

# English in Europe

Programme and abstracts

**Responses to the lingua franca role of English**

23-24 November 2013

Thessaloniki



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The Leverhulme Trust

## **The Local Organisers**

SEERC (The South-East European Research Centre)

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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 European Research Centre (SEERC), Thessaloniki, (Greece).

### **This conference: Responses to the lingua franca role of English**

The aim of the fourth conference in the 'English in Europe' series is to gain a comparative understanding of the debates surrounding the role of English as a lingua franca throughout Europe but with a particular focus on South East Europe and the Balkan region. This call for papers invites participants who are located both within the Balkan region and in other countries who are involved in research on ELF in the context of Europe for a series of sessions. Topics will include, but not be limited to:

- Language attitudes
- Language identity
- English in the Media
- Discourses of English as a lingua franca
- ELF in education
- Language contact, language variation and language loss
- English language hegemony and language diversity

## CONFERENCE PROGRAMME

**Responses to the lingua franca role of English  
23 November-24 November 2013  
Thessaloniki, Greece**

**Saturday, 23 November**

**9.00 Registration**

**9.30 Conference opening**

Nikos Zaharis (SEERC Director)

**9.30-11.00 ELF in academic settings I**

Chair: Chryso Hadjidemetriou (University of Sheffield)

Maria Jose Luzon (University of Zaragoza)

*The use of English as a Lingua Franca in academic blogs*

Miya Komori (Vienna University of Economics and Business)

*The role of ELF in intercultural teamwork on English-medium business master's programmes at WU Vienna*

Renata Povolná (Masaryk University)

*On some text-organizing devices in Master's theses written by Czech university students*

**11.00-12.00 Keynote**

Chair: Zoi Tatsioka (SEERC)

Cem Alptekin (Boğaziçi University)

*The ELF reality in the pursuit of ENL: Nonnative-speaker teacher cognition in ELT*

**12.00-12.30 Coffee break**

**12.30-14.00 ELF in academic settings II**

Chair: Christian Jensen (University of Copenhagen)

Emilia Slavova (University of Sofia)

*Being what one ought to be: English as a lingua franca in the academic spoken discourse of Bulgarian and German students*

Marina Tzoannopoulou (Aristotle University of Thessaloniki)  
*The ELF classroom: Lecture comprehension in a CLIL university setting*

**14.00-15.00 Lunch**

**15.00-16.00 Keynote**

Chair: Andrew Linn (University of Sheffield)

Barbara Seidlhofer (University of Vienna)  
*Language Richness and the Currency of English*

**16.00-16.30 Coffee break**

**16.30- 17.30 Attitudes towards ELF**

Chair: Tamah Sherman (Charles University, Prague)

Josep Soler Carbonell (University of Tartu and Tallinn University) and Hakan Karaoglu (Tallinn University)  
*English as an academic lingua franca in Estonia: students' attitudes and ideologies*

Oleg Tarnopolsky (Alfred Nobel University) and Bridget Goodman (University of Pennsylvania)  
*ELF as a Medium of Instruction: A Threat, an Opportunity, or Prestige?*

**19.45 Walk to restaurant**

**20.00 Dinner**

**Sunday, 24 November**

**9.30-11.00 ELF in different domains: use and implications I**

**Chair:** Jiří Nekvapil (Charles University, Prague)

Milena Luksic (University Mediteran, Podgorica)  
*Montenegrin Responses to English loanwords in Montenegrin Language of Tourism*

Louisa Buckingham (Bilkent University)  
*The English of commercial signs in an Arabian Gulf state*

Carmen Perez-Llantada, Ignacio Vazquez and Concepción Orna (University of Zaragoza)  
*Responses to ELF across professional communities in Spain: three case studies*

### **11.00-12.00 Keynote**

Chair: Zoi Tatsioka (SEERC)

Nicos Sifakis (Hellenic Open University)

*ELF as an opportunity for foreign language use, learning and instruction in Greece and beyond*

### **12.00-12.30 Coffee Break**

### **12.30-13.30 ELF in different domains: use and implications II**

Chair: Ramón Plo (University of Zaragoza)

Constantina Fotiou (University of Essex)

*English in the Greek Cypriot print media – a case study*

Gibson Ferguson (University of Sheffield)

