

APAC, Barcelona,  
31<sup>st</sup> January, 2020

***So just how global  
is your English?***

***Robin Walker***

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*robin@englishglobalcom.com*

So just how global *is* your English?

UK + IRE

US-CAN

AUS-NZ

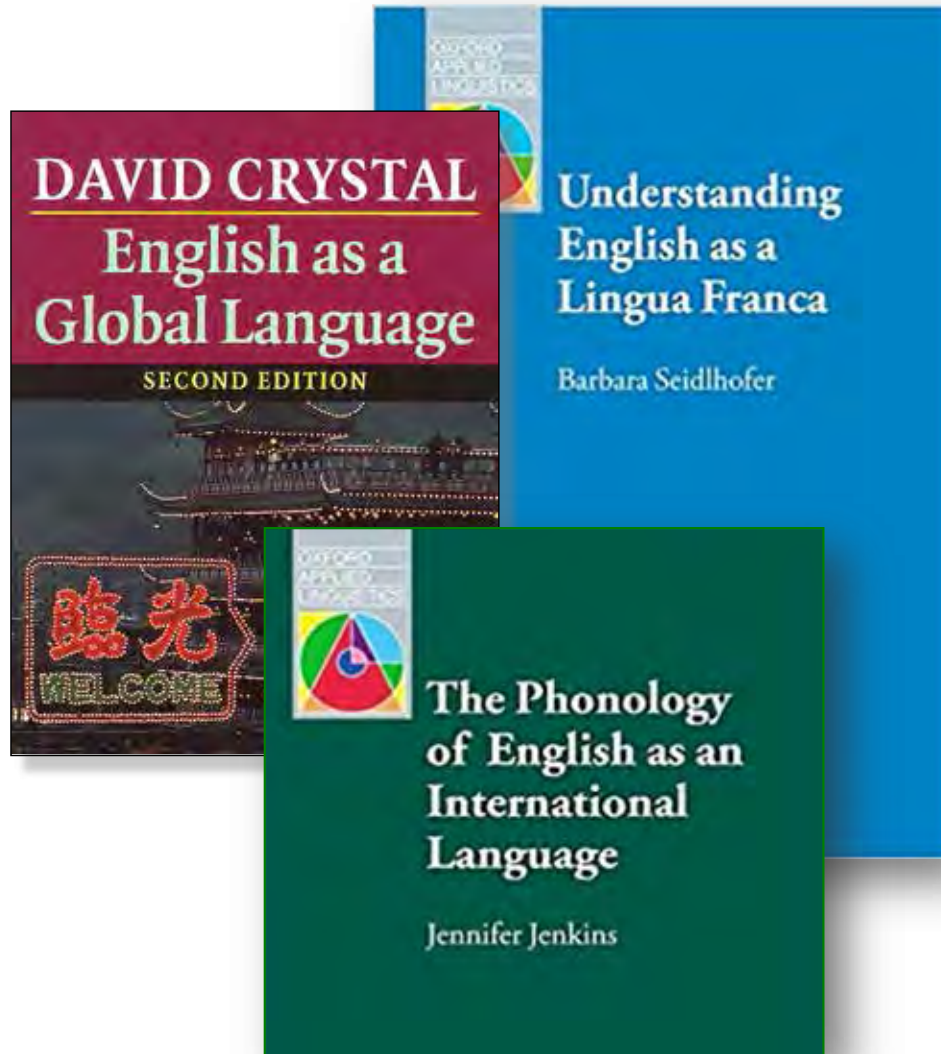
= 380m

So just how global *is* your English?

EU  
BRIC  
ASEAN

= 4200m

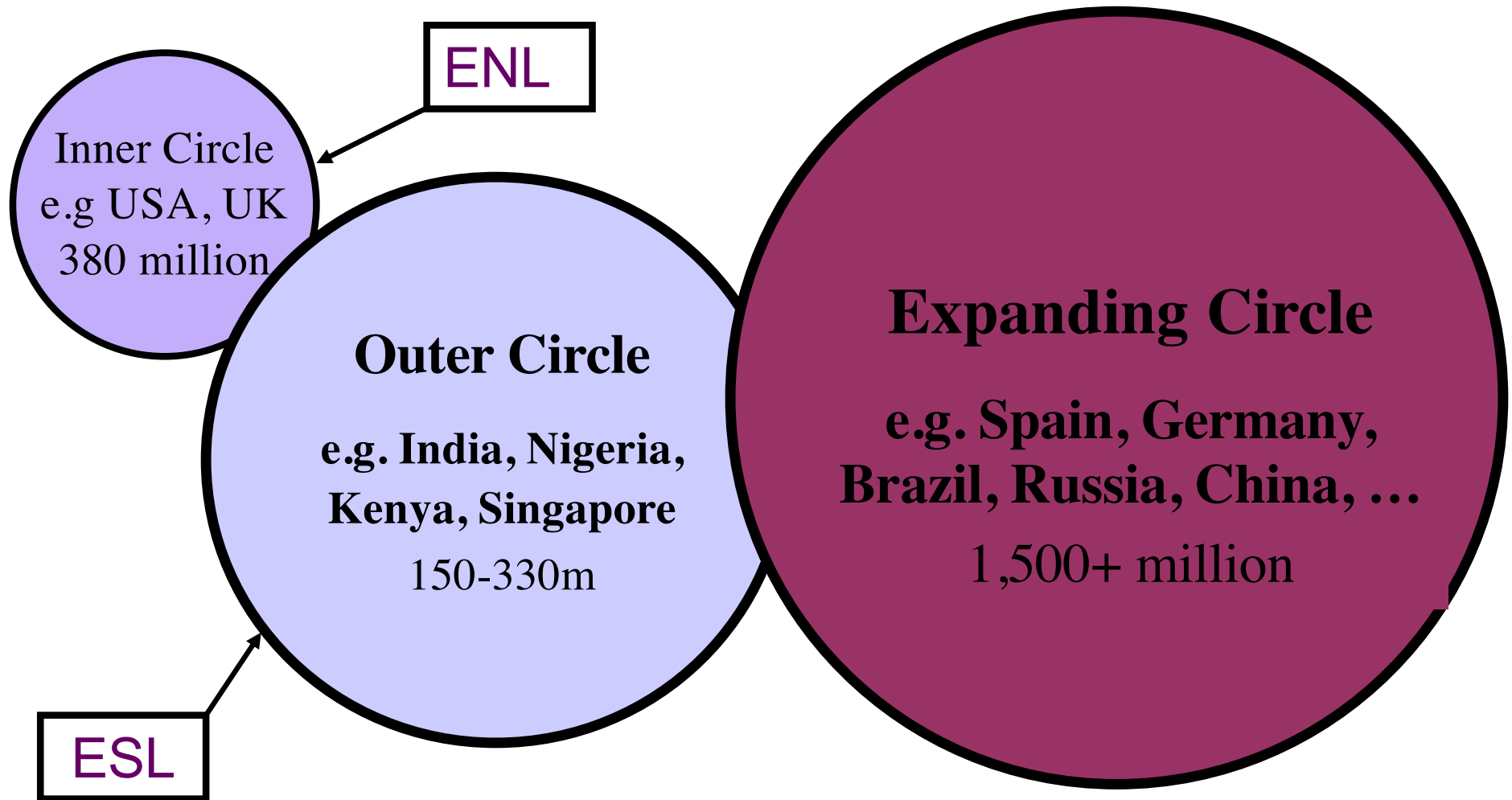
# So just how global *is* your English?



