

EiE

Programme and abstracts

The English Language in
Teaching in European
Higher Education

19 April - 21 April 2013,
Copenhagen

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Preface

The network: 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).

This conference: [The English Language in Europe in Teaching in European Higher Education](#)

The theme of this conference is "The English Language in Teaching in European Higher Education". We invited papers on all topics relating to this theme, including but is not limited to:

- Ideologies of English in higher education
- Language policy in higher education
- English medium instruction in higher education
- Consequences of English medium instruction for local languages
- Parallellingualism and multilingualism in higher education
- English as an academic lingua franca
- Content and language integrated learning (CLIL)
- English for academic purposes (EAP)
- English language testing in higher education

Previous network activities

[Conference in Sheffield: The English Language in Europe: Debates and Discourses](#)

[Conference in Zaragoza: English as a Scientific and Research Language](#)

Programme

English in Europe Conference, Copenhagen 19 – 21 April 2013

Friday 19 April

12:00 –	Registration
12:30 – 13:45	Lunch
13:45 – 14:00	Conference opening
14:00 – 15:30	Language policy I Chair: Kimberly Chopin Marc Deneire <i>English in higher education in France: A qui profite le crime?</i> Claus Gnutzmann <i>Academic lingua franca English. biased or neutral?</i> David Block <i>Socioeconomic stratification, class and English in Europe</i>
15:30 – 16:00	Coffee
16:00 – 17:00	Keynote: Robert Phillipson Chair: Anna Kristina Hultgren
17:00 – 17:15	Coffee
17:15 – 18:15	Language policy II Chair: Anna Kristina Hultgren Josep Soler-Carbonell <i>University language policies and language choice among Ph.D. graduates in Estonia: the (unbalanced) interplay between English and Estonian</i> Marie Källkvist and Francis Hult <i>Entextualizing ideologies about English and multilingualism in a university language policy</i>
19:00 –	Dinner

Saturday 20 April

09:00 – 10:00	Keynote: Francis Hult Chair: Anne Holmen
10:00 – 10:30	Coffee
10:30 – 12:00	English-medium instruction I Chair: Ramón Plo Taina Saarinen <i>“But all of us speak English as non-natives.” Native / non-native indexing language ideologies in Finnish higher education</i>

Bridget Goodman, Oleg Tarnopolsky

"It's not not loving our language": English as a medium of instruction at a university in Ukraine

Maria Kuteeva, Niina Hynninen, Mara Haslam

"I wanna international career": a case study of an English-medium degree programme in Sweden

Branka Drljaca Margic, Irena Vodopija-Krstanovic

Introducing English-Medium instruction at a Croatian University: Can we bridge the gap between global emerging trends and local challenges?

12:30 – 13:30 Lunch

13:30 – 15:00 **English-medium instruction II**

Chair: Zoi Tatsioka

Sandra Campagna, Virginia Pulcini

English as a medium of instruction in Italian Universities: linguistic policies, pedagogical implications

Stacey Cozart, Tine Wirenfeldt Jensen, Gry Sandholm Jensen, Gitte Wichmann-Hansen

Grappling with identity issues: Danish graduate student views on writing in L2 English

Katherine Güertler, Elke Kronewald

Implementing internationalization: English-medium instruction in Germany

15:00 – 15:30 Coffee

15:30 – 17:30 **EMI in Denmark and Iceland**

Chair: Slobodanka Dimova

Pete Westbrook, Birgit Henriksen

Advanced non-native university lecturers' collocational competence

Christian Jensen

Language attitudes and evaluations of Danish university lecturers' English

Anna Kristina Hultgren

English language use at Denmark's internationalized universities: Is there a correlation between volume of English use and world rank?

Merike Jürna

What is parallel language use?

Anna Jeeves

Listening to the content – or concentrating on the words?

Birna Arnbjörnsdóttir

The gap between language, ideology and reality in Nordic Higher Education: Iceland as a microcosm

Hafdís Ingvarsdóttir

Facing a new linguistic context in higher education

18:00 – 19:30 Walk in town to restaurant

19:30 – Conference dinner (in town)

Sunday 21 April

09:00 – 10:00 **Keynote: Glenn Ole Hellekjær**
Chair: Christian Jensen

10:00 – 10:15 Coffee

10:15 – 11:15 **English at European universities: policy and practice I**
Chair: Christian Jensen

Miya Komori

Yes, we can? Students' language skills on English-medium master programmes at WU

Tamah Sherman, Jiří Nekvapil

The position of English and other languages at Czech universities from the perspective of Language Management Theory

11:15 – 11:30 Coffee

11:30 – 13:00 **English at European universities: policy and practice II**
Chair: Tamah Sherman

Katrien Deroey

How do lecturers convey what is (less) important information?

Erkan Arkin, Necdet Osam

English-medium Instruction in Higher Education: A case study from Turkish university context

Francesca Santulli

English in Italian universities: the case of the Politecnico di Milano through its website

13:00 – 13:05 Closing

13:05 – 14:00 Farewell lunch

Keynote 1: Robert Phillipson

English as threat: reality or myth?

The paper analyses factors behind the expansion of English. It begins by presenting the global context, in particular the drive of the USA to impose its system worldwide by military, economic, cultural, and technological means. A key dimension is Western academic professionalism. The increased use of English has taken place in parallel with disastrous military invasions and occupations, neoliberalism that has intensified social inequality and injustice worldwide, and financial and economic crises. These influence our professional functions. For instance the export of monolingual 'English-medium' university campuses en bloc to other parts of the world, as though Western expertise is universally relevant smacks of academic and linguistic neoimperialism.

