ELF³

Third International Conference of English as a Lingua Franca.

Conference Booklet

Vienna, 22 - 25 May 2010

The Third International Conference of English as a Lingua Franca

ELF³

Conference Booklet

May 22nd to May 25th 2010
University of Vienna

universität
wien

Contents

Conference Committee

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Willkommen bei ELF³

Welcome to ELF³. This *Third International Conference of English as a Lingua Franca* maintains the momentum of this area of enquiry that has continued to gather pace after the previous two conferences in Helsinki (2008) and Southampton (2009). ELF is now beginning to get established as a significant and growing field of sociolinguistic research and its implications for language policy and language education are being increasingly recognized. The study of ELF and its implications call into question a number of well-entrenched assumptions about what English is, how it should be properly used and appropriately taught and learned. This is what makes it controversial, but equally this is what makes it so challenging.

ELF³ takes up the challenge. It is designed in the form of four colloquia, each of which focuses attention on one of four themes that have emerged as major concerns: the sociolinguistic theory that relates to ELF as a variable use of language, the methodological problems associated with its empirical description, and the implications it might have for language policy on the one hand and on pedagogic practice on the other. The contributions in each colloquia, and the plenary talks and panels, will provide an opportunity not only to report on current research and so consolidate the advances that have been made so far but also to open up ideas and issues for critical discussion and so keep up the momentum of our continuing enquiry.

So in ELF there is a lot for us to discuss about and we look forward to four days of lively interaction, not only in the scheduled sessions but informally outside them, and to the combination of intellectual and social engagement that this conference, like any other, seeks to bring about. We hope that for all participants, however they contribute, our conference - your conference- will be a stimulating, rewarding and enjoyable experience.

A hearty welcome to ELF³.   Ein herzliches Willkommen in Wien.

Barbara Seidlhofer and Henry Widdowson
Conference Chairs

Programme Outline

Saturday May 22, 2010	
11.00-13.00	*Registration (Department)*
12.00-13.00	*Welcome Snacks (Department)*
13.00-13.30	**Conference Opening** (Lecture hall C2)
13.30-14.30	**Plenary: Edgar Schneider** (C2)
14.30-15.00	*Coffee (Department)*
15.00-16.45	**Colloquium Teaching** (UR) (Colloquium chair: **Jennifer Jenkins**) **Colloquium Sociolinguistics** (C2) (Colloquium chair: **Henry Widdowson**) **Colloquium Methodology** (R5) (Colloquium chair: **Anna Mauranen**)
16.25-16.45	Introduction of VPs
16.45-17.30	*Coffee (Department), Viewing time for VPs* *VP Viewing: Colloquium Teaching (R3)* *VP Viewing: Colloquium Sociolinguistics (R1)* *VP Viewing: Colloquium Methodology (R3)*
17.30-18.30	**Colloquium Teaching contd** (UR) **Colloquium Sociolinguistics contd** (C2) **Edgar Schneider:** Plenary follow-up session (18.05-18.30, C2) **Colloquium Methodology contd** (R5)
20.00	***Reception in Vienna Town Hall***

Sunday May 23, 2010	
9.00-10.15	**Colloquium Teaching contd** (UR) **Colloquium Sociolinguistics contd** (C2) **Colloquium Methodology contd** (R5)
10.15-10.45	*Coffee (Department)*
10.45-12.45	**Plenary Panel: Descriptions of ELF** (C2) **Beyza Björkman** **Alessia Cogo** **Jagdish Kaur** **Marie-Luise Pitzl**
12.45-14.15	*Lunch at Unibräu*
14.15-16.00	**Colloquium Teaching contd** (UR) **Colloquium Sociolinguistics contd** (C2) **Colloquium Methodology contd** (R5)
15.30-16.00	Introduction of VPs
16.00-16.45	*Coffee (Department), Viewing time for VPs* *VP Viewing: Colloquium Teaching (R3)* *VP Viewing: Colloquium Sociolinguistics (R1)* *VP Viewing: Colloquium Methodology (R3)*
16.45-17.40	**Colloquium Teaching contd** (UR) **Colloquium Sociolinguistics contd** (C2) **Colloquium Methodology contd** (R5)

Monday May 24, 2010	
9.00-10.15	**Colloquium Teaching contd** (UR) **Colloquium Sociolinguistics contd** (C2)
10.15-10.45	*Coffee (Department)*
10.45-12.45	**Plenary Panel: Implications of ELF** (C2) **Susanne Ehrenreich** **Angelika Breiteneder** **Elina Ranta** **Martin Dewey**
12.45-14.15	*Lunch at Unibräu*
14.15-15.50	**Colloquium Teaching contd** (UR) **Colloquium Sociolinguistics contd** (C2) **Colloquium Policy** (R5) (Chair: **Barbara Seidlhofer**)
15.30-15.50	Introduction of VPs
15.50-16.30	*Coffee (Department), Viewing time for VPs* *VP Viewing: Colloquium Teaching (R3)* *VP Viewing: Colloquium Sociolinguistics (R1)* *VP Viewing: Colloquium Policy (R1)*
16.30-18.00	**Colloquium Teaching contd** (UR) **Colloquium Sociolinguistics contd** (C2) **Colloquium Policy contd** (R5)
19.00	***Conference Dinner & Party (Albert-Schweitzer-Haus)***

Tuesday May 25, 2010	
9.30-10.30	**Plenary: Andy Kirkpatrick** (C2)
10.30-11.00	*Coffee (Department)*
11.00-12.20	**Colloquium Sociolinguistics contd** (C2) **Colloquium Policy contd** (R5) **Andy Kirkpatrick:** Plenary follow-up session (11.25-11.50, UR)
12.20-13.00	*Snacks & Coffee (Department)*
13.00-14.00	**Closing Forum: Discussion** (C2) **Jennifer Jenkins** **Andy Kirkpatrick** **Anna Mauranen** **Edgar Schneider** **Barbara Seidlhofer** **Henry Widdowson**
14.00-14.15	**Conference Closing** **Announcement of next ELF Conference** (C2)

Plenaries

Andrew Kirkpatrick (Hong Kong Institute of Education)

Andy Kirkpatrick is Chair Professor of English as an International Language at the Hong Kong Institute of Education and Director of the Institute's Research Centre into Language Education and Acquisition in Multilingual Societies.

English as a Lingua Franca in ASEAN: a Multilingual Model, is to be published by Hong Kong University Press later this year, as will Routledge's *Handbook of World Englishes*, of which he is the sole editor. *Chinese Rhetoric and Persuasion* and *An Introduction to Academic Writing in Chinese* are to be published by Klincksieck and Parlor Press respectively.

English as an Asian Lingua Franca: Implications for Policy and Pedagogy

The concept of English as a lingua franca (ELF) has caused a great deal of recent controversy, much of it based on a misunderstanding of ELF. In this presentation I shall first compare and contrast two major Asian lingua francas – Bahasa Indonesia and Putonghua Chinese – in order to show how different their developmental paths have been, both from each other and from the way English has developed as an Asian lingua franca.

The presentation will then consider the current role that English is playing as a lingua franca in the Asian region, with a focus on its role in the Association of Southeast Asian Nations (ASEAN) and East Asia and how this suggests the appropriateness of a 'multilingual model' for English language teaching in the region. In particular, it will address a key issue facing the Asian region (and many others), that is English might complement local languages rather than replace them. There have been predictions that that, if the current trend to learn only national languages and regional or international lingua francas persists, more than half the world's 6500 languages will have died out by the end of this century. Drawing on a number of Asian contexts, the presentation will therefore conclude with suggestions on ways in which English, if taught with an understanding of its role as a lingua franca, might become complementary to national and local languages, rather than presenting a serious threat to their existence.

Edgar W. Schneider (University of Regensburg)

Edgar W. Schneider is Chair Professor of English Linguistics and currently Dean of the Philosophical Faculty at the University of Regensburg, Germany, after previous appointments in Bamberg, Georgia, and Berlin. He has written and edited several books (most recently *Handbook of Varieties of English*, Mouton 2004/2008, and *Postcolonial English*, CUP 2007) and published and lectured on all continents on the dialectology, sociolinguistics, history, semantics and varieties of English, and edits the scholarly journal *English World-Wide* and an associated book series.

Of ELFs and ESLs, and on how they get along with each other

The claim that lingua franca forms of English (ELFs) are somehow closely related to "World Englishes" has been argued for, most recently, for example, in symposium papers by Jenkins, Seidlhofer, Breiteneder and others published in *World Englishes* 2009. This paper sets out to critically explore the evidence for this claim, also by adding a psycholinguistic dimension. In a first part, I discuss the theoretical basis, i.e. the shared origin of both ELFs and ESLs in processes of second-language acquisition and the assumption that both might be shaped to some extent by the impact of fundamental cognitive principles of language organization. Secondly, some parallels between structural characteristics of ESLs and ELFs will be pointed out, both by pulling together some evidence from earlier studies on the issue and by searching for similarities in select corpora (including VOICE). Finally, I describe the methodology and results of a corpus-based research effort the aim of which it was to test the hypothesis that the cognitive principle of isomorphism (one-to-one matching of form and meaning) may manifest itself more strongly in New Englishes than in British English, the test case being finite and non-finite complement clause patterns. The question is raised whether such a principle is operational in ELF as well, and manifests itself also in ELF's stronger tendency to apply the "open choice" rather than the "idiom" principle in Sinclair's framework (as was suggested by Seidlhofer and Widdowson). In conclusion, it is argued that ELFs and ESLs are related indeed and do show substantial parallels which make sense in an evolutionary perspective.

Plenary Panels

Beyza Björkman (Stockholm University)

Beyza Björkman is a lecturer of English at the Royal Institute of Technology in Stockholm, Sweden. Currently, she is also in the completion of her doctoral thesis 'Spoken lingua franca English at a Swedish technical university: an investigation of form and communicative effectiveness' at Stockholm University, Department of English.

English as a lingua franca as the medium of higher education: The relationship between genre and ELF

A critical domain in which English is used as a lingua franca today is higher education. The development towards English-medium teaching in Europe in general is on the rise, resulting from increased academic mobility. This is clearly the case for Sweden, where higher education has become increasingly international and thus linguistically diverse, for educational, idealistic and financial reasons.

This paper will discuss some of the findings of a study that has investigated the form and pragmatics of spoken lingua franca English in the engineering domain in Swedish higher education. Drawing on a combination of qualitative and quantitative data, the differences between lectures (42 hours) and student group-work (28 hours) will be highlighted with reference to issues regarding form and pragmatic strategies. It is argued that a comparison of these two spoken genres reveals important differences. As regards form, there was substantially more non-standardness in group-work in comparison to lectures. With respect to pragmatic strategies, the group-work was richer in terms of both strategies that are traditionally found in monologic speech and those that are generally associated with dialogic speech. From these results, the notion of effectiveness in ELF settings emerges as being determined primarily by pragmatic ability and less by proficiency.

Angelika Breiteneder (University of Vienna)

Angelika Breiteneder is a part of the project team that designed and compiled the Vienna-Oxford International Corpus of English (VOICE). She has published on the methodological challenges of compiling a corpus of spoken ELF as well as ELF in Europe, with a special emphasis on its lexis and grammar. Angelika is currently researching into pedagogic implications of ELF research for her PhD.

From product to process: Changing objectives for teaching English

At the time of the *Third International Conference of English as a Lingua Franca*, ELF research has developed into one of the most vibrant fields of linguistics, with an ever-increasing number of scholars tackling a wide range of questions about the nature of ELF. While there is general agreement that descriptions of ELF also have implications for the ways in which objectives are defined for the subject English, what these implications are in particular is still an open question that calls for further exploration.

Building on previous ELF studies and my first-hand experience in compiling VOICE, the present paper warns against the unmediated transfer of descriptive findings into the classroom for reasons that have to do with the nature of corpus data more generally and that of naturally-occurring ELF in particular. Based on the understanding that ELF is not chiefly a product but rather a dialogic and dynamic process, it rejects the idea of a uniform ELF norm in order to replace ENL models in the classroom. Instead the paper argues in favour of a flexible process – rather than a codified product – approach to defining objectives for teaching ELF and explores ways in which this could be put into practice.

Alessia Cogo (University of Southampton)

Alessia Cogo is a Lecturer in Applied Linguistics at the University of Surrey, where she also supervises postgraduate and doctoral students in the field of ELF and intercultural communication. She is also a senior researcher at the University of Southampton, where she investigates multilingualism and ELF in Europe (LINEE project). She is co-author with Martin Dewey of *Analyzing English as a Lingua Franca*: A Corpus Driven Investigation (Continuum, forthcoming 2010).

Constructing and negotiating understanding in ELF

Effective language use in any context would entail the speakers' engagement in constructing and negotiating understanding. This kind of engagement becomes even more salient in contexts of ELF communication, where speakers from different lingua-cultural backgrounds are involved in generation and transfer of knowledge in increasingly transnational spaces. Moreover, the use of ELF for intercultural communication has also foregrounded the role played by the multilingual repertoire of its speakers. It has been suggested that the use of multiple languages in these communicative settings, whether work-place, institutional or social contexts, contributes to increased creativity and generation of knowledge.

This paper will focus on the extent and manner in which ELF interlocutors adopt different strategies to construct, negotiate and ensure understanding, and thus contributing to knowledge expansion. Drawing on a corpus of naturally occurring spoken discourse collected in work-place and social settings, I will focus on instances of 'negotiation of meaning', how they can contribute to enhanced understandings and eventually to shared knowledge. I will address the strategies involved in achieving understanding, such as monitoring each others' take on the meaning and adopting preparatory utterances as contextualisation cues. The findings will be discussed in light of what implications ELF strategies of negotiation and construction of understanding have for a re-conceptualisation of identity and membership in ELF encounters.

Martin Dewey (King's College London)

Martin Dewey is based at King's College London, where he lectures on undergraduate and postgraduate taught programmes, and also supervises PhD students working in areas related to the globalization of English and English language teaching. His research interests lie predominantly in ELF, especially regarding the implications of ELF for pedagogy, including, in particular, contemporary practice in language teacher education. He is co-author with Alessia Cogo of Analyzing English as a Lingua Franca: A Corpus Driven Investigation (Continuum, forthcoming, 2010).

Everything you always wanted to know about ELF... Incorporating a Lingua Franca perspective in language teacher Education

ELF research is gradually beginning to have an impact on current practice in ELT, at least if only for the moment at a policy level. In 2008, Cambridge ESOL, the main UK provider of teaching awards, revised its longstanding Diploma scheme. Among the additions to the new curriculum are the inclusion of World Englishes, Global English, and English as a lingua franca. The main tenets of ELF have therefore clearly started to enter public discourse in ELT methodology.

In light of this, I address current practice in language teacher education, with a particular focus on the (un)suitability of conventional frames of reference for learning/teaching English as well as traditional assumptions about the nature of language itself. Up to now teacher education has been primarily concerned with approaches and methods, with very little attention to the actual subject matter 'English'. I will therefore also report on an ongoing research project that investigates teachers' and teacher educators' understanding and uptake of recent theoretical/empirical debate and curriculum changes regarding ELF.

My paper examines what it is teachers need to know about ELF (especially as part of their broader language awareness), and how an ELF perspective might be incorporated in the teacher education curriculum.

Susanne Ehrenreich (Ludwig Maximilian University Munich)

Susanne Ehrenreich is Senior Lecturer (Wissenschaftliche Assistentin) in Applied English Linguistics at Ludwig-Maximilian-University of Munich, Germany. She is currently researching the use of and attitudes towards English as a lingua franca in two multinational companies in Germany. Her other research interests include language and intercultural learning in the context of academic mobility, and teacher education. She is co-editor of *Auslandsaufenthalte in Schule und Studium* (Stays Abroad in Secondary and Tertiary Education), Waxmann.

The dynamics of English as a lingua franca in international business: bringing together contact linguistics and ELT

Contrary to popular belief, English for international business is synonymous neither with American nor with British English. It is a contact language used and shaped by speakers from diverse lingua-cultural backgrounds. Drawing on ethnographic data collected in two Germany-based multinational corporations and on contact linguistics as a frame of reference, I will describe several components characteristic of ELF contact scenarios (e.g. participants, languages, attitudes, power stratification) and the effects they have on the nature of the communicative processes and their linguistic outcome. Not surprisingly, in order to do justice to the complexities of ELF-based global interaction, several established assumptions of language contact theory need to be adapted. For example, as ELF is not the language of any given native community, the issue of the target model to which approximation is desirable is an open issue. Inspired by intriguing material in my data, I will also make an attempt at depicting the dynamic development of ELF in the domain of international business by applying and modifying Schneider's Dynamic Model of the evolution of Postcolonial Englishes (Schneider 2007). Familiarizing ELT professionals with the nature of contact phenomena involved in the use of ELF in international business is seen as an essential step towards a better understanding of how, in an individual domain, a shift in norm orientation has already been underway for quite a while now.

