a consequence, to consider its influence in the younger generations.

The massive exposure to and use of English, even in Expanding circle societies, has a great impact on society and on their first language. Both function and fashion tend to affect the way people talk and react before the integration of a new language in their daily lives.

Portugal is considered an Expanded Circle country where English is supposed to be learned as a foreign language at school. Due to geographical proximity and political setting, the variety learned is usually British Standard English. However, there are other influences that seem to prove that students get more than what school has to offer.

The influence of English is obviously a function of rapidly growing internationalisation, but it is important to realise that, to the extent that many of these domains represent popular activities – and indeed depend on popular demand for their existence – participation in the process of internationalisation is no longer the privilege of an educational elite. In fact, the promotion of English by the hegemonic culture for purposes of ‘international communication’ (‘English from above’) now has its popular counterpart (‘English from below’).
(Preisler 1999: 241)

English comes to be used in several domains for a number of reasons and this attitude is affecting the way people include and use English in their daily lives. Some domains use English out of necessity, others as an international projection, others as a trend, others as a function. In Portugal more and more English is used in tourism, food industry, fashion, media, science, technology, advertising, press, communications and travel, as well as in education.

Tourism

Portugal is a country that welcomes tourists from around the world. Commerce and services deliver English as a means of communication. In Lisbon, for example, the underground system has announcements both in English (spoken with a Portuguese accent) and in Portuguese about services and how to take care of one’s belongings. In restaurants, many menus are written in both languages. Shops have signs announcing “English spoken”. Taxi drivers had to learn English to fetch people from the airport. In the southern region, the Algarve, where many Portuguese people spend their holidays, wherever you go, you see English written and spoken. There you meet people from different nationalities who use English as a contact language and many students comment about their speaking

English on holidays. It is the youth that communicate among themselves as they share almost the same interests on music, surf, games, etc.

Media

The majority of films and TV programmes are in English, which in terms of intonation, semantics and pragmatic understanding of the dialogues may become an advantage to English learners. Moreover, these unavoidable exposures to international contacts get their hearing trained. Films, either in television or cinema, are usually undubbed, which means that Portuguese people are used to listening to original language. Some people read the Portuguese subtitles while listening.²³ Many people have cable TV and therefore their exposure to English is wide and it is usually the youth from an early age who watch various programmes – from Cartoon Network to Fox broadcast in English and this, of course, is influencing the young generation to listen and start speaking some English expressions. So, mostly by cinema and television Portuguese people are used to the presence of listening to and watching, not only but mostly, USA culture.

International sports programmes range a wide public on cable TV. From CNN people listen to a varied range of nationalities delivering news, including Pedro Pinto, who was a former Portuguese TV presenter in a children's programme.

Many Portuguese people watch the news. As far as politics is concerned, people get used to watching many European politics addressing themselves in English, even a very familiar face, Durão Barroso, the President of the European Commission.

Press

The majority of publications – newspapers, magazines – are in Portuguese. Only some specific press is in English. If people look for newspapers from abroad in English they can find it usually in touristic areas. If they need a specific book (university, reading for pleasure), they either order it from the Internet or from megastores. Many people, who understand and read English well, often prefer the original English book to its Portuguese translation.

²³ Some European countries prefer dubbing to subtitling. Melchers (2003: 184), citing Preisler, “80 per cent of people in Denmark, a subtitling country, preferred subtitling to dubbing, but surveys of the whole population of the EU – most of whom are used to dubbing – show that 75 per cent prefer dubbing.”

Music

Music reaches many youngsters through radio, CDs, Mp3, YouTube, television, etc. On the Portuguese radio, most music is in English to reach the young generation, eager for international hits.

The Internet has been a great contribution to the widespread of music and to the international projection of artists. Some Portuguese singers²⁴ were unknown but, composing and singing their songs in English and posting their videos in the YouTube, they got wider international opportunity of success.

Teenagers, of course, listen and sing their favourite songs, which increases exponentially their vocabulary. Music is one of the greatest “interferences” in English classes as students tend to use expressions like “gonna” (going to) or “wanna” (want to).

Advertising

In Advertising some words and expressions are presented in the English language, which is slowly taking over Portuguese. This code-switching strategy gives an international flavour to advertising which can reach a wider public variety, namely tourists. Advertisements are everywhere: posters, radio, television, newspapers, magazines, in shopping centres, on buses, taxis, on the Internet, e-mail, blogs, etc. Some advertisements, shop names and trademarks are completely or partially in English. There are advertisements on TV that are entirely in English, such as the one for mobile phones from Optimus, there are others that contain just a sentence, like in McDonald’s “I’m lovin’ it”, and others that play linguistically with words; such is the case of *Wall Street Institute* that uses the sentence “If you learn English you *desenrascate*²⁵ best” to promote their language courses. They deliberately *englishise* Portuguese words to make people laugh and at the same time to provoke on the speaker the need to enrol and improve their English.

The advertisements in English, totally or partially, intend to grab the consumer’s attention, namely if it is a trademark and it is recognized everywhere, by giving a sense of unity as if people spoke one language.

²⁴ Rita Redshoes and Ana Free

²⁵ This word is intended to mean “disentangle”; however instead of using “disentangle”, the ad uses a Portuguese slang word *desenrascar*, but with an English verb suffix –ate, pronounced and conjugated as an English word.

Advertising is intended to reach a wider market, not just a national market. The presence of English is increasing in people's life. Again, it is the youth who memorizes jingles, and are attentive to this influence as they reflect a modern, group lifestyle. There is considerable exposure to English and the necessity to project an image of belonging to a world community. Even the Portuguese Airline Company changed its name to get international projection a few years ago, so that it could reach international markets.

Food and Shop Names

There are many international shops in Portugal. In the food industry there are places like McDonald's, Kentucky Fried Chicken, Pizza Hut, Starbucks, etc. People got used to order food with English names: *nuggets*, *hot wings*, *cupcakes*, *sundaes*, etc. There are other shops with English names such as Springfield, Timberland, The Body Shop, etc. In Fashion industry, people got used to ask for a *t-shirt*, for *leggings* and *Short*, *Medium* and *Large* sizes as if there were no Portuguese names to use instead.

2. 4. 1. English in the Portuguese educational system

English has no official status in Portuguese society; however nowadays it is the first foreign language to be learnt at school, a situation that is in a large part result of the children's exposure to Anglo-Saxonic culture since a very early age: nowadays they celebrate festivities that have nothing to do with their national tradition, like Halloween and St. Valentine's Day.

In Portugal, the Ministry of Education is responsible for supervising and implementing policies through which the learning of languages is organized. The educational system is divided into preschool, basic education (three stages: 1st cycle, 2nd cycle, 3rd cycle that perform nine compulsory years), secondary education (three years) and higher education. The document "Common European Framework of Reference for Languages" (CEFR)²⁶, elaborated by the Council of Europe and accepted as a European standard, describes the achievements that students are supposed to reach in a foreign language context, hence it defines the necessary competences for communication and distinguishes different levels of knowledge: A (basic user), B (independent user) and C

²⁶Available at http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

(proficient user). These guidelines are intended for promoting the recognition of qualifications and international transparency which will aid European mobility.

Politically great emphasis has been given to the teaching of English, provided that it is the world's communication language in various settings. Furthermore, the EU encourages all citizens to become multilingual in order to serve communicative goals.

Measures have been taken for students to start learning English at 1st cycle, namely on their 3rd grade, in a forty-five minute weekly lesson, mostly with a motivational objective.²⁷ It is in the 2nd cycle that the student starts learning English more intensely, with a forty-five plus a ninety minutes lesson a week. However, many teachers consider the number of learning hours insufficient to develop suitable language proficiency, good enough to turn the students competitive in the labour market. It is also at this age that, through entertainment (TV, e-games, music) many children are exposed to spoken English, thus gaining gradual competence and, in a way, becoming gradually bilingual. At the 3rd cycle students learn another language, usually French, sometimes Spanish, and, more rarely now than in the 80s, German, according to availability at school.

Many students continue their studies to secondary education (it will be compulsory from 2012 onwards) and there they have to continue studying the languages they had before or start a new one. Those who intend to proceed studying to university level continue studying English, as they are aware that the majority of academic publications are in English. They also know that the perspective of speaking English fluently gives them a greater chance of getting a job.

For Portuguese and mainly British publishing industry, the teaching of English is a commercial war. Students' books are chosen by teachers at schools at an average of every four years. There are other side materials such as CDs, interactive board materials, e-games, etc. Many of these materials present native speech only, others (namely the Portuguese ones) present non-native (sometimes Portuguese people speaking) reproducing the same text as in the students' book. In today's world computers, the Internet, the World Wide Web, play a role of undeniable support in people's lives and it is very unlikely that student learning will continue to be based solely on print textbooks and face-to-face classes.

²⁷ Some children even start learning English in Kindergarten

Teachers belong to a different generation, they learnt differently and they have to adapt to new realities, new needs, and new trends. Politicians must take a step to give formation to teachers as far as technology is concerned. There is a wide gap among teachers. Some use technology because they have learnt at home with their children. Some don't want to hear about it. Language education can be creative and it is imperative to encourage students to be prepared to face cross-cultural interactions and to lead them to a borderless intercultural citizen education.

Some teachers are aware that the role of English in the world is changing, that their classes are multinational, have mixed ability students.²⁸ They wonder what exposure should be given to students in the global context so as to prepare them for their future lives.

We have noticed that teaching English in Europe in an ELF perspective is to be aware that native-like proficiency is less important than to negotiate meaning and “typical ‘errors’, that most English teachers would consider in urgent need of correction and remediation, and that consequently often get allotted a great deal of time and effort in English lessons, appear to be generally unproblematic and no obstacle to communicative success. We also reflected on the possible existence of a new variety, Euro English, which, as Jenkins comments:

At the start of the twenty-first century, (...) is only just emerging as a distinctive variety or group of varieties with its own identity which, like the Asian Englishes, rejects the concept of having to respect British or American English norms. What has become clear is that English is evolving as a European *lingua franca* not only in restricted fields such as business and commerce, but also in a wide range of other contexts of communication including its increasing use as a language of socialisation.

(Jenkins 2003: 38)

Some teachers only speak English in class focusing on improving students' ability to communicate; others, however, focus on grammar items and code-switch a lot, leaving aside communicative intelligible competence to accuracy. Most of them are of Portuguese nationality and have themselves learnt English as a foreign language; their pronunciation is not similar to native accents such as RP or GA²⁹; on the contrary they focus on features of

²⁸ This situation is very common in Portugal, a welcoming country for several nationalities mainly people from the former Portuguese African colonies and their descendents and people from Eastern European countries.

²⁹ “RP” stands for “Received Pronunciation”, standard British accent. “GA” stands for “General American”

pronunciation that are crucial to ensure intelligibility. Jenkins (2000) draws attention to interactions among non-native speakers as not being dependant on Inner Circle norms but on speakers' potential to produce successful communication. In Expanding Circle classes such as those in Portugal students interact among themselves each having their own influences from several domains as media, education, travelling.

Classes usually have a general topic with several activities to build confidence to communicate fluently in real life situations. Integrated skills approach encourages students to practice the language thoroughly in order to role-play situations that will give them steady improvement.

(...) when we say that people in the Outer and Expanding Circle are English-using, we must admit at least the possibility that they may use English for all purposes to which a language may be put.

(Brutt-Griffler 1998: 389)

The exposure of Portuguese students to English derives from three main sources: daily contact with material provided by the media (music, movies and foreign TV channels – a native source), contact during curricular teaching with their teacher (non-native source) and, eventually, for those who attend private languages schools,³⁰ contacts with teachers from various nationalities (some native and others non-native).

In the Portuguese public teaching system, the Program and Curricular Organization for the 3rd Cycle (“Programa de Inglês, Programa e Organização Curricular – Ensino Básico - 3º Ciclo”, Ministério da Educação, Departamento de Educação Básica, pg. 29) confers to the teaching of the English language an essentially British nature, but it also mentions in its Operational Processes parameter (Processos de Operacionalização) that in a social-cultural context the student must be able to recognize differences between BE and AE in pronunciation, vocabulary and orthography. It is expected that the learners follow native norms and achieve correct structure near native-like accuracy, though some of these students never get to university levels and will be working and speaking with natives, but mostly with non-natives.

