

to reproduce. Drawing on scholarship in globalization and translation studies (Appiah, 2000; Cronin, 2003; Harvey, 2003; Spivak, 2000) that challenge English-only fixations on fluency in the skills demanded by employers by highlighting trans-actions which transplant, transport, translate, and transform nations, cultures, peoples, and language(s), the speaker offers models for engaging students in living-English work in which they use rather than are used by what is termed English.

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**Catherine Prendergast**

**The Upside of Incomprehension: Tactical Subversions of ELF by Transnational Subjects**

At the same time that English has become the language of global communication, it has also become, as Alastair Pennycook has put it, the language of 'dis'communication' [sic]—a language that lets people know their place rather than move around and especially up in the global order. This paper, drawn from six months of ethnographic fieldwork in Slovakia, demonstrates how transnational subjects of Eastern European origin confront and subvert the inequities of English as the global lingua franca through acts of 'cross-languaging'. These acts demonstrate that although the current political climate may strive to convince us otherwise, incomprehension is not simply lack, the absence of comprehension; incomprehension is generative of productive social relations, and it deserves more of our appreciation and attention.

**Reference**

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UNIVERSITY OF  
**Southampton**  
 School of Humanities

## Welcome

Dear ELF conference participants,

We are delighted to welcome you to the University of Southampton for the Second International Conference of English as a Lingua Franca. Following last year's highly successful first ELF conference in Helsinki, we felt it was important to keep the momentum going, and that the gathering together of ELF scholars initiated by Anna Mauranen and her colleagues in 2008 should become an annual event.

Even in the year between the Helsinki and Southampton conferences, plentiful new and exciting ELF research has been carried out around the world, and much of it will be disseminated over the three days of this year's conference in the individual papers, colloquia, keynote talks and panel discussion. There will also be ample opportunity for dialogue and debate (heated or otherwise!) of this dynamic and rapidly growing field of enquiry.

We very much look forward to meeting you all, and hope you have a rewarding and enjoyable conference.

### **Alasdair Archibald and Jennifer Jenkins**

Centre for Applied Language Research  
University of Southampton

### **Conference Organising Committee:**

Robert Baird (Conference Secretary)  
Mariko Kitazawa  
Hsiu-ya Lee  
Mary Page  
Nicky Robbins (Conference Administrator)  
Ying Wang

The conference has been sponsored by *Cambridge University Press* and *Oxford University Press*

growth of world Englishes, the increasing interpenetration between varieties of English and other languages (Brutt-Giffler, 2002, Leung et al., 1997), and the increasingly multilingual character of university students and faculty (Matsuda, 2002) render ELF a more appropriate norm for writing pedagogy to advance for 'native' as well as 'non-native' speakers of English than the norm of Standard Written English. Such a pedagogy would de-stabilize notions of the universality, 'purity', and fixed character of SWE, treating all uses of English in the context of other possible uses and languages, and thus always 'in translation' (Pennycook, 2008); thus encourage ways to interpret perceived differences from SWE as meaningful rather than 'error'; and develop with students strategies for negotiating the meanings of the ways they (re)write English.

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### **Min-Zhan Lu**

#### **Transacting Living English**

This paper explores writing pedagogies contesting dominant views of English as a Lingua Franca (ELF) as the means to individual and national economic success. It contrasts what it terms 'English only' rulings that aim to require a standardizing of English worldwide in the name of achieving such success against what it terms 'living-English' practices. Acknowledging the dominance of English-only ideologies in language instruction and policy (Brooke, Horner and Trimbur, 2002; Lu, 2004; Lu, 2006, Kim 2003), the speaker analyzes non-idiomatic phrasings from student writing and examples of "Chinglish" posted on websites (e.g., 'can able to', 'money collecting toilet') to argue for a pedagogy teaching students a 'living English' in which students weigh 1) what English-only training can do for students carefully against what such training has historically done to them and to peoples, cultures, societies, and continents whose language practices do not match standardized English usages; 2) how English-only instruction discredits particular experiences and circumstances of life; 3) how diverse users have grasped their problems with English-only instruction; and 4) how users might tinker with the very standardized usages they are pressured by dominant notions of educational and job opportunities

This colloquium presents three one-half hour accounts of research-supported approaches to the teaching of English alternative to pedagogies advancing ELF as a neutral and fixed language for communicating across differences. One half hour will be reserved for discussion.

In ‘(Re)Writing English as a Lingua Franca: Putting English in Translation’, Bruce Horner argues that recent scholarship demonstrating the responsiveness of ELF lexicon and grammar to immediate contexts of use renders ELF to be a more appropriate model for university writing pedagogy for both ‘native’ and ‘non-native’ English speakers than models aimed at inculcating an ostensibly neutral SWE as the medium of communication, particularly in light of the current linguistic heterogeneity of postsecondary student and faculty populations and the development and fracturing of world English(es). In addition to de-stabilizing notions of SWE, an ELF pedagogy would engage students in developing strategies to negotiate ways to (re)write English.

In ‘Transacting Living English’, Min-Zhan Lu analyzes non-idiomatic phrasings from student writing and examples of “Chinglish” posted on websites (e.g., ‘can able to’, ‘money collecting toilet’) to argue for a pedagogy teaching students a ‘living English’ in which students weigh 1) what English-only training can do for them against what such training has historically done to them and others whose language practices do not match standardized English usages; 2) how English-only instruction discredits the particular experiences and circumstances of life represented in the examples of non-idiomatic phrasings; and 3) how users might further tinker with the very standardized usages they are pressured by dominant notions of educational and job opportunities to reproduce.

In ‘The Upside of Incomprehension: Tactical Subversions of ELF by Transnational Subjects’, Catherine Prendergast draws on six months of ethnographic fieldwork in Slovakia to demonstrate how transnational subjects of Eastern European origin confront and subvert the inequities of English as the global lingua franca through acts of ‘cross-languaging’. These acts demonstrate that although the current political climate may strive to convince us otherwise, incomprehension is not simply lack, the absence of comprehension; incomprehension is generative of productive social relations meriting pedagogical as well as scholarly attention.

**Bruce Horner**  
**(Re)Writing English as a Lingua Franca: Putting English in Translation**

Recent studies (Canagarajah, 2007; Meierkord, 2004) show English as a Lingua Franca (ELF) to be defined not in terms of a fixed lexicon and set of forms but as something re-created in each context through social interaction involving the negotiation and adaptation of language resources immediately available to communication participants. This paper explores the implications these studies have for the teaching of written English in English-medium universities. While studies of ELF highlight its (re)construction by and functions for non-native speakers of English, the speaker will argue that the

## Conference Programme

### Day 1: Monday 6<sup>th</sup> April

10.00-13.00	<b>Registration</b> <i>(Avenue foyer, Luggage store room available)</i>
10.30-11.00	<i>Refreshments (North Concourse)</i>
13.00-14.00	<i>Finger buffet (Avenue Cafeteria)</i>
<b>14.00-14.30</b>	<b>Opening of conference: Ros Mitchell</b> (Lecture Theatre A)
<b>14.30-15.30</b>	<b>Keynote talk: Barbara Seidlhofer</b> VOICE: The Project’s Progress (Chair: <b>Jennifer Jenkins</b> ) (Lecture Theatre A)
15.30-16.00	<i>Refreshments (North Concourse)</i>

**Day 1: Monday 6<sup>th</sup> April (cont)**

16.00-16.30	LT A	<b>Angelika Breiteneder, Theresa Klimpfnger, Marie-Luise Pitzl:</b> 'Transitionary', 'linguistical', 'increasement': Lexical innovations in ELF
	1163	<b>Marko Modiano:</b> Variety Building from a Mainland European Perspective
	1173	<b>Will Baker:</b> Culture and identity through ELF in Asia: fact or fiction?
	1177	<b>Andrew Blair:</b> Global English as a double-edged sword?
	1097	<b>David Owen:</b> "Native Here and to the Manner Born"? A View from the Ambit of Academic-Text Correction
16.40-17.10	LT A	<b>Cornelia Hülmbauer:</b> Meeting old friends? – The use of cognates in ELF communication
	1163	<b>Toshie Mimatsu:</b> ELF versus EFL: Teaching English for international understanding in Japan
	1173	<b>Pamela Rogerson-Revell:</b> Accommodation and contexting in international business communication
	1177	<b>Trevor Grimshaw:</b> The Branding of English as a Lingua Franca
	1097	<b>Anne Ife:</b> Dealing with unequal language expertise in lingua franca interaction: the experience of an interculture group of L2/L1 users of English.

**Colloquium in Seminar Room 1173**

**Gail Forey, Barry Tomalin, Jane Lockwood, Liz Hamp-Lyons & Xu Xun-feng  
Call Centre Communication Research: Globalisation, Business & Linguistic Reality**

The Information Technology Enabled Services (ITES) industry is now recognized as a major contributor to global economy. Call centre communication, in bound and outbound calls of sales, customer service encounters, professional support and a range of other work carried out through telephonic exchange are part of this large and expanding industry. In this colloquium we focus on English call centre communication in India and the Philippines, two of the most popular offshore outsourced destinations. The colloquium discusses English as a lingua franca within the industry from a multidimensional perspective, combining insights from intercultural communication, assessment in the workplace, corpus linguistics, among other areas.

The discussion will start with Barry Tomalin introducing issues related to the failure of English as a Lingua Franca from the Indian call centre experience. Based on data collected in call centres in India, Barry will discuss cultural problems faced by the Customer Service Representatives (CSR) when dealing with British and American customers. In the cut and thrust world of the Business Process Outsourcing industry, hiring and firing decisions are made rapidly and often so-called language assessments play a major part in them. In the second presentation Jane Lockwood and Liz Hamp-Lyons discuss issues of assessing English in call centres and raise questions such as which test, which English? This paper describes discusses the impact of language tests/assessment on the language behaviour, measured performance, and attitudes of CSRs.

The second half of the colloquium will focus on the analysis of spoken interaction with reference to findings from corpus linguistics and sociolinguistics. Xu Xun-feng will discuss the findings from applying corpus linguistic tools to investigate lexical bundles, and patterns found in customer service calls. In the final presentation, Gail Forey raises questions about the sociolinguistic implications, the social engineering and the impact of English within and beyond the industry in these offshore outsourced destinations. In this colloquium we aim to present a wide range of research which is currently being undertaken in the expanding and developing ITES industry.

**Colloquium in Seminar Room 1097**

**Bruce Horner, Min-Zhan Lu & Catherine Prendergast  
Rewriting English as a Lingua Franca**

## Colloquia Abstracts

### Colloquium in Seminar Room 1177

**T. Balasubramanian, Chandrika Balasubramanian, Christopher Blake & Slobodanka Dimova**  
**Global or Local? - A Framework for Analyzing New Varieties of English Within the ELF Context**

The rising status of English as a world language has resulted in the emergence of several new varieties of English that have been legitimized by expressions such as *New Englishes*. These varieties are recognized as systems unto themselves rather than deviant forms of traditional native varieties (Jenkins, 2003) and are viewed as yet another component of the emerging English a lingua franca model. Yet with this growing body of data on new English varieties have come new questions regarding the notion of English as *a* world language and the issue of mutual intelligibility across varieties of international English.

The first part of this colloquium discusses the difficulty inherent in accepting the idea of English as *a* lingua franca. By presenting examples from the English spoken and written by speakers of Indian languages (Dravidian as well as Indo-Aryan) and Arabic, we question whether there is too much phonetic, phonological, morphological, syntactic and semantic variation to allow for a single World English.

The second part addresses the issue of fluency as it relates to a single World English. We argue for a paradigmatic shift in how the notion of fluency is conceptualized within the discipline of World Englishes. Here we present, with corpus evidence, a framework in which fluency (a) functions as an *objective indicator of* rather than a *loose synonym for* proficiency; (b) is operationalized via temporal variables and (c) works in tandem with lexical and morphosyntactic constructs to provide a valid perspective of competencies across contexts.

We conclude the paper by demonstrating how the proposed framework can be applied to key ideological and linguistic issues that are resident in the ELF context and used to resolve some of the thorny issues related to localized norms, assessments, and pedagogical models.

