

Teaching English as a Lingua Franca

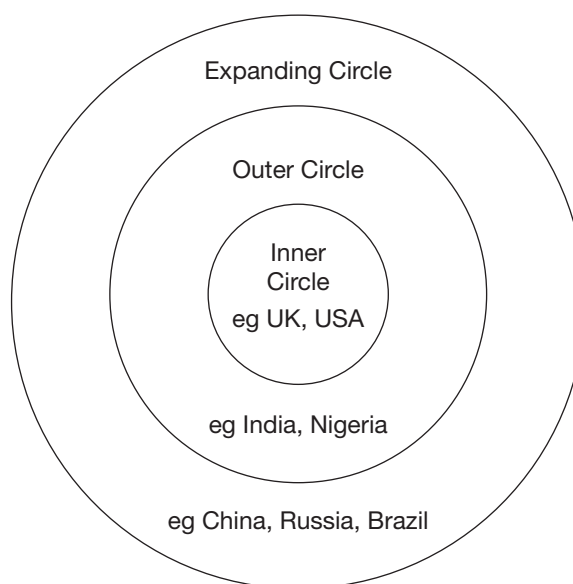
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The following pages contain texts and worksheets that appear in *Teaching English as a Lingua Franca* which, for ease of use, can be downloaded and printed out for lesson planning and work in class.

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Why is English a global language?

The three circles of English



A (very!) brief history of English

The first languages in Britain were those of the Celts. These were soon joined by **Germanic** languages, brought by European **tribes** who came to the island. Eventually, these languages mixed together and Old English was created. Old English gradually developed into Middle English, and then into Modern English.

In the 1600s, England (and, later, the United Kingdom) started to set up **colonies** and **trading posts** around the world, which were controlled by the government. These were first focused on trade, but were later taken and expanded by force.

Colonies were established in Africa, Central and South America, as well as North America (the latter later became the United States) and many other places.

During the 1700s and 1800s, the British **Empire** became very strong. At one point, it was the most powerful empire in history, controlling approximately one third of the world. In countries that were part of the British Empire, English was used as the language of education, administration and law, and in many other parts of daily life.

English became an official language in countries such as India, Hong Kong, New Guinea, New Zealand and South Africa.

The British Empire eventually became smaller, and former colonies such as India, Singapore and Nigeria

became independent countries. However, these countries often continued to use English as one of their official languages.

In addition, countries which were *not* former British colonies began to focus more on learning and using English. There are several reasons for this:

- The United States became very **economically** powerful, and many countries wished to trade with the US. This is one key reason why English became the main international language of **business**.
- The **media** had a big influence on the continuing influence of English, with many successful movies and TV shows coming from the United States.
- English began to be used as the international language of **tourism**, meaning many people studied English to be able to interact with tourists to their country, and to travel as tourists themselves.
- English also became the international language of **science**, with most research written and published in English.

In short, English is a global language because of the history of the **British Empire**, the ongoing **legacy of colonialism**, the **economic** power of English-speaking countries, the influence of the **media**, and the fact that English is now necessary to engage in **tourism**, understand **science**, and enjoy a large amount of published **information** and **entertainment**.

English: the global lingua franca

Statements

- 1 Most people who use English around the world are 'non-native speakers'.
- 2 There are only seven countries where English is an official language.
- 3 There are no 'native speakers' of English in India.
- 4 The US is the country with the highest number of English users worldwide.
- 5 When 'non-native speakers' communicate with one another, misunderstandings are not frequent.
- 6 When you speak with a 'foreign' accent, people are less likely to understand you than if you speak with a standard 'native speaker' accent.
- 7 Monolingual 'native speakers' of English are often the most difficult to understand in international contexts.
- 8 Making grammar mistakes and using non-standard vocabulary can frequently lead to misunderstandings.
- 9 I should never use words from my first language when speaking in English, as this can confuse the listener.

What is English as a Lingua Franca?

Introducing English as a Lingua Franca

Although English has traditionally been learned to communicate with people from Britain, America and other nations where English is spoken as a first language, the role of English in the world is changing.

The majority of the world's English is now spoken between people who do not share a first language, and this has important implications. Many English learners want to sound like a speaker of British or American English, but is this the best model for international communication?

For example, there are some idiomatic expressions in British English which may be completely meaningless to a non-British person. Trying to use idioms, grammar or pronunciation that is specific to one country may actually make your English more difficult to understand.

So, what is the alternative?