1. What do we mean by 'Global English'?
2. EIL/ELF pronunciation
3. EIL/ELF lexico-grammar & idiomaticity
4. Accommodation and negotiation in EIL/ELF

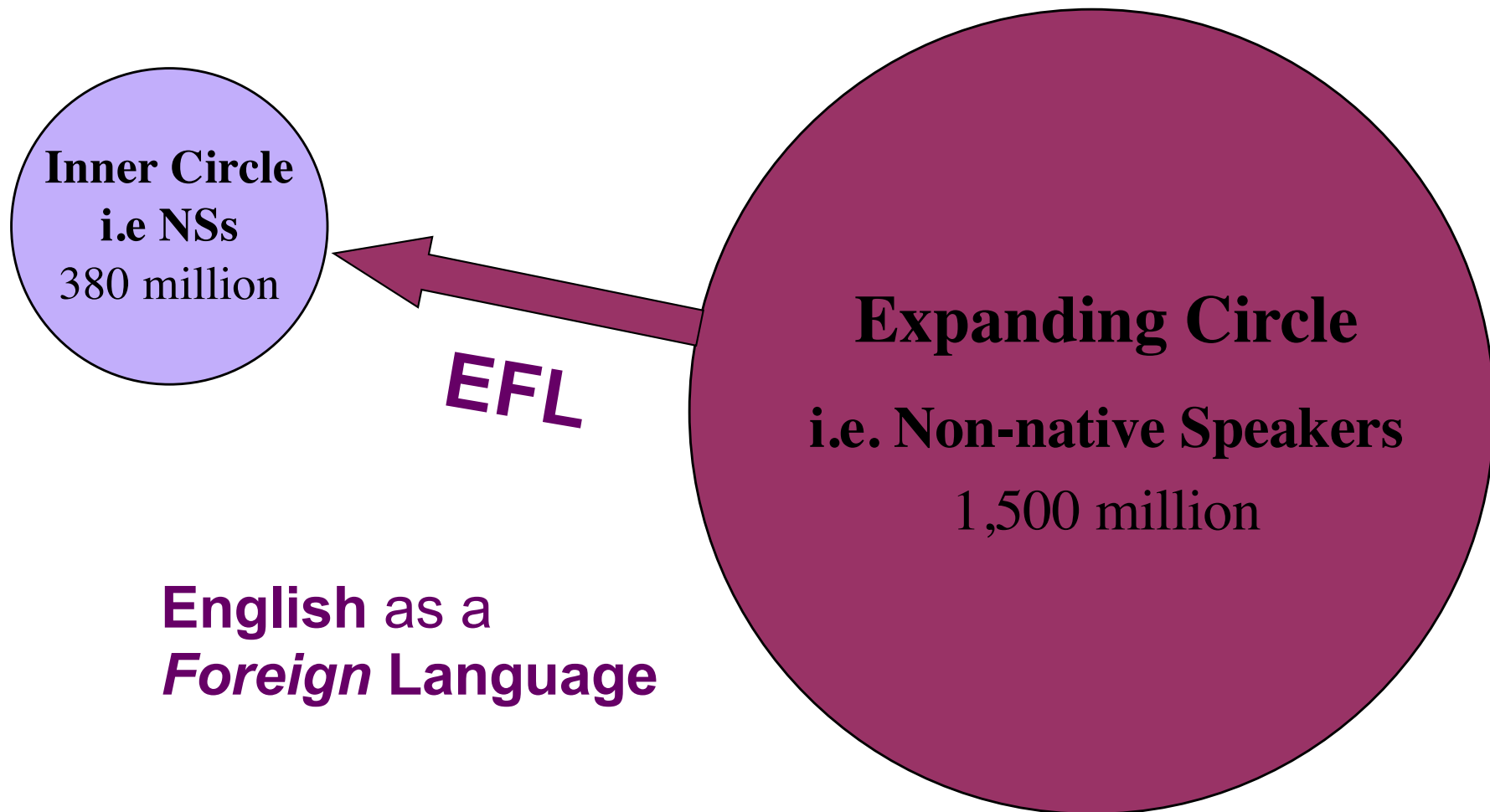
# So just how global *is* your English?

1) What do we mean by 'Global English'?



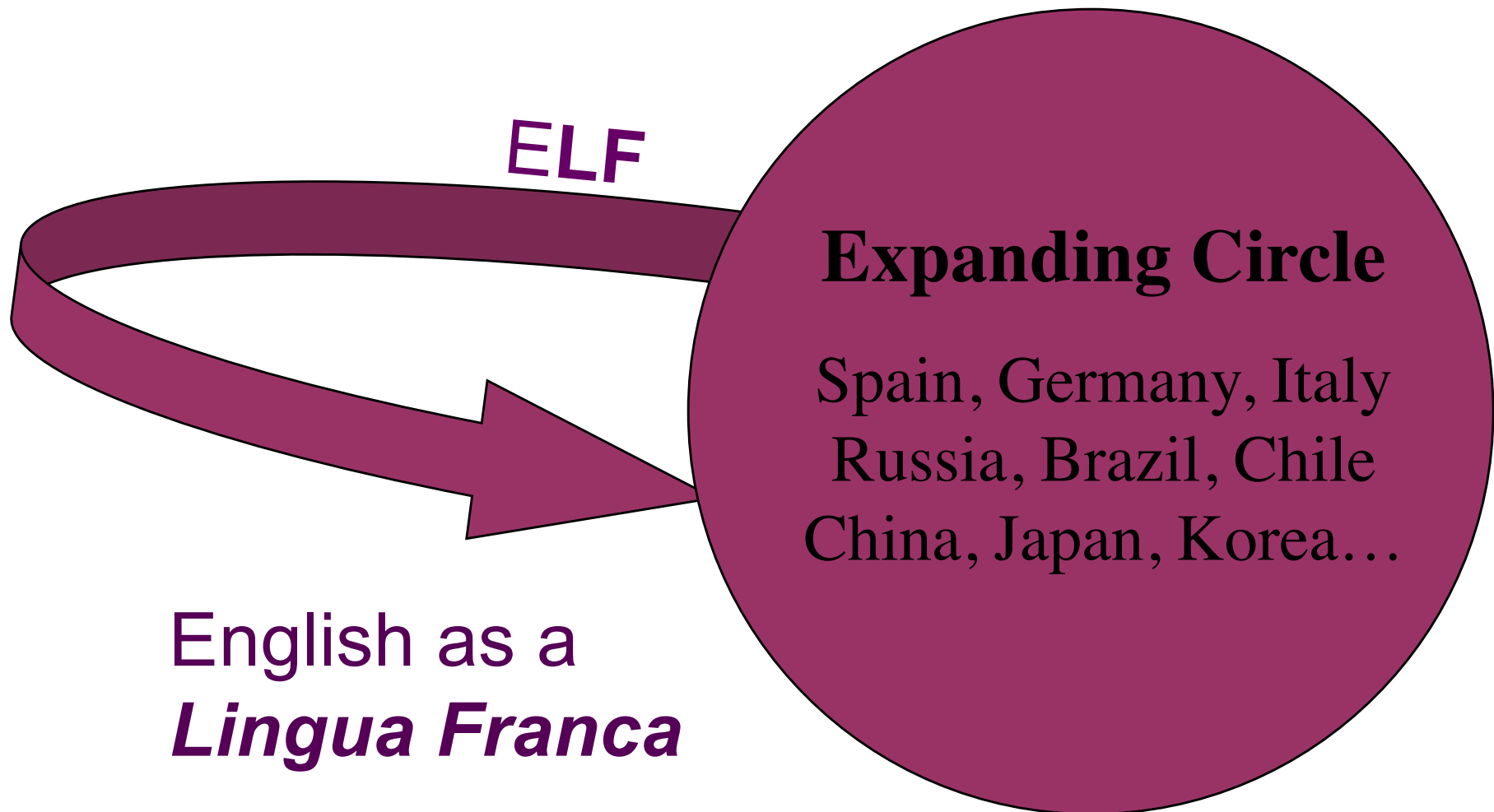
## So just how global *is* your English?

1) What do we mean by 'Global English'?



