



Perceptions of Dominance in English as an International Language (EIL) Pedagogy

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Abstract: This article explores teacher and learner perceptions about the standard varieties of English language and the power-effect involved in teaching and learning EIL. The research addresses three core concepts: what are the preferred varieties in EIL pedagogies, why do teacher and learner prefer these varieties, and how to minimize the perceptions of dominance in pedagogical choices. Forty learners and twenty teachers of English as a second or foreign language (ESL/EFL) from different Bangladeshi colleges and universities responded to a survey on Google Forms. The questionnaire contained six multiple-choice questions (MCQ) and two open-ended inquiries. Results show EIL teachers and learners tend to learn and teach an established English language variety, although they appreciate integrating local culture and varieties into instructional processes. Majority of the participants prefer British English and they believe learners' perceived incompetence in global communications generates from the preferences for standard varieties that encourage unrealistic learning goals. Recommendations include how to minimize authority of standard variety and maximize acceptance of local varieties in EIL pedagogies.

Keywords: English Language, Standard Variety, Local Variety, World Englishes, Pedagogy.

1. INTRODUCTION

English is spoken as an international language (EIL) all over the world, and World Englishes (WE) are the varieties originated and used in different contexts. Kachru (1985) describes the English as a Foreign Language (EFL) users in a non-native context as Expanding Circles, and most of the former British colonies use English as either second or foreign language. Kachru (1985) defines two other circles called Inner Circles of the native users and Outer Circles comprising the institutionalized second language users within the model of World Englishes. These circles include different types of English speakers using multiple varieties of English. Multiplicity in English implies hierarchy and dominance over one variety by the other regarding language skills and ownership, which is known as Englishman's gift.

WE is a broad definition interchangeable to international English and global English that are localized as varieties and also called nativized, indigenized, or institutionalized English (McKay, 2018). These definitions accept the pluricentric view of giving equal deference to such varieties of Indian English, Singlish (Singaporean English), or Jamaican English that are supposed to maintain endonormative status. However, the idea of a higher and achievable form of English called

Standard initiates authority in EIL pedagogies since English was fundamentally in possession of the native country (Quirk, 1968). This research attempts investigating whether such authority of native English prevails among the Bangladeshi EFL/ESL teachers and learners.

2. RESEARCHER POSITIONALITY

Both as an ESL teacher educator working in Bangladesh and an ESL teacher candidate in Canada, I have gone through the ways EIL embeds dominance extensively in different social and educational settings as well as individuals, such as teachers, learners, and users etc. The power position of English as a foreign language in EIL pedagogies has always had an important role in my learning and teaching, which is evident in my research and EIL literature. The purpose of this research, informed by my knowledge and experience, involves exploring both literature and data addressing dominance issues pertinent to EIL pedagogical choices regarding target varieties. The review comprises two themes including what is dominance in EIL and how 'dominance' implies in EIL. The research explores four following questions:

- What are the most preferred dominant varieties in EIL?



- Why do EIL learners and teachers prefer a dominant variety?
- What are the common perceived pedagogical goals in an EIL context?
- How to minimize the effects of perceived dominance?

3. WHAT IS 'DOMINANCE' IN EIL?

EIL has recently been recognized as the most frequently used means of wider communication for different reasons including the supremacy or power held by Anglophone countries. Besides that, world communications either originates from an Anglophone audience or is intended for such an audience. More importantly, non-native speakers use English more often with the other non-Anglophone communities than the native speakers in global settings. That is why English has ever increasingly been a common language between the speakers of different native languages (lingua franca) and is used less frequently as a state language "to reaffirm indigenous cultural identities" (Smith, 2015). English is no more a national language(s), and as an international language, it is different from English as a second or foreign language indicating hierarchy by name (Smith, 2015). It was McKay (2002) who criticized traditional assumptions and practices used in ELT and condemned potential West-bias in the pedagogical propositions, and promoted the idea of accepting "linguistic and functional diversity of English" arguing that EIL pedagogy should be different than that of the other foreign or second languages (Matsuda & Frederick, 2011). Some other research re-examines the power relations involved in second language learning by evaluating the socio-political dominance, ownership of native-speakerism, the identity concern through challenging native-speaker assumptions etc. and suggest that empowering non-native speaker identities is important (Holliday, 2005; Phan, 2008). An international language cannot be culture-bound or owned by native speakers (McKay, 2018).

