

Network for Cultural and  
Linguistic Practices in the  
International University (CALPIU)

1st International Conference

**CALPIU '08**

Transnational Student Mobility

Roskilde University

Conference Venue: Comwell, Roskilde

**15 - 17 December 2008**

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# PROGRAMME

<b>Sunday, December 14</b>	
16-19	Registration

<b>Monday, December 15</b>			
8-9 <sup>15</sup>	Registration		
9 <sup>15</sup> -9 <sup>30</sup>	Conference opening (Celia ROBERTS, Henning SALLING OLESEN)		
9 <sup>30</sup> -10 <sup>30</sup>	<b>Keynote lecture</b> Johannes WAGNER (University of Southern Denmark, Kolding) and Maurice NEVILE (Australian National University, Canberra): <i>Talking the international university into being</i>		
10 <sup>30</sup> -11 <sup>00</sup>	Coffee break		
11 <sup>00</sup> -12 <sup>30</sup>	<b>1 Interaction in study programs - educational practices in linguistically and culturally diverse environments</b>  Dennis DAY and Susanne KJÆRBECK Anne MEYER Kristian MORTENSEN  Chair: Dennis DAY and Susanne KJÆRBECK  <b>Auditorium</b>	<b>2 Alternatives to English</b>  Federico GOBBO and Reinhard FÖSSMEIER Tove BULL  Chair: Karen RISAGER  <b>Room A</b>	<b>3 Asian students and their teachers in East Asia and Europe I</b>  Stephanie HOUGHTON HU Xiaoqiong and CHEN Yüehong Roberval TEIXERA E SILVA  Chair: Iben JENSEN  <b>Room B</b>
12 <sup>30</sup> -14 <sup>00</sup>	Lunch		
14 <sup>00</sup> -16 <sup>00</sup>	<b>4 Multilingual + English universities</b>  Iris SCHALLER-SCHWANER Jan K. LINDSTRÖM Taina SAARINEN, Sari PÖYHÖNEN and Tarja NIKULA Anca-Felicia DUMITRESCU  Chair: Hartmut HABERLAND  <b>Auditorium</b>	<b>5 Academic writing</b>  Stuart PERRIN Joan TURNER Carole SEDGWICK Ida KLITGÅRD  Chair: Sarita Monjane HENRIKSEN  <b>Room A</b>	<b>6 Asian students and their teachers in East Asia and Europe II</b>  Custódio Cavaco MARTINS Svetlana CHIGAEVA Juhyun BACK Joan CUTTING  Chair: Iben JENSEN  <b>Room B</b>
16 <sup>00</sup> -16 <sup>30</sup>	Coffee break		

16 <sup>30</sup> -18 <sup>00</sup>	<b>7 Multilingualism and language policy</b>  Karen RISAGER Ragnhild LJOSLAND Michele GAZZOLA  Chair: Tove BULL  <b>Auditorium</b>	<b>8 Crossing borders: Making good on the international first year experience</b>  Andrew STARCHER Sara STEINERT-BORELLA Caroline WIEDMER Christina BELL  Chair: Andrew STARCHER and Sara STEINERT-BORELLA Discussant: Nigel BUTTERWICK  <b>Room A</b>	<b>F</b>
19 <sup>00</sup>	<b>Dinner</b>		

<b>Tuesday, December 16</b>			
8 <sup>30</sup> -9 <sup>30</sup>	<b>Registration</b>		
9 <sup>30</sup> -10 <sup>30</sup>	<b>Keynote lecture</b> Jennifer JENKINS (University of Southampton): <i>ELF and the international university</i>		
11 <sup>00</sup> -12 <sup>30</sup>	<b>9 English as a lingua franca - linguistic and cultural perspectives I</b>  Alan FIRTH Annelie KNAPP Janus MORTENSEN  Chair: Bent PREISLER  <b>Auditorium</b>	<b>10 New technologies</b>  Cristina BORRELL and Antoni OLIVER Natividad Fernández de Bobadilla LARA and Maria Ángeles García DE SOLA  Chair: Anne FABRICIUS  <b>Room A</b>	<b>11 Pre-tertiary education</b>  Sarita Monjane HENRIKSEN Ricardo Moutinho DA SILVA Gertrud TARP  Chair: Julie de Molade  <b>Room B</b>
12 <sup>30</sup> -14 <sup>00</sup>	<b>Lunch</b>		
14 <sup>00</sup> -16 <sup>00</sup>	<b>12 English as a lingua franca - linguistic and cultural perspectives II</b>  Anna MAURANEN Niina HYNINEN Liliana COPOSESCU and Gabriela CHEFNEUX Mia MADSEN  Chair: Janus MORTENSEN  <b>Auditorium</b>	<b>13 Cultural encounters and exchange programmes</b>  Anne FABRICIUS Annjo K. GREENALL Iben JENSEN Klára ŠIMONOVÁ  Chair: Mads J. KIRKEBÆK  <b>Room A</b>	<b>14 Teaching in the multilingual university</b>  Anne GREGERSEN and Lene Yding PEDERSEN Jaana SUVINNIITY Louise DENVER, Christian JENSEN, Inger MEES, and Charlotte WERTHER Anna SOLIN  Chair: Ida KLITGÅRD  <b>Room B</b>

16 <sup>00</sup> -16 <sup>30</sup>	Coffee break		
16 <sup>30</sup> -18 <sup>00</sup>	<p><b>15 Developing student identities in the international university: universities of the third space?</b></p> <p>Peter SERCOMBE Catherine MONTGOMERY David KILLICK</p> <p>Chair: Catherine MONTGOMERY</p> <p>Auditorium F</p>	<p><b>16 Internationalisation and multilingualism at universities in bilingual regions: Catalonia, Basque Country and Wales</b></p> <p>Peter GARRETT David LASAGABASTER Josep M. COTS</p> <p>Chair: Josep M. COTS Discussant: Hartmut HABERLAND</p> <p>Room A F</p>	
19 <sup>00</sup>	Dinner		

<b>Wednesday, December 17</b>	
9 <sup>00</sup> -10 <sup>00</sup>	<p><b>Keynote lecture</b> Masako K. HIRAGA (Rikkyo University, Tokyo): <i>The Tao of talk in educational pragmatics: a case of intercultural tutorials in Britain</i></p>
10 <sup>00</sup> -10 <sup>30</sup>	Coffee break
10 <sup>30</sup> -12 <sup>30</sup>	<p><b>17 Learning through English: Researching language environments in Scandinavian universities</b></p> <p>Philip SHAW and Alan McMILLION John AIREY Tim CAUDERY and Margrethe PETERSEN Beyza BJÖRKMAN</p> <p>Chair: John AIREY</p> <p>Auditorium F</p>
12 <sup>30</sup> -13 <sup>30</sup>	Lunch
13 <sup>30</sup> -14 <sup>00</sup>	Closing remarks and goodbye (Bent PREISLER)

F = featured panel

# ABSTRACTS

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- >> Featured panels p. 3-12
- >> Panels p. 13-32



# KEYNOTE LECTURES

## 1 Talking the international university into being

Johannes WAGNER (University of Southern Denmark, Kolding) and  
Maurice NEVILE (Australian National University, Canberra)

MONDAY 9<sup>30</sup>-10<sup>30</sup>

In this talk we consider how the goals and ideals of the international university, which are manifest in policies and rules, create particular demands on the language and social and cultural practices of the staff and students. We are interested generally in how participants coordinate multiple languages in ordinary situations for teaching, learning, assessment, and administration.

In the talk, we first outline an understanding of 'rules' that is grounded in the interest of conversation analysis and ethnomethodology in naturally occurring interaction and conduct to discover the language and practices by which people accomplish social actions and create and make sense of whatever it is they are doing. We explore how rules are oriented to and realized locally (there and then) by participants themselves in and through their own activities. We see how rules are bound to matters of recognizability, normativity, and accountability for action. We focus in particular on a possible goal for a form of free language market, where participants in the international university are empowered to use the language that enables them to say what they want to.

Using as data a video recording of a multilingual group examination, we see how a 'working languages rule', allowing either English or German, introduces particular challenges for the two staff and three students. Specifically, we examine moments when a participant makes language choice explicit, for example as "I'll think I'll just say it in English". Why, and precisely how, do participants make language choice explicit, when according to the relevant 'rule' they do not need to? What can these moments tell us about how participants understand and respond to rules for language use in the international university, and so meet the constraints and contingencies for doing? We consider therefore one feature by which the international university is talked into being (Heritage 1984).

Heritage, John 1984. *Garfinkel and Ethnomethodology*. Cambridge: Polity Press

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## 2 ELF and the international university

Jennifer JENKINS (University of Southampton)

TUESDAY 9<sup>30</sup>-10<sup>30</sup>

It is a rarely-questioned assumption among the global academic community that when English is used as the medium of instruction in international universities, this English should be the variety preferred by native English-speaking academics in either the UK or US. Leaving aside the issue of whether English medium instruction is or is not 'a good thing' at tertiary level (let alone at primary and secondary levels), I will focus in my talk on why academic ELF (English as a Lingua Franca) may provide more useful and appropriate models than native academic English, and how it can compensate for some of (but not necessarily all) the shortcomings of a native English model for the students themselves. The talk will be illustrated with data drawn from recent interviews with international university students.

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### 3 The Tao of talk in educational pragmatics: a case of intercultural tutorials in Britain

Masako K. HIRAGA (Rikkyo University, Tokyo)

WEDNESDAY 9<sup>00</sup>-10<sup>00</sup>

The international university in the context of globalization can be characterized by the dominance of the English language as a lingua franca and the hegemony of western educational culture. The flow of students from Asian countries, for example, to take up higher education opportunities in the 'west,' may be seen as a quest to increase their 'cultural capital.' At the same time, those western educational institutions are increasingly financially dependent on the flow of such 'international' students into their programs. Ultimately, there are equally high stakes at play for both the students and the institutions. Both are equally dependent on student success. This success is however at risk, especially when the educational cultural backgrounds of the students, and therefore their socialized expectations of how tutors and students behave, and how learning progresses, are very different. Given this set of circumstances, the intercultural pragmatics of tutor-student encounters becomes increasingly valuable knowledge.

In this talk, I would like to focus more on the cultural rather than the linguistic issues we face in the international university. A key question relates to how best to describe and explain the socio-cultural assumptions that play an important role in the generation, perception and interpretation of pragmatic practices in the educational encounter at the international university. The main data for this talk are semi-structured interviews administered to Japanese students about their experiences of studying in the UK, and in particular, their experiences of the academic tutorial. The content of the interviews displays both overtly and covertly the socio-cultural assumptions shared by Japanese students, how they differ from the expectations of the British academic context, and how one can negotiate the differences. Special focus will be placed on the construction of their identity, re-construction of it, and values assigned to verbalization, authority, and face.

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## FEATURED PANELS

### 1 Interaction in study programs – educational practices in linguistically and culturally diverse environments

Chair: Dennis DAY and Susanne KJÆRBECK

MONDAY 11<sup>00</sup>-12<sup>30</sup> Auditorium

The general aim of this panel is to exchange and discuss analyses of language and interactive processes within educational settings as well as to begin a discussion on the efficacy of using Ethnomethodology and Conversation Analysis (EM/CA) as an approach for analyzing culture in interaction (Day 1994; Kjærbeck 2005; Moerman 1988; Schegloff 1992).

The empirical focus of this workshop will be analyses of the interactive processes by which interactants establish and pursue, for example common goals and resources, identities, interpersonal relations, rights and obligations, conflict and conflict resolution, and so forth within educational settings. The scope of our interest with regard to communication within education settings is very broad, from class room interaction and students' activities like project group work to one-on-one tutorials. Educational research into interaction and schooling has typically been concerned with classroom interaction, and in those cases the primary focus has been on how teachers attempt to manage that interaction vis-à-vis a 'class' of students (eg. Durán & Szymanski 1995). Research on interaction amongst students is still relatively uncommon, though see eg. Koole 2007, and typically concerns issues of child socialization (eg. Ochs 1988; Watson-Gegeo 1992) or language learning (eg. Cromdal 2003; Mortensen forthcoming; and Biber 2006).

