

UNIVERSIDADE DE LISBOA
FACULDADE DE LETRAS
DEPARTAMENTO DE ESTUDOS ANGLÍSTICOS



**ENGLISH AS A LINGUA FRANCA:
A STUDY OF BRAZILIAN ENGLISH TEACHERS' ATTITUDES AND
OPINIONS TOWARDS IT**

Patrícia Linck Berto

MESTRADO EM ESTUDOS INGLESES E AMERICANOS
ESPECIALIZAÇÃO EM LINGUÍSTICA APLICADA

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Dissertação orientada pela
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RESUMO

Esta dissertação lida com o desenvolvimento de novas variedades do inglês devido a esta língua ter-se tornado global, sendo usada por falantes não-nativos em maior número do que por falantes nativos, à escala internacional. Este facto fez com que a língua inglesa tenha vindo a ser verdadeiramente a primeira língua franca no mundo. Deste modo, esta dissertação irá contrastar o actual estatuto do inglês ao redor do mundo ao estatuto desta língua no Brasil. Nosso objectivo será discutir tópicos de inglês como língua franca (*English as a Lingua Franca*) em relação ao ensino de inglês especialmente no Brasil.

Na tentativa de colaborar com a expansão de estudos tanto em relação ao ensino de inglês como também ao inglês como língua franca, esta dissertação visa colectar atitudes e opiniões de professores de inglês não-nativos, de origem brasileira, no que diz respeito (a) ao novo estatuto de inglês como uma língua global, (b) às suas consequências e implicações no ensino de inglês no Brasil, e (c) aos programas de Formação de Professores em vigor durante os cursos de graduação em Letras em relação ao ensino e à aceitação de variedades não-nativas de inglês, especialmente inglês como língua franca. Tal levantamento foi feito por meio de um questionário desenvolvido para esta dissertação composto de 46 perguntas obrigatórias e uma pergunta extra na qual os participantes podiam dar alguma sugestão com relação aos programas de Formação de Professores de inglês no Brasil.

No que se refere aos resultados obtidos, foi percebido que a maioria dos professores envolvidos nesta pesquisa (54.1%) tinham conhecimento dos novos papéis exercidos pela língua inglesa como uma língua franca usada

internacionalmente, os aceitavam e tinham interesse em aprender mais sobre o assunto; no entanto, não eram totalmente a favor desta nova variedade seguindo ainda, na sua maioria, modelos baseados em variedades nativas dentro de suas salas de aula. Além disso, 33.3% dos participantes acreditavam firmemente no inglês como língua franca, vindo a sugerir que estudantes brasileiros de inglês não têm a necessidade de imitar um falante nativo para poder ser considerado um falante competente desta língua e que as universidades deveriam incluir este assunto em seu curriculum do curso de Letras.

Com relação ao perfil destes participantes, a maior parte daqueles que disseram acreditar no ensino de inglês como língua franca estavam a trabalhar em ambientes mais livres, ou liberais, como cursos livres de inglês, e a ensinar alunos mais velhos (adolescentes a partir de 16 anos e adultos).

Neste sentido, apenas 12.5% dos professores envolvidos nesta pesquisa apoiaram fortemente os modelos baseados no falante nativo e desconsideraram o inglês como língua franca como sendo um aspecto importante a ser tratado no ensino da língua.

Sendo assim, estes resultados possivelmente sugerem que o ensino de inglês no Brasil pode sofrer algumas mudanças futuras com relação ao inglês como língua franca. Todavia, destaca-se, sobretudo, a necessidade de futuras investigações que considerem o uso de um maior número de participantes, o que valerá para corroborar os resultados obtidos nesta pesquisa.

Palavras-chave: inglês como língua franca (ELF), ensino de inglês (ELT), ensino de inglês como língua estrangeira (TEFL), comunicação internacional, programas de Formação de professores.

ABSTRACT

This thesis deals with the development of new varieties of English due to its becoming a global language and being used by a greater number of non-native speakers than by native ones. Such a fact has made English grow to be the first true lingua franca in the world. In this sense, this thesis will contrast the current status of English worldwide and in Brazil, with the aim of bringing out topics of English as a Lingua Franca in relation to English language teaching especially in Brazil.

Seeking to collaborate with further studies both in English language teaching and English as a Lingua Franca in Brazil, this thesis aims at collecting Brazilian non-native English teachers' attitudes and opinions concerning (a) the new status of English as a global language, (b) its consequences and implications to English language teaching in Brazil, and (c) Teacher Education programs held during their undergraduate degree in *Letras* regarding the teaching and acceptance of non-native varieties of English, especially English as a Lingua Franca. This was done by means of a questionnaire developed for this thesis which was comprised of 46 mandatory questions and one extra question in which teachers could give further suggestions to Teacher Education Programs in Brazil.

As for the results obtained, it was noticed that the majority of the teachers involved in this research (54.1%) were at least aware of the new roles of English as an international lingua franca, accepted it and were willing to learn more about it, but were not totally in favor of it and were mostly still using models based on native varieties in their classrooms. Moreover, 33.3% strongly

believed in English as a Lingua Franca, suggesting Brazilian students do not need to imitate a native speaker in order to be considered a competent user of the language and that universities should include it in their curriculum.

As for their profile, most of the teachers who agreed with the teaching of English as a Lingua Franca were teaching in freer environments, such as English courses, and were teaching older students (teenagers over 16 or adults).

In this sense, only 12.5% of the teachers involved strongly supported the native-speaker model and disregarded English as a Lingua Franca as an important aspect to be dealt with in the language classroom.

Hence, these results possibly imply that Brazilian English language teaching might suffer some changes concerning English as a Lingua Franca in the future. However, future investigation is needed which takes into account a larger number of participants in order to corroborate the findings of this thesis.

Keywords: English as a Lingua Franca (ELF), English language teaching (ELT), teaching English as a foreign language (TEFL), international communication, Teacher Education (TE) programs.

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ABBREVIATIONS

AmE	American English
BrE	British English
ELF	English as a Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
F	Female
FAPA	<i>Faculdades Porto Alegrenses</i>
FL	Foreign Language
LDB	<i>Leis de Diretrizes e Bases</i>
M	Male
NNS	Non-native speakers
NS	Native speakers
P	Participant
PCNs	<i>Parâmetros Curriculares Nacionais</i>
PUCRS	<i>Pontifícia Universidade Católica do Rio Grande do Sul</i>
Q	Question
TE	Teacher Education
TEFL	Teaching English as a Foreign Language
UFRGS	<i>Universidade Federal do Rio Grande do Sul</i>
ULBRA	<i>Universidade Luterana do Brasil</i>
WE	World English

INTRODUCTION

During the past few years, the English language has developed a position in the world which no other language has ever had. According to Crystal (1997), it has gained the status of a global language, that is, English is now used to communicate with people all over the world for different purposes. In other words, English is nowadays the language used in technology, science, entertainment, advertising and tourism, just to mention some of its domains. Such a fact may be explained through its history, as Crystal (1997: 110) points out, since the English language has been “in the right place, at the right time” since the late 16th century.

Thus, according to Crystal (1997: 54), English has been taken over by millions of non-native speakers (NNSs) who wish to take part in international affairs and currently sum about 1 billion speakers, whereas the number of native-speakers (NSs) is of about 400 million people. In this sense, there are about three times more NNSs of English in the world than there are NSs (Graddol, 1997: 10). Therefore, it seems that English is most frequently utilized in conversations among NNSs, who have diverse linguistic backgrounds. Hence, the English language has grown to be the first true global lingua franca.

Because of this, the “ownership of English” (Widdowson, 1994) appears to have shifted from belonging to its NSs alone, to belonging to everyone who uses it. Such shift seems to have brought consequences to the language regarding both its lexicogrammatical and pronunciation forms; because NNSs are mostly interacting in English with other NNSs, they are shaping the language in order to fit their own needs, both in the Outer and Expanding

Circles (Kachru, 1985¹). In this sense, non-native varieties of the language are being developed through such interactions, which are: (a) English as a Second Language (ESL), encompassing the “Englishes” (Kachru & Smith, 1985) spoken in the Outer Circle, such as Indian English and Singaporean English, and (b) English as a Lingua Franca (ELF), which covers the variety of English developed through communication among people from the Expanding Circle. Thus, several studies, such as Jenkins (2000, 2003, 2004, 2006) and Seidlhofer (2000, 2001), have been held in order to describe these new varieties of English, especially ELF, which is the object of study of this thesis.

Moreover, an interesting question regarding the relevance of maintaining the native-like pattern in the teaching of English as a foreign language (TEFL) is raised. The answer to this question would most probably be negative since achieving native-like proficiency seems to have become obsolete for students of English in the Expanding Circle, in which Brazil is included, since their actual use of the language will most probably go beyond getting in touch with NSs (Cook, 1999). In this sense, we would expect that TEFL should face some changes in order to better provide students with the real-life situations they will be dealing with in the international use of English, as contended by Rajagopalan (2004):

Although today ever more people accept the idea that there is such a thing as WE [World English or ELF], very few of them seem to have realized that the full implications of admitting it are much more far reaching than they had hitherto imagined. It may be that some of these implications will nowhere be felt so strongly in the

¹ See figure 1 on page 9 for further information on Kachru's concentric circles.

foreseeable future as in the sphere of language teaching. (...) And I would suggest that ELT [English Language Teaching] is poised to undergo some dramatic changes as native varieties of English give way to WE as the most coveted passport to world citizenship. (Rajagopalan, 2004: 111)

Even though many people have accepted the notion of English as a global language, as discussed above, it seems that these concepts have not achieved the level of TEFL, which is still being determined by NS norms (Seidlhofer, 2001) in several countries, such as Brazil. For this reason, it is highly important that English teachers become aware of the changes concerning the English language since they will be the ones to transmit such concepts to their students and, thus, “become agents of change in their classrooms and communities.” (Canagarajah, 1999: 213).

Therefore, several studies, such as Kachru (1992), Cook (1999), Modiano (2000), McKay (2002, 2006), Rajagopalan (2004), Seidlhofer (2004), Kirkpatrick (2006), and Jenkins (2006), have been held regarding the changes in English language teaching (ELT) all over the world. Nonetheless, the number of studies concerning the use of ELF and its implications to TEFL specifically in the Brazilian context, such as Paiva (1997), Friedrich (2000), and Bohn (2003), is still limited. For this reason, this thesis aims at analyzing the aspects above according to Brazilian non-native English teachers’ perspectives in order to emphasize that ELF can (and should) be part of the curriculum of ELT in Brazil.

Furthermore, since ELT is a reproduction from the education teachers had at university, it seems that a change must also happen within the concepts universities have been providing to their students, who will become teachers of

the language. In this sense, teacher educators and trainers must also be aware of the new roles of English in the world and their implications to ELT (Jenkins, 2006: 173). Therefore, we have also chosen to analyze Brazilian non-native English teachers' opinions regarding the varieties of English to be considered within Teacher Education (TE) programs and to ask these teachers to suggest any possible changes they believed to be important in these programs.

In this sense, this thesis, considering the importance of ELF to new practices of ELT, attempts to collaborate with the development of such studies especially in the Brazilian scenario.

Hence, a questionnaire, composed of 46 questions, was developed and administered to Brazilian English teachers in order to collect data regarding their attitudes and opinions concerning the status of English in the world, the implications of such status to ELT, and also to TE programs in Brazil. The results obtained from this analysis reveal that even though most teachers do accept the notion of ELF, and are willing to learn more about it, most of them are not totally in favor of it and are also still following NS models in their classrooms.

This thesis is composed of three chapters, apart from these initial considerations and from the final conclusion. In the first chapter, we present the state of the art concerning the current status of English in the world, ELF, the concept of intelligibility, and the teaching of English in the world. The second chapter focuses on the Brazilian scenario and is composed by the educational role and the status that English holds in Brazil, the attitudes and opinions of Brazilian students concerning English as a global language, and the profile of English teachers and TE programs in this country. The third chapter describes

the method chosen for the analysis, presenting the profile of the participants involved, a description of the materials and procedures used, followed by the presentation, analysis and discussion of the results obtained through the data gathered by the teachers' responses to the questionnaire. Finally, the conclusion part briefly recaptures the results obtained relating them to the initial objectives of this thesis and also mentioning the restrictions found in the present study regarding the number of participants involved in it.

Even though the results obtained through this analysis are quite restricted, they are hoped to contribute to changes both in ELT and TE programs in Brazil and to facilitate further studies concerning this issue.

1. ENGLISH IN THE WORLD

It is widely recognized that English is now the world's language. Achieving such a status is the result of several happenings throughout its history, for instance, the power of the British Empire from the late 16th to the 19th century and the recent growth of globalization in different areas, such as science, entertainment and technology (Phillipson, 1993; Graddol, 1997; Crystal, 1997, 2002, 2003). English can be heard and seen anywhere in the world, which has made it part of everyone's lives, no matter where they live.

Due to that, English is no longer a language used only by its NSs, or by NNSs when in need of talking to and/or understanding NSs; English is now the language used by any person in the world who wishes to communicate with a larger number of people, whatever their language background is. English has become global: it is the language chosen to be used in innumerable international gatherings and publications, such as conferences, congresses, international meetings – both professional and personal –, magazines and newspapers all around the globe. As Rajagopalan (2004) contends, English is now

a language (...) spoken across the world – routinely at the check-in desks and in the corridors and departure lounges of some of the world's busiest airports, typically during multi-national business encounters, periodically during the Olympics or World Cup Football seasons, international trade fairs, academic conferences, and so on. (Rajagopalan, 2004: 112)

Crystal (1997: 2), when reflecting on the circumstances that lead to such processes, considers that “a language achieves a genuinely global status when it develops a special role that is recognized in every country”. Such a role might be that of an official language (mother-tongue or second language) or of the most important foreign language in a country, the one children are taught at school and adults are willing to learn for different reasons. This is what English has achieved and what makes it a global language.

The concept of English as a global Language, together with its history and consequent changes it has brought to the English language, will be developed as follows.

1.1. English as a Global Language

There is no doubt concerning the international and global status that English has accomplished in the world. But what has brought English to this status? Why not any other language, such as German, Russian, or, even, Portuguese? These questions may be answered in view of the fact that there are definite aspects in its history that can explain both how it became global and why it continues as such.

At the end of the 16th century the British could not envisage that their language would ever reach the status of a global language. Crystal (2002: 10), when discussing aspects of the history of the English language, quoted Richard Mulcaster (1582), headmaster of the Merchant Taylors’ School and one of the first of English grammarians, who said: “Our English tongue is of small reach – it stretcheth no further than this island of ours (...).”. It seems that Mulcaster

could not have predicted that only two years after his declaration the English people would begin their voyages around the globe, starting to “stretch” the English language much further than he could have ever imagined, going from the language spoken in Britain by only about 5 million people to a language spoken by billions in every part of the world.

The beginning of the spread of English, then, can be said to date from the end of the 16th century, when Raleigh sent his first expeditions from England to North America. Subsequent to colonizing the United States, the British Empire also occupied several other countries, such as Australia, New Zealand, and South Africa, in what is considered the First Diaspora, i. e, places where English settlers have actually dwelled at. In these places English is spoken as a first – or native – language. The Second Diaspora comprises countries such as India, Nigeria and Singapore, where English was the language of the Empire, and the language that people had to learn as a second language in order to be able to talk to and understand their colonizers (Graddol, 1997; Crystal, 1997).

Kachru (1985), in an attempt to organize the speakers of English according to the countries where they come from, developed one of the most referred model within English as a global language. In this model, speakers of English are divided into concentric circles that represent groups of countries (see figure 1). Within his model, the countries of the First Diaspora, where English is used as the mother tongue, are related to as the *Inner Circle*. The post-colonial nations, which belong to the Second Diaspora, belong to the *Outer Circle*, where English works as a second, but official, language. In addition, there is a third circle which refers to non-native language speakers in countries

where English has no official status apart from being the most important foreign language in education; this is called the *Expanding Circle*.

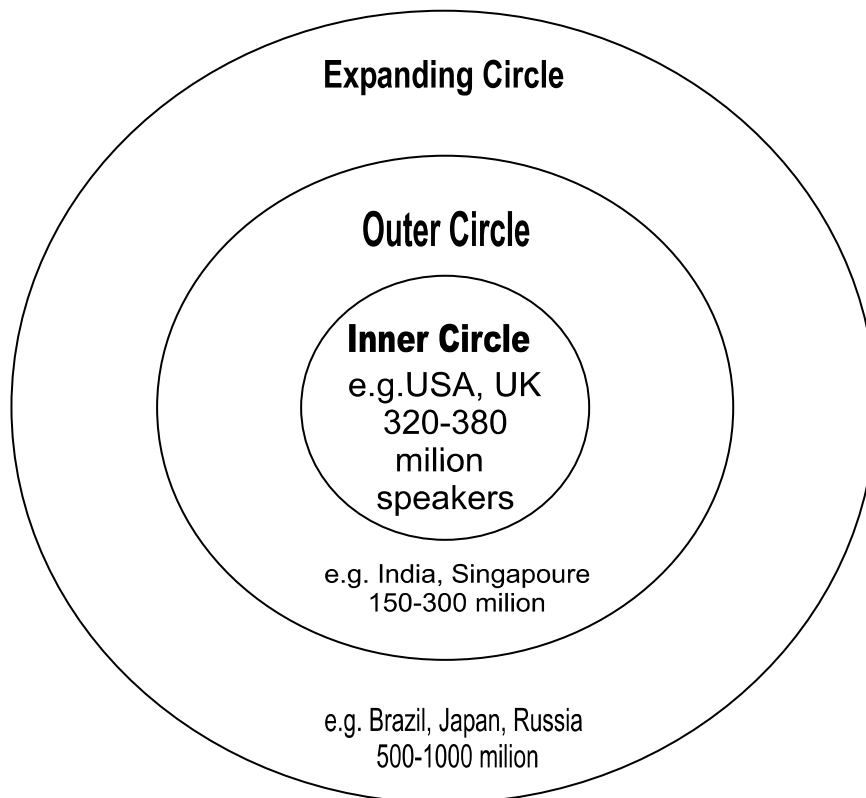


Figure 1: Kachru's concentric circles of English Speakers (1985) (from Crystal, 1997: 54)

In brief, since the late 16th century until the 19th century, the British Empire had taken the English language around the globe, from Europe to America, Australia, Asia, and Africa, consolidating it as a world language, present in all continents, hence “creating a language on which the sun never sets” (Graddol, 1997: 6).

In addition, the British Empire became even more powerful during the 18th and 19th centuries due to the Industrial Revolution. By then, Britain was the most important nation, both culturally and economically, thus giving even more status to their language, and helping its fast spread around the globe. Being so,

by the 19th century, English was the most powerful language in the world and the pre-conditions for English as a global Language, as we see it today, had been established (Graddol, 1997: 8).

Regarding the history of English and its becoming a global language, Phillipson (1993) considers English a dominant language which has spread primarily by means of the power of its people. He summarizes the history of the spread of English up to the 19th century as follows: "Whereas once Britannia ruled the waves, now it is English which rules them. The British Empire has given way to the empire of English." (Phillipson, 1993: 1).

Nonetheless, Crystal (2003) claims that these causes alone would not have been enough to help maintain and increase the status of English up to current days. According to him, a language achieves international dominance when its people do not have only military and political supremacy, which may be enough to impose a language towards a colonized country, but when they can also control and influence both the world's economy and culture, which is the key to retain and also to expand the language even further.

A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power. (...) But international language dominance is not solely the result of military might. It may take a military powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. (Crystal, 2003: 9-10).

It was at this point, at the beginning of the 20th century, that the United States had their contribution to the development of the English language to the

status to which it has arrived today. The USA appeared at this period holding the world's political, economical, cultural and technological power. Therefore, the English language was maintained as the most powerful world language, and with the help of the development of new means of communication and transportation, in addition to globalization, it was even easier to spread it more and more around the globe (Graddol, 1997; Crystal, 1997).

Analyzing its history and the recurring high status that English has had throughout all these centuries, Crystal (1997: 110) declared that it “is a language which has repeatedly found itself in the right place at the right time”, which can definitely explain the reason why it is English and not any other language that is considered the global language.

