

Student form FOR BA PAPERS
Submitted for the degree in English Language & Culture at Utrecht University

To be completed by student and stapled, this page up, to the front of the hard copy of the essay and included as the first two pages of the electronic document submitted to Igitur.

Name	Maroucha Veerman
Student number	3747816
Title of paper	Differentiating English: Introducing World Englishes into Dutch Secondary Education
Supervisor	Rias van den Doel
Second reader	Koen Sebregts
Block & Date	Block 2 09-03-2015
Signature*	Maroucha Veerman

*signifying you have read & understood the plagiarism declaration below. Typing your name into the electronic document is sufficient – no scanned signature is required.

INTELLECTUAL PROPERTY STATEMENT

Utrecht University defines “plagiarism” as follows:

“If, in a thesis or some other paper, data or parts of a text produced by someone else are used without the source being identified, this shall be considered plagiarism. Among other things, plagiarism may entail the following:

cutting and pasting text from digital sources such as encyclopaedias or digital journals, without using quotations marks and references;

cutting and pasting any text from the internet without using quotation marks and references;

copying from printed material such as books, journals or encyclopaedias without using quotations marks and references;

using a translation of the above texts in your own work, without using quotations marks and references;

paraphrasing the above texts without using references. A paraphrase should never consist of merely replacing some words by synonyms;

using pictures, sound recordings, or test materials produced by others without references, such that it appears that this is one’s own work;

copying work by other students and passing this off as one's own work. If this is done with the other student's consent, the latter shall be an accomplice to the plagiarism;

even in cases where plagiarism is committed by one of the authors collaborating on a paper, the other authors shall be accomplices to plagiarism if they could or ought to have known that the first-mentioned author was committing plagiarism;

submitting papers acquired from a commercial source (such as an internet site offering summaries or complete essays) or written by someone else for payment.”

I have read the above definition of plagiarism and certify with my signature on the preceding page that I have not committed plagiarism in the appended essay or paper.

Differentiating English

Introducing World Englishes into Dutch Secondary Education

BA Thesis English Language and Culture, Utrecht University

Maroucha Veerman

3747816

Rias van den Doel

March 2015

Title: Differentiating English: Introducing World Englishes into Dutch Secondary Education

Author: Maroucha Veerman

Supervisor: Rias van den Doel

Abstract: The introduction of World Englishes into English language teaching in secondary schools in the Outer Circle has been a much-debated subject. Reasons for moving away from native-speaker norms are the main focus of this study. By establishing the motives that students and teachers have for implementing, or not implementing, native-speaker norms and their reasons for accepting different varieties of English, the conclusion can be drawn about that there certainly is a possibility for the incorporation of World Englishes in the classroom, although it is not considered a necessity. Additionally, the introduction of Dutch English into English Language Teaching in the Netherlands could perhaps be a possibility to minimize the gap between desired target and level of English that is attained when adhering to the nativeness principle.

Index

Index	3
1. Introduction	4
<i>1.1 Hypotheses and Aims</i>	6
2. Theoretical Framework	7
3. Methodology	10
<i>3.1 Student Questionnaire</i>	10
<i>3.2 Teacher Interviews</i>	12
4. Results	13
<i>4.1 Student Questionnaire</i>	13
<i>4.2 Teacher Interviews</i>	15
5. Analyses	16
<i>5.1 Student Questionnaire</i>	16
<i>5.2 Teacher Interviews</i>	21
<i>5.3 Comparison</i>	23
6. Conclusion	26
<i>6.1 Summary and Conclusions</i>	26
<i>6.2 Limitations</i>	28
<i>6.3 Suggestions for Further Research</i>	29
Works Cited	31
Appendix	34
<i>Student Questionnaire</i>	34
<i>Student Questionnaire Results</i>	36
<i>Teacher Interview Questions</i>	51

1. Introduction

The label ‘English’ can be assigned to many different aspects and varieties of English that are intrinsically different from each other. Since British colonial times English has been spreading across the globe. This spread quickly ensured the “cultural hegemony of the most powerful English-speaking nations” (Brutt-Griffler 107). Language was not only used to establish clear boundaries between colonizer and colonized, but to impose a certain culture, history, and way of living (Said 270). Through language contact and change, and the attempt of the colonized to redevelop a native language that represents their own history and identity (273), each colony slowly developed its own distinct form of English. These colonies constructed their own variety of English with their own standards, and have since codified these varieties in dictionaries (Melchers and Shaw 7). The variation in English resulted in local models which “have been institutionalized, and the education varieties of such models have always been used in the classroom” (Kachru Teaching 358). By the end of the nineteenth century, British imperialism “had sent English around the globe” (Crystal 8), the USA’s “[population] was larger than that of any of the countries of western Europe, and its economy was the most productive and the fastest growing in the world” (8). English achieved global status when the language was “taken up by other countries around the world” and was made “a priority in [...] foreign-language teaching” (3). Taught in over a 100 countries across the globe (3), and spoken by around 1,5 billion people around the world (5), English was established as a world language. What remained after imperialism and industrialization was the English language, a “gift to the globe, a ‘way of speaking, a mouth’, to millions of people” (King 27).

The growth of the English language has resulted in even more varieties of English. Kachru’s theory of the current sociolinguistic profile of English suggests that all these different varieties can be placed within three circles: the Inner Circle, where English is the native language; the Outer Circle, where English has been institutionalized, mostly consisting of former colonies; and the Expanding Circle, where English is taught as a formal language and used mostly in education

(Kachru Teaching 356-7). Learners of English in the Expanding Circle “often believe that English is an important language to learn because it provides them with new international opportunities” (“Introduction” 2). The grand spectrum of varieties that came into existence called for a new term to capture the sociolinguistic reality of English (Kachru Teaching 357), and accept “differentiation within English” (Strevens 28): Englishes.

As English is becoming more important in business and education, the number of non-native speakers will most likely continue to grow over the coming years. In most countries in the Outer Circle “English is the only language that cuts across languages and national boundaries. And in its localized variety, English is the language of higher education, [...] national and international business, a link language for the defense network, the media, and a language for literary creativity” (Kachru Teaching 358). The importance of English can be also found in Dutch society, as “millions of people use English regularly and competently. It is indispensable in all kinds of commerce and business ... and hugely popular among young people” (Edwards 19). The growth of the use of English in the Netherlands along with the “increasing momentum of notions of World Englishes” (19) might result in the emergence of Dutch English “as a legitimate variety of the world’s lingua franca” (19). This variety of English would include not only its own pronunciation, differing from Inner Circle Englishes, but vocabulary and a grammar that would be closer to the grammar used in Dutch (20). Although the idea that such varieties can arise in the Expanding Circle might be considered as controversial, countries “such as the Netherlands and Scandinavia [are] now [transitioning] – or [have transitioned] – to the ‘norm-developing’ realm of [English as a Second Language]” (19). The possibility of the emergence of Dutch English could be considered as something that is not merely hypothetical, therefore, the variety could be included in a discussion on the possibilities of teaching World Englishes in Dutch secondary education.

1.1 Hypotheses and Aims

This thesis will examine the possibility of incorporating more varieties of English in English language teaching in Dutch secondary schools, and considers the potential merits of introducing a system that uses a Dutch variety of English as a target. The proposed system of World Englishes mainly focuses on Inner Circle varieties, with the possibility of including Outer Circle Englishes. Students between ages 11 and 18 answered questions about their current knowledge of English and World Englishes, and could express their opinions on a system in which different varieties of English are presented in the classroom. The hypotheses that were used to test teachers' and students' openness to World Englishes and the possible introduction of Dutch English as a target variety could be divided into two categories: the student hypothesis and the teacher hypothesis. Both hypotheses were based on research done by Timmis on teachers' and students' opinions on conforming to native-speaker norms (248).

- Students will be open to the introduction of World Englishes, but might not want to actually learn them since they will consider it too much work. They will not have positive opinions about a Dutch Variety of English.
- Teachers will be open to the introduction of World Englishes, but might not render it necessary. They will not have positive opinions about a Dutch Variety of English, and will continue to aim for native-like competencies.

By evaluating the answers students wrote down on their questionnaires and the results of the teacher interviews, this thesis will aim to provide answers to the question whether or not there is a possibility of introducing World Englishes, and perhaps even a Dutch variety of English, into English language teaching in The Netherlands.

2. Theoretical Framework

To consider the use of a teaching model that encapsulates World Englishes, it is very important to examine a main objective in English language teaching. Through the concept of communicative teaching, students are encouraged to participate in conversations and to use the newly acquired English language to communicate with speakers of other languages (Staatsen, Heebing, and Van Renselaar 23, Kwakernaak 104). A common assumption in English language teaching (ELT) is that students have to learn English in order to communicate with native speakers of English (Xiaoqiong, Hu, and Xianxing 221). However, due to the global spread of English and its emergence as an international language, English is mostly used as a language to communicate with other non-native speakers (222, Matsuda and Friedrich 439). Considering the relatively small size of the Inner Circle of English, and the high number of EFL speakers¹, the chance of communicating with non-native speakers is, for Dutch students, much larger than the chance of communicating with native speakers. Therefore, the aims now present in English language teaching in Dutch education may need to be changed “[if] people from the Outer and Expanding Circles learn English not necessarily to go to the English-speaking countries” (Xiaoqiong, Hu, and Xianxing 222).

