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PEDAGOGY-RELATED PECULIARITIES OF TEACHING ENGLISH AS A LINGUA FRANCA

In globalized world, English learners must be able to communicate with both native and non-native speakers, and because non-native speakers outnumber native speakers, our students will have more chances to converse with other non-native speakers. With the aim of broadening English as a foreign language teachers' perspectives we have described the pedagogy of teaching English as a lingua franca (ELF) and some of the pedagogical models that can be used to make the classroom environment more ELF-aware.

Key words: English as a lingua franca (ELF); English language teaching (ELT); English as a foreign language (EFL); intercultural communicative competence.

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ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ЛИНГВА ФРАНКА

В глобализированном мире изучающие английский язык должны уметь общаться как с носителями языка, так и лицами, чей родной язык не является английским, а поскольку сегодня число не носителей языка превышает число носителей языка, у наших студентов будет больше шансов пообщаться с другими не носителями языка. С целью расширения кругозора преподавателей английского языка как иностранного мы описали педагогику преподавания английского языка как лингва франка и некоторые педагогические модели, которые могут быть использованы для того, чтобы сделать учебную среду более ориентированной на обучение английскому как лингва франка.

Ключевые слова: английский как лингва франка; преподавание английского языка; английский как иностранный язык; межкультурная коммуникативная компетенция.

Introduction. Knowledge of foreign languages is a kind of capital, a profit that a person can extract, so learning English is still in great demand among young people. According to the scientist and linguist David Graddol, the number of people studying English has increased from 235 million to 462 million people over the past 50 years. These statistics indicate the need to train a large number of highly qualified teachers and teachers of English who speak two or more languages. One of the important, priority tasks of higher educational institutions is the training of comprehensively developed, competitive specialists who speak two or more foreign languages as a means of professional or personal communication at a high level. Practical training of a future foreign language specialist, first of all, in the field of professional proficiency in a foreign language, as the main tool of his future professional activity should be carried out at all stages of training at a language university and create the basis for the subsequent free style of language proficiency. However, the process of teaching a second foreign language to future teachers is not carried out at the same high level as teaching the first foreign language, and there are several reasons for this: shorter training period (3 years), fewer hours devoted to developing and mastering skills. The approach to teaching English as a second foreign language needs to be changed and we highly insist that teaching English as a lingua franca might be the right one.

Main part. Communicative competence has always piqued the interest of researchers since it is the foundation of high-quality interaction due to this fact the concept of communicative competence has been changed quite a few times over the past years, shifting from the native speaker model and recognizing the importance of the use of the language in social contexts. Previously we've established that in today's world we can no longer rely on norms of Standard English as a better option we are to develop "intercultural communicative competence". Byram and Zarate (Byram 2008, 2009) in the mid-1990s coined the term "intercultural speaker" referring to "someone who has an ability to interact with others, to accept other perspectives and perceptions of the world, to mediate between different perspectives to be conscious of their evaluations of difference". And the main goal of teaching and implementing ELF in the process of ELT is to help

student become “intercultural speakers” who will be able to comprehend, communicate and value the culture of non-native speakers all over the world as well as represent their own.

When we think of ELF as communication undoubtedly it is all about communicative competence of our students, while the concept of “Lingua franca English” as translingual local practice presupposes teaching how to negotiate diverse linguacultural repertoires in contact zone interactions. Both of these concepts add up to the idea that we should develop intercultural communicative competence.

To teach and learn how to monitor the collaborative negotiation of diverse linguacultural repertoires for communicative success, Kurt Kohn puts forward an idea to approach this research issue from a social constructive perspective in the tradition of Vygotsky [1]. In his work Kohn also presents the idea of “my English” which simply means that speakers use their own individual Englishes (from “native” to “second” to “foreign”) and they do their level best to make ELF communication work. Awareness, comprehension, production, communicative interaction, and non-native speaker creativity are five intertwined ELF competence qualities that are particularly relevant [1]. They comprise the competence that allows speaker-learners to use their My English repertoire to deal with the problems of communicating under ELF situations, as well as to adapt and expand their repertoire as needed. There are some other fundamental differences between teaching other models of English as a learning subject and teaching ELF, such as focusing on intelligibility and the ability to communicate the message appropriately in international contexts rather than conformity with standard native speaker models. Instead of having standard native speaker pronunciation as the main goal for our students, teaching ELF emphasizes on intelligibility in international situations; in other words, clear pronunciation in international context and being easy to understand to a wide range of people.

