ENGLISH AS AN INTERNATIONAL LANGUAGE: PERSPECTIVES FROM INSTRUCTORS IN A MAINSTREAM ENGLISH CLASS

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Abstract

English as an international language (EIL) has mainly been addressed by non-native world Englishes scholars to non-native English students. Studies on explicit instruction of EIL that emphasizes plurality of the language and culture, and communicative strategies toward different speakers have rarely been conducted in mainstream classes where the majority of the students are native speakers. This preliminary study, inspired by Smith's (1983) idea that EIL concepts be taught to everyone, including native speakers, investigates perceptions of instructors at Purdue University, who are mainly English native speakers and teach a course on speech communication (COM 114) to mainly native-speaker students. Together with analyses of the course textbook and course requirements, two multiple-choice questionnaires regarding perceptions on the English language and incorporation of EIL concepts in their COM 114 class were employed in this study. The results showed that the instructors were fairly receptive to EIL concepts and incorporated them when teaching at different extents, except for the concept of cultural norms, saw importance of communicative strategies and accepted other English varieties as long as intelligibility is ensured. The textbook was found to not embrace EIL concepts, while the course requirements showed small evidence of EIL concepts.

Introduction: A Brief History of English as an International Language

In 1975, Bowen approximated the number of English users to just exceed 600 millions. Half of this number were native speakers and the other half were non-native users of English (as cited in Strevens, 1980). This observation coincided with Smith's (1976) exploration of the concept of English as an international language, which at that time he referred to as English as an international auxiliary language (EIAL). With the words *international* and *auxiliary*, Smith was referring to the use of English for international communication and for intranational communication among people who do not share the same first language. In this seminal work, Smith proposed that EIAL belongs to the world and users of every nation, thus stripping native speakers off the ownership of the language. Along with the change in the ownership, Smith asserted that the language does not necessarily serve "the culture of a country whose principal language is English in order for one to use it effectively" (p. 39). Tolerance and exposure to different varieties of English were also proposed by him. In the classroom setting, tolerance would be achieved by exposure, under guidance of the teachers, to the idea that difference exists and that students should accept diversity rather than be upset by it. He also stressed that a speaker of EIAL needs to ensure intelligibility. He asserted that users need to take this position: "[i]t is 'our' English and it should have our tone, color, and quality but it is also 'theirs' and should be understandable to all" (p.42). The balance between *ours* and *theirs* is interpreted as the balance between the speaker's identity (ours) through unique accent, vocabulary, grammar and discourse style among others; and international intelligibility (theirs).

After Smith (1976), many other scholars such as Hardin (1979) and Strevens (1980) addressed the internationality of

English. Hardin employed the term English as a language of international communication (ELIC) calling for standards of international intelligibility and acceptability. Mollin (2007) later pointed out that such standards are hard to define since English used as a lingua franca is ever-changing (as cited in Park & Wee, 2011). Strevens (1980), a pioneer in providing perspectives on teaching English as an international language (TEIL), put forth the idea that a native-speaker model is appropriate to be taught in EFL countries, that a nativized form is the most suitable model for teaching English in ESL countries, and that in fact is even more suitable than a native speaker model. His ideas towards teaching correspond to the widely known concepts of norm-dependent and norm-developing countries in world Englishes (WEs) studies nowadays. As for intelligibility, Strevens asserted that the more education a student receives, the more widely intelligible in English he should be. However, he did not provide clear guidelines of how those students can achieve standards of international intelligibility. Perhaps, balancing identity and intelligibility as proposed by Smith above is one guideline that could help the students achieve such standards.

Literature Review: EIL Literatures after the Millennium

At the turn of the new millennium, the ratio of native speakers to non-native speakers was around 1 to 3. Graddol (1997) estimated that users of English were approximately 1,500 millions, of which 375 million were native speakers, another 375 million ESL speakers, and 750 million EFL speakers. With a drastic increase of EFL speakers, English as an international language (EIL) has been discussed more extensively in WEs scholarship. All the core concepts of EIL addressed by Smith (1976)--the shift in the ownership of the language, culture that is not necessarily bound to the ENL countries, tolerance and exposure to different varieties, and balancing intelligibility and

identity--are still embraced by many EIL scholars such as McKay (2002), Sharifian (2009), and Kirkpatrick (2007). *Intelligibility* has been described more in detail and emphasis is on mutual intelligibility between EIL speakers through such communicative strategies as negotiation of meaning (Kirpatrick, 2007; Berns, 2008). Those strategies include deriving meaning from context, asking for clarification, using non-verbal communication to aid verbal communication, displaying cultural sensitivity, and avoiding culturally specific expressions (Matsuda & Friedrich, 2011).

There have also been attempts to compile a corpus of English that is used as an international language. Jenkins' (2000) Lingua Franca Core and Seidlhofer's (2004) ELF lexicogrammatical features account for phonological and lexicogrammatical features of English as a lingua franca (ELF), which is an interchangeable term for EIL. However, when it comes to teaching English as an international language, such features are not of interest as they always change depending on interlocutors and contexts of the discourse. What is more interesting than the linguistic features is how people communicate effectively, how to change attitude of the students, both non-native and native speakers, to accept the differences. That also goes back to communicative strategies, exposure and tolerance to such Englishes.