Xiaoqiong, Hu, and Xianxing also state that a native speaker model is currently considered to be “the only appropriate model for all learners of English” (223). This belief might be the cause for the current position of British English in Dutch education. Countries in the Outer Circle have, as mentioned before, established their own models and norms of English that are now generally accepted and recognized. Countries in the Expanding Circle might develop a need for their own variety of English, and teachers need be aware of the importance of English as an international language. The vast number of World Englishes might confuse students, but could more importantly open the eyes of both students and teachers to the possibilities of English language teaching and the possible advantages of treating English as an international language. According to Xiaoqiong, Hu,

¹ English as a foreign language

and Xianxing, English “can no longer be linked only with Inner Circle cultures, but must adapt to the Outer and Expanding Circle cultures as well” (227). In treating English as an international language, “people from the Outer and Expanding Circles should adjust their teaching staff, teaching models and teaching contents to their own varieties of English and to their unique cultures” (227). English classes could be used as a starting point for international understanding, as students are exposed to different cultures through learning English (Matsuda and Friedrich 436). A possible solution to incorporating this cultural understanding in education would be to adapt the single variety curriculum and include an approach that embraces differences between Englishes and the cultures they represent.

This model would be “the effective international communicator” in which “learners would have to avoid culturally specific references and behaviours in their own speech and pragmatic behaviour” (Melchers and Shaw 211). In this way, students can communicate with almost anyone in the global community, and have the widest exposure possible in the small amount of time dedicated to learning a new language in school. This wide exposure could have a positive influence on students since

a curriculum that presents English as an international language is capable of providing opportunities for exposure to various parts of the world, and it would be unfortunate if the exposure was limited to the Inner Circle, taking away a valuable learning opportunity. (Matsuda and Friedrich 438)

Students need to be aware that British English is only one of many Englishes that they will encounter throughout their lives.

This raises the issue of how teachers can actually change the current British hegemony in the Dutch classroom. Kachru presents six different aspects that need to be considered in initiating a “paradigm shift” (Kachru Teaching 360): sociolinguistic profile, variety exposure, attitudinal neutrality, range of uses, contrastive pragmatics, and multidimensionality of functions (361). These points highlight English in a world context in which several varieties and their uses are approached

from different angles, thus leaving room for discussion. By approaching more than just one variety of English and its sociolinguistic and cultural background, students can understand the diversity of Englishes and could incorporate this knowledge into their use of the English language. The concept of World Englishes can “enhance high school students’ English communicative competence and cross-cultural awareness” and have the opportunity to “successfully [develop] students’ confidence and positive attitudes toward speaking their ‘own’ English” (Lee 167).

Seeing English as an international and ever-changing language could aid students in accepting and embracing their own variety of English. By incorporating Inner Circle, and possibly even Expanding Circle Englishes into the classroom, students could be introduced to many different cultures and histories, and can incorporate all this knowledge into the English they speak. The combination of grammar and vocabulary of classroom English as it is taught now, and the students’ knowledge of World Englishes could establish a framework within which students might, in the future, be able to build their own forms of English to make communication easier.

3. Methodology

3.1 Student Questionnaire

In order to test the presence of World Englishes in the classroom and the need students feel for them to be taught, a total of 66 students filled in a questionnaire consisting of fourteen open-ended questions. The questionnaire can be found in the Appendix. Four classes filled in the questionnaire, consisting of seventeen 1st grade HAVO (five year senior general secondary education) students and twenty 1st grade Gymnasium (six year pre-university education, including the subjects Latin and Greek) students all between ages 11 and 13, seventeen 3rd grade Gymnasium students between ages 15 and 16, and twelve 6th grade Gymnasium students between ages 17 and 18. All participants attended Connect College in Echt. Students were given a paper copy of the questionnaire, since computers were not available in the classrooms where the surveys were conducted. Students had two to fourteen years of experience with English, both in and out of school. The first eight questions of the student questionnaire were concerned with the situation in the classroom as it is now, asking students what they believe the main goal of teaching English in secondary education to be, and their opinions on the variety, or varieties, of English taught in the classroom. The second part established the students' knowledge of different Englishes and questioned the necessity of covering several varieties of English in the classroom. This division was necessary since a basic understanding of English and its purpose in schools could provide answers as to why students do or do not want to learn about different varieties of English. Starting the questionnaire with questions that were easy for students to answer and close to their personal experiences also ensured that the students felt safe in answering questions honestly, and that they were more willing to think about the questions that were not easy to answer. By beginning with something close to home, students were more certain of their capabilities and their importance in this research.

All questions were open-ended, thus leaving room to analyze motivations and thoughts

behind the answers students wrote down. Students' responses were compared, and answers that were alike were considered as the same answer. For example, in analyzing Question 3 on the main purpose of English in secondary schools, students who answered "to communicate worldwide" and "to use in in foreign countries" were considered to have given the same answer, namely international communication. In this way, the number of possible answers per question was limited.

Since the examination of possibilities of teaching World Englishes is focused mainly on Inner and Outer Circle varieties, the recognition of Expanding Circle Englishes will not be taken into account when establishing the students' current knowledge of varieties of English. Countries in the Expanding Circle do not have nationally established varieties of English, and mostly use Englishes from the Inner Circle. It is therefore unnecessary to include these in a system of World Englishes. The only exception in this case would be the introduction of a Dutch variety of English that could be used as a target for Dutch education. Expanding Circle Englishes were included in the diagram in Question 12, so students could have a complete image of all varieties of English as they are presented in Kachru's theory. This visualization also aided in the following questions where students were asked whether or not a form of Dutch English could be used in the classroom.

Students were specifically asked not to turn over the questionnaire before finishing the entire first page. Thus answers to Question 6 and 12 varied greatly, and the correctness of answers to Question 6 was ensured, as they could not look at the circle diagram depicting a collection of varieties of English and the countries they are used in. In this way, the responses consisted solely on prior knowledge the participants had, eliminating varieties they only recognized but could not independently think of. In Question 12 students were tested on the recognition of certain varieties, enabling students to show they may know of more varieties than they wrote down in Question 6. The differences between these answers may show that students were aware of more varieties than they could initially recall, and leaves room for students to indicate awareness of varieties they may have heard of only once.

3.2 Teacher Interviews

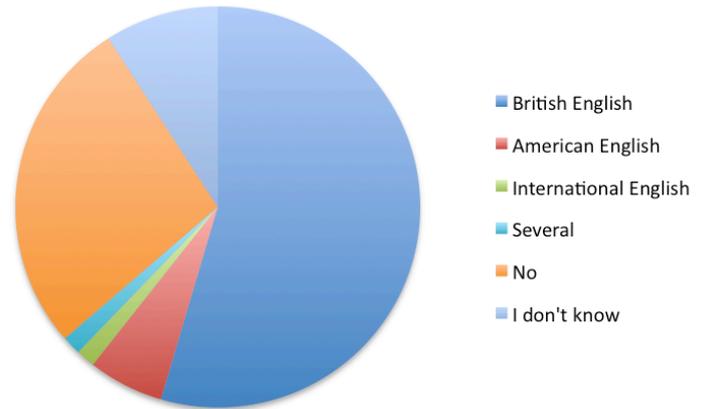
Four teachers were interviewed, with between six months and seven years of experience in teaching. Teachers were between ages 23 and 31. The first teacher was 26 years old, had 4 years of traineeships as experience, and taught solely in lower secondary education. The second teacher was 27 years old, had been teaching for 7 years, and taught in both lower and upper secondary education. The third teacher was 31 years old, and had six months of experience in teaching. She taught only in lower secondary education. The fourth, and last, teacher was 23 years old, had little under two years experience in education, and taught solely in upper secondary education. Teacher 2 and 4 attended Utrecht University, teacher 1 attended Fontys University of Applied Sciences, and teacher 3 did not have any schooling in the field of education. The interviews consisted of 15 set questions and variable follow-up questions depending on the teachers' responses. Questions were devised to conform to research done by Van den Doel and Quené, and Timmis ("Native Speaker Norms"). The list of questions can be found in the Appendix. All interviews took place in the teachers' lounge at Connect College Echt.

Questions were not always asked in the same order, as the responses of all participants varied and different follow-up questions were needed to ensure the conversation continued. Teachers were asked about the variety of English they spoke, how they acquired this variety and whether it impacted their teaching methods. Similar to the student questionnaire, teachers first answered questions that established their current knowledge on varieties of English, and determined which variety of English was spoken in their classes. Their answers provided information that could determine whether students were aware of the variety of English they were taught. Teachers were made aware of the concept of Dutch English, which entailed differences in pronunciation, grammar, and vocabulary.

