

# A POLYMODEL APPROACH TO ELT: Perspectives from EFL learners

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*The legitimacy of native speaker norms in teaching English as a foreign or second language has been problematised in terms of sociolinguistic and ideological concerns of global English education. The perspective of EFL learners in London was investigated to examine EFL learners' readiness for the conceptual paradigm shift in ELT practice from native norms to non-native norms. A questionnaire was developed in an attempt to investigate EFL learners' perceptions of different varieties of English, the non-native communication based pronunciation model, and an educational standard of global English. The result of the study suggests that EFL learners are well aware of socio-linguistic issues of global English, legitimising theoretical justifications of non-native norms. However, they preferred to have a single native speaker model for language learning. The pluralised reality of global English may make sense from the sociolinguistic perspectives; yet, it may cause confusion in language learning experience from learners' perspectives. It is argued that narrowing down the gap between socio linguistic reality and global language learning reality should be discussed more within the relevant academic discipline, i.e., the discussion on pedagogic models of global English should place more emphasis on the perspectives of learners **and** the language learning context.*

## **Introduction**

Pedagogic models of global English have been discussed extensively over the last two decades. The extensive functional ranges and identities of localised norms have challenged the traditional views on linguistic prescriptivism and standards (see Kachru 1985; 1992). It was a common belief that Standard English varieties are the only pedagogically suitable models for teaching English. This belief, however, is gradually losing its place. The discourse of deficit linguistics and Standard English is being replaced by that of linguistic hybridity and language awareness within the ELT (English Language Teaching) professional circle (see Kachru 1992). For this reason, the effort to move the native model paradigm to non-native models in ELT has been made from various theoretical perspectives over the last decade (Kachru 1992; Widdowson 1994; Andreasson 1994; Cook 1999; Jenkins 1998; Bamgbose 1998; Brutt-Griffler 1998; Modiano 1999; Gupta 1999; Canagarajah 1999; Braine 1999). The preliminary attack on native-speaker norms started with Kachru (1986 [1991]; 1992) and the first phonological model of international English based on the description of non-native speakers' interactions in English was proposed by Jenkins (2000).

Although the growing number of non-native speakers of English and interactions between them may accelerate the theoretical paradigm shift in ELT, it has not been reported whether learners, especially EFL (English as a Foreign Language) learners, are ready for this revolutionary change in the conceptualization of English language learning. There has been extensive research on learners' attitudes towards varieties of English; however, relatively little has been researched into learners' perceptions of educational models of global English. For this reason, it would seem necessary to investigate how EFL learners perceive pedagogic models of global English, especially the pronunciation model based on non-native speakers' English, 'Phonology of EIL (English as an International Language)' (Jenkins 2000).

I specifically asked the following questions:

- What are EFL learners' perceptions of the intelligibility of different varieties of English?
- What are their attitudes toward the NNS (Non-Native Speaker)-NNS interaction based English pronunciation model?
- To what extent, do EFL learners think that a single learning model is necessary in the context of learning global English?

### ***Theoretical background***

One of the most controversial issues of global English has been deciding a pedagogical model of global English for ELT practice in the ESL (English as a Second Language)/EFL context. On the one hand, attempts have been made to establish a globally intelligible and acceptable code within the category of existing major varieties of English (see Quirk 1985). On the other hand, in the educational context of ESL, there have been attempts to draw attention to non-native varieties of English as opposed to BrE (British English) and AmE (American English) and to take into consideration the sociolinguistic reality of local contexts (see Kachru 1985). The conceptual change of global English education in the local context is by and large prompted by the following issues.

First of all, the fact that non-native speakers outnumber native speakers of English has provided one of the crucial reasons for the paradigm shift from native models to non-native models (see Crystal 1997 and Graddol 1997). The growing number of non-native speakers of English and their interactions in English has challenged the conventional view of ELT practice (Jenkins 2000). In other words, people learn English not only to talk to native speakers but also to communicate with non-native speakers, and in non-native speakers' interaction, there is no reason that they should conform to native norms (ibid.). Therefore there is need, in Jenkins' word, to 'democratize' the English language (ibid: 4). A second argument against teaching ENL (English as a Native Language) models to

EFL students is that English is a culture specific language (Modiano 2001): English is embedded with Anglo-European culture and values. Therefore, social and ideological implications of ELT have also problematised the legitimacy of ENL models in the local context. Kachru urges ELT practitioners to consider contextual realities before adopting pedagogic models of global English; language education should reflect how the language is used in that specific society.