Some apologists for 'more English' treat English as a *lingua nullius*, which is like the myth of *terra nullius* that served the cause of global European conquest, and falsely claims that the language is neutral and detached from its ancestral roots. The multidisciplinary approach of the article draws on Gramsci, Bourdieu and Harvey in seeking to connect language policy scholarship to ongoing political struggles, in particular whether any threat from English to the vitality of continental European languages can be converted into an opportunity. The discourse of British scholars like Coleman and Crystal, when describing the expansion of English, misrepresents what is actually happening in higher education in Europe. They draw false conclusions since they in effect endorse the replacement of continental European languages by English. Their conclusions are contradicted by evidence from Germany, the Netherlands, and the Nordic countries, even if English is increasingly used in continental Europe, in part as a result of the Bologna process. The hegemony of English is reinforced in such discourse. Ongoing work on how the vitality of German as a scholarly language can be maintained, alongside an increased use of English, is summarized. There are many arguments that justify policies to maintain linguistic diversity in academia, that show that it is false to see English as a *lingua franca*, and that some of the uses to which English is put can be seen as linguistic imperialism. Some continental Europeans assent in this coercive project.

Examples are given of scholars who distance themselves from seeing English as an imperialist language, and who fail to engage with the reality of the causal factors underpinning the expansion of English. They falsely claim that linguistic imperialism is a 'conspiracy'. One contributory factor is uncritically positive attitudes to English and Americanisation. Leading German academics and politicians have drawn up a set of proposals for how the threat from English can be counteracted. These are commented on: urgent action is needed at both the national and the EU levels, just as changes in language policy are needed worldwide, so that more socially just and sustainable policies are achieved. The concluding section of the article sums up why changes in language policies need to be seen in the light of broader political developments. It is important to analyse discourse and practices that contribute to the consolidation – through coercion and consent – of English linguistic hegemony. Misuse of the concept *lingua franca*, and projecting English as a *lingua nullius* that serves all equally well, needs to be counteracted. Explicit language policies in universities are a step in the right direction, and need implementation. There is also a need for change throughout Europe and in EU policies so that the vitality of all national languages is strengthened, a monolingual mindset is resisted, and the dispossession of the linguistic capital invested in continental European languages is counteracted. In this way the threat from English in academia can be converted into an opportunity.

QUESTIONS

In a way I am reluctant to act as though I should determine, by listing questions, what should be focused on in a dialogue with conference participants. I am more interested in your reactions to the paper. I also appreciate that it is long and complex, but then I believe the issues are extremely complex and challenging, and urgently need to be addressed. Here are a few suggestions. You are invited to reflect on them, or to concentrate on issues that you choose to focus on.

Can an internationally hegemonic language like English be in '*parallel competence*' with a national language in the higher education institutions of a continental European country?

Are you convinced that the term *lingua franca* is open to abuse? If so what can be done to replace it by something more precise? Is English as a *lingua academica* an improvement?

Several scholars (among them Haberland, Preisler and myself) have critiqued the term *domain* and its partner *domain loss*. Do you agree that linguistic capital, its accumulation, and dispossession of this capital when one language replaces another, is a preferable approach?

What needs to be done to make *opportunity* more concrete?

The evidence adduced in the article is from the countries of northern Europe. Would data from *southern Europe* and from *post-communist Europe* reinforce the thrust of the argument in the article? Or would it differ substantially, and lead to different conclusions?

Implicit in the article is the assumption that we academics can and should *influence policy-makers*, politicians and bureaucrats, and university management. We also know from experience that their understanding of language issues is often limited. How can we be more successful in influencing outcomes?

The article does not go into detail in defining the characteristics of *linguistic imperialism* of a historical or neoimperial kind (which I have written about at length elsewhere) or *linguistic hegemony*. Both theoretical concepts lend themselves to a specification of key features that can be investigated empirically, both involve structure, agency, and ideology, the dominant and the dominated. Would it be important for the purposes of the topic here, English as threat and opportunity, to distinguish more carefully between hegemony and imperialism? Do you agree with my insistence that the issue of language policy in higher education has to be seen in terms of English as an imperial (threatening) and hegemonic (subtly subversive) language?

Sociolinguists like myself need to work in a *multidisciplinary* way. Do you have successful experience of *collaborative research* on language issues with colleagues in other disciplines, such as political science, sociology, anthropology, law, or policy studies?



Keynote 2: Francis M. Hult

(Worst case) scenario analysis of English in higher education: A thought experiment

As institutions of higher education continue to become conceptualized as nexus points for internationalization, they face challenges with respect to the management of multilingualism. In particular, universities have become spaces for the negotiation of tensions related to language practices and ideologies engendered by the need to balance their roles in knowledge production and dissemination with their responsibilities to the local and national communities in which they are situated (Haberland & Mortensen, 2012).

A central concern is what the consequences are on higher education, and society more broadly, of the use of English in this domain (Phillipson, 2009). In Sweden, as in other contexts, this linguistic tension has manifested itself most notably in issues being raised about the encroachment of English in teaching and research and concomitant domain loss by the national language in university settings (Berg, Hult & King, 2001; Söderlundh, 2012; Salö, 2010, 2012). The underlying concern is the extent to which English represents a substantial threat.

In this talk, taking the Swedish context as an example, I offer a thought experiment on the trajectories that the situation of English in higher education might follow. Inspired by a scenario analysis approach (Schwartz, 1991; Senge, 2006), I consider how different futures might play out. Current texts, policies, statements by key social actors, and demographic data serve as starting points. I then draw upon principles of language ecology (e.g., Hult, 2010; Mühlhäusler, 1996) and language shift (e.g., Fishman, 1991; Veltman, 1983) together with theoretical perspectives on neoliberalism (e.g., Petrovic, 2005; Block, Gray & Holborow, 2012; Pusser et al., 2011) to imagine extreme outcomes for English in Swedish universities and their reverberations in society more broadly.

My objective is not to make predictions but to imagine possibilities in order to bring issues forward and raise critical questions. How realistic are (elements of) the extreme outcomes? Which aspects of current concerns about English are alarmist and which are rational? What present assumptions are unquestioned? What factors should be accounted for in language policy and planning about higher education? Are there different perspectives that might benefit research about current debates and linguistic practices?

