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The Globalisation of English: implications for ELT in the 21st century

Robin Walker
www.englishglobalcom.com
robin@englishglobalcom.com
In organisations where English has become the corporate language, meetings sometimes go smoothly when no native speakers are present.

Graddol, 2006
In recent years there has been an avalanche of published material on the internationalization of Higher Education, ...

And yet English [...] is rarely mentioned except in relation to homogenizing practices such as testing, remedial instruction, and proofreading.

This means [...] that EMI is rarely problematized, even though it raises all kinds of complex issues for staff and students …

Jenkins, J. 2013: 207
*English As A Lingua Franca In The International University*, Routledge.
The globalisation of English: implications for ELT in the 21st century

1. English as a Lingua Franca (ELF)
2. ELF pronunciation – accent and intelligibility
3. ELF lexicogrammar, idiomaticity and communicative efficiency
The globalisation of English: implications for ELT in the 21st century

1) English as a lingua franca

- **Inner Circle**
  - e.g. USA, UK
  - 380 million

- **Outer Circle**
  - e.g. India, Nigeria, Singapore
  - 150-330m

- **Expanding Circle**
  - e.g. Spain, Germany, Brazil, Russia, China, ...
  - 1,500+ million

ENL

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1) English as a lingua franca

**Inner Circle**
i.e. NSs
380 million

**Expanding Circle**
i.e. Non-native Speakers
1,500 million

- **EFL**
- **English as a Foreign Language**

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1) English as a lingua franca

Expanding Circle
1,500 million
Spain, Germany, Brazil, Russia, China

English as a Lingua Franca

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1) English as a lingua franca

English as a lingua franca refers to

“… any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”.

Seidlhofer, 2011: 7
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1) English as a lingua franca

Mckay 2002

... speakers of English are using the language on a daily basis alongside one or more others and frequently their use of English is influenced by these other languages ...
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1) English as a lingua franca
1) English as a lingua franca

Smith et al. 1992

... concluded that there was no evidence of a breakdown in the functioning of English as an international lingua franca but that, interestingly...

... native speakers (from Britain and the US) were not found to be the most easily understood ...

... nor were they, as subjects, found to be the best able to understand the different varieties of English.
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1) English as a lingua franca

Walker, 2010: 161

B [English] like that all the time. What do you think about it? What’s your opinion on?
A (draws breath) Ah. (both laugh) Well it’s pretty much the same for me ‘cos I hadn’t really heard of the concept until recently. I’m not sure if it was the first time when er I was told about it but em. basically like the entire last year and in other situations before like living in Budapest I was. pretty much how I was communicating with my friends was. there were people from all over. Central Eastern Europe. and elsewhere. and that was how it is. this. English. most wasn’t most people’s first language. except for the Americans. and the British. and nobody could understand the British.
B (both laugh) Nobody could understand. Yeah.
In organisations where English has become the corporate language, meetings sometimes go smoothly *when no native speakers are present.*

This is *not* just because non-native speakers are intimidated by the presence of a native speaker.

Increasingly, the problem may be that *few native speakers* belong to the community of practice which is developing amongst lingua franca users.
Implications

1. English in the 21st century plays different roles. Different roles mean different goals.
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2) ELF pronunciation

Jenkins, 2000

Pronunciation 68%

Vocabulary 25%

Grammar 3%
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2) ELF pronunciation

1. Consonants
   - copy / coffee
   - vowel / bowel
   - but not /θ, ð/ (think; then)
   - variation /r/ (forest)
   - aspiration of /p, t, k/
     - /pʰeɪpə/ (paper)
     - /tʰen/ (ten)
2. Consonant clusters

- (stone) sitone – insertion
- (product) poduk – deletion
- I live in eSpain – insertion
- I live in pain – deletion
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2) ELF pronunciation

3. Vowel duration (length)

- live / leave
- peace / peas
- back / bag

The Phonology of English as an International Language
Jennifer Jenkins
Oxford University Press
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2) ELF pronunciation

4. Nuclear stress placement

- I love teaching linguistics.
- I love *teaching* linguistics.
- I love teaching *linguistics*.

- You smoke more than I *do*.

- Pass me the blue *[von]*.
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2) ELF pronunciation

Non-core features

- the ‘th’ sounds
- exact vowel quality
- tones (pitch movement)
- word stress
- stress-timing (rhythm)
- connected speech modifications
- schwa, weak forms
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2) ELF pronunciation

Our first priority in pronunciation teaching – learner goals (Teachitworld Teacher Training Bulletin, 2013)

Setting unrealistic goals can have a pernicious effect on learners’ motivation as they can feel that they never get things right. This is now truer than in teaching pronunciation. Most real-life situations for real-time communication require at least an approximation to real English. An achievable target for this is the American English Teacher’s (AET) approach to achieving a good working approximation. This involves the use of simplified American pronunciation, such as R or RP, for the teaching of pronunciation in ELF settings.

