

The logo for the 9th International Conference of English as a Lingua Franca (ELF 9). It features the letters 'ELF' in a bold, orange, sans-serif font, followed by the number '9' in a white, sans-serif font inside a red square.

The 9th International Conference
of English as a Lingua Franca

June 27–29, 2016 • Lleida (Catalonia)

**Framing English within multilingual
policies and practices**

Programme and Abstracts

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CONFERENCE INFORMATION

Venue

CCCT (Centre de Cultures i Cooperació Transfronterera), Campus Cappont. Avda. Jaume II, 67.

Registration Desk

The registration desk is located on the first floor, at the entrance of Centre de Cultures i Cooperació Transfronterera (CCCT Building) of the Universitat de Lleida and will be open during the whole conference.

Speakers' Preparation

Please get to your allocated room at least 10 minutes before scheduled time and copy your presentation file to the computer.

Poster Presenters' Preparation

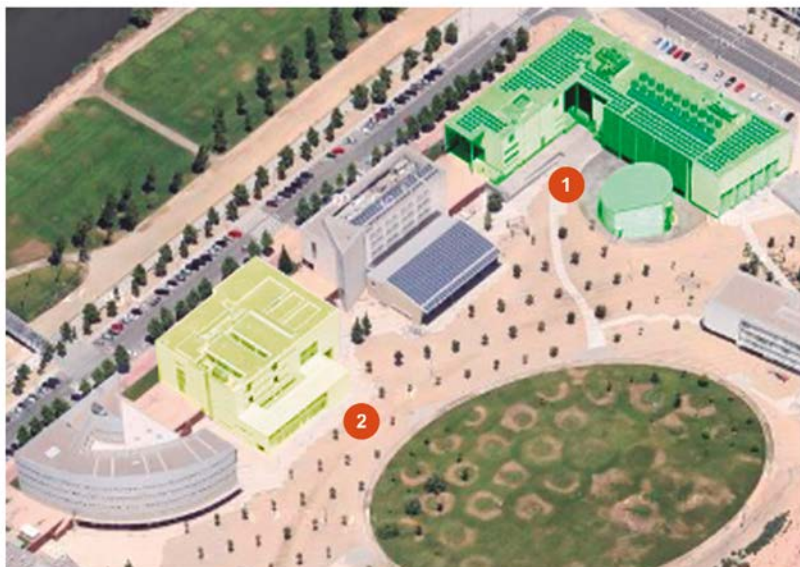
The Poster Area is in the hall at Level 0, outside the Conference Rooms. Please, attach your posters on your poster's assigned space on June 28th between 8.30 and 9.30 and be ready to answer questions between 14.00 - 15.00.

Conference Dinner

The venue of the Conference Dinner is La Llotja, Avinguda de Tortosa, 4. If you have not registered for the dinner yet, you can purchase the tickets at the Registration Desk on the first day of the conference.

Transportation

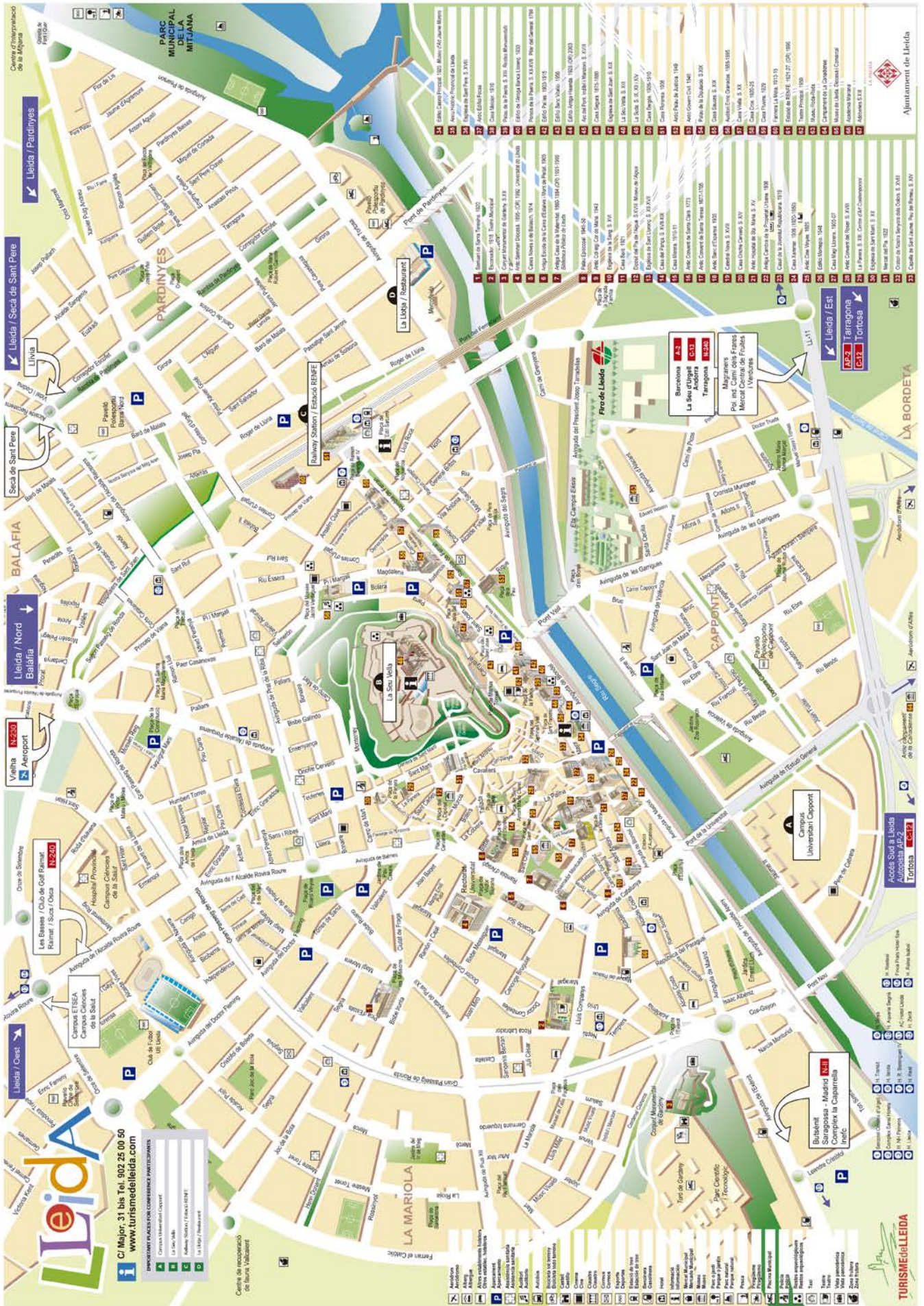
The vast majority of places in Lleida are at a short walking distance. For information regarding taxes, buses, and train service, both in the city and between Lleida and Barcelona/Madrid, please have a look at the end of the book.



1 CCCT Building - Edifici CCCT
C/Jaume II, 67

2 Cafeteria
Lunch

Registration Desk
Conference Venue
Coffee breaks
Computer room



Lleida

Ci Major, 31 bis Tel. 902 25 00 50
www.turismedel·leida.com

INFORMACIÓ PRINCIPAL DE COMERÇIANTS PARTICIPANTS

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smuack, lleida!

TURISME DEL·LEIDA

PROGRAMME OVERVIEW

MONDAY (June 27th)

08:15 - 09:00	Conference registration
09:00 - 9:30	Opening ceremony
9:30 - 10:30	Plenary talk: Tracey M. Derwing
10:30 - 11:00	Coffee break
11:00 - 13:00	Colloquia / Doctoral workshop / Parallel sessions
13:00 - 14:30	Lunch
14:30 - 16:30	Colloquium / PhD students' meeting / Parallel sessions
16:30 - 17:00	Coffee break
17:00 - 18:30	Parallel sessions
19:30	Reception at La Seu Vella

TUESDAY (June 28th)

09:00 - 10:30	Colloquia / Parallel sessions
10:30 - 11:00	Coffee break
11:00 - 12:00	Colloquia / Parallel sessions
12:00 - 13:00	Plenary talk: Marie-Luise Pitzl
13:00 - 15:00	Lunch / Poster presentations
15:00 - 17:00	Colloquia / Parallel sessions
17:00 - 17:30	Coffee break
17:30 - 18:30	Plenary talk: Ute Smit
18:30 - 18:40	ELF 10 announcement
18:40 - 19:30	AILA ReN meeting
21:00	Conference dinner

WEDNESDAY (June 29th)

09:00 - 11:00	Parallel sessions
11:00 - 11:30	Coffee break
11:30 - 13:00	Parallel sessions
13:00 - 14:30	Lunch
14:30 - 15:30	Parallel sessions
15:40 - 16:40	Plenary talk: Jasone Cenoz
16:40 - 17:10	Closing session

SPECIAL EVENTS

PhD students' meeting Day 1 (June, 27th) - 14:30

This meeting intends to bring together PhD students attending the conference in order to share our thoughts, wishes and hopes about our work. It is meant to be an informal encounter where, after some initial activities to break the ice, we will all be able to contribute with questions, ideas and opinions. The goal is to establish connections among PhD students during and after the conference.

Reception at La Seu Vella Day 1 (June, 27th) – 19:30

Guided visit to Lleida's main monument. Food and drinks will be provided.

ELF 10 Announcement Day 2 (June, 28th) – 18:30

AILA ReN Meeting Day 2 (June, 28th) – 18:40

Conference Dinner Day 2 (June, 28th) – 21:00

Closing Session Day 3 (June, 29th) – 16:40

COMPLETE PROGRAMME

DAY 1 JUNE 27						
ROOMS	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5
9 to 9.30	OPENING CEREMONY (Auditorium)					
9.30 to 10.30	PLENARY TALK: Tracey M. Derwing (Auditorium)					
10.30 to 11	Coffee break					
11 to 11.30	Colloquium: Convenor: Jennifer Jenkins	Colloquium Convenor: Andrew Blair	Doctoral Workshop Convenor: Henry Widdowson	Isabel Herrando	Vasi Mocanu & Enric Llorca	Tariq Elyas
11.30 to 12	Participants: Will Baker, Alessia Cogo, Sonia Morán Panero, Gonzalo Pérez Andrade, Ying Wang	Participants: Andrew Blair, Martin Dewey, Inmaculada Pineda, Yasemin Bayyurt, Lucilla Lopriore & Paola Vettorel	Participants: Janin Jafari Rino Bosso Nikola Jokić Helena Torres- Purroy	Josep Soler- Carbonell & Tim Roberts	Sònia Mas Alcolea	Alan Thompson
12 to 12.30				Ali Karakas	Maria Sabaté- Dalmau	Kaisa Pietikäinen
12.30 to 1				David Newbold	Lien Thi Hanh Bui	Saya Ike
1 to 2.30	LUNCH					
2.30 to 3	Colloquium Convenor: Phan Le Ha	Jiuchun Lin	PhD students' Meeting	Eva Codó & Adriana Patiño	Paola Vettorel & Yasemin Bayyurt	Ana Duboc, Livia Donnini & Bianca Garcia
3 to 3.30	Participants: Phan Le Ha, Matthew Sung, Osman Barnawi, Adriana González & Enric Llorca	George O'Neal		Ana María Relaño Pastor & Alicia Fernandez Barrera	Yan Zhang	Mina Afkir
3.30 to 4		Marcia R. Becker		María-José Luzón	Marek Hovorka	Myroslav Andreykiv & Xavier Martin- Rubio
4 to 4.30		Veronika Thir		Ricardo Pereira	Talip Gülle, Yavuz Kurt & Ecehan Sönmez	Ida Parise
4.30 to 5	Coffee break					
5 to 5.30	Selahattin Yilmaz	Christian Jensen & Jacob Thøgersen	Daisuke Kimura	Paul McBride	Jeova Rosa Filho, Mayara Volpato & Gloria Gil	Phyllis Chew
5.30 to 6	Juan Antonio Cutillas Espinosa	Lucilla Lopriore	Silvia Murillo Ornat	Ying Wang & Qiufang Wen	Tomokazu Ishikawa	Phuong Le Hoang Ngo

6 to 6:30	Thomas Christiansen	Richard Chapman	Ignacio Vázquez & María Angeles Velilla	Telma Gimenez, Michele El Kadr & Luciana Calvo	Jirina Dunkova	Enrico Grazzi
6.30 to 7.30						
7.30 pm	Reception at La Seu Vella					

DAY 2 JUNE 28						
ROOMS	Auditorium	Room 1	Room 2	Room 3	Room 4	Room 5
9 to 9.30	Colloquium Convenor:	Colloquium Convenor:	Colloquium: Convenors:	Marija Perić & Sanja Škifić	Patricia Pullin	Anne Pakir
9.30 to 10	Anna Mauranen Participants:	Andy Kirkpatrick Participants:	Beatriz Lorente & Ruanni Tupas' Participants:	Li Zhang & Shanshan Li	Yasemin Saglik-Okur & Seniye Vural	Maritza Maribel Martínez-Sánchez
10 to 10.30	Kumiko Murata, Masakazu Lino & Mayu Konakahara, Ida Mauko, Jill Doubleday & Jennifer Jenkins	Azirah Hashim, James McLellan & David Deterding, Ee-Ling Low	Ruanni Tupas, Ron Darwin, Brook Bolander	Leah Gilner	Beyza Björkman	Pamela Rogerson Revell
10.30 to 11	Coffee break					
11 to 11.30	(continued...) Zhichang Xu, Laura Rupp	(continued ...) Ji Ke, Ian Walkinshaw	(continued ...) Beatriz Lorente, Maria Sabaté-Dalmáu	Rita Queiroz De Barros	Michael Allred	Atefeh Hadi
11.30 to 12				Svetlana Vetchinnikova	Inmaculada Pineda Hernández	Jaroslav Kriukow
12 to 1	PLENARY TALK: Marie-Luise Pitzl (Auditorium)					
1 to 2	LUNCH					
2 to 3	POSTER PRESENTATIONS					
3 to 3.30	(continued...) Jagdish Kaur, Ignacio Vazquez, M Jose Luzón & Carmen Perez-Llantada, Laurie Anderson, Ali Karakas & Berat Baser	Colloquium Convenor: Barbara Seidlhofer Participants: Barbara Seidlhofer, Thomas Christiansen, Alan Firth, Stefania Taviano, Henry Widdowson	Colloquium: Convenors: Nicos C. Sifakis & Yasemin Bayyurt Participants: Lili Cavalheiro & Luís Guerra Stefania Kordia Elif Kemaloğlu-Er & Esmá Bircik Deniz Sávio Siqueira Lucielen Porfirio & Juliana Souza	Nobuyuki Hino & Setsuko Oda	Julia Boyd Speaker & Mette Rudvin	Semra Yilmaz-Ozturk
3.30 to 4				Ana Duboc	Jennifer Ament	Anne Kankaanranta & Leena Louhiala-Salminen
4 to 4.30				Gürkan Temiz	Éva Illés	Emma Dafouz Milne & Miya Komori-Glatz
4.30 to 5				Androniki Kouvdou	Agnieszka Strzalka	Veronika Quinn Novotna & Sarka Cisarova

5 to 5.30	Coffee break
5.30 to 6.30	PLENARY TALK: Ute Smit (Auditorium)
6.30 to 6.40	ELF 10 announcement (Auditorium)
6.40 to 7:25	ReN Meeting (Auditorium)
7.25 to 9	
9.00 pm	CONFERENCE DINNER AT LA LLOTJA DE LLEIDA

DAY 3 JUNE 29				
ROOMS	Auditorium	Room 1	Room 2	Room 3
9 to 9.30	Helena Torres-Purroy	Nikola Jokić	Jim Yee Him Chan	Bill Batziakas
9.30 to 10	Marie-Louise Brunner Stefan Diemer & Selina Schmidt	Francisco Javier Fernández Polo	Rino Bosso	Asiye Doğan Uçar & Seniye Vural
10 to 10.30	Yumi Matsumoto	Andrea Agnes Remenyi	Pilar Mur Dueñas	Manfred Herbert
10.30 to 11	Matthew Sung	Éva Illés	Jinghui Si, Maoxia Yang & Zheng Shao	Yaeko Hori
11 to 11.30	Coffee break			
11.30 to 12	Nicos C. Sifakis & Stefania Kordia	Telma Gimenez & Kyria Rebeca Finardi	Marzieh Sadegh Pour	
12 to 12.30	Nicos C. Sifakis & Natasha Tsantila	Mahnaz Hall	Dong Wang & Chun Chun Cao	
12.30 to 1	Alessia Cogo & Sávio Siqueira	Pinar Uyaniker	Ayako Suzuki	
1 to 2.30	LUNCH			
2.30 to 3	Natalia Sas	Miya Komori-Glatz	Cony Saenger, Maria Gabriela Buenfil & Elisa Lugo	Natasha Tsantila & Anastasia Georgontzou
3 to 3.30	Devrim Günay	Janin Jafari	Valeria Franceschi	Wenpu Wang & Ran Ao
3.40 to 4.40	PLENARY TALK: Jasone Cenoz (Auditorium)			
4.40 to 5.10	CLOSING SESSION (Auditorium)			

ORGANIZING COMMITTEE

ELF9 is organized by the research group Cercle de Lingüística Aplicada (CLA) (www.cla.udl.cat), whose main task is strongly related to ELF in that it focuses on the study of the roles of multilingualism and interculturality in formal education, often with the English language taking a centre stage function. Within this general theme, the CLA has focused mainly on the development of language awareness and communicative competence by multilingual learners, the profile and training of non-native EFL teachers, the introduction of English as a medium of instruction, the development of intercultural competence, and the effects of internationalisation on multilingualism in higher education.

The research programme of CLA has two lines of development: basic research and transfer of knowledge. The main goal of the first line is to describe and explain the relationship between policies, ideologies and communicative practices in higher education in connection with multilingualism and internationalisation. The second goal in this leg is to develop a series of materials to be used as referents for good practice in the training of academic staff. The second line of research involves the development of the 'Observatory of plurilingualism in Catalan universities' OPUC (<http://www.opuc.udl.cat>) which aims to contribute to the development of multilingual and internationalisation policies by Catalan universities, providing them with information as well as ideas and models for good multilingual practices.

ORGANIZING COMMITTEE

Lurdes ARMENGOL
Josep M. COTS
Lídia GALLEGRO-BALSÀ
Patricia JIMÉNEZ
Àngels LLANES
Enric LLURDA
Guzman MANCHO-BARÉS
Xavier MARTIN-RUBIÓ
Sònia MAS-ALCOLEA
Vasi MOCANU
Maria SABATÉ-DALMAU
Helena TORRES-PURROY

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Sumru Akcan
Michaela Albl-Mikasa
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Elisabet Arnó
Will Baker
Bill Batziakas
Yasemin Bayyurt
Beyza Björkman
Andrew Blair
Janina Brutt-Griffler
Lili Cavalheiro
Jasone Cenoz
Thomas Christiansen
Eva Codó
Alessia Cogo
Josep Ma Cots
James D'Angelo
Tracey Derwing
Jean-Marc Dewaele
Martin Dewey
Seran Dogancay-Aktuna
Aintzane Doiz
Susanne Ehrenreich
Valeria Franceschi
Lidia Gallego-Balsà
Peter Garrett
Roger Gilabert
Joel Hardman
Juliane House
Éva Illés
Jennifer Jenkins

Anne Karibjörge
Dimitra Karoulla
Andy Kirpatrick
David Lasagabaster
Àngels Llanes
Carmen Llantada
Enric Llurda
Lucilla Lopriore
Guzman Mancho-Barés
Xavier Martin-Rubió
Ana Mauranen
Emilee Moore
Joan Carles Mora
Janus Mortensen
Marie-Luise Pitzl
Joan Pujolar
Ana María Relañó Pastor
Maria Sabaté Dalmau
Ma Pilar Safont
Barbara Seidlhofer
Ali Fuad Selvi
Raquel Serrano
Nicos Sifakis
Ute Smit
Josep Soler-Carbonell
Areti Sougari
Elsa Tragant
Natasha Tsantila
Ignacio Vazquez
Paola Vettorel
Henry Widdowson

POSTER SESSIONS

The Poster presentations will be shown in the hall at Level 0 during Day 2. Poster presentations will take place on the same day from 14.00 to 15.00, after the lunch break.

	Author	Title
1	Masako Tsuzuki	Use of actually as a discourse marker: Comparison of British English, American English, Singapore English & Indian English
2	Howard Doyle	What is English: one-, two-, three, four-, five-, or extra-dimensional?
3	M ^a Ángeles Jurado-Bravo	Improving Spanish speakers' intelligibility: the importance of vowel length
4	Tomiko Komiya, Hiroshi Yoshikawa and Yuka Ishikawa	Cultural identity and English as a Multilingua Franca
5	Rhona Amos	Non-native accent: an adverse condition in speech perception
6	Rosana Villares Maldonado	What is an international campus? The scholars' views and perceptions in a disciplinary community
7	Laura-Mihaela Muresan and Oana-Maria Carciu	ELF in the professional academic life of multilingual social scientists
8	Taina Vuorela, Sari Alatalo, Eeva-Liisa Oikarinen, Anne Poutiainen and Jaakko Sinisalo	Humour in advertising: Focus on ELF
9	Chiara Barbagianni, Valentina Baselli and Clara Pignataro	Designing a Multimodal Corpus of ELF in ESP: Sustainable data collection and analysis
10	Anna Gonerko-Frej and Ewa Komorowska	Goals versus models: Attitudes to ELF among international exchange students.

PLENARIES

Monday, June 27th, 9:30-10:30 / Auditorium

TRACEY M. DERWING, University of Alberta / Simon Fraser University

CHALLENGES FOR INTELLIGIBILITY AND COMPREHENSIBILITY IN ELF



The primary goal of most speakers is to communicate successfully; that is, to ensure that the listener clearly understands the speaker's intended message. There are, of course, secondary goals in speaking to another person, including the conveyance of a particular image, usually one that conforms with the speaker's own sense of identity (e.g., one may want to come across as intelligent, funny, ironic, empathetic, or any number of other traits). However, if a speaker cannot be understood by the listener, or if the listener finds it difficult (although not impossible) to understand the speaker, not only the message but the secondary intentions can be lost. Thus intelligibility (how understandable a speaker's speech is to a listener) and comprehensibility (how much effort a listener must put in to understand a speaker) are both crucial to communication, regardless of the L1/L2 status of the interlocutors. In immigrant-receiving ESL settings, such as Australia, Canada, and the USA, teachers find it demanding enough to try to ensure that learners overcome barriers to communication as a result of pronunciation difficulties, use of infrequent collocations in lieu of common formulaic sequences, and pragmatic conventions that are largely culturally determined. Nonetheless, they have some sense of pronunciation, vocabulary, and pragmatics targets, because their students have generally chosen immigration and are often eager to become citizens in their new country. Teachers can rely on their knowledge of local linguistic practices to guide their students, and in most instances, they can be confident that learners want to adopt a version of English that is commonly used in their new home. Language instructors in many ELF contexts face much greater challenges because they cannot predict with whom their students will ultimately use English. Will an English learner in Lleida talk mostly with Chinese representatives of a company that does business with the learner's firm? Will the learner become a graduate student and move to the UK to study? Will the learner have to work with several people from a wide range of L1s, a wide range of accents, and a wide range of conventions regarding vocabulary and pragmatics? The teacher's dilemma is a serious one. What strategies can the teacher adopt to provide ELF learners with intelligible and comprehensible English for as yet undetermined interlocutors? I will discuss some possibilities to address these challenges.

*Tracey Derwing is a professor emeritus of TESL in the Department of Educational Psychology at the University of Alberta, and an adjunct professor of Linguistics at Simon Fraser University. In collaboration with Dr. Murray Munro, she has carried out extensive research on issues of second language learners' oral fluency and pronunciation, particularly the extent to which accent interferes with intelligibility and comprehensibility. Recently, they published a book entitled *Pronunciation Fundamentals: Evidence-based Perspectives for L2 Teaching and Research*. Dr. Derwing has also conducted large studies on the settlement experiences of refugees in Canada. Her publications appear in journals such as *Language Learning*, *Studies in Second Language Acquisition*, *Applied Linguistics*, *TESOL Quarterly*, and the *Journal of International Migration and Integration*. Dr. Derwing has served as an editor of the *TESL Canada Journal* and the *Canadian Modern Language Review*.*

Tuesday, June 28th, 12:00-13:00 / Auditorium

MARIE-LUISE PITZL, University of Vienna

THE CREATIVITY OF ELF



Creativity in language use (as well as in other domains of life) essentially always has to do with moving beyond the norms and conventions of what is normally done or has existed before. To this end, creativity has to rely on existing conventions, but at the same time expands – and possibly shifts – these conventions through their (creative) application. Norm-following creativity may thus become norm-developing creativity (Pitzl 2012, 2013) which opens up new, previously unoccupied, linguistic or conceptual – or academic – spaces.

Like other terms in linguistics, English as a lingua franca (ELF) refers to both a linguistic phenomenon, i.e. the use of ‘English’ in multilingual contexts among speakers with different first languages, as well as to the academic discipline that studies it. So the creativity of ELF can mean two things: the linguistic creativity that can be observed and has been described in naturally-occurring ELF use and the creativity of ELF as a field in (applied) linguistics.

