


**In this webinar, we will:**

- 1 identify and explore 'English as a Lingua Franca' (EFL)
- 2 discuss techniques to remember and points to ponder
- 3 share ideas, activities and tips


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**In this webinar, we will:**


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**EAP** = English for Academic Purposes  
**EFL** = English as a Foreign Language  
**EIL** = English as an International Language  
**ELF** = English as a Lingua Franca  
**ELT** = English Language Teaching  
**ESL** = English as a Second Language  
**ESOL** = English for Speakers of Other Languages  
**ESP** = English for Specific Purposes

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**'ELF' = English as the language of  
communication between people with  
different L1s**

- education
- entertainment
- internet
- media
- officialdom (= *pluricentric*)
- science
- sport
- technology
- tourism
- and more ...

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Q: What percentage of English speakers are NOT L1 English speakers?



>80% of English speakers are NOT L1 English speakers



c.1.2 billion L2

c.375 million L1

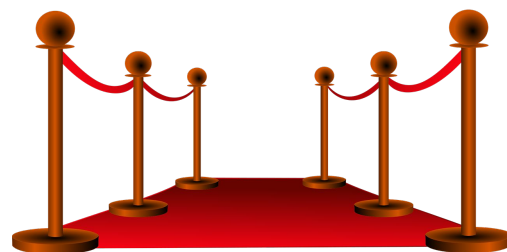
(c.1.5 billion English speakers)

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GUEST

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'Culture' is:

- ✓ a set of ideas, beliefs, and recognisable ways of behaving of a particular organization or group of people

'Culture' isn't *just*:

- ✗ a do and don't list
- ✗ The Five Fs: food, fashion, famous people, festivals, and flags (Walker, 2001)

Q: Which skills do 'guests' need for international work environments?

- (1) intercultural skills
- (2) interpersonal skills
- (3) communication skills
- (4) critical thinking skills



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## Communication Accommodation Theory (Giles, 1971)

= people adjust (or accommodate) their spoken communication to become **more/less** like others

**more = convergence**      **less = divergence**  
e.g. speech rate, pauses, utterance length

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### MEDIATION CONFIDENT COMMUNICATOR adapting language

**A** Read about techniques for adapting language. Then underline examples of adapting language in the conversation below.

If someone doesn't understand what another person is saying, you can help them understand by adapting the language. Three techniques for doing this are simplifying, explaining, or giving examples. Here is how these techniques can be used to adapt some complex language.

**Speaker:** *In preparation for a career in social media, make sure that you engage with your followers in a meaningful way.*

**a** Simplifying: If you want to have a career in social media, you should write in a way that means something to the people who read your work.

**b** Explaining: The word *followers* means someone who chooses to read the social media posts of a particular person or company.

**c** Giving examples: One way to write something meaningful is to read your followers' comments and choose a frequently mentioned topic.

**Alan:** I think a lot of companies have dinosaur execs who are completely out of the loop with social media.

**Sergio:** What do you mean by "dinosaurs"?

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Source: Speak Your Mind Level 4

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### SKILLS FOR PROS Interpersonal Effectiveness

**A** Read about interpersonal effectiveness. Check (✓) the points mentioned in the text.

#### INTERPERSONAL EFFECTIVENESS

Interpersonal effectiveness is a key part of emotional intelligence. It refers to concerns involving feeling, thinking, and by the words said need to think about the situation you are in. This is done by using your knowledge of how that person has reacted to various situations in the past.

An important part of interpersonal effectiveness is reacting appropriately. This may involve saying or doing things in response to other people's concerns. You do this by showing interest as they express themselves and reacting in ways that make them feel

Good interpersonal effectiveness skills mean that you can ...

- ☐ understand how people are feeling when you talk to them.
- ☐ read people's non-verbal language.
- ☐ tell people what things they are good and bad at.
- ☐ use what you know about a person to change their reactions.
- ☐ make people feel fine about expressing their concerns.
- ☐ tell people clearly what you plan to do about their concerns.

