

The background features a warm gradient from yellow to red. In the top left, two orange cranes are flying. In the top right, there are horizontal bands with colorful floral patterns. Scattered throughout are small yellow and green diamond shapes. In the bottom right, a white crane is standing on a red circular base.

# **EFL or ELF standards for Japanese learners of English?**

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# Content of talk

- Communicative competence
- ‘Global’ communicative competence and the relevance of ELF v EFL
- The roles of accommodation and code-switching in ELF communication
- CLT in the expanding circle from an ELF perspective: what can we do?

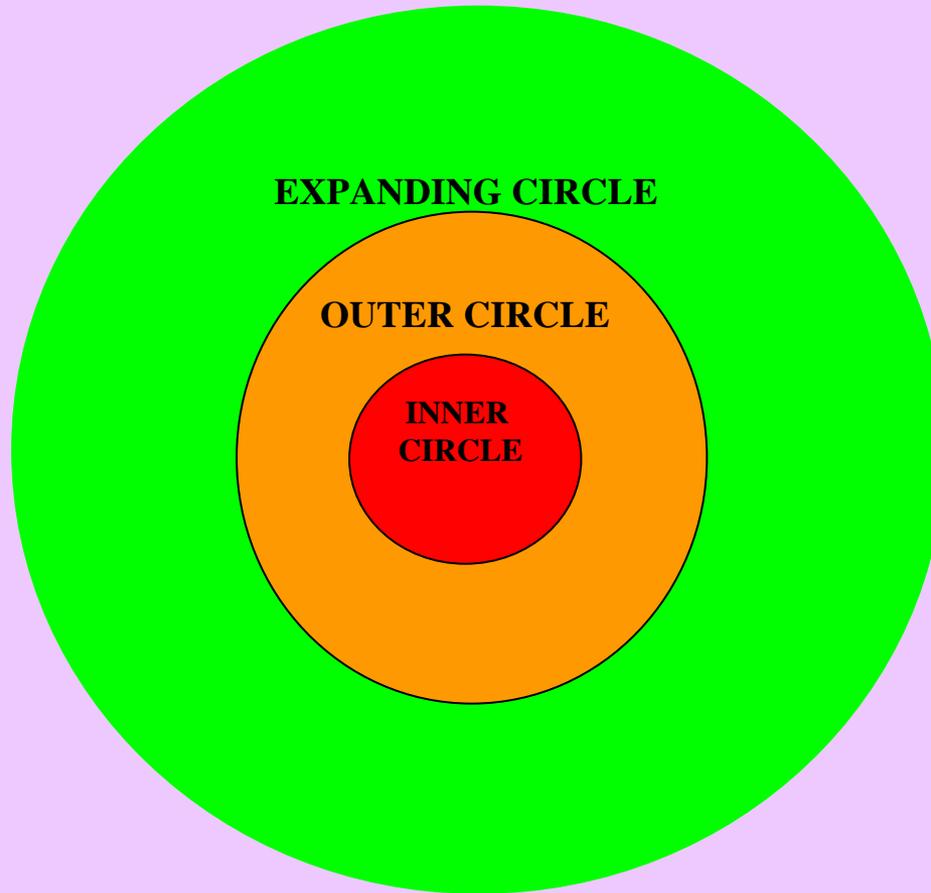
# Communicative competence (Hymes e.g. 1972)

1. Whether something is formally **possible**
2. Whether something is **feasible**
3. Whether something is **appropriate** in relation to a context in which it is used and evaluated
4. Whether something is in fact done, actually **performed**.

# Context is all

“... one cannot take a linguistic form, a given code, or even speech itself, as a limiting frame of reference. One must take as context a community, or network of persons, investigating its communicative activities as a whole, so that any use of channel and code takes its place as part of the resources on which the members draw” (Hymes1977).

“the resources on which members draw”:  
a reminder about the contexts of English



# In other words...

NSs of English are a minority in the English-using world. There are also:

- OC English speakers/varieties (nativized)
- EC English speakers/varieties, (e.g. Spanish-English, Japanese-English)
- Complexities of lingua franca communication among speakers from many diverse contexts

The “capacity to accommodate and incorporate change is the hallmark of a global language”

(Leung 2005, p.136).

# The 'E' of English as a *Foreign* language

- the target variety is that of an elite group among the world's native English minority; and non-native features are errors.
- the required skills are based on communication between speakers of ENL
- the purpose of learning is assumed to be to participate in ENL contexts
- implies that communication in English isn't possible unless speakers have 'native-like' proficiency (Matsuda 2005).

# A more useful 'E' for a global language:

## English as a Lingua Franca

(from Graddol 2006, *English Next*, pp.90-1)

Target variety	Focus on <b>international intelligibility</b> rather than a specific variety; carry-over of some <b>L1 characteristics</b> ; expected to maintain <b>national identity</b> through English; need for receptive skills in a range of <b>international varieties</b>
Skills	.... emphasis on <b>intercultural communication</b> strategies.
Primary purposes	... <b>to communicate with non-native speakers from other countries</b>
Assessment	Existing exams often <b>not appropriate...</b>

# Code-switching in ELF

Functions of code-switching in ELF include:

- signalling social identity/culture
- showing solidarity
- conveying referential meaning

# Code-switching in ELF: an example (Cogo 2007)

- Jean: pictures of them in Australia, in Katmandu, in Tibet  
Anna: they sent pictures ... on the internet?  
Jean: it's nice but it's  
Anna: too much, eh?  
Jean: **cheesy**  
Anna & Karen: yeah  
Karen: yeah, a bit too much I think  
Jean: so ... **blue flower** we say ... **fleur bleu**  
Anna: why? ... to say that it's cheesy?  
Jean: yeah, fleur bleu means ... you know when you have  
these pictures with little angels  
Karen & Anna: ah, yeah  
Karen: **kitschig** [...]

# Accommodation in ELF

Motivations for accommodation:

1. Communicative efficiency  
e.g. adjusting strong local accent, avoiding local idioms, paraphrasing etc.
2. Affective motivation ie showing empathy, friendliness, solidarity  
e.g. repeating/echoing your addressee's words, making your accent more like your theirs etc.

# Teaching the ‘E’ of ELT in the Expanding Circle

Teaching ‘E’ from an ELF perspective means:

- teaching learners (and teachers) the facts about the spread and diversity of Englishes (Suzuki 2007), and preparing them to expect diversity.
- developing learners’ accommodation skills and rewarding appropriately-used accommodation strategies and code-switching.
- raising awareness of the potential problems of using native English idiomatic language.
- **not** spending precious classroom time on features that are widely **not** used by proficient ELF speakers, e.g. ‘th’ sounds, -s, uncountable nouns, or correcting intelligible JapEng features.
- campaigning for the modernising of ELT exams eg TOEFL, TOEIC,, which are “profitable gatekeepers... not sensitive to context” (McCarty 2008, and see Matsuda 2005).

# Global communicative competence in the 21st century?

thnx 4 lisnin

b4n

:-)

Thanks for listening.

Bye for now

(smile)

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