TEIL: A focus on the expanding circle

According to the figures of English users cited above, English users in EFL countries account for half of the total English users in the world and this percentage increase will only be more rapid in the future as the term *Expanding Circle* implies. Thus when it comes to using English as an international language, many people imagine an interaction with EFL speakers' involvement. In fact, many ELF scholars typically have EFL

speakers as the majority of the subjects in their research. Seidlhofer, the director of VOICE project, which is a compilation of spoken ELF corpus, included 90% of her data from non-native speaker interactions in an ELF context and only 10% from native speakers' ("Vienna-Oxford International Corpus of English"). Jenkins' (2000) Lingua Franca Core was also compiled from classroom and social-setting interactions of ELF users, the majority of whom were non-native speakers.

As seen from both the demographic information and the scholarship, non-native speakers, especially from the Expanding Circle, play a major role in EIL. Thus, teaching English as an international language (TEIL) usually takes place in a non-native context. In Japan, there is School of World Englishes at Chukyo University that offers both graduate programs and English courses for non-major students that incorporate the concepts of world Englishes ("Chukyo University"). In Thailand, at least four universities offer graduate programs in EIL. Two EIL programs that I am familiar with are offered by Chulalongkorn University and Shinawatra University which altogether annually produce approximately 20 graduates who specialize in EIL. Almost all of them are English teachers who can use EIL concepts in their English class in Thailand (Laoriandee, 2011). Even though a number of universities in ENL countries offer courses in world Englishes or even some universities in England such as University of Leeds, and University of London offer a master's degree in world Englishes; most of the students are non-native speakers.

Rationale and Purposes of the Study

We can see from the previous section that the concepts of EIL are not totally disseminated to the mainstream English class in ENL countries. However, many scholars propose EIL be taught to everyone, not only non-native speakers. Smith (1983)

compared the teaching of ESOL and EIL (Appendix 1) and showed that, unlike the teaching of EFL and ESL, subcategories of ESOL, EIL is taught to both native and non-native speakers because both are users of EIL, be they an L2 speaker interacting with another L2 speaker, an L2 speaker with an L1 speaker, or an L1 speaker with another L1 user. That is, EIL is the only English that includes native speakers as students. Mollin (2006) argued that a combination of a training in communicative strategies for lingua franca communication, Jenkins' core phonology, as well as avoidance of difficult structures and infrequent words "could and should also be given to native speakers" (p.54). But in reality, are native-speaker students usually taught EIL?

This study explores this very question. It does so in the context of a class taught in English to undergraduates at Purdue University, a large research university in the United States. The objective was to investigate whether the instructors in a course focused on communication and not tailored to non-native speakers incorporated EIL concepts as described above. However, since the population of the United States is comprised of people from many countries around the world, it was recognized that locating a class where all the students are only native speakers might be hard. This objective was also a challenge because Purdue has the second highest enrollment of international students in the US, many of whom are undergraduate students.

After considering two courses required of first year undergraduates regardless of language background -- English 106: First-Year Composition and Communication 114 (COM 114): Fundamentals of Speech Communication, I decided to work with instructors in the communication course, a mainstream course that can be a good source for dissemination of EIL concepts at Purdue University. As EIL always concerns spoken language and mutual intelligibility among the speakers, the course could be a

good place for incorporation of such EIL concepts as utilizing communicative strategies to maintain mutual intelligibility, promoting tolerance and exposure to other varieties of English, introducing cultures of non-native speakers, and facilitating other speakers by avoiding unilateral idiomaticity such as slangs, idioms and phrasal verbs. I assumed that understandings of the course and its instructors would exemplify the role of EIL, as addressed by Smith (1983), in English mainstream classes that are normally taught by native-speaker instructors to mainly native-speaker students.

The larger research issue of concern--that is, are native-speaker students usually taught EIL?--was approached with three specific purposes in mind:

1. To investigate traces of EIL in the course materials and assignments of COM 114, which is a mainstream English course at Purdue University;

2. To understand perceptions of COM 114 instructors toward English, and the extent of their understandings of EIL; and

3. To look into implementations of EIL concepts in the teaching of COM 114 instructors.

Methodology

To investigate the traces of EIL in Com 114, I focused on the instructors. I did this based on the views of McKay (2002), who emphasized plausibility of the teachers in adjusting their class to match the students as they are key in navigating the class, and Matsuda (2009), who asserted that teachers have considerable impact on the students and the society in disseminating the concepts of EIL to the society. Thus, perspectives of COM 114 instructors on English could be important as their actions could indicate the extent of EIL concepts in the course. However, before looking at the

instructors' perspectives, I also examined the course required textbook and course requirements to see whether they also show application of EIL concepts.

Textbook Analysis

The common required textbook *Effective Presentations* (2011) published by Cengage for COM 114 is written by Americans for an American audience. Overall, it does not incorporate EIL in terms of diversity of culture and linguistic varieties. The book provides detailed guidelines for effective presentations that cover different types of presentational speaking, how to analyze audience, how to organize a speech, presentation aids and presenting online. The book is not really cultural sensitive in many aspects. For example, in the section of Demographic Audience Analysis, which introduces geographical location as one factor that a presenter needs to consider, examples of people from different regions only in the United States are given. The section does not account for people from different countries and cultures. Cultural insensitivity is also evident in the section of Qualities of a Good Topic. Only qualities related to interests, significance, currency, appropriateness, and researchability are addressed. Again, culture is not taken into account at all. In the section of Persuasive Presentation, the textbook author suggests that this type of presentation concerns "a question of value [that] involves the audience's attitudes on a particular topic" (p. 229). Values concerning humanity, ethics, and politics are used as examples. However, the absence of cultural values in this section implies that the book is not culturally sensitive.