This talk will be an attempt to highlight the most essential aspects of both these meanings. After offering a theoretical conceptualization of creativity, I will illustrate the linguistic creativity of ELF use (and ELF users) with examples from VOICE (the Vienna-Oxford International Corpus of English), for example in relation to the use of idioms and speakers’ multilingual repertoires. Secondly, I will take a meta-perspective on ELF as domain of research and try to identify some premises and concepts that seem to be most creative of ELF as a field. Looking at intersections with other linguistic disciplines, the point to make is not that ELF – as a language use and as a discipline – is more (or less) creative than others, but to take note of how it is creative, i.e. what is creative about it.

Marie-Luise Pitzl is Postdoc/Assistant Professor in English Applied Linguistics at the University of Vienna (Austria) and has held previous positions at the University of Salzburg and TU Dortmund University. She is one of compilers of the Vienna-Oxford International Corpus of English (VOICE), a member of the Editorial Board of the Journal of English as a Lingua Franca (JELF) and co-founder and co-convenor of the AILA Research Network on ELF (together with Alessia Cogo). She has been active in ELF research since 2004 and has researched, given presentations and published on a range of ELF topics, such as resolving miscommunication, BELF, corpus building, lexical innovation and intercultural understanding. Recently, she co-edited a special issue of JELF on the theme ‘Teaching ELF, BELF and/or Intercultural Communication?’ (2015, co-edited with Susanne Ehrenreich). One of her main research interests is in creativity in ELF with a focus on idiom variation and the use of metaphors. She is currently completing a monograph on this topic for the DELF series (De Gruyter Mouton).

Tuesday, June 28th, 17:30-18:30 / Auditorium

UTE SMIT, University of Vienna

GOING BEYOND ELF VS. EFL: TOWARDS A MULTI-DIMENSIONAL UNDERSTANDING OF LANGUAGE IN ENGLISH-MEDIUM EDUCATION IN MULTILINGUAL UNIVERSITY SETTINGS



With the increasing internationalisation of higher education institutions, English-medium education has turned into a global reality over the last twenty years. Across all continents we thus find multilingual teachers and students engaged in their educational endeavours by relying on English or, more precisely, on English as a lingua franca in academia (e.g. Jenkins 2014; Mauranen 2012). At the same time, the extant research literature (e.g. Doiz et al 2013; Smit & Dafouz 2012; Wilkinson & Walsh 2015) shows that the apparently uniform move towards English-medium education in multilingual settings (EMEMUS) comes in a range of diverse local realisations.

While a high degree of context-specificity is integral to education per se, the extant diversity also indicates that the homogenizing function of English turns out to be more complex and multifaceted than initially expected. For instance, in the wide-spread 'internationalisation at home' approach, catering for linguaculturally homogeneous participants tend to share their respective educational language in addition to English, which is primarily used as an educational target. If such a class is then attended by an incoming student or visiting lecturer, however, the language function can then change very fast to that of a lingua franca. As this example illustrates, the functions English can fulfil in international HE are not only complex, but also dynamic and fluid.

It is against this background that this talk will make the case for a multi-dimensional understanding of language in EMEMUS, as integral to the recently developed Road-Mapping Framework and its six interlacing dimensions (Dafouz & Smit 2014). Of these I will mainly focus on the dimension of 'Roles of English (in relation to other languages)' and develop it further, by drawing from other relevant models (e.g. Cenoz & Gorter 2010; Unterberger & Wilhelmer 2011). Finally and with the help of illustrative discursive examples from different studies, I will argue that well-established notions of functions of English (such as EFL, EAP, ESP and ELF), while useful for initial categorizations of English language usage, fail to capture the dynamic and complex nature of English language use in tertiary education. Further developments of the Road-Mapping Framework support an integration of non-linguistic factors that pay equal importance to the societal, institutional and pedagogical realities of higher educational classrooms.

Ute Smit is Associate Professor at the Department of English Studies, University of Vienna. Her main research interests are in English (as medium of instruction) in (higher) education from the perspectives of CLIL, English as a lingua franca, classroom discourse, participant beliefs and language policy research. Her publications include Integrating Content and Language in Higher Education (AILA Review 25, 2012), English as a Lingua Franca in Higher Education (De Gruyter Mouton, 2010), Language Use and Language Learning in CLIL Classrooms (Benjamins, 2010) and numerous journal articles (e.g. in Applied Linguistics, International Journal of Bilingualism and Bilingual Education, System, Language Teaching, Journal of Academic Writing). She was founding convener of the AILA Research Network on "CLIL and Immersion Education" (2006-2014) and long-standing member of VERBAL, the Austrian association of applied linguistics (2001-2014). Presently, she is PI of the CLIL@HTL project focusing on CLIL practices in Austrian technical colleges (<http://celt.univie.ac.at/home/projekt-zu-clil-an-htls/>), and an international member of the INTER-LICA project, researching English-medium business education in Spain (<http://www.ucm.es/interlica-en>).

Wednesday, June 29th, 15:40-16:40 / Auditorium

JASONE CENOZ, University of the Basque Country

TRANSLANGUAGING PEDAGOGIES AND ENGLISH IN MULTILINGUAL EDUCATION



Multilingualism is widespread in the world today and English is in many cases one of the languages in the multilingual speaker's repertoire. English as a Lingua Franca is used by multilingual speakers who can also communicate in other languages and use their multilingual and multicultural resources in creative ways. In this presentation we discuss an emergent paradigm in the study of multilingualism which is characterized by a holistic view of multilingual speakers' linguistic repertoires and the softening the boundaries between languages. Within this paradigm the concept of translanguaging will be discussed in the context of multilingual education. Translanguaging was originally developed as a pedagogical tool alternating the languages used for input and output in the context of Welsh-English bilingual education in Wales. Nowadays, translanguaging is also used to refer to the way multilinguals communicate using resources from their repertoires. In this presentation, examples of translanguaging pedagogies involving the learning of English as a Lingua Franca will be presented. The last part of the presentation will focus on the need to create synergies between studies of multilingual education and English as a Lingua Franca as neighbouring areas of research evolving in new shared directions.

Jasone Cenoz is Professor of Research Methods in Education at the University of the Basque Country, UPV/EHU. She is the President of the International Association of Multilingualism. Her research focuses on multilingual education, the acquisition of English as a third language, bilingualism and multilingualism. Specific topics Jasone Cenoz has investigated in her research include the multilingual lexicon, translanguaging in written production, Basque multilingual education and cross-linguistic influence.

She has published articles on multilingual education in Modern Language Journal, Applied Linguistics, Language Culture and Curriculum, TESOL Quarterly, Language Teaching and the International Journal of Bilingual Education and Bilingualism, among others. She is also the author of several book chapters and books and the award-winning monograph Towards Multilingual Education (Multilingual Matters, 2009) and has co-edited Minority Languages and Multilingual Education (Springer, 2014) and Multilingual education: between language learning and translanguaging (Cambridge University Press, 2015). She has served as AILA publications coordinator for eight years and she has been a member of the Executive Committee of IASCL and she is the President of the International Association of Multilingualism.

INVITED COLLOQUIA

DATE & TIME	ROOM	TITLE	CONVENORS	SPEAKERS
June 27 th 11:00-13:00	Auditorium	Multilingual and multicultural perspectives on the third ELF eye	Jennifer Jenkins	Baker W., Cogo A., Morán Panero S., Perez Andrade G., Wang Y.
June 27 th 11:00-13:00	Room 1	Developing teachers and pedagogic resources for ELF	Andrew Blair	Blair A., Dewey M., Pineda I., Bayyurt Y., Lopriore L., Vettorel P.
June 27 th 11:00-13:00	Room 2	Doctoral workshop	Henry Widdowson	Jafari J., Bosso R., Jokić N., Torres-Purroy H.
June 27 th 14:30-16:30	Auditorium	Unsettled identities among ELF/EIL speakers in global contexts	Phan Le Ha	Phan L.H., Sung M., Barnawi O., González A., Llurda E.
June 28 th 9:00-17:00	Auditorium	Linguistic diversity on the international campus	Anna Mauranen	Murata K., Iino M., Konakahara M., Mauko I., Doubleday J., Jenkins J., Xu Z., Rupp L., Kaur J., Vazquez I., Luzón M. J., Perez-Llantada C., Anderson L., Karakas A., Baser B.
June 28 th 9:00-12:00	Room 1	Asian corpus of English: Recent findings	Andy Kirkpatrick	Hashim A., McLellan J., Deterding D., Low E.L., Ke J., Walkinshaw I.
June 28 th 9:00-12:00	Room 2	Unequal Englishes and political economies of globalization	Beatriz Lorente Ruanni Tupas	Tupas R., Darwin R., Bolander B., Lorente B., Sabaté-Dalmau M.
June 28 th 15:00-17:00	Room 1	ELF in critical contexts	Barbara Seidlhofer	Seidlhofer B., Christiansen T., Firth A., Taviano S., Widdowson H.
June 28 th 15:00-17:00	Room 2	EFL-aware pedagogy: challenges and implications for teaching and teacher training	Nicos C. Sifakis Yasemin Bayyurt	Cavalheiro L., Guerra L., Kordia S., Kemaloğlu-Er E., Deniz E. B., Siqueira S., Porfirio L., Souza J.

INVITED COLLOQUIA ABSTRACTS

Monday, June 27th, 11:00-13:00 / Auditorium

COLLOQUIUM 1

MULTILINGUAL AND MULTICULTURAL PERSPECTIVES ON THE THIRD ELF EYE

Convenor:

JENNIFER JENKINS, University of Southampton

In her plenary presentation at the ELF8 conference in Beijing, Jenkins discussed her recent reconceptualization of ELF in which multilingualism and translanguaging were central and more developed theoretically in ELF thinking than they had been up to that point. She used the metaphor of ‘seeing the world through the eyes of ELF 1, 2 and 3’ to present ELF research as having been through three phases. That is, it was initially, often as ‘EIL’ (English as an International Language), seen from a World Englishes varieties perspective; later (usually as ELF) it was better understood as something far more fluid and flexible that transcends language variety boundaries; and most recently it has been seen as an altogether more multilingual and less English- (or even ELF-) focused phenomenon, in other words, English as a multilingua franca “in which English is available as a contact language of choice, but is not necessarily chosen” (Jenkins 2015: 73).

In this colloquium the five speakers will consider the notion of English as a multilingua franca in relation to their own research interests. The colloquium will begin by exploring issues of language boundaries, labelling practices, and the ideologies involved in these. It will move on, in the second talk, to look at the relationship between multilingualism, multiculturalism and Transcultural Communication. The other three presentations will focus on specific contexts of English as a multilingua franca use: firstly, multilingual repertoires in both transient and more stable business English communities; secondly, the language ideologies of Chinese users of English and the way those users see their English in relation to the notion of Chinese imagined communities; and finally, how teacher trainers on ELT programmes in Chile conceive the concept of multilingualism-with-English in terms of both dangers and benefits. We will also leave plentiful time for discussion with the audience.

PAPERS and SPEAKERS

Paper 1

From intercultural to transcultural communication: multilingualism and multiculturalism in ELF research

Speaker: WILL BAKER, University of Southampton

Paper 2

Repertoires and boundaries: questioning multilingualism in ELF

Speaker: ALESSIA COGO, Goldsmiths, University of London

Paper 3

Multilingualism, boundaries, and labelling practices: exploring speakers’ perspectives

Speaker: SONIA MORÁN PANERO, University of Southampton

Paper 4

Understanding the ‘E’ in Chilean ELT programmes: English for multilingual competence or parallel monolingualism?

Speaker: GONZALO PEREZ ANDRADE, University of Southampton

Paper 5

From tolerance to acceptance: English language ideologies in an imagined ELF community

Speaker: YING WANG, University of Southampton

Monday, June 27th, 11:00-13:00 / Room 1

COLLOQUIUM 2
DEVELOPING TEACHERS AND PEDAGOGIC RESOURCES FOR ELF

Convenor:
ANDREW BLAIR, University of Sussex

The colloquium presents a series of themed talks and discussion on the application of key ideas emerging from ELF research to language teacher education, with a particular focus on pedagogic resources. Perspectives include pre- and in-service teacher training settings in different countries, analysis of published textbooks, reflections on other pedagogic tools and materials, and notions of ongoing professional development. Findings from current research projects investigating these important areas are reported, and proposals offered for a more effective understanding and integration of ELF realities. The diverse, evolving roles of educators in responding to the needs of lingua franca communicators in multilingual contexts are central to this process, and the aim of these papers is to contribute to both raising awareness and encouraging real change in policy, design and practice in language education.

PAPERS and SPEAKERS

Paper 1

Introduction to the colloquium theme
Speaker: ANDREW BLAIR, University of Sussex

Paper 2

Promoting critical language awareness for teacher development
Speaker: MARTIN DEWEY, King's College

Paper 3

Digitally conquering the ELF/ESP paradigm: Multimedia resources and sample task
Speaker: INMACULADA PINEDA, University of Malaga

Paper 4

Raising English language teachers' awareness towards WE/ELF-aware materials evaluation
Speakers:
YASEMIN BAYYURT, Boğaziçi University
LUCILLA LOPRIORE, Roma Tre University
PAOLA VETTOREL, University of Verona

Monday, June 27th, 11:00-13:00 / Room 2

**COLLOQUIUM 3
DOCTORAL WORKSHOP**

Convenor:
HENRY WIDDOWSON, University of Vienna

The purpose of this event is to provide PhD students with the opportunity to compare notes about their research and to discuss theoretical and methodological issues of common interest and relevance. Four researchers, working on different aspects of ELF, have been asked to give brief presentations about their research experience focusing on what motivated them in their choice of topic and what particular theoretical/empirical problems they encountered and how they coped with them. These presentations are intended to prompt general discussion in which everybody attending the session will be invited, and encouraged, to participate.

SPEAKERS

Paper 1

Speaker: JANIN JAFARI, Monash University

Paper 2

Speaker: RINO BOSSO, Cagliari University

Paper 3

Speaker: NIKOLA JOKIĆ, University of Grätz

Paper 4

Speaker: HELENA TORRES-PURROY, University of Lleida

Monday, June 27th, 14:30-16:30 / Auditorium

COLLOQUIUM 4

UNSETTLED IDENTITIES AMONG ELF/EIL SPEAKERS IN GLOBAL CONTEXTS

Convenor:

PHAN LE HA, University of Hawaii at Manoa

This colloquium pays specific attention to questions of identities among ELF/EIL speakers in global contexts. It highlights nuances and paradoxes embedded in and arising from speakers' negotiations of social status, professionalism, identity positioning, and enactments of certain roles and selves in responding to competing pressures and ideologies regarding the role of English. It challenges the romanticization of the 'sweet' triumph of ELF development and pushes the field to confront difficult questions more rigorously and beyond the ideological level.

PAPERS and SPEAKERS

Paper 1

Confusing the obvious: Why are people questioning the language of my entire schooling?

Speaker: PHAN LE HA, University of Hawaii at Manoa

Paper 2

A Hong Kong pre-service language teacher's English learning trajectories and identities: A narrative inquiry

Speaker: MATTHEW SUNG, Lingnan University

Paper 3

TESOL and international education: between the 'Self' and the 'Other'

Speaker: OSMAN BARNAWI, Kingdom of Saudi Arabia

Paper 4

Teacher identity and the discourses of nativespeakerism in the Latin American media

Speakers:

ADRIANA GONZÁLEZ, University of Antioquia

ENRIC LLURDA, University of Lleida

Tuesday, June 28th, 9:00-17:00 / Auditorium

COLLOQUIUM 5

LINGUISTIC DIVERSITY ON THE INTERNATIONAL CAMPUS

Convenor:
ANNA MAURANEN, University of Helsinki

This workshop presents the first findings from an international research collaboration seeking to explore multilingual practices on university campuses. All the universities advertise their international orientation, with English as the principal means of communication. What needs deeper exploration, however, is to what degree do actual realities match the avowed principles. We therefore delve into the linguistic practices people are engaged in, and what personal and collective meanings are involved. We look into policies, practices and multilingual realities with an ethnographic case study approach. Our team is based on a research project between the universities of Helsinki and Southampton, and our nine collaborating teams come from Europe, Asia, and Australia, each exploring the uses of language in their home university campuses. The workshop presents the first findings on our joint research, painting a wide picture of how the issues are tackled in different parts of the world.

PAPERS and SPEAKERS

Paper 1

Realities of EMI practices among multilingual students

Speakers:

KUMIKO MURATA, University of Waseda

MASAKAZU IINO, University of Waseda

MAYU KONAKAHARA, University of Waseda

Paper 2

Translanguaging in ELF communication: International students in Finland

Speaker: IDA MAUKO, University of Helsinki

Paper 3

Lecturers' orientations to the multilingualism of international students in a British university

Speakers:

JILL DOUBLEDAY, University of Southampton

JENNIFER JENKINS, University of Southampton

Paper 4

Linguistic diversity on an Australian university campus: preliminary findings

Speaker: ZHICHANG XU, Monash University

Paper 5

Changing attitudes to ELF at a Dutch university

Speaker: LAURA RUPP, Vrije Universiteit Amsterdam

Paper 6

Aspiring for global prominence: Language policy and practice at a Malaysian public university

Speaker: JAGDISH KAUR, University of Malaya

Paper 7

The scope of linguistic diversity in a primarily monolingual university: successful efforts towards internationalization

Speakers:

IGNACIO VAZQUEZ, University of Zaragoza

M JOSE LUZÓN, University of Zaragoza

CARMEN PEREZ-LLANTADA, University of Zaragoza

Paper 8

Going international (halfway): Linguistic and multimodal practices in the website of a mid-sized Italian university

Speaker: LAURIE ANDERSON, University of Siena

Paper 9

English-medium instruction in a Turkish University: Policy and practices through the eyes of lecturers and students

Speakers:

ALI KARAKAS, University of Southampton

BERAT BASER, University of Vienna

Tuesday, June 28th, 9:00-12:00 / Room 1

COLLOQUIUM 6

ASIAN CORPUS OF ENGLISH: RECENT FINDINGS

Convenor:

ANDY KIRKPATRICK, Griffith University

The symposium will start with a brief presentation by Andy Kirkpatrick, the symposium organiser, on the most recent developments of the use of English as a lingua franca in the Association of Southeast Asian Nations (ASEAN). Its role as an essential tool in promoting and creating a sense of ASEAN identity, as noted by the ASEAN Secretary General, Le Luong Mong, will be considered. This will be followed by four interrelated papers, all of which report findings using data from ACE.

PAPERS and SPEAKERS

Paper 1

One Vision, One Identity, One Community: the Role of ELF in the Promotion of an ASEAN Community

Speaker: AZIRAH HASHIM, University of Malaya

Paper 2

Code-switching in the Asian Corpus of English (ACE)

Speakers:

JAMES MCLELLAN, University of Brunei Darussala

DAVID DETERDING, University of Brunei Darussala

Paper 3

Phonological Patterning for English as a Lingua Franca in Asia: implications for policy and practice in multilingual Asia

Speaker: EE-LING LOW, National Institute of Education

Paper 4

Selected linguistic features of Chinese speakers in ELF communication

Speaker: JI KE, Griffith University

Paper 5

You're so rich! Conversational teasing about wealth among Asian speakers of English

Speaker: IAN WALKINSHAW, Griffith University

Tuesday, June 28th, 9:00-12:00 / Room 2

COLLOQUIUM 7

UNEQUAL ENGLISHES AND POLITICAL ECONOMIES OF GLOBALIZATION

Convenors:

BEATRIZ LORENTE, University of Basel and University of Fribourg

RUANNI TUPAS, National Institute of Education (Singapore)

Unequal Englishes is the idea that the pluralities associated with English are inextricably embedded in various forms of unequal relations between people, communities, institutions and states. It assumes that Englishes are all linguistically equal but that their political legitimacies are uneven. It also highlights various forms of inequality in the hope of clearing social and ideological spaces from which to mount mobilizations towards linguistic equality. While much has been said and written about the globalization of English, the descriptions and appraisals of 'global Englishes' assume a lateral spread of these Englishes, thus constructing diversities and speakers in interlocking stable relations. Due to globalization, however, English travels with its speakers across time and spaces and, in the process, takes on various meanings, identities and, most especially, economic and ideological values, as it interacts with new linguistic ecologies. As such, the situated spaces and processes of English language use enact differentiated and unequal practices of relations and interactions, thus making English language spread simultaneously uneven, reproductive, and transformative. This colloquium examines how inequalities between Englishes and between English speakers are produced in transnational and subnational contexts where English is supposed to function as a lingua franca. It aims to demonstrate how unequal Englishes are productive linguistic practices which (re)configure relationships, identities and discourses. The papers in this colloquium map out the specific geopolitical, intercultural and/or interpersonal configurations of these contexts to reveal not only how English diversifies and is transformed through talk and texts but, more importantly, how its diversities mobilize and are mobilized by specific and situated forms of inequality.

PAPERS and SPEAKERS

Paper 1

English on the street: tracing class configurations in the linguistic landscapes

Speaker: RUANNI TUPAS, National Institute of Education, Singapore

Paper 2

Unequal Englishes, social class and the positioning of migrant youth

Speaker: RON DARVIN, University of British Columbia

Paper 3

Probing the political economy of English for the transnational Ismaili Muslim community

Speaker: BROOK BOLANDER, University of Hong Kong

Paper 4

The (English-speaking) Other looks back

Speaker: BEATRIZ LORENTE, University of Basel and University of Fribourg

Paper 5

Unequal Englishes and linguistic de/legitimation acts: The case of Ghanaian migrants in Catalonia

Speaker: MARIA SABATÉ-DALMAU, University of Lleida

Tuesday, June 28th, 15:00-17:00 / Room 1

COLLOQUIUM 4

ELF IN CRITICAL CONTEXTS

Convenor:
BARBARA SEIDLHOFER, University of Vienna

In the age of globalization English as a lingua franca is crucial to many areas of professional and private life, including teaching and learning in higher education, science and research, language pedagogy, business, and tourism. ELF research over the last 15 years or so has studied communication via ELF in all these domains, and has shown that countless ELF speakers across the world not only use this means of communication for a vast number of different purposes, but also shape it in the process. This research has also brought about new theoretical developments as it has necessitated a quite radical rethinking of deeply entrenched ideas and attitudes concerning the notions of 'community', 'competence', 'effective communication' and 'language use and language learning'. What has, however, only been given fairly scarce attention so far are the kinds of translingual, intercultural interaction where the power differential between the communicating parties is very great, and where the outcomes of these ELF interactions have far-reaching consequences, especially for the weaker side. Such high-stakes encounters happen, every day all over the world, in areas such as asylum procedures, peace-keeping and diplomacy, mediation/conflict resolution, interpreting, language policy and language planning, international publishing, and testing.

These unequal encounters call for a particularly critical consideration and awareness of the lingua franca role of English, but this is often not in evidence. Therefore, this symposium will be dedicated to the discussion of the role of ELF in such high-stakes encounters. The participants will explore whether, and how, an explicit and agreed-upon reconceptualization of the means of communication in these settings – not as 'English' riddled by nation-language ideology, but as English as a lingua franca – may be appropriate and feasible, and what difference this could make for the (sometimes literally) vital issues of misunderstanding, alienation, inequity, and disenfranchisement that often beset such intercultural encounters. The session will have a format that allows free-ranging discussion to develop among the panellists and with the members of the audience. Therefore, there will not be a sequence of formal presentations, but instead the panellists will first engage in discussion amongst themselves and then invite comments from the respondent and contributions from the audience.

PAPERS and SPEAKERS

Paper 1

Introduction & contextualization

Speaker: BARBARA SEIDLHOFER, University of Vienna

Paper 2

ELF in migrant encounters

Speaker: THOMAS CHRISTIANSEN, Università del Salento

Paper 3

ELF in mediation/conflict resolution and in media interviews

Speaker: ALAN FIRTH, Newcastle University

Paper 4

ELF in interpreting and translation

Speaker: STEFANIA TAVIANO, Università degli Studi di Messina

Paper 5

Respondent: matters arising

Speaker: HENRY WIDDOWSON, University of Vienna

Tuesday, June 28th, 15:00-17:00 / Room 2

COLLOQUIUM 9

EFL-AWARE PEDAGOGY: CHALLENGES AND IMPLICATIONS FOR TEACHING AND TEACHER TRAINING

Convenors:

NICOS C. SIFAKIS, Hellenic Open University

YASEMIN BAYYURT, Bogazici University

The Colloquium focuses on applications of the ELF-aware approach to pedagogy, teacher education and materials design and evaluation. It presents case studies from different contexts of the Expanding Circle (Brazil, Greece, Portugal and Turkey) and aims at raising awareness of the gains and challenges of ELF-aware applications for teachers, teacher educators, policy makers and material designers.

PAPERS and SPEAKERS

Paper 1

Changing practices and building materials in Portuguese ELT classes: from EFL to ELF

Speakers:

LILI CAVALHEIRO, University of Lisbon, ULICES

LUÍS GUERRA, University of Evora, ULICES

Paper 2

Reflective practices in transformative ELF-aware teacher education: insights from the 'ELF-GATE Project'

Speaker: STEFANIA KORDIA, Hellenic Open University

Paper 3

Perspectives and practices within ELF-aware pre-service teacher education: a descriptive analysis from Turkey

Speakers:

ELIF KEMALOĞLU-ER, Bogazici University

ESMA BIRICIK DENIZ, Cukurova University

Paper 4

ELF-aware teacher education in Brazil: from toddler to child

Speakers:

SÁVIO SIQUEIRA, Bahia Federal University

LUCIELEN PORFIRIO, Bahia State University

JULIANA SOUZA, Bahia Federal University

ABSTRACTS

Papers

AFKIR, MINA

Attitudes towards English in Morocco: what status in the new reshuffling of language hierarchies?

