

UNIT 1 The World of ELT

It will take you approximately 3 hours to complete this unit. Please bear in mind that you can take more time if you have not understood any point.

Introduction to English

English As An International Language

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language.

English is spoken habitually in the United States, the British Isles, Ireland, Canada, Australia, New Zealand, the Republic of South Africa, Liberia, and many territories under the United Kingdom and the United States of America. It is estimated that 300 million people speak English as a second language, and an additional 100 million people use it fluently as a foreign language. As a rough estimate, 1000 million or one billion people around the world have some knowledge of English, either as a native language, as a second language, or as a foreign language.

English is the associate official language of India which has an estimated population of over 1000 million (over billion) people. Pakistan, Bangladesh, and many other nations which were ruled by Britain continue to use English both as an optional medium of instruction in their schools and as one of their official languages. The islands of the Philippines continue to use English as an important tool for education, administration, and for mass media purposes. English is the



chief foreign language taught in the schools of Europe, South America, Asia and Africa.

Even though some nations which were ruled by the French continue to teach French as their most preferred second language, English is gaining ground even in these countries. In the former Soviet Union, Russian was the dominant language. Since the break of the Soviet Union, the Central Asian Republics have been rapidly introducing English in their school system as a second or foreign language. In Russia itself, English is gaining ground as the most popular second language. In Japan too, English is the most favored second or foreign language. Outside Europe, English is the predominant language of international commerce. Although the United Nations and its various agencies have more than one language for transaction, more often than not, English comes to be chosen as the preferred language of communication between the participating member-nations.

All this has happened within the last one hundred years. The ascendancy of English as the most preferred language began two hundred years ago with the colonization of North America, Asia, and Africa by Britain. The Industrial Revolution in Britain, its ever-expanding maritime power, development of material wealth, progress in scientific research and consequent power, all helped the spread of English, even as Britain marched as a great empire. In the Sixteenth Century, English was spoken mostly in England, southern Scotland, and small areas of Wales and Ireland. There were only about two to three million people speaking it as their native language. At present one in seven in this world speaks English either as a native language or as a second language.



English was well established as the dominant language in North America in the 17th Century, it gained its importance and rapidly grew across the world from the 19th Century onwards.

Latin was the main medium of education in Western Europe throughout the middle Ages. French was the language of diplomacy for four centuries, from the 17th to 20th. And yet, at present there is not a single language which can be compared to the position occupied by English as the international language. This is so, even though more people in the world speak Chinese than English as their native language. Spanish may claim a large number of native speakers, but neither Spanish, nor French, nor Russian, nor Chinese can even come close to the level and variety of uses to which English is put in the world.

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for easier communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own.

In the Indian subcontinent, English became the dominant language of communication among the educated classes after the famous Minute of Lord Macaulay in 1833. For an insightful discussion on the progress of English as the dominant language of communication among the educated classes in India, see the monograph on the subject by Professor Ranjit Singh Rangila, et al., ***Bringing Order to Linguistic Diversity: Language Planning in the British Raj in Language in India.***



Task 1

Explain

- a) Your understanding of the term TESOL? (not less than 50 words)
- b) What led you to choose this program? (Examples of factual past incidents which would have motivated you, can be used in this explanation.

Task 2

- a) Describe (in not less than 150 words) why the use of English is better for communication?
- b) According to you why and where would the use of English benefit an individual? (Use of pictures/slides/audio files/video files would need to be sent to us if they are being incorporated in this submission.

ORIGINS OF ENGLISH

English belongs to the Indo-European family of languages. Within this family, English is a member of the Germanic branch. The Germanic branch may be divided into three groups or subdivisions: East Germanic which consisted of Gothic, now an extinct language; North Germanic under which we include the Scandinavian languages; and West Germanic which consists of High German, Low German, Frisian and English.

Three tribes settled in England. These were the Angles, the Jutes, and the Saxons. The Angles came from Denmark, the Saxons were from Holstein in the south, and the Jutes were from the north. Linguistic and religious associations



between these tribes resulted in a bundle of related dialects, which we presently call English.

A BRIEF HISTORY OF THE ENGLISH LANGUAGE

The history of English may be divided into three periods: Old English from about 700 to 1100 AD, Middle English from 1100 to 1500 AD, and Modern English from 1500 to the present.

Old English showed considerable differentiation from the other languages of Europe. Old English was clearly Germanic, but it had borrowed many words already from Latin. Along with the words borrowed from Latin, Old English continued to coin its own words and thus remained vibrant in its usage.