*Can English be fair? On linguistic justice and the spread of English as a lingua franca in Europe*

### **13.30-14.30 Accommodation in ELF**

Chair: Anna Kristina Hultgren (The Open University)

Olga Dontcheva-Navratilova (Masaryk University)

*Accommodating to English as a lingua franca: The construal of authorial voice in linguistics research articles by Czech scholars*

Branka Drljaca Margic and Dorjana Sirola (University of Rijeka)

*Communication courtesy or condescension? Linguistic accommodation of native to non-native speakers of English*

### **14.30 Conference closing**

Andrew Linn (Research group leader of the 'English in Europe: Opportunity or threat?' Project)

### **14.35 Lunch**

**The EiE project is funded by the Leverhulme Trust. We would like to thank them for their support.**

**We would also like to thank our sponsors, Mouton de Gruyter and PETER LANG AG.**

## **Abstracts: Keynote lectures**

### ***The ELF reality in the pursuit of ENL: Nonnative-speaker teacher cognition in ELT***

Cem Alptekin, Boğaziçi University

This study probes the cognition of prospective teachers of English in Turkey, unveiling an interesting situation possibly characteristic of other expanding-circle countries. Teachers' extensive body of explicit knowledge about ENL (English as a native language) is not paralleled by a corresponding body of implicit knowledge of ENL. Nor is it likely that this explicit knowledge will become fully implicit, given psycholinguistic and sociolinguistic evidence. Nevertheless, teachers believe their mission is the transmission of an implicit knowledge of ENL, aiming to making students perform like native speakers (NSs)—which they themselves are unable to do. Their performance on English tests shows a high level of explicit grammatical knowledge, but not the requisite fluency in communication skills subserved by implicit knowledge. This gap between the two knowledge types suggests that, at best, teachers can transmit a 'know-that' type of English, which may eventually generate a 'know-how' type of English, but not necessarily one reflecting ENL norms, since it will most likely result from interactions with other nonnative speakers (NNSs) of English, given the numerical superiority of NNSs over NSs. What starts as a pedagogic goal to build NS-like performance becomes a conduit for English as a lingua franca (ELF). Hence, there is little sense in engaging prospective teachers of English in exercises in futility, namely, educational policies and practices geared to NS-like performance, yet based on enhancing explicit knowledge.

## ***Language Richness and the Currency of English***

Barbara Seidlhofer, University of Vienna

The maintenance and promotion of multilingualism and the global spread and use of English are usually perceived as in opposition, with English said to be *the* 'killer language' that is responsible for the extinction of other (more local) languages. In this talk, I will first consider the discrepancy between opinions and research results on this issue, and then look at how English as a lingua franca is actually used in various European contexts. I shall argue that the language richness of Europe could best be sustained and enhanced if stakeholders and policy-makers understood the nature of the English that has the widest currency and adopted more sophisticated concepts of both 'multilingualism' and 'English' based on current relevant research rather than outdated national language ideologies.

***ELF as an opportunity for foreign language use, learning and instruction in Greece  
and beyond***

Nikos Sifakis, Hellenic Open University

The paper focuses on the challenges raised by the growing awareness of the role English as a lingua franca (ELF) can play in an Expanding Circle context like Greece. I begin by drawing a quick picture of the English language teaching and learning situation in Greece and go on to reflect on the impact ELF can have for language learning materials design, selection and evaluation and for teacher education.

## Paper Presentations

### *The English of commercial signs in an Arabian Gulf state*

Louisa Buckingham, Bilkent University

The countries of the Arabian Gulf constitute an expanding circle context which, to varying degrees, has experienced a huge influx of expatriate workers, the vast majority of whom from South Asia (Dresch, 2006). English is the lingua franca in many professional contexts, particularly in the service sector, on account of the widespread employment of expatriate workers from inner circle countries in such positions (Boyle, 2012). While Oman has a relatively smaller percentile of expatriate workers (in total around 30% of the workforce, compared with around 90% in the United Arab Emirates [UAE]), English still serves as the acrolectal lingua franca in the tertiary education sector, the extractive industries and, to a great extent, commerce. Due to the large numbers of bilingual or multilingual users of English from outer circle contexts resident in the Gulf and prevalent through most spheres of society, the region constitutes a rich sociolinguistic context for the study of English as a lingua franca and language change.

