ENGLISH AS A LINGUA FRANCA

Fact: Only ONE in Four speakers of English globally are native speakers.
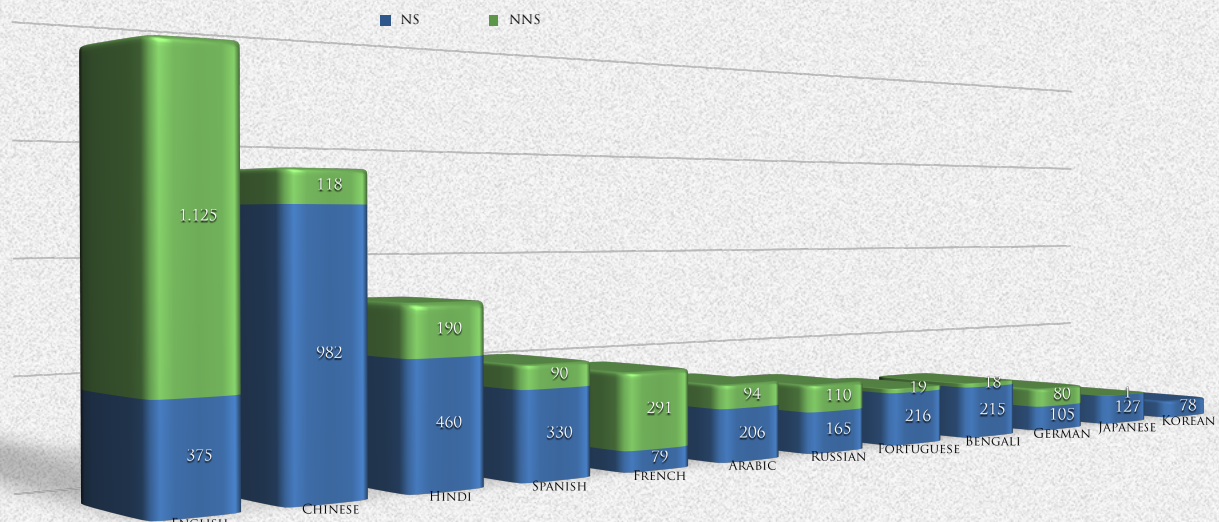
INNER CIRCLE
320-380 MILLION
USA, UK

OUTER CIRCLE
300-500 MILLION
INDIA, SINGAPORE

EXPANDING CIRCLE
500-1,000 MILLION
e.g. CHINA, RUSSIA
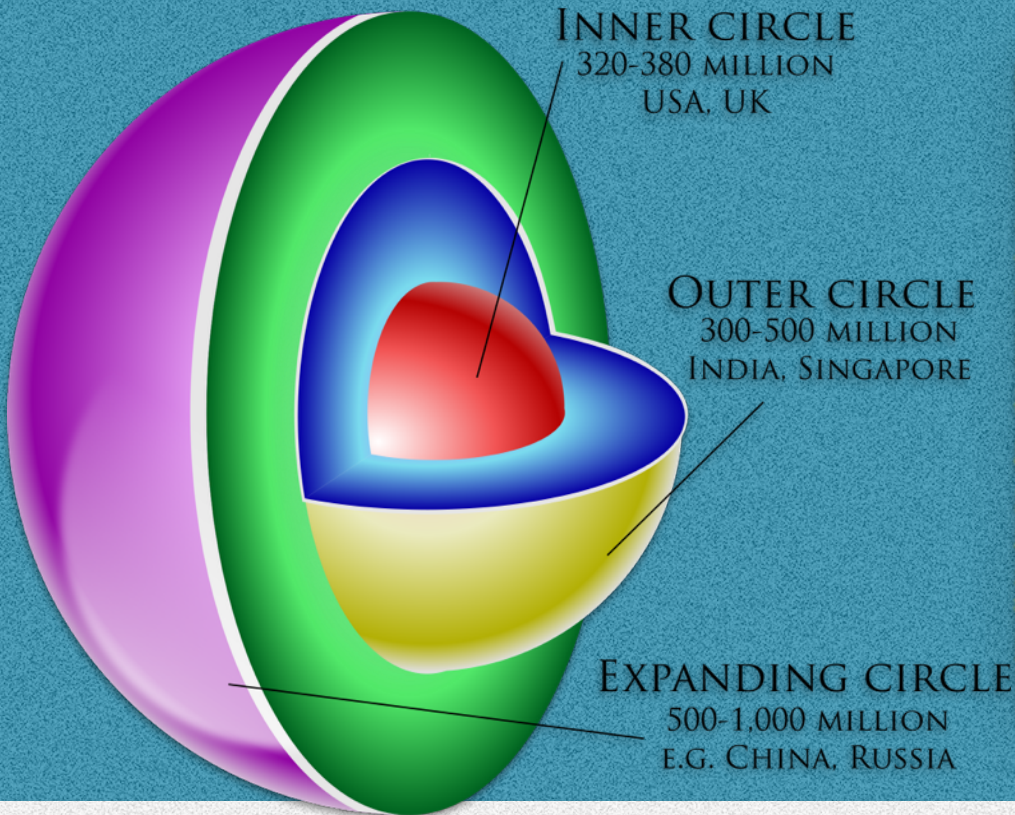
Fact: The majority of EFL Teachers follow a curriculum to teach mostly UK English with some exposure to American English and some other native variety.

