

FILLING THE SOCIOLINGUISTIC GAP FOR ENGLISH SPEAKERS WORLDWIDE

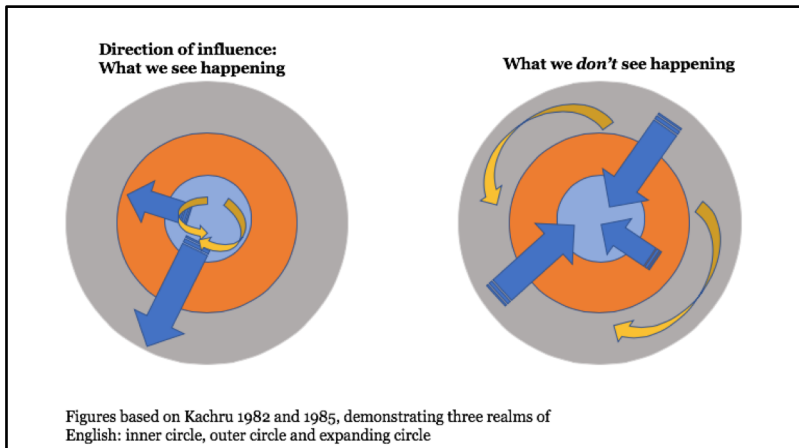
Elizabeth Peterson
 Department of Languages
 PL 24/Unioninkatu 40 C
 00014 University of Helsinki
 Finland
 elizabeth.peterson@helsinki.fi
 Poster available at

WHO READS YOUR BOOKS?

Currently, some 2 billion users of English in the world
 Non-native speakers outnumber native speakers 5:1 (Crystal 2016)

IMPLICATIONS FOR TEACHING/LEARNING LINGUISTICS

Where do teaching and learning materials come from?



In other words, linguistics educators in inner-circle environments use materials created by other inner-circle linguists. Linguistics educators in outer- and expanding-circle environments also tend to use materials from inner-circle linguists.

KNOWLEDGE GAP

Between inner circle and expanding circle homes of English:

- North American speech researchers fail to fully participate with an audience that is open and eager for dialogue
- North American researchers have a responsibility to attend to the needs of their international audience

American sociolinguists, in particular, have an opportunity to raise and shape awareness about how American speech is taught and interpreted worldwide, especially as it relates to issues such as race, social justice and identity.

As more users and students of English step aside from the traditionally prescriptivist view of second-language English, the field is wide open and in urgent need of informed research and teaching practices.

Questions to ask:

- Does my writing offer enough sociolinguistic context for readers outside North America to understand my work?
- Have I offered tools for readers outside North America to apply my examples to their own linguistic setting?
- Have I offered adequate international examples, including other languages and non-inner circle varieties of English?

→ Have I considered my international audience?

Interview with David Crystal. 2016. English—is it still one language? *Spotlight*, 8, 2016, 36–38.
<http://www.davidcrystal.com/books-and-articles/english-language>.

Kachru, Braj. 1982. *The Other Tongue. English Across Cultures*. Urbana, Ill. University of Illinois Press.
 Kachru, Braj. 1985. Standards, codification, and sociolinguistic realism: The English language in the outer circle. In R. Quirk and H. Widdowson (eds.) *English in the World: Teaching and Learning the language and the literature*. Cambridge University Press.

* Survey data collected according to the EU General Data Protection Regulation guidelines of the University of Helsinki. My sincere thanks to the survey respondents. The results are fascinating!

SURVEY: WHAT EDUCATIONAL MATERIALS DO YOU USE?

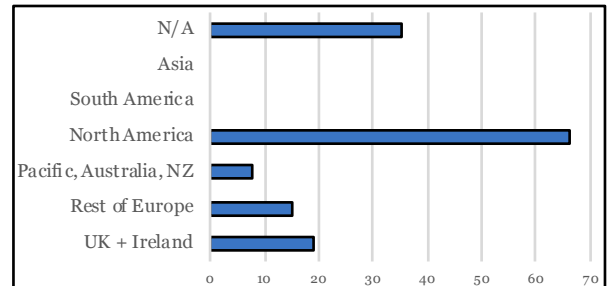
GoogleForm sent via social media and email lists to linguistics educators:*

- What is your home department?
- What is your teaching language?
- What linguistics courses do you teach?
- What textbooks or other teaching materials do you use?
- What factors influence your decisions?

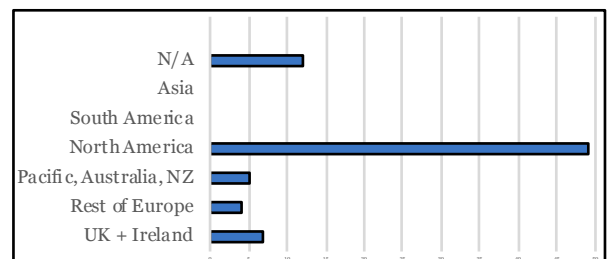
Respondents

UK+Ireland	2
Rest of Europe	15
Pacific, Australia, NZ	5
North America	22
South America	1
Asia	1
Other	2
N	48

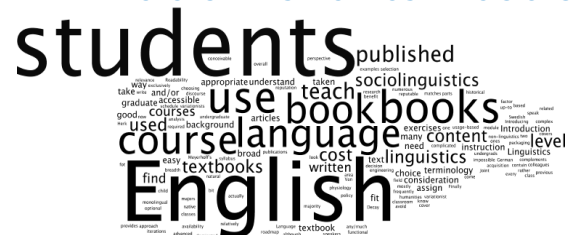
DATA FROM 143 WORLDWIDE LINGUISTICS COURSES



DATA FROM NORTH AMERICAN LINGUISTICS COURSES



WHAT FACTORS INFLUENCE YOUR DECISIONS?



HELSINGIN YLIOPISTO
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 UNIVERSITY OF HELSINKI
 HUMANISTINEN TIEDEKUNTA
 HUMANISTISKA FAKULTETEN
 FACULTY OF ARTS