We expect that many of the interactions brought under analysis for this panel will come from settings inhabited by persons with multifarious cultural backgrounds, if for no other reason than the ethnic demographics of most European societies from which the data have been obtained. While this need not necessarily be a focus for all panel contributions, we will take as a point of departure for discussion in the panel the following question; what sort of finding in the analyses of language and interactive processes in these settings might serve to constitute the program as a 'multicultural' or 'international' program.

Dennis DAY and Susanne KJÆRBECK

#### **Project group meetings at the international university**

The point of departure for the investigation reported here is how students involved in a tertiary international program co-establish a 'project group meeting' as one method to fulfil a requirement in their curriculum for 'project work'. In 'project work', students are expected, in groups, to conduct an empirical investigation of students' understanding of the university's goals and standards. Given such an assignment, our question is: What are the interactive methods by which interactants establish and pursue, for example, common goals and resources, identities, interpersonal relations, rights and obligations, conflict and conflict resolution, under the affordances of a 'project group meeting'? Research on interaction amongst students is still relatively uncommon and typically concerns issues of child socialization (eg. Ochs 1988; Watson-Gegeo 1992) or of language learning (eg. Cromdal 2003; Mortensen forthcoming; and Biber 2006 concerning 'university registers'). International group work has, on the other hand, received quite some attention in organizational studies. The vast majority of these studies, however, do not concern themselves with the practice of such work, and even less with interaction. Typically their concern has been to 'explain' measured results of efficiency in terms of pre-existing 'national cultures'. Of special interest for us in this investigation will be how a possible description of the meeting as being within an international program involving international students might be forwarded as a member's concern. Thus, rather than presupposing an 'international' character to the meeting and its participants we will, from an Ethnomethodological and Conversation Analytic perspective, explore the practicality of such a characterization for the interactants themselves.

Anne MEYER

### **Emergent identities in and through classroom reading/writing activities**

Having a look at a multilingual schooling reality within a primary classroom of Luxembourg, the present paper focuses on classroom activities such as writing, reading - or both, as one example of an interactional setting. A closer look at these activities exposes an interesting phenomena: performing/accomplishing reading, writing, etc., not only involves learning or using the language(s), but - more importantly - these classroom activities are also accomplished through the process of socialization within schools and the entry into discourse activity. Each individual, i.e. plurilingual individual, has resources (relevant for writing, reading, etc.) available to him/her and is - when engaged with others - in constant process of creating his/her identities.

Using the methodology of conversation analysis, this paper will look at the resources which are used by the pupils (aged 6 to 9) in this multilingual setting in order to accomplish the classroom activities around writing and reading. Pupils' resources, which are not necessarily part of the curriculum and/or instruction, play an important role in writing as part of talk-in-interaction. This reveals important information about how, and which, identities emerge and are made relevant as part of the reading/writing activities.

Kristian MORTENSEN

### **Next-speaker selection and turn-allocation in the classroom: Negotiating future speakership**

The ways in which turns are allocated is of great importance in the second language classroom. Firstly, it is intimately related to students' access to participate in the classroom in terms of how students get a turn-at-talk. Secondly, by limiting student participation, their learning opportunities are, supposedly, constrained. Thirdly, different ways of allocating turns-at-talk provide different interactional tasks for students, in particular in relation to whom the talk is directed at, i.e. different types of recipients (Mortensen forthcoming). Fourthly, the ways in which turns are allocated together with the pedagogical aim of the activity are reflexively organized. However, a surprisingly small amount of research in classroom interaction looks at how turn-allocation is (interactionally) accomplished - how turn-allocation is part of the participants' ongoing negotiation of the understanding the situation they are engaged in.

In this paper, I want to look at a specific social practice in which teacher and students negotiate and manage turn-allocation. In the particular method of organizing next-speaker selection and turn-transition, the teacher selects a student who displays willingness to be selected as next-speaker, but turn-transition does not occur until later in the turn, and only if no other student is self-selected as next-speaker. This seems to be a highly institutional, or classroom-specific, practice, which allows the teacher to "know" that effectively someone is able to provide an answer, thus taking part in the teacher's management of the lesson.

The empirical material comes from classrooms with Danish as a second language, and it is part of the cross-institutional research project "Learning and Integration - Adults and Danish as a Second Language".

- Biber, Douglas 2006. *University Language. A corpus-based study of spoken and written registers*. Amsterdam/Philadelphia: Benjamins
- Cromdal, Jacob 2003. *The Creation and Administration of Social Relations in Bilingual Group Work*. *Journal of Multilingual and Multicultural Development* 24:56-75
- Day, Dennis, 1994: *The culture of intercultural communication*. In Dennis Day (Ed.), *Anthropological Linguistics: Proceedings of the XIVth Conference of Scandinavian Conference of Linguistics and VIIIth Conference of Nordic and General Linguistics 1993: Four Special Sessions*. Göteborg, Sweden: Department of Linguistics, Göteborg University. 145-157. (Gothenborg Papers in Theoretical Linguistics 72.)
- Durán, R.P. and M. Szymanski. 1995. *Cooperative learning, interaction and the construction of activity*. *Discourse Processes* 19:149-164
- Kjærbeck, Susanne, ed. 2005. *Samtaleanalyse. Konstruktion og forhandling af identitet*. Skrifter fra Dansk og Public Relations. Roskilde: Roskilde Universitetscenter, Institut for Sprog og Kultur
- Koole, T. 2007. *Parallel Activities in the Classroom*. *Language and Education* 21:487-501
- Moerman, Michael 1988. *Talking culture: Ethnography and conversation analysis*. Philadelphia: University of Pennsylvania Press
- Mortensen, Kristian forthcoming: *Establishing Reciprocity in Pre-Beginning Position in the Second Language Classroom*. To appear in *Discourse Processes*
- Ochs, Elinor 1988. *Culture and language development: Language acquisition and language socialization in a Samoan village*. Cambridge: Cambridge University Press
- Schegloff, Emanuel A., 1992. *In another context*. In: Duranti, A. and C. Goodwin (eds.), *Rethinking Context: Language as an Interactive Phenomenon*, Cambridge University Press, Cambridge, pp. 191-228

## 8 Crossing borders: Making good on the international first year experience

**Chair:** Andrew STARCHER and Sara STEINERT-BORELLA

**Discussant:** Nigel BUTTERWICK

**MONDAY 16<sup>30</sup>-18<sup>00</sup> Room A**

What can happen when students from various nations and hybrid circumstances begin together their university experience in a 'neutral' setting in a program purposely designed to prepare them for transnational and cross-cultural learning? In this panel presentation, we will recount the experience of launching a first year program at an American International liberal arts university in Switzerland, with special attention to key aspects of such education for cosmopolitanism: the significance of travel, the students' development of intercultural competencies, including language learning, and the interplay among previous experience and expectations as students acculturated into this new hybrid academic reality. The presenters include the two academic deans responsible for the program, one of whom also taught a first-year seminar, as well as another faculty seminar leader and the Writing Center Director responsible for coordinating the efforts of the upper-division student mentors who assisted with the program.

The development of the new First Year Experience at Franklin College Switzerland was itself an exercise in "Crossing Borders" (the name of the program). The program, now in its second year, contains those elements traditionally expected of first year initiatives in the US context, but translated through and transformed by considerations of place and the developing identities of the participants, both student and staff.

Franklin is a private four-year, BA granting institution whose sole campus is located in Lugano, Switzerland, in the Italian-speaking Canton of Ticino on the border with Italy. It is both accredited in the United States and recognized by the Swiss quality assurance board. It includes major programs in the arts, humanities, social sciences and environmental studies as well as in management and finance. In fall 2008, it will have approximately 440 students, representing about 60 passport-countries, approximately 60% from the US and 25% from European (EU and non-EU) countries. Many students and staff have dual or multiple formal citizenships and, as will be argued in one of the papers for this panel, participate in multiple allegiances and share "world citizenship" to varying degrees and in often contrasting ways. With a few exceptions, its traditional-aged students come from lower-middle to upper class-income families, defined in North American and European terms.

"Crossing Borders" thus sets out to provide a first-year experience that meets students' expectations for a multicultural, international learning experience, one that engages students in a systematic learning program which connects the distinct first year seminars with other aspects of their first year experience. Among other objectives, the intent is for students to develop intercultural competencies and attitudes for global citizenship, become aware of their position in Ticino, Switzerland and Europe and to make connections among subjects of study and co-curricular experience.

The papers and discussion in this panel explore the more academic side of this experience and some of the results as evidenced in student work, participant student interviews and observations by both faculty and upper-division student mentors involved in the program.

Andrew STARCHER

**Cosmopolitanization continued: a first year experience in international education**

How can education for intercultural competencies, internationalist attitudes and global citizenship be realized through an institutional-wide program? How does a first year experience initiative at an American

International university illuminate practice in international education? What constitutes a successful first year experience for international and intercultural education aims? What tensions and contradictions lurk in such an enterprise? "Crossing Borders," the First Year Experience at Franklin College in Lugano, Switzerland, may be a unique case in the context of international education, but it is one that touches on many aspects of the internationalization of higher education. The emphasis in this paper will be on the intercultural education aspects of the program (or what I will claim is really "cosmopolitan education," with all its concomitant promise, risks, polarities and negations) and related student learning outcomes assessment. I will draw on evidence from a mixed-methods program evaluation study, which include peer student interview data, observations by faculty and administrators participating in the program, student writing and standardized/customized survey results using the College Student Expectations Questionnaire (CSXQ) and the College Students Experiences Questionnaire (CSEQ). I will claim that to a large degree the program's ambitious learning goals were achieved, but will point also to how the program can be improved—particularly for students for whom English is not a first or primary language. I will also suggest that predispositions to intercultural experiences developed in childhood and adolescence—and so ultimately a student's positionality and 'cosmopolitanization story'—play an important role, and thus such a program is best conceived of as a stretch of road in a longer journey.

Sara STEINERT-BORELLA

**On the road: The significance of travel within the context of international education I**  
**Women travel writers in the 19th and 20th centuries**

Caroline WIEDMER

**On the road: The significance of travel within the context of international education II**  
**Portrayal of travel on screen**

The First Year Experience at Franklin College Switzerland revolves around the theme of Crossing Borders. Hardly original, one might say, but certainly appropriate for a small, international university. Franklin College Switzerland advocates that substantive international studies should be an integrated part of a college education, and the First Year Experience helps make this promise a reality. Just coming to Franklin involves crossing a host of borders. At a school where travel functions an integral part of the curriculum, students need to learn not only how to recognize these borders, but how to negotiate their complexities. These two papers will consider the First Year Seminar classes we teach as part of our Comparative Literary and Cultural Studies curriculum. We will look at how these classes frame notions of travel, both personal and theoretical, for incoming students in an international university setting. In particular, we will consider how travel is perceived, understood, communicated and recorded among young people in their first semester of college.

While our two courses are paired, we each focus on different aspects of travel. The class *Women Travel Writers in the 19th and 20th Centuries* examines women's travel writing in its literary and theoretical contexts. The course focuses on gender and genre as well as the notion of crossing borders both literally and figuratively. Students read texts that help them construct a theoretical framework for the understanding of both travel writing and their own travel experiences, past and future. Writing and presentation assignments are constructed to help students confront questions of race, class, and gender both in the reading and in their own post-colonial travel experience.

The companion class, *Portrayal of Travel on Screen*, traces the different meanings of transnational mobility. Founded on the peculiarly American fantasy of the Road Movie, the class then proceeds to examine European, South American, and Middle Eastern adaptations of the genre. This paper will consider how – in studying the road movies and in focusing on travel through the lens of the camera – students ask how different categories such as gender, ability, class and race determine the notion of the quest. Writing and recording assignments encourage students to examine how ideas about restriction and freedom are coupled with ideas of border-settings or border-crossings. In conclusion, both papers will address how cultural difference, cultural disorientation and assimilation are portrayed in student work and what the relationship is between travel and personal transformation.

Christina BELL

## The significance of peer tutoring to the development of writing and study skills within the context of international education

This paper will consider the significance of peer tutoring to teaching and learning in a multi-cultural educational setting, specifically the development of writing skills in a student's first year college experience. In addition, I will describe a Writing and Learning Center's potential as a site for observing, recording, communicating, and responding to the various versions of literacy that are present within an educational setting at a given time—in this case, within a group of 175 first year students in the fall of 2007.