This paper reports on a nation-wide study of the use of English in commercial signs on shop frontages. A corpus comprising over 1000 photographs has been compiled of signs from all major cities in Oman and the surrounding towns and villages over a one-year period. It represents a comprehensive overview of how English is used to market a business at street level. The corpus reveals numerous lexico-grammatical innovations, many of which are found throughout the country, while others are limited to a particular city or region.

The analysis of this corpus will be organised into four parts: innovations at a grammatical, lexical, semantic and orthographic level (including punctuation). A modest selection of examples from the corpus will be used to illustrate these categories. While the results show patterns of linguistic divergence, the

identification of certain patterns suggests that, within this genre at least, linguistic innovations are also converging towards particular forms. In some domains, English language use in Gulf countries like Oman and the UAE is moving beyond a norm-dependent position to, at least in some genres, a norm-developing position (Kachru, 1986). This development suggests that the process is moving from a situation of purely exonormative reference to nativization, according to Schneider's (2003) dynamic model of the evolution of new Englishes. Other than innovations in the language of commercial signs discussed in this paper, the development of alternative morphosyntactic norms has been also found in Boyle's (2011) corpus study of English in the UAE print media. Both corpora point to the influence of varieties of Indian English.

As very little descriptive work has been undertaken on the linguistic development of English in expanding circle contexts, the study contributes to the incipient description of English as a lingua franca in the Arabian Gulf. While the data presented here reflect the use of language within a very specific genre, as the study of the use of English in the Gulf develops, it is likely that numerous features discussed here are also found in other domains such as the media.

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***Accommodating to English as a lingua franca: The construal of authorial voice in  
linguistics research articles by Czech scholars***

Olga Dontcheva-Navratilova, Masaryk University

The widespread use of English as the lingua franca of the global academic world has forced numerous non-native speakers to face the demanding tasks of presenting their views and interacting with their readers using a foreign language and accommodating themselves to a different epistemological and literacy convention. This has created a geolinguistic centre-periphery tension relegating multi-lingual scholars from geographically, economically, socially and/or culturally peripheral discourse communities to marginal participation in the activities of the global academic world (cf. Flowerdew 2000, Canagarajah 2002, Salager-Meyer 2008). In the European context, the group of post-communist countries in Central and South East Europe which are now members of the European Union represent a typical example of academic discourse communities with may be regarded as having semi-peripheral status (Lillis and Curry 2010, Bennett 2012) since they share some features of the centre, but also display characteristic traits of the periphery.

This paper explores the changes which the Czech academic literacy is undergoing as a result of the globalization of academia. In the past Czech academic writing was dominated by the Teutonic academic tradition, which differs considerably from the Anglo-American academic discourse in terms of preferred epistemology and mainstream discourse conventions (cf. Clyne 1987; Mauranen 1993; Čmejrková 1994; Čmejrková/Daneš 1997, Duszak 1997; Chamonikolasová 2005; Kreutz/Harres 1997). This investigation explores how Czech scholars resolve the tension resulting from the difference between the original Czech/Central European and the Anglo-American academic discourse conventions when constructing their authorial voice. The study is carried out on a specialized corpus of linguistics research articles published in Czech English-medium linguistics journals. An analysis of the use of personal structures for establishing authorial presence indicates that Czech scholars try to represent themselves as members not only of the local but also of the global academic discourse community and opt for an increased level of author visibility in

an effort to accommodate to the more interactive style of Anglo-American academic writing.

### ***Communication courtesy or condescension?***

#### ***Linguistic accommodation of native to non-native speakers of English***

Branka Drljaca Margic and Dorjana Sirola, University of Rijeka

The issue of native speakers adjusting their use of language in certain ways when interacting with non-native speakers has often been addressed (see e.g. Zuengler 1991), with some (e.g. Jenkins 2001, Kubota 2001) suggesting that such accommodation is necessary for communication to take place on an equal footing. In the present study we investigate whether and to what an extent native English speakers employ linguistic accommodation in interaction with non-native speakers, what form this accommodation takes, and what it is motivated by. Responses were collected by means of an online questionnaire, yielding 376 respondents in total. All were native speakers of English, predominantly American and British English.

