FROM EFL TO ELF: THE FUTURE OF ELT

Marek Kiczkowiak
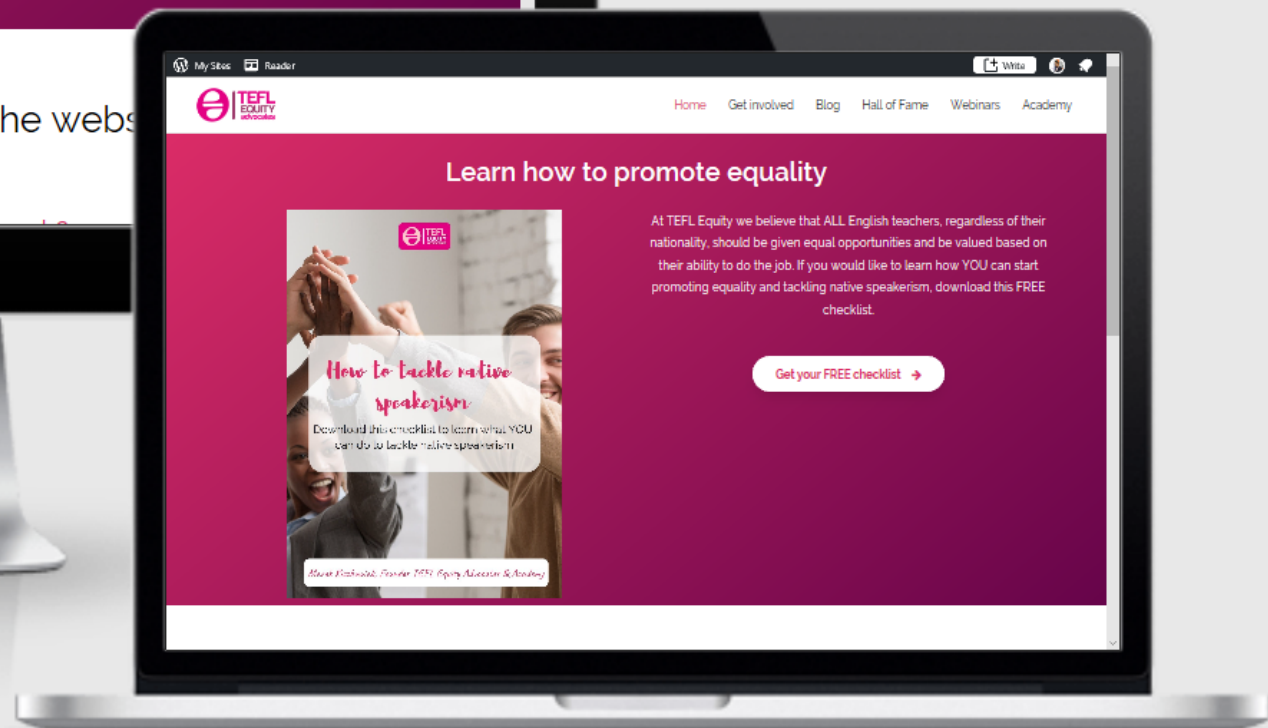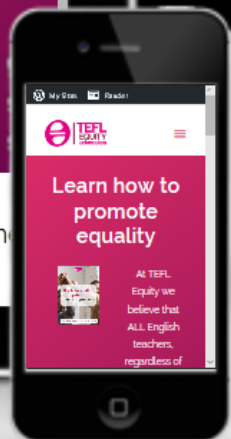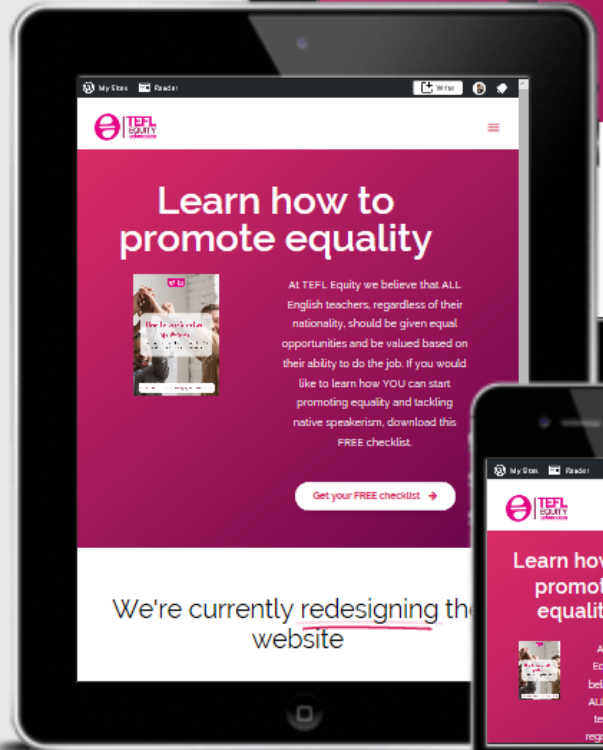**Founder, TEFL Equity Advocates & Academy**
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