During the course of the first-ever First Year Experience, we placed one upper-division student in each first year seminar course to provide first year students with the academic support of a peer, in a privileged position, for sure, but not one of authority. In tutorials, Academic Mentors noted the critical challenges of first year students adjusting to writing in a multi-cultural, international, yet distinctly American university-level setting. They noted first year students' struggle in constructing an identity, addressing an unfamiliar audience and, positioning themselves in relation to a perceived or real locus of power or authority.

In the paper, I plan to present the questions academic mentors asked and the answers and approaches they created. They asked, as perhaps many of us have: how does one assist students as they reconcile the tension between participating in various academic conversations, while still maintaining the valued language and language uses they brought with them? Further, how does one represent, in peer review, the protean, modern audience—whether multi or mono-cultural, culture-specific or culture-general. Further, I will present some of the strategies that the mentors created to guide students as they decided how to position themselves in relation to various forms of authority—whether a dominant culture, a scholarly expert, a disciplinary discourse, a professor, or an assignment.

In the end, it is my hope that my work will present various possibilities for the tutoring relationship and Writing and Learning Centers—as spaces where translation, interpretation, reconciliation, and redefinition are possible among individuals. Further, I will suggest that in looking at those interactions collectively, we may gather understanding about the linguistic and cultural terrain in which we work and live.

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## 15 Developing student identities in the international university: universities of the third space?

Chair: Catherine MONTGOMERY

TUESDAY 16<sup>30</sup>-18<sup>00</sup> Auditorium

This panel considers some of the social, cultural and linguistic impacts of processes of internationalisation on the student experience in Higher Education. In the three papers presented here the international university is interrogated as a site of flux for student identities as evidenced in interpersonal discourse. Three projects from different university contexts in the UK are presented here. All focus on the international student experience of interculturality; on student perceptions of their own developing identity, on the developing constructions of others and 'the other' in student group work and of the role of 'curriculum' in its broadest sense in developing students' sense of themselves in an international context. When international students locate to a new cultural, social and linguistic environment there may be a process of reconfiguration of identity through the development of new social networks. It is through the process of finding these new meanings and practices that students may create a 'new reality' with their interlocutors, developing a shared world of interactions and experience (Byram and Fleming, 1998: 2-3). This new social reality is what Bhabha terms the 'third space', a third and new culture that is formed by the meeting of and mingling of two or more different 'cultures' (Bhabha, 1994). The three papers presented in this panel cast the international university environment as a 'culture' that is part of a dynamic and fluid system where cultural meaning is constantly renegotiated through the interactions of speakers (Finkbeiner, 2005).

Peter SERCOMBE

### Perceptions of identity among international students in Newcastle

Identity is concerned with an individual's relationships to others within society. We often use the term to refer to clusters of overlapping behavioural (and sometimes) conflicting traits that are concerned with social roles. This paper reports on a study into perceptions of identity and possible identity adaptation among international students in Newcastle. The paper focuses on ways in which students perceive themselves as having adapted as a result of relocating (albeit temporarily) to the UK and a new social, cultural and linguistic milieu. The study adopts three distinct methods: a questionnaire survey, semi-structured interviews and a modified version of Q-sorting, although the content of each of these methods is similar. The paper reports on a wide-ranging perception of identity that includes family, nationality, friendship networks, ethnicity, personal goals, religion, food, personal values, political attitudes, and language. The paper considers how students' cultural and linguistic practices are part of their emerging international identities and how these identities may be reconfigured in the shift to a new context in which there is an emphasis on functioning in another language.

Catherine MONTGOMERY

### A decade of constructing the 'other': developing perceptions of interculturality in student group work at university

One of the main educational aims of internationalisation is to encourage students to '*understand, appreciate and articulate the reality of interdependence among nations (environmental, economic, cultural and social)*' and to prepare students to develop competences and tolerances that enable them to live and work in an intercultural context (Knight and de Wit, 1995: 13). Despite the fact that Higher Education as a site of 'transformation' provides an ideal opportunity to promote intellectual and social exchange across cultures, there is evidence to suggest that after a decade of internationalisation cross-cultural interaction amongst students that could contribute to developing international perspectives and tolerances still remains limited (Volet and Ang, 1998; Lee and Rice, 2007; Harrison and Peacock, 2007). This paper considers how students construct their views of other cultural groups during collaborative study in a diverse international academic context. This paper looks at two studies which are separated by ten years. A retrospective is provided on a research project carried out in 1998 that investigated students' views of working in international groups; this is linked with research carried out in 2008. Data from a larger 2003 project on the influence of social networks on international and cross-cultural learning provides a five-year reference point.

The data shows that despite the fact that examples of '*ethnic reductionism*' (Baumann, 1996) remain, there appear to be different constructions of the 'other' emerging, potentially influenced by a new discourse of globalisation (Fairclough, 2006). There is a positive social atmosphere in the 2008 data with students perceiving cross-cultural interaction as integral to their learning. Where there are conflicts within groups these appear to stem from clashes over disciplinary cultures and tensions in ways of thinking and practising, including varying ideas about 'how to get things done' in groups. The paper finally provides some suggestions for why some vestiges of essentialist stereotypes amongst students may persist (Holliday, 2007).

David KILLICK

### Internationalising the University Curriculum: Enabling Selves-in-the-World

The social and personal impacts arising out of the processes of globalisation and population expansion are creating new demands on each of us as 'citizens' of the planet (Bauman, 1998). While the discourse of global citizenship often focuses on rights and responsibilities, and the legal and institutional frameworks to support and exact these, more central to the notion for many is the *claim* to global citizenship made by the individual, and the associated development of a personal global ethic (Dower, 2003; Dower and Williams, 2002). From this perspective, global citizenship is a matter of person identity, not social or political classification.

Identity formation spans our life-long journey and universities are only staging posts along the way. However, they are sites of learning which for many offer unique opportunities to encounter new cultures and ways of being. If "[a]n imaginative and respectful engagement with other cultures and other

experiences entails a play between self and other, inside and outside" (Donald, 2007: 304), then by virtue of this alone international and intercultural dimensions to the university experience hold the potential for *significant* (Rogers, 1961; 1969) or *transformative* learning (Mezirow and Associates, 2000). Some such shifts in fields of reference will allow, enable or demand the emergence of new views of the *self-in-the-world*.

In this paper, I will argue that as a (temporary) home for all students, the university itself influences their sense of identity through its own cultural and social norms, including those concerning our relationship with and toward the 'other'. An institutional ethos which recognises, values, and promotes internationalism, multiculturalism and global perspectives provides a context in which ethnocentrism is challenged and learning is contextualised within the divergent realities of those with whom we share the planet. A process through which we 'may begin to become intercultural' (Alred, Byram and Fleming, 2003: 3). This paper presents an overview of an institution-wide curriculum review project at one British university, based upon the twinned concepts of cross-cultural capability and global perspectives (Jones and Killick, 2007). Taking a broad definition of 'curriculum', the project sits within a broader internal transformation of institutional culture and the student experience. I argue that the curriculum focus is essential, since a notion of *self-in-the-world* without a developing ability to act-in-the-world is unlikely to be either sustainable or of value. The paper will show, therefore, how guidelines for the curriculum review process set challenges to the academic community to look at the knowledge and the experience presented to their students.

In conclusion, I propose that in a globalising and densely populated planet, a university has a responsibility to ensure each of those journeying through has opportunities to explore their *self-in-the-world*, and perhaps to come to identify that self as a citizen of the globe, equipped also to act.

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## 16 Internationalisation and multilingualism at universities in bilingual regions: Catalonia, Basque Country and Wales

Chair: Josep M. COTS

Discussant: Hartmut HABERLAND

TUESDAY 16<sup>30</sup>-18<sup>00</sup> Room A

The interconnection between globalisation and multilingualism in the evolution of European societies is a fact that cannot be denied. On the one hand, there seems to be a greater need for lingua francas that can facilitate understanding among individuals from different linguistic backgrounds and, ultimately, allow them to increase their chances of geographical and socio-economic mobility. On the other hand, in a world that tends to be perceived as increasingly homogeneous, speakers of minority languages, may see their identities threatened by the dominance of those lingua francas and vindicate the right to use their languages. This tension is especially felt in the university context. Indeed, the university is seen by its stakeholders as a social/institutional environment with a high level of geographical mobility and a gateway to socio-economic promotion. At the same time, however, the university may also be considered as the 'guardian' of the cultural identity (of which language is an intrinsic element) of the community in which it develops its social function.

This panel is based on a funded research project that is due to start officially in January 2009, and it aims to discuss some of the tensions and ambiguities related to the management of multilingualism, which may arise in bilingual universities in the process of designing and implementing internationalisation policies. The panel will focus on the three universities that are involved in the project, which are located in the European bilingual regions of Catalonia (University of Lleida), Basque Country (University of the Basque Country) and Wales (Cardiff University), respectively. Although, these three bilingual regions have different sociolinguistic situations in relation to their minority languages (Catalan, Basque and Welsh), they share the fact of having a majority language (English or Spanish) of high symbolic value as a tool for international communication.

The panel includes a paper for each of the three universities with the following structure:

1. Overview of the linguistic situation within the university as well as the community.
2. Main elements of the internationalisation policy of each university with an emphasis on either the induction of international students or the use of English as a vehicular language for courses.
3. Analysis of a sample of data.

Peter GARRETT

**Being an international student at Cardiff: linguistic context, institutional practices, student reflections**

This presentation is divided into three parts. It starts by providing an introductory overview of the current linguistic situation in Wales as a whole, and of the Cardiff area in particular, drawing for the most part on data from official documentation. The second part focuses more on the institutional level within Cardiff University. This is largely based on preliminary information gathering in preparation for submitting the proposal for funding mentioned in the panel abstract. The linguistic situation for the students themselves is described, and the paper also considers the administrative structures and activity, as well as social activities, in the university for students from outside the United Kingdom, drawing upon the various documentation within the institution, and some discussions with university staff who have responsibility for the administration of non-UK students, both within European exchange schemes and from across the world. Finally, there is a presentation of a small amount of pilot work, comprising data from three European (but non-ERASMUS) students pursuing their studies at Cardiff during the spring semester of 2008. The data takes the form of student diaries, in which the students track their experience (and experiences) from arrival and induction in January to examination and departure in June. As pilot data, the students were given free reign to write about anything at all that they wanted to write about regarding their experience as 'international students' spending a semester at an 'international university'. Although, as small-scale pilot work, the amount of data is relatively modest, the students' comments cover a wide range, inevitably extending beyond lecture theatres and their studies and experiences within the university itself, to their social and cultural experiences in Wales, and to some of their language experiences.



David LASAGABASTER

### The spread of English in higher education: The Basque experience

The University of the Basque Country is located in the Basque Autonomous Community (BAC) in Spain, a bilingual area in which both Basque and Spanish are official languages. Apart from the two co-official languages, English is also taught in almost every single school from the age of 4 onwards, which means that all pupils get in touch with these three languages from a very early age. Moreover, the desire to improve Basque students' foreign language proficiency has led the Basque Department of Education to boost some experimental programmes in which English is used as means of instruction in the last two years of secondary education.

This type of foreign language provision has also reached Basque tertiary education, in the wake of a European trend which is far from receding, as shown by the steadily increasing number of European universities that have implemented CLIL programmes (Coleman, 2006; Wilkinson, 2004). In an attempt to foster internationalization, the University of the Basque Country put into practice the so-called "Multilingual Programme" in 2005, with a view to boosting the use of foreign languages as means of instruction. In this presentation the objectives, procedure and results of this Multilingual Programme will be briefly presented. The main challenges and hindrances of this project will also be put forward through the results gathered in a survey carried out among 158 students who rejected the possibility of joining the programme.