³⁰ Portuguese students that are not satisfied with the insufficient knowledge acquired at public schools frequently look for private language schools to develop their proficiency.

Many Portuguese citizens recognise advantages in learning English for professional, educational or mobility reasons. The more they get acquainted and use the language the more they use English words integrated in Portuguese in their daily use. Some come in advertisements; some because there is no Portuguese equivalent or because the English word is shorter and intelligible by many as is the case of the word *e-mail* “correio electrónico”.

There are many English words in the Portuguese language. These loanwords are a consequence of the contact that languages have between them to fulfil a need or a trend. Even speakers who know little or nothing of English use these loanwords. Many are words associated with technology (e.g. *e-mail*, *download*, *password*, *flash*).

There are words that come into the language and are transformed and serve as verbs by joining a suffix (*park* becomes “parquear”; *save* becomes “savar”) other words are adapted to the written Portuguese orthographical norms (*football* became “futebol”; *hockey* became “hóquei”; *sandwich* became “sanduiche”), etc.

Loanwords influence a language, ways of thinking; the way people communicate and identify themselves. Sometimes they are just a fashion and become outdated, sometimes they leave a mark. In short, English is already used with utilitarian purposes in the Portuguese language.

So, although English has no official status in Portugal, it has a practical nature as international communication language so it seems logical to prepare students for an international role rather than for a native-like dependency and accuracy. However, their fluency depends on experience, necessity, and linguistic competence and on how important the individual ascribes to its usage. Therefore, it should be expected that, in countries like Portugal, English will have some potential for expansion if a person finds it useful or if, by necessity, he/she is motivated to invest in learning the language.

In this chapter we described the historical and political background of a European international language, and discussed the role played by EU organisms in their attempts to implement new English teaching strategies, in the promotion of multilingualism in the member countries. We also reflected on the English language influences on Portuguese people lives, and on how national regulation on education is coping with European

initiatives and the need felt by their countrymen, mainly the younger generation, to learn English as an international language of communication.

In the following chapter, we present and analyse the results of a questionnaire on the exposure that 7th grade students have to different varieties of English during their daily routine and how this exposure influences their attitudes and preferences towards each English language variety.

3. A Case Study

While English is not the cause of the spread of global culture, the fact that so much of popular mass video and music are in English makes the language enticing to many young people, often motivating them to study it.

(McKay 2002: 17-18)

We have already mentioned the fact that students have contacts with English and its uses that go beyond classroom walls. They have access to a greater range of English influence such as entertainment, media, music, and technology, and these uses of English allow them to undergo other linguistic experiences besides the English Language classes, which confer them a sense of belonging to a wider global generation that has the same interests and affinities.

After reflecting on the current linguistic situation in Europe, aware of the increasing exposure to English in the daily life of the students (they often mention that, with the introduction of new technologies and cable TV, AE plays a large role in their activities, and that they like to listen to English music, mainly hip-hop), I undertook an investigation about English, its role, teaching and learning in Escola Básica in Portugal, to determine the experience/contact and attitudes the students have in this level of education with the language.

In this research, we have chosen the case study methodology as it is an empirical research that "investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin 1994: 13), and it is also the preferred strategy when "how" and "why" questions are posed.

Yin stresses that a case study occurs "within its real-life context" and this was an important aspect in this study, because it observes factors which affect their learning in their own context. For instance, not only were the answers of the participants of this study registered, but also their behaviour was observed inside the classroom and engaged in conversation with them on this subject to gain a better understanding of the context within which they learn.

In a first stage the students were asked to answer a questionnaire.

The objective of the questionnaire was to determine the experience/contact that the students have with the language, in what way they are exposed to the language, their preferences concerning the language varieties they know/use and which is their attitude/motivation in their daily and future use of the English language.

According to the results, two students were chosen to proceed with an empirical linguistic experiment using Authoring Tools as a means to enhance fluency as well as a means to use language in an international context of influence: the YouTube.

3. 1. Profile of the students involved in the case study

The study involved a 7th grade class from Escola Básica 2,3 João Villaret, Loures. The Educational Project 2010-13³¹ of this school was based on the socio-cultural and economic heterogeneity of the students; it integrates a policy of new ideas, new experiments, seeking solutions for the improvement of teaching conditions and students performance. Its unifying theme is “Escola Mobilizadora de Saberes e Parcerias” (School Partnerships Mobilizing Knowledge).

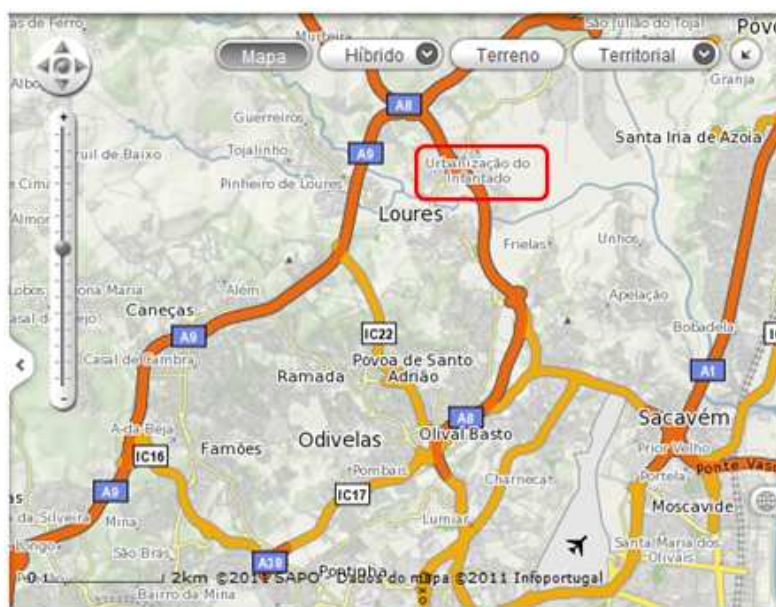


Figure 5: Location of Escola Básica 2,3 João Villaret ³²

³¹ <http://aejv.org/Projecto%20educativo/PROJ.%20EDUCATIVO%20%202010-2013.pdf>

³² <http://mapas.sapo.pt/>

This school is the centre of a cluster of lower grade schools that serve 1947 students from urban and rural areas. Almost 10% of these students (131) are foreigners, coming from 22 different countries, generating a large cultural diversity. The majority are from Africa (Portuguese speaking countries such as Angola, Cape Verde, Mozambique, Guinea-Bissau), Brazil and Eastern Europe (mainly Moldova); at home, they speak a total of 14 different languages, being Creole and Moldavian the most used ones. These students live mostly at Bairro do Zambujal, in the outskirts of Loures, a deprived neighbourhood.

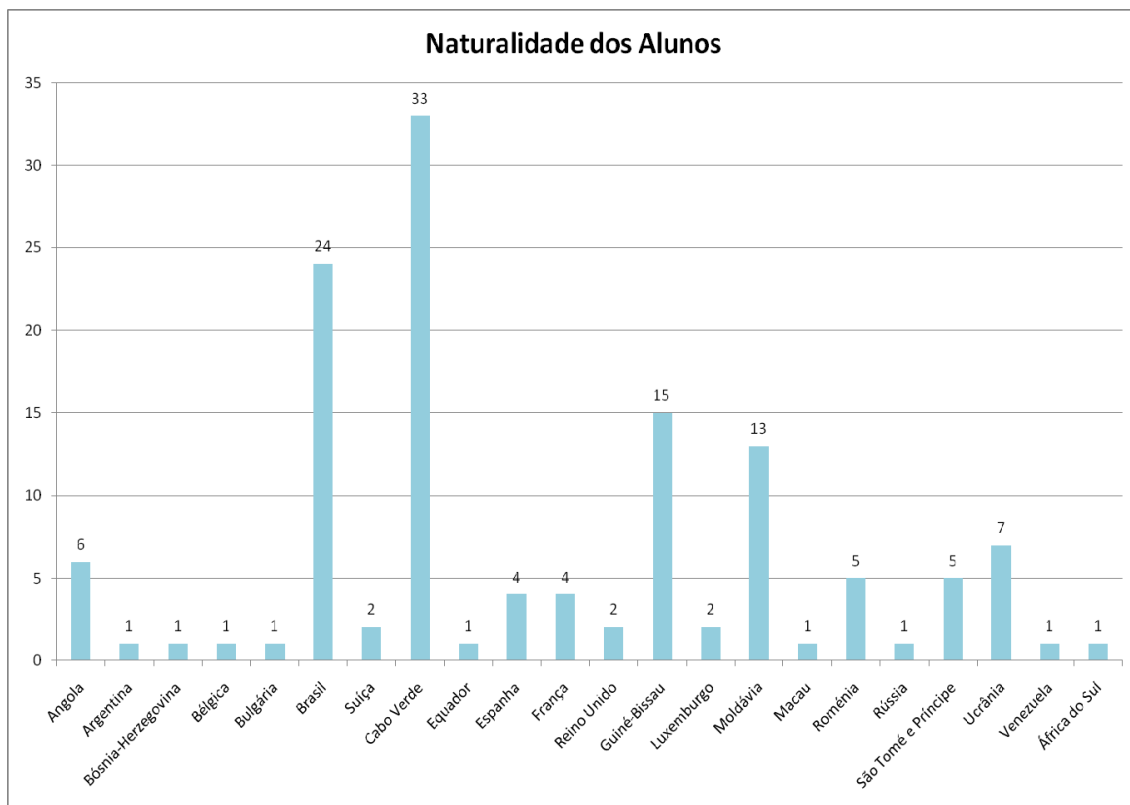


Figure 6: Nationalities of the foreign students at the schools cluster.

The school itself has 25 classes, from the 5th to the 9th grade (2nd and 3rd cycles), with a total of 710 students. The class selected for the case study, a 7th grade, has a total of 20 students, 10 boys and 10 girls (two of them have Special Educational Needs). In the 7th grade, the students study English for their third year and have only two classes a week (90 + 45 minutes). Almost all these students have initiated the study of a foreign language at the 5th grade, because the introduction of a foreign language at primary school was not yet mandatory.

So, the object of this study is a group of twenty students from the 7th grade, who have been learning English for at least two years, including two with Special Educational Needs.³³ and therefore requiring different approaches to achieve similar linguistic performance to the others.

3. 2. Methodology

A questionnaire with thirty closed and semi-closed queries was presented to the students, who, after answering the questions were highly motivated to discuss the situations where they use/contact the English language, which made it possible to collect a large number of detailed opinions inside the group.

The questionnaire (Appendix 1) had questions on personal subjects, exposure to the language, real experiences with the language outside the classroom, opinions on the role the language plays in the world today (in a scale of precedence) and knowledge and attitudes about varieties of English.

3. 3. The questionnaire

3. 3. 1. Analysis of the results

This class includes 10 boys and 10 girls (see Figure 7); as there is a clear maturity gap between the two genders and a resulting difference in reality perception at these ages, during this analysis a comparison between the opinions of both groups was carried out; however whenever it seems relevant, there is an indication of the general answers of the class.

An initial set of questions was focused on their age, if they had learned English during primary school and how many hours each day they studied the language.