‘A monomodel approach presupposes that there is a homogeneous English... More importantly, it assumes that the goals for the study of English in various parts of the world are more or less similar... Such a position presupposes that the ‘the context of situation’ for the use of English, all the English speaking areas, is identical’ (Kachru 1992: 66).

Lastly, due to the ‘imperialistic’ implications of ELT, there have been socio-political concerns about the absolute dependency on Native models (Philipson 1992; Pennycook 1994; Modiano 2001; Brutt Griffler 2002). This interpretation of linguistic dominance of ENL varieties in ELT is also associated with the professional dominance of native speaker English teachers. Therefore, issues regarding the identity of non-native educators of English and their status in ELT enterprise have been raised from various angles (Seidlhofer 1999; Braine 1999; Amin 1997; Brutt-Griffler & Samimy 2001).

For these reasons, it would seem that the notions of world Englishes are gaining gradual recognition from the ELT theoretical perspective; however, it is still problematic in the EFL context as they seem to have no choice but to keep looking to ENL varieties as a norm. In response to all these problems with native models in EFL, there has been a growing professional awareness of the need to develop a ‘coherent and comprehensive lingua franca model’ which is based on descriptive research on NNS interactions in English (Jenkins 2000: 140).

Jenkins (2000) suggests an answer to the highly controversial dichotomy of Global English, international intelligibility and local identity, in the concept of English as a Lingua Franca (ELF). She claims that ELF better describes the reality of Global English in the EFL context than ‘EFL’, as EFL carries negative connotations such as ‘foreigner’ and ‘non-native’. Moreover, EFL would seem to imply that students learn English only to talk to native speakers. Jenkins implemented empirical investigation of describing and analysing ‘non-native interactions in English’. With the belief that having a native speaker accent as a goal is neither realistic nor reasonable for EFL learners, Jenkins developed a Lingua Franca Core based on extensive data collected in multilingual EFL classes. This common core comprises a list of the features of English pronunciation which are essential for mutual

intelligibility in non-native speakers' communication. Before moving on to the study, I would like to point out a couple of critiques of the non-native speaker based model. First of all, although the description of non-native English or L2 English appears to be legitimate and reasonable, it is controversial whether the description for educational purposes should include or exclude native varieties. Some argue that excluding native speaker models cannot be adequate if we consider their economic and political power. Native speakers are definitely a minority in the English language speech community; however, they are a powerful minority. Therefore the exclusion of native models could be problematic. The other issue is the possible difficulty of having more sophisticated communication only using the common core. Some argue that learners cannot possibly have highly complicated conversations with restricted or somehow simplified forms of English (Wallace 2002). Besides, given that non-native speakers' English is quite unstable and highly variable, it seems very difficult to describe lingua franca English in a systematic way with enough consistency to function as an effective international lingua franca.

However, difficulty cannot be an excuse for ignoring actually existing problems. Seidlhofer predicts that "a sophisticated and versatile form" of ELF will develop (2001: 146). The compilation of the Vienna-Oxford ELF corpus has been in progress which aims to establish a feasible and suitable alternative to native models (Seidlhofer 2001). The features of ELF not only in phonology but in lexicogrammar and pragmatics are vigorously being discussed in relation to their pedagogical implications in the local context (Jenkins 2000; Seidlhofer 2001; Seidlhofer 2003: 73).

The point I wish to make here is the lack of consideration of learner reactions to this conceptual change of English language learning. Although the growing number of non-native speakers of English and their interactions may give impetus to a theoretical paradigm shift in ELT, it is questionable whether learners, especially EFL learners, are ready for this dramatic change in the ELT framework. Given the fundamental reason for the global English debate is to benefit learners and the significant role they play in the area of ELT, there is a need to clarify and bring into focus the diverse positions of EFL learners on the proposed non-native English based model of English phonology as well as their overall views towards pedagogic models of global English. It is expected that the result of the present study will shed light on the significance of learners' perceptions and the context of language learning in the discussion of pedagogic models of global English.

### ***Methodology***

The study used a questionnaire to investigate EFL learners' perceptions. The first section was developed to elicit EFL learners' attitudes toward different varieties of English, the second section was about the NNS-NNS interaction based pronunciation model, and the

last section dealt with their general perceptions of an educational model of global English. Types of questionnaire items varied, including dichotomous questions, multiple choice questions; and open – ended questions. The items in the questionnaire were based on the result of pilot studies.

### ***Subjects***

73 upper-intermediate EFL students enrolled at English language schools in London participated in this study. Respondents were mainly from three regions, Europe, East Asia, and Latin America, although the relatively small numbers of respondents from Latin America restricted cross-regional comparisons. All the subjects had studied either BrE or AmE in their home country prior to coming to London. The average time they were studying in London was more than 10 months.