Jagdish Kaur (University of Malaya)

Jagdish Kaur teaches at the Faculty of Languages and Linguistics, University of Malaya in Kuala Lumpur. Her research interest lies mainly in the microanalysis of ELF interactions, using conversation analytic procedures, to establish how speakers of ELF communicate and to identify the kinds of competences that they rely on to achieve success in communication.

Misunderstanding in English as a Lingua Franca: Attributing Cause

The recent years have witnessed increased research interest in English as a lingua franca (henceforth ELF). While some researchers examine the use of English as a medium of communication, others document the features characteristic of the Englishes used in this context. Regardless of how ELF is used or what form(s) it takes, of utmost importance to the speaker is that mutual understanding is achieved in the medium. After all if communication is to be successful, shared understanding between the interacting parties is essential. Findings from empirical research suggest that not only do speakers of ELF achieve mutual understanding when communicating but that misunderstanding is quite uncommon. In spite of this, the issue of misunderstanding in ELF remains significant as it provides insights into the process of co-constructing understanding in a lingua franca and gives some indication of what needs to be addressed for effective communication to take place. With the latter in mind, a fine-grained analysis of 15 hours of audio-recorded naturally occurring ELF interactions was conducted to identify and explain the sources and nature of misunderstanding in ELF. By taking into account the local context and the orientations of the participants, several sources of misunderstanding were identified, namely, performance-related such as mishearing and slips of the tongue, language-related, ambiguity and gaps in world knowledge. Perhaps unsurprising were the misunderstandings that could be traced to the language competence (or the lack of it) of the participants in interaction. While the role of language in miscommunication has to a large extent been neglected in research into ELF, the findings of this study underscore the need to re-consider the matter.

Marie-Luise Pitzl (University of Vienna)

Marie-Luise Pitzl is a researcher for the Vienna-Oxford International Corpus of English (VOICE) and a lecturer at the English Department at the University of Vienna. She is currently completing her PhD thesis on creativity, metaphoricity and the use of idioms in ELF. Her research interests include resolving miscommunication in ELF business contexts (2005, 2010) and she has published (together with other VOICE Team members) on ELF corpus building (2006, 2009), ELF in Europe (2006), and lexical innovations in ELF (2008).

Creativity meets convention: idiom variation and metaphoricity in ELF

At a time when an increasing number of Descriptions of ELF (the title of this panel) are becoming available, there are three general observations about ELF which can be found in many studies: the variability and situational adaptability of linguistics forms, the interrelation of forms and functions, and the importance of pragmatic strategies. Building on and supporting these emergent findings, this paper addresses the role of creativity in ELF in relation to what might be considered a conventional – and hence essentially 'un-creative' – phenomenon, namely the use of idioms.

Focusing on instances of idiom variation, I will present examples from VOICE and explore the relationship between conventional idioms on the one hand and creativity, metaphoricity and compositionality on the other hand. The analysis provides an overview of different forms of idiom variation, but also considers the discourse functions of 'creative idioms' in different ELF contexts.

The paper also briefly addresses questions of methodology and exemplifies how work on ELF with VOICE requires a shift of perspectives from traditional (ENL) frameworks to those more suited to the study of ELF, which involve the merging of corpus linguistic and discourse analytic approaches to description.

Elina Ranta (University of Tampere)

Elina Ranta is a researcher in the ELFA (English as a Lingua Franca in Academic settings) project at the University of Tampere. Her main research interest lies in the verb-syntactic features of spoken ELF on which she is currently preparing her doctoral thesis. She has published on the grammatical features of ELF (2006, 2009), teachers' and students' views of English at school (forthc.), and has co-edited a book (together with Anna Mauranen) on the empirical findings of ELF: *English as a Lingua Franca: Studies and Findings* (CSP 2009).

Models for English Grammar at School?

In this talk, I will be looking at some findings on the syntactic features of spoken ELF that have arisen from my research into the 1-million word ELFA corpus, and ponder on the implications of these to English teaching and testing at large. While it is perhaps not advisable to set features of 'ELF grammar' as a teaching model per se, the empirical findings should clearly be taken into account when deciding what is considered acceptable in English tests internationally. Moreover, in the curriculum development the findings can provide a basis for prioritizing teaching goals. On the whole, the features of 'ELF grammar' found in the ELFA corpus suggest a re-conceptualization of what we see as a 'learner error' and what is actually just a feature of spoken English grammar (world-wide). Awareness of the distinction should help ELT practitioners to make more informed judgments on their students' accuracy in spoken English.

Colloquium Chairs

Jennifer Jenkins (University of Southampton)

Jennifer Jenkins is Chair of Global Englishes in the School of Modern Languages at the University of Southampton, where she teaches BA and MA courses in World Englishes, Phonology, and Research Methods, supervises PhD research in World Englishes and English as a Lingua Franca (ELF), and leads a lively Global Englishes/ELF research group. She has been researching ELF for over 20 years and is the author of numerous articles on the subject as well as two books: *The Phonology of English as an International Language* (OUP 2000) and *English as a Lingua Franca: Attitude and Identity* (2007). She is also the author of a best-selling university course book, *World Englishes. A Resource Book for Students* (Routledge 2009, 2nd edition), and co-editor (with Constant Leung) of *Reconfiguring Europe. The Contribution of Applied Linguistics* (Equinox 2005), and (with Kumiko Murata) *Global Englishes in Asian Contexts* (Palgrave 2009).

Anna Mauranen (University of Helsinki)

Anna Mauranen is Professor of English at the University of Helsinki. Her research and publications focus on English as a lingua franca, corpus linguistics, academic rhetoric, speech corpora, and translation studies. She is currently running a corpus-based research project on spoken academic English as a lingua franca (the ELFA corpus). Her major publications include *English as a Lingua Franca- Studies and Findings* (ed. with Elina Ranta 2009), *Linear Unit Grammar* (with John Sinclair 2006), *Translation Universals - Do They Exist?* (2004), *Cultural Differences in Academic Rhetoric* (1993).

Barbara Seidlhofer (University of Vienna)

Barbara Seidlhofer is Professor of English and Applied Linguistics at the University of Vienna. Her teaching and research focus on sociolinguistics, corpus linguistics and discourse analysis, in particular in their application to language teacher education. Within the project DYLAN (Language dynamics and management of diversity) she is conducting research into the interrelation of English as a Lingua Franca and European multilingualism. She is the founding director of the Vienna-Oxford International Corpus of English (VOICE), which provides a basis for the description of English as a Lingua Franca – on which she has published widely, and which is also the theme of her forthcoming book *Understanding English as a Lingua Franca* (Oxford University Press). She was also for several years editor of the *International Journal of Applied Linguistics*.

Henry Widdowson (University of Vienna)
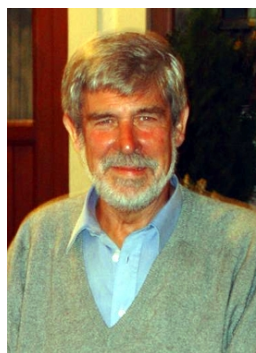
Henry Widdowson started out on his academic career as a lecturer in Applied Linguistics at the University of Edinburgh and later became Professor of Education at the University of London. He was also for several years concurrently Professor of Applied Linguistics at the University of Essex and subsequently Professor of English Linguistics at the University of Vienna. He was a founding editor of the journal *Applied Linguistics* and for thirty years acted as applied linguistics adviser to Oxford University Press. His most recent books are *Defining Issues in English Language Teaching* and *Discourse Analysis* (Oxford University Press) and *Text, Context, Pretext* (Blackwell). Now retired as Professor Emeritus, University of London, and Honorary Professor, University of Vienna, he remains (relatively) active and plays a supporting role in the teaching and research of the Department of English.

Individual Papers

Michaela Albl-Mikasa (Universität Tübingen)
The non-native speakers' struggle to express themselves
Sociolinguistics(P)

In the study of English as a lingua franca (ELF), a major body of research concentrates on the stigmatising effects of native speaker norms and ELT traditions on non-native speakers. In the case of English language teachers, in particular, this results in major ambivalences: they are faced with a conflict between their professional role and ensuing expectations of near-native-speakerness on the one hand and their own L1-identity on the other. On the basis of TELF (the Tuebingen ELF corpus, which comprises appr. 80.000 words), I conducted a study looking at the ad-hoc and retrospective interviews of 34 non-native speakers and using a combination of quantitative and qualitative analyses. I found that in the case of the non-native speakers under review - who are not teachers of English - ambivalences and contradictions of a somewhat different nature can be detected. Those "ordinary" ELF speakers are less worried about their (perceived) inability to conform to NS norms or about being native-like than might have been thought. While they claim that their English is sufficient for their communicative purposes in lingua-franca situations, they also articulate the desire to be able to give better expression to what precisely they want to say and how - a discrepancy I will further discuss in my talk.

Albl-Mikasa, Michaela (2009). Who's afraid of ELF: "failed" natives or non-native speakers struggeling to express themselves? In Michaela Albl-Mikasa / Sabine Braun / Sylvia Kalina (eds.), *Dimensionen der Zweitsprachenforschung - Dimensions of Second Language Research*. Festschrift für Kurt Kohn. Tübingen: Narr, 109-129.

Michaela Albl-Mikasa (Universität Tübingen)

See abstract *The TELF (Tübingen English as a Lingua Franca) corpus and database* at Kurt Kohn (page 46)

Glenn John Allies (International Graduate School of English)
Creating Identity: A mandatory course in World Englishes and ELF for Korean secondary public school teachers of English
Teaching(P)

Korean public school teachers of English find themselves in a difficult position. Their identity as a Korean speaker of English is compromised because they are

expected to teach American English in their classrooms and their language production should conform to native speaker standards. This causes an immense amount of linguistic insecurity and an ever-increasing perception that their English is inadequate. They therefore have a never-ending quest to become more proficient.

This paper reports on findings from a study conducted at a 6-month in-service English teacher training program for public school teachers in Seoul Korea. As part of their training, secondary school teachers enroll for a mandatory course in World Englishes and ELF. The presentation will first look at the contents of this introductory course and then qualitative data collected after the course will be reported on. Findings show that through consciousness-raising, long-held beliefs about the learning and teaching of English were being challenged. The study also showed increased levels of confidence in their own language production as well as moves towards the creation of a non-native speaker of English identity. The project clearly illustrates the need for such a course on teacher training programs, especially in expanding circle countries.

Cem Alptekin (Bogaziçi University)

Defining the ELF user through a cognitive-processing perspective: A theoretical analysis validating linguacultural variation and identity in ELF

Sociolinguistics(P)

ELT is moving from parochial native speaker-based pedagogic models to educational paradigms centering on expert ELF users. Without a proper definition of ELF users, most descriptions of ELF performance are interpreted exonormatively, in relation to native speaker use. This paper illustrates how psycholinguistically invalid such views are, focusing instead on defining the ELF user in the light of declarative and procedural knowledge systems and the cognitive processes these systems require in language use. The analysis shows that, rather than being approximations of native speakers, ELF users are qualitatively different not only in terms of linguistic and mental attributes (Cook 2002) but also in terms of their cognitive systems and processing features. Unlike native speakers, who use both procedural and declarative knowledge bases in processing data, they use their L2-based declarative knowledge system. They also use controlled processing rather than combining the automatic and controlled processes that characterize native speaker output production. Implications of relying on the declarative system through controlled processing are discussed in relation to linguacultural variation and identity, aiming to show the dissociation between monolingual ENL speakers and ELF users. Likening the two profiles could thus be an exercise in futility.

Top right corner shows a logo "ELF³".

Lurdes Armengol (Universitat de Lleida)

See abstract *ELF and CLIL walking together: Experiences of Catalan students involved in English-medium university courses taught by Catalan lecturers* at Enric Llurda (page 49)

Birna Arnbjörnsdóttir (University of Iceland)

Using English as a Lingua Franca in Academia: Students' Experiences

Teaching(P)

This is a preliminary report of findings of a three year study that has as its goal to map out exposure and use of English as a Lingua Franca in Iceland. In Iceland, as in all of the Nordic countries, there is wide exposure to English and increased pressure on Universities to offer more educational programs where English is the medium of instruction (Phillipson 1992, 2003, 2008; Arnbjörnsdóttir and Ingvarsdóttir 2007). A recent study found that more than 90% of the curriculum at Icelandic Universities is in English (Arnbjörnsdóttir 2009). Few studies exist that have examined the use of English as a Lingua Franca in Scandinavia, especially the use of English in an otherwise Nordic academic context (Mauranen 2007). This study presents results of surveys and in-depth interviews of students at the University of Iceland that investigated (1) to what extent students perceive that they are prepared to meet increased demands to use academic English in their coursework and (2) what effects it may have on the quality of their academic work and (3) what strategies they use to master the curriculum.

Luísa Azuaga (University of Lisbon)

See abstract *Glocalizing our English: On preparing future language educators* at Lili Cavalheiro (page 30)

Robert Baird (University of Southampton)

ELF and Identity in English Medium Higher Education

Sociolinguistics(P)

This paper explores ELF identities within English medium higher education. Specifically, it both reports on a study that investigated the experiences of Taiwanese students at a British university, and goes on to provide insights from a research project that focuses on EMI settings in East Asia.

Qualitative interview data from the first study reveal aspects of institutional practice that conflict with the experiences and identities of these students. The key areas of conflict that emerge are:

- Conceptions of the role of NS English vs. 'international' identity performance through ELF;
- Positioning as learners and outsiders vs. positioning as ELT professionals and competent English users;
- Perceived centrality of Western discourses to ELT practice/theory vs. expectations put upon them as independent learners and critically informed thinkers;
- Resulting aspirations to conform to NS norms and identities vs. inherent conflicts in constructing such identities without devaluing more instinctive identity choices.

Such students interact primarily with other NNESs and successfully forge social relationships through ELF, which serves as their means of crossing cultures and constructing transnational identities, albeit identities which are masked and constrained by the dominance of NS discourses inherent within institutional practices. Drawing on both the earlier and current studies, the presentation makes proposals for more inclusive practices in HE courses and EAP preparation, and for the continued research and recognition of ELF in English medium university settings around the world.

Will Baker (University of Southampton)

Intercultural awareness: an approach to teaching language and culture in ELF

Teaching(P)

Does culture have a role in teaching English as a lingua franca? This paper takes the position that cultural contexts are a significant element of all communication, whether through an L1 or lingua franca. Therefore, teaching a language for communication will inevitably involve teaching culture, whether consciously or subconsciously. However, the cultural contexts associated with ELF are diverse, fluid and hybrid. Thus, just as ELF has entailed a move away from the native speaker norms of grammar, phonology, vocabulary and pragmatics, it will also necessitate a move away from the notion of a target culture associated with the traditional native speaker countries such as the US and the UK. Instead, successful communicators in ELF must be equipped with the necessary knowledge, skills and attitudes to mediate between varieties of culturally based communicative practices and references. Intercultural awareness (ICA) is an attempt to model how speakers make use of this knowledge and these skills in a context specific way in the fluid settings of ELF communication. The paper will also offer a number of suggestions for developing ICA in classroom settings, focusing on ELT in an expanding circle environment.

Isabel Balteiro (University of Alicante), Miguel Ángel Campos-Pardillos (University of Alicante)

Teaching/Learning English Pronunciation within the ELF framework: the point of view of ESP students

Teaching(P)

Within the English as a Lingua Franca framework, theoreticians and researchers tend to study what they think the needs of the learners for communication purposes are, but perhaps not enough attention is paid to how conscious the learners are of the different accents or communicative situations they may encounter, or even the actual needs they may have. In this paper, based on a survey conducted among civil engineering students, we explore the learners' interests and purposes in relation to the English language, potential communicative interactions with native and non-native speakers, the importance of pronunciation, the different accents and/or varieties of English they have been exposed to, etc. and, more importantly, how much all these "choices" or factors affect or should affect the teaching and syllabus of the course of "English for Civil Engineering" taught to these students. Apart from that, we also pay attention to how to solve problems of heterogeneity within this specific course and within the ELF framework. The conclusion seems to be that dealing with, and modifying where necessary, the learners' attitudes, should be a basic component of any ESP course in which the ultimate purpose is the usage of English for international communication.