Coleman, J. A. 2006. English-medium teaching in European higher education. *Language Teaching* 39:1-14

Wilkinson, R., ed. 2004 *Integrating Content and Language: Meeting the Challenge of a Multilingual Higher Education*. Maastricht: Universiteit Maastricht

Josep M. COTS

### Between policies and practices: multilingualism at the University of Lleida

The aim of this presentation is to explore the language policy of the University of Lleida in terms of what Spolsky (2004: 5) defines as "the three components of the language policy of a speech community": language practices, language beliefs or ideology and language intervention, planning or management. The main focus of the paper will be on the degree to which particular aspects of the language and internationalisation policies of the UdL contribute to constructing an intended multilingual profile of the institution. Specifically, I would like to attempt to answer the following questions suggested by Heller (2000): (i) What value is accorded to multilingualism? (ii) What is the nature of the multilingualism that is valued? (iii) What value is accorded to the languages that constitute the multilingual repertoires of the participants?

In line with the structure proposed for the panel, the presentation will be divided into three part. The first one will consist of brief tour of the sociolinguistic landscape of the University of Lleida as well as of Catalonia, the European bilingual region in which it is located. In the second place, I will analyse particular aspects of the discursive construction of the official language and internationalisation policies of the institution. The third part of the presentation will involve the presentation and discussion of a set of quantitative data related language attitudes and practices in connection with (a) the introduction of English as a vehicular language in content subjects and (b) the language practices at the university as seen by international students.

Heller, Monica 2000. Bilingualism and identity in the post-modern world. *Estudios de Sociolingüística* 1(2):9-24.

Spolsky, Bernard 2004. *Language Policy*. Cambridge: Cambridge University Press.

## 17 Learning through English: Researching language environments in Scandinavian universities

Chair: John AIREY

WEDNESDAY 10<sup>30</sup>-12<sup>30</sup> Auditorium

Philip SHAW and Alan McMILLION  
Reading in English as an academic lingua franca

John AIREY  
Learning and language: Mapping the bilingual scientific literacy of Swedish science students

Tim CAUDERY and Margrethe PETERSEN  
Going on exchange to Scandinavia to improve language skills - a realistic student ambition?

Beyza BJÖRKMAN  
Spoken English in academic lingua franca settings: An investigation of form and communicative/pedagogical effectiveness

The use of English as an academic lingua franca in European universities has increased dramatically in recent years. This move towards English is both a response to the Bologna declaration on harmonisation of European higher education and a result of university internationalisation policies. Although the shift to English has often been welcomed by teachers and students, the research community is only beginning to understand the dynamics of these changes within the learning environment. This group of four presentations illustrates some of the diversity of research questions and approaches that have been used to examine this expanding English-medium language environment in a Scandinavian context.

*Philip Shaw and Alan McMillion* compare the level and speed of reading comprehension of Swedish and British undergraduates of biology. The groups are comparable because they are using the same standard, English-language undergraduate biology textbook.

*John Airey* has used stimulated recall interviews to compare the disciplinary learning experience of Swedish physics students when they are taught courses in English, Swedish or both languages.

*Tim Caudery and Margrethe Petersen* report the results of a longitudinal study of the experiences and language-related attitudes of foreign exchange students in Denmark.

*Beyza Björkman* has documented a variety of authentic speech events within Swedish engineering programmes, investigating what type of morphosyntactic, non-standard usage leads to disturbance in communication and speaker attitudes towards these forms.

It is hoped that bringing together multiple perspectives on English-medium courses in this way will create a composite picture of the types of parameters involved in such learning environments.

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# PANELS

## 2 Alternatives to English

MONDAY 11<sup>00</sup>-12<sup>30</sup> Room A

Federico GOBBO and Reinhard FÖSSMEIER  
A university mainly in Esperanto

The use of Esperanto in scholarship is far from being a novelty in the more than a century long Esperanto movement. However, it was only in 1985 that a full-fledged University mainly in Esperanto entered the scene of science. The International Academy of Sciences San Marino (AIS) was established for two main goals. The first goal is to provide a (virtual) place where to do research at an academic level bilingually, i.e. in Esperanto and in any other language the researcher feels comfortable in, thereby avoiding both discrimination of small languages and the risk of being led astray by the inherent thought structures of a particular language. The second goal is to prepare courses and exams in Esperanto during a summer school called SUS, *Sanmarinaj Universitataj Sesioj*, to teach students from various countries in an atmosphere of mutual respect. SUS has taken place at least once a year since 1983. It is worth noticing that in San Marino - which is a small sovereign state surrounded by Italy -, AIS has only its institutional seat, while SUS often take place in Universities that act as temporary venues, e.g. Lucian Blaga University at Sibiu-Hermannstadt (Romania), where some AIS exams are valid, or intensive courses are given. In those cases local researchers are invited, and the main local language is added as a working language of the SUS itself.

After more than 20 years of existence, AIS has succeeded in bringing together researchers from all over the world who have at least reading ability in Esperanto, without necessarily being involved in the Esperanto movement (among others, Nobel Prize winner Mikhail Gorbachev has been an AIS member since 1996). Membership is subject to approval by the academic senate.

Until now, the potential of a web-based social network supporting tool for AIS - based on known models such as LinkedIn - are still not explored. In this paper such a proposal for AIS, also valid for analogue realities, is provided.

Tove BULL

Internationalisation of universities: two roads, two meanings of the term *internationalisation*

The increasing importance of English as a lingua franca in research and as a medium of instruction in higher education institutions seems to have given similar results in all the Nordic countries. There is, however, one significant exception to this: *Sámi allaskuvla* (Saami University College) in Guovdageaidnu/Kautokeino in Finnmark, the northernmost county of Norway. As far as I know, this rather small higher education institution is the only university-like institution in the world where an indigenous language is in use as the medium of instruction and also as the language of administration and management, and increasingly as a scientific language as well. The indigenous language in this case is Saami, particularly Northern Saami. Saami is spoken in Northern Russia, Finland, Sweden and Norway. *Sámi allaskuvla* is an all-Saami institution with students from all four countries. My main objective is to try to explain this exception to the academic mainstream. Why does a small higher education institution insist on a totally different language ideology and very different linguistic and cultural practices compared to all other academic institutions in Scandinavia? How do they justify their linguistic choices? I hypothesize that explanations may be found in fundamental different ways of legitimising the mere existence of universities. For what purposes do universities exist? What societal aims and strategies are they supposed to serve? Supposedly, these questions would be answered in different ways by the "mainstreamed" institutions on the one hand and *Sámi allaskuvla* on the other one. The concept internationalisation will play a decisive role in my explanatory endeavours. What does it mean for an institution to be international? Comparing the two types of institutions might help to interpret the concept internationalisation in a more complex and many-faceted way than usually is the case.

### 3 Asian students and their teachers in East Asia and Europe I

MONDAY 11<sup>00</sup>-12<sup>30</sup> Room B

Stephanie HOUGHTON

**The development of intercultural communicative competence: a challenge for both foreign language teachers and students**

In a university that forces its students to study English as a foreign language in the name of internationalisation, it may seem paradoxical that English teachers themselves do not use English for official purposes within the university, especially when the use of English in the workplace is ostensibly supported through the curriculum. Historical, legal, economic and sociolinguistic dynamics play a part and may impact upon education itself in often seemingly contradictory ways. In this paper, drawing upon both academic, and local and national labour union documentation freely available in the public domain, I will present the author's analysis of the changing situation of a group of native-speaker teachers of English employed at a university in southern Japan between 2001 and 2008. Having explored and recognised the nexus between historical, legal, economic, sociolinguistic and educational factors affecting their employment, I will argue that it is ultimately teacher inability, reluctance or refusal to overcome the sociolinguistic challenges posed by working alongside teachers with different mother tongues on a day-to-day basis that threatens to undermine the quality of education being provided to students in various ways. Further, I will argue that the kinds of sociolinguistic challenges being faced by the teachers themselves in the workplace, along with practical and constructive ways of overcoming them, need to be carefully considered and built into any curriculum that claims to equip students with the skills they need to function effectively in international society. This is essentially a call for the development of intercultural communicative competence in the sense of Byram (1997) not only in students but also in teachers themselves.

HU Xiaoqiong and CHEN Yüehong

**A survey of the international students' academic and campus life at China Three Gorges University**

When China Three Gorges University (CTGU) obtained authorization to enroll international students in 1996, it began to accept students from a number of countries, such as America, India, Nepal, Vietnam, Korea, the Maldives and Italy. However, from 1996 to 2000, CTGU had only a few international students each year. Since 2004, the number of the international students has greatly increased. At present, international students total 431, mainly from India and Nepal. The majority of them are studying clinical medicine and a few are studying Chinese. The authors of this paper conducted a survey of 206 international students and interviewed a number of their subject teachers and administrators with the intention of investigating and evaluating their use of language and their cultural interactions on the CTGU campus. The survey produced the following findings:

1. CTGU is a multi-lingual university now, with Chinese and English as the dominant languages;
2. Most of the international students show an interest in learning Chinese, making Chinese friends and learning about Chinese culture;
3. Cultural differences exist both as a facilitator for and a barrier to their academic and campus life;
4. Chinese teachers and the teachers from their own countries differ in terms of teachings styles, teaching methods and teacher-student relations; and
5. CTGU faces some problems with the international students in teaching and management. The paper proceeds to offer some suggestions for the problems.

Roberval TEIXERA E SILVA

**Luso-Brazilian identities in interaction in classroom of Portuguese as a foreign language in Macau, China: teacher's and student's roles**

It is common to label the Chinese students as passive. However this concept is stained of judgmental aspects relatively to the culture of those who uses it. The idea of passivity translates for the western teacher a series of pedagogical meanings: disinterest, demotivation.

However, it is necessary to understand the Chinese behavior from another point of view. From our experience we can say that, once requested, the Chinese students do not only interact, but also show they were motivated, interested and stimulated during classes, although, in a western teacher's perspective, that could not be recognized in a first contact with Asian students.

In the interactions in classroom of foreign languages, the linguistic-cultural identities of interactants with different cultural background are in process of negotiation (as pointed out by Goffman and Gumperz). Many times, this negotiation process is full of conflicts which can obstruct the aims of the classroom interaction.

Our work analyzes the context of a Chinese university where Chinese students and Luso-Brazilian teachers are in interaction. We consider the students' Chinese cultural inheritance, based on the Confucianism, Taoism and Buddhism, and the teachers' Luso-Brazilian cultural inheritance.

Our objective is, through the students' linguistic production in classroom and interviews, to identify the vision of tertiary Chinese students about the teacher's and student's roles. The perception of these roles can reduce interactive conflicts and help the teachers to become an efficient cultural mediator in the classroom.

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## 4 Multilingual + English universities

MONDAY 14<sup>00</sup>-16<sup>00</sup> Auditorium

Iris SCHALLER-SCHWANER

**Agency and awareness among ELF users: mediating English for plurilingual academic purposes in disciplinary communities of practice at a "2+English" university in Switzerland**

This contribution discusses issues arising from a study of practices with English as a third and/or only language in a historically German-French bilingual university in Switzerland. Comparing three different disciplinary settings and communities of practice in which English is used as an academic lingua franca, it sketches very different ways of living plurilingualism with English for academic/research purposes. The main questions to be addressed are the following. If and when can the choice of English really be regarded as a choice? How is English embedded into the local languages, or how does it replace them? How do speakers position themselves as users of English?

It is also worth examining aspects the three cases have in common. The direction from which English was originally introduced into these local contexts plays an important role. It appears that bottom-up processes in which 'agents of change' determine the communal use of English together are more conducive to local appropriation of English for Plurilingual Academic Purposes than top-down policies reported from contexts in which English was or is being centrally imposed as a medium of HE. It also emerges that the non-territoriality of English as a lingua franca, tangible both in the way it is claimed for local science socialisation and in the way it can help navigate and negotiate the local 'linguistic divide', can bring about heightened plurilingual awareness and confidence as a disciplinary community of practice. Agency as an intervening factor when faced with macrosocial change as well as a type of language awareness in which plurilingual users retain or develop sovereignty over what they mean by English appear to be prime motivations for speakers in reallocating their linguistic resources so radically as to change the communicative economy of their communities of practice.

Jan LINDSTRÖM

**Multiple languages, one reality? Analyzing outcomes of language policies in a multilingual university context**

This paper presents some preliminary results of an analysis of outcomes of language policies and practices at the University of Helsinki, Finland. The analysis is part of a broader project that addresses policies in relation to multilingualism within Finland and Northern Europe, case studies being done in Estonia,

Germany, Norway and Sweden. The aim is to examine the impact of language policies on institutional strategies in universities at European, national and regional levels, and to identify inefficiencies in existing policies and strategies of educational systems. This constitutes a part project in the EU funded project DYLAN on Language Dynamics and the Management of Diversity.