³³ In Portuguese Special Educational Necessities are referred as Necessidades Educativas Especiais (NEE)

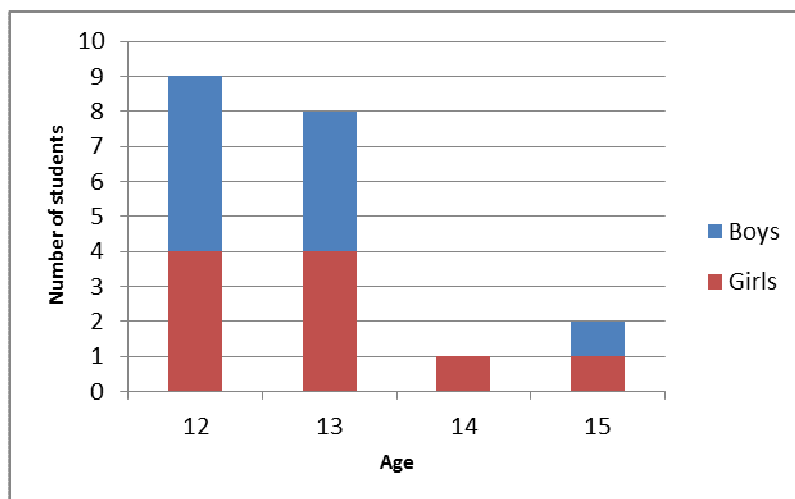


Figure 7: Ages of the students involved in the case-study.

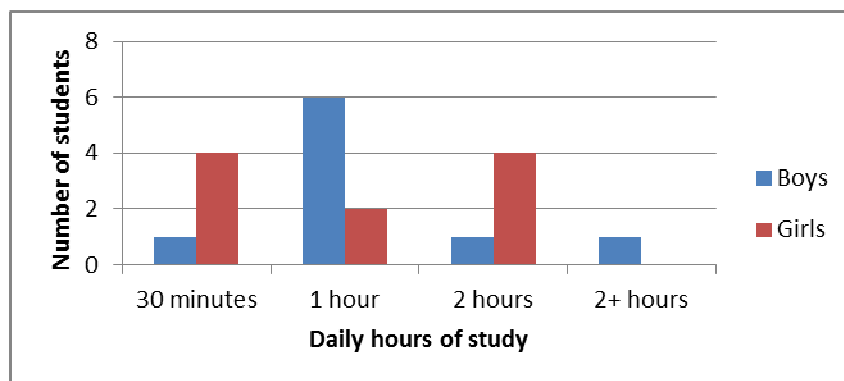


Figure 8: Daily hours of study of English

In the entire class, 55% of the students are 12 years old (50% of the boys and 40% of the girls); one boy is 15 years old and the two girls with Special Educational Needs are 14 and 15; the rest of them (40% of boys and girls) are 13 years old. The large majority (90%) only started learning English in the 5th grade (they are learning the language for their third year) because only 2 (one boy and one girl) had started learning English during primary school.

Considering the amount of time students spend studying English we can verify that, in total, the girls spend in average 12 hours, whereas the boys spend about 10 hours. There is a majority of boys spending 1h; however, more girls take more time studying daily than the boys. Although these students have classes twice a week, they take time to study daily,

which gives us a perspective of the importance students confer to speaking a foreign language. Only with a daily basis study can they develop the necessary skills to be able to achieve and keep the pace at the demanding Portuguese curricula for the 7th grade. On the other hand, they are highly motivated to learn the language as students want to be able to understand the world around them, as they often come to class and ask the meaning of words from music lyrics, computer games, wrestling, etc.

The next group of questions was about the informal use of English outside the classroom, at school. The students were asked if they used English at all when addressing their colleagues and during what activities.

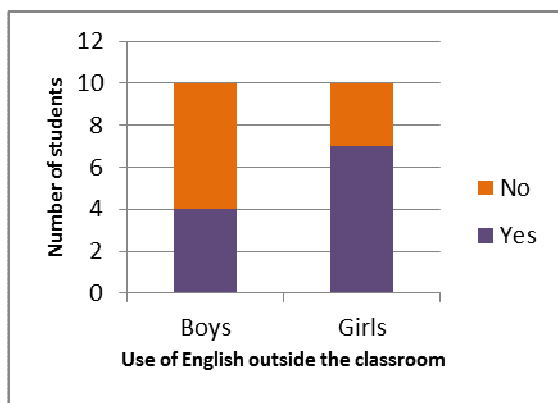


Figure 9: Use of English outside the classroom, at school

Only 40% of the boys use English outside the classroom, opposed to 70% of the girls; in general, 55% of them all use English. The activities during which they use the language are also very different: while the boys do it mainly while playing, making use of games or movie sentences, and only a few use English while talking or greeting friends, the girls use it largely in talking activities, by means of loose words, short sentences or questions and idiomatic expressions.

When inquired about having ever used English outside school in Portugal (see Figure 10), 60% of the boys claim to have done it at home with their parents, making inquiries about what time it was or what directions to follow, while playing or in a cruise along the Douro Valley, asking for drinks. Only 40% of the girls answered “yes” to this question and they wrote that they did use English in private tutoring, at home or playing.

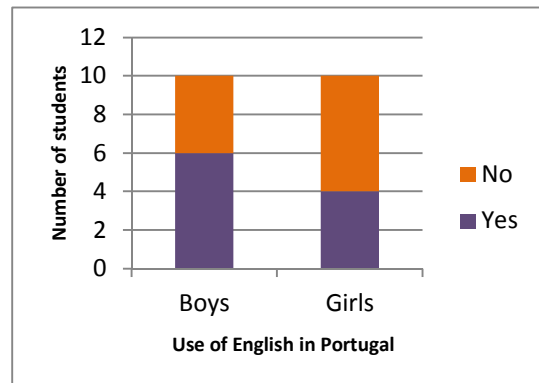


Figure 10: Use of English in Portugal

The following questions were about their experiences in using English abroad (see Figure 11). Forty per cent (4) of the boys and twenty per cent (2) of the girls had this chance, all of them during their holidays; however, there was also a student that integrates an orchestra who proudly stated that he went to Greece on work.

Two of the other boys, who went abroad, one to Cuba, and another to Holland, used English as a communication language between non-native speaking persons, but one boy who went to Boston, USA, an L1 country was in contact with native speakers and with the American variety of the language.

One of the girls spent three weeks in London, so she was in contact with the BE variety, while the other one used the language on holidays at Disneyland Paris, again another case of using it as a communication language among non-native speakers.

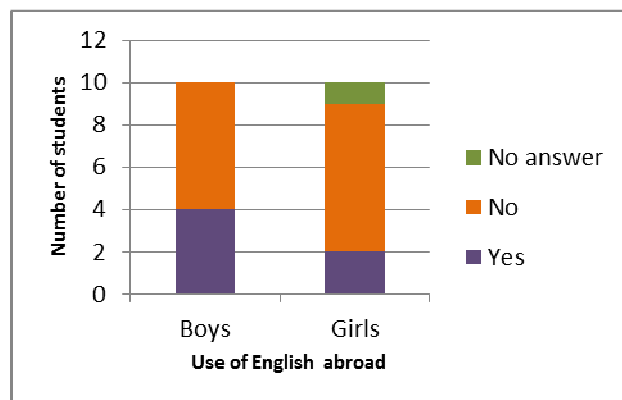


Figure 11: Use of English abroad

Analysing these results it is possible to conclude that the majority of personal experiences of students involve non-native-speakers (66%) and that they use English abroad during their holidays or while practicing their hobbies.

Moving away from the students personal experiences, the next question on the questionnaire was about their opinion regarding the relative importance of the different uses of the English language, grading them from 1 (the most important) to 7.

Table 1: Reasons for learning English

	Boys	Girls	Class Total
Classify by relative importance (1-7)			
Music	6	6	6
Travelling	4	3	3
Speaking	2	2	2
Using Internet	5	4	4
Work	1	1	1
Reading	3	5	5
Other reasons	7	7	7

Both groups (boys and girls) have chosen the improvement of job perspectives as the main reason for learning English. They also attribute great importance to speaking as it was chosen as their second place activity, however the boys chose reading in third place; and the girls chose travelling in third place instead. The students understand the importance of learning English and knowing how to use computers in professional environments, both in international and national levels.

During a conversation in the classroom, after answering the questionnaire, the students mentioned the necessity for integration of the migrant persons, with special relevance, taking their colleagues as examples; they mentioned one student in particular who did not know a word of Portuguese when he arrived in our country but managed to communicate and integrate with them using the basic knowledge of English they all knew. The students also mentioned their holidays in the Algarve, when they can practice what they learn at school, and visits to their relatives abroad (Boston), that allowed them to contact native speaking persons, who became their friends and with whom they now communicate by email. The knowledge of all these factors is very important for their motivation to learn and study English.

Concerning their frequency of exposure to English, the students were asked how often and in which activities they had contact with this language during a week (see Table 2).

Table 2: Weekly exposure to English

Frequency/ week Activity	Boys			Girls			Class Total		
	never	2 x	+2 x	never	2 x	+2 x	never	2 x	+2 x
Listening		4	4			9		4	13
Reading	1	5	3	1	6	1	2	11	4
Reading instructions	2	5	3	1	6	2	3	11	5
Reading labels	4	5		5	3	1	9	8	1
Using expressions	1	4	5	1	6	2	2	10	7
Using the Internet	1	5	3	3	5	1	4	10	4
Using PC expressions		4	6	6	2	1	6	6	7

Analysing the results, it is possible to conclude that boys are in contact with English in a more active way, using frequently PC games (60%) or movie (50%) expressions in their routine, while girls tend to get involved in more passive activities, like listening (90%) and reading (20%), an activity as important to them as the use of film expressions.

The students were then asked how many hours they spend listening to English in all combined activities (TV, music, PC games, Internet, and so on). It is possible to conclude that girls spend a lot more time listening to English in their various activities than boys.

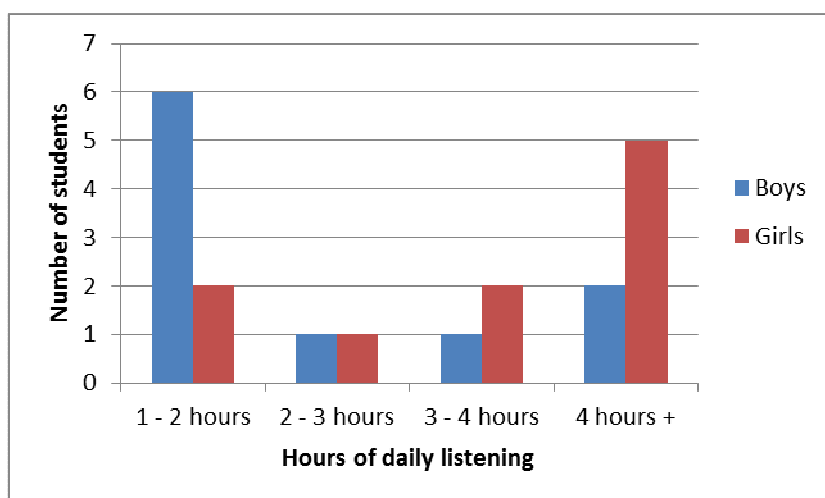


Figure 12: Daily listening of English

Trying to access if the students understood the idea of “English as first language” and “English as second language”, they were asked to identify several countries according to this criterion.

Table 3: Identification of different varieties of English

Country	Boys			Girls			Class Total		
	1st	2nd	DN*	1st	2nd	DN*	1st	2nd	DN*
S. Africa	4	5	1	5	5	-	9	10	1
Australia	10	-	-	6	4	-	16	4	-
Cameron	-	7	3	2	4	4	2	11	7
Canada	9	1	-	10	-	-	19	1	-
USA	8	2	-	10	-	-	18	2	-
Philippines	2	3	5	3	6	1	5	9	6
India	3	6	1	-	10	-	3	16	1
Ireland	6	2	2	8	2	-	14	4	2
Malaysia	2	6	2	1	9	-	3	15	2
Nepal	1	4	5	-	9	1	1	13	6
Nigeria	4	2	4	4	5	1	8	7	5
N. Zealand	6	2	2	8	2	-	14	4	2
Pakistan	-	5	5	-	9	1	-	14	6
UK	9	1	-	10	-	-	19	1	-

* Does not know.

Generally, the great majority of the students can identify the countries that use English as L1 (apart from some isolated abnormal answers in countries like USA and UK) but they have difficulty in analysing what happens in South Africa and Nigeria.

The next set of questions tried to determine if they paid attention to English while listening to music, playing computer games and watching TV (in particular, when watching films with subtitles) and if they recognize the variety of English they are more exposed to in each of these activities.