Nicole Baumgarten (University of Southern Denmark), Juliane House (University of Hamburg)

Discourse markers in high-stakes ELF academic interaction: Oral exams

Sociolinguistics(VP)

Discourse markers belong to the high-frequency elements in (L1) English spoken discourse. They function to express meanings of information management and they serve the management of interpersonal relations between the speaker and the hearer. Apart from the fact that English L2 speakers in English as a lingua franca (ELF) interaction make little use of discourse markers (cf. House 2002), not much is known about the exact function and meaning of the individual discourse markers in the L2 speakers' speech, when they do use them. Previous analyses of the use of high-frequency markers of subjectivity (e.g. I don't know) have shown that these expressions have a different functional diversification in L2 speakers' ELF-speech than in comparable L1 speakers' discourse (Baumgarten & House 2007, 2009).

The present paper identifies the use and function of the discourse markers yeah and well in ELF interaction in oral end-of-term university exams, focusing on the

speech of the students who are performing under pressure in their L2. Our goal is to show how the student speakers employ discourse markers, which specific discourse organizational and interactional strategies are realized by them, and how these contribute to the discursive construction of a situation-specific speaker persona/identity.

Baumgarten, N. and J. House. 2007.Speaker stances in native and non-native English conversation. In J. ten Thije and L. Zeevaert eds. *Receptive Multilingualism*. Amsterdam: Benjamins, 195-214.

Baumgarten, N. and J. House. 2009. I think and I don't know in English as lingua franca and native English discourse". *Journal of Pragmatics* (2009), doi:10.1016/j.pragma.2009.09.018.

House, J. 2002. Communicating in English as a lingua franca. *EUROSLA Yearbook 2*. Amsterdam: Benjamins, 243-262.

Yasemin Bayyurt (Bogazici University), Nicos Sifakis (Hellenic Open University)

Teaching English in a changing world: a comparative analysis of in-service Turkish and Greek teachers' perceptions of the evolving multicultural and multilingual nature of their contexts

Teaching(VP)

This paper presents a comparative analysis of the perceptions of in-service teachers of English as a foreign language in Turkey and Greece about the evolving multicultural and multilingual character of their teaching situations. Drawing in current research in the domain of English as a Lingua Franca and its applicability in expanding-circle contexts, we present an understanding of these perceptions as representing shifting descriptions of English language teaching from its 'traditional' EFL orientation, where native-speaker norms dominate, towards one that is more multicultural in nature. This is the first study to attempt such a cross-country comparison.

Our findings indicate that such a shift is more apparent in the perceptions of Greek EFL teachers, who appear to be keener in appreciating the international and multicultural character of their teaching situations, which also reflects the changing nature of Greek state schools in the past decade. On the other hand, while Turkish teachers appreciate the importance of English as a global lingua franca, they are less willing to consider repositioning their practice towards such a new conceptualization of English language teaching. The paper concludes with a discussion of implications for continuing teacher education programmes in both Turkey and Greece

Anne-Claude Berthoud (Université de Lausanne), Gabriele Mueller (Université de Lausanne), Cecilia Serra (Universités de Genève et Lausanne)

The use of English L2 in Swiss university classroom practices: bi-multilingual talk and/or Lingua Franca?

Sociolinguistics(P)

In this contribution, we will present some language contact phenomena observed in Swiss university classrooms where English is used as a vehicular language, in order to give some insights in actual communicative practices and to question the very nature of this language.

In fact, the majority of Swiss universities offer graduate training in English with the aim to respond to students' international mobility, to prepare them to internal and external job markets, thus acquiring an international, competitive profile. In these settings, however, the English language is neither focused as such nor are there any entry criteria measuring students' language level. In addition, the training is not always provided by English native speakers.

Under these conditions, the process of mutual understanding is partially shaped by language contact phenomena, e.g. code-switching and transfer, and by strategies of content simplification and of standardized introduction to concepts. Thus, the process is characterized by both the functional exploitation of multilingual repertoires and the use of context-related communicative strategies.

Our contribution addresses the question arisen out of the Dylan project about the conceptualization of Lingua Franca. In this respect, we will investigate these functional multilingual practices, and ask to what extent the analysis clarifies the relationship between the manifestations of bi-multilingual talk and those of Lingua Franca.

Anne Kari Bjørge (Norwegian School of Economics and Business Administration (NHH))

Ehm I'm sorry but I actually think: Expressing disagreement in ELF interaction

Teaching(P)

In negotiations, expressing disagreement is a central part of the process. Disagreeing has been described as a face-threatening act (Levinson 1983), and may be experienced as a challenge for ELF speakers. Business language textbooks aimed at the non-native speaker provide guidelines on how to express disagreement, and represent a source to find out what kind of expressions are recommended. However, Williams (1988) found that there was little correspondence between textbook recommendations and the usage of native speakers in informal meetings.

In my paper I shall look into whether this is the also the case when it comes to ELF usage compared to recommendations set out in more recent business communication textbooks, published between 1992 and 2006. I shall also discuss whether ELF speakers prefer using mitigated or unmitigated disagreement acts (Stalpers 1995) in negotiations, and how they handle the issue of face-threatening language.

The corpus used for my paper consists of 25 simulated negotiations, totalling about seven hours of recording. 19 of these were carried out in an exam situation, while six were part of a course in intercultural business communication. The speakers were all business students at master level, and their English proficiency level upper intermediate to advanced.

References:

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Stalpers, J. 1995. The expression of disagreement. The discourse of business negotiation. *Studies in anthropological linguistics* 8, 275-89. Eds. Coulmas, F. & Mey, J.L.

Williams, M. 1988. Language taught for meetings and language used in meetings: Is there anything in common? *Applied Linguistics* 9 (1), 45–58.

Andrew Blair (University of Sussex)

'Who do you think you are? Multiple identities for Speakers of Other Languages Teaching English.'

Teaching(P)

This paper examines the linguistic and professional identities of SOLTEs (Speakers of Other Languages Teaching English). The growing majority of English speakers are L2 users with lingua franca communicative purposes, raising issues for the majority of teachers similarly defined as 'non-native'.

Recent literature from an ELF/WEs perspective highlights some of these: Jenkins (2007) on the conflicted attitudes of NNS teachers towards ELF; Bernat (2008) on 'impostor syndrome' among these groups of teachers; Moussu and Llurda (2008) call for more focus on the 'many layers' that constitute language teachers and their dynamic, context-dependent identities.

- What are the main personal and professional influences on Speakers of Other Languages Teaching English?
- How significant is the complexity of 'defining the subject' (Widdowson, 2003) in these teachers' construction of their identities?
- How do these multilingual, multicultural teachers develop and manage their identities as learners, speakers and teachers of 'English within a globalised context' (Seargeant, 2008)?

These themes are discussed alongside data from interviews with SOLTEs, aimed at clarifying what it means for these individuals to say: 'I am an English teacher'. Who do they think they are?

References:

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Seargeant, P. (2008) 'Language, ideology and "English within a globalized context".' *World Englishes*, 27/2.

Widdowson, H. (2003) *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.

Ronald Boyle (United Arab Emirates University)

Some emerging patterns in the lexicogrammar of ELF in the UAE

Methodology(VP)

Foreigners constitute about 90% of the workforce of the UAE, and English is used as the country's acrolectal lingua franca. In order to discover what effect this community of multilingual speakers is having on the lexico-grammar of English, a 1,000,000-word corpus of formal, written English as a lingua franca (ELF) was compiled. From this database, features which appear to characterize an emerging regional variety of English were selected and compared with data from the British National Corpus and the Longman Spoken and Written English Corpus. The research suggests that there are innovative patterns in the use of non-finite complement clauses and of transitive and intransitive verbs, in the selective marking of past tense, in a preference for the –s genitive, in the system of tense and aspect, in the analogical extension of verb patterns, and in word formation. Where the grammatical system provides a higher level of redundancy than is needed, ELF usage often appears to be converging on a dominant pattern.

Miguel Ángel Campos-Pardillos (University of Alicante)

See abstract *Teaching/Learning English Pronunciation within the ELF framework: the point of view of ESP students* at Isabel Balteiro (page 25)

Lili Cavalheiro (University of Lisbon), Luísa Azuaga (University of Lisbon)

Glocalizing our English: On preparing future language educators

Teaching(VP)

Due to globalization and the increase in communications, English has become a global language; consequently, the notion of English as a foreign language being learnt to communicate merely with native speakers is no longer applied in a multicultural society in constant transformation.

Keeping in mind the current situation worldwide, where professional and social uses of the language are being modified, pedagogical practices associated with English language teaching (ELT) have been studied and new approaches to ELT have been adopted (e.g. Graddol 2006, Jenkins 2007, Seidlhofer 2002, Widdowson 2003), some of which regarding English as a lingua franca (ELF) spoken by all its speakers – native and non-native included. Within this framework, we have developed a questionnaire in which a number of teacher training courses in several Portuguese universities are scrutinized, regarding their students' perspectives on ELF and EFL situations and on how they differ, as well as on to what extent teaching ELF is influenced by our own identity and culture.

This paper takes into account the answers obtained, analyzing them in an attempt to better understand these issues and help future language educators in their task of teaching how to use English fully in our global community.

Thomas Christiansen (Università del Salento)

Intelligibility in ELF pronunciation: the relative importance of distance from LFC and distance from non-native speakers' respective L1s - a case study.

Teaching(P)

Jenkins's (2000) concept of LFC (Lingua Franca Core) rests on mutual intelligibility for non-native speakers as opposed to intelligibility for the native speaker. This assumes a shared knowledge of certain features of the target language (L2) but also raises the question of what precise part features of the L1 of each play in the process: whether they contribute or 'interfere'.

This paper examines how familiarity with features of the speaker's L1 pronunciation affects intelligibility (measured on the basis of how far these are similar to features of the subject's L1) and whether a certain degree of similarity between the L1s of two non native speakers is necessary for intelligibility, irrespective of the LFC.

We report an experiment with L1 Italian ELF learners to measure how they score in a comprehension test based on recordings of spoken texts produced by native and

non native speakers, including Italian, German and Polish L1 speakers. Subjects are also asked to rate the recorded speakers' level of intelligibility and their level of pronunciation and fluency (accepting that this latter is largely an intuitive concept: Fulcher 1993, Hughes 2002, Lennon 1990, Luoma 2004) Among, variables that will be taken into account are the grammatical accuracy of the recorded speaker and the linguistic level of the subject.

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Lennon, P (1990) Investigating fluency in EFL: A qualitative approach. *Language Learning*, 40 (3), 387-417.

Luoma, S (2004) *Assessing speaking*. Cambridge: Cambridge University Press.

Beate Clayson-Knollmayr (Vienna University of Economics and Business (WU))

"Drop me an e-mail when draft is ready." Register and style in ELF business e-mails

Methodology(VP)

Among the growing body of ELF research, a considerable number of studies has dealt with ELF in a business context. The greater part of this research, however, discusses spoken business interaction, which leaves written ELF business discourse a field that has yet to be thoroughly investigated. This paper proposes to fill this gap by exploring features of written ELF business communication resulting from a pilot study. For this purpose, a corpus of corporate external e-mail communication was compiled. The paper will discuss issues arising from the collection, analysis and interpretation of the data at hand. The data was collected from businesses of varying sizes and ranges of operation and cover a variety of linguacultural backgrounds and a number of communicative purposes such as negotiation, troubleshooting, project management, and information exchange.

The interpretation of the data draws on the assumption that e-mail as a mode of communication derives from telephone communication and as such resembles the features of spoken rather that written language (cf. Gimenez 2000: 238), which is also confirmed in my data. Against this background, this paper will show some characteristics of register and style in ELF business e-mail communication.

References: Gimenez, Julio C. (2000). "Business e-mail communication: some emerging tendencies in register". *English for Specific Purposes* 19, 237-51.

Guy Cook (Open University, UK)
Beyond efficiency: the educational value of translation.
Teaching(P)

As English as a lingua franca spreads and improves worldwide, the practical need for translation from and into English becomes increasingly redundant. Being labour intensive, time consuming, and costly, translation is also at odds with market-economy worship of efficiency. It also has long been out of favour in language-teaching theory.

There are nevertheless educational advantages in the study of translation. It maintains and protects identities, provides insight into cultural differences, develops understanding of language, guards against manipulation, and promotes a measured and reflective approach to communication. This paper reflects upon the relative merits - in education and the word at large - of ELF and translation as alternative ways of overcoming the barrier to communication posed by mutually incomprehensible languages. It argues that attention to ELF should be tempered in education by preservation and development of translation skills as well.

Josep M. Cots (Universitat de Lleida)

See abstract *ELF and CLIL walking together: Experiences of Catalan students involved in English-medium university courses taught by Catalan lecturers* at Enric Llurda (page 49)

Maria Luigia D'Andrea (University of Verona)
How do teachers view learners as language users? An ELF case study in the Italian school context.
Teaching(VP)

ELF as a means of communication in international contexts has grown to be a substantial part of young people's daily reality outside school and this top-down contact is likely to have repercussions also on their performance in the educational setting. A research project on the extent of teachers' awareness of ELF features in the Italian school context will be carried out throughout year 2010 as part of my doctoral thesis . The focus of the research will regard the teachers' stance with reference to some areas of lexicogrammar ELF investigation in the learners' oral production.

The aim of this presentation is to describe some preliminary data emerging from the analysis, in an ELF perspective, of a corpus of students' oral production. The corpus will consist in a 2/4 hour conversations gathered during a students exchange project in Italy which involves the use of English as a lingua franca.

I will also illustrate data regarding the teachers' reactions to the results of the analysis and their opinions as for the possibility of ELF prospective implications in ELT.

Slobodanka Dimova (East Carolina University)

Teaching methodology for Euro-integration: When will EFL become ELF?

Teaching(VP)

Many Macedonians believe that the liberalization of the EU visa requirements and the prospective EU membership will lead to an increased use of English for international communication and access to educational, economic, and cultural information. However, the English teaching methodology in Macedonia doesn't seem to reflect the perceived international purpose of the language. To investigate the reasons for the discrepancy between the teaching methods and the learning purposes, this ethnography analyzes the English resources in Macedonia and their relationship with Macedonian English teachers' self-perceptions and ELF awareness. Findings suggest that English teaching in Macedonia is influenced by the normative varieties through the media, textbooks, and inner-circle organizations (e.g. the British Council). Many Macedonian English teachers express English linguistic and cultural inferiority because they believe their ownership belongs to the inner-circle countries. Although most teachers are aware that their students' English differs from the inner-circle varieties, they still maintain that English instruction and assessment have to be norm-oriented. These beliefs affect the pedagogical choices and decisions, which seem to diverge from the development of an integrated European identity through English. The presentation concludes with suggestions for teacher-training programs that facilitate the shift from EFL to ELF in Macedonia.

Ha Do (University of Melbourne)

The sociolinguistic rules of ELF disagreements

Sociolinguistics(P)

The paper presents the sociolinguistics of ELF (English as a lingua franca) in academic settings. Taking disagreement as the speech act in focus, the paper investigates sociolinguistic rules regulating the speech act in student discussions. Authentic discussion and stimulated recall data were collected longitudinally over a semester at an Australian university. The participants were international students speaking English as a lingua franca. Disagreements were then analyzed in the discourse with reference to stimulated recalls.

The paper argues that ELF speakers do not apply either the sociolinguistic rules of their mother tongue nor native English when disagreeing. They, in stead, construct

rules for the speech act during and over interactions. The sociolinguistic rules for this particular speech act in academic setting are grounded in the 'expertise' needed for the discussion.

