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Notes:

EIIL vs. ESL/EFL/ESOL

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In the last decade 'de-Americanized' 'and de-Anglicized' have been echoed by the scholars who majored in linguistics and English education. Robert A. Hall, JR. (1960) says in his article 'Right and Wrong' that there is no authority that has either the right or the ability to govern people's usage and such an authority can never find valid standards by which to govern usage. These echoes and the above statement, I think, support the possibility of definition of English as an international auxiliary language (some say English as a world language). There are many international languages in this globe. For example, French, Spanish, Latin, and Hebrew can be defined as international languages. What is an international language, then? Can economic, geographical, and socio-cultural explanations be possible about the definition of it? Before describing these factors it seems to me that first of all the definition of ESL, EFL, and ESOL should be prior to that of EIAL in order for everybody to understand.

What are these ESL, EFL, and ESOL? This origin is that a national advisory group organized in the United States in 1961 chose to call itself the National Advisory Council on Teaching English as a Foreign Language and its abbreviation was NATEFL and five years later the professional organization of teaching of the subject decided to call it TESOL, that is, Teachers of English as a Second or Other Language in New York City in 1966. Since then, the terminology *second* has gradually been replaced to characterize the status of English as a non-native language. As a matter of fact, there are dual meanings; chronological and functional. Chronologically considered, it is a second language because people learn English as a local

language or native national language, for instance, African people and Irish. Functionally considered, it is a second language because English becomes the crucial communication resource. I am sure that you can understand the definition of English as a Second Language (ESL) and English as a Foreign Language (EFL) in some measure. I would like, however, to add something to clarify these implications.

According to the function, English could be sorted out in four categories; the first language, the second language, the foreign language and English to speakers of other languages. When people share English as a native language even though they are different culturally, we can call it the first language. For instance, Australian, American, Canadian, and British speakers belong to this category. If we use English as a link language or a medium of communication, it belongs to the second category, so to speak, when English is used in linguistically and culturally pluralistic contexts. India and Philippines have their own native languages, but they can not easily communicate with one another. Why? Because there are many languages in these countries, their communication is impossible. They have different linguistic groups. So they strongly feel the need to understand one another not to learn American or British culture, that is, they have tried to look for the possibility of intelligibility. It follows that there is a growing trend to emphasize the learning of an international language and English is spoken or written as a second language. This *lingua franca* is English.

Again let's take into consideration the countries in which English is used as a second language. Most of them were governed by America or Britain in the past. They were very long under the influence of American or British culture. It turned out that English became a language of instruction in the schools naturally and also a language necessary for certain official, social, commercial or educational activities within their own countries. These facts resulted in appearance of ESL textbooks about life and people in the students' own countries. India, Africa, West Indies and Philippines are examples. Although Ethiopia has never been occupied by an English-speaking nation, English is used as a medium of instruction or communication. It is because she has seven languages now so they have difficulty communicating

with each other. As a result, as Jack C. Richards (1976) said, English is a major language of instruction at all levels.

What is the third category? In the countries in which English is used as a second language, the bilingual education problem has been raised. National linguistic policy plans the absoluteness of use of two languages from the childhood. But in the countries in which English is used as a foreign language there is probability, not necessarily absoluteness, the use of two languages, not because of needs to communicate between native speakers, but because of needs to communicate internationally, that is, to participate in the international events (e.g. UN conference, WHO conference, etc.) to capitalize on trade and tourism, to develop their countries through import of culture in which English is used as a first language. Language planning has been set up naturally in order for these goals to be achieved.

Let's think of the curriculum of each country. In the countries in which English is a second language, English is a compulsory subject and it begins from the elementary school. But in the countries in which English is a foreign language English is an optional subject. Although English is a compulsory subject in certain countries such as Burma, Thailand, and Indonesia, the educational goal of selecting English as a compulsory subject is quite different from that of the countries in which English is used as a second language. English is a purely cultural object of study. Hence English is taught as a school subject, simply a branch of study, or an adult level to give them a chance to cultivate themselves as well as to develop nations through the foreign language competence, sometimes to read literature, to read technical works, listen to the radio, to appreciate the movies, or to communicate with British or Americans. And their textbooks commonly consist of life and customs about English or American people.

Another thing is motivation. Motivation has some bearing on the distinction between ESL and EFL. In a foreign language setting there is a tendency for English teachers to teach the standard form of English, not some local forms of English. But the local varieties of English are accepted as standards in the countries in which English is used as a second language. It turned out that motivation is basically differentiated. These motivational differences

are also reflected in the course books in use in foreign language and second language settings. In second language contexts the content of the school course is usually local and in foreign language contexts, the lessons are about life and people in English-speaking countries. These different educational goals result in influencing the nature of learner's interlanguage.

Consequentially we can say that the difference between ESL and EFL lies in the personal attitude and in the use that is made of language. And it seems to me that Christopherson's statement(1960) "A foreign language is a language which is not one's own, even though one may have a very good knowledge of it. A second language, on the other hand, is a language which is one's own, though not one's first in order of importance nor, usually, the first to be learnt" is the appropriate definition, based on their function and adaptation in each country. The countries belonging to this category are, for example, Republic of Korea, Republic of China, Japan, Germany, Burma, France, Russia and so forth.