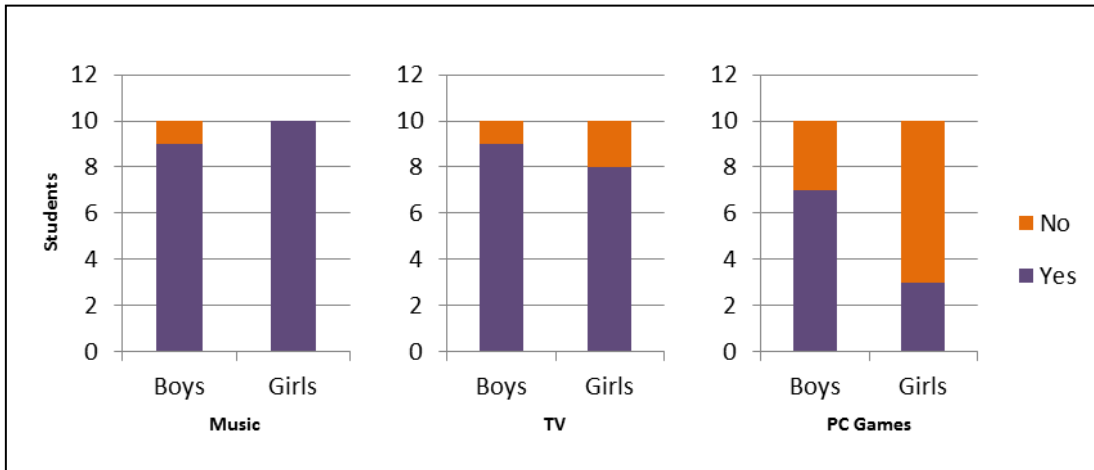


Figure 13: Listening and understanding

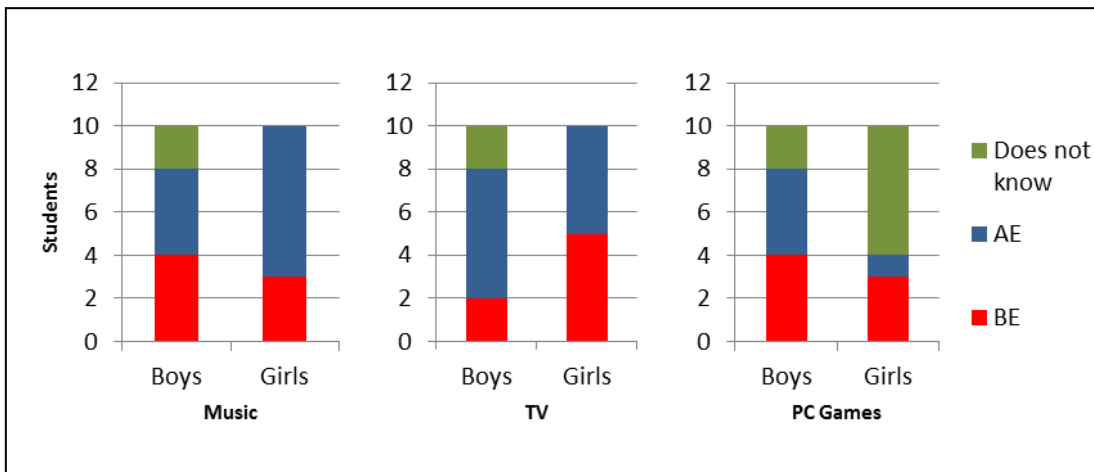


Figure 14: Identifying varieties of English

Both genders pay special attention to music lyrics and TV soundtracks, but while girls refer listening to music predominantly in AE, and are not conclusive about the variety of English they listen to on TV, boys think exactly the opposite, favouring AE on TV, and listening to both varieties in music; globally, however, AE is more cited as the type more frequently present in these two activities.

In PC games the opinion of the class is divided almost equally between both varieties and the answer “Does not know”. Boys pay a lot more attention to the language in PC games (70%, as opposed to 30% of girls); that can also be confirmed by a smaller number of “Does not know” in boys’ answers, where there is a division of opinions as to the variety of English used in the games. Girls favour BE (30%) but the large number of

DN answers and the fact that 70% of the group members do not pay attention to the language while playing computer games tends to reduce the credibility of this conclusion.

Considering that the students are mainly subject to contact with AE while watching films, watching TV, listening to music or playing games, the next question tries to clarify if this is their favourite variety of English. The results, however, indicate that they show no clear preference for AE or BE.

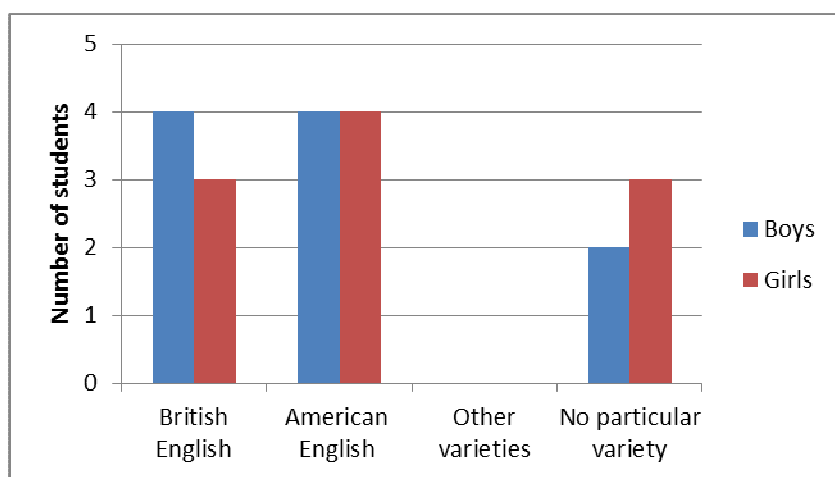


Figure 15: Favourite variety of English.

Thirty five per cent of the students prefer BE because it is easy, clear and interesting, it is the variety they are learning and they enjoy the accent. As to the forty per cent that favour AE they consider it easier to learn as they are more used to it. Twenty five per cent of the children found no preference for any variety of English, because “both are English”, “English is English” and they like both accents.

Next we tried to access what they felt about each one of these two varieties of English according to various criteria.

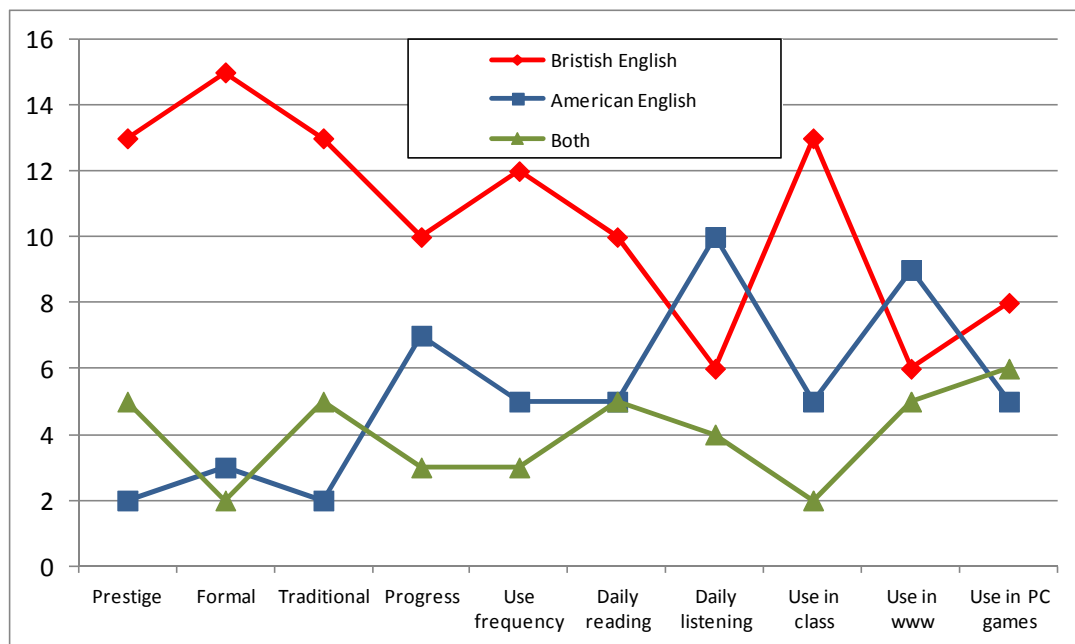


Figure 16: Comparison of English varieties under various criteria

The majority of students recognized BE as the most prestigious and formal variety of English, somehow peculiarly the one that is connected simultaneously with traditional values and progress, but also as the one they use the most, both at school and in their daily routine (namely, the one they read more). As to AE they considered it as the one used more regularly in the Internet, as well as the one they listen to more frequently.

When asked about the reason they felt that English was so largely used in the Internet, both groups considered the language a universal/international language, the one with the greatest number of speaking persons all over the world.

The groups were then confronted with the challenge of recognizing examples from both major varieties. They were asked to identify spelling as well as lexical situations that at the 7th grade they have not yet studied (these subjects are only addressed at 9th grade). Therefore, their answers were based mainly on each other knowledge and personal experiences.

Table 4: Identification of words from different varieties of English

Classify:	Boys			Girls			Class Total		
	BE	AE	DN*	BE	AE	DN*	BE	AE	DN*
<i>Favourite</i>	9	1	-	7	2	1	16	3	1
<i>Cab</i>	3	5	2	3	7	-	6	12	2
<i>Centre</i>	5	4	1	2	7	1	7	11	2
<i>Mail</i>	3	7	-	2	7	1	5	14	1
<i>Post</i>	7	3	-	7	2	1	14	5	1
<i>Aeroplane</i>	4	5	1	5	4	1	9	9	2
<i>Elevator</i>	3	6	1	7	2	1	10	8	2
<i>Vacation</i>	6	4	-	3	5	2	9	9	2
<i>Color</i>	3	7	-	2	6	2	5	13	2
<i>Tonight</i>	3	6	1	6	3	1	9	9	1

* Does not know.

From the analysis of the results, it is possible to conclude that there is some deviation from the correct answers and the students' perception of the reality. They have identified correctly as belonging to BE the lexical terms *favourite* (80%) and *post* (70%); they recognized as AE *cab* (60%), *mail* (70%) and *color* (65%). They gave incorrect answers to the term *centre* (55% AE) and *elevator* (50% BE), while their opinion was divided concerning *aeroplane*, *vacation* and *tonight* (45% BE and 45% AE).

As in previous cases, after the questionnaire was completed the students inquired about which were the correct options and justified some of their answers. They revealed that in their daily activities they contact very often the terms *color*, *mail* (via e-mail) and *cab* (from games and movies).³⁴

The lexical term *centre* was classified as AE by analogy with *shopping-centre*, which they believed to be BE, because of the pronunciation. They also said that they were used to hear the items *vacation* and *elevator* but, as they found them similar to the terms used in French (a language they started learning this year), they believed them to be of European origin (France and the UK are neighbouring countries), therefore, BE.

To conclude the inquiry, the students were asked what variety of English they considered to use more frequently. Seventy percent of the boys mentioned BE against 30% that choose AE. Among the girls there was a division between BE (30%), AE (40%) and the answer "Does not know" (30%). They were also asked about the adequacy of the

³⁴ New technologies have brought up new linguistic opportunities, but also affect strongly the mother language. We all say e-mail and very seldom the expression "correo electrónico" is used. So the students recognized the meaning of mail, remembered vaguely postman and associated this term with post.

variety of English they learn in school and if they wanted their teachers to introduce them to other varieties and if they thought there should be an International variety.