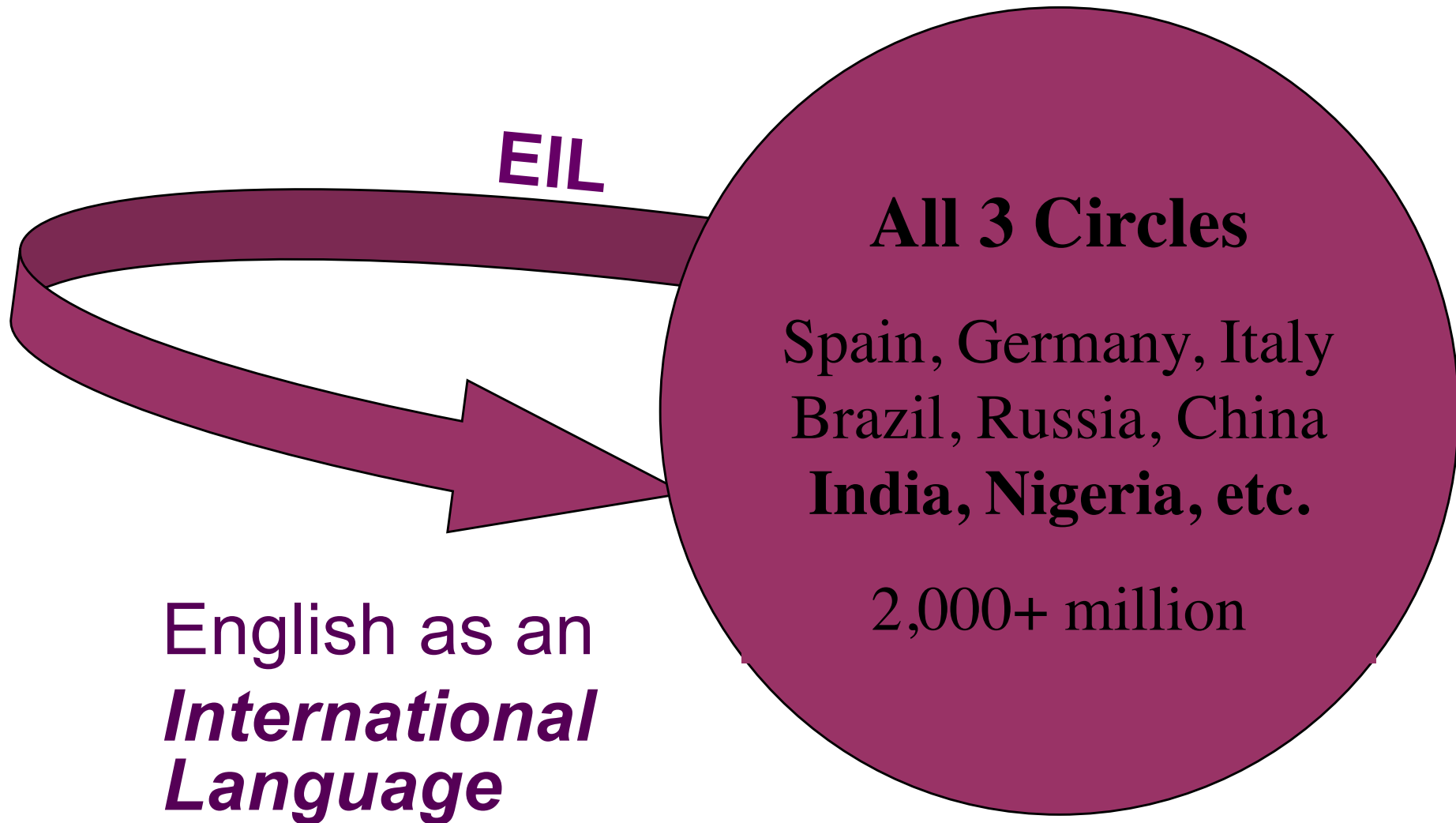
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1) What do we mean by 'Global English'?



## So just how global *is* your English?

1) What do we mean by 'Global English'?



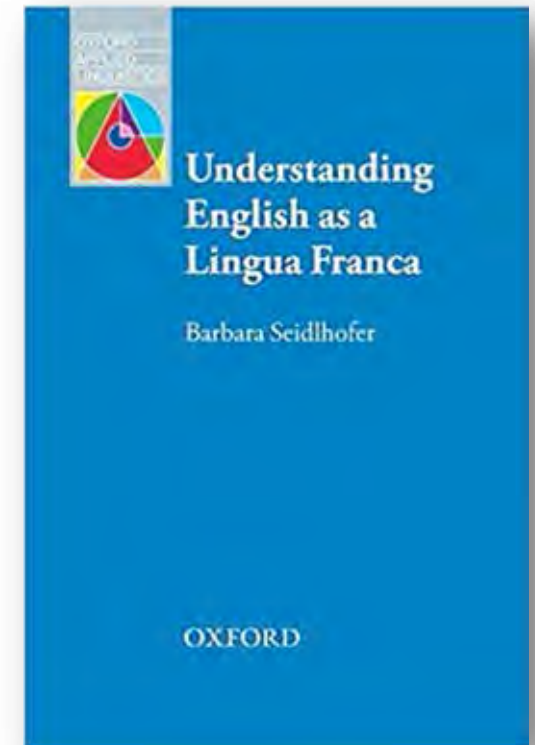


## So just how global *is* your English?

### 1) What do we mean by 'Global English'?

English as a lingua franca refers to

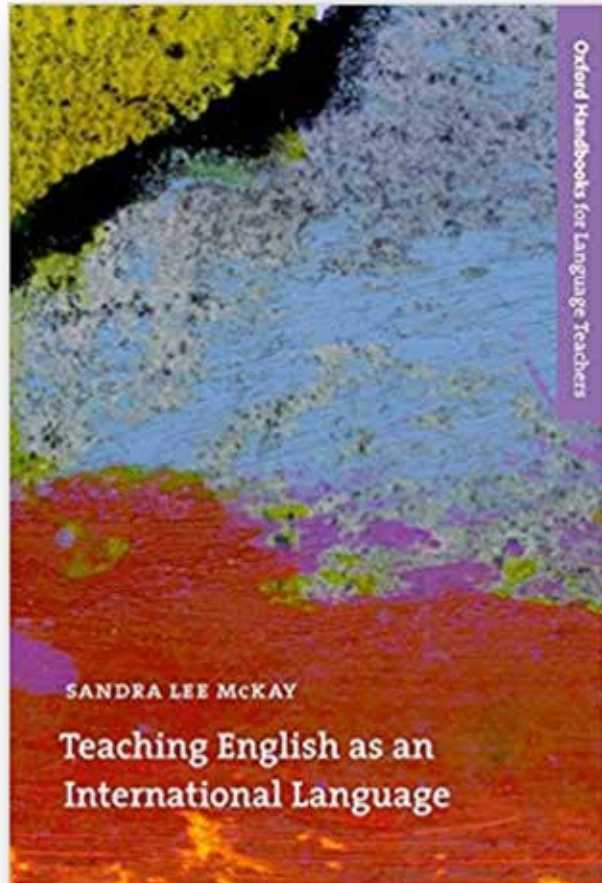
*“... any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”.*



Seidlhofer, 2011: 7

## So just how global *is* your English?

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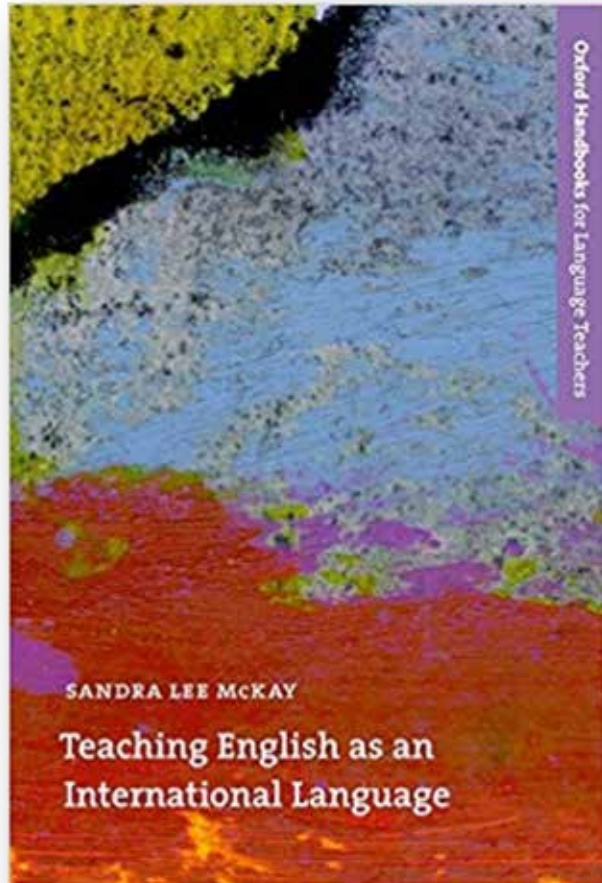


McKay 2002

... 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 ...

## So just how global *is* your English?

1) What do we mean by 'Global English'?



McKay 2002

It is puzzling that whereas differences in the use of English between Inner Circle countries are generally accepted, with no one suggesting that this will lead to incomprehensibility, language variation outside Inner Circle countries is often seen as a threat.

# So just how global *is* your English?

1) What do we mean by 'Global English'?



## So just how global *is* your English?

### 1) What do we mean by 'Global English'?

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.

## So just how global *is* your English?

### 1) What do we mean by 'Global English'?

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 it 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



## So just how global *is* your English?

### 1) What do we mean by 'Global English'?

Graddol, 2006



In organisations where English has become the corporate language, meetings sometimes go smoothly *when no native speakers are present*.

