

Learning English as Lingua Franca

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Abstract— The research will be focusing on English as a lingua franca. It shows that English as a lingua franca is used as a way of human communication. Evidently, the role of English as a common language is relevant in the learning and teaching condition with its intercultural views. Moreover, the language and culture are interconnected to the awareness among the students with the engaging challenges.



1 INTRODUCTION

English as a lingua franca or ELF is a way to communicate in English with different first languages. Accordingly, only one out of every four users of English is a native speaker of the language worldwide (Seidlhofer). In particular, most ELF communications happen among the non-native speakers of English. As per definition, ELF is a contact language utilized between speakers who do not speak with the same mother tongues or cultural backgrounds (Weil and Pullin). It implies that ELF is a chosen foreign language of communication. Statistically, over 80 percent of interactions in English are among the non-native speakers (Weil and Pullin 28). It demonstrates that the native speakers' proficiency is less applicable as a model to imitate to reach the standards. In the field of education, the ELF focuses on the effective communication than correctness, especially the speech on-line that give less time for reflection on the form.

2 English as international language

Traditionally, considering that ELF is part of the general phenomenon of English as an International Language or EIL (known as World Englishes), it is utilized as gen-

eral cover terms for the utilization of English (Seidlhofer). On the other hand, when English is decided as the ways of communication among individuals from different mother tongue and cultural backgrounds, the ELF is necessarily the best term to consider and it is more definite and current. Some welcomed ELF and others criticized it; however, it is undeniable that English has a relevant function as a lingua franca globally (Seidlhofer 339). Conversely, the majority users see ELF as a foreign language and the verbal exchanges in English do not necessarily involve any native speakers of the language. In this event, it tends to regard that the native speakers are custodians over the acceptable usage. As suggested, Seidlhofer affirms that in order for the ELF concept will gain acceptance together with English as a native language, it is necessary to call for the systematic research of the nature of ELF (340). Specifically, the individuals know how to utilize ELF, what it looks or sounds like and make ELF works. It entails that the high consideration of the implications for the teaching and learning of the language is necessary.

3 conclusion

The teaching staff or educators can benefit from the reflection of the issues involving in teaching in English with their realistic support to handling the challenges. Evidently, the role of English as a common language is relevant in the learning and teaching condition with its intercultural views (Weil and Pullin). Moreover, the language and culture are interconnected to the awareness among the students with the engaging challenges. Through learning the ELF, it is the great responsibility of the teaching forces to consider the issues such as the sources of possible challenges, language level, the feeling of incapacity to perform, and different teaching strategies. Most importantly, the students need to understand the entire content of ELF and they must accept the various approaches in learning ELF with many differences from what they usually used to do. In conclusion, in learning ELF, it is significant to address the different cultural views among the students or participants who do not speak the same language and cultural backgrounds.

References

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