

# FUNDAMENTAL TENETS FOR ENGLISH MATERIALS DEVELOPMENT

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## **Abstract**

*The unprecedented surge of English to become a global lingua franca has actually sparked a growing scholastic passion with various research study publications on international Englishes, English as a lingua franca and English as a worldwide language. Although this research has actually brought about many informative findings of few course books still existing English as if it was mostly made use of to interact with 'native speakers'. Furthermore, native speakerism, or the belief that 'native speakers' are not only better models however also much better educators of the language, is still extensive in ELT. As a result, this paper intends to bridge the gap between the research study and materials writing method by recommending some tenets and research-based concepts which can assist materials writers not only compose materials that are genuinely global and genuine, however likewise add to tackling native speakerism by addressing some of the discourses that sustain it.*

**Keywords:** *Native speakerism, material writing, corpora, communication*

In recent times there has actually been a substantial rise in research on worldwide Englishes, English as a lingua franca (ELF) and English as a worldwide language (EIL). While no doubt differing in a few of their paradigmatic presumptions, what these three terms share is the acknowledgment that English is currently the worldwide lingua franca mostly utilized by 'non-native speakers' of the language, a reality which has some significant ramifications for ELT practice including materials composing. Without a doubt, scientists have, as an example, established that it is not closeness to a standard 'native speaker' version, but rather the capacity to articulate particular crucial pronunciation features known as the lingua franca core (LFC) and the capability to adapt the pronunciation to the dialogist, that enhance intelligibility in ELF contexts (Deterding : 2013).

On top of that, crucial inquiry has been done determining the essential communicative methods that assist in understanding in ELF settings, revealing that conformity with a basic 'native speaker' model is neither always ideal nor required (Cogo and Home 2018). These are yet two examples from a swiftly expanding area of research study, whose development as well as latest results were documented lately in *The Handbook of English as a Lingua Franca* (Jenkins &

Baker and Dewey : 2018). The results from ELF research recommend that the way English has traditionally been educated and offered in course books might require to be exceptionally re-evaluated in order to show how English is currently being utilized and in order to better prepare pupils to come to be successful English users.

However, these searches have typically not been presented in useful terms. On top of that, presently released course books are still to a large extent instead anglocentric, inadvertently adding to the invasion of what Holliday (2005) has actually described as the belief of native speakerism, or the belief that the ideals of the English language and teaching derive from the 'native-speaking' West. As other beliefs, native speakerism is spread, normalized and sustained by effective discourses that are evident in just how the English language has actually been shown and offered in course books.

One example of such a discussion is the idea that conventional 'native speaker' language usage ought to be both the mentor and finding out target to which 'non-native speaker' educators and students need to aim (Kiczowski & Lowe : 2019). This discussion remains in turn evident in just how the language has been presented in course books, which is gone over in the complying with area. Because of this, this write-up aims to connect this space between ELF research study and materials composing method by recommending some principles-- defined in the sections below-- which material authors can make use of to develop products that are reflective of the lingua franca nature of the English language. Although primarily guided at products writers, practicing teachers may also relate these concepts practical when creating their own materials or adjusting their course books. These principles are based upon ELF, EIL and global English's research lugged out over the last few years, along with on a literature evaluation of the many assessments of course publication materials.

This paper utilizes ELF as an umbrella term including also EIL and international Englishes to refer to a usage of English for interaction between speakers who do not share any other typical language, or who pick English as the ways to communicate with each other. It also refers to ELF contexts or setups, both of which can be comprehended as situations in which English is utilized primarily, however not exclusively, by 'non-native speakers' from various etymological and social histories. Given that the first work with the LFC carried out by Jenkins, various additional research studies (see Deterding : 2013 for instance) have to a large level verified the first LFC outcomes for that intelligibility in ELF contexts does not seem to be associated with speaking with a conventional 'native speaker' accent. Based upon these findings, certain suggestions for pronunciation curriculum design in training course publications can be made.

First, it appears that speakers are much more likely to be apprehensible in ELF contexts if they correctly verbalize a collection of pronunciation functions. A study suggests that pronunciation functions such as vowel high quality (other than / ɜ:/ if mispronounced as / ɑ:/), weak forms and functions of connected speech have no impact on intelligibility in ELF setups (Deterding : 2013). As a matter of fact, it appears that attributes of linked speech such as weak kinds and

adaptation can in fact make the audio speaker less, as opposed to more, apprehensible. No study to day is offered particularly on the existence of LFC in program publication materials, Tomlinson and Masuhara (2013), for example, note that the program books they checked out relied not only on typical British and General American English, however a lot more particularly on middle-class British English. Having made use of various Basic English, service English and EAP program books over the last ten years as an English educator, the researcher has actually additionally noted that the pronunciation curriculum is mostly either based upon General American or Standard British pronunciation and the LFC functions are not adequately highlighted.