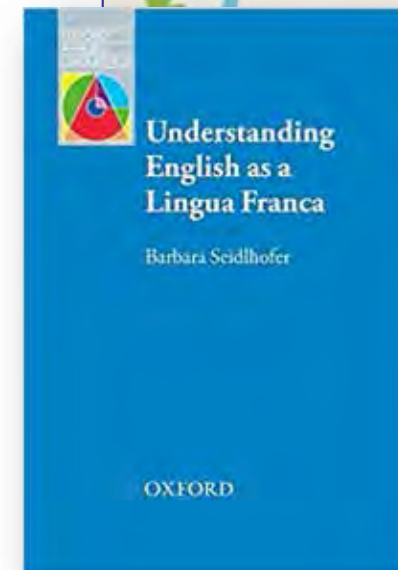
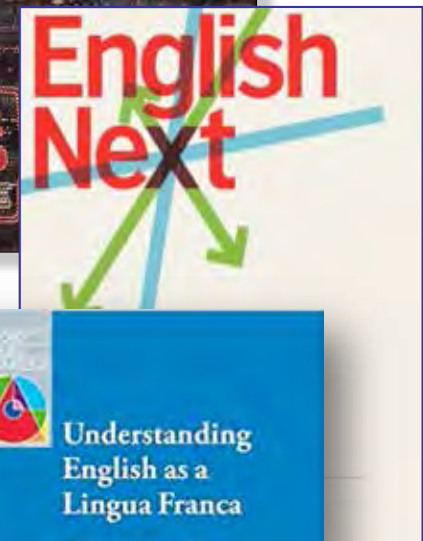
This is *not* just because non-native speakers are intimidated by the presence of a native speaker.

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

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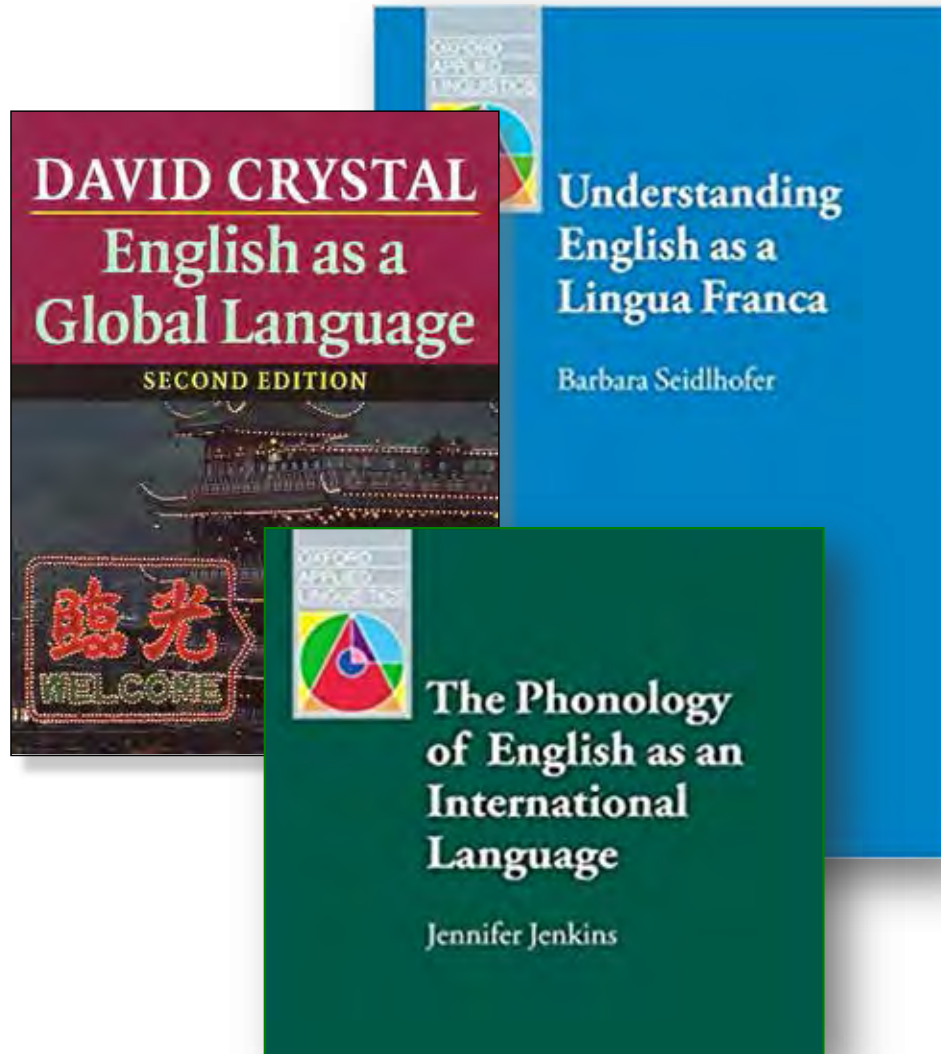
## Implications

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





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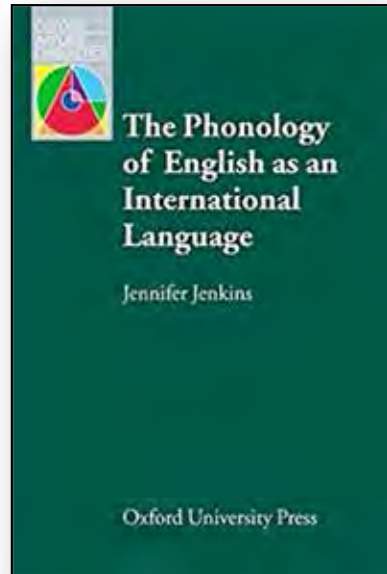
## 2) EIL/ELF pronunciation

Jenkins, 2000



# So just how global *is* your English?

## 2) EIL/ELF pronunciation



Jenkins, 2000

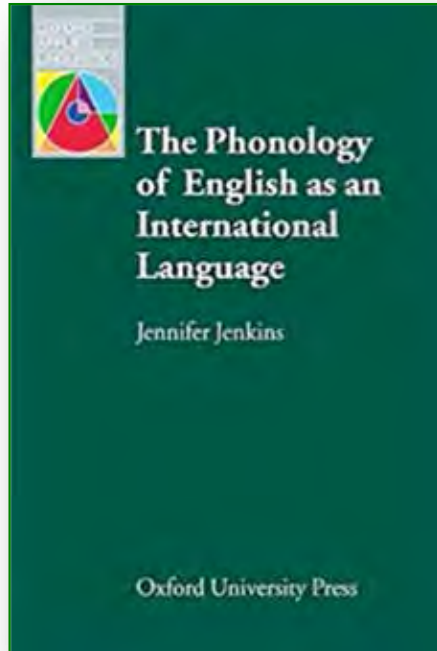
**Grammar**  
3%

**Vocabulary**  
25%

**Pronunciation**  
68%

# So just how global *is* your English?

## 2) EIL/ELF pronunciation



### 1. Consonants

- copy / coffee
- vowel / bowel
- etc

# So just how global *is* your English?

## 2) EIL/ELF pronunciation

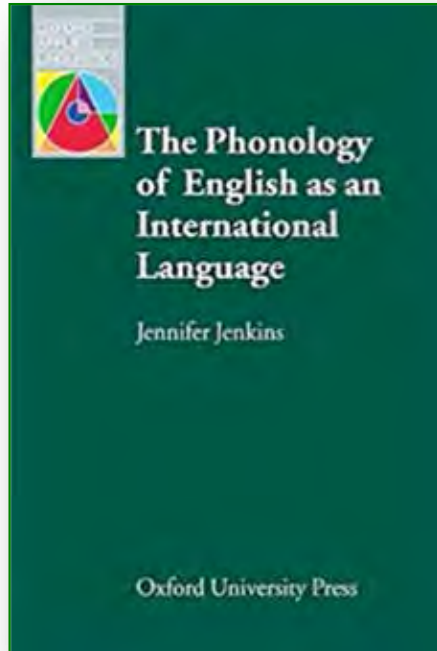


### 2. Consonant clusters

- (stone) sitone – insertion
- (product) poduk – deletion

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## 2) EIL/ELF pronunciation

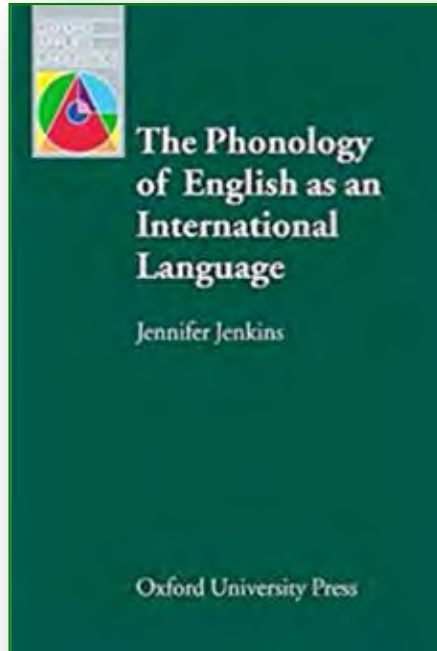


## 3. Vowel length (quantity)

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

# So just how global *is* your English?

## 2) EIL/ELF pronunciation



### 4. Nuclear stress placement

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

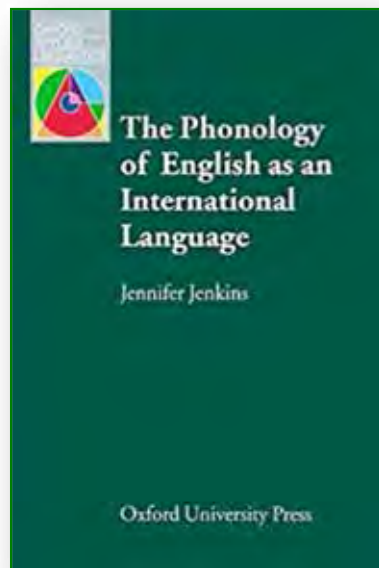
# So just how global *is* your English?