Yvonne Droeschel (University of Fribourg)

Towards a reconceptualisation: English as a Lingua Franca and Lingua Franca English

Sociolinguistics(P)

This paper argues that the distinction between English as a Lingua Franca (ELF) and Lingua Franca English (LFE) would solve the problem researchers have encountered in defining lingua franca communication, especially the question of whether native speakers should be included in the definition. The paper suggests that the terms ELF and LFE should no longer be used indistinguishably, but that the former should be based on the functional aspects of the language in a particular speech community while the latter should be restricted to formal properties of the language, i.e. the development of particular varieties of English in cross-cultural communication. The concept of Lingua Franca English(es) thus includes variation and accounts for the fact that any lingua franca serves a number of varied purposes and is employed by heterogeneous groups of speakers for whom the language does not always have the same status of a foreign or a second language (cf. Knapp and Meierkord 2002). As such, LFE is understood as a contact language used by native and non-native speakers alike but which functions as an independent system which as such has neither native speakers nor native speaker norms that can be imposed on its users.

Xiangping Du (University of Hertfordshire)

English language study in China and Chinese students' identification with English

Sociolinguistics(VP)

English language study in China and Chinese students' identification with English

The status of English as an international lingua franca has promoted the study of English language all over the world and, for obvious demographic reasons, China currently has the biggest population of learners of English. This paper investigates the importance of English in China and reports on students' identification with English while they are studying in an English-medium programme in their home country.

Original data were collected from a group of 100 Chinese students who are studying in a UK-franchised programme in a Chinese university. The data is in the form of

focus group discussions and interviews and has been analysed using a combination of qualitative and quantitative methods.

The results show that while English is not recognized as a means of communication inside China, it is seen as a tool for international LF communications and as an instrument of social advancement. Regarding Chinese students' identification with English, apart from predictable stances where students identify with NE speakers, English is largely learned to enhance self-identify, express a Chinese ethnic identity, and badge global citizenship. It seems clear that these Chinese learners of English see English beyond a NE milieu and within a local and global context.

Fan Fang (Shantou University)

See abstract *ELF: Identity + Comprehensibility = Common Ground* at Claudia Kunschak (page 47)

Richard Fay (University of Manchester)

See abstract *English as a lingua franca in an increasingly post-EFL era: The case of English in the Greek state education curriculum* at Nicos Sifakis (page 63)

Sabine Fiedler (University of Leipzig)
Phraseology in ELF communication

Sociolinguistics(P)

The phrasicon of the English language comprises a large number of different units. On the one hand, it includes partly and fully idiomatic multi-word items, i.e. sayings (e.g. come home to roost), binomials (e.g. by hook or by crook), similes (e.g. as right as rain) and formulae (e.g. You're welcome), which are problematic for the non-native speaker due to their frequently unpredictable meanings and connotations. On the other hand, phraseology is made up of ready-made structural formulae that are at a speaker's disposal as conventionalized utterances (e.g. to the best of my knowledge; by the way; in my point of view). They can be retrieved and reproduced as prefabricated units, which facilitates language use. These two different aspects have to be taken into consideration when the role of phraseology in ELF settings is studied.

The paper focuses on the following questions:

- Which types of phraseological units (PUs) are used by non-native speakers?
- What peculiarities can be observed when non-native speakers use PUs (especially with regard to structural and lexical variation and modification of PUs)?

- What strategies do non-native speakers develop to support their partners' adequate understanding of PUs (e.g. metacommunicative signals, code-switching).
- How do non-native speakers express their identity by means of phraseology?

The paper is based on the analysis of a corpus of ELF interactions.

Valeria Franceschi (Università di Verona)
Creative idiomaticity as the expression of shared cultural knowledge in ELF
Sociolinguistics(VP)

Idiomatic language is considered to be deeply-entrenched into the relevant culture of reference, and can therefore be problematic in ELF interactions, as participants may lack the common cultural knowledge and experience of members of a same speech community. Nowadays, in online virtual communities, international users meet and form social ties through the medium of ELF. A shared common culture develops over time, which is expressed through the use of distinctive vocabulary and idiomatic language. My study aims at describing how community membership may affect the idiomatic behavior of ELF speakers in such a context. The analysis was carried out through the construction of a corpus, compiled with data from a discussion thread on the Gateworld forum, dedicated to the science-fiction show Stargate. Results show that ELF speakers exploit the linguistic resources at their disposal, flouting and adapting native norms to engage in idiomatic creativity and wordplay. Such communicative behavior may have the effect to reinforce group identity and assert affiliation to a culture that is neither geographically nor linguistically bound, suggesting that idiomaticity in ELF may develop in accordance to a group's specific cultural substrate rather than abide to a native repertoire of expressions.

Nicola Galloway (University of Southampton)
Global Englishes Languages Teaching (GELT)– the next logical step?
Teaching(VP)

How do we help prepare students to use English as a Lingua Franca (ELF)? How do we raise students' confidence as speakers of an international language? How do we make English language classes more socio-culturally sensitive and appropriate? In recent years a number of suggestions have been made for changes to traditional English Language Teaching (ELT) yet research is scarce and few studies have fully investigated the implications of these proposals.

This poster focuses on a Global Englishes (GE) course was that was developed as part of a larger investigation into Japanese students' attitudes towards English in

relation to the role of English as a world language. The curriculum and materials were developed from the relevant literature and various materials and activities are presented. Furthermore, students' reactions to the course, which were collected via questionnaires, interviews and focus groups, are also displayed. This poster will be of interest to those interested in Global Englishes Language Teaching (GELT), curriculum design and materials development.

Andreas Glombitza (Universität Tübingen)

"Do you understand?" - Monitoring and let-it-pass in ELF discussions

Sociolinguistics(P)

My talk will focus on one of the strategic dimensions of ELF use: the ability of speakers to monitor the current state of affairs in a discussion and keep track of their own progress in reaching their communicative, expressive or communal goals. From the perspective of this ability, the phenomenon of let-it-pass appears as one of the pivotal specifics of ELF communication.

"Let-it-pass" has figured in the literature on ELF pragmatics as a strategy signalling the alleged "robustness" of ELF communication (Firth and Wagner 1997) as well as a potentially problematic surface strategy that merely masks trouble sources and may "endanger effective communication" (House 2002: 248). For a systematic analysis of reasons and motivations behind such episodes, and their impact in a conversation, output data alone is insufficient. Introspective and retrospective accounts by interlocutors have to be considered in a systematic way.

Drawing on data and material from the TELF corpus and database, built up to meet these requirements, I will examine let-it-pass related phenomena from a monitoring perspective, and present findings that suggest the importance of speakers' signalling responsibility for the uptake of their messages, encouraging collaboration with their interlocutors, in order to keep them from "tuning out".

Andreas Glombitza (Universität Tübingen)

See abstract *The TELF (Tübingen English as a Lingua Franca) corpus and database* at Kurt Kohn (page 46)

Enrico Grazzi (University of "Roma Tre")

ELF and cooperative practices on the Web: the cases of fanfiction and collective writing.

Teaching(P)

The aim of this presentation is to show how language teachers could promote the use of ELF on the Web by incorporating fanfiction and collective writing into their

syllabuses as valuable learning tools. With the advent of Web 2.0, the internet has become a participatory environment that has boosted hyperlinking and social networking, therefore it is assumed that students should benefit from the introduction of guided cooperative practices online, whereby they could improve their receptive and productive skills in order to carry out authentic communication tasks.

The unprecedented combination of the open-content access to the internet and the diffusion of English as an international language has significantly contributed to the creation of an intercultural cyberspace where spontaneous communities of peers, including native and non-native speakers of English, share a cooperative rather than competitive spirit. Fanfiction is a case in point, for readers are brought together by their desire to exchange views and ideas about their favourite books, and are often induced to turn into collective writers who create new versions or sequels of the ones they like best. Therefore, fan culture and the use of ELF online are expected to stimulate learners' motivation, foster intercultural competence and enhance a cooperative attitude.

Maria Grazia Guido (Universita' del Salento)

ELF authentication and accommodation strategies in cross-cultural immigration encounters

Sociolinguistics(P)

This paper explores the cognitive and communicative strategies involved in the use of ELF in situations of unequal encounters between Non-Western supplicants (i.e., African immigrants and asylum seekers) and Western experts in authority (i.e., Italian mediators). The ethnographic case studies will demonstrate that the ELF that each contact group uses has different linguacultural conventions as they respectively come from the 'outer' and the 'expanding' circles. This entails a detachment of ELF from ENL, as ELF develops from non-native speakers' processes of transfer into their English uses of their L1 typological and pragmalinguistic structures – namely, different accusative/ergative structures, modal/metaphorical usages, grammaticalizations and textualizations. This justifies the notion of ELF as 'language authentication' meant as non-native speakers' appropriation of English in accordance with their own L1 conventions, which implies the existence of as many ELF variations as there are communities of non-native speakers authenticating English. The case studies show how the lack of acknowledgement of other ELF variations may have critical consequences in contexts involving political and moral questions concerning human rights. It is in fact contended that only a 'mutual accommodation' of ELF variations would safeguard the participants' social identities and guarantee successful communication in cross-cultural immigration encounters.

Julia Gundacker (University of Vienna)

Why ELF as the language of couples? – The advantages and limitations of ELF

Sociolinguistics(VP)

During recent decades, the use of ELF as the principal language of business, science and academia has been well observed. However, very little research has been done concerning the interesting development of ELF as the primary means of communication in interpersonal relationships.

This VP will stress the importance of ELF as 'the private lingua franca' and it will focus on ELF used for personal purposes. One of the most intimate uses of English is as a means of communication for couples. This VP will present a qualitative study of 5 couples who use ELF as the language of their relationship, drawing on the data of interviews in which the participants exchanged perceptions of their language choice and how it affected their relationships. The findings provide insight into the couples' motivations for choosing ELF, and raise other interesting issues like the extent to which ELF is an adequate means of expressing emotion and how far it might serve as a family language. These issues in turn raise questions about the possible limitations as well as the advantages of ELF.

Susanne Gundermann (University of Freiburg)

"I sometimes think my grammar has suffered a bit by mainly talking to non-native speakers". The hidden presence of the native speaker in lingua franca interaction.

Methodology(P)

The use of ELF in tertiary education is invariably spreading since degree programmes with English as the medium of instruction (EMI) have sprung up like mushrooms in recent years. A considerable number of studies have already investigated ELF users' attitudes towards native speaker norms, but apparently there is a strong bias towards language learners and (future) ELT professionals as research subjects. This study aims to fill this methodological gap and provides insight into ELF users' language use and attitudes outside the ambit of language learning and teaching.

The research question whether native speaker norms are and continue to be relevant in ELF interaction is assessed in a longitudinal ethnolinguistic case study of a German EMI Master's programme in the field of engineering. The data used for analysis derives from a verbal guise experiment, questionnaires, fieldnotes and interviews with staff and students, complemented by written discourse (+800 emails) and transcribed spoken interaction.

First results suggest that native speaker norms exert considerable influence on ELF interaction even in the absence of native speaker participants, or, in brief: the native speaker is still an omnipresent authority.

Christopher Hall (York St John University)
Nouns that count in English as a Lingua Franca
Methodology(P)

Countability in nouns is frequently cited as a characteristic feature of lexicogrammatical variation in ELF. In this paper I present data from an analysis of the feature in the VOICE corpus and from frequency analysis of ENL, EFL and ELF usage in Google national domains. The first data source is fine-grained but of limited scope, and the second very course-grained but of massive scope. Triangulating between them offers the potential to uncover significant generalisations that neither source could reveal alone. For example, preliminary results appear to show that the countable use of variably countable nouns (e.g. information) is rare overall, but that the likelihood of countable use (e.g. informations) appears to correlate with a number of factors, including: (a) the concreteness of the concept(s) expressed by the noun; (b) the expression of countability in the L1; (c) the frequency of the noun. This research forms part of a broader project investigating the scope of lexicogrammatical variation in learners and users of Englishes, from a combined cognitive and communicative perspective. A fuller understanding of variation at the 'lexical hub' which unites vocabulary with grammar should aid efforts to challenge the monolithic view of ultimate outcomes which still dominates English language education.

Spencer Hazel (Roskilde University)
An unwelcome guest? The Non-NNS at the lingua franca table
Methodology(P)

Firth & Wagner (1997) called for a reconceptualization of the research agenda within Second Language Acquisition (SLA), advocating "enhanced awareness of contextual and interactional dimensions of language use", a more participant-relevant perspective, and a broadening of the database (p.286). ELF studies have done a great deal since to problematize the idealized native speaker (NS) as a target model for non-native speaker (NNS) language users. However, by excluding the NS from what are described as ELF interactions – where ELF is "a mediating language that is not a mother tongue [L1] for any of the interactants" (Firth & Wagner, 2007), the etic NS/NNS dichotomy has effectively been maintained, although reconceptualized as NNS/NNNS (non non-native speaker). This paper argues that

a broadening of the ELF database to include all kinds of English language users would allow for a more robust, participant-relevant, explication of ELF practices to be produced.

Using recordings of naturally occurring interactions in multilingual, multicultural domestic settings, I will demonstrate how language users, including ENL speakers, orient to what have been described as ELF practices, with neither NS nor NNS orienting to ENL norms, nor treating non-ENL norms as problematic.

Berna Hendriks (Radboud University Nijmegen), Margot Van Mulken (Radboud University Nijmegen)

Your language or mine? Comparing effectiveness in ELF and Non-ELF dyadic interactions: an experimental study of communication strategies

Policy(P)

ELF research has demonstrated that the use of ELF may facilitate global communication in multilingual settings, but can also present linguistic, cultural and organisational challenges for non-native speakers of English (Rogerson-Revell, 2007; Welch, Welch & Piekkari, 2005). Consequently, for multinational organisations the question is whether they should globalise their communication (i.e. use ELF) or whether (and when) it may be more effective to localise their communication (i.e. use the mother tongue of one of the partners).

In a within-subject experimental design, the present study explored the effectiveness of language use in dyadic, computer-mediated communication between non-native speakers of English (ELF) and native and non-native speakers of German and Dutch (non-ELF). In three consecutive chat sessions, 50 participants performed a problem-solving task using either ELF, German or Dutch and were subsequently asked to evaluate their interaction in terms of efficiency, effectiveness and interaction smoothness. The chat sessions were analysed on conversational resources (communication / compensatory strategies) employed by participants in resolving referential conflicts and overcoming linguistic and interactional misunderstandings. Findings indicate that the actual effectiveness and efficiency for the two types of interaction differed and that the use of compensatory strategies differed per type of interaction.

Susanne Hoppe (University of Erfurt)

Authentic ELF data from multi-medial international business meetings – a methodological challenge

Methodology(P)

In the context of the numerous calls for two areas of research:1) to compare the existing studies on business interactions involving ELF and 2) to add to the supply

of authentic data (Poncini 2004: 16, 17), this paper is based on authentic ELF data taken from international telephone conferences. The company-internal conferences took place between members of two multicultural project groups consisting of electronic engineers from several European countries and also from Malaysia who used ELF in NNS-NNS and NNS-NS interactions.

However, new methodological issues arise from the investigation into the unique features of these telephone conferences.

The features are:

- The interactants were connected via several multi-medial channels including a conference telephone, CHAT, NETMEETING and PowerPoint.
- The discourse was multifaceted as it included not only chaired discussions and negotiations but also individual presentations.

The goal of this paper is to depict the complexity of ELF features the researcher faces when dealing with authentic data. Difficulties arise for the decision as to which features can be attributed to organisational, communicational, medial or cultural discourse parameters.

Poncini, Gina (2004). *Discursive Strategies in Multicultural Business Meetings*. Bern (et. al): Peter Lang.

Juliane House (University of Hamburg)

See abstract *Discourse markers in high-stakes ELF academic interaction: Oral exams* at Nicole Baumgarten (page 25)

Niina Hynninen (University of Helsinki)
ELF and language regulation: Combining different types of data
Methodology(P)

How is language regulated in situations where English is used as a lingua franca (ELF)? In what ways do participants in ELF interaction intervene in each others' language use? When they talk about their experiences of using English, what kinds of conceptions and ideologies of language do they construct? The presentation explores these questions by drawing on data collected from English-medium university courses. The data consist of audio recordings of successive group interactions (i.e. recordings from a teacher-led seminar course and student group work interaction), related field notes, as well as teacher and student interviews focusing on the participants' experiences and conceptions of using English. The presentation discusses questions of combining and interpreting the different types of data to investigate language regulation from different angles (e.g. Silverman 2006). The findings so far

suggest that the participants tend to idealise native speaker speech even though they often find it harder to understand native as opposed to non-native English. To catch these kinds of discrepancies and delve into them, it is important to combine analyses of speech events with data and analyses of participant experiences and conceptions.