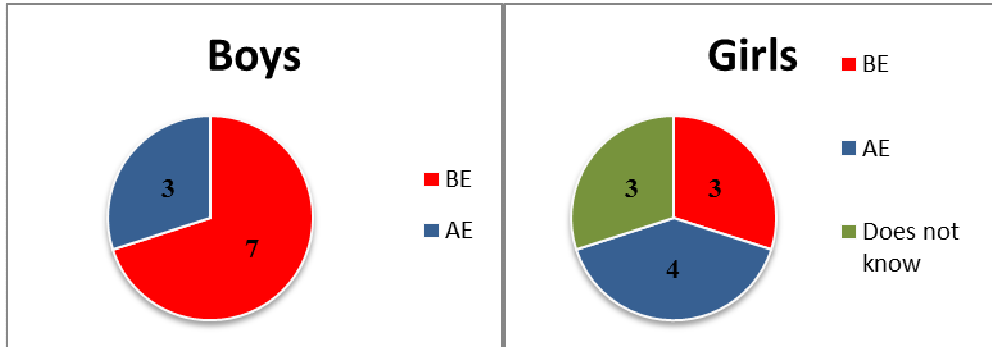


Figure 17: Variety of English used more frequently

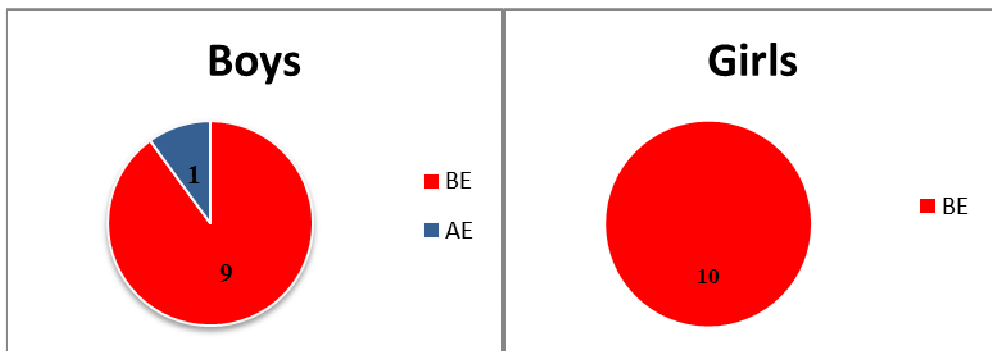


Figure 18: Adequacy of the BE variety learned in school

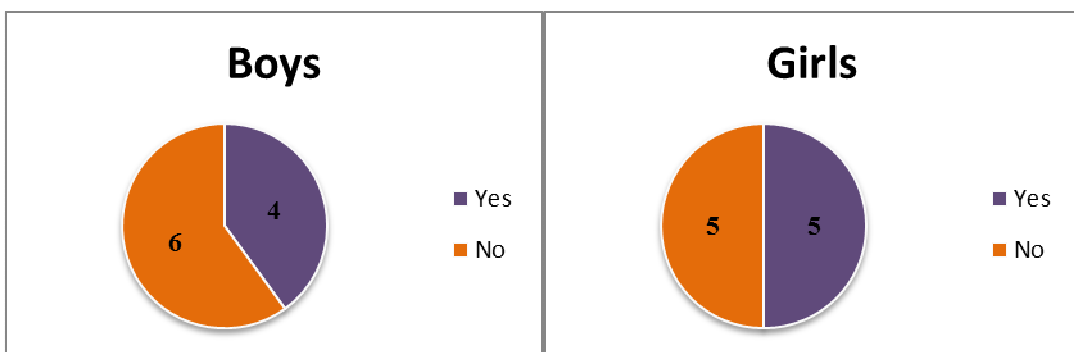


Figure 19: Interest in learning another variety of English

Maybe a little surprisingly, considering their exposure to AE, 95% of the students considered adequate the variety (BE) of English they learned at school, and only 45% stated that they would like to learn another variety. This would be AE, the one that they are

more in contact with, that they find relaxed in, because they want to learn more, to talk more easily with other people.

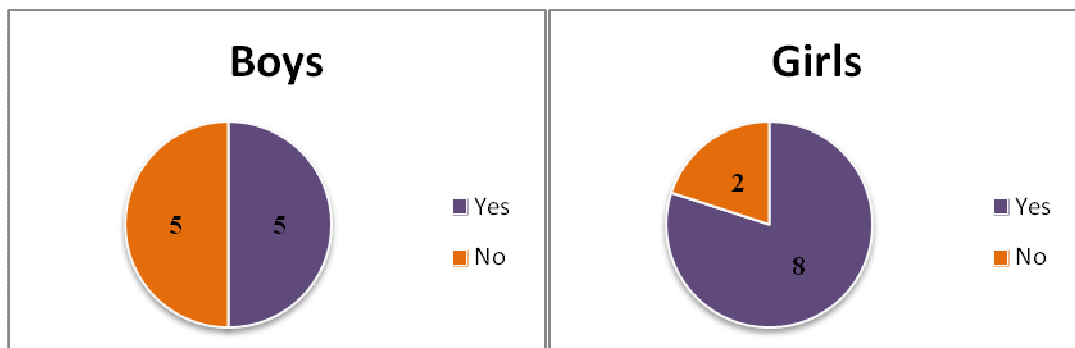


Figure 20: Pertinence of International English

As to the necessity of an English international variety, the boys were divided on this subject, the majority of girls (80%) felt that such a variety should exist.

Once more, after answering the questionnaire, they clarified their opinion of choosing to learn BE in class instead of AE, the variety of larger exposure. They claimed that “we must learn the English of England because it is the correct one, so school should not change to AE” and also “First it is necessary to learn the bases, to know how to speak correctly and then later, if we want, we can learn another language”.

3. 3. 2. Conclusions of the questionnaire

Students look to English as part of the development of a global culture, where teenagers identify themselves with hip-hop groups, copying the way they dress, talk and even their sign language. An average of 50% of them uses the language in school, playing or talking to their colleagues, and at home with their parents. Those who had the opportunity of travelling abroad found it essential to be able to speak English to make themselves understood, an indication that they realize the importance of English as an international language. They are very practical when it comes to pointing out improving their job opportunities as the main reason to learn English, a reasonable conclusion in a globalized world. The contact that they have with the language deals mainly with American lifestyle; the kind of music they listen to, the movies they see, exposing them

largely to the American variety. However, their preference among all the varieties they know/use falls into BE, which they take as more authentic and unadulterated and they do not show motivation in learning another variety like AE, but girls were very keen that an international variety of English should be available to facilitate communication.

Their attitudes/motivations to learn and use the English language are based in individual experiences and the awareness that they will need it for their professional future. They use English vocabulary while playing or in their daily routine sometimes replacing the Portuguese vocabulary.

We all use expressions like “Fazes *copy, paste...* Se te enganares vais ao *undo...*Vais ao *start e clicas...*e depois *salvas* o documento” creating new vocabulary, one of the features common to the countries in the Expanding Circle.

3. 4. An experiment with new technologies to enhance speaking in an international context

After analyzing the students’ answers to the questionnaire, a pattern emerged for two of them, the girls with Special Educational Needs. In fact, they were the ones that showed less interest in learning English: being among the students that studied for 30 minutes or less every day, they did not use English at school, outside the classroom, at home or abroad. They were also among the students with less contact opportunities with the language, the less exposed to the language in their different activities and showed more difficulty in recognizing the different varieties of English. Their answers to the questionnaire reflect their behavior in class: they are, without any doubt, the students that participate less in the classes.

They had previously shown difficulty in participating in class because their social disability makes it very difficult for them to interact with (in the presence of) the other students. So, we came to the conclusion that these two cases needed a particular attention. Therefore, we took the decision of showing them that not only they could get more involved in their learning activities, but also that their efforts could be passed on to other people around the world and, may be, help students with similar problems. With these objectives in mind, we undertook an exercise on the use of Authoring Tools and the

Internet, to help improving their participation levels, not just in the classroom, but also at an international level.

3. 4. 1. Using Authoring Tools and the Internet

Students consider English a useful means to be in touch with their surroundings. They want to understand meanings in advertisements, in music lyrics, expressions in films and video games, and of course, they also pay great importance to a future professional life, where English is a necessity. Therefore, they see English as a very important language for their everyday life and contact in the real world.

Today, English is not confined to the classroom; it is not just the delivery of ready prepared EFL lessons in a teacher centred approach. Students are influenced and interact in broader, more meaningful contexts for them.

EFL and ESL represent the twin traditions in ELT, both with roots in the 19th century. It seems to me that in the last few years pedagogic practices have rapidly evolved to meet the needs of the rather different world in which global English is learned and used.

(Graddol 2006: 85)

As the two girls show high interest in new technologies, like the majority of teenagers, we tried to overcome their different level of acquisition by using some authoring tools³⁵ to enhance the students' skills and performance. We decided to associate the Internet, namely the social network YouTube to this experiment in order to increase their perception of the importance of English as an international language and to show them they could reach other people around the world by using a common language.

For the Special Educational Needs³⁶ students to achieve more or less the same performance as the other students, the amount of time and the strategies were completely different. These students were exposed to digital materials to enhance their ability. First

³⁵ Authoring tools are programmes that allow a person (author) to create tutoring or content. These include PowerPoint, Flash, Quandary, HotPotatoes, Audacity, Windows Live Movie Maker, etc. Once transformed into content they can be referred to as learning objects.

³⁶ Special Educational Needs refers to children who have learning difficulties or disabilities and it is hard for them to learn the same others learn of the same age. They need extra help in reading, understanding, expressing themselves or many other areas.

they were exposed to reading, listening and problem solving by means of two authoring tools – Quandary³⁷ and Audacity³⁸ – and later they had to produce a similar dialogue by using authoring tools as well – Audacity and Windows Live Movie Maker³⁹. These were meant to build confidence to communicate fluently in a simulation of a real life situation. For them one of the future prospects is to work in a shop and therefore they feel the need to practice English. As a later strategy, the film produced was posted on the YouTube, reaching this way a wider, international audience.

Going Shopping: a listening and reading decision making exercise

Education is an integrated process of the person as a whole. One has to be conscious of the existence of new values, new interests, new necessities and for that reason one should foster new educational techniques that are fundamental to teach with more success and dynamics, in the sense of motivating and awakening the curiosity for learning, focusing on motivation to enhance performance and interactional exchange.

Quandary is a tool that allows the elaboration of hyper textual mazes demanding for decision making. A situation from a didactic unit was created in an interactive way so that the students could take decisions from a problem situation. They have to take decisions every time a new problem arises. Sometimes there is one possible correct answer; sometimes the decision involves different steps. There is formative feedback to guide and reflect in order to go back or advance. All decision points can have auxiliary material such as texts, images, animation, videos and links. By choosing the options, students are lead to new situations until they reach the end of the exercise or they can go back and repeat the number of times they need.

The labyrinth produced was a life simulation: a shopping activity presenting a lexis and structure in a contextualized way to enhance dialogue and interaction (see Appendix II). The objective of the labyrinth “Going Shopping” was mainly to help these students

³⁷ Quandary is an application for creating Web-based Action Mazes. The user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options. Working through this branching tree is like negotiating a maze, hence the name "Action Maze". Action mazes can be used for many purposes, including problem-solving, diagnosis, procedural training, and surveys/questionnaires. It is available at <http://www.halfbakedsoftware.com/quandary.php>

³⁸ Audacity is a free multi-track audio editor and recorder authoring tool.

³⁹ Windows Live Movie Maker is a free programme for making programmes from photos, videos and audio. After being produced, these films can be posted at YouTube or blogs, etc.

with the acquisition of linguistic structures of a possible real life situation by means of listening and reading materials.

Students were highly motivated as one of their professional possibilities is to work in a shop and they know they might have to produce similar dialogues.

The authoring tools and project were presented to the students in a support lesson. They were explained the objectives and functionalities of the tools, as well as the project they were to follow, and then to produce. So, first they learned contents from the Quandary and Audacity tools which provided them reading and listening materials. At a later date, they worked together to produce text, similar to what they had heard and read.