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Keynote 3: Glenn Ole Hellekjær

English as a constraint and goal: Two perspectives on English in English-medium instruction in higher education

My goal for this plenary is to examine the “English” in English-Medium (EM) instruction from two perspectives. The first is of English as a largely ignored “medium” of instruction - used for teaching and learning without much thought about how language proficiency may enhance or constrain outcomes. The second perspective is the role EM instruction plays in preparing students studying professional degrees, who will need advanced English skills in a professional capacity. To problematize the first perspective I will use data from a comparative study of EM lecture comprehension in Norway and Germany (Hellekjær, 2010), where the analysis shows that Effective Lecturing behavior can be as important as language proficiency to ensure comprehension. I will then use my impressions from a visit to, and student interviews from, the Danish Technical University, along with data from three needs analyses to argue the need to include explicit language learning goals in EM programmes (see Hellekjær 2012, submitted) to prepare students for future careers. I will conclude with some suggestions about how to do so - and hope for discussion and additional proposals from the audience.

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Erkan Arkin and Necdet Osam

English-medium instruction in higher education: A case study from the Turkish university context

This study investigated, through an exploratory case study, the impact of English-medium instruction (EMI) on disciplinary learning in a Turkish university context. A survey given out to undergraduate university students studying at an English-medium university showed that while EMI is perceived to be necessary for professional and academic career prospects, the process of disciplinary learning seems to be negatively affected due to limited language skills of students. The study further investigated the issue in more depth through a case which included videotaped classroom observations and follow up interviews with participating students using stimulated recall. Quantitative and qualitative analyses revealed that despite the efforts of the content instructor, such as reduced speech rate and higher use of content redundancy, the students still had problems following the lecture and comprehending the content.

Based on the findings, the paper proposes both practical and theoretical implications, with the latter calling for a shift from EMI to content and language integrated learning (CLIL). EMI, as is widely adopted in Turkish higher education, does not overtly dictate or highlight the language aspect of instruction; thus it may not be the desired approach for successful content instruction and learning. The focus of a more effective approach, as Hellekjaer & Wilkinson (2003) underline, should include “letting the language aspect influence teaching and course design” (p. 90), clearly implying a move towards CLIL for better results in dealing with language in content courses. Remembering Coyle’s (2007) argument of why the term CLIL needs to be considered as a distinct concept with its specific focus both on language and content, it could be argued that the adoption of the label is a crucial step to take in addressing the issue of disciplinary learning through a foreign language medium, as CLIL is an integrated approach addressing both language and content needs of learners.

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Birna Arnbjörnsdóttir

The gap between language ideology and reality in Nordic higher education: Iceland as a microcosm

This presentation will discuss the discrepancy between the informal receptive English skills acquired by Icelandic youth through massive general exposure and enhanced in formal instruction, and the formal (receptive and productive) literacy skills required for academic study. Finally, efforts at the University of Iceland to bridge this skills gap will be described.

The results of a three year nationwide study of the use of English in Iceland are now available. The study examined the nature of English exposure, education, proficiency and use at all levels of society and provides a convincing picture of the changing linguistic context in a country with high exposure to English.

The Nordic ideology, seen in practice in most universities, assumes parallellingualism in that Nordic students are able to pursue academic work in English, even though their previous academic training was in their L1 and exposure to L2 English was mainly receptive. These skills are not assumed for students in EMI universities. Previous research shows that Nordic students overestimate their English proficiency and their preparation for study in English. Students report challenges when reading textbooks and increased workload and study time (Hellekjær, 2005; Arnbjörnsdóttir and Ingvarsdóttir, 2010; Percorary et. al 2011).

This presentation will illustrate the nature of English exposure that results in receptive informal skills leading to overestimation of proficiency. The description is based on findings of a survey of 750 respondents and a diary study where 30 participants reported on their language use over a period of a week.

The presentation concludes with a description of the efforts at the University of Iceland to narrow the skills gap between what students are able to do in English upon entry and the English academic skills their study demands.



David Block

Socioeconomic stratification, class and English in Europe

‘Social stratification is concerned with the patterning of inequality and its enduring consequences on the lives of those who experience it’ (Bottero, 2005: 3). Furthermore, it is about the ‘pre-existing relations of unequal power, status or economic resources ... [which] surround and constrain us, providing the context of our interactions, inevitably affecting the choices we make in life, opening some channels of opportunity, and closing off others’ (Bottero, 2005: 3). It can be argued that all societies, and indeed all social settings, are in some way, and at some level, stratified. Stratification may take place according to traditional, ‘big’ identity inscriptions, such as gender, race ethnicity and even nationality; however, it also manifests itself according to a long list of social dimensions, such as income, occupation, political power, digital literacy, social networking and relative exposure to disease and natural disasters (Grusky & Ku, 2008), all of which also index class positions in 21st century societies (Block, 2013). In this paper, I aim to take this understanding of stratification (and class) seriously. I will argue that many of the issues related to English in Europe - from English medium instruction in higher education to English as the default lingua franca in a range of social contexts – may be seen as constitutive of socioeconomic stratification and class systems in European societies, even if, via a process of erasure, matters are seldom framed in this way. In other words, the absence or presence of English in Europeans’ communicative repertoires has come to index class positions in the different nation states of Europe.



Sandra Campagna and Virginia Pulcini

English as a medium of instruction in Italian Universities: linguistic policies, pedagogical implications

This paper stems from the ongoing debate on the changing role and status of English in European academic settings characterized by bipolar “threat/opportunity” discourses on the use of ELF/EIL (Wolff 1999, Prodromou 2007, Gnutzmann/Intemann 2008, Phillipson 2008, Jenkins 2007, Seidlhofer 2009, Mauranen/Hynninen/Ranta 2010).

Academic prestige is significantly linked to the promotion of the so-called “international university” (Björkman 2011), an environment shaped by the construal of an internationalization image which, in turn, is reinforced by choosing English as a medium of instruction in many higher education curricular courses. Even if the accomplishment (and perception) of these communicative settings might vary, reflecting diversity due to different linguistic/cultural realities, English-mediated international universities are often identified as ELF contexts (Björkman 2011), where English is used for effective communication among non-native speakers.

