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The Leverhulme Trust

English in Europe: Debates and Discourses

Sheffield 2012

ENGLISH IN EUROPE: OPPORTUNITY OR THREAT?

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English in Europe: Opportunity or threat?

Attitudes towards the role and status of English in Europe have changed over the past century and continue to change today. Many people regard the English language as an opportunity for speakers of other languages to participate on the world stage. The increased dominance in world affairs of the USA meant that English has assumed a lingua franca role in business, higher education, research and tourism, to mention just a few of the more economically significant domains of language use. Others, however, see it as a threat to the national languages of Europe and even as a threat to national cultures and identities.

The English in Europe (EiE) project investigates the position of English in today's Europe by hosting five conferences in contrasting European regions. Each conference will examine the role of English in a particular context in order to understand more fully the relationships between English, other languages and their users.

Funded by the Leverhulme Trust, the project, directed by Professor Andrew Linn, is coordinated by the Centre for Linguistic Research, University of Sheffield, and represents a collaborative network between five European universities: University of Sheffield (UK); University of Copenhagen (Denmark), Charles University (Czech Republic), University of Zaragoza (Spain) and the South - East Europe Research Centre (SEERC), CITY College, Thessaloniki (Greece).

The website is an ongoing project. Throughout the activity of the network, it will grow to include more resources and information about new collaborators and information on our activities. The network intends the website to become a hub for discussing and disseminating ideas and research relating to issues surrounding English in Europe.

The local organisers
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Conference Programme

FRIDAY 20 April 2012

1200 Registration

1300 Welcome and Introduction

PLENARY LECTURE (Chair: Andrew Linn)

1315 *Reframing globalization for English in Europe*

David Block, Institute of Education, University of London, UK

ENGLISH IN THE MEDIA (Chair: Anna Kristina Hultgren)

1415 *Images of English in the French press*

Marc Deneire, Université de Lorraine, France

1445 *English in Norway: An analysis of attitudes as expressed in newspaper discourse*

Anne-Line Grædler, Hedmark University College, Norway

1515 *English loanword use and code-switching on Greek television: the attitude of the public*

Zoi Tatsioka, City College, Thessaloniki, Greece

1545 TEA/COFFEE

LANGUAGE CONTACT (Chair: Ramón Plo)

1615 *Influence from English: The Nordic experience and experiment*

Helge Sandøy, University of Bergen, Norway

1645 *To English or not to English?*

Ivana Palibrk and Tiana Tošić, University of Kragujevac, Serbia

1930 DINNER

SATURDAY 21 APRIL

ATTITUDES TOWARDS ENGLISH (Chair: Sara Hannam)

0900 *English in Poland: The attitudes of young Poles towards English linguistic influence on Polish*

Marcin Zabawa, University of Silesia, Poland

0930 *The meaningful use of English in Norway: L2 attitudes, choices and pronunciation*

Ulrikke Rindal, University of Oslo, Norway

1000 *English as a 'threat' in Finland? Insights from a national survey*

Sirpa Leppänen, Samu Kytölä and Mikko Laitinen, University of Jyväskylä, Finland

1030 TEA/COFFEE

Conference Programme

ENGLISH IN SCHOOLS (Chair: Christian Jensen)

- 1100 *Teaching English to young learners in Europe: Teachers' perspectives*
Sue Garton, Fiona Copland and Anne Burns, Aston University, UK
- 1130 *Is there any place for the individual in the teaching and learning of English in Europe?*
Florentina Taylor, University of York, UK
- 1200 *Relevance of English language learning in a changing linguistic environment in Iceland: Proficiency, use and perceptions of young Icelanders*
Anna Jeeves, University of Iceland
- 1230 *English in multilingual repertoires. An analysis of language choices of Bulgarian students*
Maria Stoicheva, Sofia University, Bulgaria
- 1300 LUNCH

PLENARY LECTURE (Chair: Neil Bermel)

- 1400 *Controlling English abroad while protecting it at home?*
Dennis Baron, University of Illinois, Urbana-Champaign, USA

ENGLISH IN HIGHER EDUCATION (Chair: Zoi Tatsioka)

- 1445 *The online informal learning of English: From weakness and threat to strength and opportunity through non-classroom contacts with English*
Geoff Sockett, University of Strasbourg, France
- 1515 *Metaphorical creativity in the Extended Circle*
Susan Nacey, Hedmark University College, Norway
- 1545 TEA/COFFEE

PANEL SESSION on Spanish Researchers Publishing in English-medium Scientific Journals: Opportunities, challenges and threats across disciplinary areas (Chair: Carmen Pérez-Llantada)

- 1615 *Creating a large-scale database of Spanish scholars' publication experiences in English and Spanish-medium scientific journals: Methodological considerations*
Ana I. Moreno, Universidad de León, Spain
(Co-authors: Jesús Rey Rocha, Sally Burgess, Irene López Navarro, Itesh Sachdev)
- 1635 *Publishing in English-medium scientific journals as opportunity: A comparative study of Spanish researchers writing practices in Chemistry and Business*
Rosa Lorés-Sanz, Universidad de Zaragoza, Spain
(Co-authors: Pilar Mur-Dueñas, Sally Burgess, Jesús Rey Rocha and Ana I. Moreno)
- 1655 *Publishing in English-medium scientific journals as challenge: A comparative study of Spanish researchers writing practices in Chemistry and Business*
Pilar Mur-Dueñas, Universidad de Zaragoza, Spain
(Co-authors: Rosa Lorés, Sally Burgess, Jesús Rey Rocha and Ana I. Moreno)
- 1715 *Under threat from all sides: Historians and English for Research Publication Purposes*
Sally Burgess, Universidad de La Laguna, Spain

Conference Programme

1735 Discussion

2000 CONFERENCE DINNER AT THE LEOPOLD HOTEL

SUNDAY 22 APRIL

ENGLISH IN SCIENTIFIC DISCOURSE (Chair: Tamah Sherman)

0900 *The geopolitics of languages in global academia: The case of the Spanish Peninsula*
Carmen Pérez-Llantada and Ramón Plo, University of Zaragoza, Spain

0930 *Problematizing parallel language use: Students' and lecturers' perceptions of using English at a major Swedish university*
Maria Kuteeva, Stockholm University, Sweden

1000 *Bilingual practices in higher education in Northern Europe: A case for terminology planning?*
Anna Kristina Hultgren, University of Copenhagen, Denmark

1030 TEA/COFFEE

ENGLISH AS LINGUA FRANCA (Chair: Chryso Hadjidemetriou)

1100 *English as a lingua franca in Europe: An investigation of international communication and intelligibility in the EU workplace*
Pamela Rogerson-Revell, University of Leicester, UK and Wafa Zoghbor, Zayed University, UAE

1130 *English as a lingua franca – A source of identity for young Europeans?*
Claus Gnutzmann, Jenny Jakisch, Frank Rabe, Joana Willim, University of Braunschweig, Germany

1200 *English as a lingua franca in Estonia: Some evidence from ethnographic research*
Josep Soler-Carbonell, University of Oxford, UK

PLENARY LECTURE (Chair: Gibson Ferguson)

1230 *The maps of Language*
Sue Wright, University of Portsmouth, UK

1315 CLOSE

1330 LUNCH

Abstracts: Plenary Lectures

Controlling English abroad while protecting it at home?