In spite of the importance of all the above factors to the spread of English, they may not be enough as to explain “the factors that are fueling its current spread and the macro-acquisition of the language” (McKay, 2002: 16) within Outer and Expanding Circle countries, where the wish to learn the language seems to have a greater goal than being able to speak the language of the dominant global economy. It is clear that English is no longer a language connected to a certain country or culture, English is the language of the world. Its fast spread has much to do with its relevance to international business and personal relations within several different cultures and language backgrounds. Therefore, the spread of English is also being done by Outer and Expanding Circle countries, which see it as the international language that is necessary for being able to communicate with the world (McKay, 2002).

Up to this moment, we have discussed aspects of the history of the English speaking countries which have contributed to make English become

global, that is, the causes that have led it to such an international status at present days. Following, we shall discuss the consequences that such a status have brought to the language, which are the reasons for the main current changes in it.

First of all, because of its world position, English has developed three different types of speakers: (a) mother-tongue or native speakers, who sum about 400 million people; (b) second language speakers, who also sum about 300 million people; and (c) foreign language speakers, who sum more than 700 million people around the globe², plus other hundreds of millions who are either studying it or pursuing to study it³. It is believed that the number of second and foreign language speakers is probably larger than stated here, as it is hard to come to an exact number. Apart from that, estimates concerning the world's demography also state that there is a higher probability of an augmentation in the number of NNSs of English since the population growth in the countries where English is used as a native language is slowing (Graddol, 1997).

Hence, due to the fact that English is now a global language, the number of foreign and second language speakers of English has overcome the number of NSs since, as Crystal (2003) points out, only one in every three (or more) speakers of English is a NS.

This special situation has led to the emergence of questioning towards the "ownership of English" (Widdowson, 1994) since if NSs no longer hold the prevalent number of speakers, why should they be considered the only owners of the language? Modiano (1999) and Crystal (2003), among others, have

² Figures taken from Crystal (1997: 54).

³ According to Graddol (2006: 96), in 2010 there will be around two billion people studying English around the world.

pointed out that English is now the language of no specific nation or group of speakers, but the language of every person, nation or group who speaks it and uses it in the 'global village': "In the global village, English is public domain." (Modiano, 1999: 27).

Indeed, if there is one predictable consequence of a language becoming a global language, it is that nobody owns it anymore. Or rather, everyone who has learned it now owns it – 'has a share of it' might be more accurate – and has the right to use it in the way they want. (Crystal, 2003: 2-3)

Consequently, English is developing new vocabulary, new grammar rules and new pronunciation in order to fit the needs of the international speaker, and for that reason it is being shaped by its great number of NNSs as much or even more than by its NSs. As a result of this 'shaping' of the English language, new varieties have emerged.

At first, there are varieties which have been developed and used in countries such as India, Singapore, and the Philippines, where English has suffered a nativization⁴, that is, it has been shaped in order to fit the local needs of the people in these countries in the post colonial period. These varieties have been labeled with the name *World Englishes*, which was used for the first time when Kachru and Smith took over the editorship of the journal *World English Language* in 1985 and changed it into *World Englishes: The Journal of English*

⁴ Nativization can also be related to a need to express the identity of these peoples through the English language, to make it become their language as well.

as an *International and Intranational Language (WE)*. In order to explain the plural use of the word English they said:

“Englishes” symbolizes the formal and functional variation in the language, and its international acculturation (...). The language now belongs to those who use it as their first language, and to those who use it as an additional language, whether in its standard forms or in its localized forms. (Kachru and Smith, 1985: 210)

Furthermore, there is another variety currently emerging among NNSs. This variety has been given several different names according to different authors, as Erling (2005) summarizes:

- (a) *World English* (McArthur, 1998; Brutt-Griffler, 2002), which expresses its worldwide reach;
- (b) *English as a Global Language* (Crystal, 1997, 2003), which conveys its global recognition throughout the world;
- (c) *English as an International Language* (Modiano, 1999; Jenkins, 2000; McKay, 2002), which would represent the international variety of English; and
- (d) *English as a Lingua Franca*⁵ (Seidlhofer, 2000, 2001, 2005, 2006; Jenkins, 2004, 2006), which refers to the variety of English spoken by people who do not share the same native language.

This variety differs from the first ones in its representatives, who are foreign language speakers of English instead of second language speakers. These speakers, who need to contact people from different language

⁵ *English as a Lingua Franca* has been chosen as the term to be used throughout this paper.

backgrounds, find in the English language the solution to their problems, that is, they can communicate via English with people from all over the world.

Due to the fact that in these kinds of international communication the number of NSs is significantly smaller, foreign speakers also shape the language in order to simplify communication. Their objective is to get their message through.

Following we shall develop on the topic of ELF, thus clarifying its concept.

1.2. English as a Lingua Franca

ELF, as mentioned above, lies into the category of 'World English', that is, it is one variety which has been developed through the use of English among foreign speakers. As defined by Seidlhofer (2005: 339), ELF is the type of "communication in English between speakers with different first languages". This new variety has caught the attention of several scholars since the 1990s, and is yet under investigation⁶.

The main difference between ELF and Standard British or American English, which are considered the most prestigious native varieties, lies into what each variety considers as being 'good' use of the language. On the one hand, the basic and critical criterion of ELF is mutual intelligibility, that is to say that speakers of ELF are interested in understanding and being understood, i. e., their objective is to communicate efficiently, but not necessarily accurately. On the other hand, however, Standard English focuses on accuracy of

⁶ Cf. Seidlhofer, 2004: 218-220, Seidlhofer, Breiteneder & Pitzl, 2006: 8-13 for overviews of recent empirical work

lexicogrammatical rules. As Graddol (2006: 87) points out, “within ELF, intelligibility is of primary importance, rather than native-like accuracy”. Hülmbauer (2007), when contrasting ELF and Standard English, quotes Johansson (1973: 105, in Presch, 1980: 230), stating that what is at play is success in communication:

The focus [of EFL] is clearly on understanding, with mutual intelligibility being, by definition, the most important criterion in lingua franca communication. Instead of considering NS judgments about particular linguistic forms, according to Seidlhofer (2001: 150) one should rather ask “has this been said and understood in English as a lingua franca?”. The evaluation of a language form in ELF has to be based on its influence on the communicative success, on “how it affects communication” (Hülmbauer, 2007: 8)

According to Jenkins (2004), speakers of ELF are developing their own rules, of which they can be considered owners:

Speakers of ELF (...) use their English primarily (...) to communicate with other NNSs of English, usually from first languages other than their own and typically in NNS settings. They need therefore to be intelligible to, and to understand, other NNSs rather than to blend in with NSs and approximate a NS variety of English. Instead, ELF speakers have their own emerging norms. (Jenkins, 2004: para. 3)

Additionally, speakers of ELF are concerned to develop special skills necessary to be able to communicate with people from different linguistic backgrounds, which are: (a) adaptability to different social contexts and (b) the ability to negotiate meaning (McKay, 2002; Graddol, 2006). Therefore, ELF enables a “tolerance of diversity” (Seidlhofer, 2006: 44) concerning the use of English within international contexts provided that there is mutual intelligibility.

Kramersch (1998), in his paper about the intercultural speaker, summarized what he believes to be a “competent language user”, which seems to be highly connected to the beliefs of ELF:

That, one could argue, is the characteristic of a ‘competent language user’: not the ability to speak and write according to the rules of the academy (...), but the adaptability to select those forms of accuracy and those forms of appropriateness that are called for in a given social context of use. This form of competence is precisely the competence of the ‘intercultural’ speaker. (Kramersch, 1998: 27)

Once these changes to the language are accepted, it is possible to realize that models which are based solely on native speakers’ varieties might have become obsolete and no longer be useful to the teaching of English within Outer and Expanding Circles. Graddol (2006) contends which target model would be more relevant to learners of ELF:

The target model of English, within the ELF framework, is not a native speaker but a fluent bilingual speaker, who retains a

national identity in terms of accent, and who also has the special skills required to negotiate understanding with another non-native speaker. (Graddol, 2006: 87)

Following this acknowledgement and the sociolinguistic belief that differences are not necessarily deficiencies, an interest has grown towards the area of ELF among several researchers, especially Jennifer Jenkins (2000, 2004, 2006) and Barbara Seidlhofer (2000, 2001, 2005, 2006), who have been compiling data to create respectively a phonological and a lexicogrammatical corpus of this variety⁷. Their objective is to find systematic forms within the use of English that are unproblematic in ELF interactions and to apply such results in the teaching of English in Expanding Circle countries.

Jenkins (2006) argues in favor of the research into ELF:

[ELF researchers] believe that anyone participating in international communication needs to be familiar with, and have in their linguistic repertoire for use, as and when appropriate, certain forms (phonological, lexicogrammatical, etc.) that are widely used and widely intelligible across groups of English speakers from different first language backgrounds. (Jenkins, 2006: 161)

Seidlhofer (2000), when reflecting upon the need for more research, states the importance of further study for ELT within Expanding Circle countries:

⁷ Jenkins's corpus is called The Lingua Franca Core (Jenkins, 2000) and Seidlhofer's is entitled as VOICE - 'Vienna Oxford International Corpus of English' (Seidlhofer, 2000); both will be explained in more detail later in this chapter.

Of course, to most people who have experienced the use of English as a lingua franca all this might seem rather obvious: we all know intuitively that this is how it works. But this is exactly the point I wish to make: while we know intuitively, there has been no proper investigation into how it is done, and hence no descriptions are available that would help make things more tangible and teachable. (Seidlhofer, 2000: 64)

Both Jenkins (2000, 2003) and Seidlhofer (2000) have developed corpora based on the level of intelligibility that certain aspects of language produce in ELF interactions. Results of such investigations have been highly valued within applied linguistics and ELT in Expanding Circle countries all over the world, giving teachers within these countries the possibility to choose which features of the language to give more focus to and which to let go in the ELT classroom.

We shall list, then, some instances of both The Lingua Franca Core (a summary from Jenkins, 2003), which shows which pronunciation features interfere on communication and which do not, and the Vienna Corpus (a summary taken from Jenkins, 2004), which is trying to determine

how the speakers (...) actually communicate through ELF, and to attempt a characterization of how they use English to do so. The main focus will be on the levels of lexicogrammar and discourse and on the investigation of what (if anything), notwithstanding all the diversity, can be shown to be common features of ELF use, irrespective of speakers' first languages and levels of proficiency. (Seidlhofer, 2000: 61).

According to Jenkins (2003), some substitutions of /θ/, /ð/ and dark /l/, the use of rhotic 'r' instead of non-rhotic 'r', among others, are acceptable within ELF interactions, that is, using these sounds or not does not interfere on intelligibility. There are however some features that must be maintained in order to make communication possible, and some of them are, for example,

- (a) contrast between short and long vowels in words such as 'live' vs. 'leave';
- (b) aspiration following word-initial voiceless stops /p/, /t/ and /k/ to prevent them from being confused with /b/, /d/ and /g/; and
- (c) never omit word initial sounds⁸.

Seidlhofer (2000: 62) states that her corpus aims at developing an "index of communicative redundancy", i. e., she attempts at listing lexicogrammatical characteristics of the English used by ELF speakers which are frequently used and are unproblematic concerning mutual intelligibility. According to Jenkins (2004) some of these characteristics are:

- (a) simple present 3rd person –s omitted: '*he look very sad.*';
- (b) omission of article as well as inserting them when they are not necessary: '*Our countries have signed agreement.*';
- (c) relative pronouns *who* and *which* as interchangeable; and
- (d) using '*isn't it?*' as a universal tag⁹.

In brief, what these researchers have been trying to demonstrate is that what for so long has been considered an error according to native speakers' norms could, in fact, be considered 'correct' regarding local forms of English,

⁸ For a further description see Jenkins, 2003: 126, 127.

⁹ For a further description see Jenkins, 2004, Prodromou, 2006, or the official VOICE website (<http://www.univie.ac.at/voice/page/index.php>).

mutual intelligibility and ELF. In this case, as Cook (1999) suggests, foreign language speakers of English would actually be able to be considered good speakers without being compared to native speakers or feeling inferior to them:

People cannot be expected to conform to the norm of a group to which they do not belong, whether groups are defined by race, class, sex, or any other feature. People who speak differently from some arbitrary group are not speaking better or worse, just differently. Today almost all teachers and researchers would agree that a comparison between groups yields differences, not deficits.
(Cook, 1999: 194)

Therefore, this thesis will be based on ELF as a possibility for a brighter pedagogical future towards the teaching/learning of English in Brazil. With the establishment of such a tolerance over students' "errors" and of focus on meaning, teachers would be able to develop more levels of conversation/communication in the classroom, without focusing on minor distractions caused by insignificant mistakes that do not interfere on communication, i.e., deviations from the native-speakers' norms which are intelligible in ELF interactions among users of English from different linguistic and cultural backgrounds. It is important, though, to add that corrections must be made when the deviations actually cause misunderstandings; as we have mentioned, studies are being held in order to list which aspects of the language can be given less priority in the classroom, and which cannot, based on the notion of effective communication (Hülmbauer, 2007: 8-9). As Cruz (2007) states:

The findings of investigations on intelligibility, irrespective of the linguistic level involved – pronunciation, grammar and/or vocabulary – offer insights into the establishment of pedagogical priorities in the development of foreign language learners' communicative competence. Such priorities certainly relieve foreign language teachers of the need to sacrifice communication in favor of accuracy. In other words, teachers can concentrate on the main errors which hinder communication, rather than be distracted by inconsequential errors. (Cruz, 2007: 149)

Thus, central to the discussion of ELF, is the idea of intelligibility among speakers of English, focusing the work of teachers on aspects of the language which actually “hinder communication”, hence dedicating more of the class time to concentrate on communication rather than accuracy. What is intelligibility, though? It is known that understanding this concept is essential to the study of ELF, which has brought several authors (Smith & Nelson, 1985; James, 1998; Field, 2003; among others) to try to classify the term. Nonetheless, defining intelligibility is not as simple a task as it might appear to be; there are some disagreements towards its definition among different authors, who introduce several diverse terminologies.

Cruz (2007) compares and contrasts suggested definitions from different authors between 1950 and 2003. Besides the word ‘intelligibility’, other terminologies have been listed in her paper, for instance, “effectiveness” (Catford, 1950), “comprehensibility” (Smith & Nelson, 1985; James, 1998; and Field, 2003) and “understandability” (Kenworthy, 1987). Following a brief

description of each terminology and definition given by different authors, Cruz developed a table (see table 1) comparing them, in which she shows that, apart from having different names, the definitions are actually rather similar:

Table 1: Summary of terminologies and concepts of intelligibility (taken from Cruz, 2007: 156-157)

Scholars	Terminologies and concepts	Similar concepts
Catford (1950, p. 8)	Intelligibility – occurs “if the hearer understands the words, i.e. if his response is appropriate to the linguistic forms of the utterance.”	Similar to Smith and Rafiqzad’s intelligibility, Smith and Nelson’s intelligibility, Kenworthy’s intelligibility and understandability, Jenkins’ intelligibility, and Field’s intelligibility.
Catford (1950, p. 7)	Effectiveness – “it is normally the speaker’s intention that the hearer should respond to his utterance in a manner which is appropriate to his purpose in speaking.”	Similar to Smith and Nelson’s interpretability, Kenworthy’s communication, and James’ communicativity.
Smith and Rafiqzad (1979, p. 371)	Intelligibility – “capacity for understanding a word or words when spoken/read in the context of a sentence being spoken/read at natural speed.”	Similar to Catford’s intelligibility, Smith and Nelson’s intelligibility, Kenworthy’s intelligibility and understandability, Jenkins’ intelligibility, and Field’s intelligibility.
Smith and Nelson (1985, p. 334)	Intelligibility – “word/utterance recognition.”	Similar to Catford’s intelligibility, Smith and Rafiqzad’s intelligibility, Kenworthy’s intelligibility and understandability, Jenkins’ intelligibility, and Field’s intelligibility.
Smith and Nelson (1985, p. 334)	Comprehensibility – “the meaning of a word or an utterance.”	Similar to James’ intelligibility and Field’s comprehensibility.
Smith and Nelson (1985, p. 334)	Interpretability – “meaning behind the word or utterance.”	Similar to Catford’s effectiveness, Kenworthy’s communication and James’ communicativity.
Kenworthy (1987, p. 13)	Intelligibility and understandability – “the more words a listener is able to identify accurately when said by a particular speaker, the more intelligible that speaker is.”	Similar to Catford’s intelligibility, Smith and Rafiqzad’s intelligibility, Smith and Nelson’s intelligibility, Jenkins’ intelligibility and Field’s intelligibility.
Kenworthy (1987, p. 16)	Communication – “involves reading the other’s intentions.”	Similar to Catford’s effectiveness, Smith and Nelson’s interpretability and

Bamgbose (1998, p. 11)	Intelligibility – “a complex of factors comprising recognizing an expression, knowing its meaning, and knowing what that meaning signifies in the socio-cultural context.”	Kenworthy’s communication. Similar to James’ comprehensibility.
James (1998, p. 212)	Comprehensibility – “refers to all aspects of the accessibility of the content – as opposed to the form – of utterances.”	Similar to Bamgbose’s intelligibility.
James (1998, p. 212)	Intelligibility - “the accessibility of the basic, literal meaning, the propositional content encoded in an utterance.”	Similar to Smith and Nelson’s comprehensibility, and Field’s comprehensibility.
James (1998, p. 217)	Communicativity – lack of communicativity occurs “when the reader-listener blithely assigns a meaning (and interpretation) to an utterance, but his reading is not what was intended.”	Similar to Catford’s effectiveness, Smith and Nelson’s interpretability and Kenworthy’s communication.
Jenkins (2000, p. 78)	Intelligibility – “the production and recognition of the formal properties of words and utterances, and, in particular, the ability to produce and receive phonological form.”	Similar to Catford’s intelligibility, Smith and Rafiqzad’s intelligibility, Smith and Nelson’s intelligibility, Kenworthy’s intelligibility and understandability and Field’s intelligibility.
Field (2003, p. 35)	Intelligibility – “the extent to which the content of the message is recognizable.”	Similar to Catford’s intelligibility, Smith and Rafiqzad’s intelligibility, Smith and Nelson’s intelligibility, Kenworthy’s intelligibility and understandability, and Jenkins’ intelligibility.
Field (2003, p. 35)	Comprehensibility – “the extent to which a speaker’s message is understandable, thanks to a combination of appropriate vocabulary, correct (or approximate syntax), sensitive pragmatics and mastery of basic features of pronunciation.”	Similar to Smith and Nelson’s comprehensibility and James’ intelligibility.

Despite the fact that several authors (Smith & Rafiqzad, 1979; Smith & Nelson, 1985; Kenworthy, 1987; James, 1998; Jenkins, 2000) have defined intelligibility as simply a recognition of sounds, words and utterances, separating them from their meaning in the context of communication, we will

characterize mutual intelligibility throughout this thesis as being a two-side coin, i. e., intelligibility here will be understood as both (a) how recognizable the words and utterances are in a given message and (b) how understandable the message becomes through these words and utterances. Hence, whenever the word intelligibility is used in this thesis, it will be concurrently encompassing Field's (2003: 35) concepts of both (a) *Intelligibility* – “the extent to which the content of the message is recognizable” – and (b) *Comprehensibility* – “the extent to which a speaker's message is understandable”. Therefore, within ELF, speaking good English is being able to pass a message which is at the same time “recognizable” and “understandable”.

1.3. Teaching English in the World

Following the discussion regarding the current status of English as the world's language, the emergence of new non-native varieties of English, and the question towards the ‘ownership’ of the language, comes a concern with relation to ELT within the new context which English is experiencing globally. Several questions have been posed, as Tomlinson (2006) lists:

- Should the prevailing standard Englishes (i.e. Standard British English and General American) continue to be taught as models of correctness to learners needing English for international communication?
- Should a variety of World Englishes be used as models of effective communication for learners needing English for international use? (...)