If this paradigm may very well be the case with multilingual university communities, the claims can fall short when curricular courses held in English are addressed to monolingual/quasi-monolingual audiences, a typology which characterizes many Italian “international universities”.

This paper explores English-medium instruction programmes implemented in Italian universities. The main aim is to map the extent and nature of higher education courses currently run entirely in English in Italy and to investigate language use and language norms in these contexts.

The following key questions will be addressed:

Are English-medium instruction contexts in Italy characterized by ELF practices?

How is intelligibility/accuracy valued by scholars operating in these contexts?

How do the students and scholars involved in the communicative process perceive the use of English as a medium of instruction?

We argue that although English-mediated programmes reflect the global demands of the so-called “entrepreneurial university” (Mautner 2005), they instantiate local ‘ecologies’ with different communicative purposes and discursive practices. In this view English-mediated programmes for monolingual/quasi-monolingual audiences are an example of local ecology which needs to be handled with care.

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Stacey M. Cozart, Tine Wirefeldt Jensen, Gry Sandholm Jensen and Gitte Wichmann-Hansen

Grappling with identity issues: Danish graduate student views on writing in L2 English

Increasing numbers of doctoral students in Denmark are completing their dissertations in English as a result of the growing internationalization of higher education and research. This paper presents a study examining how doctoral students at the Faculty of Arts at Aarhus University experience and handle the processes and expectations associated with academic writing in L2 English and how they are addressed as a theme in the doctoral supervision process.

The project consists of quantitative data from an anonymous online survey among doctoral students at the Faculty of Arts at Aarhus University in spring 2012. The total population was 274 and the response rate was 54 percent (N=149). The project also includes qualitative data collected in 2011-2012 in doctoral courses on academic writing in English offered at the same faculty. The qualitative material contains written answers from 19 students on reflective questions about their Danish and English writing processes and skills.

Overall, our analysis showed that many of the students considered writing in English to be considerably more demanding than writing in Danish. The most frequent concerns reported related to linguistic challenges, time pressures, and the limited availability of professional proofreading. In addition, students generally expressed feelings of insecurity, discomfort, and remoteness when writing in English as a second language, indicating that academic writing in English is not only a professional tool but also tightly bound up with students' personal identities. Focusing in particular on the open-ended survey questions and the qualitative research component, we will consider how the various linguistic and rhetorical obstacles faced by these graduate students not only affect their writing processes and products but also contribute to complicating students' perceptions of themselves as academic writers and nascent members of their academic communities.



Marc Deneire

English in higher education in France: A qui profite le crime?

This paper will show how English is used as part of a selective process in secondary and higher education in France, thereby contributing to social reproduction and even exacerbating the difference between the elite and the rest of the population.

Sociologists (Boudon, Bourdieu) have long demonstrated that the French educational system is based more on selection than on education for all. They have further highlighted the role of the linguistic norm as both the only authorized language and the language of authority in that selective process. My argument in this paper is that English is often perceived as a new norm (in the sense of “normal” and “normative”) in the internationalization of higher education and in globalization. Therefore, it is not surprising to see that the French Grandes Ecoles invest heavily in internationalizing their staff and their students, favoring education in English in the process. Conversely, because universities (one of the only places where selection at entry is not allowed) have a different student population, a much lower budget, and a predominantly national staff, they are increasingly perceived as the local end of glocalization and uncompetitive on the international market.

To verify these hypotheses, I will first describe the use in the selection process in higher education. Further, I will conduct a survey among undergraduate students (licence), master’s students and staff in the Grandes Ecoles, in engineering schools, and in science, social sciences and humanities departments in universities. I hope that these results will also be instrumental in comparing the penetration of English in French higher education with that of other countries.



Katrien Deroey

How do lecturers convey what is (less) important information?

This paper uses the British Academic Spoken English corpus to survey how lecturers verbally indicate comparatively (un)important points. Educational and EAP literature generally advocates discourse organizational signals to aid lecture comprehension, note-taking and recall. The ability to distinguish between points that merit special attention and those requiring less attention is arguably particularly beneficial, especially for non-native speakers. However, until the research reported here was undertaken, we knew very little about how such ‘relevance marking’ was achieved. I present a wide variety of markers, which often are not the ones that intuitively come to mind and rarely refer to assessment. Some prevalent markers may furthermore be difficult to discern. The findings can be used in lecturer training, EAP courses in lecture listening and educational research.

The paper summarizes the findings of two projects. The first on markers of important points (Deroey & Taverniers 2012a) combined a manual analysis of 40 lectures from different disciplines with other methods identifying further markers. The markers were then automatically retrieved from and quantified in all 160 lectures. They were mostly classified according to their main element (adjective, noun, verb, adverb) and how it forms a pattern with co-occurring elements. The predominant markers were ‘remember’ and constructions of ‘the point is’ type. The second study (Deroey & Taverniers 2012b) identified potential markers of less important information through a close reading of 40 lectures and retrieved instances from all 160 lectures. They were classified pragmatically as indications of message status (e.g. the detail is not pertinent), topic treatment (e.g. i’m not going to say very much about this), and teacher knowledge (e.g. I can’t remember), and as attention- and note-taking directives (e.g. don’t copy it down) and references to assessment (e.g. it won’t come up on an exam paper).

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Branka Drljača Margić and Irena Vodopija-Krstanović

Introducing English-medium instruction at a Croatian university: Can we bridge the gap between global emerging trends and local challenges?

Despite the increasing internationalisation of higher education and student/staff mobility, rather little attention has been directed to English as a medium of instruction (EMI) in Croatia, and higher education there is almost exclusively conducted in Croatian. Given this discrepancy, it seemed necessary to explore whether and how EMI could be implemented in local realities. The authors therefore conducted the first Croatian study into the attitudes of university lecturers towards the idea of introducing EMI, canvassing the opinions of teaching staff at Rijeka University.

The aims of this questionnaire-based study were to examine whether the lecturers felt competent to teach in English, whether they believed EMI should be introduced and under what conditions, and whether they found it possible for instruction to become English-medium. The participants were also asked to identify the strengths and challenges of EMI.

