ELF

English as a Lingua Franca:
A starting point

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The literature on this subject is far from presenting clear-cut definitions, but there are two main ones:

- A language, an actual variety of English, distinct from native varieties.

  [ELF is] a “contact language” between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication (FIRTH, 1996, p.240)

- A context or purpose of use.

  ELF interactions are defined as interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue (HOUSE, 1999, p.74)
ELF is a *sociolinguistic* not a *linguistic* concept. The **ELF user** is any person using English for lingua franca purposes, regardless of which actual English variety they employ to do so.
Kachru’s circles might be replaced today, for the purposes of ELF teachers and learners, with a model that places the fully competent speaker of English as a lingua franca in the center, with graduating rather than clearly delineated outer rings of proficient, less proficient and limited speakers (RAJADURAI, 2005).
‘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 et al, 2006: 735).
One very robust finding in our work is that accent and intelligibility are not the same thing. A speaker can have a very strong accent, yet be perfectly understood.
The appropriate speaker model

Who is the ideal speaker-model for the teacher and learner of ELF? The speaker of English as a mother tongue? Or a non-native ELF user? Or some kind of combination?
Whose standard?
Whose standard?
Whose standard?

Nigeria

South Africa
There is no doubt that English Language Teaching for the hegemonic nations is a multi-million dollar enterprise. The questioning of whose standard counts along with the growth of competing varieties are indeed, it would appear, to be a threat to the “ELT industry”.
Quiz time!

(1) “The highest mark _____ the Mathematics test was 76 out of 100.  
(a)on; (b) at; (c) in; (d) for”

(2) “Is you sister still angry _____ me?  
(a)with; (b) to; (c) at; (d) by”

In question (1) the “correct” answer in British English is (c) in. An American taking the test would be marked wrong for the norm in American English is on (a).

In question (2) the “correct” answer is (a) “with”, but American English permits “with” or “at”
It is, in any case, an over-simplification to see the choice as between “native“ and “non-native“ models. It makes sense to look beyond this distinction. What, after all, do teachers want their students to achieve in terms of proficiency? Surely the best level of English they can, with a thorough mastery of the forms and meanings of English that are currently used and seen as correct worldwide. There is no reason to believe that only native speakers possess this level of competence: on the contrary, there is a very large, and growing, population of non-native speakers who also do so.
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<th>#</th>
<th>Aspects of pronunciation</th>
<th>EFL targets</th>
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<td>1</td>
<td>The consonantal inventory</td>
<td>All sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP non-rhotic /r/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GA rhotic /r/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP intervocalic [t]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GA intervocalic [t]</td>
</tr>
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<td>2</td>
<td>Phonetic requirements</td>
<td>Rarely specified</td>
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<td>3</td>
<td>Consonant cluster</td>
<td>All word positions</td>
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<td>4</td>
<td>Vowel quantity</td>
<td>Long-short contrast</td>
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<tr>
<td>5</td>
<td>Vowel quality</td>
<td>Close to RP or GA</td>
</tr>
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<td>6</td>
<td>Weak forms</td>
<td>Essential</td>
</tr>
<tr>
<td>7</td>
<td>Features of connected speech</td>
<td>All</td>
</tr>
<tr>
<td>8</td>
<td>Stress-timed rhythm</td>
<td>Important</td>
</tr>
<tr>
<td>9</td>
<td>Word stress</td>
<td>Critical</td>
</tr>
<tr>
<td>10</td>
<td>Nuclear (tonic) stress</td>
<td>Important</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>C</th>
<th>ELF targets</th>
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</thead>
<tbody>
<tr>
<td>Influence on intelligibility</td>
<td>All sounds except /θ/ and /ð/</td>
</tr>
<tr>
<td></td>
<td>Rhotic /r/ only</td>
</tr>
<tr>
<td></td>
<td>Intervocalic [t] only</td>
</tr>
<tr>
<td></td>
<td>Aspiration after /p/, /t/, and /k/.</td>
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<tr>
<td></td>
<td>Appropriate vowel length before fortis/lenis consonants.</td>
</tr>
<tr>
<td></td>
<td>Word initially, word medially</td>
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<tr>
<td></td>
<td>Long-short contrast</td>
</tr>
<tr>
<td></td>
<td>L2 (consistent) regional qualities.</td>
</tr>
<tr>
<td></td>
<td>Unhelpful to intelligibility</td>
</tr>
<tr>
<td></td>
<td>Inconsequential or unhelpful</td>
</tr>
<tr>
<td></td>
<td>Does not exist</td>
</tr>
<tr>
<td></td>
<td>Unnecessary / can reduce flexibility</td>
</tr>
<tr>
<td></td>
<td>Critical</td>
</tr>
</tbody>
</table>

Table 1: Pronunciation targets for teaching EFL and ELF - Modified from Jenkins 2005:147
Fortis? = Voiceless
Lenis? = Voiced
Plosives?
are the kinds of sounds usually associated with the letters $p, t, k; b, d, g$, in which air flow from the lungs is interrupted by a complete closure being made in the mouth.
An **affricate** is a consonant that begins as a stop and releases as a fricative, generally with the same place of articulation (most often coronal).