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Source: Speak Your Mind Level 4

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### MEDIATION CONFIDENT COMMUNICATOR translating for formal communication

**B** **IN PAIRS** Read the tips for translating. Then discuss the questions below.

In today's global world, translation is often necessary in business or other formal situations. You may need to translate at business meetings or during presentations. To translate accurately and effectively, follow these guidelines:

- Listen carefully to what the speaker is saying. Take notes if necessary.
- The speaker should pause every minute or two to give you the chance to translate what has just been said. Don't try to translate too much at one time. If the speaker does not stop automatically, interrupt politely: *Excuse me. May I translate what you just said?*
- Do not translate literally, word for word. Think about how ideas are usually expressed in your language and use the appropriate expressions. Consider whether a grammatical structure in English is commonly used in your language or whether it would be better to use a different structure.
- It isn't necessary to include everything a speaker says. Use reported speech and paraphrase what the speaker said. Make the translation short but accurate.
- If you are not sure about something the speaker has said, ask for clarification before translating.

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Source: Speak Your Mind Level 4

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### MEDIATION CONFIDENT COMMUNICATOR managing a difficult conversation

**A** Read the dialogue. Add the underlined text to the correct column in the table below.

**Haley:** Oh, no! Look at this! The wrong information has been put up on our website. Justin, I told you to check it, and you've done it wrong—again! How many times do I have to ask you to check things properly?

**Justin:** What? No, it's not my fault! I did what you asked me to. It's always

Asking for an explanation of the situation	Could you describe the disagreement from your point of view?	What's your understanding of the situation?	1
Summarizing the situation	It appears that ...	So, it seems that ...	2
Inviting suggestions for solutions	What do you think we should do about it?	Do you have any ideas for possible solutions to the problem?	3

**Justin:** but you didn't say that things had changed.

**Amber:** From the outside, it looks as if Justin did what he was asked to, but the instructions might not have been completely clear. How do you think we can resolve the situation?

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Source: Speak Your Mind Level 5

## GUEST LANGUAGE

O  
B  
A  
L



Complete the article. Use the past perfect or past perfect progressive forms of the verbs in parentheses.

### Peter Tabichi

#### Winner of the 2019 Global Teacher Prize

When science teacher Peter Tabichi won the 2019 Global Teacher Prize, he 1 \_\_\_\_\_ (work) at Keriko Mixed Day Secondary School in Kenya for three years. His family 2 \_\_\_\_\_ (inspire) him to become a teacher many years earlier.

His school is in a remote area in the Rift Valley, and around 95% of his students are very poor. Tabichi introduced a Talent Nurturing Club, because for many years, the school 3 \_\_\_\_\_ (struggle) with the problems of children being absent from school and dropping out of school. Within three years, the number of students 4 \_\_\_\_\_ (double). Tabichi also helped his students achieve national fame. The year before he won the prize, his school 5 \_\_\_\_\_ (win) first place among public schools in the Kenya Science and Engineering Fair. Tabichi 6 \_\_\_\_\_ (guide) his students in developing a device that allows blind and deaf people to measure objects. Tabichi has transformed his school. As an example of his commitment to teaching, he gives 80% of his salary to the school.



Source: Speak Your Mind Level 4

## PRONUNCIATION contrastive stress

A 9.05 Listen to an excerpt from LISTENING C. Notice how the professor stresses the incorrect answer and the correct answer.

B **IN PAIRS** Write five false statements. Then take turns reading and correcting the false statements in pairs. Stress the incorrect and correct words.

A: We live in Peru.

B: No, we don't live in PERU. We live in CHILE.

Source: Speak Your Mind Level 4

## VOCABULARY interpersonal phrases

A Read the sentences and match the bold words from LIFE SKILLS B to the correct definition.

- 1 I can usually tell when an opponent isn't playing by the rules because they avoid **eye contact**. \_\_\_\_\_
  - 2 Sometimes it can be difficult to **convey** the rules of a game to someone who's never played it before. \_\_\_\_\_
  - 3 It is thought that **self-awareness** begins to develop in humans around 18 months old, when toddlers begin to experience themselves as individuals. \_\_\_\_\_
  - 4 Keep a neutral **facial expression** when you're playing card games, so the other players don't know what cards you have in your hand. \_\_\_\_\_
  - 5 Playing games online is fun, but many people still prefer playing **face-to-face** games with friends and family. \_\_\_\_\_
  - 6 In virtual reality games, I can **interact** with different characters within the game. I love that about them! \_\_\_\_\_
  - 7 Are there any useful books on how to **interpret** different body language? \_\_\_\_\_
  - 8 The **language barrier** can sometimes make it difficult to play online games. \_\_\_\_\_
- a a circumstance that prevents people from communicating with one another  
b movements of the muscles in the face that can reveal how a person feels  
c looking into a person's eyes when you communicate with them  
d communicate with someone in person and not over the phone or by email  
e the state of knowing yourself and being able to judge your own feelings  
f communicate your ideas well so people understand them  
g communicate with; socialize with  
h decide the meaning behind something

Source:  
Speak Your Mind  
Level 5

## GUEST LANGUAGE

ONLINE  
B  
A  
L



## Characteristics of online written communication:

- short and snappy
- omnipresent
- purposeful
- semi-spontaneous
- more casual



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**WRITING** a text message

A Read the text messages and choose True or False. Correct the false sentences.

- 1 Dan is in a hotel. True / False \_\_\_\_\_
- 2 The room is smplll. True / False \_\_\_\_\_
- 3 There is a restaurant in the hotel. True / False \_\_\_\_\_

B Circle six exclamation marks (!) and four question marks (?) in the texts.

C Complete the sentences with ? or !.

- 1 Use \_\_\_\_\_ at the end of a question—not at the beginning.
- 2 Use \_\_\_\_\_ at the end of a statement—not at the beginning.
- 3 Use \_\_\_\_\_ to show you are very happy or not very happy.

D Complete the sentences with ? or !.

- 1 Is the room small \_\_\_\_\_
- 2 The coffee shop is beautiful \_\_\_\_\_
- 3 This hotel is awesome \_\_\_\_\_
- 4 Where is the clothes store \_\_\_\_\_

E Complete the sentences to describe the places. Then write another sentence. Use your own words or the examples from the box.

closet	clothes store	coffee shop	quiet
noisy	old	small	

- 1 The hotel is noisy. It's very old. \_\_\_\_\_
- 2 The room is ... \_\_\_\_\_
- 3 The restaurant is ... \_\_\_\_\_

F IN PAIRS Exchange answers. Then take turns to ask and answer the questions. Text your questions and answers to each other if possible.

**MAKE IT DIGITAL**

Send two text messages to two different classmates in English.

Source: Speak Your Mind Starter level

## Online (work-related) written activities:

- send an instant message (role play)
- write a social media post
- respond to a job advert
- create a poster/advertisement
- research and edit written work (ChatGPT?)
- set up a LinkedIn profile
- create a website

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## 'Active reading' – think about:

- salutation
- name choice: *Thomas/Tom/Tommy/Mr Green*
- formality or register
- length
- use of emojis
- ... and their response

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## GUEST LANGUAGE ONLINE BALANCE A L



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## To ponder ...

Are we providing enough **balance** of strategic competence AND linguistic competence?

Are we **reflecting** enough on our own teaching practice?



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## GUEST LANGUAGE ONLINE BALANCE ACCENT L

/ 'æks(ə)nt/

## Lingua Franca Core (LFC)

### Pronunciation features of successful EFL output:

- vowel length, e.g. /ɪ/ + /i:/, /ʌ/ + /u:/, /e/ + /eɪ/
- most consonants
- consonant clusters, e.g. *global*, *teacher*
- word grouping and nuclear stress

Jenkins (2000)

## The LFC helps to:

- raise awareness of ELF in working environments
- prepare students for real life English interactions
- remind students of the dominance of L2 speakers
- encourage students to reflect on spoken output
- promote inclusivity and personal identity

## To ponder ...

What do students think of accents (theirs or others)?

Could 80% of pronunciation activities focus on the LFC?

Could 20% of pronunciation activities focus on the non-core?

## GUEST LANGUAGE ONLINE BALANCE ACCENT LEARN



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1 Share this webinar

AND/OR

2 Collaborate in a Padlet:

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Thank you!

Rhona Snelling

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