Monday, June 27th, 15:00-15:30, Room 5

The goal of this paper is to address the issue of how English, which has recently undergone a remarkably rapid growth in Morocco due to its status as a global language, is perceived in the face of powerful co-present languages such as Standard Arabic, which enjoys an official status and a religious value, and French, the ex-colonial language. Having witnessed many social, political and economic transformations in the last two decades, Morocco, which is a multilingual country due to its long history of language contact, has experienced a reshuffling of language hierarchies that has resulted in new perceptions of the languages that are co-present in its linguistic space. For instance, the fact that contemporary Morocco has opened itself more to the global economy, liberalized its media, encouraged more higher education abroad, promoted large-scale tourism projects, and expanded its citizens' access to the internet has raised the latter's awareness of the status of English as a lingua franca. The data consists of a language attitude questionnaire that was administered to 400 respondents to investigate their perception of English in the Moroccan contemporary multilingual space, where local and foreign languages compete for social, economic and political capital. The findings have revealed that while Standard Arabic is perceived as essential for identity marking and for religious purposes, English is emerging as a powerful language and as the most competitive language to French. There is a growing sense that it has more value than French given its crucial role in international communication.

ALLRED, MICHAEL

Anthropophagic English language education for an educated, compassionate citizenry

Tuesday, June 28th, 11:00-11:30, Room 4

Traditional approaches to English as a Foreign Language (ELF) tend to focus mainly on the structural, compartmentalized elements of language such as grammar and vocabulary and give little regard to the cultural aspect of language; especially in a more integrative and holistic way. Such a scope favors a purely utilitarian conception of language and ignores the potential that language study has in making students more responsive to other languages, cultures and individual differences while also enhancing their knowledge of the rich onto-epistemologies found in these. That is, communicative language skills in English must be developed through a lens of cultural and intercultural competency for communication to be meaningful in that it is shaped by the shared histories and cultural identities of its speakers and that understanding these are necessary in successfully interacting with native interlocutors. For this reason, I propose an approach to language study that I have termed the anthropophagic crafting of the self based on the Brazilian notion of anthropophagy in which students use the new competencies they acquire through language study to incorporate aspects of English and Anglophone culture(s) in their own identity for a process of cultural transformation in which they craft their own bi/multilingual, bi/multicultural identity for a more global sense of self. This paper discusses the restructuring of world language education programs with respect to curriculum and instruction along these lines to address the current and potential needs of students of English in personal and professional domains in an increasingly interconnected, global community.

AMENT, JENNIFER

Pragmatic development and individual differences in the ELF university context

Tuesday, June 28th, 15:30-16:00, Room 4

This pilot study examined university undergraduates in the English medium instruction (EMI) context and their use interpersonal pragmatic markers (PMs). Variables under examination were hours of EMI, and level of anxiety. It has been found that context of learning plays an important role in the acquisition of second language (L2) pragmatic capacities (Alcón, 2005) and that learners in content learning contexts show slow and steady improvement in their pragmatic capacities (Taguchi, 2012 & 2014). There is also evidence that individual differences such as motivation and attitudes have an effect on L2 pragmatic production (Takahashi, 2005; LoCastro, 2001). This study intends to build upon what is known in the field by bridging the gap and studying both the context and individual differences within the same population.

ANDERSON, LAURIE J.

Factors affecting the comprehensibility and pragmatic effectiveness of research presentations by multilingual scholars to ELF audiences

Wednesday, June 29th, 9:00-9:30, Room 1

This paper presents the results of a large-scale study of the reception of oral presentations made by multilingual scholars to academic peers in an English as a Lingua Franca context. The study is based on the analysis of written feedback on research presentations made by 4 cohorts of fellowship holders (N=176) at the Max Weber Postdoctoral Programme in the Social Sciences (European University Institute, Florence), an EU-funded programme which annually brings together some 40-50 scholars from four different disciplines (social and political sciences, law, economics and history) and a wide range of linguistic and national backgrounds. The presentations, given at the beginning of a one-year fellowship period, were designed to provide an overview of the scholars' research interests and encourage interdisciplinary collaboration; the written feedback was elicited precisely to contribute to this process, and thus provides a direct window onto issues of comprehensibility and pragmatic effectiveness. The study documents how specific aspects of the presentations (e.g. use of visuals, overt signposting, speed of delivery) were considered by ELF listeners to facilitate understanding and enhance their appreciation of the presenters' research. It also details how the sharing of certain characteristics by speakers and listeners (same discipline, similar language background) influences how ELF listeners respond to their colleagues, the assessments they make about pragmatic effectiveness, and their expressed interest in collaborating. Finally, some gender-based differences in how feedback was provided emerged, suggesting a need to take this variable more systematically into account in investigating communication in ELF settings.

ANDREYKIV, MYROSLAV and MARTIN-RUBIÓ, XAVIER

Language practices in a Costa Daurada tourist resort

Monday, June 27th, 15:30-16:00, Room 5

The purpose of this work is to gain understanding about language practices and language beliefs in three hotels situated in Salou, a coastal town in Catalonia with a great influx of tourists from different nationalities in spring and summer. Interviews with their hotel receptionists (of different nationalities and with different language repertoires) are going to be carried out in Easter 2016 to identify the dominant language beliefs and discourses in this specific context. As for the language practices, conversations between receptionists and customers are going to be observed and/or audio-recorded during this same period of time. Discourse Analysis and Conversation Analysis will be used to analyse the collected data, with the intention of determining the levels of mutual comprehension in these interactions, and the dominant vocabulary and conversational norms in this kind of language practice.

The practical implications of the work are directed to unemployed people who are looking for jobs within a hotel structure, especially those looking for employment in Spain. Knowing more about the way languages are used in the hotel receptions of these hotels, and about what those currently employed in these jobs think about the languages and the practices in question could better prepare these prospective workers for the future.

BATZIAKAS, BILL

Being culturally appropriate through negotiation of meaning in ELF interactions

Wednesday, June 29th, 9:00-9:30, Room 3

This presentation will look at the naturally occurring spoken discourse of a group of international students at the University of London, who were holding meetings in order to establish an international student society (the data were previously collected as part of my PhD research study). First, the construct of the negotiation of meaning will be discussed, and it will open up and linked with the ability of language to adapt in order to suit the communicative needs of the speakers who use it and the sociocultural contexts in which it is used. Through the ensuing data analysis, it will be shown that the students of the research study were negotiating the meaning of phrases and expressions which they considered culturally contested, and that they were refining them or replacing them with others. As it will be argued, the students were thus achieving the pragmatic function 'being culturally appropriate'. In turn, it will be shown that this function could be further broken down into the sub-functions 'refining the culturally contested elements of a phrase or expression', and 'replacing a culturally contested phrase or expression altogether'. My arguments will be complemented with metalinguistic comments which the students themselves provided during the post-event interviews which we had.

BECKER, MARCIA R.

The influence of token frequency in studies of perception of intelligibility of ELF

Monday, June 27th, 15:30-16:00, Room 1

In a study conducted to research intelligibility, to Brazilians, of the English spoken by Germans, Americans, Chinese and Japanese, it was noticed that aspects related to token frequency, analyzed against the backdrop of Usage-Based Phonology (BYBEE, 2001, 2007, 2010) and Exemplar Theory (PIERREHUMBERT, 2003) seemed to have played an important role. The stimulus for the Brazilian listeners was a text taken from the Speech Accent Archive, George Mason University, read by two speakers from each of the above-mentioned nationalities, a man and a woman. The tests of perception of intelligibility were carried out with ten Brazilian listeners for each of the speakers, who transcribed orthographically what they had heard, following the definition of intelligibility given by Munro and Derwing (1995) in which intelligibility is referred to as the extent to which an utterance is understood. The study has concentrated on content words, and two corpora were used to distribute these words in frequency bands: BNC (British National Corpus) and COCA (Corpus of Contemporary American English). Almost half of the words analyzed were very frequent, occupying a position among the 1000 most common. These were the ones with the highest scores of intelligibility. On the other hand, words with below 20% of intelligibility coincided with the least frequent ones in these two corpora. This paper aims at presenting the details of this study as well as discussing the necessity of considering the frequency of words when conducting studies of intelligibility of English in the context of ELF.

BJÖRKMAN, BEYZA

PhD supervisor-supervision interactions in an English as a Lingua Franca (ELF) setting: genre features and ways of expressing disagreement

Tuesday, June 28th, 10:00-10:30, Room 4

The increase in English-taught programs in European Higher Education (HE) has been tremendous at a growth rate of 500% since 2002 (Wächter and Maiworm 2014). In these HE institutes, English serves as an academic lingua franca for students and staff. The

present paper reports from such a HE setting in Sweden and focuses on genre features and ways of expressing disagreement in PhD supervisor-PhD student supervision meetings, a genre largely neglected in the study of spoken academic discourse.

The material comprises naturally-occurring speech of seven hours by PhD supervisors and students who all use English as a lingua franca. The recordings have been transcribed, and the instances of disagreement were analysed by a mixed-methods approach, drawing on Conversation Analysis (CA). The results of the genre analysis show three types of interaction that have emerged from the data, i.e. core interaction, social talk and project management. The analysis of the disagreement episodes shows that the PhD students in the dataset directly construct disagreement with their supervisors on content-related advice despite the academic and institutional power asymmetry present in these interactions. The supervisors, however, indirectly construct disagreement with their students. It is suggested here that linguistic competence and content knowledge may be two factors mitigating the power asymmetry. Also, the expression of disagreement does not seem to be perceived as confrontational by either the supervisors or students. This suggests that disagreement may be typical of this spoken genre, possibly contributing to the enculturation of the PhD student into the academic community.

BOSSO, RINO

Exploring computer-mediated English as a Lingua Franca

Wednesday, June 29th, 9:30-10:00, Room 2

The interactive potential of Web 2.0 has had an unprecedented effect on computer-mediated communication (CMC): Internet users have been empowered, and their status has risen dramatically, from that of mere consumers of information to that of authors actively involved in the production of texts as well as in interaction with other users. In particular, CMC allows for global communication to take place in virtual settings via English, despite time and spatial divides among Internet users. Such use of the English language, which transcends geographical boundaries and connects different linguacultural backgrounds, has been termed English as a Lingua Franca (ELF), and defined as 'any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option' (Seidlhofer, 2011: 7).

In view of the enormous number of its users world-wide, Facebook seems to be an ideal virtual setting for computer-mediated ELF interactions. By applying the methods of virtual ethnography for data collection, of corpus linguistics for data annotation and of discourse analysis for the qualitative analysis of data, this applied linguistic project aims to describe the pragmatics of computer-mediated ELF use on Facebook, and how verbal and non-verbal signs are combined by ELF users in the performance of computer-mediated speech acts to achieve their communicative goals.

The presentation at ELF9 will give some insight into the use of computer-mediated ELF on the basis of examples from the corpus which is currently being compiled.

BOYD SPEAKER, JULIA and RUDVIN, METTE

Do accommodation/cooperation and face strategies in ELF vary according to setting?

Tuesday, June 28th, 15:00-15:30, Room 4

This paper presents the preliminary results of a study that compares features in English Lingua Franca conversations in various domains. The study looks at obstacles to comprehension and seeks to identify which features most frequently impede mutual comprehension.

Methodology and Data collection: Voice-recorded material collected by the authors from public service settings in Italy between Italian ELF health-care providers and care-seekers was compared with a sample from the Asian Corpus of English and the European VOICE corpus.

Hypotheses: Prior to analysing the data, our first assumption was that the most serious and frequent obstacles to mutual comprehension were not morpho-grammatical or lexical but related to pronunciation and stress-pattern. We assumed that speakers would attempt to overcome them through repetition, simplification and other repair strategies.

Our second assumption was that accommodation strategies change according to setting and nature of the discourse (transactional/conversational, (a)symmetrical in terms of public/bureaucratic and ethnic-culture identities). Face negotiating strategies are particularly influenced by the differences in social and institutional symmetry (especially as in ‘deferring’ to authorities or ‘gratuitous concurrence’ –, signalling respect and power differentials). A third related assumption was that in the typical ELF varieties of migrant speakers in institutional settings, pronunciation will be a more marked comprehension obstacle than in peer-to-peer social conversations. All three assumptions were confirmed through the (still on-going) analysis.

A number of useful teaching-related conclusions could be drawn from this study including an increased focus on those features that lead to successful mutual comprehension.

BRUNNER, MARIE-LOUISE, DIEMER, STEFAN and SCHMIDT, SELINA

“You are struggling forwards, and you don’t know, and then you ... you do code-switching...” - Code-switching in ELF Skype conversations

Wednesday, June 29th, 9:30-10:00

This paper analyzes how code-switching is used by ELF speakers communicating via Skype, a communication medium that has so far not been examined in an ELF context. The basis for the analysis is CASE, the Corpus of Academic Spoken English (forthcoming), in which participants from seven European countries discuss academic and cultural topics in an informal online setting. Code-switching is a key strategy in ELF interaction (Cogo 2009, Klimpfinger 2009, Pennycook 2010), and, as Vettorel (2014: 211) emphasizes, “commonly and effectively employed [...] without causing problems of intelligibility.” As code-switching is tagged in our data, it can be extracted and quantified. First, we quantitatively analyze its frequency, the type of words that are switched, and its co-occurrence with paralinguistic (e.g. laughter, pauses) and organizational features (e.g. discourse markers) to get an impression of the context it occurs in. We then qualitatively analyze various instances of code-switching to illustrate concrete communicative aspects, such as motivated vs. performance (de Bot 2002) and flagged vs. skilled (Poplack 1987), as well as its discursive functions and communicative goals during the co-construction of meaning in ELF (cf. also Gumperz 1982). Code-switching in our data occurs frequently and for various purposes: to improve the communication (cf. Klimpfinger 2009), e.g. by conveying words that are unknown or untranslatable, to enhance cultural connotations (cf. Vettorel 2014), for emphasis of cultural identity and group membership (cf. Ochs 1993, Auer 2005, Cogo 2009), as a means of creating rapport (cf. Spencer-Oatey 2000), and to create humor (cf. Siegel 1995).

CHAN, JIM YEE HIM

Perceptions and experiences of ELF among students, teachers and professionals in Hong Kong: Implications for English language teaching

Wednesday, June 29th, 9:00-9:30, Room 2

One of the consequences of English globalisation has been the increasing number of non-native speakers worldwide, who have now become the overwhelming majority of English users. As a result, a major controversy in the field of ELF has been the application of exonormative Inner Circle norms to contemporary ELT classrooms because native speakers are no longer relevant to most international communication. Against this background, this study seeks to investigate the first-hand English-using experiences of the professionals in Hong Kong as compared with the perceptions of real-life English use by school teachers and students. While the former participants are the major stakeholders in authentic English communication, it is also crucial to understand the awareness of the latter so as identify any potential ‘gap’ between language practices in the real life and the conceptions of teachers and future users (i.e. students).

More specifically, the perceptions and experiences of these participants were investigated via a large-scale structured questionnaire survey (n=1893) and semi-structured interviews/focus groups (n=151). The interviewed professionals were from a wide range of occupational domains at both junior and senior levels. The findings suggest that the real-life English-using situation in Hong Kong is

highly sophisticated and, perhaps, individualised according to the occupational nature, whereas teachers' and students' awareness of language use tends to be rather limited. The paper concludes by highlighting some important observations and recommendations based on challenges facing the professionals and their suggested solutions in real-life English communication (e.g. accent variation, telephoning, cultural differences and situational differences in language choice).

CHAPMAN, RICHARD

'Being frank about a lingua franca' – Is ELF a pragmatically and rhetorically adequate linguistic development?

Monday, June 27th, 18:00-18:30, Room 1

Forms of the English language have adopted the role of a Lingua Franca (whether in an ad hoc or planned way) in various linguistic settings. Along with its unquestionable utility for commercial or personal purposes, we have seen a significant effort to understand this linguistic phenomenon and to propose contributions to its development in terms of both content and form on the one hand, and its values and pragmatics on the other.

The present paper recognises the importance of ELF research and at the same time calls into question certain aspects of the current paradigm, focusing on the so-called 'let-it-pass' principle; assumptions of neutrality in forms of ELF; the claim to hybridity; its relationship with other attested forms of English and questions of ease of use and learning.

The paper then moves on to a more theoretical discussion of essential problems an international language is obliged to face: its needs and purposes; the socio-political and economic realities involved; questions of class and elitism; costs involved in acquisition and the multiple and complex functions any language has. The place of metaphor and idiomaticity, manipulation of rhetorical and pragmatic elements and the identity function are examined, with emphasis on localities and contexts of language use and the need for a discourse level appreciation of (even) a lingua franca.

The talk concludes with proposals for research into linguistic behaviour in contexts such as weblogs and social media in order to observe possible metaphorical language use in ostensibly 'simple' ELF contexts.

CHEW, PHYLLIS

From chaos to order: a model to understand ELFs and world orders

Monday, June 27th, 17:00-17:30, Room 5

The author will present a theoretical paper based on the scientific theory of complexity - an alternative paradigm in understanding and appreciating ELFs in the wake of globalization and its accompanying shifting priorities in various domains such as politics and economics, and world order.

The author has created a model which argues that history is a theatre for the realization of lingua francas, be it tribal, city, national or global, and will offer a model that shows the present as derived from the past and as a bearer of future possibility, the understanding of which is rooted in the understanding of World Englishes and ELF.

In the model, tentatively entitled "from chaos to order", the author will argue that heterogeneity tends to even out historically through diffusion, creating a kind of integration and bonding. This integration of diverse peoples generates other new kinds of heterogeneity, resulting in a "unity amidst diversity". In this manner, historical and linguistic changes move from chaos to order: in the direction of increasing complexity and integration of more and more diverse elements. Languages which arrive on the scene later are laid layer by layer on earlier ones. This ELF model will show how languages evolve either vertically through the forces of evolution or horizontally through social contact.

In brief, this presentation will engage with some of the current theoretical debates in World Englishes and includes, as a means of fleshing out the model, sociolinguistic data, and references to Arabia, Fujian (in China), and Singapore.

CHRISTIANSEN, THOMAS**Can the prestige gap between ELF and standard varieties of English ever be narrowed?****Monday, June 27th, 18:00-18:30, Auditorium**

Stigma attached to non-standard varieties and variations of languages, especially those associated with non-native speakers, remains a major concern both in attitudes to the use of ELF (see Jenkins 2007), and to research into it. This is especially true when there are educational (language learning, testing and certification) and policy implications (recognition of non-standard varieties and ELF variation, training for intercultural mediators – on the power asymmetries inherent to much discourse in ELF see Guido 2008).

This paper explores whether this “prestige gap” between standard and ELF (Jenkins 2000, 2007; Seidlhofer 2001, 2011) can ever be narrowed, especially in view of characterisations of ELF as culture neutral: a language of communication not identification (House 2003), which many see as a barrier to wider currency (Ostler 2010). However, greater appreciation of the distinction between multi/pluri- and monolingual speakers (Jenkins 2015) and of translanguaging in general (García / Wei, 2014) indicates that ELF variations may constitute subtle expressions of cultures that cannot be defined in traditional ethnic or geographical (regional / national) terms. As well as discussing these wide issues, our study will include consideration of how standard NS English evolved in the first place from distinctly heterogeneous linguacultural roots (McWhorter 2007, 2008). We will also look at examples of important contemporary world figures prepared to use spontaneous and improvised ELF variations in public discourse and examine whether such cases may legitimise ELF variations in the eyes of the wider speech community, both native speaker and non-native speaker English.

CODÓ, EVA and PATIÑO, ADRIANA**“GEP is for masochists!” Language, labour market and inequality in a Catalan secondary school****Monday, June 27th, 14:30-15:00, Room 3**

The aim of this paper is to examine the process of implementation of English-medium content teaching (generally known as CLIL) in a state school in the Barcelona metropolitan area. Specifically, the study purports to understand the positioning of the five non-English specialists participating in a government-supported experimental scheme to promote plurilingualism in Catalan secondary schools (aka GEP). Ethnographic data of different sorts (individual and group interviews, classroom recordings, teaching materials, open day sessions, etc.) was gathered over the course of one academic year (2015-2016). The study is framed within a political economic view of language teaching/learning (Block, Gray and Holborow, 2012; Kramersch, 2014), a fairly unexplored angle within applied linguistics, and follows recent work on the effects on neoliberalism in second/foreign language education (Bernstein et al. 2015).

The paper analyses the impact of the implementation of CLIL on committed teachers of schools located in traditional working class neighbourhoods in terms of tensions and contradictions emerging in practices. The preliminary results show that at the same time as CLIL teachers want to democratise access to English for their students, they are themselves trapped in deprecatory discourses about their English-language competence and a neoliberal, self-responsible ethos leading them to invest time and money in their own English education. The situation is more complex for those who are not permanent staff members since they must redesign their courses to be taught in English and enrol in government-sponsored training programmes with heavy workloads without clear rewards for them in terms of future job stability.

COGO, ALESSIA and SIQUEIRA, SÁVIO**Pre-service and in-service teachers' attitudes to change towards ELF: is there a difference?****Wednesday, June 29th, 12:30-13:00, Auditorium**

As Seidlhofer (2011) would pose, a great amount of the findings in ELF research has not yet reached the regular practitioner in different parts of the world. Despite the fact that ELF research has been solidly advancing, very little has been found out about teachers' questioning their role in the context of ELF, the global position of English, their role in possibly reproducing or resisting

discourses of dominance, inequalities, hegemony, among others. Of the issues still in need of further study, investigation on change or transformation of teachers' attitudes towards ELF has not come into play as much as it could have by now. This brief investigation with in-service and pre-service teachers in Brazil attempts to tackle such an issue. The work was conducted in 2015 with pre-service teachers of English from Bahia Federal University and in-service teachers from ACBEU, a prestigious Brazil-US Bi-national language institute located in Salvador, Brazil. Preliminary findings have shown that regardless of the differences in experience and background knowledge, both groups have demonstrated a very positive attitude towards ELF, although many questions and doubts were brought up when it came to picturing the teaching of ELF-oriented classes at a regular basis. At a broader level, this work, still in progress, envisions to help the authors develop an understanding of what facilitates or motivates teachers to embark in the journey to question themselves and their attitudes on language teaching and the role of English in the world.

CUTILLAS ESPINOSA, JUAN ANTONIO

Non-native English in public: transfer of L1 attitudes to the lingua franca arena

Monday, June 27th, 17:30-18:00, Auditorium

Many publications have addressed ELF pronunciation, but relatively little attention has been paid to ELF pronunciation by public figures. Political speech is often strategically designed (Hernández Campoy & Cutillas Espinosa 2010; Johnstone 1996, 2009) in order to project a desired persona or identify with a given target group. An interesting question arises when public figures use English as a lingua franca in public, both addressing an audience and being overheard by their voters. A case in point was the speech given by the former mayor of Madrid, Ana Botella, addressing the IOC back in 2013. Her heavily Spanish accented speech was considered appalling by the Spanish press and the general public alike. In this study, we will use auditory analysis and speech analysis software when necessary in order to: (a) systematically describe her use of non-native features, which could be labelled as 'Spanish English'; (b) assess these features in terms of the potential to impair intelligibility as described in Jenkins' LFC (2000, 2002). The data obtained will shed light on how the ELF debate may be influenced by local attitudes towards appropriateness in public speech. These local attitudes seem to transfer automatically from the L1 context to lingua franca interactions. The Spanish public seems to be taking on what they perceive as stylistic cues to build a negative persona. ELF pronunciation is then interpreted as a sign of personal and political incompetence. This, in turn, has implications for a sociolinguistically-informed approach to the teaching of ELF for 'public' purposes.

DAFOUZ MILNE, EMMA and KOMORI-GLATZ, MIYA

Conceptualising English as a lingua franca for business and economics education

Tuesday, June 28th, 16:00-16:30, Room 5

English has an unprecedented role in HEIs offering programmes in economics and business disciplines (Wilkinson 2011). In many of these institutions, the introduction of English-medium programmes (EMPs) is closely linked to internationalisation and increased competition (Knight 2013). Unfortunately, however, there is often too little consideration given to the language used on these programmes, and there is a need to examine ELF across educational settings (Smit 2010).

This presentation is based on two projects that examine the specific practices of teachers and students in business and economics EMPs. The first, INTER-LICA, is an innovative collaboration between language and content teachers in Spain and aims to identify and promote best practice for EMPs. The second examines multicultural student teamwork in Austria and how students use language(s) in simulations of business activities.

The presentation first problematises the specific role and nature of English in business and economics education. It then draws on the projects mentioned above to highlight aspects of language use in practice that are specific to ELF communication in the context of business and economics EMPs.

DOĞAN UÇAR, ASIYE and VURAL, SENIYE

EFL learners' perceptions of target culture in an expanding circle country

Wednesday, June 29th, 9:30-10:00, Room 3

According to a recent report by the British Council, The English Effect (2013), English is spoken by a quarter of the world's population, and the people who speak English as a second or foreign language outnumbered its native speakers long ago. This widespread use of English as the lingua franca of international communication has considerably increased the importance placed upon teaching English over the years. In this process, culture has always received attention as an essential component of language teaching (Kramsch, 2006). Language and culture are, doubtlessly, inseparable and this study lies on the complex intersection of them, attempting to shed light on target culture perceptions of first and final year English Language and Literature students in Turkey, an "expanding circle" country in Kachru's (1985) terms. The quantitative data obtained via a questionnaire and the qualitative data obtained via semi-structured interviews reveal that the participants have positive attitudes towards incorporation of cultural elements into language teaching and want to learn more cultural information for a number of reasons. They mostly associate the English language with the UK and the USA respectively and want to learn about the culture of these countries. This finding suggests that the sampled group of learners still see English as a property of its native speakers. Although the final year students expressed stronger preference towards more references to local –Turkish- culture and other cultures from all over the world during classes, the demand for information on British and American culture is the highest in both groups.