The concept of native-speakerism involves structuralist views of language, such as language is objective, meaning is fixed to any single form, and language users are less prominent. Whereas post-structuralists view language as a social, subjective, and contextual tool; meaning is flux and user-dependent (Norton, 2010). Language, as a means of communication, is not supposed to confirm norms instead of purposes. I have attempted exploring different aspects of power positions in EIL using the following frameworks provided by Matsuda & Friedrich (2011):

A. *Standard English*

The concept of teaching any specific variety or some features of English language considering "World Standard English" implies a linguistic hierarchy and fails to reflect the "messy reality" of various Englishes around the world, which are rich and interesting. Although the purpose is

ensuring intelligibility and effectiveness in the worldwide communication settings, selecting a standard variety of English is often context-sensitive, which may not emerge in all possible EIL situations. Also, the forms of a Lingua Franca is often agreed by each group of speakers who determines own grammatical, phonological, lexical, and pragmatic skills to be intelligible.

Such quest for an international, core, or standard variety of English has borne a super-national variety, which is not only wrong and unrealistic but also uphold English language hierarchy that already exists and to which diverse communities have unequal accesses. Thus, standard variety discriminates among the speakers. Moreover, enforcing any standard variety would be idealistic since no institution is liable to watch and confirm the global standard of English. Instead, it generates a feeling of insufficiency among the learners and teachers by overestimating the targeted learning potential. Also, that could illuminate the debate concerning which English to teach or learn as well as the bottom-up perspective. My experience as an ESL learner and teacher is the contrast between British or American English is limited to different forms of lexicon and grammar, which makes ESL/EFL learners feel 'linguistically subordinated' to those nations, although we do not have any language deficiencies except language differences. Native speakerism in ESL pedagogy endorses native speakers as target models in many contexts and also, produces "exclusion, discrimination, and rationalizations for intervention and cultural correction" (Kabel, 2009).

Furthermore, standard variety licenses native speakers as authorized English language users and owners who can provide norms against non-performers and contestant non-native speakers. A possible power imbalance grows between those who possess the ownership and those who do not. Also, macro acquisition in a non-native context is not supportive to achieve a native standard that often remains unattainable as a goal (McKay, 2010).

B. *English as a Lingua Franca (ELF)*

ELF is generally defined as the means of "interactions between members of two or more different lingua cultures in English, for none of whom English is the mother tongue" (House, 1999). Therefore, such definitions reject the first language speakers of English and power of proficiency. Jenkins (2006) argues ELF research is not meant to depict a particular standard variety of English for the second language speakers. ESL learners do not have to aim at a standard variety. Instead, they have own linguistic repertoire and certain forms appropriate for communicating among the second or foreign language speaker groups. So, there is a substantial shift of power and dominance in ELF. The way ELF researchers focus on the features of second language speaker interactions and the strategies to remedy breakdowns in communication encourages bidialectal use of English by



mastering both the local and international varieties without considering the circle of origin.

C. *Local Variety or Local Variety?*

In spite of no standardized local varieties are created in many contexts like Japan, nativization takes place, which allows user's local values. Hino argues for teaching "English as a de-Anglo-Americanized international language" (Hino, 2009), where expanding circles enjoy privileges of practicing own variety of English. Similarly, the outer circle users have formed localized English different from the inner circles to execute communicative functions. EIL has dispersed the dominance of ownership among the three circles of English language speakers. Besides Kachru's (1992) "list of characteristics of institutional Varieties" exhibiting an extended range of uses, style, register etc., the process of nativization in a particular context has been rejected by Hino (2009) as the outer circle varieties. As Hino argues, not only the standard variety but also the "world Englishes paradigm" creates the same hierarchy privileging the inner and outer circles as well as the monolithic view of English.

D. *Established Variety*

Established varieties refer to codified English varieties meant to perform a wide range of communicative tasks needed and accepted in various international contexts and purposes, such as academic, employment, and social etc. to ensure more mileage of usage. Matsuda & Frederic (2011) argue that such a variety should not necessarily be American or British English. Instead, it might be other inner or outer circle varieties or even any long-established expanding circle varieties. However, Wang (2015) found both the teachers and students refused Chinglish (CE) as a pedagogical model though they accepted some particular CE features. The widespread native speaker ideology along with the stigma attached to local bidialectal varieties, instead of the communicativeness of CE led them evaluating it negatively. It seems, TL (Target Language) dominance is a deep-rooted factor in second language acquisition (SLA) and eliminating this vertical power positions requires experiencing continuous acceptance and recognized relationships with the TL community where learners can create own identity by using the language.