An option is to learn English as a Lingua Franca (ELF):

- ELF refers to *any* English use between people who do not share a first language. As a result, rather than try to imitate a specific form of the language, ELF users focus on the grammar, vocabulary and pronunciation that make their use of English more effective for successful communication with as many people as possible around the world.
- ELF users also use various communicative strategies. For example:
 - They learn to listen carefully to their conversation partner and then adjust their language to fit each other.
 - They might use simpler words or grammar, use more gestures, or slightly change their pronunciation, to make what they are saying easier to understand.
 - If they are having difficulty in being understood, they may add more pauses to their speech, or use shorter sentences.

ELF may not be for everybody, but for those who wish to use English for international communication, being understood is more important than imitating British, American or some other form of English.

Who is a 'native speaker'?

NES = native English speaker.

A NES is somebody who was born only in the UK, the US, Ireland or Australia.

A NES studied at school/university in English.

A person who passed the highest level of IELTS/TOEIC
(*delete as appropriate*) is a NES.

A NES speaks English perfectly and never makes mistakes.

All NESs are white.

There are no NESs in Kenya or India.

Only the English spoken by a NES is the real and correct English.

A person born to English-speaking parents who has lived abroad most of their life is not a NES.

A NES is the ideal teacher.

What makes an effective language teacher?

What makes a good teacher?

When you are learning a foreign language, it is very important to have a teacher who can help you to accomplish your goals. The question of what makes a good teacher is one that different people will answer in different ways.

We asked five language learners which qualities they consider to be the most important in a foreign language teacher.



■ **Andrei (Romania):**

‘For me, the most important thing for a teacher is to be friendly and create a relaxed atmosphere in class. I think language is mainly about communication, so making an environment in which everyone feels comfortable is probably the most important point.’

■ **Mika (Japan):**

‘Personally, I think it is very important for teachers to be native speakers of the language they are teaching. I think native speakers know more about the language, because they have learned it from birth and so they will be naturally good teachers.’

■ **Baozhai (China):**

‘In my opinion, it is very important for teachers to be highly qualified in teaching. Teaching is a very skilled job, and just knowing a language doesn’t mean you can teach it to someone else. Becoming a good teacher takes training and practice.’

■ **Baruti (Botswana):**

‘I think a teacher has to be very proficient in a language in order to be a good teacher. I don’t care if someone is a native or a non-native speaker: as long as they are highly fluent in the language and can explain the grammar or vocabulary, I think they will be able to effectively teach it.’

■ **Kasia (Poland):**

‘It seems to me that a good teacher should be fluent in the language of their students. If a teacher knows their students’ language, they will be able to understand the problems the students are having and help them to overcome their difficulties.’



Only 'native speakers' need apply

A sample job advertisement

We are looking for a new teacher to join our school. The applicant **MUST** be a native speaker of English and have a passport from one of these countries: the UK; the US; Ireland; Canada; Australia; New Zealand.

Preferred qualifications:

- 4-week Teaching Course, preferably CertTESOL or CELTA.

Candidates with no qualifications will also be considered.

Experience in teaching is desirable, but not necessary. We will consider anyone who is enthusiastic about teaching. Please note that we will **NOT** accept applications from candidates who are non-native speakers of English.

We offer a competitive salary.

Please send a CV and a covering letter to: ...

What is the Lingua Franca Core? 1

What makes clear pronunciation?

When studying English, I always assumed that I must aim to speak either with a standard British or American accent. When we practised pronunciation, these were the models we would imitate – so when teachers said ‘we say it like this, now repeat’, I assumed that we referred to ‘native speakers’. And perhaps if, one day, I managed to speak like *them*, my pronunciation would be better.

When I started teaching, for a long time I also encouraged my students to imitate either standard British or American pronunciation. I spent a lot of time practising word stress. And connected speech. And vowel sounds. All in the hope that my students would sound more like ‘native speakers’.

Then I discovered the Lingua Franca Core (LFC).

- This research aimed to identify which features of English pronunciation make someone easy – or difficult – to understand in international contexts. That is, in contexts where the listeners aren’t exclusively ‘native speakers’ of English, but people from various different first language backgrounds.
- The research has been conducted for over twenty years now. Conversations have been recorded between English users – mostly ‘non-native speakers’ – and analysed for instances where misunderstandings due to pronunciation occurred.

What have the researchers found out?

It turns out that it is not a particular ‘native speaker’ *accent* that makes your pronunciation easier to understand – but a set of *pronunciation features*. These features are part of the LFC, and are:

- The difference between long and short vowels (eg **sheep** vs **ship**).
- Consonant sounds (eg k, m, s, t, d, v, etc).
- Consonant clusters, or groups of two or more consonants (eg **split**, **texts**).
- Nuclear stress – or the strongest stress in a given short phrase – which can affect the meaning, and can be used by the speaker to draw the listener’s attention to a particular part of the utterance (eg: *It’s not MY book. It’s HIS book.*).