### ***Procedure***

I conducted a pilot study several times before the main research to refine the questionnaire. The questionnaires were distributed and filled out in the presence of the researcher, in case respondents had problems with understanding some phonological terms and the relatively complex questions. As Bell (1999) has described, there were a few distinctive advantages in being able to give questionnaires to subjects personally: I could explain the purpose of the study face to face; I did not have to write an accompanying letter; and, most of all, respondents could ask me to clarify some questions along with their completion of the questionnaire and even give me verbal comments. The most challenging problem, however, was to find respondents from different EFL backgrounds rather than having all of them from the same place.

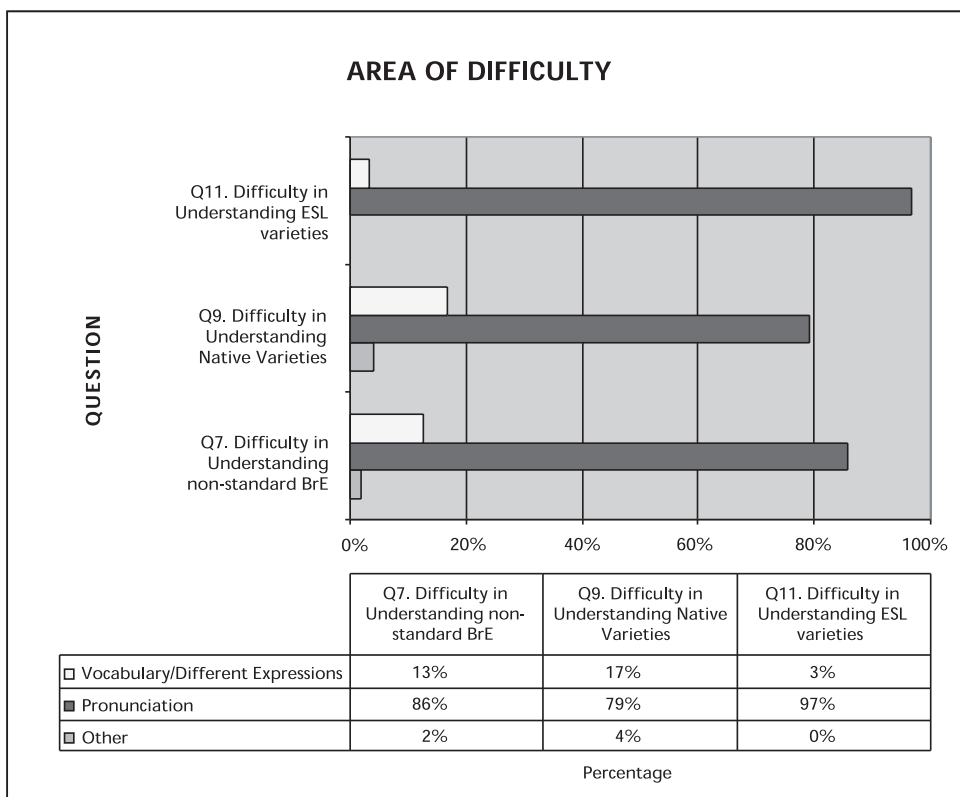
## RESULTS AND DISCUSSION

### ***Different varieties of English***

The data showed that the choice of each variety mainly depended on geographical or socio-economic relations between their country of origin and Britain or the USA. For example, most East Asian and Latin American subjects learned AmE and most European subjects learned BrE. More than 65% of the subjects replied that they had difficulty in understanding native varieties of English including BrE and AmE. Nearly 79% of them chose ‘pronunciation’ as the most problematic area. Approximately 78% of subjects replied in the affirmative to the question asking about their experience with difficulties in understanding people speaking ‘non-standard’ varieties of British English (e.g. Liverpool English, Scottish English). More than 85% of them chose ‘Pronunciation’ as the most difficult area in understanding people with non-standard varieties of BrE, while grammar (0%) turned out to be the least crucial area in understanding. More than 80% of subjects had difficulty in understanding people speaking in different ESL varieties such as Singapore

English, and Nigerian English and almost 97% of them pointed out ‘pronunciation’ to be the most difficult area to understand.