E. *Dominant Model*

The dominant instructional model(s) of a teachable course, undeniably, has to be consistent with the course objectives and needs of the learners. The potential problem of selecting one instructional model is it engages a learning process focusing on particular role models to ensure accuracy without integrating the local culture and speaker identity. Thus, learners foster sensitivity and awareness of the politics of English whereas learners should learn to use English language critically by ignoring rightness and focusing on communicative needs or contexts (Matsuda & Friedrich, 2011).

4. **DOMINANCE IMPLIED IN EIL**

At this point, it is quite clear that dominance, ownership of English, and native-speakerism have constantly been challenging in EIL pedagogy. However, WE has facilitated a more constructive framework to accommodate pluricentrism, although some impacts of linguistic power relations in EIL cannot be ignored. The theory of native-speakerism concerns intelligibility linguistic forms of local Englishes, which is impacted by both language skills and perceptions of speaker identity (Seidlhofer, 2011). The way we distinguish the interlocutors and identify them as community members as well as our expectations from them in linguistic exchanges influence the way speakers and listeners understand each other. EIL teachers and learners often believe some other people own English. Also, local EIL learners often remain as foreigners or strangers to the pedagogy and suffer from linguistic discriminations, bad academic outcomes, and racial attitudes in any native contexts. Such minor and submissive identity frequently affects learners' language acquisition. Consequently, studying abroad as an opportunity to acquire or learn English in a native country has been less appreciated among international students in Australia (Coates, 2004).

However, the concept of EIL has confirmed that English is no more a sole property of any native country and connecting to this, Ha (2009) finds some diverse identity perceptions among Thai learners. Thai learners believe English grants empowerment and a superior status to users and it is the gateway to know international people. EIL develops a communicator of cultures and reasserts the identity as a proud non-native speaker. Although Thai learners do not own the language, they believe English alone is not enough to create a global identity.

The value and recognition of diversity and inclusiveness are frequently attached to multilingualism in general, instead of English in EIL pedagogies. Code-mixing, such as incorporation of other languages into English, from loanwords to code-switching, translanguaging to linguistic hybridity and illustrating co-existence of English serves to establish identity and belonging to a speech community (Kirkpatrick & McLellan, 2012).

Usually, constituting and nurturing disparity with the other languages than English both culturally and structurally affirm and sustain the dominance in English. Matsuda (2018) argues, we situate ELT as a medium of expanding linguistic imperialism. WE scholarships, on the other hand, discards the way learners of English are depicted in the discussion of linguistic imperialism as a "powerless and agent-less" body receiving English submissively and uncritically.

Apart from the multilingual countries like Thailand, I observed that most EFL/ESL learners coming from the monolingual countries possess submissive identity



perceptions. Learners highly appreciate NS accent, tend to have negative stereotypes about NNS accents, and critically evaluate NNSs. Therefore, these learners are noticeably inclined to sound like NSs (Sa'd, 2018). Most of the time, learners “rate NNSs’ foreign-accented speech unfavorably” despite adequate intelligibility because of inherently biased attitudes (Kim, 2008), whereas the main concern should be communication, understanding, and mutual intelligibility.

Besides curriculum developers and school administrators, Japanese EFL teachers and learners also privilege inner-circle Englishes, particularly American English (Chiba *et al.*, 1995). Teachers are also resistant to accept outer circle varieties, such as Indian English or Singaporean English since they believe in the status of international English that should be pure and authentic. Tajeddin *et al.* (2017) found non-native teachers are concerned with the legitimacy of ‘native-speaker linguistic norms’ regardless of the expanding non-native EIL norms. Also, many of them accept some local accents or lexicons but prefer the typical American or British English for teaching purposes. However, the teachers agreed to practice ‘some degree of flexibility’ regarding the use of ‘L1 pragmatic norms’ in a particular EIL setting. Local EIL teachers perceive the pedagogical strategies incorporating ‘L1 pragmatic norms’ to native English ensure ‘legitimacy’ and suitability of the local variety of English used in communication between non-native speakers. Young & Walsh (2010) found teachers unwilling to pick local Englishes for teaching because of not having clear concepts of the desired variety that should be integrated within the EIL setting. As a result, EIL teachers are often confused which or what English to teach. They also report gaps in the relationship between the varieties they learned and are supposed to teach. According to Sifakis (2004), the non-native teachers were norm-bound and looked for the native-like standards. Although, researchers like Cogo & Dewey (2011) suggest that non-native speakers have emerged as the legitimate English users because of the rise of EIL and how the NNES teachers understand and receive the EIL norms are crucial since they are the leaders of expected pedagogical changes in such contexts. It is obvious that re-appraising the prevailing pedagogical practices “adhering to multilingual rather than the traditional monolingual orientation to communication” is needed.