For this type of students it is important to have side support lessons as their levels of stress are lower, their motivation and commitment higher. They are able to read and ask questions whereas in a normal class they show a low level in reading, cannot concentrate, have difficulty in perception, in following activities, locating information in texts, etc. Their failures produce a low self-esteem and make them unable to learn lexis, semantics or syntax or even the main idea of a text. For this type of students it is important to use images along with text and to highlight parts of the text itself. So instead of having only printed text:

Shop Assistant: *Hello! Can I help you?*

Jane: *Yes, please. Can I have a look at those t-shirts?*

(...)

students are presented the same text but with different highlighted speech patterns (see Figure 21):



Figure 21: Examples of Text A and Text B for two students performing *Shop-Assistant* (on the left) and *Buyer* roles (on the right).

In the long run, these students will build confidence in reading and interpretation and will not need the use of image support, as soon as they acquire linguistic maturity.

After having worked and acquired (audible and written) patterns of speech, students turned from receivers to producers. So they were asked to (re)create a similar shopping dialogue to develop their confidence in their linguistic capacity by using two authoring tools: Audacity and Windows Live Movie Maker.

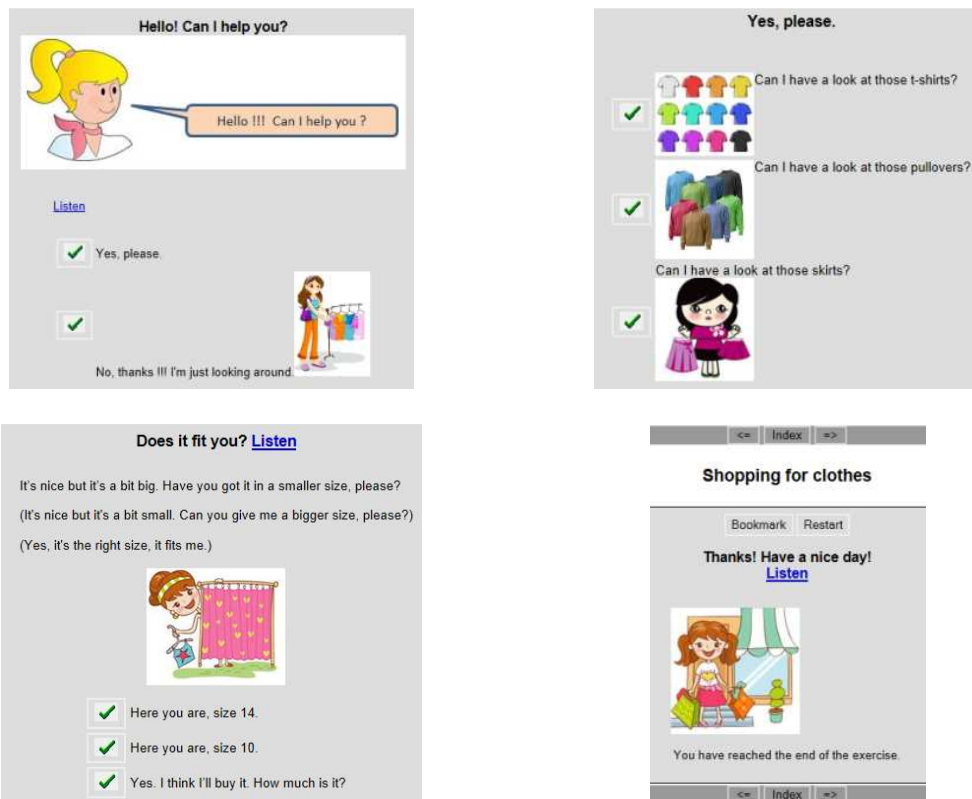


Figure 22: Some decision points of *Going Shopping*.

The students began working together. They wrote the dialogue. They rehearsed it and when they were ready, they taped it on Audacity. They heard and repeated until satisfied and always collaborating, supporting and correcting each other in pronunciation, intonation and fluency, trying their best. (one of the students is dyslexic).

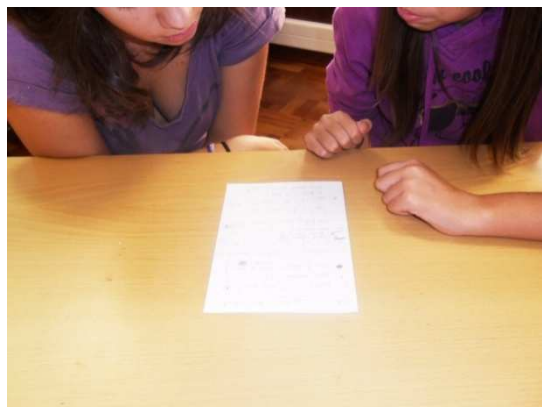


Figure 23: Dialogue rehearsal by the students.

They used some materials (wooden spoons, glue, cardboard, felts, etc) to make puppets in order to recreate the characters from *Going Shopping*. They decided which role to play and built their character accordingly.⁴⁰

Having created the puppets, students took pictures of the moments they needed for the dialogue and then they recorded their roles by using Audacity. Though they were nervous after having prepared the dialogue they were eager to read. As they gained confidence they tried to convey intonation. It is notorious their Portuguese interference in their reading and speech. As all Portuguese people it was difficult for them to pronounce the initial /h/ as in *hello* or /θ/ as in *think* so that *think* becomes *fink* or *tink*. Intonation and stress on words are also clearly identified with non-native Portuguese speakers of English



Figure 24: Building support materials.

⁴⁰ Curiously they built the puppets with similar physical traces to the ones they had seen in Quandary

Going Shopping: Posting a video in the YouTube.

After recording the dialogue with Audacity and using the pictures taken by the students, a film was produced with the authoring tool Windows Live Movie Maker which was posted on YouTube (see Appendix III).⁴¹ This piece of work produced by the students is an example of a communication made by NNSs of English which can be viewed at an international level by other speakers of English.



Figure 25: Frame from the film *Going Shopping*.

More and more we see people posting films on YouTube and the majority of them are in English. Both technology and English seem to be giving voice to an enormous number of people and, in this case study, the girls with Special Educational Needs boldly projected themselves beyond their boundaries⁴².

English allows students access to a greater variety of entertainment, media, information than that available in their national language. This shows how English functions as a symbol of global identity and how it is becoming more of a second language

⁴¹This is the link for the film posted at YouTube: <http://www.youtube.com/watch?v=u-1eMptN8LE>

⁴² At a more personal level another important result of this study was that the two girls have gained confidence and increased substantially their level of participation at the classroom.

for an increasing number of Portuguese and people from all over the world. By posting the video on YouTube these students wanted to communicate to the world what they did, what they have achieved, they wanted to be a role model.

Having in mind that these girls just have a couple of years of English learning, their motivation to learn and speak to the world will probably take them much further than one could imagine.

The girls learnt that there are several varieties. They know that in Portugal, not only because of being a European Union member but also due to geographic proximity, people tend to use the British standard variety more often at least as far as written practice is concerned.

They have even studied some of the differences between BE and AE and are aware that there are many more varieties. They also see English as a valuable skill that can lead to future employment and in a sense it gives them status and power. They can change their future and influence the future of others. With this project, the students have developed social competence, worked in a collaborative way and used several learning styles. They have developed linguistic and socio-linguistic competences through discursive and collaborative practices.

The Web 2.0 tools allowed these students to learn English through strategies and materials that stimulated autonomy, confidence to be constructors of their own knowledge, by collaborating and encouraging their capacities. These authoring tools have become cognitive instruments to learn a foreign language in a multimodal, hypertextual way, giving new meaning to communicative competence, namely to Special Educational Needs Students who, otherwise, would refuse to talk in a regular class.

To complement the initiation of this class to Authoring Tools the two girls, together with their colleagues, were also introduced to 'HotPotatoes',⁴³ a tool that allows the creation of interactive exercises (multiple choice, using words or short sentences, crosswords, filling blank spaces, associating words or words and images and/or sounds), using Web sites that include texts, pictures, or other multimedia materials. At the conclusion of the exercise, the students are automatically graded.

⁴³ <http://hotpot.uvic.ca/>

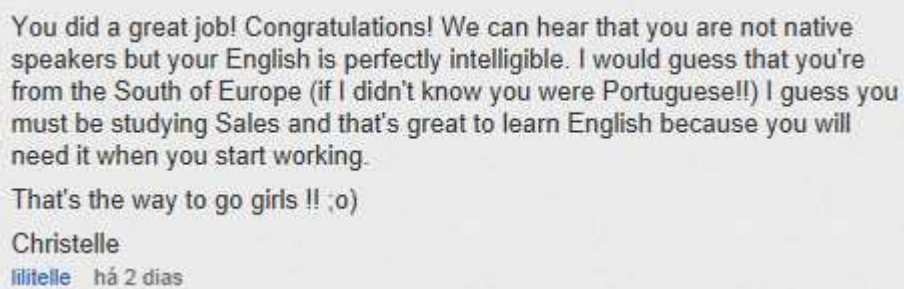
The programme can be reutilized, giving the student the possibility to correct his/her mistakes and improve his/her skills.⁴⁴ As one of the elements of this type of exercises is the inclusion of sounds (isolated words, small sentences, etc.) using Audacity they can also influence the pronunciation and accent of the children, depending on the language characteristics of the person(s) that constructed the exercise.

3. 4. 2. International opinions by non-natives about the experiment

The video was posted on YouTube and comments came from different parts of the world: Ukraine, Brazil, Italy, Spain, France and Portugal (see Appendix III).

There are comments from people who, aware of the importance of intelligibility, identified the girls as non-native speakers of English. Curiously some reckoned a pattern as “from South of Europe” or from “Spain” or “Portugal”. Being an accent “from South of Europe” apparently shows that there are Latin-like accents, common to countries from the South of Europe.

The international opinions also underlined another aspect, identifying the use of British English in the subtitles which can be conferred by the spelling of words such as *favourite* and *colour*. Some of these opinions are reported next:⁴⁵



You did a great job! Congratulations! We can hear that you are not native speakers but your English is perfectly intelligible. I would guess that you're from the South of Europe (if I didn't know you were Portuguesell!) I guess you must be studying Sales and that's great to learn English because you will need it when you start working.

That's the way to go girls !! :o)

Christelle
lilitelle há 2 días

⁴⁴ In the case of these students it proved to be an excellent tool to stimulate their self-study activities. Examples of this type of application can be found in various sites in the Internet, the exercises delivered to the students can be found in Appendix IV.

⁴⁵ Other opinions can be found at Appendix V

Great girls!!! I understood very well your english and it's intelligible! Of course i know you aren't native speakers, but I can't say where you are from... Maybe Spain?? Well, the variety of english is the standard right? But to conclude I must say you were really super!!!! go on improving girls!!!! Congratulations!!! Hugs from Brazil.....!!!

queziabastos há 2 días

You did a great job, girls! Well done! Your pronunciation need a little polishing but what matters is that anyone can understand what you are saying. I can just imagine the amount of effort behind this.

Keep up the great work!

gabriela9471 há 3 días

These opinions reflect how far the dialogue of the two girls has reached. Without leaving their classroom, they were able to contact and influence other people (non-native speakers like them) all around the world.

The response to their work created on the girls a perception that their work meant something for other people, an awareness that helped to increase their levels of self-esteem.

From the comments we can also see that these people (as non-native speakers) show some patterns acceptable in an international level that do not compromise intelligibility. For example queziabastos does not use caps in words like *english* and *i*, while gabriela9471 does not use 3rd person -s (“your pronunciation need...”). However, joshark2 uses the word *fell*, instead of *felt*, as can be understood by the context.

English is being undoubtedly changed by non-native-speakers even at quality levels.

In this chapter we have presented and analysed the results of a questionnaire on the exposure that 7th grade students have to different varieties of English during their daily routine and how this exposure influences their attitudes and preferences towards each variety. We have also reported an experiment using Authoring Tools, in association with social networks, like YouTube, which was undertaken to increase the levels of participation of two Special Educational Needs students who showed less interest in learning English while answering the questionnaire, in order to make them part of a worldwide community of English speakers.