The findings suggest that although only half of the participants feel competent to tackle EMI, the vast majority think that EMI could and should be introduced. While acknowledging its strengths such as international collaboration and mobility, higher competitiveness, and improved communication skills, the participants also anticipate three key challenges: a) lecture preparation would be highly time-consuming, b) instruction might be too language-oriented, and c) acquisition and transfer of academic knowledge might be impaired due to inadequate proficiency in English. In addition, the participants express concern that EMI would jeopardise the development of Croatian and could even lead to increased brain drain. In order to respond to the challenges presented, preconditions such as financial support, workload modification, and language training should be fulfilled.

The study also reveals a paradox: on the one hand, increased international mobility is seen as a prerequisite for introducing EMI, and on the other, unless EMI is introduced, it is unlikely that Croatian universities will be internationally visible.



Claus Gnutzmann

Academic lingua franca English: biased or neutral?

The dominance of English in international academic communication has prompted highly controversial reactions in the scientific community. Those who support the 'universal' use of English as a language of science argue that English, above all, facilitates scientific communication for 'everybody', irrespective of

their first language and cultural background. Those, however, who take a negative stance on this issue do so because they fear that a further increase in English-speaking research publications must lead to academic monolingualism and, consequently, to academic monoculture typified by an Anglo-American scientific mind-set dominating and eliminating research traditions and paradigms of non-English origin. The aim of the paper is to investigate the factors that possibly determine academics' positive or negative perception of English in international scientific communication and to arrive at a conclusion as to whether English as a lingua franca (ELF) should be seen as a biased or a neutral form of English. Starting from a discussion of the (socio-)linguistic properties of the concept of lingua franca in general and of ELF in particular the paper takes a critical look at the characterization of ELF as a culture-free and neutral form of communication. The notion of anglophony, in particular the degree of anglophony by which disciplines can be distinguished, can serve to unveil differences in the nature of disciplines and disciplinary cultures such as natural sciences, engineering, social sciences and humanities. Employing interview examples from an ongoing research project exploring non-native academics' writing and publishing problems, it can be shown that the use as well as the non-use of English in academic communication can depend, for example, on the nature of the discipline, the mode of communication (spoken vs. written) or the interviewees' self-conception of their language competencies.



Bridget A. Goodman and Oleg Tarnopolsky

"It's not not loving our language": English as a medium of instruction at a university in Ukraine

In Ukraine, a former republic of the Soviet Union, Ukrainian has been the sole state language since 1989; however, Russian is still widely used in large cities in the central and eastern portions of the country, and nationalists are concerned about the future of Ukrainian. This concern has intensified with the July 2012 passage of legislation allowing the use of Russian and other languages of "ethnic minorities" in official domains. Ethnic Russians and Russian-speaking Ukrainians defend the right to use either Russian or Ukrainian. English is a foreign language in Ukraine but is increasingly identified as a language of prestige and economic power (Bilaniuk, 2003; Bilaniuk & Melnyk, 2008). On a university-by-university basis, English is also emerging as medium of instruction.

To better understand university-level policy, classroom practice, and ideologies around three languages in Ukraine, an ethnographic case study was conducted at a university in eastern Ukraine which is increasingly using English as a medium of instruction. Classes were taught by 13 teachers (including the authors) in English, Russian, or Ukrainian during the 2010-2011 academic year. Ukrainian was found to be primarily but not exclusively a medium of instruction in Ukrainian language classes, and was used in Russian- or English-medium classes when referencing written or official texts—a significant domain in and out of the university. The authors found multiple purposes for using Russian in English-medium classes. Teachers and students considered teachers' use of Russian in the English-medium classroom to be a natural function of the need for comprehension, while also suggesting it represented a "lack of knowledge" of English. Studying in English was not considered to be a threat to the use of or the development of Russian or Ukrainian, nor conflicting with existing national language or higher education policies.



Katherine Gürtler and Elke Kronewald

Implementing internationalization: English-medium instruction in Germany

The Bologna Process aims to enhance the world-wide attractiveness and competitiveness of European Higher Education as well as to promote mobility among students and academic staff. At many institutes of higher education, a key method of implementing this internationalization strategy is to raise the number of English-medium course offerings, given English's current status as the lingua franca of business and academia.

We will illustrate the extent to which English-medium courses have been adopted as a pillar of internationalization at German Universities of Applied Science (UAS; Fachhochschulen and Hochschulen der angewandten Wissenschaften) by presenting the first-stage results of a longitudinal survey on the practical effects of the Bologna Process. The use of academic English at UAS represents a unique challenge given the universities' emphasis on professional rather than academic skills among both staff and students.

Our quantitative survey of instructors at German UAS found that a reluctance to introduce English-medium courses is based primarily on two factors: the instructors' own reservations against conducting a course in their non-native language; and the instructors' perception that conducting an English-medium course – a language that is not the native language of the vast majority of students – would have a negative impact on the students' ability to learn the course material. In response to the former concern, we have developed a set of best-practice guidelines to support instructors along the process of introducing English-medium courses, which we will present for discussion. The latter concern will be addressed in the next stage of our study, in which a complementary investigation of UAS students will be conducted.



Francis M. Hult and Marie Källkvist

Entextualizing ideologies about English and multilingualism in a university language policy

Contemporary multilingualism in Sweden led to the creation of a language law in 2009 (SFS 2009:600), making Swedish the official language and passing on the responsibility for protecting the continued use of Swedish in all domains of society to public sector institutions. Given the growing need for English in today's globalized tertiary-level education and scientific research, Swedish universities now need to develop their own procedures and policies that attend both to the language law and to the need to be globalized.