Dennis Baron

University of Illinois, Urbana-Champaign, United States of America

It seems a paradox, but attempts to control English abroad have been paralleled in the past few years by increased efforts to protect the language at home.

English, the language of choice for global commerce, science and technology, the Internet, T-shirts, and rock 'n' roll, is perceived by many people to be under threat in what we might call the English-speaking homelands—particularly England, the US, and Australia—so much so that official measures requiring English or prohibiting other languages are popping up with regularity at the national level, at the level of local government, in the schools, and in the workplace.

As many presentations at this conference on English in Europe demonstrate, English may be in demand around the world, but its global success can also seem a threat. In Europe and Asia, in particular, knowledge of English is seen to be a necessity for competition on the world stage—English often provides an interface for speakers who share no other common language. Schools frequently require English of their students and more and more adults who see English as a ticket to economic advancement seek to add English to their résumés. But the impact of English on local languages also prompts protectionist measures against what is seen as cultural imperialism and linguistic colonialism: commissions purging borrowed terms from the national language or laws requiring that national language in official interactions as well as in advertising, broadcasting, and cultural expression. Complicating matters further, speakers from the anglophone homelands are increasingly reluctant to yield control of the language they regard as their property, as it spreads around the globe.

Just as English offers a complex of promise and threat abroad, many in the US and the UK think English is in danger: xenophobes warn that English is seriously losing ground to immigrant tongues, and purists add to this the charge that the language is being destroyed by its own speakers, and by the new technologies of email, text, and instant message.

This prompts measures requiring immigrants to master English before entering the country, or before they become citizens. In addition, we see a redoubling of efforts to make English the official language of law, government, and education, or to restrict “foreign” languages in classrooms, shops, and offices. And there are continual calls for teaching, correcting, and testing the language of English speakers, to make sure that it meets government standards.

There is no real danger to English—although continuing immigration may give the impression that non anglophone islands are developing in traditionally English-speaking cities, immigrants are acquiring English, though such acquisition may take longer than the self-styled defenders of English would like. So far as the threats of technology and the danger to language from its own speakers, those too are illusions. English may not always be the world language that it is today. Shifts in the political and economic landscape have always impacted the language of wider communication, and English may ultimately find itself going the way of Latin. But for now, our task must be to reassure those in what Kachru has called the inner circle that English remains the target language of newcomers, and to accept the fact that English abroad belongs to users abroad, even as they both embrace and fear it, and not to an imperial inner circle reluctant to yield control to local authority.

Reframing globalization for English in Europe

David Block

University of London, United Kingdom

Against the backdrop of neoliberalism as the dominant economic ideology of our times, there is an opportunity for those of us who have taken a poststructuralist approach in our investigations of issues in applied linguistics to reconsider our perhaps hasty abandonment and rejection of all grand narratives, and in particular our marginalisation of an economics-based angle in our research. A general survey of research on English in the world reveals that it is a culturalist model of globalization, with its concomitant fascination with ‘scapes’, ‘flows’ and a long list of ‘trans-X’, which has become dominant. Meanwhile, current work in political economy, as well as more economics-based models of globalization, are relatively ignored. One issue here is the generalised and often unreflective adoption of poststructuralist approaches to research and inquiry, a trend which I certainly have followed in my work over the years. However, in this paper I aim to take a different tack, beginning with a brief and selective discussion of Roy Bhaskar’s work on Critical Realism, which provides me with a different way to frame research and inquiry. I will then examine the work of David Harvey and other authors who have written about neoliberalism and the times in which we live from a political economy perspective. I will also discuss work on World Systems Theory (drawing on Immanuel Wallerstein and Giovanni Arrighi), not with a view to adopting wholesale a new model, but as part of a search for alternative ways to frame and understand globalization. All of this will lead me to the final part of the paper in which I will consider the consequences that this shift in thinking about globalization might have for research on some of the themes of this conference.

The maps of language

Sue Wright

University of Portsmouth, United Kingdom

This paper considers the ways in which human societies conceive their space and the effects this may have on patterns of interaction and communities of communication. Drawing on Benedict Anderson's (1991) insight into the contribution that administrative journeys made to the development of national identity and the spread of national language, the first section examines how the maps of the Modern period reinforced a view of the world as a mosaic, where interlocking sovereign nation states maintained high boundary fences. With globalisation, this world is in flux. In particular the world-wide flows and exchanges of information permitted by new technologies challenge the conventional view of the world as a mosaic. So what are these new ways of configuring and representing the spaces that we inhabit? Do maps, as before, aid the acceptance of new communicative practices?

Abstracts: Paper Presentations

Images of English in the French Press

Marc Deneire

Université de Lorraine, France

This paper will try to complicate the image of a one-sided monolithic French resistance to the spread of English. For that purpose, I will examine newspapers and magazines traditionally associated with different political trends - such as *Le Monde* and *Liberation* for the Left and *Le Figaro* for the Right - as well as newsletters and other materials published by the corporate world and trade-unions.

The purpose of the paper is to establish articulations between various social strata, institutional environments, ideological positions, and economic interests on the one hand, and the different attitudes towards English, ranging from enthusiastic adoption by the business world to fierce ideological opposition based on centuries-old forms of anti-Americanism and linguistic protectionism.

Through our study, we hope to give a more nuanced and diverse picture of French attitudes towards English than that which is usually presented in the English-speaking press and in academia.

Teaching English to Young Learners in Europe: Teachers' perspectives

Sue Garton, Fiona Copland and Anne Burns
Aston University, United Kingdom

The introduction of languages into the primary curriculum has been the major development in language-in-education policy around the world over the last 20-25 years. In the vast majority of countries the language taught is English and it is being taught at an ever earlier age.

A relatively large amount of research has been carried out in Asia into teaching English to young learners (TEYL) from the point of view of language policy and planning and of policy implementation, especially in terms the gap between policy and practice caused by the introduction of new methodologies such as communicative language teaching. However, to date far less research has been carried out into the situation in Europe, particularly from the point of view of those most closely involved in policy implementation – the teachers themselves.

In this paper we will present data from a larger research project, funded by the British Council, that investigated global practices in teaching English to young learners. 4710 survey responses from 142 countries were obtained in total, of which 1758 were from 36 European countries. Using survey data from primary school teachers in different European countries (including Croatia, Italy, Latvia, Poland and Spain) and classroom data from two countries (Italy and Poland), we will examine which policy/syllabus documents inform TEYL practices around the world; uncover the major pedagogies that teachers use; better understand teachers' perceptions of their roles and responsibilities, including the challenges they face; identify how local solutions to pedagogical issues can be effective and how these may resonate across countries.

By comparing data from different European countries, the paper will show the similarities and differences in teachers' perspectives in different contexts and under a variety of conditions. The implications for policy, planning and teacher education will also be discussed briefly.

English as a Lingua Franca – A Source of Identity for Young Europeans?

Claus Gnutzmann, Jenny Jakisch, Frank Rabe, Joana Willim
University of Braunschweig, Germany

As a result of globalisation and the European integration process, identity concepts of young Europeans are becoming more and more diverse and possibly heterogeneous. The factors that influence the development of identity formation and impact on identity constructions are complex – but language seems to be of central importance. It is generally assumed that language and identity are closely connected and that identities are shaped to a large extent through discursive practice. These interactions no longer take place in the mother tongue alone; they are increasingly affected by the wide use of English as lingua franca (ELF) in Europe.