Another really important difference with teaching ELF rather than emphasizing the target culture of those perceived as the native speakers we want to emphasize intercultural communicative skills; in other words, help students be able to navigate the way in between a myriad of different people, cultures, and first languages all of whom use English to communicate. One last vital aspect when teaching ELF is to use non-native speakers as models of the language. This can involve

being models of pronunciation, grammar and vocabulary. Use those recording of non-native speakers to showcase to students that these people can also be great models of the language for them and as students it can be very motivating because it simply shows them that they as second language users of English can also reach that proficiency level. And last but not least when teaching ELF try and raise students' awareness of English as a lingua franca, global spread of the English language and of native-speakerism.

In the process of learning English as a lingua franca, the accents are placed differently: the main thing is not the form, but the function. Native speakers of different first languages use English as a lingua franca, making changes at the phonetic, lexical and grammatical levels and adapting it to their own needs. In this case, it is not supposed to approach the speech of native English speakers and the dominance of normative trends, the principle of functionality comes to the fore. Among the ELF features that are proposed to be considered as acceptable and not hindering understanding, the following stand out:

1) phonetic features: replacement of deaf /θ/ and sonorous /ð/ sounds with sounds /t/, /f/, /s/, /z/, for example, think can be pronounced as tink, sink or fink; replacement of vowel sounds, for example, cake can be pronounced /kaik/; stress shifts in words; lack of assimilation or binding of a single consonant with the initial vowel of the next word;

2) grammatical features: the absence of endings in the forms of the third person singular; the interchangeability of pronouns who and which, for example, things who or people which; the use of uncountable nouns in the plural form, for example, informations; the absence or non-standard use of articles; the use of the form isn't it? for all types of separation issues;

3) lexical features: violation of lexical compatibility, for example, do mistakes, put attention; use of post-positives in the meaning of phrasal verbs, for example, *I back to Russia tomorrow*; lexical redundancy, for example, green color instead of green; use of derived words with a change of suffixes, for example, importancy or angeriness [2, p. 511].

Teachers may purposefully skip teaching components of the language that they consider are unnecessary for non-native speaker communication. This is supported by the work of B. Bjerkman, who argues that effective communication is delivered mostly by the speaker's pragmatic

competencies, rather than their level of knowledge. As a result, communicative tactics take precedence in learning, whereas literacy and fluency of speech, complicated grammatical constructs, and vocabulary fade into the background. Attention should be paid to the study of word order, various types of questions and syntactic constructions that “increase the explicitness of statements” [3, p. 93]. The literal translation of stable expressions into English and the replacement of morphemes in words (for example, significance instead of *significancy*) are considered as manifestations of *linguo-creativity* therefore it is a rather positive phenomenon.

If we want to implement ELF features in our classes, we need to solve the problem of EFL-mindset because the English language should not be seen as foreign anymore in contrast with other foreign languages. In English as a foreign language there is linearity since student’s life is identical with user of English’s life:

- Student’s life: striving to become better at English, sitting exams.
- User’s life: non-existent (no use of the language outside the EFL classroom environment).

The idea is that the student uses the English language predominantly in classroom. But what we fail to realize sometimes is that the English language is everywhere today and we are obliged to implement it in ELT. If we do, an ELF-aware classroom will stop the idea that English is a foreign language by making the connection non-linear:

- Student’s life: striving to become better at English sitting exams.
- User’s life: already adequate/successful use of the language (e.g. watching YouTube in English, online gaming, etc.).

The best way to become an ELF-informed teacher and implement it in your classroom is by doing the research in this field and because ELF-research is not immediately available and it might be obscure at times you will need some models which will guide you through this process. Here are fundamental models that could underpin English as a *lingua franca* approach to teaching English.

Intelligibility-centered teaching

The first but also one of the most important of principles is a greater focus on intelligibility and communicative capability in international context rather than a focus on a set of lexical and grammatical features and a focus on correctness and a focus on conformity with a particular

standard native speaker variety. As it was mentioned in the previous chapter the main key to this principle is that students don't need to imitate native speakers' pronunciation, conversation patterns or lexis in order to be understood by other speakers of the English language, moreover it can only make intercultural communication more difficult.