This paper, then, which reports on part of a larger ethnographic/discourse analytic project, examines how ideologies about English and multilingualism are entextualized in a language policy that was developed by a committee at a major Swedish university. Using nexus analysis (Scollon & Scollon, 2004), we map the discourses in place reflected in the policy in order to lift forward how core language ideologies are intertwined with institutional language planning. Analysis brings to light intertextual connections to language ideologies reflected in the national language law, in particular (i) 'clear language' in all the university's communication regardless of language used and (ii) Swedish as the main language to be used in all official documents that have legal force. Moreover, the need to be globalized and accessible to non-Swedish-speaking individuals is to be met by Swedish-English bilingualism, resemiotized (Scollon & Scollon 2004) in the policy as 'parallel language use', in most of the university's communication. Further, Swedish is

stipulated as the main medium of instruction in first-cycle undergraduate courses, with growing use of English at the second- and third-cycle levels, and in the university's research activities. Finally, reflecting Sweden's linguistic hierarchy (Hult 2012), multilingualism was backgrounded in the policy text but still framed as important asset to the university.



Anna Kristina Hultgren

English language use at Denmark's internationalized universities: Is there a correlation between volume of English use and world rank?

Predominantly non-English-using universities in the competitive European zone of research and higher education tend to equate 'world class' with an increase in the use of English in key areas. However, little is known about whether there is in fact a correlation between the extent to which such universities use English and their place on world university ranking lists. In the proposed paper, I present recently compiled statistics derived from a variety of sources (government and university reports and national library databases) on how widespread the use of English is in three areas at Denmark's eight universities: teaching, academic publishing and the proportion of international students and staff. Using Spearman's rank correlation coefficient, I then examine the statistical correlation between the amount of English used by each university in these three areas and its place on eight different university ranking lists. All data has been collected; analyses will be carried out in the weeks to come and results will be revealed at the conference. The findings may shed light on scholarly as well as political debates in the Nordic countries on the value and status of English in an interconnected world.



Hafdís Ingvarsdóttir

Facing a new linguistic context in higher education

There is growing evidence that a new linguistic context is developing in Northern Europe, where English seems to be neither a first nor a second language but on a continuum between the two. This is due to high exposure to the English language and the increasing role of English in the work force and not least in higher education. The proposed paper will focus on defining this new linguistic context and subsequently discussing how schools and universities can meet the new challenges it creates and what measures need to be taken. The Icelandic National Curriculum still portrays English as a foreign language equivalent with e.g. German and French (National Curriculum, 2011). Recent studies in Iceland show that this new status and the role of English in higher education have not been addressed adequately in secondary schools (Ingvarsdóttir, 2011; Jeeves, 2010). Studies among university teachers and students reveal a number of problems regarding English. It has been pointed out that over 90% of all course materials at the University of Iceland are in English, and university professors (instructors?) admit that the need to help students with vocabulary increases their workload (Arnbjörnsdóttir, Ingvarsdóttir, 2010). And in spite of students claiming that their general English is good, they confess to considerable problems when it comes to understanding academic texts in English (Ingvarsdóttir, Arnbjörnsdóttir, 2010). For students to cope successfully in

academia, changes in the teaching of English in secondary schools are called for. Hence the new linguistic context also calls for the rethinking of the initial and continuing education of teachers of English. The main conclusion of this paper is that this changed status and use of English needs to be recognized and pursued with further investigation.

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Anna Jeeves

Listening to the content – or concentrating on the words?

The proposed paper reports a qualitative study on English in Iceland. In-depth interviews give insight into young Icelanders' perceptions of studying English at secondary school: knowledge and skills gained, feelings experienced, and present and anticipated future uses of English. The Icelandic linguistic environment, involving extended use of English, is described. In this context English can be said to have the position of a further language. English has a similar role in the contexts of other Scandinavian and some Northern European countries.

The study and its findings are presented, with particular reference to participants' perceptions of using English at university. In tertiary education in Iceland, over 90% of course material is in English (Arnbjörnsdóttir, 2009), with coursework being submitted in English or Icelandic. Many students choose to study abroad, most commonly taking courses taught in English. The question arises of how students cope with university study material in English and to what extent they depend on presentations and notes from the instructor in Icelandic.

Secondary school students' expectations of future university study are contrasted with the reality faced by students currently at university and of young people in employment intending to enter university. Particularly highlighted is the discrepancy between the need for academic or domain-specific vocabulary and the need for overall advanced listening, reading, writing and discourse skills. With reference to teaching materials and course requirements in secondary school English, the provisions of the 2011

Icelandic national curriculum for secondary schools and the Common European Frame of Reference are discussed briefly.

The proposed paper concludes with a discussion of the implications of the study for learners and teachers of English in Iceland.



Christian Jensen

Language attitudes and evaluations of Danish university lecturers' English

The increasing use of English in research and higher education has been the subject of heated debate in Denmark over the last decade (Jensen & Thøgersen 2011). One of the major concerns has been whether the mostly non-native English speaking lecturers would have sufficient English skills, and students are now often asked to rate and/or comment on their lecturers' English in course evaluations.

In a survey of 1,700 student responses to 31 lecturers we found that perceptions of language skills influence perceptions of other qualifications: lecturers whose English was rated lower were also perceived as being less competent lecturers in general. The students' ratings of English skills correlated fairly well ($r = 0.7$) with those of three experienced EFL examiners, but preliminary analyses of the 12 individual items in the construct "the lecturers' English" suggested that the students may have been less concerned with linguistic formalities such as grammar and pronunciation (or "nativeness") than the EFL examiners (although more so than the lecturers themselves).

This result will be discussed in relation to the overall outcome of the survey study and in relation to recent findings in studies of English as a lingua franca (ELF) in academic settings (e.g. Björkman 2010, Hellekjær 2010, Jenkins 2011), which call for a shift away from proficiency understood as nativeness and towards an increased focus on pragmatic strategies in the teaching and assessment of English in academic ELF-settings.

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Merike Jürna

What is parallel language use?

How has the concept of 'parallel language use' (PLU) developed since its introduction in the Nordic higher education context in 2001 and how is PLU employed in practice at the University of Copenhagen (KU) – these are the two questions I would like to address in the proposed paper.

Parallel language use is a concept coined in the Nordic countries in the light of globalisation and increasing use of English to maintain the use of the Nordic national languages as dominant in respective societies and prevent the Nordic languages from losing domain to English, mainly in the field of science and higher education. I will discuss some of the challenges related to linguistic practices that a modern internationalised university - with KU as an example - faces when trying to fulfil the expectations set from the national community on one hand and striving to be an attractive international university, both globally and locally, on the other.