Almost all the respondents report making adjustments when communicating with non-native speakers, most frequently in the following ways: (1) enunciating clearly; (2) using fewer idioms, colloquialisms, and regionalisms; (3) speaking more slowly than usual; and (4) simplifying sentence construction. The decision on whether or not to adjust one's English is overwhelmingly based upon assessing the interlocutors' English proficiency. Reasons given for adjusting include assisting communication, showing courtesy, avoiding potential repetitions and explanations resulting from comprehension difficulties, and ensuring the interlocutors' inclusion in the conversation. Some level of foreign-language proficiency is claimed by a large proportion of respondents, many of whom list putting themselves in the position of a non-native speaker as a reason for their use of linguistic accommodation. Most participants would like to be familiar, at least to some extent, with pronunciation, vocabulary, and grammar features used in English exclusively by non-native

speakers. However, the respondents are split on the idea of acquiring additional skills necessary for successful adjustment to non-native interlocutors. Those who believe that they should acquire such skills largely focus on empathy and awareness, as well as familiarity with their interlocutors' native languages and language transfer problems.

Significantly, quite a few of the vast majority of respondents who adjust their English also worry whether this might prevent improving their interlocutors' English proficiency, be construed as being patronising or even rude to interlocutors, reduce the quality of conversation, or deprive interlocutors of cultural insights.

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***Can English be fair? On linguistic justice and the spread of English as a lingua  
franca in Europe***

Gibson Ferguson, University of Sheffield

The use of English as a lingua franca in Europe and elsewhere has been extensively debated with attention drawn to its advantages as well as to the risks and disbenefits. Less common - at least in the field of linguistics/applied linguistics – but growing in scale, is normative discussion of issues of linguistic justice as they arise in connection with the spread of English. It is this that is the focus of the present paper, at the core of which lies a critical review of the work of the political theorist/philosopher, Van Parijs, who argues on the one hand that the emergence of English as a common lingua franca in Europe is to be welcomed and accelerated and on the other that the widespread use of English in so many domains give rise to various kinds of linguistic injustice that require redress. One of these consists in the unearned free-riding of Anglophones, who enjoy a public good, English, towards whose production they contribute little. This paper does not dispute the impeccable logic of Van Parijs's argumentation but does question, from a linguistic perspective, the empirical premises and assumptions regarding language, language use and language acquisition, some of the complexities of which Van Parijs arguably overlooks. The paper further argues that some of the measures proposed for the redress of (linguistic) injustice lack political feasibility and that therefore alternatives need to be considered with due regard paid to other kinds of currently prevalent injustice.

## ***English in the Greek Cypriot print media – a case study***

Constantina Fotiou, University of Essex

The presence of English in Cyprus – from macro-level state policies to micro-level language use – has been a heated topic of discussion with empirical-driven studies being the exception (Goutsos 2001, Tsiplakou 2009). This paper discusses the presence, form and discourse function of English in the Greek Cypriot mainstream print media whose default language is Standard Modern Greek. Data consist of eight newspapers and six magazines issued on 26/04/2009. Monthly-distributed magazines (e.g. *Cosmopolitan*) which aim for specific readership were not collected; the sample is representative of what is sold to the average Greek Cypriot.

The data are discussed by focusing on “the complete text, taken as a visual and linguistic whole” (Sebba, 2012: 12) because everything that can be seen provides the “context for interpreting the content of the text”. At the same time English presence in the print media is discussed and analyzed in light of Androutsopoulos’ (2011) *English ‘on top’* framework which is designed for “the actual use of English resources at a text and discourse level” (1) in European mediascapes in contexts that English is not an official language”. *English ‘on top’* is a “process in which English is an additional code” and it is also “positioned in specific ways, including positions of more salience or visibility than the main code. Often, it is literally ‘on top’ of the base code” (ibid.: 2).

The presence of English in the data is quantitatively limited (0.08% and 0.1% average presence in newspapers and magazines respectively). It takes the form of naming – especially for the names of the magazines –, headings, translations – in the form of doublets (Mbodj-Pouje & Van den Avenne 2012) –, and borrowings. It is also mainly topic-related with topics such as fashion, sports and technology favoring the use of English in the form of codeswitching and/or borrowing. In such cases the use of English may be oriented to specific audiences and has to do with the role of English as the international language of technology, western fashion and the register of

sports. Finally, a tendency is noted and discussed regarding the use English spelling for already established English borrowings.

