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**English as a Lingua Franca practices
for inclusive multilingual classrooms**

Key issues
in using English as a Lingua Franca

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Overview of Key Issues

- **Identity and using English**

- **Ownership of English**

- **Standard English vs. Non-standard English**

- **Mutual intelligibility**

- **Communication strategies**

- **Multilingualism**

- **Intercultural communication**

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ACTIVITY 1

Before we begin, think about **your own experience** as a user and a teacher of English

- In general, **how do you view yourself** as a **user** of English? What **characteristics** would you say may describe **who you are** as a user of this language?

- **Who** would you say **English** '**belongs**' **to**? **Why**?

- To what extent would you say that **you** and **your learners** have the '**right**' to think that English **'belongs' to you** as well? **Why**?

If you haven't already done so, click the **link** under the video to share your views

Identity

- **Identity**: a person's conceptual representation of him/herself
- **Personal identity**: what makes an individual unique
- **Social identity**: how the individual identifies with specific social groups

→ **Strongly interconnected**

1. Identity as **multiple**, **shifting**, and **in conflict**
2. Identity as crucially related to **social**, **cultural** and **political context**
3. Identity as being **constructed**, **maintained** and **negotiated** primarily through **discourse**

(Varghese et al, 2005: 35)

Identity

Identity is **fluid** and **dynamic** rather than fixed or static

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An individual's identity **shifts** during his/her lifetime

Every time language learners speak, "they are constantly organizing and reorganizing a sense of **who they are** and **how they relate** to the social world. They are, in other words, engaging in **identity construction** and **negotiation**"(Norton, 1997: 410)

"Learners make a **foreign** language and culture **their own** by **adopting** and **adapting** it to **their own needs** and **interests**" (Kramsch, 1998: 81)

Identity and ELF

"Studies of ELF identities have been growing in number, and many of them have indicated that the **nonnative** participants have not been completely satisfied with their English skills because the **point of comparison** has been **native** speakers of English" (Varghese et al, 2005: 23)

"…while some [ELF] speakers **may currently wish** as individuals to identify linguistically (but rarely in other ways) with **NSs** [native speakers] of English, they may at the same time feel more '**at home**' in English as part of **their own linguacultural community** or even an **international NNS** [nonnative speaker] **community**, and wish also to signal their **affiliation** to these groups linguistically" (Jenkins, 2007: 199)

Ownership

→ **Close link between** ownership **and** identity

"Debates on the ownership of a language […] are particularly salient with respect to English because of its **power** on the world stage, its **diverse** uses and users, and the **opportunities** it provides for those who can speak, read, and write it, both online and offline" (Norton, 2018: 1)

Debate on ownership of English in *TESOL Quarterly* (1997):

1. Relationship between **native** and **non-native ESL teachers**
2. Categorization of **ESL learners**
3. Relationship between standard & non-standard **speakers**
4. Perpetration of **Western cultural hegemony** by TESOL educators

Ownership

General assumption: **English** belongs to the **English people**, the speakers of **proper** and **genuine** English and those who **control** the language

"[Standard English] serves a whole range of different communities and their institutional purposes and these transcend traditional communal and cultural boundaries" (Widdowson, 1994: 382)

→ English as a **global resource** – **not** as the **exclusive property** of native speakers

Recent debate on the ownership of English

- Multilingualism   • Transnationalism   • ELF and identity

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Ownership

The non-native English speaking teacher (NNEST):

- the Other
- Anglo-centrism
- inadequacy
- professional illegitimacy

Model of investment (Darvin & Norton, 2015): NNESTs' professional legitimacy and value through an identity of a **bilingual/multilingual teacher**

Focus on **classroom practices** and **student learning** rather than the native language of the English teacher:

- classroom practices that promote **sense of ownership** of English and enhance the range of **identities** of learners

- implications for English language **teacher education**, whether teachers are **native** or **non-native speakers**

Ownership

English language teachers need to:

- pay greater attention to the implications of **locality** in teacher education and language policy

- recognize the **mother tongue** of the English language learner as a **resource** to be harnessed for more effective language learning and teaching