I will exemplify some practices of PLU based on my empirical research on language behaviour of international academics at KU and their specific and varied needs for Danish language competencies. I document how and by means of which languages the various speech events in academic work and in social settings at KU are realised, and how this reflects back on KU's policy of PLU, i.e. with English and Danish.

I have used both quantitative and qualitative methods for gathering, documenting and analysing data: an electronic questionnaire was completed by 158 internationals, 14 individual interviews based on the answers in the questionnaire were carried out and 3 in-depth case studies completed. The latter included self-recordings, observation, audio- and video recordings and a diary kept by the informants as well as filling in the questionnaire and participating in the interview.



Miya Komori

Yes, we can? Students' language skills on English-medium master programmes at WU

Courses taught entirely in English are becoming increasingly numerous – and popular – at universities across the world and WU Vienna University of Economics and Business is no exception. With an equal number of German and English master's programmes and some offered only in English, the role of English at WU is becoming more and more prominent. However, students and lecturers alike are assumed to have adequate language skills for an English-medium programme and there are few formal or compulsory language classes on offer as part of a master's course.

Consequently, although all English-medium courses at WU do stipulate a certain level of English as part of their admission criteria, the question remains as to whether this is enough. Hellekjaer (2009) has shown that a significant number of Norwegian students struggle with academic reading in English, and this small-scale study is designed to find out whether students in master's programmes at WU have similar difficulties despite an ostensibly high level of English ability.

This talk will present the results of a survey based on the one by Evans and Morrison (2011) asking students on English-medium master programmes at WU to assess their own ability across 32 microskills (8 for each of the 4 competences of reading, writing, listening and speaking) in an academic context in both English

and their L1. Highlights of these results will include skills that are perceived as the most difficult in general and for each main competence, and a comparison of English with the L1 as well as differences between the courses tested, which have slightly differing admission criteria. Some limitations of the study will be outlined and implications for course design and suggestions for further research will be given.

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Maria Kuteeva, Niina Hynninen and Mara Haslam

"I wanna international career": A case study of an English-medium degree programme in Sweden

English is often used in parallel with the local language(s) at Swedish universities, and the trend towards English-medium instruction has been particularly strong at the postgraduate level in science and engineering (Bolton & Kuteeva, 2012; Salö 2010). In the meantime, in order to attract international students, English-medium courses and even entire degree programmes are being introduced at the undergraduate level. In this paper, we present a case study of the first undergraduate English-medium programme in Business Studies at a major Swedish university. More specifically, we investigate students' attitudes towards studying in English in Sweden, their self-reported proficiency in academic English, and the practical aspects of English language use among students and teachers.

Our case study involved data collection from multiple sources. First, we conducted a survey of attitudes towards English-medium instruction among 62 students in their first semester of the degree programme, including 33 Swedish and 29 international students. This survey was partially based on findings from previous research (Airey, 2009; Bolton & Kuteeva, 2012; Kuteeva, 2011; Söderlundh, 2010) and partially informed by our own teaching experience and classroom observation of the target group. The insights gained from the analysis of the survey were then triangulated with results from follow-up interviews and students' assignments.

The comparison between local and international students revealed some interesting similarities and differences. For example, most Swedish students emphasised the importance of having an international career. A vast majority of Swedish students also reported that it is natural for them to study in English, compared to a similar proportion of international students who found it challenging, particularly as far as writing is concerned. Interestingly, both groups reported that they use languages other than English for group work in class and outside of class, with Swedish students having a slightly higher proportion (cf. Söderlundh, 2010). This finding is interesting for the discussion of possible domain loss and diglossia resulting from the use of English in education.

The differences between international and Swedish students in our case study generally support Hult's (2012) idea of English as a transcultural language in Sweden, where English is made local (Pennycook 2007) and is used as a sociolinguistic resource for positioning Sweden on the global stage. In our case study, it is

usually the Swedish students who set the standard and measure what kind of English is or is not acceptable. The ELF paradigm is still problematic in Sweden, as it is not based on standard language norms.



Taina Saarinen, Anne Pitkänen-Huhta and Laura McCambridge

“But all of us speak English as non-natives.” Native/non-native indexing language ideologies in Finnish higher education

Recent sociological studies on cultural and social diversification have been characterized by theoretizations of (super)diversified (Vertovec 2007) forms of immigration (and the array of languages brought by this). This linguistic diversity is, however, matched by an increase in the use of English in global and local interaction. We have assumed, with good reason (see Phillipson 2009), that native speakers of English have benefited from the hegemonic position of their mother tongue. Furthermore, nativeness has long been seen as a norm and a desired ideal (cf. Jenkins 2007: 31-63). With increases in international communication and interaction, however, we may be witnessing a change in this situation (Wright 2009; Saarinen & Nikula 2013), and we can see certain controversies in how people use English and how they relate to “native” English (Leppänen et al 2011). Therefore, this particular position of English as spoken globally by natives and non-natives calls for problematization and reconceptualization.

In this paper we bring into dialogue results from our individual projects from the point of view of native / non-native. We will illustrate views of nativeness and non-nativeness that, among other things, question the ideal of nativeness and bring forth non-nativeness as something viable or, in some cases, even desirable.

Our questions are:

how is native/non-native construed in our data?

what kinds of ideologies do these constructions reflect?

We draw on three sets of data: 1) interviews in Finnish and Danish institutions of higher education on internationalisation and language, 2) a national survey on the English language in Finland (target group: 15-79 year-old Finns), and 3) interviews gathered during a longitudinal study on student academic writing on an International Master’s Programme in Finland. On the basis of our analysis, we ask what the societal “breeding ground” is for the different contextualisations of native / non-native in society at large and in global academic contexts in particular, and what the language ideological implications of these contextualisations are.