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***The role of ELF in intercultural teamwork on  
English-medium business master's programmes at WU Vienna***

Miya Komori, Vienna University of Economics and Business

English is playing an increasingly important role in master's-level education in Europe, particularly in business schools, where competition to attract students and to produce the most employable graduates is fierce. Yet while research on and English as a lingua franca (ELF) and English-medium instruction (EMI)/integrating content and language in higher education (ICLHE) has been increasing exponentially over the last decade, there is still relatively little crossover between these paradigms, particularly at the micro-level, and even less overlap with research from the management field.

This presentation will sketch the methodological framework of my PhD project, which draws on research from both linguistics and diversity management to explore intercultural teamwork on English-medium master's programmes at WU Vienna University of Economics and Business. It will start by outlining some of the literature which highlights and/or tries to fill the research gap between these disciplines, such as Feely & Harzing (2002), Mautner (2007), Björkman (2010, 2013) and Hynninen (2012, 2013). The main part of the presentation will introduce Smit & Dafouz' (2013) ROAD MAPPING framework, which aims to provide a holistic vision of language policy and practice in an internationalised context by drawing on a variety of methodological perspectives with discourse at their core. As this framework is still under development, it is hoped that the first findings from the empirical data will also contribute to strengthening the paradigm by putting it into practice. Finally, I will finish by presenting some examples of these findings which illustrate the role of English as a Lingua Franca in a higher education and business setting.

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## ***Case Study: Montenegrin Responses to English loanwords in Montenegrin***

### ***Language of Tourism***

Milena Luksic, University Mediteran

The influence of English on Montenegrin language has intensified during the last decade so the impact of English can be perceived in both spoken and written discourse as well as general and specific languages. English terminology has entered into the professional fields such as law, business, economics, banking and tourism. If we pay close attention to Montenegrin case and take into consideration language of tourism, the influence of English began when the professionals and experts in Tourism first started educating themselves abroad and/or at domestic institutions of higher education, where they came into contact with English language via the textbooks, which were mostly written in English, and Internet sources on Tourism-related topics (like Tourist Organization websites, promotional material on a destination, newsletters, marketing strategies and models, newspaper articles on most interesting tourist sites, travelogues, etc.). Moreover, they wrote papers in English, being regarded as a common means of communication, and produced university textbooks in which they used adapted or unadapted English terminology specifically aimed at Montenegrin tourism promotion and marketing of a destination. They also used the same terminology during their lectures, so the word spread further among their students. Nowadays, the tourism-specific terminology can be found not only in the textbooks on tourism but also in the tourism promotional material such as leaflets, catalogues and brochures promoting Montenegrin tourist destinations to their domestic tourists and their neighbours who speak Serbian, Croatian and Bosnian language.

The survey on the young people's attitudes towards the English language influence on Montenegrin language of Tourism was carried out at Faculty of Tourism in May 2013. The questionnaire containing 30 questions was given to 50 informants, out of which 25 respondents were 1<sup>st</sup> years students and the other 25 respondents were 3<sup>rd</sup> year students at the Faculty of Tourism in Bar. They were asked about their age, gender, the number of years they are studying English and their assessment of their

English language proficiency. Then they were asked about their opinion on the current state-of-the-affairs on English terminology encountered in their textbooks and their general attitude towards other anglicisms in the everyday use on TV, Internet or those encountered among the young people in Montenegro. Next, they were asked to say how intelligible certain paragraphs containing anglicisms are to them and whether they could give the Montenegrin counterpart to English term. Finally, they were asked to give their opinion whether the Montenegrin state should adopt certain strategies or policies regarding English language influence. The aim of the survey was to obtain the answers such as to which extent the young people understand certain English terms, whether the English loans impede the understating the meaning of the paragraph, whether they find the use of English words accepted or perhaps less favoured in Montenegrin text and whether the young generations think that the government should or should not adopt certain policies regarding English language influence.

## ***The use of English as a Lingua Franca in academic blogs***

María José Luzón, University of Zaragoza

Since digital genres are having a significant impact on scholarly communication and knowledge dissemination, it is necessary to study how English, the lingua franca of academia, is used to talk and discuss about academic issues in these CMC contexts. Academic weblogs provide both a space for researchers to present their ideas, observations and reactions to others' work and a discussion forum. Most academic blogs include commenting capabilities, which enable readers to share views and discuss any point related to the post both with other readers and with the blogger. As blog posts are public and anyone can contribute to the discussion, blogs help to create ties between readers and to support communities of like-minded scholars with different language backgrounds.