Apart from the lack of cultural diversity, which is one of the core concepts of EIL, the textbook also lacks awareness or acknowledgment of the range of linguistic variation allowable for mutual intelligibility. Under the section of Delivering the

Presentation, the book lists commonly mispronounced words. However, many words listed actually do not violate Jenkins' Lingua Franca Core. For example, the textbook prescribes that athlete be pronounced as ATH-leet and not as ATH-a-leet. The latter is incorrect because it inserts a schwa between the two syllables. An example of schwa deletion is also included. The word *comfortable* is to be pronounced COM-fort-a-ble, not COMF-ta-ble, which drops the schwa of the third syllable. However, such vowel elision and insertion are non-core features in Jenkins inventory (2006). That means these features are not important and usually do not impede intelligibility. Vowel quality is also a non-core feature that the textbook uses to differentiate correct and incorrect pronunciation. An example is TOW-ward with an /o/ as the first vowel versus the incorrect TOR-ward with an /ɔ/ even though the two vowels are adjacent in terms of height, and very close in terms of vowel roundness and backness.

In spite of the cultural insensitivity and linguistic intolerance found, the textbook does seem to be aware of international audience. This is seen in the feature *Points to Be Aware of* which makes the following recommendations when the audience are non-native speakers: clear articulation; slower speech rate; avoidance of idiomatic expressions; and awareness of cultural differences in terms of connotations of colors, gestures and humor. Here we can see some awareness of cultures and intelligibility. Asking for repetition as a strategy in the Q&A section of the book is also proposed which is in line with the concept of negotiation of meaning for mutual intelligibility of EIL.

Course requirements

Two main parts of COM 114 course requirements appear to promote EIL principles: self-initiative presentation topics and outside communication activity. All students are required to give four presentations, and the topics are initiated by the students.

As long as the students select appropriate topics according to the guidelines in the book (e.g. researchable, fresh, appealing to the presenter and audience), the instructor will approve their topics-- even a topic closely related to the culture of the students. As for the outside communication activity, students are to choose either to participate in a research study in the School of Communication or to provide feedback as an audience member during a presentation given by a graduate student who is preparing to be an international teaching assistant (ITA) at Purdue University. The presentation is part of a course on oral communication expressly for ITAs. An instructor who teaches both COM 114 and the oral communication class (ENGL 620) reports that the students choose both options approximately evenly. Students are required to participate about 2-3 times, 50 minutes each for the ENGL 620 option. For the research option, the number of sessions required depends on the research study the students participate in. Usually, each session lasts between 30 minutes to one hour (Mark Haugen, personal communication, Dec. 1, 2011). Looking into the School of Communication website on the page regarding the research studies, I found that none of them are directly related to language topics. It is not clear if participating in one of the research will promote more understanding of EIL concepts to the students. However, the ENGL 620 option shows a clear relationship to the EIL concept of exposure to different varieties. After the students listen to ITA presentations, they are urged to ask questions. By joining this activity, they learn how to negotiate for meaning in the Q&A sessions. Also, they have opportunities to reflect upon the ITA's varieties and consider whether or not they are intelligible for them.

It seems that EIL concepts are reflected more in the course requirements through open topics of presentations and in giving feedback in ENGL 620. The students have some chances to be

exposed to different varieties of English and speakers of various cultural backgrounds, and to negotiate meaning to achieve mutual intelligibility. Still, even though there are parts related to international audience and the communicative strategy of asking for repetition in the textbook, the majority of the contents do not reflect the principles of EIL that relate to cultural sensitivity and tolerance to linguistic differences. Given the results of this analysis of the course textbook and requirements, only the instructor is left to be considered. This will be discussed in the next section.

Instructors

As the key factor in determining the direction of the class, the next question to explore was: Do the instructors of COM 114 direct the class toward EIL or away from it? To get a picture of the perspectives of the instructors on EIL, I administered a survey via email. Personal emails requesting survey participation were sent to all 68 COM 114 instructors. The instructors were mainly graduate teaching assistants who studied for an M.A. and a Ph.D. in the School of Communication at Purdue University. A few were from other schools, such as the School of Education. This demographic information implies that the instructors were sensitive to language.

The survey was comprised of two questionnaires with 18 multiple choice items altogether (see Appendices 2 and 3). The first questionnaire pertained to perspectives on English, and the second questionnaire concerned implementation of EIL concepts in their COM 114 class. Thus, the survey aimed at eliciting answers from both the points of view of a language user and a COM 114 instructor. Every item was accompanied with a comment box for the participating instructors if they wanted to elaborate on the answers. The survey was conducted during 10 November 2011 to 16 November 2011. Eighteen instructors

returned the first questionnaire and thirteen instructors returned the second questionnaire.

In the following presentation of results, it is important to keep in mind that certain questions could have been skipped or answered more than once, and this resulted in varying numbers of answers given on the questionnaire.

Results
The Questionnaire on perceptions on English

It seems that in general, the informants' perceptions on English are in line with those of EIL scholars. The 10-item questionnaire can be divided into five themes related to EIL concepts of the ownership of the language, linguistic and cultural norms, communicative strategies, exposure, and intelligibility.