It seems to me that the fourth category is to label the hierarchy in order for some terminologies to be clarified, institutionalized or systematized, that is, to supplement the weaknesses of meanings which they have themselves. This lingua franca is neither ESL nor EFL. Rather this is English to Speakers of Other Languages(ESOL). This terminology has the broader and connotative meanings than those of ESL and EFL. In a sense, this seems to progress one step further than ESL and EFL. We can say that this ESOL is representative of ESL and EFL because they have not the broader meanings and their final goals are to communicate with one another either nationally or internationally.

Now I would like to go back to the definition of the international language. Larry Smith(1976) defines that the international language is one which is used by people of different nations to communicate with one another. It is obvious that the basic and fundamental purpose of learning other languages is to communicate with one another. Like transaction in business it is a give-and-take process of culture to foreigners. English teachers have tried to teach a good language in their countries but socio-cultural rules turn out the divergence or convergence of each language so that naturally a medium

of communication is necessary for mutual understanding. What is a good language, then? According to Robert Hall, JR. (1960) good language is a language which gets the desired effect with least friction and difficulty for its users. It seems to me that the desired effect with the least friction and difficulty can be possible by adaptation of English as an International Auxiliary Language.

In the past there were some artificial international languages such as Esperanto, Novial, Occidental, Interlingua, Volapuk. The lack of enthusiasm in this area or their failure gave impetus to the practical necessity of using English as an international language. Likewise there are also many factors such as socio-cultural, religious, political, economic, and geographical, about the use of English as an International Auxiliary Language (EIAL). One of the causes resulting in using English as an international language is said to be democracy. Democracy, I think, can be one of the crucial factors of using English. And the evidences from history, linguistics and cultural anthropology can explain the reasons for the use of EiIL.¹⁾

Those who try to keep the position of English as a native language put emphasis on linguistic purism or intolerance. What is the difference between English as a native language and English as an international language? One of the great differences between them, which Mark Lester (1976) indicated, is a passive skill. According to the various factors English naturally divergest into local varieties, distinct registers and culture-bounded styles. The culture-bounded varieties of English are Filipino English, Nigerian English, Indian English and West Indian English. The culture-bounded varieties of English or societal and cultural rules result from different thought patterns, styles, intonation and sometimes meaning.

The three following components, I think, can prove the hypothesis of EiIL²⁾ with status to be set up and the difference between ESL and EFL, and

1) 'Auxiliary' was used in the sense proposed by the Culture Learning Institute, as a language used within a country. In the course of the Conference held from 1-15 April 1978 at the East-West Center, Hawaii it was found that the term can be misinterpreted and it was replaced by 'international.' So this term can be called as EiIL (English as Inter-and Intranational Language).

2) Jimmy Thomas (1978: 61) argues against the terminology of EiIL.

so forth, and tell the value of EILL's existence. As indicated above to some degree, each language and each culture has a paragraph order unique to itself. This results from the different thought patterns. Cultural and linguistic backgrounds shape our personalities and our modes of thought. American and British thought patterns are different from those of Oriental people. It has been assumed that these can cause interference for learning languages. This can be the first of the three components. The style and intonation of varieties of English as an international language are different to some extent from those of American or British English, but they are intelligible. Intelligibility, however, does not necessarily imply that the user's command of English equals that of the native speaker. The non-native varieties function in societal, linguistic and cultural networks that are distinctly different from those of America and Britain. For example, the Indian style of English is referred to as follows: (Kachru, 1965—397. Word: Vol. 21—3)

The tempo of Indian life must be infused into our English expression even as the tempo of American or Irish life was gone into the making of theirs. We, in India, think quickly, we talk quickly, and when we move, we move quickly. There must be something in the sun of India that makes us rush and tumble and run on.

The semantic component can contribute to the hypothesis of EILL. As indicated above, thought patterns are different from each other. Cultural and linguistic backgrounds are different, too. Especially since English is used for intercultural interactions, it turns out that there is a phenomenon of Indianization, South Asianization, and Africanization of English. This results in transfer of L1 meanings to L2 items and transfer of form-context component, etc.

In conclusion, Larry Smith(1976) stressed three components: attitude of the teacher, structural and rhetorical consciousness. As Atkinson (1975) said, the expectation of tolerance from teachers would provide the initial step towards a didactically reasonable and universally accepted English language. And also Boonlua Debyasuvarn (1981: 93) put an emphasis on the value of existence of EILL in his article "... We should be able to preserve and also develop English so that it can serve as an international, and also

intranational medium of communication in writing and also in speaking.”

Accordingly the attitude about English should be changed. Shaw's (1981) statements represent the attitude towards English clearly.

As the number of non-native speakers grows and as they singly come to accept English as one of their own languages and not a tool borrowed from someone else, the future of English will become less and less controlled by the native-speaker arbiter in areas outside his homeland. It is often said that the British gave the English language to the world. Perhaps the time has come when the world has finally decided to fully accept the gift (p. 122).

If we accept English as an international intranational language, the pedagogical directions, teaching ways, and so forth should take it into consideration. English, to be sure, is an international intranational language.

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