Since academic blogging is motivated by the possibility to share knowledge and observations with a large audience of people sharing the blogger's interests, academic bloggers who are not native speakers of English have to decide whether to write in their mother tongue, in English or in both. Previous research on multilingualism on the internet has shown that in some CMC contexts multilingual internet users draw on resources provided by both their L1 and English (Leppänen, 2007) and that code switching serves as a discursive and social resource in internet communication (Androutsopoulos, 2007).

In this paper I will explore the use of English as a lingua franca in academic blogs and its co-existence and interaction with other languages. I will address the following questions: (i) why do non-native speakers of English choose to blog in English?; (ii) when both English and the L1 are used, how do these languages co-exist and interact (e.g. some of the posts are written in English and others in the L1, a version of the blog in English and another in the L1, translation from one language to the other, some sentences translated within a single entry, blog entries in English and comments in the commenter's L1);

(iii) Why, and in what circumstances, do bloggers choose to combine English and the L1 in these ways?; (iii) Why, and in what circumstances, do commenters use English or the L1?

To answer these questions I will analyze academic blogs by Spanish bloggers where posts are written in English or both in English and in the blogger's mother tongue (Spanish) and academic blogs where people from a variety of languages and cultural backgrounds interact in English. I will complement the systematic observation of the blogs with short interviews to some of the participants (bloggers, commenters), where they will be asked to justify their language choices.

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## ***Responses to ELF across professional communities in Spain: three case studies***

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English as a Lingua Franca (ELF) has emerged in recent years as a way of referring to communication in English between speakers with different first languages. Defined in this way, ELF is part of the more general phenomenon of English as an International Language (EIL). However, in this paper we stick to the wider definition of “English as a lingua franca” proposed in the literature (House 1999; Seidlhofer 2001), which describes ELF as the means of communication among people from different first language backgrounds and across lingua-cultural boundaries.

The aim of this presentation is to illustrate the ongoing debates surrounding the role of English as a Lingua Franca in the Spanish Peninsula, a representative location of South Western Europe. We discuss the role played by English in three different professional contexts in Spain: international arbitration, the military and academia.

The first case study focuses on the use of ELF in WIPO (*World Intellectual Property Organization*) domain name arbitration practices. It examines the extent to which ELF is a flexible, dynamic resource, driven not by rigid adherence to native-speaker norms, but by the functional purposes of the WIPO organisation in Geneva, which employs arbitrators from different non-native linguistic backgrounds.

The second case study, on ELF in the military, illustrates how ELF is a vehicular tool in the workplace as well as the everyday-life language while in missions. The members of this community perceive ELF as an opportunity for participation in international activities, whether military missions, work at international headquarters and coalition meetings, or for the advancement of their careers.

The third case study addresses some unsolved issues of domain loss in the Spanish research context, a context in which ELF is steadily displacing the local (national) language as a result of the internationalization policies. We illustrate the

impingement of institutional and research policies in this particular context *vis-à-vis* the absence of language policy intervention (Ferguson 2010).

In comparing the three contexts we argue that English clearly plays a lingua franca role, that is, “a contact language between persons who share neither a common native tongue nor a common (national), culture, and for whom English is the chosen foreign language of communication” (Seidlhofer 2004: 2011). As House (2003) more succinctly puts it, ELF is a ‘language for communication’ and not a ‘language for identification’. That said, we further argue that each professional context provides different responses to ELF as a result of the idiosyncrasies of each community of practice (Sarangi and van Leeuwen 2002), which suggests that ELF in particular domains of use may be characterised by considerable heterogeneity.

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***On some text-organizing devices in Master's theses written by Czech  
university students***

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With the ongoing process of the increasing internationalization of all scholarship and the crucial role of English as the lingua franca of academia, it has become an indisputable prerequisite for authors from different cultural backgrounds and intellectual traditions to achieve a certain level of academic literacy in English if they wish to be accepted in the international academic community. That is why different types of academic discourses have to be learned by novice non-native writers as part of their “secondary socialization that takes place in educational institutions” (Mauranen et al. 2010: 184).