Pennycook (1994) challenged EIL framework and the concepts of neutrality beyond historical borders of English as an international language. The colonial history of English language has led it to be politically situated language that could ensure economic invasion through worldwide ELT marketplaces, and it is not void of contemporary or historical ideologies. He criticizes WEs as apparently inclusionary by perpetuating ‘monolithic language ideologies’ at nationalistic level. These varieties have no intra-national variations and researchers investigate potential difficulties imposed on the non-

Anglophone academics by the “dominance of English in scientific publication and academic exchange” at the international level (Ferguson *et al.*, 2011). Reviewing the evidence of such linguistic disadvantages exposes that a majority of them feel disadvantaged in academic publication compared to the Anglophone scholars and possess complex and multidimensional attitudes regarding it.

5. METHODOLOGY

Quantitative methods are used to consider numbers to draw a conclusion about a proposed hypothesis and an objective scale of measurement helps to analyze a phenomenon, while qualitative methods explore the phenomena by gaining understanding about the participants’ values or beliefs etc. Considering the research problems and the direct nature of information needed, I have decided to use a single source of data since multiple sources could extend the research structure beyond the design with new data. It is a mixed method research consisting both quantitative and qualitative elements. Quantitative data reveal the extent of preferences for a standard variety while qualitative data expose the reasons supporting the choices. The focus is equally on ‘what’ and ‘why’ or ‘how’.

6. DATA COLLECTION AND ANALYSIS

A. Participants

The teacher respondents in this research were tertiary level EFL and ESL teachers ($n = 32$) working at colleges and universities in Dhaka. The student participants comprise EFL and ESL learners ($n = 172$) studying English either as major or minor subject at different universities in the same city. Although thirty five teachers were provided with the questionnaire link, three of them escaped responding to it without any clarification. On the other hand, twenty-nine of the two hundred student participants avoided responding to the questionnaire. Table 1 shows the gender and role characteristics of participants.

All of the participants were aware of the research problems in this research and had considerable amount of teaching or learning experiences. Fourteen of the teacher respondents work as EFL teacher at schools and colleges while rest of them (18 in number) work at universities as ESL teacher. Student participants include eighty-one ESL learners studying at the Department of English in Jagannath University, ninety one EFL learners studying at the Department of Mathematics in the University of Dhaka, and three other EFL learners studying English as minor at the University of Barisal, Rangamati Science & Technology University and Cumilla University. The participants responded to the survey at their conveniences and I sent the University of Toronto human research protocol to all of the respondents before distributing the questionnaire since I was studying at the university at that time and a small part of this research was presented at



GSRC (Graduate Students Research Conference) OISE, 2019.

I reached the participants on social media and sent the online survey questionnaire link via messenger to each of them individually requesting participation. All of them had been convinced that the purpose of the research was academic and the data would not be used for any other purposes or disclosed in any other contexts. The link was also posted in the student groups created by different batches of those departments on a social media. Hence, the total sample of the study was following:

TABLE I. TYPES OF PARTICIPANTS

	Student	Teacher
ESL	81	18
EFL	94	14
Male	131	21
Female	41	11

The study focuses both EFL and ESL contexts at higher education and respondents have been selected from both colleges and universities. Since the purpose was to explore teacher and learner perceptions about using dominant variety in ESL and EFL pedagogies, the sample includes both types of teachers and learners. However, two teachers and 33 students did not respond to the first open-ended question (No. 2) while 70 students ignored the second open-ended question (No. 8).



Figure 1. English language variety preference

Findings show dominance is evidently perceived since 65.6% teachers prefer British English while 28.1% of them opt for American English. Only 10% ESL teachers are ready to teach local varieties. Student respondents' likings are almost divided into two main Inner circle varieties (59.1% and 38.6%) as shown in Figure 1 with a greater preference for British English and fewer students (2.3%) prefer local varieties than the teachers.

B. Tools

An online questionnaire containing 6 multiple-choice questions (MCQs) and two open-ended options was sent on Google Forms. In addition, there was a section for participants' demographic information including teachers' name, working place, work experience, and e-mail address at the top of the questionnaire. Students were asked to write name, education institution and e-mail.