With the official proclamation of promoting plurilingualism (“mother tongue plus two”), the European Union is trying to maintain and consolidate Europe’s multilingual nature. The EU regards European languages as a cornerstone of Europe’s culture and heritage and believes that the development of a common European identity can be built upon such linguistic and cultural diversity (“unity in diversity”). This policy stipulates that, in addition to English, at least one other language, preferably European, should be learned, in order to equip European citizens with the competencies needed to communicate across language barriers. However, not least because of the high communicative value of English and its omnipresence in the everyday life of most young Europeans, English has reached the status of a de facto lingua franca in Europe. Its use as the main, quite often exclusive, medium of communication in interlingual encounters lends support to the hypothesis that ELF may foster the development of a European identity. ELF may even fulfil a unifying function in Europe if a unique European variety of English, such as Euro-English, should emerge. This could be a form of English that differs from British and American English with regard to pronunciation, grammar and lexis. Such a development might also act as a counterweight to the linguistic hegemony of Anglo-American culture in the field of communication.

In order to investigate the potential role of ELF in the formation of a European identity a questionnaire survey was carried out at the University of Braunschweig. This involved more than 1000 undergraduate students in their 1st and 2nd year from three different schools (Humanities, Mechanical Engineering, Life Sciences). The survey is intended to provide answers to the following questions:

What significance do participants of the study assign to the use of English as a lingua franca?

Does something such as a European identity already exist and if so, what are its characteristics?

What is more suited to contribute to European identity from a language perspective: Fostering the diversity of languages, as proposed by the European Union’s language policy, or rather acknowledging and subsequently promoting the idea of ELF as a commonly shared European form of English?

The underlying assumptions and results of the project will be presented.

English in Norway: An analysis of attitudes as expressed in newspaper discourse

Anne-Line Graedler
Hedmark University College, Norway

For decades, the influence of English has been a controversial issue in the language debate in Norway, both among language users in general (see e.g. Kristiansen & Vikør 2006; Kristiansen 2006; Simonsen 2009), and in official language policy documents (e.g. Ministry of Labour and Government Administration 2003; Language Council of Norway 2005; Ministry of Culture and Church Affairs 2008). This paper explores how the issue of English influence on Norwegian is discursively constructed and negotiated in Norwegian newspapers over the past decade. The investigation focuses on the following questions:

To what extent do Norwegian newspapers devote space to the issues of English in Norway and English influence on Norwegian?

What attitudes towards the use of English in Norway, and towards English influence on the Norwegian language are expressed in Norwegian newspapers?

Newspapers may be seen as an important channel for the expression and mediation of a society's "linguistic climate", i.e. the overall atmosphere and relationship between different language users, and the conditions that apply (Duncker 2009:71). However, so far no systematic research exists to uncover attitudes towards this issue as expressed in Norwegian news media.

This study is based on the analysis of data from the media archive Atekst, which provides news monitoring services and applications for editorial research and media analysis of Norwegian newspapers. The interface of the media archive allows for various combinations of search strategies, which are used to elicit relevant information, such as the extent and volume of texts dealing with the topic, and the text genres in which the issues are raised.

Measuring the temperature of the linguistic climate can be done in various ways, e.g. by identifying conceptual metaphors that underlie much of the discourse (Graedler 1997, Duncker 2009), e.g. language is the environment: the phone will be able to understand two languages at the same time, which may make it easier for people to pollute the Norwegian language with English expressions (article about SMS wordlist, digi.no, 19 Oct 2005) <<http://www.digi.no/277253/sms-spraaket-t9-blir-smartere>>

The newspaper texts in this study are approached at different levels, to uncover the way in which the issues are presented, and evidence of possible changes in the linguistic climate over the time period in question. The description and interpretation of the data is based on quantitative, corpus-based techniques, including an investigation of discursive features, based on distinctive lexical features in the different types of text (e.g. collocates and keyword analysis), as well as discursive strategies, in order to show how attitudes are realized in the discourse. Some of the methodological framework applied has its basis in critical discourse analysis (cf. Bell & Garrett 1998: 6), in accordance with Baker et al.'s (2008) nine-stage model of corpus-assisted critical discourse analysis.

**Bilingual Practices in Higher Education in Northern Europe:
A case for terminology planning?**

Anna Kristina Hultgren
University of Copenhagen, Denmark

The emergence of English as an international language of science has raised concerns in the Nordic countries about the status of the national Nordic languages and about the consequences for teaching and learning. A key concern relates to the idea that the national languages will fail to develop adequate scientific terminology. Little systematic knowledge exists, however, about the extent to which the national languages in the Nordic countries (Icelandic, Norwegian, Danish, Swedish and Finnish) actually lack equivalents of English scientific terms. The proposed paper contributes to filling this gap by reporting on a purpose-designed study which asks five researchers working within each of the three disciplines Chemistry, Physics and Computer Science in each of the five Nordic countries to state the local equivalents of 25 discipline-specific English terms. The English terms have been selected to reflect cutting-edge scientific developments, and have been extracted using a corpus analytic method from all abstracts published in the ten highest ranking journals within each discipline in the past two years. The overall objective is to examine whether Nordic terms exist and the degree to which they are established (operationalized as 'intra-country agreement on local terms'). Theoretically, the study will discuss the need for - as well as the challenges involved in - devising language policies in higher education. Practically, it may provide empirical knowledge to inform the ongoing and impassionate debate about bilingual practices in higher education in the Nordic countries.

Relevance of English language learning in a changing linguistic environment in Iceland: Proficiency, use and perceptions of young Icelanders

Anna Jeeves
University of Iceland, Iceland

This qualitative study investigates young Icelanders' perceptions of relevance regarding their English studies at secondary school. It also hopes to illustrate the diversity of contexts in which young Icelanders use English, both in Iceland and abroad, and, by doing so, to explore the perceived connection between the English studied as the first foreign language at school and the English used outside school, in a country where exposure to English has increased dramatically in recent years. Data gained through semi-structured interviews in Icelandic with current and former secondary school students provide an insight into present and retrospective views of the relevance of secondary school English studies with regard to employment, future study, and leisure.

Relevance, or how the language engages with the student's present and future life, is a feature of motivation in second-language learning deserving of attention. For young people in Iceland, Scandinavia and possibly much of northern Europe, English has huge importance in all manner of areas, including study, work, hobbies, relationships, and travel. As the language has become a necessary tool for life in today's global and Internet-connected society, students need the best preparation possible at school. The study presents the case that relevance contributes significantly to motivation, and that current instructional models of motivation do not take into account a context where students grow up hearing, seeing and using a language that they are also obliged to study at school.

Zoltán Dörnyei's influential L2 Motivational Self System focusses on classroom language learning in countries where there is little exposure to the L2 outside the classroom and may not, in its present form, be applicable in Iceland. The presence of English outside the classroom is huge in Iceland (as in some other northern European countries), in the form of entertainment, the media, study and other information-gathering, although for most people it is not the language of the home. The dichotomy between the English of popular culture and the English studied at school, where it is a compulsory subject at compulsory and post-compulsory levels, gives a unique slant to the question of motivation. The advanced level of proficiency needed for university study or employment today also missing from Dörnyei's model, and needs to be taken into account. Likewise, its emphasis on future goals and fears may not be relevant to secondary school students still in their teens, many of whom are strongly rooted in a fluid and ever-changing present, as this study shows.