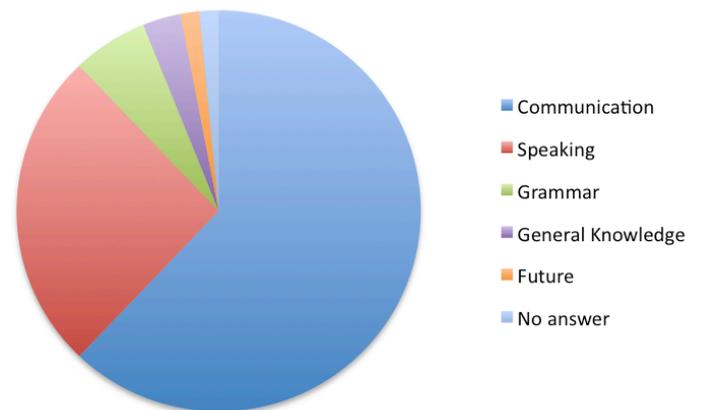
4. Results

4.1 Student Questionnaire

On average, students had 4.9 years of experience with English, and most believed English to be an important subject at school. Out of all students, 55% believed they were taught British English at school. A majority of 62% of all pupils believed the key principle of English language teaching to be communicating with people from other countries, followed by 26% of students, who believed being able to speak or write English was the most important aspect in English language teaching. Notably, third grade students believed these two aspects to be equally important. This may be due to different focus in that grade, as students are encouraged to start writing letters and to give short presentations.



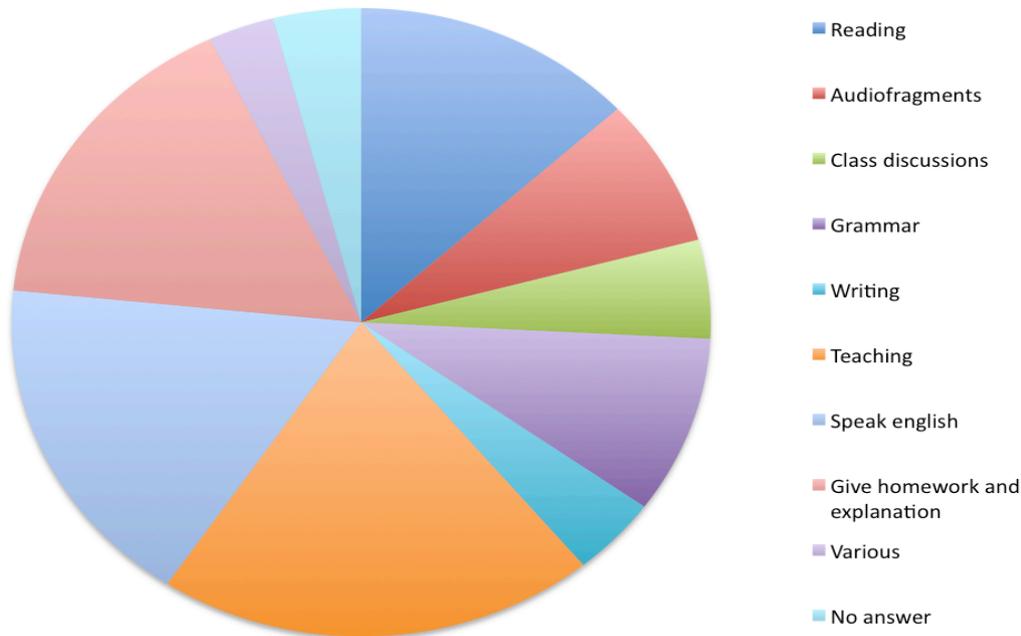
Picture 1, Percentages of answers given by all students concerning the variety of English taught at school



Picture 2, Percentages of answers given by all students concerning their beliefs on the most important aspect of

When asked what their teacher did to reach what they believed to be the main goal of teaching, namely communication, most students in the lower grades answered “teaching”. As this answer can be split up into a great variety of aspects, the more specific answer “reading” can be considered as the most frequently given answer. Students stated that newspaper articles and texts in their course books were the most often used form of reading material. Furthermore, they believed that the use of English discourse by teachers and the assigning of homework also assisted in the goal of international communication. The only exception to this is the first grade gymnasium class,

who, unlike any other group of participants, considered the teacher speaking English or encouraging the students to speak English was the way in which their teacher furthered communication.



Picture 3, Percentages of answers given by all students concerning their beliefs on how their teacher achieved their previously mentioned goal of English Language Teaching

The second part of the questionnaire concerned the possibilities of teaching World Englishes. A small majority of 32 out of 66 students stated they did not want to learn different varieties of English, whereas 22 participants stated they did. However, participants gave different answers for the importance of teaching varieties of English. In this case, a majority of 38 students felt it was unimportant to teach different varieties. Important to note is that sixth grade Gymnasium students were evenly divided between feeling it was necessary to teach World Englishes, and rendering it superfluous. Participants offered several suggestions to teach World Englishes, even those who felt it was unnecessary. Lastly, students stated their reasons for supporting Outer Circle varieties of English, and the possibility of the emergence Dutch English in education. A detailed overview of the answers can be found in the Appendix.

4.2 Teacher Interviews

Out of the four interviewed teachers, three thought including an introduction to World Englishes would benefit the students and raise awareness of the diversity of the English language. All teachers spoke British English, and said this was the same variety they taught their students. The books and methods used in class mainly represented British English, but at times introduced an American speaker. Students are made aware of the differences between these two varieties, and in some classes are even able to decide which variety of English they would like to speak.

All teachers believed the main goal of English was communication, or, as teacher 2 stated, “to get the message across”. Teacher 3 says her students will most likely communicate more with non-native speakers (NNS) of English, since “it is the world language” and students “feel more comfortable talking to non-native speakers than native-speakers”. To encourage their students to speak English, the teachers themselves try to speak as much English as they can, although teacher 2 said “it does not always work. Students do not speak English to me since they know I can speak Dutch”. Their goal in education is not to get students to speak English perfectly, as teacher 1 states it is to “make them feel at ease when speaking English, so they know it is more important to get a meaning and message across than to speak flawlessly”.

In accordance with the stated hypothesis, overall the teachers conveyed the impression of being open to, and perhaps even in support of, the introduction of World Englishes in the classroom. They support their students in choosing their own variety of English and do not feel it is necessary to focus on only one variety in their classes. Teacher 2 even stated that one of her students had a great General American accent, and other students “imitated him since they want to reach the same level of proficiency”. Although learning a certain variety of English consists of more than an accent, the openness to the American accent suggests that there could be a possibility of allowing students to learn different varieties of English.

5. Analyses

5.1 Student Questionnaire

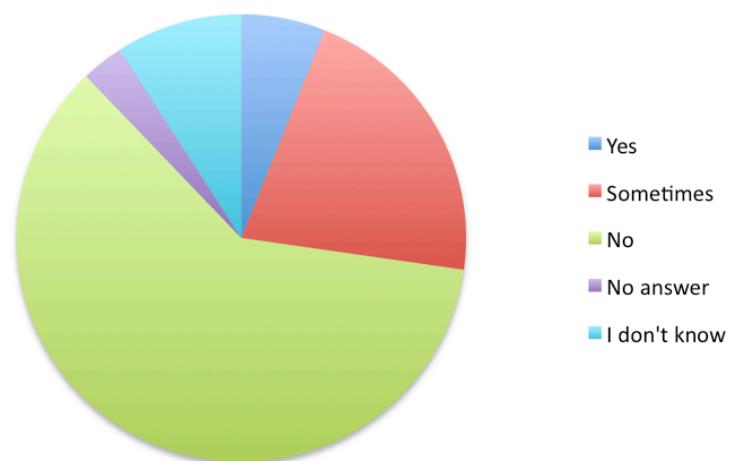
To reach a conclusion on the necessity of World Englishes in the classroom, students' motivations behind whether or not they want to learn several varieties of English need to be examined. In order to do this, a main goal in English language teaching in Dutch secondary schools needs to be determined. Since most teachers believed the main goal in ELT is communication, the assumption could be made that this is the main goal of ELT in Dutch education. This communicative goal can also be found in the students' answers to the question: what do you believe to be the most important goal of English language teaching in secondary schools? A majority of 41 students answered that this is to communicate with people from other countries, or to communicate whilst on vacation, and 17 students answered the most important goal is to speak or write in English. These two answers clearly show that students are very aware of the communicative goal in their education, and find they have the same goal in learning English. However, the fact that students will use English mostly to communicate with NNS raises the question whether students need to reach a level of proficiency that is very close to nativeness, if intelligibility is enough to converse with other NNS. The answers are, therefore, in accordance with Xiaoqiong, Hu, and Xianxing's idea that English is used to converse mostly with other non-native speakers of English.

The most mentioned method teachers use to reach this goal of communication is reading texts, with 13% of all students providing some form of reading as an answer. As mentioned before, the answer "teaching" that was given by 20% of all students could be divided into several aspects, which makes it difficult to uphold this method as the way in which teachers reach goals in English Language Teaching. While reading does help in gaining knowledge about grammar, the construction of sentences, and expressions used in English, it does not directly help with improving communicative skills. Mostly sixth grade gymnasium students believe reading is an intrinsic part of

communicative teaching. This might be because these students are preparing for their final exams, which consist mostly of reading. Another plausible explanation that can be given for the large number of students mentioning reading texts and giving homework to aid in conversational skills is that it helps familiarize students with the English language.