C. Analysis

Data collected for the inquiry have been analysed at two stages. At first, a reliability coefficient of questionnaire was determined using Alpha (Cronbach) model. The value of Cronbach alpha (α) 0.95 indicates a high degree of consistency with the responses. Later, the data was analysed manually using percentages and descriptions. Both the quantitative and qualitative data have been analysed. Participants responded to the MCQ questions about the varieties they prefer and cause of learner incompetence. In addition, participants' demographic information were sought out to categorize language learning contexts involved in the research. Next, quantitative data collected using MCQ questions have been analysed using percentages to figure out the pattern and type of preferences. Finally, the qualitative statements are explained to support the reasons of preferences and the recommendations proposed by the participants.

7. ANALYSIS OF FINDINGS

Question 1: Which variety of English language do you like to teach/learn?

Question 2: Should you aim to teach/learn any established or standard variety of English language instead of the local ones?



Figure 2. Standard or local variety of teaching/learning

In response to the second question 'Should you aim at teaching any established or standard variety instead of local Englishes?', as shown in Figure 2, a great majority of the teachers (84.4%) replied positive, whereas only 15.6% do not care for such dominant varieties. Almost all (92.9%) students believe in learning a standard variety of English, although 7.1% students intending to learn no particular variety are even fewer than the teachers accepting local English for pedagogical purposes.

Question 3: 'Why should you target a standard variety for the pedagogical purposes?'

There were two open-ended questions in the survey, one of which one was meant to extend the second research question, 'Should you aim to teach or learn any standard or established variety?' Teacher and student participants had different focuses in their responses, which expose different attitudes to standard variety and dissimilar approaches to local varieties. Students perceive a dominant variety as:

- Accurate, comprehensible, widely accepted and globally appreciated.
- Helpful to learn correct structures and pattern.
- Greater source of knowledge about language
- Ideal variety to learn for ESL learners and teachers.
- A good measure of competency, accuracy and value of a global citizen.
- Easy to follow and learn for wide exposure.
- Possess idiomatic and literary quality to be an authentic language.
- Meets the global diversity needs.

In spite of being easy to learn, more intelligible, and fluent than the other ones, too many local varieties are confusing for both speakers and listeners. Also, choosing a particular one is difficult for learners and teachers. The

most significant finding is using local varieties can relieve learners by reducing the verticality implied in learning English as a foreign language. Acquiring a foreign standard is difficult for the non-native learners while improving intelligibility and comprehensibility of local varieties should be considered in the local pedagogies. Besides, integrating local varieties by using daily life activities and sharing individual thoughts helps learners to connect target language needs, chosen strategies, and learning process into the learning context, as the student respondents report.

Teacher perceptions about necessity of a dominant variety also comprise two aspects. The participants rely absolutely on teaching standard variety that helps increasing accuracy, reduces ambiguity and prevents developing inter-language. Standard variety eases communicating people from different countries because it is more global and comprehensible than the local ones and thus, ensures uniformity, worldwide acceptance and international standard. It helps to increase learners' proficiency faster and improve reading the classics in that language. Teacher participants believe Standard English breeds all Englishes including its dialects and so, it has Received Pronunciation. On the other hand, local variety lacks authenticity and might confuse learners about the language itself. Knowing standard form before other varieties that might disrupt learning is essential, as the participants state in response to the question, "Why should/not you aim for learning a standard or established variety?"

Question 4: What do you expect in EFL/ESL learners' performances at the end of a language course?

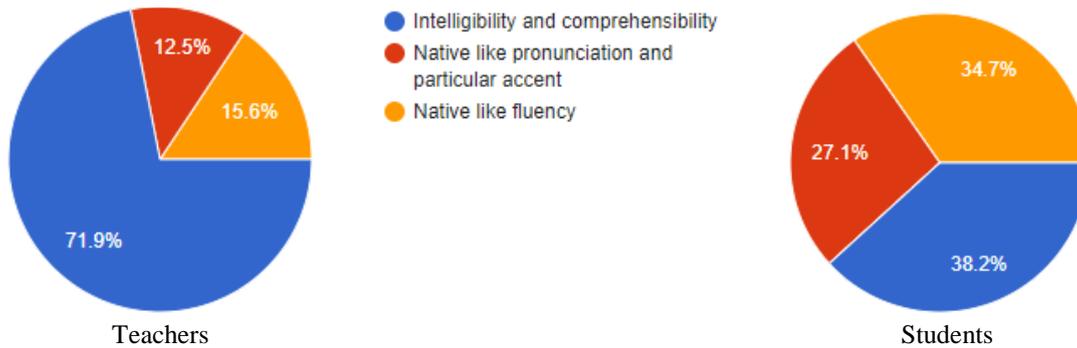


Figure 3. Learners' performance expectations

As illustrated in Figure 3, a large number of teachers (71.9%) focus on intelligibility and comprehensibility to report about their expectations in EFL/ESL student performances at the end of a course. 12.5% of them seek native-like pronunciation while a small group of 12.5% teachers wish the learners to have native like fluency. Students have different expectations about pedagogical outcomes and a few more than one third of the student

participants (38.2%) focus on intelligibility and comprehensibility. Obviously, more students (34.7% & 27.1%) than teachers aspire to acquire native like fluency, pronunciation and accents.