Reference:

Silverman, D. 2006. *Interpreting Qualitative Data*. 3rd ed. London: SAGE.

Katharina Höchle (Universität Basel)

See abstract *Multilingual speech as a means for cross-linguistic communication in addition or as an alternative to a lingua franca?* at Georges Lüdi (page 51)

Cornelia Hülmbauer (University of Vienna)
Ways beyond – The virtual and the plurilingual in ELF
Sociolinguistics(P)

Europe's emerging multilingual contexts create a need for interactants to develop intercultural communicative competences and strategies. The scope of linguistic resources available to them for this development has significantly broadened and their ways of exploiting them have become rather complex.

In this paper, it is argued that a combination of two kinds of resources is used in ELF: (a) the virtual possibilities within English, which are based on established morphological processes but manifested in novel forms, and (b) the possibilities available through the participants' lingua-cultural backgrounds, which manifest themselves in linguistically hybrid forms. These ways of going beyond the conventions of a code are illustrated with examples from naturally-occurring ELF talk.

In the light of the examples it will also be argued that ELF cannot be regarded as a 'one language at a time' (OLAAT) mode, just as this notion does not do justice to the concept of plurilingualism as a whole. What seems more appropriate is an 'all language at all times' (ALAAT) approach which leaves room for virtual as well as plurilingual elements and thus takes language in a holistic sense and ELF as a flexible, integrative mode of communication.

Éva Illés (Eötvös Loránd University)
Pragmatic theory and ELF in language education
Teaching(P)

The emerging description and theory of ELF will necessitate a major shift in language teaching including the adoption of a pragmatic theory which is more suitable for preparing learners for communication in various international contexts.

The predominant communicative language teaching approach – Teaching English for Communication (TEFC) – has been based on Speech Act Theory and the juxtaposing of native and non-native realisations of speech acts. As a result of this, TEFC has employed a native-speaker model as a yardstick against which learners' pragmatic use is judged and adjusted in order to achieve native-speaker appropriateness. This rule-governed and training-oriented approach needs to be replaced with an education-based approach – Teaching English as Communication (TEAC) – where the norms are relative and not dictated by a privileged group of native speakers. The theory which can inform such an approach is Grice's Cooperative Principle (CP) whose maxims are relative to the requirements of particular situations and are not confined to any set of native-speaker standards. The primary concern of TEAC is therefore linguistic and pragmatic problem-solving and the development of capacity to enable learners to cope with undefined eventualities in interaction with speakers from different speech communities.

Karolina Kalocsai (University of Szeged)

'It doesn't sound good but for fun I do it' – Creativity rather than accuracy in ELF

Sociolinguistics(P)

Recent research into ELF has emphasized that ELF speakers are autonomous language users who have the right to adopt and adapt the language to their own needs. The purpose of the present paper is to examine instances of talk where ELF speakers divert from native speaker norms creatively in order to reach their communicative goals. To that end, I will look at the participants' micro-level linguistic practices combined with my participant observer insights. More specifically, the paper will focus on cases where speakers switch codes to signal their belonging to the group of multicultural speakers, translate their L1 idioms into English to make a humorous effect, or at a moment of word search accept the utterance a co-participant has supplied even though it is not the one they were looking in order to express solidarity, to give but just a few examples. To the question how I know whether the participants have diverted from native speaker norms as a result of using the language manipulatively, or as a result of lack of competence, my hypothesis will be matched against the speakers' independent reactions as evidenced in retrospective interviews. The participants will be Erasmus exchange students studying temporarily in Szeged.

Mariko Kitazawa (University of Southampton)

English Language Attitudes and Ideologies in the East Asian ELF context

Sociolinguistics(P)

It has long been argued that people's attitudes play a crucial role in a language change, restoration, preservation, and decay (e.g. Carranza 1982; Baker 1992; Preston 2002). This is applicable to the sociolinguistics of ELF. That is, the recognition of Expanding-Circle English rights not only by scholars but also by 'real people' (i.e. non-specialists) is a key to the future development of ELF. In this regard, East Asia is now a key site for ELF attitude research as this area probably has the largest number of ELF users anywhere, due to its huge population and rapid globalisation. Given this, the current paper investigates the language attitudes of East Asian ELF speakers from China, Japan, South Korea, and Thailand. The data was collected from interviews and focus groups conducted in the UK with international students from these four countries. Based on my findings, I will discuss the following points: the participants' complex/conflicted attitudes towards each other's and their own Englishes, standard/native English ideology as a possible factor affecting their attitudes, the participants' struggles with standard/native English ideology, and the implications of these findings for future English language policies and education in the East Asian region.

Svitlana Kloetzl (University of Vienna)

A Love Affair with ELF: the case of linguistic hybridity in ELF couples talk.

Sociolinguistics(VP)

ELF interactions have recently been the object of detailed study by scholars in a wide range of fields. Yet the main focus has been on ELF in workplaces and other institutional contexts rather than on private interactions between pairs of people in romantic relationships. This research aims to extend the analysis of ELF discourse to the domain of intimate interactions and to explore how partners with different linguacultural backgrounds accomplish their "coupleness" through ELF. Applying Bakhtin's (1981) notion of linguistic hybridity as polyphony, the study focuses on the hybrid features of the ELF of such couple-talk. For this purpose two European couples with different first languages were asked to audio-record their ELF home interactions. The couples-participants were also asked to fill in a questionnaire and participate in the interview on their language background and linguistic practices. The present study demonstrates how the ways in which couples use ELF relate to the shifting and contested relationships between different languages, cultures, and

ideologies in their everyday private communication. The findings also suggest that couple interaction is a fascinating site for exploring and better understanding of ELF discourse in general.

(187 words)

Kurt Kohn (University of Tübingen)
Beyond Description: Addressing the Strategic Dimension of ELF
Methodology(P)

My presentation will focus on the strategic dimension of ELF, i.e. on processes of ELF performance speakers use in order to reach certain communicative, self-expressive, or communal goals. This concerns strategic phenomena such as "let it pass", monitoring, conversation management, accommodation, pursuing one's own agenda, or output development.

It is quite common for research studies in these areas to make extensive use of ELF data that are within the scope of grammatical output descriptions. On closer inspection, however, it becomes apparent that output data alone are hardly sufficient for understanding underlying processes of performance. Introspective methods are called for that go beyond and complement output description. While introspection is not unknown in ELF research, a more principled empirical approach is needed.

After a brief account of strategic phenomena relevant in ELF communication and the need for introspective data, I will describe an ELF corpus approach that combines three types of data: (a) video-recorded ELF discussions, (b) interviews about speakers' developmental history and performance requirements, and (c) retrospective speaker comments about selected discussion phenomena. The explanatory potential of this ensemble of descriptive and introspective data will be demonstrated for the analysis of "let it pass" and communication optimization strategies.

Kurt Kohn (Universität Tübingen), Andreas Glombitza (Universität Tübingen), Michaela Albl-Mikasa (Universität Tübingen)
The TELF (Tübingen English as a Lingua Franca) corpus and database
Methodology(VP)

This visual presentation introduces the TELF (Tübingen English as a Lingua Franca) corpus and database, built up at Universität Tübingen over the last three years. TELF is a collection of video-recorded and transcribed discussions by mixed groups of four to six native and non-native speakers of English from diverse linguistic and cultural backgrounds. Each discussion lasts about 20 minutes and is followed up with introspective interviews addressing the participants' learning history, English requirement profile, and performance in the discussion.

The ensuing combination of conversational ELF output and introspective accounts allows for differentiated insights into the nature of ELF communication; it provides rich examples of how speakers use their "own English" to cope with the communicative challenges of a lingua franca situation. TELF has been designed to allow for systematic research into topics such as co-construction and monitoring, divergences between meaning and comprehension, and "pushing" one's limits of expression.

We will give an overview of the corpus, currently consisting of 25 discussions (ca. 80,000 words) with around 100 speakers from more than 25 different linguistic backgrounds, and of how it can be used for research in connection with the database, which provides easy access to the audiovisual media.

Claudia Kunschak (Shantou University), Fan Fang (Shantou University), Huibin Zheng (Shantou University)

ELF: Identity + Comprehensibility = Common Ground

Teaching(P)

Alongside the trend of economic development and globalization, the English language, as an international language, has spread around the world and become a Lingua Franca (ELF). With the high status that English has gained, especially in Asian countries, it is not surprising to hear the saying that "English is an Asian language" (e.g., McArthur, 2003). China, in particular, traditionally regarded as a foreign language country, may serve as a case in point as the English language has been used and developed rapidly as the medium of instruction and communication in recent decades. This development has led to the formation of a specific local variety: Chinese English, which has sparked controversy among scholars and teachers alike. This paper will focus on the awareness of and attitudes toward this variety among both native and non-native English speakers. Samples of spoken and written English produced by Chinese students and presented to subjects in China and abroad will serve to examine the concept of ELF between the poles of identity and comprehensibility, reaching for common ground (cf. Kecskes & Mey, 2008). Based on the comprehensive findings, a model for teaching and learning English in China within the framework of World Englishes will be proposed.

Hsiu-ya Lee (University of Southampton)

Taiwanese English speakers' attitudes towards ELF and their own group's English

Sociolinguistics(VP)

Research into English as a lingua franca (ELF) has been widely discussed in relation to many countries. So far, very little has been said, however, about ELF issues in

relation to Taiwan, a country whose English users are by definition ELF users. To help address the gap, this paper will explore Taiwanese English users' understanding of the implications of global Englishes and their attitudes towards the use of ELF, including their own English. Specifically, the paper reports on an in-depth study of the

attitudes of eight Taiwanese English users. Four of them had been studying at the University of Southampton, UK, for at least one year (group A). Their attitudes are compared with those of four Taiwanese people who had just arrived in Southampton (group B), in order to find out whether group A's year of participation in ELF communication on their multilingual masters course, and their exposure to a range of British Englishes, had affected their perceptions of ELF. The data were collected primarily from ethnographic interviews and focus group discussions.

Tuula Lehtonen (University of Helsinki Language Centre)

See abstract *Design and implementation of academic writing courses in a Lingua Franca learning environment: student attitudes towards language support in English-medium Master's degree programmes* at Roy Siddall (page 63)

Patrícia Linck Berto (University of Lisbon)

Current Perspectives on English Teaching and Learning in Brazil: Towards an ELF approach

Teaching(P)

It is widely recognized that English has become a global language and is currently spoken by a greater number of non-native speakers than by native ones, which has turned it into the first true lingua franca in the world. Despite the growing acceptance concerning the idea of English as a Lingua Franca (ELF), many people seem not to have fully realized its implications, especially regarding TESOL (Rajagopalan, 2004: 111). Hence, this paper presentation aims at exploring and discussing the beliefs of 24 Brazilian English teachers concerning (a) the new status of English as a global language, and (b) its implications to English language teaching in Brazil. Teachers answered an electronic questionnaire used to gather the data for this research. The findings presented indicate that a tentative shift away from the native-speaker model and goal is happening amongst the greatest part of Brazilian English teachers involved in this study (87.5%), which reveals the potentiality of ELF becoming one of the models to be followed in future TESOL in Brazil.

References:

Rajagopalan, K. (2004). The concept of 'World English' and its implications for ELT. *ELT Journal* 58 (2), p. 111-117.

Enric Llurda (Universitat de Lleida), Lurdes Armengol (Universitat de Lleida), Josep M. Cots (Universitat de Lleida), Guzman Mancho (Universitat de Lleida)

ELF and CLIL walking together: Experiences of Catalan students involved in English-medium university courses taught by Catalan lecturers

Policy(P)

This paper looks into the experience of two groups of university students who had taken a content and language integrated learning (CLIL) course in English offered by their schools. CLIL courses are one of the measures implemented by Catalan universities as part of their effort to promote the internationalisation of the curriculum with the ultimate goal of promoting international mobility, and helping local students improve their skills in using English as a lingua franca in the context of such mobility. In the specific cases we focus on, the courses were offered on an optional basis and therefore students could have taken an alternative course either in Catalan or Spanish.

The data consist of recorded discussions with the local students in which they commented on their experiences after the course was over. Using Grounded Theory as the methodological framework, we will present an analysis of their experiences using English as a Lingua Franca in class, and their interpretation of the usefulness of the CLIL initiative. The particular relevance of this study is that it looks at ELF as used by speakers who share the same L1. As a direct consequence of this, students take different positions regarding the convenience and need to continue with English-medium courses at the university.

Lucilla Lopriore (Roma Tre University)

ELF research for undergraduate students: Issues in language awareness

Teaching(P)

The growing diffusion of ELF is inevitably leading to a redefinition of English language education components in the university curriculum as well as affecting practice and research in the English language classroom. It is not without conflict or tension as to which English to teach, which variety is more 'correct' or appropriate and which approach to use in English language courses. In language education programs, the issues of

- the current sociolinguistic reality of English;
- the role and value of the non-natives;
- the relation between language and identity;

- the relevance of language awareness education,

require a shift in perspective. This shift is specifically emerging in addressing and establishing both students' study content areas and research methodology in addition to resisting requests for standard English. ELF has become one of the core themes in a growing number of final dissertations. This contribution offers an account of how some of the above issues have been addressed in a research project carried out within an undergraduate English language course where specific reference to ELF and learner corpora were used and students were specifically encouraged to undertake research work in the field of ELF and guided for their final dissertation.

Vally Lytra (King's College London)

See abstract *English as a lingua franca in an increasingly post-EFL era: The case of English in the Greek state education curriculum* at Nicos Sifakis (page 63)

Dorte Lønsmann (Roskilde University)

The ELF experience: What can participants' talk about ELF tell us about ELF?

Methodology(P)

In this paper I propose that a new kind of data is included in the analysis of English used as a lingua franca: data from ethnographic interviews with speakers who use English as a lingua franca in their daily interactions. While such data cannot and should not replace analysis of naturally occurring interactions, they constitute a valuable additional tool for researchers trying to determine what should be included as ELF data and what to focus on in analyses of such data. Data from ethnographic interviews provide a crucial emic perspective on issues of great methodological and theoretical concern. One such issue which my data shed light on is the appropriateness of including native speakers in ELF databases. Another is the status of native speaker standards in ELF communities. The data which this paper draws on reveal a complex orientation to the question of a native speaker standard: while participants overtly orient to variation from native speaker standards as unproblematic, they are nevertheless shown to orient to such variation as deviation. The data included in this paper are part of a larger corpus of data on the use of English as a corporate language in an international company.

Georges Lüdi (Universität Basel), Patchareerat Yanaprasart (Universität Basel), Katharina Höchle (Universität Basel)

Multilingual speech as a means for cross-linguistic communication in addition or as an alternative to a lingua franca?

Sociolinguistics(P)

Ideologies and practices of communication in old and new multilingual contexts vary largely. The "solutions" for overcoming potential problems go from using a lingua franca (often English), inventing pidgin like emergent varieties, choosing the language of one of the interlocutors known (partially) by the others (namely in the case of immigrants), insisting on receptive competences (everybody uses his or her own language, e. g. in officially multilingual institutions), to various forms of mixed speech and, of course, to interpretation and translation processes. Drawing on extensive field work in bilingual institutions and multilingual companies in Europe, particularly in Switzerland, we propose to discuss various ways of mobilizing multilingual repertoires in situations of cross-linguistic and intercultural communication. This will lead us to an intent of redefining the concept of lingua franca, which is frequently understood in a too narrow and static way.

Stefan Majewski (University of Vienna)

VOICE Online, bringing VOICE to the web

Methodology(VP)

The Vienna-Oxford International Corpus of English (VOICE) contains transcriptions of interactive spoken communication featuring a rich set of meta-data. VOICE uses the Package CorpusQuery, which has been developed in the VOICE Project to make VOICE publicly accessible. CorpusQuery is an extensible search infrastructure for TEI-XML based corpora (cf. TEI Consortium 2007). Its current main purpose is the fast retrieval and presentation of pattern-based text searches within VOICE.

VOICE Online (cf. VOICE Project 2009) is a web-application built on the foundation of open XML standards using the native XML database eXist (cf. eXist-Project 2009). The general architecture is broken up into a server component, providing the search interface and a web-client for interactive search and retrieval of queries. The general design is abstract and modular. Therefore, a maintainer of a CorpusQuery installation, like VOICE Online, can customise the installation with only moderate effort and training. Hence, a maintainer can decide on the options for output styles and configure and define more query types that are publically available to the users. The proposed visual presentation presents the rationale and architecture behind the design of CorpusQuery. It introduces users to the general principles and their application to the context of VOICE Online.