An Achievable Target for Specific Situations (IATEFL Voices, Issue 200, 2008)

For the teaching of pronunciation in ELF settings, the goal is to be intelligible to other non-native speakers. Research into spoken interaction between non-native speakers (Jenkins 2000) made a first solid approximation to which pronunciation features are essential for this. A solid approximation is one in which pronunciation features are essential for this.

Pronunciation for International Intelligibility (English Teaching professional, Issue 21, 2001)

Until very recently few teachers or learners questioned the idea that to be understood when speaking English, they would need to get as close as possible to one of the dominant native-speaker accents, RP (Received Pronunciation) or GA (General American). The last decade, however, has seen such a significant change in the role of English in the world that it is essential to re-examine this situation. Read full article.
The globalisation of English: implications for ELT in the 21st century

Teaching the Pronunciation of English as a Lingua Franca.

Implications

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The globalisation of English: implications for ELT in the 21st century

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3) ELF lexico-grammar and idiomaticity

- a computer-readable corpuses of NNS spoken English
- naturally occurring, face-to-face spoken interactions
- academic, business & leisure
- to find out how successful NNSs use the language.
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3) ELF lexico-grammar and idiomaticity

- the ELFA corpus project
- the WrELFA corpus
- the SELF project (Studying in English as a Lingua Franca)

English as a lingua franca in academic settings
He looks very sad.

We look forward to see you!

Our countries have signed agreement about this.

... people which ...

3) ELF lexico-grammar and idiomaticity

Seidlhofer 2004

- He look very sad.
- We look forward to see you
- Our countries have signed agreement about this.
- ... people which ...

Erling & Bartlett, 2006

- an advice
- a proof
- a research
- vocabularies
The globalisation of English: implications for ELT in the 21st century

3) ELF lexico-grammar and idiomaticity

Walker, 2016

… Brexit, vape, selfie stick, dronie (a video selfie taken by a drone), and Vlogger were among 30 terms published by The Guardian as the buzzwords that defined 2014.

- Please do not plug out.
3) ELF lexico-grammar and idiomaticity

Pitzl, Breiteneder and Klimpfinger (2008)

- identified categories of ELF lexical innovation
- use of prefixes and suffixes:
  - non-confidence, non-formal or non-graduate
  - re-enrol, re-orient or re-emplace
  - increasement, forbiddenness, linguistical
second language use of idioms is fraught with difficulties.

… the meaning of idioms can seldom be grasped from dissecting the whole into its constituent parts. Expressions like *to go out on a limb* or *by the skin of your teeth* are quite opaque for learners.
3) ELF lexico-grammar and idiomaticity

Pitzl, 2010

S4: you have it in the stores since WHEN? since a couple of months
S1: only er one and a half month.
S2: months
S4: yeah then i think in THAT case we should not wake up any . any DOGS by going now
3) ELF lexico-grammar and idiomaticity

Pitzl, 2010

ELF: we should not wake up any dogs

ENG: we should let sleeping dogs lie

(= not try to change a situation because you might make things worse not better)

GER: schlafende Hunde soll man nicht wecken
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3) ELF lexico-grammar and idiomaticity

Pitzl, 2010

ELF: put my hands into the fire for it

GER: Dafür lege ich meine Hand ins Feur
NED: de hand voor iemand in het vuur steken
ESP: poner la mano en el fuego
ENG: to put yourself on the line
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Implications

1. English in the 21st century plays different roles. Different roles mean different goals.

2. Intelligibility – not accent – is the goal of pronunciation teaching for English as a lingua franca.

3. Communicative efficiency – not NS usage – is the goal when teaching lexicogrammar & idiomaticity for ELF.
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4) Instructors for ELF
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4) Instructors for ELF

competence + pedagogy
4) Instructors for ELF

There has often been the danger of an automatic extrapolation from competent speaker to competent teacher based on linguistic grounds alone.

Seidlhofer
4) Instructors for ELF

Native speakers were regarded as the Gold Standard [...] 

In the new rapidly emerging climate, native speakers may increasingly be identified as part of the problem rather than a source of solution.

Graddol, 1997
The target model of English within an ELF framework is not a native speaker, but a fluent bilingual speaker…

… [who] has the special skills required to negotiate understanding with another non-native speaker.

Graddol, 1997
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3. Communicative efficiency – not NS usage – is the goal when teaching lexicogrammar & idiomaticity for ELF.

4. Competent ELF users will make the best ELF instructors.
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ELF – a multi-function tool

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