Conclusion

English is no longer a language associated to The British Isles or countries from the Inner Circle. The spread of English as an international language has changed the way people use it everywhere, for many purposes. The necessity of speaking English in the globalised world is very obvious so many people are compelled to learn English to fulfil worldwide proposes. English is a tool for international education and to access higher education, jobs and world mobility. One of the major concerns is about the type of English to teach/learn in a world where English is used for many communicative purposes among speakers of different L1 languages and for whom English is the only language in common. It seems fair to look for a variety that serves a multicultural and multilingual world, emphasizing on a communicative purpose that favours intelligibility over accuracy. English is widely accepted as a language of impact in accessing the global world. Knowing English creates opportunities to communicate and access information available in several domains.

There are differences in the way people use English, for instance, across Europe. Some countries use it as a necessity and as a side language (like Finland); others use it occasionally. Europe is, therefore, experiencing two trends. Nonetheless, even countries like Portugal where people use English occasionally or among groups in code-switching ways (as youngsters do) there are global influences that might affect the way they speak the language. It seems that English is being increasingly used and accepted as a language that, not only serves international needs, but also European purposes and for that reason the teaching of English should increase L2 varieties awareness so that students may be open to other varieties of English and not just confined to one national linguistic norm. ELT should focus on international communication to build students' confidence in using and interacting worldwide.

English is so widely spread and it is part of people's lives that learners consider it as a potential resource and are highly motivated to use it. Either because they listen to English songs, films or read it in advertisements, on the Internet or because they consider it as a valuable means of communication and a facilitating circumstance to get a job. Students from Expanding Circle countries are appropriating themselves of English and using it on a regular basis in their lives (no matter how proficient they are). The use of English in Europe has increased by means of educational politics and by media. Many are embracing English in their lives and taking it to great distances influencing others as they are influenced. Language is being shaped by two forces: top-down and bottom-up.

Countries like Portugal follow directives from the European Union; therefore and because of geographical proximity children are supposed to learn British English. However, in Portugal children get a lot of American influence from songs and films. Hence, this thesis aimed at verifying by means of a questionnaire whether children knew other varieties of English and wanted to experience a variety closer to the influence they get in their lives. Many children recognised that they need English to communicate with people who are not from Inner Circle countries but they also consider British English as a more prestigious language and therefore worth learning although they do not receive RP from their teacher, not being able to reproduce it. Students are no longer conveyed to classroom walls and this fact exposes them to a wider variety of accents, namely through the Internet. So from a very early age, and even without leaving their country, these children are exposed to L1, L2 and EFL productions and consequently they are influenced by them.

Despite the great development that International English is showing all over Europe the Portuguese reality, at least at a secondary school level, seems to indicate that the students are still very tightly connected to the learning of more normalised and recognizable varieties of Standard English, in particular British English.⁴⁶ Portuguese teachers follow the rules from the Ministério da Educação, with directives from the European Union, some of them living an unstable job situation that blocks their reflexive processes to question traditions. So it does not seem possible that in a near future EIL will

⁴⁶ A few secondary school books for the 10th grade already include texts on EIL, but the language is presented more like a curiosity or a long term possibility than a present replacement for Standard British English

be adopted in low levels of education in Portugal; its use in this country is reserved, for the time being, to the Universities, where this subject should be included on the curricula and debates should be organized about its future application and how Portuguese students and teacher may contribute for its development.

Is this a crucial debate or, as the student above said, the important is to learn the British standard and then move from there to the most convenient variety? Should the English language be stripped from the ties with its countries of origin and move towards an international language with no borders, suitable for any perspective? The linguistic and cultural paradigms change and are adrift.

Based on the results of the questionnaire the two students that showed less perception of the difference between the main English varieties did a film and posted it on the YouTube, thus also influencing communication among speakers of English. We come to the conclusion that no matter what variety one is studying, English is being used and changed. The students who pursued this research were two girls with Special Educational Needs who show interest in learning English for job purposes. It became clear that they confer a greater meaning to being users of the language and to have contact with people from other nationalities.

By using the YouTube many people carry out intensive listening comprehension and develop comprehension strategies as they get greater exposure to varied accents. People influence and get influenced on the verge to developing accommodation processes, getting close to one another.

The Internet and social groups may bring the seeds to develop a common variety as accents move closer together. European students, as learners of a foreign language, develop a common education, which can have an effect on the way people use English to communicate.

The exposure people get from various accents familiarises them with a range of variation which can build confidence in relation to understand diversity as part of today's global world. There is a language in common and many non-native speakers use it to communicate internationally. However, they transfer their pronunciation from their first language. It seems from the comments on the girls' video that there is some kind of

pronunciation pattern among speakers from the Expanding circle (at least) of southern Europe.

Widdowson (1994) refers that the standards of communicative effectiveness will have a natural tendency to standardization by the extending of networks of interaction through information technology. English goes around the world in part because of political reasons but mainly for cultural reasons to which the youth (but not only) identifies. The weight of usage produced by non-native speakers in the world is bound to have effect on how the language will evolve because language changes because of contact and mutual influence. Being YouTube a means that produces new opportunities for communication, it may well be that this humongous interaction might affect language in an unforeseeable way.

In the meantime English teaching in the Expanding Circle should focus on interaction, comprehensibility and prepare learners to a world with different varieties and many speakers that use the language and need to develop interacting strategies to achieve intelligibility. So more and more the aim of English teaching should focus on the preoccupation of bringing global knowledge and intercultural understanding of English into the classroom so as to meet the needs of the contemporary world. Therefore, teachers should be concerned about intelligibility and give emphasis on language communication for international contact as the new generation is increasing the number of interactions and using English expressions within their mother-tongue utterances.

References

- Almeida, T. P., Sousa, T. C., Araújo, P. M. (2008). *Links*, Porto: Porto Editora.
- Bex, Tony and Watts, Richard (eds.). (1999). *Standard English: The Widening Debate*. London and New York: Routledge.
- Breiteneder, Angelika (2009) *English as a Lingua Franca in Europe, A natural development*, VDM, Verlag Dr. Müller.
- Brutt-Griffler, Janina (2002). *World Englishes: A Study of its Development*. Clevedon and Buffalo: Multilingual Matters.
- Brutt-Griffler, Janina (1998). "Conceptual questions in English as a world language: taking up an issue". In *World Englishes* 17: 381-92
- Canagarajah , A. Suresh (2006). "Negotiating the local in English as a Lingua Franca". In *Annual Review of Applied Linguistics* 26: 197–218.
- CEFR = Council of Europe.(2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge: CUP. In http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf. (Last consulted 07-09-2011)
- Crystal, David (2004). "Subcontinent Raises its Voice". *Guardian Weekly*: Friday 19 November, 2004 In <http://www.guardian.co.uk/education/2004/nov/19/tefl> (Last consulted 07-09-2011)
- Crystal, David (2002). *Language and the Internet*. Cambridge: Cambridge University Press.
- Crystal, David (2000). *Language Death*. Cambridge: Cambridge University Press.
- Crystal, David (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Davies, Alan (1999). "Standard English: discordant voices". In *World Englishes*, 18: 2, 171-186.

- Erling, E. J. (2005). "The many names of English". *English Today* 81:21, 40-44.
- Gnutzmann, Claus (ed.). (1999). *Teaching and Learning English as a Global Language: Native and Non-native Perspectives*. Tübingen: Stauffenberg Verlag.
- Graddol, David (2006). *English Next*. London: The British Council.
<http://www.britishcouncil.org/learning-research-english-next.pdf>
 (Last consulted 07-09-2011).
- Graddol, David (1997). *The Future of English*, The British Council.
<http://www.britishcouncil.org/learning-elt-future.pdf>
 (Last consulted 07-09-2011).
- House, Juliane (1999). "Misunderstanding in intercultural communication: Interactions in English as a lingua franca and the myth of mutual intelligibility". In Gnutzmann, Claus (ed.). (1999): 73-89.
- Jenkins, Jennifer (2011). *Accommodating ELF in the international university*, *Journal of Pragmatics* 43/4: 926-936.
- Jenkins, Jennifer (2009). "English as a Lingua Franca: interpretations and attitudes" *World Englishes*, 28: 2, 200-207. http://www.homes.uni-bielefeld.de/sgramley/Jenkins_ELF.pdf (Last consulted 07-09-2011).
- Jenkins, Jennifer (2007). *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.
- Jenkins, Jennifer (2006). "Global intelligibility and local diversity: possibility or paradox?". In Rubdy, Rani and Saraceni, Mario (eds.). *English in the World*. London and New York: Continuum: 33-39.
- Jenkins, Jennifer (2004) *ELF at the gate: the position of English as a Lingua Franca*. In *Humanizing Language Teaching* <http://www.hltmag.co.uk/mar05/idea.htm> (Consulted 4-11-2011)
- Jenkins, Jennifer (2003). *World Englishes: a resource book for students*, UK: Routledge.
- Jenkins, Jennifer (2000). *The phonology of English as an International language*. Oxford: Oxford University Press.
- Jenkins, Jennifer, Marko Modiano and Barbara Seidlhofer (2001). "Euro-English." *English Today* 68: 13-19.

- Kachru, Braj (2005). *Global Cultural Diversity Conference Proceedings*, Sidney <http://www.immi.gov.au/media/publications/multicultural/confer/04/speech19b.htm>
- Kachru, Braj (1985). "Standards, codification and sociolinguistic realism: The English language in the outer circle". In Quirk, Randolph and Widdowson, Henry (eds.). *English in the World: Teaching and Learning the Language and Literatures*. Cambridge: Cambridge University Press: 11-30.
- Kirkpatrick, Andy (2007) *World Englishes*, Cambridge: Cambridge University Press.
- Kirkpatrick, Andy (2006). "Which model of English: native-speaker, nativized or lingua franca". In Rubdy, Rani and Saraceni, Mario (eds.). *English in the World*. London and New York: Continuum: 71-83.
- Lightbrown, Patsy M., Spada, Nina (2009). *How Languages are Learned*. 3rd ed. Oxford: Oxford University Press.
- Mauranen, Anna, Ranta, Elina (ed). (2009). *English as a lingua franca: studies and findings*, Newcastle upon Tyne: Cambridge Scholars Publishing.
- McArthur, Tom (2003). *The Oxford Guide to World English*. Oxford: Oxford University Press.
- McArthur, Tom (2001). "World English and World Englishes: Trends, tensions, varieties, and standards", *Language Teaching* 34(1), 1-20.
- McKay, Sandra Lee (2009). *Teaching English as an International Language: Rethinking Goals and Approaches*. Oxford: Oxford University Press.
- McKay, Sandra Lee (2006). "EIL curriculum development". In Rubdy, Rani and Saraceni, Mario (eds.). *English in the World: global rules, global roles*. London and New York: Continuum: 114-129.
- Melchers, Gunnel and Shaw, Philip (2003). *World Englishes*. London: Arnold.
- Mesthrie, Rajend; Bhatt Rakesh M. (2008). *The Study of New Linguistics Varieties: Key Topics in Sociolinguistics*, Cambridge: Cambridge University Press.
- Phillipson, Robert (2008). "Language policy and education in the European Union". In Stephen May and Nancy H. Hornberger (eds.). *Language policy and political issues in education, Encyclopedia of Language and Education*, 2nd edition, New York: Springer, 255-265.
- Phillipson, Robert (2000) "European language policy: an unmet sociolinguistic challenge". In *Sociolinguistica* 14, The Future of European Sociolinguistics, 197-204.