17.20-17.50	LT A	<b>Heike Böhringer:</b> Struggling with reality? An 'ELF report' on/from the EU project DYLAN
	1163	<b>Sean Sutherland:</b> Team teaching and English as a lingua franca
	1173	<b>Paul Roberts, Xiangping Du:</b> Chinese English as a Lingua Franca – Chinese students' perceptions
	1177	<b>Berna Hendriks, Wendy Dirne:</b> English as a corporate lingua franca: A survey of English language needs in a Dutch-based multinational corporation
	1097	<b>Jaana Suvaniitty:</b> What you have to understand is... - Interactional features during ELFA-lectures
18.00-18.30	LT A	<b>Iris Schaller-Schwamer:</b> Brown-bagging Uncle Sam's English? Academic lunch-time speech events as ELF(A) genres
	1163	<b>Nicola Galloway:</b> Attitudes towards English in a Pedagogical Context
	1173	<b>Helen Fowler:</b> Pronunciation goals of international language school students
	1177	<b>Tiina Virkkula:</b> Finnish engineers' biographies of language use and register development in lingua franca contexts
	1097	<b>Yasemin Bayyurt:</b> The opinions of non-native English language teacher-trainees on unplanned spread of English in Turkey
18.45-19.30	<i>Drinks reception, Hartley Suite, Staff Social Centre, Highfield Campus</i>	
19.30-23.00	<i>Dinner, Highfield Garden Court, followed by opening of Highfield (cash) bar</i>	

## Day 2: Tuesday 7<sup>th</sup> April

09.00-09.30	LT A	<b>Chris Jenks:</b> Will the real ELF please stand up? Changing norms and expectations in ELF encounters
	1163	<b>Josep Cots, Enric Llorca:</b> English vs. Spanish as lingua franca among international students in Catalonia
	1173	<b>Ian MacKenzie:</b> Culture and identity in ELF
	1177	<b>Goodith White, Jane Evison:</b> <i>Buy-lah!</i> The English between the music on Malaysian radio stations, a case study of ELF in action
	1097	<b>Gulbahar Beckett, Andrea Stiefvater:</b> ESL Graduate Student Perspectives on Non-Native English Speakers' Needs: Implications for English as a Lingua Franca
09.40-10.10	LT A	<b>Andy Kirkpatrick:</b> Teaching English as a Lingua Franca
	1163	<b>Susan Maingay:</b> Damned if you do....
	1173	<b>Hilka Stotesbury:</b> Evaluating Spoken ELF Skills: A Pilot Study
	1177	<b>Isabel Balteiro:</b> Interaction between non-native speakers of English: How far away from intelligibility?
	1097	<b>Anne Kari Bjørge:</b> The impact of backchannelling on the English lingua franca negotiation process

English, e.g 'man', 'cool' etc. in order to project the sense that these stations, which play mainly American music, belong to an international cultural community. Using a framework drawn from accommodation theory, work on commodified identities (Baudrillard) and notions of how and whether these stations maintain mutual intelligibility between broadcasters and listeners, we attempt to give a picture of how ELF is used within this context, as well as eliciting the view of some of the audience and broadcasters for these stations.

### **Anita Wolfartsberger** **Forms and Functions of Simultaneous Speech in ELF Business Meetings**

ELF researchers have long called for a thorough description of the means of communication that “[m]illions of speakers from diverse cultural and linguistic backgrounds use [...] on a daily basis, routinely and successfully, in their professional, academic and personal lives” (VOICE website). This paper explores the former of the three domains mentioned above, namely the use of ELF in professional contexts. It sets out to analyze authentic business meetings audio-recorded in Vienna, comprising participants from a variety of European countries.

In particular, I will compare instances of simultaneous speech in two company-internal group meetings. Despite the frequent occurrence of overlaps in both meetings, forms and especially functions of simultaneous speech appear to be somehow different, as overlaps function as a cooperative way of jointly constructing the interaction in some cases, and as a competitive strategy to gain the floor or asserting one's power in others.

By discussing examples of overlap taken from the data I will demonstrate that simultaneous speech does not occur randomly in the meetings. Rather, overlaps cluster around phases of emotional engagement in the interactions and should be viewed as a strategy participants employ consciously and skilfully for negotiating power and creating solidarity in BELF meetings.

#### **Reference**

VOICE (Vienna Oxford International Corpus of English) website: “Frequently Asked Questions”. <http://www.univie.ac.at/voice/voice.php?page=faq>, accessed Oct. 30, 2008.

registers and index identities. Furthermore, the goal is to situate this with their trajectories of language use.

### References

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### Robin Walker

#### Putting the Lingua Franca Core to work

The advantages of ELF for teaching English pronunciation include a reduced work load, greater achievability, the legitimizing of the learner's L1 phonology, and the validity of the non-native speaker teacher as an instructor. But is it all plain sailing? This paper looks at some of the difficulties teachers might encounter if they adopt an ELF approach to teaching the pronunciation of English. Particular attention will be paid to:

learner attitudes; surveys of learner attitudes indicate that, superficially at least, a native speaker accent continues to be the preferred goal for learners. choice of model; although it has been shown that the competent non-native speaker of ELF is an ideal model and instructor, there may be problems making this effective in the classroom.

the Lingua Franca Core; the LFC is the result of empirical data and describes the phonology behind successful ELF spoken interaction. However, it is widely accepted that pedagogical practice does not automatically follow from what can be described. Substitutions for the dental fricatives, and vowel quality, are cases in point.

### Goodith White & Jane Evison

#### Buy-lah! The English between the music on Malaysian radio stations, a case study of ELF in action

Malaysian radio stations broadcasting in English typically play a selection of current hits, plus popular music from the 90s and 80s, interspersed with advertisements, phone-in discussions and competitions involving members of the general public. These stations tend to be private ones, largely dependent on the revenue from their advertising and therefore needing to attract as broad a cross section of the listening public as possible. The stations offer a wide range of varieties of English both from their presenters, who appear to come from Australia and the UK as well as Malaysia, and in the varieties of English used for ads, phone-ins and chat between the music. Government public service ads are given in standard British English, those for cars and exercise machines in a much more local English, and there also appears to be a need to use American

## Day 2: Tuesday 7<sup>th</sup> April (cont)

10.20-10.50	LT A	<b>Alan Firth:</b> On the Metatheory of English as a Lingua Franca
	1163	<b>Susanne Ehrenreich:</b> Communities of practice in qualitative ELF research: The case of international business
	1173	<b>Nicos Sifakis, Richard Fay:</b> Integrating an ELF pedagogy in a changing world: the case of Greek state schooling
	1177	<b>Miguel Ángel Campos:</b> Legal English across borders: English courses for European judicial cooperation
	1097	<b>Cristiana Chiarini:</b> The Israeli contribution to ELF: identities, cultures and textbooks
10.50-11.20	<i>Refreshments (North Concourse)</i>	
11.20-11.50	LT A	<b>Marie-Luise Pitzl:</b> Diverging from existing norms: Creativity in ELF
	1163	<b>David Li:</b> Making Standard English (EAP) more learner-friendly to EFL learners: Toward a proactive action agenda to complement corpus-based ELF research
	1173	<b>Hartmut Haberland:</b> Leave your lingua franca alone?
	1177	<b>Sabine Fiedler:</b> English as a Lingua Franca and its Discontents
	1097	<b>Joyce Milambiling:</b> English as a Lingua Franca among International Graduate Students

**Day 2: Tuesday 7<sup>th</sup> April (cont)**

12.00-13.00	<p align="center"><b>Keynote talk: Anna Mauranen</b> Co-constructing shared knowledge: ELF in academia (Chair: <b>Alasdair Archibald</b>)  (Lecture Theatre A)</p>	
13.00-14.00	<p><i>Lunch (Avenue Cafeteria)</i></p>	
14.00-14.30	LT A	<b>Beyza Björkman:</b> Spoken lingua franca English in engineering education in Sweden: code features and recipient reactions
	1163	<b>Margrethe Peterson, Tim Caudery, Philip Shaw:</b> ELF Users or English Learners: the aims of exchange students in Scandinavia
	1173	<b>Lili Cavalheiro:</b> English as a European Lingua Franca: A sociolinguistic profile of students and teachers of English at the Faculty of Letters of the University of Lisbon
	1177	<b>Sara Merlino:</b> English as lingua franca interactions: translation sequences as a particular type of repair
	1097	<b>Ruth Osimk:</b> Aspiration, [θ]/[ð] and /r/ in English as a Lingua Franca - a psycholinguistic pilot study on three proposals of the Lingua Franca Core
14.40-15.10	LT A	<b>Gibson Ferguson:</b> Some Conceptual issues in researching English as a lingua franca
	1163	<b>Patricia Pullin Stark:</b> Topics and Functions of Small Talk in Business English as a <i>lingua franca</i> (BELF)

as a Lingua Franca in Academic Settings) in TKK Forest Products Technology Department Master's Program achieves similar academic results as the previous program lectured in Finnish.

**Paola Vettorel**

**ELF and perceptions of culture in teaching and learning: changing views?**

Teaching culture in the language classroom has traditionally meant referring to that of the “target language”, i.e. of its native-speakers. The role of Lingua Franca that English has increasingly assumed implies that this language cannot be connected any longer only to one specific (native) culture, as it often takes on the role of trait d'union among big “C” and “small c” cultures, students’ and pop cultures, learner’s identities as members of communities of practice, where they are also (potential) users of the language. In the language classroom ELF can thus come to be seen as a privileged tool to foster cultural awareness and reflection on an enlarged notion of culture (including the students’ C1), to develop intercultural communication and to promote a “third place” (Kramsch 1998) where to express also personal voices. A research survey carried out in Italian secondary schools appears to show that a growing awareness of an enlarged view of culture is emerging in English language classrooms, both on the side of teachers and on that of students. The presentation will mainly focus on the findings of this survey as a possible starting point to promote classroom practices of ELF as concerning (inter)cultural aspects in pedagogic practices.

**Tiina Virkkula**

**Finnish engineers’ biographies of language use and register development in lingua franca contexts**

English is gaining ground in Finland and it is widely used as a lingua franca particularly in professional settings (Leppänen & Nikula 2007). In this light, Finns face many challenges when moving from education to professional life, which is characterized by globalization, transnationalisation and multilingualism, and where English has become a necessity and a key asset for many. An ethnographic approach (e.g. Rampton 2006) and the study of biographies of language use reveals how individuals’ identity construction varies across these contexts and how this is linked with their trajectories of language socialization. This paper discusses some preliminary findings of my ongoing doctoral study on Finnish engineers’ biographies of language use and identity construction as users of English in education, work practice abroad and working life. From within a discourse analytic (e.g. Blommaert 2005) framework informed with interactional sociolinguistics (Gumperz 1982) I will analyse engineers’ interaction with their Chinese colleagues in work settings. To gain a holistic view of these ELF interactions, I will also analyse the participants’ emic views of them. My aim is to study how engineers use linguistic resources to develop



Using conversation analysis, I will show how CSs are an important component of demonstrating one's communicative competence in voice-based chat rooms, and use these observations to discuss how communicative competence is an issue germane to understanding ELF competence. I will finally argue that ELF communicative competence should not be understood from native-speaker models, but rather the context in which the ELF is spoken.

### Sean Sutherland

#### Team teaching and English as a lingua franca

In several Asian countries, most notably Japan, the team teaching of English language classes is a growing phenomenon. Team teaching typically involves two teachers: a trained, accredited local teacher who speaks both the students' language and English, and an assistant English teacher (AET), usually an untrained recent university graduate whose primary qualification is being a native English speaker.

AETs are often popular with students, their parents and administrators, primarily because they are seen to provide motivation for language learning. The local teachers may also appreciate AETs, especially as co-workers to share the workload with, something any teacher would like. Some Japanese teachers of English (JTEs) I have interviewed reported positive feelings about team teaching pedagogy.

It seems, however, that it is unlikely that team teaching makes JTEs feel positive about themselves as teachers and as users of English. In interviews they often refer to native speaker English as 'real English', thus marking their own as something less.

This paper will discuss my ELF-driven interview research with JTEs and comment on the likelihood that a growing acceptance of ELF will help legitimise JTEs and other local teachers in the eyes of those who favour their native English speaker assistants.

