E L F

English as a Lingua Franca:

A starting point

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ELF – English as a Lingua Franca

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)
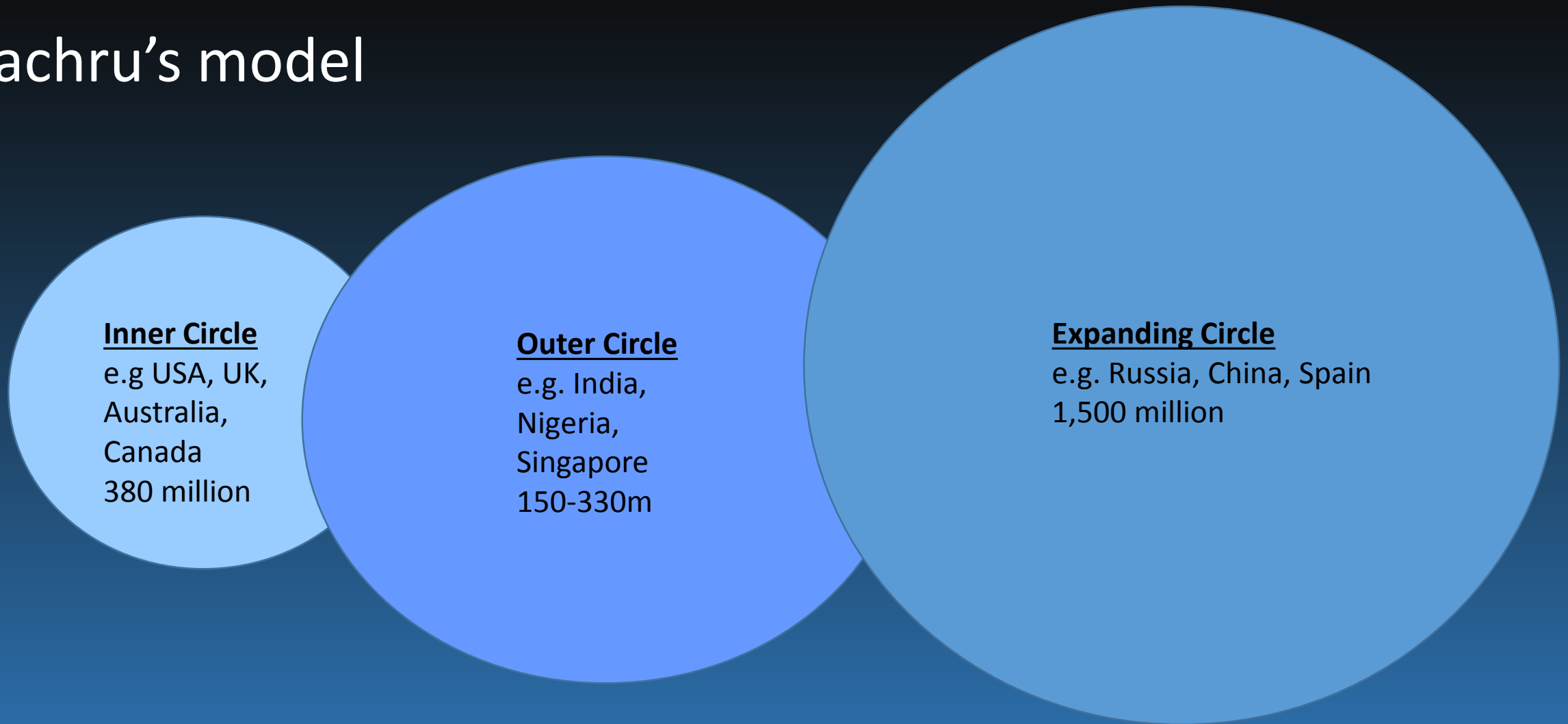
OR

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 <u>ELF user </u>is any person using English for lingua franca purposes, regardless of which actual English variety they employ to do so.

Kachru's model

Inner Circle
e.g USA, UK, Australia, Canada
380 million

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

Expanding Circle
e.g. Russia, China, Spain
1,500 million

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).

ACCENT ≠ INTELLIGIBILITY

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.