## 2) EIL/ELF pronunciation

### The Lingua Franca Core

### Core features for intelligibility

- consonants (except 'th' sounds)
- consonant clusters
- vowel length
- nuclear stress

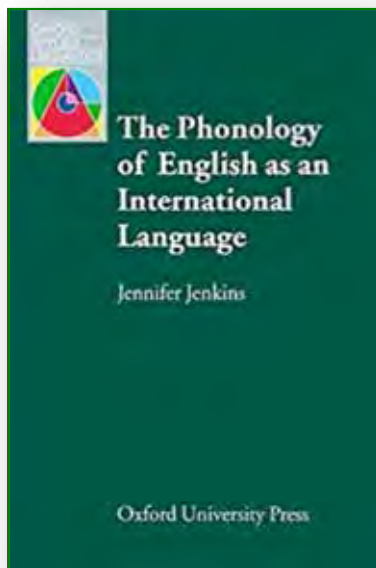




# So just how global *is* your English?

## 2) EIL/ELF pronunciation

### The Lingua Franca Core

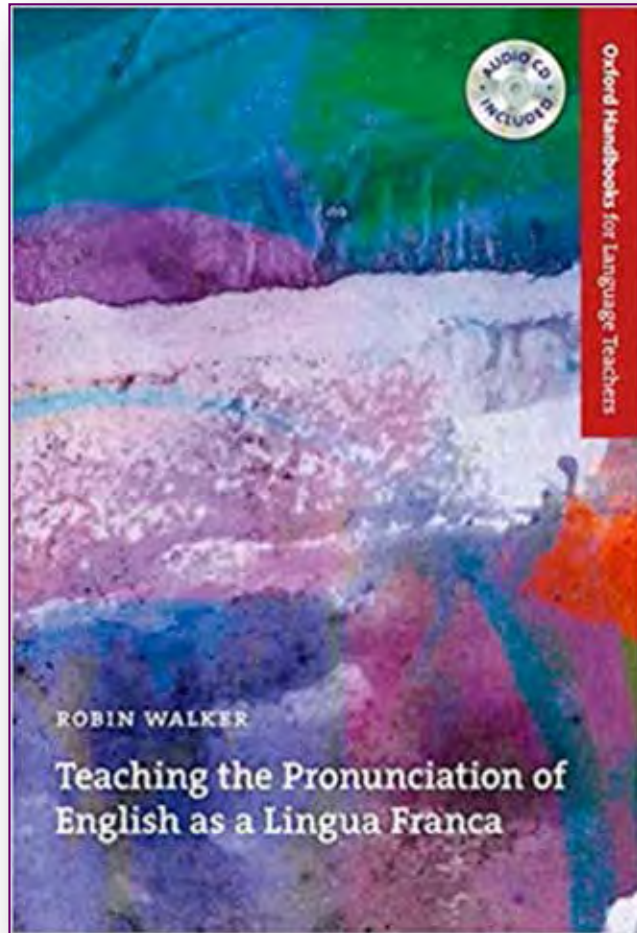


### Non-core features

- the 'th' sounds
- exact vowel quality
- tones (pitch movement)
- word stress
- stress-timing (rhythm)
- connected speech modifications
- vowel reductions, weak forms
- schwa

## So just how global *is* your English?

### 2) EIL/ELF pronunciation



*Teaching the  
Pronunciation of English  
as a Lingua Franca.*

Oxford University Press,  
2010.

## So just how global *is* your English?

### 2) EIL/ELF pronunciation

In language teaching, the phonological control of an idealised native speaker has traditionally been seen as the target, with accent being seen as a marker of poor phonological control.

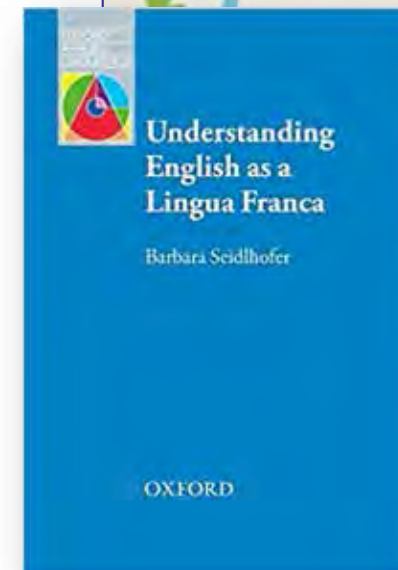
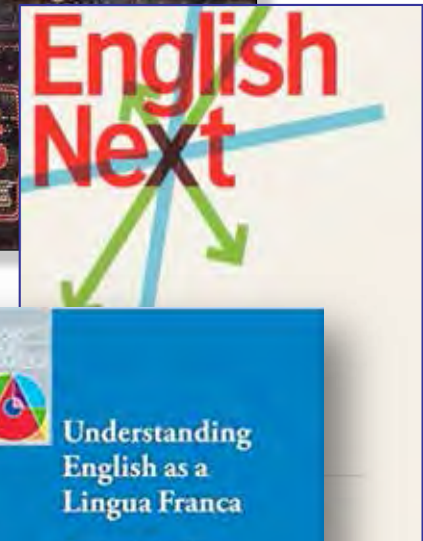
The focus on accent and on accuracy instead of on intelligibility has been detrimental to the development of the teaching of pronunciation.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors, Council of Europe, September 2017, p134.

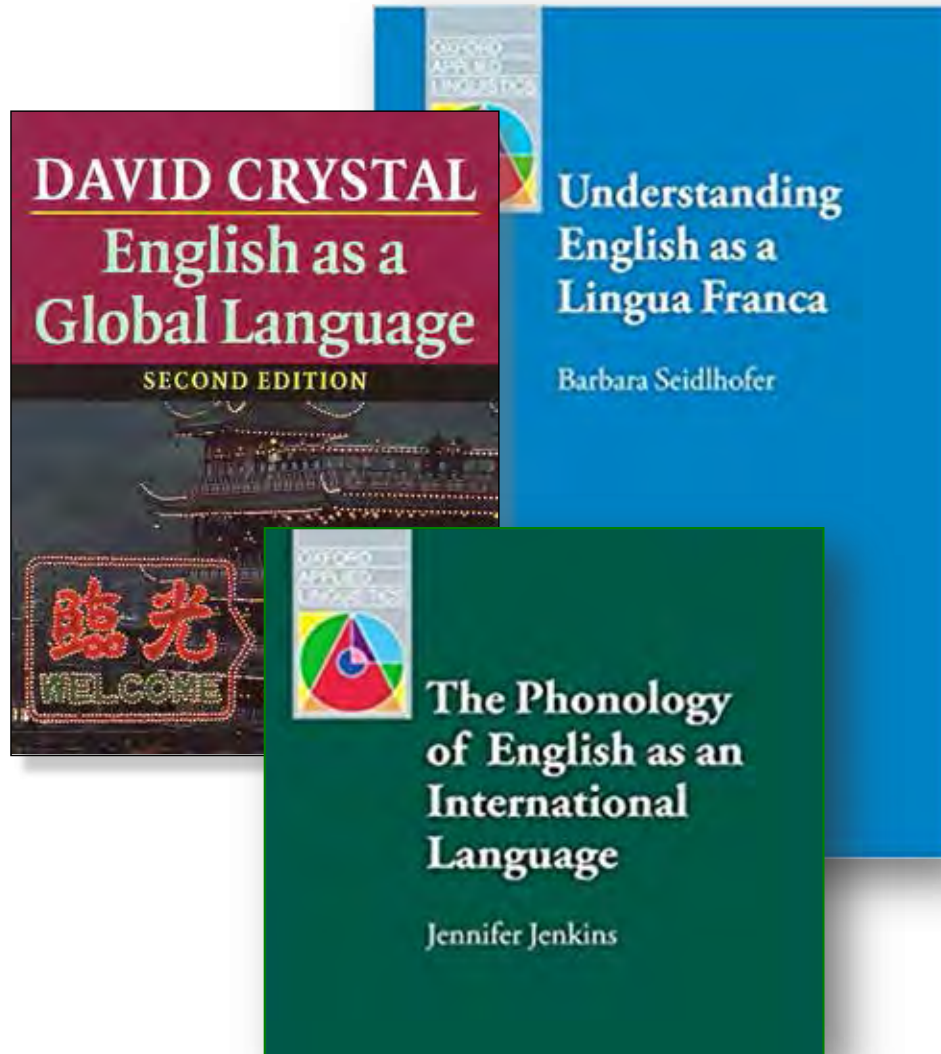
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### 3) EIL/ELF lexico-grammar