<table>
<thead>
<tr>
<th></th>
<th>plosives</th>
<th>fricatives</th>
<th>affricates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fortis</strong></td>
<td>p t k</td>
<td>f p s j</td>
<td>tʃ</td>
</tr>
<tr>
<td><strong>Lenis</strong></td>
<td>b d g</td>
<td>v ð z ðʃ</td>
<td></td>
</tr>
</tbody>
</table>

**Fricatives** are the kinds of sounds usually associated with letters such as f, s; v, z, in which the air passes through a narrow constriction that causes the air to flow turbulently and thus create a noisy sound.
TOP TEN SOURCE COUNTRIES FOR 2014

[Bar chart showing the top ten source countries for 2014 with categories for wh & other, visitor, and student.]

English Australia Fact Sheet ELICOS Industry Statistics 2014 [https://goo.gl/Kt0f3l]
<table>
<thead>
<tr>
<th>Word</th>
<th>Usual pronunciation</th>
<th>Improved pronunciation</th>
<th>Number of syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>particularly</td>
<td>“par-ti-cu-ly”</td>
<td>“par-tic-u-lar-ly”</td>
<td>5</td>
</tr>
<tr>
<td>government</td>
<td>“gov-ment”</td>
<td>“gov-ern-ment”</td>
<td>3</td>
</tr>
<tr>
<td>visual</td>
<td>“vis-ul”</td>
<td>“vi-su-al”</td>
<td>3</td>
</tr>
<tr>
<td>usual</td>
<td>“us-al”</td>
<td>“u-su-al”</td>
<td>3</td>
</tr>
<tr>
<td>experience</td>
<td>“exper-ince”</td>
<td>“ek-spe-ri-ence”</td>
<td>4</td>
</tr>
<tr>
<td>immediately</td>
<td>“im-me-di-ly”</td>
<td>“im-me-di-at-ely”</td>
<td>5</td>
</tr>
<tr>
<td>customer</td>
<td>“cus-mer”</td>
<td>“cus-tom-er”</td>
<td>3</td>
</tr>
</tbody>
</table>
Practice Sentences
1. He came to London in nineteen ninety nine.
2. He gained ten pounds in one month.
3. The sun shone after the rain.
4. That town is known for its fine wine.

Practice Sentences
1. I have to have five.
2. He will prove that he can improve the government.
3. I have been involved with them for eleven or twelve years.

Practice
/l/ (initial): light; lace; lead; laugh; learn
/l/ (medial): fault; rolling; falling; swollen; really
/l/ (final): recall; fall; roll; available; identical
Consonant Clusters

/pr/: problem; practice; pronunciation; present
/pl/: place; plough; plane; please; plumber.
/tr/: try; train; trophy; trail; tricky; trace; trim.
.kr/: crane; crab; crime; Kristen; cram; cradle.
/kl/: climb; claim; cloud; clear; Clayton; cluster.
/fl/: fly; fleece; Fletcher; fluke; flirt; fluster.
/ks/: lacks; Max; spikes; takes; seeks, ticks.
/sk/: ask; task; husky; rascal; mascot; risky.
/st/: must; rusty; festival; Crystal; pastor; best
/ts/: rights; mates; fights; boots; seats; hits
- Consonant Clusters
- Longer words
- /n/
- /v/
- /l/

<table>
<thead>
<tr>
<th>F</th>
<th>V</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ferry</td>
<td>very</td>
<td>berry</td>
</tr>
<tr>
<td>effort</td>
<td>ever</td>
<td>Ebber</td>
</tr>
<tr>
<td>foul</td>
<td>vowel</td>
<td>bowel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F</th>
<th>V</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>vat</td>
<td>bat</td>
</tr>
<tr>
<td>face</td>
<td>vase</td>
<td>base</td>
</tr>
<tr>
<td>fear</td>
<td>veer</td>
<td>beer</td>
</tr>
</tbody>
</table>
✓ Consonant Clusters

✓ Longer words

✓ /n/

✓ /v/

✓ /l/

✓ /r/

✓ /z/ disease
disease

✓ /dʒ/ vs /lz/

zoo
business
physician
thousand
desire
result
design
busy

✓ /p/ vs /f/

pore for
pore for

pup puff
cups cuffs

plight flight

a pair a fair

praise phrase

Practice Sentences

That’s a perfect performance.

I will pay up front for the fans.

I prefer to have coffee before five pm.

Do you feel that I improved my French?
✓ Consonant Clusters

✓ Longer words

✓ /n/

✓ /v/

✓ /l/

✓ /r/

✓ /r/ (beginning and middle)
  right
  race
  really
  problem
  traffic
  frog

✓ /r/ (end)
  car
  meter
  prefer
  bear
  shower
Do you teach pronunciation?
How often do you teach pronunciation?

Do you follow a restricted/tight curriculum?
Do you have time to teach pronunciation?
WARMERS

http://goo.gl/AqIDXT
REASONS FOR USING WARMERS

- to wake learners up
- to introduce a theme
- to relax learners
- to provide humour
- to provide a break in the lesson
- to finish the lesson on a light note
- to provide oral fluency practice
..and to practice
Consonant Clusters

Rhotic r

Br → bread
Cr → crash
Dr → drive
Fr → friend
Gr → great
Pr → price
Scr → screen
Shr → shred
Spr → spring
Str → street
Thr → three
Tr → tree
RUNNING DICTATION
**Shouting dictation**: for quiet classes, stand students at the opposite side of the room and make them shout to each other.

**Two-part texts**: students have a gapped text each, with opposite gaps in their text, i.e. the bits they’re missing are the bits the other person has. They need to work together to reconstruct the text.

**Class story**: give each student one sentence of a story. Students go around the class speaking to everyone and taking a note of the different sentences, trying to put the story into order as they go.

**Gapped chaos dictation**: Give students four different gapped texts on four different coloured papers, on a similar theme (e.g. four different people talking about what they do in their free time). Put the missing information on different coloured slips of paper, depending which colour text it matches. Stick these slips all around the room. Then follow the chaos dictation procedure.

**Chaos dictation**: Put sentences on the walls, spaced out all around the class. The sentences should be numbered and match a grid which stays on students’ tables. Give each pair one grid. The writing student stays sitting at the table. The runner goes around the room finding the different sentences, remembering them and running back to tell their partner. Halfway, tell students to switch roles. It ends up with students going in all directions (hence the name) which makes its really fun, but not recommended for a big class.

/p/ voiceless aspirated bilabial stop
/t/ aspirated alveolar stop
/k/ voiceless aspirated velar stop

https://www.youtube.com/watch?v=qN1UknHJ7vM
Rules of Aspiration

Voiceless plosive + a vowel sound $\rightarrow$ aspirated.

\[
\begin{align*}
/p/ \quad \text{pen} & \quad \rightarrow \quad /\text{pen}/ & \rightarrow & \quad [\text{p}^h\text{en}] \\
/t/ \quad \text{ten} & \quad \rightarrow \quad /\text{ten}/ & \rightarrow & \quad [\text{t}^h\text{en}] \\
/k/ \quad \text{cat} & \quad \rightarrow \quad /\text{kæt}/ & \rightarrow & \quad [\text{k}^h\text{æt}] 
\end{align*}
\]
Bilabials /p/ /b/

/p/ is Voiceless, Bilabial, Plosive.

Party → /ˈpɑː.ti/
lip → /lɪp/

/b/ is Voiced, Bilabial, Plosive.

bird → /bɜːd/
cab → /kæb/
Alveolars /t/ /d/

/t/ is Voiceless, Alveolar, Plosive

- tea → /ti:/
- cut → /k^t/

/d/ is Voiced, Alveolar, Plosive

- drive → /draɪv/
- bed → /bed/
Velars /k/ /g/

/k/ is Voiceless, Velar, Plosive
  cat → /kæt/
  book → /bʊk/

/g/ is Voiced, Velar, Plosive.
  gift → /gift/
  egg → /eg/
Richard Crosby: I found the picture.

Richard Crosby: A picture of my wife in your pack.

Richard Crosby: Why do you have a picture of Paulette in your pack?

Joey Tribiani: What picture?

Joey Tribiani: You went through my personal property?

Joey Tribiani: Because, Vincent, we were lovers for two years.
DO work on individual sounds
DO work on consonant clusters
DO work on vowel length
DO work on sentence stress

Don’t worry about the ‘th’ sounds
Don’t worry about ‘BBC’ vowels
Don’t worry about ‘inserted vowels’
Don’t worry about the different tones

http://goo.gl/vjwHMr
The role of pronunciation is to facilitate intelligibility.
References


• SCHMITZ, JOHN ROBERT. ""To ELF or Not to ELF?" (English as a Lingua Franca): That’s the Question for Applied Linguistics in a Globalized World." RBLA Belo Horizonte 12.2 (n.d.): 249-84. Web.


• Rachel’s English https://www.youtube.com/channel/UCvn_XCl_mgQmt3sD753zdJA
Interested in ELF?

Download the selected bibliography and learn more about the topic

Thank you for coming!

Best regards, Michelle Oriciono