Despite seeking to extend Dörnyei's L2 Motivational Self System in relation to the Icelandic/Scandinavian context, the study is firmly grounded both in his work and in that of other scholars, such as Gardner, Higgins, Ushioda, and Larsen-Freeman.

The proposed talk compares the perceived relevance of English studies in Iceland to students at school and at university, as well as to young people in employment. It also discusses young Icelanders' self-image as users of English both abroad and within the context of Iceland.

**Problematizing parallel language use:
Students' and lecturers' perceptions of using English at a major Swedish
University**

Maria Kuteeva
Stockholm University, Sweden

As a result of increasing internationalisation at universities across Europe, English is often used in parallel with a local language. This trend towards English-medium instruction has been strong in the north of Europe. Compared to the Nordic countries, only the Netherlands offers more English-medium education today (Wächter & Maiworn 2008). Internationalisation is perceived as a desirable outcome by university policy-makers; however, on the practical level, the use of English in academic settings outside the Anglophone world also brings new challenges for students and teachers alike.

The concept of “parallel language use” (parallelspråkighet) is largely rooted in Scandinavian reality, although similar practices may exist in other European countries. In 2006, ministers for education and culture and other governmental representatives from the Nordic countries – Denmark, Finland, Norway and Sweden – published *Deklaration om nordisk språkpolitik / Declaration on a Nordic Language Policy* (Nordic Council of Ministers, 2007), which contained an entire section on the parallel language use of English and one or several Nordic languages in research and education. In Sweden today, two years after the introduction of the Language Act, 2009 (Swedish Government, 2009), which established the official status of Swedish as the country's main language, “parallel language use” is regarded as a guiding principle for the dual use of Swedish and English in higher education. However, the full implications of parallel language use and its practical applications remain unclear. On the practical level, parallel language use is only possible when both students and teachers have adequate language competences in English and in the local language. This is certainly not the case when the vast majority of students and/or lecturers are international, i.e. not from the country where education is taking place, and English is therefore used as an academic *lingua franca*.

This paper problematizes the concept of parallel language use in Swedish higher education. Drawing on the data collected from students and teachers at a major Swedish university, it touches upon two major issues related to the use of English in academic settings, namely 1) the question of native-like proficiency in English and 2) the use of English as an academic *lingua franca* by international students and staff. More specifically, I address two questions:

If parallel language use is in any way related to native-like or high proficiency, what implications does it have for English language use across different disciplines?

How does parallel language use coexist with the use of English as an academic *lingua franca* at an international university, where some staff and students do not have sufficient command of the local language?

Parallel language use was introduced and institutionalised based on considerations such as 1) students' right to receive education in their native language, and 2) preventing the so-called “domain loss” in the national (in this case Swedish) scientific discourse. The concept of “native language” is therefore essential for the understanding of this official reinforcement of Swedish through parallel language use. This ideological bias also seems to have an impact on teachers' and students' perceptions of how English is/should be used in academic settings.

English as a ‘threat’ in Finland? Insights from a national survey

Sirpa Leppänen, Samu Kytölä and Mikko Laitinen
University of Jyväskylä, Finland

The economic and socio-cultural changes of the past decades, co-occurring with the developments in information technologies, have led to remarkable changes in the role of English, also witnessed in many other EFL countries. This paper reports on a nation-wide survey (Leppänen et al. 2011) of the English language in Finland, a nation with a long history of official bilingualism (Finnish–Swedish). Traditionally a ‘foreign’ language (EFL) in Finland, English has rapidly gained functional currency and prestige in several domains of Finnish society. While our survey covered various aspects of the use and functions of English in Finland, as well as Finns’ attitudes towards English, a specific focus here is on the ‘threat discourse’, i.e. whether English is regarded by Finns as a ‘threat’ to ‘Finnish culture’ or the Finnish language. This is a topic that frequently surfaces in institutional, public and grassroots texts and talk in Finland (see Leppänen & Pahta, forthcoming)

The data for the survey were collected in 2007 by a questionnaire with eight thematic areas and 49 questions in total. The questionnaire was sent, in collaboration with Statistics Finland, to a representative sample of 3000 Finnish residents. The sample obtained (n=1495) was statistically analyzed with a range of background variables, such as age, gender, place of residence, and education.

In contrast to the visibility in public discourses, only a minority (ca. 18 %) of the respondents regarded English as a ‘threat’ to Finnish or ‘Finnish culture’. In this constellation, however, the position of and values attached to the second national language Swedish (for many Finns, a language they consider ‘foreign’ de facto) seem unstable and ambivalent. Of the often-used background variables, age was the main differentiating factor, as the corresponding percentages were somewhat higher among age groups 45–64 (the ‘big’ post-war generations) and 65–79. In contrast, other factors (gender, occupation, place of residence) were insignificant.

While the ‘threat’ posed by English to Finnish in Finns’ opinion seems relatively minor, other types of threat scenarios were considered more serious. These include the ‘threat’ English poses to other languages in the world and the claim that the “set of values that comes with English is destroying other cultures”. Moreover, almost 50 % of the respondents agreed that there is a link between English and the spread of “the market economy and materialistic values”, while our questionnaire did not presuppose if this is a favourable or adverse development.

PANEL SESSION

**Spanish Researchers Publishing in English-medium scientific journals:
Opportunities, challenges and threats across disciplinary areas**

Leader: Ana I. Moreno

Presenters:

Ana I. Moreno (Universidad de León, Spain).

Title: *“Creating a large-scale database of Spanish scholars’ publication experiences in English and Spanish-medium scientific journals: Methodological considerations.”*

(Co-authors: Jesús Rey Rocha, Sally Burgess, Irene López Navarro, Itesh Sachdev)

Rosa Lorés-Sanz (Universidad de Zaragoza, Spain).

Title: *“Publishing in English-medium scientific journals as opportunity: a comparative study of Spanish researchers writing practices in Chemistry and Business”*

(Co-authors: Pilar Mur-Dueñas, Sally Burgess, Jesús Rey Rocha and Ana I. Moreno)

Pilar Mur-Dueñas (Universidad de Zaragoza, Spain).

Title: *“Publishing in English-medium scientific journals as challenge: a comparative study of Spanish researchers writing practices in Chemistry and Business”*

(Co-authors: Rosa Lorés, Sally Burgess, Jesús Rey Rocha and Ana I. Moreno).

Sally Burgess (Universidad de La Laguna, Spain).

Title: *“Under threat from all sides: Historians and English for Research Publication Purposes”*

(Co-authors: Pilar Mur-Dueñas, Rosa Lorés, Jesús Rey Rocha and Ana I. Moreno).

Disseminating research outcomes in English-medium journals represents a challenge for many European academics, one that most are happy to take up since it also offers them the opportunity of seeing their work published, read and cited more widely. The same can be said for many Spanish scholars (Moreno, 2011), though for them the effort involved may be even greater in the aftermath of a long history of language teaching and learning policies offering little to support the acquisition of English for Research Publication (ERPP) skills.