This means that if you want to be easy to understand, you need to pronounce these features correctly.

Mind you, ‘correctly’, here, does not mean *like a ‘native speaker’* or *without a ‘foreign’ accent*. It means that accent and intelligibility are two different things.

But what about correct word stress? Or connected speech? Aren’t they important?

Well, despite the fact that they are often emphasised in class and in English coursebooks, research shows that the following are *not* important for intelligibility in international contexts:

- Features of connected and fast speech (eg *What did you say?* is often pronounced in fast speech as /wʌtʃjə`seɪ/ and not /wʌt dɪd ju: seɪ/).
- Vowel reduction, or shortening the vowels in syllables that aren’t stressed (eg the modal verb *can* is often pronounced as /kən/, with the vowel being very short, rather than /kæn/).
- Vowel quality (eg the difference between *run* /rʌn/ and *ran* /ræn/).
- Word stress.

So, what does this mean for *you* as a learner?

- It might mean that if your goal is clear and intelligible pronunciation, you should focus on LFC features.
- It might mean that, rather than practise *all* the sounds, you should identify which LFC features you have problems with (or ask your teacher for help) and focus specifically on these.
- Finally, I think it also means that you can stop worrying about not sounding like a ‘native speaker’.

■ ■ ■

I don’t know about you, but I really wish someone had told *me* this when *I* started learning English!

What is the Lingua Franca Core? 2

Pronunciation feature	Example from the recording	Easy to understand? Why (not)?
Vowel length		
Consonant sounds		
Consonant clusters		
Nuclear stress		

Pronunciation: 'Native' models or ELF?

Three reasons why 'native speakers' are not better pronunciation teachers

When you ask people if they think a 'native speaker' is a better English teacher, one of the most frequent assumptions supporting a loud 'yes!' is that 'native speakers' are better *pronunciation* teachers:

- 1 'Native speakers' speak with the correct, natural, authentic or original accent (pick your adjective).
- 2 Speaking like a 'native speaker' makes you more intelligible, whereas having a foreign accent reduces communication.
- 3 You learn bad pronunciation from a 'non-native speaker'. Only a 'native speaker' will teach good pronunciation.

Let's see if these three assumptions hold any water.

ASSUMPTION ONE

Linguistically, there are no objective reasons why one accent should be regarded as better than another one. Of course, there are reasons of power and prestige. Some accents have for a long time been thought of as better, more educated and more prestigious.

For a long time in ELT, having a *foreign* accent has been something to be discouraged. A sign of low proficiency. Of incomplete learning. The more 'native-like' the pronunciation of our student, the better.

Well, it depends what you mean by better. If you mean more *intelligible* or *easier to understand*, then I'm not so sure.

ASSUMPTION TWO

Especially in international contexts where people from different countries come together and use English as a lingua franca, nothing indicates that 'native speakers' are always more intelligible.

My cousin is an international businessman. His English is very, very good. And he strikes deals, negotiates, presents and ... is successful. But last time I spoke to him he was really nervous: *'I do Skype calls and business meetings every day, but this one today is with British clients. It's their accent. They speak so quickly. No one has a clue what they're talking about.'*

I'm sure you've been in a similar situation. You could argue that it is entirely *your* fault – *your* English isn't good enough – that's why you can't understand that

'native speaker'. But communication is a two-way street. You can't put all the burden of understanding on the *listener*. The *speakers* also have to make themselves understood.

So, I would argue that 'native speakers' aren't necessarily the most intelligible models. In fact, some 'native-like' pronunciation features not only don't *contribute* to intelligibility, but can actually *hinder* it.

ASSUMPTION THREE

As Professor John Levis, an expert on pronunciation research, put it: *'Pronunciation is not like a cold. You don't catch it just from being around that person.'*

I've taught English in seven countries, with students of countless first languages. Very few of them will ever be able to fully imitate a particular 'native speaker' accent – regardless of whether they've been taught by 'native' or 'non-native speakers'.

A recent study compared two similar groups of students: one taught by a 'native speaker', and one by a 'non-native speaker.' Improvements in pronunciation were very small in both groups.

Not that there's anything *wrong* with having a 'foreign' accent. It's part of your identity. For 'native speakers', their accent usually involves a sense of pride. Part of who they are. Where they come from. And so it should be for you as 'non-native speakers' of English.

To paraphrase Professor David Crystal, the renowned linguist: *Do you know who are the only people who need to completely lose their foreign accent? Spies.*

So, if you really want to sound like a particular 'native speaker' (remember that there are *thousands* of accents out there), I'll let you in on a little secret: you might need a voice coach. Or a specialised teacher. Simply having a 'native speaker' teacher for three hours a week in an English classroom won't change much.

