CALPIU'12

CALPIU'12: Higher education across borders:
Transcultural interaction and linguistic diversity

Roskilde, April 1-4, 2012

Welcome to CALPIU'12

Welcome to the CALPIU'12 conference *Higher Education across borders: Transcultural interaction and linguistic diversity.*

We are very excited to see such a broad cross-section of dynamic research featured in the programme, with both old and new friends, acquaintances and sparring partners represented in equal measure. We are confident that the wealth of papers being presented here will make for a very stimulating and, we hope, hugely enjoyable three days. We should also like to take this opportunity to offer our appreciation for the work you, the delegates, have put into being here and making this conference happen. We hope your efforts are amply rewarded in the discussions, feedback and future research opportunities that may emerge from the event.

Before you begin reading the abstracts, we would like to inform you of our scheduling policy in putting the present program together. CALPIU'12 consists of panels. Our intention has been to encourage you as a delegate to regard panels as sessions which are to be attended in full, and thus to discourage people from moving between sessions within a block of programme time. This, we hope, will minimize disturbance and benefit the discussion and exchanges in the panels.

Some panels have been composed by panel convenors and submitted to the conference organizers as packages. Other panels have been assembled under thematic headings by the conference organizers on the basis of individual papers.

The timetabling of pre-convened panels is left to the panel convenors, within the limits specified by the time slots assigned in the conference programme.

Panels without a convenor have been issued with a chair-person, and will follow a standard format for presentations: up to 20 minutes for presentation, followed by up to 10 minutes for discussion. Chair-persons are responsible for time keeping, and all presenters are requested to follow their instructions.

We hope you will enjoy these interesting presentations as much as we have enjoyed preparing the programme for you, and that our conference centre with its splendid views of Roskilde Fjord will make for a beautiful setting for this Spring conference.

The organizers, CALPIU'12

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CALPIU'12 Programme

Sunday, April 1, 2012	
17.00-19.00	Registration (Foyer)

Monday, April 2, 2012		
8.00-9.00	Registration (Foyer)	
9.00-9.30	Conference opening, Johannes Wagner (Auditorium) Welcome from the Roskilde University Vice President, Hanne Leth Andersen Practical information, Bent Preisler	
9.30-10.30	Keynote Andy Kirkpatrick: Does internationalization mean Englishization?	
10.30-11.00	Coffee break	

11.00-12.30	Auditorium	Room E	Room F
	1 Teaching academic English to international students: Academic Literacies and genre-based approaches Convenor: Ursula Wingate	2 Internationalization and language in bilingual university contexts: student and staff perspectives Chair: Dorte Lønsmann	3 Pedagogical perspectives on internationalization Chair: Hedda Söderlundh
	Brian Street (presented by Constant Leung) Academic Literacies approaches	Enric Llurda, Aintzane Doiz & Juan Manuel Sierra Students' representations of multilingualism and English medium instruction at two bilingual universities in Spain	Meeri Hellstén Re-defining communication and change of pedagogy for international scholars
	Constant Leung Communicative Competence in Academic Literacies	David Lasagabaster, Josep Maria Cots & Guzman Mancho Teaching staff's views about internationalisation in higher education: the case of two bilingual communities in Spain	Elisabeth Kuebler & David Warren Lingua franca's impact upon approaches to conflict management: a steadying hand?
	Chris Tribble & Ursula Wingate The best of both worlds: combining Academic Literacies and genre-based approaches to writing instruction	Peter Garrett & Lídia Gallego Balsà International universities, internationalisation in universities, and language implications: data from students in the bilingual contexts of Catalonia and Wales	Jane Vinther & Gordon Slethaug Pedagogy and assessment informed and formed by internationalization