From the 9th Century, West Saxon became the dominant dialect. Norse speakers acquired English at this time. They brought Norse words into their English. In addition, the English native words were also adjusted in their pronunciation by the Norse speakers. At this time, the Normans were the dominant class and so French words were accepted in the domains of administration, law, and church. Words such as felony, angel, and duke came into English. One-fifth of words used in art and science in English came from French.

London became the capital of England in early 11th Century, and its dialect, which was close to the dialect of Essex, became prestigious. Slowly, London English gave up its local peculiarities and assumed the role of a universally accepted dialect with prestige. In the Fourteenth Century, English became the medium of instruction in schools, as the language of the courts of law and the



opening of Parliament. Chaucer's Canterbury Tales was written in this period, utilizing a variety of London English.

In the Fifteenth Century, many familiar Fourteenth Century words were replaced by many words which were borrowed from French and Latin. Words such as **consecrate, firmament, grace, pollute, and sanctity** came into English in this process.

Modern English presents a peculiar picture. It has retained the old spelling, even as it developed new pronunciation – modern pronunciation with medieval spelling. Many Latin words were borrowed into English through French. This period also saw development of regularity in vocabulary, in form and usage, grammatical forms, and in syntax.

English language developed a tendency and respect for correctness in the Seventeenth Century. "Accessions to the vocabulary in the 17th Century show the influence of French and Italian, particularly in matters of fashion and the fine arts. The 18th Century showed the influence of more distant countries such as India, and the 19th Century continued that tendency. However, scientific terms are the outstanding contribution of the 19th Century, and this has remained true in the 20th century also". (*Encyclopedia Britannica*).

ABOUT TESOL

English is the most widely learned second language in the world. Many children, youth and adults worldwide are required to learn at least some English, and a working knowledge of English is required in many fields and occupations. The demand for teachers with ESL/EFL (English as a Second Language/English as a Foreign Language) recognized certification is growing.



What is the difference between TESOL, TEFL and TESL?

TESOL stands for Teaching English to Speakers of Other Languages and courses of this nature seek to provide for the needs of all students.

TEFL stands for Teaching English as a Foreign Language and refers to teaching English in a country where English is not widely used, such as China, Brazil or Greece.

TESL stands for Teaching English as a Second Language and refers to teaching English in an English-speaking environment such as the UK, or in a country where English is very widely used such as India or Zambia.

In practice, there is no difference. Teachers with any one of these qualifications will be able to find teaching posts around the world. Employers are unconcerned about the certificate title as long as the certificate has been accredited by a professional body.

ESL (English as a Second Language), **ESOL** (English for Speakers of Other Languages) and **EFL** (English as a Foreign Language) all refer to the use or study of English by speakers of other languages. The precise usage, including the different use of the terms ESL and ESOL in different countries, is described below. These terms are most commonly used in relation to teaching and learning English, but they may also be used in relation to demographic information.

ELT (English Language Teaching) is a widely-used teacher-centered term, as in the English language teaching divisions of large publishing houses, ELT training, etc. The abbreviations **TESL** (Teaching English as a Second Language), **TESOL** (Teaching English for Speakers of Other Languages) and **TEFL** (Teaching English as a Foreign Language) are all also used.



Other terms used in this field include **EAL** (English as an Additional Language), **ESD** (English as a Second Dialect), **EIL** (English as an International Language), **ELF** (English as a Lingua Franca), **ESP** (English for Special Purposes), **EAP** (English for Academic Purposes). Terms that refer to those who are learning or acquiring English are **ELL** (English language learner). A somewhat similar term, **LEP** (Limited English Proficiency), and **LOTE** (Language Other Than English). LEP was created in 1975 by the Lau Remedies following a decision of the US Supreme Court. ELL was created by Charlene Rivera in an effort to label learners positively, rather than ascribing a deficiency to them. LOTE is a parallel term used in Canada, Australia, and New Zealand.

Terminology and types

The many acronyms used in the field of English teaching and learning may be confusing. English is a language with great reach and influence; it is taught all over the world under many different circumstances. In English-speaking countries, English language teaching has essentially evolved in two broad directions: Instruction for people who intend to stay in the country and those who don't. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on. Crucially, these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United Kingdom, both major engines of the language, describe these categories in different terms: as many eloquent users of the



language have observed, "England and America are two countries divided by a common language." (Attributed to Winston Churchill, George Bernard Shaw, and Oscar Wilde.) The following technical definitions may therefore have their currency contested.

English outside English-speaking countries

EFL, English as a foreign language, indicates the use of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged minority, in an Anglophone country which they visit as a sort of educational tourist, particularly immediately before or after graduating from university. *TEFL* is the Teaching of English as a Foreign Language; note that this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while working for an organization or business with an international focus.