Some of the respondents who chose ‘Don’t know’ did so because they had not met anybody speaking the varieties. Some might argue that this is because EFL learners have learned a single variety of English; they may judge that varieties other than the one they are used to are unintelligible and unimportant. Jenkins explains that unintelligibility of regional varieties of BrE could be derived either from “lack of exposure” or the lack of “motivation to make an effort to understand” due to the “negative social-psychological attitudes” towards those varieties (2000: 14). Another noteworthy point in these results is the pronunciation. As Jenkins (2000) has pointed out, pronunciation has a significant role in mutual intelligibility, the data suggest that pronunciation is the most crucial area for successful cross cultural communication from the EFL learners’ perspective. Therefore, the present study would seem to suggest that future discussion of global English education should place more attention on the significance of pronunciation in ELT. Another important point I wish to make is that ENL varieties do not seem to be as intelligible to EFL learners as they are expected to be. Some argue that the linguistic differences among ENL varieties are minor or trivial (see Quirk 1990); yet, from the perspective of EFL learners, the differences can cause confusion in their language learning experience. Therefore, ‘international intelligibility’ of native norms and their linguistic differences may need to be reconsidered in terms of their roles as pedagogic models.



*Table 1:* Communication problems with people speaking different varieties of English

### ***NNS-NNS interaction based phonology of EIL***

This section was specifically designed to examine the basic assumptions of the ‘phonology of EIL’ by Jenkins (2000) from the perspectives of EFL learners. First of all, she has claimed that the existing English pronunciation system is too complicated for EFL learners to master. This position constitutes the major justification for the suitability of the phonology of EIL as a model. However, with reference to the given data, more than half of the students (53.42%) replied that the pronunciation system is not too complicated. This result would seem to indicate that defining the difficulty of the English pronunciation system from the linguists’ view can be different from that of learners. In spite of this initial mismatch, the following results seem to show the plausibility of the proposal.

Jenkins suggested that pedagogic phonological tasks could be scaled down to those items which are essential in terms of ‘intelligible pronunciation’. According to the main core item she proposed, some substitutions of the pair of interdental fricatives: /θ/ and /ð/ are acceptable as these are not crucial for intelligibility. I asked EFL learners about this

acceptability. Slightly more subjects answered in the affirmative compared to the ones negative to the idea. Besides, more than half of the subjects thought it was possible to talk to other non-native speakers without 'correct' word stress. Given that the majority of the subjects seemed to agree to the idea that the sound distinction and word stress in the existing English pronunciation system is not crucial for successful communication, Jenkins' proposal would not seem to be far away from how learners perceive pronunciation. However, to the question asking whether it is important to pronounce every single sound for successful communication, more than half of the subjects answered it was important. This incoherency and contradiction continues in the response to the following question which directly asked their attitude towards a simplified pronunciation system (compared to existing major varieties). The answers were fairly evenly placed in sequence from 25% to 38%. Respondents (38.36%) who answered negatively about simplified English pronunciation were slightly more than those who answered 'Don't know' (36.99%), and the ones who answered in the affirmative to the simplified version were the lowest (24.65%). The reason for this high rate of 'Don't know' to this question could be attributed to the fact that they are not familiar with the concept of a simplified version of English pronunciation. This also might be accounted for by the confusion about the process of simplifying. For example, one Spanish student perceived it as a completely artificial pronunciation system and she opposed the idea by saying language should be able to reflect culture including ways of thinking and behaving.

Apart from the inconsistent result from percentage analysis, additional written comments appeared to describe and categorise their attitudes in a clearer way. Subjects who held a positive attitude towards the idea seem to focus on the fact that the simplified model can be easier to learn than native models. Besides, they emphasised that communication can be successful with impaired pronunciation:

'In Turkey we write and read in the same way. If the pronunciation system was much easier it would be much easier to learn it' (Turkish). 'It should be easier for the people who is not English native speakers' (Chinese). 'I don't have good pronunciation and they understand me' (Mexican). 'I want them to understand me rather than speaking perfect English' (Taiwanese).

On the other hand, subjects who were deeply inclined to learning native varieties did not seem to welcome the idea. There were also subjects who prioritised clarity and correctness in pronunciation showing preference for native varieties. Some subjects were sceptical about the degree of easiness of the new model. Moreover, some of them foresaw possible confusion in learning English caused by a paradigm shift.

‘I hope to learn ‘Queen’s English’ (Portuguese). ‘I’ve nearly got British now but if there were another language to learn it would be another ordeal for me’ (S. Korean). ‘No Because I don’t mind any of these pronunciations and I think that it will always be difficult’ (Paraguayan).