12.30-14.00	Lunch

14.00-16.00	Auditorium	Room E	Room F
	4 The re-construction of professional identities of prospective EFL-teachers from different European and non-European countries Convenor: Stephan Breidbach	**5** Language policies and their consequences	**6** The teacher's perspective
		Chair: Dorte Lønsmann	Chair: Ida Klitgård
	Stephan Breidbach Introduction	Taina Saarinen Making the invisible visible: Discursive operationalisations of language policy in Finnish higher education	Hafdis Ingvarsdóttir Coping simultaneously with two languages: Voices from the tertiary level in Iceland
	Alice Chik Becoming English teachers in China: Identities at the crossroads	Kanavillil Rajagopalan Hybridity as the hallmark of transcultural interaction: Implications for language policy	Custódio C. Martins Language teacher beliefs in higher education in Macau – action or reaction?
	Özlem Etuş Authoring identities: Perspectives on English language teacher education in a Turkish context	Anne Holmen Linguistic diversity among students in higher education: challenging naturalized learning paths?	Louise Denver, Christian Jensen, Inger Margrethe Mees & Charlotte Werther External and internal perspectives on lectures delivered in English by non-native speakers
	Dagmar Abendroth-Timmer, Jean-Paul Narcy-Combes & José I. Aguilar Río Understanding the effects of collaborative multinational teacher training courses at M level	Magda Karjalainen Adopting sociocultural theory for the study of language planning and policy in South African higher education	Bente Meyer Interactional roles in digital fora – teaching teachers to teach online
	Katrin Schultze What kind of English learners are future English teachers? A comparison of language learning histories from Istanbul and Berlin		
16.00-16.30	Coffee break		
16.30-18.00	**7** Internationalisation and social practice in Danish higher education Convenor: Hanne Tange Philip Shaw & Margrethe Petersen Language as social capital in international university education	**8** Attitudes to English and other languages in multilingual university settings Chair: Dorte Lønsmann Stuart Perrin Why does Meredith want to sound like 'The Queen'? An investigation into identity issues surrounding spoken English usage of Chinese ELF speakers in London	**9** Exploring student transition through transcultural interaction: Perspectives in and from the UK Convenor: Catherine Montgomery David Killick Transition in mobility: The informal curriculum

	Auditorium	Room E	Room F
	Lisanne Wilken & Marianne Kongerslev Exploring Bourdieusian frameworks for the study of the internationalization of university education	Robert M. McKenzie Folk perceptions, language variation and the sociolinguistics of the internationalisation of UK Higher Education	Catherine Montgomery & Adrian Holliday Transition in the classroom: The formal curriculum
	Hanne Tange & Tanja Kanne Wadsholt Knowledge systems and social capital in international education	Nicole Baumgarten & Maria Bonner Multiple language learning and long-term second language development in a multilingual context	Peter Sercombe & Tony Young Individual transitions: Diversity and uniformity of experience
19.00	Dinner		

Tuesday, April 3, 2012			
9.00-10.00	Keynote Joan Turner: Reconfiguring English and pedagogic practices in the 'inner circle' international university		
10.00-10.30	Coffee break		
10.30-12.30	**10** English in Nordic academia: Ideologies and practices Convenor: Anna Kristina Hultgren Frans Gregersen, Anna Kristina Hultgren & Jacob Thøgersen Introduction: English in Nordic academia: Ideologies and practices Iceland Ari Páll Kristinsson Icelandic ideologies: Protecting forms of language Hafdís Ingvarsdóttir English at the University of Iceland: Myths and reality Norway Ragnhild Ljosland Do language policies determine language practice or vice versa?	**11** English-medium instruction Chair: Stuart Perrin Suzy Connor Graduate International Presentation Class under Kyushu University's Global 30 Project Doris Dippold EAP in the crossfire: Classroom interactional competence and rapport across cultures and disciplines	**12** Teaching and learning in English across disciplines: Introducing the TALE project Convenor: Maria Kuteeva Maria Kuteeva & Beyza Björkman "Difficult is difficult in any language": University students' perceptions of learning in English John Airey Lecturing in English

	Auditorium	Room E	Room F
	Denmark Anne Fabricius & Janus Mortensen "He talks different, right?": Language ideologies in Danish Higher Education Merike Jürna Linguistic realities at the University of Copenhagen – parallel language use in practice as seen from the international side Sweden Linus Salö Tilting at windmills: On the meta-phor of domain loss and its ideological framing Hedda Söderlundh Still national? Linguistic practices in Swedish higher education	Jolanta Łącka-Badura & Magdalena Łęska Beyond EFL teaching: The role of a business English lecturer in tertiary education as perceived by pre-service learners and inservice users	Raffaella Negretti & Maria Kuteeva The role of metacognition in the development of academic reading and writing skills in English as an additional language
12.30-14.00	Lunch		
14.00-16.00	10 English in Nordic academia: Ideologies and practices (continued) Finland Taina Saarinen (In)visible policies and practices: 'Language' in Finnish higher educa-tion internationalisation Jan K. Lindström Majority, minority and international. Language practices at the University of Helsinki in a Nordic comparison **15.00-16.00** 13 Bilingualism in Puerto Rican higher education: Consequences of transnational mobility for language choices and identities Convenors: Catherine M. Mazak and Shannon Bischoff Shannon Bischoff Española, English, and education in the colony	14 Language needs at the university and beyond Chair: Ida Klitgård Niina Hynninen What matters in English as a lingua franca vs. standards of English Hermine Penz English is not enough – local and global languages in international student mobility: A case study Birna Arnbjörnsdóttir Parallel language use vs. simultane-ous parallel code use	15 Epistemic authority Convenors: Dennis Day and Susanne Kjærbeck Dennis Day Epistemic authority and ethnification Susanne Kjærbeck Managing epistemic authority in supervision meetings in an international university program Spencer Hazel Lending a hand – the embodiment of epistemic authority in international study guidance encounters