As with anything, teaching pronunciation is a skill.



So, to sum up, I don't think 'native speakers' are, by default, better pronunciation teachers. *Trained* teachers are by default better than *untrained* ones.

Do the English own English?

Quotes

‘Traditionally, native speakers of English have been regarded as providing the authoritative standard and the best teachers. Now, they may be seen as presenting an obstacle to the free development of global English.’

David Graddol

‘It is, I think, very generally assumed that a particular subset of educated native speakers in England, or New England, or wherever, have the natural entitlement to custody of the language, that the preservation of its integrity is in their hands: their right and their responsibility.’

Henry Widdowson

‘It is neither liberal nor liberating to permit learners to settle for lower standards than the best, and it is a travesty of liberalism to tolerate low standards which will lock the least fortunate into the least rewarding careers.’

Randolph Quirk

All change!

Quote

'All societies are constantly changing their languages with the result that there are always co-existent forms, the one relatively new, the other relatively old; and some members of a society will be temperamentally disposed to use the new (perhaps by their youth) while others are comparably inclined to the old (perhaps by their age). But many of us will not be consistent either in our choice or in our temperamental disposition. Perhaps English may give rise to such fluctuation more than some other languages because of its patently mixed nature.'

Randolph Quirk

Sentences

- 1 This street is badly lighted.
- 2 He like playing the piano.
- 3 The self-service checkout is only for those who buy less than ten items.
- 4 It really don't matter.
- 5 I'm loving it.
- 6 The boys swimmied in the river all morning.
- 7 I work at a university who is one of the oldest in the country.
- 8 I'm coming from Germany. (ie I was born there)
- 9 The man who we saw yesterday is a famous writer.

Grammar notes

- 1 About a century ago, 'lighted' was considered the correct form, while 'lit' incorrect (see examples in *The House of Mirth* by Edith Wharton, for instance).
- 2 Technically, of course, it should be 'likeS'. However, see the explanation to number 4.
- 3 In theory, 'less' is only for uncountable nouns. Nevertheless, it seems now to be used more and more for countable nouns too.
- 4 Correct in many dialects of English. But also, at one point, correct even in standard literary language (see Aunt Betsey from Dickens' *David Copperfield*, who is a very well-educated character from the upper classes; yet she says 'it don't' very often).
- 5 Grammar books will tell you that you *can't ever* use stative verbs in the continuous form (well, apart from all the situations when you *can* and *do*, of course). This rule is definitely changing very rapidly, though. See also the explanation to number 8.
- 6 In the nineteenth century, 'swimmied' was the correct form.
- 7 Technically, it should be 'which'. But is the rule perhaps slowly changing? See the explanation to number 9.
- 8 This, of course, should be 'I come from Germany'. However, how does it differ from extending the use of the progressive to other stative verbs? In fact, according to some scholars, the progressive is actually currently changing into a general imperfective. See Kortmann et al. (2004).
- 9 Some would argue that it has to be 'The man *whom* we saw', because the man is the object of the relative clause. Few, however, would speak or even write like that now. Will 'who' become acceptable for objects, too, in the near future? See number 7.

The future of English

What I know about the topic	What I want to know	What I learned from the video
Eg: There are more 'non-native' than 'native' speakers of English.	Will English remain the global language?	

Why is this speaker difficult to understand?

Pronunciation feature	Example from the recording	How does the speaker say it?	Why might this cause misunderstanding in ELF contexts?
/v/	vote, vital	/bəʊt/, /`baɪtəl/	Substitution of the /v/ sound with a /b/ sound.
Assimilation and reduced vowels	What did you say?	/wɒtʃjə`seɪ/	Reduced vowels and assimilation (features of connected speech).

Making your pronunciation easy to understand

Pronunciation feature	Example	Example from the recording	Other examples
Consonant cluster	split /splɪt/ exit /ˈegzɪt/ glimpsed /glɪmpst/		
/k/	architect /ˈɑːkɪtəkt/ ache /eɪk/		

Multilingual English users as models

Student feedback question sheet

Was the speaker we heard today a good model of pronunciation?

- Give your reasons why (not).

It has been suggested that people for whom English isn't their mother tongue are more realistic models of pronunciation, because they constitute the vast majority of English users worldwide.

- Do you agree? Why (not)?

It has also been argued that using those speakers as models of pronunciation is more motivating and achievable, since they show that it is possible to become highly proficient and intelligible in English without having to lose your 'foreign' accent.

- What is your opinion about this? Give your reasons.

Would you have preferred listening to a 'native speaker'?

- Why (not)?

