

English and Its Labeling

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Abstract

This paper explores the ongoing debate of English and its labelings, such as EIL, ELF, and World Language with the contribution of linguistics' pioneers and some of their studies. The worldwide proliferation of the English language is not only linguistic in nature, but also aids in the dissemination of data in the fields of studies, economics, and politics. Technological advances, industry, research, culture, and media are other reasons English has become worldwide. 'English as an International Language (EIL)' or 'English as a Lingua Franca (ELF)' are the preferred words by many scholars (House, 1999). Some scholars generally believe that there is no distinction between the words EIL, ELF, and World Language are separate markers attributed to English's current position. Regardless of one's mother tongue, people all speak in a more or less regular way at times. This can be disturbing and deviating for non-native speakers and language learners. They are unsure if non-traditional or traditional language forms are the standard. The solution for preferring the standard way seems logical in its presented way and it can be achieved by serving it in a coursebook for both showing the cultural aspects of a language and the norms. Even though it seems too late to take an action against the World Englishes because of its massive impact and usage in the World, there can be some pleasing ways and methods to make them balance and pay respect to the ideas.

Keywords: English, English as a Lingua Franca, World Language

1. Introduction

1.1 Significant Terms and Background Knowledge

The worldwide proliferation of the English language is not only linguistic but also the dissemination of data in the fields of studies, economics, and politics. Technological research, culture, and media are the other reasons English has become so common and international worldwide. It is also not only an elite language since it does substitute for other languages that are learned in an environment. ‘English as an International Language (EIL)’ or ‘English as a Lingua Franca (ELF)’ are the preferred words by many scholars (House, 1999). Some scholars generally believe that there is no distinction between the words EIL, ELF, and World Language, and these separate markers are assigned accordingly to English’s current position. Some studies showed an increased usage of English as a Lingua Franca during the previous few decades, as a result of its global spread and use. ELF became a major subject of applied linguistics study throughout time. According to McKay (2003), the local context as well as the requirements of the students in teaching English.

‘Knowing English is like having Aladdin’s lamp, which allows you to unlock the language gates to worldwide commerce, technology, science, and travel. English is a linguistic powerhouse’ stated B. B. Kachru, in 1990. English is widely known and used over the world, and it is undeniable that language facilitates successful communication. Larry Smith’s remark provides a broad overview of World Englishes. According to that remark, English varies from one country to the next and does not belong to any one of them. Due to cultural differences in English usage, acceptability is achieved by getting closer to the point English that is the primary language in certain nations, second in others, and foreign in others. According to Kirkpatrick (2007), teachers should evaluate which model of English should be utilized in the language classroom in nations where English is primarily used for international purposes. World Englishes is mostly focusing on the use of EIL as a Lingua Franca, which has continued to be widespread, continuous development, and taking these steps towards pedagogical issues, in line with the expansion of scientific studies into the international spread of English and its influence on every sector. Kachru, Quirk, and Widdowson, 1985 once stated highly influential circles of English as norm-providing countries (Inner Circle), norm-developing countries (Outer Circle), and norm-dependent countries (Expanding Circle), as well as the idea of WE that shows English use at the country

on several bases. With greater global mobility, the field has outgrown this model, with English now being used inside and beyond world settings. To clarify what is meant by all these terms; below are the brief definitions:

English as an International Language (EIL): the umbrella term for discussing English's global standing and role; the state of being more associated with the language. Matsuda, 2003, "It is a challenge to look beyond the Colonial spread of English. The teaching of EIL is inextricably linked to the stories of worldwide spread; its changes in forms, functions, and users; and the politics of language." (p. 722) World Englishes include model explanations of the relationships between linguistic and language-teaching theory, methodology, and implementation. These anecdotal assertions about English's global distribution are neither empirically sound nor technically true. English as an international language is also known as the norm-providing source and is also named:

International English (IE): as exemplified by the ELT field. Graddol, 2006, believes that being native to English can reach over a billion in the next few years.

World Englishes (WE): both varieties of English, but it frequently focuses on modern Englishes. The term will be broadened in the further paragraphs.