English within English-speaking countries

The other broad grouping is the use of English within the Anglo sphere. In what theorist Braj Kachru calls "the inner circle", i.e. countries such as the United Kingdom and the United States, this use of English is generally by refugees, immigrants and their children. It also includes the use of English in "outer circle" countries, often former British colonies, where English is an official language even if it is not spoken as a mother tongue by the majority of the population.



In the US, Canada and Australia, this use of English is called *ESL* (English as a Second Language). This term has been criticized on the grounds that many learners already speak more than one language. A counter-argument says that the word "a" in the phrase "a second language" means there is no presumption that English is *the* second acquired language (see also *Second language*). *TESL* is the Teaching of English as a Second Language.

In the UK, Ireland and New Zealand, the term *ESL* has been replaced by *ESOL* (English for Speakers of Other Languages). In these countries *TESOL* (Teaching English to Speakers of Other Languages) is normally used to refer to teaching English only to this group. In the UK, the term *EAL* (English as an Additional Language), rather than *ESOL*, is usually used when talking about primary and secondary schools. In the United States, the term *English Language Learner* (*ELL*) is used by governments and school systems. It differs from the other terms above because it refers to learners rather than the language.

Typically, this sort of English (called *ESL* in the United States, Canada, and Australia, *ESOL* in the United Kingdom, Ireland and New Zealand) is learned to function in the new host country, e.g. within the school system (if a child), to find and hold down a job (if an adult), to perform the necessities of daily life. The teaching of it does not presuppose literacy in the mother tongue. It is usually paid for by the host government to help newcomers settle into their adopted country, sometimes as part of an explicit citizenship program. It is technically possible for *ESL* to be taught not in the host country, but in, for example, a refugee camp, as part of a pre-departure program sponsored by the government soon to receive new potential citizens. In practice, however, this is extremely rare.

Particularly in Canada and Australia, the term *ESD* (English as a Second Dialect) is used alongside *ESL*, usually in reference to programs for Canadian First



Nations people or indigenous Australians, respectively. It refers to the use of standard English, which may need to be explicitly taught, by speakers of a Creole or non-standard variety. It is often grouped with ESL as *ESL/ESD*.

Umbrella terms

All these ways of teaching English can be bundled together into an umbrella term. Unfortunately, all the English teachers in the world cannot agree on just one. The term *TESOL* (Teaching English to Speakers of Other Languages) is used in American English to include both TEFL and TESL. British English uses *ELT* (English Language Teaching), because TESOL has a different, more specific meaning; see above.

Which variety to teach

It is worth noting that ESL and EFL programs also differ in the variety of English which is taught; "English" is a term that can refer to various dialects, including British English, American English, and others. Obviously, those studying English in order to fit into their new country will learn the variety spoken there. However, for those who do not intend to change countries, the question arises of which sort of English to learn. If they are going abroad for a short time to study English, they need to choose which country. For those staying at home, the choice may be made for them in that private language schools or the state school system may



only offer one model. Students studying EFL in Hong Kong, for example, are more likely to learn British English, whereas students in the Philippines are more likely to learn American English.

For this reason, many teachers now emphasize teaching English as an international language (EIL), also known as English as a Lingua Franca (ELF). Linguists are charting the development of international English, a term with contradictory and confusing meanings, one of which refer to a decontextualized variant of the language, independent of the culture and associated references of any particular country, useful when, for example, a Saudi does business with someone from China or Albania.

Task 3

What are the differences between the English learnt and taught within and outside the English Speaking countries? (300 words at the minimum)

Difficulties for learners

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is closely related to English, whereas Chinese is not. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2).



Language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or "language interference". However, these transfer effects are typically stronger for beginners' language production, and SLA (Second Language Acquisition) research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in 'he make').

While English is no more complex than other languages, it has several features which may create difficulties for learners. Conversely, because such a large number of people are studying it, products have been developed to help them do so, such as the monolingual learner's dictionary, which is written with a restricted defining vocabulary.

Task 4

Research the English Language learning barriers of students from non-native English speaking country and submit a report of not less than 1000 words. You can discuss a maximum of 3 countries with your inputs of how you as a teacher would help the students to overcome the learning barrier.