- How should English as an International Language (EIL) be taught to learners needing English for international communication?
(Tomlinson, 2006: 130-131)

Nonetheless, finding answers to such questions seems rather complex, since never before had a language had such an international reach as English has nowadays. This new status, puts into question methods of English as a foreign language, for example, which have the idea of teaching a language to non-native people who will use it to communicate basically with natives in their own culture and environment and is, thus, based on native-speakers' norms. It has been discussed, however, that such an idea does not apply to English anymore; people are willing to learn this language for motives other than communicating with NSs, such as using it as a lingua franca for both local and global needs (Takatsuka, 2008; Kirkpatrick, 2006). For that reason, authors have not yet found an answer to the questions above, still disagreeing over which pedagogy would be the best to be used in this case.

To illustrate, we will bring the opinions of Quirk (1985, 1990) and Kachru (1983, 1985, 1991, 1992), who, more than once, have disagreed on which model of English would be most appropriate to learners in the Outer and Expanding Circles. Quirk defends the use of, as he puts it, "a single monochrome standard" (Quirk, 1985: 6), which should be taught without any tolerance to mistakes, no matter how intelligible they might be:

The teaching of English in countries of the Expanding Circle should not involve any conflict over standards, and where it does, it is a reflection of 'half-baked quackery', and is mainly perpetuated by

minimally trained teachers and 'academic linguists with little experience of foreign language teaching'. Just because, for example, the use of the phrase 'several informations' is intelligible, this is no reason to ignore the incorrect use of an uncountable noun. (Quirk, 1999: 9)

Quirk also contends that NSs of the language are in a better position as English teachers compared to non-native ones, who, to be considered good enough, would have "to be in constant touch with the native speaker" (Quirk, 1990: 6-7).

Kachru (1991), on the other hand, considers Quirk's position as "deficit linguistics", and defends "a dynamic approach, based on a polymodel concept" (Kachru, 1983: 238). This approach represents the use of other varieties in the classroom, including the idea of tolerance and diversity, "which is based on vital sociolinguistic realities of identity, creativity and linguistic and cultural contact" (Kachru, 1991: 10). He states that the idea of a monomodel, defended by Quirk, does not represent the Outer and Expanding Circles, denying their linguistic, sociolinguistic, educational and pragmatic realities. Kachru also urges the idea of a paradigm shift, which means that the language should not only be seen and taught on the perspective of the so-called native-speakers, but also on the perspective of other speakers of English, who have learned the language to a point in which they can consider themselves owners of it. As Rajagopalan (1999), observes:

Kachru (1998), 'the chief architect' of WE [World English] (Brown, 1995), identifies three elements that characterize the WE

perspective: (1) the idea that there is a 'repertoire of models for English', (2) regional varieties have pragmatic bases, and (3) English as a language now belongs to all those who use it. (Rajagopalan, 1999: 203)

Kachru also disagrees with Quirk on his idea of 'best' English teachers. According to him, non-native teachers do not need (and are not able) to keep in constant touch with the native language, and that should not be a reason for them to be considered inferior to native teachers. Rajagopalan (2004) and Tomlinson (2006) contend that the best teachers of English are those who can work as real models to their students, that is, the successful bilinguals (Rajagopalan, 2004: 117; Tomlinson, 2006: 140). Because of such ideas, Kachru's position is referred to as "liberation linguistics" (Quirk, 1990). As said by Kirkpatrick (2006), the adoption of a polymodel pedagogy

should be liberating for teachers and learners (...) for many reasons. First, [non-native] teachers are no longer faced with a native-speaker model that they themselves do not speak. (...) Second, the cultural content of the classroom becomes significantly broadened. (...) Students (...) will be learning about the cultures of people with whom they are most likely to use their English. (...) A third reason (...) is that it comes without any suggestion that it [the English language] is somehow owned by someone else. (Kirkpatrick, 2006: 79)

With the development of studies about World Englishes and ELF, it is clear, thus, that we must rethink our ELT practices in order to meet the needs of

the current world (Rajagopalan 1999, 2004; Modiano, 2000; McKay, 2002, 2006; Bohn, 2003; Kirkpatrick, 2006; Jenkins, 2006; Cruz, 2007). As Rajagopalan (1999: 200) states, “teaching English can no longer be taken as simply teaching language”. Prabuh (1990) suggests that an appropriate methodology within the classroom of English as an International Language would be one in which the teacher uses their “sense of plausibility” (as cited in McKay, 2002: 116) basing their teaching on the needs of the students, with a sensibility to both local needs and global issues (McKay, 2002; McKay, 2006; Tomlinson, 2006). Thus, “teachers must be given the right and the responsibility to employ methods that are culturally sensitive and productive” (McKay, 2002: 129). McKay also states that the teaching of English in Outer and Expanding Circles should have different goals from English as a Foreign Language, such as focusing on intelligibility rather than on using native-speakers’ norms correctly, and developing strategies to achieve “comity” within diverse cultures (McKay, 2002: 127). Therefore, ELT today must consider and recognize the needs of its learners, including the idea that native-like proficiency is no longer their goal, in order to develop a more effective curriculum (Kachru, 1992; Rajagopalan, 2004; McKay, 2006; Tomlinson, 2006), as Kachru points out:

The implications of the internationalization of English have yet to be reflected in the curricula of teacher training programs, in the methodology of teaching, in understanding the sociolinguistic profile of the language, and in cross-cultural awareness. (Kachru, 1992: 355)

It is highly recognized, hence, that a speaker of English with the ability to understand only Standard British or American varieties might be less prepared to take part on this globalized world than a speaker with a more general approach to the language, that is, a speaker who has “develop[ed] the skills required to understand users of differing varieties of English (including Standard Englishes)” (Tomlinson, 2006: 142) given that “new competencies are required for communication and literacy in today’s world” (Canagarajah, 2005: xxv).

To sum up, let us quote Tomlinson’s conclusion regarding teaching English in the world:

Above all, what we need is to encourage awareness that communication between speakers of different varieties of English is typically characterized by mutual understanding and cooperation even when the speakers make ‘errors’ (Kirkpatrick, 2004), and that we should rejoice in this as a positive rather than lament the speakers’ failure to achieve native-speaker norms. (Tomlinson, 2006: 147)

In the following chapter, we shall discuss the status of English in Brazil as well as the aspects which affect the practices of ELT inside this country.

2. ENGLISH IN BRAZIL

Being considered nowadays the most important language in the world, English is said to have become a global language. Hence, it is the language chosen to be used in most of the social gatherings and publications which encompass people from different nationalities and/or different mother tongues. Due to this fact, it has been institutionalized in hundreds of countries as the primary foreign language to be taught at schools (Crystal, 2003: 3-4).

Following this trend, Brazil has also noticed the importance of English in the globalized world; in this sense, it is no exception in the attempt “to get a piece of the cake in the new global market” (Rajagopalan, 2003: 98). In Brazil, as in other Expanding Circle countries¹⁰, the English language holds no official status apart from being considered the leading foreign language. Therefore, nowadays Brazilians are taught English basically through formal education in schools or English courses, where the teaching of this foreign language is based on native standards, pursuing native-like proficiency.

Nevertheless, Rajagopalan (2003), who discusses the ambivalent role of English in Brazilian politics and the attitudes of the Brazilian population towards it, concludes that the presence of English in Brazil cannot be lowered to the classroom; it is part of the everyday life of Brazilians by means of TV, billboards, advertisements, movies, songs, labels, etc.:

Now, the overwhelming presence of English in Brazil is no news to anyone who has even a nodding acquaintance with the country

¹⁰ See page 9 in this thesis.

and its recent history. Over the past several years, the English language has been making steady inroads into the nation's cultural scenario, dominating practically all walks of life and making its presence felt in every nook and corner of the country. It is all over the place – on neon signs, shop windows, television commercials, popular magazines and newspapers, and even on T-shirts worn by ordinary people, including many who speak little or no English. (Rajagopalan, 2003: 92)

Due to the vast amount of English produced in Brazil, as Rajagopalan (2003) states, current ELT practices within Brazilian schools and private courses might have become obsolete since they base the teaching of English on native rules and culture, thus missing the new experience that Brazilian students have with the English language on a daily basis. It is widely recognized that English teachers in countries like Brazil, i. e., belonging to the Expanding Circle, are faced with the challenge of renewing ELT by bringing to class local needs and basing it on students' real perspectives and interests, even trying to include in the class their students' own culture by means of the foreign language (Friedrich, 2000; Leffa, 2001; McKay, 2002, 2006; Bohn, 2003; Graddol, 2006). As Bohn (2003) contends:

In the context of growing use of and demand for English as an international language along with recognition of a growing need for the maintenance of local identities associated with local languages, Brazilian language teachers are faced with the challenge of making the classroom more responsive to the social reality. [These language professionals ought to] articulat[e] a national foreign

language education that does justice to the learners, their first languages, and the languages being taught. (Bohn, 2003: 159)

Following in this chapter, we will develop on the role and status of English in Brazil, the attitudes and perspectives of Brazilian learners towards it, and the current profile of Brazilian English teachers (including the education they are given through college). Our intent is to compare and contrast what is currently happening within ELT in Brazil with what could be a possible innovative education policy for ELT in this country.

2.1. Educational Role and Status of English in Brazil

It is well known that English is the most important foreign language to be learned so that people can join the “global market”. However, this language is still given a low status as a school subject in Brazil. In this subsection, we will develop on the history of ELT in Brazil, hence discussing the role and status that this language holds there.

The relationship of Brazil with English speaking countries, initially England, has been quite long, starting many years before the growth of globalization, in 1530. Among the interests of the English in Brazilian lands were, at first, the search for its natural wealth and, later, the establishment of commerce and industry. With the foundation of such English companies, in the early 19th century, came a need for professionals who had to know English in order to get a job. Due to this fact, in 1809, exactly 200 years ago, the Portuguese prince Dom João VI decreed that English should be taught in Brazil with the objective

of enabling Brazilian professionals to the job market (Nogueira, 2007; Naves & Vigna, 2008; Westphalen, 2009). Since then and for many years, the study of modern languages, such as English, became part of the curriculum jointly with classical languages (e.g. Latin), being taught basically through the method of grammar and translation (Nogueira, 2007).

Moreover, around 1930, with the establishment of new relationships between Brazilians and North-Americans, the English language became even more popular, which resulted in the emergence of private English courses and bi-national institutes in Brazil (Nogueira, 2007: 22-23).

Nonetheless, in 1961, with the implementation of the first law concerning main guidelines in national education (*Lei de Diretrizes e Bases da Educação Nacional*, hence LDB) by the Brazilian Ministry of Education (MEC), and again in 1971 with the second one, the teaching of foreign languages, including English, was left aside, giving more emphasis to scientific and professional studies (Leffa, 1999: 24-26; Nogueira, 2007: 23; Naves & Vigna, 2008: 35).

With the growing interest on Linguistics in Brazil, though, in the 1960s, private sectors started intervening in the teaching of foreign languages, especially English, creating scientific journals, associations and meetings with the objective of discussing ELT in Brazil. Among these are the edition development of the journal *Revista Estudos* by the Department of Studies and Research of the Yázigí Language Institute and the Center of Applied Linguistics (*Centro de Linguística Aplicada*). However, the first of these national meetings of policy for language teaching, called I ENPLE¹¹, only happened in November, 1996. It intended to propose an urgent plan for ELT in the country that sought to

¹¹ I Encontro Nacional de Política de Ensino de Línguas

provide Brazilians with the right to citizenship, including the learning of foreign languages (Naves & Vigna, 2008: 35). The result was positive: only one month after this meeting, in December, 1996, the new LDB was promulgated, which reestablished the teaching of one foreign language as mandatory from the 5th grade of Elementary School until High School, and the possibility of one other optional foreign language during High School (Leffa, 1999: 26-27; Nogueira, 2007: 23-24; Naves & Vigna, 2008: 35-36).

In 1998, a document called *Parâmetros Curriculares Nacionais: Língua Estrangeira* (hence PCNs), was developed with the intent to complement the new 1996 LDB and also to work as guidelines for Brazilian education so that it would meet the necessities of Brazilian society, hence improving the quality of teaching (Dourado & Obermark, 2001: 390). This document proposes a socio-interactive approach to the teaching of foreign languages, taking into account the notion that language is a social practice, which suggests some objectives towards language teaching that transcend the traditional view. These objectives have been summarized by Bohn (2003) in terms of classroom focus (see figure 2). The PCNs also alert educational authorities that Foreign Language (FL) teaching is a professional activity and, as such, needs to be done by university certified teachers.

Nonetheless, as a result of its holding no regulatory status, Bohn affirms that, in spite of what is stated on this document, ELT seems to have had no impact, continuing to be “based on old notions of linguistic knowledge” and “traditional definitions of language” (Bohn, 2003: 168). That is to say that ELT in Brazil, even after 200 years, seems to be still based on grammar and translation

and also to have maintained its low status within classrooms, which needs to be rethought and changed:

[In Brazil,] the teaching of a foreign language is not seen as an important element for the student's development, as a right that must be ensured to him. In contrast, frequently, this subject does not have a privileged place in the curriculum, being taught, in some regions, in no more than one or two grades of elementary school. In others, it has the status of a simple activity, without any character of promotion or disapproval. What's more, in some states the foreign language is put out of the school curriculum, in language centers, out of the regular school schedule and out of school. Out, therefore, of the student's context of global education.¹² (PCNs, 1998: 24)

¹² This and all the other translations from quotations originally written in Portuguese which will appear throughout this text have been made by the author of this thesis. The original quotation shall be found in footnote associated with its translation used within the text, just as in this case: “[No Brasil,] o ensino de Língua Estrangeira não é visto como elemento importante na formação do aluno, como um direito que lhe deve ser assegurado. Ao contrário, freqüentemente, essa disciplina não tem lugar privilegiado no currículo, sendo ministrada, em algumas regiões, em apenas uma ou duas séries do ensino fundamental. Em outras, tem o status de simples atividade, sem caráter de promoção ou reprovação. Em alguns estados, ainda, a Língua Estrangeira é colocada fora da grade curricular, em Centros de Línguas, fora do horário regular e fora da escola. Fora, portanto, do contexto da educação global do aluno.” (PCNs, 1998: 24)

The [ELT] classroom should focus on:

1. A multilingual world of which the learner is part;
2. Global comprehension;
3. Meanings expressed, rather than on correction of form;
4. Development of learners' ability to perceive the foreign language as an opportunity for communication and participation;
5. Learners' ability to share the values of a plural world and to comprehend and identify their role in such a world;
6. Recognition that the development of FL competence will allow learners to access cultural values and goods and products from different parts of the world;
7. Interconnectedness of FL systemic and communicative knowledge and mother tongue knowledge and language practices;
8. Critical analysis of language use and variation;
9. Development of critical reading ability to enhance learners' professional capacity and their continuous knowledge development;
10. Learners' communicative capacities to prepare them for diverse/multicommunicative situations.

Figure 2: Foreign language learning objectives proposed by the PCNs (summary taken from Bohn, 2003: 167)

ELT in Brazil, however, cannot be reduced to the classroom of the regular public and private schools; with the insufficient education found in these places, and also with the growth in the need to speak English, private English courses, specialized in ELT, have been gaining space in Brazil since the 1930s, but only to a privileged minority of the population who can afford them and, thus, control the market. Consequently, millions of Brazilians are being excluded "from local, national and international competition in the marketplace" (Bohn, 2003: 160).

To change this practice, and to try to include more Brazilians in the “competition”, Bohn (2003) proposes that “language teachers should be encouraged to allow learners to experience knowledge development as a pleasurable and emotional process in which meaning and interaction play a central role”, thus increasing the learners’ motivation and interest to learn in school. He goes on to say that “students’ motivation fades away when the teacher does not link classroom practice to the learners’ culture, environment and everyday lives”. In his view, teachers should “emphasize that language must be taught and used in relation to the present, not solely for future needs or for a competitive edge and professional success”, i. e., it is more significant to develop the learners’ curiosity by showing them how much they can prevail for knowing it now. Finally, he suggests that “language classrooms are good places to ... develop the capacity to ask questions, ..., dialogue and discover what others mean and how they mean”, that is, Bohn believes Brazilian classrooms should be better places to develop students’ autonomy (Bohn, 2003: 169-170).

To sum up, it is recognized that the role and status of English within Brazilian schools still has much to be rethought in order to become adequate and to prepare learners to the global market. However, such a status has been discussed and several changes have been proposed lately with the objective of improving ELT in Brazil, including changes in TE.

Following, we will discuss the attitudes of Brazilian learners of English towards the language, and how it can help teachers to focus on what students truly need to learn in order to be able to communicate in English.

2.2. Students' Attitudes towards the Use of English in Brazil

Friedrich (2000) presents a paper with the topic of English in Brazil, however, while Bohn (2003) describes the scenario, she introduces the functions of English in Brazil by means of a questionnaire answered by Brazilian learners of English concerning their attitudes towards the language. The results of this questionnaire corroborate the definition of language and the principles of language teaching proposed by the Brazilian PCNs.

According to her, the only way to develop the educational policy of a country is by knowing the language attitudes of its learners:

It is only after educators and policy makers are aware of language attitudes that they can address the needs of the learners and deal with the reality of mixed feelings that an international language such as English provokes. The study of attitudes is an essential part of a world Englishes approach to language use. (Friedrich, 2000: 216)

Friedrich (2000) analyzes three central perceptions of Brazilian learners¹³ which are: (1) the status of English as an international language; (2) the role of English in Brazil; and (3) the role of English in their own lives.

With reference to varieties of English and English as an international language, Friedrich concluded that, in Brazil, students are more concerned about knowing English, no matter which variety they learn, giving particular

¹³ The learners involved in Friedrich's survey were students selected randomly within different branches of a well-established language institute in a Brazilian city, more specifically, São Paulo. Since random sampling was used, there were learners of different levels of English, different educational background and different ages.

varieties a secondary interest. This means that Brazilians associate more status with the language as a whole than with a single variety. It has also been noticed that all respondents, without exceptions, understand that English is used in these days as a means for international communication. It is recognized that what is needed is to “be prepared to cope with a wide variety of accents [and rules], both native and non-native” (Rajagopalan, 2004: 115).

Regarding the role of English in the learners’ lives, it has been recognized that English in Brazil is used mainly for professional and traveling purposes, that is, Brazilian students are willing to be able to speak English in order to engage in international communication as a whole and have better opportunities in life. Thus, knowing English means having status and advantages over others. These findings come to confirm Kachru’s (1992: 396) statement that “what draws an increasing number of people in the remote parts of the world to the study of English is the social attitude toward the language”. It seems that Brazilians are no exception.

Friedrich has also shown that, for Brazilian students, English is considered a practical language, that is, they believe that being a good speaker of a language means being able to communicate in it fluently, but not necessarily accurately regarding both grammar and accent. Therefore, Brazilian students want to learn English, but they are not willing to “give up their regional or national accent and identity [to] embrace a foreign, homogenized reference” (Bohn, 2003: 163).

Hence, the results of the survey presented here confirm the need to rethink ELT pedagogy in Brazil, “given that the respondents have many stereotypical ideas about English and learning which are not being addressed in

the classroom” (Friedrich, 2000: 222), such as fluency over accuracy and different varieties. It is clear that Brazilians are learning English in order to augment their set of connections and to join the global society, where English is extremely necessary. Based on this, it is possible to conclude that Brazilian students are starting to identify with ELF concerning lexicogrammatical and phonological rules more than with Standard English (even though they might not know it consciously).

Due to the new route that Brazilians are taking within ELT, teachers must also review their concepts and broaden their horizons to other varieties, other rules, other accents, basing their classes on English for international purposes. According to Rajagopalan (2004),

those of us who accept the notion of WE [World English] need to go back to the drawing board and rethink our entire approach to ELT. (...) ELT practices that have for long been in place need to be reviewed drastically with a view to addressing the new set of challenges being thrown at us by the phenomenon of WE. Up until now a good deal of our taken-for-granted ELT practices have been threatened with the prospect of being declared obsolete for the simple reason that they do not take into account some of the most significant characteristics of WE (Rajagopalan, 2004: 112).

