

English Language As Lingua Franca

Luke Prodromou

English as a Lingua Franca Anna Mauranen, Elina Ranta, 2009-10-02 English as a lingua franca has become a hot topic in Applied Linguistics and English Studies. While it has been a subject of controversy for some time, linguistic observations on actual use have largely been missing out of the debate. This is now changing fast, and the study of English as a lingua franca has become a vibrant research field. This book reflects achievements in the growing field; it presents a good selection of empirical findings, thus providing substance to arguments. It comprises contributions from pioneers and established scholars in the field, along with reports from substantial ongoing research projects. The papers offer insights into the workings of English as a lingua franca in different contexts—conversational, academic, professional, and business situations. They tackle essential theoretical issues, analyse linguistic and interactional features of ELF, and discuss attitudes towards ELF. The studies are firmly anchored in analyses of authentic language in social interaction, some also using survey and interview data. Many papers also touch upon debates on language policy and linguistic ideologies. This collection of papers from the key areas of current ELF research will be of interest to English linguists and applied linguists, graduate and undergraduate students of English, educational and language planners, and teachers of English.

Language Change Anna Mauranen, Svetlana Vetchinnikova, 2020 English as a Lingua Franca (ELF) has become ubiquitous in today's globalised, mobile and fastchanging world. It is clear that it will have an unprecedented impact not only on how we communicate but also on our understanding of language use and change. What exactly ELF brings to our life and to language theory is a question which requires an interdisciplinary take. This book gathers together leading scholars from World Englishes, typology, language history, cognitive linguistics, translation studies, multilingualism, sociolinguistics and ELF research itself to seek state-of-the-art answers. Chapters present original insights on language change, based on theoretical approaches and empirical studies, and provide clear examples of social, interactional and cognitive changes that ELF instigates. The picture which unfolds on the pages of this book is complex, dynamic and makes a convincing case for the importance of English as a lingua franca on language change at a global scale--

English as a Lingua Franca Ian Mackenzie, 2014-03-14 English as a Lingua Franca: Theorizing and Teaching English examines the English used among non-native speakers around the world today and its relation to English as a native language, as well as the implications for English language teaching. Challenging and incisive, this book analyses positive and

negative accounts of English as a lingua franca, and its linguistic features, within the context of: native and World Englishes multilingualism and intercultural communication sociolinguistic issues including accent and identity classroom teaching and learning English as a Lingua Franca is a useful guide for teachers and trainee teachers, and will be essential reading for advanced students and linguists concerned with multilingualism, language contact, language learning, language change, and the place of English in the world today.

Understanding English as a Lingua Franca Barbara Seidlhofer, 2013-01-10 A complete introduction to the theoretical nature and practical implications of English used as a lingua franca. Explore the theories and principles of English as a Lingua Franca with leading expert Barbara Seidlhofer

International Perspectives on English as a Lingua Franca Hugo Bowles, Alessia Cogo, 2016-04-29 This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

Analysing English as a Lingua Franca Alessia Cogo, Martin Dewey, 2012-03-08 There have been considerable recent demographic shifts in the use of English worldwide. English is now undoubtedly (and particularly) an international lingua franca, a lingua mundi. The sociolinguistic reality of English language use worldwide, and its implications, continue to be hotly contested. This is one of the first books to provide a detailed and comprehensive account of recent empirical findings in the field of English as a lingua franca (ELF). Cogo and Dewey analyze and interpret their own large corpus of naturally occurring spoken interactions and focus on identifying innovative developments in the pragmatics and lexicogrammar of speakers engaged in ELF talk. Cogo and Dewey's work makes a substantial contribution to the emerging field of empirical ELF studies. As well as this practical focus, this book looks at both pragmatic and lexicogrammatical issues and highlights their interrelationship. In showcasing the underlying processes involved in the emergence of innovative patterns of language use, this book will be of great interest to advanced students and academics working in applied linguistics, ELF, sociolinguistics, and corpus linguistics.

English as a lingua franca. A new teaching paradigm? Ann Christine, 2013-10-28 Seminar paper from the year 2011 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 1,3, RWTH Aachen University (Institut für Anglistik und Amerikanistik), course: Variety in English, language: English, abstract: If you stay in the mind-set of 15th-century Europe, the future of Latin is extremely bright, predicts Nicholas Ostler, the author of a language history called *Empires of the Word* who wrote a history of Latin. If you stay in the mind-set of the 20th-century world, the future of English is extremely bright. Indeed, the history and the world-wide distribution of the English language has been a most remarkable and unparalleled one. The language has developed into a global language which "[...] is dominant in a way that no language