### Jaana Suvaniitty

#### What you have to understand is... - Interactional features during ELFA-lectures

Most universities aim to become international and have more programs held in English. Since 2006-2007 Helsinki University of Technology (TKK) Forest Products Technology Department Master's Program has been lectured in English, mostly by non-native speakers of English. To review how this new lecturing situation is perceived by the students, twenty-two lectures were videoed and a total of 212 feedback questionnaires were returned by the students after attending these lectures. In this paper I look at common, interactional features among the lectures students perceived most comprehensible. These include questions, repetition, and directives. Students' perception of the lectures and lecturers' English tends to be positive and students' achieved course grades are similar in the new program when compared to the old one. These findings indicate that the use of ELFA (English

## Day 2: Tuesday 7<sup>th</sup> April (cont)

	1173	<b>Kellie Goncalves:</b> The status of English and local language ideologies within Interlaken's tourism sector. A case of double diglossia?
	1177	<b>Luciana Pedrazzini, Andrea Nava:</b> Researching ELF identity: a study with non-native language teachers
	1097	<b>Pornpavee Sukrutrit:</b> Communication strategies in ELF voice-based chat rooms: A sign of communicative competence?
15.20-15.50	LT A	<b>Jagdish Kaur:</b> 'Doing being a Language Expert': the Case of the ELF Speaker
	1163	<b>Janus Mortensen:</b> Epistemic stance in spoken academic ELF
	1173	<b>Bettina Beinhoff:</b> The influence of consonantal variation on attitudes towards non-native speaker accents of English
	1177	<b>Paola Vettorel:</b> ELF and perceptions of culture in teaching and learning: changing views?
	1097	<b>Surabhi Bharati:</b> Teaching of Phonology and ELF
15.50-16.10	<i>Refreshments (North Concourse)</i>	
16.10-16.40	LT A	<b>Robin Walker:</b> Putting the Lingua Franca Core to work
	1163	<b>Tamar Sherman, Dagmar Sieglóvá:</b> English Language Attitudes in Czech Secondary Schools

**Day 2: Tuesday 7<sup>th</sup> April (cont)**

	1173	<b>Colloquium:</b> Call Centre Communication Research: Globalisation, Business & Linguistic Reality Participants: <b>Gail Forey</b> (Convenor), <b>Barry Tomalin, Jane Lockwood, Liz Hamps-Lyons, Xu Xun-feng</b>
	1177	<b>Colloquium:</b> Global or Local? - A Framework for Analyzing New Varieties of English Within the ELF Context Participants: <b>T. Balasubramanian</b> (Convenor), <b>Chandrika Balasubramanian, Christopher Blake, Slobodanka Dimova</b>
	1097	<b>Colloquium:</b> Rewriting English as a Lingua Franca Participants: <b>Bruce Horner</b> (Convenor), <b>Min-Zhan Lu, Catherine Prendergast</b>
16.45-17.15	LT A	<b>Kurt Kohn:</b> My English: Communicative Competence of Non-native Speakers
	1163	<b>Karolina Kalocsai:</b> Learning strategies and signaling interpersonal involvement in ELF
	1173	<i>colloquium continued</i>
	1177	<i>colloquium continued</i>
	1097	<i>colloquium continued</i>
17.20-17.50	LT A	<b>Hermine Penz:</b> Metadiscourse in ELF project discussions
	1163	<b>Don Peckham:</b> Informal and incidental learning in ELF contexts

in orientation. We begin by exploring teachers' awareness of the pedagogical implications of both the increasingly complex global English language phenomenon (i.e. hence the case for the international / intercultural orientation) and the increasing cultural diversity of the Greek societal context as now evident in many schools (i.e. the case for the intranational / multicultural orientation). To what extent are teachers aware of these newer orientations? And how willing are they to consider repositioning their practice towards them? Informed by survey data from participating state-school teachers on an in-service MA programme, we consider what characteristics that in-service teacher training programme could focus on in order to raise teachers' awareness of this repositioning challenge of moving from a typically "native-speaker/EFL" orientation to a more "non-native speaker/ELF" one which embraces both international and multicultural aspects.

**Hilkka Stotesbury**

**Evaluating Spoken ELF Skills: A Pilot Study**

Since testing in ELF is a new and largely unexplored territory, the aim of the present study is to investigate the evaluation of spoken ELF skills used in an exemption examination testing Academic English at a University Language Centre. The test consisted of a short group discussion on a general topic, an oral presentation focusing on the testee's own discipline, and a brief self-assessment questionnaire emailed to each student following the examination. Eleven students gave their permission for the video recordings of their test performance to be used as research material for this study. In the exam situation two teams of two teachers assessed each performance on a scale of 5-0, the descriptors of each grade being previously 'opened up' for the evaluators and pegged onto the CEFR skills level of B2. The evaluators' notes and evaluation scores were compared with each student's test performance and self-assessment with special reference to ELF features and the individual teachers' interpretations of deviations from Standard English. The results may provide guidelines for developing the evaluation of English Academic English oral skills within an ELF framework.

**Pornpavee Sukrutrit**

**Communication strategies in ELF voice-based chat rooms: A sign of communicative competence?**

Much applied linguistic work in communication strategy (CS) is concerned with the nature of EFL/ESL miscommunication, and the resources EFL/ESL speakers use to achieve mutual understanding. As a result, CSs are often discussed in relation to one's ability to communicate according to native-speaker norms (i.e., communicative competence). However, comparatively little work has been done on CSs in ELF interaction, and discussions that do exist in relation to communicative competence are disparate. Therefore, in this paper I will present an overview of the interactional and sequential organization of communication strategies (CS) in ELF voice-based chat rooms.

comprehension abilities. This paper briefly traces the developments that led to the introduction of this global aviation English test and then addresses the question of which pronunciations/accents of English are acceptable in aviation, where world-wide intelligibility is high-stakes, i.e. where lives are at stake. The paper examines the 'common core' approach to ELF phonology, which has been developed within the English as a Lingua Franca programme and which has gained considerable prominence in recent years, to see whether it can provide a solution here. The paper reaches the conclusion that it can't and that it is largely extra-linguistic factors which determine accent acceptability.

**Philip Shaw**

(please see entry under Margrethe Pedersen)

**Tamah Sherman & Dagmar Sieglová**

**English Language Attitudes in Czech Secondary Schools**

The literature on ELF (e.g. Jenkins 2007) points to the fact that ELF awareness is relatively low in most teaching spheres, with the exception of Business English. And as Tribble (2003) demonstrates, individual countries vary widely concerning English teaching history, economic situation, or prevailing ideologies. These findings suggest a relationship between the sphere for intended English language use and attitudes toward language varieties and situations.

This paper explores data from a study on English in secondary schools in the Czech Republic. Since 1989, English teaching here has overtaken that of Russian and German. This change and the country's economic situation are reflected in its supply, origin and qualifications of English teachers. Also, the Czech education system involves specialized secondary-level schooling based on the students' expected career paths.

Interviews were conducted with students aged 17-19 from different types of schools and regions. The analysis addresses questions of what influences students' sense of 1) with whom and in which situations they will use English, and 2) which varieties they will use, and 3) their evaluations of these expectations. We argue that in order to examine attitudes toward ELF, it is necessary to map out their roots in national and vocational contexts.

**Dagmar Sieglová**

(please see entry under Tamah Sherman)

**Nicos C. Sifakis & Richard Fay**

**Integrating an ELF pedagogy in a changing world: the case of Greek state schooling.**

In this paper, we make a case for a repositioning of English language teaching in the Greek compulsory education system from its traditional foreign language orientation towards one which is both intercultural and multicultural

**Day 2: Tuesday 7<sup>th</sup> April (cont)**

	1173	<i>colloquium continued</i>
	1177	<i>colloquium continued</i>
	1097	<i>colloquium continued</i>
17.55-18.25	LT A	<b>Nicole Baumgarten, Juliane House:</b> Discourse markers in high-stakes L2-L2 academic interaction: Oral exams
	1163	<b>Alessia Cogo:</b> Teenagers' perceptions of English as a Lingua Franca
	1173	<i>colloquium continued</i>
	1177	<i>colloquium continued</i>
	1097	<i>colloquium continued</i>
18.30-19.30	<i>Drinks reception, Hartley Suite, Staff Social Centre, Highfield Campus</i>	
19.30-21.30	<i>Conference Dinner, Highfield Garden Court (cash bar available afterwards)</i>	

## Day 3: Wednesday 8<sup>th</sup> April

Luggage store room available

09.00-09.30	LT A	<b>Mario Saraceni:</b> The Relocation of English
	1163	<b>Lucy Pickering, Jason Litzenberg:</b> Intonation as a Pragmatic Resource in English as a Lingua Franca Interaction
	1173	<b>Dora Edu-Buandoh:</b> “Speak English!” A Prescription or a Choice of English as a lingua Franca in Ghana
	1177	<b>Walter Seiler:</b> English as a Lingua Franca in Aviation
	1097	<b>Anita Wolfartsberger:</b> Forms and Functions of Simultaneous Speech in ELF Business Meetings
09.40-10.10	LT A	<b>Martin Dewey:</b> Accommodative ELF talk and Teacher knowledge
	1163	<b>Philip Riley:</b> In a Belgian market. English in a multilingual urban setting: <i>lingua franca</i> or lifeline?
	1173	<b>Mick Randall, Mohammed Samimy:</b> Hello, hello, hello. What’s going on here, then? Language on the beat in a multilingual society
	1177	<b>Franca Poppi:</b> The use of English as the lingua franca for internal company communications and its impact on corporate identity
	1097	<b>Christopher Mulvey:</b> An English Language Museum in 2012: An English Project Presentation

### Mario Saraceni The Relocation of English

Recent debate on the nature of English as a Lingua Franca has highlighted the momentous importance that this field of study has. The differences in point of view expressed are underpinned by mutual respect and by a shared fundamental notion: English is not the exclusive property of a few speech communities. This notion generates a sense of urgency as far as a shift in current ELT paradigms is concerned. This paper first explores and poses some questions about some of the core issues inherent to ELF and then proceeds to suggest that an excessive amount of emphasis has perhaps been devoted to English as “code”. This observation is based on the idea that English is, fundamentally, from many points of view, a social construct and it is therefore on the IDEA of English that more attention could be devoted, in order to push the construct itself towards a conceptual relocation of English, from its tenacious Anglosaxon roots towards a truly shared worldwide ownership of this language.

### Iris Schaller-Schwaneer Brown-bagging Uncle Sam’s English? Academic lunch-time speech events as ELF(A) genres

In a bottom-up development at a German-French bilingual university in Switzerland plurilingual users of English re-purposed an ‘imported’ academic speech genre for local purposes. It will be argued that formal and functional similarities with brown bag seminars notwithstanding, the locally innovative and discipline-specific lunch-time speech events are different and *sui generis*. They are ELF(A) genres in that members appropriate the format to fulfil lingua franca and community functions. The one communicative purpose that unites them and differentiates them from brown bags in Anglophone contexts is that of making a public claim on English in a linguistically regulated environment. Paradoxical though this seems, the selection of English and the local significance of this choice is what tells ELF(A) genres apart from their ‘counterparts’ in Anglophone contexts, where there are arguably no such language choices. ELF(A) genres serve the members of the communities who recognize, fashion and use them as social-rhetorical action in shaping their plurilingual repertoires and their institution. They have a semiotic potential that derives from their embeddedness in the plurilingual context, the chronology of their emergence and the common communicative purpose - of using English as a local academic language, a stance of plurilingual agency.

### Walter Seiler English as a Lingua Franca in Aviation

In international aviation English is now the undisputed lingua franca. ICAO, the international civil aviation organization, recently (March 2008) introduced a plain language proficiency test for licensing purposes for pilots and air traffic controllers. The ICAO test is entirely oral, measuring speaking and

**Paul Roberts & Xiangping Du**  
**Chinese English as a Lingua Franca – Chinese students’ perceptions**

Some voices in Applied Linguistics literature have, over several decades, posited the existence of national varieties of English, including Chinese English or China English. Within the framework of ELF, it has been suggested that China English is an LF variety.

This paper will use some original data to investigate Chinese students’ perceptions of Chinese English/China English and their affinitive choices when it comes to engaging with English as learners.

The data consists of group and solo interview transcripts with students participating in a UK-led THE programme at a Chinese university. Students were asked to talk about their aims and aspirations in learning English: their responses revealed a range of attitudes towards language variety. While some students clearly expressed the view that learning might lead to a ‘perfect’ state of language ability, connected to idealised British and American standards, others considered this either impossible or undesirable. In roughly equal numbers, students thought of Chinese English/China English in ‘deficit’ or positive terms.

**Pamela Rogerson-Revell**  
**Accommodation and contexting in international business communication**

There is a growing body of research into the use of ELF in business contexts, or BELF, between ‘non-native’ English speakers (Bargiela-Chiappini and Harris 1997, Firth 1996, Louhiala-Salminen et al 2005, Planken 2005, Poncini 2004). However, this focus excludes a substantial body of business communication between ELF and English as a Mother Tongue (EMT) speakers, although such international events are commonplace both in Europe and elsewhere around the world. The term EIB is used here to refer to the use of English for International Business purposes in contexts where both EMT and ELF speakers may be present.