Following, we shall illustrate the reality in Brazil regarding the profile of Brazilian English teachers and a description of the education program they are given in university courses. In addition, we will present the suggestions of some

scholars regarding TE programs, and how these might affect ELT practices in the country.

2.3. English Teachers and TE in Brazil

As several authors have argued, ideal English teachers would be reflexive professionals, who, besides holding good command of the language, should be able to reflect upon their practices and be agents of change, that is, they should be professionals who develop a “sense of plausibility” (Prabuh, 1990: 172) toward their practice. What is more, as professionals, these teachers should hold, at least, a university degree, in addition to being continuously seeking further education, which could be done by joining teacher associations, taking part in congresses and continuing education or even taking post-graduate studies (Paiva, 1997; Cox & Assis-Peterson, 2001; Celani, 2001; Bohn, 2001; Castro, 2001; Leffa, 2001; Bohn, 2003; Papa & Guimarães, 2007; Arantes, 2007; Salgado e Dias, 2007).

Nonetheless, this is not true of many of the English teachers in Brazil. According to Paiva (1997), in Brazil, more specifically in the state of Minas Gerais, there are two different types of English teachers, and neither of them fit the profile described above. On the one hand, we find some “professionals with oral fluency (...) acquired in cultural exchange programs or some other type of experience abroad who do not hold any pedagogical qualification”¹⁴; on the other hand, we have “professionals graduated in Humanity courses, *Letras*

¹⁴ “profissionais com fluência oral (...) adquirida através de intercâmbios culturais ou outro tipo de experiência no exterior e sem formação pedagógica” (Paiva, 1997: para. 2).

(which provides them little opportunities to learn the language) with precarious pedagogical education”¹⁵ (Paiva, 1997: para. 2). Cox & Assis-Peterson (2002) argue that, in the Brazilian context, there are English teachers who really consider themselves teachers and others who are just working as teachers until they get a better job. They also state that some of the already licensed teachers know little or nothing regarding classroom pedagogy.

This reality is a result of poor TE within universities, where learning of language and literature is detached from pedagogy and didactics, thus neglecting the pre-service teacher the possibility to reflect upon classroom practices related to their own subject and social reality and discuss them, which could facilitate their preparation for their own work as teachers (Cox & Assis-Peterson, 2001; Rocha & Freire, 2001; Castro, 2001). This way, as Salgado & Dias (2007: 951) point out, “[English teachers], when encountering the reality of their professional life, feel helpless and see themselves unable to use all the theory acquired through four or five years of undergraduate studies”¹⁶.

So, what could be done in order to improve TE and, consequently, improve ELT in Brazil? Scholars suggest that undergraduate TE programs should prepare teachers to analyze and reflect, to make the classroom a space where they can work on research of their own practices and develop as professionals (Paiva, 1997; Celani, 2001; Bohn, 2001; Castro, 2001; Leffa, 2001; Cox & Assis-Peterson, 2001; Papa & Guimarães, 2007; Arantes, 2007; Salgado e Dias, 2007). Castro (2001: 304) also proposes that these programs

¹⁵ “profissionais egressos de cursos de Letras (que lhes proporcionaram poucas oportunidades de aprender o idioma) e precária formação pedagógica.” (Paiva, 1997: para. 2).

¹⁶ “ao se depararem com a realidade da vida profissional, professores e professoras se sentem desamparados e se vêem impossibilitados de usar toda a teoria adquirida ao longo de quatro ou cinco anos de curso universitário.” (Salgado & Dias, 2007: 951).

ought to answer some questions, such as “(a) *what* should I teach my students and *why*; (b) *how* should I teach them the conceptual subjects and the procedures to acquired this knowledge” (*emphasis added by researcher*). Paiva (1997: conclusion section, para. 3) claims for a restructuring on these programs, including a subject of Applied Linguistics based on teaching and learning of foreign languages, where students would develop critical awareness over classroom reality.

Besides the necessity of having an interaction between theory and practice within university studies, teaching English nowadays involves aspects which go beyond teaching a foreign language. These aspects are related to the current status of this language in the world, such as the use of English globally, which has made it a lingua franca. English is now a “multinational” (Leffa, 2001: 343) language, and having a critical knowledge about it is indispensable for English teachers in the world. Cox & Assis-Peterson (2001: 20) insist that English teachers must be able to discuss critically the position of English internationally, showing their students that knowing it is more than having the possibility to talk to native speakers in their own environment, teachers have to be prepared to show their students that this knowledge will give them “a passport to the first world”¹⁷.

English teachers must also be taught in university how to use the English language as a way to explore their students own culture (Leffa, 2001; McKay, 2002, 2006; Bohn, 2003; Tomlinson, 2006). This way, English teachers must be aware that international users of English do not need (and often do not want) to incorporate the American or British cultures, put aside their identity or achieve

¹⁷ “um passaporte para o primeiro mundo” (Cox & Assis-Peterson, 2001: 20).

native-like proficiency to be considered good speakers of the language (Modiano, 1999a, 1999b, 2000; Friedrich, 2000; Leffa, 2001; Bohn, 2003).

Based on this, we notice that there is a necessity for new priorities, both in ELT and TE. To conclude, we shall present Bohn's (2003) recommendations regarding TE which could be rather helpful to the present ELT scenario in Brazil:

Teacher education can best prepare language teaching professionals by developing their ability to engage in dialogue instead of instruction; to produce meaning instead of translating; to amalgamate FL and mother tongue instead of contrasting; to work in companionship instead of determining knowledge to be memorized. With this flexibility and unpredictability, teaching and learning may become a worthwhile, attractive and adventurous experience. (Bohn, 2003: 170-171)

This way, this thesis aims at discussing such topics with English teachers in Brazil who are undertaking the last year of their undergraduate course in *Letras* by means of a survey. This survey aims at quantifying their attitudes and opinions regarding both ELF and TE in Brazil, which have never been taken into consideration by Universities but might make a difference in the future.

Next, we will present the hypothesis of this thesis and give a thorough description of the methodology used in this research, as well as of the participants, materials and procedures involved in it. In addition, the results of the research and the analysis made upon it shall also be presented as follows.

3. A STUDY OF BRAZILIAN ENGLISH TEACHERS' ATTITUDES AND OPINIONS TOWARDS ELF

English, which is now considered a global language, has gained a new status and, for this reason, has called the attention of several researchers who intend to either understand its causes and consequences (Kachru, 1992; Graddol, 1997; McArthur, 1998; McKay, 2002; Crystal, 2003; Graddol, 2006, among others) or describe the new varieties of the language which have been developing due to its international status (Modiano, 1999a; Seidlhofer, 2000; Jenkins, 2000; Brutt-Griffler, 2002; Jenkins, 2003; Hülmbauer, 2007, among others). Therefore, English has become highly discussed and studied at present days. As Crystal points out, "English is news" (Crystal, 2003: 2).

Following such trends, this thesis aims at contributing to these "news" into the Brazilian ELT scenario by gathering information regarding English teachers' attitudes and opinions about ELF. Hence, the purpose of the present study was to gain insight into Brazilian non-native English teachers' general knowledge of the global role of English asking them their attitudes and opinions towards ELF, whether they had already realized the implications that ELF might bring into TEFL, and whether the teachers were perhaps already using methods applicable to teaching ELF. In other words, the purpose was to find out how ready teachers would be to accept a shift from NS standards and ideologies towards a more pluricentric model of TEFL since such a model is perhaps what their students will be more likely to encounter in real life. More specifically, the

objective of this thesis was to collect and analyze the attitudes and opinions of English teachers in Brazil, especially in the city of Porto Alegre¹⁸, regarding:

- (1) The status of English in the world;
- (2) ELF, taking into consideration its possible introduction/use in the language classroom;
- (3) Their concern about how these aspects should be discussed in TE programs, including their suggestions in order to make such programs adjust to the existing reality of the language.

Our intention was not to test a particular hypothesis. However, we did have certain assumptions as to what the results might bring forth. For instance, it was expected the teachers to be conscious of the new lingua franca role of English, i.e. it was assumed that teachers would have some knowledge concerning the international use of the language among NNSs. Nevertheless, it was also presumed they would be inclined to prefer the NS model in teaching and that they would have it as a goal for their students in Brazil. Such assumption was due to the fact that the curriculum of schools in Brazil still requires it and also because the teachers themselves have most likely been instilled with the idea of the superiority and prestige value of the NS model through their own education. Moreover, based on Seidlhofer's (1999) study on Austrian English teachers and on the assumptions above, it was assumed that these teachers might also show concern or insecurity about their own non-nativeness as English teachers. Finally, as to TE programs, it was supposed

¹⁸ Porto Alegre is the capital city in the state of Rio Grande do Sul, which is located in the Southern area of Brazil.

that teachers would want them to broaden their teaching of English to not only the standard varieties, but also to other varieties, for example ELF.

3.1. Participants

In order to verify the attitudes and opinions of Brazilian English teachers towards ELF stated above, the quantitative approach of survey was applied. Moreover, the subjects chosen for this investigation were selected by means of non-probabilistic sampling (based on convenience), which means that “the participants [were] selected with basis in their presumed resemblance with the useful population and their immediate availability” (Rea & Parker, 2000: 150).

The participants were selected within four Brazilian universities in the region of Porto Alegre which were: (1) *Universidade Federal do Rio Grande do Sul* (UFRGS); (2) *Pontifícia Universidade Católica do Rio Grande do Sul* (PUCRS); (3) *Faculdades Porto Alegrenses* (FAPA); and (4) *Universidade Luterana do Brasil* (ULBRA).

They were 24 English teachers enrolled in the last year of a university course in Humanities, the *Letras* major, which qualifies its students to become language teachers. We selected participants who were being qualified to teach either only English, or to teach both English and Portuguese since undergraduate students have the option to take either one or the other. Both courses are four years long, however, the *Letras* course which qualifies only English teachers dedicates more time to the study of the language, structure, literature and culture whereas the *Letras* course that qualifies both English and Portuguese teachers does not have as much time to dedicate to each area. In

this sense, it is highly relevant to compare their ideas and answers in relation to the topic of this study.

In addition, all of the participants involved in this research have been working as English teachers for at least one year. They were chosen because it was necessary to have some teaching experience in order to be able to answer questions related to classroom language.

Thus, a general assessment of the English teachers involved in this study is organized according to (a) age and sex; (b) place of study, major and sub-areas, (c) teaching experience, their students' age and the places where they work, which are going to be deeply explained in the sections below.

3.1.1. Age and Sex.

The average age of the teachers at the last year of their *Letras* major was 27, but participants range in age from 20-37. Although there are still some Brazilians who enroll at university at older ages, only 9 participants (37.5%) were 30 years old or more, which means the other participants, 15 or 62.5%, were aged 20 to 29 years old. Such a number reflects the current Brazilian scenario of higher education, where, young students (who are usually 16 or 17 years old) finish high school and already start university. Thus, figure 3 displays the number of participants and their correspondent ages.

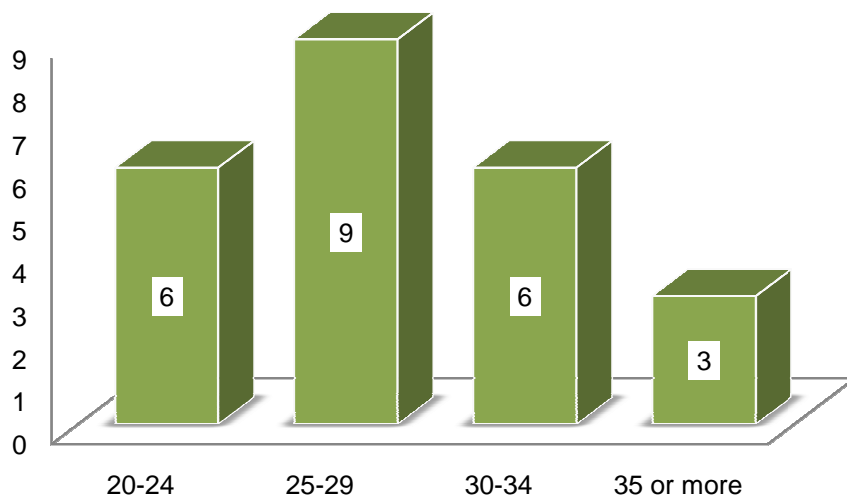


Figure 3: Number of participants according to their age.

Moreover, 19 out of the 24 participants (79.1%) were women. The high majority of female students in *Letras* courses can be attributed to the fact that these courses are more specifically for teachers and more women than men pursue employment as teachers in Brazil (see figure 4 for further information).

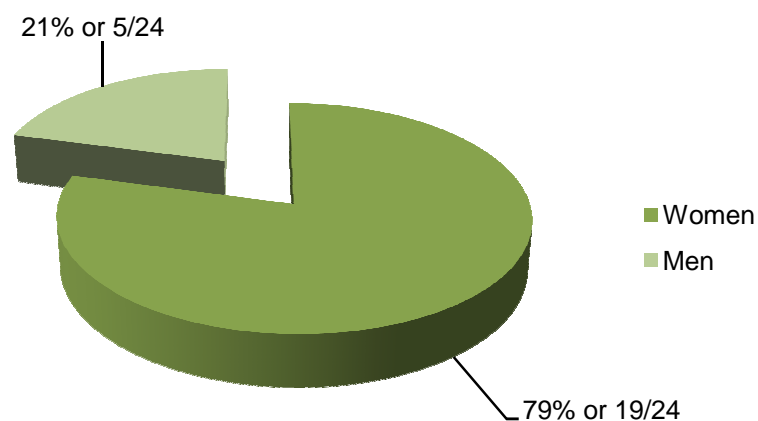


Figure 4: Number of participants according to their sex.

3.1.2. Place of Study, Major and Subareas

All of the participants were taking the *Letras* major in one of the 4 universities listed above. Most of them, 18 participants to be more exact, were either taking their major at PUCRS or at FAPA (75%). The other participants (25%) were either studying at UFRGS or at ULBRA. Thus, figure 5 demonstrates the percentage of participants from each of the universities above.

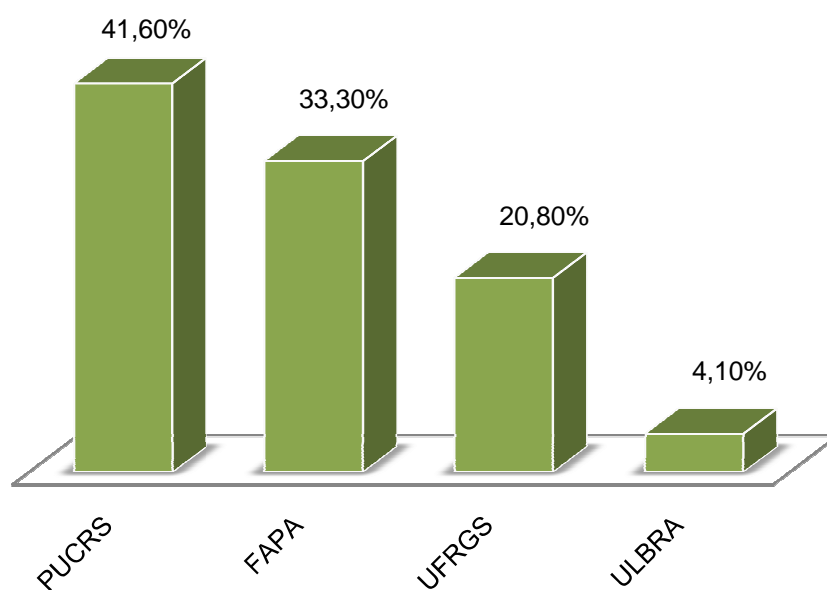


Figure 5: Percentage of participants' place of study.

As stated above, all of the participants were taking the *Letras* major. However, there are several different subareas within this major. In this study, we have participants either taking the subarea of English and Portuguese, or

English only. Even though all of the universities involved in this project comprise the major in English and Portuguese, only three of them (UFRGS, PUCRS and ULBRA) offer their students both options (English and Portuguese and only English).

Hence, as displayed in table 2¹⁹ below, 17 of them (70.8%) were taking their major to become both English and Portuguese teachers. Such a majority is understood by two factors: (1) the fact that there are more universities offering only the double major than offering only the major in English, and (2) the fact that teachers at university in Brazil are pursuing more possibilities of job opportunities after university; thus, with this major, they can be both English and Portuguese teachers. Consequently, only seven participants (29.1%) were specializing in the teaching of English.

¹⁹ In this thesis, participants will be referred to as P1, P2, etc, following the decreasing order in which the answers were sent. Hence, P1 was the last to send his answers while P24 was the first.

Table 2: Participants' academic background.

<i>Participant</i> \ <i>Subarea</i>	<i>English</i>	<i>English and Portuguese</i>
P1	X	
P2	X	
P3	X	
P4	X	
P5		X
P6		X
P7		X
P8	X	
P9		X
P10		X
P11		X
P12	X	
P13		X
P14		X
P15		X
P16		X
P17		X
P18		X
P19		X
P20		X
P21	X	
P22		X
P23		X
P24		X
TOTAL:	7	17
PERCENTAGE:	29,1%	70,8%

3.1.3. Teaching experience

The average of teaching experience of the teachers at the last year of their *Letras* major is of about four years, but participants range in experience from 1 to 12 years. Because these teachers are still at university, and many of them have just started working as teachers, 15 out of the 24 teachers (62.5%) have a 1-to-4-year experience. However, as some of these teachers joined university later in their lives, and, sometimes, even after they started working, the other nine teachers (37.5%) have been teaching for at least five years, as shown in figure 6.

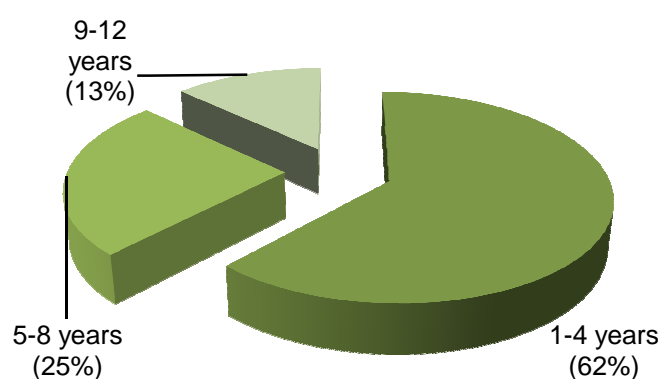


Figure 6: Participants' teaching experience.

Other factors used to identify the profile of the participants in this area were the places where they teach and the people to whom they teach.

Out of the 24 teachers involved in this research, 13 (54.1%) were teaching only at English courses in language schools. They are free courses that do not need to follow any recommendations regarding method and language set by the

Brazilian government. Moreover, they are usually paid and are available for a minority of the Brazilian population, who can actually afford them.

Following, two teachers (8.3%) worked at English courses and at private regular schools, other two teachers (8.3%) taught at English courses and at public regular schools and one teacher (4.1%) taught at English courses, at a public school and “other”. Therefore, it is possible to say that 18 of all the teachers involved, which comprises 75%, were teaching either at English courses only or at English courses plus somewhere else.

Moreover, only four out of the 24 teachers (16.6%) were only working at regular schools. The other two (8.3%) selected the option “other”, which for them meant working as private teachers (see figure 7).

In brief, these numbers reflect the fact that most regular schools in Brazil do not hire teachers who do not hold a university degree, while English courses mostly do.