	Auditorium	Room E	Room F
	Sandra L. Soto-Santiago "Over here I feel really Puerto Rican, over there I feel like a white boy": Consequences of transnationalism for Puerto Rican youth	Frauke Priegnitz Prepared for the global, not for the local job market? – Long-term effects of language policies in international degree programmes	Elisabeth Dalby Kristiansen Student displays of academic competencies in the international university: How to manage epistemic authority
16.00-16.30	Coffee break		
16.30-18.00	13 Bilingualism in Puerto Rican higher education: Consequences of transnational mobility for language choices and identities (continued) Lisa Ortiz "I did speak Spanglish for a long time, and that was a bad thing": How the use of Spanish and English shaped the life experiences of a return migrant and his perceptions of academic success in Puerto Rico Rosita Lisa Rivera Con confianza: Rethinking a community of learners in a content-based ESL class Catherine M. Mazak Bilingual higher education in Puerto Rico: Receptive bilingualism, power, and science	16 Combining the local and the global in the international university Chair: Nicole Baumgarten Karin Cattell From dualism to relationality: Transnational higher education in South Africa Tine Wirenfeldt Jensen & Gry Sandholm Jensen From tacit knowledge to a shared rule book – facilitating peer-feedback in a cross-disciplinary/cultural context by drawing on the game metaphor	Poster session Stacey Marie Cozart & Karen M. Lauridsen Developing teaching skills for the internationalized university: A Danish project Annelie Knapp & Silke Timmermann UniComm English – an online dictionary for English as a medium of instruction
19.00	Dinner		

Wednesday, April 4, 2012		
9.00-10.00	Keynote François Grin: University language policy choices: Are linguistically distinct debates converging?		
10.00-10.30	Coffee break		
	Auditorium	Room E	Room F
10.30-12.00	**17** Explorations of native-speakerism in foreign language teaching Convenor: Damian J. Rivers Stephanie Houghton Explorations of native-speakerism in foreign language teaching Damian J. Rivers Voices of the voiceless: A quest for liberation and transformation in context David Petrie (Dis)integration of non-Italian mother tongue teachers in Italian universities: Human rights abuses and the quest for equal treatment in the European single market	**18** Incidental language learning in the Swedish parallel language university: Outcomes and influences Convenor: Diane Pecorari Špela Mežek Recall of subject-specific content as a measure of textbook reading comprehension Diane Pecorari Factors influencing the likelihood of incidental vocabulary learning Hans Malmström Optimising incidental vocabulary acquisition: An experimental investigation	**19** Academic literacy Chair: Susanne Kjærbeck Kathrin Kaufhold Uses and perceptions of English in academic writing by European non-native English speakers during their UK-based Masters – a social practice perspective Carole Sedgwick "Small is beautiful": An investigation of literacy practices of MA thesis writing in two different national locations in Europe Julie de Molade, Spencer Hazel, Janus Mortensen & Anne Fabricius Presentation of the CALPIU storehouse
12.00-12.45	Lunch		
12.45-15.00	Round table Hanne Leth Andersen (Roskilde University, Denmark, University Vice President, Panel Chair) Peter Harder (Copenhagen University, Denmark) Jan K. Lindström (University of Helsinki, Finland) Jean-Jacques Weber (University of Luxembourg, Luxembourg) François Grin (Université de Genève, Switzerland) David C.S. Li (Hong Kong Institute of Education, China)		
15.00	FAREWELL and BON VOYAGE		

Keynote lectures

1 Does internationalization mean Englishization?

ANDY KIRKPATRICK (Griffith University, Brisbane, Australia)
MONDAY 9.30-10.30 Auditorium

The internationalization of Higher Education has led to a noticeable increase in the number of courses and degrees taught through the medium of English. In this paper I shall consider how the internationalization of education in selected countries across Australasia is being realized. The examples will be drawn mainly from Australia, China (including Hong Kong) and Malaysia. While the major focus will be on tertiary level institutions, there will also be a brief discussion of the effect of the internationalization of education on language education at the primary level.