Ownership (question 1)

1. Who owns the English language?


NSs (1)
NNSs (0)
Users (6)
Nobody (11)
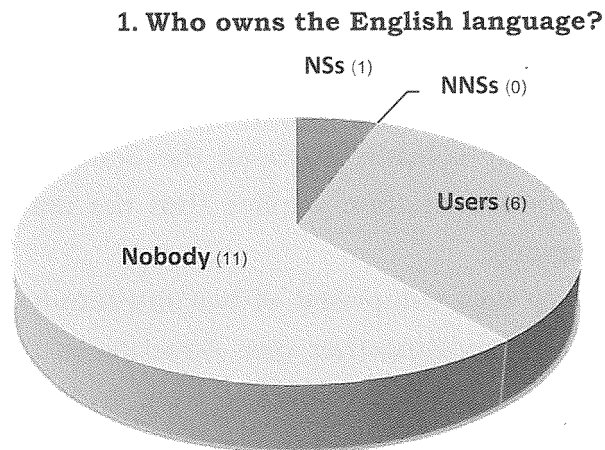
Interestingly, though most of the informants were native speakers of English, only one believed that English is owned by the native speakers. The majority believed that the language is not owned by anyone. The majority of the informants' responses are in line with McKay's (2002) statement that "the ownership of

an international language becomes de-nationalized" (p.12). However, 11 of them chose not to view the language as a possession that can be owned, as one of the informant commented, "a person cannot 'own' a language." This view contrasts with Smith's (1976) assertion that "English belongs to the world and every nation which uses it does so with different tone, color, and quality" (p.39).

Linguistic and cultural norms (questions 2, 3, 4 and 7)

**2. What variety of English should English speakers use?**
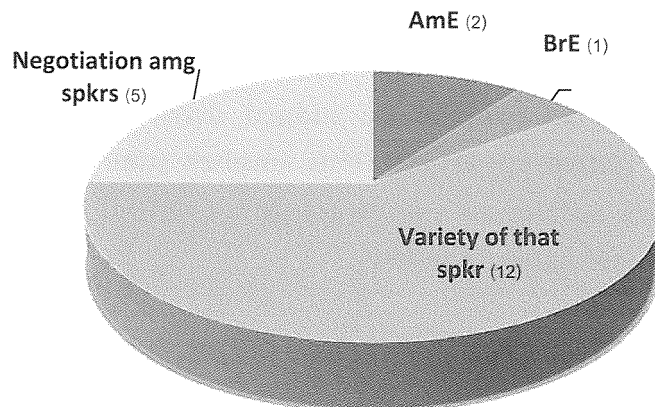
Three questions in this questionnaire were related to linguistic norms. The pie chart above illustrates that only 3 responses adhered to ENL norms. Twelve out of 20 believed in plurality of the language and in the variety of the speakers. Only five believed in the dynamics of the language, that is, English changes according to interlocutors. The view that ENL norms are unnecessarily desirable is reinforced by the answers to question 4. More than half (11 out of 17 informants) either disagreed or strongly disagreed with the statement: "The accent of native speakers is the most desirable one." Only four of them agreed with it, with no one strongly agreeing. Similarly, the views on plurality of the language, as clearly illustrated in this pie chart, is

also in line with the answers to the questions about tolerance towards other varieties in question 7. Ten out of 18 indicated intolerance of views that are intolerant toward other varieties by answering *strongly disagree*. Also, no one strongly agreed with such linguistic chauvinism as defined in question 7.

As for cultural norms addressed in question 3, surprisingly, 8 out of 17 informants agreed that all English users should follow such native speaker cultural norms as ways of greeting and showing condolences. This view contrasts with those of some EIL scholars such as McKay (2002) who clearly stated that "its [EIL] learners do not need to internalize the cultural norms of native speakers of that language" (p. 12). One comment from an instructor on this item read, "English users should expect their behavior to be judged according to the cultural norms of native speakers." This implies that in the real world people still adhere to native-speaker cultural norms which all language users should follow.

## Communicative strategies (questions 5, 6 and 9)

6. I use slangs, idioms, and phrasal verbs when using English with non-native speakers.
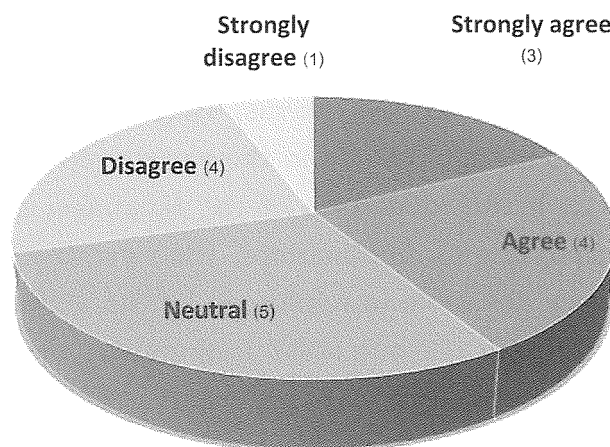
In general, there were no extreme opinions toward this item on using idioms with non-native speakers. Opposite to what Seidlhofer (2004) proposed that unilateral idiomaticity should not be used among ELF speakers, 7 out of 17 informants agreed or strongly agreed with using it. Also, 8 out of 18 informants either agreed or strongly agreed that they used the same English to non-native speakers in terms of grammar, vocabulary and speed (question 5). The answers to questions 5 and 6 imply that speakers might not be aware of the importance of accommodating their interlocutors by adjusting their language and might not be aware of the communication problems that can occur from the use of idioms and the speed of their English. Although they seem not to be aware of the need to accommodate their interlocutors, when it comes to such proactive communicative strategies as asking for clarification to negotiate meaning (question 9), almost all informants saw importance of the negotiation. Nobody disagreed or strongly disagreed with this question.