The reason for the insignificance of the result would seem to be attributed to the nature of the proposal which is quite challenging and radical to learners who are accustomed to thinking ENL varieties as the only learning models. Given that the idea about a NNS based model is quite new and thought provoking, respondents might have needed some more detailed information to understand the rationale of the idea and how the new system works properly. The lack of understanding of the system partly led the respondents to perceive the proposed model as totally “artificial” or completely different from existing models. This, I would assume, might have affected the respondents’ choice of answers as well as written comments. Nonetheless, the fact that the idea was not overly rejected by EFL learners, especially those learning in a native-speaking country would seem to imply that NNS based simplified model of global English still has a future on condition that it achieves enough consistency to serve as an efficient lingua franca.

### ***Need for a Standard in the context of learning***

Jenkins claims that learners need to be exposed to a range of NNS accents in the classroom to develop their accommodation skills particularly in EFL classrooms where most students share the same L1 background. What would learners think of this idea? The first question of this section asked whether it was good to be exposed to different varieties of English when learning. The majority of the respondents answered in the affirmative and this would seem to imply that they are aware of the importance of linguistic diversity or sociolinguistic issues of global English, and the additional written comments clearly supported this interpretation of the data.

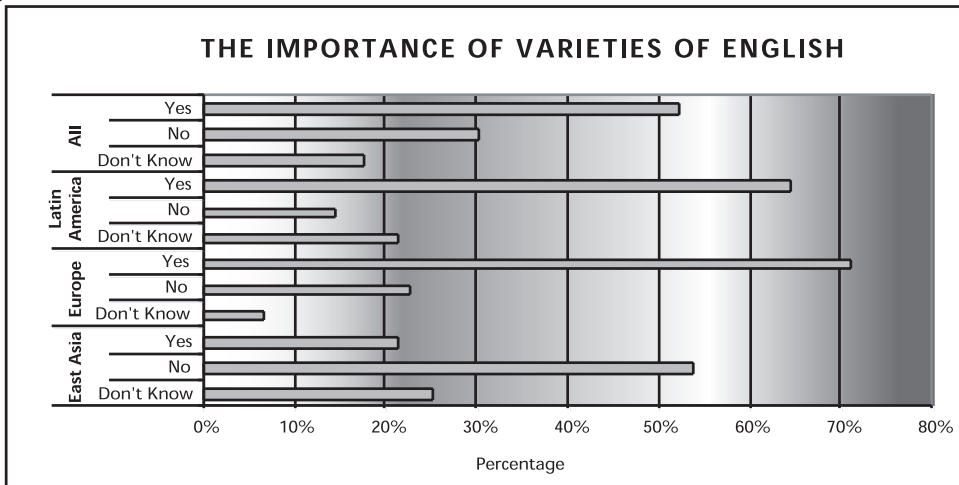
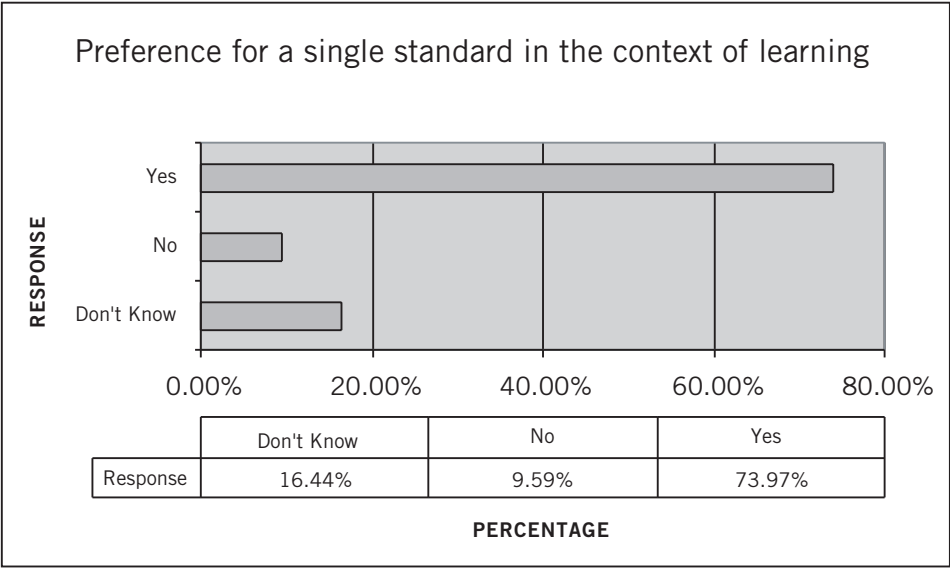