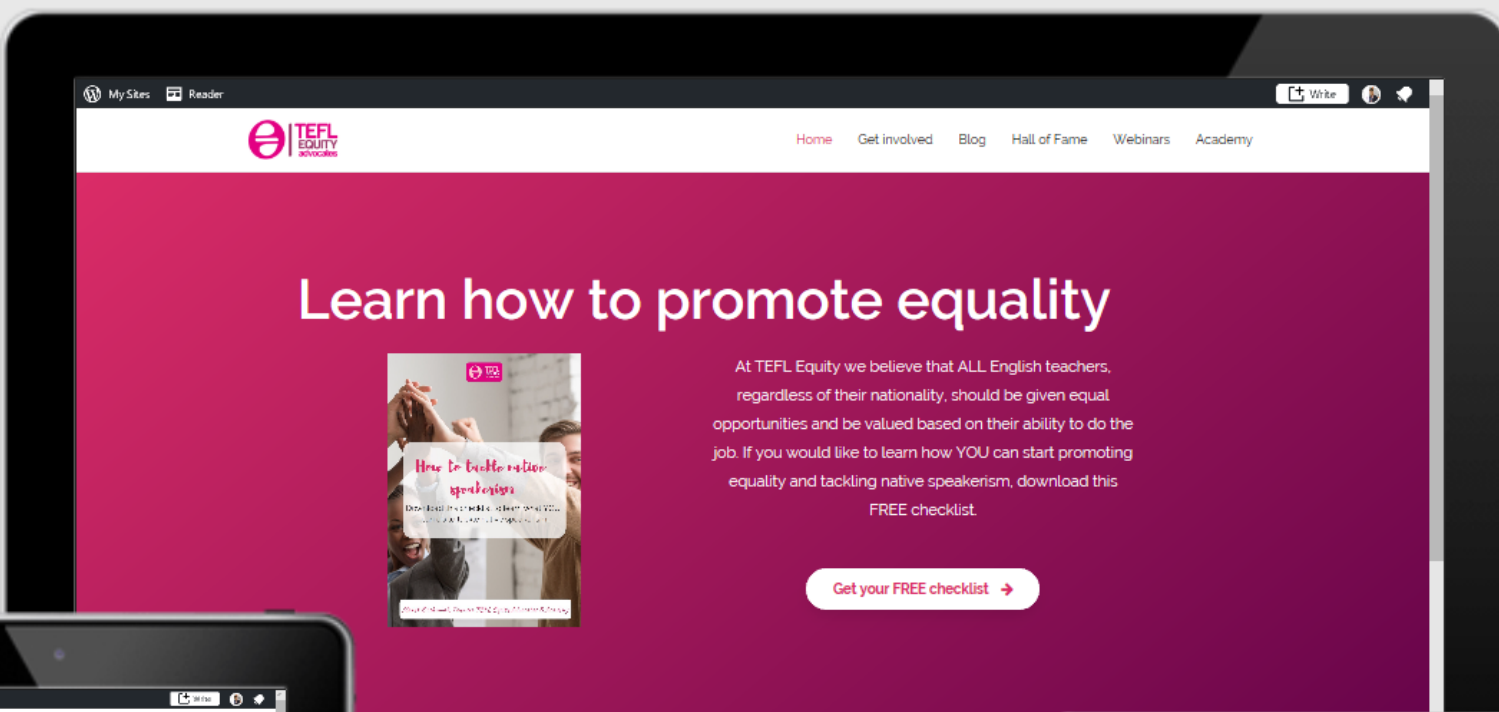
"The vast majority of interactions in English are between 'non-native speakers'. Yet, we teach English as if it was a *foreign* language, primarily used for communication with its 'native speakers'" – *Me*

