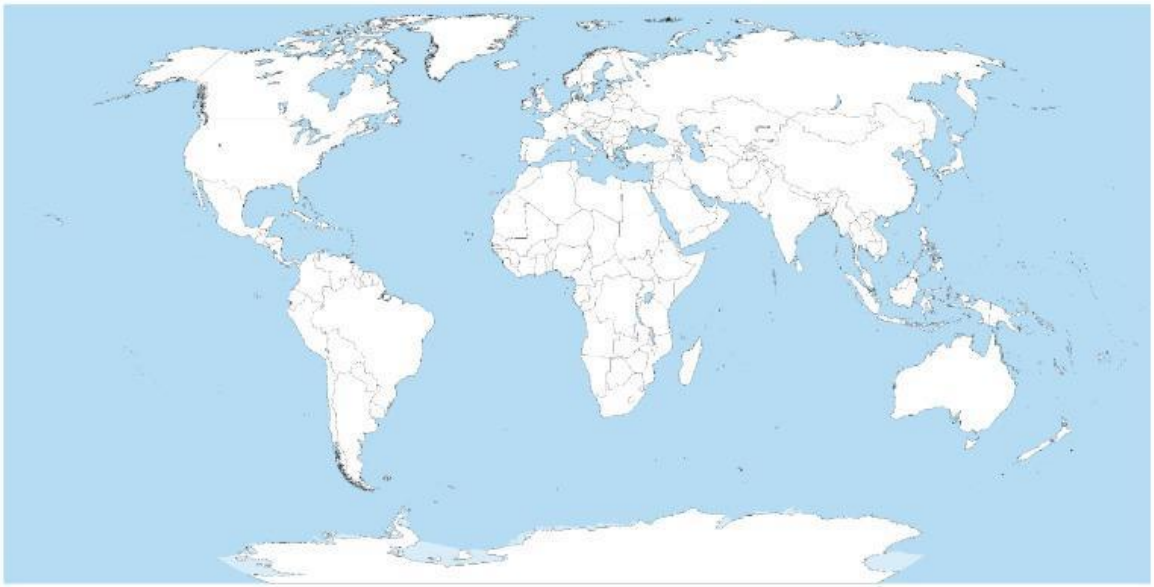
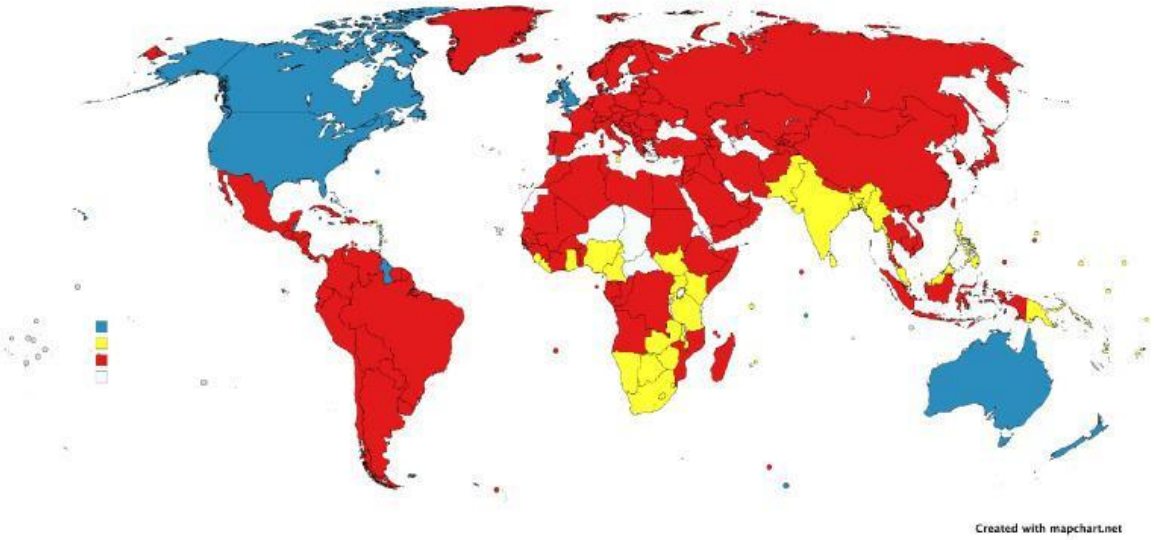
Task 1: Examine the world map. Name the countries where English is spoken.