Table 2: The importance of varieties of English

However, the majority of the students (73.97%) unquestionably showed preference for a single model in terms of learning English. This result would appear to suggest that a standard in ‘learning’ is necessary in learners’ perception, regardless of the importance of sociolinguistic diversity. Although they thought it was important to be exposed to different varieties of English, when they were confronted with the concept of ‘learning’, they showed preference for learning a single variety. This can further be explained by some respondents’ showing apparent ambivalence in their choice of answers. For example, one Polish student wrote it was important and necessary to know many different varieties of English. However, she said it would be easier to learn English with one single model and she preferred to have a single model of English in the classroom. Similar examples were found in the answers of other students. I would not think it is only EFL learners who have this ambivalence. ESL learners also show love and hate feelings about English varieties. Kachru and Nelson (2001) described this complexity as ‘attitudinal schizophrenia’.



*Table 3:* Preference for a single standard

In connection with the idea of a single model, the last question of the questionnaire asked which variety should be adopted as a single model. Approximately a third of the respondents chose BrE as a model. Given that all of the students were currently studying in London, their strong preference for BrE compared to AmE was to some extent to be expected. Nonetheless, what was significant was that the idea of ‘Combining BrE and AmE’ slightly outnumbered that of ‘Both BrE and AmE’. This would seem to suggest that the current prevalent idea that any native varieties can be adopted as a model in the EFL contexts may not meet learners’ need for a single model. As I mentioned earlier, ENL varieties can all be linguistically different models from the perspective of EFL learners in terms of language learning.