To what extent do you agree that having a 'foreign' accent is acceptable?

- Give your reasons.

Do you need to lose your 'foreign' accent to be easy to understand?

Identifying your students' weaknesses

Example sentences A

- The cab driver charged me much more than I'd expected, which obviously made me quite angry.
- Mike loves playing and watching football, but since he started his new job, he hasn't had enough time for it.
- I think there should be a ban on using plastic straws, because they are harmful for the environment.

Example sentences B

- I'm a bit worried about the exam, as I have missed many classes.
- Joe wants to leave his current job and look for something more challenging.
- Our teacher is quite forgetful, and we often have to remind him to give us back the tests and tell us the grades.

Needs Analysis chart

Sentence	Pronunciation difficulties
The cab driver charged me much more than I'd expected, which obviously made me quite angry.	Eg 'cab' sounds like 'cap'

LFC Needs Analysis chart

Problematic pronunciation feature	Number of students mispronouncing the feature	Part of the LFC?	Prioritise in class?
Distinction between /v/ and /b/	7/10	Yes	Yes

Accommodating to the listener 1

Worksheet 1

Fold here.



HEAR	SAY	HEAR	SAY
START →	rope	back	batch
badge	bus	buzz	feed
ice	back	rope	code
feed	pig	eyes	lack
code	pick	bus	coat
feet	eyes	robe	ice
lack	lag	pick	badge
coat	robe	pig	feet
batch	buzz	lag →	FINISH

Accommodating to the listener 2

Worksheet 2

Fold here.



HEAR	SAY	HEAR	SAY
START →	wide	back	insight
inside	cab	cap	feed
ice	back	wide	right
feed	pig	eyes	lack
right	pick	cab	ride
feet	eyes	white	ice
lack	lag	pick	inside
ride	white	pig	feet
insight	cap	lag →	FINISH

Incorrect English?

Sample sentences

- 1 It's a really nice day, no?
- 2 He speak very quickly and I have problems understanding him.
- 3 Thanks for giving me so many informations. It was really helpful.
- 4 I didn't go nowhere yesterday.
- 5 I live in the building who is opposite the supermarket.
- 6 I would have went if I'd had the money.
- 7 Could we discuss about my exam next class?

Key

- 1 Common for many 'non-native speakers', but also certain 'native speaker' Englishes, eg in the Caribbean.
- 2 Common for 'non-native speakers'.
- 3 Common for many 'non-native speakers', but also certain 'native speaker' Englishes, eg Singaporean.
- 4 Typical of some 'non-native speakers', but also a feature of 'native speaker' Englishes, eg African American Vernacular English.
- 5 Common for 'non-native speakers'.
- 6 Typical of 'native speakers' from Belfast, Northern Ireland.
- 7 Typical of 'non-native speakers', but it also seems to be creeping into 'native speaker' use.

Complement ellipsis

Sentence set A

'I was a bad student, and I really regret (it).'	Meaning of (it):
'I have to go to the dentist, but I don't want (to).'	Meaning of (to):
'If you don't have enough money, I can lend you (some).'	Meaning of (some):
'My children can't stay up late. I don't allow (it).'	Meaning of (it):
'Do you like this music?' 'No, I don't like (it).'	Meaning of (it)

Sentence set B

'I don't like spicy food. Actually, I really hate.'
'Have you been to the Middle East?' 'No, I've never!'
'I think criminals should be punished. I don't think we should forgive.'
'I don't have enough time to read. I wish I had.'
'The boss wants to see you in her office. You should go to.'

Legitimate varieties

Loaning and borrowing

There are numerous loanwords in English which originated from one of the languages native to India. Some examples include:

- *dinghy*, from Hindi;
- *bungalow*, from Gujarati;
- *jungle*, from Sanskrit.

And such borrowings are even more widespread in English spoken on the Indian subcontinent.

In addition, Indian English also has numerous examples of English words, and combinations of words, which have been given entirely new meanings.

One example is a commonly-used phrase: ‘to fire someone’. In India, in contrast to what the phrase might mean in Britain for example, *firing a person* does not refer to making them unemployed but, rather, to ‘shouting at them’.

Finally, Indian English also contains a great number of very creative and ingenious word formations which – while unheard of in Britain or the US – utilise the underlying rules of English morphology to add completely new meanings to the language.

For example, the word *unmotorable* would be used to describe a road which is not suitable for a motorised vehicle, such as a car or a motorbike.

Adapted from: <https://blog.oxforddictionaries.com/2016/01/27/good-indian-english/>

Flexible use of idiomatic expressions

Dialogue 1

Johan: So are you guys ready for the exam tomorrow?