- Preisler, Bent (1999). "Functions and forms of English in a European EFL country." In Bex, Tony and Watts, Richard (eds.). *Standard English: The Widening Debate*. London and New York: Routledge: 239-267.
- Prodromou, Luke (2006) "Defining the 'successful bilingual speaker' of English". In Rubdy, Rani and Saraceni, Mario (eds.). *English in the World*. London and New York: Continuum: 51-70.
- Quirk, Randolph; Widdowson, H. G. (1985). *English in the World, Teaching and Learning the language and literatures*. Cambridge: Cambridge University Press.
- Rubdy, Rani and Saraceni, Mario (eds.). (2006). *English in the World: Global Rules, Global Roles*. London and New York: Continuum.
- Saxena, Mukul and Omoniyi, Tope (eds.). (2010). *Contending with globalization in world Englishes*. UK: Multilingual Matters.
- Seidlhofer, Barbara (2009). "Common ground and different realities: world Englishes and English as a lingua franca. In *World Englishes* 28(2), 236–245.
- Seidlhofer, Barbara (2005). "Key Concepts: English as a Lingua Franca", *ELT Journal*, 59/4, 339-341, Oxford: OUP.
<http://eltj.oxfordjournals.org/content/59/4/339.full.pdf>
 (Last consulted 07-09-2011)
- Seidlhofer, Barbara (2001) *Towards making "Euro-English" a linguistic reality*, *English Today* 68, 14-16.
- Sharifian, Farzad (ed). (2010). *English as an International Language, Perspectives and Pedagogical Issues, New Perspectives on Language and Education*. Ontario. Multilingual Matters.
- Smith, L. and Nelson, C. (2006) "World Englishes and Issues of Intelligibility". In Kachru, B., Kachru, Y. and Nelson, C. (eds.) *The Handbook of World Englishes*. Oxford: Blackwell, 428-445
- Svartvik, Jan, Leech, Geoffrey (2006). *English: One Tongue, many voices*, Basingstoke: MacMillan.
- Warschauer, Mark. (2000). "The Changing Global Economy and the Future of English Teaching." *TESOL Quarterly* 34 (3): 511-36.
http://www.gse.uci.edu/person/warschauer_m/global.html
 (Last consulted 07-09-2011)

Widdowson, Henry (1994) "The ownership of English". *TESOL Quarterly* 28 (2): 377-389.

VOICE (*The Vienna-Oxford International Corpus of English*)
<http://www.univie.ac.at/voice/>

Yin, R., K. (1994). *Case Study Research: Design and Methods*. 2nd ed. Thousand Oaks, CA: Sage.

Appendix I

Questionnaire presented to the students (see Chapter 3. 3.)

INQUÉRITO



Objectivo do estudo: verificar o uso da língua inglesa, não só na escola, mas noutras situações. Por favor responde a este questionário.

Data de nascimento: ____ / ____ / ____ (dia / mês / ano)	Sexo: <table border="1"><tr><td>Masculino</td><td>Feminino</td></tr></table>	Masculino	Feminino
Masculino	Feminino		

Tiveste Inglês no ensino primário? <table border="1"><tr><td>Sim</td><td>Não</td></tr></table>	Sim	Não	Se sim, em que anos?: _____		
Sim	Não				
Quantas horas estudas Inglês por semana?	<table border="1"><tr><td>- de 30 m</td><td>- de 1h</td><td>- de 2 h</td><td>2h ou +</td></tr></table>	- de 30 m	- de 1h	- de 2 h	2h ou +
- de 30 m	- de 1h	- de 2 h	2h ou +		

Costumas falar inglês com os teus colegas? <table border="1"><tr><td>Sim</td><td>Não</td></tr></table>	Sim	Não
Sim	Não	
Se sim, descreve em que situações:		
Já alguma vez usaste inglês no teu país fora das aulas de língua? <table border="1"><tr><td>Sim</td><td>Não</td></tr></table>	Sim	Não
Sim	Não	
Se sim, descreve em que situações:		

Já alguma vez estiveste num país em que tenhas usado a língua inglesa? <table border="1"><tr><td>Sim</td><td>Não</td></tr></table>	Sim	Não													
Sim	Não														
Se sim, diz os países, a duração da tua permanência e descreve a ocorrência:															
<table border="1"><thead><tr><th>País</th><th>Tempo</th><th>Ocorrência</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>	País	Tempo	Ocorrência												
País	Tempo	Ocorrência													

Ordena os seguintes itens abaixo mencionados em função da importância que lhes atribuis para aprender inglês: (1ª, 2ª ...)

Música	Viajar	Falar com estrangeiros cá	Uso da Internet
Trabalho	Ler	Outra/s razão/ões:	

Qual a frequência...? (não consideres durante as aulas de Inglês)

	nunca	2 x / semana	+ que 2 x / semana
... ouves música em inglês?			
... lêes em inglês?			
... lêes instruções (ex: jogos PC) em inglês?			
... lêes rótulos (ex: cereais) em inglês ?			
... usas expressões de filmes?			
... usas a net em inglês?			
... usas expressões de jogos de PC ?			

Observa a tabela abaixo:

Que países conheces em que se fale inglês como 1ª língua?

Que países conheces em que se fale inglês como 2ª língua?

Assinala com **1** caso consideres usarem inglês como 1ª língua e **2** caso consideres que usam como 2ª língua: (Se não souberes responder coloca **NS** = não sei)

Países	1 / 2 - NS	Países	1 / 2 - NS
África do Sul		Irlanda	
Austrália		Malásia	
Camarões		Nepal	
Canadá		Nigéria	
EUA		Nova Zelândia	
Filipinas		Paquistão	
Índia		Reino Unido	

Que variedade preferes?

British English (BE)	American English (AE)	Outra:	nenhuma em particular
----------------------	-----------------------	--------	-----------------------

Porquê ? _____

Que variedade ... ?

	British English (BE)	American English (AE)	Igual
... consideras mais prestigiante?			
... consideras mais formal?			
... representa valores tradicionais?			
... representa progresso?			
... usas mais?			
... lêes no teu dia-a-dia?			
... ouves no teu dia-a-dia?			
... é usada na tua aula de Inglês?			
... usas na www?			
... usas nos jogos de computador?			

Consideras adequada a variedade que usas na Escola?	
<input type="checkbox"/> Sim	<input type="checkbox"/> Não
Gostarias de aprender outra variedade?	Se sim, qual e porquê?
<input type="checkbox"/> Sim <input type="checkbox"/> Não	_____

Quantas horas ouves inglês por dia? (inclui música e TV)			
<input type="checkbox"/> Entre 1h a 2h	<input type="checkbox"/> Entre 2h a 3h	<input type="checkbox"/> Entre 3h a 4h	<input type="checkbox"/> Mais de 4h
	<input type="checkbox"/> BE	<input type="checkbox"/> AE	<input type="checkbox"/> Não sei
Que variedade usas nos jogos de computador?			
Que variedade ouves mais? (música)			
Que variedade ouves mais na TV?			
Prestas atenção às letras das músicas?			
<input type="checkbox"/> Sim		<input type="checkbox"/> Não	
Prestas atenção aos textos em inglês da TV, mesmo quando os programas são legendados?			
<input type="checkbox"/> Sim		<input type="checkbox"/> Não	
Prestas atenção à variedade usada nos jogos de computador?			
<input type="checkbox"/> Sim		<input type="checkbox"/> Não	
Porque é achas que se usa o inglês para comunicar na Internet?			

Quando investigas na Net sabes em que variedade navegas?			
<input type="checkbox"/> BE	<input type="checkbox"/> AE	<input type="checkbox"/> Outra (Qual?)	<input type="checkbox"/> Não sei
Consideras que há ou deveria haver uma variedade internacional?			
<input type="checkbox"/> Sim		<input type="checkbox"/> Não	
Que variedade consideras que usas?			
<input type="checkbox"/> BE	<input type="checkbox"/> AE	<input type="checkbox"/> Outra (Qual?)	<input type="checkbox"/> Não sei

Para terminar classifica os seguintes termos seleccionados:

	BE	AE	NS
favourite			
cab			
centre			
mail			
post			
aeroplane			
elevator			
vacation			
color			
tonight			

Obrigada pela tua colaboração

Thank you for your collaboration

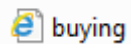
Appendix II

Flow-sheet of the Project of the Quandary labyrinth: *Going Shopping* (see Chapter 3. 4.).

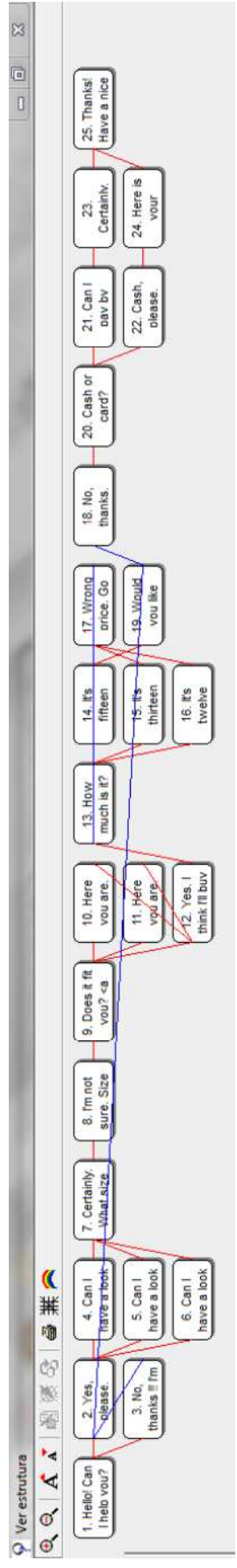
Programme available at the end of this dissertation, in digital support.

Allow the running of script and Activex controls by clicking on the bar at the top of the document.

To use it open the folder named Appendix II and click at the HTML document “buying”



In the next flow-sheet, the numbered boxes indicate knots (or decision points); the red lines represent the possible decisions and the blue lines present the possibility to go back.



Appendix III

Guide to visualize the video *Going Shopping* (see Chapter 3. 4.).

Video available at:

A : <http://www.youtube.com/watch?v=u-1eMptN8LE>

B : the end of the dissertation, in digital support.

To use it open the folder named Appendix III and click at the Windows Media Audio/Video file document “goingshopping”

Appendix IV

Guide to use the 'HotPotatoes' exercises presented to the students and available at the end of the thesis, in digital support.

Open the folder named Appendix IV, open the sub-folder:

A: 'colourspotatoes' and click at the HTML document 'matchthewords' for a **Matching exercise** on colours using images and words.

B: 'coloursentences' and click at the HTML document 'coloursentences' for a **Quiz exercise** on colours using images and words.

C: 'cwcolours' and click at the HTML document 'cwcolours' for a **Crosswords exercise** on colours using images and sounds.

D: 'matchwords' and click at the HTML document 'matchthewords' for a **Matching exercise** on colours using images and words.

E: 'shoppinglacunas' and click at the HTML document 'shoppinglacunas' if you want to do a **Gap-fill exercise** using a shopping dialogue.

F: 'shoppingmatch' and click at the HTML document 'shoppingmatch' if you want to do a image/word **Matching exercise** with shopping items.

At the end of each exercise push the button 'Check' and get an immediate evaluation of the performance.

Appendix V

Selected opinions on the video *Going Shopping* posted on YouTube (<http://www.youtube.com/watch?v=u-1eMptN8LE>) (see Chapter 3. 4.).

Splendid job. You are great, congratulations to you and to your dedicated teacher. Really nice and your English is excellent.

Well, I know you are Portuguese, because your teacher is Portuguese and so am I, but you did a great job.

Linda

olindalima há 2 dias

you did a great job! I understand everything you say. I hope that teachers will continue the excellent work, because it is really worth it. Congratulations to the students who were involved in this project

fernandesam1975 há 3 dias

The dialogue is clearly distinguishable, we note some slight hesitation, but with continued work, perfectly surmountable.

Seem to be pronounced by Portuguese students, on using British English.

An excellent work of the teacher, by the method used to help overcome the difficulties of the students.

JA.

MyJa33 há 1 hora

Congratulations, it's a great job !!! hugs from Valencia, Soain

nataliaalmoines há 2 dias

The girls did an amazing job; apart from minor indecisions it is perfectly intelligible. Next time they try a similar job they will be a lot calmer. Great example of an activity that may contribute to help these students, who fell insecure in front of a classroom, to improve their skills in any learning process. Could all teachers be so sensitive to the problems of their students. Their pronunciation tells they are Portuguese; according to the subtitles they are using British English.

João

joshark2 há 1 dia

Well done!

[MsApodo](#) há 3 dias

Well done, girls! Keep up the good work! Hugs from Ukraine

[Oksana1601](#) há 3 dias