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TEACHING EFL/ESL: BELIEFS AND PRACTICES

- See 'native-like' language use as the ideal our students should aim for
- See translanguaging or codeswitching as a sign of low proficiency
- Focus on standard 'native speaker' accent for teaching pronunciation
- View having a foreign accent as something negative
- Emphasise the importance of what is *perceived* as 'native speaker' culture
- Use few authentic 'non-native speaker' language models

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"[CELTA] offers a primarily BANA [British, Australian, North American], if not Eurocentric, view of what constitutes 'good teaching' and [...] appears to devalue the experience and expertise of non-native English speakers"

Mc Beath, N. (2016), p.249

Teaching English as a Lingua Franca

"Teaching English as a Lingua Franca refers to a set of research-based pedagogical principles that embrace multilingualism and the global nature of the English language" – *Me*

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Teaching English as a Lingua Franca

The journey from EFL to ELF

Marek Kiczkowiak and Robert J. Lowe

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Teaching English as a Lingua Franca

The journey from EFL to ELF

Teaching English as a Lingua Franca is an authoritative analysis of why and how English is used as an international language – and an argument for teaching it differently. It is the result of both academic investigation and practical experience, but, above all, of the conviction that a change is necessary. The authors reformulate EFL (English as a Foreign Language) as ELF (English as a Lingua Franca) – the way language is now used and will be used in the future – hoping to effect a serious shift in our pedagogy and practice.

The book aims to:

- help teachers understand the concept of English as a Lingua Franca;
- help learners to operate as users of English as a global language;
- provide opportunities to move towards a new approach to ELT.

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Teaching English as a Lingua Franca contains three distinctive parts which focus in turn on theory, practice and further development:

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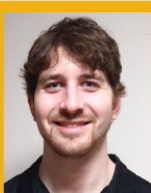
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Part C explores further the idea of ELF in a series of specific settings, and suggests that the book's destination is but a starting point, inviting teachers to reflect on their practice, and to continue investigating.

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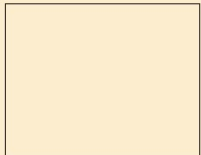
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The ultimate guide to teaching English as a Lingua Franca for ELT professionals

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Yet, 'native speakers' are still commonly regarded not only as the ideal language models our students should aspire to, but also as ideal teachers. An idea which has been frequently referred to as native speakerism.

This leads to widespread discrimination in ELT recruitment with the vast majority of vacancies in the private sector being advertised for 'native speakers' only.

Understanding
English as a Lingua Franca (ELF)

"The communicative use of linguistic resources, by native as well as non-native speakers of English, when no other shared means of communication are available or appropriate" –
Widdowson, H. (2013), p.190

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Context in which English is used

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3rd paradigm distinct from EFL (English as a Foreign Language) and ESL (English as a Second Language)

How to Raise Students' Awareness

NEST = BEST

It truly is a fact. A non native speaker will never truly understand the nuances in meaning and context. I could never hope to do so in Spanish either, it's not a slight.

6 m   Like   Reply   👍 1

When I learned German and French, I looked for native speakers, because a huge part of language learning is understanding the accent and intonation, and only a native speaker can provide that.

Like · Reply · 2d

Marek Kiczkowiak just because you don't like the truth don't hate the messenger...ANY native speaker is 10x better in their respective LANGUAGE (I used capital letters there so you don't get confused with me saying we're better people or some other type of tripe you like to pull) than a non native that goes for most non native teachers too.

13 m   Like   Reply   👍 1

It is not a case of difficulties, the recruiters prefer native speakers so that their students pick up the right pronunciation and utterances of words. That's beyond the right "stress" and suitable accent. For me as an Arabic mother tongue speaker, I will always produce English in an Arabic Accent.
Do you think that such kind of "preferences" (let's say instead of difficulties) can be achieved by non-natives?

👍 1

Like · Reply · Message · 18h

LEAD-IN - DISCUSSION

When using English:

- Who have you mostly communicated with? Where were these people from?

- What are some of the main reasons why people study English these days? What might the language allow them to do?

- Do you think most people who study English will use it with 'native' or 'non-native speakers'? Why?

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TRUE OR FALSE - DISCUSSION

- There are seven countries where English is an official language.
- India is the country with the highest number of English users worldwide.
- If students learn to speak with a standard 'native speaker' accent, they'll be easier to understand.
- Learning idiomatic expressions will help students communicate more effectively.
- Making grammar mistakes and using non-standard vocabulary rarely leads to misunderstandings when English is used as a lingua franca.
- It is helpful for students to learn about 'native speaker' culture.