has ever been before.” Yet what makes English so important is its use as a lingua franca. Today, English is spoken by three times as many non-native speakers as native speakers. This phenomenon raises the question whether a standard should be established and how it should be taught at school. English as a lingua franca – a new teaching paradigm? This question will be discussed in this term paper. I will begin with a short presentation about the distribution of English and its development into a global language. Kachru’s famous three-circle model describing the diversity of English speakers around the world will be examined with a critical eye. The chapter goes on by trying to define the term lingua franca. In chapter 3 the following current research projects will be presented: Lingua Franca Core (LFC) by Jennifer Jenkins, Basic Global English (BGE) by Joachim Grezga and Vienna-Oxford International Corpus of English (VOICE) developed by Barbara Seidlhofer. Chapter 3 deals with the question of teaching English as a lingua franca (ELF). “English has become the second language of everybody. [...] It’s gotten to the point where almost in any part of the world to be educated means to know English” says Mark Warschauer, a professor at the University of California I will first of all focus on the status of English at school by looking at the curricula for teaching English in North-Rhine Westphalian grammar schools. Moreover, the difference between teaching English as a foreign language (EFL) vs. English as lingua franca (ELF) will be examined. Research has shown that native speakers and their Englishes have become relatively unimportant in international communication. Hence, does it still make sense to teach native-speaker norms? The concept of teaching Standard English will be critically analyzed. The last part of this chapter deals with objectives in teaching ELF as well its pedagogical implications...

English as a Lingua Franca in the International University Jennifer Jenkins, 2013-08-15 In this book, Jennifer Jenkins, one of the leading proponents of English as a Lingua Franca, explores current academic English language policy in higher education around the world. Universities around the world are increasingly presenting themselves as international but their English language policies do not necessarily reflect this, even as the diversity of their student bodies grows. While there have been a number of attempts to explore the implications of this diversity from a cultural perspective, little has been said from the linguistic point of view, and in particular, about the implications for what kind(s) of English are appropriate for English lingua franca communication in international higher education. Throughout the book Jenkins considers the policies of English language universities in terms of the language attitudes and ideologies of university management and staff globally, and of international students in a UK setting. The book concludes by considering the implications for current policies and practices, and what is needed in order for universities to bring themselves in line linguistically with the international status they claim. *English as a Lingua Franca in the International University* is an essential read for researchers and postgraduate students working in the areas of Global Englishes, English as a Lingua Franca and English for Academic Purposes.

Understanding English as a Lingua Franca Barbara Seidlhofer, 2011-09-22 Gives a clear explanation of the theories and principles underlying ELF studies and how they relate to other areas of research, such as second language acquisition,

sociolinguistic variation, and World Englishes Accessible and relevant to a wide range of readers: applied linguists (especially sociolinguists), master's students, teacher trainers and teachers, and anybody with an interest in the English language and how it is used worldwide. The author is a leading authority in ELF and the book addresses and brings up to date many aspects of her thinking and research in this field. The book is grounded in practical research. The author is founding director of the Vienna-Oxford International Corpus of English (VOICE), the first freely-accessible computer-corpus of interactions in English as a lingua franca. Reference is made to this data throughout. Includes a final chapter addressing the potential practical implications of work on ELF for English language teaching.

English as a Lingua Franca in Teacher Education Telma Gimenez, Michele Salles El Kadri, Luciana Cabrini Simões Calvo, 2017-11-07 A lingua franca perspective into English language teaching in Brazil has only recently taken flight. As an emerging economy, the country faces enormous challenges when it comes to language education in schools, where English has traditionally been taught as a foreign language. This collection brings the perspectives of academics and language practitioners in their efforts to incorporate an ELF approach into teacher education, thus offering a voice sorely missed in the international community interested in developing new approaches to English in a global world.

English as a Lingua Franca: Attitude and Identity Jennifer Jenkins, 2007-07-26 Based on research conducted among teachers, this text examines the role of standard language ideology in ELF attitude formation, critiques current SLA theories and ELT practices, highlights links between ELF accent attitudes and ELF identities, and includes proposals for making ELT pedagogy and testing more relevant.

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31 This two-volume handbook provides a comprehensive examination of policy, practice, research, and theory related to English language teaching (ELT) in international contexts. Nearly 70 chapters highlight the research foundation for the best practices, frameworks for policy decisions, and areas of consensus and controversy in the teaching and development of English as a second and/or additional language for kindergarten through to adult speakers of languages other than English. In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field. A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole. At various times and in different contexts, the following labels have been used in countries where English is the dominant language to describe programs, learners, or teachers of English: English as a second language (ESL), English as an additional language (EAL), limited English proficient (LEP), and English language learners (ELL). In contexts where English is not the dominant language, the following terms have been used: English as a foreign language (EFL), English as an international language (EIL), and English as a lingua franca (ELF).

English as an Academic Lingua Franca Beyza Björkman, 2013-01-30 As a result of globalization, higher education

institutions throughout the world are adopting English for parts of their education. Higher education is becoming increasingly international and thus linguistically diverse, for educational, idealistic and financial reasons. This book presents a much-needed description of English as a lingua franca (ELF) from an international university setting and focuses on form and pragmatic issues, using authentic spoken data. It provides useful insights into how communicative effectiveness can be achieved in spoken lingua franca communication.

How English Became the Global Language D. Northrup, 2013-03-20 In this book, the first written about the globalization of the English language by a professional historian, the exploration of English's global ascendancy receives its proper historical due. This brief, accessible volume breaks new ground in its organization, emphasis on causation, and conclusions.

English as a Lingua Franca for EFL Contexts Nicos C. Sifakis, Natasha Tsantila, 2018-10-26 This book explores the interfaces of English as a Lingua Franca (ELF) and English as a Foreign Language (EFL) pedagogy. It presents the theoretical aspects of ELF, discusses issues and challenges that ELF raises for the EFL classroom, and demonstrates how EFL practitioners can make use of ELF theorizing for classroom instruction, teacher education, developing language learning materials, policymaking and testing and assessment. Accounts of innovative and practical pedagogical practices and researchers' insights from diverse geographical, cultural and institutional contexts will inform and inspire EFL practitioners to reconsider their practices and adopt new techniques in order to meet their learners' diverse communicative needs in international contexts.

English as a Lingua Franca and Intercultural Communication Ignacio Guillén-Galve, Ignacio Vázquez-Orta, 2018 The contributions collected in this book provide a wide range of perspectives on and prospects for the use of English as a lingua franca (ELF), and explore various contexts where ELF is used predominantly: Academic and research settings as well as teacher and general population education, including pronunciation teaching. The chapters look at ELF data and concerns taking into consideration the areas of phonology, grammar, pragmatics alongside more specific, sociolinguistic ones such as attitudes and identity. The chapters also seek to invoke and provoke further discussion and research on the complex and multifarious forms of the «Englishes» that people are using around the world in their daily encounters in English. Accordingly, most of the studies described in the chapters orient their methodology and discussion to a particular macro- or micro-context of intercultural communication (IC), as the main scope of the exploratory work presented here is not so much the system of ELF, but the pragmatics of communication and its strategies. The specific interest of this volume thus lies in bridging the gap between two distinct areas of scholarship, ELF studies, on the one hand, and IC studies, on the other, and in doing so from a «semiperipheral» European perspective and from a view of ELF as social practice.

The Routledge Handbook of English as a Lingua Franca Jennifer Jenkins, Will Baker, Martin Dewey, 2017-08-23 The

Routledge Handbook of English as a Lingua Franca (ELF) provides an accessible, authoritative and comprehensive introduction to the main theories, concepts, contexts and applications of this rapidly developing field of study. Including 47 state-of-the art chapters from leading international scholars, the handbook covers key concepts, regional spread, linguistic features and communication processes, domains and functions, ELF in academia, ELF and pedagogy and future trends. This handbook is key reading for all those engaged in the study and research of English as a lingua franca and world/global Englishes more broadly, within English language, applied linguistics, and education.

Using English as a Lingua Franca in Education in Europe Zoi Tatsioka, Barbara Seidlhofer, Nicos Sifakis, Gibson Ferguson, 2018-06-25 This volume examines the role of English as a Lingua Franca (ELF) in education in Europe. Following the implementation of the Bologna process, English has assumed a central role in European education offering institutions the opportunity to cater to the needs of an internationalized student body and increase their competitiveness. On the other hand, the increased use of ELF has become an issue of concern, often perceived as a threat to other languages, tilting the scale towards linguistic inequality and stressing the urgent need for the development of new language policies. Both aspects of ELF are at the center of discussion in the proposed volume, which consists of a variety of papers examining ELF in different parts of Europe (Eastern, Central and Western) and different levels of education. The volume makes a substantial contribution to the lively and controversial debate about what is recognized as a central topical concern of language education policy in Europe and beyond.

English as a Lingua Franca Luke Prodromou, 2008-01-06 Using a corpus of data drawn from naturally-occurring second language conversations, this book explores the role of idiomaticity in English as a native language, and its comparative role in English as a lingua franca. Through examining how idiomaticity enables first language learners to achieve a greater degree of fluency, the book explores why idiomatic language poses such a challenge for users of English as a lingua franca. The book puts forward a new definition of competence and fluency within the context of English as a lingua franca, concluding with an analysis of practical implications for the lingua franca classroom. This in-depth study of English language learning using corpus data will be of interest to researchers in applied linguistics and corpus linguistics and to teachers of English as an international lingua franca.

English as a Global Language David Crystal, 2003-07-28 David Crystal, world authority on the English language, presents a lively and factual account of the rise of English as a global language and explores the whys and wherefores of the history, current status and future potential of English as the international language of communication. English has been lauded as the most 'successful' language ever, with 1,500 million speakers worldwide; but Crystal avoids taking sides and tells the story in a measured but engaging way, backed by facts and figures. This new edition of his classic book includes new material (on the vocabulary, grammar and pronunciation of New Englishes), footnotes, new tables, and a full bibliography. There are

updates throughout. This is a book for anyone of any nationality concerned with English: teachers, students, language professionals, politicians, general readers and anyone with a love of the language.

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