I shall argue that, far from increasing transcultural interaction and linguistic diversity, the internationalization of education often leads to the neglect of languages other than English as languages of scholarship. The potential implications of this will be considered. The paper will conclude by arguing that places such as Hong Kong have an excellent opportunity of providing genuine international education, but to do this, the universities will need to radically alter their current language policies.

2 Reconfiguring English and pedagogic practices in the 'inner circle' international university

JOAN TURNER (Goldsmiths College, University of London, UK)
TUESDAY 9.00-10.00 Auditorium

Against the backdrop of the international university, in which the global politics of higher education effectively positions us all, I look at how routine practices in the Anglo-

phone university are being reconfigured as they become more intercultural, and affected by the different language and pedagogic backgrounds of the students. On the one

hand, I will take an example from pedagogic practice: an advisory tutorial relating to an MA dissertation; and on the other, the expectations and demands of a written PhD thesis, to explore how actual events and practices, rather than policy, are both subtly and crudely shaking up the educational landscape.

Despite the fact that internationalization is a key strategic aim of university policy across the sector, this does not seem to apply to language, language use, and pedagogic practice. The concept of 'international English' or 'English as a lingua franca' for example, does not feature, as it is perhaps more likely to do where local language/s are non-Anglophone. This leaves the field open for the already widespread discourse of remediation to predominate, which, I have argued, undervalues the role of language and language work in the academy (Turner, 2011).

One result of this thinking, which assumes a mechanistic rather than a constitutive role for language, appears to be that having texts 'proofread' by someone else, e.g. before submitting a PhD thesis, has become the default option for international students whose first language is not English. In my talk, I will present some of my findings from exploring this somewhat euphemistic use of the term 'proofreading', with academic staff, students, and EAP practitioners. The underlying issues have ethical, epistemological, educational, and linguistic dimensions, with marked significance for the economy of English in the international / transnational university.

3 University language policy choices: Are linguistically distinct debates converging?

FRANÇOIS GRIN (Université de Genève, Switzerland)
WEDNESDAY 9.00-10.00 Auditorium

Within a surprisingly short time, the role of different languages in university teaching and research has become a burning issue, a fact which is reflected in the large number of publications and colloquia devoted to this issue over the last decade. However, numerous actors (whether researchers, interuniversity cooperation agencies, learned societies, public bodies providing financial support for research) appear to work quite independently from one another, with only limited reference to work undertaken or even completed in other contexts. Does this flurry of activity generate converging concerns and policies? Or does it, on the contrary, result in dispersion and fragmentation? While it would be near impossible to provide an exhaustive answer to such questions, it is nevertheless possible to spot points of convergence and divergence between different sets of contributions. In this paper, we shall try to make out such points of convergence and divergence across work produced over the past six years in the French-, German- and English-speaking spheres, on the basis of a comparative study carried out by Switzerland's Délégation à la langue française (DLF).

Panels

1 Teaching academic English to international students: Academic Literacies and genre-based approaches

CONVENOR: Ursula Wingate
MONDAY 11.00-12.30 Auditorium

In British universities, as elsewhere, the number of international students has been increasing steadily over the past decade. Particularly in the one-year Masters programmes, many students struggle to reach the necessary level of academic literacy in time to fulfil the requirements of the programme. However, there has been little change in the way universities support these students. The dominant approaches to teaching academic writing are remedial and extra-curricular, separating the learning of writing from the learning of subject knowledge. Academic Literacies, a model based on research into writing practices at British universities, highlighted the shortcomings of these approaches and introduced new principles in a number of pedagogic interventions. The panel will discuss the reasons for the current provision of academic literacy support and its impact on students, before considering inclusive and discipline-specific alternatives. Brian Street's paper will present the Academic Literacies model and some pedagogic applications. Constant Leung will conceptualise Academic Literacies from the point of view of communicative competence. Chris Tribble and Ursula Wingate will discuss Academic Literacies' focus on practice rather than text and argue that the model needs to be combined with text-based instruction in order to develop the level of genre awareness needed to be successful in academic writing.

BRIAN STREET (presented by Constant Leung)
Academic Literacies approaches

In the UK the 'Academic Literacies' model is becoming a significant approach to the thinking and planning about writing support at universities and a number of programmes are being developed that draw upon it. The concept developed from the field of 'New Literacy Studies' (Gee, 1996; Street, 1984) as an attempt to draw out the implications of a 'social practice' approach to literacy for our understanding of issues of student learning and in particular the support needed to help students, notably those in Higher Education, to develop the writing skills required at this level. In a recent summary of the approach, Scott and Lillis (2007) argue that the approach has also emerged from 'predominantly teacher-researcher recognition of the limitations in much official discourse on language and literacy in a rapidly changing higher education system'. I will adopt an ethnographic perspective as developed within an Academic Literacies framework. Classroom data will be used to draw conceptual generalizations through analytic induction (Mitchell, 1984).

CONSTANT LEUNG
Communicative competence in Academic Literacies

With increasing ethnolinguistic diversity in school and university populations across Europe, notions of competence in the use of language and literacy require regular re-appraisal. Traditionally the notion of 'Communicative Competence' (*inter alia* Hymes, 1972; Canale and Swain, 1980; Council of Europe, 2001) has been associated with additional/second language (L2) students, and 'literacy' has been a concern largely linked to native-speaking students. Recent conceptual moves in Academic Literacies, with an insistence on attending to disciplinary sensibilities and situated processes, have allowed curriculum and pedagogy to take account of local practices and participant values.

Current work on L2 communicative competence has begun to breach the pedagogic certainties based on idealised native-speaker norms (e.g. Kramsch, 2010). This paper will trace the common conceptual grounds between Academic Literacies and Communicative Competence with a view to articulating the possibilities of a conceptual framework that is sensitive to disciplinary demands and local practices involving teachers and students from ethnolinguistically diverse backgrounds. The discussion will draw on classroom discourse data from a recent ethnographically-oriented research project conducted in London schools and universities to illustrate some of the key arguments.

CHRIS TRIBBLE AND URSULA WINGATE
The best of both worlds: Combining Academic Literacies and genre-based approaches to writing instruction

This paper will show how aspects from different theoretical and practical approaches to teaching writing can be usefully combined. We will first discuss overlaps between existing approaches and the lack of cross-fertilisation among them. Next, we will propose a collaborative, genre-analytic model in which writing specialists and subject experts collaborate to identify relevant text genres, specify the criteria for successful writing in the genre, and systematically analyse student exemplar texts for the development of teaching/learning materials. After introductory classroom sessions, the materials can be used independently by students. They help students to analyse the parts of the genre and the 'moves' (Swales, 1990) occurring in these parts. The teaching methodology follows genre-based literacy pedagogy (Martin, 1999), using the cycle of text deconstruction, joint construction and independent construction. We will give examples of recent pedagogic interventions in four disciplines from three fields (Humanities, Social Sciences and Biomedical Sciences) to illustrate the

impact of the model. The evaluation of the model in these contexts showed considerable improvements in student texts. Furthermore, the participants perceived the writing instruction as very useful and appreciated in particular the specificity of the teaching resources to their needs. It is argued that this model of using student texts for the analysis of the required genre and as exemplars for teaching writing can be easily adapted to other disciplines, and that it provides a needs-oriented and effective method of teaching academic writing.

2 Internationalization and language in bilingual university contexts: Student and staff perspectives

CHAIR: Dorte Lønsmann
MONDAY 11.00-12.30 Room E

ENRIC LLURDA, AINTZANE DOIZ
AND JUAN MANUEL SIERRA PLO

Students' representations of multilingualism and English medium instruction at two bilingual universities in Spain

The current process of internationalisation of higher education has promoted the incorporation of English as an additional language in universities based in non-English speaking countries. This is especially noticeable at the University of the Basque Country (UBC) and the University of Lleida (UdL). Both universities are based in two bilingual areas in Spain, and therefore, besides the presence of the two official languages in each community (Basque/ Catalan and Spanish) in the curriculum, the use of English is on the increase.

With this context in mind, in this paper we will analyse the results of a questionnaire administered to over one thousand undergraduate students at the UBC and UdL, who gave their opinions about multilingualism, English medium instruction and the role of Basque or Catalan in a multilingual educational context.

Results among local students show consensus for the need to incorporate English in the regular curriculum, with some support for the use of other major international languages and a disregard of less-widely spoken languages. However, a gap appears to exist between professors and students, as professors see a higher need for English and its imposition on students. The comparison between students in the Basque and Catalan settings reflects the different sociolinguistic environment of these two communities but point to a stronger commitment to the need to increase the presence of Basque on campus, whereas UdL students perceive Catalan to have a rather wide presence and therefore are not so strongly supporting the need for more Catalan in academic life.

DAVID LASAGABASTER, JOSEP MARIA COTS AND GUZMAN MANCHO

Teaching staff's views about internationalisation in higher education: The case of two bilingual communities in Spain

Internationalisation policies in higher education fluctuate between two main discourses: economic competition and academic internationalisation (Bolsman and Miller, 2008). In the former type of discourse, internationalisation is constructed as a means to generate income through the provision of research and teaching services to as many 'clients' as possible. From the point of view of academic internationalism, internationalisation is represented as a joint enterprise by institutions from different countries for the advancement of human knowledge and intercultural understanding. In this paper we aim to explore the views of the teaching staff of two bilingual universities in Spain in connection with internationalisation, placing a special emphasis on its impact on language policy.

The sample of this study was made up of 173 university teaching staff, who completed a questionnaire on issues such as internationalisation, multilingualism or English as a medium of instruction. The participants belonged to the University of Lleida and the University of the Basque Country. The vast majority of them (87.2%) were in the 34-57 age range and the sample was balanced as for gender: 53.6% were male and 46.4% female. Eighteen different faculties were included in the sample, in an attempt to gather data from representatives of diverse disciplines. Variables such as the sociolinguistic context, gender and the mother tongue are considered when scrutinizing the participants' answers with a view to drawing a picture of internationalization, which includes opinions on academic mobility and multilingualism from the teaching staff's perspective.

Bolsmann, Chris and Henry Miller. 2008. International student recruitment to universities in England: discourse, rationales and globalisation. *Globalisation, Societies and Education* 6, 75-88.

PETER GARRETT AND LÍDIA GALLEGO BALSÀ

International universities, internationalisation in universities, and language implications: Data from students in the bilingual contexts of Catalonia and Wales

Higher education institutions in Europe generally have a high commitment to internationalisation, seeing it as an opportunity to enter the global education market, as an indicator of academic excellence, and for generating income. In bilingual settings, the minority language is not always given adequate consideration in this process and may be a source of tension and ambiguities in the local communities and universities. We report a study from a larger project in which we collected a range of data from international and local students at the University of Lleida and Cardiff University. The project, entitled *Internationalisation and multilingualism in universities in bilingual contexts: Catalonia, the Basque Country and Wales,* is funded by the Spanish Ministry of Science and Innovation.

We analyse and discuss open-ended items from a longer questionnaire, relating to what the students most immediately associate with the term ´international university´, and also relating to the positive and negative implications from the internationalisation of, and presence of other languages in, the universities. Analysis of their associations revealed three groupings of items that all the student groups shared (for example, language), which can be viewed as 'core components' of their perceptions of an international university. Other groupings varied among the student groups, giving them their own differentiated profiles. We then see how these core components reveal themselves in more elaborated directions, for example, in the ways the students see the future of the minority languages. The data brings to the fore the uneasy relationship between internationalisation and the ethnolinguistic vitality of the minority languages.

3 Pedagogical perspectives on internationalization

CHAIR: Hedda Söderlundh
MONDAY 11.00-12.30 Room F

MEERI HELLSTÉN
Re-defining communication and change of pedagogy for international scholars

This presentation addresses the issue of the pedagogical challenges facing our teaching and learning communities within *internationalized* universities. The immediate past three decades of unprecedented surge in transnational mobility has meant remarkable changes to both study and working conditions (Altbach and Knight, 2006). Concomitantly, international education has been challenged by rhetoric about its alleged decreasing in quality of pedagogy, by placing unreasonable demands on academic measurement of excellence, and an "ill-fit" (Hellstén, 2002) between local expectations and a capacity to deliver meaningful education for all.

Internationalization in the new millennium has meant changing identities to better tackle modern transformations of the 'traditional' higher education system. This has caused an (identity) crisis in the pedagogy applied in and for international teaching and learning sites, not least in the English-speaking countries (Hellstén and Reid, 2008). The crisis is predicated upon a lack of current dialogue about the 'how' and 'what' of teaching didactics, i.e. communicative interactions through which learning and teaching mundanely takes place and is enacted upon.

This presentation engages in research-based dialogue about the complexity of pedagogies required in and for international education. The discussion is supported by interview case examples collected over time from the international teaching and learning field. The data draws attention to ways in which international pedagogies have been interpreted, communicated, implemented and accomplished *in situ*. In conclusion, the presentation discusses the dire implications of a future in which pedagogy remains merely reactive, and suggests means for evolving proactively in order to confine the potential of future international pedagogies.

ELISABETH KUEBLER AND DAVID WARREN
Lingua franca's impact upon approaches to conflict management: A steadying hand?

This paper seeks to merge exploratory research on lingua franca and on conflict communication. Research will be based on an ongoing analysis of conflict communication in an Austrian Business School (Lauder Business School, or 'LBS') where the language of instruction is English and where the student body and faculty members are highly international.

This encounter of students from many different cultures showcases varying approaches to conflict. The question arises of how being at LBS – and operating in English – changes the undergraduates' ways of dealing with conflict? Moreover, how far is such a change due to the specific culture at LBS, and to what extent is it due to the effect of using the Lingua Franca, English?

We intend to confront a random sample of students from the first and from the fifth semesters of the bachelor program with several typical conflict situations. In this exper-

imental setting, the students will discuss the conflicts and their possible resolutions. This setting will ensure a natural environment for the students to discuss such topics in.

The simulations will be recorded for further investigation in order to understand typical verbal communication patterns, and to discern differences between newcomers and 5th Semester (acculturated) students. In so doing, we wish to determine whether an institution creates a) similar patterns of conflict communication, b) a common language to tackle conflict, and c) whether the Business English and conflict management classes and/or Austrian norms have any tangible impact upon their communication style.

JANE VINTHER AND GORDON SLETHAUG
Pedagogy and assessment informed and formed by internationalization

A very fitting description of the development in higher education in recent decades is found in Nybom 2007, "The European University [...] *has not changed* in the last 50 years – *it has been changed*" (p.72). The outside influences which have wrought changes in higher education have been both top-down and bottom-up, i.e. regulation and control measures from authorities on one hand and increasing numbers of international students on the other. This has lead to a dilemma between unification and diversification.

There is a marked increase in pressure for introducing more testing, more streamlining (unification) and less autonomy. This development is caused by both the authoritative regulation and the diversity in the student body.

This paper will examine the impact which the changes are having on pedagogy and assessment. This requires an examination of current practices and underlying educational philosophies so that it is possible to ask questions pertinent to the substantial values and aims of our higher education institutions.

The objective is to begin a discussion of the what, why and how to learn and renew in the process. In particular, as to how it affects teacher and learner autonomy in an intercultural classroom with multiple languages, expectations and traditions.

Nybom, Thorsten. 2007. A rule-governed community of scholars: The Humboldt vision in the history of the European university. In P. Maasen and J. P. Olsen (eds.), *University dynamics and European Integration*. Berlin: Springer. 55-80.

4 The re-construction of professional identities of prospective EFL-teachers from different European and non-European countries

CONVENOR: Stephan Breidbach
MONDAY 14.00-16.00 Auditorium

Student teachers of EFL are among the ones who are most strongly affected by the processes of globalization and transnational mobility. On the one hand, their own English learning environment is constantly being transformed

and extended, e.g. by facilitation of travel, media- and web-based language learning and the increasing dominance of English as a *lingua franca*. On the other hand, their prospective teaching environments are undergoing similar processes. The same is true, if arguably to a lesser extent, for other traditional and new world languages.

This makes constructing and transforming one's professional identity a very challenging task: Becoming a foreign language teacher today affords more identity options than ever before, but at the same time makes it more difficult to balance these manifold, often overlapping and conflicting identities.

Therefore, it is timely to investigate the complex matter of foreign language teachers' professional identity formation in a transnational, multi-lateral and collaborative framework. The research project 'Existing in Languages', which forms the background for this panel proposal, pursues this concern by investigating identity constructions of foreign language learners/teachers – with a particular focus on English and French – from Turkey, China, Luxembourg, France and Germany. It thus deliberately reaches beyond the Anglo-American realm and – in accordance with the conference topic – looks at higher education of foreign language teachers in various *lingua franca* contexts.

The project is situated at the conceptual interface of language learner/teacher autonomy, language learning awareness, and critical foreign language pedagogy. Its methodological focus is on self- and co-constructed reflections on language learning. The primary aim is to contribute to foundational theory in foreign language education with respect to the description and reconstruction of a reflexive dimension in teaching and learning foreign languages. The underlying core tenet of the project is that teachers who are critically aware of identity issues in their own teaching will be able to respond in their classroom practice to the multitude of learner identities more easily and more responsibly with regard to learner autonomy and participation. Research results will support the development of language pedagogies sensitive to issues of teacher and learner identities, critical language awareness,

cultural reflexivity and intercultural dynamics. In the medium-range, the project intends to contribute to curriculum development in language teacher education and to a more learner-centred reflection of classroom practice in the discourse of foreign language pedagogy.