World Wide ESL Associations

ESL and Bilingual State Associations

Puerto Rico	<u>Puerto Rico TESOL (PRTESOL)</u>
Washington DC	<u>District of Columbia TESOL (WATESOL)</u>
Alabama	<u>Alabama-Mississippi TESOL (AMTESOL)</u>
Alaska	<u>Alaska Association of Bilingual Education</u> <u>(AKABE)</u>
Arizona	<u>Arizona TESOL (AZ-TESOL)</u> <u>Arizona Association of Bilingual Education</u> <u>(AABE)</u>
Arkansas	<u>Arkansas TESOL (ARKTESOL)</u>
California	<u>California and Nevada TESOL (CATESOL)</u> <u>California Association of Bilingual Education</u> <u>(CABE)</u>
Colorado	<u>Colorado TESOL (CoTESOL)</u> <u>Colorado Association of Bilingual Education</u> <u>(COABE)</u>
Connecticut	<u>Connecticut TESOL (ConnTESOL)</u>
Florida	<u>Sunshine State TESOL of Florida</u>
Georgia	<u>Georgia TESOL (GaTESOL)</u>
Hawaii	<u>Hawaii TESOL (HITESOL)</u>



Idaho	<u>Intermountain TESOL (I-TESOL)</u> (<i>covers Utah and Idaho</i>)
Idaho Association of Bilingual Education (IABE)	
Illinois	<u>Illinois TESOL-BE (ITBE)</u> <u>Illinois Association of Multilingual Multicultural Education (IAMME)</u>
Indiana	<u>Indiana TESOL (INTESOL)</u>
Iowa	<u>MidAmerica TESOL (MIDTESOL)</u> (<i>covers Iowa, Kansas, Missouri, and Nebraska</i>)
Kansas	<u>Kansas TESOL (KATESOL)</u> <u>MidAmerica TESOL (MIDTESOL)</u>
Kentucky	<u>Kentucky TESOL (KYTESOL)</u>
Louisiana	<u>Louisiana TESOL (LaTESOL)</u>
Maine	<u>Northern New England TESOL (NNETESOL)</u>
Maryland	<u>Maryland TESOL (MDTESOL)</u>
Massachusetts	<u>Massachusetts Association of TESOL (MATSOL)</u>
Michigan	<u>Michigan TESOL (MITESOL)</u>
Minnesota	<u>Minnesota TESOL (MinneTESOL)</u>
Mississippi	<u>Alabama-Mississippi TESOL (AMTESOL)</u>
Missouri	<u>MidAmerica TESOL (MIDTESOL)</u> (<i>covers Iowa, Kansas, Missouri, and Nebraska</i>)
Nebraska	<u>MidAmerica TESOL (MIDTESOL)</u> (<i>covers Iowa, Kansas, Missouri, and Nebraska</i>)
Nevada	<u>California and Nevada TESOL (CATESOL)</u>



New Hampshire	<u>Northern New England TESOL (NNETESOL)</u>
New Jersey	<u>New Jersey TESOL/N.J. Bilingual Educators</u>
New Mexico	New Mexico TESOL (NMTESOL) <u>New Mexico TESOL (NMTESOL)</u> <u>New Mexico Association for Bilingual Education (NMABE)</u>
New York	<u>New York State TESOL (NYSTESOL)</u> <u>New York Association of Bilingual Education (NYABE)</u>
North Carolina	<u>North and South Carolina TESOL (Carolina TESOL)</u>
North Dakota	Dakota TESOL (DTESL)
Ohio	<u>Ohio TESOL (OTESOL)</u>
Oklahoma	<u>Oklahoma TESOL (OKTESOL)</u>
Oregon	<u>Oregon TESOL (ORTESOL)</u>
Pennsylvania	<u>PennTESOL-East</u> <u>3-R TESOL</u>
South Carolina	<u>North and South Carolina TESOL (Carolina TESOL)</u>
South Dakota	Dakota TESOL (DTESL)
Tennessee	<u>Tennessee TESOL (TNTESOL)</u>
Texas	<u>Texas TESOL (TEXTESOL)</u> <u>Texas Association of Bilingual Education (TABE)</u>



Utah and Idaho)	<u>Intermountain TESOL (I-TESOL)</u> (covers Utah
Vermont	<u>Northern New England TESOL (NNETESOL)</u>
Virginia	Virginia TESOL (VATESOL)
Washington	<u>Washington Assoc. for the Education of Speakers of Other Languages (WAESOL)</u>
West Virginia	<u>West Virginia TESOL (WVTESOL)</u>
Wisconsin	<u>Wisconsin TESOL (WITESOL)</u>

Task 5

Visit any 5 sites from the above list and mention in detail what you saw and what information was useful in each of them. Write in detail about the site you found was best giving reasons.

Task 6

After going through all the sites above write an essay on what type of organizations you would like to work with and why? The essay should be in not less than 500 words.