This paper reports on research exploring such contexts where English is used as a common language for international communication within different business organisations. The paper focuses on the role of accommodation in achieving successful communication in events such as international meetings. The importance of speech accommodation in EIL communication has been noted elsewhere (Jenkins 2000, McKay 2002, Rogerson-Revell 1999). In particular, the paper explores the concept of high and low context language use (Hall) in relation to such episodes of speech accommodation.

**Mohammed Samimi**  
 (please see entry under Dr Mick Randall)

**Day 3: Wednesday 8<sup>th</sup> April (cont)**

10.10-10.40	<i>Refreshments (North Concourse)</i>
10.40-11.40	<b>Keynote talk: Henry Widdowson</b> Models, norms and standards (Chair: <b>Ros Mitchell</b> ) (Lecture Theatre A)
11.50-12.50	<b>Panel discussion</b> Panel: <b>Alan Firth, Anna Mauranen, Barbara Seidlhofer, Henry Widdowson</b> (Chair: <b>Andy Kirkpatrick</b> ) (Lecture Theatre A)
12.50-13.00	<b>Close of conference/Announcement of 3<sup>rd</sup> International Conference, 2010</b>
13.00-14.00	<i>Lunch (Avenue Cafeteria)</i>
14.00-15.00	<i>Four seminar rooms available for meetings (1097, 1163, 1167, 1177)</i>
15.00-15.30	<i>Refreshments (North Concourse)</i>
15.30-18.00	<i>Four seminar rooms available for meetings (1097, 1163, 1167, 1177)</i>

## Keynote Abstracts

### Anna Mauranen

#### **Co-constructing shared knowledge: ELF in academia**

Universities are deeply international in their origins, their central goals and their current practices. They have a long tradition of using lingua francas to make sense of each other's work. As English is currently the nearly universal lingua franca in academia, investigating academic ELF gives a good view of intertwined communities which have long used English as a lingua franca to share and shape genres, and to socialise newcomers into the practices of the communities. It is a fascinating perspective into the negotiation of shared experience in circumstances of complex language contact. This presentation draws on a million-word corpus (the ELFA Corpus) to look at the sense-making strategies of communities of practice engaged in dialogue in international university settings. Emergent patterning shows how the co-construction of shared experience in interaction involves all levels of language, and suggests ways in which group norms take shape.

### Barbara Seidlhofer

#### **VOICE: The Project's Progress**

**wherein is discovered  
the manner of its setting out, its dangerous journeys  
and late arrival at the desired country  
(with apologies to John Bunyan)**

This talk is not about the current state of the Vienna-Oxford International Corpus of English but about its development, from its first conceptualization to the completion of VOICE Online 1.0. It discusses the issues that arose and the decisions that were taken in the process of compiling the corpus. In particular, it considers how methodological problems of description raised questions of wider theoretical significance about the nature of ELF and the sociolinguistic study of language variation in general.

### Henry Widdowson

#### **Models, norms and standards**

Although the widespread existence of ELF is generally acknowledged, there has been a marked reluctance to accept it as a linguistic phenomenon in its own right or as a legitimate field of enquiry. Those concerned with language pedagogy have had difficulty in seeing ELF as anything other than a failure to conform to norms of prescribed correctness. Sociolinguists have tended to

in BELF discourse and fulfils complex functions. Small talk is shown to play an important role in building rapport, which underpins successful goal-oriented activities. It is also argued that small talk can provide a 'bank of solidarity', which can be drawn on when relations are strained. Small talk may be of particular importance amongst speakers of English as a *lingua franca* in that by drawing on common ground outside strictly work-related topics, it helps to create and reinforce bonds amongst intrinsically 'different others'. Finally, non-standard usage does not appear to detract from the effective use of small talk in BELF.

### Mick Randall & Mohammed Samimi

#### **Hello, hello, hello. What's going on here, then? Language on the beat in a multilingual society**

The developing economies of the Gulf states have relied heavily on expatriate labour at all levels to support the spectacular development which has taken place over the last 50 years; so much so, that in most of them expatriates outnumber locals in the resident populations. Nowhere is this more true than in the UAE, and in Dubai in particular. This situation has had fundamental socio-linguistic implications, one of which is the emergence of English as a lingua franca at all levels of society. In a similar way to Singapore, where English replaced Malay as the lingua Franca, English in Dubai is replacing Arabic. This paper discusses this situation in general and looks in particular at the need for and attitudes towards English amongst the lower ranks of the police force. It uses data collected as part of a needs analysis conducted to determine the English to be taught on courses run by the police force for ordinary non-commissioned police officers. The data will be discussed both in terms of the pragmatic and linguistic elements which should be included on such courses and in relation to the wider socio-linguistic issues within the UAE.

### Philip Riley

#### **In a Belgian market. English in a multilingual urban setting: *lingua franca* or lifeline?**

This paper reports on an ongoing ethnolinguistic study of a weekend market held regularly in central Brussels during which some twenty languages may be heard, although the majority of stallholders are Flemish-speaking and the majority of customers speak at least some French. After a brief survey of the sociolinguistic landscape of Belgium as a whole, the study concentrates on the linguistic profiles and practices of the actors in this particular situation and on the role of English in this complex communicative economy. Observations indicate that although recourse may be had to English by all classes of actors, rather than being an all-purpose instrumental lingua franca – an opinion widely held in and about Brussels – its range of use in this context is narrow, being mainly limited to compensatory, phatic and expressive functions.

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**Patricia Pullin Stark**  
**Topics and Functions of Small Talk in Business English as a *lingua franca* (BELF)**

This paper explores small talk amongst speakers of English as a *lingua franca* in business meetings. Whilst a number of researchers have considered small talk amongst ‘native speakers’, there is less research on the subject relating to speakers of (B)ELF. In addition, until recently, small talk has been largely overlooked or even denigrated, reflecting a tendency in both applied linguistics and teaching to focus on transactional or goal-oriented talk, whilst treating small talk as peripheral and therefore of less importance. In fact, fine-grained analysis of the data in this study indicate that small talk is an inherent element

dismiss ELF as a kind of aberrant language variation not worthy of serious attention. In this paper I try to trace possible reasons for such negative attitudes and argue that they are informed by ideological prejudice compounded by conceptual vagueness and confusion about the nature of norms, the status of Standard English and the scope of linguistic description in general. ELF, I suggest, constitutes a salutary challenge to fixed ideas and established thinking in both linguistics and language pedagogy which it would be perverse to ignore.

## Abstracts (alphabetical)

### Lurdes Armengol

(please see entry under Enric Llorca)

### Will Baker

#### **Culture and identity through ELF in Asia: fact or fiction?**

English is increasingly regarded as the language of intercultural communication in Asia (Kachru, 2005; Kirkpatrick, 2003; McArthur, 2003). Such extensive use of English as a lingua franca (ELF) in the region gives rise to concerns about how individuals express themselves and their local contexts through English. This leads into issues of culture and identity. However, given the multifarious and fluid nature of much ELF communication, is it possible to envisage cultures or identities expressed through ELF in Asia? This discussion will focus on an 'expanding circle' setting, Thailand, and data drawn from an ethnographic study of seven English language users in a Thai university. The data will be used to illustrate wider themes concerning the relevance of notions such as identity and culture when examining ELF in Asia. It will be suggested that while identity and culture are important concepts in understanding ELF communication in Asia, they need to be approached in a flexible and non-essentialist manner. Furthermore, it is suggested that ELF identities should be regarded as one of a range of alternatives that language users in Asia may or may not choose to orientate themselves towards.

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### Isabel Baiteiro

#### **Interaction between non-native speakers of English: How far away from intelligibility?**

Despite the fact that most of the English spoken and written daily around the world is not produced by its native speakers, English is still taught as if the main aim of the learners were only to communicate with native speakers of the L2. We believe, however, that careful attention should be paid instead to a potential area of research concerning interaction within non-native speakers of different nationalities.

In this paper, we analyse and study the degree of intelligibility and comprehensibility between Spanish learners of English and foreign (non-Spanish) learners of English. For such purposes, ten non-native speakers of

Many of the formal features we can observe in ELF have to do with diverging from existing norms. What can be regarded as the breaching of a norm on the one hand, however, constitutes an innovation and a creative act on the other hand.

This paper addresses the role of creativity in ELF. Drawing on different theoretical approaches towards creativity as well as on statements made with regard to ELF, the paper discusses how creativity and ELF relate to each other. It considers how we might define creativity as concept in ELF and how we might operationalize it for ELF research.

### Franca Poppi

#### **The use of English as the lingua franca for internal company communications and its impact on corporate identity**

Over the last ten years scholars and academicians have intensively explored the issue of corporate identity, trying to identify its components. Accordingly, corporate identity has been defined as the answer to questions like: *Who are we?* or *How do we see ourselves* and has been compared to the concept of culture, in that it comprises all the distinctive characteristics, the unique personality, the history and the experience of the company.

Nowadays, as more and more companies choose English as the lingua franca for internal company communications instead of the headquarters' language, many employees and managers are confronted with it, whenever corporate identity is transferred by means of corporate communications to its multiple audiences or stakeholders.

The present study focuses on corporate identity as it emerges from the analysis of a corpus of web-mediated texts released by an international company which has chosen English as the lingua franca for internal company communications. The decision to concentrate on web-mediated texts banks on the assumption that these texts may prove quite revealing, both for what concerns the features of ELF that are displayed, and the corporate identity which emerges from their analysis.

A qualitative analysis will be carried out, focusing on the most relied-upon and successfully employed grammatical constructions and lexical choices, in the attempt to establish whether systematic features of the ELF used can be identified, as well as the extent to which they contribute to shaping the corporate identity.

Since behaviour largely depends on what culture a speaker wants to construct, the analysis will eventually prove that the ELF employed by the members of the organisation is subjected to a double cultural influence. In fact, while on the one hand it is influenced by the native cultures of the organisational members, it also displays a general trend towards adaptation to the company's specific culture.

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an affective or integrative set of motives for their choice of Scandinavia), while others expressed an instrumental one (and a view of Scandinavia as a second-best choice for language improvement).

**Lucy Pickering & Jason Litzenberg**  
**Intonation as a Pragmatic Resource in English as a Lingua Franca Interaction**

There is considerable research pointing to the critical role intonational structure plays in NS-based discourse in terms of establishing informational and social convergence (Brazil, 1997; Hewings 1995; Pickering 2001; Wennerstrom 2001). The question remains open, however, as to whether similar roles for intonational structure and function can be identified in ELF interaction. In a recent study conducted by one of the researchers investigating experimental data, both pitch movement (tone choice) and relative pitch level (key choice) contributed to interactional success in ELF interaction. Using Brazil's (1997) model of intonation in discourse, it was established that participants oriented to pitch cues both as a signal of a possible trouble source and as a means for indicating that negotiation or repair sequences had been accomplished successfully. These data, however, were collected under experimental conditions, and were limited to information-gap tasks. In the follow-up study we report here, we align ourselves with contemporary ELF research in assessing the role of the same intonational features in naturally produced ELF data collected outside of experimental tasks. Data are collected from lunchtime working group sessions comprising only ELF speakers and are analyzed for evidence of the systematic use of intonation features by participants to negotiate and maintain successful interaction.

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**Marie-Luise Pitzl** (please see also entry under Angelika Breiteneder)

**Diverging from existing norms: Creativity in ELF**

The accumulating body of ELF research shows how ELF speakers exploit the English language in various ways for their particular purposes. They pronounce words differently, change syntactic patterns, switch into other languages and introduce expressions from their own L1s and cultures. They vary existing and create new idioms, use metaphors and coin new words. ELF displays considerable flexibility in form, but at the same time it generally functions successfully as a common means of communication.

English (Russians, Germans, French, Yugoslavians, etc.) were provided with some written and oral extracts of Spanish learners of English, taken from the SULEC (The Santiago University Learner of English Corpus). The results show that the focus in language teaching should shift from grammar rules and accuracy to interlocutors' comprehensibility and intelligibility. Special attention will also be paid to problems of communication and their causes (namely, syntactical, lexical or cultural, among others; pronunciation was left out of this study) and to the implications suggested by our results as regards syllabus design.