Question 5: Which one is a reason for ESL/EFL learners' perceived failure as communicatively competent?

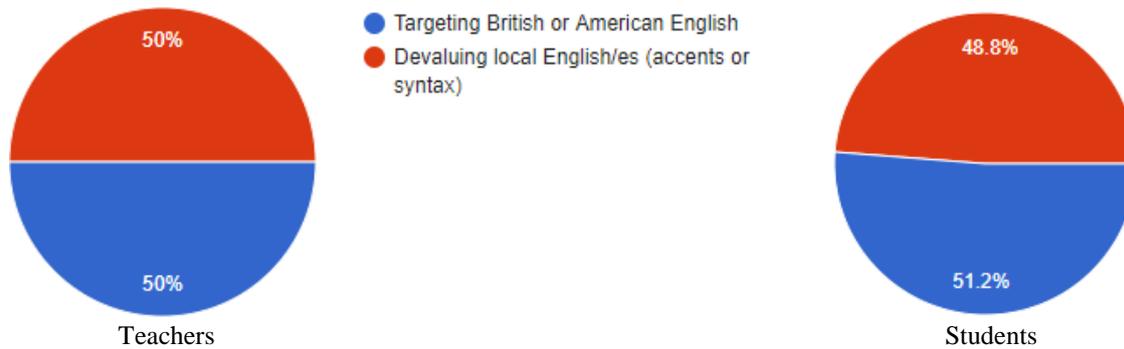


Figure 4. Reasons for perceptions of communicative competence or failure

To pick a reason, 51.2% students agreed that targeting British or American English is a potential reason for perceived ESL incompetence, which is comparable to the teacher (50%) opinion. Rest of the students (48.8%) and teachers (50%) chose devaluing local Englishes. More students than the teacher respondents are aware of devaluing local varieties. Since these items are not mutually exclusive, the whole finding infers considering the local varieties as pedagogical goals could ensure greater perceived success.

Question 6: How would you evaluate local English language varieties produced by the ESL/EFL learners?

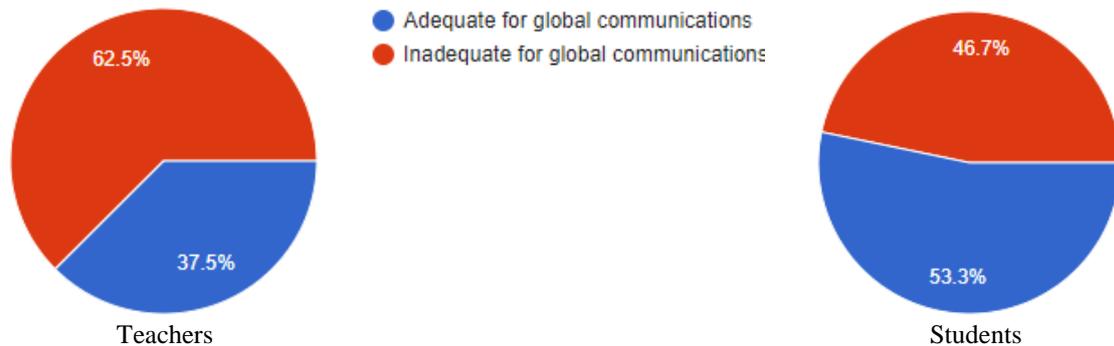


Figure 5. Evaluation of local English varieties

Participating students are divided into two almost equal groups (53.3% - 46.7% as shown in Figure 5) about perceiving own language competence as adequate or inadequate for communicating globally. Again, only 35% teachers acknowledge learners' competence is

disappointing while students show greater approval of the second language ability.

Question 7: Should teachers encourage and integrate local culture and varieties in ESL pedagogy?



Figure 6. Integration of local variety and culture in ESL pedagogy

Almost all or 96.8% of teachers believe integrating local culture and languages is positive and encouraging for communicative language teaching that the country has been implementing. Although, 62.5% of teachers responding to this research reject the English language variety used by Bangladeshi EFL/ESL learners as inadequate seems contradictory to the finding. As shown in Figure 6, only 11.3% student respondents denying local culture and varieties to be integrated into EIL pedagogy directly opposes the result that 92.9% students prefer any established variety over the local ones.

