English as a lingua franca and the multilingual classroom

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I’d heard the term “English as a Lingua Franca” being used once or twice in the staffroom but not very often so I thought OK, it’s not that relevant here, I don’t hear people talking about it much, do I really need to know about this?

Research participant and teacher (Patsko, 2013, p. 37)
8 things we really need to know

What we can do about these things
A sociolinguistic gap-fill

1. For every native speaker of English in the world, there are at least ***3*** non-native speakers.

2. Approximately **80%** of spoken interaction in English takes place with no native speakers present.

3. At least **80%** of the English language teachers in the world are non-native English speakers.

Crystal, 2008; Beneke, 1991; Canagarajah, 1999
For many people in the world today, English is the “communicative medium of choice and often the only option”

(Seidlhofer, 2011, p.7)
4. What is English?
5. Language is not a thing that can be owned.
6. English is unlike any other language in how it’s being used nowadays.
7. Students want and need to use native-like English.

“Only standard native-like English is acceptable”

“I want only standard native-like English”
8. “When in Rome...”
The multilingual classroom
Raising awareness

- of one’s own voice
- of others’ voices
- of real-world communicative needs
- of language in context

“How would you say [...]? Is it similar or different to speaker X? How? Why? What are some other ways we can say it?”
Needs analysis

Step 3: student-student dictation
Each student reads his/her sentence twice.

How to do a pronunciation needs analysis with a multilingual class

https://elfpron.wordpress.com/2013/11/21/needs-analysis-multilingual/
# Finding common needs

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[Find common needs](https://elfpron.wordpress.com/2013/12/08/elf-in-a-multilingual-class-finding-common-needs/)
Communication strategies

• Reformulation, circumlocution (e.g. Taboo)
• Checking & signalling understanding
• Overlap/turn-sharing (e.g. “yeah” + repeat)
• Explicit (para)phrasing (spelling things out)
• Record & reflect on strategic moves

(Ollinger, 2012)
So first of all, my name and what I do: my name is Laura Patsko and actually, I wear a number of different hats. My full-time job is working as Senior ELT Research Manager at Cambridge University Press, where I consult, commission and conduct research into language learning and teaching.

Outside my main job, I also work as Editor of *Speak Out!*, the journal of the IATEFL PronSIG (Pronunciation Special Interest Group), and I write about ELF (English as a Lingua Franca), focusing on teaching materials and resources related to pronunciation and accents, for a website called ELFpron which I started with my colleague Katy Simpson in 2013.

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Which strategies do/could I use here?

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Something to take away...

Can I believe this?
Must I believe this?

(Dawson et al, 2002, p. 1385)
Thank you

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Slides available at elfpron.wordpress.com
References (1)


References (2)


Further reading