**Nicole Baumgarten & Juliane House**  
**Discourse markers in high-stakes L2-L2 academic interaction: Oral exams**

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. Discourse markers are, thus, by default hearer-oriented in that they serve to indicate to them information status and the degree of alignment with the speaker.

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).

The present paper identifies the use and function of discourse markers in L2-L2 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.

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**Yasemin Bayyurt**

**The opinions of non-native English language teacher-trainees on unplanned spread of English in Turkey**

Language spread refers to the increase in number of speakers and functions of

a language outside its national boundaries. In this study, I present and question the status of English and a number of important issues in foreign language planning in Turkey. Language planning involves taking important decisions, such as choosing one or more foreign languages to be taught at schools.

Data was collected via classroom observations, a questionnaire and a semi-structured interview. Descriptive statistics were used to calculate the validity and reliability of the findings of the study. The participants were 40 undergraduate university students studying in the Department of Foreign Language Education in a Turkish state university. The results of the study revealed that although the trainees were aware of the status of English as a World language, inconsistency of defined policies for English language teaching by the State forced them to use books and materials based on British English and/or American English. Therefore, they suggest that to teach English language, the Ministry of Turkish National Education should take into consideration the significance of teaching English as a World Language/Lingua Franca/International Language.

Key words: language planning, language policy, language spread, Turkish as a foreign language

**Gulbahar H. Beckett & Andrea Stiefvater**  
**ESL Graduate Student Perspectives on Non-Native English Speaker Teachers: Implications for English as a Lingua Franca**

This paper will discuss findings of an ethnographic study that explored perceptions of ESL graduate students towards Non-Native English Speaker Teachers (NNESTs) in the U.S., a little researched topic. Analysis of classroom observations and interviews with 12 ESL graduate students from various countries showed that international ESL graduate students are active agents capable of exercising their agencies in evaluations of NNESTs. Overall, students enjoyed having a non-native speaker as their ESL teacher, suggesting that NNESTs have the cultural capital necessary for teaching ESL center courses. The students also reported initial disappointment about constraints of NNESTs and their changed attitudes, which seemed to be connected to changes in their teacher's confidence and effectiveness in classroom management. Implications of these and other findings of the study for English as a Lingua Franca and suggestions for further research and practice will be discussed.

**Bettina Beinhoff**  
**The influence of consonantal variation on attitudes towards non-native speaker accents of English**

The concept of English as a global lingua franca implies that non-native speakers (NNS) of English need to establish their identity through the medium of their L2. Additionally, most NNS speak English with a 'foreign' accent which

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**Hermine Penz**  
**Metadiscourse in ELF project discussions**

In ELF research, the majority of researchers have argued that metadiscourse tends not to be used much in ELF interactions (see Meierkord 1996, Wagner 1997, House 1999 and 2006).

In contrast to some of the previous studies, however, I argue that in activity types which are goal oriented, for example project discussions in international groups which need to produce visible results at the end, metadiscourse plays a very important role.

The data analysed for this study were collected at a European institution and analysed by means of qualitative discourse analysis. Various functions of metadiscourse have been identified in these ELF interactions, i.e. descriptions and labelling of preceding, ongoing and future speech activities, clarifications, summaries and reformulations, etc. Most of these functions of metadiscourse can be interpreted as means of achieving understanding and common ground in interactions where participants from different linguistic, cultural and professional backgrounds need to produce a common basis of communication and project results which meet the goals of all the interactants.

**Margrethe Petersen, Tim Caudery & Philip Shaw**  
**ELF Users or English Learners: the aims of exchange students in Scandinavia**

Traditionally, university students have gone abroad to study or learn the language of the host country. With the advent of ERASMUS in 1987 and the subsequent flows of students of areas other than language to and from all EU countries, the reasons among European university students for going on exchange have become much less clear. This paper draws on a three-year study of incoming exchange students in Scandinavia. The subjects were some 240 students who were not students of language or philology, and who were not native speakers of English. Each subject participated in three semi-structured individual interviews: one shortly after arrival; another after 5-6 weeks; and the third after 9-10 weeks. After each interview, the subject completed an oral picture description test. In addition to general findings on the students' motivation for study abroad and their language goals during the stay abroad, this paper presents case studies illustrating student language goals and language outcomes. Some students expressed a lingua-franca orientation (and

contexts challenges these assumptions of native speaker centeredness and suggests that much informal and incidental learning of English occurs in situations where native speakers may not be present and may not be relevant. But despite the wealth of experience informal learning in ELF contexts that must occur, few studies have documented the kinds of learner strategies that these users engage in. This present study will draw on data collected for the ongoing LINEE (Languages In a Network of European Excellence) project, which is researching multilingualism in Europe. Data concerning learner strategy use will be presented from recorded interactions and retrospective interviews with Erasmus students who are studying at universities in Hungary and the Czech Republic.

**Luciana Pedrazzini & Andrea Nava**  
**Researching ELF identity: a study with non-native language teachers**

This paper reports on a study which has aimed to investigate the use of English as a Lingua Franca (ELF) by a group of English language teachers from different first language backgrounds. In the past few years, there has been an increase in research into ELF speech community (Seidlhofer 2004, Jenkins 2006, Seidlhofer, Breiteneder & Pitzl 2006) and identity (Pözl 2004). This study takes into account evidence drawn from these studies and from research on non-native English speaking teachers (Kamhi-Stein 2004, Lurda 2005) and teachers' ELF identity (Jenkins 2007).

The teachers involved in the study were asked to take part in focus groups where they discussed a topic related to their common professional interests. Their interaction was analysed with a view to investigating:

- the extent to which the participants signalled their identities as L2 teachers and as members of their own L1 groups;
- their attitude towards the 'primacy' of English as a native language;
- whether they considered themselves to be members of some kind of ELF speech community.

The study is the preparatory stage for a more extensive research study which is aimed to create a corpus of ELF used by English language teachers from several European countries in computer-mediated interactions. In reporting on the preliminary findings, our aim is to contribute to the ongoing debate on the description of 'actual' ELF use and to highlight possible implications for further research on language and intercultural awareness in teacher education.

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causes certain attitudes in speakers as well as listeners and can have profound social consequences.

The first study presented in this paper looks at NNS' and native English speakers' (NS) attitudes towards their own (ingroup) and other (outgroup) accents of English. Participants rated English NNS and NS speech samples on traits representing the solidarity dimension (i.e. how much a person identifies with an accent) and the status dimension (i.e. how much prestige is assigned to an accent). Among other findings, some of the NNS speech samples were rated fairly negative across all traits – this did not happen for the NS speech samples.

In a follow-up study participants were asked to point out the 'foreign' or 'strange' features of these negatively rated speech samples. The result is a list of specific consonants which includes some sounds that are not part of the Lingua Franca Core and thus, do not impede intelligibility but which might provoke negative attitudes towards the speaker.

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**Surabhi Bharati**  
**Teaching of Phonology and ELF**

The paper is an attempt to reflect the emerging change in the perception of non native speakers of English regarding the type/variety of English that should be taught in a multilingual country like India. The paper documents some effort that is being made in a teacher education programme regarding the teaching of phonetics and spoken English following the idea of having one global/International English (Jenkins 2000). The effort that is involved in moving away from the 'traditional paradigm' of teaching only the RP variety

towards teaching of English which is phonologically intelligible and acceptable in interaction between non native speakers (L2 speakers) of English. Issues related to L1 identity vis-à-vis intelligibility and acceptability, inclusion (rather than exclusion) of L1 interference, the need for a 'glocal' and a global variety of English, and feasibility of the lingua franca core as suggested by Jenkins (2000) will be discussed with empirical evidence from different international (Indian, South East Asia, CIS countries and Africa) groupings.

**Anne Kari Bjørge**

### **The impact of backchannelling on the English lingua franca negotiation process**

English used as a lingua franca (ELF) is an essential tool in the international negotiator's toolbox, and English taught for negotiation purposes is a major part of business English programmes. Such programmes focus on the production of speech, while less attention is paid to the listener's contribution to the process and rapport management. However, active listening signalled by verbal and nonverbal backchannelling is an important aspect of the ELF communicative situation, e.g. with respect to the need for clarification strategies on the part of the speaker.

ELF small-talk sessions tend to be carried out in a co-operative atmosphere, while negotiations represent a situation type where participants have to reach an agreement during a process that involves both cooperation and dealing with conflicting interests.

In my paper I shall analyse the use and non-use of backchannelling in the different stages of the negotiation process, and discuss whether conflict level and the ELF context affect its use. My data consist of two sets of ELF student negotiations at different overall proficiency levels, viz. upper intermediate/advanced (produced in a course context) vs advanced (produced in an exam situation).

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**David Owen**

### **"Native Here and to the Manner Born"? A View from the Ambit of Academic-Text Correction**

In the context of English as a world language, there is a need to recognise the validity and acceptability of texts that, whilst eschewing formal error, may nevertheless still fail to correspond to the rhetorical, pragmatic expectations imposed by criteria of nativeness. With what right can editors continue to insist on full linguistic compliance with standard English (UK/US) when such models are now minority and when millions of non-native users communicate effectively both with readers whose first language is English and (in most cases) with others whose first language is not?

I am often forwarded negative feedback from editors on the language of our researchers' academic texts (mainly psychology, sociology, political sciences, environmental sciences, the pure sciences). Frequently, these texts are formally impeccable. But they rarely show the complex linguistic control characterising native users of a similar professional standing. Publication, and not only in high-impact, highly cited journals, therefore often requires our researchers to modify their text to native standard, a task beyond almost any non-native user, and which obliges writers of an already extraordinarily competent level of English to submit their texts for translation or for ab initio correction.

The purpose of my presentation is to suggest that, since a fundamental aim of academic publication is effective diffusion of content, editors and reviewers should accept that non-native submissions be judged by more comprehensive linguistic criteria. It is not a question of mere simplification, but rather a common-sense acceptance of a linguistic reality, one that would foster a greater feeling of confidence amongst non-native contributors, would ensure a broader readership and would mark the journal in question as linguistically sensitive and informed. The presentation will cover the following:

- examples of formally correct NNSE academic text and how this was revised to meet NSE requirements;
- examples of editor/reviewer comment on NNSE language;
- suggested pragmatic models for NNSE authors and correction criteria for editors;
- examples of correction certification and 'linguistic arbitration'.

**Don Peckham**

### **Informal and incidental learning in ELF contexts**

This paper will address the issue of what kinds of learner strategies users of English engage in in ELF contexts. Many models of second language acquisition assume that learners are engaged in learning either from interaction with native speakers of a language, or have the achievement of some kind of native speaker competence as the goal. Formal foreign language education is also largely based on these same assumptions, yet the well-known fact that in Europe most non-native speakers are communicating in ELF

**Christopher Mulvey**  
**An English Language Museum in 2012: An English Project Presentation**

The talk will begin by outlining what the English Project is and how far it has come, and the talk will end with a road-map of where the English Project is going. The centre and focus of the talk will be on the questions: What should be the contents of an English language museum?, and Should it be a building or a website?. The development of a Museum of the English language in Winchester will be considered in relation to the world-wide movement for the creation of language museums. More questions will be raised than answers given.

**Andrea Nava**  
(please see entry under Luciana Pedrazzini)

**Ruth Osimk**  
**Aspiration, [θ]/[ð] and /r/ in English as a Lingua Franca - a psycholinguistic pilot study on three proposals of the Lingua Franca Core**

This contribution examines the importance of the pronunciation of three phonological features (aspiration, and variations of /r/ and [θ]/[ð]) for intelligibility in NNS-NNS communication. The aim was to test these aspects, which Jenkins' (2000) included in the Lingua Franca Core (LFC) with psycholinguistic methods, using the dictation method, and to see whether the results of both studies conformed. Four groups of NNS (with L1s German, French, Italian, Spanish) listened to words (isolated and in sentence context) which included the three features. The results for pronunciation variations of [θ]/[ð] agreed with Jenkins' findings (it only hinders intelligibility if pronounced [s]/[z]). This was not clear for rhotic and non-rhotic /r/. All groups apart from the French listeners found words pronounced with uvular /r/ more difficult to recognise than the other variations. Additionally, both stimulus- and listener related factors influenced the intelligibility scores. Especially stimulus-related factors seemed to contribute particularly strongly to intelligibility. Syntactic context was clearly advantageous for intelligibility. All listener groups scored significantly higher and gave different responses when listening to words presented in context than in isolation. Apart from the problems associated with the pronunciations of [θ]/[ð] as [s]/[z] uvular /r/ all other variations, standard and non-standard, were well understood. These results contribute to intelligibility for ELF-interactions and can be applied to pronunciation teaching.