As part of a larger and more ambitious project, the ENEIDA team (Spanish Team for Intercultural Studies of Discourse) seeks to explore Spanish academics’ needs for training in English for Research Publication Purposes (ERPP) in different disciplinary communities. Our long-term goal is to implement courses aimed at increasing their opportunities for disseminating their research in English.

In this panel we intend to firstly report on the methodology employed by the team to create a large-scale database of the publication experiences of Spanish scholars. Thus, a structured questionnaire was designed, based on previous in-depth interviews to twenty-four researchers. The questionnaire comprised thirty-seven questions organized into six thematic areas: level of proficiency, motivations, attitudes and views, past

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experiences and difficulties, current writing strategies and future training needs in relation to both English and Spanish for Publication Purposes. The questionnaire was sent to a total population of staff with doctorates (8,794) at five Spanish Higher Education and Research institutions, yielding 1,717 responses.

Our second aim in this panel will be to report on the opportunities that potential publication in English-medium scientific journals provides for Spanish scholars, the challenges that they face in the process and, in some cases, the threat that the dominance of English represents. Understanding publication behaviours in terms of opportunities, challenges and threats is vital if effective measures to improve Spanish researchers' ERPP are to be implemented in the future. Three disciplinary communities, Chemistry, Business and History have been selected for examination. Scholars in the first two disciplines stand out in our database by virtue of higher levels of current interest in receiving ERPP training, whereas the third group are notable for the wide range of languages they use for research publication purposes and their perception of the dominance of English as a threat, though they too express needs for training in ERPP. By looking more closely at the responses of scholars in these three groups we are able to cast light on their attitudes and motivation and to identify the specific aspects of research writing that they find more challenging. In the following three presentations results from these three broad disciplinary areas will be analyzed comparatively, first, in terms of opportunities and challenges in those disciplines where English medium publication is a *sine qua non* and secondly in terms of those who perceive English as threat.

Our informants report on difficulties with the language, which they overcome by hiring "wordface professionals" (Shashok 2008) such as translators and correctors, who revise their texts specially in terms of discourse features (e.g. sentence length, stylistic errors, lexical inaccuracies, etc). They further report having their papers rejected by "literacy brokering" gatekeepers (Lillis and Curry 2006) such as editors and reviewers, mostly due to content flaws, such as the design of methods or the use of statistical tests, which may have to do with cultural conventions of selection and distribution of information in the RA. The Historians, who have often devoted time and effort to acquiring high level writing skills in languages other than English and Spanish, face additional hurdles not least of which are ambivalent and even negative attitudes to publication in English. They also report lower levels of proficiency in English and a greater reliance on translation services.

For most Spanish academics publishing the outcomes of their research in English is a necessary requirement leading to recognition and the gaining of academic credentials and promotion, and it also provides a means of rapid, effective knowledge dissemination. For others the effectiveness of using ERPP is less clear and the acquisition of these skills can be seen as an additional burden and one for which they get little institutional support.

Metaphorical creativity in the Extended Circle

Susan Nacey

Hedmark University College, Norway

This paper investigates metaphorical creativity in the writing of advanced Norwegian learners of English to shed light on the borderline between error and creativity in the writing of Extended Circle learners (see Kachru 1985b). Metaphorical creativity is a complex area, with many intertwining factors playing a role in its identification and acceptance: novelty of form and/or frequency, subjective measures such as appropriateness and value, deliberateness of use, genre expectations, authority and proficiency (Boden 2004, Bolton 2010, Kachru 1985a, Pope 2005, Steen 2008).

I propose that an additional criterion affecting perceptions of creativity and error in learner language concerns the degree of deviation from Inner Circle English norms, rather than merely the occurrence of deviation in and of itself. When the deviation is wide, metaphor has a better chance of being accepted as creative; when there is only a small degree of deviation, metaphor will more likely be perceived as error. Novel metaphors written by advanced Norwegian learners of English provide support for this hypothesis.

As learners, Extended Circle English writers are usually expected to adhere to a particular target norm, often a British or American standard. Even so, their novel metaphors may be perceived as metaphorical creativity, whether or not they were so intended (see e.g. Ch'ien 2004: 8, Hessler 2002: 44). Indeed, many translingual writers – those writing across languages – have been admired for the way in which they appropriate images and wording from their L1 and successfully create what become in effect novel metaphors in the target language (see e.g. Bergvall 2002, Ch'ien 2004, Kellman 2000).

Many novel metaphors produced in English by Norwegians, however, mainly result in slightly unconventional collocations; such metaphors are intelligible yet produce no strong imagery associated with the prototypical metaphor. By way of example, consider the following, the metaphorical embodiment of *message* results in an unconventional collocation with *stand* rather than an alternative such as *endure*:

...the methods might change but the message will stand.

The choice of *stand* is arguably the result of unintentional transfer from its Norwegian cognate stå. Here, both Norwegian and English share an underlying conceptual metaphor which is linguistically encoded in slightly different ways, just enough to be perceived as somehow wrong, rather than creative – regardless of provenance or intention. Such linguistic metaphors are generally simply not “weird” enough to be considered products of metaphorical creativity, even had they been so intended (see e.g. Danesi 1993, MacArthur 2010, Philip 2006).

This observation has important implications for the role of metaphor in English teaching in Extended Circle countries, where (lack of) authoritative status also plays a role in (lack of) acceptance (Prodromou 2007). It has been suggested that learners be encouraged to “...produce what they perceive as ‘creative’ metaphor” (Littlemore 2009: 101) in an effort to make their English more closely resemble that to which they have been exposed. Unless there is a paradigm shift in world English leading to broader tolerance for phraseological differences, however, Extended Circle learners risk being judged linguistically incompetent when following this advice, due to collocational deviation.

To English or Not to English?

Ivana Palibrk and Tiana Tošić
University of Kragujevac, Serbia

Due to its global use, English has become a new lingua franca, continually supplying world languages, Serbian among others, with numerous terms in almost all fields and registers. The paper deals with the on-going debate whether English language imposes a threat on standard Serbian language, as excessive and unjustified use of Anglicisms might lead to abandoning the norm and creating a hybrid. In line with Spanglish, Hindish, Denglish and others, Prčić recognises a sociolect, so called Angloserbian, spoken by younger frequently bilingual generations (Prčić, 2005: 69). This new variety of Serbian is characterised by borrowings ranging from a single lexeme and phrases to entire sentences. In contrast, Crystal argues that certain linguists overstate the presence of English, since “only a tiny part of lexicon is ever affected in this way” and is most likely to be considered negligible (Crystal, 2003:40).

The latter approach is supported by our previous research on Anglicisms in modern and traditional means of communication, namely text messages, Facebook, online discourse as well as daily newspapers in Serbian (Palibrk & Tošić, 2010, Tošić & Palibrk, forthcoming).

We must also acknowledge the implications of historical changes which have directed the power and ‘strength’ of languages. Bearing this in mind, the new development in political situation put English forth, making it influential and inevitable.

One of our aims is to present the field data i.e. Anglicisms in diverse corpora and provide qualitative analysis in order to discuss the extent of alleged (omni)presence of English in Serbian and wage the validity of the purist concerns about the English dominance. The paper will also explore motivation behind the borrowing practice and the groups most inclined to overusing English.