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Guzman Mancho (Universitat de Lleida)

See abstract *ELF and CLIL walking together: Experiences of Catalan students involved in English-medium university courses taught by Catalan lecturers* at Enric Llurda (page 49)

Vassiliki Markaki (ICAR, CNRS & Univ. Lyon)

See abstract *Linguae francae as they are really spoken: emergent varieties in use* at Lorenza Mondada (page 53)

Philippe Millot (Université de Grenoble)

ELF as hybrid and fluid discourse: analysing and characterising an email corpus

Methodology(P)

While ELF studies in corporate contexts have been given much attention lately, studies focusing on emails as corporate discourse are comparatively few. This paper presents the study of 1,400 internal and external emails being part of the daily communication of 14 French employees, all working in different corporate contexts. In a departure from traditional approaches, this paper focuses on the hybrid and fluid nature of emails as a starting point for describing a new linguistic reality. First, I deal with the methodological issue of confidentiality as a major obstacle in data collection. Then, I present a corpus-based analysis of the data to test the hypothesis that the corpus may be characterised by a common core of linguistic features and variations according to specialised, professional networks. At a more theoretical level, norm-related issues are discussed as emails tend to both resort to and escape from traditional norms, whether oral or written, "native" or "non-native", and where specialised and non-specialised types of discourse are intertwined. It appears then that a network-based model is suitable for representing the fluidity and the hybridity of email discourse in ELF.

Lorenza Mondada (ICAR, CNRS & Univ. Lyon and FRIAS, Univ. Freiburg), Vassiliki Markaki (ICAR, CNRS & Univ. Lyon)

Linguae francae as they are really spoken: emergent varieties in use

Sociolinguistics(P)

English as a lingua franca is both an evidence and an idealized figure: beyond the evidence of the large presence of English in a range of socio-professional contexts, its actual use, in its variety and its details, as it is adjusted to the contexts of interaction and to the competences of the co-participants, remains to be explored in depth. In this paper, we deal with the local, hybrid, heterogeneous, emergent, changing, situatedly negociated, individually adjusted nature of some practices of english lingua franca in professional settings. The presentation is based on a large corpus (50h) of videorecorded meetings of managers working in a multinational entreprise ; its aim is twofold. Focusing on the detailed transcription and analysis of these professional interactions, and taking into account the organization of interaction as well as the multiple (linguistic but also gestural and embodied) resources used by the participants to ensure communication, we aim at providing a detailed empirical description of the constant dynamic transformations of their linguae francae practices. On these bases, we aim at revisiting the concept of «lingua franca» itself and the categorization practices of linguistic varieties, which often encompass under a unified notion a variety of heterogeneous resources and practices.

Gabriele Mueller (Université de Lausanne)

See abstract *The use of English L2 in Swiss university classroom practices: bi-multilingual talk and/or Lingua Franca?* at Anne-Claude Berthoud (page 27)

Andrea Nava (Università degli Studi, Milano)

See abstract *The use of ELF interactions in teacher language awareness* at Luciana Pedrazzini (page 54)

Ruth Osimk (University of Vienna)

Will VOICE go POS?

Methodology(VP)

After the release of VOICE 1.0 Online a year ago, the main focus in the next stage of the project is on increasing the applicability and usability of the corpus. One possibility is extending the corpus mark-up by adding part-of-speech (POS) tags to indicate word class categories. Unsurprisingly, this proves to be a highly challenging task when applied to a corpus of spoken ELF. With no precedence of POS taggers applied to ELF, there is no other choice but to explore the suitability of existing

taggers, and the possibilities of adapting these to meet the specific requirements of VOICE data.

This VP will focus on two particularly prominent issues involved in assigning POS tags to VOICE data, namely the classification of unconventional items and the relationship between forms and functions in ELF (e.g. Seidlhofer 2009). It will discuss how these features have been dealt with in existing L2 corpora, focusing particularly on the method of 'error-free' SLA-tagging using TreeTagger (Rastelli 2009). As a result of comparing more traditional methods and SLA-tagging, this VP will suggest what might be a suitable tool for tagging the ELF data in VOICE, and will consider methodological and practical implications of the tagging process for ELF research.

Don Peckham (University of Szeged)
Strategic approaches to learning in ELF contexts
Teaching(P)

The question this presentation looks at is how learning happens in contexts where ELF interaction is occurring. It is a common experience that European students spend some period of time studying abroad, often times in contexts where ELF is being used in the groups and communities in which they participate. Yet not all of these students have much or any experience using ELF or even communicating outside of a native speaker oriented classroom. This means that their study abroad experience may be the first chance to use and learn language through interaction. Drawing on data which was collected for the LINEE (Languages In a Network of European Excellence) project, this paper will investigate how students studying abroad approach learning in this context. Data will be presented from pairs of participants in Hungary and the Czech Republic interacting while carrying out a naturalistic task and through individual retrospective interviews concerning the interaction and their approaches to learning in general. Results show that these students orient themselves strategically towards learning through interaction, and that these contexts of interaction do indeed provide opportunities for learning. Implications will be drawn for preparing students for learning in ELF contexts.

Luciana Pedrazzini (Università degli Studi, Milano), Andrea Nava (Università degli Studi, Milano)
The use of ELF interactions in teacher language awareness
Teaching(P)

Despite recent interest in teacher language awareness (cf. e.g. Andrews 2007), very little appears yet to be known about the features of the English spoken by non-native

English speaking EFL teachers. The language awareness component in teacher education courses traditionally assumes that teachers' use of English conforms to an ideal native model, while preliminary research (Pedrazzini and Nava forthcoming) has shown that it shares several of the features of the variety of English as a Lingua Franca.

This paper aims to explore the possible implications for teacher education of some findings from a study on the use of English as a Lingua Franca (ELF) by a group of English language teachers from different first language backgrounds. Taking into account evidence drawn from this study and from research into ELF use (Seidlhofer, Breiteneder & Pitzl 2006, Cogo and Dewey 2006), non-native English speaking teachers (Llurda 2005), teachers' ELF identity (Jenkins 2007), we would like to show how non-native English speaking EFL teachers could be led to reflect upon specific features of the variety of English they actually master and use in specific contexts, with a particular attention to sociolinguistic and pragmatic features. The advantage of using ELF interactions as 'source' material for teacher language awareness tasks over authentic native speaker English data is that they furnish "tangible evidence" of the use of English in cross- cultural communication and thus arguably provide a closer fit with the reality of the language classroom.

Hermine Penz (University of Graz)
The management of identities in ELF project discussions
Sociolinguistics(P)

In recent years the question of identity has increasingly become the focus of interest in sociolinguistic research. The importance of identity has also been recognized by ELF researchers, primarily with respect to the question of whether ELF serves as a language of communication or identification (Hüllen 1982, Meierkord 2002, Pölzl 2004, Jenkins 2007, etc.). A person's various identities may become relevant and thus become foregrounded at different points in an interaction. This foregrounding may serve various functions.

This paper looks at instances of ELF communication where identities are explicitly addressed in the discourse and discusses the question of what function explicitness may have in these cases. The aim of the analysis is to show how and for what purposes various facets of the interactants' identities are made relevant in the discussion.

The analysis is based on ELF data which were collected at a European institution which deals with language education in Europe. Since the participants incorporate various roles such as national representative, teacher, researcher, administrator, individual, group member all these identities may become relevant in the course of the interaction.

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Stuart Perrin (Queen Mary, University of London)

Insessional spoken language support in UK HEIs. To ELF or not ELF, that is the (insessional teacher's) question.

Teaching(VP)

With changes in globally higher education over the last ten years or so, English is increasingly the main language in many educational settings, acting as a lingua franca between speakers. This is also increasingly true for English first language speaking environments such as UK Higher Education (HE) settings, where the make-up of the student and academic body lends itself to ELF interactions. Phillipson (2008) recognises the importance of English for learning in HE in referring to 'English as a lingua academia'.

UK HEIs invariably have insessional support programmes for international students. One feature of these programmes is often speaking support, with the rationale being to assist students in areas where they need to make oral contributions, such as seminars and tutorials. However, the focus in these programmes is often on learning outcomes that try to replicate native speaker norms, rather than recognise and accept ELF as an academic Lingua Franca.

This paper will recognise the extent to which ELF can now be considered an academic lingua franca. It will argue for a re-evaluation of the rationale behind spoken support courses, suggesting ways forward that meet the needs of the ELF speaker as well as the requirements for scholarly study.

Diane Pilkinton-Pihko (TKK/Aalto University)

ELF and Language Ideologies - a Case Study at TKK/Aalto University

Teaching(VP)

Due to growing internationalization, English-medium university degree programs have become part of most European universities. This change has created concern

about the language in use in teaching and learning situations. At TKK/Aalto University, there is concern over what level of English language skills is good enough for lecturing in English as a lingua franca (ELF) situations. This concern has led the new Aalto University to take steps to provide language and pedagogical support through a pilot mentoring program for teachers teaching through English in multicultural environments.

My descriptive case study on subjects within the pilot mentoring program examines the language ideologies behind the support provided and those underlying the subjects in the study as well as what they feel governs their behavior when teaching through English. The study draws on data from classroom observations and video sessions followed by reflective discussions as well as from student questionnaires.

My intention is to identify what language ideologies are present in the support provided in the mentoring program, how they manifest themselves within the program, as well as how they influence the subjects' own perceptions of their own language use.

Kari K. Pitkänen (University of Helsinki Language Centre)

See abstract *Design and implementation of academic writing courses in a Lingua Franca learning environment: student attitudes towards language support in English-medium Master's degree programmes* at Roy Siddall (page 63)

Franca Poppi (University of Modena and Reggio Emilia)
Re-thinking the ELT university curriculum: EFL or ELF?
Teaching(P)

At present English Language Teaching in Europe is almost totally EFL biased and teaching institutions (in secondary and further education) often design their language courses to match the requirements of international examination boards such as the University of Cambridge ESOL and the descriptors of the Common European Framework of Reference (CEFR) .

However, the worldwide spread of English calls for new aims in ELT. This, in turn, warrants a re-evaluation of two widely accepted notions of the ELT curriculum: namely, that the goal of English learning is native-speaker competence and that native-speaker culture should inform instructional materials and teaching methods.

The present contribution reports on a project carried out at the University of Modena and Reggio Emilia, which had a two-fold aim: 1) to sensitise students to the existence of different Englishes around the world, which albeit not exploited as benchmarks for language testing and certification, must nevertheless boast a relevant place in the global scenario; 2) to propose innovative activities to enhance EFL teaching methodology.

Accordingly, the project has tried to show how, starting from an analysis of texts avaliable on the web, it is possible to lead students to produce instances of ELF, by focusing on pragmatic fluency, intercultural communicative competence and enhanced language awareness.

The analysis will eventually prove that, as more and more textual and linguistic spaces are found within the English language to represent the voices and interests of different speakers, the ultimate challenge that the ELT curriculum has to meet, is to prepare learners with the co-operative skills that they will require in their daily lives.

Mariarosaria Provenzano (Università del Salento)

ELF reformulation in the EU laws on immigration: a case study

Policy(VP)

The present paper introduces a pragmalinguistic approach to the intercultural communication inherent in the process of production and reception of European Union legislation on immigration, advancing a method for making EU legal texts accessible to non-EU migrants by reformulating them into ELF. The paper initially explores the application of the 'standards of textuality' (de Beaugrande/Dressler 1981) to the creation of European Discourse on immigration issues. The case study under analysis is focused on the Schengen Convention establishing the entry requirements for non-EU migrants. The hypothesis is that accessibility to the Convention is hindered by the linguistic/pragmatic strategies enacted by the Western legislators whose English-discourse patterns are determined by their own L1. 'Discourse inefficiency' is thus explored by resorting to Schema Theory (Carrell 1983), according to which it is the reader (in this case, the migrant) who mostly contributes with his/her own interpretation to the making of discourse. The paper hence contends a need for text reformulation into ELF first by applying newly developed intercultural standards of textuality (Guido 2008) aimed at accessibility for the reader and then by producing fieldwork results of such ELF-reformulations based on interviews to migrants.

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Veronika Quinn Novotná (Charles University, Prague)

The schizophrenia of preparing future non-native English teachers in the ELF era

Policy(P)

Any university teacher preparing non-native teachers of English has to live with it – the schizophrenia of ELF vs EFL. While technical subjects in English and American studies programmes (phonology, grammar, lexicology; literary history and theory, etc.) presuppose and aim at educating proficient C2 speakers of EFL, in applied linguistics seminars future English teachers are informed about English as a lingua franca (international intelligibility, LFC, etc.) and the current trends to retrain native speakers as ELF rather than EFL teachers. How can these divergent, if not antagonistic, tendencies be integrated in teacher training programmes? This paper attempts to answer this question and address the related issues in a non-schizophrenic manner, presenting a new C2 practical language course (launched at the Department of English and ELT Methodology at Charles University, Prague) and the results of a PhD research survey conducted throughout the Czech Republic asking those who are concerned most – students at English departments and future English teachers: What do teacher trainers and their students consider a "model English"? What variety or varieties of English do they actually want to acquire? How well informed are Czech teachers about ELF concepts in general? How does it affect their teaching strategies and course design?

Karin Reithofer (University of Vienna)

English as a lingua franca – a challenge for conference interpreters

Policy(P)

The fact that English has come to be the world's most important lingua franca has also had repercussions on conference interpreting, since English is also becoming increasingly common as a conference language used by non-native speakers. In the institutions of the EU, the biggest employer of interpreters worldwide, ELF is gaining importance, creating new working conditions for interpreters in this multilingual setting. For several reasons, conference interpreters have not reacted very favourably to this development. Most importantly, the use of ELF, while ostensibly serving its communicative purpose in most face-to-face interactions, appears to pose a major problem to interpreters, who often report that they are struggling with non-native speech, not being able to deliver a high-quality interpretation according to their standards. This additional stress factor for conference interpreting professionals has been investigated in several studies (e.g. Basel 2000, Kurz 2005, Proffitt 1997). Furthermore, ELF represents an economic challenge that the profession has to

tackle. The speaker – a researcher and conference interpreter at EU level – aims to shed new light on these issues and discuss viable options for improving the attitude of conference interpreters towards ELF.

Patrick Renaud (University Paris3)
Lingua franca interactions as a continuum of free variations
Sociolinguistics(P)

This paper is based on videotaped meetings held in ELF and in other LF, such as spanish or italian, collected during fieldwork within the european project Dylan. It shows that LF interactions create a space of creativity and bricolage which can contribute to our understanding of language as an emergent Gestalt. On the one hand, these LF interactions use, recycle, assemble available resources in a way that manifest a bigger liberty than the innovations observable within the constrained space of standard languages, associated with recognizable grammatical norms. On the other side, these situated practices consisting in freely reassembling fragments of various grammars produce heterogenous forms that cannot be reduced or categorized to distinct varieties but which are distributed along a continuum ranging from more pidignized to more creolized uses. Individual practices can be located on various points of this continuum, varying according to the type of activity, of participation framework, of occasioned displys of identity, as well as of local convergences or divergences emerging in interaction. In this sense, actual LF data in professional settings reveal fundamental mechanism of language change and language variation, as they emerge in contexts where issues of identity, solidarity, and participation contribute to shape creativity.

Philip Riley (ATILF-CRAPEL-CNRS, Université Nancy 2; Visiting Professor, University of Vienna)
English as a lingua franca in the workplace: taxonomic issues
Sociolinguistics(P)

The expression "English as a lingua franca in the workplace" covers such a highly diverse set of sociolinguistic realities that it is usually treated as a convenient generalization whose extension is limited to the juxtaposition of its two constitutive elements, 'ELF´ and 'the workplace´. However, there are a number of both practical and theoretical reasons which motivate and justify attempts to develop a more unified perspective in which ´ELF in the workplace' is seen as an integrated field of study with its own principles of relevance, more than merely the sum of its parts. In this paper, it will be argued that only an ethnolinguistically informed model of analysis can produce the systematic descriptions necessary for the identification of

the commonalities and specificities of such a variety of types of communicative event and upon which a usable taxonomy could be based. The discussion will be based on three specific cases of workplace ELF use in France : a medical research team bidding for European funding; overseers in the cleaning industry briefing non-francophone employees; and a foreign-owned factory where English was designated as the corporate language.