8. MINIMIZING THE EFFECTS OF 'DOMINANCE'

No doubt, major recommendations on reducing dominance effect in EIL pedagogy involve historical and political interventions of English language teaching. "Politics is one of the important means by which the curriculum is implemented" (Brown, 1995). Inner circle based curricula adopted in most EIL contexts completely exempts these concepts. An EIL curriculum should address "the colonial past and the postcolonial present" of English language and "the power inequality associated

with its history" (Skutnabb-Kangas, 2000; Tsuda, 1997). I believe critical language awareness among teachers and educators can increase the acceptance of "changes in forms, functions, and users" that is significant to understand positional identity and L1 interference among the linguistically diverse learners. Teachers need to consider the ownership issues and integrate the necessity, functions and contextual factors of learning English. Pennycook (1998) emphasizes the awareness of "potential power struggles associated with EIL" and "colonialist view of the world" often held by the learners devaluing own status in the international contexts. These peripheral positions are often irreversible, and non-native speakers are the permanent outsiders. However, the worldview of multiliteracy, culturally responsive pedagogy, multilingualism, and translanguaging that comprise critical pedagogy perspective is important to incorporate historical understanding, power inequity and political positioning. EIL teachers all over the world should practice critical pedagogies paving the way to perceive language dominance and exterminate the effect on ESL learners. Rose & Montakantiwong (2018) claim transforming EIL is often called an ideological fantasy



into a concrete practice requiring a carefully-prepared pedagogical environment capable of promoting rethinking about power positions. The basic principles for EIL pedagogy include change, autonomy and collaboration that need a supportive environment and reflective practices to nurture the growth. Teaching EIL is not an ideological effort and understanding the multiplicity in EIL, its varied contexts, and learner needs is crucial for learner success. As an ESL learner and teacher I argue any particular ESL/EFL context itself influences both the language and pedagogies. Learner beliefs about language and learning can change indifferent contexts as well (Naghdipour, 2014). Therefore, EIL is not an ideology or fantasy, instead a reality to be acknowledged, as stated by Matsuda (2018).

Many implications have been proposed to address perceptions of 'dominance' in native speakers' English in SLA contexts, which include increasing linguistic flexibility among ESL learners through the exposure to a range of English varieties, teaching global communications, integrating the varieties originated in local contexts, etc. Localized model is more relevant and significant regarding culture, politics and linguistics to both teachers and learners of any context than a native-speaker model. It can encourage learners' ownership in English language learning through the close link to life and living and enables them to share own culture and values with the international audience (McKay, 2010). In spite of much enthusiasm to promote local English varieties, there are some concerns about appropriateness of having local varieties as pedagogical models in the contexts where English has restricted presence and has not yet developed into a legitimate variety (Bruthiaux, 2010). Matsuda (2018) recommended some philosophical concepts involving EIL politics. Increased awareness of different varieties, exposure to diverse users, wider knowledge of English-speaking cultures, taking EIL ownership, using culturally representative materials, designing assessment on communicative effectiveness, incorporating World Englishes in teacher education, etc. can widen teachers' outlook for effective pedagogy. Masoumpanah & Zare (2014) investigated Iranian teachers' perceived professional competence and identities often measured in native-like proficiency, and suggest teachers should not see themselves as "native speakers' agent" to fulfill the national demand of international intelligibility. This scale of professional competence can raise NNEST teachers' self-esteem and change pedagogical manner to increase learners' perceived comprehensibility.

The research participants had a number of specific suggestions on how to integrate local culture into EFL/ESL pedagogies to facilitate communicative competence, which include:

- Providing easy and interesting topic for writing and speaking relating learners' own culture.

- Encouraging free speaking and writing considering fluency on any topic he/she likes.
- Linking local varieties to a native variety.
- Creating familiar atmosphere in ESL classrooms by integrating local culture.
- Creating environment to acquire English using daily experiences can ease and smooth pedagogical processes.
- Making learners aware of comprehensibility and intelligibility using local role plays through exposing them to different local varieties including outer circle and expanding circles.
- Using familiar context and cultural text as examples.
- Utilizing co-curricular activities like drama and games could lower the filter and make learners feel free to use the local varieties in not-academic contexts.
- Inspiring communication beyond the rigorous concepts and adapt into more practical uses. Locally written or translated literature and texts can be used to naturalize the local varieties in EIL pedagogies.
- Focusing the idea that language is a tool and this is achievable. They can integrate local experiences, anecdotes and cultural artifacts and bring cross-cultural references to show the divergences and the way of using diversity to learn the language skills.
- Creating an environment suitable to employ local varieties and culture.
- Learning local varieties helps to explore how learners' social status, gender, culture and regions create language differences.
- Planning lesson around topics from local culture.
- Including local literature and other art forms in classroom activities.
- Raising student awareness about mixing varieties and making autonomous choices.
- Encouraging students to accept the local influences over target language production.
- Motivating to use local varieties and reduce the hegemonic status of English among the learners and teachers.