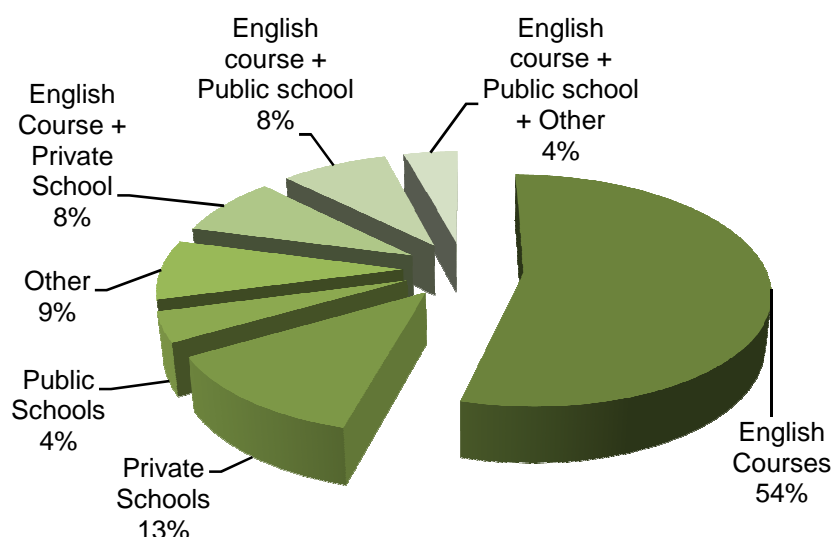


Figure 7: Places where participants work.

The participants' students belonged to four different age groups, ranging from children (up to 10 years old), younger adolescents (from 11 to 15 years old), older adolescents (from 16 to 19 years old) and adults (from 20 years old on).

It was noticed that the two most taught age groups were older adolescents from 16 to 19 years old and adults, taught by 22 (91.6%) of all teachers involved. However, only two (8.3%) of these teachers were teaching only children up to 10 years old. In addition, 18 participants (75%) were teaching to at least two or three different age groups, from which six (33.3%) were teaching all groups of ages. This can be explained by the fact that most teachers work at English courses, which take students of all ages. Figure 8²⁰ illustrates this information in further details.

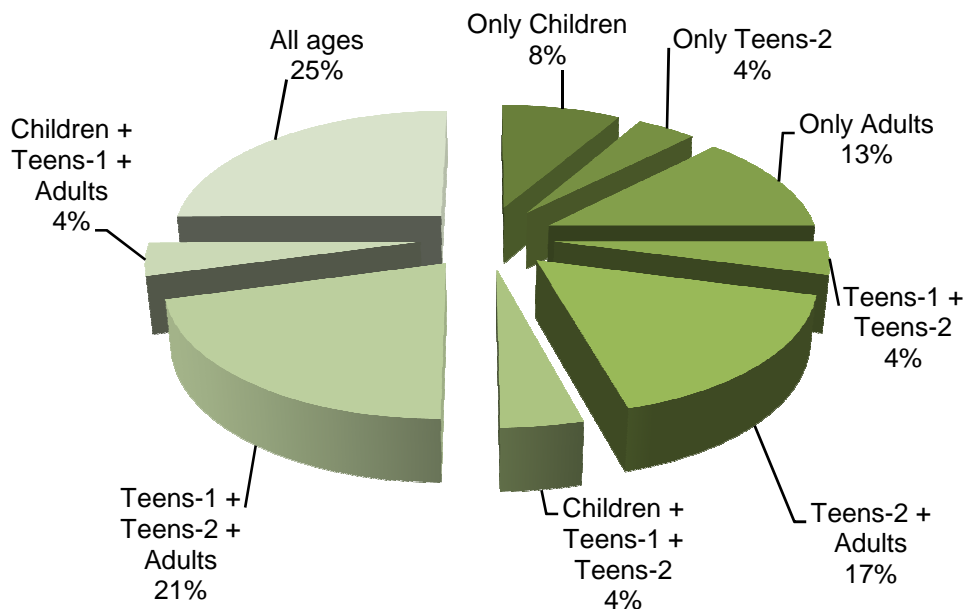


Figure 8: Participants' students

²⁰ In this figure we identify the first group of adolescents (from 11 to 15 years old) as teens-1 and the second group (from 16 to 19 years old) as teens-2.

For further information on participants' profile, see table 3 below.
Following, we shall identify and describe the materials used in this research.

Table 3: General view of participants' profile (Questionnaire, Part 1)²¹

Participants	Q1		Q2	Q3	Q4	Q5	Q6
P1	F	37	PUCRS	Eng.	four	Eng. Course	Kids
P2	F	25	PUCRS	Eng.	Seven	Eng. Course + Pub. School	Kids + Teens-1 + Adults
P3	F	36	PUCRS	Eng.	Two	Eng. Course	Adults
P4	F	31	PUCRS	Eng.	Six	Eng. Course + Pub. School	Teens-1 + Teens-2 + Adults
P5	F	23	PUCRS	Eng. + Port.	Two	Eng. Course	All Ages
P6	F	24	PUCRS	Eng. + Port.	One	Eng. Course	Teens-2 + Adults
P7	F	30	PUCRS	Eng. + Port.	Twelve	Eng. Course	All Ages
P8	F	31	PUCRS	Eng.	Five	Eng. Course	Teens-1 + Teens-2 + Adults
P9	F	26	FAPA	Eng. + Port.	Seven	Priv. School	Teens-1 + Teens-2
P10	F	26	PUCRS	Eng. + Port.	Two	Eng. Course	Teens-2 + Adults
P11	F	22	PUCRS	Eng. + Port.	One	Other (Priv. Teacher)	Teens-2 + Adults
P12	F	25	ULBRA	Eng.	Seven	Eng. Course + Priv. School	Teens-1 + Teens-2 + Adults

²¹ See Appendix A.

P13	M	35	UFRGS	Eng. + Port.	Eleven	Eng. Course	All Ages
P14	M	29	UFRGS	Eng. + Port.	Two	Eng. Course	Teens-2
P15	F	28	UFRGS	Eng. + Port.	One	Eng. Course	Adults
P16	F	27	FAPA	Eng. + Port.	One	Other (Priv. Teacher)	Kids
P17	F	30	FAPA	Eng. + Port.	One	Priv. School	Kids
P18	M	25	FAPA	Eng. + Port.	One	Eng. Course + Priv. School	All Ages
P19	F	23	FAPA	Eng. + Port.	Two	Eng. Course	Teens-1 + Teens-2 + Adults
P20	F	30	FAPA	Eng. + Port.	Five	Pub. School	Teens-1 + Teens-2 + Adults
P21	M	20	FAPA	Eng.	Three	Eng. Course + Pub. School + Other (Priv. Teacher)	Teens-1 + Teens-2 + Adults
P22	F	21	FAPA	Eng. + Port.	Three	Priv. School	Kids + Teens-1 + Teens-2
P23	M	30	UFRGS	Eng. + Port.	Four	Eng. Course	Teens-2 + Adults
P24	F	27	UFRGS	Eng. + Port.	Ten	Eng. Course	All Ages

3.2. The questionnaire

The participants' attitudes and opinions were analyzed from their answers to a questionnaire²² developed especially for this survey. This questionnaire was built on a self-administered format, with mostly closed questions of nominal, ordinal and Likert scales (Fowler, 1984; Günther, 2003). Nonetheless, there were also two open-ended questions at end of the questionnaire, where participants could express their ideas more freely. One of these questions, question 2 in Part 3, was answered by 100% of the 24 participants, whereas the other one, which asked whether they would like to suggest anything regarding English teaching within TE programs, was answered by 16 participants, about 67% out of the total number of 24 participants. Such open-ended questions might be useful "in cases in which the restrictions to closed questions outweigh the inconveniences of the open ones" (Rea & Parker, 2000: 47), giving the participant an opportunity to answer some questions in their own words. Thus, according to Fowler (1984: 87), these questions may turn this type of questionnaire less frustrating, once people enjoy expressing their own views.

This questionnaire was developed in Brazilian Portuguese due to the fact that participants usually feel more comfortable using it and also because, if it were in English, they might have seen it as a test on their English language skills, which was not the purpose of this research. In addition, some of the participants might not have understood exactly what the sentences were saying, which would certainly have hindered the study.

²² See Appendix A to see the entire questionnaire used in this research.

Another important aspect is that it was an online questionnaire. The reason for such choice was to make it easier for participants, since computers tend to facilitate our job and also to make it faster. The job of the participants, in this case, was simply to click in the response they mostly agreed with, except in the two last questions where they were supposed to, respectively, type a justification for their previous answer and to add any suggestions. The questionnaire was available at <http://yourquestionnaire.appspot.com/> from the 15th of July, 2009 until the 15th of August, 2009.

The survey was divided in 6 parts named:

- (a) Introduction (*Introdução*), where participants found extra information regarding the researcher, the research and also the questionnaire;
- (b) Part 1 (*Parte 1*), in which participants gave information about their profile;
- (c) Part 2 (*Parte 2*), where they gave their opinion concerning English in the world by saying whether they agreed or disagreed with the statements provided, or if they did not know anything about them;
- (d) Part 2.1 (*Parte 2.1*), where sentences in Standard English and sentences in ELF were supplied and participants were supposed to say whether they believed the sentences were acceptable or unacceptable;
- (e) Part 3 (*Parte 3*), where they had to give their opinion about TE concerning the varieties of English they believe should be discussed and taught at universities in Brazil;

- (f) Final Part (*Parte Final*), which was not mandatory, where participants could give any suggestions concerning the undergraduate courses in *Letras* in Brazil.

The questionnaire contained 10 questions in Part 1, 17 questions in Part 2, where participants were supposed to express their opinions concerning the statements presented on the topic of English in the world by choosing:

- (1) "I agree.";
- (2) "I don't agree.";
- (3) "I don't know."

The next part of the questionnaire, Part 2.1, was filled with 17 examples of sentences in both Standard English (eight examples) and ELF (nine examples) (based on Seidlhofer's VOICE corpus taken from Jenkins, 2003), where participants were supposed to say whether they considered the sentences to acceptable or unacceptable. Subsequently, Part 3 had only two questions. The first question was closed and asked which "Englishes" should be taught at university whereas the second one was an open-ended question aiming at justifying the previous answer.

Finally, the Final Part was not obligatory and had a space where participants could give any suggestions regarding TE programs in *Letras* related to the topic of the questionnaire.

In total, there were 46 questions and one extra part for any further suggestions concerning the same issue of the other questions.

Next, we will describe the procedures followed in order to collect and also to analyze data.

3.3. Procedure

In order to develop this survey, a number of procedures have been followed, which will be described throughout this section.

Once the 50 potential participants from the four Brazilian universities were selected, they were invited via electronic mail to take part and contribute to this research. The electronic mails were provided by the universities to help the researcher to get in contact with their students presenting them the invitation, brief information regarding both the researcher and the research in addition to the following text:

You are being invited to participate in this research by responding a questionnaire. Your participation will be highly important to this research. The questionnaire is available online in the following website: <http://yourquestionnaire.appspot.com/>. You can answer the questionnaire until the 15th of August, this year. The questionnaire is short, which means you certainly will not spend more than 15 minutes answering it. In the website above, you will find more information about the researcher, the research and also the questionnaire. Thank you for your attention.²³

²³ “Você está sendo convidado a participar respondendo um questionário. Sua participação será muito importante para este trabalho. O questionário está disponível online no site <http://yourquestionnaire.appspot.com>. Você pode responder o questionário até o dia 15 de agosto deste ano. O questionário é curto, e você certamente não levará mais do que 15 minutos respondendo-o. No site acima há mais informações sobre a pesquisadora, a pesquisa e o próprio questionário. Obrigada pela atenção.”

Moreover, a term of agreement for participating in this study was also sent to the participants²⁴ and collected later by the researcher in the universities listed above.

Hence, 24 of the 50 potential participants contacted actually accessed the online questionnaire and gave their answers by simply clicking on the option they mostly agreed with and finally by giving a more detailed written justification for their answers. In addition, the participants also had to fill in their profile information in the website provided. Once participants had finished answering the questionnaire, they clicked on the button “send answers”. Thus, all their responses were saved in the website administrator (<http://yourquestionnaire.appspot.com/adminplb>), which could only be accessed by the researcher.

Following, the website calculated (a) the percentages of all participants' answers to the questionnaire questions and (b) the number of participants who had given each answer according to:

- (1) The university where they were studying;
- (2) The subarea in which they were taking their major, that is, English and Portuguese or only English;
- (3) Their different ages (20 to 24 years old, 25 to 29 years old, 30 to 34 years old and 35 years old or more);
- (4) Their different teaching experience time (1 to 3 years, 4 to 6 years, 7 to 9 years and 10 years or more);

²⁴ See Appendix B.

- (5) Their different work locations (English courses, public regular schools, private regular schools and also teachers working in different places as private teachers); and
- (6) The people to whom they teach (children, up to 10 years old, younger adolescents, from 11 to 15 years old, older adolescents, from 16 to 19 years old, and finally adults, from 20 years old on).

Such data were available in the website <http://yourquestionnaire.appspot.com/resultsplb> accessible only by the researcher.

As the general percentage of answers were analyzed, we checked teachers' profile and their respective answers in order to verify whether different participants' profile would interfere or not in their opinions and attitudes regarding the topic of this research. It was noticed that the characteristics which mostly interfered in teachers' responses were specially numbers 2, 4, 5 and 6 above; the other characteristics did not seem to bias teachers' concepts concerning ELF, ELT and TE programs.

In the next section, we will describe the statistical analysis methodology used in our study.

3.4. Statistical Analysis

In order to statistically organize the results obtained in this study, a quantitative analysis was applied. This approach has been chosen due to the fact that it offers objective information that aims at "developing prognosis oriented to the future" (Rea & Parker, 2000: 16) by at first collecting data from a

sample of the population by means of a questionnaire, and then quantifying it statistically, with the purpose of analyzing a certain population. Such an analysis had the purpose of analyzing frequencies and central tendencies within a population, which, in this case, is represented by 24 English teachers from Brazil.

In order to carry out this analysis, the first procedure was to examine the frequency of answers, which was done as a way “to indicate how often a phenomenon occurs ... based on counting the number of occurrences” (Seliger & Shohamy, 1989: 211) within the answers of each participant. That is, at first we simply calculated the number of times each answer, i.e., “I agree”, “I don’t agree” and “I don’t know”, has been given by the total number of participants, which helped understanding the frequency of each answer.

The second procedure was to analyze the central tendencies within the results. That is, we made a calculation of “the average and the typical behavior of subjects in respect of a specific phenomenon” (Seliger & Shohamy, 1989: 215), that is, we analyzed each statement and what they implied according to participants’ opinions. To be more precise, the mean was calculated at this second moment, which allowed us to generalize the results in terms of the most common answers given by the participants in each of the questions.

In short, the objective of this research method was to “generate standard data, which facilitate[d] extremely their quantification, consequent processing and statistical analysis” (Rea & Parker, 2000: 17).

Additionally, the last mandatory question participants were supposed to answer was an open-ended one, in which they had to justify their choice of which varieties of English they believed should be taught to English teachers

during their undergraduate course. In order to analyze the results of this question, we grouped the answers from teachers who have given equal or similar answers in the previous question. Our intention was to verify whether they had the same view as to explain their choices.

Likewise, the question in the Final Part, which was also open-ended, was analyzed according to a division made within the number of similar ideas conveyed in each suggestion given by the participants who chose to answer this question. In brief, there were 16 answers which conveyed 18 suggestions divided into two subgroups according to their topic. In brief, the first group suggested a shift in classroom focus towards communication instead of accuracy and the second group suggested universities should spend more time developing specific techniques for TEFL, into which 15 out of the total 18 suggestions fell. In addition, three miscellaneous suggestions formed a category of their own.

The following section presents the data collected from the questionnaire as well as the results, the analysis and the comparisons made.

3.5. Results and Analysis

This questionnaire produced a large amount of data since it was comprised of 46 different questions plus the extra questions in the final part. Thus, we shall present the general results and then analyze them. Together with the general analysis, we will try to identify some correlation within the participants' profiles to check whether they might have biased their answers according to the topics presented in section 3.3.

In what follows, we shall take a look at the results from the questionnaire, which will be further divided into topic areas according to the types of questions done by the topic they cover.

3.5.1. Participants' background information

As for participants' background information, in addition to what has been presented in section 3.1, teachers were asked which varieties of English they felt prepared to teach and how they had gained such preparation (questions 7, 8, 9 and 10 in Part 1)²⁵ When asked about which standard varieties they felt most prepared to teach, no less than 100% of them, that is, all the 24 participants, claimed to be prepared to teach the American variety. Moreover, five participants (20.8%), P7, P8, P10, P19, and P24²⁶, said they felt equally prepared to teach British English. Out of these five teachers, P7 and P24 had been teaching for over 10 years, P8 for 5 years, and the remaining two participants had a 2-year experience. In addition, 13 participants (54%) stated they had gained such preparation out of university, and most of them were taking their major under the subarea of English and Portuguese.

Relatively to the choice of American English (AmE) over British English (BrE), it's believed that such a variety is more "popular" in Brazil for the reason that it is closer both in culture and geography to the USA than to England. Moreover, it is widely recognized that the USA has been most recently holding world's dominance over the fields of entertaining, politics, economics,

²⁵ See Appendix A.

²⁶ See Table 3 for further information on participants' profiles.

advertising, technology, among others (Graddol, 1997; Crystal, 2003). It would seem that these two factors have probably influenced the choice for the American variety in TEFL in Brazil at language schools, regular schools and universities.

Teachers were also asked, in question 9 of Part 1, whether they felt prepared to teach other non-native varieties, and a great majority (83.3%) answered they were prepared to teach ELF, and that they had gained such preparation within university. Out of these teachers, four (P5, P7, P13, and P18) stated they felt equally prepared to teach both non-native varieties (ESL and ELF), which will be discussed and analyzed more thoroughly in the next paragraph. The remaining 16.6% (P10, P14, P16, and P22) answered they felt prepared to teach ESL claiming they had reached this ability outside university, as seen in table 4 below.

In sum, the data presented suggests that most English teachers in Brazil felt prepared to teach both AmE and ELF. Such a result, though, might have been biased by the fact that teachers understand the new international role English has been taking as a lingua franca, and were tempted to give an answer that would be in line with the positive connotation of the internationality of ELF, even though they might not fully understand its concept, which was not clear at this point of the questionnaire. Therefore, we will not come to any conclusions yet since the next part of the questionnaire, which verifies teachers' ideas and perceptions towards this internationality, is expected to produce more concrete data.

Table 4: Participants' answers to the questionnaire, Part 1, Questions 7-10²⁷

Participants	Q7	Q8	Q9	Q10
P1	AmE	At University	ELF	At University
P2	AmE	At University	ELF	At University
P3	AmE	Out of university	ELF	At University
P4	AmE	At University	ELF	Out of university
P5	AmE	Out of university	ESL and ELF	Out of university
P6	AmE	At University	ELF	At University
P7	BrE and AmE	Out of university	ESL and ELF	Out of university
P8	BrE and AmE	Out of university	ELF	Out of university
P9	AmE	Out of university	ELF	At University
P10	BrE and AmE	At University	ESL	At University
P11	AmE	At University	ELF	At University
P12	AmE	At University	ELF	Out of university
P13	AmE	Out of university	ESL and ELF	Out of university
P14	AmE	Out of university	ESL	Out of university
P15	AmE	At University	ELF	At University
P16	AmE	At University	ESL	At University
P17	AmE	Out of university	ELF	At University
P18	AmE	Out of university	ESL and ELF	Out of university
P19	BrE and AmE	At University	ELF	At University

²⁷ See Appendix A.

P20	AmE	Out of university	ELF	Out of university
P21	AmE	At University	ELF	At University
P22	AmE	Out of university	ESL	At University
P23	AmE	Out of university	ELF	At University
P24	BrE and AmE	Out of university	ELF	Out of university

3.5.2. Ownership of English

Questions 1 to 8 in Part 2 tested teachers' attitudes and opinions regarding the ownership of the English language. Within this idea, this part also aimed at analyzing teachers' confidence in their own skills and competence as non-native English teachers.

At first, half of the participants, that is, 12 participants (50%), were of the opinion that NSs of English are the ones who have the right to dictate the rules of the language (question 1) and 15 (62.5%) claimed that NNSs must follow such rules (question 3), as displayed in table 5. As for their profile, most of the participants who shared these beliefs were taking the subarea of English and Portuguese (10 of the ones who agreed with question 1 and 12 of the ones who agreed with question 3). Hence, this characteristic might have biased participants' answers since their major in both languages does not give them much opportunity to learn only English; in this sense, it seems that these teachers might not feel confident with their own use and/or knowledge of the

language and, thus, do not see themselves as being able to “dictate” any rules to it.