Paul Roberts (University of York)
Some Comparisons between ELF and 'Nativised' Englishes
Methodology(VP)

This Visual Presentation is germane to the second theme of the conference: issues concerning the collection, analysis and interpretation of data.

The poster explains how comparative data were collected: speakers were recorded using English among co-nationals and then re-recorded using English in an international setting. This approach has already been the subject of discussion as it goes to the heart of whether or not ELF may refer to bundles of national Englishes or solely to English used to cross national lingual boundaries.

The poster indicates how the data were analysed, using a popular software to combine qualitative with quantitative approaches and highlights three of the salient results obtained, showing how speakers modify their conversation strategies according to whether they are interacting with their co-nationals or with people from different national lingual backgrounds.

Iris Schaller-Schwaner (University of Fribourg-Freiburg)
The emergence of ELF(A) in a context of postlapsarian multilingualism
Policy(P)

The role of English in scientific knowledge production is often officially deplored. In defence of multilingualism, politically correct fingers are wagged at its use. While a top-down obliteration of other academic languages can indeed impair Non-Anglophones' participation and productivity, multilingualism with English seems a feasible coping strategy. Indeed, English for academic purposes (ELF(A)) as used in multilingual university contexts has the effect of extending its users' plurilingual repertoire rather than restricting it.

This contribution focuses on two disciplinary communities of practice whose members initiated and developed academic talk in English for local academic purposes at Switzerland's Bilingual University. They did so in a bottom-up fashion and on their own, different, terms preceding later policy decisions to decree English as official, mostly but not always, in addition to French and German. Looking at

the ELF(A) of disciplinary lunch-time speech events, its plurilingual embedding in code-switching, and, on the other hand, its use in "monolingual mode" will be discussed. It will be demonstrated how ELF(A) emerges as a resource for plurilingual academic purposes, how it is shaped by this use and reflects changing "constellations of dialect-register-genre".

Cecilia Serra (Universités de Genève et Lausanne)

See abstract *The use of English L2 in Swiss university classroom practices: bi-multilingual talk and/or Lingua Franca?* at Anne-Claude Berthoud (page 27)

Tamah Sherman (Charles University in Prague), Dagmar Sieglova (Charles University in Prague)

Reflecting national identity through ELF: Czech student perspectives

Policy(VP)

Discourse on English as a lingua franca often invokes a number of secondary topics, one of which is national identity (cf. Jenkins 2007). This paper explores the interactional manner in which this topic can emerge, presenting the findings from a study conducted as part of the project LINEE (Languages in a Network of European Excellence), originally designed to address the question of ELF perceptions of English NS and NNS. Focus groups were conducted with teenagers the Czech Republic with 42 teenagers (aged 16-19) in 7 schools. One point of departure for the focus groups was a written prompt (based on Jenkins & Seidlhofer 2001) introducing ELF and providing examples of some of its linguistic aspects and the contexts of its use. In the analysis, we will present several examples in which the students engage in dialogue with the text itself as well as with one another, questioning concepts such as ownership, correctness and language, and ultimately placing ELF in the context of discourse on the Czech language.

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Roy Siddall (University of Helsinki Language Centre), Kari K. Pitkänen (University of Helsinki Language Centre), Tuula Lehtonen (University of Helsinki Language Centre), Anu Virkkunen-Fullenwider (University of Helsinki Language Centre)

Design and implementation of academic writing courses in a Lingua Franca learning environment: student attitudes towards language support in English-medium Master's degree programmes

Teaching(P)

The University of Helsinki has rapidly expanded the number of International Master's Degree Programmes (IMDPs) taught through English. Students in these interdisciplinary and multicultural programmes vary tremendously in their academic, cultural and linguistic backgrounds. Language support has thus been recognized as essential in ensuring the quality of teaching and learning in this Lingua Franca environment.

In a university-funded project, we have developed and piloted new types of language support for IMDPs that focus on academic writing skills. The aim of this paper is to evaluate the success and potential development of this support from the student perspective.

In general, students have most highly valued the individual profiling of their language skills and development needs, as well as the development of practical writing skills (e.g. research plans). In course feedback, they also reported improved self-confidence in writing and a greater awareness of the special needs of ELF target audiences in terms of the variety in cultural conventions and discourse strategies, among other areas. However, student feedback additionally highlighted a need to extend the support over a longer period of time, as the typical academic writing course design was considered too compact.

Dagmar Sieglova (Charles University in Prague)

Nicos Sifakis (Hellenic Open University), Vally Lytra (King's College London), Richard Fay (University of Manchester)

English as a lingua franca in an increasingly post-EFL era: The case of English in the Greek state education curriculum

Policy(P)

In this paper, we explore the ways in which the debate about multilingualism and multiculturalism that arises in the ELF discourse is reflected in the English language

teaching curriculum implemented in the Greek compulsory education system. The Greek state education curriculum has been firmly rooted in the Teaching English as a Foreign Language (TEFL) paradigm, but, in recent years, curriculum innovations such as the Cross-Thematic Curriculum Framework have introduced some additional elements reflecting the beginnings perhaps of a post-EFL understanding of English language teaching. We begin by delineating several different teaching paradigms for foreign language education that are applicable in the Greek context and draw distinctions in terms of the differing objectives of these paradigms. We then consider the current ELT curriculum of Greek state schools and explore the extent to which the curriculum discourses provide space for the above paradigms. In particular, we investigate the ways in which the current curriculum discourses portray an awareness of the pedagogical implications of both the increasingly complex global English language phenomenon (and its international / intercultural orientation) and the increasing cultural diversity of the Greek societal context as now evident in many state schools (its intranational / multicultural orientation).

Nicos Sifakis (Hellenic Open University)

See abstract *Teaching English in a changing world: a comparative analysis of in-service Turkish and Greek teachers' perceptions of the evolving multicultural and multilingual nature of their contexts* at Yasemin Bayyurt (page 26)

Christine Simone Sing (WU Vienna University of Economics and Business)

ELF in the language classroom – The implications of a pluricentric approach to English for designing sustainable pedagogical models in language education

Teaching(P)

Although ELF "constitutes the prevailing reality of English" (Seidlhofer 2009: 237), non-native uses of English have not been (sufficiently) incorporated into the design of curricula used in secondary education. On the contrary, the "native speaker standard English language ideology" (Jenkins 2007: 65) continues to prevail to the extent that the implementation of less normative pedagogical models is ill-fated. This paper explores the vital question of how ELF can be adapted to the ELT classroom in order to address the communicative needs of users of English on a local and global level. The analysis is based on a challenging review of the curricula used in German secondary education, focussing on a (critical) analysis of the discourse of the 'didacticization' of English. While these results are obviously typified by the particulars of the German national education system, they nonetheless allow for a number of compelling generalisations across EU member states. The issues

raised will be further substantiated by a case study of learner attitudes (Sing 2006), illustrating their negative attitudes towards non-native uses of English. Clearly, any viable language pedagogy will link the enlarged focus of English in linguistic theorising to the learner's educational setting. If sustainable pedagogical models are indeed the target of educational policies, the conclusions to be drawn will have to distinguish carefully between language education in the secondary and tertiary sector.

Ute Smit (Universität Wien)

ELF as social practice: the relevance of longitudinal investigations

Methodology(P)

Research into ELF has been fuelled by the communicational reality of English as the only language many interlocutors have in common in a diversity of settings. While a good many of such encounters will remain one-off interactional exchanges between strangers – such as in many touristic settings -, a sizable proportion takes place between acquaintances, friends or (business) partners. Such interactions are thus discursive instances that form part of longer term relationships between social players constantly engaged in shaping their 'oral practices' (Hall 1993). So far, however, most ELF research is of a cross-sectional nature, focussing on interactional data largely unspecified in terms of temporal dependencies and the respective communities of practice.

As, by definition, cross-sectional research cannot describe long-term practices of communities of ELF users, a methodological paradigm shift is called for. Based on a longitudinal and ethnographic investigation of classroom interaction accompanying one group of international hospitality students for the full duration of their degree programme, this paper will, firstly, sketch the methodology of 'discourse-pragmatic ethnography' successfully applied in Smit (2010) and, secondly, discuss its merits as regards types of data collected, diversity of insights gained and the complexity of interpretations made possible.

Milena Stajic (The Registry, Court of Bosnia and Herzegovina and University of Sarajevo)

ELF at the Court of Bosnia and Herzegovina

Sociolinguistics(P)

The official languages at the Court of Bosnia and Herzegovina are Bosnian, Serbian and Croatian (BSC) but due to the presence of the International Community in Bosnia and Herzegovina, following a civil conflict in the early 90s, a number of international judges and prosecutors have been appointed at this Court to conduct

trials. By law, they are authorized to use the English language in any of the proceedings and simultaneous interpretation from and to English is provided at the trials. Since the international staff are both NS and NNS, the interpreters in the booths are often in a situation to translate from the local languages to legal ELF. This article thus explores the use of ELF in a judicial context. It sets out to analyse the interactions at public trials in a court room in Sarajevo, between the BSC speaking witnesses, defence lawyers and judges, whose utterances are translated into English by court interpreters, and English speaking NNS and NS judges, prosecutors and witnesses. The questions raised are: do the interpreters adapt their use of target language to reflect the fact that the participants are ELF users, and do NS parties, taking into account the Bosnian legal setting and the presence of NNS, consciously avoid using phrasal verbs, for example, or cultural references: in other words, do they use legal ELF at trials?

Rodica Stefan ("Spiru Haret" University)
Teaching a Second Foreign Language through ELF
Teaching(VP)

The presentation will consider the specificity of using English as a Lingua Franca in the acquisition of a second foreign language. The presentation will discuss the role and potential of ELF in this complex teaching/learning context. ELF functions as a medium of communication in the early stage of acquiring the new language, as well as along the cognitive process. Prior proficiency in English is integrated into the acquisition of the new language, playing an instrumental function. Thus, ELF is not only a "transparent" medium of communication but also a source of knowledge. The presentation focuses on the particular case of Romanian (L3) taught via English (L2) to adult learners, native speakers of German (L1). Examples are given of elements of language (grammar structures, lexis) common to both English and Romanian that can be exploited from a pedagogical perspective and used in designing teaching materials.

Sean Sutherland (University of Westminster)
Arguments against counting the number of ELF users
Methodology(VP)

ELF research papers are commonly introduced with reference to the increasing numbers of NNESs or ELF users in the world. For example, Cogo & Dewey (2006, p. 59 – 60) write that "the majority use of the [English] language has shifted away from L1 settings, and has increasingly come to involve ELF communication" and Seidlhofer (2005, p. 339) argues that "the vast majority of verbal exchanges in English do not involve any native speakers of the language at all".

This paper will argue that there are two problems with this numerical approach to legitimising ELF research. First, the data that supports these assertions, usually drawn from David Graddol's (1997) 'The future of English?', is largely speculative and so cannot be considered part of a robust defense of ELF research. Second, and more important, is the fact numbers like this should not be used in any case. A robust defense of ELF should stand on its own, without resorting to 'majority rules' arguments. If unforeseen changes caused the number of ELF users to decline we would not accept that as a reduction in the legitimacy of ELF, and so should not base current arguments on the growth of ELF use.

Jaana Suviniitty (University of Helsinki / Helsinki University of Technology)

No Questions Asked? A Case Study on an ELF Lecture vs. Native Language (Finnish) Lecture

Policy(P)

Internationalization is the key strategic goal for most universities currently. For many of them it means implementing English-medium Master's Programs. Helsinki University of Technology (TKK) Forest Products Tecnology Department began their English-medium Master's Program in 2007 and since then most courses have been lectured in English, mostly by non-native speakers of English. This situation was criticized at the beginning, but the administration has adhered to their strategy and in 2010 all departments at TKK have to offer at least one English-medium Master's Program. To investigate how the use of ELF (English as a Lingua Franca) is manifested in Forest Products Department, twenty-two lectures were videoed and a total of 212 paper-based feedback questionnaires were returned by the students after attending these lectures. The feedback from students indicated that interaction during lectures is perceived postively by the students who felt they comprehended interactive lectures better. In this paper I look at interaction during an ELF lecture and compare it to interaction during a similar lecture in lecturer's native language, Finnish. In this case-study, more interactive features (questions, directives, and repetition) were present in the ELF lecture than in the Finnish lecture. Does internationalization lead to more comprehensive lectures?

Ayako Suzuki (Waseda University)

Influences of ELT policy on ELF users' identity developments

Policy(VP)

This visual presentation will discuss influences of ELT policy promoting multilingualism/multiculturalism and national identity development on ELF users' senses

of self, taking Japan as an example that English is taught as an international lingua franca.

The growing use of ELF by people from a variety of lingua-cultural back-grounds has turned ELT into a space to develop appreciation for multilingual-ism/multiculturalism in Japan. In this country, English is officially regarded as an important communication medium to connect Japanese people with those from different languages and cultures, and this is a rationale for teaching the language in schools.

Although developing students' appreciation for linguistic/cultural diversity is ad-vocated as an aim, it is pointed out that Japanese ELT has actually been designed to foster their national identity. For Japan, English is a language which enables Japanese people to differentiate themselves as "Japanese" from others and to gain respects for their national identity and values in international communities. This seems to be inconsistent with the rationale.

Using interview data, this presentation will examine how such apparently incompat-ible ELT policy would affect Japanese students' understanding and positioning of themselves with respect to English, and attempt to yield insights into ELT policy's influences on ELF users' identity developments.

Alan Thompson (Nagoya University of Commerce and Business)
English in situations: An East Asian workplace and the VOICE corpus
Sociolinguistics(P)

This paper compares the results of a study of English interactions at a workplace in East Asia with the recently released Vienna-Oxford International Corpus of English (VOICE).

The prior East Asian study consists of an ethnographic description together with audio recordings of interactions a multinationally staffed inter-governmental agency located in Japan. The VOICE data affords the opportunity to make a comparison of these observed practices to 'baseline' (although largely European) data on international English interactions. The grammatical and discourse structure of similar interactions in the two sets of data are analysed, and some comparisons of predominant conversational structures and adjacency pairs are also made within a conversation analytic (CA) framework.

The findings generally support the conclusions of the prior study –that practisers of English in international settings are influenced more by immediate situational factors than by conceptions of culture and language as abstract and rarified entities.

Perceptions of their positions as international users of English, of their domains of activity, and the local 'culture', not at an individual level but through the filter

of an interacting and consensus-seeking group, act to create distinct language practices—evidenced in turn structure, cohesion practices, and grammatical 'deviations'.

Arturo Tosi (Royal Holloway University of London and Siena University)
A lingua franca in EU institutions: political allegation or fait accompli?
Policy(VP)

When the policy of multilingualism was introduced, the EEC referred to 'official languages and working languages' (1958). At that time, the two notions were one and the same; but they were later separated to justify the distinction between 'official languages' with and without the status of 'working languages'. Today, the practice of translating from one original is justified as an administrative arrangement, and the claim that English enjoys a special role is rejected by the EU as an unjust political allegation. This is the explanation to the wider public, while linguists look increasingly at two features of the linguistic regime within EU institutions. The first is that the translation system adopts an approach of interlinear transposition, rather than intercultural interpretation; the second is that the use of English originals reveals the peculiarities of a lingua franca. Thus, the quality of translations affects both legislation for member states and communication with the citizens. Yet the enduring satisfaction with this mechanism of translation suggests that the use of English as a lingua franca, if not its status, is a fait accompli within EU institutions. The clear evidence is that no step is taken by the EU to make translations in different languages read like originals: it would be impossible since the original itself in ELF reads like a translation.

Penny Ur (Oranim Academic College of Education)
'Teacher, is it OK to say "she come"?'
Teaching(P)

One of the findings of the VOICE corpus is that some grammatical forms conventionally considered 'errors', such as the omission of the third person –s in the present simple, are very prevalent in the speech of ELF users. Such variants are unproblematic in that they do not lead to a breakdown in communication. The question arises for English teachers who are teaching English broadly for the purposes of international communication: should these variants be therefore treated as acceptable? Or, to put it another way, is the proper response to the question in the title of this talk a simple 'yes'?

It may or may not be 'yes'; but it is certainly not simple!

In this talk I will try to explore some of the considerations influencing not only the classroom teacher but also the materials designer and examination boards as

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they make decisions on standards of grammatical acceptability within modern ELF teaching programmes. A possible set of practical conclusions will be suggested and offered for discussion.