**The geopolitics of languages in global academia:
The case of the Spanish Peninsula**

Carmen Pérez-Llantada and Ramón Plo
University of Zaragoza, Spain

It is widely accepted that academia is one of the domains in which English has been adopted as the shared language for international communication. But even if academic ELF has played a preponderant role in some areas of Europe (e.g. the Scandinavian countries), comparatively little attention has been paid to its evolution in South Western Europe, probably because of the less visible, still emergent role of ELF in academic settings. The aim of this presentation in this launch conference is to examine the current role, status and functions of academic ELF in the Spanish Peninsula in order to understand more fully the current tensions between English and the national language (Spanish) and the language-related effects of those tensions.

We would argue that the status of academic ELF in Spain can best be defined as a result of interrelated local endeavours that have promoted the advancement of ELF in Spanish academia (e.g. the internationalization of universities resulting from the Bologna Declaration of the European Space of Higher Education, increased staff and student mobility programmes, a perceived drift towards the commodification of disciplinary knowledge and, more recently, easily discernible political discourses advocating the importance of national-based 'excellence' research for gaining international visibility). In synergy with these local endeavours, concurrent global trends are also favouring the advancement of ELF in the Spanish Peninsula. Stemming from very diverse dynamics, these trends are materialised in institutional policies promoting increased educational and research networking and the endorsement of interdisciplinary research within and across national borders for the sake of economic growth prospects. ELF is seen as a necessity rather than as an opportunity in the globalising research world. It is certainly not perceived as a 'language for identification' but rather a 'language for communication'. As such, it instantiates a completely different sociolinguistic scenario compared, say, with Scandinavia (where the local languages are undergoing a process of domain loss) or East and Central Europe (where English is generally viewed as a form of 'linguistic capital').

Having set the scene, we will address the shifting role and status of academic ELF in the Spanish Peninsula. First and foremost, ELF is partially impacting the longstanding stability of the national language (Spanish) in academia as seen, for instance, in shifting journal publication policies. As for language education, there is no systematic provision nor a unified protocol for university-based language services across the national territory even if the language burden is a self-reported major impediment among Spanish academics not only in the written but also in the spoken mode. Regarding research dissemination in English-medium journals, ELF imposes an Anglophone-based normative model for written communication. Yet, as recently reported, this normative model merges with a range of culture specific traits that Spanish academics borrow from their L1 and later use when writing up research in English. The discursive hybridisation of written ELF, which also echoes the rich diversity of ELF in the spoken mode, lends credence of global transcultural flows and confirms current claims on the emergence of varieties of 'academic Englishes' across the European geography.

In light of the issues above, we will finally map out the outer and expanding circles of academic English and those of academic Spanish in order to claim that the unquestionable advancement of English may be partially threatening the status and role of the local language in Spanish academia.

The meaningful use of English in Norway: L2 attitudes, choices and pronunciation

Ulrikke Rindal
University of Oslo, Norway

This paper reports a study which investigates L2 attitudes, choices and pronunciation among 70 Norwegian adolescent learners of English, assessing how their L2 pronunciation relates to language ideologies and the development of English as a second language in Norway. The results suggest that linguistic and evaluational resources from English varieties are used in the formation of locally meaningful and socially unmarked L2 pronunciation.

In Norway, English is widely used in lectures and readings in higher education, and is often used as *lingua franca* in large companies (Language Council of Norway, 2011). English is taught in school from year one (age six), it has a syllabus which distinguishes it from other foreign languages, and it enjoys high status among learners (Bonnet, 2004). Furthermore, imported films and TV programmes are not dubbed but subtitled, and learners are surrounded by English-language media (Rindal, 2010).

Results from a matched-guise test (MGT) combined with data from interviews and questionnaires suggest that while American English is the most accessible English accent and the preferred L2 choice, Standard Southern British English remains the most prestigious English accent and retains the position as a formal ELT “standard”. However, not all learners want to convey the social meanings attributed to native English varieties, and therefore aim towards a “neutral” variety of English. Results from an auditory analysis of phonological variables in word list readings and conversations indicate blended use of English varieties within the L2 speech community. Variants from American English and British English, as well as interdialect forms, seem to acquire different degrees of formality and be reallocated functions as stylistic variants (cf. Trudgill, 1986). The analysis of the participants’ pronunciation, as well as their reported L2 choices, suggests that the aim for this blended use of phonological variants is an English accent which is less marked socially, geographically and linguistically.

Due to a Norwegian national language policy that supports L1 diversity (Røyneland, 2009), there is relative tolerance towards variation in both written and spoken language. There is in fact no officially-recognised spoken standard variety of Norwegian. Following the idea of the Globalisation of English and English as a communication tool and *lingua franca*, there is no explicit model of English pronunciation in English language teaching either. Pronunciation criteria for English in the Norwegian national curriculum are accent-neutral. This means that teacher practices and offered models of pronunciation are fairly diverse, ranging from one or more native speaker models to no model at all. It follows from the results in the present study, that a model of pronunciation offered to EFL students as “correct” is not unproblematic; there are social meanings associated to native accents of English that might prevent learners from wanting to use these. Furthermore, the use of linguistic resources from L2 to negotiate social meaning suggests that English is part of Norwegian adolescents’ identity repertoire, and educators in Norway should take this English status into account in the development and practice of English language teaching.

English as a lingua franca in Europe: An investigation of international communication and intelligibility in the EU workplace

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Despite the EU's long standing language policy to promote multilingualism, there is currently much debate concerning the status and nature of English when used for international communication, not only by academics but also more broadly by policy and decision makers at government and organisational levels. Increasingly such international communication is in contexts where the majority of participants are non-native speakers of English (Seidlhofer 2010). The debate is particularly strong in Europe, where English is by far the most dominant of the 'big three', i.e. English, French and German (Graddol 2006) European lingua francas.

Recognition of incipient change in the status of English as a Lingua Franca (ELF) has yielded a growing body of research in this field, particularly within Europe (Seidelhofer 2003, Brutt-Griffler (2005)) and especially addressing issues concerning intelligibility. As more and more organisations operate internationally, the issue of effective communication both internally and externally is both complex and critical, with intelligibility difficulties potentially resulting in lack of participation or misinterpretation between individuals or groups (Rogerson-Revell 2008, 2007). One aspect of communication which is particularly crucial for achieving mutual intelligibility is pronunciation.

Research into ELF has demonstrated not only the critical part played by pronunciation in maintaining successful communication between non-native speakers of English with different first languages, but also the ways in which the pronunciation priorities in ELF contexts may be evolving. It has also been argued that this recent shift in the use of English for international communication, such that non native speakers now outnumber native speakers (Crystal 2000; Graddol 2006), has serious implications for English Language Teaching (ELT) policy and pedagogy. Key among these is a reconsideration of pronunciation models and targets and the proposal that pronunciation priorities in lingua franca contexts should be limited to what Jenkins (2000) refers to as the 'lingua franca core'.

However, despite recent calls at a theoretical level to reconsider goals, targets and approaches to teaching pronunciation in light of the expanding use of ELF (eg McKay 2002, Jenkins 2000), little research has been done to date into end users' perceptions and attitudes. There has also been little detailed phonological description of English pronunciation in authentic ELF contexts. In this paper we report on ongoing research which aims to fill this gap in our understanding of the use of English by European professionals in the international workplace. We will present examples of both quantitative and qualitative data to illustrate findings, drawing on a survey-based study of perceptions and attitudes regarding intelligibility in ELF contexts and a detailed phonological description of users' pronunciation based on a corpus of authentic ELF discourse.