Subsequently, it is recommended here that materials require to offer even more importance to LFC functions considering that research study clearly shows that mispronouncing some features is a lot more likely to bring about misconceptions. Such an approach would not just be more evidence based, however might likewise be extra efficient in helping students boost their intelligibility than a concentrate on a Basic British or Basic American pronunciation syllabus (Rahimi & Ruzrokh : 2016). While there is no doubt that course authors have made important attempts to consist of a broader variety of accents, consisting of 'non-native speaker' ones, study plainly shows that 'non-native speakers' are underrepresented generally. This research has some vital effects for products design. Initially, it could be argued that stereotyping 'non-native speakers' and not giving trainees with examples of successful 'non-native' learners of the language better lodges native speakerism.

On top of that, research study likewise shows that when 'non-native speaker' voices exist in course books, these are seldom treated as legitimate designs of the language which trainees would be urged to mimic. Since mentor products are believed to play an important function in shaping pupils' beliefs integrating a large range of ELF learners has numerous advantages. It might not just be motivating to students by showing them that they can likewise possess, suitable and shape English, however likewise extra practical, appropriate and reflective of the lingua franca nature of the English language. Furthermore, maybe an essential advance to tackle a few of the discourses that sustain and normalize native speakerism. Lastly, such a technique might perhaps much better prepare learners to utilize English outside the class by supplying them with instances of genuine ELF communications, which, bearing in mind that 'non-native speakers' outnumber 'natives' by at the very least 5 to one, our students are most likely to participate in.

It prevails for training course books nowadays to use corpora to educate the presentation of language. This in itself is a very favorable development as it intends to expose learners to authentic language use. Nevertheless, the main concern is that program books depend specifically on 'native speaker' corpora (Galloway : 2018), hence overlooking the fact that English is mostly used by 'non-native speakers' and probably failing at giving genuine input. Clearly then, if program book writers really aim to subject trainees to genuine English as it is currently made use of worldwide, this English cannot in its substantial bulk be based upon 'native speaker' corpora. Rather, it is suggested that the existing ELF corpora, such as ELFA (English as a Lingua Franca in Academic Contexts), WrELFA (Composed English as a Lingua Franca in Academic Contexts)

are used to display real diversity of the English language and to present trainees with genuine language usage.

Having stated that, it requires to be emphasized below that these corpora are still rather restricted in range as far as the extent of etymological information present in them is concerned, specifically in contrast to well-established 'native speaker' corpora such as COCA. As a result, it could be a good idea to make use of both 'native speaker' and ELF corpora in conjunction, for example to draw focus to the similarities and distinctions in between them.

In addition to this Anglocentricity, Syrbe and Rose (ibid.) note that society is commonly presented in fixed and rather repaired blocks. Although it can be useful to know that specific societies have particular qualities, it is much more vital to understand that these are just stereotyped images which do not stand for all learners from an offered society, which is indeed the premise on which intercultural communicative skills is based (Galloway : 2018). Indeed, because our learners are most likely to utilize English in multilingual and multicultural ELF contexts, it is crucial that they are not only offered with a selection of different cultures, yet a lot more significantly motivated to consider culture not as fixed and dealt with, yet as fluid and unpredictable. This can be accomplished by, for instance, urging trainees to think seriously about exactly how a provided society is represented. Material writers can include tasks where pupils need to contrast, for example, the various stereotypical depictions of their own culture with the fact.

In addition to the supremacy of 'native speaker' designs in course book syllabi regarding pronunciation, listening, and society, some training course publications additionally tend to stress 'native-like' correctness, both in regards to basic 'native speaker' lexis and grammar (Galloway: 2018). What prevails, then, is a discussion of language as a collection of grammar or lexical points focused on getting to 'native-like' proficiency of the common language with little consistent concentrate on communicative methods. However, ELF corpora make it clear that successful communication in ELF contexts is not a lot concerning consistency with a basic 'native speaker' version. For example, 'non-native speakers' have actually been located to use non-standard language types regularly with little unfavorable effect on the end result of the interaction (Cogo & Home : 2018). On the other hand, successful ELF interaction is about having the ability to utilize the language flexibly, adapting it to the interlocutor and the communicative circumstance at hand, and to employ a selection of communicative approaches. For instance, after evaluating over 100 hours of discussions in English between pupils in an Italian college, Basso (2012) concluded that one of the most efficient method was rewording. A number of various other communicative strategies (such as pre-empting, let it pass, or L1 usage) made use of in ELF contexts to promote understanding have been recognized. Therefore, it is suggested here that greater focus needs to be placed in course publications on the development of communicative strategies which have been revealed to assist in communication in ELF contexts. Bearing in mind the expanding body of study about ELF usage of the language, training course publication authors could base their choice of which communicative techniques to consist of on study proof (e.g. Basso ibid.). Additionally, ELF corpora, such as the previously mentioned ELFA or ACE, could additionally be a useful source.