In Question 6 on the students' knowledge of different varieties of English, students named mostly Inner Circle varieties of English. The only Outer Circle Englishes mentioned were Philippine and Indian English. This shows that students are very much familiar with the existence of Inner Circle Englishes, but only two students considered multilingual countries to have their own varieties of English. The medium through which they came into contact with all mentioned varieties might explain this Inner Circle reign. Most students presumably come into contact with these varieties through television or movies. Popular shows and movies in the Netherlands are usually American, which explains why so many students mention American English as one of the varieties they know. American culture on the whole has influenced many countries, and its power and sheer geographical size could easily explain its dominant position in the Englishes of the world. Only four students stated they had learned of some of these varieties in school, which is less than 10% of the total participants. These numbers show that students themselves learn the diversity of English by watching television, rather than by being educated by their teachers.

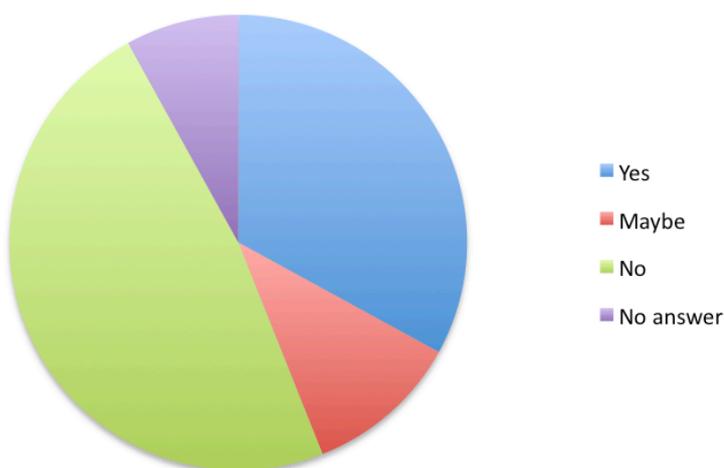
This suggestion is supported by students' claims that their teachers do not cover several varieties of English in class, and stick to the mandatory British English. As picture 3 shows, a majority of 61% of all students stated that the varieties of English they know are not part of their classes, whereas only 6% said they were. Sixth grade students did state that these varieties were covered



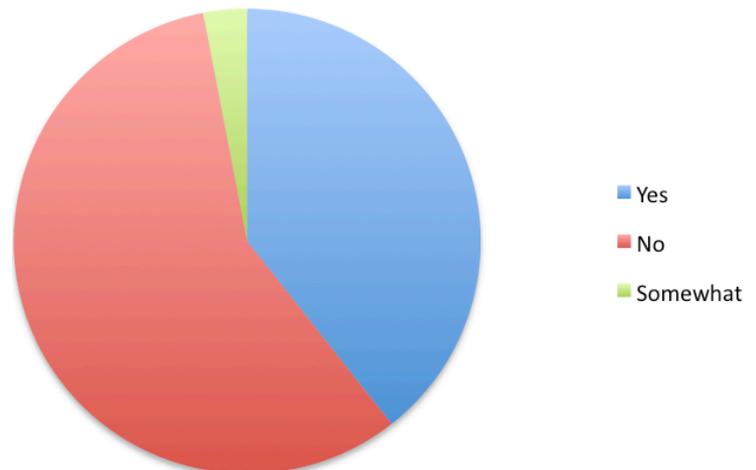
Picture 4, Percentages of answers given by all students concerning whether or not World Englishes are currently incorporated in the classroom

occasionally, with 58% of pupils believing that they were part of their classes at times. Students in grade six mentioned that American English and British English have been explained as variations within English. The fact that this group does mention the presence of some varieties, and the acceptance of several varieties if spoken correctly might be due to different curriculum for students in higher grades. They have more basic knowledge of English and their classes are no longer concerned with learning grammar and vocabulary, but with putting their knowledge to use by speaking and writing.

A small majority of 48% of all participants said they do not feel the need for learning a new variety of English. Four of these forty students are concerned with the amount of work involved, and three pupils stated the varieties are not that different and that they do not see the purpose of learning several varieties since “one kind of English [is] enough English to have a conversation with someone”.



Picture 5, Percentages of answers given by all students concerning their desire to learn different varieties of English

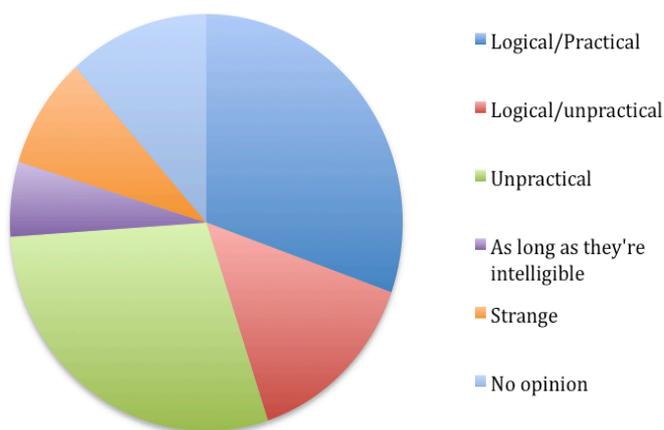


Picture 6, Percentages of answers given by all students concerning the importance of teaching World Englishes

As can be seen in the pie charts in pictures 5 and 6, an important aspect to consider is that students differentiate between their desire to learn a different variety and the importance of learning it. One student in grade six mentioned that she found British English to be the nicest variety of English, thus feeling no need to learn a new variety. The student does, however, state that it is important to be introduced to several varieties since “a language is dynamic, and by learning several varieties you can see how a language has evolved”. The same answer is given by a student in third

grade, who states he does not necessarily want to learn a new variety of English, but says that since “there are so many varieties of English, I believe it is important that English classes do not revolve around a single variety”. These examples demonstrate the distinction between personal preferences and what students believe to be the greater good. Another third grade Gymnasium pupil claims it is important to know more varieties, given that more than one form of English is spoken around the world, while also not wanting to learn a new variety. Reverse examples can also be found. For example, a first grade HAVO pupil wants to learn new varieties because it is fun, but does not consider it important. Another student in the same grade wants to learn Scottish and British English, but does not think it important since “English is English”. The most occurring reason why students consider learning several varieties important is that they believe it helps in communication and understanding language. This answer was given by 17 pupils in total, which amounts to 26% of all pupils. Again, these answers show the communicative background of English language teaching, and the students’ understanding of this concept. Participants presented several ideas on how to incorporate varieties of English in the curriculum, which would serve as great tools to introduce in the classroom. Students will be made aware of the wide variety of Englishes, and the use of English in the world. Awareness is a natural starting point for learning more about varieties of English and to discuss its importance as an international language (Matsuda and Duran 202).

Most students understood the possibility and advantages of the existence of Outer Circle Englishes. Out of all participants, 44% thought it was only logical that language adjusted and

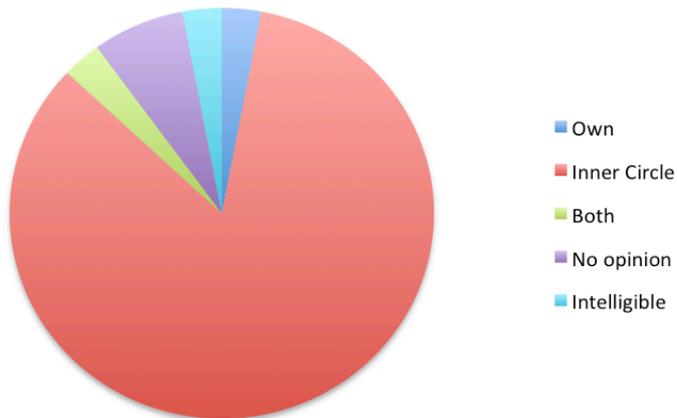


created localized forms of English, or LFE, where grammar, discourse, and style have adapted to the indigenous language (Stevens 34). The same number of students believed it was impractical to have so many varieties of English as it might restrict easy communication between native and non-

Picture 7, Percentages of answers given by all students concerning their beliefs on the existence of different varieties of English

native speakers of a certain variety of English. Eight pupils had no opinion on the existence of LFE, possibly because they simply accept the fact that languages change and adapt to local needs. Unfortunately, participants did not specify why they had no opinion, or simply did not answer the question. The reason behind not having a strong opinion can, therefore, only be speculated.

Lastly, participants were asked to explain if there could be a localized form of English in the Netherlands, and whether or not this variety should be taught. An overwhelming majority of 56% of



Picture 8, Percentages of answers given by all students concerning their beliefs on the use of Dutch English in education

all students answered that this LFE should not be taught in secondary schools. One third grade Gymnasium student and three sixth grade Gymnasium students brought up the importance of the Netherlands as a trading nation that should be able to communicate with speakers of other languages. Other

students thought it was too complicated to devise a new form of English when “we could just learn the English spoken in Inner Circle countries”. Only two students believed it was possible to teach a LFE. One student stated it was possible, but under the condition that it stays connected to other varieties of English; the other student said it was “always possible”. The general answer to this question would be that although it would be possible to have a form of Dutch English, it would be easier to continue using Inner Circle Englishes in education. However, it needs to be taken into consideration that students were not made aware of the exact definition of Dutch English.

Therefore, the results may not present an accurate view of the students’ beliefs on Dutch English.

Students acknowledged the main goal of communication, speaking, and understanding, but feel this goal cannot be accomplished through other varieties of English than British English. They do not want to learn other varieties of English, even though Inner Circle varieties such as Canadian English or Australian English would be just as comprehensible to native and non-native speakers of English as the British English variety they learn nowadays. Participants agree that the only variety

students need to be fully aware of is British English, and as one participant states: “as long as you can speak British English, people will understand you in other countries, even those using different varieties of English”.