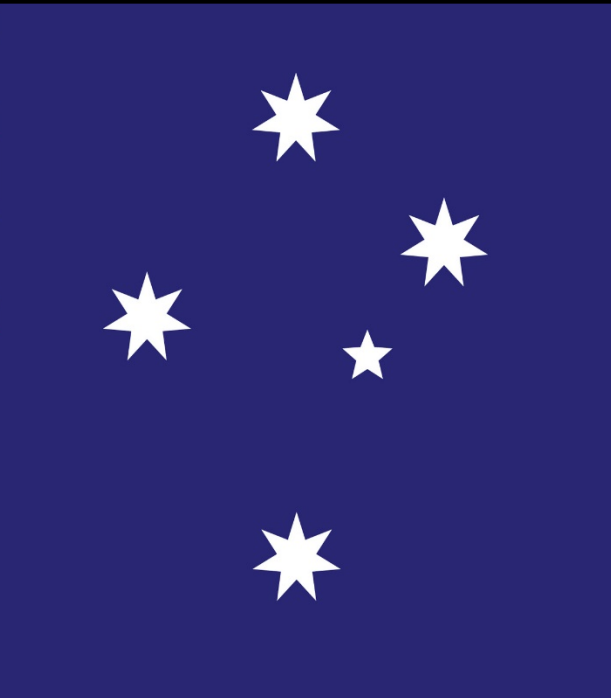Derwing & Munro 2008

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?