DUBOC, ANA

Towards an ELF pedagogy in light of postmodern principles: on weakness, imperfection, and interruption

Tuesday, June 28th, 15:30-16:00, Room 2

Several discussions on the new roles of English in global societies have been recently carried out as a response to new globalization processes and the use of digital technologies in today's societies. If once English as a Foreign Language (EFL) methodologies were predominantly based on stability, standardization, consensus and prescription, the English as a Lingua Franca (ELF) debate has acknowledged fluidity, particularity, conflict and performance in recent discursive practices, moving beyond ethnocentric and monolithic ways of addressing language, identity and culture. This paper seeks to pinpoint some intersections between an ELF Pedagogy and three recent conceptualizations brought by postmodern scholars, that is to say, the weak thinking (Vattimo, 1987, 2004), the imperfect education (Todd, 2009) and the notion of interruption (Biesta, 2006, 2010) as some of the constitutive elements of a so-called postmodern English curriculum (Duboc, 2015). As theory and practice are infused within each other, a couple of vignettes as experienced in my own English Teacher Education context will be shared as a way to illustrate how such a supposedly postmodern English curriculum relies on the teacher educator's attitude between the cracks (Duboc, 2013, 2015) so that student teachers have an opportunity to critically question the mainstream. English Teacher Education programs have much to benefit from an ELF perspective for its transdisciplinary and cross-cultural nature, enabling future teachers to dialogue with what and whom is different and to ethically respond to difference in a way that language education might also contribute towards a new humanism in contemporary global societies.

DUBOC, ANA; DONNINI, LÍVIA and GARCIA, BIANCA

Decolonizing the English classroom under an ELF perspective: an innovative experience in Southern Brazil municipal schools

Monday, June 27th, 14:30-15:00, Room 5

Recent discussions on the nature and role of English have put EFL methodologies under scrutiny inasmuch as they seem to lack a genuine concern on constitutive elements of postmodern societies, in particular, the legitimacy of local knowledges from countries

other than those once placed within the “inner circle”. For long decades, most Brazilian students from regular education have struggled to learn English for the still structuralist or functional-oriented curricula whose ethnocentric and monolithic views of language and culture have neglected out-of-school literacy practices and all creative uses of English. In view of that, decolonizing education seems to be paramount if one wishes to acknowledge diversity in today’s societies. This paper seeks to share an experience on a pioneering educational policy in Sao Paulo municipal schools. Located in Southern Brazil, the Latin American largest public education system with over 3,000 schools has launched an initiative to put forth a decolonizing curriculum within the frame of a learning rights educational policy. With regard to English language teaching, an English as a Lingua Franca perspective, along with contributions from the multiliteracies studies, has been proposed for its plurilingual and transcultural orientation. We intend to outline the collaborative curriculum design process and briefly present a description of the curriculum redesign in light of ELF categories to open the debate for participants to join. We conclude in favor of an ELF Pedagogy in regular education for its potential to foster students’ and teachers’ critical and agentive roles both within and outside our classrooms and schools.

DUNKOVA, JIRINA

Learner goals and attitudes to mistakes in the Czech Republic - a clash between EFL and ELF?

Monday, June 27th, 18:00-18:30, Room 4

In the paper I discuss whether the ‘ELF-informed approach’ to teaching and learning as outlined by Seidlhofer (Seidlhofer 2011: 175-209) could be beneficial in the particular situation of private language schools in the Czech Republic. I focused on those institutions as the initial impetus for the whole research had come from my personal experience as an English teacher at one of such schools. The research questions evolved around the fact that I expected a clash between students’ beliefs concerning learning goals, attitudes towards accuracy, language creativity and the classroom reality. Moreover, the research intended to outline whether the concept of languaging (Phipps 2007:1, Widdowson 2003) could be worth introducing to the students based on their reported and observed learning needs. I employed the mixed-method research methodology (Creswell, 2003: 208) combined with features of a descriptive research (i.e. Dörnyei 2007: 209, Chui 2007: 50) in order to satisfy both the quantitative aspect, thus generalisability, and qualitative aspect, thus objectivity, of the results.

The conclusions showed, indeed, a clash between the classroom reality and the attitudes the students reported. Additionally, the students would profit from the knowledge of languaging in order to be able to use English more freely, and practice it in a more authentic way during the lessons. Nevertheless, the research also revealed that, at least some, of the participants were well able to distinguish between the classroom reality, in which they were mainly accuracy oriented, and the real-life usage, for which they reported less N-bound goals and attitudes.

ELYAS, TARIQ

ELF in Saudi Arabia: new masks and new identities

Monday, June 27th, 11:00-11:30, Room 5

English in the Kingdom of Saudi Arabia (KSA) is not a ‘neutral’ language. It is loaded with political, religious, social, and economic overtones and is a topic of heated debate. While the influence of globalization and modernization policies adopted in KSA has led to an increase in the use of a variety English in the country; there are processes of resistance to English that question its validity and contribute to a shift in the language to suit local/Arabic beliefs and practices. With the spread of cultural linguistics and the spread of World Englishes, there is an apparent need for KSA to adopt new paradigm of English as an international language to suit the wheel of globalization. Yet, English policy in KSA has not embraced ELF as the new identity of English nor it acknowledges the birth of Saudi English that is spreading like wildfire in the social media used by Saudi youth in their daily lives. This paper examines; 1) the ownership of English in Saudi education system; 2) the new trends behind the politics of adopting different English textbooks in KSA; 3) and it explores these new ‘English identities’ to call for a reconsideration of English as a lingua franca within the context of Saudi Arabia.

FERNÁNDEZ POLO, FRANCISCO JAVIER
Directives in ELF conference presentations

Wednesday, June 29th, 10:00-10:30, Room 1

This study reports on the use of directives in a corpus of conference presentations (CPs) by ELF speakers. The existing literature on directives in research talk is surprisingly scarce. In academic writing, directives were found (Hyland 2002) to be sensitive to the relationship between interlocutors: they occur more often in expert-to-novice contexts (eg. textbooks) than in communication between equals (RAs). Our study reveals that some aspects of the use of directives in ELF speakers' presentations are reminiscent of classroom discourse, showing traces of pedagogical rhetoric. Data consist of a corpus of CPs by ELF speakers and NSs (circa 60,000 words), plus a corpus of university lectures from MICASE (>100,000 words), all broadly comparable in discipline and mode. These materials were scanned for the presence of directive utterances for over 20 verbs with directive force. Overall, results indicate expected major differences in the use of directives in CPs (ELF and NS) and lectures as a result of the different contextual constraints of the two genres. However, ELF CPs also show uses of directives which are coincident with lectures and differ from those of NS CPs, including a preference for rather unmitigated directives, as well as for you-based rather than more solidary we-based directives. Similarly, both ELF presentations and lectures, as against NS CPs contain a rather higher proportion of both let me and let us imperatives. In general, these differences suggest the assumption by ELF conference presenters of a closer relationship with the audience, one which would need less face work.

FILHO, JEOVA ROSA; VOLPATO, MAYARA and GIL, GLORIA
English as a Lingua Franca: representations and practices of English learners and teachers in Brazil

Monday, June 27th, 17:00-17:30, Room 4

Considering that the process of globalization has promoted the status of English as a Lingua Franca (ELF), it is problematic to go on associating this language to some countries, such as England or the United States. Many scholars, then, suggest that since English is being used for international communication, there is a need to overcome the dichotomy between native and non-native speakers (Hulmbauer et al, 2008; Jenkins, 2007; Crystal, 2003). Thus, aiming at defying such asymmetric relation between natives and non-natives, those scholars have reinforced the need of reconstructing the non-native speaker's identity as a legitimate lingua franca user, and no longer as a deficient speaker of a prestigious native variety of English (Cook, 1999; Seidlhofer, 2001). Bearing this in mind, the present study aims to discuss the repercussions of ELF in a context of language teaching in Brazil. For this purpose, 104 learners of different proficiency levels and 8 teachers from the Extracurricular Program of the Universidade Federal de Santa Catarina participated in this research by answering questionnaires designed to explore the contexts where English is used, as well as the participants' beliefs about ELF. Based on the results, it was noticed that, despite the new status of ELF, native varieties, such as American and British English, are still seen as prestigious and they are taken as an ideal standard for the learners. That finding, thus, leads us to conclude that the stereotype of the native speaker is still considered a model to be followed throughout the learning process.

FRANCESCHI, VALERIA
Multilingual resources as an asset in ELF business interactions

Wednesday, June 29th, 15:00-15:30, Room 2

This paper aims at exploring the domain of internationally-oriented business communication in English by analyzing naturally-occurring data of workplace interactions involving non-native speakers of English. Specifically, the analysis will look at how non-English linguistic and cultural elements are incorporated in ELF talk in business contexts. International business communication is sometimes perceived as being culture-neutral; however, the speakers' linguacultural repertoires may be exploited as communicative resources in BELF interactions. Indeed, language alternation phenomena of this type can be inscribed in a super-diverse view of

ELF communication (Cogo 2012) that sees language alternation as a potential asset for meaning negotiation and as contributing to effective communication (e.g. Klimpfinger 2007; Cogo 2012). The Professional Business section of the VOICE corpus, consisting of 203,421 words of ELF data in business contexts, will be analyzed through a qualitative approach in order to shed light on the functions of L1 and LN cultural and linguistic elements in BELF interactions and their role in conducting successful business transactions.

GILNER, LEAH

Negotiation-driven convergence on a lexical scaffolding in ELF interactions

Tuesday, June 28th, 10:00-10:30, Room 3

Results from lexical analyses of two spoken ELF corpora, VOICE and ELFA, will be discussed in this presentation. In particular, these corpora were examined in order to assess speakers' vocabulary choices across various types of domains and speech events. A subsequent detailed inspection of the data led to the elicitation of the specific lexical preferences of linguaculturally diverse English speakers. It will be shown that these vocabulary preferences equate to a dominant vocabulary of relatively small size that accounts for approximately 90% of all running words in the corpora.

Results concur with long established findings in the literature, traditionally been confined to localized settings. Findings from these investigations expand upon our current understanding by providing information on lexical preferences in globalized settings. Moreover, findings also show an intriguing correlation between globalized settings and an increased use of this dominant vocabulary, possibly providing the means with which to bridge linguacultural divides. It could be said that, due its sheer presence, this dominant vocabulary effectively constitutes a lexical scaffolding for meaning making. It will be posited that this increased use is due to real-time interactional strategies arising from the negotiation and establishment of common communicative resources. Findings will be interpreted in light of current views on ELF interactions as dynamic, collaborative events in which interlocutors monitor and negotiate the communicative valence of linguistic resources in order to arrive at a shared repertoire which satisfies the needs of a given pro-tem community of practice.

GIMENEZ, TELMA; EL KADRI, MICHELE and CALVO, LUCIANA

ELF in teacher education: a view from Latin America

Monday, June 27th, 18:00-18:30, Room 3

Despite the recognition that Spanish and Portuguese are the two dominant colonial languages in Latin America, English is increasingly taught in schools and universities as the language of access to both material and symbolic goods. As global and local language practices interact in complex ways in the region, we are interested in investigating to what extent Brazilian academics have addressed the education of English language teachers within the lingua franca perspective, considering that it challenges the traditional assumptions that have guided its teaching as a foreign language.

Although there is considerable literature (written in Portuguese) on English as a language of international communication (including those publications that address the ELF paradigm), we have yet to pass beyond the stage of uncovering students' and teachers' beliefs and attitudes, important as they are for teacher education programs (Bordini, Gimenez, 2014). In order to achieve this goal, we invited practitioners involved in teacher preparation programs in Brazil to establish a dialogue with the international community, by contributing a chapter to a collection with the provisional title "English as a Global Lingua Franca in Teacher Education: a Brazilian perspective". In this paper we will analyze their contributions in terms of: a) their representations of ELF and of teacher education; b) the educational practices adopted and c) the challenges and dilemmas of adopting an ELF perspective within the context of English language teacher education.

GIMENEZ, TELMA and FINARDI, KYRIA REBECA

ELF and teacher education: evidence from Brazilian pre-service and in-service teachers of English

Wednesday, June 29th, 11:30-12:00, Room 1

Teachers' beliefs shape their pedagogical practice and identity and so need to be reflected upon. The aim of this study is to analyze the beliefs of Brazilian English as a foreign language (EFL) pre-service and in-service teachers regarding the language they teach and their understandings of a lingua franca perspective (ELF) in the context where they teach. Data from pre-service teachers include class observation, reflection sessions, interviews and questionnaires applied to students in an English teaching Degree Course in a federal University in Brazil, during their Practicum Course. Data from in-service teachers come from discussions within a postgraduate course on Globalization and ELF in a state university in Brazil and the papers they submitted for coursework assessment. The analysis of data is qualitative and preliminary results of the study suggest that the pre-service teachers' beliefs on the role of English is more associated with EFL than with ELF suggesting that they were not able to deconstruct certain beliefs about the role of English in the global and local scenarios during their teacher education course. On the other hand, the majority of the in-service teachers attending the postgraduate course expressed agreement with ELF tenets, despite considering it difficult to implement it in classrooms. The study concludes with some suggestions for teacher education courses in relation to the discussion of the concept and role of ELF in the world today with implications for local scenarios.

GRAZZI, ENRICO

ELF in the English Classroom: Challenging the Interlanguage Paradigm

Monday, June 27th, 18:00-18:30, Room 5

The divergence of ELF from the standard English (SE) exonormative model is a process that is ingrained in sociolinguistics, and one which entails the L2-users' concurrent adoption of English and its adaptation to their sociocultural identities, to cope with a wide range of communicative needs. This phenomenon defies the rather simplistic classification of non-standard uses of English as deviant or erroneous, and questions the very notion of standardness (Coupland, 2000), for it shows that, in a diachronic perspective, today's polycentric nature of English follows from a natural evolution. For this reason, variations in ELF use had better be considered as instances of language continua (Thrudgill, 1999), rather than the indication of the NNS's deficient communicative competence. The aim of this talk is to present data from recent research projects on intercultural telecollaboration, whereby groups of students from different European countries discussed several cultural topics through a wiki. Findings indicate that whenever learners are involved in authentic, albeit web-mediated, communication the traditional interlanguage paradigm does not apply to their use of English, and it would be inherently wrong to categorise ELF as an interlanguage. This leads to a reconceptualisation of English language teaching (ELT), that should not measure the students' success by reference to native-speaker norms, but in terms of their lingual capability (Widdowson 2015).

GÜLLE, TALIP; KURT, YAVUZ and SÖNMEZ, ECEHAN

Representation of English in ELT textbooks: Any room for EIL/ELF?

Monday, June 27th, 16:00-16:30, Room 4

The present study aims to investigate the representation, or lack thereof, of a variety of users and uses of English in a selection of internationally-developed ELT textbooks used in Turkey with pre-intermediate level learners of English, as is defined either by the textbooks themselves or the ELT programs using these textbooks. While one of the textbooks makes explicit reference to "English as an international language", the two others make no such claim – at least not in their introduction. Based on the framework developed by Matsuda (2012), and the relevant questions posited in McKay (2012) and Matsuda (2002), the analysis seeks to reveal the extent to which the textbooks in question represent characteristics of English as it is used in international

contexts, that is, heterogeneity and variation. We also aimed to see if there are important differences in this regard between the textbooks investigated, and if the way they present English is congruent with the English(es) Turkish learners of English are likely to encounter based on an overall evaluation of the learner population(s). To this end, the textbooks were scrutinized closely in terms of the kinds of people using English, the contexts where English is used, and the uses of English. A second component of the study is interviews with publishers and distributors, curriculum developers, and material users. This analysis into EIL/ELF-awareness in textbooks and of particular stakeholders provides important insights for both ELT publishing and ELT material use and evaluation.

GÜNAY, DEVRİM

Exploring rapport management in the ELF of Politics: a focus on international political conversations

Wednesday, June 29th, 15:00-15:30, Auditorium

This study investigates the variety of ways rapport is negotiated, managed and ended across emergent political conversations that take place among multi-national speakers of ELF. Commonly explored in academic settings or casual and evanescent situations of brief intercultural encounter, rapport management has proven to be a fruitful field of investigation for ELF, highlighting the strategic toolbox interlocutors bring in to the context of intercultural communication. Few studies, however, have focused on the use of these strategies in an international political arena, with inconclusive data. In order to provide evidence for how rapport negotiation takes place across various international political conversations, this study puts under focus a 3 hour-long transcribed selection of conflict situations taken from the United Nations conventions on various topics of debate. The initial results of the analysis particularly points out to the emergent patterns of confrontation, dissent organization as well as various strategies utilized to end the confrontational frame. Results also suggest that, in ending the verbal conflict reliance on concessions and compromises play a major role and that the use of ELF strategies as well as turn taking conventions show variation in comparison to more casual practices of conversation.

HADI, ATEFEH

'Hi there' or 'dear professor'? Address terms in ELF in Australian acadèmia

Tuesday, June 28th, 11:00-11:30, Room 5

Research on address terms has revealed that the choice of address terms may be influenced by factors such as the interlocutors' relationship, the speakers' intentions, the formality of the context, the topic of conversation, and social variables such as gender, age, and education. The role of address terms in emails in English as a Lingua Franca in Academic settings (ELFA) has, however, only been marginally investigated. In academic contexts, inappropriate choice of address terms, for example in a student/staff email exchange, may lead to misunderstandings and unintended perception of impoliteness, with possible damaging consequences. This presentation reports on a study of the use and perception(s) of the choice of address terms in student-to-academic staff email communication in ELFA in Australia.

The study relies on naturalistic email communication, as well as semi-structured interviews with both students and lecturers from Monash University, the most internationalised university in Australia. The email data is used to examine the patterns of use of address terms between students and staff in ELFA. The interviews explore the participants' perceptions of the use of various address terms, as well as their personal attitudes towards being addressed in certain ways. The results revealed that the address terms that students use in their email range from being influenced by their L1 cultural norms, to what they perceive to be appropriate in email communication in ELFA (e.g. you can be informal in your email to staff members in Australia).

HALL, MAHNAZ

Miscommunication in the use of English as a lingua franca: a study of university students in Australia

Wednesday, June 29th, 12:00-12:30, Room 1

English is used as a lingua franca in Australian universities in which students and staff originate from widely disparate cultural and linguistic backgrounds and use English in both academic and non-academic settings. This disparity has recently sparked significant interest in research, which predominantly reported on the challenges that international students face in coping with academic and conversational English in Australia. Research on ELF in academia has mainly focused on formal academic events such as lectures or seminars and has largely ignored ELF communication outside these academic contexts. Given the fact that students often discuss the contents of lectures or tutorials and make value judgements about their university and social lives, it is imperative to explore ELF communication in informal academic settings. This study investigates ELF communication among university students in Australia in informal settings and determines to what extent overt instances of miscommunication occur in such communication. The study also identifies possible sources for ELF miscommunications (e.g. pragmatic, syntactic, lexical or phonological) and explores how miscommunication is managed and resolved through strategies commonly adopted by ELF speakers. The data comprise 18 hours of naturally occurring communication involving a total of 107 local and international students from 23 countries in an Australian university. The results show a considerable number of miscommunication instances which were attributable to pronunciation, by far the most prevalent, followed by lexis, pragmatics and syntax. The findings also reveal that the majority of these instances did not involve explicit breakdown in communication.

HANH BUI, LIEN THI

Vietnamese students' academic identities negotiation at a UK university

Monday, June 27th, 12:30-13:00, Room 4

Identity has been a key issue in second language acquisition (SLA) with the focus on second language learners (e.g. Miller, 2004; Norton, 2000). Over the last decade, identity has also captured the attention from worldwide scholars working within the field of ELF (e.g., Baker, 2015; Jenkins, 2014; Sung, 2015). Research in this field mostly emphasizes the complexity of the relationship between language, culture and identity on a global scale. However, there is a dearth of research focusing specifically on Southeast Asian students and their identity negotiation in the UK Higher Education setting. My research, therefore, aims to investigate the following question: How do Vietnamese postgraduate students negotiate their academic identities in relation to their use of English at a UK university? In this study, I adopt the poststructuralist approach which views identity as fluid, complex, and socially constructed (Norton, 1997; Block, 2007). In order to answer the research question, two rounds of in-depth conversational interviews with eight Vietnamese postgraduate students were carried out over a year, and analysed through the combination of qualitative content analysis (e.g., Berg & Lune, 2012; Schreier, 2012), positioning theory (Langenhove & Harré, 1999) and Eggins and Slade's (1997/2004) speech functions analysis framework. The preliminary findings suggest that the students identified themselves as deficient users of English in both oral and written communication without showing any significant awareness of ELF. Various implications are offered towards the end.

HERBERT, MANFRED

The admission of English as a Court language in international commercial disputes – a critical overview of relevant efforts in Europe

Wednesday, June 29th, 10:00-10:30, Room 3

In general, legal proceedings are conducted in the official language of the relevant state. But as English is the lingua franca of international business, there are efforts in some European states to admit English as a court language in international commercial disputes: before special courts in France, Germany and Switzerland documents are accepted in English without official translation

and oral proceedings are conducted in English if the parties agree to it; in Sweden, the draft of a new Arbitration Act provides corresponding rules for setting aside proceedings; moreover, there is a draft bill in Germany providing that special chambers for international commercial matters can be installed at regional courts where the complete procedure incl. written pleadings, records and judgment is in English; finally, the Agreement on a Unified Patent Court (not yet in force) provides that member states may designate English as the language of proceedings of their local and regional division. The paper gives a survey of these efforts and assesses them. It concludes that the advantages of the admission of English as a court language outweigh the disadvantages and argues in support of the relevant initiatives and their extension to other states.

HERRANDO, ISABEL

The role of English as a Lingua Franca in current international operating theatres: Spanish army engineering undergraduates' views and attitudes

Monday, June 27th, 11:00-11:30, Room 3

The paradigm of English as a Lingua Franca is posing a thoughtful debate in applied linguistics since professionals are in the need to achieve effective global communication. Nowadays, there are still many areas that need to be re-conceptualised such as its geographical definition, the legitimacy of that English (Jenkins, 2015), the description of its lexico-grammar and phonology, and above all, what and how should be approached in ESP classrooms. It is particularly interesting to look into not only the use made of ELF by different similects (Mauranen, 2012) but also their views and attitudes. In this paper the focus will be on the views of Spanish soldiers who participate in current international operating theaters.

Therefore, this study aims first to explore the views on ELF of future officers of the Spanish Army, who currently study Industrial Organization Engineering in the University of Zaragoza. Thus, having discussed and read on this issue, 52 students from three different Army branches (Infantry, Artillery and Engineering) were asked to write a 500-word essay on the role of ELF in their community of practice. Moreover, these students were also asked to participate in a survey-based approach regarding their conceptualization and attitude to ELF (Jenkins, 2009).

Quantitative results suggest that this community agrees that English should be used as a common and unique code regarding international communication in the Army. They mostly share that non-native and native speakers of English should shape this code or Lingua Franca and furthermore show rather positive attitudes to their use.

HINO, NOBUYUKI and ODA, SETSUKO

Pedagogy for CELFIL (Content and ELF Integrated Learning) in EMI classes in higher education

Tuesday, June 28th, 15:00-15:30, Room 2

This paper is an interim report on the presenters' ongoing project aimed at developing pedagogy for the concurrent teaching of content and ELF in EMI (English-medium instruction) classes at Japanese universities, an approach referred to by Hino (2015) as CELFIL (Content and ELF Integrated Learning), drawing on the concept of CLIL.

While some significant linguistic and sociolinguistic analyses of EMI from ELF perspectives are already available (e.g. Mauranen, 2012; Murata, 2016), efforts in developing ELF pedagogy for EMI contexts have been rather limited. The current project attempts to devise methodologies for CELFIL through the presenters' reflective practice in their own university EMI classes, combined with observations of other EMI classes in various situations followed by interviews with students and instructors as well as questionnaires for the students.

A class activity that has emerged from this project is what Hino (in press) calls OSGD (Observed Small Group Discussion), in which a small group consisting of local and international students is surrounded by all other students who observe their discussion. The observers closely watch the discourse that takes place, including how interactive skills in ELF such as accommodation (Jenkins, 2000, 2015) and negotiation of meaning (Seidlhofer, 2009) are employed (or fail to be employed), along with listening to the content of discussion. OSGD is followed up by a class discussion, providing both observers and discussants with opportunities to reflect on communication strategies in ELF as well as the academic content. Classroom pedagogy for CELFIL, including OSGD, will be discussed in this presentation.

HORI, YAEKO

The ELF-incorporated classroom pedagogical model for university students in Japan

Wednesday, June 29th, 10:30-11:00, Room 3

Some ELF researchers recognize the relevance of the notion of “Intercultural Speakers” in theorizing the purpose for learners of the English language today. However, how the recent theoretical and empirical ELF implications could be translated into a classroom pedagogical model in pursuing the new purpose in a way that is suitable in specific sociocultural contexts is under-researched. Unlike other EFL countries particularly with their colonial past, in the Japanese EFL environment, the English language was hardly perceived as an ‘ideological voice’ or ‘international tool.’ Consequently, a variety of the language is effectively not existent; the native varieties (NEL) are considered ‘standard.’ In the case of university students, after the years of acquiring the NEL as “test-taking preparation” for severe entrance examinations to schools, their motivation level to further acquire NEL are very low.

How could I find ways to help such students grow as IS?