The theoretical frame of the Helsinki part project is defined by the aims to analyze how multilingualism works in practice in universities from the point of view of Capacity, Opportunity, and Desire to use those different languages that are considered desirable objectives by policy makers, i.e. the COD model proposed by François Grin and others. Following a basic input, output, outcome policy analysis model the project works within three theoretical frames. It departs from policy analysis and works towards a linguistic analysis (conversation analysis, pragmatically enforced discourse analysis) with the aim to assess the outcomes of the language policies especially from the point of view of the COD model.

In this paper I will show results from an analysis of focus group conversations from altogether six focus groups that were recorded in Helsinki in 2007. The discussions dealt with the official bilingualism of Helsinki university, which is predominantly Finnish but also Swedish as this is the other national language of Finland; a third dimension is the growing status of English. The participants were grouped to represent a gliding scale from uniformly Finnish mother-tongue groups to uniformly Swedish mother tongue groups. The groups consisted partly of students only, and partly also teachers and administrative personnel.

The analysis shows how a content analysis of what is said and brought in by the participants, combined with a linguistic, conversation analytically oriented analysis of how something was said and received can work as a method of pinning down of language policies from the individual's angle: his or her feelings, attitudes and experiences. This then will shed light on how the institution at large works, and how the language policies and practices relate to the principles of fairness and efficiency.

Taina SAARINEN, Sari PÖYHÖNEN and Tarja NIKULA

#### **The language situation in Finnish higher education - from a nationalist project towards answering multilingual demands**

Finnish language policy situation is traditionally fairly homogeneous. We have two national languages (Finnish and Swedish), with three other languages (Sami, Romani and sign language) distinctively mentioned in the Finnish Constitution. In addition to these, an increasing number of languages, mostly migrant, are spoken in Finland. Yet the idea of a homogeneous language situation is maintained, mostly based on the fact that language minorities in Finland are both relatively and absolutely small compared to other European countries.

This homogeneous tradition is also reflected in the language situation of the higher education sector. The language of universities is mostly Finnish, with the exception of two Swedish speaking and five bilingual (Finnish - Swedish) institutions. Language distribution in the polytechnic sector looks rather similar. In recent years, however, the demands for increased internationalization and student mobility have challenged this relatively hygienic, traditional understanding of universities as, first and foremost, a national project. There are currently 313 international degree programmes at universities and polytechnics, 284 of which are run in English, 24 in Swedish, and the remaining 5 in "other" languages - in reality, Finnish. These international programmes seek to answer the challenges of internationalization in two ways: by offering degree programmes to students who have no knowledge of Finnish, and by preparing Finnish students for the increasingly international professional life where English is often used as a lingua franca.

In this paper, we analyze how multilingualism appears in Finnish higher education policy and how the universities and polytechnics have responded to the demands for multilingualism. We use three kinds of data to achieve this:

1. The material for the preparation of a new internationalization strategy for higher education
2. The new language strategies of universities (due by the end of 2009, but some universities have already published theirs)
3. The Finnish International Study Programme Database, published by the Finnish Centre for International Mobility. Based on these materials, we draw a conclusion of the ways in which the higher education policy sector answers the demands for multilingualism in a relatively homogeneous language setting and with a strong national higher education tradition.

Anca-Felicia DUMITRESCU

## The development of multilingual higher education

Romania is a country with 18 officially recognized ethnic communities, the greatest being that of the Magyars who represent 6.6% of the country's population. Therefore, a first argument for promoting diversity through education in contemporary Romania is the structure of the population itself. According to the data provided by the National Institute of Statistics, the number of inhabitants amounts to 21.680.974, out of which 19.399.597 are Romanians and 2.281.377 inhabitants belong to other ethnic groups. These figures show the necessity of ensuring equal chances in the quality of education for all children and teenagers irrespective of their nationality.

Our country faces a twofold process: people become bilingual to cope with international requirements, so there is a wide and vivid interest in learning and teaching foreign languages - especially English, as well as the languages of the ethnic minority groups who, in their turn, speak Romanian as their second language. In Romania the children are used to learn several modern languages (L1, L2, L3), depending on their age, the school profile and their favourite branch: Humanities, Arts, Science, etc. Now, their performance in foreign languages is assessed in secondary education according to the Common European Framework of Reference for Languages. The study of modern languages along the 12 years of pre-university education facilitates the teenager's easier adjustment to the language requirements at the university, where he/she can meet foreign students on mobility exchanges, who in their turn want to learn Romanian as a new language.

In this paper we shall also tackle the development of productive and receptive multilingualism and language alternation in interaction, as these issues have become visible facts in a number of state and private universities in Romania. References are made to the Academy of Economic Studies, the Academy of Music and the University of Bucharest.

Finally, it is important to add that wherever teaching in Romanian tertiary education is in the minority languages, acquisition of terminology in Romanian remains compulsory.

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## 5 Academic writing

MONDAY 14<sup>00</sup>-16<sup>00</sup> Room A

Stuart PERRIN

### The shifting parameters of English medium teaching and learning environments in UK Higher Education: Lessons from the East End

Although it is not necessary to travel to the UK to have education delivered in English, this does not mean to say that the core language issues that are of interest in non English native language speaking environments are altogether different from those of universities where English is solely the medium of course delivery. These issues are particularly relevant in London, as students here no longer fit the traditional native speaker/international student paradigms, thus requiring English language support teachers to reposition themselves in a home grown global English context.

This raises a number of interesting questions, chief amongst them being: What is then an English medium environment; how does this environment impact on learning support; what is the role of the traditional English language support teacher; and what role, if any, can an academic literacy approach play in such a learning environment. These are questions we at Queen Mary University of London (QMUL) within the Language and Learning Unit (L&LU) are currently debating, as we look at how the unit needs to adapt to the movement away from the traditional student paradigm(s).

The existence of an acclaimed Writing in the Disciplines (WiD) approach developed within the Unit nourishes the debate as to whether there is a need for English language teaching practitioners in their current form, hypothesizing whether disciplinary specialists should not embed the teaching of English language academic literacy into their own teaching practices. The current traditional model of in-sessional

support is also being challenged, questioning whether these models of learning are not failing the 'new' student.

This paper will look at the texts and subtexts of the language in this English medium, UK university environment and suggest ways in which the alternative and more emotive, circular, open ended communications of other cultures and other discourses in English may be given safe spaces in which to blossom, thus moving away from the dichotomy of native-non native, into the convergences of contextualized language and language as self representation.

Joan TURNER

### Written English in inner circle international higher education: Conceptual and textual dilemmas

In the world of English Language Teaching in UK higher education, whether TESOL, EAP, or research student supervision, international English is the norm. It is indeed not only the norm but the international students who speak and write it are the source of livelihood for the profession and research community. There is also, I would suggest, an increasing sense of unease around this situation, which stems from the global hegemony of English and the chance privilege of the native speaker (Turner 2004). While the situation is similar at the level of research publication for other disciplines, in that publication in English is becoming increasingly essential, it is not so intrinsic to their existence as disciplines. Indeed, it is rather a growing area of research for TESOL researchers, (e.g. Flowerdew 2000; Lillis & Curry 2006, Canagarajah 2008) to document the struggles of L2 researchers, in a range of disciplines, to publish in English. Where the issue of tolerance for international English and the acceptability of an L2 inflected voice is less researched, however, is the context of written performance in higher education institutions in the Centre (Kachru, 1985). This is the context discussed here.

Beyond their specific disciplinary discourses, texts in written English submitted for assessment are susceptible to the power of deeply embedded evaluative discourses relating to language, akin to what Cameron calls 'verbal hygiene'. While this effect of institutional power/knowledge affects L1 as well as L2 students, the focus here will be on L2. Without going in to all the discourses around 'native-speakerism', it is often understood by ELT professionals/applied linguists, that L2 students will not convey the voice of a native speaker. However, it is this, usually unanalysed, 'voice' that is expected across disciplines in the humanities and social sciences, especially at PhD level. Often, one recourse to solving this dilemma is to suggest that the student concerned contact a proofreader, whether that be a fellow native-speaker student, or someone offering a professional service. Drawing on empirical research, I look at some of the issues involved here and ask what it means in terms of English language, to gain a degree, especially a research degree, at a Centre institution, whether this is akin or not to an ELF context, whether proofreaders as 'literacy brokers' (Baynham) should become the recognised mediators of this international education process, or alternatively, a more rigorous demand for written proficiency in English as the academic language of a Centre institution should prevail.

Canagarajah, A. S. 2008. Border Identities: Negotiating Second Language Writing. Paper given at CREOLE, University of Bristol, on Negotiating Spaces of Second Language Writing

Kachru, B. 1985. Standards, codification and sociolinguistic realism: the English language in the outer circle, in R. Quirk and H. G. Widdowson eds. *English in the World: Teaching and Learning the Language and Literatures*. Cambridge: Cambridge University Press

Lillis, T. and M.J. Curry 2006. Professional Academic Writing by Multilingual Scholars. Interactions with Literacy Brokers in the Production of English-Medium Texts. *Written Communication* 23(1):3-35

Flowerdew, J. 2000. Discourse community, legitimate peripheral participation and the non-native English-speaking scholar, *TESOL Quarterly* 34(1):127-150.

Carole SEDGWICK

### Writing in context: a comparative study of academic literacy practices

The Bologna Declaration (1999) is an agreement to harmonise degree qualifications in Europe in order to promote mobility for work and education between the signatory countries. However, to what extent is it possible to create common European standards between universities that are in different cultural and linguistic contexts? What do we need to consider in order to enable students to participate as writers on a similar academic programme in a different cultural and linguistic context?

This paper reports work-in-progress for a PhD at Lancaster University, a comparative qualitative study of literacy practices on postgraduate English language major programmes at two universities, each in a



different cultural and linguistic context, Hungary and Italy. An ethnographic approach was taken to data collection and analysis to investigate academic literacy practices on courses that required a written response for assessment. Interviews were conducted with tutors and students in relation to work that had just been graded. Graded written assignments, feedback on assignments and contextual documentation were collected. The analysis of the data so far has demonstrated that this approach can provide valuable insights into writing and underpinning beliefs and values about writing that relate to context. It is believed that this small-scale study will generate some 'useful' responses to the questions posed above.

Ida KLITGÅRD

**Plagiarism in the international university: Cultural and linguistic dilemmas to students using academic English as a second or foreign language**

In the Danish newspaper *Information* of 3 September 2007 it is claimed that the globalisation process at Danish universities has resulted in an increasing number of cases of student plagiarism. This claim supports much teacher dissatisfaction with international students' alleged lack of academic literacy, lack of respect for the ownership of words and ideas, lack of meticulous care when writing, and not least, their lack of what we regard as universal ethical ideals.

In this paper I intend to study the cultural and linguistic implications of the relations between university internationalisation in Denmark and unintended student plagiarism when writing in English as a second or foreign language. I claim that much unintended plagiarism is not due to academic 'stupidity' or laziness, but due to a severe lack of academic English written proficiency. It is true that the use of sources and the techniques for quoting and referencing differ in different academic cultures, but plagiarism is not only an intercultural problem. When faced with the Danish requirements of critical, independent, problem-oriented, scholarly writing in English, many international students, whose English is not up to standard, may unconsciously copy the language of their sources. Copying or repeating the 'correct' language of native English speakers, they have been told, is the way to learn English and expand one's vocabulary. Paradoxically, this language acquisition strategy is very problematic when working with sources in academic writing in Danish Higher Education. Another paradox is, surprisingly, that Danish students, too, feel faced with this dilemma even though they may be more proficient in English.

This paper will review current research in ESL, EFL and EAP on plagiarism and internationalisation and mark out some of the key issues up for debate in order to initiate a discussion of how to redefine the concept of plagiarism in an international university where English is a lingua franca. Most research on plagiarism by international students compares writing by L1 students with writing by L2 students, much to the native speakers' favour. I have not been able to find research on plagiarism in international programmes, such as the Danish ones, where both native and international students use English as a second or foreign language. Consequently, I suggest, countries such as Denmark need to address the problem by way of an increased intercultural awareness and by recognising the demand for an increasing focus on teaching academic English skills.