Internationally intelligible pronunciation

Focus on pronunciation features that lead to this intelligibility in international context. And these have often been referred to as Lingua Franca Core, developed by Jennifer Jenkins, which divides the features of the Standard pronunciation into inessential and essential for intelligibility in EIL interactions. Jennifer Jenkins was in fact the first one to ask herself the question "How come the pronunciation of my students is unintelligible to one another even if it doesn't follow anything like the native speaker pronunciation model that I'm trying to teach them in class?"

It was a really vital change of mindset. Up to then good pronunciation equaled native-like pronunciation, good pronunciation equaled standard British or general American pronunciation. On the other hand, bad pronunciation equaled non-native pronunciation, having a foreign accent. But obviously there is no real objective justification for this, it is clearly ideological and based on native-speakerism beliefs. So instead what Jennifer Jenkins wanted to know is to objectively measure which pronunciation features are important for indelibility in international context where non-native speakers interact with one another. She recorded conversations that her students were having, identified instances of miscommunication and identified out of these instances which were to do with pronunciation and then which pronunciation features cause these misunderstanding. And this led to proposing what she called Lingua Franca Core or LFC for sort.

LFC is basically a list of pronunciation features that are really important for intelligibility and having a clear pronunciation in international context. And as an ELF-aware teacher you need to pay way more attention to teaching these features to your students other than the ones which will not prevent students from being understood.

Usage of wide variety of "non-native speaker" accents

Many countries' curriculums promote external, native speaker models and the diverse variations of English are rarely accepted as

valid representations of their respective users. However, the reason why we should use a wide variety of “non-native speakers” accents is very simple: if we want to realistically and authentically represent the English language in the classroom, we have to use many more recordings of non-native speakers than native speakers. Depending on which statistics you look at, non-native speakers of the language outnumber native speakers by at least four if not six to one.

Focusing on interactions between “non-native speakers”

Typically, in course books there are a lot of interactions between non-native and native speakers or just native speakers but genuine authentic communicative interaction between non-native speakers which can serve as a great authentic, realistic model of how English is used nowadays are much rarer. Therefore, it is really important to focus on those in your teaching. One of the corporuses that can be used with this aim is The VOICE — Vienna-Oxford International Corpus of English, created by a group of scientists led by Barbara Seidlhofer, deserves special mention.

The corpus includes about 150 recordings of texts, the authors of which are not native speakers. According to the creators of VOICE, the corpus of English as a lingua franca includes samples of everyday, academic and professional speech, and the authors of statements are considered not as English learners, but as proficient in it. We were unable to find VOICE-based materials for learning English as a lingua franca language.

Intercultural communicative skills superiority

Focusing on intercultural communicative skills are in a way opposed to focusing on the target culture, and by the target culture we mean the supposed culture of the native speakers of that language. In our case, what is done very often is a focus on either British or American culture. But since English is a Lingua Franca, is an international language, then what’s much more important is the ability to navigate their way in between a myriad of different people and cultures that’s why we need to focus on intercultural communicative skills.

“Non-native speakers” as valid model of the language

Often when we present the new language and we have for example a listening which is supposed to model maybe pronunciation, new lexis and new grammar, new communicative structures we will use standard

native speaker voices for that and our students will be encouraged to imitate for example the way native speakers speak their pronunciation or communicative strategies that typically a native speaker would use. And this only perpetuates further the idea that native speakers are better models of the language by the very definition and therefore that they are also better teachers of the language which leads to the idea in our students' minds that we will only be able to communicate successfully is they achieve the level of a native speakers in every aspect. That's why it is crucial to use models of highly proficient non-native speakers of the language, which are abundant in fact, in your classes.

Conclusion. Intercultural communicative competence is at the heart of EFL-aware pedagogy. Intercultural communication competence is defined as the ability to engage with others, accept other viewpoints and perceptions of the world, and mediate between different perspectives in order to be aware of differences in their judgments. Culture is superior in ELF as a result of this, but unlike other English models, we discuss not only the cultures of Anglophone countries but also the cultures of possible interlocutors. We believe that further improvement of foreign language training quality (English as the second “working” language in the context of professional and pedagogical training) can be achieved by means of teaching Global English. ELF-aware teacher education is worthy investigation because it draws teachers', students, and teacher educators' attention to a reality they may not have been previously aware of.

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