Based upon the qualitative action research (2011~), I have been trying to construct an apt classroom pedagogical model by taking multidisciplinary approach. In generally homogeneous classrooms, this model, in which the relevant ELF components are explicitly incorporated, intends to provide students with opportunities to attain and utilize their linguistic and sociocultural “resources” in expressing themselves in both L1 and English from their respective “critical stance.”

Thus, I would like to demonstrate how I have been constructing the ELF-incorporated model suitable for the specific local context, and also to report how students have transformed from NEL learners to intercultural speakers of ELF.

HOVORKA, MAREK

The role of English in the globalized world and its reflection in current teacher training manuals

Monday, June 27th, 15:30-16:00, Room 4

The global spread of English, and the internationalization of the language, have challenged established notions about English language teaching (ELT) (Dewey 2012). While research into English as a lingua franca (ELF) has been very productive in terms of the pedagogic implications of the global spread of English in recent years (Bowles and Cogo 2015), many practicing English teachers may still remain unfamiliar with these developments. In order to acquaint teachers with the pedagogic implications of the global spread of English, teacher training manuals, i.e. the type of literature that teachers are most likely to consult, should deal with such topics. Using a qualitative text analysis (Glaser & Strauss 1967; Schreier 2012), this paper seeks to explore if and how the global spread of English is reflected in four recently published teacher training manuals (Scrivener 2011; Ur 2012; McDonough et al. 2013; Watkins 2014). Although the extent of incorporating ELF related topics differs considerably among the four publications, the results show that such topics are indeed finding their way into current teacher training manuals, especially in terms of raising students’ linguistic and cultural awareness. This provides evidence of enriching existing paradigms (Dewey 2009; Quinn Novotná 2012). The paper concludes that current teacher training manuals are starting to take heed of the implications of the global spread of English, which can have an impact on the teaching practices of ELT professionals.

IKE, SAYA

Planning multilingual linguistic landscapes: a case in Japan

Monday, June 27th, 12:30-13:00, Room 5

Linguistic landscape (LL) research has gained much scholarly attention from both sociolinguistic and multilingualism perspectives. The choice of specific languages in signage is a symbol of dominant languages, as well as a marker of ethnolinguistic identity, but the choice of English also indicates the spread of English as a lingua franca in a globalised world.

Japan's linguistic landscape is quite complex, with three established Japanese writing systems, Romanised Japanese, English, and more recently other languages used in many forms. While research tends to focus on describing globalisation by examining private signs (e.g., shop/product names, creative/decorative English usage within advertisements), research has also examined multilingual services providing information in public spaces.

What is still missing, however, is integration of LL research into planning multilingual services. The Japanese government has been trying to increase the number of tourists to Japan, and has been successful to some extent with over 10 million visitors in 2013. As the number grows, complaints have been reported regarding the lack of adequate language services, with the most common relating to public signs (JNTO, 2009). Inconsistency in English signs and Romanised Japanese signs has caused confusion among visitors, and this paper argues that this is largely due to the bottom-up approaches to language service planning in Japan. Based on the investigations of two major Japanese stations—one being a popular tourist destination and the other mainly used for transfer—this paper documents the current multilingual services at public transport areas, and presents implications for planning multilingual linguistic landscapes.

ILLÉS, ÉVA

Pragmatic theory and the complexity of ELF

Tuesday, June 28th, 16:00-16:30, Room 4

Given the dynamicity and complexity of ELF use, the need to conceptualize ELF in terms of a theory which aptly reflects the reality of such language use has been highlighted in the literature (Baird et al. 2014). Although complexity theory, which is concerned with the study of non-linear dynamic systems, offers a suitable theoretical tool, it may not be sufficient for a theoretical construct aiming to capture ELF use. A recently proposed L2 motivation theory, for example, incorporates dynamic systems theory with several other theoretical strands (Muir & Dörnyei, 2013). In a similar vein, since ELF has been defined in pragmatic terms as a specific context (Jenkins, 2009) and “the study into the pragmatics of language variation” (Widdowson, 2014), the conceptual framework of ELF should include contributions from pragmatics as well. The aim of the presentation is to consider pragmatic theories which can complement complexity theory and contribute to the conceptualization of ELF.

ILLÉS, ÉVA

Stepping into the same river twice – issues in implementing change

Wednesday, 29th, June, 10:30-11:00, Room 1

During the introduction of communicative language teaching the implemented changes included the turning of the descriptive mode of language study into a prescriptive paradigm, which resulted in the imposition of norms attributed to idealized native speakers. Teachers were supposed to accept innovations and recommendations offered by applied linguists without critical appraisal, which at times led to resentment. This paper argues that while the application of ELF in ELT is inevitable and necessary, the process should not be ridden with past mistakes and ELF should not become the new bandwagon teachers have to jump on. ELF should, rather, stimulate thought and generate dialogue between teachers and researchers. Apart from discussing existing proposals (e.g., Seidlhofer, 2012) and teacher education programmes (Schekulin and Dorn 2013; Sifakis and Bayyurt 2015), the overall aim of the paper is to raise critical questions regarding the issues surrounding the application of ELF in teacher education and the practice of ELT.

ISHIKAWA, TOMOKAZU**Japanese university students' attitudes towards their English: Conversational interview study****Monday, June 27th, 17:30-18:00, Room 4**

English is currently used as a global lingua franca (ELF), involving people from diverse socio-linguacultural backgrounds (e.g., Jenkins 2015). However, as a former English teacher, I have observed many Japanese students see no tangible connection between themselves and ELF. To investigate this issue, my research explores two questions: 1) How do Japanese university students orient to Japanese people's English including their own? and 2) What factors are associated with the students' orientations, and how do these factors work to form their orientations? People's orientations to language are theorised as language attitudes; that is, the evaluative concepts directed to a linguistic phenomenon (e.g., Niedzielski and Preston 1999/2003; Preston 2010). To answer the research questions, in-depth conversational interview data with eighteen Japanese undergraduates at leading Japanese universities was elicited, and analysed through qualitative content analysis (e.g., Schreier 2012) and Eggins and Slade's (1997/2004) speech functions analysis framework. Two sets of negative attitudes became apparent. The first was a perceived obsession with 'correctness' in 'standard' North American English as a Native Language (ENL) at the expense of effective communication. The second was a deficit perspective on Japanese-influenced English use, frequently without problematising intelligibility. In addition, it was identified that the coupling of concentration on ENL norms and adherence to North American ENL may be the only way to experience English in Japanese society. Furthermore, raising ELF awareness has a high potential to alleviate such negative attitudes as expressed by my interviewees. Pedagogical and other implications are offered towards the end.

JAFARI, JANIN**Communication strategies in English as a lingua franca interactions: a study of university students****Wednesday, June 29th, 15:00-15:30, Room 1**

The number of people who use English as a lingua franca (ELF) continues to increase with the acceleration of globalization (Seidlhofer, 2011). Over the last two decades, the number of international students who come to English-speaking countries and universities is increasing; therefore, within universities where most speakers are non-native speakers ELF is the default means of communication. This paper reports on an analysis of the communication strategies (CSs) used by university students in their on-campus interpersonal communication at Monash University.

The study adopts audio-recording of 63 participants in fifteen group sessions include 17 hours of naturally occurring student everyday talk on University campus as data. Each group of participants consisted of three to five undergraduate and postgraduate students coming from 22 different lingua-cultural backgrounds. Both quantitative and qualitative analyses have been carried out, resulting in a taxonomy of communication strategies used in ELF interactions. This classification comprises of five new instances which could not be categorized using previous inventories of communication strategies.

The results reveal that the common communication strategies that participants use in their everyday conversation are accuracy strategies, explicitness strategies, comprehension checks, confirmation requests, clarification requests, co-creating the message/anticipation which includes lexical item suggestion and word replacement strategies. These strategies can be divided into two main categories adopted from Björkman (2014): self-initiated and other-initiated strategies. The results indicate that self-initiated strategies occurred as frequently as other-initiated strategies in ELF interactions.

JENSEN, CHRISTIAN and THØGERSEN, JACOB**Intelligibility and interpretability of complex texts in ELF lectures****Monday, June 27th, 17:00-17:30, Room 1**

Previous studies have shown that even highly accented speech can be more or less fully intelligible (Munro & Derwing 1999). However, unfamiliar accents require more processing time (Munro & Derwing 1995). This study investigates whether extra processing

costs result in comprehension difficulties for otherwise intelligible accents when listening to complex texts in an ELF setting. In the first experiment (Exp1) 20 listeners responded to 40 true/false statements recorded by 10 speakers of seven different L1s (400 utterance tokens). Accuracy and reaction times (RT) were recorded. Two speakers with equal intelligibility (accuracy) but different RTs were selected for the second experiment (Exp2): an American speaker (short RTs) and a Japanese speaker (longer RTs). In Exp2, two brief academic lectures recorded by each of the two speakers were presented to 40 Danish listeners unfamiliar with both the speakers and the lecture topics. The listeners answered six comprehension questions for each lecture. Results show that lecture comprehension (interpretability) was significantly better for the American speaker, despite the equal intelligibility established in Exp1. We assume this is an effect of the listeners' familiarity with American but not Japanese English – an assumption supported by the finding that listeners in Exp1 better recognized the American than the Japanese accent. The results highlight the importance of distinguishing between word- or surface-level intelligibility and interpretability when evaluating the effects of accent on the comprehension of complex texts, and suggest a correlation between interpretability of complex texts and RT in answering simpler texts.

JOKIĆ, NIKOLA

Did we get our wires crossed? The analysis of communication strategies among Erasmus students

Wednesday, June 29th, 9:30-10:00, Room 1

The aim of this paper is to give an insight into the phenomenon of English as a Lingua Franca. The focus is the pragmatics of ELF communication, in particular its form and communicative effectiveness in international student exchange. The goal is to demonstrate how and to what extent ELF speakers achieve mutual understanding. Therefore, a selection of communication strategies which contribute to mutual understanding is presented. Furthermore, the numerous functions of communication strategies, which also helped to prevent problems, are mentioned. For my research qualitative methods were deployed; i.e. spoken ELF informal conversations of exchange students who are currently on their Erasmus stay at the University of Graz were tape-recorded and accordingly transcribed. The analysis showed that regardless of the highly variable nature of ELF communicative problems occur rarely in ELF interactions. This is mainly due to the effort ELF users make to prevent communicative problems and also ensure mutual understanding.

KANKAANRANTA, ANNE and LOUHIALA-SALMINEN LEENA

'B' in BELF – What does the 'B' entail?

Tuesday, June 28th, 15:30-16:00, Room 5

Inspired by ELF research, and the findings from a research project into communication of two merged Finnish-Swedish corporations in the early 2000s, Louhiala-Salminen et al. (2005) introduced the acronym – BELF (see e.g. Ehrenreich, 2010; Evans, 2013). The scholars housed in a Finnish business school argued that language use and practices were affected by the business domain to such an extent that a new concept – Business ELF – was needed. BELF is said to be closely intertwined with business knowledge in the global communicative competence of business professionals (Louhiala-Salminen & Kankaanranta, 2011). This business-focus seems to suggest that there are business professionals with business knowledge who are competent to communicate in the (international) business context in business ELF. In our paper, we ask a simple question: What does the 'B' entail? We will elaborate on the notion of 'business' and how it emerges in business professionals' own understanding of their communication.

KARAKAS, ALI

An exploration of language policy documents at EMI universities in Turkey

Monday, June 27th, 12:00-12:30, Room 3

The purpose of this paper, drawn out of my PhD research, aims to present an analysis and interpretation of language policy decisions, both explicitly stated and meaningfully absent but implied in the policy documents, regarding the use of English as a medium of instruction in the teaching of content courses. By doing so, it is aimed to find out how the universities orient to English and what language ideologies guide their orientations to English. The language policy documents and website policy data are from three prominent Turkish EMI universities located in two provinces of Turkey. The analysis is done by referring to Spolsky's (2004) multi-componential language policy framework consisting of language practices, language beliefs (ideologies) and language planning or management, and Shohamy's (2006) extended language policy framework, which primarily deals with language policy devices such as language tests. The data, analysed mainly through Schreier's (2012) qualitative content analysis and discourse analysis and partly by Pauwel's (2012) negative analysis, indicate that the conceptualization of English in the university language policy documents and website data is relatively monolithic, and thus their orientations to English are quite normative since they implicitly portray standard (native) English as the only legitimate kind of English to be used on campus mostly by means of language policy devices (e.g. teaching materials, assessment, entry requirements). The results offer several practical and theoretical implications for EMI universities but particularly for policy makers in relation to the use and teaching of English as an academic language.

KIMURA, DAISUKE

Interactional management of knowledge and its relevance to ELF research

Monday, June 27th, 17:00-17:30, Room 2

This presentation makes a case for analyzing ELF interaction through the lens of epistemics-in-interaction, the ways in which claims of knowledge in locally relevant domains are displayed, calibrated, and contested in interaction. Conversation analysis (CA) research demonstrates in various linguacultural contexts that interactants' relative knowledge states have implications for such interactional phenomena as sequence organization, turn design, and action ascription, often overriding actions encoded in the design of turns (e.g., question syntax and intonation). Despite its wide-ranging relevance to human interaction, epistemics-in-interaction has received little attention in ELF research. To address this gap, I analyze a dyadic ELF interaction between two U.S. college students (L1 English and L1 Arabic) who met for an 'intercultural conversation' assigned by their course instructors. Concerned with the shared goal of obtaining intercultural information, rather than conforming to native speaker norms, the participants overwhelmingly used the ELF interactional strategy of let-it-pass when encountering idiosyncratic linguistic forms. In some deviant cases, however, they also exhibited orientations to the prescriptive correctness of English and Arabic words and phrases. Analyzing such cases through the epistemic lens, I argue that let-it-pass is a purposeful practice, rather than a manifestation of an anything-goes mindset; it is deployed only when it pertains to domains of knowledge marginally crucial to accomplishing the interactional goal being perused. I contend that epistemics-in-interaction can complement ELF research by offering means to explicate how different domains of knowledge (both linguistic and work-related) are oriented to in interaction and how differential orientations affect interactional dynamics.

KOMORI-GLATZ, MIYA

ELF in multicultural student teamwork

Wednesday, June 29th, 14:30-15:00, Room 1

The concepts of Business English as a Lingua Franca as proposed by Kankaanranta et al. (2015) and effective teamwork (Jonsen et al. 2012) both highlight the importance of being able to build high-quality relationships characterised by trust and rapport as well as having and being able to share task- or discipline-related knowledge with accuracy and clarity. This presentation synthesises

these perspectives and illustrates how using English as a lingua franca in multicultural student teamwork can facilitate both of these aspects. The data used was collected from students with a variety of L1s who were working on a project that simulates “real” business activities and includes video and audio recordings, their Facebook conversations and reflective interviews once the project was finished. The results suggest that intensive, collaborative and co-constructive (i.e. ELF-oriented) language use is beneficial for both the cognitive and affective aspects of multicultural teamwork.

KORDIA, STEFANIA

Reflective practices in transformative ELF-aware teacher education: insights from the ‘ELF-GATE Project’

Tuesday, June 28th, 15:00-15:30, Room 3

According to recent research on ELF-aware teacher education, critical reflection on one’s assumptions and convictions with regard to English and English language teaching is essential in order to be able to realize why, how and to what extent ELF can be integrated in their teaching practice and thus transform into an ELF-aware teacher. In this light, this paper focuses on describing the ways in which ELF-awareness was intended to be promoted at the ‘ELF-GATE Project’, an original teacher development programme undertaken in Greece. Viewing ELF-awareness as an opportunity for developing and deepening teachers’ capacity for critical reflection based on constructive-developmental theory, the participants of this programme were engaged in identifying the forces that have shaped their prior assumptions and convictions as teachers of English, evaluating their teaching practices in view of ELF and, finally, formulating, implementing and reflecting on their own ELF-aware action plans. After presenting parts of the materials they needed to study and indicative reflective questions they had to respond to, data generated throughout the programme are discussed illustrating the extent to which the participants became more ELF-aware while trying to reflect deeply. These data suggest that ELF-awareness can be viewed as a developmental process involving a series of transitions towards progressively more complex modes of reflective thinking. The paper concludes by arguing that the deeper one is able to reflect, the higher level of ELF-awareness they are capable of achieving and, to this end, providing them with appropriate amounts of challenge and support is highly necessary.

KOUVDOU, ANDRONIKI

“Observation-based alternative assessment within an ELF-aware multicultural teaching context: two case studies”

Tuesday, June 28th, 16:30-17:00, Room 2

For many years, testing reflecting the norms and structures of Standard English has been the predominant assessment paradigm in most EFL teaching contexts. In our era of globalization, however, the use of English as a lingua franca is a reality that has implications for all aspects of EL pedagogy, including that of assessment. Testing, as a traditional form of assessment that focuses on linguistic accuracy, is challenged by most ELF scholars and the need for a paradigm shift towards an alternative mode of assessment, more compatible with ELF-aware teaching practices, is recommended. Focusing on speaking, we hypothesize that systematic observation of learners’ oral performance could be this form of alternative assessment. To test this hypothesis, we conducted two case studies within two different multicultural English classes, where an observation-based framework of assessment was implemented. Through several field observations, we attempted to collect the data needed to explore the potential of this kind of alternative assessment for the specific contexts. The findings of these research studies, which will be presented in this paper, substantiate the compatibility of ELF and alternative assessment and reveal the potential of observation-based assessment as a means of recording and promoting ELF speaking skills. More particularly, the paper will focus on the potential of systematic observation to capture and promote accommodation skills and strategies as these are considered to be the core of ELF communication.

KRIUKOW, JAROSLAW

Investigating the English language identity of Polish migrants in Scotland: the case for ELF-informed pedagogy

Tuesday, June 28th, 11:30-12:00, Room 5

A growing body of research on English as a lingua franca (ELF) argues for the need to raise English learners' awareness of the global spread of English and a variety of its consequences (cf. Dewey, 2012; Galloway, 2013). However, although the goal of this ELF-informed pedagogy is essentially to foster the development of a desirable non-native English speaker (NNES) identity, it is safe to say that understanding of the concept is still limited.

This study investigated the Polish migrants' in Scotland English Language Identities (ELI). The term was based on Block's (2007) definition of Second Language Identity and referred to 'the assumed or attributed relationship between one's sense of self and the English language'. In-depth interviews, the participants' electronic journals, and a quantitative questionnaire were used to determine what the migrants' ELI is, what factors influence its development, and what effects ELI has on their lives.

The findings revealed that the participants' ELI was based on the notion of English as a 'tool' for responding to their ascribed identities, or how they believed others perceived them (Gee, 2001), and for manifesting their desired identities, or how they wished to be recognised. The participants' interpretations of the former appeared to be strongly influenced by their beliefs about the 'superiority' of native English speakers (NES) and about negative stereotypes of Polish migrants. In the presentation I will share detailed findings of this study and explain their relevance to the existing proposals for ELF-informed pedagogy, as well as suggest improvements to these proposals.

LIN, JIUCHUN

Cohesion as a means of college English reading and writing instruction

Monday, June 27th, 14:30-15:00, Room 1

The literacy of college English reading and writing in China is gaining prominence, whereas the teaching approaches are generally underpinned by grammar and vocabulary. Alternative strategies based on cohesion, namely reference, substitution, ellipsis, and conjunction, as well as lexical cohesion, shed light on innovative and more effective methods. This paper attempts to examine the current reading and writing practices in college English teaching in China, and raise awareness of the new instruction conception: cohesion as a means of college English reading and writing.

LOPRIORE, LUCILLA

ELF aware approaches in teacher education: emerging communities of practice

Monday, June 27th, 17:30-18:00, Room 1

The whole field of English language teacher education has recently been revisited by scholars in order to meet both the emerging scenarios of the diffusion of World English(es) (WE) and of ELF as well as the role of English in Content and Language Integrated Learning (CLIL). Several teacher education approaches highlight the need to foster awareness of current developments at school and, especially, in language teacher education programs, but also in course-books, material development and in curriculum design. All of this implies revisiting teachers', learners' and publishers' beliefs about what English is and how its use needs to be explored and appropriated in rapidly changing societal conditions. Thus, it appears crucial to offer teachers of English and teachers teaching subjects through English a perspective inclusive of different models and representations through an awareness raising and reflective approach based upon practical experience in order to adjust to the shift in status and role of English. This paper presents findings emerging from two teacher education courses, one for future teachers of English and one for CLIL teachers where an ELF-aware approach was embedded in all the course components. Emerging communities of practice of English teachers and of teachers of different subject matters are learning to explore implications of using ELF to widen the borders of their subject matter. Discovering the

potential role of language in teaching and learning (languaging) has been addressed by course participants. This paper will discuss implications of ELF aware reflective practices as carried out by these new communities.

LUZÓN, MARÍA-JOSÉ

The construction of internationalisation in the website of a monolingual Spanish university

Monday, June 27th, 15:30-16:00, Room 3

Although internationalisation has become an important objective of many European Higher Education institutions, it is, however, a broad and complex concept, comprising various phenomena (e.g. mobility, delivery of courses in languages other than the local language) and being defined and constructed differently in different institutions. In most universities internationalisation is closely associated with the promotion of English and its use as a medium of instruction (Coleman, 2006), “English” being usually understood as standard, native English (Jenkins, 2011).

Universities websites are a central vehicle to promote their international nature and therefore they reflect what constitutes an “international university” in the context of a specific institution. The purpose of this paper is to analyse how the concept of international university is constructed in the website of a monolingual Spanish university. I intend to answer the following more specific questions: (i) in which languages does the university provide webpages or online documents? which type of pages/ document are provided in the different languages? and, who is the intended audience?; (ii) which language(s) are associated to the idea of internationalisation in the online promotional texts and how is internationalisation conceptualised?; (iii) What kinds of English are used and presented as acceptable?

MARTÍNEZ-SÁNCHEZ, MARITZA MARIBEL

Workplace ELF expectations from Mexican language learners

Tuesday, June 28th, 9:30-10:00, Room 5

English has spread rapidly in the world. Nowadays, it is hard to find a place where there is no English. For example, a growth of English teaching hours has taken place in Mexican public schools since, at least, ten years ago (Ramírez-Romero, 2015), signalling there is a need to form professionals with linguistic abilities in a foreign language. The changing working landscapes in Mexico have resulted into more English use as Lingua Franca (ELF henceforth) (Jenkins, 2011; Seidlhofer, 2011), being that interaction takes place not only with native-English speakers –namely American, British, etc.–, but also with non-English speakers –e.g. German, Italian, etc. However, ELF is rarely commented within language academic staff, and less among learners. That is why, this investigation sought to research perceptions regarding the use of English in potential jobs through a set of interviews to teachers and students in a Mexican university. Data revealed there were some contradictions regarding the English that was taught, ELF awareness, and ELF uses in workplaces.

MAS-ALCOLEA, SÒNIA

Study Abroad, social networks and ELF: The students’ stance towards language learning and use in Wales, Denmark and Italy

Monday, June 27th, 11:30-12:00, Room 4

The SA experience is still conceived as “the ideal environment for second language acquisition to take place” (Campbell, 2011:25) and, indeed, as this paper aims to show, learning a foreign language is the uppermost motivation mentioned by the students in this study for going abroad. Drawing on the analytical frameworks of MCA and Stance, the aim of this paper is to analyse the way(s) in which the students discursively construct and evaluate the impact that the Erasmus experience had on their identities, taking into

account (a) their expectations/motivations regarding language learning and use; and (b) the social networks or the “informal social relationships contracted by an individual” (Milroy, 1987:178), with whom the students communicated during their stay in an English as a lingua franca community (Kaypak & Ortactepe, 2014).

The findings of this study illustrate, on the one hand, that some of the students’ choice of a particular destination may be influenced by an idealization of the native speakers who, as Llorca (2009: 119) points out, are still considered by many the “norm providers”. On the other hand, though, most students reported that they shifted their focus from speaking ‘the correct English’ to being able to understand and be understood by others. Finally, although some of the students who went to Italy felt the necessity to use English at moments in which they could not be understood in Italian, they finally seemed to demystify the presence of English and highlighted the importance of learning and using the local languages.

MATSUMOTO, YUMI

The functions of laughter and humor in multilingual classrooms: Toward an understanding of non-verbal, multimodal interactional resources in ELF

Wednesday, June 29th, 10:00-10:30, Auditorium

This study qualitatively examines English as a lingua franca (ELF) speakers’ pragmatic functions of laughter and construction of humor in the context of multilingual writing classrooms at an U.S. university. It conceives laughter as an important part of interactional resources that ELF speakers can deliberately coordinate with speech, adapting perspectives from translanguaging practice (e.g., Canagarajah, 2013) and the multimodal turn (Block, 2014). Integrating sequential analysis with ethnographic information, the data analysis reveals that laughter and humor have multifarious roles in ELF academic discourse when ELF speakers try to resolve miscommunication. Laughter often serves as covertly signaling non-understanding, which leads to repair and becomes a face-saving device (e.g., Kaur, 2009; Pitzl, 2010; Schegloff, 2000). Moreover, laughter can have other functions, among which include the following: a) making non-understanding normal; b) indicating a sense of embarrassment or surprise; c) signaling the speaker’s idiosyncratic usage to the listener; d) diffusing tensions by changing an atmosphere into a playful one; e) building solidarity by laughing together; and f) initiating and reacting to humor attempts. Particularly, co-construction of humor through the strategic use of laughter is conceived as a powerful means for building relationships, creating a sense of community, and temporarily taking power from instructors. I argue that ELF pragmatic research should integrate non-verbal interactional resources such as laughter into the analysis. Furthermore, the description of ELF speakers’ humor construction can provide pedagogical implications regarding how to use humor and how to develop such sophisticated pragmatic competence as constructing humor successfully in multilingual classrooms.