Miguel: Not sure. I think I need to study a bit more.

Sara: **I think I'm in the right track**, kind of OK. I was actually thinking maybe to relax, watch a film or something.

Johan: Well, why don't we try to ... you know, **kill two birds with one rock**?

Sara: You mean like do both?

Miguel: Sure! That's a good idea. Let's first study a bit and then we can watch a film and relax.

Dialogue 2

Jan: [whispering] Man, this class is boring, no?

Karol: Yeah. The professor always wants to **sit in control of everything**.

Jan: True. We can never say what we think. Or discuss about anything.

Karol: Shhhhh, he's coming back. Let's keep quiet, take notes and not **step on his feet**.

Jan: Yeah, and try to survive the next hour, and not fall asleep ...

Text

University lecturer: So to sum up, it is clear that the two phenomena, which might not seem related at the beginning, are actually two different sides of the same coin. If you're interested in further exploring this topic, I would recommend Smith's book, which is on the handout. He **goes into much detail** about this. Before we continue on to the second part of the lecture, are there any questions that **come to your head** at the moment?

Idiom	Meaning	Original idiom	What was changed?	Effect on communication

Affixes are in the eye of the beholder

Dialogue 1

Professor: So, as you can see from the data, there was a significant **increase** in the number of gun-related deaths in recent years ...

Student: [raising her hand] How big exactly was it, professor?

Professor: Let me see ... It was ... an **increase** of exactly 20%.

Student: This is quite a lot. And what do you think the **increase** was due to?

Professor: There are probably several factors, but ...

Dialogue 2

Luisa: So, let's look at the levels of **approval** that the rival candidate has at the moment ...

Sara: The latest poll done by the government shows it's pretty low.

Oscar: Yeah, but last time it turned out to be rather **unreliable**, you know, so I'm not sure if we can trust it.

Luisa: You might be right. The public opinion is a bit **unpredictable** at the moment.

Word + word class	Standard form	Other affixes for this word class
Approval (noun)	Approve	-ment, -ness, -ity, -tion

Towards a new use of prepositions

Sentences

- I want to go holiday with my family.
- I think advertising is effective, because lots of people respond on it and buy the products.
- I'm not sure what 'good English' means.
It depends by who you speak to.
- My sister studies about history in University.
- My taste in music is different with all my friends.

Idiomatic expressions across cultures and languages

Dialogue

A: How was your holiday? Did you have good weather?

B: Most of the time, but one day it really rained. I mean, it rained like seas!

A: Like seas? You mean it rained a lot?

B: Yeah! You don't say 'rain like seas' in your language?

A: No, but I know what you mean. We'd say 'rain like ropes'.

B: Rain like ropes! I like it.

Forms of address

Sample situation

You are at a business meeting.

You have met this person for the first time, and they have given you their business card:

Which form of address would be the most appropriate, and why?

For example:

Dr. Smith,	Director,
Ms Smith,	Kathryn,
Mrs Smith,	Dr. Kathryn,
Miss Smith,	Ms/Mrs/Miss Kathryn,
Doctor,	

Sample cards

Dr. Kathryn Smith
Country Director, HSBC

Email: ...

Phone: ...

Professor Marcin Wolski
University of Warsaw

.....
Email: ...

Phone: ...

Communication breakdown

A

Situation A	Reason
Dan is teaching a group of international students. He asks them a question connected to their homework, and waits for an answer from the group. However, the students remain silent and do not reply for 20 or 30 seconds. Dan gets angry and starts to choose individual students to answer his question.	<i>The students did not reply because ...</i>

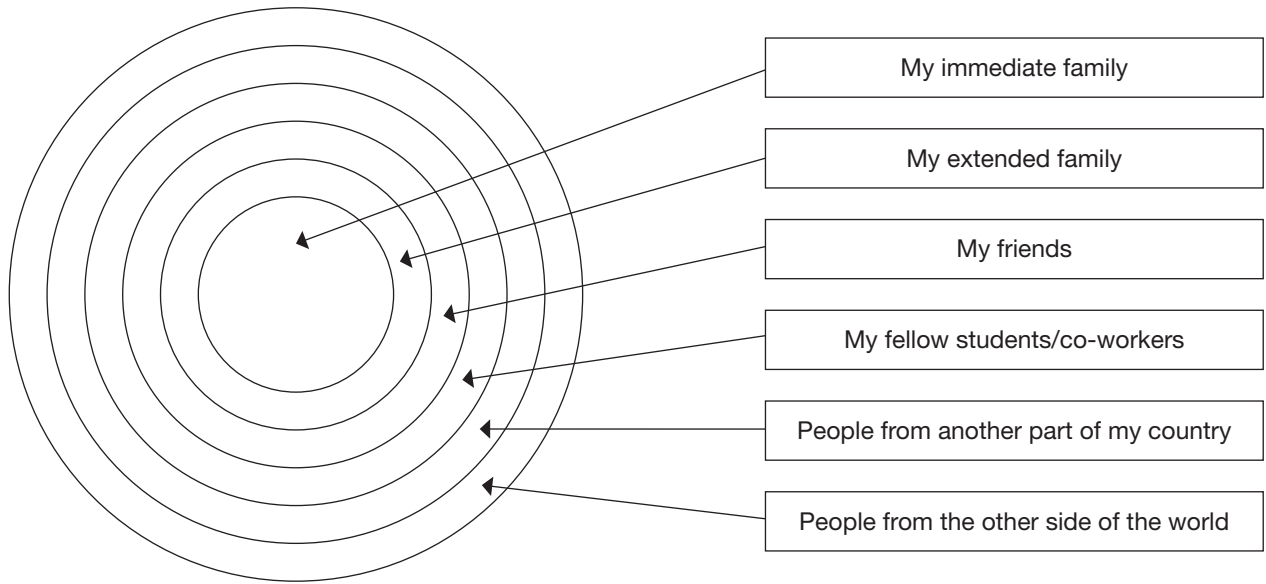
Dan's point of view	Marco's (student) point of view	Chandra's (student) point of view
'A lot of these international students refuse to answer questions. I think in their countries they just expect the teacher to do all the work. They don't know how to be active in class.'	'I didn't understand Dan's instructions. He talks too quickly, and he doesn't give us enough time to answer questions. When he started asking us individually, I got really nervous, because I had no idea what to say!'	'Actually, I didn't do the homework. I was busy hanging out with my friends all night and I didn't have time to do my assignment. I kept quiet because I had no idea what the lesson was about!'

B

Situation B	Reason
Kaori has started working for an international company and is going for a meal with her new co-workers. At the end of the meal, she leaves the bill for her boss Manham to pay. Gregory, another of her co-workers, insists instead on paying the bill. Both Manham and Kaori feel embarrassed.	<i>This problem occurred because ...</i>

Kaori's point of view	Manham's (Kaori's boss) point of view	Gregory's (Kaori's co-worker) point of view
'In Japan, it's usual for the boss to pay the bill on a night out. It's a common business practice. I didn't realise that this wasn't true in other countries. I guess it must be the opposite in other countries, because Gregory offered to pay.'	'That was a confusing experience! Our company policy is that we pay for all work outings on the company credit card, instead of individually. I have no idea why Gregory was so insistent on paying the bill.'	'I'm hoping to get a promotion in the future, and so I think little acts of generosity such as paying the bill will help me move up in the company!'

Communication distance



Students or stereotypes?

The situation

Jan stood at the front of class, staring at his students.

On the board was written the sentence:
I went the shops with my friend.

'What's the missing word, and where should it be in the sentence? Does anyone know?' Jan asked. 'How about you, Miki?'

Miki looked at him for a few moments, and then shook her head.

'Can you guess?' asked Jan.

Miki made a face, and then quietly murmured, 'I went *for* the shops?'

'Good guess!' said Jan, 'But that's not answer, I'm afraid.'

Miki's classmate Simone jumped in: 'I went *to* the shops?' she asked.

'That's right!' said Jan, turning back to the board.

Miki rested her head on her hand, scowling, while Simone threw her an apologetic glance.

The perspectives

Jan: 'I understand that Japanese students like Miki come from a collectivist culture, and are very shy about speaking up in front of others. Compared to other students in the class, they are always quiet and are reluctant to answer questions. Because of that, I feel it's my job to push them to try and answer questions, even if they don't want to.'

Simone: 'I felt bad after answering the question. I think that, because Miki got the question wrong and I got the question right, it may have made her lose face. 'Face' is very important in Asian cultures, and so I may have offended or upset her.'

Miki: 'I've always been a very competitive person, ever since I was a child. If I do badly in something, I tend to get upset, and so I don't often volunteer answers in case I make a mistake and it affects my mood. I'm annoyed that Jan keeps pushing me to answer questions when I obviously don't want to.'

Negotiating meaning

Dialogue

Chen: You look a little upset. Is everything ok?

Johan: No, I had some trouble at work. My boss reprimanded me.

Chen: Reprimanded? Do you mean you were fired?

Johan: No, I mean I made a mistake and my boss was very angry. He says if I make that kind of mistake again I'll have to look for a new job.

Chen: I see. Poor you!

Sample cards

I think affluent people should give at least 50% of their money to charity.

(Affluent = rich)

I believe that it is imperative we do something about climate change.

(imperative = urgent)

Borrowing vocabulary

Column A – Loanword	Column B – Meaning?	Column C – Answer
Aidoru (idol)		Pop star
Apāto (apart)		Apartment
Baria furī (barrier free)		Accessible facilities
Faito! (fight!)		Do your best!
Haitatchi (high touch)		High five
Koppu (cop)		Drinking glass
Kurēmu (claim)		Complaint
Pea rukku (pair look)		Matching outfits
Raibu hausu (live house)		Club with live music
Ribenji (revenge)		Rematch

Column A – Loanword	Column B – Meaning?	Column C – Answer

Guessing words from context

Services at Narita Airport

When you arrive at Narita airport in Tokyo, there are a few services that passengers need to be familiar with, particularly those who are travelling with their family, wish to take a short rest after their long flight, or are carrying a large amount of baggage.

- Passengers who are travelling with lots of heavy luggage may wish to use the **takyubin** service available in the airport to send their heavy luggage to their hotel. Confirmation of this popular service can take several days, so we advise passengers to book in advance. All staff speak English and the service is available 24 hours a day. The takyubin service is located on the 3rd floor of the main building in Terminal 1, and the 4th floor of the main building in Terminal 2. The service is not expensive, but passengers should budget to spend about 30,000 yen. Money exchange counters can be found in all terminals.
- Passengers who would like to rest after their flight may wish to take advantage of the **capsule hotel** service in the airport. The capsule hotel service has 24-hour check-in and reception services and rooms are quite inexpensive. This service is quite popular, so passengers are advised to make reservations in advance. The hotel can be used for a full night's sleep or just for a short nap, and shower services are also available to all passengers without booking a room.
- Our airport is **barrier free**, so passengers with mobility problems should not have difficulties, but in case of a problem, our staff will be happy to help.
- There are **dust boxes** available throughout the airport. We ask that passengers are careful to divide their trash up into burnable items, plastic items, **PET bottles**, cans and glass bottles before disposing of them.

More information about the services available at Tokyo Narita can be found on the airport website, and specific inquiries can be answered by our staff over the phone. Our staff are fluent in English, so please do not hesitate to get in touch.

Thank you for choosing Narita as your travel destination, and we hope you enjoy your journey.

Using L1 to facilitate communication

Dialogue between Spanish (S) and French (F) businesspeople

S: So, should I send over the contract?

F: Yes, please. I think we're ready to sign it.

S: Great. One last thing. Are you still OK to have another *Skype* call with me and my team next Thursday as we agreed before?

F: Hmmmm, not sure ... What time?

S: We said 4pm.

F: Let me check ... I'm really sorry, I can't. I have an important ... an important ... you know ... *réunion*?

S: Mmm.

F: Yeah, on Thursday at 4pm I have a *réunion* with the whole team here in the department.

S: Sure, that's fine. And how long will your *reunión* last?

F: I'm not sure. They tend to be quite long ...

S: I see. Let me talk to my team and see when we could move our *Skype* call to. I'll email you, OK?

F: *Parfait!*

S: *Buenísimo!* Speak soon.

Stimulating real ELF communication

Time, date and topic you learned	An interesting thing	Difficulties encountered (eg language, culture)	How did you or could you overcome them next time?

Pre-empting problems

Dialogue

- A:** Hey, what's wrong? You look a bit frustrated.
- B:** Yeah, we had this group activity in the seminar with Prof Hu, and I was in the same group as Andrés.
- A:** Aha ...
- B:** I just hate the way he acts, you know. He's so, like, he behaves like ... **in Polish, we say ...** like he ate all brains, you know.
- A:** Like he thinks he knows everything?
- B:** Exactly!

Monologue

University Lecturer: So, before we look in a bit more detail at the current economic situation, I want to make a little digression, **you know?** [silence from the group] **I will first** [emphasis] **talk about something else for a minute** and introduce some key concepts, and then we will move on to the current economic situation. Is that OK?

Converging on non-standard forms

Dialogue

A: Hey! How are you doing?

B: Good! But my muscles hurt, I finally managed to go **footing** in the morning, you know.

A: Cool! I like **jogging** too. I haven't been for a while, but would like to start again.

B: Maybe we can go together tomorrow?

A: Sounds good, but let me send you a message later today to confirm, OK? My classes are starting in five minutes, so I've got to go ...

[LATER IN THE DAY ON THE PHONE]

A: So, you still want to go **footing** tomorrow?

B: Ufff, I'm dead after today ... How about on Thursday morning?

A: Sounds good. Let me note it down: Thursday, **footing**. 9am OK for you?

B: Perfect! See you!

A: Bye!