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## 6 Asian students and their teachers in East Asia and Europe II

MONDAY 14<sup>00</sup>-16<sup>00</sup> Room B

Custódio Cavaco MARTINS

**Interaction in the tertiary classroom of Portuguese as foreign language in Macau, China: student types and learning strategies**

Considering that learning is communication, we ought to look at those contexts where both learners and teachers come from different learning and cultural backgrounds. This is particularly true in Asian contexts where both students' and teachers' cultural tenets are in opposition. In such contexts Western teachers view the classroom as a perfect ground for person to person interaction and communication, thus expecting the learners to actively correspond to that perspective. This Western perspective of active class participation and peer interaction becomes even more important for Western teachers in language

learning contexts, where in the past decades the communicative approaches to learning and teaching have almost become the consensus of language teaching internationally. Yet, in Asian learning contexts students are said to be non-cooperative in language learning classes. In Asian contexts the teacher is regarded as the Master, whom everyone is to obey and follow. Concepts such as autonomy and expression of opinion seem not to be part of the learning culture. Our study has its focus on an Asian learning context, where the Western and Asian cultural and learning backgrounds come together in the same classroom. With our study, we intend to identify clusters of student types, by applying Biggs' (1987) Learning Process Questionnaire, and also to identify which are the learning strategies these Asian students favour in their learning process, by applying Oxford's (1990) Strategy Inventory for Language Learning.

The data collected with both questionnaires will be quantified through SPSS version 15. Our final aim in analysing the data from both questionnaires is to find out whether there is a perfect match between student types and learner strategies. As such, our hypotheses are:

- (i) from the analysis of the results of Biggs' questionnaire we will not find a very strong variation in student types;
- (ii) we will also not find a very strong variation in terms of language learning strategies, thus matching the weak variation found in student types.

This study will allow us to escape a pure intuitive analysis of these learning and teaching contexts, creating ground for a more adequate learning-teaching process.

Svetlana CHIGAEVA

**Learning to read in first-year law courses: An activity theoretical analysis of one Hong Kong student's literacy experience**

It is usually assumed that students entering law departments of Hong Kong universities are highly proficient in English; their literacy experiences and academic socialization practices, therefore, are often left unproblematized and unexamined. This ethnographic case study of a Hong Kong undergraduate law student focuses on her literacy experiences in two first-year courses: Tort and Contract Law. Using activity theory as an analytical lens, it shows how the student's participation in the courses was mediated by her increasingly intertextual reading and growing understanding of the educational and legal genre systems as well as connections between them. It also shows that her level of engagement with texts was both constrained and scaffolded by classroom text-based lecturer-led discussions, her perceptions of the current lecturers' preferences and expectations, her prior experiences with other lecturers, and other interactional factors.

Juhyun BACK

**Korean students' progress in developing social interaction skills and adapting to the academic culture of British universities on a one-year programme: a 'structured conversation'**

In order to investigate cultural and language issues by the Korean students in the UK, in-depth interviews were conducted with six Korean master's students in the University of York. The qualitative approach was aimed at observing the pace of the participants' progress in their academic success, language improvement and social integration into a new environment in their one year courses. At a longitudinal level, the study thus involved six sessions of individual interviews with each participant across the three terms and summer vacations. The interviews developed as 'structured conversations' as discussed by Conteh and Toyoshima 2005. Interestingly, the senior-junior relationship between the researcher and the participants and the sharing of culture and L1 have affected the structured conversation; the researcher played a role of counselling by giving advice and helping when the students had problems or questions.

This implies the Korean students' strong tendency to rely on a tied relationship between senior as an experienced person and junior in a hierarchical Korean higher education experience. First, it was discovered that the Korean students had a limited level of social interaction with native speakers resulting in an unavoidable pattern of mono-culture biased interaction with Koreans. It is, in particular, notable that their failure to being socialized into British culture is associated with the other issues of overseas learning; it may also have impeded their improvement of English communicative competence and led to an experience of cultural withdrawal. They also showed a high passivity in classroom interaction both in

seminar discussions and lectures. Secondly, they had limited active contact and interaction with their supervisors. Finally, they had also been struggling with autonomous learning styles, and with presenting their critical views in their academic essays. These all can be partly explained by cultural reasons in terms of face and hierarchy, together with lack of language skills. Furthermore, they made little and increasingly less progress as the term progressed, which did not help them in developing their social interactions. This implies that they need to make more attempts to establish social interaction with native speakers and to improve their language in order to benefit from overseas studies.

Conteh, Jean and Saeko Toyoshima 2005. Researching teaching and learning: roles, identities and interview processes. *English Teaching: Practice and Critique* 4 (2):23-34.  
<http://education.waikato.ac.nz/research/files/etpc/files/2005v4n2art2.pdf>

Joan CUTTING

### **Interaction and group dynamics of East Asian students in UK university tutorials: Lecturer roles and student participation**

East Asian students are often quiet in UK postgraduate tutorials, and some lecturers struggle to help them participate interactively. Jin and Cortazzi posited in 2006 that successful interaction between 'cultures of learning' can change international students' approach to studying in the UK. This paper departs from the assumption that if lecturers knew what language use and what interactional and teaching strategies are most effective in encouraging East Asian students to participate, the teaching and learning experience could be more effective.

The study in this paper analyses video-recordings of tutorials, using corpus linguistics and interactional sociolinguistics, to find what happens when East Asian students are required to interact. The database was coded for linguistic features (elicitation forms, vague language, etc), structural features (length of speaking time, interruptions and overlaps, comprehension checks, etc), interactional features (speech acts, cooperative maxims, politeness strategies, etc) and pedagogical strategies (pair work, presentations, posters, etc). The features were then cross-tabulated to identify which linguistic forms, interactional and teaching strategies used by lecturers correlated with East Asian students' active participation, and which did not.

The project is a pilot study. What is now needed is a nationwide study, so that variables such as personality and situational context can be mitigated. Then examples of good practices can be made available to lecturers.

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## **7 Multilingualism and language policy**

**MONDAY 16<sup>30</sup>-18<sup>00</sup> Auditorium**

**Karen RISAGER**

### **Language hierarchies in the international university**

This paper will present a framework for the analysis of language hierarchies in the international university. Taking into consideration that more than 50 different languages may be present among the language resources of students and staff, the paper will approach the problem of how one can analyse practices of inclusion, exclusion and ranking of languages in a multilingual and multinational setting such as a university.

The major analytical categories are those of language representation: discourses on languages, including expressed language attitudes (what languages are mentioned, how are they described, how are they classified, and how are they ranked?) and language use (what languages are used or can be used in oral and written communication - mass or interpersonal?). The case study to be outlined will be the language inclusion policies of the Cultural Encounters programme at Roskilde University, a programme that deals with the study of cultural identity construction related to parameters such as ethnicity, nationality, language, gender and class, generally seen in a global and postcolonial perspective. An important point

will be that language hierarchies are unavoidable, and that research is needed on how different groups struggle, more or less consciously, over the boundary area between inclusion and exclusion of languages - a mirror of their image of the world.

Ragnhild LJOSLAND

#### **Lingua franca, prestige and imagined communities: Teaching through English at Norwegian universities**

Even though Norwegian is the predominant language in almost all sectors of society in Norway, there has in the recent years been an increasing tendency in the university sector to introduce English as a medium of instruction, particularly at the postgraduate level. The initiative for such a language switch comes both from "above" and from "below": Using English has for some years been politically encouraged as part of internationalisation efforts, while the questions of who, where and when have largely been left up to the individual university departments and staff. In this talk I present a case study of one such university department, which recently has started conducting all their teaching through the medium of English. I ask the questions: In which ways is English being used? Has the English-only policy resulted in English only being used, or are Norwegian and other languages also used in certain circumstances, regardless of the policy? Why did this particular university department choose to make English its official language of instruction? I analyse these questions in relation to recent developments in international and national university politics, and I will demonstrate that the choice of English can be said to reflect not only a practical need for a lingua franca, but also a desire for tapping into the prestige that English offers, and an attempt to connect to an imagined community.

Michele GAZZOLA

#### **Student mobility and linguistic diversity in Italian universities: Challenges and policies**

This paper discusses some recent trends related to the internationalisation process of universities in Italy, in particular as regards the impact of student mobility on linguistic diversity.

The emergence of the knowledge-based society has underscored the central role of universities in the development of human capital, which in turn is an important factor for economic growth. Increasing the quality of teaching and research, and attracting the best scholars and students from other countries are seen as priority objectives in virtually all European Union Member States. Italy is no exception.

The number of foreign students is often considered a good indicator of performance for universities and it is often mentioned as a relevant criterion for international university rankings. Thus, Italian universities have had a strong incentive to open programmes taught exclusively in English at all levels (BA, MA and PhD), although it is still not clear whether this has been a response to a real demand or whether it has mostly been part of marketing strategies. However, the question of the potential impact of these reform proposals on linguistic diversity has been completely ignored. It is too early to assess whether these programmes will replace or not the equivalent courses in Italian, but some preliminary evidence suggests that replacement is likely to occur even at the BA level.

Using some survey data collected by the European Commission on the need for language skills of European firms and other data collected by the Italian Ministry of Labour on the demand and supply for language skills on the Italian labour market, I show that replacing programmes in Italian by programmes taught exclusively in English (i) may not be an optimal strategy, (ii) entails different forms of inequality. I conclude the paper with some language policy suggestions to support linguistic diversity in the higher education system.

## 9 English as a lingua franca - linguistic and cultural perspectives I

TUESDAY 11<sup>00</sup>-12<sup>30</sup> Auditorium

Alan FIRTH

### On the metatheory of English as a lingua franca

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

Annelie KNAPP

### Using English as a lingua franca for (mis-)managing conflict in the International University: An example from a course in engineering

This paper focuses on linguistic and intercultural problems of learning and teaching via English as a lingua franca in a German university context. An analysis of audio data from a course in engineering with a highly complex lingua franca constellation will give evidence that classes in engineering are by no means "culture-neutral areas", but that they may be severely affected by linguistic and intercultural problems.

It will be argued that - although participants may be reasonably effective in communicating about subject matter via English as a lingua franca - major problems may arise as soon as a larger variety of speech acts is involved, for example in negotiating forms of cooperation in a university teaching-learning situation and solving conflicts arising from unsuccessful negotiation. It is hypothesized that this situation may turn out to be detrimental for the implementation of innovative learner-centered types of teaching arrangements in an international university context.

Subsequently, suggestions for reducing these problems by adequate training materials for university teachers and a dictionary of phrases for teachers and students will be made.

The presentation will also address some methodological issues.

The paper is closely linked to a research project on multilingualism and multiculturalism in university studies (Mehrsprachigkeit und Multikulturalität im Studium - MuMiS), run by the universities of Siegen, Hamburg and Kassel and funded by the German VolkswagenStiftung.

Janus MORTENSEN

### ELF vs Danish: An investigation of Danish university students' language use at project group meetings

English is rapidly gaining ground as an academic lingua franca at universities and other institutions of higher education in Denmark; however, so far we know very little about what characterizes this particular use of English as a lingua franca (ELF).

In my PhD project, I address this issue by investigating how English is used by speakers with Danish as a first language in undergraduate student-student interactions within the arts and humanities at Roskilde University at project group meetings. The investigation specifically focuses on the use of modal verbs, modal adverbs and epistemic main verbs.

The data for the project consist of a number of video recorded study group meetings. Apart from ELF interactions recorded at Roskilde University, the data comprise meetings where Danish and English are used as first languages to allow for comparative analyses.

In this paper, I compare the expression of stance (as proposed by Biber 2006) in ELF project group meetings to the expression of stance at meetings conducted in Danish, and discuss to what extent speakers with Danish as a first language may be challenged when it comes to expressing stance in English lingua franca interactions.