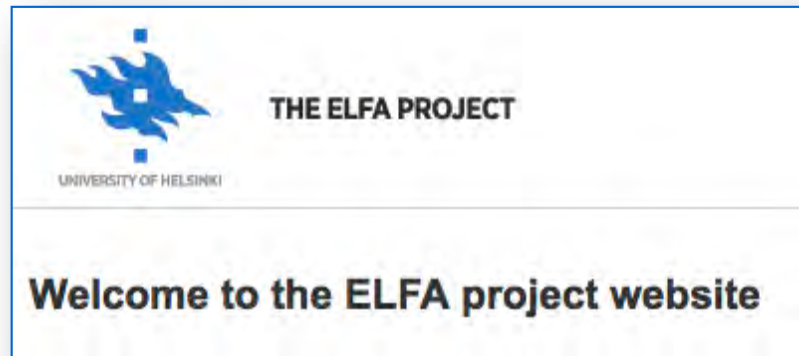


Vienna-Oxford  
International  
Corpus of English

- a computer-readable corpus of NNS spoken English
- naturally occurring, face-to-face spoken interactions
- academic, business & leisure
- to find out how successful NNSs use the language.

## So just how global *is* your English?

### 3) EIL/ELF lexico-grammar



English as a lingua  
franca in academic settings

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

## So just how global *is* your English?

### 3) EIL/ELF lexico-grammar

#### Seidlhofer 2004

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

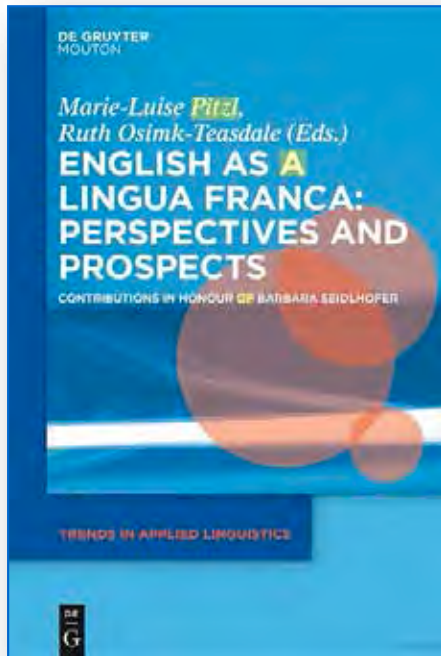
#### Erling & Bartlett, 2006

- an advice
- a proof
- a research
- vocabularies



# So just how global *is* your English?

## 3) EIL/ELF lexico-grammar



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*

## So just how global *is* your English?

### 3) EIL/ELF lexico-grammar

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.*

## So just how global *is* your English?

### 3) EIL/ELF lexico-grammar



# So just how global *is* your English?

## 3) EIL/ELF lexico-grammar

### Appendix 6 – ISE II Speaking and listening rating scale

Score	Communicative effectiveness	Interactive listening	Language control	Delivery
	<ul style="list-style-type: none"> <li>Task fulfilment</li> <li>Appropriacy of contributions /turn-taking</li> <li>Repair strategies</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension and relevant response</li> <li>Level of understanding</li> <li>Speech rate of examiner interventions</li> <li>Speed and accuracy of response</li> </ul>	<ul style="list-style-type: none"> <li>Range</li> <li>Accuracy/precision</li> <li>Effects of inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Intelligibility</li> <li>Lexical stress/intonation</li> <li>Fluency</li> <li>Effects on the listener</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Fulfils the task very well</li> <li>Initiates and responds with effective turn-taking</li> <li>Effectively maintains and develops the interaction</li> <li>Solves communication problems naturally, if any</li> </ul>	<ul style="list-style-type: none"> <li>Understands all interventions on a first hearing</li> <li>Interprets examiner's aims and viewpoints accurately by making links with earlier information</li> <li>Makes immediate and relevant responses</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of grammatical structures/ lexis flexibly to deal with topics at this level</li> <li>Consistently shows a high level of grammatical accuracy and lexical precision</li> <li>Errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li><b>Clearly intelligible</b></li> <li>Uses focal stress and intonation effectively</li> <li>Speaks promptly and fluently</li> <li>Requires no careful listening</li> </ul>

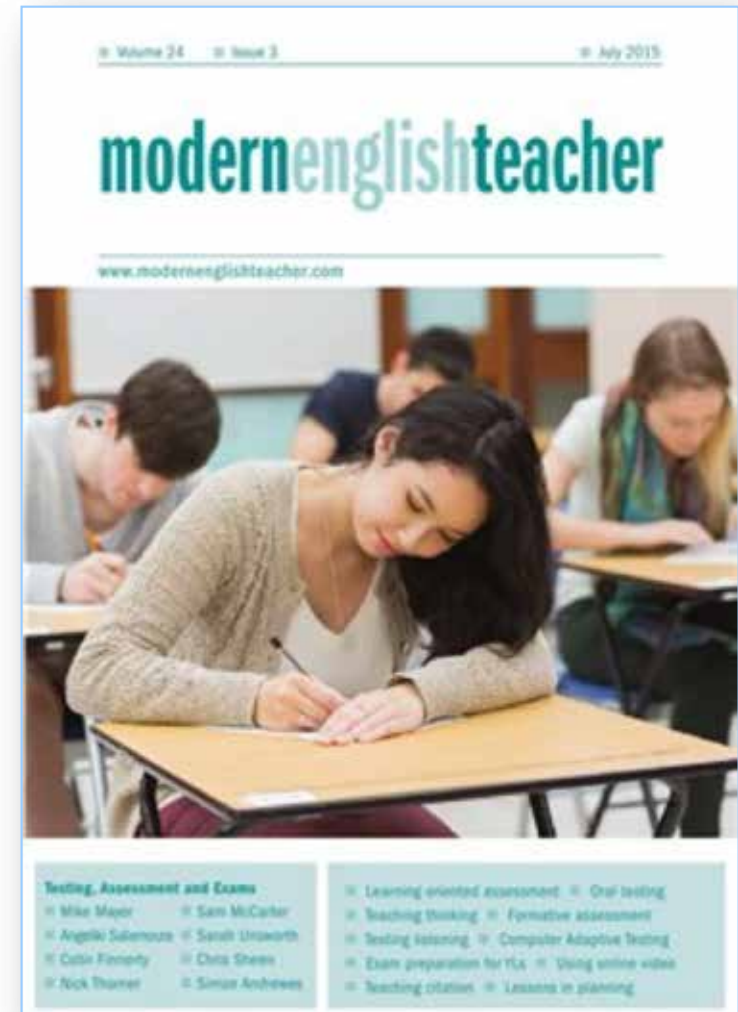
# The Globalisation of English: implications for ELT

## 3) ELF lexico-grammar and idiomaticity

Walker, 2016

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.