Exposure (question 8)

8. Exposure to different varieties of English is important for users of English
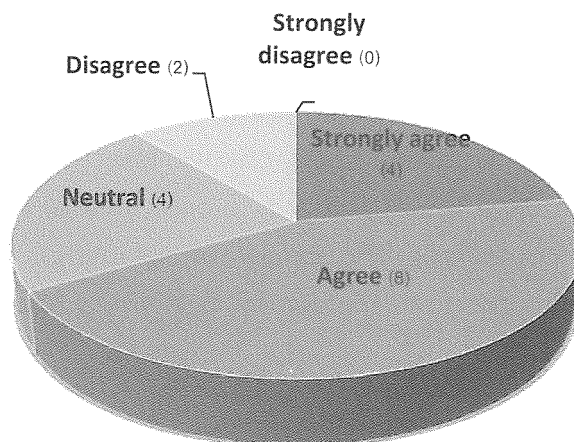
As for exposure to different varieties, 12 out of 18 agreed or strongly agreed that exposure to different varieties of English is important. Only 2 informants disagreed. However, no comments were given to clarify their answers to this question.

Intelligibility (question 10)

10. Balancing both identity of the speaker and intelligibility of the communication is important when using English
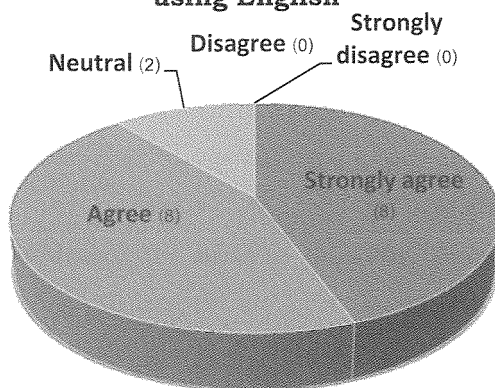

Answers to this question were unanimous. No one disagreed or strongly disagreed with the fact that balancing identity and intelligibility is important. However, one instructor's comment suggests giving more importance to intelligibility over local identity: "without understanding, communication efforts fail." This comment brings to mind Jenkins' (2006) proposal that using the core features helps ensure international intelligibility (p.38). As mutual intelligibility is a core idea of EIL, salient to its success is controlling the extent of sociolinguistic appropriacy and the non-core features for local identity that might impede intelligibility.

The Questionnaire on Implementation of EIL Concepts

The other questionnaire investigated the role of the informant as an instructor. Sometimes being aware and having understanding of EIL concepts does not ensure that the instructors will implement the concepts in their class. Laoriandee (2011) studied understandings of instructors and students of EIL graduate programs in Thailand. He found that even though instructors and students who are English teachers themselves generally have good understandings of EIL, when it comes to implementations, there are many factors such as time constraints, and objectives of class teaching that impede them from applying EIL concepts to their classes. With this concern, the questionnaire was designed to help clarify if COM 114 instructor's understandings of EIL are applied to their class.
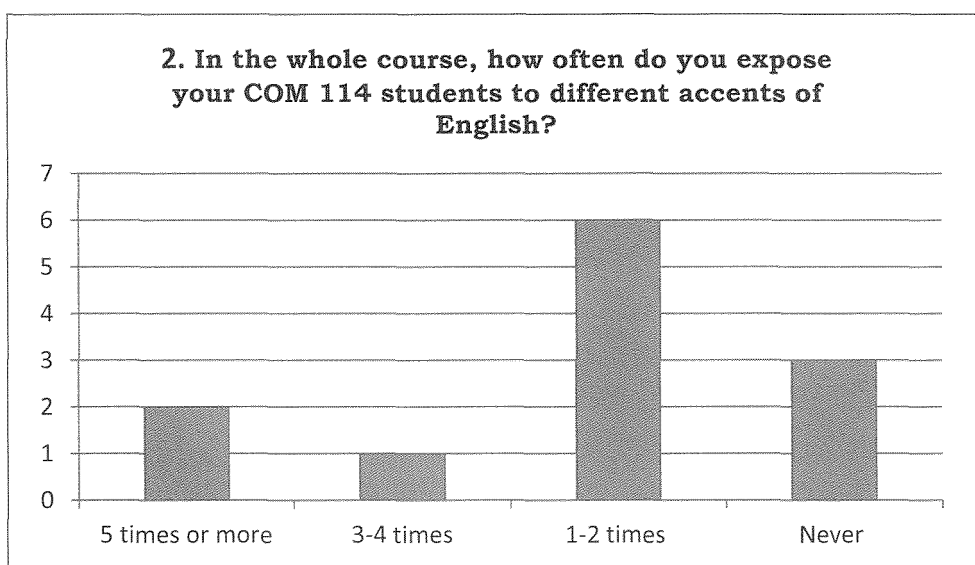
Instructor (question 1)

1. Who could be a better English teacher?

A native speaker
(5)