- understand and explore language as both a **linguistic system** and a **social practice**, with great **variation** across sociolinguistic contexts
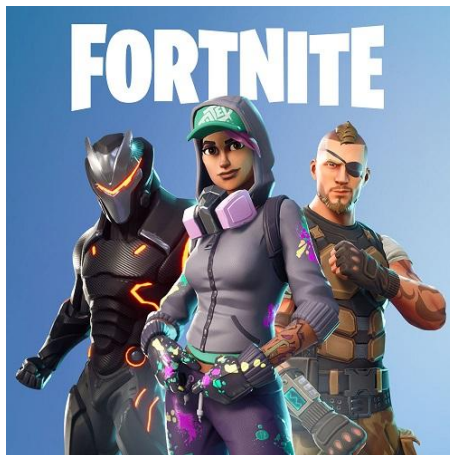
(Early & Norton, 2014)

ACTIVITY 2

Think about **your own experience** as a user and a teacher of English and click the **link** under the video to share your views on the following:

- **How would you define** each of the following terms?

- What **characteristics** would you say each of them has?

  o **Standard English**
  o **Non-standard English**
  o **Correct English**
  o **Good English**

Before we move on, take a look at the following images and texts. What do they have in common?

iPod touch. The funnest iPod ever.

FORTNITE

The Rolling Stones
I Can't Get No Satisfaction
rick souza remix

i'm lovin' it™

Standard vs. Non-standard English

The concept of **Standard English (SE)** is a controversial topic within linguistics:

"[T]there is by no means a generally accepted definition of **Standard English** (SE) with regard to its linguistic and functional features [but] there is a **strong consensus** that SE is the variety that **should be taught** to learners of English as a Foreign or Second language" (Gnutzmann, 2005: 107)

Standard English Ideology

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Standard vs. Non-standard English

So what is Standard English?

- It is associated with the English of **educated speakers** of **North America** and **Britain**
- It may be viewed as a monolithic entity, possessing a set of **strict conventions** or alternatively it may also be regarded as a range of varieties of English that overlap
- While this term is negative for some people, most accept it in a positive or neutral way

Accent is not involved in SE and it is for the most part a case of **grammar** and **vocabulary**. It is also commonly promoted through the education system and associated with social class

(McArthur, 1992)

Standard vs. Non-standard English

It is not a language, an accent, a style, a register, a set of prescriptive rules (Trudgill, 1999)

Main arguments against SE as a concept:

- It associated with the **standards** of Britain and North America. By implication, it challenges the autonomy of all the **other Englishes** in the world

- As an instrument of cross-cultural communication Standard English is **too culture specific**

<div align="right">(Preisler, 1999: 239)</div>

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Standard vs. Non-standard English

Non-standard English is a systemic feature of language which is **shared** with other speakers of the language, but which **diverges** from the standard form

It does not interfere with **intelligibility** → "I can't get no satisfaction" (Cameron, 1995)

"**Good English** is sometimes equated with **correct English**, but the two concepts should be differentiated." (Greenbaum, 1996)

- **Correct English**: conformity to Standard English norms
- **Good English**: making good use of all resources available

Mutual Intelligibility

Communication is between two (or more) individuals with **their own experiences** with English, **their own attitudes** toward English and English speakers (whether Inner, Outer or Expanding Circle) and **their own cultural norms** — all of which impact the **outcome** of the interaction. **Communication** is a **two-way street** — each speaker and listener carries the **responsibility** to be understood and make an **effort** to understand (Berns, 2008)

Issues of **mutual intelligibility** are a major concern

➔ **So how is intelligibility achieved?**

Mutual Intelligibility

Models and practices that privilege native varieties of English are no longer serviceable as **most ELF interactions take place between NNS** (Smith & Nelson, 1985)

Models of Standard English and grammatical correctness are giving way to those more preoccupied with developing **communicative effectiveness/competence**

Understanding is achieved by building a **common ground** through the signalling and negotiation of non-understanding to resolve instances of miscommunication

Communication Strategies

Effective interaction does not rely solely on linguistic competence

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Speakers in ELF settings use **communication strategies** for effective communication — these strategies have a highly relevant function in processes of **negotiation** and **co-construction of meaning** in ELF communication

In linguaculturally diverse contexts users aptly employ a range of strategies to **solve** or **pre-empt** potential non-understandings (Vettorel, 2018)

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Communication Strategies

Collaborative behaviour in interaction: specific **communicative strategies** and **accommodation** skills characteristic of ELF communication

These may be:

- Drawing on extralinguistic cues
- Gauging interlocutors' linguistic repertoires
- Positive minimal responses
- Repetition
- Completion of the interlocutor's sentences
- Supportive listening

Communication Strategies

- Signalling non-comprehension in a face-saving way
- Asking for repetition
- Paraphrasing
- Self-repair
- Confirmation
- Clarification of requests that allow participants to check and monitor understanding

"The fundamental role that CSs play in these [ELF] interactions ought thus to be taken into consideration in **ELT materials** and **pedagogical practices** in order to **raise awareness** of their importance in **effective communication**" (Vettorel, 2018: 59)

ACTIVITY 3

Listen to a **brief excerpt** of a conversation between two non-native speakers of English

- Which **communication strategies** can you **notice** being employed by the speakers?

- In general, what do you **think** about **the way these people use English**?

- Would you ever **use** such a listening excerpt in **your own classroom**? **Why** or **why not**?

Click the **link** under the video to carry out this Activity and share your views

Listening excerpt

I2: ok **I enjoyed** the arcades you [know

M2: and] then **how did you get here**

I2: er no the official

M: **came late**

I2: er **that I met** ok the er **came late** (laugh) yeah because **the flight was earlier** than the (eh) schedule (oh) so ok **I just er waited** for him an hour in the airport yeah er finally I **met him** (ehm) at one o' clock (laughter) **that's it**

M2: luckily **you arrived** [safely

C2: I] **also arrived** earliers than the exact time (I: oh ok) as the **one that's pick** me up (ehm) **said but luckily I mets him** (laugh)

Multilingualism

Multilingualism is the norm in ELF communication

Why?

Many people who use ELF are **bilingual/multilingual** → their language(s) are **always present** and **influence** one another → **ELF is a multilingual practice**

"Speakers of language A and language B may speak to each other in a form of English mixed with their own first languages and marked by **influence of these languages**. Without accommodating to a single uniform code the speakers will be able to **negotiate** their different Englishes for **intelligibility** and **effective communication**" (Canagarajah, 2011: 7)

Multilingualism

- **Multilingual** and **shared** repertoire

- **Multicompetent** users

- **Creativity**

- **Hybridity**

- **Code-switching**
  - negotiate and enhance understanding
  - create and support relationships
  - construct, explore and negotiate group memberships and identity

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Intercultural Communication

"ELF is by definition **intercultural** in nature since ELF communication is typically defined as involving **speakers from different linguacultures**" (Baker, 2015: 43)

"**Learning English** no longer aims at communicating with a particular group of native people situated in a given local community. It involves learning a **language of communication** in **different** communicative situations among very **diverse** and far **distant communities** from anywhere in the world, and it therefore is an invaluable tool for intercultural communication" (Llurda, 2018: 519)

Intercultural Communication

Communication + **Identity** + **Culture**

Constructed + **Negotiable** + **Adaptable**

- Communication strategies
- Pragmatic strategies
- Linguistic awareness
- Intercultural communicative competence (ICC)
- Intercultural awareness

ACTIVITY 4

Watch the video "**Sakis Rouvas Interview**" where reporters from Malta interview S. Rouvas, a Greek singer, before the Eurovision Song Contest 2009
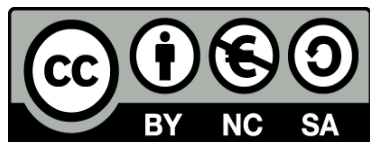
https://www.youtube.com/watch?v=Uy8cCKxJQNE

- **What do you think** about the way the speakers **use** English? Would you describe them as **competent** users? **Why** or **why not**?
- To what extent is **your own definition** of '**Good English**' illustrated in this interview?
- Have you ever used / Would you ever use such a video in **your own classroom(s)**? **Why** or **why not**?

Click the **link** under the video to share your views at the **Forum** of this section

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