# The Globalisation of English: implications for ELT

## 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



# The Globalisation of English: implications for ELT

## 3) ELF lexico-grammar and idiomaticity

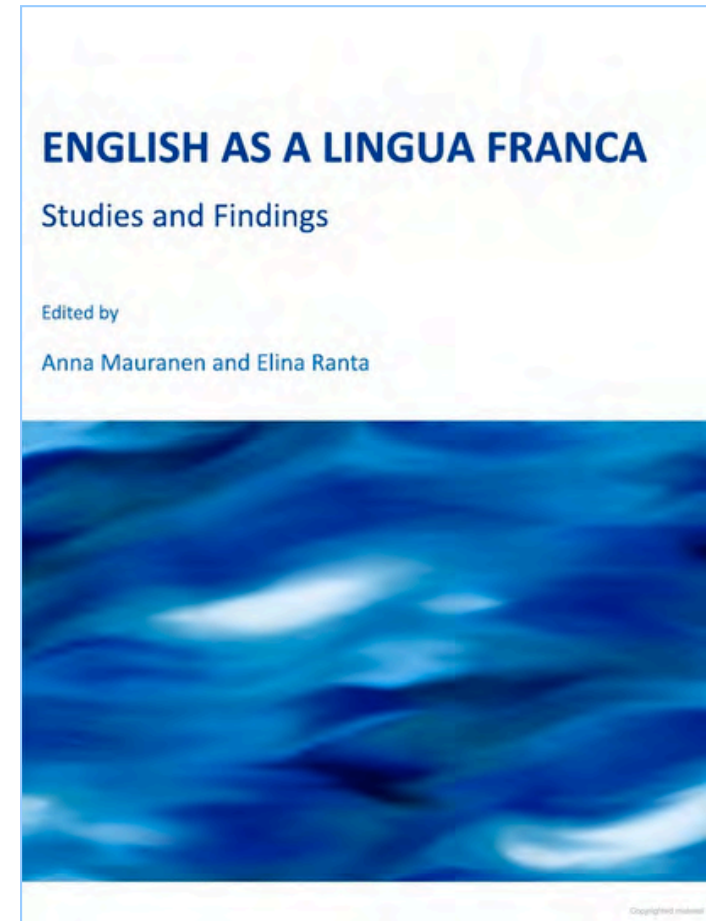
Pitzl, 2010

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



# The Globalisation of English: implications for ELT

## 3) ELF lexico-grammar and idiomaticity

Pitzl, 2010

ELF: put my hands into the fire for it

GER: Dafür lege ich meine Hand ins Feuer

NED: de hand voor iemand in het vuur steken

ESP: poner la mano en el fuego

ENG: to put yourself on the line





## So just how global *is* your English?

### 3) EIL/ELF lexico-grammar

- Let's run it up the flagpole...
- The boss threw a googly at us ....
- A large luggage? You need a large car.

## So just how global *is* your English?

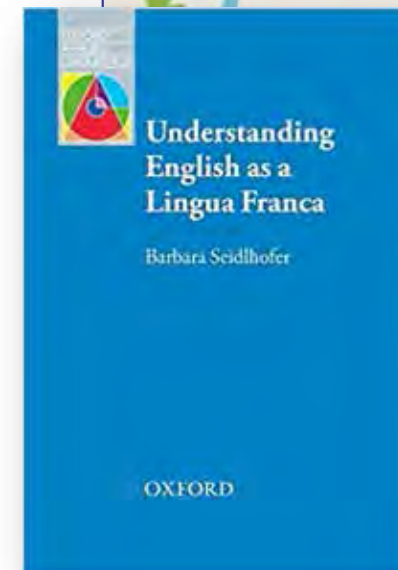
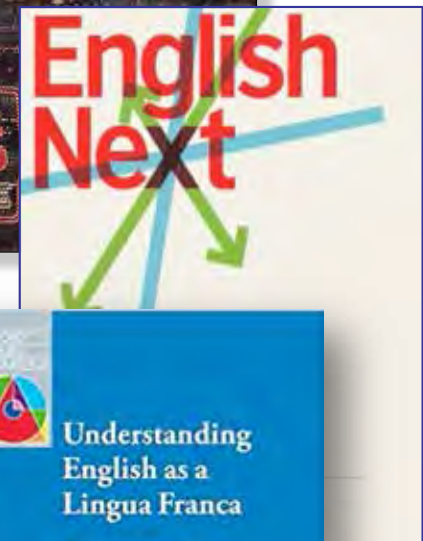
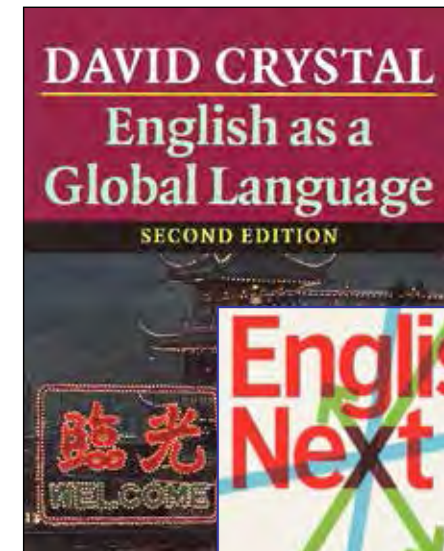
### 3) EIL/ELF lexico-grammar

- Let's run it up the flagpole... (NS – correct)
- The boss threw a googly at us .... (NS – correct)
- A large luggage? You need a large car. (NNS – X)

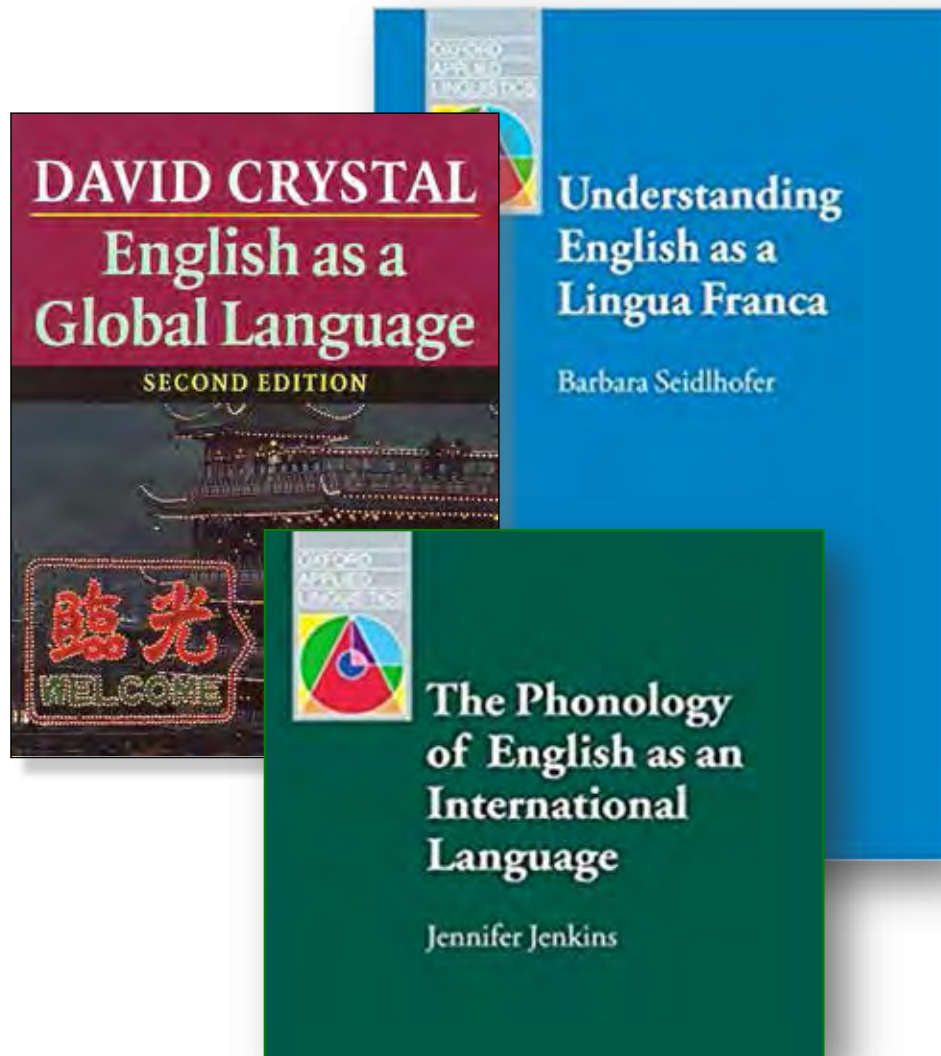
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## Implications

1. English in the 21st century plays different roles. Different roles need different names. Different roles mean different goals.
2. Intelligibility – not accent – is the goal of pronunciation teaching for EIL/ELF.
3. Communicative effectiveness – not NS usage – is the goal when teaching lexicogrammar & idiomaticity for EIL/ELF.



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## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF

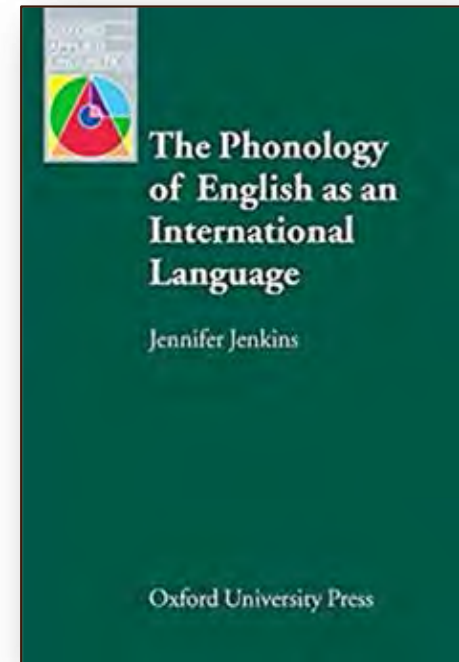
#### Phonological accommodation

B ... the bottom of the picture there's  
mm gley house,

A (*frowns*)

B (*registers A's frown*) grey and small  
house, it's very s-old

A Yeah, there's a grey house, yeah.