MCBRIDE, PAUL

Neoliberalism as latent in multilingualism, and manifest in ELT

Monday, June 27th, 17:00-17:30, Room 3

The pursuit of efficiency, and the use of technology in English language teaching (ELT), as if free of the influences of ideology and tradition, are characteristic of ‘control-constructed’ environments conducive to neglecting learners as persons (Holliday, 2005). Regardless of methodological orientation, teacher practices can tend towards mere transmission of knowledge within hierarchical structures sustaining power asymmetries. The discussion about multilingualism as a framework for ELF (Jenkins, 2015), affords teachers an opportunity to explore such concerns. In related work, Kubota (2014), points out that advocacy of hybrid language orientations is not ideologically neutral, and that uncritical support for diversity, plurality, flexibility, individualism and cosmopolitanism preserves unequal power relations. Further, Flores (2013), observing that the relationship between neoliberalism and plurilingualism is largely unexamined, cautions against their convergence in ways that shape linguistic practices in the service of a neoliberal agenda. Such an agenda may reveal itself in classroom practice through consumer-driven education in forms such as ‘atomized’ approaches to language, drill-like practices and skill-based activities. The presenter will attempt to clarify the concept of neoliberalism. Drawing

on teaching experiences and working group discussions at a Japanese university, he will offer examples of seemingly efficient but routinized technical practices, such as using online platforms to monitor graded reading, which, uncritically accepted, may inhibit development of the ELF program. He will pose alternatives reflecting a view of knowledge as negotiable and socially constructed, in the hope that teachers may resist being lulled into a comfortable pattern of easily manageable and measurable, but devitalizing procedures.

MOCANU, VASI and LLURDA, ENRIC

The power of ELF in higher education mobility: Language factors in study abroad choices in Europe

Monday, June 27th, 11:00-11:30, Room 4

Many university students choose to spend one or two semesters in another country as part of their training programme. This creates temporary multinational and multilingual communities that need to establish communication through the negotiation of common languages. Often the choice of a particular destination is based on the perspectives regarding language learning and language use. Thus, many students choose countries where they think they will be able to use their already known languages, whereas others prefer to go to places that may fulfil their goal of learning a new language.

In this paper, we explore the different orientations regarding languages, and especially English, among international students in three different European contexts, namely Finland, Romania and Catalonia.

By means of a Likert-scale questionnaire and a set of interviews, we explore students' language-related motivation to choose destination, as well as their perceptions regarding English in their particular study abroad context. Results show clearly differentiated patterns of responses among students in the three contexts, thus indicating that their personal approach to languages may have had a role in determining their final destination.

MUR DUEÑAS, PILAR

Analysing written academic ELF: A study of citations in research articles

Wednesday, June 29th, 10:00-10:30, Room 2

This study seeks to analyse written scholarly ELF communication, focusing specifically on a key interpersonal feature, citation practices, in research article (RA) writing. How to cite previous research is of great importance for scholars to successfully ground their research making use of conventional discursive choices expected in a particular discipline and context of publication, as highlighted by past research carried out within English for Academic Purposes. The use of citations in a corpus of RAs published by ELF scholars in the field of Business Management will be compared to the use of citations made in a comparable corpus of RAs by scholars affiliated at Anglophone institutions. The frequency of use of integral and non-integral citations (Swales 1990) will be compared in the two sub-corpora, together with the use of reporting verbs, reporting structures, and quotations. It seems that ELF RAs include a higher number of integral citations and direct quotations from the original sources than RAs by Anglophone scholars. These discursive choices may be the result of ELF authors' likely difficulties in using and paraphrasing ideas in reference sources in a language which is not their L1 and/or a resource used to ensure clarity and explicitness when reporting previous research. In addition, the range of reporting verbs and structures appears to be more varied in the ELF texts, which may point at greater diversity in the realization of particular (interpersonal) functions in ELF written academic discourse.

MURILLO ORNAT, SILVIA

Reformulation and its markers in ELF research articles

Monday, June 27th, 17:30-18:00, Room 2

As previous research has shown, reformulation/ paraphrase plays a significant role in academic spoken ELF to ensure effective communication (Mauranen, 2012). In this paper I intend to explore the role of reformulations and their markers in academic written ELF. Following a previous intercultural study on reformulations (Murillo, 2012), I will analyse here which (types of) markers are used to introduce reformulations in ELF research papers and which processes are introduced by these markers (specification, explanation, definition, denomination, conclusion, etc.). Further, I will consider the extent to which reformulations may be associated to parenthetical uses, as this information can provide insightful clues about the rhetorical patterns of ELF research articles.

For these purposes, I will analyse the SciELF corpus (2015), which is a component of the WrELFA corpus and consists of 150 unedited research papers of both hard and soft science disciplines. Taking into account the potentialities of such corpus, I will also try to assess if any particular trends can be found in the different “similects” (Mauranen, 2012) and disciplines represented in this corpus, with regard to the extent of use of reformulation markers, their pragmatic functions, and their parenthetical uses.

NEWBOLD, DAVID

Incorporating ELF into English language certification

Monday, June 27th, 12:30-13:00, Room 3

In 2015 the examinations board Trinity College London updated their main EFL exam suite Integrated Skills in English, linking receptive and productive skills more closely, and introducing a recorded listening text as part of the oral exam.

This revision provided the opportunity for researchers at the University of Venice to update a local, ‘co-certified’ version of the certification which had been in place since 2005, and which had been developed to reflect the local needs of students within the context of an internationally valid certification.

How have students’ English language needs changed over this decade, which has seen relentless growth in the use of ELF in European universities? One of the many new challenges facing students today is to have to listen to non-native speakers delivering talks and lectures in English. With this in mind, the new co-certification features a non-native speaker in the listening task.

This presentation is thus a report on work in progress, on a possible ELF construct for international language certification, and related issues of validity and fairness; Harding (2012), for example, warns of a possible ‘shared L1 advantage’ which might discriminate in favour of test-takers familiar with a specific accent.

Significantly, the project appears to be one of the first instances of an international testing organization engaging with ELF, albeit in a small-scale research project; significant, because, (as Jenkins 2006 points out) it is tests, and especially well-known international tests, which have the power to shape curricula and teaching, rather than the other way round.

NOVOTNÁ, VERONIKA QUINN and ČÍSAŘOVÁ, ŠÁRKA

Raising rhetorical awareness in courses of academic writing. A case for adopting an ELF-informed approach?

Wednesday, June 29th, 16:30-17:00, Room 3

In view of the proportion of non-native (NN) writers in the international academic community, the question arises to what extent they need to comply with the Anglo-American standards (AAS). In a scientific writing course at the university, we raise students’ rhetorical awareness (RA) by a reading-into-writing task; they post their reflections on a variety of studies on Contrastive Rhetoric (CR) in online discussion forums. In this paper we explore whether our students are new to CR and how they benefit from it. Content analysis (Schreier 2012) was applied to over 100 reflections collected between 2013 and 2016 revealing a great range of conflicting attitudes. In almost 70% of responses, students are completely new to CR and aim at implementing changes to

come closer to AAS. About 10% identify themselves with AAS and see no cultural differences in communicating science; other 15% see writing cultures as complementary, plea for preserving the ‘present [rhetorical] plurality’ and are aware of cross-cultural overlaps and the hybrid nature of their writing (Connor 2004, Canagarajah 2013, Lorés-Sanz 2016). We propose that raising RA is useful, but not sufficient. Considering the writers’ attitudes, various fields, and L1 and L2 publishing experience, we see a necessity for our courses of academic writing to offer a more plurilithic (Saraceni 2009, Pennycook 2009), translingual (Horner 2011), ELF-informed approach grounded in Intercultural Rhetoric, enabling developing multilingual writing identities and finding their voice.

O’NEAL, GEORGE

The intelligibility process: segmentation and segmental repair

Monday, June 27th, 15:00-15:30, Room 1

As Munro, Derwing, and Morton (2006) rightly claim, the most valuable information about whether a pronunciation is intelligible or not is likely to come from the people with whom the speaker seeks to interact. Applying this claim to an ELF context, we could argue that it is the interlocutor who decides whether a pronunciation is intelligible, not approximation to any variety of English. But the process by which an interlocutor determines whether a pronunciation is intelligible or not proceeds in stages. This presentation will present evidence for some of these stages (Matsumoto 2011; O’Neal 2015a, 2015b). The first step in determining the intelligibility of a word is segmenting the word from the stream of speech. That is, before an interlocutor could determine whether the articulation [gadenɪŋ] is an intelligible pronunciation of the word “gardening,” the interlocutor will have to segment [gadenɪŋ] from a larger utterance like [ʃlaɪksgadenɪŋəlat]. This process is called segmentation. However, even after a pronunciation has been segmented from the stream of speech, phonetic adjustments to the pronunciation are also sometimes required so that the pronunciation becomes more intelligible. For example, if the interlocutor orients to [gadenɪŋ] as unintelligible, then the speaker can repair the segmental phonemes and adjust the pronunciation to a potentially more intelligible variant, such as [gɑdɛnɪŋ]. This process is called segmental repair. This paper will present conversation analytic evidence that both segmentation and segmental repair are negotiated processes in ELF interactions at a Japanese university.

PAKIR, ANNE

Re-analysing English in Singapore in the context of ELF: Global competencies and Local realities

Tuesday, June 28th, 9:00-9:30, Room 5

English is necessary for the demonstration of global competencies in the 21st century global workplace and society. However, in special polities like Singapore, the local realities are such that the use of English as a working language and as a de facto official language in a multilingual, multi-ethnic and multi-cultural setting has given rise to the term ‘glocal’ English, which combines the notion of the use of English that is globally appropriate but culturally relevant and locally rooted. This paper focuses on the issues concerning the development of English in Singapore in terms of the need for its users to demonstrate global competencies and yet face up to the local realities surrounding its use. It first provides a brief background by looking at how English spread and evolved in Singapore and what its current status is. Specifically, it re-examines fundamental concepts such as the ownership of English, standardization of English, the relationship between language and culture, diglossia, globalization and glocalisation, and English-knowing bilingualism. It re-considers the problems, properties and prospects of using English as a lingua franca (ELF) as a construct and reality by focusing on the definition and representation of ‘lingua franca’ and debates surrounding ELF in relation to the Singapore context.

PARISE, IDA

ELF in the Italian tourism industry

Monday, June 27th, 16:00-16:30, Room 5

This paper addresses the topic of English used in the Tourism industry in Italy from the perspective of English as lingua franca (ELF) pragmatics.

ELF research findings show that Business English as a Lingua Franca (BELF) is highly content-oriented, and relies on interaction skills to accomplish successful pragmatic communication (Kankaanranta and Planken 2010, Ehrenreich 2010, 2011). Moreover, the academic domain, which has been considered as one of the driving forces behind the spread of ELF (Mauranen 2012; Jenkins 2014) has also emphasized the importance of accommodation and negotiation aspects in ELF communication.

However, research addressing Tourism from an ELF perspective is still in its infancy. I will present original data deriving from a pilot study conducted in the attempt to explore ELF communication in an Italian tourism context focusing on negotiation and accommodation strategies.

The study adopts an ethnographic perspective to clarify the dynamic nature of negotiation in language interaction, as well as the power and cultural relations behind it. It will include interviews and surveys with tourists and service staff, in addition to recording of naturally occurring conversation of tourist community of practice collected at tourist office and hotel reception desks of a Ionian tourist-destination. Evidence of ELF pragmatic strategies (e.i. utterance completion, latching, backchannelling, negotiation of meaning, ELF multilingual resources, etc.) will be provided.

The paper will show how English in the Italian Tourist Industry is used as a lingua franca and what strategies are relevant and effective in this context.

PEREIRA, RICARDO

Embracing English as a Lingua Franca: Challenging the ELT policy in Portugal

Monday, June 27th, 16:00-16:30, Room 3

This paper examines the presence of English in the national context of Portugal and focuses on students of English at the School of Technology and Management (ESTG/IPL), in Leiria. Despite having successfully undergone at least seven years of prior English learning, it has been observed that the majority of these undergraduates struggle with the demands of this language in its standard form. As a result, particular features of students' academic background before admission to this establishment of higher learning are observed by means of an analysis of questionnaires, as well as answers to a placement test that incoming students are required to take.

However, evidence suggests they may be capable of communicating effectively in English if teaching approaches are adjusted to accommodate their communicative competence. The problem is that the focus on English Language teaching at ESTG/IPL is largely based on a student's ability to speak and write English as a native speaker does. Therefore, this paper proposes a significant shift in ELT pedagogy and suggests a number of strategies meant to enhance the listening, speaking, reading and writing skills of students enrolled in the English course at this institution.

Ultimately, the analysis here provided is an attempt to demonstrate that the ELT policy in Portugal is in need of serious re-evaluation, and hopefully it may be taken into account so as to guide educators and language policies towards ELF-informed teaching in Portuguese classrooms.

PERIĆ, MARIJA and ŠKIFIĆ, SANJA

English words and phrases in Croatian: A small-scale study of language awareness and attitudes

Tuesday, June 28th, 9:00-9:30, Room 3

The focus of this paper is on language attitudes towards English words and phrases in the Croatian language. In order to prevent loanwords, linguistic purism has arisen as a theory about what languages should be like. The tradition of linguistic purism in Croatia has been shaped by various socio-historical factors. English may be viewed as a language of opportunity, or as a threat to the survival of other, usually minority and endangered, languages. In order to provide an insight into the use of English words and phrases in the Croatian context, a questionnaire about language attitudes and awareness was conducted on 534 participants. The aim of the questionnaire was to determine participants' language attitudes and familiarity with English words and phrases. The results show that although people in Croatia generally like English, many of them are not familiar with English words, especially older participants and those with little or no knowledge of the English language. Moreover, the results indicate that the younger generation is more inclined towards English than the older generation; however, they are not as familiar with Croatian equivalents as they claim.

PHUONG, LE HOANG NGO

English in Vietnam: a lingua franca or a foreign language?

Monday, June 27th, 17:30-18:00, Room 5

Based on the increasing popularity of English in Vietnam shown in foreign language governmental policies and grassroots initiatives, this study aims to contribute to research into English as a Lingua Franca (ELF) in Vietnam. Specifically, this project investigates Vietnamese teachers' and students' perceptions of ELF through three research questions:

- What kind of English do Vietnamese students need?
- What kind of English do Vietnamese teachers prefer to teach and Vietnamese students prefer to learn?
- To what extent is the kind of English that students need related to the preferred kind of English chosen by teachers and students?

This study employed two main instruments of data collection: online questionnaires and Skype interviews and was conducted in Hue University, Vietnam with the participation of 25 English teachers and 106 students. The data reveals a great amount of ambiguity and complexity among the participants. There is an existing paradox in English teaching and learning in Vietnam, between what happens inside and outside the classroom, and between what students really need in terms of daily use and future careers and what teachers and students prefer. On the one hand, the participants acknowledge the spread of English and its increasingly important role in the country. On the other hand, they strongly oppose the suggestion that ELT should re-consider its orientation towards native standards. Additionally, rather than regarding themselves as legitimate users of English, both student and teacher participants are in favor of language standardization ideology and native speaker ownership of English.

PIETIKÄINEN, KAISA

ELF as a facet of the multilingual identity: Formed in social relationships

Monday, June 27th, 12:00-12:30, Room 5

ELF speakers are by definition bi-/multilingual speakers. ELF is often portrayed as a language of communication in intercultural settings, but for individual ELF speakers, it can carry more than instrumental significance. The body of research in ELF and identity is gradually gaining more ground (see e.g., Jenkins 2007; Jenks 2013; Gu, Patkin and Kirkpatrick 2014; Baker 2015; Sung 2015), and today researchers largely agree that ELF identities are emergent, hybrid and dynamic.

In social settings, ELF can become the language of the 'friendship group' (see Kalocsai 2014), or the 'couple tongue' (Pietikäinen 2014), which the speakers negotiate to suit their needs, for example, by embedding features from other languages into it (see e.g., Klötzl 2014, Pietikäinen 2014). As more attributes are attached to 'our English' (Gundacker 2010: 89; Klötzl 2014: 41) and to oneself

as a speaker of the code, it becomes one of the languages of identification for the individual, similarly to concepts like ‘mother tongue’ and ‘working language’ (Pietikäinen forthcoming). This presentation discusses language identity in relation to ELF and multilingualism in social contexts. By contrasting ELF couples’ identity narratives to conversation analytic discoveries on their multilingual practices, I attempt to illustrate the multiple dimensions of these multilingual speakers’ identities, and how the ‘ELF couple identity’ intermingles with parallel individual and shared identities.

PINEDA HERNÁNDEZ, INMACULADA

Towards a multichannel approach to ELF pedagogy: concept, strategy and tools

Tuesday, June 28th, 11:30-12:00, Room 4

Multichannel communication is only a 21st century phenomenon that has derived from the digitalization of communication and from the widespread adoption of certain technological devices such as smartphones and tablets. First widely used in International Marketing to establish new communication channels between companies and customers, the concept of ‘multichannel communication’ can be easily and rapidly employed to frame a new ELF pedagogical approach that can simulate the type of communication that language students are going to be immersed in beyond the language classroom. I propose a didactic model that integrates different communication channels with four main objectives in mind: 1) to increase students’ involvement in their own learning process (both through autonomous and/or collaborative learning), 2) to take advantage of the dialogic character of most of these channels, 3) to foster a communicative environment in which ELF teachers are facilitators and guides rather than conductors, and 4) to increase language students’ exposure to ELF materials. Certain tools can be used to create this Multichannel ELF Pedagogical Approach: textbooks and traditional resources can be combined with websites, blogs, social networks, mobile apps, video chats and chats, etc. However, employing an ELF approach across multiple channels does not simply mean expanding to more communication mediums. Often, as in Marketing, the key to managing channels is simplification and this discussion will be focused on strategies to achieve a consistent ELF aware teaching methodology across channels that can integrate CT with TBL.

PULLIN, PATRICIA

Humour in ELF interaction: a powerful, multifunctional resource in relational practice

Tuesday, June 28th, 9:30-10:00, Room 4

Within linguistic pragmatics, a number of researchers have investigated humour in native-speaker discourse (e.g. Coates 2007). However, humour in ELF has, with some notable exceptions (Matsumoto 2014; Pullin Stark 2009; Walkinshaw and Kirkpatrick 2014), received less attention. This paper addresses this gap in focussing on humour in ELF in professional and academic settings. Analysis of authentic audio-recorded data shows the co-constructed nature of humour (Coates 2007), its multiple functions, and the way humour can contribute to ‘relational practice’ (Homes and Marra 2004), i.e. the way interlocutors negotiate, build and maintain interpersonal relations in situ. Speakers use a range of different types of humour ranging from teasing to sarcasm and ELF humour in this study is seen to be a powerful resource in achieving professional and academic goals, whilst nurturing, maintaining and addressing relational issues.

QUEIROZ DE BARROS, RITA

ELF and Anglicisation: A “significant” case study on an English-derived borrowing in Portuguese

Tuesday, June 28th, 11:00-11:30, Room 3

Though a fairly recent consequence of the globalisation of English, the spread of ELF is definitely furthering non-native speakers exposition to and use of English, and thereby contributing to both multilingual practices and a growing Anglicisation of other languages.

This result of the internationalisation of English has been differently assessed. Resonating Phillipson's claim of an English "linguistic imperialism" (Phillipson 1992, Phillipson & Skutnabb-Kangas 1999), purists around the world have reacted against an alleged contamination of their languages by Anglicisms (cf. e.g. Hoffman 2000, Rollason 2005), while more favourable understandings have emphasized the role of English as a means to overcome the limits of small language communities (Swaan 2004) and insisted that the massive contact with English results in "essentially harmless, lexical importations" (House 2013), especially frequent within the lexical fields of business, entertainment, information technology and advertising (Bhatia 1987, Friedrich 2002, Johansson & Graedler 2002). Though subscribing to the last and more pragmatic view, this paper intends to show that lexical borrowing can prove far from "harmless". Such purpose will be achieved by means of a case study considering the recent and English-derived use of "significativo" as a noun, label and form of address of disabled and patient care-takers in Portuguese. Attention will be devoted to the origins of such use of the word in both source and target language, the type of borrowing it corresponds to and the (negative) reactions it raises among its referents in the borrowing language community.

RELAÑO PASTOR, ANA MARÍA and FERNÁNDEZ BARRERA, ALICIA

A language socialization perspective to teacher partnerships in bilingual schools in La Mancha

Monday, June 27th, 15:00-15:30, Room 3

This presentation discusses the types of "teacher partnerships" (Creese, 2002) Spanish/English bilingual schools in La Mancha City (pseudonym) (Spain) are currently implementing to guarantee legitimacy and authenticity in the highly commodified "global market of English" (Park and Wee, 2012). In this region, the number of bilingual schools (state, semi-private), and types of bilingual programs (e.g. 'MEC/British'; 'Linguistic Programs' regulated by the regional 'Plan of Plurilingualism', amended in 2014) have proliferated considerably in the last decade. In this presentation, we focus on how the 'native/subject specialist partnership' is constructed as central to sustain the future of bilingual programs and the status of English as an International Language (EIL) (Llurda, 2004). However, the partnership between "native" and "non-native" teachers of English in English classes as well as the partnership between "native" teachers of English and subject specialists of Science, Technology, Arts, and Ethics, pose emerging tensions and dilemmas regarding the range of language socialization practices legitimated in the classroom. By focusing on the role of teachers as socializing agents of bi-multilingual practices in the classroom, we shed light on the language socialization practices (Duranti et al., 2011) currently taking place at these schools in La Mancha in relation to Spanish-English bilingualism as a power regime that regulates elitism and prestige (De Mejia, 2002). Data come from the ongoing team linguistic ethnography conducted at three state and semi-private schools in La Mancha City, which includes long-term participant observation, audiotyping of classroom interactions, semi-structured interviews and institutional documents of language-in-education policies in this region.

REMENYI, ANDREA AGNES

Teaching English abroad, in the EU? What language teachers think

Wednesday, June 29th, 10:30-11:00, Room 1

In the past ten years, a debate has been raised in waves in and around the European Commission. The question was whether to include a (language) teacher or school staff mid- or long-term mobility programme in the European Union (EU) Erasmus framework, more precisely, as a one- or two-semester job placement or teacher exchange into another EU country. As part of the preparation, an EU-wide, large-scale questionnaire-based survey was conducted with language teachers (N = 6,251) on their attitudes towards such a programme (Strubell 2011, Williams et al. 2006). As a follow-up, hour-long interviews were conducted with Hungarian-native teachers of English as a foreign language and/or CLIL (N = 67), with the aim to understand how in their discourse they relate to teaching in the EU or the EU itself, but also how they construct their identity as teachers. This talk will offer, on the one hand, an overview of the programme plans, and on the other, a comparison of the most relevant results of the questionnaire and the interviews. For example, both researches revealed a high level of willingness on language teachers' part to teach in another European country in the near future, though that willingness was gender- and age-sensitive. Contrary to the results of the questionnaire, the interviews

uncovered non-native English teachers' ambivalence towards teaching English abroad (Reményi 2015, 2016), mostly because their willingness was often confronted with a language ideology-based bias, that of native speakerism (Holliday (2006).

ROGERSON REVELL, PAMELA

The L1 advantage?: a comparison of L1/L2 speaking rates in ELF business meetings

Tuesday, June 28th, 10:00-10:30, Room 5

In many parts of the world today more and more professionals are conducting their everyday business in a second language, ie English. Many would claim that this puts L1 English speakers at an advantage in business interactions, for instance regarding level of participation. Indeed, my research has shown that some L2 English speakers in business meetings have inhibitions about participating or taking the floor from L1 English speakers (Rogerson-Revell 2007, 2014),

There may be many reasons for such frustrations but one consideration could be the extra time it takes to formulate a message in a second language. The cognitive demands of using a second language result in a slower rate of speech for most speakers (Munro & Derwing 1998; Derwing 1990). Such variations in speaking rate between L1 and L2 speakers may seem obvious, however, this issue has received relatively little attention, particularly regarding its impact in ELF contexts. One of the few studies in this area found that the speaking rate of Swedish university students was 23% slower when using English to give presentations (Hinks 2010). Hinks also found that the slower speech rate significantly reduced the relative information content of the L2 speakers' presentations. (ibid p4.) This paper reports on my study of variation in L1/L2 speech rate in authentic international business meetings. Preliminary findings suggest that L2 English speakers may well speak more slowly on average. The question arises, does this put them at a disadvantage in terms of participation and message content in such ELF contexts?

SABATÉ-DALMAU, MARIA

The Englishisation of higher education in Catalonia: a critical sociolinguistic ethnographic approach to the students' perspectives

Monday, June 27th, 12:00-12:30, Room 4

This paper investigates the attitudes towards Englishisation displayed by 30 students enrolled in a Combined Languages degree, including English and another language, in a top-ranked bilingual university in Catalonia, where Spanish and Catalan coexist complexly, and where foreign language medium instruction is relatively new. Through a two-year fieldwork project, I report on how the institution implemented this partial English-medium instruction program for the first time in Spain, following its internationalisation mission. I then focus on the students' perspectives towards the officialisation of English as the third language of the Catalan university system. Via a Domain and Emotion Coding analysis of 30 essay-writing assignments, I show that students mobilise a series of predominantly favourable discourses on Englishisation which conflictingly interplay with negative attitudes towards it. They envision English as a post-national 'democratising' lingua franca and as an asset for employability and educational excellence, but they also construct it as a politicised threat to linguistic diversity. These perspectives contribute to a nuanced understanding of the students' range of ambivalent stances concerning the established sociolinguistic orders of globalised universities in Barcelona and the neoliberal linguistic regimes of the European Higher Education Area, which call for policies providing a more balanced ecology of languages.