5.2 Teacher Interviews

In accordance with the stated hypothesis, all teachers felt it was important to make students aware of the diversity that exists within different Englishes. However, only three of the interviewed teachers stated that they felt awareness of diversity was a necessity in English language teaching. Teacher 3 said awareness was “one of the most important things we need to teach our pupils”. This awareness is closely associated with the idea that students are free to speak whichever variety of English they feel comfortable with. Students are allowed to speak American English as long as they are “aware of the difference”, and “they might as well speak Australian English [...] as long as I can understand them”.

The endorsement of several varieties of English results in students speaking “a mixture of American and British English”. Teacher 4 mentioned that students usually speak American English “due to the influences of television”, but differentiate depending on the situation. When they have to read out loud they often switch to a British accent. When the teacher asks them “about their weekend, they have an American accent. But when they read something out loud they, sometimes, have a British accent”. The teacher believes the difference here is between spontaneous speech, and prepared speaking and reading.

The same teacher also mentions that students who play games online have much higher levels of English, since they use it daily to communicate with people from other countries. Therefore, she also thinks students will use English to speak mostly to other NNS. Teachers 1 and 2 supported the same view, and the first added that she felt students were “more afraid to talk to native speakers, so maybe they do not even try”. The third teacher said English “is a world language, and there are more non-native speakers of English, so undoubtedly they will converse more with non-native speakers”.

All teachers considered the idea of introducing a Dutch variety of English as a target. The first stated that it would be “difficult, since we are so used to teaching British English ... but maybe, for pupils, it could be a good idea ... I think it is good to look beyond [the British variety]”. The second teacher claimed that she could settle for students who speak a Dutch variety of English “as long as it does not interrupt with [*sic*] the meaning, and the message is still clear”. After some consideration she states she can support this Dutch English, because “the pupils speaking and feeling at ease is more important than forcing them to make the correct sounds”. The third teacher said it would be “a great idea to have [a target of Dutch English], because now students lose pronunciation points on presentations, making it impossible for them to get the highest possible grade, even though we can understand them. Why should they have a native accent?”. Changing the system to have a target that is attainable for students could, therefore, be a solution to the gap between the desired outcome and the realistic outcome. However, she feels it will be very difficult to incorporate this target into her classes since it “is just an idea, and it is impossible to make everyone think that way”. The fourth teacher believed the introduction of Dutch English as a target would be better for pupils since “they are always compared to natives, and never reach that level”.

The third teacher did not, however, support the idea of the introduction of World Englishes. She said that she does make students aware of the differences between American and British English, but was unsure whether students knew there was diversity in more than pronunciation. She felt it was not important that they know the differences between these varieties because

It is not necessary for them to communicate. I think our goal is to teach them the basics, to show them how to communicate, to use the language. That is difficult enough for them without knowing the difference. It is [all right] that they are aware, and that they can hear whether someone is from America or England, but they do not have to know the [differences in grammar and vocabulary].

She did state that it would be possible to introduce World Englishes, and ask the students whether they would like to learn different varieties of English if “there was time left in the curriculum”. But

for now she believes teaching should stay the same, and British English should be the only variety of English that is taught in school.

Overall teachers seem to be very open to changing the target of British English to Dutch English, although they wonder about how they can apply this and whether it would help students who want to go to university after secondary school. The majority of teachers supported awareness of several varieties of English and were very much in favor of implementing a system that could introduce World Englishes without forcing students to pick a certain variety.

5.3 Comparison

There are several striking differences between the beliefs students and teachers have on the introduction of World Englishes in Dutch education. The first is the attitude both groups have towards varieties of English. Overall, students believe it is not necessary to introduce several varieties of English into education, although some think it would be fun and informative to do so. Teachers, on the other hand, believe that incorporating more than one variety of English into their teaching would be a good idea, mostly because of the importance of awareness and diversity. The difference between these groups might come from the students being accustomed to learning one variety of English, and do not see the added value of being aware of the differences between these varieties. Some teachers state that creating this awareness might make students feel more comfortable in speaking English. Eventually, this might lead to students incorporating these differences in their speech, and ultimately, they might even be capable of using their own forms of English (Lee 167).

The discrepancy between students' and teachers' views on World Englishes could be the result of a difference in awareness. Most teachers were already aware of the distinguishing features of several varieties, and have possibly spent time considering which variety they should teach. As mentioned before, most teachers aim for British English, but do not actively push their students in this direction. They feel that intelligibility is more important than correctness, while students may not feel the same way. Additionally, teachers are aware that different varieties of English are just as

intelligible as British English, whereas students seem not to have this knowledge. A sixth grade Gymnasium student states “British English will not get you very far in Australia. Words sound very different, resulting in you not recognizing them”. While this argument is in favor of knowing many different varieties of English, the same argument is used against the introduction of World Englishes. A first grade Gymnasium students states “we have to learn English like it is spoken everywhere, otherwise we might not be able to understand each other”. These two answers show that students are not very aware of the general mutual intelligibility of all varieties of English, which was to be expected since students have very little experience with, and awareness of, World Englishes.

Another difference is the dismissal of a model of Dutch English by students, and the acceptance of this model by the teachers. Students state that a model of this kind would be “superfluous” and “would result in a dialect that cannot be understood everywhere”. Many students also said they believed this model would hinder communication. They believe varieties of Inner Circle Englishes should be taught, since “these countries are the ones the Netherlands has the most extensive contact with (trade, economics, politics, etc.). To communicate effectively it is important to speak the same language”. Another student very reasonably remarked “Inner Circle [English] is more important since most varieties of English are a result of Inner Circle English”.

However, similarities between the two groups can also be found. The students that did support the introduction of World Englishes generally presented the same arguments the teachers did. Two sixth grade Gymnasium students said it could create “better and more extensive knowledge of language”, and that it should be considered “part of general knowledge”. Two first grade Gymnasium students believed it would result in understanding that “words have different meanings” and it is important to know that “not everyone speaks the same sort of English”. The same was mentioned by a first grade HAVO student, who noted that “many people speak English very differently”. However, these students only represent 8% of all participants. This shows that

students are not very aware of the concept of World Englishes, and therefore, perhaps, are not open to its introduction in Dutch education.

These similarities and differences suggest that teachers seem to be more open to the idea of World Englishes in the classroom. This statement concurs with Timmis' belief that "teachers seem to be moving away from native-speaker norms faster than students are" (248). The interviewed teachers all agreed that raising awareness and differentiating English is an important aspect of education, whereas students raised questions about its importance and necessity. Students, therefore, seem to be more attached to the familiarity of native-speaker norms and the conventional system of teaching British English.

6. Conclusion

6.1 Summary and Conclusions

English is a language of diversity and variation. Its many varieties encapsulate a world of cultures and traditions, and localized forms of English ensure that the language people speak is actually in accordance with the world they live in. In countries where English is a foreign language, spoken only in classrooms, language has not adapted to the speakers' perception of the world. Here, an Inner Circle variety of English is chosen and taught so students can communicate with speakers of other languages. Since the number of non-native speakers of English is much higher than the amount of native speakers, English is generally used as a means of communication between non-native speakers of English.

The present international standing of English can be explained by the large number of varieties of English within Kachru's Outer Circle of English, along with its use in the academic world and in international politics. The hegemony of British English in European education automatically excludes the introduction of any other varieties of English, as they are not necessary to communicate with people from other countries.

To test this, a questionnaire was filled in by four groups of secondary school students, and four teachers of English were interviewed. Students were examined on their knowledge of World Englishes, their desire to study different varieties of English, and their beliefs on the possibility of a Dutch localized form of English that could be used in education. Students understood to great extent the main goal of English language teaching in secondary education, and most were aware of the variety of English they are taught. However, they had limited knowledge of World Englishes and mostly knew only the Englishes that are spoken in the Inner Circle. Although unaware of all the different varieties of English, 44% of all pupils wanted to learn more varieties. Regardless of their knowledge of Outer Circle varieties, 84% of all students felt it was important to keep teaching British English, or at least Inner Circle Englishes, in secondary schools to stimulate communication.

This view is very different from the current theories involving English as an international language (EIL). EIL will make communication between non-native speakers easier as it allows for every person to use sentences and constructions they are familiar with to converse. The situation as it is now strives for nativeness, but settles for something that is merely close to the target. Accepting this variety of English into the classroom could leave room to introduce new varieties of English, as the focus on pronunciation and native-like accuracy lessens. Of course, as the student questionnaire indicated, not all varieties of English need to be taught, but students are interested in the introduction of several varieties of English.

Comparing the theoretical framework for English as an international language and World Englishes in the classroom with the needs of secondary school students shows that theory and practice are not easily combined. Internationalization of English should be present in education but is not a simple task. However, the focus on communicative language teaching and the beliefs of the teachers show that there is, overall, a desire for World Englishes in the classroom. This is in accordance with the second hypothesis, which stated that teachers would be open to the idea of the introduction of several varieties of English in the classroom. However, teachers also supported a system that sets a variety of Dutch English as a target, thus contradicting the second part of the hypothesis. It could, therefore, be stated that teachers are supportive of the introduction of World Englishes as a means to raise awareness about the diversity of the English language, and consider a target of Dutch English to be beneficial to the students.