Since courses in written fluency, including written fluency in academic English, take place mostly at educational institutions such as universities, the present study focuses on certain features in the writing habits of advanced students of English from one Central European discourse community, the Czech Republic. The aim is to discover whether Czech university students as novice non-native writers of English express semantic relations between adjacent and/or more distant segments of discourse appropriately and in accordance with Anglo-American academic style conventions. Since students' Master's theses are often regarded as “the most sustained and complex piece of academic writing” (Swales 2004: 99) most university students ever undertake, they are expected to be of good quality and thus worthy of researchers' attention.

Owing to the crucial importance of clear and convincing argumentation and support of the author's standpoints in all academic discourse, semantic relations often considered most informative of all that can obtain between segments of discourse (Kortmann 1991) tend frequently to be expressed overtly by certain text-organizing devices. These language phenomena are mostly labelled discourse markers (DM) in the relevant literature (Schiffrin 1987, Fraser 1999, Biber et al. 1999) and an appropriate knowledge of them is usually included among the language features

taught and practised in courses of academic writing at universities and mentioned in manuals of English academic style (Bennett 2009). Accordingly, the present study undertakes to investigate ways in which Czech Master's degree students have adopted the use of DMs when building coherent relations, i.e. "relations that hold together different parts of the discourse" (Taboada 2006: 567) and whether the ways they apply agree with the ways expert writers from the same discourse community and native speakers of English use when writing research articles. Now that the negotiation of preferred levels of interactivity and dialogicality in English academic texts across different fields, languages and cultures has become indispensable, the study of the role of text-organizing devices such as DMs is of greater importance than ever before.

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***“Being what one ought to be”: English as a lingua franca in the academic spoken  
discourse of Bulgarian and German students***

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English as a lingua franca (ELF) is one of several terms used with reference to the way the English language has developed in recent years (alongside English as an International Language, English as a Global Language, World English, etc.). These terms have seriously undermined the concept of English as a monolithic, uniform, homogeneous entity governed only by native speaker norms. Instead, linguists are now interested in the ways non-native speakers of English influence and mold the language.

Today, non-native speakers are much more mobile, have wider international contacts, as well as greater exposure to authentic sources of English compared to previous generations. The development and wide spread of modern technology, new media, popular culture, and new ways of communication have additionally contributed to shifting away from Standard English towards an infinite number of semi-formal and informal, sub-standard varieties. In an age of “globalization, super-diversity and multilingualism” (Blommaert 2010: 6) English has been appropriated, domesticated and subverted in various ways, and non-native speakers have been encouraged to use the language without constant recourse to the native-speaker ideal, ardently upheld in previous decades.

However, in educational environments, Standard English is still the norm, and is generally the expected variety to be used by both teachers and students. An analysis of a corpus of spoken academic English between non-native speakers (Bulgarian and German university students speaking via Skype) reveals an interesting mixture between the desire to sound informal, friendly and ‘cool’, on the one hand, and the attempt to speak properly and correctly on the other, since the speakers are aware that their conversations are recorded and will be analyzed by teachers. An interesting aspect of the conversations is that some of the conversation topics directly invite a meta-discourse on ELF.

The analysis of non-native conversations reveals a different relationship and attitudes to English on behalf of Bulgarian and German students; different degrees of ease and comfort, of “being what one ought to be” (Bourdieu 1993: 85), of language creativity and appropriation, with implications for language teaching.

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#### ***English as an academic lingua franca in Estonia: students' attitudes and ideologies***

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This paper reports on the results of a research project conducted at a major public university in Estonia to find out about students' language attitudes and ideologies towards English as an academic lingua franca in higher education. Estonia is admittedly a plurilingual country and its population is to be credited for being able to communicate in several foreign languages. In the last two decades, however, English has gained prominence as a foreign language in the country, particularly among younger generations. Moreover, the number of courses offered in English has increased significantly in the last few years at the same time that globally, more international students have arrived in the country, provoking that Estonian students might need to engage more actively with the use of English as a lingua franca in academic settings.