Francesca Santulli

English in Italian universities: The case of the Politecnico di Milano through its website

In Italy the use of English in university education is still relatively rare, though expanding. The creation of new degree programmes totally taught in English and the language policy of Universities in general have

given rise to a rather heated debate, which extends outside the offices where the topic is institutionally discussed and decisions are taken.

Internazionalizzazione is now a key word in university policy, emphasizing the importance of an international profile as an essential component of the quality of an institution. As a consequence, all the initiatives aiming to promote a wider use of the international language par excellence, i.e. English, are fostered by the University governance. Advocates of the expansion of English highlight financial aspects (linked to the possibility of attracting students from abroad), but also focus on the advantages for exchange programmes and on the opportunities for Italian students, who can develop top-level competence in the use of English in professional contexts. On the other hand, there is the resistance of a large part of the teaching staff, who are reluctant to abandon their consolidated practice and realise that changing the language of teaching is not a mere problem of translation. The “cultural” aspect, with its consequences on the status of the Italian language, is emphasised mainly in the area of the Humanities, and is also debated outside the Academia.

Against this background, the presentation will examine a case study, the Politecnico di Milano, which can be considered the leading edge in the policy of adoption of English as academic language in Italy. The analysis will focus on the website of the Politecnico, which is crucial for its communication strategy, to verify how the two languages, English and Italian, are used in the presentation of courses and individual teaching syllabuses. The aim of the study is to investigate how the institutional decisions are actually implemented by professors in the first step in the teaching process, which involves the planning of a course and the definition of its objectives.



Tamah Sherman and Jiří Nekvapil

The position of English and other languages at Czech universities from the perspective of Language Management Theory

The Czech Republic, occupied by ten million speakers of what can be defined as a “medium-sized language” (Vila 2012), differs from countries and regions with a declared fear of domain loss (e.g. in Scandinavia) in that language use, particularly in regard to English, is rarely managed through the use of explicit top-down policy. This is particularly evident in the Czech university system, where, for example, language issues are not typically mentioned as priority topics in long-term university development plans. The aim of this contribution is thus twofold – on the one hand, it introduces Language Management Theory (Jernudd & Neustupný 1987, Neustupný & Nekvapil 2003, Nekvapil & Sherman 2009) to the discussion of multilingualism in universities, and on the other hand, it uses this theory to show that much of the management that occurs in Czech universities is done at the levels of the faculty, department, individual courses, instructors and students. Through the analysis of individual acts of management, we will pose the questions of what aspects of multiple language use are managed in Czech universities, who does the managing, to what extent individual problems go through the entire management cycle, and, above all, whether adjustment designs are implemented. This analysis will reveal the constellations of ideological assumptions present above all regarding English as an international language but also concerning German and Russian as languages which are undesirable in various ways and Czech as a language which can, at

present, stand to be “left alone”. Language Management Theory serves as relevant tool for interpreting the lack of explicit macro language policy in situations where, from historical and comparative perspectives, it might otherwise be expected.



Josep Soler-Carbonell

University language policies and language choice among Ph.D. graduates in Estonia: The (unbalanced) interplay between English and Estonian

This presentation’s initial hypothesis is that Ph.D. candidates and early graduates are among those who can feel more strongly the tension between the use of their (national) language(s) and English. The trope ‘publish or perish’ seems to have turned into ‘publish in English or perish’ more and more. As a consequence, early stage researchers may feel more prominently the need to conduct their work in English so that they may have it published in academic journals with a high impact factor. However, in order to examine this issue critically, we should first identify if there is actually evidence to find support for the Englishization of Ph.D. dissertations, and if this is so, then try to figure out its shape and characteristics, and ultimately its causes and consequences.

In the presentation, I will concentrate on Estonia as a case study, a country that has been to this point not analyzed along these lines. Geographically close to ‘Englishizing’ Scandinavia (especially Finland), after regaining independence in 1991 Estonia strived to make a point in ‘returning to Europe’, to a particular sphere or frame from which they felt they had been abruptly removed by the Soviet occupation of the country. With this background in mind, and against the backdrop of the universities’ language policies, I will present the evolution of the language choice of Ph.D. dissertations in the country’s main R&D institutions in the last ten years (two universities in Tallinn and two in Tartu). A cursory outlook of the situation at the University of Tartu leads to the perception that the preference for English as the language to write one’s dissertation in is quite strong, even in areas where one could predict at least a more balanced presence of Estonian and English (e.g. Social Sciences and Education, or Exercise and Sport Sciences). An effort will be made to relate the findings to the country’s overall sociolinguistic situation and to the language policies at work (from each institution and from the Ministry of Education).



Pete Westbrook and Birgit Henriksen

Advanced non-native university lecturers’ collocational competence

This paper will present preliminary findings from a small case study of advanced non-native university lecturers’ collocational competence in English. Collocations, i.e. frequently recurring two-to-three word syntagmatic units, have been described as a central aspect of language proficiency. The general assumption is that collocations are acquired late and not mastered very well by even fairly competent L2 language users. This assumption may however be based on the fact that many researchers use large learner corpora data rather than looking at individual cases, and has in fact been challenged by the findings of some recent collocational studies.

The paper outlines the initial phases of a small exploratory research project which aims to describe the use of domain specific, academic and general collocations by 18 non-native university lecturers who are teaching in an English-medium instruction context. The project draws on data from a high stakes language certification procedure which takes the form of a 20-minute simulated 'mini-lecture' in English, carried out at the Centre for Internationalisation and Parallel Language Use at the University of Copenhagen. Teachers are assessed on a 5-point holistic scale based on 5 dimensions (pronunciation, grammar, lexis, fluency and interaction skills).

The aim of the study is to test whether there are any parallels between the lecturers' level of English proficiency as assessed in the certifications compared to the frequency and appropriateness of collocational use across the three types of collocations outlined above. More specifically, we aim to identify what characterizes the oral collocational proficiency of the individual NNS academics when lecturing in English. We also explore how the lecturers' single-item vocabulary profiles compare to their collocational profiles. Finally, we investigate the operationalisability of the distinction between domain specific, academic and general collocations and the methodological problems of defining and identifying these three types of collocations in the data.