Students were slightly less positive about the introduction of World Englishes, and very negative about a system of Dutch English. A small majority of students was against incorporating several varieties of English, thus disagreeing with the first part of the first hypothesis. It seems that students are not open to the introduction of World Englishes, either because they feel it is too much work, or because they do not see the added value. In accordance with Timmis' research on adherence to native-like models of English, it could be stated that students are very limited in their support for the incorporation of World Englishes in Dutch education, and have very negative

opinions about the introduction of a Dutch variety of English.

6.2 Limitations

The small number of participants, especially concerning the teachers, limited the reliability of this study. A larger pool of participants would possibly present many opinions that have thus far not been discussed. Along with the very small number of teachers that participated, all teachers had relatively little experience in English language teaching. Interviewing teachers that have over ten years of experience would probably bring forward other concepts and teaching techniques that have not been present in this research.

Another limitation was the phrasing of the questions in the student questionnaire. Questions were often phrased in a way that resulted in a wide spectrum of possible answers, especially in Question 12 where students were not given a full explanation on Kachru's Circles of English. The question attempted to explain what the three circles represented, but failed to link the explanation to the relevant circle. Therefore, it is impossible to state that students were fully aware of which circle represented which use of English. Another vaguely phrased question was Question 14, where students were asked about the possibility of Dutch English and its use in Dutch education. Since the question actually represented two different questions, some students only provided an answer to half of the question. Rephrasing Question 12 and 14 could result in more reliable answers and more clarity on the motivations behind the responses. Additionally, both the questionnaire and the interview questions could have presented more in-depth and follow-up questions to fully examine the participants' opinions and possible reasons behind presenting the answers they provided.

Furthermore, students were not completely aware of the limitations of a Dutch variety of English, or what this variety of English would actually entail, whereas teachers were made aware of the way in which this variety could be presented. Students did not know that Dutch English would be used merely as a target, possibly presenting them with great advantages. The discrepancy between teachers' acceptance of this model, and students' dismissal of its use could be minimized if it were properly made clear to students that this variety would not replace Dutch or English. It

would merely combine the two, so students could eventually reach the level of English set by the teacher, thus minimizing the gap between attainability and the desired result.

Lastly, it would be beneficial if participants of the study were not all attending or working at the same school. It might be possible that there are schools that explicitly pay attention to World Englishes, and are moving away from a target of nativeness. This study only surveyed and interviewed students and teachers from one school, thus possibly portraying a very one-sided view on ELT. Teachers working at the same school will have agreements on curriculum; all teachers and students use the same books, and presumably the teachers use the same planning throughout the year, thus leaving very little room for variation between different teachers and classes. Approaching more schools to partake in this study would have been a probable way in which the reliability of results could have been improved.

6.3 Suggestions for Further Research

To fully investigate the possibility of World Englishes in secondary education, further research could focus on the actual probability of incorporating several varieties of English. The importance of British English in Dutch society and its effect on education could also be examined. Furthermore, the communicative advantage of British English and other varieties of English could be explored, possibly giving an explanation to students' resistant attitude towards learning more varieties of English.

Another possible area of research could be the shortfall principle that is present in English Language Teaching. The target that is used is British English, but according to one of the interviewed teachers students fail to meet this target. They are, therefore, never able to get the highest possible grade, even though they might do particularly well. The introduction of a Dutch variety of English might impact this paradox of target and norms, and an investigation into the influence of the introduction of Dutch English on students' abilities to reach the target that is set in ELT might provide some interesting conclusions.

The actual possibility of the existence of a Dutch variety of English could also be

researched. Although questions about Dutch English in this study were perhaps situated in the future, as it is not a proven fact that a variety of Dutch English is currently present, the move from Expanding Circle to Outer Circle English could be a possibility in the Netherlands. The probability, reasons, and effect this shift would have presented an interesting topic when discussing the changes that can take place in Dutch Education.

Works Cited

- Bruthiaux, Paul. "World Englishes and the Classroom: An EFL Perspective." *TESOL Quarterly* 44.2 (2010): 365-69. *JSTOR*. Web. 15 Nov. 2014.
- Brutt-Griffler, Janina. *World English: A Study of Its Development*. Vol. 34. Clevedon, UK: Multilingual Matters, 2002. Print. Bilingual Education and Bilingualism.
- Chang, Lilian Ya-Hui. "Group Processes and EFL Learners' Motivation: A Study of Group Dynamics in EFL Classrooms." *TESOL Quarterly* 44.1 (2010): 129-54. *JSTOR*. Web. 15 Nov. 2014.
- Crystal, David. *English as a Global Language*. Cambridge: Cambridge UP, 1997. Print.
- Edwards, Alisson. "Dutch English: Tolerable, Taboo, Or About Time Too?" *English Today* 26.1 (2010): 19-25. *Cambridge Journals Online*. Web. 23 Feb. 2015.
- Groom, Chloe. "Non-Native Attitudes Towards Teaching English as a Lingua Franca in Europe." *English Today* 28.1 (2012): 50-57. *Cambridge Journals Online*. 6 Mar. 2012. Web. 21 Jan. 2015.
- "Introduction: Teaching English as an International Language." Introduction. *Principles and Practices of Teaching English as an International Language*. Ed. Aya Matsuda. Vol. 25. Bristol, Buffalo, Toronto: Multilingual Matters, 2012. 1-14. Print. *New Perspectives on Language and Education*.
- Kachru, Braj B. "Models for Non-Native Englishes." *The Other Tongue: English Across Cultures*. By Braj B. Kachru. 2nd ed. Urbana and Chicago: U of Illinois, 1992. 48-74. Print.
- Kachru, Braj B. "Teaching World Englishes." *The Other Tongue: English Across Cultures*. By Braj B. Kachru. 2nd ed. Urbana and Chicago: U of Illinois, 1992. 355-65. Print.
- King, Robert D. "The Beginnings." *The Handbook of World Englishes*. Ed. Braj B. Kachru, Yamuna Kachru, and Cecil L. Nelson. Malden, MA: Blackwell Pub., 2009. 19-29. Print.

- Kirkpatrick, Andy. *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge, UK: Cambridge UP, 2007. Print.
- Kwakernaak, Erik. *Didactiek Van Het Vreemdetalenonderwijs*. Bussum: Uitgeverij Coutinho, 2013. Print.
- Lee, Hyewon. "World Englishes in a High School English Class: A Case from Japan." *Principles and Practices of Teaching English as an International Language*. Ed. Aya Matsuda. Vol. 25. Bristol, Buffalo, Toronto: Multilingual Matters, 2012. 154-68. Print. *New Perspectives on Language and Education*.
- Marlina, Roby. "Principles and Practices for Teaching English as an International Language." *World Englishes* 32.3 (2013): 443-45. *EBSCO Host*. Web. 2 Dec. 2014.
- Matsuda, Aya, and Chatwara Suwannamai Duran. "EIL Activities and Tasks for Traditional English Classrooms." *Principles and Practices of Teaching English as an International Language*. By Aya Matsuda. Vol. 25. Bristol, Buffalo, Toronto: Multilingual Matters, 2012. 201-37. Print. *New Perspectives on Language and Education*.
- Matsuda, Aya, and Patricia Friedrich. "Selection an Instructional Variety for an EIL Curriculum." *Principles and Practices of Teaching English as an International Language*. Ed. Aya Matsuda. Vol. 25. Bristol, Buffalo, Toronto: Multilingual Matters, 2012. 17-27. Print. *New Perspectives on Language and Education*.
- Matsuda, Aya. "'International Understanding" Through Teaching World Englishes." *World Englishes* 21.3 (2002): 426-40. *EBSCOhost*. Web. 13 Dec. 2014.
- Melchers, Gunnel, and Philip Shaw. *World Englishes*. Great Britain: Hodder Education, 2011. Print.
- Said, Edward W. *Culture and Imperialism*. New York: Knopf, 1993. Print.
- Staatsen, Francis, Sonja Heebing, and Edy van Renselaar. *Moderne Vreemde Talen in De Onderbouw*. Bussum: Coutinho, 2011. Print.
- Stevens, Peter. "English as an International Language: Directions in the 1990s." *The Other Tongue: English Across Cultures*. By Braj B. Kachru. 2nd ed. Urbana and Chicago: U of

Illinois, 1992. 27-47. Print.

Timmis, Ivor. "Native-Speaker Norms and International English: A Classroom View." *ELT Journal* 56.3 (2002): 240-49. Oxford University Press. Web. 15 Jan. 2015.

Timmis, Ivor. "Spoken Language Research and ELT: Where Are We Now?" *ELT Journal* 66.4 (2002): 514-22. Oxford University Press. Web. 21 Jan. 2015.

Van den Doel, Rias, and Hugo Quené. "The Endonormative Standards of European English: Emerging or Elusive." *English World-Wide* 34.1 (2013): 77-97. John Benjamins Publishing Company. Web. 15 Jan. 2015.

Van den Doel, Rias. "Native and Non-Native Models in ELT: Advantages, Disadvantages, and the Implications of Accent Parallelism." *Poznań Studies in Contemporary Linguistics* 46.3 (2010): 349-65. *University Library Utrecht*. Web. 21 Jan. 2015.