Influence from English: The Nordic experience and experiment

Helge Sandøy
University of Bergen, Norway

Since the 1960s the Nordic language boards have been concerned and worried about the Anglo-American influence on the languages of the Nordic countries. In 2001 a research group started a comprehensive empirical study both of this influence on language use and of people's attitudes towards loan words (import words). To operationalize the notion of loan word we studied words that had entered the languages after the Second World War (i.e. 'modern import words').

The aim of the project was to obtain more precise knowledge about the extent of import words and to gain insight into both the import process and the development of language attitudes. These insights should be facilitated by making systematic comparative studies of seven language communities, all of which with a specific history and with cultural characteristics. But at the same time the Nordic communities are very similar in economic and social structure, and thus they make up a well-suited laboratory. The seven communities are: Iceland, The Faroe Islands, Norway, Denmark, Sweden, Swedish-speaking Finland and Finnish-speaking Finland. A set of sub-projects with restricted research topics have been carried out in all communities with identical research methods. Thereby we have been able to compare quantitatively how English-positive or purist each language community is in various perspectives.

I want to present an overview of our results as far as language use is concerned. The results show patterns that do not fully correspond with widespread stereotypes that the people of the Nordic countries have about themselves and of each other, and they demonstrate historical changes in the import rate that are very interesting with respect to testing hypotheses about socio-economical forces causing different inclinations to importing words, and about possible restrictions from linguistic structure on the acceptance of import words. We studied e.g. import words in newspapers from the two years 1975 and 2000 and found that Norway had changed during this quarter of a century from being a rather "purist" country to being the leading language community with respect to using modern import words.

Several aspects of language structure were studied in order to test whether and how language purism differs between lexicon, morphology, phonology and spelling (cf. Thomas 1991). The patterns of these structural levels are obviously not identical, and similar languages "behave" differently.

The Nordic language laboratory has provided us with solid comparative data that can help us describing the language situation more precisely, but also that we can exploit when trying to develop further and more precise hypotheses about linguistic change and causes of change.

The Online Informal Learning of English: From weakness and threat to strength and opportunity through non-classroom contacts with English

Geoff Sockett

University of Strasbourg, France

Researchers in the field of language learning have long pointed to the differences in speaking and listening skills and attitudes towards English between countries in which English-language television series are dubbed into the local language and those in which a subtitled original version is used. (Bonnet 2002, Ruperez-Micola et al 2009).

These studies suggest that adolescents in countries such as France have in the past been considerably weaker in English than those in Holland, Sweden etc, and indeed the French government has undertaken a series of measures over the past 30 years to resist the threat of encroachment by the English language into French life in areas such as broadcasting, advertising and education.

Today however, the widespread availability of broadband internet connections has meant that the current generation of French teens, like those in many other European countries (Stevens et al 2010), are not reliant on mainstream media for their leisure activities and come into contact with English in a range of informal activities which in turn contribute to their knowledge of and attitude towards the English language.

Our initial work in this area (Toffoli and Sockett, 2010, Sockett, 2011c) involved undergraduates whose major field of study was not English, but who took English classes for 1-2 hours per week to fulfil a language requirement as part of their degree course. Of the 225 students surveyed, some 60% claimed to download or stream original version television series from the Internet, and large numbers also listened to English-language music via music on demand services and interacted with others in English via social networking sites. Subsequent studies, adopting principles from complexity theory (Sockett, 2011b), have shown how these activities contribute to their learning of English (Sockett and Toffoli 2012, Sockett 2011a) and help to develop a sense of belonging to a community of practice in which English is used. These findings are supported by evidence from teachers who report a strengthening in listening comprehension skills among non-specialist learners (Toffoli and Sockett, forthcoming).

Opportunities arising from these changes in the habits of teenage learners include the development of shared values, and a willingness to cross borders. Importantly the blurring of boundaries between formal and informal activities which is a characteristic of online learning can also lead to increased professional interaction and mobility. As such, one may look to a future in which the use of a shared language promotes synergy in all of Europe and not just on its northern and western fringes.

**English as a lingua franca in Estonia:
Some evidence from ethnographic research**

Josep Soler-Carbonell
University of Oxford, United Kingdom

This paper discusses the possibility for English to become a lingua franca in a nation-state that does not have an English historical legacy: Estonia. The paper builds on David Laitin's (1996) observations regarding the fact that English would become the country's language of inter-group communication among Estonian and Russian-speakers. In Laitin's view, the combination of the following factors would lead to such a situation: first, the push to "rationalize" Estonian as the only official language and the poor impact of this policy on the Russian-speaking population skills in Estonian; and second, the different evolutionary patterns in the language skills of each group, with Estonians shifting from Russian to English as their language for international purposes, and Russians progressively acquiring some skills in Estonian (especially in the case of the younger generations) and English as well. By providing ethnographically collected data in 2008/09 in Tallinn (participatory observations, in-depth interviews and focused-group discussions) and discussing it from the paradigm of language ideologies (Woolard 1998 and 2008), the present paper clarifies and expands on some of Laitin's original observations. While it appears that English has still not become Estonia's lingua franca, this possibility is not completely ruled out, as it seems to be working in given circumstances, even if just sporadically, both because of practical and ideological reasons.

Some experts (Vihalemm 2002, Verschik 2005, Hogan-Brun et al 2007 and Vihalemm 2008) have argued that the option of choosing English in inter-ethnic contacts is not widely spread and what does happen in real life in such contact situations is that a mixture of the two languages is more frequently used. The aim of this paper is not to put that into question, but to raise the importance for language planning and policy making of the speakers' ideas and beliefs about the possibility for English to be used as a language of mutual understanding with speakers of the other language group.

In that sense, the paper argues that the language-ideological sphere provides the basis and the genesis for such a possibility to arise, in combination with the fact that the two languages in contact are typologically very distant. According to the author, the different pattern of evolution of the two main groups' language repertoire is ideologically grounded; it is for ideological reasons that Estonians have shifted from Russian to English as a second or foreign language, and it is for ideological reasons that the Russian-speaking population has started to incorporate Estonian into their language repertoire (a 'pragmatic oriented' ideology, we may call it). And it is within these ideologically grounded spheres that the everyday contact situations between speakers of different languages are negotiated and solved. In these negotiations, the use of English, even if perceived as a threat to Estonian because of its role as a powerful global language, is consistent with the ideology of "Authenticity" (Woolard 2008), since it helps maintain and reinforce the ethnic boundaries between the two groups, particularly seen from the Estonian side.

**English in multilingual repertoires.
An analysis of language choices of Bulgarian students**

Maria Stoicheva
Sofia University, Bulgaria

The paper explores the role of English in multilingual repertoires and draws conclusions on whether it is a threat to multilingualism or an opportunity for developing plurilingualism. It draws upon a survey of first year students at university level carried out at the University of Sofia in the period 2009-2011. This involved both written questionnaires completed by a broad representation of non-language students (Law, European Studies etc) and in depth interviews with selected students to establish a rather more detailed understanding of their motivations and attitudes. The survey enabled us to gather reliable data in two respects: language choice (including claimed levels of competence) at the exit level of secondary education and the prevailing attitudes related to this choice of languages. We were also able to test the views of this specific group of students against a larger sample of students from a number of other countries within the context of the LETPP project.