English as a Lingua Franca (ELF): English is widely used as a regional language in developing circles. Seidlhofer, 2005, 'In recent years, the term 'English as a lingua Franca' has emerged as a way of referring to communicate in English between speakers with different first languages.' To demonstrate, Korea a non-native user of English who consider English as a foreign language and use it in highly restricted domains. Crystal, 2000, 'Since roughly only one out of every four users of English in the world is a native speaker of the language.' Crystal, 2003, also stated that 'most ELF interactions take place among 'non-native' speakers of English.'

2. Literature Review

2.1 *The 3 Circles and Their Meanings*

The expansion of English is envisioned in three concentric circles (Kachru, 1989, 1990). The center is the norm-providing group, the middle layer is the norm-developing group, and the outer circle is the norm-dependent group. However, this representation struggles to reflect the fluidity of these so-called layers. To understand them clearly, the inner

circle uses English as a first language in Australia, Canada, Ireland, New Zealand, the UK, and the USA (native users of English for whom English is the first language on every occasion). The outer circle (English as a second language in cases where English is the national language or as a second language in a multilingual environment. It is also often said that certain former colonial areas of English-speaking countries may be included in the list: Bangladesh, Ghana, Hong Kong, India, Kenya, Malaysia, Nigeria, Pakistan, and the Philippines are native users of English who use an institutionalized second-language (L2) variety of English. To give an exact example of one of these groups:

Singlish – a great example of a World English from the Outer Circle; a mix of English, Mandarin, Malay

The expanding circle (English as a foreign language; Nations that understand the value of English as a foreign language regardless of British Colonialism: China, Egypt, Indonesia.

Expanding circle Englishes *are not on par with inner and outer circle varieties* (Jenkins, 2009). They are regarded as interlanguages that are norm-dependent. Furthermore, Expanding circle users use English dynamically rather than mimicking the NS (Pakir, 2009; Seidlehofer, 2009).

Since both names pertain to the globalization of English, World Englishes is a relatively new term that is frequently used interchangeably with ELF. The phrase “World Englishes” (WE) points out the usage of English in different aspects spoken across the world, as well as the localized dialects that authors and others encounter in their daily lives. Standard English is an unattainable aim since language is unique to each country and person, however, some standardization is essential. There are, nevertheless, methods to connect across cultures without forcing non-native English speakers to abandon their lingua patterns or standardize English.

Although many scholars have different norms when it comes to learning and using a language to put into a category or labeling it, Matsuda, in 2003 said that ‘Inner-circle English is becoming outdated and native-speaker judge of proficiency is only suitable in ESL (inner circle) contexts.’ Quirk, on the other hand, opposed this terminological triad of World Englishes and stated ‘I doubt its authenticity and sometimes struggle to grasp its meaning.’ Quirk (1990) advocated Standard English (SE) and emphasized the importance of adopting a

single universal standard in the use of English in all possible scenarios. He believes that because of new varieties that are not mutually intelligible, English can lose its status and position as a foreign language, and he advises that English teachers can make use of native-speaker norms and expect native-like results to set the ground. In his discussion of Englishes in different contexts, especially in the Outer-Circle countries, he also said that a consistent norm of usage for both written and spoken English was needed to govern the use of English in various contexts. He may have suggested this out of concern that the language (English) would fragment into incomprehensible variants or forms, causing it to lose its function as a means of international communication. Furthermore, Standard English has a variety of purposes, including acting as a popular language for the majority of students who pursue education abroad. As seen by the intense literature review, interaction with people is unavoidable, as a result, understanding a language and using it in one's situation has emerged. Despite variations in phonology, lexicon, and (to a lesser extent) syntax, speakers of each variety understand each other as they:

- Need for a global language in a globalized World
- Live in the era of the decadence of other languages (cultural genocide)
- Get the gist of the practicality of learning English
- Try to reduce the problems in translation (gain on one end, loss on the other)