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**Beyza Björkman**  
**Spoken lingua franca English in engineering education in Sweden: code features and recipient reactions**

English has become a dominant language in the Swedish academy, especially in the past eight years, as a consequence of increased academic mobility and student exchange programs. Scholars and students from a wide range of first language backgrounds use English as a lingua franca. Natural and applied sciences are among the disciplines that have been most Anglified.

This paper will report the findings of a project that has investigated the morphosyntactic usage of spoken lingua franca English in the engineering domain in Swedish tertiary education. The material comprises 76 hours of digital recordings, of naturally occurring (i.e. from non-language-teaching contexts), authentic high-stakes speech.

For the investigation of the material, all the occurrences of non-native-like morphosyntactic usage were identified and transcribed. Cases of non-native-like usage were grouped as 'disturbing', i.e. causing overt comprehension problems and 'non-disturbing', i.e. causing no comprehension problems. An important stage of the study has been to investigate listener attitudes towards the non-standard forms through interviews and questionnaires, using slightly- and heavily-accented NNS speech.

The results show a clear tendency by engineers to reduce redundancy and to focus on function regardless of standard form. The non-standard features found do not seem to cause any overt disturbance in communication, apart from in non-standard question formulation. Within the presentation, results will also be presented of the attitude study. Preliminary results suggest that listeners show limited negative reaction to morphosyntactic errors and react more to heavily-accented speech.

**Andrew Blair**  
**Global English as a double-edged sword?**

English as the global language, a lingua franca; a tool of imperialism, a means of liberation – all these characterisations have a place in the current debates. If the English language is 'owned' by all those who use it, how do standards and models for pedagogy emerge, or are they irrelevant, unsustainable? If well-intentioned teachers and teacher educators in the 'ancestral home' of English (Achebe, 1975), promote the idea that we are no longer its official custodians (and perhaps never were), how do we expect teachers from outside that circle to react?

This paper discusses some of the complex issues surrounding English as a global presence and implications for ELT practice. It reviews recent literature on questions of ownership, critical perspectives on power and resistance, and reports on a pilot study of non-native teachers' attitudes. Their message is mixed, but not uncritical. They do not concur with a worldview predicated on the notion of linguistic imperialism, or the belief that English teachers are following in Crusoe's footsteps (Pennycook, 1998). In this context, 'centre'-led methodologies and ELF proponents could be accused of patronising those they claim to represent, of appropriating the voices of those they claim to be voiceless. How do we investigate these tensions and their impact? Global English: a double-edged sword.

**Heike Böhringer**  
**Struggling with reality? An 'ELF report' on/from the EU project DYLAN**

The European Union has acknowledged English as a Lingua Franca as a 'legitimate' object of linguistic enquiry by for instance incorporating it as the individual research task 'Emergent Varieties' into the Framework Programme 6 project DYLAN (Language Dynamics and Management of Diversity). Yet, as the de facto management of intercultural communication within the project itself shows, the scientific community's treatment of the 'ELF idea' still tends to diverge considerably in theory and practice. Looking at the project reality from the perspective of a DYLAN member and an ELF researcher, this presentation aims at providing insight into the 'language regime' adopted by the DYLAN members for the different categories of project-communication. This regulation was introduced to respect the principle of multilingualism also on the organizational level but nonetheless might be considered as exhibiting (ideological) inconsistencies by for example neglecting the NS – NNS distinction (cf. Böhringer, Hülbauer & Seidlhofer 2008). Furthermore, the paper touches upon some conceptual misunderstandings of ELF that have come up in exchanges between the ELF research team and its project partners, as well as the attempts made at resolving them. It is thus intended as a stimulus for discussion and a sharing of experiences gathered in the ELF reality 'out there'.

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national curriculum prescribes that English should be selected as a Foreign Language in principle, which means that English is taught according to native speaker norms. My qualitative research, conducted in Japanese junior and senior high schools, indicates that this has affected teachers' interpretations and implementation of the national curriculum. The purpose of this paper is to investigate the teaching of English for international understanding in Japan based on my empirical data of my PhD research. More specifically, I will investigate how Japanese junior and senior high school teachers interpret and implement the teaching of English for international understanding. I will also suggest what is important in the teaching process to achieve the goal, focusing on ELF interactions and accommodation to a range of English varieties.

**Mark Modiano**  
**Variety Building from a Mainland European Perspective**

Mainland European ELT is shifting from Standard English and prescriptivism (targeting grammar, translation, and written skills) to intercultural communicative competence, learner-centered learning, and autonomous learning (targeting verbal proficiency). As English becomes more of a second language for Europe, alternative conceptualizations such as EIL, ELF, and Euro-English are under consideration because they promote, in ELT, multiculturalism. These conceptualizations will be discussed from an ELT perspective, and here, it will be shown that we have no viable platform for ELT in Europe which sufficiently takes into account cross-cultural communicative competence and identity building for L2 speakers of English in the EU.

**Janus Mortensen**  
**Epistemic stance in spoken academic ELF**

Increasingly, English is being used as a lingua franca at universities in Denmark. However, so far, very little is known about what characterizes this particular use of ELF. In my ongoing PhD research, I address this issue by investigating how English is used as a lingua franca in undergraduate student-student interaction at a Danish university. The investigation focuses on students with Danish as a first language who participate in problem-oriented project work in groups where English is being used as a lingua franca. The analysis centres specifically on the students' use of modal verbs and epistemic and evidential adverbs during group meetings. In order to be able to identify the specific characteristics of the ELF interactions, comparisons are made to data from group meetings where either Danish or English is being used as the participants' first language. In this talk, I will discuss how stance is expressed by means of modal verbs and epistemic and evidential adverbs in the ELF interactions, comparing this to how the expression of stance is managed by similar means in the Danish data.

improvised individual or collective translations, embedded or inserted within the global activity. Analysing data video-recorded during a series of international meetings organised by a French multinational company operating throughout Europe (a corpus collected within the European Project *Dylan*), we show that, although English as lingua franca is supposed to be the official linguistic choice of the company, code-switching occurs frequently. We study the articulation between ELF and plurilingual talk, more specifically the way in which first language (L1) is used as a resource to translate ELF and the way in which translation works as a repair mechanism. According to the Conversation Analysis methodology, the analysis deals with the sequential aspects of this particular kind of plurilingual interactions and is based on detailed transcriptions of both verbal and multimodal phenomena.

### **Joyce Milambiling** **English as a Lingua Franca among International Graduate Students**

When students study in a foreign country, the language of the host country plays an important role throughout these students' time of residence. In the United States, international students, in addition to speaking English and forming relationships with native speakers, often count among their closest friends other foreign students who do not speak English natively, and with whom the only language they have in common is English. Two central questions are posed here: 1) How do the students themselves see this phenomenon? and 2) What are some of the sociolinguistic features of English (for example, registers and domains of use) that these students share when they are speaking with each other?

The results of a case study of 15 graduate students from different academic departments are presented, with the goal of understanding the linguistic and cultural dimensions of a situation in which English most often functions as a kind of temporary lingua franca. Videotaped conversations and study sessions as well as interviews with the students individually and in groups explore different dimensions of this use of English. The data also provide essential information for the students themselves and for those who interact with them, for example professors and counselors.

### **Toshie Mimatsu** **ELF versus EFL: Teaching English for international understanding in Japan**

In view of the role of English as a Lingua Franca, ELT policy and planning in Japan emphasises the ability for the Japanese to communicate comfortably in international settings wherever it is required. Thus, it specifies one of the primary goals of teaching English for international understanding, referring in the national curriculum to the point that different varieties of English are used throughout the world as a means of communication. On the other hand, the

### **Angelika Breiteneder, Theresa Klimpfinger & Marie-Luise Pitzl** **'Transitionary', 'linguistical', 'increasement': Lexical innovations in ELF**

The Vienna-Oxford International Corpus of English (VOICE), capturing the most common contemporary use of English in Europe, i.e. ELF, represents a rich and valuable resource for seeing how English is adapted to serve its bi- or multilingual users in the educational, leisure and professional domains. Drawing on this resource, the present paper focuses on the lexis and vocabulary of ELF in Europe, an area which has not been discussed systematically so far. In particular, it looks at those lexical items in VOICE which could not be found in the reference dictionary used for transcribing the data and which were therefore specifically tagged – 'transitionary', 'linguistical' and 'increasement' being examples of this phenomenon. The paper offers an analysis of these items captured in the so-called <pv> tag (pronunciation variation and coinages) to demonstrate that ELF in Europe is in line with word formation processes that have been well attested throughout the historical development of the English language. It also highlights that lexical innovations are a natural feature of spoken language and that ELF is not the odd one out in this respect.

### **Miguel Ángel Campos** **Legal English across borders: English courses for European judicial cooperation**

Over the last years, the need for international judicial cooperation (e.g. concerning extradition procedures and enforcement of foreign judgments), has led to the generalization of English as the lingua franca for judges in Europe, since it has been felt that translations involved extra costs and unnecessary delays. As a result, since the late 1990s the Spanish Council of the Judiciary has been organizing one-week courses in Legal English with a double purpose: (1) enabling continental judges to understand the specific features of the common law system, and (2) providing them with a working knowledge of Legal English allowing them to communicate with colleagues from Britain and also from other European countries. A careful selection of participants, ensuring small groups including judges from at least four European states, has led to an extremely successful training scheme. In our paper, we shall look at the methodology used in the courses, the contents dealt with, and we shall attempt to draw a few conclusions concerning the teaching of Legal English within the framework of English as a lingua franca.

### **Tim Caudery** (please see entry under Margrethe Pedersen)

**Lili Cavalheiro**

**English as a European Lingua Franca: A sociolinguistic profile of students and teachers of English at the Faculty of Letters of the University of Lisbon**

This case study focuses on the expansion of English at a global level and present day issues related to the current usage of English at a European and national level, in specific the case of Portugal.

After a brief theoretical approach where globalization, communication and change are considered, I reflect on the role of ELF in Europe. English is increasingly spoken by Europeans and the traditional position of it as a foreign language is here re-evaluated. Furthermore, social identity associated with multilingual language usage and the expanding domains where English is used, contribute as well to the reconfiguration of the “Expanding Circle”, where English is more and more used as a lingua franca.

Within Europe, the particular case of Portugal is here reflected upon and with the help of a questionnaire a sociolinguistic profile of the students and teacher of English at the Faculty of Letters of the University of Lisbon is delineated. This case study aims at assessing the uses, attitudes and opinions of the groups, in relation to the English language, education policies, and the emergence of a European variety of English – Euro-English. The findings gathered are then compared between both groups and with previous case studies, which guided my investigation.

**Sevdeger Cecen**

(please see entry under Hande Ozturk)

**Cristiana Chiarini**

**The Israeli contribution to ELF: identities, cultures and textbooks**

A new approach towards ELT has been introduced in the last few years, by recognising that the modified forms of the language actually in use are to be considered as legitimate development of English as Lingua Franca. Learners are therefore free from conforming to norms representing the socio-cultural identity of somebody else and the insertion of elements of their own Lis is recognised as a contribution to ELF innovation.

In the classroom, culture can be considered as a process of dialogue involving students, textbooks and teachers. By considering the increasingly international nature of English, the great request of English learning and the importance to develop both intercultural and communicative competences, EFL textbooks are expected to reflect a wide range of cultural elements and intercultural contexts favouring negotiations of meaning and identity. Unfortunately textbooks seldom come up to such expectations, with culture not even indexed in many of the most widely used current textbooks. Moreover, in countries characterised by a strong multilingualism and multiculturalism, such as Israel, specific checklists for the evaluation of EFL textbooks are needed, since both

are rooted in a particular rationalist cultural heritage. This talk will consider corpus evidence to see whether ELF speakers use some of these words differently from ‘native speakers.’

**Susan Maingay**

**Damned if you do....**

Although the main focus of ELF research is on interactions between speakers for whom English is not an L1, it is recognised that ‘ELF interactions often also include interlocutors from the Inner and Outer Circles.’ (Seidlhofer 2004) It has also been observed that, although L1 speakers of English increasingly need to operate in ELF contexts, they are ‘rarely encouraged to develop the knowledge and skills necessary for intercultural communication’ (Kubota 2001). Jenkins (2000) suggests that, to communicate successfully, ‘native speakers’ should ‘develop the sort of accommodation skills that they have always expected of NNSs’.