Task 2: Now study the map below. Can you identify what the different colours represent?



Task 3: Refer to **Braj Kachru's model** of the **Three Circles of Englishes** on the following page and discuss the questions below in pairs. Then share your ideas with the class.

- What distinctions can you observe between the three circles?
- How many speakers do you estimate belong to each circle?
- Why do you think the term "Englishes" is used in the plural form?

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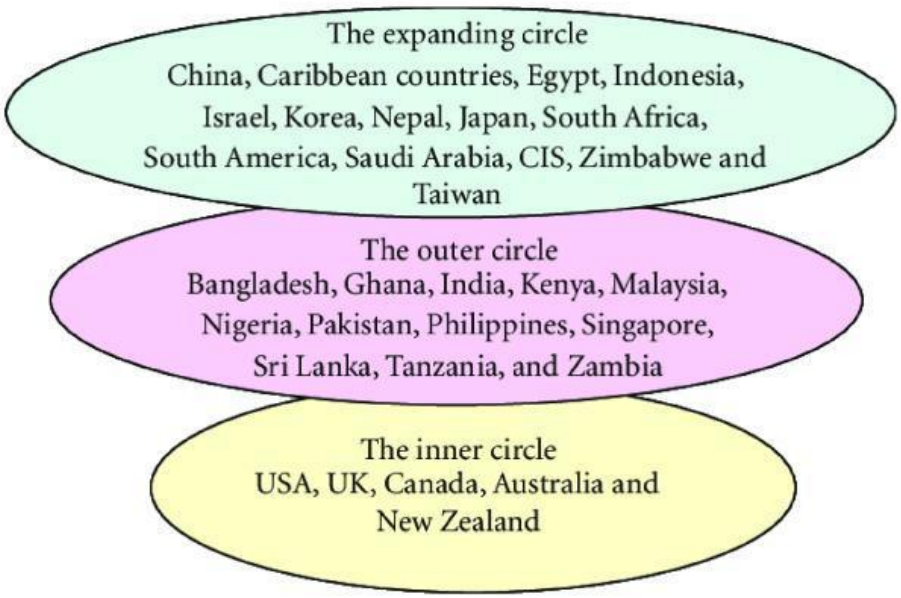

Task 4:

2.1 A7 You will hear speakers with international accents of English from five countries talking about their families. Where do you think they are from? Listen and write the name of the country in the space.

Speaker 1 is from .....
Speaker 2 is from .....
Speaker 3 is from .....
Speaker 4 is from .....
Speaker 5 is from .....

Poland Japan China India Spain

Now check your answers in the Key. Which of these accents do you find easiest to understand and which most difficult? Can you say why? Which of these English accents is closest to your own?

Task 5: Work with a partner. Fill in each gap with one of the words below.
viable - succumb to - pay lip service to - conceptualize - in accordance with - lay claim to - outlook on

1. Linguists often try to _____ language as a socially embedded practice rather than a fixed system.
2. Some theories still _____ being universally applicable, despite limited cross-linguistic evidence.
3. Researchers are questioning whether this model is still _____ in light of recent data.
4. Many governments _____ the importance of preserving minority languages, but take little real action.
5. The new curriculum was designed _____ national assessment standards.
6. Students sometimes _____ prescriptive grammar rules without questioning their relevance.

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7. A learner's _____ language can strongly influence their motivation and progress.

Task 6: Now read the article below and complete the tasks.

The current English language situation has been dynamically conceptualized as "World Englishes." Perhaps, it is the first case of a language being represented in a plural form in the history of linguistic evolution. English in its plural form tells everything about its spread as an international language and as a multicultural language as well. The idea also suggests that all varieties of English spoken in various parts of the world are equally valid and viable in linguistic and cultural terms.

Linguist Braj Kachru and communication specialist Larry Smith worked together to develop the concept of world Englishes. In a 1983 publication, Smith declared: "English belongs to the world and every nation which uses it does so with different tone, color, and quality... No one needs to become more like Americans, the British, the Australians, the Canadians or any other English speaker in order to lay claim on the language."

Here is the concept of what World Englishes is all about. People often pay lip service to English as an international language but still refuse to accept differences in pronunciation, vocabulary, syntax, and other linguistic features of non-native speaker Englishes. The above passage can be a good reminder of what it means for English to be a language of wider communication.