Margot Van Mulken (Radboud University Nijmegen)

See abstract *Your language or mine? Comparing effectiveness in ELF and Non-ELF dyadic interactions: an experimental study of communication strategies* at Berna Hendriks (page 41)

Cecilia Varcasia (Free University of Bozen Bolzano)
English as Lingua Franca in a Multilingual Higher Institution
Methodology(P)

Intercultural communication taking place among speakers of different L1 and using English as a lingua franca are becoming more and more common events in many environments (formal as well as informal) all over Europe. In such kind of encounters English is selected as the foreign language of communication (Firth, 1996) and this spoken variety has to be defined in functional terms by the use made in intercultural communication rather than formally, i.e. by its reference to native-speaker norms (Hülmbauer, Böhringer, Seidlhofer, 2008). The encounters taken into consideration in the present study come from a larger corpus of interactions collected within the European Project DYLAN. The focus is on short service encounters at the information point of the multilingual university under scrutiny. In particular the presentation will address at the resources to which speakers draw in this kind of interaction, the conversational practices that emerge as peculiar of the construction of turns, and how service providers manage to get what they wish for in encounters in which English is used as a lingua franca in comparison to what instead happens when the mother tongue is used.

Firth, A. 1996. The discursive accomplishment of normality: on ‚lingua franca' English and conversation analysis. *Journal of Pragmatics*, 26, 237-259.

Hülmbauer, C., Böhringer, H. & Seidlhofer, B. 2008. Introducing English as Lingua Franca (ELF): Precursor and partner in intercultural communication. *Synergies Europe*, 3, 25-36.

Paola Vettorel (University of Verona)
"My English sucks, I know ç.ç - but well, we can talk! xD"
Sociolinguistics(P)

ELF has increasingly become the medium which language users employ by default to communicate in wider networks and in communities beyond territorial borders

(Seidlhofer 2007, 2009; Hülmbauer, Börhinger & Seidlhofer 2008). Among the different virtual spaces, blogs appear to be a favourite place of expression and interaction for young people, who communicate in international contexts using English as a Lingua Franca (Danet & Herring 2007; Gardner 2007; Herring et al 2007).

This paper aims at describing ELF features as present in a corpus of blogs produced in English by Italian teenagers and young adults, who have chosen to use English as their lingua franca of interaction in order to communicate with other bloggers from different L1s. In particular, the presentation will take into consideration examples of ELF creative use of the language, such as instances of lexical innovation, as elements of language creativity emerging from the bloggers' multilingual repertoire and aimed at effective communication (Dewey 2007; Hülmbauer 2007; Pitzl, Breiteneder & Klimpfinger 2008; Seidlhofer, Breiteneder & Pitzl 2006).

Francesca Vigo (University of Catania)

English and Italy? A perception from the South

Methodology(VP)

In the attempt to place ELF and ELF studies within the WE paradigm and describe the 'variety' of English spoken in Italy, I would like to present some of the outcomes of my research. It focuses primarily on understanding how English is used in Italy when no or very few English NSs were present in both institutional and spontaneous settings. For my research I have recorded several institutional meetings of people who spoke English during the meeting, and I have also recorded their spontaneous conversations during lunch- and coffee-breaks. For the purpose of my research I have also used a questionnaire to investigate people's perception and awareness of their competence and use of English as well as the role English has/had in their professional settings and language learning planning. Starting off from what was said during the workshop on 'Perspectives on English as a Lingua Franca' (2007 IAWE meeting, Regensburg) and later collected in WE 28-2, my research tries to focus on what happens in Italy as far as the use of English as a Lingua Franca is concerned in terms of data gathering and outcomes description. In the paper first results and tentative conclusions will be displayed and commented.

Anu Virkkunen-Fullenwider (University of Helsinki Language Centre)

See abstract *Design and implementation of academic writing courses in a Lingua Franca learning environment: student attitudes towards language support in English-medium Master's degree programmes* at Roy Siddall (page 63)

Robin Walker (english global communication)

Accommodating interference: the design of programmes for teaching ELF pronunciation

Teaching(P)

Jenkins' pioneering work on the phonology of ELF provided language educators with an apparently ready-made programme suited to the teaching of ELF pronunciation - the Lingua Franca Core. In practice, however, programming pronunciation is more complex. Firstly, as Jenkins herself has insisted, the LFC needs to be fine-tuned on the basis of further research. But even when this is done, other issues need to be built into an ELF programme that are not present in traditional approaches. These include awareness-building with respect to the roles of English today, as well as to the concepts of accent variation and standard language. In addition, a teaching programme will need to provide practice in phonological accommodation, to take into account the effect of L1 phonological transfer, and to differentiate between receptive and productive competence. Lastly, an overriding factor in any programme will be the nature of the student group. Teaching ELF pronunciation in a monolingual environment is significantly different to teaching in a multilingual setting. This paper looks at how these different parameters can be brought together in a coherent way to produce a programme that responds to the global aims of ELF whilst satisfying local requirements of learners.

Claire Elizabeth Wallis (University of Cagliari)

Troubles and Perils at Sea. ELF Communication and Integration Onboard

Methodology(VP)

The use of English as the 'lingua franca' of the sea has become increasingly important due to technological developments and multilingual crews (Sampson&Zhao,2003). When maneuvering a tanker to berth it can be particularly challenging on many levels, primarily due to the hazardous products being transported, but also at this stage because of the introduction of the local pilot, whose critical role is to instruct and lead the multilingual and unfamiliar Captain and crew into port. The many challenges are also present at a linguistic level, often with few crew members sharing the same mother tongue, especially across the ranking system.

This paper aims to analyze a series of recordings taken at the moment of berthing.The present investigation will consider both job-related discourse and the social interaction whilst looking at any variants in the technical language and questioning if communication is reliant on the penetration of accents and unfamiliar uses of English rather than a grasp of the technical jargon (Sampson&Zhao, 2003).

Following Canagarajah, 2006, this paper will question the role of local values and identities in onboard discourse and will investigate any independent norms used by multilingual speakers to reach successful communication (Seidlhofer,2004).

Lixun Wang (Hong Kong Institute of Education)
Compilation of the ELFIA corpus: the Asian counterpart of VOICE
Methodology(P)

English is used primarily as a lingua franca in the Asian context. However, little research has yet been conducted in Asian ELF. Recently, the team led by Professor Seidlhofer of the University of Vienna has successfully completed the Vienna-Oxford International Corpus of English (VOICE), an exciting one-million-word corpus of European ELF. Greatly inspired by this achievement, we have formed an Asian ELF team led by Prof. Kirkpatrick of the Hong Kong Institute of Education, aiming at building a one-million-word corpus of English as a Lingua Franca in Asia (ELFIA). Through collaboration with the VOICE team, we will ensure that the proposed Asian corpus will be comparable as far as possible with the VOICE corpus, which will allow us and fellow researchers to compare the features and use of Asian ELF with those of European ELF. In this paper, I will introduce the design of this ELFIA corpus, and talk about issues concerning the collection, analysis and interpretation of the corpus data.

Ying Wang (University of Southampton)

Good good study, day day up: Chinese speakers' views of China English as an emerging ELF variety
Sociolinguistics(VP)

In this paper, China English is defined as the variety of English emerging from Chinese speakers' ELF use in international settings. It is the purpose of this paper to discuss the extent to which China English, so defined, is acceptable from the perspective of Chinese speakers themselves.

The paper reports specifically on a recent study among Chinese postgraduate students in the University of Southampton. The data are drawn from 96 questionnaires, 11 ethnographic interviews and a 6-participant focus group. The participants were generally found to be concerned with factors such as power relationships, economic issues, intelligibility and culture when evaluating the acceptability of China English. Their opinions were divided on how far this variety should be accepted on its own terms for the purpose of international communication. In the focus group discussion, which was held shortly after a lecture on ELF, the participants were found to move towards a consensus of accepting their own way of using ELF, although they

appeared cautious about the notion of a China English model. This study thus suggests that knowledge of the facts of English globalization and awareness of ELF boost Chinese speakers' confidence in their own way of using English.

Claudia Warth (Universität Tübingen)

English for intercultural purposes: learners' communication strategies in a multilateral web collaboration via ELF

Sociolinguistics(P)

With 'intercultural communicative competence' (ICC) slowly replacing 'communicative competence' as key paradigm in ELT, the concept of the 'intercultural speaker' (Kramsch, Byram) as mediator and interpreter between cultures via L2 has gained currency in research, policies, and curricula. Nevertheless, ICC research has been focusing on the 'intercultural-as-psychological', neglecting speakers' L2 intercultural communicative discourse needs.

The R&D project icEurope takes a closer look at the latter by investigating web collaboration activities for developing 'IC speaker skills'. It focuses on enabling teenagers from 4 countries to use their ELF for negotiating and mediating cultural concepts. ELF is contextualized as 'English for intercultural purposes' and seen as medium to transport one's own cultural background and to allow for adaptations of the cultures at play; ultimately, it is the means to express or manage one's intercultural competence.

The paper outlines the project's approach to ELF and intercultural communication. Then, based on a content and discourse analysis of data gained within Moodle, language means and strategies will be presented that play a role in students' negotiation, mediation and communication processes of the 'intercultural' via ELF online. This will point to students' use of ELF in such a setting and possible implications for learning.

Anita Wolfartsberger (University of Vienna)

Turn sharing and joint narrative in an ELF business meeting

Sociolinguistics(VP)

Empirical research has investigated collaborative features of ELF interactions such as backchannels, turn completions, and joint utterance construction (e.g. Gramkow-Andersen 2001, Cogo 2007, Walenta 2007). This paper also addresses the issue of jointly constructed turns, but from an angle as yet unexplored in ELF research in that it focuses on turn interventions and collaborative entry into another's turn space within the framework of narrative.

The data extract shown in this visual presentation is drawn from an authentic audio-recorded business meeting of seven communications executives in a large Austrian bank during which two speakers co-construct an account of how they organized a Christmas party for retired employees. Even though the floor is primarily occupied by one speaker, the main narrator, a detailed analysis of the use of personal pronouns, turn sharing and backchannel items in the sequence reveals how a second knowledgeable participant collaborates with the first speaker to jointly deliver the narrative. Both speakers assume responsibility for the recounted events and demonstrate their shared knowledge of the episode (cf. Coates 2005). Thus, the joint activity of story-telling acts as a means to "strengthen social relationships and a general sense of co-membership" (Ochs et al. 1996: 109).

Coates, Jennifer (2005): Masculinity, collaborative narration and the heterosexual couple. In: Thornborrow, J., Coates, J. (Eds.), *The Sociolinguistics of Narrative*. Amsterdam: John Benjamins, 89–106.

Cogo, Alessia (2007): *Intercultural communication in English as a Lingua Franca: a case study*. PhD thesis, King's College London.

Gramkow Andersen, Karsten (2001): *The Joint Production of Conversation. Turn-sharing and collaborative overlap in encounters between non-native speakers of English*. Aalborg: Centre for Languages and Intercultural Studies Aalborg University.

Ochs, Elinor, Smith, Ruth C., Taylor, Carolyn E. (1996). Detective stories at dinner-time: problem solving through co-narration. In: Briggs, C. (Ed.), *Disorderly Discourse: Narrative, Conflict, and Inequity*. Oxford University Press, 95–113.

Walenta, Andrea (2007): *Backchanneling in English as a lingua franca: the listener's contribution to collaborative interaction*. MA thesis, University of Vienna.

Patchareerat Yanaprasart (Universität Basel)

See abstract *Multilingual speech as a means for cross-linguistic communication in addition or as an alternative to a lingua franca?* at Georges Lüdi (page 51)

Li Yueyuan (Lingnan University, Hong Kong)

An investigation of verbal interruption among speakers of English as a lingua franca(ELF): implications for teaching English to non-native speakers

Teaching(VP)

Previous research focused primarily on how interruption varies according to social factors in situations where English is the native language for all speakers (see West and Zimmerman,1983;Zimmerman and West,1975,etc.). Little has been done on

interruptions in situations where English is used as a lingua franca. The purpose of this research is to 1) provide conversational evidence on how experienced ELF speakers make interruptions, 2) find out how ELF speakers deal with interruptions; 3) compare interruptions in ELF communication with those in native speaker communication. The data comes from interactions of experienced ELF speakers from the Vienna-Oxford International Corpus of English (VOICE) and those of native speakers of English from the Michigan Corpus of Academic Spoken English (MICASE) and the Santa Barbara Corpus of American Spoken English (SBCASE).

Interruption is a type of turn-transition where one speaker verbally prevents another from completing her turn. The research examines interruption based on turn-organizations(Sacks, Schegloff &Jefferson,1974) and sequence organizations(Schegloff,2007). Interruptions are classified in terms of overlapping speech, interrupter's success, alignment/misalignment, etc. Comparisons are made of interruption types across three genres: question-and-answer sessions, seminars and conversation. Finally, ELF speakers' interruption is examined in comparison with native speakers' interruption. The findings of this study will teach students what to expect in future ELF encounters and provide methods for dealing with interruptions.

Victoria Zavyalova (Far Eastern National University)

Developing Phonetic Competence among ELF speakers in the Russian Far East and the Asia-Pacific Region

Methodology(P)

The functioning of English as a lingua franca in the Asia-Pacific region has implications of the language constantly expanding its semantics, grammar, stylistics, etc and incorporating diverse features of the cultures and languages in contact, as well as increasing its phonetic variation. Being an international language for multicultural communication (Honna 2008) in practically all spheres of activity in the Far East of Russia and the Asia-Pacific countries, English needs further research and description for the purposes of increasing the awareness of its heterogeneity among the participants of the dialogue. The present paper focuses on the issues of developing phonetic and phonological competence of English speakers by way of exposing them to diversity of the regional English accents. The author argues that the language proficiency has turned from being just the ability to speak a language into the experience of understanding its numerous variants. Comprehension breakdowns due to misperception of phonetic organization of speech, although most frequent, are least desirable for effective communication.

Nadine Zeiss (University of Vienna)

English as a European lingua franca - Changing attitudes in an inter-connected world

Sociolinguistics(VP)

In the vibrant field of ELF research, sociolinguistic issues like language attitudes increasingly attract scholarly attention. Drawing on recent research and debate, this study concentrates on language attitudes concerning ELF in the European context, focusing in particular on the opinions of European students about their own use of English and the English used by others. These opinions were elicited by means of a questionnaire which was completed by 250 European students. The questionnaire was designed to explore the participants' perceptions of five topic areas: 1) their own role as learners and users of the language, 2) English and linguistic imperialism, 3) pronunciation, 4) grammar and 5) idiomatic language use. In interpreting the data, interrelations between frequencies of use, self-perceptions and attitude indications are drawn, probable characteristics of confident ELF users are examined and relations between ELT practices experienced and attitudes displayed are established. The findings raise interesting questions about linguistic insecurity and about the relevance of ELF in counteracting standard language ideology. Generally, what the research shows is that the study of ELF attitudes is highly complex and calls for a reconsideration of traditional linguistic concepts concerning questions of language and identity.

Huibin Zheng (Shantou University)

Wafa Zoghbor (University of Leicester)

Perceived Intelligibility and Comprehensibility of Arab Learners of English as a Lingua Franca

Teaching(VP)

Very few teachers would claim that pronunciation that is indistinguishable from that of a native speaker is necessary or even desirable for their learners. Instead, intelligibility is the most sensible goal (Celce-Murcia et all., 1996; Derwing, 2006). However, English Language Teaching pedagogy, surprisingly, failed to adjust its methodologies in line with this evolution (Jenkins, 2000).

The purpose of this paper is to discuss the implications of teaching the pronunciation of ELF in the Arab context. Two groups of Arab learners were taught two different pronunciation syllabuses: one of them was the traditional pronunciation syllabus

(based on Received Pronunciation/General American) and the other one was based on the Lingua Franca Core (LFC). Learners of the LFC syllabus scored relatively higher in comparison to the learners of the traditional pronunciation syllabus in terms of intelligibility and comprehensibility scores. The difference, however, between both groups remained insignificant. This paper will shed some light on the heterogeneity of Arab learners' phonological background that is due to the diversity in the phonology of their dialects. This had two impacts on the teaching of the pronunciation of ELF: the design of the LFC syllabus and classroom practice.

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dylan
Language dynamics
and management of diversity

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