(Jenkins, 2000: 82)

## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF

An alternative approach would be to focus on features which tend to vary across different accents, with the intention of not familiarizing them with any accent in particular, but with features which are particularly 'vulnerable' to variation.

*Hancock 2012, SO! 47.*

## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF

*By the end of the study, the students reported a major gain in confidence in interacting with speakers with an L2 accent.*



**Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002).**  
Teaching native speakers to listen to foreign accented speech.

## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF

*English language learners could hear, analyse and compare key features among a variety of accents.*

*Such an approach would address both intelligibility and listening comprehension, increasing communication flexibility and respect for accent diversity.*

Scales, J. et al. 2006



## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF



**Exploit words &  
negotiate meanings**

## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF

#### **Firth 1996**

A: their bricks get u:::h (.) *blowing* uh [like balloons]

B: [yah that's it] yeah the bricks g- get *blowing* and ...

## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF



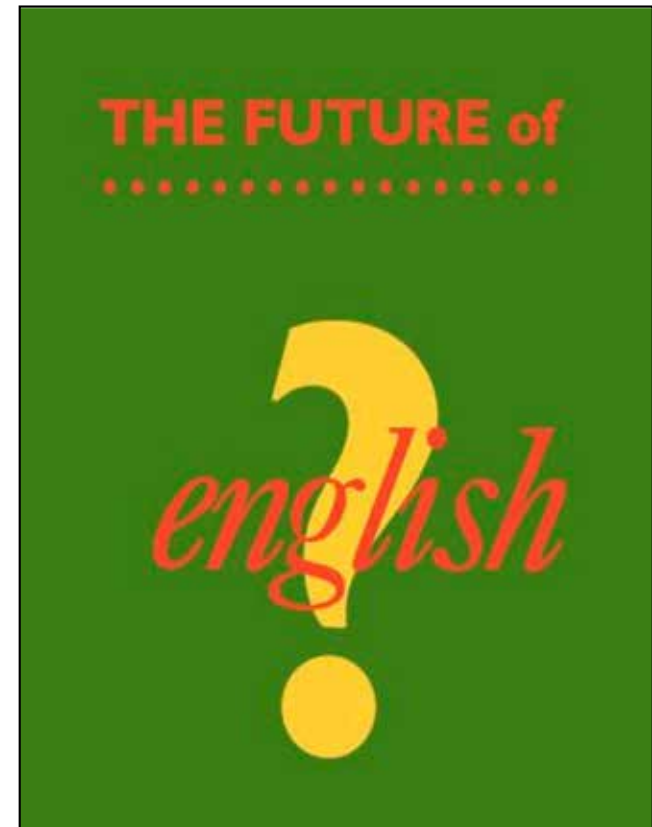
The image shows a screenshot of a website for the ELF3 conference. The header is blue with the text 'ELF<sup>3</sup> / Third International Conference of English as a Lingua Franca Vienna 2010.' and the University of Vienna logo. Below the header, there is a navigation bar with 'Home' and 'Feedback' links. The main content area features the name 'Alessia Cogo, University of Surrey/ University of Southampton' and the University of Vienna logo. The main text reads: 'Constructing and negotiating understanding in ELF' followed by a paragraph: 'Effective language use in any context would entail the speakers' engagement in constructing and negotiating understanding. This kind of engagement becomes even more salient in contexts of ELF communication, where speakers from different lingua-cultural backgrounds are involved in generation and transfer of knowledge in increasingly transnational spaces.'

## So just how global *is* your English?

### 4) Accommodation and negotiation in EI/ELF

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.

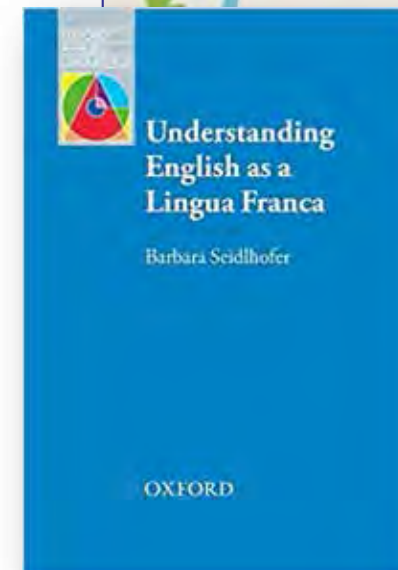
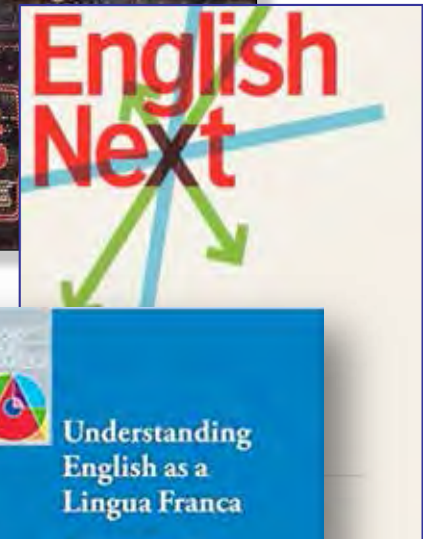


Graddol, 1997

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2. Intelligibility – not accent – is the goal of pronunciation teaching for EIL/ELF.
3. Communicative efficiency – not NS usage – is the goal of lexicogrammar & idiomaticity for EIL/ELF.
4. Be flexible. Accommodate. Be willing and *able* to negotiate.



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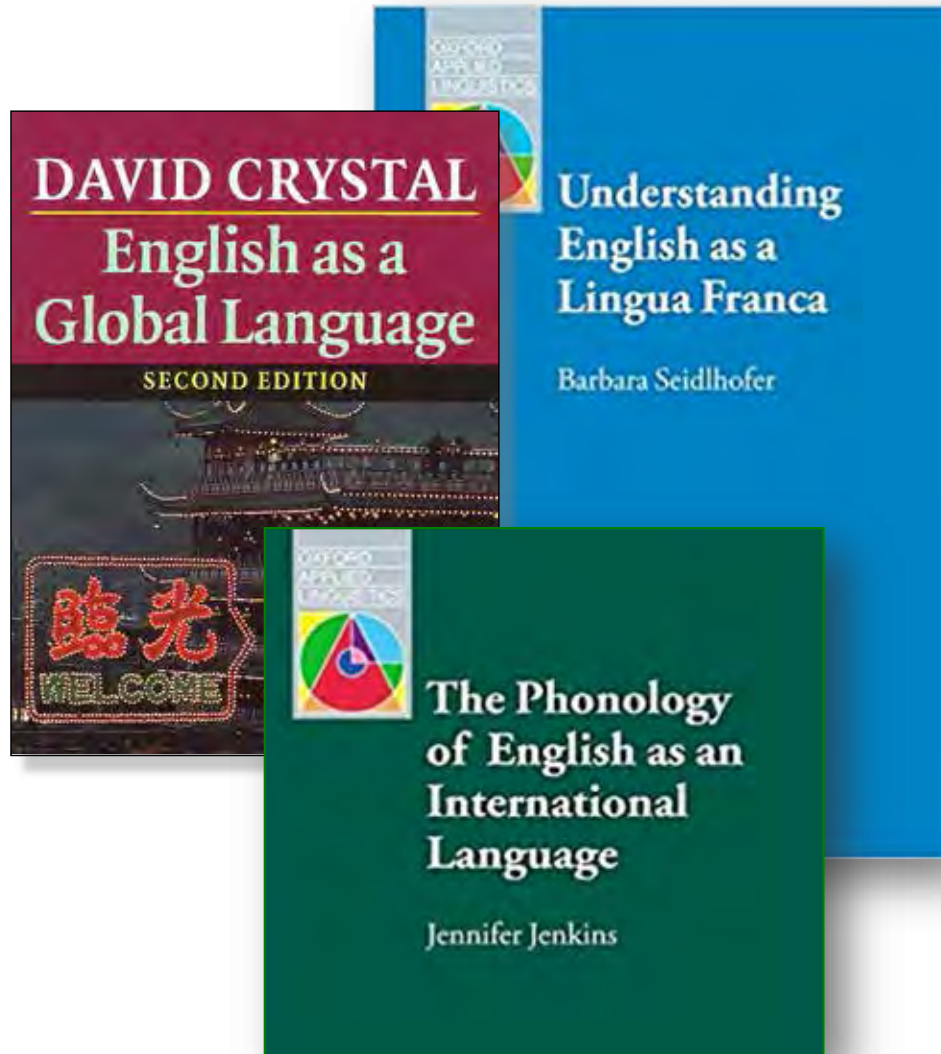
Further reading



[www.englishglobalcom.wordpress.com](http://www.englishglobalcom.wordpress.com)



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