North and South America

Canada

[British Columbia Teachers of English as an Additional Language \(BCTEAL\)](#)

[Canadian Association of Second Language Teachers \(CASLT\)](#)

[English as a Second Language Provincial Specialist Association \(ESLPSA\)](#)

[Societe Pour la Promotion de l'Enseignement de l'Anglais \(SPEAQ\)](#)

[TESL Canada](#)

[TESL Ontario](#)

[TESL Nova Scotia](#)

[Teachers of English as a Second Language of New Brunswick \(TESLNB\)](#)

Task 7

Visit the site [TESL Canada](#) and mention few good points that you found were useful. Also mention a few points that you found were not relevant.

Mexico



Mexican TESOL (MEXTESOL)

**Asociation Nacional Universitaria de Profesores de Ingles, A.C.
(ANUPI)**

South America

Argentina **Argentina TESOL (ARTESOL)**

Brazil **TESOL Brazil**

Venezuela **Venezuela TESOL (VenTESOL)**

Europe

Armenia

Association of English Teachers of Armenia (AELTA)

Austria

Teachers of English in Austria (TEA)

Belgium

Vereniging Vlaamse Leerkrachten Engels (VVLE)

Croatia

Croatian Association of Teachers of English (TESOL Croatia/HUPE)

Czech Republic

Association of Teachers of English of the Czech Republic (ATECR)



France

[Rassemblement National des Centres de Langue de l'Enseignement
Superieur \(RANACLES\)](#)

[TESOL France](#)

Germany

[English Teachers' Association, Berlin/Brandenburg \(ELTABB\)](#)

[English Language Teachers' Association Frankfurt/Rhine-Main-
Neckar \(ELTAF\)](#)

[English Language Teachers' Association Rhine \(ELTAR\)](#)

[English Language Teachers' Association Stuttgart \(ELTAS\)](#)

[Fachverband Moderne Fremdsprachen TESOL \(FMFTESOL\)](#)

[Hamburg English Language Teaching Association \(HELTA\)](#)

[Munich English Language Teachers' Association \(MELTA\)](#)

Greece

[TESOL Greece](#)

Hungary

[IATEFL Hungary \(IATEFL-H\)](#)

Italy

[TESOL Italy](#)



Poland

[IATEFL Poland](#)

Portugal

[Associação Portuguesa de Professores de Inglês \(APPI\)](#)

Russia

[Far Eastern English Language Teachers' Association \(FEELTA\)](#)

[St. Petersburg English Language Teachers' Association \(SPELTA\)](#)

Spain

[TESOL Spain](#)

Switzerland

[English Teachers' Association of Switzerland \(ETAS\)](#)

Ukraine

[TESOL Ukraine](#)

United Kingdom

[British Association of Lecturers in English for Academic Purposes \(BALEAP\)](#)



National Association for Language Development in the Curriculum
(NALDIC)

Scottish Association for the Teaching of English as a Foreign
Language (SATEFL)

Australia and New Zealand

Australia

Australian Council of TESOL Associations (ACTA)

Association of Teachers of English to Speakers of Other Languages
(ATESOL NSW)

ICTE-UQ University of Queensland (Institute of Continuing and
TESOL Education)

National Centre for English Language Teaching and Research

TESOL Association of Aotearoa New Zealand (TESOLANZ)

Victorian Association of TESOL and Multicultural Education (VATME)

New Zealand

TESOL Association of Aotearoa New Zealand (TESOLANZ)

Asia

Pan-Asian Organizations

Asia-Pacific Association for CALL (APACALL)

Asia TEFL



Cambodia

[Cambodian TESOL \(CamTESOL\)](#)

China

[National Foreign Language Teaching and Research Association \(NFLTRA\)](#) *(in Chinese)*

Japan

[Japan Association of College English Teachers \(JACET\)](#)

[Japan Association for Language Teaching \(JALT\)](#)

[Kyushu JALT](#)

Korea

[Korean TESOL \(KOTESOL\)](#)

Nepal

[Nepal English Language Teachers' Association \(NELTA\)](#)

Pakistan

[Society of Pakistan English Language Teachers \(SPELT\)](#)

Taiwan

[English Teachers' Association-Republic of China \(ETA-ROC\)](#)



Thailand

[Thailand TESOL](#)

Middle East and Africa

Egypt

[EgypTeso!](#)

Israel

[English Teachers' Network of Israel \(ETNI\)](#)

Lebanon

[Association of Teachers of English in Lebanon \(ATEL\)](#)

Morocco

[Moroccan Association of Teachers of English \(MATE\)](#)

Saudi Arabic

[TESOL Arabia](#)

Turkey

[English Language Education Association \(ELEA\)](#)



Task 8

If asked to make a choice which country would you choose to work in and what type of an organization? Write an essay in not less than 800 words stating reasons for the above.