Table 5: Statements 1 and 3

Statements:	I agree. (%)	I disagree. (%)	I Don't know. (%)
1. NSs of English must dictate the rules of the language.	50	41.6	8.3
3. NNSs must follow the rules dictated by NSs of English.	62.5	33.3	4.1

Following, participants were presented with similar statements which changed NSs to NNSs, and aimed at ensuring the responses for the questions above, which is shown in table 6.

Table 6: Statements 4 and 6.

Statements:	I agree. (%)	I disagree. (%)	I Don't know. (%)
4. NNSs of English can dictate the rules of the language.	25	58.3	16.6
6. NNSs do not have to follow the rules dictated by NSs of English.	12.5	87.5	0

Question 4, which was rather similar to question 1, presented almost the same results, however, only half of the participants who had disagreed with the first statement maintained their idea in the fourth. The other half disagreed with both the first and the fourth question, which was rather contradictory. For the ones who had agreed with the first statement, nine (77%) maintained their

answer in question four, but the other three (23%) either agreed with both or changed their answer to “I don’t know”, as displayed in figure 9 below. Moreover, only five out of the 10 participants who disagreed with question 1 kept the same idea in question 4, and only two participants answered “I don’t know” to both questions. Therefore, only 16 teachers actually maintained their idea through the answers to questions 1 and 4, as displayed in figure 9 below.

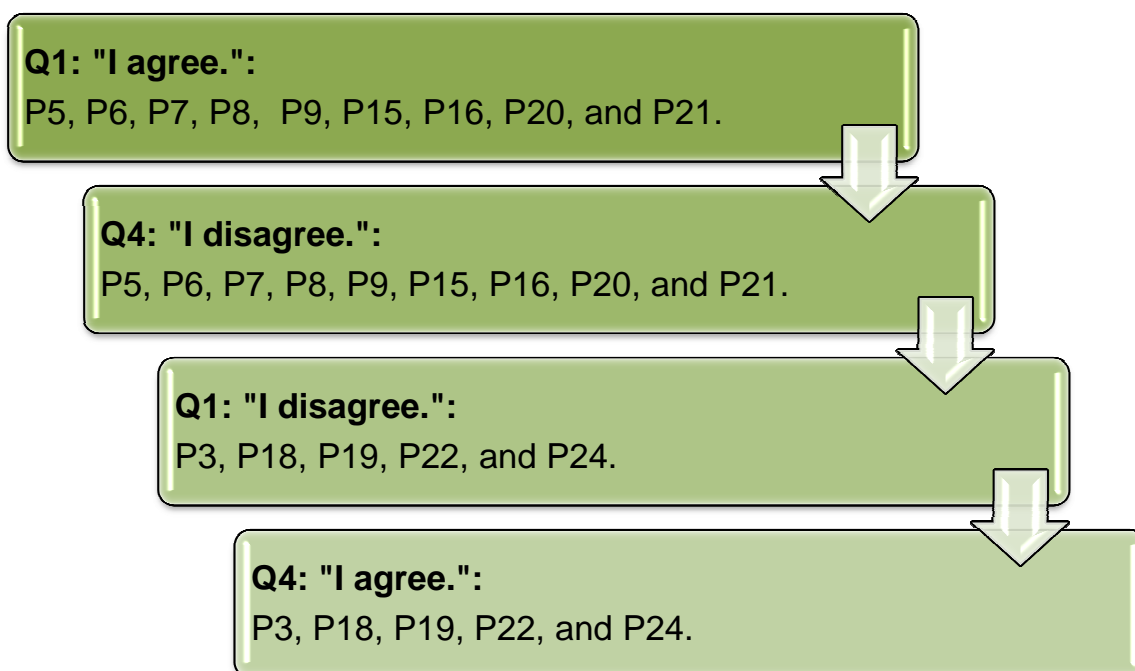


Figure 9: Teachers who maintained their ideas in Q1 and Q3.

Almost the same happened with question 6 in relation to question 3. Only two of the teachers who disagreed with question 3 (25%), i.e. the ones who believed NNSs do not have to follow the rules dictated by NSs, kept the same idea in question 6. Nonetheless, out of the 15 people who agreed with question 3, 14 (94%) maintained their answer in question 6. In this sense, only 16 teachers (66.6%), as happened in the comparison with questions 1 and 4

above, followed the same line of thought in questions 4 and 6, as displayed in figure 10.

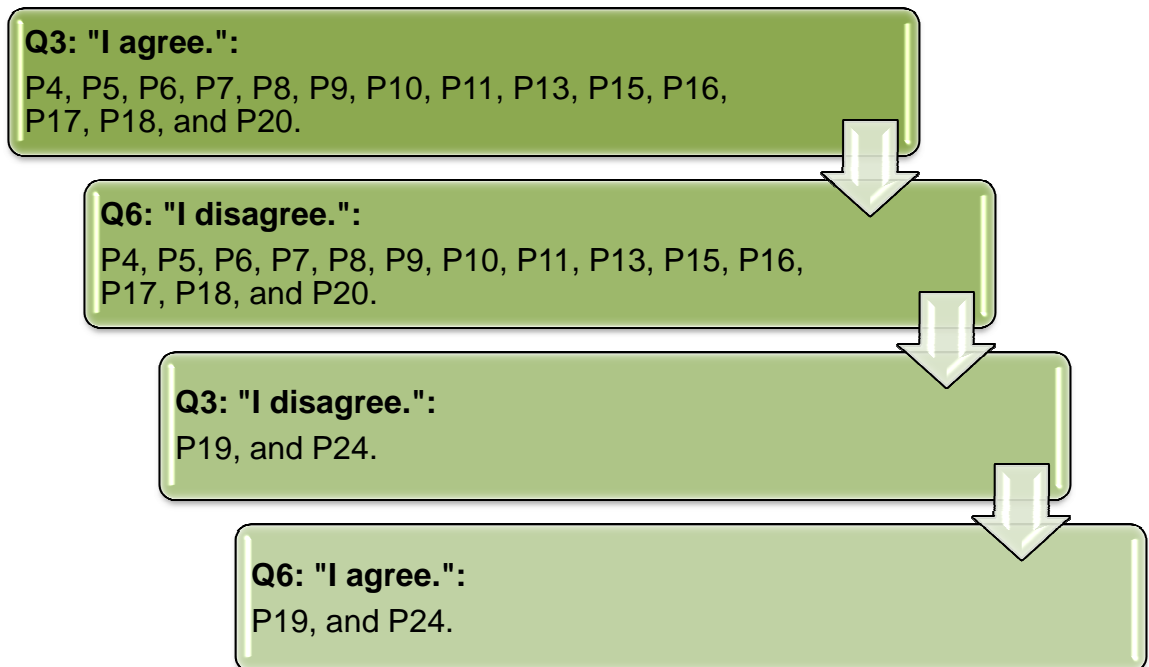


Figure 10: Teachers who maintained their ideas in Q4 and Q6.

Therefore, what we can conclude from these results is that some of the teachers who took part in this research do not seem to have a very coherent idea of the issues related to the ownership of English since their answers got confused along this part of the questionnaire. Table 7 below presents the general answers of all participants for questions 1, 3, 4 and 6²⁸.

²⁸ Meaning of the answers displayed in table 7:

- (a) 1 means "I agree";
- (b) 2 means "I disagree"; and
- (c) 3 means "I don't know".

Table 7: Participants' responses to questions 1, 3, 4 and 6 to the questionnaire, Part 2²⁹.

Participants	Q1	Q3	Q4	Q6
P1	2	2	2	2
P2	3	2	3	2
P3	2	2	1	2
P4	2	1	2	2
P5	1	1	2	2
P6	1	1	2	2
P7	1	1	2	2
P8	1	1	2	2
P9	1	1	2	2
P10	1	1	3	2
P11	2	1	2	2
P12	2	2	2	2
P13	1	1	1	2
P14	3	3	3	2
P15	1	1	2	2
P16	1	1	2	2
P17	1	1	3	2
P18	2	1	1	2
P19	2	2	1	1
P20	1	1	2	2
P21	1	1	2	1
P22	2	2	1	2
P23	2	2	2	2
P24	2	2	1	1

²⁹ See questionnaire, Appendix A.

Still on the same topic, participants were faced with two statements which talked about the model of English they believed should be used by NNSs. The statements and results are presented in table 8:

Table 8: Statements 7 and 8.

Statements:	I agree. (%)	I disagree. (%)	I Don't know. (%)
7. NNSs must adopt the NS as a model (native-like proficiency) in the use of the language.	62.5	33.3	4.1
8. NNSs do not need to leave their identities/nationalities behind when using the language in reference to:			
a. Spoken language (accent and pronunciation)	66.6	29.1	4.1
b. Spoken language (lexis and grammar)	37.5	58.3	4.1
c. Written language (lexis and grammar)	33.3	62.5	4.1

Due to results in table 8, it is possible to say that most of the Brazilian English teachers involved in this research believe the model to be followed by NNSs is the one used by NSs, except in reference to accent and pronunciation, in which we find 16 participants (66.6%) to be more tolerant. These statements show a chain of answers since almost the same teachers who agreed with statement 7 disagreed with statement 8 (at least when asked about lexis and grammar) and vice-versa. Such a result implies that most of these teachers

(about 60%) believe the “best” model to be followed in TEFL is still the standard one.

On a quantitative basis, most of these were people who were teaching English in regular schools, both private and public or both, which might have influenced their ideas, once these schools must follow the standard language as part of the curriculum. Hence, based on the results so far, the teachers who seem to be supporters of ELF at this point tend to work in freer environments, such as at English courses or private classes, and to teach older students, from 16 years old on. As for these non-native teachers’ confidence in their own skills and competence, two statements were presented, as follows (see table 9):

Table 9: Statements 2 and 5.

Statements:	I agree. (%)	I disagree. (%)	I Don't know. (%)
2. Native teachers are in a better position to teach English to NNSs than non-native teachers.	8.3	91.6	0
5. Non-native teachers are in a better position than Native teachers to judge which English should be taught to NNSs.	54.1	33.3	12.5

As shown in table 9, a vast majority (22 out of the 24 participants or 91.6%) feel confident enough as to teach English to other non-native students, claiming they are in a better position to do so than native teachers. Such a result can be explained due to the fact that these teachers believe they are able to better understand their students’ problem with the language learning, since they themselves have been through the same path. Moreover, it is claimed that

most of the NSs who work as teachers in Brazil do not necessarily hold any pedagogical education in teaching, which functions as a disadvantage for these teachers in comparison to the ones who joined this study.

Nonetheless, only 12 out of the 22 teachers who disagreed with statement 2 (54.5%) believe that they are also in a better position, in relation to native teachers, to judge which variety of English to be taught to their students. The remaining eight teachers who disagreed with statement 5 were all taking the subarea of English and Portuguese at university, i.e., they might not have had enough time during university to discuss other varieties or even to discuss pedagogical implications of ELT alone, which might have biased this result. Another recurrent factor among these eight teachers is that six of them (75%) have been teaching for less than four years, and might feel they do not hold enough experience to make such judgment.

3.5.3. Models for ELT

Questions 9 to 17 in Part 2 aimed at merging teachers' conceptions regarding the ownership of English (as seen in the section above) with classroom situations. At this part teachers were presented with two statements (see table 10) that concerned the use of both native and non-native varieties during classes as well as classroom correction. The results are presented as follows:

Table 10: Statements 9 and 10.

Statements:	I agree. (%)	I disagree. (%)	I Don't know. (%)
9. I think it is vital that my students use the language precisely, like a NS, with the minimum of deviations from standard English. Because of that, I think it is important to correct in class deviations in:			
a. Pronunciation	62.5	29.1	8.3
b. Grammar	87.5	12.5	0
c. Lexis	91.6	8.3	0
10. I think it is more important to focus on communication and fluency in my classes instead of giving emphasis to deviations from standard English.	87.5	8.3	4.1

As for statement number 9, it confirms the ideas expressed by teachers on statement 8 (see table 8). Hence, since most of them believe NNSs are “allowed” to transmit their identity or nationality through accent and pronunciation, the majority (15 participants, or 62.5%) also stated they do not consider it quite important to correct “deviations” in class regarding pronunciation. The same is true for the other two points suggested; because they said grammar and lexis are exactly the points where the NNSs should try to get as close as possible to the NS (statement 8) it is coherent that they correct their students so that they might have a better chance to achieve such goal. All of the teachers who disagreed with statement 9 (seven with 9a (29.1%), three with 9b (12.5%) and two with 9c (8.3%)), conveying the message that having native-like proficiency is not the most important aspect when

learning English, work in English courses, that is, these teachers tend to be more open-minded to the idea of a new variety based on intelligibility rather than on “mimicking” the NS.

Nonetheless, the data from statement 10 seems to convey a different idea, which does not maintain the results from statement 9. At this point, teachers were faced with the words “communication” and “fluency” opposing to the idea of “deviations” and correction. Thus, the results were that the vast majority (21 participants, or 87.5%) stated they would emphasize these points instead of correction of certain “mistakes” in relation to the standard, which they had already affirmed they did in class. In this sense, only two out of the 18 teachers who fully stood up for classroom correction maintained their line of thought in statement 10. The other 16 teachers changed their mind in the latest statement. It is believed that teachers did so for the reason that the words presented (communication and fluency) are both prestigious and attractive, which might have made teachers agree with the statement even though it might not have been the true reality of their classrooms, inclining teachers to go in opposite directions when they had to answer to questions that asked similar or complementary topics.

The next four statements aimed at investigating teachers’ perceptions regarding the text books they use in class with their students. See tables 11 and 12 below:

Table 11: Statement 11.

11. In the text book I use with my students, the situations presented happen between...

a. Only NSs. (%)	16.6
b. Only NNSs. (%)	4.1
c. NSs and NNSs. (%)	79.1
	100%

The answers seen in table 11 illustrate the reality of the new language teaching materials developed by both national and international publishers, in which situations (specially in listening activities) happen quite often between people from Inner, Outer and Expanding circles' countries³⁰.

The following statement challenged teachers to agree or disagree whether English text books take it for granted that non-native students, for instance the Brazilian students, are learning the language only to keep contact with NSs. In this case answers were almost divided in two equal groups: 10 of the teachers (P1, P3, P4, P5, P9, P15, P16, P17, P23, and P24), which comprises 41.6% of all participants, agreed with the statement, showing some kind of disapproval of these books; 12 teachers (P2, P6, P7, P8, P11, P12, P13, P14, P18, P20, P21, and P22), which comprises exactly 50% of all participants disagreed; and the other two participants (P10 and P19), 8.3%, did not feel prepared to express an opinion on the topic³¹.

³⁰ See Figure 1 for further details.

³¹ See Table 3 for further information on participants' profiles.

Questions 13 and 14 ask teachers to state their opinion regarding which type of situations they believe should be showed to students in class. The statements and results are presented as follows (table 12):

Table 12: Statements 13 and 14.

Statements:	I agree. (%)	I disagree. (%)	I Don't know. (%)
13. The text books must bring both situations among NSs and among NSs and NNSs.	87.5	4.1	8.3
14. The text books must bring both situations in which NNSs talk among themselves.	83.3	8.3	8.3

The responses given to these two statements convey the message that most of the English teachers in Brazil who were surveyed have already identified the presence and the importance of the NNSs in the English language. The answers for statement 14 also confirm the fact that most teachers are aware of the lingua franca role of English, even though, as seen in section 3.5.2, they tend to choose the NS as the role-model to be followed by NNSs.

Following, teachers were asked which varieties of English they believed their students have contact with in addition to which varieties they think must be taught to Brazilian students, as seen in tables 13 and 14 below:

Table 13: Statement 15.

15. Students of English in Brazil have contact with the following standard varieties:

a. British English. (%)	0
b. American English. (%)	29.1
c. Both. (%)	66.6
d. I don't know. (%)	4.1
	100%

It is a consensus that Brazilian students have contact with AmE more frequently than with BrE, even though 16 teachers (66.6%) agree that they have equal contact with both of these varieties.

Table 14: Statement 16.

16. Students of English in Brazil also have contact with...

a. English as a Second Language (E.g. English from India, English from Singapore, etc.). (%)	16.6
b. English as a Lingua Franca. (%)	54.1
c. None of these varieties. (%)	12.5
d. I don't know (%)	16.6
	100%

Participants had a distinctive behavior regarding their answers to statement 16. At first, it seems that they had a more divergent opinion regarding Brazilian students' contact with English and second because it is the statement to which a larger number of participants, four, or 16.6% of the total, (P1, P5, P10 and P16) answered "I don't know", whose average of teaching experience

was of two years. More than half of these teachers, 13 out of 24, (P2, P3, P6, P8, P9, P11, P12, P13, P19, P21, P22, P23, and P24), though, affirmed their students had contact with ELF. Since it was not specified in the question the place where students had such contact, teachers might have meant this contact to happen either in or outside the classroom.

In addition, as seen in table 3, on page 57, it was noticed that out of the 13 teachers who answered their students do have contact with ELF, seven (53.8%) taught adults and adolescents, two (15.3%) taught adults, adolescents and children, two (15.3%) taught students of all ages, one (7.6%) taught only adolescents and one (7.6%) taught only adults. Hence, all of these teachers either were working with adolescents or adults, or both. In this sense, the results demonstrate that teaching both adults and adolescents may be a crucial factor to these teachers' answer once these students tend to have contact with English in places other than the classroom, such as at work, during trips or at the Internet.

Next, teachers were asked which varieties of English must be taught to Brazilian students. In this question, one teacher (P21) said only AmE should be taught to Brazilian students and other three teachers (P5, P16 and P17) chose both standard varieties (BrE and AmE) to be the only ones students must have contact with. All of these teachers have had two or less years of experience with the teaching of the language apart from the fact that they teach basically young children (P5 and P21 teach students of other ages as well). Two teachers (P14 and P20) said that, apart from the two standard varieties, students should also have contact with ESL. Even though P20 has more than four years of experience, he has always taught in public regular schools, which might have

influenced his answer. The other teacher (P14) seems to have a similar profile to the teachers above who answered only the standard varieties are the ones to be taught to Brazilian students.

Therefore, only four of the teachers (P5, P16, P17, and P21) involved in this research (16.6%) believed Brazilian students needn't have contact with other varieties than the standard ones. Moreover, no more than these four teachers plus the other two who included ESL to be also important (25% of the participants) said ELF is not crucial for Brazilian students.

Following, four (16.6%) teachers (P1, P3, P15, P23), who work only at English courses and teach mainly adults, stated they believe Brazilian students ought to have contact with all the varieties of English included in the question (BrE, AmE, ESL and ELF). Six (25%) other teachers (P6, P10, P11, P12, P19, P22) said students must have contact with at least two of the varieties above, which were either AmE plus ELF or both AmE and BrE plus ELF. Most of these teachers also work at English courses (P11 is a private teacher, P12 works both at English courses and at a regular school and P22 works only at a private school) and teach mainly adults. Furthermore, seven (29.1%) teachers (P2, P4, P8, P9, P13, P18, and P24) answered Brazilian students need no other variety than ELF and one (4.1%) (P7) said they must also have contact with ESL.

Out of the eight teachers above, seven (87.5%) were working in English courses and teaching either only adults and adolescents or all ages, and one (12.4%) (P9) taught adolescents at a private regular school. Such a result corroborates the idea expressed earlier in section 3.5.2 that teachers who work at English courses and teach older students tend to be in favor of ELF, since they teach in freer environments. Therefore, up to this moment, the majority of

the teachers who answered this questionnaire (18 participants, or 75%) stated ELF is one the (if not the only) most important variety that Brazilian students must have contact with, envisioning the necessity these students will have in the future, using English with other NNSs.

3.5.4. Teachers' acceptance of sentences in Standard English and in ELF

At this point, we will analyze teachers' responses to Part 2.1 of the questionnaire, which aimed at confirming teachers' views on which model of English should be followed by NNSs and thus at validating the answers expressed in Part 2.

