

**Challenges of living in the age of ELF or how to improve your students' international English skills,**

**AJŠ 3.4.2017, handout**

**1. Word-formation**

Uses are not NS-attested but the WF processes are (suffixation)

e.g. *conspirate, examine, financiate, pronunciate; increasement, approvement, forbiddenness, bigness, mutualness, unitedness, non-compatness; inscenation, dictature; handy*

(Seidlhofer 2011: 102-109)

**Core / non-core features (LFC) - Jenkins (2000)**

C / N	FEATURES
	Consonants
	The consonant sounds /θ/ and /ð/, and the allophone [t].
	Aspiration - /p/, /t/, /k/, vowel length before voiced consonants (seat - seed)
	Vowel quality as long as it is used consistently.
	Consonant clusters – no omission (US: winter)
	Weak forms i.e. the use of schwa instead of the full vowel sound in e.g. “to”, “of”
	Contrast between long and short vowels
	Other features of connected speech, especially assimilation.
	Stress-timed rhythm
	Tonic (nuclear) stress (I want you to come. I want <u>you</u> to come. I want you <u>to</u> come.)
	The direction of pitch movement whether to signal attitude or grammatical meaning.
	The placement of word stress.

*PhDr. Veronika Quinn Novotná, PhD.*

*Mgr. Jiřina Dunková*

**Listenings (various accents, 'pronunciation maps'):**

[http://accent.Gmu.Edu/browse\\_atlas.Php](http://accent.Gmu.Edu/browse_atlas.Php)

[https://www.Youtube.Com/watch?V=dabo\\_dcidpm](https://www.Youtube.Com/watch?V=dabo_dcidpm)

**2. Mistakes – getting message accross**

- a. I have visited Niagara Falls last weekend.
- b. She's married with a dentist.
- c. She was boring in the class.
- d. Every students the teacher like.
- e. I've been here since three months.
- f. There is seven girls in the class.
- g. She said me that she liked you.
- h. They cooked the dinner himself.
- i. Me and Johnny live here.
- j. She can to drive.
- k. We studied during four hours.
- l. It is more hot now.
- m. I have a daughter. I am too.
- n. He kept telling like five minutes.
- o. Do you arrived here?

**3. Text-books – global (international)**

- a. Global (Macmillan)
- b. English Unlimited (CUP)
- c. Navigate (OUP)

[https://elt.oup.com/catalogue/items/global/adult\\_courses/navigate/?cc=cz&sellanguuage=cs](https://elt.oup.com/catalogue/items/global/adult_courses/navigate/?cc=cz&sellanguuage=cs)

*PhDr. Veronika Quinn Novotná, PhD.*

*Mgr. Jiřina Dunková*

**References:**

- Jenkins, Jennifer (2000) *The Phonology of English as an International Language*, Oxford: OUP.
- Jenkins, Jennifer (2007) *English as a Lingua Franca: Attitude and Identity*, Oxford: OUP.
- Jenkins, Jennifer (2009) *World Englishes. A resource book for students*, New York: Routledge.
- Kirkpatrick, Andy (2007) *World Englishes. Implications for International Communication and English Language Teaching*, Cambridge: CUP.
- Matsuda, A. (2012) *Principles and Practices of Teaching English as an International Language*. Bristol: Multilingual Matters.
- Mauranen, Anna and Elina Ranta (eds.) (2009) *English as a Lingua Franca. Studies and Findings*, Newcastle: Cambridge Scholars Publishing.
- Quinn Novotná, Veronika (2012) *World Englishes and English as a Lingua Franca: a reflection of global paradigmatic changes in the Czech Republic*. *Disertační práce*, Praha, Univerzita Karlova v Praze, Filozofická fakulta, Ústav anglického jazyka a didaktiky.
- Seidlhofer, B. (2011) *Understanding English as a Lingua Franca*. Oxford: OUP.
- Walker, R. (2010) *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: OUP.