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## 10 New technologies

TUESDAY 11<sup>00</sup>-12<sup>30</sup> Room A

Cristina BORRELL and Antoni OLIVER

### **How do we work in a virtual multilingual classroom? A multilingual environment with Moodle and Apertium**

Multilingualism is a reality in the 21st Century, and New Technologies reveal as a new powerful way to cope with its main issues and the challenges its treatment implies. In this sense a great amount of work has been carried out for the last twenty years in the field of Language Engineering and Applied Linguistics. A big effort has been made to develop new paradigms to tackle with the issue of multilingualism in modern societies, in particular in the context of multicultural university teaching.

The Universitat Oberta de Catalunya (UOC), within the framework of the Linguamón-UOC Chair in Multilingualism, has developed a virtual learning environment with an integrated machine translation system. Thanks to this project, which works with the free software applications Moodle and Apertium, a multilingual learning environment can be provided both to teachers and students in Catalan, English, French and Spanish at the same time.

Such an environment is to be released under a free software licence (GNU) in the shape of a CMS platform (Moodle) and an embedded machine translation system (Apertium). This system includes a language detector and a pre-editing module that corrects incoming messages, without requiring any intervention from the user. This helps improve the quality of the resulting translations. The whole system has been adapted to the type of text seen in email messages following the prior study of the messages seen in the UOC's virtual forums.

This environment has been submitted to a survey among students. After testing our product we have reached the following conclusion: the degree of satisfaction of this tool ultimately depends on the characteristics of the users. Whereas the users who are used to communicate in more than one language appreciate the multilingual potential, the ones who speak one only language do not appraise but the use of their own language. Nevertheless, the general point of view indicates that the majority of the users is for a multilingual environment.

Natividad Fernández de Bobadilla LARA and Maria Ángeles García DE SOLA

### **Future developments in Scientific English teaching at tertiary level with regard to the Bologna Process**

As is well known, since the last decades English has become a tool of globalization and thus the lingua franca used for international communication all over the world. At University level, this development has been promoted by the Bologna Declaration, which aims to create a European Higher Education Area by 2010. In this educational context, the University of Granada (Spain) is currently restructuring its study programmes as well as actively participating in the Erasmus Programme which promotes student and teacher academic mobility in the European Union, thus increasing even more the demand of English.

Our concern as teachers in the field of English for Specific and Academic Purposes (ESAP) at the Faculty of Science is to accommodate our teaching to this new context in the process of internationalization in order to cope with the new situation that the Bologna Declaration involves. This includes providing our students access to specialized material with respect to written information sources in English as well as facilitating their participation in specifically academic mobility programmes, which entails understanding lectures, note taking, and attending to seminars related to their field of knowledge, so that they can succeed in

developing their academic skills during their periods of study in another country. Besides, professional communication skills such as making academic presentations and writing articles must be considered within this framework.

The main aim of this paper is, therefore, to present a course design which fits our students' learning needs in relation to the implementation of ECTS (European Credit Transfer System), which implies the use of new technologies in education, such as the internet as a huge teaching and learning resource tool and the development of virtual learning platforms which will enhance a closer interaction between teacher and students as well as empower learner autonomy. This course design will also reflect the interdisciplinary cooperation with subject specialists required in ESAP contexts, which will improve not only the status of ESAP professionals but also pedagogical practices.

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## 11 Pre-tertiary education

**TUESDAY 11<sup>00</sup>-12<sup>30</sup> Room B**

Sarita Monjane HENRIKSEN

**Teachers' position on mother tongue medium Instruction in Mozambique**

Cultural and linguistic diversity characterise Mozambique, a country in which more than 20 language varieties of the Bantu language family are spoken. It is through the Portuguese language that the Mozambicans seem to find unity in diversity. Portuguese functions as the country's Lingua Franca and therefore the only official language and the main language of business administration and instruction. English is the main foreign language used, and it is taught in the school system from grade 6 (upper primary school). French is the second foreign language taught in the school system, from grade 10-12 (upper secondary school). In addition, 16 vernacular languages have recently been introduced, particularly in rural areas, by means of a newly launched Bilingual Education Program.

The introduction of Mother Tongue Medium Instruction, through the Bilingual Education Program, constitutes a direct result of attempts made in order to promote Education for All by widening the access and reducing repetition and dropout rates, as well as with the purpose of improving academic performance.

This paper will present and discuss the preliminary findings of an ongoing study on Language Attitudes & Language in Education Policies, and it will focus on teachers' feelings in relation to the newly introduced Bilingual Education Programme in Mozambique. The study was conducted in two primary schools located in two rural districts in Southern Mozambique, and the data was mainly collected by means of a closed format questionnaire that directly asked teachers for their opinions concerning Mother Tongue Medium Instruction.

Ricardo Moutinho DA SILVA

**The construction of Chinese primary students' beliefs about foreign language learning**

One of the main difficulties for Western teachers who work with Chinese learners at the university is to try to motivate them to speak and participate in class. This apparent refuse of speaking has its roots based on a Confucian tradition, in which the instructors are expected to represent a role model. In this pattern, the students consider the teacher as a sage who has all the answers and also the main responsibility for the teaching/learning process.

As it is largely known, the interaction between teacher and students is fundamental in contemporary approaches on language teaching. For this reason and, considering the fact that there are many Western misperceptions of the Confucian learning culture, it is very important to understand how certain beliefs about language learning are constructed in the Chinese students' learning culture. This understanding can help Western teachers achieve a better interactional architecture inside the classroom.

The aim of this work is to analyze, through an ethnographic method, some first grade classes of Portuguese as a Foreign Language in a Luso-Chinese elementary school in Macau, southeast China. We intend to investigate ideas, values, perceptions and social rules present in the instructor's discourse, which will be one of the bases for the construction of students' beliefs about foreign language teaching/learning process.

Gertrud TARP

### **Student voices and student agendas in intercultural learning projects**

The paper is based partly upon my PhD thesis "Listening to Agent Agendas in Student Exchanges. A Grounded Theory Study", and partly upon research carried out in connection with grounded theory studies of student behaviour in intercultural projects at the Danish upper-secondary school level. The research project is an attempt to clarify how students experience projects initiated to increase intercultural skills and what is recommended in terms of relevant study skills in an international context.

The study is agency-focused and empirically driven. The method applied is ethnographic research and grounded theory, i.e. a multistrategy approach comprising observation, written narratives, semi-structured interviews and focus groups with an emphasis on student voices. Attention is paid to micro, meso and macro levels in terms of structure/theory, organisation/teacher and personality/student. The theory generated is grounded in the data and compared with several theories on foreign language learning and student attitudes, expectations and motivation. The distinction between internal and external factors in connection with student outcome is discussed. To understand the student behaviour in today's world, lines are drawn to research carried out by the German professor of educational theory, Thomas Ziehe concerning student culture. In his recent research Ziehe talks about the strength of the students' own world and its consequences for the education system. In Ziehe's opinion there is a shift from a regulated social life to a preference-related everyday life.

At the present stage the outcome of the study shows different student categories depending on the student's self, intervening and causal conditions. Both the study of student exchanges and the study of students' intercultural learning in a classroom context show that the development of student skills in an intercultural context depends on student attitudes, expectations and motivation. The outcome leads to the discussion of student mobility. In addition, it contributes to improving the understanding of study skills by clarifying elements influencing the learning process and by dividing the concept of students into sub-categories.

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## 12 English as a lingua franca - linguistic and cultural perspectives II

TUESDAY 14<sup>00</sup>-16<sup>00</sup> Auditorium

Anna MAURANEN

### **How do they speak? Evidence from a corpus of academic English as a lingua franca**

With the increasing adoption of English as the language of tertiary education, the linguistic consequences of this expansion have raised concern among educationists and linguists alike. Worries about declining standards of learning as well as language have been raised. However, much of the concern is based on anecdotal rather than research evidence, and particularly little is known about the language used in English-medium programmes in universities outside the English-speaking world. This is not particularly surprising in view of how little we know about ongoing changes in English on the whole. As Traugott pointed out in 2007, we do not know much about the processes or consequences of the accelerated change that English is now going through.

To get a handle on notable features of changing English, a corpus project was set up in Finland, with a focus on university discourses. The corpus (ELFA: [www.eng.helsinki.fi/research/ELFA.htm](http://www.eng.helsinki.fi/research/ELFA.htm)) now stands at one million words and comprises English spoken as a lingua franca in university settings.



This paper discusses the usefulness of corpus data in coming to grips with tendencies and patterns in an unstable language situation, and takes up some features that have emerged from the ELFA corpus, viewing them from three points of view – social, cognitive and interactive.

Niina HYNNINEN

### **(Re)creating norms of using English in international study contexts**

In recent years, the number of international study programmes run in English in non-English speaking countries has increased drastically. These international study programmes are designed to attract students from different parts of the world, and it is customary that the students and personnel in these programmes come from various linguistic and cultural backgrounds. The language all the participants are expected to use as their language of study or work is English, but most of the participants include other linguistic resources in their repertoire as well. English, however, serves as the common lingua franca.

The Viikki Tropical Resources Institute (i.e. VITRI) at the University of Helsinki is a case in point. The institute conducts research on forests in tropical and developing countries with field work often done in languages other than English, while the (main) language of instruction remains English. Both the staff and the students come from different linguistic and cultural backgrounds, with participants' first languages representing numerous different languages varying from Arabic to Finnish. These multilingual participants all share English as a linguistic resource.

The presentation focuses on interactional data recorded in VITRI seminar sessions, and uses participant interviews as well as field notes to support the analysis. It concentrates on regulatory practices in a selection of VITRI seminar discussions by exploring instances where language-related issues are taken up in interaction. The aim is to analyse how norms of acceptable English are negotiated: what is accepted, what is contested; and to explore how the participants (re)create (some of) their own norms of using English in the interaction. The analysis is further complemented with examples where languages other than English are used to describe and define what is (acceptable) English in and according to the community of practice.

The study forms part of the project Studying in English as a Lingua Franca (i.e. SELF, <http://www.eng.helsinki.fi/elfa/self>) launched at the University of Helsinki in the autumn of 2007. The project investigates English as a lingua franca in academic study contexts from an ethnographically influenced perspective.

Liliana COPOSESCU and Gabriela CHEFNEUX

### **The construction of meaningful intercultural communication in selection interviews and reporting meetings**

The present paper examines intercultural data collected in Romania in two settings where English is used as a lingua franca: 1) selection interviews involving the selection of Romanian students for a post-university course in Social Work and Health Promotion, and 2) an international company in Romania. It relates to the theme of the conference in that the selection interviews were part of a TEMPUS educational program in which Transilvania University of Brasov was involved as partner university, and the data collected in the international company is part of an on-going research carried out by a research team from the university. The paper discusses two linguistic practices: code-switching in selection interviews and communication accommodation strategies in international companies.

Code-switching is seen as the change from the use of English, as the medium of communication available to all participants, to Romanian as the native language of the candidates and of two of the interviewers. The argument is that code-switching can never be simply a way of checking understanding; it always comes across as significantly related to the activity type. It becomes a resource whereby participants can invoke shared attributes of their identities to solve communicative troubles. The analysis shows that there are signs of the candidates' being able to deal with the different frames of the selection interview especially when opportunities for narratives are signalled.

The investigation of interactions in international companies is prompted by studies on Communication Accommodation Theory. The linguistic strategies have been operationalised by investigating the

interactional process - the use of questions and of positive (jokes, laughter) vs. negative (sarcasm, disagreement) speech forms. The analysis reveals that questions are being used in approximately equal ratio by both Romanian and foreign employees mostly to negotiate meaning. The argument is that through questions the organizational culture is being collaboratively constructed in the process of communication. We have also found instances of participants' dealing with non-understandings by resorting to humour. Humour releases tension when hierarchy is being discussed, is used to amuse the participants in the meeting and to mitigate face-threatening acts. It is supportive and positive and most importantly, collaboratively constructed, showing speech convergence of participants. In the light of the findings, methodological issues and explanatory frameworks are discussed.

Mia MADSEN

**Natural science is not a domain - it is a social context**

This presentation will be based on the results of my Master's thesis where I interviewed 11 natural scientists in order to investigate their choice between Danish and English.