One essential ELF communicative method which has actually not been mentioned until now is using multilingual resources, i.e. the first (or second, third) language other than English which the user knows. On top of that, making use of languages apart from English has numerous communicative usages. Initially, it can facilitate interaction. Since all 'non-native speakers' are by definition multilingual learners of English, it needs to not be unexpected that languages besides English feature in ELF contexts. The significance of this multilingual element was lately recognized when ELF was rearranged as English as a Multilingua Franca (EMF), or a device for multilingual communication where English is frequently, yet not always, picked as the link language (Jenkins 2015). Bearing this in mind, our duty as ELT specialists can be seen as assisting pupils ended up being successful multilingual users of English, as opposed to fake copies of monolingual 'native speakers'.

Indeed, raising awareness of the ELF nature of the language is vital for numerous reasons. Initially, study reveals that some pupils and educators might, as an example, exhibit a choice for conventional English and 'native speaker' accents (see Timmis : 2002 for instance). Consequently, carrying out a few of the above-mentioned proposals, however research based and pedagogically sound, could be satisfied with either skepticism or also a negative response.

In addition, if our pupils are to end up being effective learners of ELF outside the classroom, they require to establish a recognition of exactly how they can utilize English and other languages at their disposal to connect effectively. Finally, an increased recognition of ELF and the reality that English is currently mostly made use of for communicative objectives between 'non-native speakers' of English could help deal with native speakerism (Kiczowski : 2017). When examining the course publications presently on the market, nevertheless, it ends up being obvious that little effort has actually been made to elevate students' understanding of ELF. Although some training course publications did purpose to relocate that instructions, even more far-ranging adjustments are needed. For instance, although Global does attempt to review subjects such as language modification and variation, this is largely based upon 'native speaker' Englishes (Galloway: 2018). Consequently, it is recommended that program books consist of more awareness raising of both ELF and native speakerism.

There are several ways in which this could be achieved in practice. First, reading and listening texts can be used to introduce the topic of ELF, language change and variation and native speakerism. If the latter feature 'non-native speaker' voices, this can further help raise awareness of the diversity of the English language. In addition, appropriate reflection activities can help learners reconsider how English is currently being used, by whom and for what purposes. These reflection moments can also be added when ELF skills are practised providing learners with an explanation of why the focus has shifted away from a 'native speaker' target and why such a shift might be beneficial. Finally, students can be encouraged to explore these topics outside the course book through group projects.

There is little uncertainty that English is currently the international lingua franca. Whether we pick to describe this phenomenon as ELF, EIL, or international Englishes, it is clear that our learners are possibly substantially much more likely to use English outside the class with other 'non-native speakers' in extremely multilingual and modern contexts, instead of mainly with 'native speakers'. This remains in contrast to the traditional assumption behind a lot of foreign language mentor and products composing; namely, that the trainees are primarily learning the language to engage with 'native speakers' of that language and their society. Consequently, in EFL or ESL class and products it was flawlessly legitimate to make 'native speaker' language and society the targets of discovering. Nevertheless, if we are to appropriately mirror the current nature of the English language and to use student's truly authentic and worldwide products that help them become effective learners of English in ELF contexts, it is essential that study findings worrying pronunciation, intercultural communicative skills and pragmatics of ELF communicative encounters are taken into consideration. While there is no question that additionally study on these aspects is needed, the extant literature on international Englishes, ELF, as well as EIL does use some crucial ideas for materials style. Consequently, based upon these research study findings, this paper has aimed to give a checklist of few functional and research-based principles that material authors can use to develop products that promote making use of ELF.

It has additionally been suggested here that such a change may not just have vital benefits for the materials writers themselves making their program publications genuinely ingenious, research-based and authentic, however also for the ELT community in a significant manner. The ideological background of native speakerism, or the idea that 'native speakers' are not just linguistically, but also culturally and pedagogically premium (Holliday: 2005), is still extremely extensive in our occupation. Although presenting ELF research study findings right into training course books as proposed in this post might not completely do away with native speakerism and the discourses that sustain it, it might definitely add to tackling it by helping instruct a language which is truly international, and which comes from all those that utilize it, no matter their L1.

Ultimately, it should be stressed here that integrating the principles provided in this paper would certainly not require entirely displacing 'native speakers' and freeing course books of what would certainly be regarded 'native speaker' language use. For instance, when it comes to pronunciation, there is no question that features of linked speech are still essential for receptive functions since learners will certainly require technique understanding English learners who could exhibit connected speech in their pronunciation.

Nevertheless, it is also important that regarding productive pronunciation is concerned, learners recognize the truth that being able to utilize connected speech is neither crucial, neither necessarily practical to intelligibility in ELF contexts and that they are offered adequate practice producing LFC features. Consequently, the strategy recommended in this paper does not aim to leave out 'native speakers' or 'native speaker' language use. On the contrary, as various other participants of the international area of English users, 'native speakers' need to be properly represented in order to reflect the intricacy and appeal of the English language and its learners.

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