In this context, it is frequently assumed that Estonian university students are (highly) fluent in English already from the start of their studies and that they should not have any problems in order to effectively engage with the language for their courses. In this paper we argue that this may not always be the case, and particularly regarding students at the Bachelor's level, they may suffer from a lack of language skills in

English so as to follow their subjects properly, which can hinder their learning process, their performance and their results overall. We present data gathered by means of ethnographic techniques (focus group discussions and in-depth interviews), as well as the results from a survey delivered to a sample of students from that university in order to find support for our arguments.

In conclusion, although most of the students see it as something beneficial for their future careers, as it helps them improve their English language skills, we also note that if the introduction of EMI (English as a medium of instruction) courses is not accompanied with the proper policies and measures in order to tackle students' needs and help them in their adaptation process, the losses can be greater than the gains. In other words, if it is taken for granted that they are already fluent in the language and English is introduced in an uncritical manner, Estonian university students may suffer, rather than benefit, from having to learn through the medium of English, particularly at the earliest stages of their university careers.

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### ***ELF as a Medium of Instruction: A Threat, an Opportunity, or Prestige?***

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The paper discusses the results of an ethnographic case study conducted at an eastern European university where English was used as a medium of instruction. The study involved: 1) 25 of university's first-year students enrolled in a joint-degree program (in collaboration with a British university) on International Management; 2) 24 third-year students taking International Economics in English; 3) nine second-year philology students in their English practice classes; 4) nine teachers who were teaching English-medium classes.

In the principal part of the study conducted in 2010/2011 academic year the issues concerning students and teachers' attitudes towards English, as well as the principal languages of the country and language practices in the classroom were researched and solved. It was demonstrated that:

1. Besides a highly positive attitude to English as a medium of instruction, none of the students or teachers considered it as any kind of threat to their mother tongue and culture. Observations showed that they were only concerned with the rivalry between the official language of the country and the unofficial one spread in the eastern and central parts of it. No third (international) language was believed to be able to compete in any way with those two.
2. English was regarded as only the means of bettering one's education and career prospects and not as any kind of goal in itself. This was confirmed by the fact that in all classes both teachers and students treated it as a lingua franca (EFL) – not being too much worried about language faults and errors as long as complete comprehensibility was attained. To achieve that comprehensibility, even frequent enough recourses to students' mother tongue in English-only classes could be observed.

Since their attitude to English was totally pragmatic, it was important to research what were the students' principal reasons for getting enrolled into an English-medium education programs. For that purpose, in March 2013 eighteen students (out of 25) from a joint-degree program (see above) were asked to complete special questionnaires. Questioning was held when the students were already in their third year of studies, i.e., when they already had had their attitude towards English-medium education fully defined.

Questioning demonstrated that 15 students out of 18 (83.3%) considered their principal reason for joining the English-medium program the opportunity of improving their career prospects. Three students (16.7%) listed as their main reason the desire to continue their studies at some university in on one of the English-speaking countries.

An interesting result of questioning was the fact that 100% of respondents, in responding to a relevant question, emphasized the high prestige of participating in an English-medium education program.

These results cannot be viewed as statistically significant, but they clearly demonstrate the tendency. In the context under discussion, English as a medium of instruction at tertiary schools can in no way be regarded as a threat. It is an important opportunity and, what is no less important, a matter of prestige.

### ***The ELF classroom: Lecture comprehension in a CLIL university setting***

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This study examines lecture comprehension in university-level CLIL (Content and Language Integrated Learning) courses where English is used as a lingua franca (ELF). It employs a questionnaire with self-assessment items to find differences and similarities in lecture comprehension between English and the first language (L1). The design of the questionnaire draws on Buck's (2001) theory of academic English listening comprehension. The participants were 32 Greek students and 25 Erasmus students from various European countries attending an international social sciences programme in English at the School of Journalism and Mass Communications, Aristotle University of Thessaloniki. The data were submitted to a descriptive and correlational analysis. The findings show that a great number of students experience varying degrees of lecture comprehension in the English courses. The main problems reported by students are unfamiliar lexis, difficulties distinguishing the meaning of words, difficulties with taking notes during lectures and difficulties arising from the unclear pronunciation of the lecturers. Both domestic and exchange students were found to experience difficulties with English-medium instruction. The results are discussed in the context of the use of ELF in European higher education (Smit 2010). Suggestions are made for effective lecturing behaviour, helping students overcome language difficulties during lectures, and improving both the lecturers' and the students' level of English.

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