This paper looks at the case of ex-manager of the England football team Steve McClaren as reported in the UK media in August 2008. McClaren, newly appointed as manager of the Dutch team, was interviewed on Dutch television. The interview, intended for a Dutch audience, was spotted by British viewers who noticed changes in the way McClaren was speaking. A clip posted on YouTube attracted a spate of hate-mail from football fans, most of them ridiculing his ‘bizarre Dutch accent’. It could, however, be argued that McClaren was actually demonstrating sensitivity to the context of the interview and deploying some commendable ‘productive accommodation’ skills. The paper will discuss the relationship between features of McClaren’s discourse and potential ELF accommodation strategies. It will also reflect on some implications of ‘the McClaren case’ for L1 speakers of English when operating in ELF contexts.

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**Sara Merlino**

**English as lingua franca interactions: translation sequences as a particular type of repair**

While ELF interactions are often considered as being homogeneous and as offering a solution to communicative problems in international settings, they often turn out to rely on highly heterogeneous linguistic resources, and to be characterized by several inter-comprehension problems. In this contribution, we focus on cases where these features condense into repair sequences, where participants orient to problematic elements and treat them by locally



international forums. The outcome of such deliberations will inform grammarians and lexicographers, thereby quickening the decision-making and codification processes – to the benefit of international communities of English-L2 learners, users and researchers.

### **Jason Litzenberg**

(please see entry under Lucy Pickering)

### **Enric Llorca, Josep M. Cots & Lurdes Armengol English vs. Spanish as lingua franca among international students in Catalonia**

This paper will present a study which is part of a three-year research program on the language policies and practices of international students in European universities located in officially bilingual regions, in which students are, to some extent, exposed to two officially recognised languages plus English as a lingua franca.

The paper will particularly look at the process of induction of international students within the academic community of the University of Lleida (in Catalonia, Spain) and how they position themselves with regard to the use of Spanish as the powerful national language and English as the default lingua franca in Europe, side by side to their attitudes and practices with regard to Catalan. The research setting (Spain) is one in which English has not become such a widespread language as in other European countries. Therefore, special emphasis will be placed on the question of what language, whether English or Spanish, takes the role of lingua franca in such a setting, and why. The data will be obtained from interviews with international students, complemented by diaries in which participating students annotate their impressions and experiences with regard to their communicative practices.

### **Ian MacKenzie**

#### **Culture and identity in ELF**

Contemporary language teaching methods are largely communicative: languages (predominantly English) are conceived of as different ways of expressing common communicative notions and functions. Communication replaces cultural and ideological values; what a subject wishes to communicate is considered to be prior to the linguistic form in which she communicates it. The modern nation state, with its national language that might be seen as both 'fossil poetry' and 'fossil history,' is giving way to a postmodern multilingualism, in which (it is argued) speakers can use ELF to express their local or national identities. This sits badly with the (post)structuralist notions that language is necessarily and constitutively ideological, and that our very subjectivity is constructed in and by language. Martin Kayman insists that English is neither a cultural *tabula rasa* nor a *terra nullius*, and Anna Wierzbicka gives a persuasive account of the 'Angloness' of common words like *think, fair, right, wrong, facts, evidence, exactly*, etc., and how their semantics

the source and the target culture need to be represented as multifaceted contexts and identities, with different perceptions of the dichotomy Self/Other.

### **Alessia Cogo**

#### **Teenagers' perceptions of English as a Lingua Franca**

Research in sociolinguistics and education has maintained the crucial role of perceptions and attitudes for their impact on language teaching, awareness, policy and planning (Giles and Billings 2004; Jenkins 2007). This paper reports on a study investigating the role of attitudes towards multilingualism and English as a Lingua Franca (ELF) among teenagers in UK schools as part of the European-funded LINEE (Languages in a Network of European Excellence) project. It is based on data drawn from 16 and 17 years old pupils in three UK schools concerning their perceptions towards ELF communication and ELF speakers as well as their awareness of multicompetence. The data was collected through semi-structured interviews and focus group discussions with 33 teenagers.

In my talk I will focus on the attitudes expressed in the interviews, especially the extent to which the research participants link effective communication with the 'correctness' of standard native English norms. I will also explore the dialogic co-construction of understanding in relation to the notion of ELF, and highlight how common conceptual misunderstandings originate and are dealt with in discussion.

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LINEE website: [www.linee.info](http://www.linee.info)

### **Josep M. Cots**

(please see entry under Enric Llorca)

### **Martin Dewey**

#### **Accommodative ELF talk and Teacher knowledge**

Effective language use in any interactional context will tend to involve processes of accommodation. Given the many varied linguacultural backgrounds so often involved in ELF, it probably comes as no surprise that emerging empirical data show this to be especially characteristic of talk that takes place in lingua franca settings. In this paper, I will highlight the extent to which interlocutors in ELF communications converge towards each other's speech patterns, presenting evidence for how this phenomenon manifests itself at both a receptive and productive level by drawing on a corpus of spontaneous ELF conversations.

The findings will be discussed in light of what implications the especially listener oriented nature of effective ELF speech has for language pedagogy. In particular, I will consider the current culture in ELT teacher education, focusing on how language awareness and pedagogic content knowledge tend to be defined in fairly static, essentialized ways. Within such a tradition, the dialogic nature of conversation is easily overlooked, with the result that practitioners are generally not equipped with the kind of awareness that would allow them to account for the communicative importance of accommodation.

#### **Wendy Dirne**

(please see entry under Berna Hendriks)

#### **Xiangping Du**

(please see entry under Dr Paul Roberts)

#### **Dora F. Edu-Buandoh** **“Speak English!” A Prescription or a Choice of English as a Lingua Franca in Ghana**

One of the common features found in many basic schools in Ghana is the constant reminder to students to speak English at all times. Considering that Ghana is a multilingual country, one would have thought that any of the Ghanaian languages can be used by students. Rather, English has become the language to use both in and out of school. This paper discusses whether Ghanaian students speak English out of school as a choice of lingua franca or due to some ideological underpinnings. Using self-reported and interview data, the paper shows that Ghanaian students speak English not only because it has been prescribed for them at school but also as a lingua franca, and mostly because of the social currency it gives to its speakers in Ghana.

#### **Susanne Ehrenreich**

#### **Communities of practice in qualitative ELF research: The case of international business**

There is general agreement in ELF research that in order to describe the (socio-) linguistic realities of ELF, its contexts and conditions of use, we may have to rethink established theoretical frameworks, looking for new concepts which are better suited for such analyses. The “community of practice”, denoting a group of people engaged in interrelated social practices, is one such concept which has been suggested as a promising tool for analysing the relationship between social and linguistic aspects of ELF use in particular kinds of communities.

In my paper, I want to explore the analytical value of the concept of community of practice by applying it to a group of business executives in a German multinational company. Drawing on a range of qualitative data (interviews, observations, speech data), the three dimensions of a community of practice, “mutual engagement”, “joint enterprise” and “shared repertoire”

#### **Kurt Kohn**

#### **My English: Communicative Competence of Non-native Speakers**

This is my leitmotif: the only variety of English that speakers are able to use in ELF communication is their own English; i.e. the language they have developed themselves as the result of cognitive, emotional and communal construction processes. When communicating with others in ELF situations, they activate and use their English – and possibly adapt it to ELF-specific requirements. The more frequent and natural their exposure to ELF communication, the more likely it is that their English will be shaped in ELF-specific ways.

I will begin with an exploration of “my English” from an acquisitional perspective: Which dimensions and shaping forces are involved when we developed our own version of English in our minds, hearts and behaviour? And what are the implications for our understanding of role models, standards of accuracy, and issues of identity? Special emphasis will be on the dyadic and communal nature of language and communication. Against this backdrop, I will sketch out a model of communicative competence that incorporates the emancipatory needs and purposes of non-native speakers. My theoretical explorations will be illustrated and backed-up by data from our small “Midwestern” corpus of prompted ELF discussions between speakers of diverse cultural and native language backgrounds.

#### **David C.S. Li**

#### **Making Standard English (EAP) more learner-friendly to EFL learners: Toward a proactive action agenda to complement corpus-based ELF research**

Using Standard English (EAP) as the teaching model is the source of many problems for English-L2 learners and users. The standards should be broadened and made more learner-friendly by examining salient lexico-grammatical deviations in learners’ English outputs, with a view to destigmatizing acceptable ones and incorporating them into existing standards. Currently, queries about the grammatical status of recurrent lexico-grammatical deviations are typically resolved by consulting dictionaries and/or grammar books, which are clearly biased against English-L2 users, leaving teachers with no choice but to regard them as errors. This is pedagogically counterproductive, however, as many lexico-grammatical ‘errors’ are remarkably resistant to change, despite teachers’ repeated attempts to provide remedial feedback.

Bottom-up, corpus-based ELF research has its limitations relative to the goal of empowering English-L2 learners and users. To expedite the processes of codification and dissemination of revised lexico-grammatical norms, it should be complemented by a top-down approach, whereby teachers of English and ELF researchers could scrutinize apparent lexico-grammatical deviations periodically and deliberate the merits of accepting these as ‘innovations’ in

### **Jagdish Kaur**

#### **'Doing being a Language Expert': the Case of the ELF Speaker**

Findings from research on ELF interactions for the most part depict such interactions as being 'consensus-oriented, cooperative and mutually supportive' (Seidlhofer 2001:143). 'Turn sharing' (Neil 1996), 'collaborative overlaps' (Gramkow Andersen 1993), 'let-it-pass' and 'make-it-normal' (Firth 1990, 1996), and the heavy use of supportive back-channels and cajolers (Meierkord 2000) are said to be some of the procedures employed by speakers that render ELF talk as such. Further, speakers of ELF are also said to generally focus on meaning negotiation and construction in talk, giving little or no attention to form. Results of a microanalysis of 15-hours of ELF interactions in an academic setting, however, show that ELF speakers do give attention to form when 'deviations' threaten intersubjectivity or when the interlocutor signals a problem: the speaker may provide a grammatical form, a lexical item or a pronunciation that approximates a known standard as the situation warrants it. In doing so, the ELF speaker displays the kind of linguistic authority or expertise normally associated with the native speaker. This authority/expertise, however, is far from constant; roles may switch as the interaction progresses, whereby the speaker who does 'correcting' in one exchange may several turns later be corrected. It is suggested that providing language-support constitutes yet another way in which speakers of ELF collaborate in the face of linguistic diversity and variability.

### **Andy Kirkpatrick**

#### **Teaching English as a Lingua Franca**

It is now well-attested and understood that the use of English as a lingua franca is a major, if not the major, role of English in today's world. In Asia alone, it has been estimated that there are nearly one billion users of English. All ten countries comprising the Association of South East Asian Nations (ASEAN) ratified the ASEAN Charter in December 2008. The Charter officially identifies English as the *sole* working language of the organization. In this presentation I shall consider the implications of this for English language teaching and the English language curriculum. I shall argue that, as English is used as a lingua franca in Asia, it should be taught as a lingua franca. This means shifting the traditional model from that of a native speaker to a 'multilingual model'. Instead, therefore, of deriving linguistic benchmarks and communication styles from the 'native English teacher' (NET), these benchmarks and styles can be derived from the multilingual English teacher (MET). It also means a radical re-interpretation of the curriculum to include in-depth studies of the cultures of speakers who use English as a lingua franca.

### **Theresa Klimpfinger**

(please see entry under Angelika Breiteneder)

(Wenger 1998), as well as a number of typical features will be exemplified and discussed. Particular attention will be paid to the ways in which ELF, alongside other linguistic and non-linguistic resources, is used as part of the business managers' "shared repertoire" to negotiate their "joint enterprise".

### **Jane Evison**

(please see entry under Goodith White)

### **Richard Fay**

(please see entry under Nicos C. Sifakis)

### **Gibson Ferguson**

#### **Some Conceptual issues in researching English as a lingua franca**

This paper discusses a number of as yet unresolved conceptual issues in researching English as a lingua franca (ELF). These include: (i) the status of ELF as a variety, or set of varieties; (ii) the status of ELF features as errors or as legitimate variants; (iii) the definition of the expert ELF user; and (iv) the desirability, and consequences, of any future codification of ELF norms. Argumentation leads to the conclusions that codification may not ultimately be as advantageous as sometimes supposed, that work remains to be done in defining the expert ELF user, that ELF features cannot usefully be regarded as errors, and that if ELF cannot yet be considered a delimited variety, this may not be of such import as some believe.