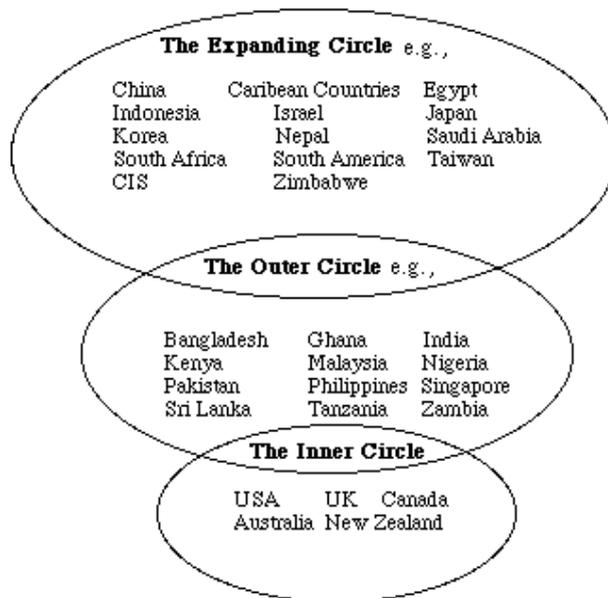
Xiaoqiong, Betsy Hu, and Jiang Xianxing. "Kachru's Three Concentric Circles and English Teaching Fallacies in EFL and ESL Contexts." *Changing English: Studies in Culture and Education* 18.2 (n.d.): 219-28. *Taylor & Francis Online*. 29 Sept. 2011. Web. 13 Dec. 2014.

Appendix

Student Questionnaire

1. How long have you been studying English language? (At primary school, secondary school, at home, by reading books etc.)
2. Do you think English is an important subject in school?
3. What do you think is the main goal of English language teaching at secondary school?
4. What does your teacher do to achieve this goal?
5. Do you learn a certain variety of English at school? (British, American, etc.)
6. Which other varieties of English do you know?
7. How did you come into contact with these varieties?
8. Are these varieties part of your classes?
9. If not, would you like to learn them?
10. Do you think it is important to deal with different varieties of English in class? Why?
11. How could these varieties be part of your classes?

12. *In the picture below you can see different varieties of English. These varieties have been divided into three groups: the Inner Circle, the Outer Circle, and the Expanding Circle. All countries within these circles use English, either as first language, second language, in government, or at schools. The Netherlands is part of the Expanding Circle. Please highlight all the countries of which you were aware English is spoken.*



13. *In countries such as Bangladesh and India people speak multiple languages, English being one of these languages. These varieties of English have usually adapted to the other languages people of that area speak, resulting in differences in vocabulary and grammar per country.*

What do you think of these varieties of English?

14. Would it be possible for the Netherlands to have its own variety of English, or is it more important to teach Inner Circle English? Why?

Student Questionnaire Results

Question 3:

What do you think is the main goal of English language teaching at secondary school?

First Grade Gymnasium

- To speak and understand English
- To communicate with people from other countries
- It is a language you can use to communicate all around the world
- To learn the language, so you can communicate with foreigners that speak English
- To communicate with the rest of the world
- To learn English, since it is the main language
- So you can go everywhere and can talk to people when you do not know the language that is spoken over there
- To learn English, and to speak it in the future
- This language allows you to communicate with people almost all over the world
- To prepare you for the future
- You can go around the world with English. This language is very convenient to speak.
- To communicate with people from other countries
- So you can understand people when you go to another country
- To speak and understand the language so you can speak it everywhere
- To understand people in England and other countries
- Speaking English is considered positive by foreign guests and customers, and to talk to everyone
- To learn the language (grammar, spelling, etc.)
- So when you are older and traveling, you can talk to other people

- When you know the language you can understand more people around the world than when you do not
- To be understandable everywhere

First Grade Havo/vwo

- To learn grammar
- To learn good English and understand grammar
- To speak English
- You can speak it in a lot of countries
- To talk to people from other countries
- To communicate when you are travelling
- To speak and write English well
- To speak English in foreign countries
- To understand the language
- So you can speak and understand it
- Learning to speak English
- To be able to communicate all over the world
- So you can talk to foreigners
- To speak English in different places
- To speak to people throughout almost the whole of Europe
- It is convenient to use when talking to someone who speaks another language
- That everyone has to speak English when they go to another country

Third Grade Gymnasium

- It is a much-used language, thus very important in the world. You cannot really go without it.

- To be aware of the most important aspects of English
- English is one of the world languages. If you get taught English at school it is very easy to communicate with other people.
- It is important for international education and the enhancement of general knowledge
- To communicate with people around the world
- Learning to speak, read, and listen to English
- Learning skills such as reading, speaking, etc.
- Build general knowledge that you can use in everyday society
- To talk to people from other countries later in life
- To learn the language
- To understand and speak English
- It is a global language spoken by a lot of people to be understood in foreign countries
- To communicate with the rest of the world
- To learn the language
- To be able to use English in day-to-day life
- To be able to communicate with people from other countries

Sixth Grade Gymnasium

- English is the new global language. If we do not learn English it is hard to get by in today's society: everything is becoming more English.
- To communicate in English
- Understanding English (learning how to read, write, and speak it)
- Learning to communicate, understanding what is being said
- Teaching students English, so they can make themselves understood in most parts of the world
- Make yourself understood in English

- Learning the English language
- Attaining a certain level of English
- Attaining basic knowledge of grammar and reading
- Ensuring that everyone is understandable in English
- The main goal of English is that people have command of the language to the level in which they can communicate in that language worldwide.
- Teaching a basic level of English that you will need in everyday life

Question 9

Would you like to learn different varieties of English?

First Grade Gymnasium

- No (4x)
- Maybe
- No, just basic English is enough (2x)
- Yes (3x)
- I would really like to learn them, but not to use in the future
- I would like to speak British English
- Not really (3x)
- No, I think learning English is already difficult
- Not really, but it would be fun
- A little
- Yes, once I have basic skills in English

First Grade Havo/vwo

- Yes (5x)
- No, it would require more effort

- Yes I would like to learn Scottish and British English
- No (4x)
- I do not know, I think so
- No, I do not think they are very different
- Yes, if it was not possible already
- I would not really like it, but it would be convenient for the future
- Swedish

Third Grade Gymnasium

- No (7x)
- Not really
- No, one variety of English is enough
- Yes (3x)
- Yes, it would be fun
- Perhaps
- No, British English and American English is enough
- I do not care

Sixth Grade Gymnasium

- No, British English is the nicest one
- Yes (3x)
- No (3x)
- I have no need for it
- Not really
- Yes, I speak American English, not British English
- Yes, it would be fun

- Yes, especially the Australian variety

Question 10

Do you think it is important to introduce different varieties of English in class? Why?

First Grade Gymnasium

- No, they are nearly the same
- No, I do not need to know more than one variety, an American will probably understand British English
- Yes, that way you can understand other people better
- Yes, more people will be able to understand what you are saying
- No, not really
- No, because they are all the same
- Not really, English is English (3x)
- Not really, everyone will understand you if you speak 'basic English'. Dutch people understand Belgians after all
- Yes, that way you understand that words have different meanings
- A little, these extra languages allow you to speak to more people or to read signs
- No, accent is not very important
- Yes, that way you learn a lot, such as words that are pronounced completely differently
- Yes, that way you can speak English in more countries
- Yes, otherwise you will be able to understand one variety, but will not understand the others
- A little, yes, because it could occur that you do not understand someone due to his accent or local vocabulary
- No, one variety of English will get me far enough
- No, we are taught the variety of English that is spoken most frequently

- Yes, not everyone speaks the same sort of English

First Grade Havo/vwo

- I do not think it is very important, but it would be fun
- Yes I do think that is very important
- No (2x)
- Yes, then you know how things are said in other varieties of English
- No, English is English
- Yes, there are many people who speak English very differently from each other
- Not really, one variety is enough
- No, it is not that important
- When you are in America or Great Britain people will be able to understand you
- No, people will understand you when you speak normal English
- No, one variety is enough
- Not really, standard English is enough
- No, I believe only accent is different, not grammar
- No, almost all the varieties are the same, except for pronunciation
- Yes, that would be handy
- Yes, in some countries the same words have different meanings

Third Grade Gymnasium

- Yes, there is more than one variety of English, and knowing only one variety might not be enough
- Yes, there are many varieties of English, I think it is important that classes present more than this one variety
- No, if you know one sort of English you know enough to have a conversation (2x)

- No, if everyone learns the same sort of English it would be much easier
- No, they are really not that different from each other
- No, when you know one variety of English you will understand the basics of all the others. I do think it would be fun to hear.
- British and American, so you know the difference between them
- Yes
- No, a general variety that most people understand would be most convenient
- Not really, but it would be fun, having an accent when you speak English
- Yes, some of the words are different
- Yes, not everyone speaks the same kind of English
- No, when you know the most important variety of English you can probably talk to everybody
- No, the grammar will probably stay the same, only the words and pronunciation change
- Yes, it is good for you
- Yes, that way you can communicate with even more countries

Sixth Grade Gymnasium

- Yes, a language is dynamic. By learning different varieties of English you can see how a language has evolved over the years.
- Yes, at least a short introduction. The focus must be on one variety, though, otherwise it would be too complicated. Introducing all different varieties would be fun and informative.
- No, they are all more or less the same. If you know British English, speakers of other varieties of English will also understand you.
- Not really, British English is enough and everybody will understand you.
- I do not think it is very important. It should suffice to be fluent in one variety

- Yes, this way you will have a better and more extensive knowledge of language, which is very important.
- No, the differences are very small and you can always teach yourself
- No, everyone should learn the regular (British) English, and I feel that if you want to reach a higher (academic) level of English you should study it at university.
- I think it is more important to spend time speaking English, than discuss the variety of English spoken.
- Yes, I consider it to be part of general knowledge. We know the different dialects present in the Netherlands, why not know the English ones.
- Yes, British English will not get you very far in Australia. Words sound very different, resulting in you not recognizing them.
- Yes, not everyone is in touch with only British English. It is nice to know all varieties.