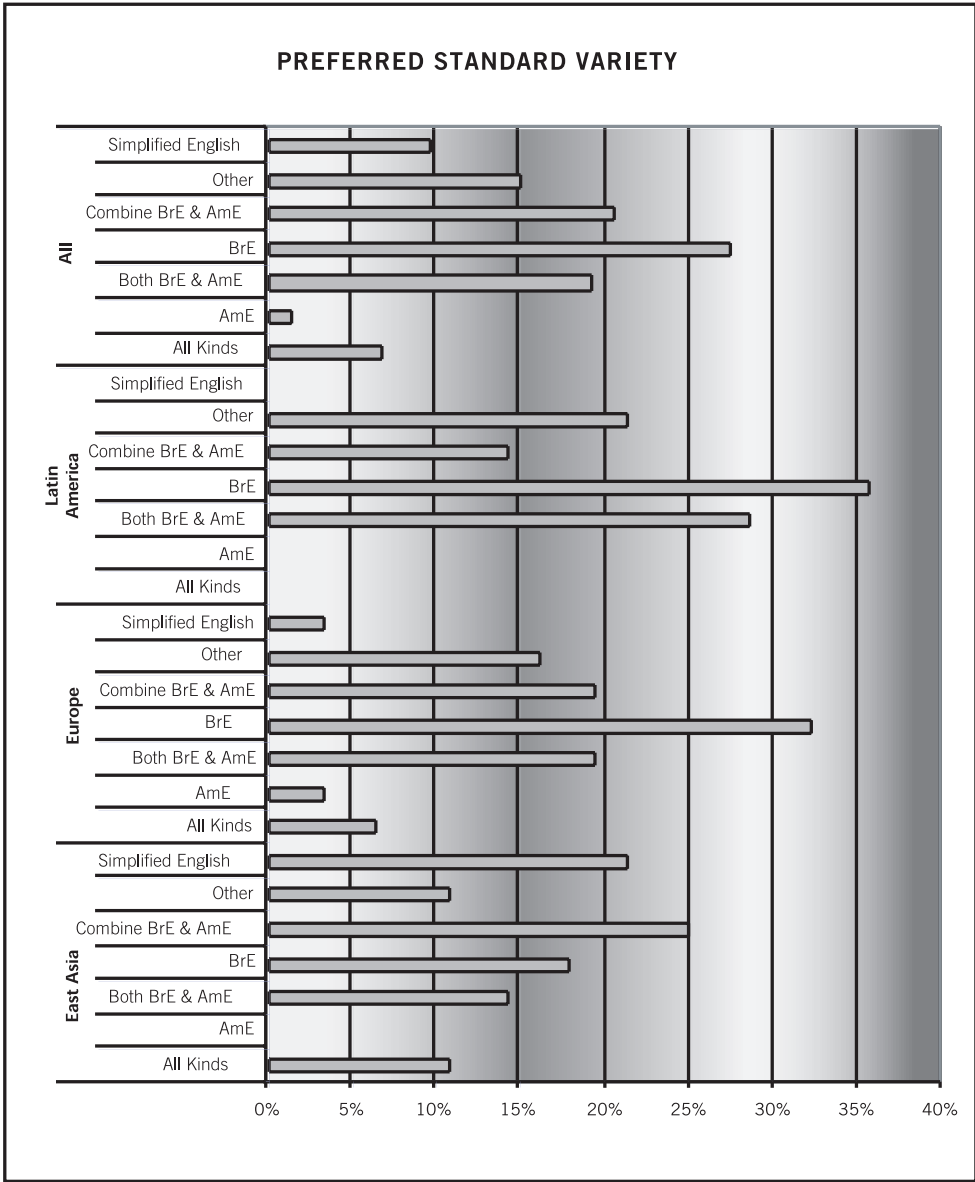


Table 4: Preferred standard variety

## CONCLUSION

With regard to the pronunciation, in spite of the theoretical justification of Jenkins' model, when learners were presented the actual details of the model, their reactions were not straightforward. They did not seem to be sure whether the relatively simplified model could serve cross cultural communication purposes. It was somehow expected, given that the model is only in its beginning stage. When we have access to a fully developed lingua franca model, the same sort of research might be able to produce some more significant results. With regard to the polymodel approach and a pedagogic standard, participants considered varieties of English as important, showing that they are well aware of socio linguistic issues of global English; yet, they became cautious when it was about learning. Their overall perceptions towards a single learning model indicated that their concept of a learning model is still limited to the category of native varieties rather than embracing all different varieties of English, let alone NNS based models. This is, I would assume, not be because they blindly pursue native models, but because they are afraid of the possible confusion and inconsistency in their language learning. In other words, the pluralized reality of global English is well recognised by EFL learners, and they see the significance of the varieties in learning English. The issue is, however, that they are uncertain how to embrace them in their own language learning experience.

Finally, it is recognised that the conduct of this survey in a native speaking centre is likely to have influenced the findings here. It is suggested, therefore, that similar surveys might be conducted in different sites.

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## APPENDIX 1

### PROFILE OF RESPONDENTS

Region	Q3. Nationality	No.	Average Months in London	Std Dev	Average Mths Studying Spoken English	Std Dev Spoken
<b>East Asia</b>	China	6	10.25	8.33	60.00	78.40
	Japan	9	6.78	4.42	46.72	53.38
	S. Korea	9	6.67	3.08	35.67	48.77
	Taiwan	4	30.75	46.90	25.00	39.48
<b>East Asia Total</b>		<b>28</b>	<b>10.91</b>	<b>18.33</b>	<b>42.91</b>	<b>54.73</b>
<b>Europe</b>	Estonia	1	9.00	#DIV/0!	45.00	#DIV/0!
	France	2	2.00	1.41	168.00	101.82
	Greece	1	8.00	#DIV/0!	108.00	#DIV/0!
	Hungary	4	13.13	10.48	52.25	45.43
	Italy	1	0.00	#DIV/0!	60.00	#DIV/0!
	Norway	1	10.00	#DIV/0!	84.00	#DIV/0!
	Poland	6	12.40	7.23	17.40	12.40
	Portugal	3	36.00	35.51	47.67	12.50
	Russia	1	3.00	#DIV/0!	3.00	#DIV/0!
	Slovakia	3	16.33	17.39	108.00	24.00
	Switzerland	6	2.67	3.70	47.33	29.84
	Turkey	1	30.00	#DIV/0!	30.00	#DIV/0!
	Spain	1	8.00	#DIV/0!	72.00	#DIV/0!
<b>Europe Total</b>		<b>31</b>	<b>11.98</b>	<b>15.36</b>	<b>59.50</b>	<b>49.64</b>
<b>Latin America</b>	Brazil	2	13.00	7.07	32.50	21.92
	Colombia	1	18.00	#DIV/0!	18.00	#DIV/0!
	Mexico	6	12.50	9.27	35.83	64.75
	Paraguay	1	3.00	#DIV/0!	60.00	#DIV/0!
	Chile	2	19.00	15.56	27.00	4.24
	Venezuela	1	10.00	#DIV/0!	240.00	#DIV/0!
	Peru	1	7.00	#DIV/0!	60.00	#DIV/0!
<b>Latin America Total</b>		<b>14</b>	<b>12.64</b>	<b>8.61</b>	<b>50.86</b>	<b>68.87</b>

## APPENDIX 2

### Questionnaire for learners of English with EFL background in London

*Dear Recipient,*

This questionnaire is designed to find out what you think of different kinds of English. It would be really appreciated if you could participate in this study by filling in the questionnaire, and thus help me gather data for my dissertation.