Some Danish linguists and politicians worry about domain loss in the Danish language. Since most publications in natural science are written in English, they believe this domain to be almost lost. My results show that this claim is problematic for several reasons. First of all, the scientists use both Danish and English regarding their work. For instance, they use Danish when talking to Danish colleagues. Thus, natural science cannot be correlated with the use of just one language and hence the notion of domain, in its original definition, cannot be applied. Furthermore, the domain concept is only able to describe more general patterns of language use and cannot explain the choices made by individual language users. A concept such as communities of practice is much more useful. The natural scientists can be said to form a community of practice, since they share some common goals and join in performing actions that will help them reach these goals. One of the shared goals of natural scientists is to achieve new knowledge and spread it among their peers. Since they work in an international environment, English is a necessary means in achieving this goal. Another goal is disseminating their knowledge to a wider audience. In order to achieve this goal they need Danish, since most people will find it easier to understand the complicated topics if they are presented in Danish.

By regarding the natural scientists as a community of practice, it is highlighted that their language choice is highly affected by their social context. They need to use English in order to survive in an international community. But science is more than publications, which the worrying linguists and politicians have so far failed to see. It is also verbal communication with Danish colleagues and it is dissemination of knowledge to a wider audience. And in these cases the scientists have no reason for using English, and thus the Danish language does not seem to be threatened in this area.

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## 13 Cultural encounters and exchange programmes

TUESDAY 14<sup>00</sup>-16<sup>00</sup> Room A

Anne FABRICIUS

**International Basic Studies in the Humanities: Internationalization in four dimensions**

In this paper, the interaction between the structure and the reality of Roskilde University's 2-year undergraduate programme, International Basic Studies in the Humanities, is examined. Students are required to carry out undergraduate research work in the form of group-based project work within one or more of four dimensions each semester. These dimensions cover the broadly-defined areas

- History and Culture
- Text and Sign
- Science and Philosophy
- Subjectivity and Learning

This paper will examine examples of project work from the period 2006-2008, reflecting on the extent and manner in which international themes and questions are broached in student projects, and the humanities disciplines in which these predominate, contrasting for example historical disciplines and linguistic disciplines, as well as other parameters. These will be contrasted with examples of project topics where students have chosen to negotiate and work with national Danish topics, to see the interplay of national and international themes and interests. The paper will draw conclusions based on the sample as to the effective role of internationalization in undergraduate academic interests.

The author was house coordinator for a Roskilde University house from August 2007 to June 2008.

Annjo K. GREENALL

#### **Attracting the international student by means of the web: Transadaptation, misinformation and cultural neutralization**

A well-known feature of many official web pages whose content primarily appears in a 'non-global' language, is the link named 'English (version)'. This link often creates an expectation of a translation, or at least, that the non-English and the English versions be roughly similar. In many cases, however, this is not borne out by reality: because the 'English version' often serves other or additional goals than the original, it tends instead to come in the form of a severe adaptation. This paper investigates the strategies used in the (trans)adaptation of the introductory web pages of the Norwegian University of Science and Technology, and some of their consequences. It is argued that the goal of attracting international students has led to the creation of an 'English version' of these pages which exhibits features of both misinformation and cultural neutralization. Various aspects of the reorganization of elements in the 'English version' have led to an almost exclusive focus on courses and programmes that are taught in English, pushing information regarding, e.g., enabling courses in Norwegian language, and courses and programmes taught in Norwegian, into the background. The ultimate consequence of this might be that the University fails to encourage an important - if perhaps not exactly majority - selection of the audience, viz. students who would in fact like to come to Norway precisely because of the opportunity to learn Norwegian and study courses in Norwegian. In addition, the University fails to use this opportunity to project themselves in a way that sets them apart: the 'English version', at least when taken as the sum of the elements that are presented as most relevant, shows an overly 'culturally neutralized' - Anglo-Americanized - version of the University which fails to draw on our own (reasonably translatable) cultural characteristics, the latter being increasingly likely to arouse outside interest in a world becoming more and more conscious of diversity.

Iben JENSEN

#### **Cultural encounters in teaching and hosting from a practice-theoretical perspective**

The internationalisation of education has made intercultural communication and cultural encounters an unavoidable part of everyday teaching in many educational institutions. Although this has been the situation for many years, the research in this area is still limited. The purpose of this paper is to give voices to these cultural encounters in education and hosting. How is education experienced by students? What do they think about projects? How do they handle contact with teachers? How do they experience new learning styles? And what part of the teaching do the teachers find different? Which part do the students find difficult? Are the administrators challenged in new ways? How do they react? Which part of the intercultural communication do they find easy and which part difficult?

Hosting is another aspect of internationalisation. International students, who might have been used to living with their families or at colleges with dormitories where meals are served, are in Denmark forced to live alone in apartments or in colleges without any services. This becomes an issue institutions have to deal with. How do the educational institutions deal with social relations to students?

The paper builds on a practice-theoretical perspective which means that focus is on which 'understandings', 'procedures' and 'engagements' students and teachers respectively have in relation to teaching and hosting. The empirical study counts two institutions with a problem- and project-based pedagogical practice. The interviews are carried out as single and group interviews. The interviews were carried out in 2002 to 2008.

Klára ŠIMONOVÁ

## Exchange programmes and cultural differences

Exchange programmes have become popular in the Czech Republic in recent years. University students spend a semester abroad through the Erasmus programme; for high school students and elementary school pupils it is easier to stay with a host family. And this is when both parties involved experience cultural differences and perhaps even a culture shock. Poor knowledge of English (or other lingua francae) makes the situation even worse. The student then feels permanently humiliated and, of course, alienated and does not enjoy his/her stay, but is homesick instead and refuses all communication. Therefore, this paper will describe cross-cultural encounters faced with by Czech pupils on a study stay in Copenhagen, Denmark. It focuses on the positive impact of gaining some knowledge in advance of the culture the student is going to meet.

The first part of the paper provides an overview of basic differences between Czech and Danish cultures based on a comparative analysis. The overview is structured according to Hofstede's five-dimensional model. Emphasis will be put on behaviour at school, attitudes towards teachers, schoolmates, and educational processes.

The second part will bring results of a survey among Czech pupils who went to Denmark for an exchange programme and were staying with a host family. The survey investigates i.e. whether some knowledge of cultural differences before departure is helpful, and how it is perceived by the students. A questionnaire survey documents various educational processes, interactions with classmates, and other school-related activities. Feelings about host family practices will be included, too.

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## 14 Teaching in the multilingual university

TUESDAY 14<sup>00</sup>-16<sup>00</sup> Room B

Anne GREGERSEN and Lene Yding PEDERSEN

### Teaching engineering in English at Danish universities and university colleges

At most Danish institutions of higher education, English as the language of instruction in graduate and postgraduate programmes is mandatory. Despite recognising the enormous challenges of teaching in English, few universities have developed strategies for competency development of their teaching staff let alone concepts for competency development. Teachers are offered language courses on an ad hoc basis, but frequently these courses appear detached from their teaching practice and are characterised by being isolated, standardised crash courses.

The purpose of the proposed paper is to present and discuss experience gained from a pilot project, "Competence Development for Teachers Teaching in English at Engineering Education in Denmark", the purpose of which has been to develop an English course that combines language development skills with teaching methodology. The project, which has been funded by ELU (Efteruddannelsesudvalget for Længerevarende Uddannede), is a collaboration between Learning Lab DTU, The Technical University of Denmark, IHK, The Engineering College of Copenhagen, and AAU, Aalborg University. The project commenced in March 2008, and it will be completed by January 2010. During the autumn 2008 (August-December), the course will be offered at DTU, IHK and AAU respectively.

This presentation will outline and discuss the background of the project, the concept and purpose of the course, the methodological framework and the evaluation of the course. We will focus on the ways in which this course differs from 'traditional' English courses offered to university teachers who teach in English: rather than offering a standardised crash course, this course seeks to facilitate a transfer of the language skills acquired on the course itself to real-life teaching situations. The course is tailored to meet the specific needs of each participant taking its point of departure in screenings comprising teaching observations, feedback, and individual interviews with the participants. An essential and unique feature of the course is the underlying holistic approach where language skills development goes hand in hand with teaching methodology. The pedagogical dimension is rarely addressed in standardised language courses,

and, consequently, the participant is not actively encouraged to apply teaching methods that might compensate for insufficient language skills.

Jaana SUVINNIITY

#### ELFA and comprehension of lectures - a case study on an international Master's program

Master's programs held in English have become normal practice in most universities in Finland. When the possibility of using English as the lecturing language in the Forest Products Technology Department at Helsinki University of Technology (TKK) was discussed with the students, many of them were against such a change. Despite this negative reaction, all master's level courses at TKK Forest Products Department are now lectured in English, mostly by non-native speakers of English. In this paper I look at the students' perception of the master's program lecturers' English and whether this influences students' comprehension of these lectures. Twenty-two lectures were videoed and a total of 212 feedback questionnaires were returned by the students after attending these lectures. To review the lectures in more detail, three lectures perceived most comprehensible and three perceived least comprehensible by the students, were transcribed and further analyzed to find possible common features among them. All questionnaires were studied for students' perceptions of the lectures. The findings indicate that using ELFA (English as a Lingua Franca in Academic Settings) as lecturing language does not interfere with the comprehensibility of the lectures and that students evaluate the lecturers' English mostly as excellent or good. When the students' achieved course grades were compared in the old program versus the new, English one, no differences in the results were found. All of these findings support the use of ELFA in TKK Forest Products Technology Department's master's program.

Louise DENVER, Christian JENSEN, Inger MEES and Charlotte WERTHER

#### English or Denglish: The effect of foreign language features on students' perceptions of lecturer competence

Higher education in Denmark is subject to a continuing process of internationalisation. As a consequence, all Danish universities have progressively shifted to offering more courses and more degrees through the medium of English without the lecturing staff concerned being given the necessary training to upgrade their own competence in English, and without any screening to verify that their language skills are adequate to the task. All institutions are experiencing problems with the quality of English-medium degrees and courses. There are complaints from students about what they perceive as bad English, even though the precise characteristics of what is found inadequate have yet to be explored systematically.

The EMHED project (*English-Medium Higher Education in Denmark*) aims to investigate the linguistic challenges experienced with the internationalisation and globalisation of university education, with special reference to English-medium degrees and courses. The project focuses on the communicative competence that non-native English teachers need in order to function optimally when offering English-medium content courses in higher education. Specifically, we intend to explore the extent to which teaching staff at Danish universities have adequate and appropriate English skills by studying selected aspects of their communicative competence. On the basis of this research one of our main aims is to make proposals for improved educational practice.

The EMHED project comprises a number of substudies. This paper presents preliminary results from a study which explores the relationship between teachers' language proficiency and students' perception of teachers' academic and linguistic competence. Students' attitudes were examined through a questionnaire investigation, in which the students were asked to evaluate the quality of the academic content of a specific lecture as well as the language skills and teaching methods of the lecturer concerned. The paper discusses how the students' attitudes relate to an assessment of the teachers' English language proficiency, and how the students' attitudes are affected by their cultural and linguistic background and their *own* English language proficiency.

Anna SOLIN

## Globalisation and genre in higher education - the case of the teaching portfolio

It is widely accepted that English has become the dominant lingua franca in academic settings. However, less attention has been paid to the fact that global discourse flows also involve genres, often Anglo-American in origin. The globalisation of academic discourse practices therefore concerns not only the spread and use of English as an academic lingua franca, but also the framing of the use of English within particular "imported" generic formats.

This paper examines an emergent genre in Finnish academic communities, the teaching portfolio. The genre originates in North America and is beginning to replace CVs as a form of documenting academic qualifications, for example when applying for university posts. While CVs are mainly information-oriented, portfolios also include reflective and promotional components. Recurring (and prescribed) content elements include the applicant's teaching philosophy, self-evaluation and visions for self-development.

The analysis is based on several types of data: portfolio texts, interviews with writers, interviews with administrative staff and normative materials (e.g. guidelines on portfolio writing). The data were gathered in 2007 mainly at the University of Helsinki.

Preliminary evidence indicates that there is widespread ambivalence and uncertainty among portfolio writers as to what counts as an acceptable or successful portfolio. There is also evidence of resistance against imported norms, suggesting that the take up of globally available genres is not simple "adoption" but involves a process of localisation and appropriation whereby imported norms hybridise with local norms and traditions.

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