SADEGH POUR, MARZIEH

The place of culture in teaching English as a lingua Franca: a study of ELICOS teachers' perceptions in Australia

Wednesday, June 29th, 11:30-12:00, Room 2

Globalisation and the ever-increasing number of English as a lingua Franca (ELF) speakers, invite English language teaching programs to revisit the place and pertinence of culture to the content and delivery of their curricula. Investigating the place of culture in

teaching ELF, this study focuses on ELICOS (English Language Intensive Courses for Overseas Students) teachers' perceptions in the multicultural context of Australia. For these aims, 56 ELICOS teachers were interviewed about their perceptions of the notion of culture and its relevance to teaching ELF in ELICOS. Contents of participants' responses were qualitatively and thematically analysed. Findings indicate unanimous agreement on the interrelatedness of culture and language and the imperative role of culture in teaching ELF. Results also reveal the static view of the majority of the participants toward culture and show that teachers' attempts to integrate culture into their pedagogical practices were bound to presenting decontextualized cultural facts about Australian culture. Findings indicate that such partial grasp of the concept of culture in language teaching has undermined teachers' resolutions for incorporating other cultures and intercultural skills to their teaching. In the lights of the findings, teacher education in the ELICOS sector is encouraged to introduce professional developments that focus on broadening teachers' perspectives of the notion of culture and its place in teaching ELF. Teachers are also invited to promote learners' noticing of cultural variations in intercultural communications and develop metacultural competence of learners which enables them to negotiate and navigate their differing cultural conceptualisations during intercultural communication.

SAENGER, CONY; BUENFIL, MARIA GABRIELA and LUGO, ELISA

Teacher training and intercultural communicative competence in English language teaching careers in Mexico

Wednesday, June 29th, 14:30-15:00, Room 2

This presentation will discuss the results of the exploratory phase of a research project examining the intercultural dimension in the English Language Teaching programs at five different State Universities in the South Central region of Mexico. The intention of this research is to display how these programs' educational policies for culture acquisition are understood and signified in the teacher's training processes. This was done through content analysis of the program area and curricula as well as exploratory, semi-structured interviews with professors and department heads. The result shows that both the programs and the teachers do not give enough importance to the acquisition of cultural aspects, therefore neither to the development of the intercultural communicative competence. There is a need to acknowledge the transcendence and richness in training future English language teachers. As a result of both the documental and the content analysis, we were given enough elements to upgrade our research questions and select the units of analysis for deeper and further investigation.

SAGLIK-OKUR, YASEMIN and VURAL, SENIYE

English learners' perceptions of linguistic and sociolinguistic aspects of English as a lingua franca

Tuesday, June 28th, 10:00-10:30, Room 4

The status of the English language has changed throughout history (Kachru, 2001). According to Seidlhofer (2011), English as a Lingua Franca (ELF) refers to the use of the English language among speakers who come from different first language backgrounds and for whom English is a consciously chosen means of communication and mainly "the only option" (Seidlhofer, 2011, p.7). This mixed-methods study aimed to investigate English learners' awareness of ELF in terms of linguistic (i.e., phonological and lexicogrammatical) and socio-linguistic (i.e., perceptions towards the wide spread of the language, different accents, native and non-native norms, other varieties of English, cultural issues and ownership) aspects of the language. The study sampled Turkish and international students studying at a state university in Turkey. Quantitative data regarding students' awareness and perceptions of linguistic and sociolinguistic aspects of ELF were obtained via Language Learners' ELF Perception Questionnaire, which was designed by adapting several questionnaires. Qualitative data were obtained via open-ended items in the questionnaire and semi-structured interviews. The findings revealed that both Turkish and international students had limited knowledge of ELF and expanding circle varieties. In addition, there are similarities and differences between participant students' perceptions of ownership, best accent, native-like competence, cultural diffusion and language teachers' role. For example, while international students consider speaking like native speakers of English as unimportant, the majority of Turkish students attach more importance to being native-like. On the other hand, both Turkish and international students have positive attitudes towards hearing different varieties of English.

SAS, NATALIA

ELF in the Polish context: the cultural content in the classroom

Wednesday, June 29th, 14:30-15:00, Auditorium

English as a lingua franca has recently become a widely investigated research area. Linguists have approached ELF from a range of perspectives, which has led to the emergence of a set of properties of ELF on different linguistic levels. This entails proposals for a new ELF-oriented pedagogy and changes in teaching goals and approaches. The question then arises what are the attitudes of teachers of English towards the new ELF-oriented practice.

In this paper, I will present some of the results of the study which was carried out on ELF in the Polish context. The subjects were 200 teachers of English in tertiary education in Poland (excluding teachers at English departments). The objective of the study was three-fold. Firstly, the study aimed at examining the respondents' awareness of the current status of English as a lingua franca. Secondly, more problematically, the study investigated the teachers' attitudes towards a new set of assumptions proposed by ELF scholars concerning a new ELF-oriented pedagogy. Thirdly, the objective of the study was to confront the subjects' attitudes and opinions with their classroom practices. In the paper, I will focus mainly on the subjects' awareness of the status of ELF. The study revealed that many teachers in Poland are still attached to more traditional classroom pedagogies. One of the implications of the study is that Polish teachers should be familiarised with the arguments of the supporters of ELF in teaching.

SI, JINGHUI, YANG, MAOXIA and SHAO, ZHENG

English as a lingua franca: attitudes of teachers teaching English majors

Wednesday, June 29th, 10:30-11:00, Room 2

This article focuses on teachers teaching English majors, specifically on their attitudes towards English as a lingua franca. Teachers teaching English majors themselves take responsibilities of researching on language teaching, learning and using. Their ideas can be widely spread in academia through publications. And their practicing targets in classrooms are prospective English teachers, who might introduce their teachers' attitudes and beliefs to their own students. The author collected totally 153 questionnaire responses from Chinese teachers teaching English majors. The questionnaire consisted of three sections. The first and second part each contains 10 statements addressing their attitudes towards phenomenon of ELF in China and possible changes in teaching English in EFL contexts respectively to which participants can express their disagreement or agreement on a 5-scale measurement. The third part contains 5 open-ended questions addressing respondents' attitudes towards ELF as a potential research field and reasons for each answer they gave. The findings show that the majority respondents think that the phenomenon of ELF only exists in limited areas in China, like commercial and academic field. Most of them prefer traditional NS norms in teaching and regard infinite approaching to NSs as their ultimate teaching goal. Nearly 15% respondents state that they would like to introduce ELF approach into practicing provided a complete implementation plan was made. Unexpectedly, over 65% respondents express their interests in researching on ELF-related topics or encouraging their students to get involved.

SIFAKIS, NICOS C. and KORDIA, STEFANIA

ELF-aware teacher education: integrating a constructive-developmental perspective

Wednesday, June 29th, 11:30-12:00, Auditorium

Recent research has shown that in order for teachers to embrace the plurilithic nature of English in their teaching, they need to be engaged in reflecting critically on, re-considering and, eventually, transforming deeply-rooted assumptions and convictions that display a native-speaker mentality. The transformative perspective that has been suggested (Sifakis 2007, 2014) and implemented (Sifakis & Bayyurt, 2015) aims at engaging teachers in becoming "ELF-aware", i.e. learning about and developing their own critical understanding of ELF, implementing and evaluating ELF-aware lessons with their own teaching contexts to the extent that they are

willing/allowed to do so. In this paper, we propose that ELF-aware teacher education needs to incorporate a constructive-developmental perspective as well. We present the constructive-developmental theory of American psychologist Robert Kegan and highlight the insights that it can offer to ELF-aware transformative teaching. Kegan's theory introduces a hierarchy of critical reflection (which he calls 'orders of consciousness') that illustrates how one makes meaning while becoming more conscious of their assumptions and convictions, more reflective, more critical and thus more capable of making appropriate decisions as an autonomous human being. In order to clarify the implications that Kegan's hierarchy of critical reflection has for ELF-aware teacher education, we present data gathered through an original teacher development programme where a constructive-developmental perspective has been adopted. We conclude by highlighting that creating a 'bridge' between the teachers' current level of meaning-making with regard to ELF and more complex 'orders of consciousness' is essential in ELF-aware teacher education.

SIFAKIS, NICOS and TSANTILA, NATASHA

“Combating negative washback: an ecological approach to ELF-aware teaching and learning”.

Wednesday, June 29th, 12:00-12:30, Auditorium

This paper aims to provide an alternative approach to ESOL practice in Greece, a county of the Expanding Circle. ESOL enjoys high status in Greece, further highlighted in Greek society by the unparalleled competitiveness and uncertainty that has arisen in the unstable local and global market and mainly manifested by an extremely irrational certificate mania, i.e., the compulsive pursue of high-stakes examination certificates as a means of securing future job prospects. We show how certificate mania has resulted in unparalleled negative washback (Wall, 2005), impacting pedagogy and learning in ways that do not reflect the conditions of language use in real life situations. This mismatch, then, leads to linguistic knowledge that ultimately becomes inert, as students exhibit great difficulties in transferring what they have learned in the exam-modelled classes to real-life situations.

We propose that an appropriately designed ELF-aware pedagogy (Bayurt & Sifakis, 2015) can reduce negative washback in these situations, prompt learners to become self-confident as users (Seidlhofer, 2011) and help them respond to their language needs in natural global contexts. However, we argue that, for such a perspective to work, ELF-aware teachers should integrate an ecological approach to their classes. Reflecting the work of Holliday (1984), the ecological approach aims at raising teachers' critical awareness of the whole ecosystem surrounding their teaching situation, including its wider social and institutional features and specific constraints or problems. We offer a roadmap of this approach and argue for its advantages in developing appropriate ELF-aware activities that will be integrated and accepted by learners.

SOLER-CARBONELL, JOSEP and ROBERTS, TIM

Language practice and ideology in trans-national multilingual families – Focus on English

Monday, June 27th, 11:30-12:00, Room 3

Past research into English as a lingua franca (ELF) has primarily focused on the domains of academia and business (e.g. Kankaanranta and Louhiala-Salminen 2010; Mauranen 2012), with little focus on the use of ELF in the family context (see, however, Pietikäinen 2014). In parallel to that, Family Language Policy (FLP) has emerged as a field of interest bridging the areas of language acquisition and language management (e.g. King et al. 2008; Schwartz 2010). However, in the majority of the cases, research on FLP has been concerned with the maintenance of migrant or minority languages. As a consequence, the lingua franca use of English in multilingual families has not featured prominently in FLP research.

In this presentation we consider ELF in the family context and present preliminary findings from a series of semi-structured interviews taken from our study focusing on transnational intermarried couples who reside in Sweden. We examine the role that ELF and other languages play in the lives of these families with regards to intrafamilial and extrafamilial language use. The results highlight the complex multilingual lives of the informants and give insight into how different language ideologies manifest themselves in the family context. Furthermore, we relate our findings to Blommaert & Backus (2011) and consider what it means to 'know' a language in the context of enhanced complexity, superdiversity and transnational mobility.

STRZALKA, AGNIESZKA**ELF as everybody's language. Teaching the pragmatic component to speakers of other languages****Tuesday, June 28th, 16:30-17:00, Room 4**

Used for communicating world-wide, English might be used by the community of its speakers for their different purposes. When doing so, the speakers of different language and cultural backgrounds, might approximate its pragmatics, as they do the sounds, the grammar or the punctuation, to these different purposes. A Polish teacher might give instructions in English without emulating the English native speaker request strategy, using short directives rather than interrogatives for stronger illocutionary effect, or they might simply instruct in Polish. At the same time they should be responsible for teaching their students how to sound polite in English and promote language etiquette. Unfortunately, in the packed curriculum for foreign languages there is often little space for this aspect of oral communication. How to deal with the task? How to provide students with good models without having them stripped completely of their identity as speakers of their languages and members of their cultures? The article attempts to throw some light at this much underestimated area of language learning and teaching in the times of English as a lingua franca.

SUNG, MATTHEW**Multiple identities in ELF interactions: Narratives of experiences by Hong Kong university students****Wednesday, June 29th, 10:30-11:00, Auditorium**

This paper reports upon a qualitative inquiry into identity formation in intercultural English as a lingua franca (ELF) communication from the perspective of a group of local university students in a Hong Kong university. By using narrative data gathered via in-depth semi-structured interviews with eighteen university English majors, the study revealed the complex and multifaceted nature of the identities that are implicated in ELF interactions. The findings showed that the participants claimed their affiliations with the local and global communities through ELF and that they oriented to their identities closely associated with their language proficiency, including their identities as language users and/or language learners and as English majors. Furthermore, the data revealed that the differences in the participants' perceived relationships with native and non-native English-speaking interlocutors in ELF communication shaped the participants' identity negotiation. Taken together, the findings not only challenge the claim that ELF is merely a tool for communication rather than for identification, but also problematize the dichotomies of global/local and user/learner identities. It is hoped that the study will shed new light on the complexity of identity formation in ELF situations.

SUZUKI, AYAKO**ELF Instructors' Views of their practices and insights into pre-service English teacher training****Wednesday, June 29th, 12:30-13:00, Room 2**

This paper focuses on university ELF instructors' views of their classroom practices and attempts to draw insights from them into pre-service English teacher-training. As roles of English teachers have started to change, it is important to re-examine what knowledge and abilities need to be fostered in the training.

In the past decade, English education in many countries has faced changes because of the changing status of English. For example, in Japan, English was taught in school as "a foreign language," but now it is taught as "the important international language." English teachers are expected to empower students to work with different others by fostering their knowledge and abilities to effectively use English with the others. For this purpose, some university teacher-training programmes have started to offer modules to equip their trainees with "higher level" of English proficiency – this often means native-like English command.

Unlike these programmes, one university in Tokyo includes modules where students learn English under the concept of ELF into their programme. Here, instructors who are TESOL experts try to make students be able to use English as one of their languages, not to make them native-like. Through these modules, teacher trainees are supposed to develop confidence as legitimate users of English.

By interviewing the ELF instructors, this paper investigates what points they keep in mind in their classroom and what visions they have of legitimate English users. Their comments indicate that teacher-training programmes should depart from regarding English as a set of linguistic codes.

TEMİZ, GÜRKAN

Exploring Teachers' journeys with ELF Pedagogy: a case study in Turkey

Tuesday, June 28th, 16:00-16:30, Room 2

There has been a growing interest by teacher educators towards implementation of ELF in foreign language education regarding the reality that non-native users of English has outnumbered native speakers of the language. This reality has had an impact on revisioning the role of traditional (normative) ELT concept in foreign language education by transforming it with ELF pedagogy. With this issue in mind, Sifakis (2007) highlights the importance of ELF in teacher education and states that teachers are responsible in the process of transforming their perspectives and owning the ELF paradigm. Therefore, how teachers perceive the new paradigm is of great importance. In order to investigate the practicality of ELF pedagogy in foreign language education, teachers' experiences with ELF in their classes needs to be understood. This study intends to examine whether teachers' introduction to ELF pedagogy has shaped their predispositions and experiences. The data comes from four English language teachers as part of a longitudinal study. The participants were interviewed during the process of their introduction to ELF pedagogy and their classroom experiences in different times. As relation to their journeys, findings of the study will be discussed.

THIR, VERONIKA

Conceptualizations of intelligibility in ELF research

Monday, June 27th, 16:00-16:30, Room 1

Intelligibility has always been a topic of crucial interest in ELF research. Yet, given the fact that there is no universally accepted definition of the term 'intelligibility', different conceptualizations have been applied in investigations of ELF data resulting in different research methodologies to examine the causes of unintelligibility in ELF. This is problematic as it makes cross-study comparison difficult. This paper explores the conceptualizations of intelligibility underlying ELF research so far, from 'pre-Jenkins' studies to Jenkins' (2000) research on phonetics and phonology to more recent investigations of intelligibility (e.g. Deterding 2013, Athirah & Deterding 2015). It seeks to answer the question to which levels of understanding and to which levels of language the term 'intelligibility' has been assumed to refer, which linguistic and non-linguistic factors have been considered to play a major role for mutual intelligibility in ELF interactions, and which methods to measure intelligibility have been employed. It is argued that studies of intelligibility in ELF might differ in their findings due to the different ways in which intelligibility is conceptualized and investigated.

THOMPSON, ALAN

Diversity of users, purposes, and practices: Three very different ELF settings in East Asia

Monday, June 27th, 11:30-12:00, Room 5

The presentation will compare naturally-occurring interactions (meetings, one-on-one encounters, discussions, role-plays, presentations) in three ELF settings in East Asia—an intergovernmental research centre, an English-medium business school, and training programme for health-care professionals—each very different from the others in terms of the cultural, linguistic, and educational backgrounds of the participants. The diversity of users and purposes, and their concomitant language practices (address forms, use of pronouns and modality markers, explicitness-enhancing turn-structure, etc.), will be shown by quantitative and

qualitative measures, and by concrete examples that illustrate that ‘establishing common linguacultural ground’ (Seidlhofer 2011:4) is achieved in ways particular to each setting.

It will be argued that the observed diversity is not unusual in ELF (Cogo, 2012) and indeed that it calls for an interpretive framework for ELF that includes ideas drawn from studies of creole and language contact studies, such as competition and selection among diverse idiolects and dialects (Mufwene, 2001), an approach that, rather than extrapolating from observations to posit some common characteristics of ELF, instead seeks to discover the relationships between situation, user, purpose, and the constructed conventions and English language practices of a given setting.

TORRES-PURROY, HELENA

Language policy and practices in research: the case of two scientific groups in Catalonia

Wednesday, June 29th, 9:00-9:30, Auditorium

In the context of HE institutions’ internationalisation policies, the adoption of ELF in diverse domains appears as one of the most commonly implemented activities. Particularly, in Catalonia all state universities (7 institutions with over 160,000 students all) include English in their Internationalisation Plans as well as in their Language Policy documents. However, some questions remain unanswered: Whose interests do these language policies benefit? To what extent is this regulation actually followed? How does it affect the individuals’ everyday communication?

To this end, the present paper presents an analysis of the official language policy of a Catalan university, specifically concerning research, while contrasting it with the actual language practices of two research groups working in this institution. The data were collected through ethnographic-like methods in the year 2014. Results indicate that (1) there is an important mismatch between the institution’s official policy and the actual linguistic practices of its researchers; and (2) unregulated communicative situations might entail original and complex language practices on the one hand, but also tensions and conflicts on the other. As will be suggested, this could be avoided with proper guidelines and support, and a bottom-up language policy.

TSANTILA, NATASHA and GEORGOUNTZOU, ANASTASIA

Investigating English language users’ needs and assisting them to enhance their aural skills more realistically

Wednesday, June 29th, 14:30-15:00, Room 3

Despite learners’ attachment to native like ideals (Jenkins, 2009, Pilus, 2013), the extensive research on English as a lingua franca indicates that English as a means of communication should not adhere exclusively to native English (NE) norms but to non-native (NN) varieties as well. Within this context, the English language users’ views on what is more “relevant for their individual requirements” (Widdowson, 2003) should be of primary importance and seriously considered.

In this study, 80 undergraduate ESOL learners, coming from various disciplines and professional backgrounds, studying English at the University of Athens, listened to non-native E speakers reading the same text taken from the Speech Accent Archive, George Mason University. Through a 5-point Likert-type scale questionnaire and open-ended questions, subjects expressed their views on: a) the degree of comprehensibility they indicated towards non-native varieties of English as well as b) the potential inclusion of the aforementioned varieties in class material. The findings of the present study lead to recommendations for the development of diversified multicultural listening materials aiming at: a) exposing English language learners to different (native and non-native) varieties of English, essential in effective daily interactions and b) developing a more realistic standpoint of the [internationalization] of the English language (Matsuda, 2003) among the learners, broadening, thus, their awareness and helping them establish a hierarchy on what is essential when listening to English in diversified and multicultural contexts.

UYANIKER, PINAR

Discovering ELF: voices from a Turkish classroom

Wednesday, June 29th, 12:30-13:00, Room 1

There has been a growing interest in English as a Lingua Franca since 1980 (Baker, 2009) as the world is getting smaller and interaction between speakers from different linguistic and cultural backgrounds increased. This change caused English to undertake a new role known as ELF. With ELF on the foreground, many assumptions have been noticed to be disputable. So, English teachers need to revise their beliefs about teaching and learning considering the role of English as a Lingua Franca. Although there has been a debate on defining what is ELF and what is not ELF which is beyond the focus of this research, this paradigm has been embraced by critical pedagogy and second language teaching pedagogy in theory whereas practical applications call for further research. Turkish Ministry of National Education's project "The Development Project for Foreign Language Teaching" seems to heat up the debate on whether a native speaker is the ideal language teacher. So, where does Turkey stand in this paradigm? This study aims to investigate the perceptions of; Turkish EFL teachers, students and a native speaker English teacher about ELF. Data came from questionnaires and a semi-structured interview. Ninety eight students and thirty EFL teachers responded to open ended questionnaires and a semi-structured interview was conducted with the native speaker English teacher. The findings of the study revealed insights about how non-native English teachers perceive ELF and related issues such as culture, accent, and role of native speakers.

VÁZQUEZ, IGNACIO and VELILLA, MARÍA ANGELES

The policies and practices of English as a medium of instruction (EMI) in Spanish universities: a case study

Monday, June 27th, 18:00-18:30, Room 2

English as a medium of instruction (EMI) is an increasingly global phenomenon. There seems to be a change, in non Anglophone countries, from English being taught as a foreign language (EFL) to English being the medium of instruction for many academic subjects. At University level, in Spain, the increase in the provision of courses in English is largely considered essential if Spanish universities are to compete for international students, as English is considered a fundamental skill for mobility and employability. The University of Zaragoza, like most universities in Spain, is also facing the challenges for this internationalization agenda.

The study takes a post-normative approach in which second language users of English, or rather users of English as a lingua franca, are seen as successful communicators within their disciplinary domains, rather than "deficient native speakers". For the EMI practices, 18 lectures from disciplines within Social Sciences, Humanities and Natural Sciences (6 from each group) were collected as raw data for their observation and interpretation. Qualitative Content Analysis for the purposes of coding (Schrier 2012) plus Discourse Analysis were used.

This paper will report the findings of a study on the policies and practices of EMI in the University of Zaragoza, which are drawn from a small scale corpus of lectures in three above-mentioned areas. The lecturers and students who operate in these English-medium instruction programs all use English as a lingua franca. The focus of this paper is on the role played by pragmatic strategies in ELF lecturing.

VETCHINNIKOVA, SVETLANA

Properties of individual languages: The case of ELF users

Tuesday, June 28th, 11:30-12:00, Room 3

The starting point of this paper is that language, as observed from the macro-social perspective (Mauranen 2012), is emergent from individual languages, which are different from each other. Individual languages or idiolects have been shown to rely on individual grammars (Dąbrowska 2012), exhibit characteristic collocations (Mollin 2009), distinct bigram and trigram profiles (Barlow 2013), idiosyncratic lexico-grammatical resources (Hall et al. forthcoming) as well as an overall propensity to relatively more fixed configurations

of multi-word units (Author 2014 and forthcoming). In addition to this, second language users, and users of ELF in particular, tend to fall back on approximations, or slightly non-standard variants of multi-word units which nevertheless remain communicatively successful (Mauranen 2005, 2012; Carey 2013; see also Author 2014). Thus, it is possible that such approximate variants can also become fixed in individual languages used in lingua franca settings. As a result, ELF use might exhibit even more divergence between idiolects or wider inter-individual variation than monolingual language use, which is what leads to perceived increased variability at the macro-social level. In this paper my goal is to explore this hypothesis. As my data, I use a corpus of interaction within one exceptionally active blog comprising more than 73,000 comments posted by over 4,000 unique commenters over 7 years, amounting to 7.3 million words in total. I focus on individual lexical patterning of several commenters, both native and non-native speakers, who have contributed from 50 thousand to 1.75 million words of comments, and compare it to the communal average.

VETTOREL, PAOLA and BAYYURT, YASEMIN

ELF-aware teaching materials: the case of Turkey and Italy

Monday, June 27th, 14:30-15:00, Room 4

Given the current pluralization of English and the role of lingua franca it largely plays, ELT materials should aim at representing this diversity and intercultural, international and multilingual practices. In this paper, we investigate to what extent World Englishes (WE)/English as a Lingua Franca (ELF) paradigms are reflected in English language teaching (ELT) materials addressed at lower secondary schools in the Turkish and Italian ELT mainstream educational contexts. The theoretical background of our study is based mainly on the significance of ELF-awareness and how it enables both English language teachers and learners to gain a realistic perspective of English in their language learning/teaching practice.

The results of the study provide evidence for lack of a plurilithic, beyond nativeness WE/ELF-based pedagogic perspective (henceforth, referred to as ELF-aware) in ELT coursebooks: our preliminary results reveal that an ELF-aware approach is not yet consistently taken into account in ELT coursebooks both in Italian and Turkish contexts. This would call for a shift in perspective both in materials design and in teaching practices so that a realistic and updated view of how English is used/spoken today can be provided in the ELT classroom.