The questionnaire is not intended to test your knowledge. The contents of this questionnaire will be used exclusively for academic purposes, thus your name is not being asked.

It is however VERY important that you are as accurate and honest as possible with your responses, otherwise the value of this study becomes questionable. All responses will remain absolutely confidential.

General information about your English learning background

1. How long have you been studying English conversation (spoken English)?

\_\_\_\_\_months \_\_\_\_\_years

2. How long have you been in London?

\_\_\_\_\_months \_\_\_\_\_years

3. Where are you from? \_\_\_\_\_

4. Is there any specific reason for choosing London for your English study?  
\_\_\_\_\_

5. What kind of English were you mostly exposed to or educated in when you were in your country?

- a. British English
- b. American English
- c. Other \_\_\_\_\_ Please Specify

- 6. What is the purpose of your study in English?
- d. Business
- e. Academic
- f. Social
- g. Other \_\_\_\_\_ Please Specify

***Your experience in communication problems with people speaking different kinds of English***

- 7. Have you ever had difficulty in understanding people speaking in different dialects of British English (e.g. Liverpool English, Scottish English)?

Yes/No/ Don't know

*If 'Yes' Please go to No. 8 If 'No' or 'Don't know' go to No. 9*

- 8. What did you find the most difficult to understand?
- h. Pronunciation
- i. Vocabulary/ different expressions
- j. Grammar
- k. Other \_\_\_\_\_ Please Specify

- 9. Have you ever had difficulty in understanding people speaking in different Native varieties of English (e.g. Australian English, New Zealand English, American English...)?

Yes/ No/ Don't know

*If 'Yes' please go to No. 10 If 'No' or 'Don't know' go to No. 11*

- 10. What did you find the most difficult to understand?
- l. Pronunciation
- m. Vocabulary/different expressions
- n. Grammar
- o. Other \_\_\_\_\_ Please Specify

- 11. Have you ever had difficulty in understanding people speaking in different ESL (English as a Second Language) varieties of English (e.g. Nigerian English, Indian English, Singapore English...)?

Yes/ No/ Don't know

If 'Yes' please go to No. 12 If 'No' or 'Don't know' go to No. 13

12. What did you find the most difficult to understand?

- p. Pronunciation
- q. Vocabulary/different expressions
- r. Grammar
- s. Other \_\_\_\_\_ Please Specify

***Your attitudes towards the pronunciation of English***

13. Which of these do you think is the most important to understand or make yourself understood in English?

- t. Grammar
- u. Pronunciation
- v. Vocabulary
- w. Other \_\_\_\_\_ Please Specify

14. Do you think the English pronunciation system is too complicated?

Yes /No/ Don't know

15. If there were a simplified English pronunciation system for international communication, would it be better to learn than British or American English pronunciation?

Yes/ No/ Don't know

***Please give reasons:***

16. Is it possible to talk to other non-native speakers without sound distinction between /θ/ and /ð/ ?

Example.

/θ/	<b>thin, both, thrill</b>
/ð/	<b>this, mother, either</b>

Yes/ No/ Don't know

17. Is it important to pronounce every single sound of English when you talk to other non-native speakers?

Yes / No / Don't know

***Please give reasons:***

18. Is it possible to talk to other non-native speakers without 'word stress' in English?

Example: *devélop, cómmon, suprême*

Yes / No/ Don't know

Your opinion of the need of a Universal Standard English

19. Is it a good thing to be exposed to different kinds of English when learning?

(Example Liverpool English, Nigerian English, Australian English...)

- x. Yes
- y. No
- z. Not sure

***Please give reasons:***

20. If you have ever had difficulty in understanding people speaking in different kinds of English

(Example: Liverpool English, Nigerian English, Australian English...), please choose the best answer

- aa. I need to learn all different kinds of English
- bb. Everybody needs to speak single Universal Standard English.
- cc. Other \_\_\_\_\_ Please Specify

***Please give reasons:***

21. Would it be easier to learn English with one universal standard?

- dd. Yes
- ee. No
- ff. Not sure

22. Each country has its own version of 'Standard English' (Example British Standard English, American Standard English...), which variety do you think should be adopted as a Universal Standard English?

- gg. Combine British and American English
  - hh. Both British and American English
  - ii. All kinds of English in the world
  - jj. Simplified English
  - kk. British English
  - ll. American English
  - mm. Other \_\_\_\_\_ Please Specify
- Please give reasons:

23. Are there any comments you would like to make about this questionnaire, or about the issue of Universal Standard English?

*Thank you*

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