Teachers were faced with 17 sentences. Eight of them (sentences 1, 4, 6, 9, 11, 15, 16 and 17) were in standard English (following the standard rules of grammar, which were used both in AmE and BrE) and the other nine (sentences 2, 3, 5, 7, 8, 10, 12, 13, 14) were in ELF, which were randomly organized. Teachers had to say whether they believed the sentences presented were acceptable or not according to their opinion and not necessarily to grammar rules. The instructions were:

In this part, you must indicate if, IN YOUR OPINION, the sentences below are ACCEPTABLE or UNACCEPTABLE. Important: The objective of this part is not to know whether the sentences are "correct" or "incorrect" according to any specific variety of the English language, but to verify whether IN YOUR

OPINION they are acceptable or not in the international use of the English language³².

In this section we will separate the sentences and results into two tables; table 15 presents the examples following the standard rules of English while table 16 displays the ELF sentences.

Table 15: Sentences in Standard English.

Statements:	Acceptable (%)	Unacceptable (%)
1. I enjoy listening to music.	95.8	4.1
4. It's good to study.	95.8	4.1
6. I'm beautiful, aren't I?	75	25
9. The book, which is interesting, was written by JK Rowling.	100	0
11. Our countries have signed an agreement about this.	100	0
15. My dentist works a lot.	100	0
16. His father, who lives in a different city, is visiting him.	91.6	8.3
17. He stopped to talk to John.	79.1	20.8

As seen above in table 15, in general, most teachers agreed that all the eight sentences which followed the standard rules of the English language were acceptable. However, two sentences, sentence 6 and sentence 17, were considered unacceptable by six teachers (25%) and five teachers (20.8%),

³² "Nesta parte, você deve indicar se, EM SUA OPINIÃO, as frases a seguir são ACEITÁVEIS ou INACEITÁVEIS. Importante: O objetivo desta etapa não é saber se as frases estão "certas" ou "erradas" de acordo com alguma variedade específica da língua inglesa, mas sim se EM SUA OPINIÃO elas são aceitáveis ou não no uso internacional da língua inglesa."

respectively. Such a result could be explained for the fact that this sentence seems rather formal, and sentence 17 may have the verb “stop” followed either by a gerund or by an infinitive form, though conveying a different meaning.

The next table presents the sentences and results of the examples concerning ELF, which will be discussed as follows.

Table 16: Sentences in ELF.

Statements:	Acceptable (%)	Unacceptable (%)
2. He look very sad.	66.6	33.3
3. Our countries have signed agreement about this.	54.1	45.8
5. The Brazil is a beautiful country.	54.1	45.8
7. You should see doctor.	54.1	45.8
8. That's the film who I saw yesterday.	20.8	79.1
10. They are the people which present that program on TV.	58.3	41.6
12. I look forward to see you tomorrow.	79.1	20
13. To smoke is bad for your health.	66.6	33.3
14. You're very busy today, isn't it?	41.6	58.3

The examples of ELF presented in this part of the questionnaire have been considered acceptable by the majority of teachers in almost all the sentences, except for statements 8 and 14 (see Table 16), which corroborates the idea concluded in Part 2 that few teachers taking part in this research actually disregard the existence of ELF.

No more than two (8.3%) teachers (P21 and P22) deemed all of the sentences above to be unacceptable, one (4.1%) (P8) believed all sentences were unacceptable, except sentence 12, and other three (12.5%) (P12, P16 and P20) believed only two of the sentences were acceptable (sentences 3 and 8 for P12, 10 and 12 for P16, and 12 and 14 for P20). All of the six teachers described above have been teaching for an average of 5.5 years, ranging from 1 to 7 years, mainly in regular schools and for younger students, a factor that might be primary in their choice over standard forms.

Following, seven (29.1%) teachers (P2, P5, P6, P10, P14, P18 and P19) considered three, four or five of the sentences above to be acceptable internationally. In this sense, sentence 2 was considered acceptable by P2, P6, P10, P18 and P19; sentence 3 by P6, P10 and P19; sentence 5 by P5 and P19; sentence 7 by P19; sentence 10 by P2, P5, P10 and P14; sentence 12 by P2, P5, P6, P10, P14 and P18; and sentence 13 by P2, P5, P6, P10 and P14. These seven teachers all worked either at English courses or as private teachers, which, as mentioned above, are freer environments where teachers might be able to use varieties other than the standard ones.

Furthermore, five (20.8%) teachers (P3, P15, P17, P23, and P24), who all taught older students in English courses, except for P17, who worked at a regular school teaching younger students, considered six or seven of these sentences to be acceptable. Hence, sentences 2, 5, 7 and 13 were considered acceptable by all of these teachers; sentence 3 by P3, P15, P17 and P24; sentence 10 by P15, P17 and P23; sentence 12 by P3, P15, P17 and P23; and sentence 14 by P3, P23 and P24. The remaining six teachers (25%) judged either eight or nine of the sentences above to be acceptable. Again, it was

noticed that these teachers were teaching older students basically at English courses or as private teachers.

Based on these results, it is possible to say that 11 teachers (45.8% of the teachers involved in this study) consider ELF to be acceptable in at least six out of the nine examples above. Moreover, most of these teachers (10, or 90.9%) worked with older students at English courses or as private teachers.

Hence, it can be said that in both tables the majority of participants considered most sentences to be acceptable in international contexts. Nonetheless, it is relevant to mention that the majority of teachers accepting the ELF sentences (an average of 61.8%, as seen in figure ...) is not as vast as the majority of teachers who accepted the Standard English sentences (an average of 92.1%, as seen in figure ...). This fact conveys the idea that even though many teachers accept ELF, they are still more inclined to consider the standard examples more acceptable even in international situations.

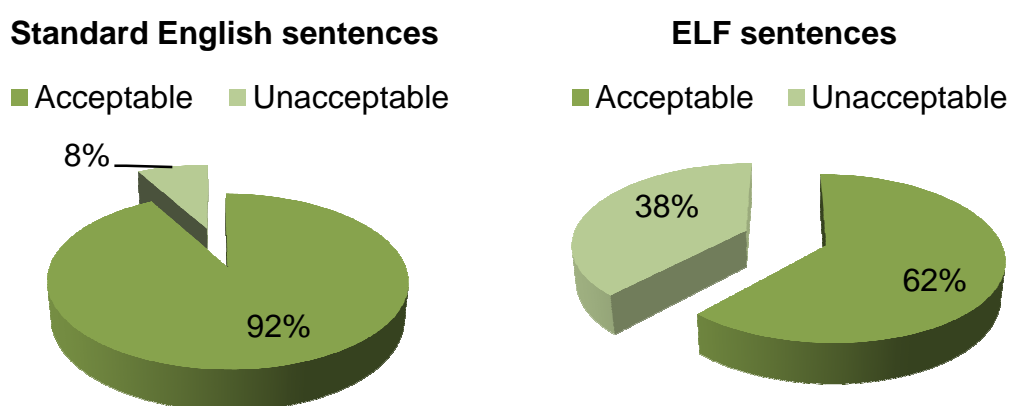


Figure 11: General percentage of teachers' acceptance regarding Standard English sentences and ELF sentences.

Nevertheless, it could be added that the examples presented expressed written language, a factor which might have contributed to leading more teachers to consider them unacceptable.

3.5.5. Teachers' attitudes and opinions regarding TE programs in Brazil

Part 3 of the questionnaire had two questions. The first one³³ had closed options in which teachers were supposed to tick as many options as they agreed with. The last one³⁴ was an open-ended question in which teachers had to justify their choices made in the previous question.

Generally, the results of question 1 in Part 3 are as follows (table 17):

Table 17: Statement 1, Part 3.

1. The undergraduate courses of *Letras* in Brazil must teach to the future teachers...

a. British English. (%)	70.8
b. American English. (%)	75
c. Other native varieties, such as Canadian, Australian or South-African English. (%)	70.8
d. Non-native varieties, such as Indian or Singaporean English (ESL). (%)	37.5
e. English as a Lingua Franca. (%)	79.1
f. Other. (%)	4.1

³³ Q1 in Part 3, see Appendix A.

³⁴ Q2 in Part 3, see Appendix A.

As we can see, all the varieties above have been considered important to be studied at university in Brazilian undergraduate courses of *Letras* by approximately 18 teachers (75%), except the non-native varieties, such as Indian or Singaporean English. One teacher also ticked the option “other”, however when saying what she meant, it was not another variety of English, but the necessity she felt for extra practice regarding pedagogy related to TEFL.

Seven teachers (P1, P3, P6, P10, P15, P19 and P24), or 29.1%, all employed in English courses and teaching older students, chose all of the varieties above to be important issues to be developed during their undergraduate courses. As for their justification in the second question, all of these teachers said that it is important that future English teachers are prepared to teach, or at least to accept, the different varieties of English, and aware of the diversity of the language. They also contended that, even though universities should teach and discuss different varieties, they should not forget the standard varieties of both British and American English. Moreover, these undergraduate teachers criticized the *Letras* courses for neglecting or even rejecting the different varieties of English, “contribut[ing], (...), to the prejudiced thinking in relation to other varieties”³⁵ (P24).

Four teachers (P8, P16, P20, and P22), or 16.6%, believed all the varieties should be discussed, except the ESL varieties, and one (P9) excluded only the other native varieties (like Canadian English). These teachers did not follow one specific profile, as two teachers worked at private schools, one worked at an English school, one was a private teacher, and the other worked

³⁵ “Contribui[ndo], (...), com o pensamento preconceituoso em relação às demais variedades”. (P24)

at a public regular school. The justification they gave for this choice was that future teachers must know the different varieties in order to be able to “direct their classes according to the specific needs of their students”³⁶ (P16) and also to be able to answer any questions/doubts their students might ask/have related to this issue.

Following, P2 chose only the different varieties (other native varieties, ESL and ELF), P11 chose only the other native varieties plus ELF, and P7 chose the two standard varieties plus ELF counting a total of three participants, or 12.5%. These teachers justified their answers by saying that, since the *Letras* course aims at forming teachers, they should focus on developing the different varieties of the language. In their opinion, it is crucial that teachers know that most Brazilian students will be using English with other NNSs and that they simply need to be intelligible in such conversations. Hence, universities play an important role in developing such awareness on teachers.

Other four teachers (P4, P5, P13, and P23) (16.6%) agreed that universities should teach ELF, and did not choose any native varieties. They might have meant ELF in addition to what is already taught at universities, which are the standard varieties. In any case, three of these teachers (P23 preferred not to justify) were unanimous in stating that universities must notice the international use of English and pass it to their students. According to P13, “the preference for this or that variety does not take account of the global needs of the use of the language.”³⁷. Again, these are teachers who either worked only

³⁶ “direcionar suas aulas ao interesse específico de seus alunos.” (P16)

³⁷ “A preferência por esta ou por aquela variante não dá conta das necessidades globais do uso do idioma.” (P13)

at English courses and taught students of all ages, or taught both at English courses and regular schools.

In this sense, it is possible to say that the vast majority (19 out of 24, or 78.9%) of teachers involved in this research believe ELF is a must at universities due to the new global status of English and its role as a *lingua franca*, since teachers ought to be aware of its existence in order to understand their students' needs. As for their profile³⁸, 14 of these participants (76.6%) worked in English courses or both in English courses and regular schools, two (10.5%) worked as private teachers and the remaining three (15.7%) worked just in regular schools but had been teaching for a longer period of time (from three to seven years), which might also have influenced their ideas on the issue of this thesis.

Out of the remaining five teachers (20.8% of all participants), one (P18) considered only BrE and AmE to be important for teachers. As for the justification, this teacher simply said that these are the varieties to be taught; without giving any further explanation. P21 considered AmE to be the most important, claiming it is the language spoken in the country with the largest number of NSs and that is more frequently used on films and television series. This teacher also said that the superficial study of other native varieties could be interesting for teachers just as a matter of having contact with different accents. Finally, the other three teachers (P12, P14 and P17) believed all native varieties should be taught (BrE, AmE and other native varieties, such as Canadian English), alleging that this way teachers would be able to have a

³⁸ See Table 3 for further details on participants' profiles.

more “widespread”³⁹ (P14) idea of the language. Nonetheless, P17 indicated that teachers should have some knowledge of non-native varieties as well, and present them to students by means of dialogues, “so that students can understand the language also with different accents”⁴⁰ (P17).

Regarding their profile, four out of the five teachers above (80%) worked either at regular schools or at regular schools and English courses and only one (20%) (P14) was working exclusively in an English course. Additionally, it was noticed that, apart from one teacher whose experience was of seven years (P12), the average experience of the other four teachers was of 1.75 years, which might have influenced their answers. Therefore, since these teachers did not hold a large experience with ELT, if they have not studied or at least discussed any of the non-native varieties of English at university, it is likely that they would not be totally aware of the new roles of English in the world.

All in all, what we can conclude from the results in this section is that most of the teachers do believe standard varieties are important, and that all teachers must be aware of the rules of these native models. Nevertheless, most teachers have also realized that English is no longer a property of Inner Circle⁴¹ countries and that new varieties have been developing both through intranational contacts (ESL varieties) and through contacts of people from different language backgrounds, who have chosen English to be the lingua franca of their conversations. Thus, these teachers believe that, as English teachers, they should be aware of the existence of these varieties in order to be prepared to

³⁹ “abrangente”. (P14)

⁴⁰ “para que o aluno consiga entender o idioma mesmo em diferentes sotaques” (P17)

⁴¹ See Figure 1.

discuss them with their students. Hence, the *Letras* courses offered by Brazilian universities ought to, in their opinion, dedicate some time into the study of other native varieties, ESL and, specially, as most teachers agreed, ELF. In this sense, they would be prepared to better understand their students' needs and to prepare their classes accordingly. These results reflect what was analyzed in Parts 2 and 2.1 of the questionnaire.

3.5.6. Teachers' suggestions to TE programs in Brazil

In this part, teachers were supposed to give any suggestions, if they wished to, to TE programs in *Letras* in Brazil. Even though this question was not mandatory, 16 out of the 24 participants (66.6%) decided to answer it. Among them, 14 (P1, P2, P3, P5, P6, P7, P9, P10, P11, P13, P16, P19, P20, and P22) were amongst the teachers in favor of the study of ELF at universities and two (P12 and P21) were among the ones against it. It seems that the teachers who were against teaching ESL and ELF at university⁴² did not have much to add or to suggest to TE programs since they are already based on the study of native varieties.

This final question generated some heterogeneous answers. Thus, we counted the number of suggestions conveyed and organized them into different groups. In this sense, there were 18 different suggestions within the 16 answers organized into two categories, according to the content of the suggestions. In addition, three miscellaneous suggestions formed a category of their own, forming three other groups.

⁴² See section 3.5.5.

The largest group, which included 11 of the suggestions given (61.1%), indicated that the most important thing teachers would like to propose to TE programs in *Letras* in Brazil was to include the notion of internationality of the English language and its role as a lingua franca in these courses, encouraging communication over accuracy. Furthermore, one teacher (P13) suggested the development of a new subject to be incorporated to the curriculum which would take this issue into account. In addition, another teacher (P20) believed that universities should dedicate more time to the study of the different varieties of the language. Both these teachers were taking the subarea of English and Portuguese, and felt the need of extra time into the study of the English language. Moreover, it was possible that these teachers were not interested in becoming Portuguese teachers, but they were taking this major because it was the only one available where they studied.

The second group of suggestions, which included four of them (22.2%), conveyed the message that *Letras* courses should spend more time preparing teachers to develop techniques which are pertinent to TEFL, such as how to expose students to different strategies of ELT. According to these teachers' suggestions, universities do not prepare future teachers in regard to the teaching of a foreign language. P3 suggested:

Instead of an extreme worry concerning pronunciation (mimicking a NS speaking English, when students find it much more pleasant to listen to another Brazilian speaking English than a NS), [*Letras*

courses should] worry more with TEFL, which sometimes seems to be relegated to the background.⁴³ (P3)

The other three suggestions formed each a category of their own, since they were different from the others. One of the suggestions (5.5%), made by P6, proposed that *Letras* courses should encourage research regarding the use of English by Brazilian speakers, which is already being done in different Brazilian universities to which the participant was maybe not aware of. Another teacher (5.5%) suggested that these courses should include more subjects concerning “pronunciation, written practice, comparison among the different varieties, phonetics, phonology, and reading in English”⁴⁴ (P21) instead of focusing on literature, for instance. Finally, the last suggestion (5.5%), made by P11, says that other native varieties should be given the same amount of concern as AmE.

Consequently, this final part of the questionnaire corroborates the results of the parts above. Hence, one more time, the vast majority of participants who answered this part felt a need to suggest further changes within *Letras* courses concerning English as a global language and ELF.

In brief, according to Brazilian non-native teachers of English, the native varieties of the language must keep being studied by teachers at universities and must also be taught by them to their Brazilian students. Nonetheless, they also highlighted that these varieties are not the only ones to be given emphasis

⁴³ “Ao invés de uma preocupação extremada na questão da pronúncia (parecer um nativo falando inglês, quando os alunos acham muito mais agradável ouvir um brasileiro falando inglês do que um nativo), [os cursos de Letras deveriam] preocupar-se mais com a questão do ensino, que parece algumas vezes ser relegado a segundo plano.” (P3)

⁴⁴ “pronúncia, prática escrita, comparação entre diferentes variedades, fonética, fonologia e leituras em língua inglesa.” (P21)

to. On the contrary, they considered that the non-native varieties as well as the role of English as an international language and as a lingua franca should be taken into account in the *Letras* curriculum and in the EFL classes in Brazil.

3.6. Discussion

This chapter has focused primarily on the Brazilian scenario of ELT and undergraduate teachers' perspectives regarding the new roles of English in the world. Even though the object of this analysis was quite limited, it is hoped that these findings will help us to take some conclusions that may indicate tendencies regarding attitudes and opinions among undergraduate non-native English teachers in Brazil and also contribute to develop further studies in the future. Hopefully, all results discussed in this thesis will be important components in recognizing future decisions to be taken in terms of ELT and TE programs in Brazil which reflect the opinions and attitudes of Brazilian non-native teachers of English.

The data collected indicates that most Brazilian English teachers involved in this thesis do recognize the new lingua franca role of English, as they suggested, for instance, that text books used in English classes should bring situations among NNSs only, in addition to NSs and NNSs together. Additionally, most of them added in their final comments in Part 3 that their students might have more contact with NNSs in their lives "due to globalization and the superior number of [these speakers] in relation to NSs"⁴⁵ (P1). It has

⁴⁵ "pela globalização e superior número de falantes não-nativos em relação a falantes nativos." (P1)

also been noticed that these were the ideas expressed by participants who worked in English courses and taught mainly older students, whose profiles comprised respectively about 75% and 91.6% of the number of teachers involved in this research.

However, this awareness and the consequences that such changes might bring to the language both in its use and teaching do not seem to be shown in practice, since teachers keep preferring the NS as the model to be followed in class as seen in the results for statements 6 and 7 in Part 2. From the responses obtained, it was possible to notice some self-contradiction in some teachers' responses since the same teacher would, for instance, disagree that NSs must dictate the rules of the English language and that NNSs can dictate these rules (P1, P4, P11, P12, and P23).

Yet, what is interesting to observe from these teachers' responses is that, even though the majority of teachers agreed at least three times with sentences which favored the NS model⁴⁶, only 3 teachers out of the 24 participants (P14, P17, and P21), which comprises 12.5% of all participants, strongly supported the NS model throughout the questionnaire, including question 17 in Part 2 and questions 1 and 2 in Part 3⁴⁷, in which participants were supposed to give more personal answers. As for their profiles, two of them (P17 and P21) taught children and adolescents at regular schools (P21 was also a private teacher for adult students) and P14 taught in an English course but his students were only teenagers. Moreover, these participants had all been teaching for three years or less, which might have affected their responses since, if they were not exposed

⁴⁶ Parts 2 and 3 of the questionnaire; see Appendix A.

⁴⁷ See Appendix A.

to any discussions concerning the international roles of English during their major, they might not have had enough experience in order to liberate themselves from the NS panorama. In addition, only P17 and P21 were taking their major at the same university, which probably did not affect their opinion, since other teachers from the same universities had totally different opinions. Furthermore, P14 was the only teacher to strongly sustain the idea that native teachers are better English teachers than himself and his fellow non-native teachers, which possibly implies a low self-confidence of this participant as to his own non-nativeness as an English teacher.