FOLLOW-UP (WRITING OR SPEAKING)

"Bearing in mind that so many English users are 'non-native speakers', students should be exposed to a wide variety of 'non-native speaker' accents in class."

How to Teach Pronunciation for ELF Use

LINGUA FRANCA CORE: FOCUS ON INTELLIGIBILITY

Important	Not important

Important

- Long vs short vowels, e.g. /pɪck/ vs /p**i:**k/
- /**ɜː**/ as in pearl
- Consonants (exc. <th> sound), e.g. /**v**et/ vs /**b**et/
- Aspiration of initial voiceless plosives, e.g. /**pʰ**et/, /**kʰ**i:p/
- Consonant clusters(initial and middle), e.g. /**skr**i:n/, /ˈɒ**bst**əkəl/
- Nuclear stress, e.g. I didn't **BUY** the car. I **RENTED** it. vs **I** didn't buy the car, but **HE** did.

Not important

- Vowel quality, e.g. /r**ʌ**n/ vs /r**æ**n/
- Word stress, e.g. /ˋc**ʌm**-ftə-bəl/
- Weak forms, e.g. /k**ə**n/ you do it? Yes, I /k**æ**n/.
- Features of connected speech, e.g. assimilation /dɪd ju:/ -> /dɪd**ʒə**/

(see e.g. Jenkins, 2000, 2002; Deterding, 2010, 2011; Deterding and Mohamad, 2016; Zoghbor, 2011)

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ROBIN WALKER

Teaching the Pronunciation of English as a Lingua Franca

How to Promote Intercultural Communicative Skills

List three things that define you as an individual AND three things that define the people in your country.

Try to guess the three items which define the people from your partner's country.

Try to guess the three items which define your partner as an individual.

How are the two lists (personal and country) different? Why?

Was there anything that surprised you on your partner's list? Why?

Would the lists be different for other people from your country? Why? What does this tell you about culture and identity?

How to Teach

ELF Communicative Skills

Promoting Multilingual English Use

"For too long in ELT we've been trying (and failing) to create fake copies of monolingual 'native speakers'. It's time now to help students become competent multilingual English users" – Me

Estoy totally enkapustado

Estoy aprendiendo Dutch.

Messi scored an absolute golazo last night.

S: So should I send over the contract?

F: Yes, please. I think we're ready to sign it.

S: Great. One last thing. Are you still OK to have another skype call with me and my team next Thursday as we agreed before?

F: Hmmmm, not sure… What time?

S: We said 4pm.

F: Let me check… I'm really sorry, I can't. I have an important… an important… you know *réunion*?

S: Mhm.

F: So, yeah on Thursday at 4pm I have a *réunion* with the whole team here at the department.

S: Sure, that's fine. And how long will your *reunión* last?

F: I'm not sure. They tend to be quite long…

S: I see. Let me talk to my team and see when we could move our skype call to. I'll email you, OK?

F: *Parfait*!

S: *Buenísimo*! Speak soon.

What does *réunion*(French)/*reunión* (Spanish) mean in English? Why did F use it? Do you think he/she knew that S might understand? Why? Why did S use *reunion*? Do you think he/she didn't know the English word or might there be another reason (e.g., establishing rapport, signalling understanding)?

What do the words *Parfait*! and *Buenísimo*! mean and why did the speakers use them? Why didn't they use English words (perfect and brilliant/great)? Would it be better if F and S used English words throughout? Why (not)?

How to Teach Listening for ELF Use

Wide Variety of Englishes

How to Teach Lexis and Grammar for ELF Use

HOW TRANSPARENT ARE THESE EXPRESSIONS?

- Can you give me *a ballpark figure*?
- *The cat's out of the bag* now.
- The *ball's in your court*.
- The train was *an absolute chockablock* this morning.
- He really *pulled a blinder* there.
- The *world is your oyster*.
- It was nice to catch up and *have a good old chinwag*.

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Read the dialogue and answer these questions:
- Where are the speakers?
- What is happening?
- What are they talking about?

Johan: So are you guys ready for the exam tomorrow?

Miguel: Not sure. I think I need to study a bit more.

