

‘ELT for a Global World’

Changing English in a changing world

Unit 8

ELF research/ELF as a variety

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Unit 8

- WE, EIL, ELF
- Early ELF research
- Euro-English
- ELF as a variety

Task

Revision of terminology:

1. What do World Englishes, English as an international language and English as a lingua franca entail?

Class discussion:

1. Look at Slides 5-8. Why does ELF equal EIL? Do you agree with this equation?
2. Are native speakers part of EIL/ELF? Should they be part of EIL/ELF?

WE, EIL, ELF

World Englishes paradigm:

The World Englishes (WE) paradigm focuses on the sociolinguistic realities of English language use mainly in the Outer Circle where local, indigenised/nativised varieties have been developed as a result of the wide range of functions English, often as an official and/or institutionalised language fulfils in countries such as India, Nigeria, Singapore or the Philippines (Pakir, 2009; Rubdy & Saraceni 2006; Seidlhofer, 2011).

WE, EIL, ELF

ELF: includes English speakers from all three of Kachru's circles as long as they use and adjust their variety for communicative purposes in *international* rather than *intranational* contexts.

(Jenkins, 2007)

WE, EIL, ELF

- WE and ELF:

pluricentric view of English

“issues of language contact, variation and change, linguistic norms and their acceptance, ownership of English, and expression of social identities are central to both WE and ELF research”

(Seidlhofer, 2009, p. 236)

WE, EIL, ELF

In ELF paradigm: ELF = EIL

Preferred term: **ELF**



better captures the way English functions in intercultural communication, i.e., primarily as a lingua franca between its non-native speakers

WE, EIL, ELF

“... for the moment, suffice it to say that ELF and EIL (English as an International Language) are one and the same phenomenon, and that both refer to lingua franca uses of English primarily among its non-mother tongue speakers.”

(Jenkins, 2007, p. 1)

ELF research

Native speakers included: ELF research includes native speakers of English too, as long as they represent a small minority and do not function as a reference point in terms of correctness and appropriateness

(Jenkins, 2007; Seidlhofer, 2011)

ELF research

- Rationale:

Seidlhofer (2001):

“it is highly problematic to discuss aspects of global English, however critically, while at the same time passing native speaker judgements as to what is appropriate usage in ELF contexts” (p. 137).

ELF research

- Rationale:

Corpora to describe ENL and WE varieties

BUT lack of ELF description

Mind the gap (conceptual gap)

(Seidlhofer, 2001)

ELF research

- VOICE Project

In the early 21st century, English in the world finds itself in an “unstable equilibrium”: On the one hand, the majority of the world's English users are not native speakers of the language, but use it as an additional language, as a convenient means for communicative interactions that cannot be conducted in their mother tongues. On the other hand, linguistic descriptions have as yet predominantly been focusing on English as it is spoken and written by its native speakers.

(<https://www.univie.ac.at/voice/>)

ELF research

- VOICE Project

VOICE seeks to redress the balance by providing a sizeable, computer-readable corpus of English as it is spoken by this non-native speaking majority of users in different contexts. These speakers use English successfully on a daily basis all over the world, in their personal, professional or academic lives. We therefore see them primarily not as language learners but as language users in their own right. It is therefore clearly worth finding out just how they use the language. This is exactly what VOICE seeks to make possible.

(<https://www.univie.ac.at/voice/>)

ELF research

- VOICE corpus:

“new resource for the design of English instruction” (Seidlhofer 2001, p. 151)

ELF research

- Early findings



possible Euro-English variety

Task

Task in groups of 3-4:

1. Compare your notes of Jenkins et al. (2001) with the information provided on Slides 17-26.
2. Clarify the following notions:
unilateral idiomaticity, mutual accommodation,
Lingua Franca Core (LFC)
3. Feed back to class.


ELF research

- Euro-English (Jenkins, Modiano & Seidlhofer, 2001)

Lexis:

discoursal nativization;

fossilization;

EU culture  EU vocabulary
(e.g., euro, Schengen)

Task

Brainstorming:

Collect further examples of EU vocabulary.

ELF research

- Grammar
 - features different from SE;
 - unilateral idiomaticity;
 - mutual accommodation;

ELF research

- Phonology:
 - Lingua Franca Core (Jenkins, 2000)
 - Euro-English accent
 - implications for native speakers

ELF research

- Findings

1. using the same form for all present tense verbs, as in 'you look very sad' and 'he look very sad' (3rd person –s')
2. not putting a definite or indefinite article in front of nouns, as in 'our countries have signed agreement about this'
3. treating 'who' and 'which' as interchangeable relative pronouns, as in 'the picture who' or 'a person which'

ELF research

- Findings

4. using just the verb stem in constructions such as 'I look forward to see you tomorrow' ('gerund')

5. using 'isn't it?' as a universal tag question (i.e. instead of e.g. 'haven't they?' and 'shouldn't he?'), as in 'You're very busy today, isn't it?'