A non-native bilingual speaker
(8)
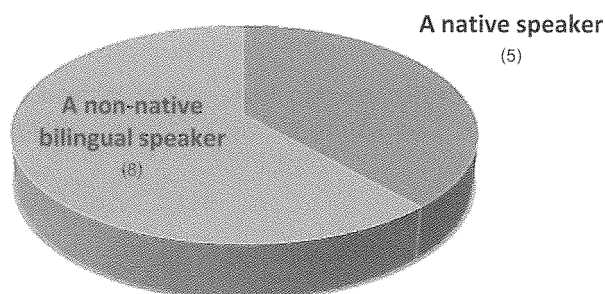
The question on who could be the better English instructor received many comments. Although the question asked only about nativeness, many noted there are myriad of variables other than nativeness of an English teacher. One commented that quality of an English teacher depends on training, education and skills of the individual. Another said, "Both bring different

characteristics to the position that could be beneficial. One is not inherently better than another." Still, the final results were that COM 114 instructor participants preferred non-native bilingual instructors. Advantages of bilingualism of non-native instructors have been discussed in many EIL literatures. Medgyes (1992, as cited in McKay, 2002) listed six advantages of non-native English teachers that they can be models of successful learners, and more effectively teach learning strategies as they used to be successful learners themselves. They can anticipate language difficulties and be more empathetic to the problems and needs of the learners. As they learned the language consciously, they tend to be able to explain grammatical rules better; and in case of sharing the same L1 of the students, they can benefit from using L1 with the students. Kirkpatrick (2007) also saw importance of multilingualism of EIL instructors. Knowing more languages also implies knowing more cultures that will be beneficial to an EIL class where diverse cultures are important.

Exposure (question 2)

2. In the whole course, how often do you expose your COM 114 students to different accents of English?

In the first questionnaire, which addressed the instructors as language users, many saw importance of exposure to different language varieties. However, when asked about introducing their students to different accents, they claimed to not do this often. Despite the fact that they can also supplement the main textbook with their own materials to compensate for the lack of exposure to different varieties (Mark Haugen, personal communication, Dec. 1, 2011), 3 out of 12 informants have never used materials that expose the students to other varieties. An informant provided comments that since her class comprises at least four very distinct accents of English, there is no need to introduce more. Another was not sure if exposure is necessary as it is "not a pedagogical priority of the course."

Communicative strategies (question 3)

3. In the whole course, how often do you teach or stress communicative strategies to your COM 114 students?
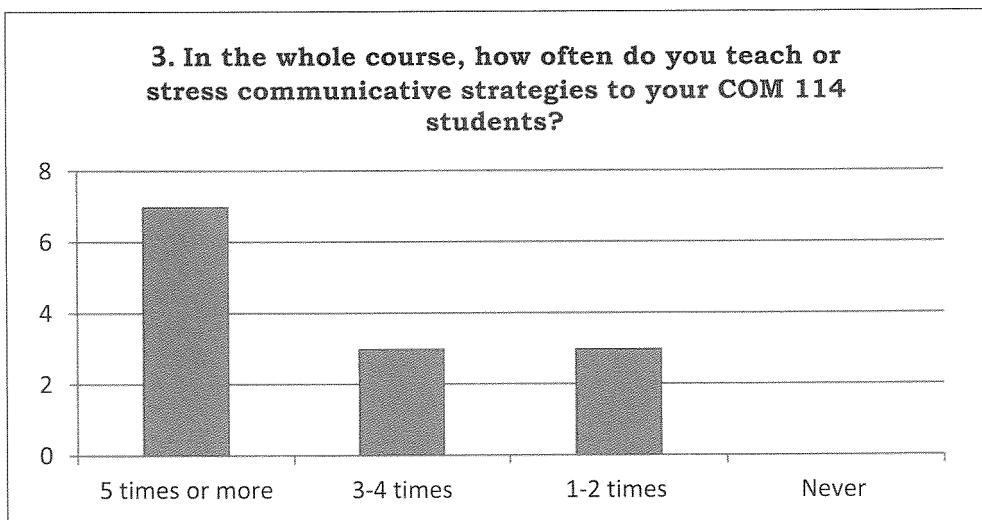
As for incorporating communicative strategies in their lessons, the results were more impressive than the previous question on exposure. Just above half of the informants stressed such strategies as using non-verbal communication strategies five times or over to the students throughout the course.

However, two comments illustrated constraints of introducing some strategies such as asking for clarification in the course; one such constraint is that the course is not about interpersonal communication. Their opinions in seeing importance of communicative strategies are in line with their answers to question 9 in the first questionnaire that showed that almost every informant agreed that negotiation of meaning is salient to English communication.