Sara: I think **I'm in the right track**, kind of OK. I was actually thinking maybe to relax, watch a film or something.

Johan: Well, why don't we try to … you know, **kill two birds with one rock**?

Sara: You mean like do both?

Miguel: Sure! That's a good idea. Let's first study a bit and then we can watch a film and relax.

Idiom	Meaning	Original idiom	What was changed?	Effect on communication

REFLECTION

- Is it always necessary to be 100% accurate with idiomatic expressions? Why (not)?

- If you are not sure exactly what the idiom is, which rules can you use to change it and get the meaning across?

- Is it better not to use an idiom at all, in fear of making a mistake, or use it even if you do make a mistake? Why?

- Listen to other people speaking in English and note down any idiomatic expressions you hear completing the table you saw today.

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"English as a Lingua Franca is NOT the future of ELT. It is the present. And it's here to stay" – *Me*

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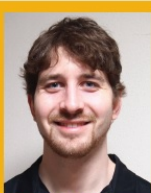
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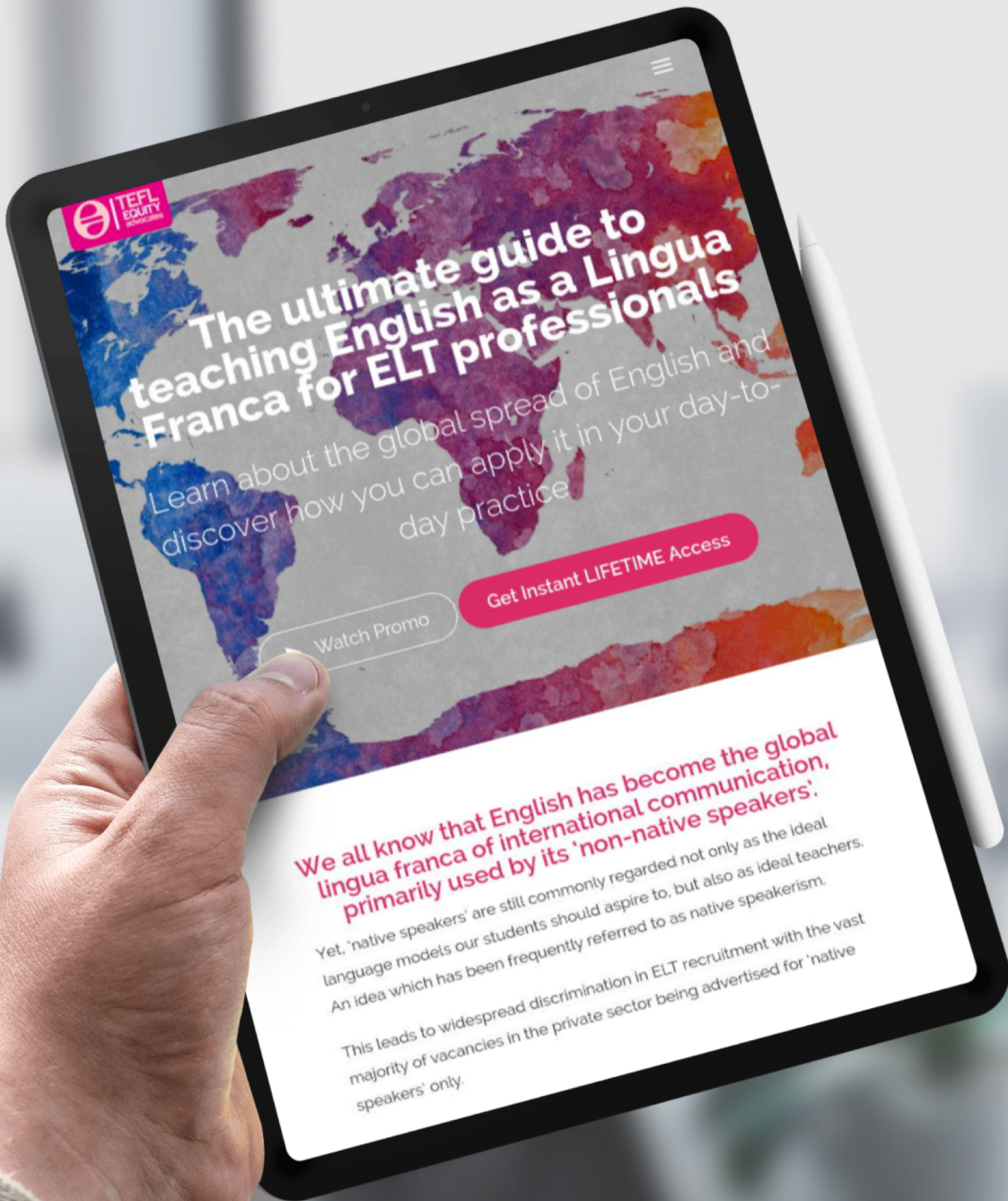
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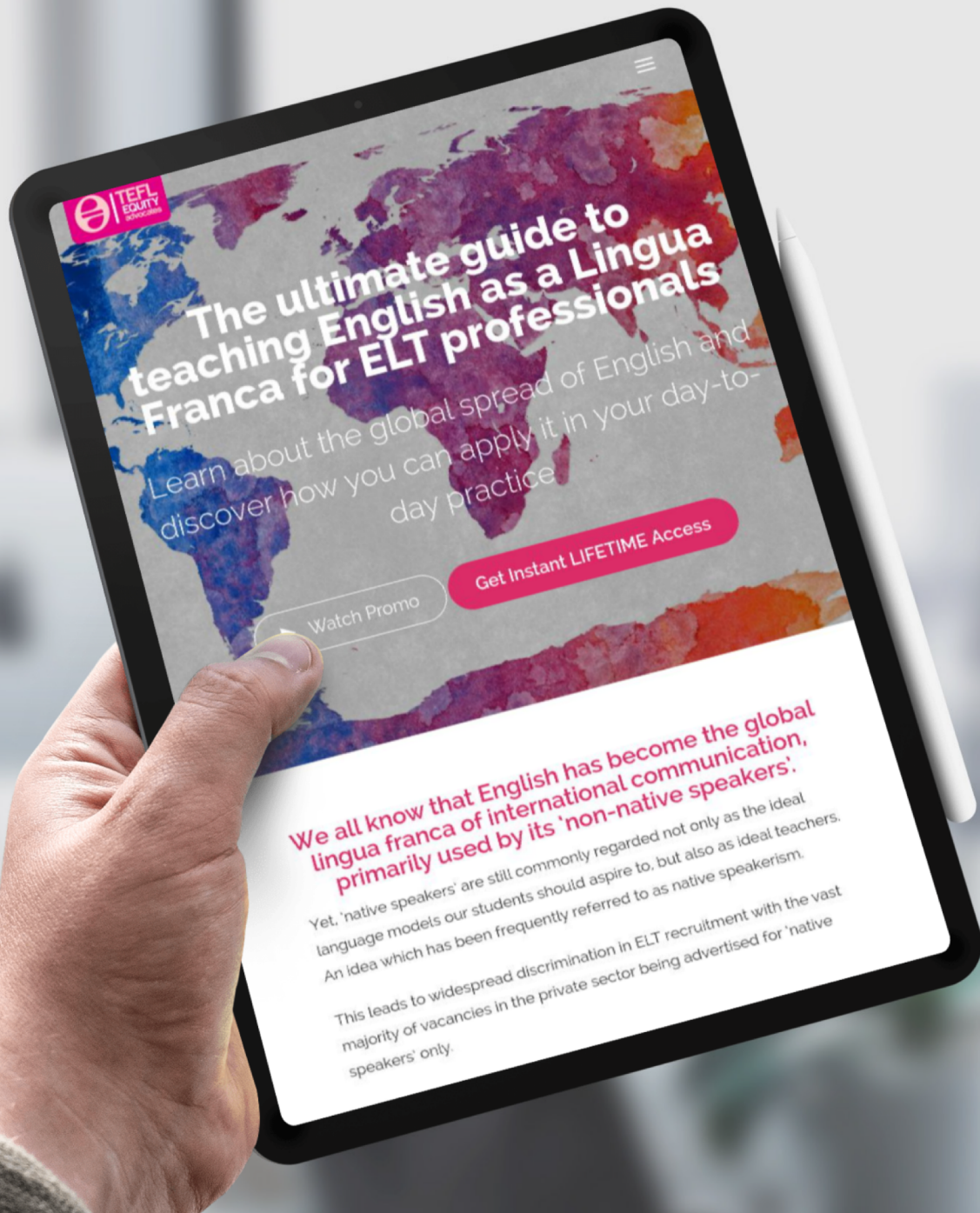
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