Since difficulties involved in acquiring a decontextualized 'standard' variety often demotivate EFL/ESL learners, an "appropriate, acceptable and intelligible" variety that involves social appropriateness, grammar, and effective communications can effectively replace the international forms of EIL (Smith, 2015). That is what EFL/ESL teachers in a non-native context aspire to achieve in the classrooms and create many expanding circle varieties by engaging EIL in its contextual forms.



9. DISCUSSION AND CONCLUSION

A brief review of the research findings reveals that neither teachers nor learners recognize the outer circle varieties for pedagogical purposes, which confirms dominance of standard varieties in EIL. Data are conflicting with inter-variable complexities, such as 84.4% teachers target a dominant variety while 71.9% of them seek only intelligibility and comprehensibility at the end of a course. Another significant finding is teachers are more conscious of identity, accuracy, acceptance and global standard while students are concerned with learning content, acquisition process and learning opportunity in a second language variety. Hence, the confusion about what to teach and setting unrealistic learning goals are obvious here. Overall, the ESL learners and teachers trust in a standard variety for worldwide communication although both the groups acknowledge the necessity of integrating local varieties and cultures into the EIL pedagogies. Since more teachers and learners prefer targeting a standard variety as a barrier to perceived competence than devaluing local cultures, some well-thought-out pedagogical interventions can essentially be helpful for them.

However, more teacher dissatisfaction than student satisfaction with competence indicates a considerable gap between perceived teaching and learning objectives. This should be mediated and reduced by fixing achievable learning target and incorporating local language elements into lesson and assessment material. Importance of linguistically and culturally diverse learners' freedom of choosing own topics for writing or speaking have also been emphasized by the student participants. Local students and teachers need to set more realistic pedagogical aims and objectives in practices. Since both acceptance and learning difficulty are issues in EIL pedagogies, native teachers and global community's acceptance of non-standard English in social and academic settings is also significant.

Despite extensive research literature on EIL pedagogy, very few of the articles directly focus the concepts of dominance in EIL and many of those are conceptual analyses. The complexity I find in the pedagogical choices and implicational strategies among EIL teachers and learners absolutely suggests the necessity of further field research on these specific aspects of dominance interference in EIL, which could generate more detailed features of 'why and how is it' as well as 'how to minimize' the effect. Norton (2010) states some unequal identity position can 'limit and restrict' learners' power to use language, and examining power positions of both learners and languages is important in EIL. How do learners perceive the value of first languages compared to the targeted ones and how they negotiate own identity in a target language community is crucial for learners' investment in language learning. My lived experiences of negotiating language and speaker identity both as an ESL learner and teacher as well as my EFL students' desire to

'communicate foreigners to be fluent like native speakers' (Saha & Talukder, 2008) have inspired me to investigate the reasons and ways of empowering non-native speakers. Empowerment through integrating local cultures and varieties into L2 pedagogies can also promote understanding the purpose and possibility hidden in communicative language teaching in the non-native English teaching contexts. Since "English learning is both about language and being a competent and valued social member" (Norton, 2010) and gaining 'legitimacy' as a competent and valued social being is never only a matter of L2 competence (Amble, 2016), endorsing some authority can motivate to succeed.

Since findings in this research show a considerable gap between teacher and learner perceptions and teachers seem to be more resisting to accept local varieties than learners, a further research on how to minimize these attitudinal gaps and the way of training teachers to incorporate local varieties is essential. The data can be richer and more reliable with larger sample and multiple source of eliciting data. Including native-teacher views about accepting non-standardized English language in a native context would complete the picture of pedagogical interferences of dominant varieties. Therefore, further research with different age groups, other populations, or contexts can produce different results. In addition, the survey was conducted using a researcher-developed questionnaire that might not capture the respondents' true perceptions and beliefs about dominant variety. Some participants might be confused or misunderstand any items and thus, could produce faulty data. So, the qualitative approaches like interviews, observations or case studies would elicit more detailed and accurate data on teacher and learner attitudes to standard and local varieties of English language.

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