Question 14

Would it be possible for the Netherlands to have its own variety of English, or is it more important to teach Inner Circle English? Why?

First Grade Gymnasium

- I do not know
- No, like the Inner Circle so everyone speaks the same English
- The same as the Inner Circle, that way there will not be any more confusion
- Like the Inner Circle, nobody would understand Dutch English
- I think it would be more convenient if we only spoke English like it is in the Inner Circle, that is easier than creating a new language.
- Inner Circle, it is easier for tourists

- I think it should be like it is done in the Inner Circle, that way you do not have to learn a lot of different sorts of English
- We have to learn English like it is spoken everywhere, otherwise we might not be able to understand each other
- Like the countries in the Inner Circle, everyone understands them
- I think it would be best if we learn Inner Circle English, that makes it easier to talk to people living in Inner Circle countries
- It is important that we learn English like it is done in Inner Circle countries, otherwise our education will be useless to us when we visit those countries
- Like the Inner Circle countries, if we all learn the same we will understand each other better
- I think it would be best to do it like in the Inner Circle
- Like in the Inner Circle so you can understand those people
- It would be possible, but that would be unnecessary labeling. I think the way it is now is fine because we can understand almost all varieties of English.
- We are just a small country with one language. It should not be a problem to keep it the way it is, even though we have to adapt to the rest of the world (which does not mean we are to be messed with)
- Yes, those are big, important countries
- Just as it is in the countries in the Inner Circle, to avoid misunderstanding
- I like it the way it is now, that way we understand more people. Why have an own variety of English? We want to understand people around the world, why introduce a new variety of English if I can understand people in the Netherlands already.
- I believe we should learn English like it is spoken in the Inner Circle, since I prefer not to tell a whole story when explaining one word

- Inner Circle English, it seems easier
- Regular English since more people speak it
- Just normal English, why do you need a special variety? You do not.
- Like in the Inner Circle, otherwise you will create too many varieties of English
- I will not be around for that, so I do not care
- English used in other countries, that is better for communication
- It does not really matter, as long as other people can understand you
- No, we can just speak British English
- Like in the Inner Circle so people will understand each other
- I do not think so, one variety of English is enough
- No, we have our own language in the Netherlands
- Like it is done now, I think that is a good way of teaching (2x)
- It could be fun but a lot of work
- The Inner Circle, so we can watch BBC
- I do not know

Third Grade Gymnasium

- I do not think the Netherlands has its own variety of English, except for bad English, and I do not think that is necessary. We can speak Dutch amongst each other, and English to other countries
- It is important that the English is similar to the Inner Circle, otherwise it would be difficult to understand each other. However, the Netherlands could have its own variety of English, language changes.
- Yes, these countries allow for a lot of knowledge, understanding their language is enough
- Inner Circle English, you learn English to have international communication and should not change it so nobody understands it anymore

- I do not really care
- I think normal English is the most important thing since most people understand it
- Like it is done in the Inner Circle. We do not have a lot of contact with the English Language so a Dutch variety would be superfluous. For the people that might go to university it is best to learn real English
- It is important that we learn English like in the Inner Circle, so more people in other countries can understand us (2x)
- It is better to learn regular English since we do not need English in the Netherlands, only in other countries. Why would we make up a new language?
- Yes, it is always possible
- Schools in the Netherlands should teach Inner Circle English, since it is a country involved in trade with many contacts across the globe
- The Inner Circle is more important since most varieties of English are a result of Inner Circle English.
- Inner Circle so you can communicate with English-speaking countries
- Yes, it is the first world language and the Netherlands is a country of trade and we will need English for business
- No, Inner Circle English results in better communication and the Dutch speak English fairly well already
- Inner Circle English. If everyone learns that it enables very good communication

Sixth Grade Gymnasium

- It is better to learn real English since we are a very small country that has a lot of international contacts and should be able to communicate with other countries well.
- I think it is important to teach the English that is used in the Inner Circle. These countries are the ones the Netherlands has the most extensive contact with (trade, economics, politics,

etc.). To communicate effectively it is important to speak the same language.

- It would be possible to combine Dutch and English, but it would be better to learn English like it is spoken in the Inner Circle, resulting in English that can actually be used.
- I think we should continue to learn English like it is spoken in Inner Circle countries
- I think the Dutch should just learn British English. It would not be very fruitful to develop a Dutch variety of English.
- Yes, we should learn English like it is spoken in the Inner Circle, because teaching English in the same way could create unity.
- A trading country like the Netherlands is better off speaking real English. In this way everyone will understand the Dutch. Our own language is Dutch, why would we need another language.
- No Dutch variety of English! English is important in export trade and Inner Circle English is the most general variety. This variety is the variety most people know of, or can speak.
- I believe it is more important to teach English like it is spoken in Inner Circle countries. We have enough Dutch dialects right now, it is best to make sure we can be understood in other countries.
- I think it is important that everyone has a high command of English as it is spoken in Inner Circle countries. This makes international communication easier.
- It could be possible to have a Dutch variety of English, as long as we stay connected to the English that is used in the rest of the world. This is essential to our country.
- No variety of Dutch English. It would result in a dialect that cannot be understood everywhere. I believe it is important that communication is easy through the use of one variety of English.

The tables below show percentages of answers.

Question 2

	Yes	Somewhat	No
G1	95	5	0
TH1	88	6	6
G3	82	18	0
G6	100	0	0
Total	89	9	2

Question 3

	Communication	Speaking	Grammar	General Knowledge	Future	No answer
G1	85	5	5	0	5	0
TH1	59	29	12	12	0	0
G3	41	41	0	0	0	6
G6	58	33	8	3	0	0
Total	62	26	6	3	2	2

Question 4

	Reading	Audiofragments	Class discussions	Grammar	Writing	Teaching	Speak english
G1	0	0	0	0	0	15	35
TH1	0	0	0	6	0	39	17
G3	9	4	0	9	0	39	17
G6	31	19	16	16	13	0	6
Total	13	8	5	9	4	20	17

	Give homework and explanation	Various	No answer
G1	30	5	15
TH1	28	11	0
G3	17	0	4
G6	0	0	0
Total	16	3	4

Question 5

	British English	American English	International English	Several	No	I don't know
G1	15	0	0	0	55	30
TH1	53	24	0	0	24	0
G3	82	0	6	6	6	0
G6	83	0	0	0	17	0
	55	6	2	2	27	9

Question 8

	Yes	Sometimes	No	No answer	I don't know
G1	0	10	55	5	30
TH1	12	12	71	6	0
G3	12	18	71	0	0
G6	0	58	42	0	0
Total	6	21	61	3	9

Question 9

	Yes	Maybe	No	No answer
G1	25	20	45	10
TH1	41	6	41	12
G3	24	12	59	6
G6	50	0	50	0
Total	33	11	48	8

Question 10

	Yes	No	Somewhat
G1	35	55	10
TH1	29	71	0
G3	47	53	0
G6	50	50	0
Total	39	58	3

Question 13

	Logical/Practical	Logical/unpractical	Unpractical	As long as they're intelligible	Strange	No opinion
G1	25	25	25	5	15	5
TH1	26	0	26	0	16	32
G3	41	12	35	6	0	6
G6	31	23	31	15	0	0
Total	30	14	29	6	9	12

Question 14

	Own	Inner Circle	Both	No opinion	Intelligible
G1	0	95	0	5	0
TH1	0	67	6	22	6
G3	6	82	6	0	6
G6	8	92	0	0	0
Total	3	84	3	7	3

Teacher Interview Questions

1. Which classes do you teach (lower secondary, upper secondary)
2. What do you think is the most important goal in English language teaching?
3. How do you reach this goal?
4. Do you speak a certain variety of English?
5. Where did you acquire this variety?
6. Which variety of English is used in the books that you use in class? Why?
7. Do students speak this variety of English?
8. Do you use this variety of English as a model or as an actual target?
9. Do you think students will attain this level of English?
10. Do you feel there is a difference between the expected result of students' level of English and their closeness to a certain variety, and a desired result?
11. What do you value more: intelligibility or correctness?
12. Do you think that, in their future, students will speak to NSs or NNSs more frequently?
13. Do you feel it is necessary to ask students which variety of English they would like to speak?
14. Do you think it is important to raise awareness of the diversity of English?
15. Do you believe you could teach a localized, Dutch variety of English?