‘Awareness of local varieties of English is important for teaching in outer and expanding circle countries’ (Seidlhofer, 2004; Vitanova, 2007; Pakir, 2009). It has also been taken into consideration that Murray, 2012, pp.321-322 “the L2 learners may find indigestible sociopragmatic aspects of the target language culture that do not align with his or their values or beliefs.” As can be seen here, students should decide how to acquire the language. The findings clearly show that by establishing strategic competence that creates the base for the learners of ELF encounters, teachers should be offering them a better service. This can be possible by doing:

(a) that they will approach each conversation without necessarily having the same social grammar

(b) they should be allowed to use any means at their disposal to create shared intelligibility. In some ways, integrating World Englishes is like slipping on a new pair of

glasses: the detail and scope of the world one immediately see may be daunting at first, but one will have a clearer vision and comprehension of EIL in the long run.

2.2 How and why English has become an international language

When it comes to the functional usage of World Englishes in international contexts, ELF research has been crucial in debunking common assumptions about English language use. The significance of focusing on intelligibility and abandoning native-speaker conventions has sparked heated debates among the ELF community. While statistical evidence does not agree with the principle of a Lingua Franca core, it is a potent one that continues to challenge conceptions of English as a language “owned and dominated” by native speakers. Grammatical correctness and native-speaker-defined pragmatics in ELT (Haberland, 2011), as well as ‘English-only’ classes, are among the problems. Because English is an international language, it has distinct qualities that differ from the teaching and learning of other foreign languages in many situations. It is easy to overlook how important language is to human contact and growth in an increasingly global society where communication is frequently taken for granted. The workplace is becoming increasingly global, and English has established itself as the Lingua Franca (ELF), or common language, in the world arena. Most importantly, people who are L2 speakers rapidly populate the workplace and their target audience. Communication is essential for workplace advancement and efficiency; without it, nothing would be completed and multinational firms would fail to thrive. As a result, it’s critical to integrate ELF knowledge into the workplace, as well as professional writing education, by defining best practices and developing standard terminology and linguistic patterns.

The spread of English provides language instructors with a great deal of data to link second-language topics to pedagogical questions. This can be accomplished in a variety of ways, including the analysis of variation, pragmatics, tradition, and ingenuity. These conclusions represent at least three of the most potential pedagogical tools: instruction, testing, and resources. For good outcomes, it is critical in teacher education to raise understanding of the status and roles of Englishes in the world today and in the future. The program should strive to increase students’ awareness of how pragmatic norms vary across cultures. Students should be able to articulate their pragmatic expectations, but they should be aware that if these expectations vary from the norms assumed by their listeners, cross-cultural misunderstandings should occur. Pronunciation objectives can vary depending on the setting.

It is unfair to set a goal for students that do not correspond to their goals. Many students wish to achieve native-like pronunciation and grammar standards, while others need access to forms that will be used to assess their English proficiency in intra-national competitions.

Matsuda and Friedrich (2011) criticized primarily philosophical arguments on the theoretical and practical implications of WE, criticizing scientists for not yet presenting enough research-informed pedagogical suggestions for implementation in the classroom. As a result, they created the EIL Curriculum Blueprint, which provided instructors with clear instructions on how to choose instructional models for the curriculum. The approach also underlined the necessity of providing learners with strategic competency for use with a wide range of English users, as well as more exposure to Englishes in the curriculum. It advocated for the use of cultural resources as well as language learning activities targeted at increasing awareness of English's global politics. These have recently gained in popularity.

2.3 Issues, Attitudes, and Perceptions Surrounding the Role of English

With improved connection, English is increasingly being used as a worldwide Lingua Franca. Many have seen a transformation in English usage, from a language spoken by a tiny minority of native English speakers to a worldwide language. English is now widely used as a Lingua Franca by people of many linguistic and cultural origins, the majority of whom are expanding their multilingual repertory. It is used for a variety of reasons, in a variety of locations, and in hybrid forms, in which speakers rely on their other languages to communicate effectively. It's a Lingua Franca, a contact language, and a language in transition. Whatever people name it, one thing is certain: it is a language that is utilized in quite different ways than it was intended.

The purpose of learning was once believed to be a native who talks the language as a mother tongue in various English contexts in the nineteen seventies and it was the history, attitudes, and voice of the native speaker that was essential in setting targets for teaching English. A privileged status for the native speaker was seen as "owners of the language, guardians of its standards, and arbiters of acceptable pedagogic norms" according to Jenkins 2000. As many people strongly disagree with the emphasis put on native speakers because they are treated like they are superior by the rule makers in a school. It is not a good sign to prosper such an idea as several language teachers learn a language as a second one and are in harmony with the latest trends of the pedagogical terms to teach in classes. Both teachers and

the learners should be treated equally and there would not be discrimination accordingly to their use of English. It seemed irrelevant to have a clear-cut distinction in this century.

As English has expanded beyond its original limits and is now used on a truly global scale, related fields of applied linguistics have emerged to document English's use around the world, how it manifests itself, and, more recently, how it should be taught. Teachers collectively refer to these joint initiatives as Global Englishes, though scholars classify their work into various areas. This is an inclusive paradigm that aims to bring together the work of WE, ELF, and EIL to look into the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use, as well as the implications of this diversity on a variety of societal issues like TESOL curricula and English language teaching practices. World Englishes is based on extensive research by scholars at the World Englishes Institute. Given the importance of one single style, it is characterized as a personal requirement or enhancement, but nothing more. It is unimportant to try to eliminate the phonological impacts of the mother tongue or to learn to sound like a native speaker. Jennifer Jenkins asserts in one of her works that RP pronunciation is an unattainable and impractical goal for second language learners, and she offers a phonological syllabus that preserves significant phonological distinctions while limiting the amount of RP available. Teachers are now expected to analyze and address the core philosophies of literature and textbooks. Textbooks are no longer as crucial as they once were, being viewed as tools for managing, and sometimes obstructing, facts.

According to the study by Jenkins (2000), a vast majority of breakdowns are due to pronunciation problems so they must be the number one pedagogical focus in ELT classrooms. Less attention needs to be given to word stress, rhythm, and features of connected speech. The functional techniques should be introduced and practiced with great care. A variety of conversational maneuvers or practices, such as presenting agreement and opposition, handling turn-taking, and taking leave, should be implemented and mastered. Matsuda, 2003, stated, "The inner circle orientation to ELT may be appropriate for ESL programs that prepare learners to function in the inner circle, but it is inadequate for a course that teaches EIL because of important differences in the way EIL learners use English among themselves relative to how NSs use English (p. 721)."

3. Discussion

3.1 Pedagogical implications: EFL vs. ESL

Successful English teachers do not need to be material experts; however, they must have strong linguistics experience, be competent in different approaches to needs evaluation and target condition analysis, be adaptive at engaging with a diverse range of stakeholders in diverse communities should be accessible, and versatile as their curriculum and instruction develop according to McArthur, 1992. Needed examples may be used by language teachers to demonstrate bilingual authors' ingenuity in English, including paradigm examples of stylistic innovation, code juggling, and acculturation of English in various other cultural environments. Interpretations of such literary work that use old canons as reference points and old paradigms as methodological tools cannot account for the great cultural and social diversities that readers will encounter in this literature as stated in the work of Sridhar, 1991.

English is the world's most commonly spoken language. When compared to other languages, there are a few advantages for English learners due to the linguistic features it has. The English language, on the other hand, has been heavily influenced by consumer tastes. According to the Sapir-Whorf Hypothesis, the languages people learn as babies (their mother tongues) have a professional value. As a consequence, language is not neutral and has a significant impact on one's whole life. When learning a second language, transference is inevitable, and learners tend to translate concepts in L2 with their group. Communication capacity Non-native English pronunciations are induced by a certain linguistic phenomenon in which non-native speakers of any language seem to bring intonation, They may also devise novel pronunciations for English sounds that are not present in the speaker's native tongue.

To be effective, language must be understood in its social context. People consider language as well as themselves the people who use it, work with it, and live with it. Learning a second language can be easy or complex for beginners, but understanding and using the language in native-speaking countries is particularly difficult. The growing relevance of English as an international communication language has far-reaching implications. Statistics show that speakers of English as a second or foreign language outnumber speakers of English as a first language around the world. To expand this statement, one can assume that China's growth would have a huge impact on English learning in countries where it was previously taught. Furthermore, when their population outnumbers the rest of the world, countries where English is used as a second language, such as India, would play a major role in the development of global English.

Listeners who are inexperienced with a foreign accent, on the other hand, can readily adapt to how a specific speaker with that accent speaks, even though that speaker is not speaking in the listeners' native language. As a consequence, scholars can conclude that L1 and L2 speakers communicate quickly. Many know that L1 listeners respond quickly to foreign-accented speech, while L2 listeners resent it. Teachers should bear in mind, as Canagarajah, 2005, that teachers prepare students for events by offering them relevant abilities, attitudes, and post-contact clarifications. Although this contact in an academic sense by giving particularity to other cultures would not necessarily result in increased intercultural comprehension, it may broaden the horizons of language and understanding its aspects for further times. Increased participation will result in the persistence of negative assumptions and prejudice.

4. Conclusion

4.1 Final Commentary

Regardless of one's mother tongue, people all speak in a more or less regular way at times. This can be disturbing and deviating for non-native speakers and language learners. They are unsure if non-traditional or traditional language forms are the standard. The solution for preferring the standard way seems logical in its presented way and it can be achieved by serving it in the coursebook for both showing the cultural aspects of a language and the norms. Even though it is too late for taking an action against the World Englishes because of their massive impact and usage in the World, there can be some pleasing ways and methods to make them balance and pay respect to the ideas, as well. Additionally, some further studies should be carried out before that type of a huge change to the teachers' and students' perspectives and attitudes about WEs, and EIL, too (KIRMIZI & KIRMIZI, 2017). Native speakers must then understand when they have a choice between the two or are it necessary or suitable to ask for custody of a language. All abilities by comprehending various language types and rules, a person can learn how to excel in language on any basis he wishes. I mostly agree with the idea as several scholars stated (Alptekin, 2002, Kramsch, 1998, Medgyes, 1994) that non-native speakers play a vital role in English teaching.

Every speaker's language is unique. Humans all speak in a more standard manner at times, and less at other times. For non-native speakers and other language learners, this can be extremely perplexing. They have no idea if non-standard or standard linguistic forms are the norm. Non-native speakers must also learn when to use one over the other. Knowing diverse language types and when to employ them are both parts of our competency. Language instruction is critical for raising awareness. The crucial point to remember is that a linguistic variable is an item in a language's structure that has multiple realizations, depending on how one speaker realizes it. The key source to overcoming such issues might be English Language Teaching.

Finally, rather than confining language to fundamental contact and communication, authors should recognize and appreciate the diversity in language as well as the learning and writing processes. Language is a living notion that may transition and morph with people who use it because it is an ever-changing, fluid concept that cannot be defined in a single should therefore be regarded as a living concept that can transition and evolve with those who use it. The first portion of this thesis will offer an overview of each approach, as well as assessments of major literature and studies on the subject, before moving on to an examination of the research and methodologies. Standard English, English as a lingua franca, and World Englishes are all connected, although they are used in language education in different ways throughout the world. Some people like rigid, organized Standard English, while others prefer the more fluid, organic approach to language learning that translanguaging provides. However, there is no widespread agreement on which technique, if any, is the most reliable, and there is no clear way for achieving this aim. Numerous recommendations have been made throughout the years to make International English more accessible to a worldwide audience. The most prevalent idea has been for English as a lingua franca education, which allows non-nativespeakers to participate actively not just in the classroom but also in the workplace.

Linguistics is an infinitely complicated, biological topic that, in the end, cannot be put into a box. It can, however, be codified, researched, and standardized to a degree. To put it another way. Some level of uniformity is required to teach a subject across cultures and professions. The multiplicity and independent variables, on the other hand, must be taken into account. As mentioned above, the primary goal of the language is to transfer information from one brain to another. When persons who speak English as a second language are

included, English is the most widely spoken language on the planet. It's a global language. Every country's schools teach English to their students because instructors recognize how important it can be in children's lives. As a result, English is extremely vital nowadays. I have several counterarguments. To begin with, English is a language of advanced science and technology, as well as economic and cultural interactions. Second, English is used to publish thousands of books, periodicals, and newspapers that are read all over the world. Finally, English is spoken all over the world. It may be found in apparel, soft drinks, and home products all around the world.

The terms handled in this paper, all of them, in the end, open the door to more investigation. There must also be discussion amongst students while teaching English as a Lingua Franca. Only by acting together and collaboratively may this be accomplished. Language classes must go further than the four language skills being taught. The goal of teachers is to build a democratic atmosphere for all students in which a collaborative vocabulary, didactic and cultural paradigm is applied that takes mass media images as sources of knowledge and interpretation. Unfortunately, our educational system which is still a developing one, cannot let the practitioners choose their own when it comes to controversial subjects like puberty, democracy, and ethics in academics. It gives some chances to touch upon the topics but these need to be done superficially not thoroughly. Because there are still some proscriptive parts in our society and you cannot get to these edgy matters not even by using a culturally different coursebook in language learning lessons. Students may experience analytical ability for reasoning and empathy for contrary viewpoints. This mechanism completes one of the core educational responsibilities: providing students with good social and inclusive abilities in a society that needs selective people with freedom of thought to react, understand and make rational decisions.

English has diverse meanings in different regions and civilizations. There are nations where English is the majority native language, countries where English is widely spoken as a second language, and countries where English has no particular status. These distinctions add to the polarization already described. It is particularly difficult for individuals in former British colonies (e.g., France, Spain, and the Netherlands) to adjust to the requirement of learning English. Locally, learning the language of the past colonial power may be vital because it is often an official language and the common language of educated people; worldwide, English is required for Internet survival. English has become a world language or

an international language as a worldwide method of communication all over the world. Then came the appearance of World Englishes all over the place. Nationalized variations of English are usually referred to as world Englishes. As you may have observed, there are many different varieties of English: British, American, Australian, Indian, Hong Kong, African, Singaporean, and so on. In Englishes, there are numerous changes in syntax, vocabulary, and even sound. World Englishes consist of a variety of variations of English as well as growing localized or indigenized variants of English, particularly in areas impacted by the UK or the US. The study of World Englishes comprises identifying variants of English used in various sociolinguistic settings across the world, as well as studying how histories of sociolinguistic, multicultural backgrounds, and function contexts impact the use of English in different parts of the world. Today, people live in a multilingual world, which means that no matter where you travel, you will be able to encounter individuals who speak a variety of languages. Simultaneously, when they contact individuals from various nations, they hear English spoken in a range of fluencies, many of which depart from the so-called standard. As a result of globalization, the usage of World Englishes has become increasingly important. However, there are several misunderstandings about the characteristics they possess. One of the most common misunderstandings regarding World Englishes is that British or American English is superior to that of India, Africa, or Singapore. The world is changing.

It does not appear possible that communities in today's world's numerous centers of English can be forced to follow the demands set down and monitored by members of the Inner Circle, and it does not appear desirable or practical from a linguistic standpoint. Languages' main features appear to be changed. And it is a result of this process. As soon as distinct variations in different areas arise, the change in variation happens. When enough areas have gathered, variations begin to branch out and appear in greater numbers. They are more unique than types seen elsewhere. A dialect or variant of a language serves as an example. It creates a sense of belonging and enhances cohesiveness by expressing group identity. Wherever there is a demand for international communication in a language that is prevented from changing due to standardization norms, English in its simplified version as a lingua franca (ELF) is used today, for example, at conferences, in publications by scientists and scholars, or international organizations such as the United Nations. The standardized lingua franca version, on the other hand, does not lend itself to a more personal, day-to-day communication in Outer or Expanded Circles regions because it lacks any evidence of a shared national and cultural background and appears sterile to the participants.

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