**Different cultural elements (question 4)**
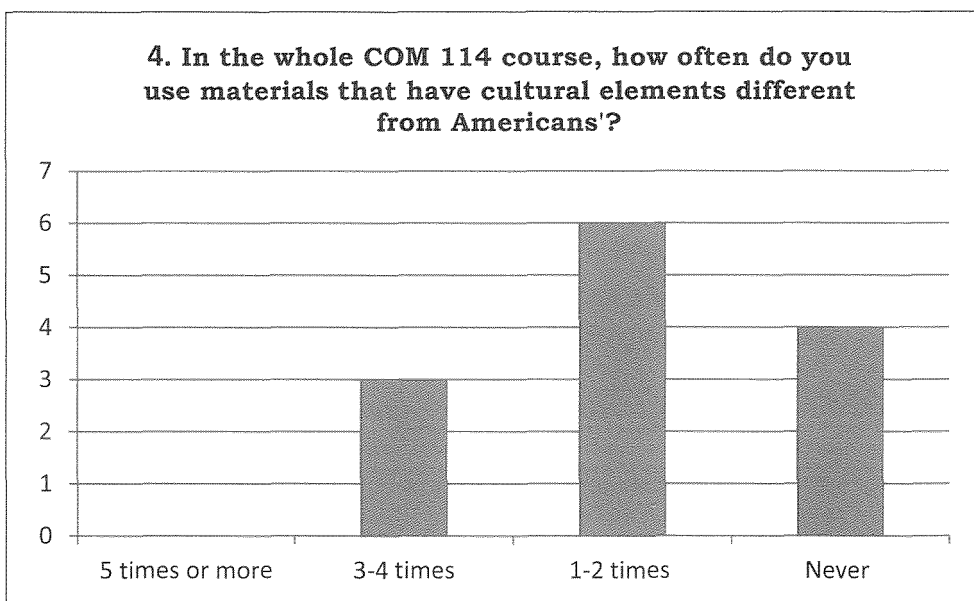
Presumably, since in the first questionnaire almost half of the informants agreed that English users should follow cultural norms of native speakers, the responses to the question on their actual use of materials with elements of non-American culture do not really show that COM 114 instructors incorporate culture of other English speakers in their class. One informant commented that incorporating other cultures than an American's "is not a pedagogical priority of the course." Only one instructor

commented that she asked her international students to talk about their culture while she introduced Georgian's culture of toasting.

Intelligibility (question 7)

7. When assessing my COM 114 students' presentations/ speeches, I give more weight to intelligibility than to correct grammar/ pronunciation.
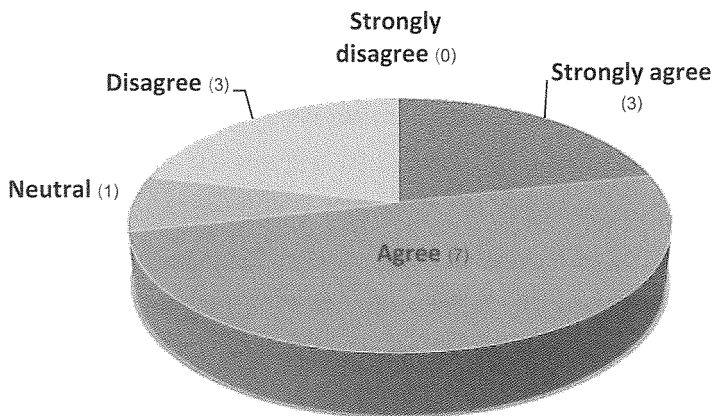
The answers to the inquiring about the weighting of intelligibility over grammatical accuracy showed how importance of intelligibility over correct forms was perceived by the instructor participants. Only 3 instructors out of 14 adhered to correct grammar and pronunciation rather than intelligibility. The answers also went in the same direction as the question pertaining to balancing identity to retain intelligibility in the first questionnaire. All three comments also supported the fact that intelligibility is the most salient thing in public speaking. One comment read, "Given that the focus is on public speaking, if you can't understand the speaker, the point is lost." Another comment pointed out that different communication modes have different degrees of requirements on form. Grammar has more important role in written communication such as outlines of speeches.

Discussion

In COM 114, where most of the instructors and students are native speakers, some evidence of the principles of EIL is present. Importance of intelligibility and plurality of the language are the related EIL concepts in the instructors' perceptions on the language and in their teaching. They also seem to value negotiation of meaning through communicative strategies. Awareness on how to adjust their language according to their interlocutors in ELF context such as slowing down their speech, and avoiding the use of idioms and slangs needs to be fostered more among the instructors themselves before they can teach them to the students. In addition, reception of other cultural norms and incorporation of different cultures in their class are yet to be adopted since plurality of the language does not only come from the linguistic tolerance and exposure, but also from accepting cultural diversity in the language. Choosing culturally sensitive textbooks, which seems not to be the case at the moment for COM 114, is another way of ensuring that other cultures are included across the board in a multiple-section course like COM 114, which is taken by just over 5,000 students every year.

Teaching Implications

The findings from this study, though preliminary, suggest that EIL needs to be taught not only to non-native speakers but also to native speakers. Introducing EIL concepts in such mainstream courses as COM 114 needs to be done so that such concepts will also reach to English native students as well. Other courses, such as ENGL 106, the introductory writing course also considered for this study, that are taken by all first year students regardless of language background could also benefit from this approach.

The same implications however could not be generalized as a whole to the context of EFL countries like Thailand, where the situation is the opposite. Generally speaking, native speakers of British or American English are not in the mainstream English classes. However, they may be applicable to many international programs that have emerged in Thailand lately and that enroll many native-speaker students. Thus, the role of EIL among native speakers, as stipulated in this research, may have a place in English classes in such programs. In addition, in Thailand where the craze for native-like pronunciation and usage is prevalent, the concepts of EIL can be disseminated to native-speaker instructors who could be encouraged to attend seminars and workshops related to world Englishes and EIL. As the EIL community is ever-growing, clear understandings of EIL by instructors and students, whether native speakers or non-native speakers, will ensure a better communication and comity among interlocutors in this community.