The recognition of the "tone, color, and quality" that each variety develops is very important for the notion of World Englishes. For most of those who learn English in their home country, what people become able to speak is not American English or British English, but Japanese English, Chinese English, Korean English, and the like.

Although non-native speakers speak in many different ways, they can still take advantage of their English ability to go beyond their national and cultural limitations. About their presence or absence at a scheduled meeting, Japanese often say, "I went there. Why didn't you come?" while native speakers may say, "I was there. Where were you?" Although we are different in the way we say what we do, it does not always result in a communication problem.
In accordance with the concept of World Englishes, moreover, it is not necessary that we imitate other speakers of English. A working knowledge of English can be obtained without "succumbing" to the cultural norms of native English speakers. Similarly, it is assumed that use of English has little to do with acceptance of British or American outlooks on the world.

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Thus, English is a language many people are called upon to use to express their own cultures as well as to learn about other cultures in international and intercultural settings. If we recognize English as such, English is not necessarily bound to American or British culture. This view of English can bring forward a great change in its pedagogy at school and workplaces.

Task 7: Work with your partner. Use 2-3 sentences to explain in writing what *World Englishes* means. Then answer the questions below and compare the answers with your partner.

1. What is implied by describing English as "World Englishes"?
A. English is losing its grammatical consistency worldwide
B. English exists in multiple legitimate forms shaped by different contexts
C. English is no longer controlled by native speakers
D. English has become simpler due to globalization

2. Why is the plural form "Englishes" considered significant?
A. It reflects the historical decline of standard English
B. It indicates that English is no longer taught formally
C. It highlights the diversity resulting from global spread
D. It suggests that English has replaced other languages

3. According to the text, what is the main idea behind Smith's statement?
A. Native speaker norms should still be the ultimate goal
B. English varies slightly but remains essentially uniform
C. Ownership of English is not restricted to traditional native-speaking countries
D. Learners must adapt their English to sound internationally neutral

4. What is suggested about non-native varieties like "Japanese English" or "Korean English"?
A. They are transitional forms that should evolve toward native standards
B. They are simplified versions of standard English
C. They are legitimate forms shaped by local linguistic and cultural contexts
D. They are primarily useful only within their own countries

5. What is the purpose of the example comparing "I went there" vs. "I was there"?
A. To show that non-native speakers often make grammatical errors
B. To illustrate that differences in usage do not necessarily hinder communication
C. To argue that native speaker forms are more efficient
D. To demonstrate the importance of tense accuracy

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6. What assumption about language and culture is challenged in the text?
A. That language learning requires cultural immersion
B. That English is primarily a tool for business communication
C. That using English entails adopting British or American perspectives
D. That cultural differences always lead to miscommunication

7. What broader implication does the text suggest for English language teaching?
A. Teaching should focus more on native speaker pronunciation
B. Teaching should eliminate non-standard varieties
C. Teaching should recognize diverse uses of English across cultures
D. Teaching should prioritize communication over grammar rules entirely

8. What is the author's attitude toward the idea of World Englishes?
Choose one: positive (+), negative (–), or neutral (0). Then, give one or two examples from the text to support your answer.

Task 8: You are going to take part in a discussion in groups of four. Here are the roles that you are going to have in the discussion.

Work together in groups of 3-4. Pick a role and write down as many useful phrases for your role as possible.

Then form new groups in a way that all of you have different roles.

Supporter

You **agree with the statement** or idea in the question.
Your job is to explain why you support it and give examples.

Challenger

You **disagree with the statement** or take the opposite view.
Your job is to explain your reasons clearly and politely.

Moderator

You **invite everyone to speak** and **help the group stay on topic**.
You also **ask clarifying questions** when something is unclear.

Reporter

You **take short notes** during the discussion and **share your group's ideas with the class** later.
You can also **share your own opinions** or **connect ideas** from both sides.

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Task 9: Work in groups of four. Redistribute the roles and choose **one question** to discuss:

1. Should non-native speakers aim to imitate native speakers? Why or why not?
2. Does having many varieties of English make communication easier or harder globally?
3. How should English teaching change based on the idea of world Englishes?
4. Can language reflect identity and culture? Give examples from your own experience.

Reflection: What have you learned about the diversity of English today?

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