The opposite is also true, that is, even though most teachers have supported the ELF model in at least four of the sentences presented in the questionnaire, only eight (P1, P3, P5, P7, P11, P13, P19 and P24), which consists of 33.3% of the total number of participants, strongly supported it throughout the questionnaire, including question 17 in Part 2 and questions 1 and 2 in Part 3. Seven of these teachers (87.5%) taught only at English courses and had mainly adults as their students (P5, P7, P13, P19 and P24 taught students of all ages) and their average experience was of 6.1 years, ranging from 2 to 12 years. The other teacher, P11, did not teach at an English course, but as a private teacher for both adolescents and adults. In this sense, we might say that the understanding of the changed role of English in the world and its influence into TEFL seems to be stronger among teachers who work in freer environments and teach to older students, since they seem to be more willing to accept a broader concept of the language and more relaxed norms of teaching it.

Nevertheless, the remaining 13 participants, 54.1% of the total, took a standing in between the two extremes above. Hence, it is believed that even though they did not feel ready to entirely close the eyes to the NS model as the ideal one, they were not exclusively in favor of it either. Therefore, it is clear that these teachers did hold an awareness of the new roles of English among NNSs and of some kind of internationality of the language, which might affect their lives as English teachers. As P10 said:

I believe that teachers must be prepared to deal with all the existing varieties of English, without leaving the teaching of the standard forms aside. Teachers must face the reality that most people who speak English are not native, and that many times students are willing to learn English to communicate with other NNSs. For this reason, we must not think that American or British English standards are the only acceptable ones, but we cannot renounce to teach these two forms.⁴⁸ (P10)

Furthermore, another teacher (P4), when justifying his choice for ELF in TE programs, clearly said that “it would be interesting to learn ELF at university in order to stimulate international communication”⁴⁹ (P4). As for these teachers’ profiles, five participants (P6, P8, P10, P15 and P23) taught only at English

⁴⁸ “Acredito que os professores devem ser preparados para lidar com todas as variedades existentes do Inglês, mas sem deixar de ensinar a forma padrão. Os professores devem encarar a realidade de que a maioria das pessoas que falam inglês não são nativas, e que muitas vezes os alunos procuram aprender Inglês para se comunicarem com pessoas que também não são nativas. Por isso não se deve ter a idéia de que o inglês Americano ou Britânico padrão é o único aceitável, mas também não se pode deixar de ensinar essas duas formas.” (P10)

⁴⁹ “seria interessante aprender o inglês como língua franca na graduação, para que estimule a comunicação internacional” (P4)

courses, four of them (P2, P4, P12 and P18) taught both at regular schools and at English courses, one of them (P16) was a private teacher, and the other three (P9, P20 and P22) taught only at regular schools. Thus, these results corroborate the conclusion above, which stated that teachers who work in freer environments tend to be more open-minded in what concerns the new international roles of English.

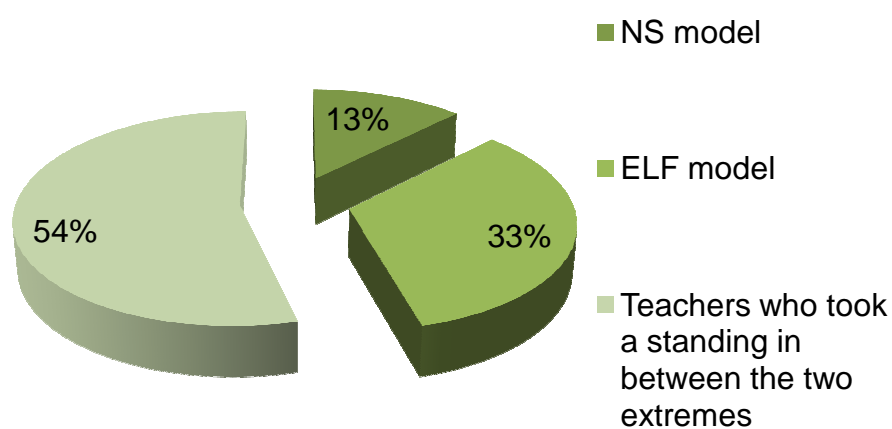


Figure 12: Teachers' views regarding the model of English they support in ELT in Brazil.

As for the results above concerning the ownership of English, ELF, TEFL, and the inclusion of non-native varieties in the undergraduate courses of *Letras* in Brazil, it looks like the vast majority of the teachers who took part in this research either strongly supported the new roles of English in the world, which consisted of eight teachers, or 33.3% of the total number of participants, or at least had realized the existence of such, which were 13 or 54.1% of the teachers, thus summing 21 teachers in total, which comprised 87.5% of all participants. In this sense, even though the object of this analysis was quite

limited, these results indicate that a tentative shift away from the NS model and goal is happening amongst the greatest part of Brazilian English teachers, mainly the ones who work in English courses or as private teachers and/or teach older students, which is definitely good news as regards the potentiality of ELF becoming one of the models to be followed in future TEFL in Brazil.

However, as mentioned earlier in this section, these results cannot be generalized to all Brazilian English teachers, since it was noticed that this behavior which favors ELF was more common amongst participants who taught older students, especially in English courses, which comprised the profiles of the majority of participants involved in this research⁵⁰. What can be said, thus, is that a pluricentric model, which does not focus mainly on NSs, is mostly supported by Brazilian teachers who work in English courses, or who teach older students. Brazilian English teachers who work in regular schools, though, seem to be still mostly in favor of NS models.

⁵⁰ 22 of the participants involved (91.6%) taught older students; and 18 (75%) were working either in English courses alone or in English courses plus somewhere else.

CONCLUSION

Even though the English language has always been connected to the culture and to the people from the Inner Circle countries (Kachru, 1985), it is understood that a shift is happening in regard to its ownership. In other words, English is now considered a global language which used to belong to its NSs only but is now being the property of anyone who dominates it and frequently uses it as a language of communication, or a lingua franca, both in intra and international contexts.

Such shift has been affecting the language itself as NNSs, who currently outnumber NSs, are shaping the language in order to fit their own needs. Hence, new varieties of the language have developed during the past few years due to NNSs use.

In this sense, ELT models which are solely based on NS forms and standard rules seem to have become obsolete concerning a language which has developed other varieties around the world. Therefore, it is believed that a pluricentric model for TEFL would be more relevant to NNSs, who are more likely to encounter other NNSs when communicating in English. It is important, thus, to realize that mimicking a NS may not be the objective of non-native students of English, who are willing to learn it simply as a practical language, or a language of communication.

Consequently, ELF appears as a new model of communication in English based on intelligibility rather than on form, which seems to be compatible with the new needs of NNSs concerning the use of English in a global scale. In this sense, NNSs would not 'learn how to be a NS', but how to deal in international

communications, learning important aspects of the language as well as communicative strategies which would be “essential to establish a conversation in different situations and with different people” (Cavalheiro, 2008: 110).

Hence, this thesis aimed at verifying how Brazilian English teachers are dealing with these new trends concerning TEFL and the English language itself by means of a questionnaire. The results obtained through the analysis of the data have shown that most of these teachers are (a) willing to learn more about ELF and (b) believe that emphasizing communication over accuracy in their ELT practices will enhance their students’ performance as fluent NNSs better than focusing on NS norms and correcting ‘mistakes’ which may not hinder communication and, thus, be intelligible in international situations.

Moreover, it was noticed that most of the teachers who shared this opinion were teaching in freer environments, such as at English courses or as private teachers, especially to older students.

Apart from that, the results showed us that no more than 12.5% of all the participants involved in this research strongly defend the NS model within ELT. These results demonstrate that ELT in Brazil is about to suffer some changes concerning what to be given more or less importance within the classrooms, especially in freer environments, as mentioned above. This outcome reflects Bohn’s (2003: 163) statement regarding Brazilian English teachers, who, according to him, are not willing to sacrifice their students’ identities regarding English language learning “in an interconnected globalized world” and would like to present to their students as many different varieties of English as possible.

Nonetheless, in order for these changes to happen, it is important that the *Letras* courses also undergo some modifications, including non-native varieties to be one of the topics discussed during undergraduate courses, as most participants have agreed and suggested it.

In conclusion, it is important to add that the questionnaire used in this research has been applied to a restricted number of participants and that the implementation of future studies analyzing these ideas with a greater number of participants and in more detail would be highly appropriate. However, we believe that the findings obtained through this research may contribute to further studies concerning TEFL and ELF in Brazil. Furthermore, we hope these findings might help future decisions concerning TE programs and ELT in the Brazilian context.

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APPENDIX A: QUESTIONNAIRE IN BRAZILIAN PORTUGUESE

INTRODUÇÃO:

A pesquisadora:

Patrícia Linck Berto está atualmente cursando o curso de Mestrado em Estudos Ingleses e Americanos, área de especialização em Linguística Aplicada, na Universidade de Lisboa, em Portugal. Seus temas de interesse mais marcantes, inclusive sobre os quais está desenvolvendo sua pesquisa de dissertação de mestrado, são "World English", "English as a Lingua Franca" e o atual estatuto do inglês no mundo e, mais especificamente, no Brasil. Também sobre este tema, Patrícia L. Berto já apresentou algumas comunicações em diferentes seminários, como o congresso da APIRS, em 2008. Possui graduação em Letras, habilitação em Língua Inglesa, pela Pontifícia Universidade Católica do Rio Grande do Sul (2006). Tem experiência de aproximadamente oito anos como professora de inglês.

E-mail: plinckberto@gmail.com

A pesquisa:

Esta é uma pesquisa sobre inglês no mundo/inglês como língua franca e sua relação ao ensino de inglês no Brasil. Você está sendo convidado a participar como voluntário respondendo o questionário a seguir. Sua participação não é obrigatória e será mantida em sigilo. Você precisa decidir se quer participar ou não. Os dados da pesquisa podem vir a ser publicados/divulgados respeitando a sua privacidade.

Este estudo é importante para minha dissertação de mestrado, que visa nos ajudar a compreender as opiniões e atitudes de professores de inglês no Brasil em relação ao inglês no mundo.

Sua participação nesta pesquisa consistirá em responder as questões sempre respeitando sua opinião, sendo assim, não há respostas corretas ou incorretas.

Não há um tempo limite para responder este questionário, mas baseado no tamanho dele, você não levará mais do que 15 ou 20 minutos para respondê-lo. Ao iniciá-lo, você deverá respondê-lo até o fim. Não é possível salvar suas respostas e voltar a responder posteriormente.

O questionário estará online a partir de 15 de junho de 2009 e o prazo para envio das respostas será até 15 de agosto deste mesmo ano.

Caso você venha a ter alguma dúvida durante o questionário ou a qualquer momento, entre em contato com o pesquisador através do e-mail fornecido acima.

O site:

O questionário está dividido em partes que estão separadas em abas. Você pode ir e voltar nas abas a qualquer momento. Você só poderá enviar as respostas após ter respondido todas as partes.

PARTE 1: PERFIL DO RESPONDENTE

1. Indique seu sexo e idade:

Sexo _____ Idade _____

Por favor, selecione uma opção:

2. Graduação cursada na:

- Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS)
- Faculdade Porto-Alegrense (FAPA)
- Universidade Federal do Rio Grande do Sul (UFRGS)
- Universidade Luterana do Brasil (ULBRA)

3. Curso de graduação em Letras com habilitação em:

- Língua Inglesa
- Língua Portuguesa e Língua Inglesa

4. Experiência como professor(a) de inglês de ____ anos.

5. Tipo de escola onde é professor(a) de inglês: *(pode-se marcar mais de uma opção)*

- Escola pública regular
- Escola privada regular

- Cursos livres de idiomas
- Outro: _____

6. Sou professor(a) de inglês para: *(pode-se marcar mais de uma opção)*

- Crianças até 10 anos
- Adolescentes de 10 a 15 anos
- Adolescentes de 15 a 20 anos
- Adultos de 20 anos ou mais

7. Sinto-me preparado para ensinar: *(pode-se marcar mais de uma opção)*

- Inglês padrão britânico.
- Inglês padrão americano

8. Ganhei/adquirital preparação através de: *(indique apenas 1 alternativa, aquela que mais se aproxima de seu caso)*

- Conhecimento adquirido fora da faculdade.
- Conhecimento adquirido na faculdade ao longo de minha graduação.

9. Sinto-me também preparado para ensinar: *(pode-se marcar mais de uma opção)*

- Inglês como segunda língua (ex. Inglês da Índia, Inglês da Singapura).
- Inglês como língua franca.

10. Ganhei/adquirital preparação através de: *(indique apenas 1 alternativa, aquela que mais se aproxima de seu caso)*

- Conhecimento adquirido fora da faculdade.
- Conhecimento adquirido na faculdade ao longo de minha graduação.

PARTE 2:

Hoje em dia, o inglês é usado ao redor do mundo cada vez mais por pessoas de diferentes nacionalidades. Com isto, grande parte da comunicação em inglês vem acontecendo não entre nativos ou entre um nativo e um não-nativo, mas sim entre não-nativos.

Nesta parte do questionário, gostaríamos de saber como você se sente em relação a tais acontecimentos.

Por favor, dê sua opinião sincera sobre as frases abaixo respondendo

(1) CONCORDO.

(2) DISCORDO.

(3) NÃO SEI,
ou marque a(s) alternativa(s) de acordo com sua opinião/vivência:

1. Falantes nativos de inglês devem ditar as regras da língua. _____
2. Professores nativos de inglês estão em melhor posição para ensinar inglês a não-nativos do que professores não-nativos. _____
3. Falantes não-nativos devem seguir as normas ditadas pelos falantes nativos de inglês. _____
4. Falantes não-nativos de inglês podem ditar regras da língua. _____
5. Professores não-nativos de inglês estão em melhor posição do que professores nativos para julgar que inglês deve ser ensinado a não-nativos. _____
6. Falantes não-nativos não precisam seguir as normas do inglês nativo. _____
7. Falantes não-nativos devem adotar o falante nativo como modelo (*native-like proficiency*) no uso do idioma. _____
8. Falantes não-nativos não têm necessidade de “despir-se” de sua identidade/nacionalidade no uso do idioma no que se refere a:
 - 8a. Língua **falada** (sotaque e pronúncia). _____
 - 8b. Língua **falada** (léxico e gramática). _____
 - 8c. Língua **escrita** (léxico e gramática). _____
9. Acho importante que meus alunos usem a língua com precisão, assim como um nativo, com o mínimo de desvios do inglês padrão. Para isso, acho importante corrigir em aula desvios decorrentes de:
 - 9a. Pronúncia. _____
 - 9b. Gramática. _____
 - 9c. Léxico. _____
 - 9d. Todos os desvios. _____
10. Acho mais importante focar em comunicação e fluência em minhas aulas ao invés de dar ênfase a desvios em relação ao inglês padrão. _____
11. No livro de inglês que uso com meus alunos, as situações descritas acontecem entre: (*marque apenas uma opção*)

Nativos.

Não-nativos.

Nativos e não-nativos.

12. Os livros de inglês trazem o pressuposto de que os alunos estão aprendendo a língua apenas para manter contato com nativos. _____

13. Os livros de inglês devem trazer situações entre nativos e entre nativos e não-nativos. _____

14. Os livros de inglês devem trazer situações em que não-nativos conversem entre si. _____

15. Os alunos de inglês no Brasil têm contato com inglês padrão: *(marque apenas uma opção)*

Britânico.

Americano.

Britânico e Americano.

Não sei.

16. Os alunos de inglês no Brasil também têm contato com inglês: *(marque apenas uma opção)*

Como segunda língua (ex. Inglês da Índia, Inglês da Singapura).

Como língua franca.

Nenhuma destas variedades.

Não sei.

17. A(s) variedade(s) de inglês que deve(m) ser ensinada(s) aos alunos brasileiros é(são): *(pode-se marcar mais de uma opção)*

Inglês padrão britânico.

Inglês padrão americano.

Inglês como segunda língua (ex. Inglês da Índia, Inglês da Singapura).

Inglês como língua franca.

Não sei.

PARTE 2.1:

Nesta parte, você deve indicar se, EM SUA OPINIÃO, as frases a seguir são ACEITÁVEIS (A) ou INACEITÁVEIS (I). Importante: O objetivo desta etapa não é saber se as frases estão “certas” ou “erradas” de acordo com alguma variedade específica da língua inglesa, mas sim se EM SUA OPINIÃO elas são aceitáveis ou não no uso internacional da língua inglesa.

FRASES:	A	I
1. I enjoy listening to music.		
2. He look very sad.		
3. Our countries have signed agreement about this.		
4. It's good to study.		
5. The Brazil is a beautiful country.		
6. I'm beautiful, aren't I?		
7. You should see doctor.		
8. That's the film who I saw yesterday.		
9. The book, which is interesting, was written by JK Rowling.		
10. They are the people which present that program on TV.		
11. Our countries have signed an agreement about this.		
12. I look forward to see you tomorrow.		
13. To smoke is bad for your health.		
14. You're very busy today, isn't it?		
15. My dentist works a lot.		
16. His father, who lives in a different city, is visiting him.		
17. He stopped to talk to John.		

PARTE 3:

Por favor, dê sua opinião sincera sobre as frases abaixo de acordo com sua opinião/vivência:

- Os cursos de graduação em Letras no Brasil **devem ensinar** aos futuros professores: *(pode-se marcar mais de uma opção)*
 - Inglês Britânico
 - Inglês Americano.
 - Outras variedades nativas, como inglês canadense, australiano ou sul-africano.
 - Variedades não-nativas, como o inglês da Índia ou da Singapura.

- Inglês como língua franca.
 Outra. _____

2. Justifique sua resposta à questão acima:

PARTE FINAL:

Por favor, responda com suas próprias palavras:

1. Você gostaria de sugerir algo para cursos de graduação em Letras em relação ao tema discutido neste questionário? O que?

Este questionário é anônimo; porém, caso você tenha interesse em ser contatado em relação ao resultado da pesquisa, por favor, indique seu nome e endereço de e-mail abaixo:

Nome: _____
E-mail: _____

MUITO OBRIGADA POR SEU TEMPO E ESFORÇO!

Algum comentário?

APPENDIX B: TERM OF AGREEMENT IN BRAZILIAN PORTUGUESE



Universidade de Lisboa – Faculdade de Letras
Mestrado em Estudos Ingleses e Americanos – Linguística Aplicada
Aluno: Patrícia Linck Berto (nº de aluno: 37419)
Orientadora: Maria Luisa Fernandes Azuaga

Título do Projeto:
ENGLISH AS A LINGUA FRANCA:
A STUDY OF BRAZILIAN ENGLISH TEACHERS' ATTITUDES AND
OPINIONS TOWARDS IT

Termo de Consentimento Livre e Esclarecido

Você está sendo convidado(a) a participar como voluntário(a) de uma pesquisa sobre inglês no mundo/inglês como língua franca e sua relação ao ensino de inglês no Brasil. Sua participação não é obrigatória e será mantida em sigilo. Você precisa decidir se quer participar ou não. A qualquer momento poderá retirar o seu consentimento. Os dados da pesquisa podem vir a ser publicados/divulgados respeitando a sua privacidade. Qualquer dúvida pergunte ao pesquisador.

Este estudo é importante para minha dissertação de mestrado, que virá nos ajudar a compreender as opiniões e atitudes de professores de inglês no Brasil em relação ao inglês no mundo.

Sua participação nesta pesquisa consistirá em responder as questões sempre respeitando sua opinião, sendo assim, não há respostas corretas ou incorretas.

Você receberá uma cópia deste termo onde consta o e-mail do pesquisador responsável, podendo tirar suas dúvidas sobre o projeto e sua participação, a qualquer momento.

Desde já agradeço por seu tempo e cooperação. Sua opinião será de grande valia para esta pesquisa.

PATRÍCIA LINCK BERTO
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Declaro que entendi a importância e os objetivos e benefícios de minha participação na pesquisa e concordo em participar.

Assinatura do participante
RG: