

THE IMPORTANCE OF ENGLISH AS A LINGUA FRANCA IN TEACHING
PRONUNCIATION TO SPANISH SPEAKERS.

Monograph

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by

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DEDICATION

One of the most fulfilling experiences that I have had the opportunity to experience is being a mother. During this long path with some setbacks and breakthroughs, I have realized that my two daughters have been my compass and my insight to reach this point. Mayen Caterine Garavito Parra and Leidy Natali Garavito Parra, thank you for your endless support and never-ending love.

To my husband, Demesio Garavito Agatón, who despite the distance was always strengthening me to reach my goals.

To my mother Ana Celina Báez and my father Juan de Jesús Parra, who through their example encourages me to never give up.

SPECIALIZED ANALYTICAL SUMMARY

Title	The importance of Lingua Franca in teaching pronunciation to Spanish speakers.
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Description	Monograph
Sources	Journal article: 22 Book: 5 Newspaper article: 1 Website: 8
Contents	<p>La enseñanza del inglés ha venido transformándose constantemente a través de los diferentes enfoques que se han venido adaptando en la escuela como el método naturalista, la traducción gramatical, la respuesta física total o el enfoque comunicativo. Teniendo en cuenta que el idioma inglés ha tomado un carácter globalizador, es necesario entender las variaciones que el idioma tiene para repensar los principios que dirigen la enseñanza del inglés como lengua extranjera en los países de habla hispana.</p> <p style="text-align: center;">El objetivo de este documento es describir la importancia</p>

	<p>que el enfoque de la enseñanza del inglés como lengua franca tiene en países como Colombia, donde la metodología de la enseñanza en el idioma extranjero ha sufrido variaciones en el salón de clase y en la diferente normatividad que ha venido acompañando el progreso de la enseñanza del inglés como lengua extranjera. Bajo esta motivación, la pregunta de investigación es la siguiente: ¿Cuál es la importancia de enseñar el inglés como lengua franca en términos de pronunciación? La respuesta a esta pregunta está dada a través de una exhaustiva búsqueda bibliográfica de autores que han estudiado este enfoque desde un carácter internacional hasta local y se ofrecen valiosas recomendaciones de actividades en aula para que el docente pueda desarrollarlas bajo esta perspectiva que está empezando a generar valiosas aportaciones en el campo académico.</p>
<p>Research Line</p>	<p>The theme of this monograph was chosen because teaching pronunciation under the tenets of English as a Lingua Franca may shed a light in teaching-learning English procedures in line with the urgency to innovate the way students perceive the language and the important role the cultural aspects play in the classroom. This paper is included in the Research Line of <i>Pedagogía, Didáctica y Currículo</i> from Universidad Nacional Abierta y a Distancia, because this line advocates for alternative ways to develop teaching process in Colombian traditional classrooms.</p>

Conclusions	Teachers' part will be selecting cultural material more than grammar because students need to confront what they learn in terms of vocabulary and grammar patterns versus actual situations they may deal with. Consequently, students will be able to use the language to express their ideas and feelings not reciting grammar rules but creating a communicative bridge with others.
Advisor	Edith Lorena Grande Triviño

ABSTRACT

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The term Lingua Franca has been considered as a new stream of the standard English where a few English native speakers countries state the “correct” way to communicate with each other, and that mindset stands up for keeping out other English accent varieties around the world (Jenkins, 2009), however Lingua Franca approach goes beyond since it includes in its tenets cultural and social components, under the argument that the pronunciation cannot be analyzed in isolation due to different factors such as: culture, social conditions or geography (Álvarez & Bonilla, 2009).

That conception about thinking that there are some people who speak “well” and other people who speak “badly” is something that is affecting the quality of the teaching process in the classroom, especially when schools prefer to have native teachers than local teachers in the classroom because if more students are immerse in the native language, they will be speaking it the better (Bastidas, 2017 & Fandiño, 2014). Nevertheless, having an English class aware of immersion transcend to have a native speaker in front of students or preparing a session full of English grammar structures or vocabulary. Precisely, this paper aims to state clear differences between teaching English as a Lingua Franca and other approaches such as standard English, World Englishes and International English, where the target language does not include learners’

background as a pivotal component in their learning process.

Besides, the document establishes some practical examples to teach pronunciation, using Lingua Franca as its approach. Even though, this paper collected some of the most common concerns regarding including strategies under this umbrella and how educators can overcome those inquiries. Finally, it is expected that this document contributes to focus on teaching pronunciation intelligibility, and communication than a specific accent, which is the goal of this proposal.

KEY WORDS: English as a Lingua Franca, intelligibility, communication, standard English, World Englishes, pronunciation, accent, inner, outer and expanding circle countries.

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CHAPTER 1

Introduction

This monograph expects to offer an alternative perspective regarding teaching pronunciation in the classroom based on communicative components and including the cultural factor during students-teachers' interactions. Teaching pronunciation through EFL (English as a foreign language) implies the teacher only will be focused on grammar or pronunciation mistakes stated by a group of countries that are deciding the correct way to speak, however that approach does not consider the valuable communicative component that ELF (English as a Lingua Franca) can offer to increase the meaningful interactions during the English classes (Jenkins, 2006).

This study was carried out to recognize alternative ways to teach pronunciation patterns that different researches have been studying for countries that do not have direct English-speaking influence. Firstly, the reader will find in this document the general aspects of the importance and the scope of this paper. It is a well-established reflection about the goals and the contributions that this monography foresees to support for future and in-practice teachers.

Secondly, the theoretical framework displays the general definition of the term Lingua Franca and the reason why that term was coined to name the current approach. However, the approach provides a cultural component in the teaching pronunciation process since they English language belongs to the countries because of its globalizing nature, it should join countries to communicate each other but not dividing people because of their accents. It can occur some misunderstandings with other related terms, such as World Englishes or Standard English, so the author designed a special section to clarify the differences with those concepts to give the reader

enough essential tenets to follow the whole document.

Thirdly, the author goes into the main features of the culture that ELF takes in its principles and how impacting this approach is for non-English speakers. As Colombian teachers our primary, secondary and upper education was centered on EFL strategies, so different lecturers made a case for the main differences between EFL and ELF, with the aim of the reader can amplify their vision towards those two concepts. To close the documentary section, there are important proposals to teach ELF with effective and constructive strategies in the classroom, where teachers can design activities around different materials, including real-life situations promoting actual interactions among students.

Ultimately, this monograph concludes with relevant observations about the advantages to adapt ELF in the English classes because this approach includes cultural and social elements in its methodology (Schmitz, 2012). EFL highlights the main trait of learning a language that relies on expressing ideas and feelings about the world, generating social connections based on those perceptions. The final reflection states that teaching pronunciation with this approach benefits students in their conversational performance, as well as teachers in their class design since they can use real-life scenarios to teach students grammar and vocabulary with authentic usages.

Significance of the Study

The concept of English as a Lingua Franca has been in a constant study intending to offer a different alternative to perceive the language beyond the seminal influence of the traditional native models to spread the scope in an international level to teach it from several perspectives, with real-communicative spaces (Macías, 2010), however, this issue has not ensued thoroughly

in Latin America, consequently, long-established native speakers still rule the main teaching policies in this part of the continent (García, 2013). On the grounds of those facts, it is relevant to probe and analyze the literature according to the tenets of this approach, with the purpose of English teachers in the field or for those who are about to get the degree can delve into this opportunity related to pronunciation teaching in the classroom.

Another aspect that boosts this paper is envisaging different useful strategies to put into practice in the classroom, as a means to teach English in line with one of the characteristics of Lingua Franca underscores seeing English:

It is not based on the linguistics features of low-proficiency English speakers but features common to international speakers of English, whereas English as a foreign language is based solely on the norms of native speakers without considering dialectal regional or international variation (García, 2013, p. 120).

The above concepts have significant differences, however, there is one of them that is closer to the reality that any student will face in international contexts for sure.

Besides, the wide circulation and research of alternative approaches in English teaching-learning processes where multiculturalism is involved can promote communities' wealth and overcome communicative barriers. It might lead the teachers to intertwine English teaching from other varieties differently they were taught, besides they will motivate from school-classroom a piece of change in policy transformations in the international evaluation and material designing more accurate to the real interactions that the students will have.

In terms of materials to promote raising awareness of cultural differences, podcasts, local newspapers, talk shows take a fundamental part during the learning process since students can feel immersed in real-life situations, using pieces of vocabulary learned in class. It is time to

perceive the language as a communicative bridge where people can find endless ways to transfer their ideas and thoughts.

Statement of the Problem

Modeling a specific accent in a new language learning process is the most time-consuming skills that an individual can develop because it covers cultural traits and raising parameters reflected in people's pronunciation (Brown, 2000; Pourhosein, 2012). Pronunciation patterns are variable according to people's birthplace, like syllabic patterns, where each letter has a change in its pronunciation depending on the other graphemes (Silveira, 2011). Clearly, another important pattern is vowel and sentence intonation, that could transform the meaning and the message during the communication structure (Dauer, 2005).

Evidently, above aspects require unbiased consensus to reach agreements between Colombian idiosyncrasy characteristics and the target language particularities. However, Colombian Ministry Education (MEN) policy designing goes with large native English-speaking institutions like The British Council, without any national representation in their discussions. It seriously affects teaching pronunciation processes in academic milieus because the teacher is constrained to teach the right pronunciation patterns according to external policies, leaving aside other native accents as valid as American or British, in consequence, the educator will coin foreign cultural features voided of any parallel with the Colombian roots.

If we take a close look to the English material worked in the classroom, we will realize that any of them include social or cultural variety in its texts, listening exercises or readings. Consequently, students will see the English language as a uniform where everything remains the same, nothing changes, and people speak perfectly according to the words and grammar rules

given in a book (Guerrero & Quintero, 2009). The above situation takes out the social nature that characterizes the language.

Another important element is the lack of inclusion of other English-speaking countries, it leads to a monopolization of English as a foreign language, as well as the annulment of other ways of communication, are not approved under the perspective of a few companies (like the switch code), taking a significant distance from the real communicative environments that students may face eventually. Most of the English-speaking interactions take place among non-native English speakers (Jenkins, 2006), hence the importance of learning other accents and their cultural variations that are out of the official norm.

The above situation is included in the cultural component that teaching a language should have. It is not only memorizing grammar or bunches of vocabulary, but also it is understanding learners' motivations to acquire a new language to design a proper learning path where they can face real communicative scenarios. Teaching English should incorporate cultural awareness in spoken English because "in our global times, when ways of life intermingle, hybrid and changing, the concept of culture has lost some of its explanatory power" (Kramsch, 2004), especially if educational policies are given by a part of the English speakers leaving aside other speaking varieties of the language.

Considering these findings, English as a Lingua Franca Core approach deems English to be an international language because its globalizing attribute, does not belong to any entity and "in its purest form, ELF is defined as a contact language used only among non-mother tongue speakers" (Jenkins, 2006, p. 160). Therefore, the literature review plays a pivotal role to establish teaching pronunciation strategies in the classroom, those producers should assert the authenticity of other accents and real communicative scenarios among native and non-native English

speakers. Accordingly, under the theoretical examination of this approach and its main characteristics, it should be recognizable the impact of English teaching as a Lingua Franca in Spanish speakers.

Objectives

General Objective

To describe the importance of teaching English as a Lingua Franca in terms of pronunciation to Spanish speakers.

Specific Objectives

To show the most relevant theories in teaching English as a Lingua Franca field.

To display different teaching pronunciation strategies based on English as a Lingua Franca approach in classroom activities.

To recognize different dialectal varieties in the English language due to its globalizing traits.

To clarify the main differences between teaching English as a foreign language than teaching English as a Lingua Franca.

CHAPTER II

Literature review

Definition of Lingua Franca

The term Lingua Franca refers to “any various languages used as common or commercial tongues among peoples of diverse speech” (Merriam-Webster, n.d., Definition 2). As a globalized world, characterized by the urgency to be connected for financial or educational purposes, the English language offers functional flexibility in terms of communication; it can link different cultures worldwide (House, 2003). Besides, it can be said that the number of non-native speakers who use the language is higher than native speakers (House, 2003; Jenkins, 2006; Kachru et al, 2006).

One of the more relevant characteristics in Lingua Franca is negotiability (House, 2003). In line with this idea, ELF entails adapting a code of interaction among people to ease communications.

For that reason, it becomes a cooperative system where people reach agreements in terms of comprehension and communication, but neither grammar rules nor an endless list of mistakes built by native people. Cultural awareness and learning styles play a pivotal role in this code system development to transform real-life conversational environments.

World Englishes, Standard English and International English.

In conjunction with teaching English as a foreign or second language, different approaches have ensued in terms of what type of English pronunciation should be taught in the classroom. Bolton (2004) avers that the term “World Englishes” covers a wide variety of studies related to the English(es) styles found in Asia, the Caribbean, and Oceania. Even though, under this label, International English is included as the language “used in territories where it is a majority first language or an official additional language” (Seidlhofer, 2004). The above concepts entail a relationship between native language speaker and their variations however, they do not include non-native speakers’ particularities regarding pronunciation qualities.

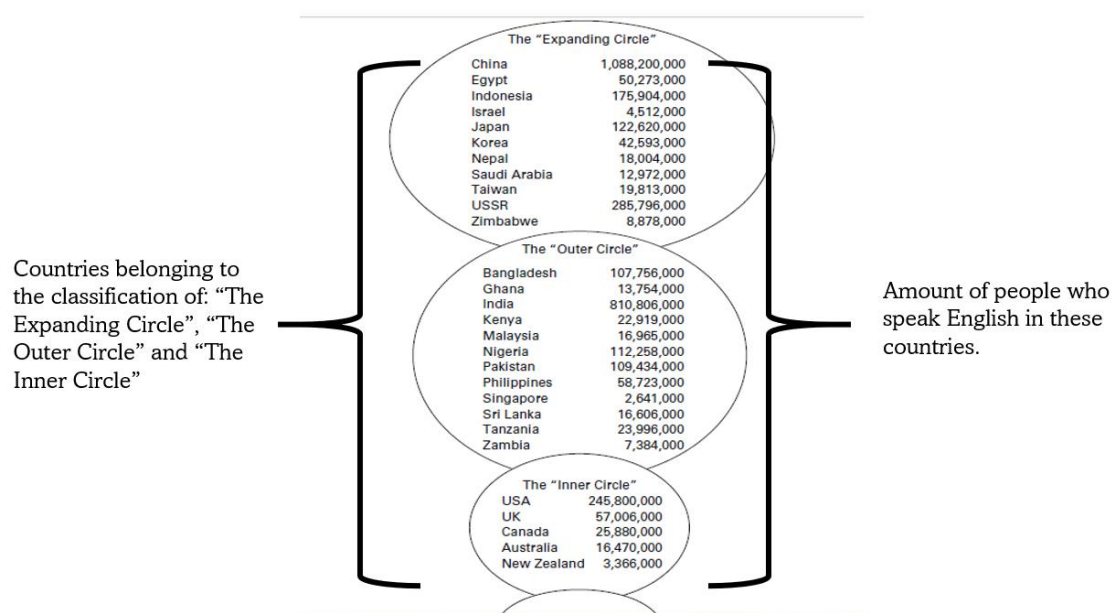
Following the previous ideas, the Standard English advocates for keeping a balance among people who speak English, however Jenkins (2015) underscored that this is not a language, since it is a “variety of given English”, albeit its most important traits come from Britain accent without considering other accents even inside its territory, since “a standard language is a tongue which has moved beyond its region to become national” (Halliday, 2006, p.352). In most respects, the previous approaches are considering solely native speakers leaving behind non-native users, besides, none of the above tenets cover cultural aspects in teaching-learning procedures in the classrooms.

Language and Culture

This paper drills down on the positive impact that teaching pronunciation based on the tenets of English as a Lingua Franca in students since Latin American countries belong to one of

its variations in the usage of this language. Hence, it is not effective to continue traditional teaching English as a foreign language. In terms of Kachru (2006), English users can be classified into three main influence circles: countries in the inner circle are the native speakers, some of them are from the USA, England, Canada. Outer circle countries speak English. After all, they are part of a colony because their mother tongue is not used due to geopolitical reasons, such as British colonies in Asia or Africa. Latin America belongs to the expanded circle, where English is spoken as a foreign language.

Figure 1 Belonging countries to the inner, outer and expanding circles



Kachru's three circles model of World Englishes (Kachru, 1992, p. 356)

At the point when a society breaches its doors to a new language, it involves transformations concerning political, economic, and cultural aspects. Especially this last one aspect brings about several implications, particularly in expanded circle countries. Foreign propaganda homes in on positives aspects in other cultures, leaving aside the importance of proper identity as a community. A symbol of this phenomenon is represented by the concept of being a non-native or native speaker that always has defined some Colombian institution preferences, where it is thought that an English-speaker teacher exudes credibility (Fandiño, 2014 & González, 2010). However, communicating in a specific language does not guarantee that the person will have enough skills in training, even though it is required to have the learning experience to understand learners' needs and possible setbacks (Jenkins, 2015). Instead, the quality of contents for English classes and the effects on students' future should be mandatory aspects to be covered in teaching English debates instead of teachers' nationalities.

However, this behavior also occurs in the inner-circle countries, when a part of the region arises in its hegemony tends to control and expand its culture and customs across the nearest territories to reach a monopoly. Language interactions are linked with power discourses, when the language changes so the speeches do, and more influential territories absorb and nullify the recipient societies to make them part of its domains (Halliday, 2006). In line with the purposes of this paper, education plays a pivotal role in preserving the identity and keeping a balance between the existing culture and new culture because: “whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting” (Brown, 2000, p. 79).

Precisely, the highest number of English interactions are among non-English speakers, with a different mother tongue and culture, but the English language is the foreign or their

second language (Jenkins, 2006), as a result, teachers should know there are different types of variations to prepare the pupils to real-life situations with native and non-native English speakers because students acknowledge that the classroom workshops are utterly distant from actual situations in daily activities in the foreign language, either their topics do not have any connection or the material is not upgrade (Villareal, Muñoz & Perdomo, 2016). In addition to the lack of methodological tools, there is not a cultural component implicit in the current policies in bilingual education in Colombia, that situation triggers some dominance from the countries in the inner circle or from those that are working with the government in the design of educational policies (Fandiño, 2014).

According to González (2010), some tensions put at stake the value of Colombian culture in the classroom during the teaching English process. Firstly, the scholar argues that the use of CEFR (Common European Framework of Reference) does not include a complete overview of Colombia's realities in terms of economy, culture, or society. It constrains the effectivity in that measure because a person who has learned English in one of the main cities in Colombia cannot be compared with an individual who learned English in the rural areas. Their needs, backgrounds, and learning processes are completely different, in consequence assessing them with the same yardstick won't offer the real competencies that they have developed during their foreign language acquisition preparation.

Secondly, the role of foreign institutions that come from the inner-circle countries to standardize their English variations implies a monopolization of cultural and pragmatic curricula, leaving aside Colombian traits that can be helpful during the English teaching process. It becomes a "businessfication" of knowledge because those companies sell their courses and materials. Subsequently, they trade certifications conforming to their rubrics and their version of

the language. Unfortunately, those companies work separately, so some of those certifications are not valid in some places where there is another institution that has benefits to expand its market. That behavior does not fall under the umbrella of the tenets in teaching a foreign language, it makes part of globalization retail environments, where people acquire goods from popular corporations but they do not fulfill their academic or personal development in society.

Creating awareness through learning a foreign language about own culture and others makes part of the teachers' role, Kachru (1990) states fundamental axes the educators should bear in mind in designing and executing the English classes. Initially, differences between monolingual and plurilingual communities must be clear for pupils. Subsequently, how there are several tools in a speech to clarify the message, such as code-switching or mother tongue comparison. Likewise, showing the variations of accents according to their geography and society traits, keeping an objective vision, because all of those variations play a pivotal role in the English language teaching.

Difference between EFL and ELF

Current bilingual education in public schools in Colombia is introduced as EFL (English as a Foreign language) taught by non-native teachers with an average of three hours per week (Macías, 2010), and they are being assessed under the umbrella of CEFR, no matter what kind of learning process they are passing by. However, what does EFL mean in terms of education? According to Knapp et al (2010), a foreign language is learned and taught but acquired. It should meet society's expectations because that language is chosen for economic, political, and social reasons to lead people to communicate effectively. That means there should be a balance between the new culture coming with the language and the new culture receiving the language to

enrich communicative interactions.

Despite the efforts run by the Ministry of Education in Colombia to innovate in bilingual education in terms of coverage and quality, there are still multiple challenges to students can reach enough level of proficiency according to the CEFR, especially when they are being tested or after ending their secondary studies. The general perception is a lack of basics in English grammar, vocabulary, and poor performance in speaking, writing, reading, and listening (González, 2010). Regarding speaking, most secondary students do not feel enough confidence to keep an A1 conversation with a native or non-native speaker, since they were taught using grammatical approaches, leaving aside conversational or cultural aspects that may ease the transition between the mother tongue and the foreign language (Macías, 2010).

Why is not effective to teach English as a foreign language (EFL) in Colombia? Firstly, teaching English only deems, mainly, only two variations of the wide circles mentioned above: British and American English, as a representation of all countries that speak English as a mother tongue or for geopolitics causes (Kachru, 1994), therefore students only know one part of the components in the cultural-wide variety that helps to understand other communities. That bias affects significantly the multicultural role that school plays as the entrenching factor connecting its own culture and different perceptions of reality through the language naturally.

Secondly, under the EFL vision, it is assumed that the students only will interact with native people (based on the only variations taught in their learning process), where they cannot use their mother tongue to help themselves to understand and that action is seen as a drawback. Though, ELF assumes that the students will face different accents from several native and non-native speakers, where the usage of the mother tongue is one of the plausible alternatives to

make their ideas clear (García, 2013). This last approach allows the teachers to have such freedom with the material worked in class to let students recognize the language has multiple variations that offer more opportunities to see and know other cultures.

The reasons above motivated this document where it is presented an alternative approach covering cultural aspects and dismissing the idea of “bussinessfication” of English, especially in outer and expanding circle countries. According to Jenkins (2006), the definition of the English as a Lingua Franca (ELF) “in its purest form is defined as a contact language used only among non-mother tongue speakers” (p. 160), where the most important aim is the communication and the intelligibility in the expressed messages, more than their pronunciation or what type of English accent is being used. This approach considers people’s cultural background and their linguacultural boundaries since English has been modified by native and non-native speakers (Seidlhofer, 2005).

This proposal does not advocate imposing a standardized set of rules to follow in speaking. On the contrary, it encourages the constant research of common forms of speech among English speakers in the three circles to reduce communication problems. Besides, it allows people to adopt their linguistic repertoire under the framework of understanding cultural differences (Jenkins, 2006). Supporting the principle of cultural awareness, Firth (2009), states that EFL interactions are unique as mother tongue conversations, they cannot be generalized for a few groups of people because there are two main transformations that any language may suffer when it is spoken by other communities.

The author mentioned that there are two important factors in the communicative interactions among people no mattering where they come from. One of them is *Entailment*, it refers to “an inherent diversity of language proficiency, linguistic form and of sociocultural and

pragmatic knowledge” (Firth, 2009, p. 162). This aspect is subjective because people who are having the conversation can negotiate those diversities according to the topic and the resourcefulness of everyone to make their speech understandable. Those are the interactions that learners will face in their environments where language is not a uniform pattern, but it is social construction where unevenness is the rule.

The other factor that plays a pivotal role in oral interactions is *Metatheory*, it refers to all the concepts associated with interactions among people who are not native speakers in the target language. Firth (2009) stated that there is a misconception regarding the assumption that a non-native speaker is a deficient communicator whereas a native speaker is the model to follow at any interaction, however those concepts do not include individuals’ social background or cultural aspects that lead to a variation in the speech, even though it is highly advisable to set out again the teachers and learners’ role during a target language communication because acquiring a new language is a cultural process that involves cultural transformations, since it is a cooperative construction to facilitate people’s interaction to reach agreements in communities.

Having set out the importance of culture during English learning process, Jenkins (2015) insists that the stark contrast between ELF and EFL arises in the misconception that the English learners will interact only with native speakers, however, those interactions may include non-native speakers and the pupils might not be ready to understand those cultural differences. García (2013) makes a case on the main differences between ELF and EFL highlighting the fact ELF includes cultural components according to learners’ needs, whereas EFL imposes native models in terms of pronunciation and learning styles.

Table 1 *ELF Vs EFL*

ELF Main characteristics	EFL Main characteristics
<p>It is assumed that most linguistic exchanges will take place between non-native speakers of English. Exchanges with native speakers are also possible, although they are neither the norm nor the regular practice.</p>	<p>It is assumed that after learning English, students will interact mostly with native speakers. Interaction with non-native speakers does not affect instruction.</p>
<p>ELF is not intended to replace EFL. Instead, it is alternative speakers should have access to in order for them to decide which model suits their needs best. In some individual cases EFL is still relevant and is therefore a legitimate goal.</p>	<p>EFL and ESL (English as a Second Language) models are the only alternatives.</p>
<p>ELF-speakers evidence linguistic features that are common universally as well as features which are based on their mother tongue.</p>	<p>Mother tongue features are avoided and “corrected.</p>
<p>Code-switching is deemed as a valid linguistic strategy.</p>	<p>Code-switching and use of mother tongue is discouraged.</p>
<p>ELF is not based on the linguistic features of lower-proficiency English speakers but on features common to international speakers of English.</p>	<p>EFL is based solely on the norms of native speakers without considering dialectal regional or international variation.</p>

Note: Adapted from García, R. (2013). English as an International Language: A Review of the

Literature. *Colombian Applied Linguistics Journal*, 15(1), 113-127.

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The reasons above reinforce the main goal of ELF that is developing communicational skills in intercultural interactions, leaving aside inner-circle countries stereotypes to become teaching English a business. As Jenkins (2015) stated, the need of some countries to keep control of materials and tests in outer and expanding circles countries, leads to losing the focus of the real aim of learning a language, which is the ability to express ideas and feelings, knowing other cultures.

In terms of pronunciation, teaching through ELF grants students the to identify there is a wide variety of unknown sounds that are challenging for people who are learning another language. In a study conducted by Seidlhofer (2004), it was found that most common variations do not grapple with clear communication, some of them are a) dropping out “s” in the third person in the present simple, b) confusion between who and which in relative pronouns, c) omission of definite and indefinite articles, d) tag questions confusion, e) that-clauses misunderstanding, f) tautologies (i.e black color). In consequence, the author admits that this type of situations in language management that “most English teachers would consider in urgent need of correction and remediation, and that consequently often get allotted a great deal of time and effort in English lessons, appear to be generally unproblematic and no obstacle to communicative success” (Seidlhofer, 2004, p. 220).

The above reason neither implies the ELF claims to establish new rules in the teaching English mainstay or to present those aspects as generalities in all non-native English speakers’ interactions (García, 2013), this approach addresses to query the widespread belief that the inner

circle accents are uniquely valid, through the acceptance of different accents of countries that belong to other circles because English is in constant expansion through worldwide cultures (Seidlhofer, 2004). Teaching through this approach is create a parallel between the mother tongue and the target language, pondering over the feasible challenges that every community can face in the learning process, including strategies to improve communication-based on those risks.

That pure awareness of other variations in English communication during the learning process should help to eradicate false beliefs such as, if the students cannot communicate as right as the grammar standard establishes, they will never be able to communicate in a foreign language (Mansfield & Poppi, 2012). The teachers' role should lay on creating an understanding in students where the fact they are learning English in a different country is not a guarantee to reach an utterly fluid conversation in Milan, Paris, Singapore, or about several topics (Mansfield and Poppi, 2012). ILF strengths multicultural respect and acceptance, valuing the differences channeling the English learning process as a communication bridge among communities without disallowing any learning style or imposing a culture as a universal model to follow.

Opportunities to Teach English using Lingua Franca Approach

Regarding opportunities to include ELF perspective in the classroom, Baratta (2019) suggests local newspapers from different countries members of all circles, with the purpose of the students can locate the community's geography and use their knowledge in the foreign language to put practice the vocabulary and grammar patterns learned in class. Besides, information and communication technologies (ICT's) are useful to include in those activities, YouTube channels, podcasts, or even TV shows wealthy in dialect varieties are closer to students in that way, they can identify language used in real-life contexts.

This approach indeed has a long path to follow in countries like Colombia. However, the transformation in paradigms starts from the classrooms, when the teachers decide to scatter their efforts in foreign language communication beyond grammar rules, creating a free-anxiety environment characterized by respect to the teacher and the rest of the pupils (Bhowmik, 2015). Correspondingly, English education is facing several challenges concerning quality, coverage, and policies however, the plausible endeavors from educators will play out changes in students' perspectives, as well as in the teachers themselves due to teaching freedom since other familiar content pupils may endure in their future.

CHAPTER 3

Methodology

Research paradigm

This document is presented as a monograph; this modality of research is based on the standardization given by the comprehensive ground rules for elaborating bachelor thesis in the School of Education (ECEDU, for its initials in Spanish) of Universidad Nacional Abierta y a Distancia UNAD. This study has a qualitative approach because it relies on the collection of qualitative data. Through literature research, the content analysis offers an overview of the most important issues in teaching-learning English characteristics through English as a Lingua Franca.

One of the most relevant traits of qualitative research is its collecting data style. This research paradigm encourages gathering information based on people's insights regarding the stated problem. Not only individuals' feelings and thoughts, but also group interactions can be contrasted and determine detailed information regarding the observed issue (Papalia & Fieldman,

2012). Having set out this attribute, qualitative research fits into this study because the author is presented a collection of insights and perceptions of different researchers who have been exploring the impact of ELF in several communities.

Research Approach

Content analysis is defined by Krippendorff (2004) as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (p. 18). According to White & Marsh (2006), one significant quality of this approach is the notion of inference since the researcher applies rules of inference to contrast the theory and the current practice with the issue studied. As a result, the researcher draws their conclusions from existing theories or practices, well-experienced experts’ understandings, or previous research. In this document, the author brought forth the essence of education, in terms of pronunciation, in some schools in Colombia and presented important theories to suggest changes in teaching pronunciation procedures.

Procedures

1. Choosing a research question, delimitating the topic that the author was going to work on.
 - a. Research question: What is the impact of teaching pronunciation using English as a Lingua Franca in Spanish speakers?
 - b. Topic: English as a Lingua Franca and its generalities and applications in the classroom.
2. Delimiting a timeframe to each section of the monograph.
 - a. Collecting information from trustworthy internet sources: two months.

- b. Purchasing online books to complement the internet resources: one month.
 - c. Organizing the main sections in the monograph regarding literature review: one month.
 - d. Complementing the rest of the sections in the document and taking into account the given template by the university: one month.
3. Collecting data methods
- a. As this method allows to collect valuable information, based on written or non-written sources, the author classified different types of information from those that have a research basis and those that only include theories and concepts: one month.

CHAPTER 4

Results and Discussion

It was evident that gathering new strategies to teach pronunciation in the classroom is challenging for academic and teachers' mindsets, for that reason, the author has been collecting some of the most common counterarguments to implement ELF in pronunciation teaching strategies:

Table 2 Pros and Cons of EFL

Cons EFL	Pro EFL
There is no way to establish the exact number of conversations that people may hold in	It is true that there is no such specific program or department in charge of

English and their nationalities, in consequence, that unrealistic approximation could show amiss perceptions in terms of language interactions (Ugarte, 2019).

The amount of work for the English teachers increases drastically since it implies looking for different resources that include all the accents from non-native and native English and the professionals should adapt external material into scholarly elements (Ugarte, 2019).

quantifying the number of interactions of people and their common language (2015), however Kachru (1992) has shown us that there are a few countries belonging to the expanding and outer circle that exceed largely native-English speakers' countries, subsequently, English interactions are given mostly among non-native English speakers.

It is evident when a new strategy comes, there will be some time to adjust some details in terms of techniques and methodologies. As revealed by Bastidas (2017) when teaching English started in Colombia, some teachers couldn't conceive the idea that a Spanish speaker could teach that language, because of the accent and the lack of knowledge that teachers those days would have, however, the time has passed and educators have been acquiring different approaches according to learners' needs and instructional requirements. Notably, there is a huge path ahead to improve, but discovering new roads

Traditional English will disappear because each community will take its way of speaking and there won't be any rules to follow in order to have a clear conversation (Ugarte, 2019; Walker, 2001).

The ELF only considers that non-native speakers will expect to communicate exclusively with other non-native speakers, however, most learners aspire to acquire

to teach English effectively makes part of this profession.

Certainly, English has become the international communication language (Kachru, 1990; Jenkins, 2006 & Firth, 2009) because of its globalizing traits. Actually in the inner circle countries, there are some variations in their pronunciation patterns, so there should be more variations when the language is spreading through other different territories because of culture, social and geographical differences (Jenkins, 2006). Teaching ELF does not mean that the complete nature of English will disappear, undoubtedly it will open English learning and acquisition to other communities highlighting their culture and understanding their contrasts.

Based on the most international exams, most of the test-takers' purposes are to study or to work abroad (Jenkins & Leung, 2014). Consequently, most transnational

native pronunciation and purse to make meaningful contact with English-native speakers. The approach cannot predict the type of interaction that the pupil may have in their future (Ugarte, 2019)

Through ELF all mistakes are valid because of cultural and social differences, but this argument is not sufficient because the English language has been evolving for several years had people not gotten an agreement in terms of grammar patterns, they would not have been able to understand each other in English-speaking societies (Trudgill, 2005 & Ugarte, 2019).

companies and universities include international students where students and employees gather to interact. It is true that they may find English native speakers, while they are interacting with non-English speakers like them.

ELF does not narrow the communicative interactions for learners, but it opens other scenarios to them were connecting with English-native speakers may be the rule.

Intelligibility is defined by Jenkins (2015), Kachru, et al (2006) & Seidlhofer (2004) as the extent to which the listener understands the message in an utterance, taking into account jargon and context. ELF does not encourage a no-rules speaking model but a complete system of communication where reaching a native-speaking accent would not be the goal, on the contrary fulfilling an understandable communication among non-native and native speakers, including cultural and social traits.

The information above shed light on some of the key factors that could be challenging for teachers' mindsets to apply the ELF approach in teaching pronunciation in the classroom. Certainly, transforming the way we were taught might be questioning; however, it is time to look at how students deal with the English process and raise a question: Is that the result what teachers envisage when they design their classes? Based on that question, educators can continue with their current approach or starting a new path where there is a proposal.

Discussion

Along with this document, it has been presenting valuable literary corpora where different authors have been analyzing the impact of standardizing pronunciation based on a few countries' patterns leaving aside speaking variations from other English-speaker countries. Teaching pronunciation under the umbrella of ELF tenets includes recognizing the social variety, either non-native speakers or native speakers from other regions. Transforming testing parameters worldwide. Leading communication beyond the classroom by encouraging students to know more about other cultures resting on their proper culture with authentic material. Those aspects are the meaningful role that any language learning process should allow at any stage.

Language in cultures indeed evolves as people do, surely human communication is an alive entity that transforms its rules, patterns, and vocabulary according to communities' transformations. Undoubtedly countries cannot share the same linguistic ways of interaction or trying to imitate sounds or coin specific jargon. Consequently, teaching pronunciation through ELF considers all those particularities to understand other language variations, where intelligibility is more crucial than standardizing the language considering just a few countries.

Supporting the above statements, language varies in line with communities, as a result, testing English should be constantly updated according to that evolution. According to Jenkins (2015), traditional English is rooted at schools prevailing some companies to dictate the right standards to speak English based on some communities, however, a model like CEFR cannot be applied for all countries, since people and their development should not be assessed in same terms. Furthermore, each country should have a team where learning-teaching styles may be studied to draw the most important traits in foreign language acquisition and learning. Applying this strategy will take some time, but the results will propel meaningful learning strategies including non-native and native English variations to assess them objectively.

Despite innocuous intentions during the English classes, students think that acquiring a foreign or second language at school is nonsense because institutions do not offer enough tools to apply that knowledge in real-life scenarios (Jenkins, 2006; Macías, 2010; Ugarte, 2019 & Seidlhofer, 2005). Through the ELF approach, students will recognize different accents they may face, they will learn about their own culture and other people's culture since material worked in classrooms will be multicultural, updated, and based on countries' reality. Effectiveness will not only rely on classroom interaction but outside the classroom, where students can express their ideas and feelings using the target language.

In essence, teachers should contrast how they picture the results they want to get from their students in each class. Is that communicative? Or is that grammar? At a first sight, this approach is including more research on the teachers' side, however, isn't it more time-consuming to design the same activities that lead to poor results? Thanks to technology and ICT's educators can acquire real-life content from the internet, even create communities around the world where sharing material should be the principal goal, encompassing students to

participate in their learning process communicating in the target language that is the actual purpose of any student who is learning or acquiring a new language.

CHAPTER V

Conclusions and Recommendations

It will be evident that there is a long path to follow to implement ELF as an approach to teach pronunciation in the classroom, however, this document aims to point out some of the important characteristics to make a case with its main defenders and some of the arguments that may ensue when some sort of innovation in education arises. Teachers' role through this approach is a constant inquiring about the actual and meaningful learning process in the field, in this case, learning English as a foreign language. Under that constant questioning about learning and teaching styles according to the real-life contexts that students might face after their instruction stage, ELF presents an alternative road to use the target language for a real purpose: constant communication.

According to Jenkins (2017), this approach fosters human and authentic interactions in the classroom, since it focuses on intelligibility than correctness, in consequence, students will increase their creativity to make their speech understandable and they will feel free to commit mistakes provided that their effort to exchange interactions in the target language will be evident. This last point refers to integrate all the skills in the classroom, reading, writing, listening, and speaking with real-life material exposing learners to different types of accents.

Reinforcing the above circumstances, teachers' part will be selecting cultural material more than grammar because students need to confront what they learn in terms of vocabulary and grammar patterns versus actual situations they may deal with. Consequently, educators will think about teaching procedures and it makes part of the growth mindset where sometimes the mentor should go out of the comfort zone and become a risk taker to get better results. It also includes respecting and recognizing other cultures since their difference in their communicative models, understanding communities and own's ideas and feelings through language.

To conclude, this proposal supports the idea of abandoning the perfect "native-like" communication in the classroom lessons, but opening wide doors to other alternatives to inclusive communication through paraphrasing, sharing knowledge, supporting listening, signaling nonunderstanding in a face-saving way, and the like. Clearly, transforming teaching reconstructs assessment to real students' needs covering learning and cultural traits. Finally, English does not to be tied to a few countries, the learning and teaching process is unique to rise people able to communicate their ideas and feelings according to their cultural traits and expressions, language has that particular attribute: to create a bridge where individuals can understand their similarities and share their affinities.

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