WANG, DONG and CAO, CHUN CHUN

A profile of Chinese EFL teacher educators: issues and reflections

Wednesday, June 29th, 12:00-12:30, Room 2

Although the majority of English language teachers are nonnative-English-speaking teachers (NNESTs), the research targeting this population has only recently enjoyed wide attention from researchers and language teaching professionals. Drawing on questionnaire data and teachers' interview narratives, this paper examined the professional identities and perceived challenges of a group of NNES teacher educators in the little-studied Chinese context. The present study explores the following research questions: 1. What are the professional backgrounds of NNES teacher educators in China? 2. How do they situate themselves as user of English language vis-a-vis native speakers of English? That is, how do they rate their English language proficiency? How native-like do they perceive themselves to be? What kinds of English language problems, if any, do they perceive themselves to have?

3. What do these NNES teacher educators perceive as their main professional problems? The study suggests that these NNES teacher educators have moved beyond defining a ESOL professional as a native English speaker and basing their self-confidence only on the language proficiency aspect of their professionalism. Except for hiring practices, many participants claimed their NNES status gave them confidence for their intimate knowledge of the language teaching context that was not shared by expatriate teacher educators. These findings will be discussed with implications for teacher education, especially the educators of NNES teacher trainers in and outside of English speaking contexts.

WANG, WENPU and AO, RAN

Investigating ELF in the workplace in mainland China

Wednesday, June 29th, 15:00-15:30, Room 3

Whilst English in China is receiving burgeoning research interest of scholars from both China and other countries, there is still a paucity of research on English as a lingua franca (ELF) in the country. Indeed, what is particularly lacking is research on ELF in the workplace in China. This study seeks to fill this gap by investigating the features of ELF in business setting in China. With this end in view, we collected over 400 English email interactions among Chinese employees in an American company based in China, which form a small corpus for our investigation. The small corpus allowed us to conduct an in-depth analysis of the linguistic features (e.g. grammar, syntax and vocabulary) emerging from these email interactions. Based on the linguistic features identified, the study further discusses issues surrounding ELF in the workplace in China in terms of its feasibility, effectiveness and legitimacy and challenges for using ELF. This study also touches on the issue of norms of English in the Chinese context, arguing for a tendency for ELF in the workplace in China to shift from norm-accepting to norm-negotiating. Finally, the study draws some pedagogical implications and offers some directions for future research.

WANG, YING and WEN, QIUFANG

The future of English as a lingua franca in China from the perspectives of Chinese culture and language ideology

Monday, June 27th, 17:30-18:00, Room 3

Along with the globalization of economy, English spreads out at an unprecedented pace both around the world at large and in China in particular. Given the scholarly speculation that “the realignment of global economic powers, particularly the rise of China and India as the dominant economies of the twenty-first century, has implications for the role of English” (e.g. Pennycook 2010: 674), we hope to contribute to the discussion by bringing in the insights from the perspectives of Chinese culture and language ideology.

In this paper, we will discuss some future possibilities of English in China with a particular focus on the development of ELF in this context. We will discuss the implications of traditional Chinese values for ELF in China, with the focus on the divergence between heism (和) in Chinese culture, which encourages diversity in harmony, and Chinese value of a single written language, a unified transport system, and the same weighing scales (车同轨，书同文，量同衡) throughout a country. We will also present empirical data showing language ideologies, which relate to the struggle and ambivalence between tolerance of difference in English and aspiration for uniformity of English. By adopting an interdisciplinary approach, we hope to understand the future of ELF in China and join the current debates on English in relation to China.

YILMAZ, SELAHATTIN

Tracing native speakerism in the concept of authenticity: perceptions of pre-service teachers at a State University in Istanbul

Monday, June 27th, 17:00-17:30, Auditorium

In line with the common tenets of the Communicative Language Teaching (CLT), the notion of authenticity has become one of the most important factors in enhancing students' communication skills, in a way to approximate their language experience to that of the native speaker, especially in terms of materials. Therefore, the article examines the perceptions of pre-service Turkish teachers of English towards authentic materials in relation to the role of native speaker norms and the inclusion of different varieties from the Outer Circle and Expanding Circle countries. The participants were 70 pre-service English teachers enrolled at an English language teaching programme at a state university, in Istanbul. A 10-item questionnaire that has both close-ended and open-ended items was used to collect data. The results indicated that the participants have a strong belief in the effectiveness of authentic materials and their role as providing 'real-life' language and communication opportunities. Moreover, participants mostly prefer American, and

British English to the varieties of English spoken in the Outer Circle and Expanding Circle countries in authentic materials. Finally, the findings suggest that CLT-oriented teacher education programs need to be aware of the English as an International language (EIL) and English as a Lingua Franca (ELF) and World Englishes (WE) paradigms that take global status of English into account and embrace varieties of English other than the native ones, which is closer to the reality of the nonnative speakers in their contexts.

YILMAZ-OZTURK, SEMRA

Gender representation in EFL textbooks used at secondary schools in Turkey

Tuesday, June 28th, 15:00-15:30, Room 5

Gender equity has been foci of a substantial amount of research in sociolinguistics for the past several decades. Evaluation of EFL textbooks in particular has certainly taken its share of interest in the existing literature. Numerous studies have so far addressed the underrepresentation of females in ELT books over the course of many years. Yet, existing research has mainly focused on ELT books used at elementary or middle school levels. Thus, research on evaluation of textbooks used at secondary level has received very limited attention. Therefore, this study investigates whether gender discrimination is prevalent in the standardized ELT textbooks used in Turkish secondary state schools. Porecca's framework was adopted for quantitative content analysis of 4 ELT books used at grades 9-12, ranging from elementary to upper-intermediate levels. The evaluation of these textbooks focused on a wide variety of components, including reading passages, conversations, listening activities, practice exercises and illustrations. The results indicated that the lower level of the textbook showed more gender equity in terms of female and male presence in illustrations and text than the higher level of the textbook series (Yes You Can). Since discrepancy between male and female representation is much more significant in the higher level textbook, it is concluded that gender inequity in textbooks is observed more as proficiency level increases.

ZHANG, LI and SHANSHAN, LI

The translation of English animal idioms from the perspective of intercultural communication

Tuesday, June 28th, 9:30-10:00, Room 3

Idioms, the essence of language, embody rich cultural connotation. Animal idioms occupy an important position among idioms. This thesis studies the translation of English animal idioms from the perspective of intercultural communication. First, this thesis makes a comparison of cultural connotations between Chinese and English animal idioms, which can be concluded into the following four aspects: the same animal sharing similar cultural connotations, different animals sharing similar cultural connotations, the same animal bearing different cultural connotations, and vacancy of cultural connotations in different cultures. Based on the comparisons and under the guidance of Newmark's communicative translation theory, three translation methods including literal translation, substitution, and free translation, are concluded in order to promote the intercultural communication between Chinese and English cultures.

ZHANG, YAN

When English as a Lingua Franca at Sea and ashore --- Genre-based curriculum development as a way out

Monday, June 27th, 15:00-15:30, Room 4

Maritime English (ME) as a type of English as a lingua franca (ELF) is featured by the fact that its status, instruction and research are established on specific international legal foundations. To find a framework bridging code-tailored ME curriculum development and communicative language teaching approach is vital. This paper reports on the revision of the International Maritime Organization (IMO)'s Model Course 3.17, Maritime English, which ELF curriculum development involves the genre-based syllabus mapping, task designing and content selection. It is argued that to develop the trainees' Maritime English competency as a lingua franca in a specific domain, it is necessary to prepare them with an acquisition of maritime domain-specific genres --- those typical sets of English communicative events seafarers get involved in to achieve their maritime professional objectives.

The paper outlines the context in which this ELF curriculum was developed and then analyzes the genre-based stratum involving three aspects: (1) the two-stage syllabus mapping process, informed by the principle of genre as social action, which figures out the discursion-profession correlation and ensures the communicative performance-orientation; (2) the multi-syllabus task design and content selection that maintain the balance on the linguistic-communicative continuum; (3) the diversity of cultural input to discursive practices in training, which is entailed by the international character of the maritime industry and the use of English as a lingua franca at sea and ashore.

Posters

AMOS, RHONA

Non-native accent: an adverse condition in speech perception

Use of English as a Lingua Franca (ELF) has increased in recent years, and this trend seems set to continue. Studies show that a non-native speaker can be a source of stress for interpreters (AIC-Research-Unit 2002, Kurz 2008, Albi-Mikasa 2010). However, the reasons for which ELF provokes additional stress have not been individually pinpointed.

This poster considers one feature of ELF in isolation: non-native accent. It provides examples of some of the phonological deviations and prosodic features of non-native speech.

I consider accented speech as an adverse condition in speech perception. Research suggests that adverse conditions may affect speech perception by encouraging greater reliance on top-down processing, for instance based on context, non-linguistic and other linguistic information. Lev-Ari (2015) shows that listeners make more contextually-induced interpretations when following instructions from a non-native speaker. Gambi and Pickering (2013) posit that where comprehenders rely on other linguistic or non-linguistic information to predict input, they may be less aware of deviation from expected input on the phonetic level.

The effect of non-native English on speech perception may be magnified when those perceiving speech are interpreting simultaneously. The increased cognitive load (CL) caused by dual tasking (during simultaneous interpreting) may itself be considered an adverse condition. Mattys and Wiget (2011) show that increased CL magnifies the Ganong effect i.e. listeners are more likely to increase their relative reliance on lexical knowledge under cognitive load.

I demonstrate how experimental findings from the field of psycholinguistics may be applied to the simultaneous interpreting paradigm.

BARBAGIANNI, CHIARA; BASELLI, VALENTINA and PIGNATARO, CLARA

Designing a multimodal corpus of ELF in ESP: Sustainable data collection and analysis

ELF and Language for Specific Purposes (LSP) appear to be intrinsically intertwined phenomena in the interpreting practice (see Albi-Mikasa 2010; 2013) and deserve to be one of the core topics in formal interpreter training. To explore and model the impact of ELF in LSP on interpreting students, we have designed a case study adapted from Bale (2013). Here, authentic video recorded LSP conferences in ELF scenarios are used as teaching material in MA level English-to-Italian SI classes. Primary teaching objectives are exposing students to real life situations and raising their awareness on quality benchmarks. In this case study, teaching material is being gathered in a multimodal corpus along with the audio recordings and transcriptions of the student's interpreted text, and an in-depth terminology analysis of the source texts. The resulting corpus is designed as a dynamic unit and its benefits are at least threefold: It can help i) modeling the impact of ELF in LSP on the students' performance, ii) providing new insights for developing teaching material tailored to the students' skills and learning objectives, and iii) getting an improved understanding of LSP patterns in ELF. To triangulate all data sources in our corpus, we have integrated an ad hoc analytical workflow in the corpus design. Our workflow includes two steps, tackling text preprocessing and analytics respectively. This analytical paradigm provides for data scalability and result reproducibility, and helps reducing the bias arising from a purely human performed analysis. Some preliminary results will be presented.

DOYLE, HOWARD**What is English: one-, two-, three, four-, five-, or extra-dimensional?**

Dimensions of English is an attempt to identify English – or Englishes – in terms of space and time. This perspective was a secondary outcome of a previous presentation at ELF 6 in which occurred to me while looking for a way forward, to answering What is ELF, for which I already had one-, two-, three-dimensional models, which are discussed briefly. Running with this paradigm, a fourth dimension incorporates historical or evolutionary variation of English. Meanwhile a fifth dimension opens up hypothetical parallel English universes - a pseudo-scientific notion that acquires logic through anthropological and ethnographic investigation.

Each dimensional construct has problems though and these need to be resolved critically if they are to make sense regarding actuality of English (and Englishes) its study, past, present and future orthography and use in the world. Of relevance to the current Conference, it is believed that this multi-dimensional conceptualization can assist mediation and accommodation of often multifarious and dispirited views of what ELF and English itself actually are.

GONERKO-FREJ, ANNA and OBIĄŁA, TOMASZ**Goals versus models: Attitudes to ELF among international exchange students**

The growing international mobility of students is largely possible thanks to the global spread of English. Competence in English usually constitutes a basic requirement for the students joining exchange programmes, curious of the world, ready to explore its many cultures, regions. To take full advantage of lectures, seminars or workshops they need proficient English, not a 'broken weapon' (as some see ELF). For a successful social life - adaptation to different varieties of English is essential. Does the evident practical value of English experienced during the exchange programmes have an influence on the students' language models? Is competence in English linked to their identity? Are "accent reduction tactics" offered by some ELT professionals of popular demand among the students?

The interviews conducted among exchange students (Erasmus and CEMS programmes) at Gronningen, Vienna, Turku, and Szczecin universities expose different attitudes to ELF among those who experience it most intensely. The views expressed invite reflections on ELT business.

JURADO-BRAVO, M^a ÁNGELES**Improving Spanish speakers' intelligibility: the importance of vowel length**

Ever since Jenkins (2000) established the Lingua Franca Core (LFC), many researchers have studied it in depth. Recent research (Walker, 2010; Zoghbor, 2010) has revealed that the next steps into the analysis of ELF pronunciation necessarily entail narrowing the scope of the application of the LFC to specific linguistic backgrounds, analysing the role that certain pronunciation features produced by different L1 speakers actually plays in international intelligibility.

This study measures the improvement experienced by a group of Spanish speakers after a short course on ELF pronunciation focusing on vowel length. While the data collected before the course revealed that the students were unable to distinguish between long and short vowels, those gathered after the instruction suggest that the learning experience contributed to the improvement of this aspect. These results confirm the teachability and learnability of vowel length distinctions and constitute the first step into a larger investigation on the influence of ELF instruction on the intelligibility of Spanish speakers.

KOMIYA, TOMIKO; YOSHIKAWA, HIROSHI and ISHIKAWA, YUKA**Cultural identity and English as a Multilingua Franca**

Is ELF culture neutral? Jenkins(2015b) introduces a notion of 'English as a Multilingua Franca'(ELF3), which is defined as 'multilingual communication in which English is available as a contact language of choice, but is not necessarily chosen(p73). She explains that "unlike other orientations to multilingualism, for English as a Multilingua Franca, English is not seen as optional but is always potentially 'in the mix'" (p75). While World Englishes talks about varieties of English, ELF, with its fluidity and online negotiation of

meaning among interlocutors, does not consist of bounded varieties and is beyond description. In multilingual 'contact zones', ELF use is explained to transcend boundaries of languages with 'language leakage'. If so, is ELF culture and identity neutral? Baker(2015) gives detailed examples and descriptions of cultural identities through ELF, and cites Zhu's(2015) view that cultural identity should not be assumed a priori in intercultural communication through ELF. Baker emphasizes that cultural identity is something multiple, complex, fluid and always in process. 'Language leakage' is by definition multi-directional, but is still suggestive of a flow from L1 to ELF communication. In this research, we focus on relations of L1 cultural identities and multicultural identities in ELF3, and analyze the roles of teachers as mediators among cultures.

MURESAN, LAURA-MIHAELA and CARCIU, OANA-MARIA **ELF in the professional academic life of multilingual social scientists**

The present study aims to explore the multiple functions of English in its inter-relatedness with the ethos for internationalization (Muresan & Pérez-Llantada, 2014) shaping the professional and academic life of multilingual social scientists. Ten semi-structured interviews have been conducted with university teachers involved in English-medium instruction programmes at graduate and postgraduate level in the field of Economics at The Bucharest University of Economic Studies; the participants also attend a teacher and researcher development master programme conducted in English (Muresan & Nicolae 2015). To assess the parameters that determine the preference for English and its spread, we shall analyze interview data, samples of private discourses or "displays of members' thoughts, theories, and world views" (as Van Maanen in Smart, 2014: 148). These interviews have been transcribed and analyzed using qualitative content analysis (Schreier, 2012). According to their accounts of communication practices in academic settings, these individuals move freely in a multilingual ecosystem of academic languages in which they acknowledge the prevalent status of English. The respondents' attitudes reveal an interest in and significance attached to mastery of English, seen as a prerequisite for their successful participation in academic networking, research and teaching. Finally, we discuss the role of English and other lingua francas for career advancement and effective participation in professional/academic mobility.

TSUZUKI, MASAKO **Use of actually as a discourse marker: comparison of British English, American English, Singapore English & Indian English**

This paper explores how actually is used as a discourse marker, based on data from Web-Based English Corpus. Traugott & Dasher (2002) have shown that actually underwent changes from a clause-internal adverbial to an epistemic sentential adverbial and further to a discourse marker. The extended use as a discourse marker occurs when actually moved to sentence-beginning and sentence-final position. According to Lenk (1998), actually as a discourse marker expresses what follows will be different from the expected normal course of the conversation. That is, actually as a discourse marker functions as a pragmatic politeness marker, helping the conversationalists to establish and maintain an image as cooperative participants in the conversation.

This paper aims to identify similarities and differences in pragmatic use of actually in American English (AE), British English (BE), Singapore English (SE) and Indian English (IE). Based upon data from the corpus, I have found that the occurrence rate of "Well actually ..." in the sentence-beginning and actually in the sentence-final position is by far highest in the BE corpus. Since these two uses are classified as discourse markers, I tentatively argue that of the above four varieties of English, BE has the most marked use of actually as a discourse marker. This study would contribute to better understanding of the different discourse structure in each variety of English.

VILLARES MALDONADO, ROSANA **What is an international campus? The scholars' views and perceptions in a disciplinary community**

Drawing on previous studies (Cots, Llorca and Garrett, 2014; Gorter, 2013; Jenkins, 2014), in this paper I will provide preliminary results of on-going research that seeks to assess the scope of linguistic diversity and internationalisation at the University of Zaragoza, a higher education institution that belongs to Campus Iberus, the Campus of International Excellence of the Ebro Valley. To this aim,

I will use qualitative methods (an e-survey and a semi-structured interview) (Svend, 2014) to retrieve the university teaching and research staff's perceptions and attitudes towards three internationalisation-related aspects, namely, mobilities, EMI-instruction and language provision services. I will compare their responses with what the literature has previously reported in other contexts and discuss the implications of the scholars' views. In the light of the findings, will tentatively suggest some specific recommendations of the requirements needed for the practice of internationalisation in the local context.

VUORELA, TAINA; ALATALO, SARI; OIKARINEN EEVA-LIISA; POUTIAINEN, ANNE and SINISALO, JAAKKO
Humour in advertising: Focus on ELF

Marketers are seeking new ways to communicate with target groups in different countries. Scholars suggest that the universal value of humour should be exploited in order to communicate effectively in inter-cultural marketing communication. Humorous advertising is considered an effective technique for attracting consumers' attention and initiating behavioural change. English is a standard copy language in international advertising, and some studies recommend non-cultural English. Research on idioms in advertising has shown that consumers respond differently to advertisements using different types of idioms; further studies into 'pseudo-idioms' and novel idioms are encouraged. Creative ELF use may produce such elements. This could help produce communication that is of interest to marketers: positive, even humorous surprise and consequently recall of such communication. We intend to explore the combination of humour and ELF in advertising in inter-cultural travel-related contexts; to explore cases of unilateral idiomaticity in formulaic sequences such as idioms, proverbs, wordplays, puns and metaphors. Our aim is to gain understanding of the potential of inter-cultural humour in advertising: whether such communication exists, and the degree to which it exploits the characteristics of different European cultures and languages via ELF. Airports and train stations as places for reaching people on the move provide an opportunity for data collection of international advertising. Data will be collected from such travel contexts in Europe. We will employ qualitative content analysis with an inductive logic. We expect to gain understanding of humorous advertising in ELF and further know-how of the use of ELF in inter-cultural contexts of marketing.

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TRANSPORTATION

Inside the city

The vast majority of places are at a short walking distance.

Taxi

Tele Radio Taxi Lleida

Tel: 0034 973 203 050

Iler Taxi

Tel: 0034 678 100 500

Lleida – Barcelona/Madrid

By train

Lleida Pirineus Railway Station

Pl. Ramon Berenguer IV, s/n – 25006 Lleida

Internet purchase: <http://www.renfe.com/EN/viajeros/index.html>

Further information and reservations: Tel. +34 902 320 320 / +34 902 109 420

The journey in AVE or AVANT trains takes about 1 hour from Lleida to Barcelona-Sants Station and 2h and 18 min to Madrid-Atocha Station. There may be other train types. Check the travel time before buying the tickets. Schedules and availability can be consulted at <http://www.renfe.com/EN/viajeros/index.html>. If buying the tickets through internet you may only find the stations Barcelona (*) and Lleida without their complete names (there is only 1 train station in Lleida). Check the type of train and the travel time to make sure you are taking the right option.

A special discount (30% off) for participants travelling by AVE is available by presenting a ticket discount at any sales point (not valid on the internet).

Although you have to take the train shuttle from Barcelona-Sants Station (22 min) to the airport and have to carry your luggage along, the train is the fastest transport to and from Lleida.

By bus

Lleida Bus Station

C/ Saracibar, 2. 25002 Lleida.

http://www.alsa.es/portal/site/Alsa?portal.alsa.request.locale=en_GB

There is a direct bus connection from Lleida to Barcelona-El Prat airport (visit the website of the bus company for schedule). Although this is the easiest connection, the bus first drives into Barcelona and stops in every important village along the way so the trip takes about 3 hours.

By car

Lleida is well connected by car with Barcelona (toll motorway AP-7 which connects to toll motorway AP-2, and motorway A-2) and with Madrid (motorway A-2). You may consider the possibility of renting a car in any airport. The four companies that operate in Lleida (and also in the other cities) are ATESA (www.atesa.es), AVIS (www.avis.es), EUROPCAR (www.europcar.es), and HERTZ (www.hertz.es). They have offices in Lleida's main railway station.

TRAIN SCHEDULE

Lleida - Barcelona

Origen:	LLEIDA
Destino:	BARCELONA (TODAS)
Trenes para el día:	jueves 30 junio 2016
Número de viajeros:	1

Tren	Salida	Llegada	Duración	Precio desde*
15400 REGIONAL	06.23	09.32	3 h. 9 min.	13,50
03263 AVE	07.05	08.10	1 h. 5 min.	40,35
34263 AVANT	07.05	08.10	1 h. 5 min.	29,40
00921 TRENHOTEL	07.30	08.49	1 h. 19 min.	23,75
03053 AVE	07.50	08.55	1 h. 5 min.	33,65
08087 AVANT	08.00	09.08	1 h. 8 min.	29,40
34635 AVANT	09.00	10.10	1 h. 10 min.	29,40
00635 INTERCITY	09.00	10.10	1 h. 10 min.	8,80
03073 AVE	09.37	10.40	1 h. 3 min.	42,60
03093 AVE	11.31	12.34	1 h. 3 min.	42,60
00533 ALVIA	12.03	13.20	1 h. 17 min.	11,25
00433 ALVIA	12.03	13.20	1 h. 17 min.	11,25
34631 AVANT	13.13	14.20	1 h. 7 min.	29,40
00631 INTERCITY	13.13	14.20	1 h. 7 min.	8,80
03993 AVE	13.22	14.25	1 h. 3 min.	29,80
03943 AVE	13.22	14.25	1 h. 3 min.	29,80
03113 AVE	13.37	14.40	1 h. 3 min.	42,60
03123 AVE	14.31	15.30	59 min.	42,60
08167 AVANT	16.00	17.08	1 h. 8 min.	29,40
03153 AVE	17.37	18.40	1 h. 3 min.	42,60
00661 ALVIA	17.54	19.03	1 h. 9 min.	11,25
08187 AVANT	18.00	19.08	1 h. 8 min.	29,40
03991 AVE	19.18	20.22	1 h. 4 min.	29,80
03941 AVE	19.18	20.22	1 h. 4 min.	29,80
03173 AVE	19.37	20.40	1 h. 3 min.	42,60
00621 ALVIA	20.13	21.25	1 h. 12 min.	37,50
08207 AVANT	20.40	21.48	1 h. 8 min.	29,40
00537 ALVIA	20.51	22.09	1 h. 18 min.	22,50
00437 ALVIA	20.51	22.09	1 h. 18 min.	11,25
03193 AVE	21.31	22.40	1 h. 9 min.	42,60
03203 AVE	22.37	23.40	1 h. 3 min.	42,60

* Precios válidos, según disponibilidad, para compras realizadas en renfe.com

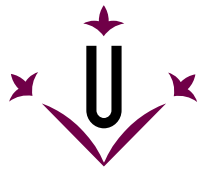
TRAIN SCHEDULE

Lleida – Madrid

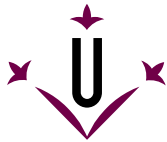
Origen: LLEIDA
 Destino: MADRID (TODAS)
 Trenes para el día: jueves 30 junio 2016
 Número de viajeros: 1

Tren	Salida	Llegada	Duración	Precio desde*
17503 REGIONAL	06.25	13.29	7 h. 4 min.	31,95
03062 AVE	07.04	09.15	2 h. 11 min.	51,15
03082 AVE	08.59	11.10	2 h. 11 min.	73,10
03102 AVE	10.59	13.10	2 h. 11 min.	73,10
03122 AVE	12.59	15.10	2 h. 11 min.	73,10
03142 AVE	14.59	17.10	2 h. 11 min.	73,10
03162 AVE	16.59	19.10	2 h. 11 min.	69,30
03182 AVE	18.59	21.10	2 h. 11 min.	73,10
03192 AVE	19.58	22.00	2 h. 2 min.	73,10
03202 AVE	20.59	23.10	2 h. 11 min.	69,30

* Precios válidos, según disponibilidad, para compras realizadas en renfe.com



Universitat de Lleida



Universitat de Lleida
Departament d'Anglès
i Lingüística



Universitat de Lleida
Vicerectorat de Recerca

OPUC:



Agència
de Gestió
d'Ajuts
Universitaris
i de Recerca

TRINITY
COLLEGE LONDON