(Jenkins, Modiano & Seidlhofer, 2001, p. 16)

ELF research

- Lingua Franca Core:
features of pronunciation the lack of which
causes intelligibility problems; crucial for
successful communication

(Jenkins, 2000)

ELF research

Lingua Franca Core

- all consonant sounds except for voiceless and voiced ‘th’, respectively /θ/ and /ð/, and dark ‘l’ /ɫ/ – the ‘l’ that precedes a pause or consonant as in the words ‘pill’ and ‘held’ rather than a vowel as in ‘lip’.
- vowel length contrasts such as the difference in length between the /ɪ/ in ‘fit’ and the /i:/ in ‘feet’.

(Jenkins, Modiano & Seidlhofer, 2001, p. 17)

ELF research

Lingua Franca Core

- consonant clusters, especially in word-initial and word-medial positions, e.g. the /str/ at the beginning of the word 'string' or the /fr/ in the middle of the word 'different'.

(Jenkins, Modiano & Seidlhofer, 2001, p. 17)

ELF research

Lingua Franca Core

- nuclear (or tonic) stress, especially used contrastively as in the difference in meaning encoded in the following: ‘Her son is at uniVERsity’ vs ‘Her SON is at university’ (upper case indicating nuclear syllables), where the former is a neutral statement of fact while the latter implies a contrast with an unmentioned referent known to both speaker and listener, probably ‘daughter’.

(Jenkins, Modiano & Seidlhofer, 2001, p. 17)

ELF research

- pronunciation

“Generally, though, approximations rather than exact imitations of native-speaker consonant sounds are likely to become the accepted forms in ‘Euro-English’, provided that they will not be categorised by listeners as different phonemes altogether.”

(Jenkins, Modiano & Seidlhofer, 2001, p. 18)

Task

Class discussion:

Identify typical features of Hungarian speakers' English.

Which features have been included in the LFC?
Which have been left out? Which features of Hungarian speakers' English do you think should be included in the LFC (if at all)?

ELF research

- Implications for native speakers

“... if NSs are to participate on equal terms with speakers of ‘Euro-English’ in mainland Europe, they will have to be willing to make adjustments to their own use of English rather than continuing to expect all concessions to be made by the mainland European majority.”

(Jenkins, Modiano & Seidlhofer, 2001, p. 18)

ELF research

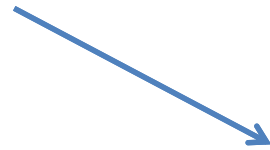
Implications for native speakers

- acquire accommodation skills to adjust speech to Euro-English speakers
- avoid features of their local variety
- avoid the use of local idiomatic language
- awareness raising in school

(Jenkins, Modiano & Seidlhofer, 2001, pp. 18-19)

ELF as variety

Early definitions



focus on form

Task

In pairs or groups:

1. Collect features (lexical, grammatical, pronunciation) of Euro-English that can be found in Hungarian speakers' English.

Feed back to class.

2. Do you think that there is a Euro-English variety of English emerging within the EU?

ELF as variety

ELF as “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 as cited in Seidlhofer, 2004, p. 211)

ELF as variety

ELF as a “contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers”.

(Jenkins, 2007, p. 1)

ELF as variety

English as a lingua franca (ELF) constitutes an additionally acquired language system which serves as a common means of communication for speakers of different first languages

(<http://www.univie.ac.at/voice/page/faq>; my emphasis)

ELF as variety

with an evolving European identity, a distinguishable variety of English is emerging as a result of English functioning as a second language in mainland Europe

(Modiano, 2009).

ELF as variety

“usage events in ELF as the conduit for an evolving variety of English in the long run”

(Cem Alptekin, email communication)

ELF as variety

“given sufficient time, it may be possible for LF to gradually become a language variety with a linguistic identity on its own”

(Alptekin, 2013, p. 201)

“the hope of codification has not been completely abandoned”

(Jenkins, Cogo & Dewey, 2011, p. 304)

Task

Class discussion:

1. Should the Lingua Franca Core rather than RP serve as a basis for teaching pronunciation?
2. Should teachers of English be correcting mistakes which do not cause misunderstanding (e.g., the use of universal question tag)?

Task

Task for Unit 9

Read Jenkins' (2012) article. How does she define ELF and why?

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