Limitations of the Study

This study is a preliminary research on perceptions of EIL in the mainstream class in an ENL context where participants in the class are mainly native speakers. Consequently, the results and interpretations are not meant to be conclusive and cannot be generalized to all English mainstream classes in ENL contexts where instructors and students are mainly native speakers. The number of participants in this study is rather low (N=13 and N=18) even though a request for the research participation was sent to all 68 COM 114 instructors. Despite the fact that the participants could provide comments or remarks on every item of the questionnaires, many participants did not write anything in the comment boxes. A few participants used the comment boxes to show their confusion and incomprehensibility toward few questionnaire questions and choices. Attention to these

shortcomings would need to be addressed in subsequent investigations.

In-depth interviews with demographic information of randomly selected participants were not used in this study. They would have shed light on instructors' answers and thus would be useful for interpretations of the results. Interviews would have also given opportunities to the participants to clarify questionnaire items and choices. In addition to COM 114, other mainstream classes with similar nature such as COM 314 Advanced Presentational Speaking, or equivalent courses offered by other universities could be investigated. This would yield a clearer picture of instructors' perceptions on EIL in mainstream classes of this kind.

Acknowledgements

The Author

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Appendix 1   (Smith, 1983, p.15)

Figure 1   SOME DISTINCTIVE FEATURES OF ESOL vs. EIIL

	Scope and Depth of Language Treatment	"Officialdom" Public Function	Purpose of Learning	Student Population	Language Model	Performance Target	Language Interactors	Cultural Emphasis
ESOL: English as a Foreign Language	general English English for Special Purposes	school subject	(a) limited use as a tool for jobs (b) higher education Communication: low priority	Non-native speakers	educated native speaker	performance level of educated native speaker	$(L_2 \longleftrightarrow L_1)$	culture of native speakers
ESOL: English as a Second Language	general English to greater depth and range than EFL *lingua franca* English for Special Purposes	medium of instruction	for international and internal interactions Communication: high priority	Non-native speakers	educated native speaker or educated speaker of local variety of English	performance level of educated native speaker or educated speaker of local variety of English	$(L_2 \longleftrightarrow L_1)$ intranational $(L_2 \longleftrightarrow L_2)$	culture of (a) native speakers (b) local countrymen
EIIL: English as an Intranational Language	general English English for Special Purposes *lingua franca*	may be medium of instruction	for internal interaction Communication: high priority	Non-native speakers	educated native speaker or educated speaker of local variety of English	performance level of educated speaker of local variety of English	intranational $(L_2 \longleftrightarrow L_2)$	culture of local countrymen
EIIL: English as an International Language	general English English for Special Purposes	international business ads sports news diplomacy travel entertainment	for international interactions Communication: high priority	Native and non-native speakers	Any educated English speaker (native speaker, local, or regional)	mutual intelligibility and appropriate language for situation	$(L_2 \longleftrightarrow L_1)$ international $(L_2 \longleftrightarrow L_2)$ international $(L_1 \longleftrightarrow L_1)$	culture of specified countries

Appendix 2: Questionnaire on Perception on English

1. Who owns the English language?
   a. Native speakers
   b. Non-native speakers
   c. Users of the language
   d. Nobody

2. What variety of English should English speakers use?
   a. American English
   b. British English
   c. The variety of that English speaker (if it exists)
   d. Negotiations among the speakers

3. Every English user should follow cultural norms of the native speakers such as ways of greeting and ways of showing condolence.
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

4. The accent of native speakers is the most desirable one.
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

5. I use the same English to both non-native speakers and native speakers (in terms of vocabulary, grammar, speed, etc.)
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

6. I use slangs, idioms, and phrasal verbs when using English with non-native speakers.
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

7. I can't stand English users who use other varieties of English (such as Singaporean English and Chinese English) in terms of pronunciation, vocabulary, grammar, etc.
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

8. Exposure to different varieties of English is important for users of English.
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

9. When using English, negotiation of meaning (such as asking for clarification) is important.
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

10. Balancing both identity of the speaker (through unique accent, vocabulary, grammar etc.) and intelligibility of the communication (e.g. considering if the listener will understand you or not) is important when using English.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

Appendix 3: Questionnaire on Implementation of EIL Concepts in Class

1. Who could be a better English teacher?
   a. A native speaker
   b. A non-native bilingual speaker

2. In the whole course, how often do you expose your Com 114 students to different accents of English (e.g. showing video clips, having invited speakers, etc.)?
   a. 5 times or more
   b. 3-4 times
   c. 1-2 times
   d. Never

3. In the whole course, how often do you teach or stress communicative strategies (such as asking for clarification, and using non-verbal communication to aid verbal communication) to your Com 114 students?
   a. 5 times or more
   b. 3-4 times
   c. 1-2 times
   d. Never

4. In the whole Com 114 course, how often do you use materials that have cultural elements different from Americans' (e.g. Thais greet each other by doing a *wai*)?
   a. 5 times or more
   b. 3-4 times
   c. 1-2 times
   d. Never

5. In the whole Com 114 course, how often do you talk about or your teaching material is about politics of English (such as language and power, the relationship between English and various indigenous languages, language policy)?
   a. 5 times or more
   b. 3-4 times
   c. 1-2 times
   d. Never

6. When I assess my Com 114 students' presentations/ speeches, I assess my students' approximation to a native speaker accent. An intelligible accent is **not** as good as a standard American's.
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

7. When assessing my Com 114 students' presentations/ speeches, I give more weight to intelligibility than to correct grammar/ pronunciation (intelligibility over form).
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree