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

IKY

Using English

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Defining language communication

Principles that 'govern' language communication:

A. The **individual language user** and **his/her knowledge**, **intentions and actions**

B. The **nature of the interaction** itself

C. The **linguistic**, **social** and **cultural semiotic systems shared** and **used** by **different communicators** during such an interaction

Defining the use of English

- **Using English** involves **actual use** of the language

- **Where** does it take place?
  - **Inside** the classroom
  - **Outside** the classroom

- What is **language use**?
  - The generation of **meaningful**, spoken/written discourse produced for a **communicative** purpose and is **comprehensible** to our audience

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Defining use of English

- In all interactions, **language use** has the same underlying characteristic, i.e., **producing language**

- However, it can be *qualitatively different*, depending on

  o **where** we produce it

  o **why** we produce it

ACTIVITY 1

Think about **your own experience** as a user of English. Taking into account the **global spread** of the language:

- Have you ever had to produce **different** language depending on **where** and **why** you were using it? In **what ways** was that language different?

- Besides **where** and **why**, what **other aspects or parameters** may render the language that we produce **different**?

Click the **link** under the video to share your views

Parameters that render the use of English different

- **Depending on the *what*:**
  - Actual discourse produced

- **Depending on the *where*:**
  - Spoken/written—very complicated distinction

- **Depending on the *why*:**
  - Formal/informal communication

- **Depending on the *who*:**
  - Comprehensibility/intelligibility
  - Accommodation strategies

Parameters that render the use of English different

- The **reason** **for producing discourse** can change, depending on the **context**:

  o Use **outside** the classroom: we are usually guided by **our own** intentions and respond to a **very "real" need** to communicate

  o Use **inside** the classroom: we still produce it, but the **"quality"** of the language that we will produce is likely to depend on the **activities** that we are asked to carry out; also, think about teaching/management talk, motivation…

Communicative context— Kachru's circles

expanding circle

outer circle

inner circle

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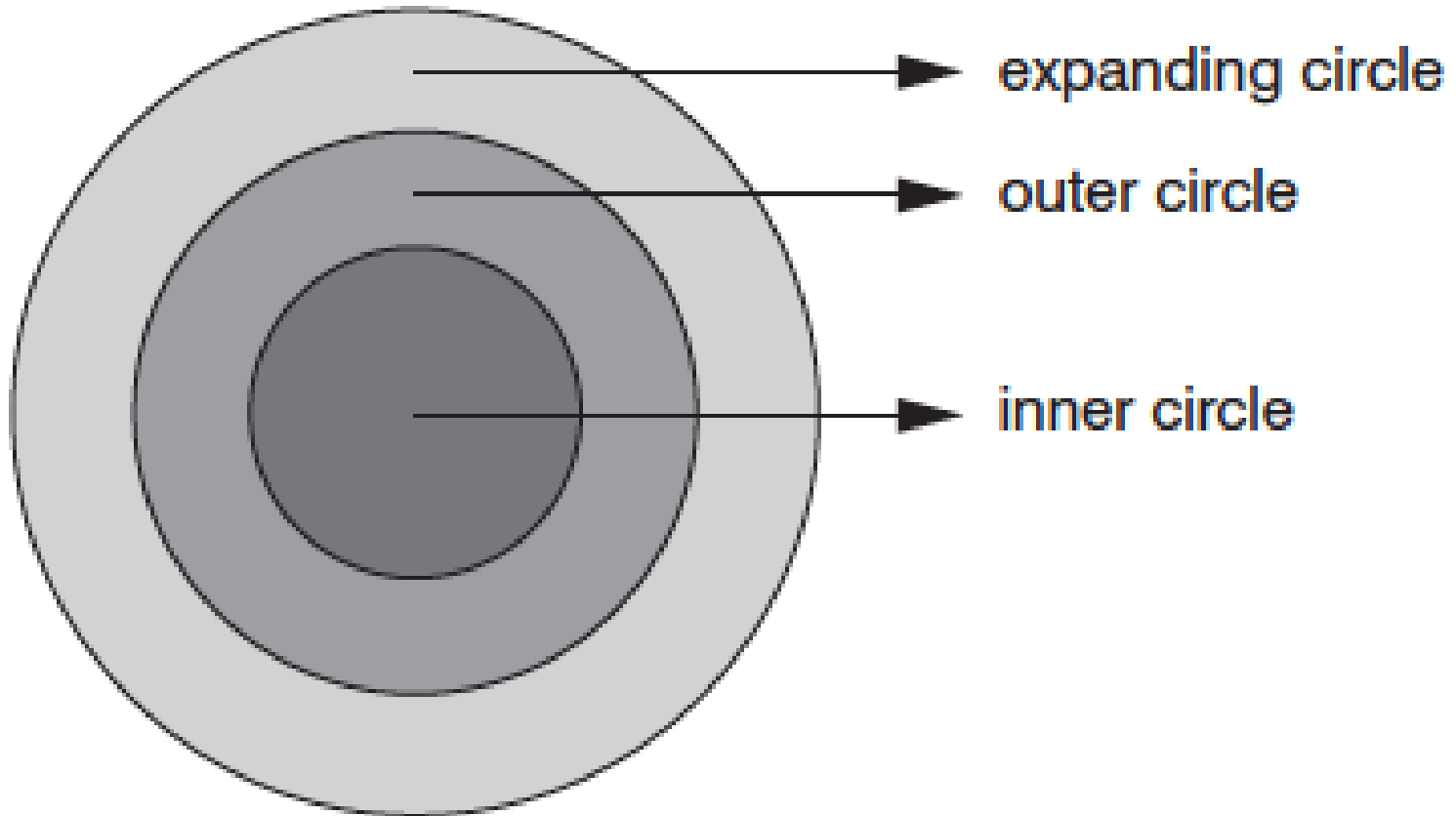
Communicative context— Kachru's circles

- **Inner Circle**
  - o **ENL** (English as a Native Language) countries

- **Outer Circle**
  - o **ESL** (English as a Second Language) countries

- **Expanding Circle**
  - o **EFL** (English as a Foreign Language) countries

Communicative context— Kachru's circles

inner circle	outer circle	expanding circle
ENL, EMT	ESL	EFL
'standard English'	'World Englishes'	
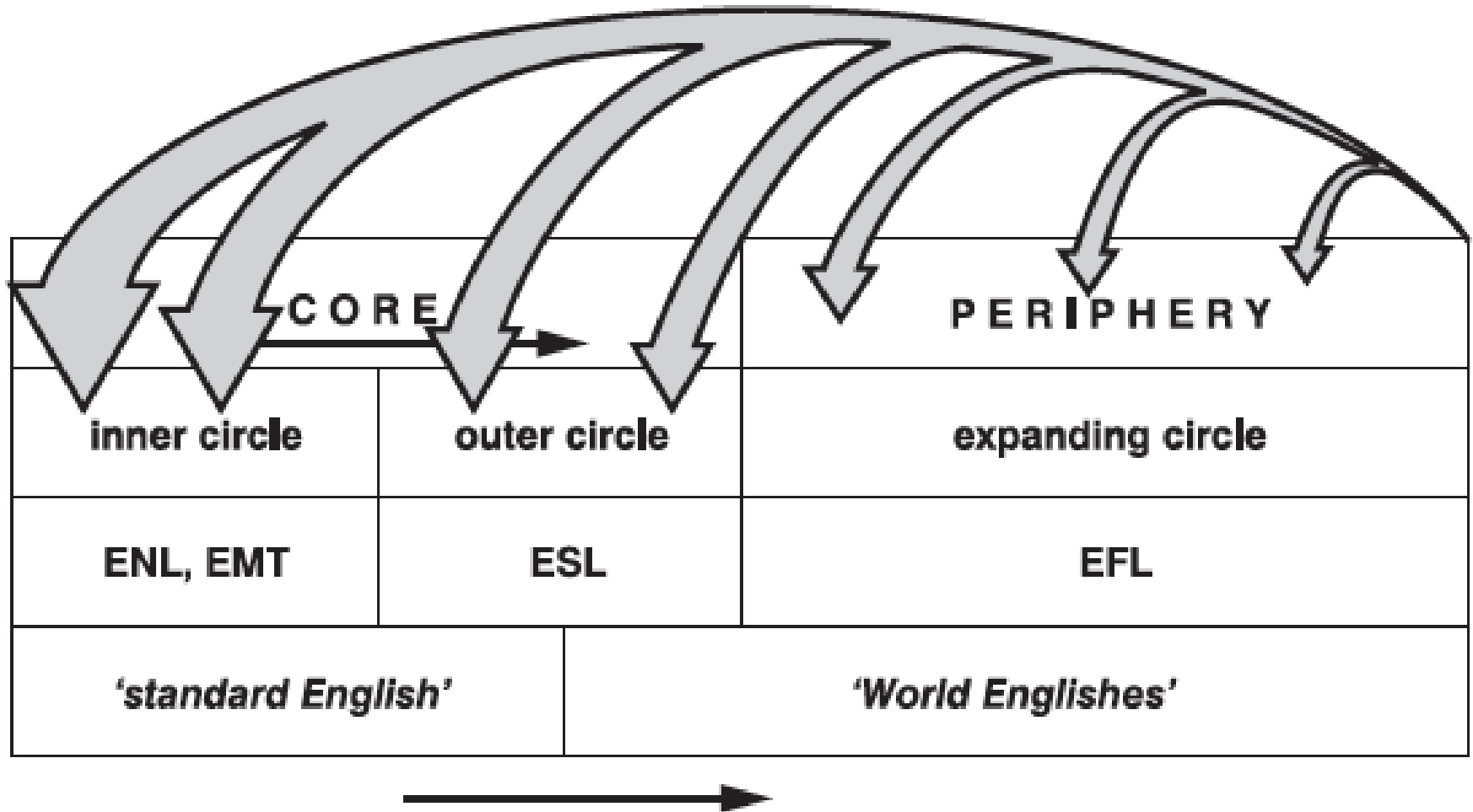
ACTIVITY 2—Domains of use

Think about **your own experience** in using English.

- What **discoursal characteristics** do you think each of the following domains may have?
  - *a newspaper article*
  - *a conversation between friends in a bar*
  - *a lecture delivered to an auditorium of students*
  - *an SMS message to a relative*
  - *an email to a colleague*

- In general, what **similarities** and **differences** are there between **spoken** and **written** discourse?

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Domains of use—and ELF

- There are elements that are **unique** to written and spoken discourse and elements that are **shared** between them, or, to put it otherwise, issues that cannot be straightforwardly resolved as predominantly characteristic of either spoken or written texts

- With the above provisos considered, **English as a Lingua Franca (ELF) is predominantly a spoken discourse**

Use of English and languaging vs. translanguaging

- **Languaging**: a term coined by Swain (1985) relating to the cognitive process of **negotiating** and **producing meaningful**, **comprehensible** output as part of language learning

- **Translanguaging**: the process whereby **multilingual** speakers utilize their languages as an integrated communication system – an extension of the concept of languaging, with the additional feature of using **multiple semiotic systems**, often simultaneously

Awareness of one's own use

Importance of **awareness** of all aspects of language communication:

- **Who we are as users**
- **Who we are communicating with**
- **The interactional-communicational setting** (written-spoken etc.)

➢ Being conscious of our **beliefs** about **knowledge** of the language, **skills** and **strategies** in communicating with different users
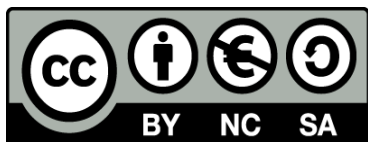
Overview of Using English

- **English as a Lingua Franca (ELF)**
  o Definition and key issues
  o Discourse in ELF communication
  o Strategies and examples
  o Translanguaging

- **Linguistic diversity**
  - Multilingualism
  - Migration contexts
  - Translanguaging (shared)

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