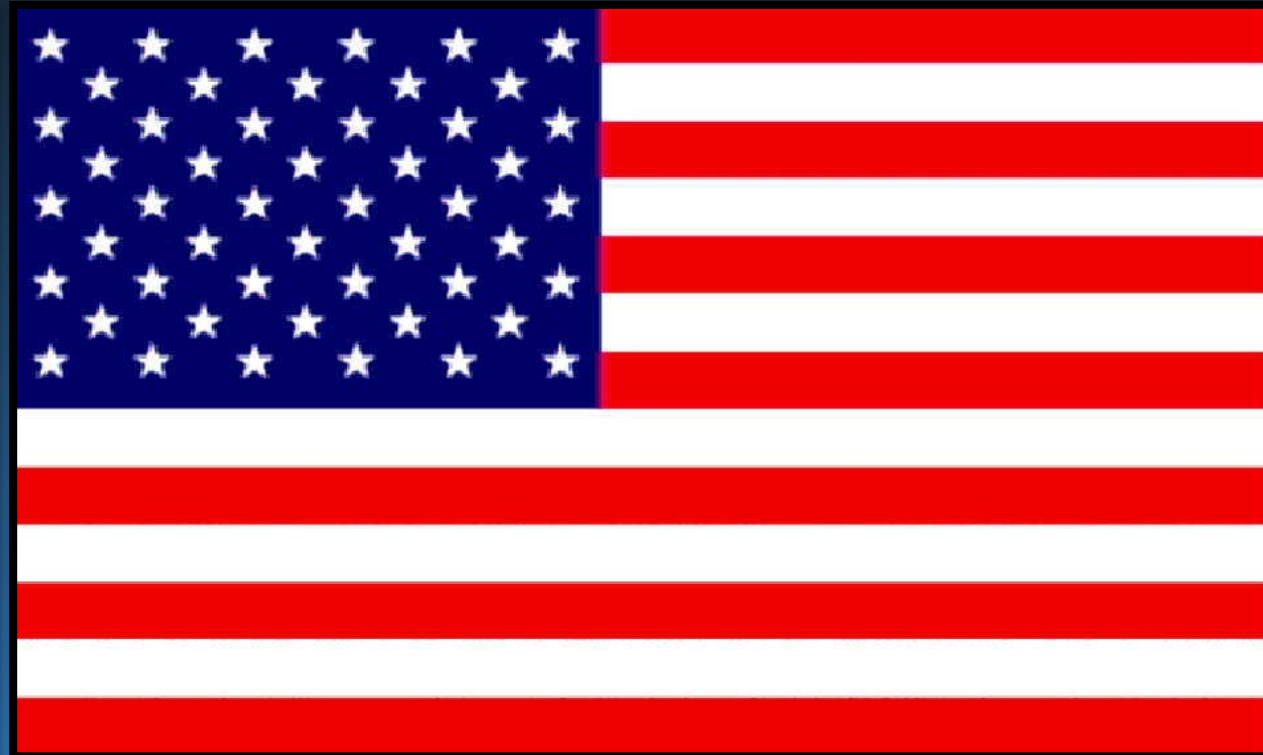
Whose standard?
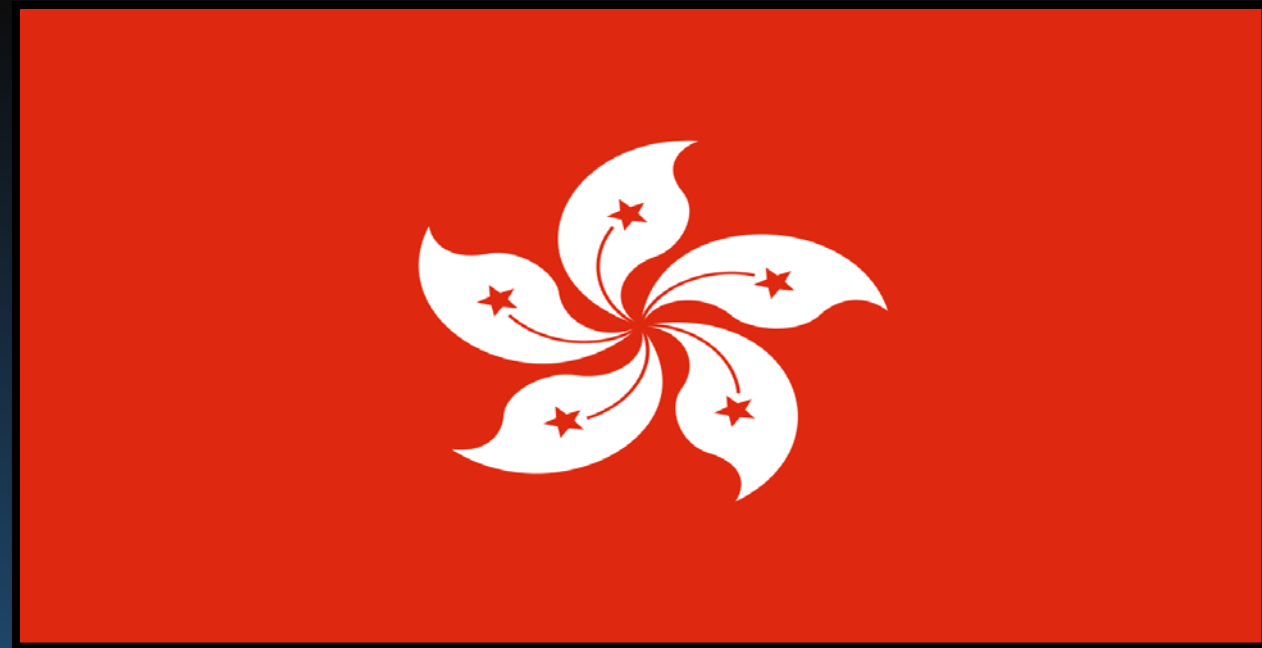
Whose standard?
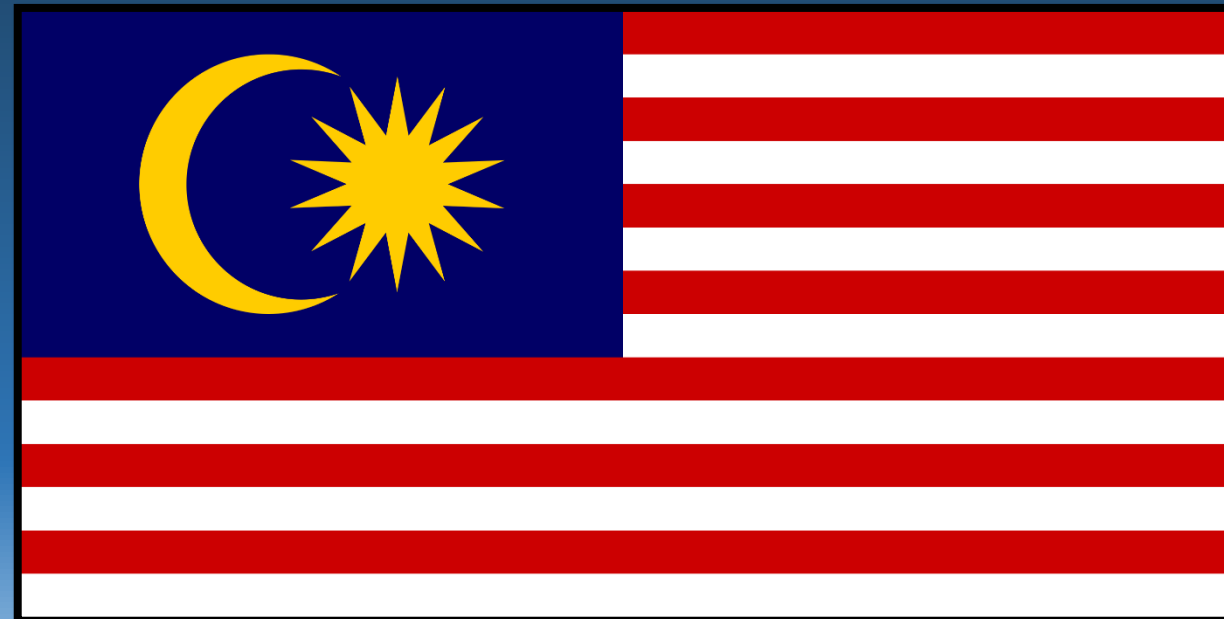

Nigeria

South Africa

India

Hong Kong

Singapore

Malaysia

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.

#	A	B	C	D
	Aspects of pronunciation	**EFL targets**	**Influence on intelligibility**	**ELF targets**
1	The consonantal inventory	All sounds	√ but not all	All sounds except /θ/ and /ð/
		RP non-rhotic /r/ GA rhotic /r/	√ but not all	Rhotic /r/ only
		RP intervocalic [t] GA intervocalic [t]	√ but not all	Intervocalic [t] only
2	Phonetic requirements	Rarely specified	√ but not all	Aspiration after /p/, /t/, and /k/. Appropriate vowel length before fortis/lenis consonants.
3	Consonant cluster	All word positions	√ but not all	Word initially, word medially
4	Vowel quantity	Long-short contrast	√	Long-short contrast
5	Vowel quality	Close to RP or GA	X	L2 (consistent) regional qualities.
6	Weak forms	Essential	X	Unhelpful to intelligibility
7	Features of connected speech	All	X	Inconsequential or unhelpful
8	Stress-timed rhythm	Important	X	Does not exist
9	Word stress	Critical	X	Unnecessary / can reduce flexibility
10	Nuclear (tonic) stress	Important	√	Critical

Table 1: Pronunciation targets for teaching EFL and ELF - Modified from Jenkins 2005:147

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).

	plosives	fricatives	affricates
Fortis:	p t k	f þ s ʃ	tʃ
Lenis:	b d g	v ð z ʒ	dʒ

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

English Australia Fact Sheet ELICOS Industry Statistics 2014 https://goo.gl/Kt0f3l
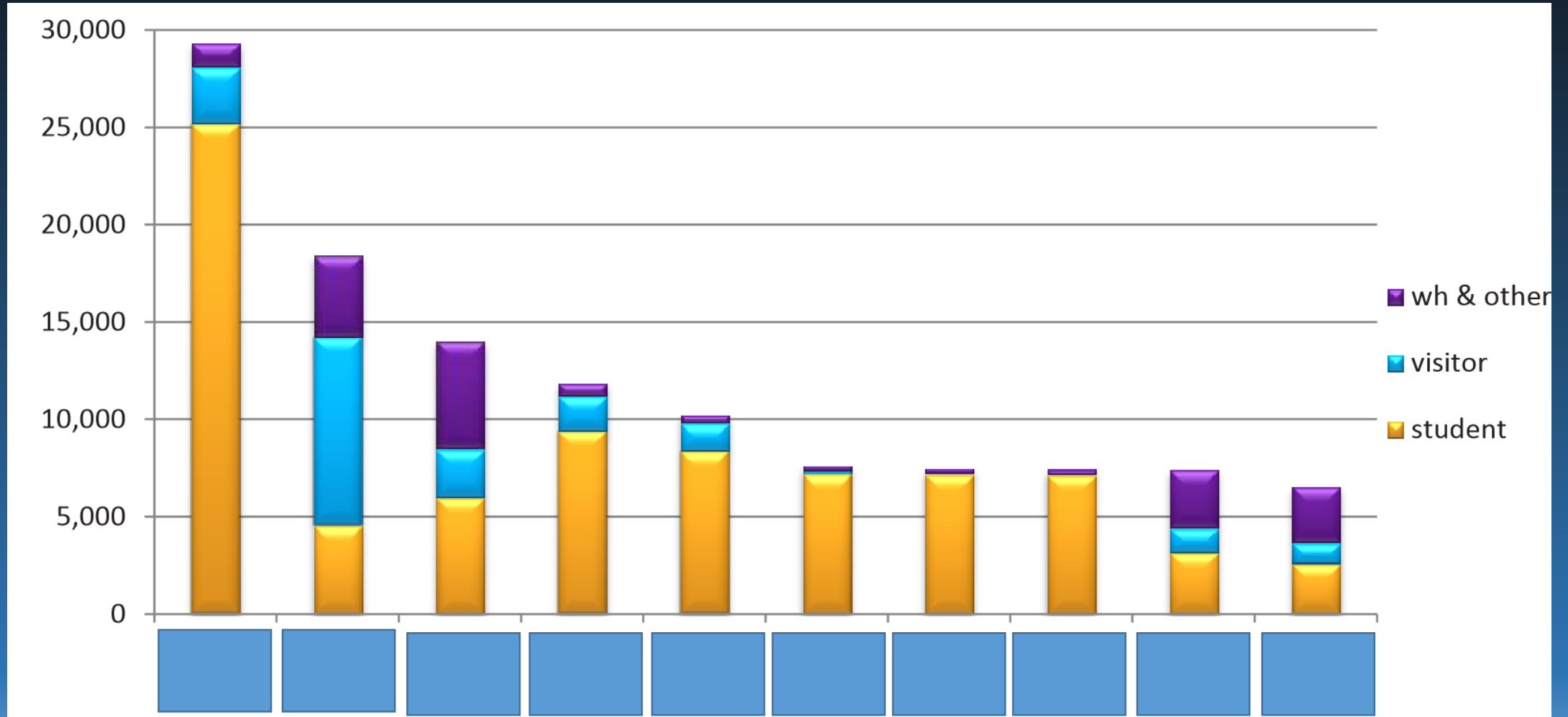
LONGER WORDS

	Word	Usual pronunciation	Improved pronunciation	Number of syllables
1	particularly	"par-ti-cu-ly"	"par-tic-u-lar-ly"	5
2	government	"gov-ment"	"gov-ern-ment	3
3	visual	"vis-ul"	"vi-su-al"	3
4	usual	"us-al"	"u -su – al"	3
5	experience	"exper-ince"	"ek-spe-ri-ence"	4
6	immediately	"im-me-di-ly"	"im-me-di-at-ely"	5
7	customer	"cus-mer"	"cus-tom-er"	3

/n/

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.

/v/

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.

/l/

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/: **pr**oblem; **pr**actice; **pr**onunciation; **pr**esent

/pl/: **pl**ace; **pl**ough; **pl**ane; **pl**ease; **pl**umber.

/tr/: **tr**y; **tr**ain; **tr**ophy; **tr**ail; **tr**icky; **tr**ace; **tr**im.

/kr/: **cr**ane; **cr**ab; **cr**ime; **Kr**isten; **cr**am; **cr**adle.

/kl/: **cl**imb; **cl**aim; **cl**oud; **cl**ear; **Cl**ayton; **cl**uster.
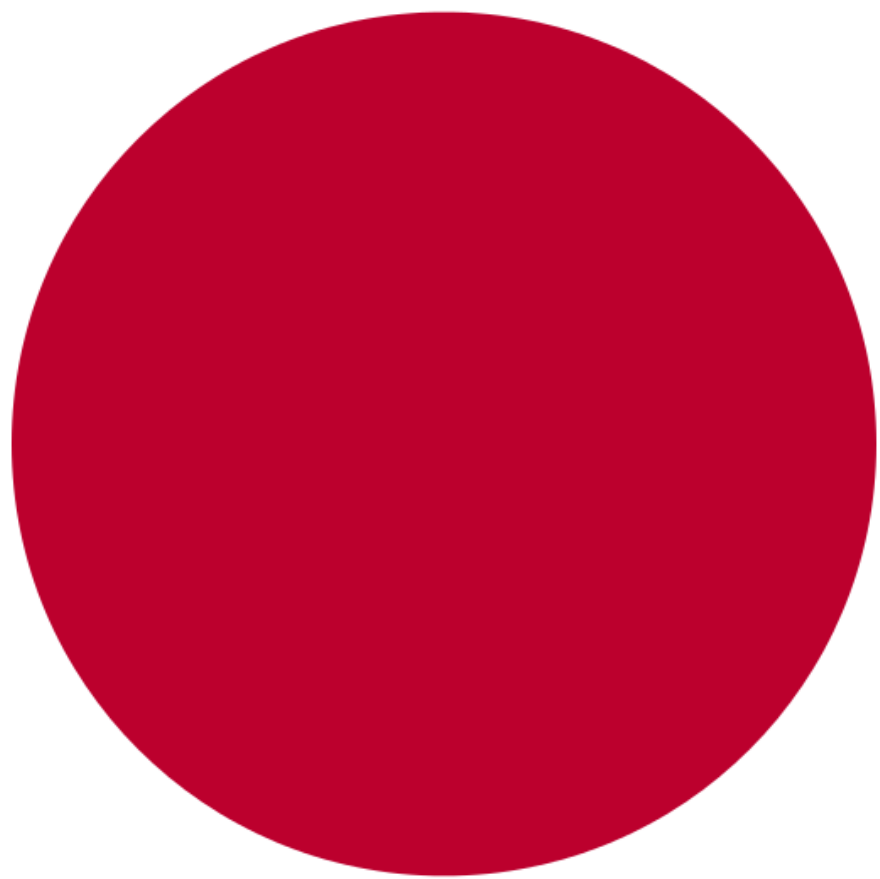
/fl/: **fl**y; **fl**eece; **Fl**etcher; **fl**uke; **fl**irt; **fl**uster.

/ks/: la**cks**; Ma**x**; spi**kes**; ta**kes**; see**ks**, ti**cks**.

/sk/: a**sk**; ta**sk**; hu**sk**y; ra**sc**al; ma**sc**ot; ri**sk**y.

/st/: mu**st**; ru**st**y; fe**st**ival; Cry**st**al; pa**st**or; be**st**

/ts/: righ**ts**; ma**tes**; figh**ts**; boo**ts**; sea**ts**; hi**ts**

- ✓ Consonant Clusters

- ✓ Longer words

- ✓ /n/

- ✓ /v/

- ✓ /l/

F	V	B
ferry	very	berry
effort	ever	Ebber
foul	vowel	bowel

F	V	B
fat	vat	bat
face	vase	base
fear	veer	beer

- Consonant Clusters

- Longer words

- /n/

- /v/

- /l/

- /r/

/z/

disease
zoo
business
transition
physician
thousand
desire
result
design
busy

/dʒ/ vs /z/

Jew zoo

budging buzzing

jealous zealous

range rains

/p/ vs /f/

pore for

pup puff
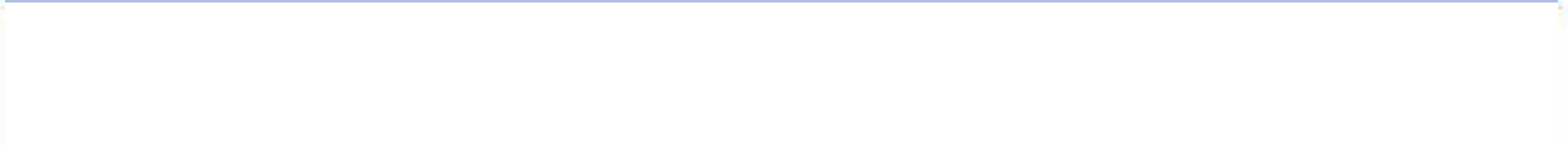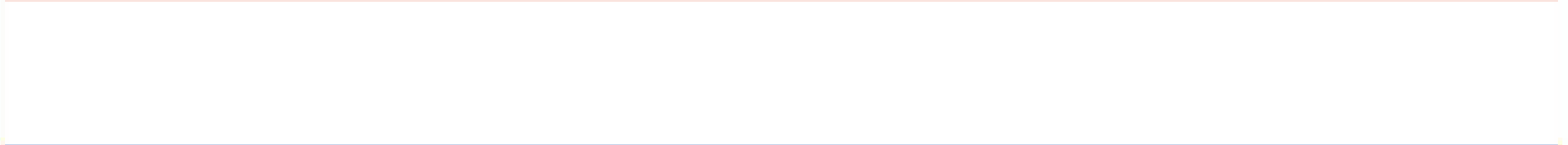
cups cuffs

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?
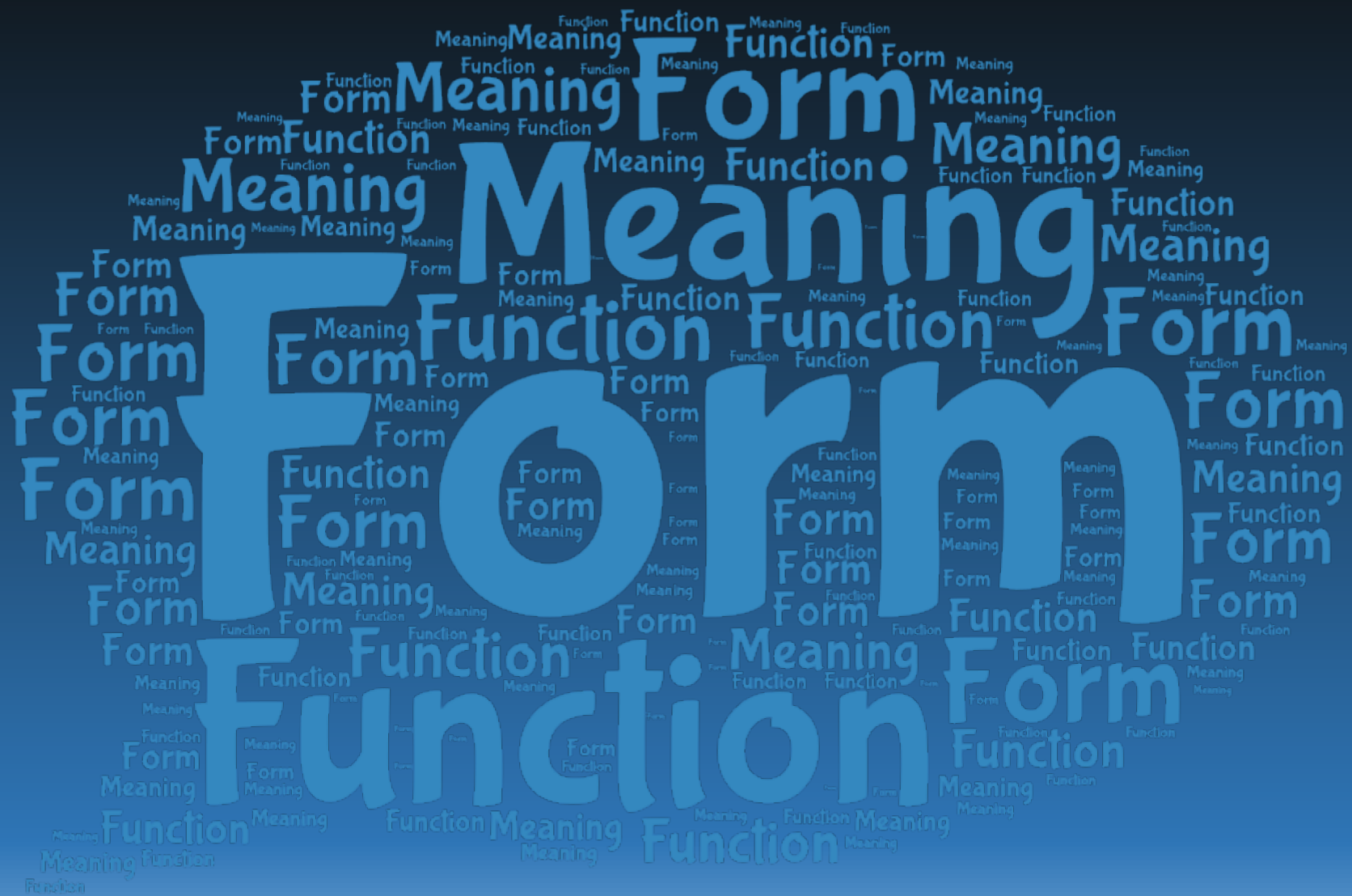
How often do you teach pronunciation?

Do you follow a restricted/tight curriculum?

Do you have time to teach pronunciation?

WARMERS

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

/proˌnənsiˈeɪʃn̩/

Consonant Clusters

Rhotic r

BINGO		
	FREE	

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

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.

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.

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.

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.

HI 5

/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 → aspirated.

/p/ *pen* → /pen/ → [pʰen]
/t/ *ten* → /ten/ → [tʰen]
/k/ *cat* → /kæt/ → [kʰæt]

Bilabials /p/ /b/

/**p**/ is Voiceless, Bilabial, Plosive.

      Party   → /ˈ**p**ɑː.ti/

      li**p**   → /lɪ**p**/

      /**b**/ is Voiced, Bilabial, Plosive.

        bird → /**b**ɜːd/

        ca**b** → /kæ**b**/

Alveolars /t/ /d/

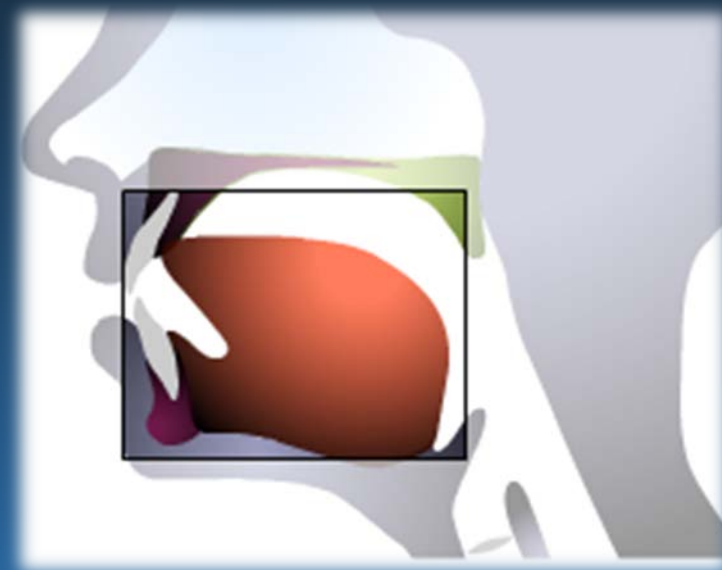/t/ is Voiceless, Alveolar, Plosive

  tea → /ti:/

  cut → /k^t/

/d/ is Voiced, Alveolar, Plosive

  drive → /draɪv/

  bed → /bed/
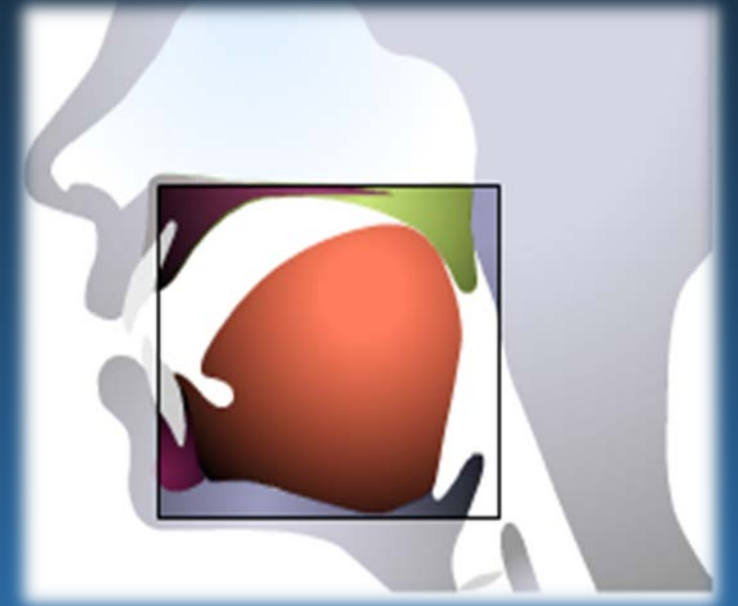
Velars /k/ /g/

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

/g/ is Voiced, Velar, Plosive.
    gift → /gɪft/
    egg → /eg/

Richard Crosby: I found the **p**icture.

Richard Crosby: A **p**icture of my wife in your **p**ack.

Richard Crosby: Why do you have a **p**icture of **P**aulette in your **p**ack?

Joey Tribiani: What **p**icture?

Joey Tribiani: You went through my **p**ersonal **p**roperty?

Joey Tribiani: Because, Vincent, we were lovers for **t**wo 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

The Phonology of English as an International Language – Jennifer Jenkins

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- 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 Ocriciano*