### **Sabine Fiedler**

#### **English as a Lingua Franca and its Discontents**

English has spread so widely around the world that its native speakers are now outnumbered by its non-native speakers. Recent publications (e.g. Carli/Ammon 2008; Kraus 2008) have shown that the dominance of this language has led to severe disadvantages for non-Anglophones. Several options of language policy have been presented to find fair and democratic approaches to international communication. Their scope includes converging multilingualism, European Intercomprehension, initiatives to revive an ancient language (e.g. Latin), and the use of an artificial language. The ELF model, the idea that English is a variety in its own right whose norms are established by its users instead of native speakers, is among these proposals. Its emergence has to be seen as a reflection of problems in communication. The paper discusses the extent to which this approach seems to be feasible. Despite its appeal among learners and speakers of English as a foreign language a number of factors seem to hamper its chances of realization. These factors involve a complexity of issues, such as the very existence of a native speaker of English, traditional scepticism about 'simple solutions', psychological reservations, and the desire to belong to a prestigious group.

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### **Alan Firth**

#### **On the Metatheory of English as a Lingua Franca**

In this paper I present and discuss a range of theoretical implications of adopting a 'lingua franca' perspective on language. The paper begins by considering how ELF scholarship views language, and uncovers theoretical variations and commonalities across published works. I then offer a synthesis and argue for a metatheoretical perspective that entails a set of dispositions on language, which collectively have implications for linguistic description, language testing, language learning, and language attitudes. These present a number of theoretical challenges for applied linguistics and sociolinguistics, and not least for Second Language Acquisition (SLA) research. In some of its guises, ELF research represents a post-structural turn in applied linguistics, and in so doing opens a window on both alternative and complimentary approaches and perspectives within the discipline.

### **Helen Fowler**

#### **Pronunciation goals of international language school students**

Despite the growing body of research on ELF, relatively few studies have focused on learners' pronunciation attitudes and goals. This lack is surprising given that much criticism centres on potentially negative responses to ELF-informed pedagogy.

This presentation is based on a study designed to gain a more thorough understanding of students' attitudes to native speaker (NS) and non-native speaker (NNS) pronunciations of English, and their own goals for pronunciation, to investigate whether the Lingua Franca Core (LFC; Jenkins, 2000) could be a viable pedagogical approach. Interview data was gathered from 17 adult students from 12 different countries, in a language school in the UK. In this context English is used as a lingua franca among students, yet the NS model is an important factor in student motivation.

Findings about learners' goals will be presented and discussed in the light of underlying beliefs (Pajares) and motivation systems (Dörnyei). Finally, it will be discussed how a more thorough understanding of learners' perspectives can enable us to be better able to anticipate and tackle resistance to the LFC. In particular, that learners' attitudes were found to be deep-set and emotive underlines the need for caution in implementing a LFC-based pedagogical approach.

### **Chris Jenks**

#### **Will the real ELF please stand up? Changing norms and expectations in ELF encounters**

Great diversity exists in the way Englishes are being used in the world today. It is now not uncommon to hear a Korean and Brazilian do business in English, or a Syrian and Norwegian debating politics in an English-speaking chat room. As opportunities and situations to use English as a contact language increase and evolve, researchers are left with the difficult challenge in understanding the many contexts in which ELF is used. While some researchers have addressed this difficult challenge by reporting on features that are core/common to ELF, in this paper I will discuss how the norms and expectations of using ELF change on a moment-by-moment basis. Using conversation analysis, I will show how ELF interaction is dynamic, fluid, and sometimes unpredictable. I will then argue that because ELF changes according to whom it is spoken by, and what context it is spoken in, ELF should not be conceptualized as a single, homogenized language, but rather an organic, ever-changing communicative phenomenon.

### **Karolina Kalocsai**

#### **Learning strategies and signaling interpersonal involvement in ELF**

After years of research into ELF which was either approached from the perspective of SLA, or shaped within the World Englishes paradigm, Firth (In press) marks the beginning of a new approach. He revisits the notion of learning and, quite remarkably, does so by adopting a social approach. His reawakened interest in learning concerns the question of what strategies the speakers learn by mere participation in ELF communication. What he finds is that his participants learn a variety of interactional strategies on-line through assessing what is appropriate. The object of learning is thus not some NS target or 'standard' form, but particular strategies which help the speakers reach their communicative goals. The purpose of my paper is to pave the way of this new line of research further by exploring the pragmatic strategies a group of international exchange students studying temporarily in Szeged, Hungary, come to adopt while interacting in ELF. The focus of my research is on strategies which create and reflect interpersonal involvement, such as accommodation strategies, negotiation strategies and interactional strategies. As I see it, negotiation strategies express involvement through ensuring intelligibility; interactional strategies show interest and enthusiasm when mutual intelligibility is not called into question; and accommodation strategies show solidarity and casualness either when a non-understanding is being resolved, or when efficiency is being pursued.

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multi-competent (Cook 2002) language users equipped with integrated plurilingual resources, this paper aims at pointing to the implicit presence of other-language elements in ELF. Cognates have been found to play a crucial role in non-native language use – their influence, however, is often far from being welcomed. After reconsidering literature on their supposed downside – the false friends phenomenon – the paper makes an attempt to trace some of the ‘demonised’ items in naturally-occurring ELF talk and to investigate if and how they are being used. Elaborating on possible effects on the communication process, it poses the question whether the categories of perceived vs. objective similarity (e.g. Kellerman 1977) and positive vs. negative transfer (e.g. Odlin 1989) still hold in ELF, or whether ‘foes’ can become ‘friends’ under particular circumstances.

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#### Anne Ife

##### **Dealing with unequal language expertise in lingua franca interaction: the experience of an intercultural group of L2/L1 users of English**

Unequal language expertise has variously been said to be irrelevant when intercultural communication is focused on content or, on the other hand, to lead to the marginalization of less expert users in relation to those with more expertise, including L1 speakers. This paper reports on a longitudinal study of the impact of differential expertise on communication among a group of lingua franca English users, who include both a range of ‘true’ lingua franca users (in the now accepted ELF sense) and also some L1 (‘native’) speakers. The paper assumes a liberal definition of lingua franca English, recognizing that L1 speakers are also lingua franca users in many contemporary contexts. It examines discourse data gathered in one such context where the participants are language users engaged in a common endeavour. It identifies the strategies adopted to deal with unequal language expertise, and analyses how these develop over time as the group evolves as an intercultural group. The focus will be primarily on turn management and topic control and the emphasis will be on the successful accomplishment of communication, rather than on failed or mis-communication.

#### Nicola Galloway

##### **Attitudes towards English in a Pedagogical Context**

With the spread of English as an international language, English language learning needs have changed, particularly in East Asian countries where the native-speaker has traditionally been held in high esteem. Past studies in this area have investigated students’ attitudes towards varieties of English, and others have compared students’ attitudes towards NESTs and NNESTs. However, few studies have looked at attitudes towards English in a pedagogical context and few have looked at attitudes towards NNESTs with a different linguistic background to students. This presentation (part of doctoral research at The University of Southampton) addresses research conducted at Kanda University of International Studies, a small private university in Japan to investigate students’ attitudes towards English and English teachers in relation to the use of English as a lingua franca. Pilot questionnaire results and focus group data will be presented to examine students’ attitudes and the reasons underlying them. The attitudes of Japanese students taking a World Englishes class will be compared with those who do not, in order to explore the effect on their attitudes of direct knowledge of the global changes in English. This presentation will also examine several ways in which World Englishes can be taught in the classroom. It will be of interest to those who are interested in language attitude research as well as materials development and/or World Englishes instruction.

#### Kellie Goncalves

##### **The status of English and local language ideologies within Interlaken’s tourism sector. A case of double diglossia?**

This paper explores the effects and consequences of a language contact situation between Anglophones and native Swiss German speakers within the geographical region of Interlaken, located in central Switzerland, where a diglossic situation prevails. Due to the tourism industry in Interlaken, which accounts for over 90% of the region’s economy, the presence of English in Interlaken continues to experience growth within various domains. Results from a rapid and anonymous survey conducted in August 2007 indicate that English is indeed the *lingua franca* used between local residents and employees working in the tourism sector when communicating with international guests. Furthermore, qualitative data from an earlier study carried out in 2006 underscore local native Swiss German speakers’ language ideologies and preferences regarding English use vis-à-vis standard German use thus supporting Watts’ (1999) notion of “the ideology of dialect” and its implications.

While it is still too early to predict the future linguistic landscape of Interlaken, its residents are certainly faced with a changing diglossic situation due to the high symbolic value and status of English on an international level as well as on a local level. By examining data collected over the past three years, I hope to shed light on these points and other interesting questions that arise.

**Trevor Grimshaw**

### **The Branding of English as a Lingua Franca**

Branding is one of the defining discursive practices of late capitalist society. In today's highly mediated consumer environment, brand awareness functions as a key element of cultural capital (Bourdieu, 1984). Meanwhile, English is both a 'global commodity' and the pre-eminent medium of exchange (Pennycook, 1994; Halliday, 2003).

Historically, English has been promoted in terms of prestige national 'brands' (RP, General American) that are perceived as reliable on account of their purported functional attributes (e.g. durability, portability) and their symbolic values (cf. the discourses of internationalism, transnational capitalism). ELF suggests an alternative: a non-aligned, democratised, inclusive medium which enables users to negotiate identities within hybridised, emergent cultures (Seidlhofer, 2006).

This paper explores ELF in terms of brand positioning. Drawing upon empirical data, I examine some common strategies employed within the world of international language education. Whilst acknowledging Seidlhofer's caveat that ELF 'should not give rise to ... reckless premature commercial exploitation' (2001:150), I argue that a critical awareness of branding as semiotic process is useful in helping us to understand how English is produced and consumed in diverse contexts. I conclude with recommendations for how educators and researchers might enhance future practice.

**Hartmut Haberland**

### **Leave your lingua franca alone?**

There is the fact that today English is used more often by non-native users than by native speakers, and often in communication with other non-native speakers, i.e. as a lingua franca in the sociolinguistic sense. From this, it appears that two distinct but intertwined discourses have arisen: an ownership discourse and a norm discourse. By now most people agree that the native speakers do not own the English language, at least not in any exclusive sense, but the norm discourse still has to answer the question: if the native speakers do not have the prerogative of regulating a language in international use, who does? Since the two discourses are difficult to separate, an obvious misunderstanding has arisen, viz. that studying ELF as a phenomenon in its own right means that 'language cultivation' is not an issue for ELF. But as a global public good, ELF can be taken for granted and has to be taken care of – but by whom?

Language is a contract about meanings. It cannot be cancelled unilaterally. Some sociolinguists think that language is mainly for self-expression. But language is mainly for communication. The language user has to respect, and to accommodate to, the listener: by introducing predictability and maintaining social order. Today there is no use in invoking, or need to invoke, the native speaker as a guardian of functionality. Understanding cannot be, and does not have to be, guaranteed by conformity to some native norm.

Some people interpret the empirical approach to ELF as if it involved unrestricted tolerance of any deviation from established norms. This need not be the case. Even English as an ELF does not, in my opinion, have to be left alone.

**Berna Hendriks & Wendy Dirne**

### **English as a corporate lingua franca: A survey of English language needs in a Dutch-based multinational corporation**

As a result of the continuing globalization of trade, more and more business organizations around the world use English as a lingua franca in their communication with internal and external audiences. For multinationals, in particular, the use of a lingua franca can be considered a prerequisite for successful communication with their increasingly international and multi-locational workforces.

Research has shown that the role of English as a lingua franca in international business contexts is beyond dispute (Garzone & Ilie, 2007; Nickerson, 2005), but has also pointed to the linguistic and cultural challenges that the use of English may present to business professionals who are non-native speakers of English (Chew, 2005; Rogerson-Revell, 2007).

This paper will present the findings of a language needs analysis carried out in a Dutch-based multinational which uses English as its official corporate language. The needs analysis included in-depth interviews with key figures about the language policy of the corporation and a questionnaire survey in which 1282 employees reported for which tasks they used English, and, in addition, self-assessed their abilities to perform these tasks in English.

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**Cornelia Hülmbauer**

### **Meeting old friends? – The use of cognates in ELF communication**

Taking place in multilingual settings between plurilingual speakers, ELF communication can be considered a site of language contact in itself. Cross-linguistic influence thus represents a fundamental issue which is now also being investigated in the framework of the European project DYLAN, in a research task looking into how ELF is affected by "increasing interaction with other languages". Starting out from the assumption that ELF speakers are