The paper presents a brief overview of the historical context of foreign language teaching in Bulgaria and its dynamics throughout the 20th century with major changes in the languages taught and studied in the formal educational system and outside it. The teaching of English has never been among the most popular foreign languages taught until the recent period. The factors for this radical shift towards teaching and learning English are analysed also from the perspective of the language offer in a growing market of educational services.

The Bulgarian educational system provides for the teaching of two foreign languages, so conforming to the European objective of a language repertoire of mother tongue plus two. Officially 6 official languages may be chosen. However, the great majority of first year students report language repertoires with English included. Data related to the reported three, four and five language repertoires is also analysed to identify some trends in language attitudes towards forming a plurilingual repertoire and the interaction of languages in the course of their learning, the acquired level in the languages taught at school and outside school according to the CEFR levels based on students' self-assessment. One unanticipated outcome of the research was an insight into the motivations of students for language learning which varied from the brutally instrumental to a more personal integrational approach. There was also variation between languages in this respect.

Based on this extensive data the paper sets the objective to establish whether English can be considered a threat to forming plurilingual repertoires or a factor for extending it and for including new languages in it. The paper argues that English can be considered an important mediation factor and can often provide a path towards plurilingualism. It can also influence the structuring of learning in terms of when to start learning a language and provide for reflection of what learning outcomes are to be sought after in other languages.

**English loanword use and code-switching on Greek television:
The attitude of the public**

Zoi Tatsioka
City College, Greece

This paper is based on the results of a doctoral study which examined the use of English on Greek television and the attitude of the public toward this linguistic behaviour. English use on Greek television is apparent in the forms of loanword use and code-switched interactions. These language contact phenomena can be attributed to the globalization of English which resulted in the increase in the numbers of Greek people who have acquired English as a second language. This paper aims to examine the attitude of the Greek public toward this linguistic change taking into consideration Greece's primarily monolingual character regarding language use. More specifically, the paper will focus on the effects that English loanword use and code-switching on Greek television have on the public's linguistic repertoire and on the future of the Greek language. To this end, the key trends rendered in the statistical analysis of 400 questionnaires will be discussed. The analysis will be based primarily on the variations among different age groups, but also some of the most important correlations according to the English proficiency level, gender and educational status of the informants will be discussed. The results will show the participants' own use of English loanwords, their attitude toward English use in the media, the reasons that lead people to opt for English words rather than Greek lexical items and their thoughts on the impact of English use on the future of the Greek language. In other words, informants' views will be presented on whether the increasing use of English in the Greek media and as a consequence by the public is a possible threat to the Greek language.

Is there any place for the individual in the teaching and learning of English in Europe?

Florentina Taylor
University of York, United Kingdom

Although in recent years there have been repeated calls for a reconsideration of the foreign language learner as a real person (Riley, 2006) and the hub of an intricate social network, rather than a 'theoretical abstraction' (Ushioda, 2009), such research is still scarce in foreign language learning. In particular, the tension between the identities displayed to the teacher and peers in the language classroom and the skilful negotiation needed in such complex situations have not been explored much, with only few exceptions (e.g. Block, 1995, 2007). The classroom is an environment of contradictory social expectations, where complex identity negotiations are needed for the student to appear both as a hard-working learner (to the teacher) and a disaffected teenager with no interest in school (to their peers). Teachers themselves sometimes need to undertake similar identity negotiations in relation to their students and school management, for example. Yet these dynamics have not inspired much research to date, although there are indications that such contradictory identity processes may affect perceived competence and achievement (e.g., Taylor, 2010).

This presentation will report key preliminary findings of a study that responded to this research need through a European ELT Research Partnership funded by the British Council. The study – involving approximately 4,000 students and 200 teachers – is currently investigating student and teacher identity perceptions in learning English as a foreign language and a control subject (Mathematics) in Bulgaria, Germany, the Netherlands and Spain. Our findings will be of interest to researchers, classroom practitioners, teacher trainers and policy-makers.

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English in Poland: The attitudes of young Poles towards English linguistic influence on Polish

Marcin Zabawa
Uniwersytet Slaski, Poland

Traditionally, language contact was understood as ‘the situation in which two or more languages coexist within one state and [...] the speakers use these different languages alternately in specific situations’ (H. Bussman, 1998, *Routledge Dictionary of Language and Linguistics*). When defined in this way, the phenomenon in question does not appear to have much in common with present-day Poland. Nowadays, however, language contact does not have to involve the coexistence of two or more languages within one state. The contact between languages may and does happen nowadays via the Internet, the press, satellite television and via the process of teaching and learning foreign languages. It can thus be safely stated that English-Polish language contact is evident in present-day Poland.

The aim of the paper will be to discuss (1) the role of English in the everyday communication in Poland as well as (2) the attitudes of the Poles towards English borrowings in Polish and the English language in general.

First, a brief overview of English influence upon Polish will be given, in both quantitative and qualitative terms. It can be stated that the status of English constructions in Polish is to some extent paradoxical: on one hand, young people themselves often admit that Polish is unnecessarily flooded by the English borrowings (what is more, they frequently complain about e.g. the Polish mass media, where, according to them, too many constructions modelled on English are used); on the other, however, young people themselves often introduce new English constructions into Polish, even though they do have Polish counterparts. It would thus seem that many of the constructions of English origin used in Polish perform not only different semantic function (than their Polish counterparts), but the social one as well.

Second, the attitudes of young Poles towards English linguistic influence on Polish and the English language in general will be discussed. The study is primarily based on a detailed questionnaire, given to Polish students studying at various universities. The questionnaire comprises various questions concerning the reasons for using English borrowings in everyday communication, the non-linguists’ awareness of the linguistic influence of English upon Polish, the roles of English constructions in Polish and the overall assessment of linguistic influence of English upon present-day Polish.

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Ulrikke Rindal	University of Oslo, Norway
Pamela Rogerson-Revell	University of Leicester, UK
Helge Sandøy	University of Bergen, Norway
Tamah Sherman	Charles University, Czech Republic
Dag Simonsen	Norwegian Language Council, Norway
Geoffrey Sockett	University of Strasbourg, France
Josep Soler-Carbonell	University of Oxford, UK
Maria Stoicheva	Sofia University, Bulgaria
Zoi Tatsioka	City College, Greece
Florentina Taylor	University of York, UK
Tiana Tošić	University of Kragujevac, Serbia
Ernesto Elias Vidal Rosas	University of Sheffield, UK
Sue Wright	University of Portsmouth, UK
Marcin Zabawa	University of Silesia, Poland
Wafa Zoghbor	Zayed University, UAE



FUTURE EVENTS

29 November - 1 December 2012

Conference in Zaragoza, Spain
 'English as a scientific and research language'

29 April - 1 May 2013

Conference in Copenhagen, Denmark
 'The English language in teaching in European higher education'

2013

CITY College, Thessaloniki, Greece
 'Responses to the lingua franca role of English'

2014

Charles University, Czech Republic
 'English in business and commerce'

<http://www.englishineurope.postgrad.shef.ac.uk/>

ENGLISH IN EUROPE: OPPORTUNITY OR THREAT?