NATIVE VS. NON-NATIVE SPEAKERS OF WORLD LANGUAGES

■ NS ■ NNS

Language	NS	NNS
ENGLISH	375	1.125
CHINESE	982	118
HINDI	460	190
SPANISH	330	90
FRENCH	79	291
ARABIC	206	94
RUSSIAN	165	110
PORTUGUESE	216	19
BENGALI	215	18
GERMAN	105	80
JAPANESE	127	1
KOREAN	78	

statistics from https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/

A CRITICAL ANALYSIS AND IMPLICATIONS OF ELF FOR EFL

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INTRODUCTION: As teachers of English, we should be familiar with the movement called "English as a Lingua Franca" and the implications for our teaching, concerning both content and methods.

In 2000, David Crystal was already writing about *Emerging Englishes*, and warning English teachers about the explosion of varieties being developed around the world.

Since then much has been written about English being used around the world as a "*lingua franca*", a language that non natives use to communicate with other non native speakers.

Important ELF Tenets:

1. Ownership: ELF defenders would argue that English no longer belongs to native speakers (the inner core), but to everyone who has learnt the language. Therefore anyone who has learnt English is entitled to modify it, thus eliminating the traditional concept of language errors.

2. Accommodation: The process by which a speaker adapts his or her speech to communicate more effectively with the receptor. In ELF, this happens constantly, and therefore NNS of English continue to create changes in the language.

3. Intelligibility: This term refers to the successful use of language where there is no loss of meaning. According to ELF supporters, there are some minimums that NNS of English must acquire, but other targets that are being taught in EFL classrooms are not relevant or necessary for intelligibility.

4. Identity: A person's language and accent are a part of his or her identity. ELF defenders would argue that the speaker can chose to keep his or her L1 accent, since the loss of accent may mean a change of identity.

HOWEVER

1. Ownership: More than a discussion of ownership, teachers should have a good standard towards which to direct students. The numerous varieties of English would have to be connected by a certain degree of standardisation in order maintain mutual intelligibility on a global scale.

2. Accommodation is a fact that occurs in all communication. We should expose our students to a variety of accents while helping them to develop an accent that is easy-to-listen-to.

3. Intelligibility: Based on ELF research, we can emphasise certain targets that appear to be crucial for intelligibility, BUT some of the results are questionable: *i.e.* Importance of Stress and vowel reduction for intelligibility (Altmann).

4. Healthy identity: As teachers, our goal should be to promote a positive personal attitude in our students that includes acceptance of their personal accent and at the same time an ambition to be more effective as a communicator. We should be aware that accent, as well as mastery of the language, can become a "symbolic capital" (O'Regan).

Table 1. EIL and native speaker pronunciation targets (Jenkins, 2002, p. 99).

Pronunciation features	Native speaker target	EIL target
1.The consonantal inventory	All sounds	All sounds except /θ/, /ð/ and [ɫ]
	RP non-rhotic /r/	Rhotic /r/ only
	GA (General American) rhotic /r/	
	RP intervocalic [t]GA intervocalic [ɾ]	Intervocalic [t] only
2. Phonetic requirements	Rarely specified	Aspiration after /p/, /t/ and /k/
		Appropriate vowel length before fortis/lenis consonant
3. Consonant clusters	All word positions	Word initially, word medially
4. Vowel quantity	Long–short contrast	Long–short contrast
5. Vowel quality	Close to RP or GA	L2 (consistent) regional qualities
6. Weak forms	Essential	Unhelpful to intelligibility
7. Features of connected speech	All	Inconsequential or unhelpful
8. Stress-timed rhythm	Important	Does not exist
9. Word stress	Critical	Unteachable/can reduce flexibility
10. Pitch movement	Essential for indicating attitudes and grammar	Unteachable/incorrectly linked to native speaker attitudes/grammar
11. Nuclear (tonic) stress	Important	Critical

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