ALICE CHIK

Becoming English teachers in China: Identities at the crossroads

English teachers in China are seen as holding privileged positions, especially those returning from their overseas studies, in the age of rapid globalization. The perceived privileges come from long-established Confucian respect for teachers, the social importance of English, and also the unique experiences of having lived outside China. These perceived privileges are primarily based on the assumptions of limited access to English and global cultures in China: digital worlds beyond China, English speakers, and English-language cultural artefacts. This paper seeks to demystify these assumptions by exploring the learning trajectories of two Mainland Chinese overseas pre-service teachers in Hong Kong. The participants' own learning trajectories showcased the impact of digital technology on youth's daily practices, their 'overseas' living and connection reconfigured the conception of extended families, and finally, their own multicultural learning experiences in Hong Kong higher education contexts demanded reflexivity. As pre-service English teachers returning to China, these participants have to reassess their own identities to 'readjust' to an education system and curriculum that is both familiar and alien. These are individuals learning to become English teachers in China at the crossroads.

ÖZLEM ETUŞ

Authoring identities: Perspectives on English language teacher education in a Turkish context

This paper seeks to contribute to the emerging literature on language teacher identity research by examining how student teachers in a Turkish higher education context 'author' their own identities with due focus on the complexities of historical, institutional and socio-cultural forces operating both on local and global planes in foreign language learning and teaching sites. While exploring how student teachers 'position' themselves in the discursive construction of multiple identities, the study also tries to create room for the analysis of 'projected selves' and gives voice to the prospective teachers' emotions, expectations, aspirations and possible tensions in relating themselves to the teaching profession. The qualitative narrative-based research methodology adopted in this study involves three complementary phases of data collection. Initially, 63 students pursuing undergraduate and graduate studies at the ELT Department of a state university in Turkey are asked to write their language learning autobiographies. The narrative corpus is examined both for content, the key themes and patterns emerging from their personal learning histories and for form, the discursive construction of their mediated experiences. Semi-structured individual interviews with the study participants are conducted when further elaboration and clarification on the meanings they attribute to their experiences are needed. Adhering to a post-structuralist theoretical framework for identity research, a series of focus group interviews addressing the themes which emerge from initial data analysis are utilized at the final phase to investigate how professional identities are interactively negotiated, co-constructed and transformed in ongoing discussions and how broader socio-cultural and socio-political contexts inform this process.

DAGMAR ABENDROTH-TIMMER, JEAN-PAUL NARCY-COMBES AND JOSÉ I. AGUILAR RÍO

Understanding the effects of collaborative multinational teacher training courses at M level

In order to test the feasibility of such courses, an experimental course combining elements of two initial courses, one in Siegen and the other in Paris, has been planned for the autumn semester of 2011. It will include ten tandems in the second year of a Master course (one student in Germany and one student in France, but not necessarily French or German). A bank of scientific and professional articles will be available including papers in French, German, English and another language spoken by some of the students as their language of education before joining the course (Chinese, Spanish or Japanese, ...). Five tasks (assignments) will have to be carried out jointly, each assignment will include some theoretical reflection and a practical application and will depend on reading three or four of the articles in at least three languages. The aim is to foster plurilingual collaboration and to study its effects on identity, epistemological responsibility and the understanding of what language learning and teaching is about. The course will be opened and concluded by a videoconference so that the participants feel acquainted. A mediated forum will be available (both the German and French course tutors will participate), face-to-face counseling sessions will be held weekly in both universities and Skype exchanges will facilitate the work of the tandems. The result of the course will be an online course open on the Moodle platform. Logbooks, interviews, recordings of the exchanges and the tasks themselves will provide the data that will help us (1) plan a more complex study with a larger population later and (2) begin to understand the effects of such courses on the students.

KATRIN SCHULTZE

What kind of English learners are future English teachers? A comparison of language learning histories from Istanbul and Berlin

This paper reports on an ongoing research project which seeks to investigate how future EFL teachers 'author' themselves as learners and speakers of English. Based on the notion of people's identities as 'storied selves' established by narrative identity research, it proposes that the stories which student teachers of EFL tell about their own learning of English constitute a major part of their present and future teacher selves.

In order to bring a relatively new perspective to identity research in teacher education, the study is particularly concerned with the question how different socio-cultural and institutional contexts give shape to professional identity constructions. It takes a comparative look at language learning histories of future language teachers (BA students of English) from Istanbul and Berlin and elaborates to what extent these stories differ in content and texture.

The project presented uses prospective teachers' narratives of their language learning histories as its main source of data. The identity narratives have been collected among BA student teachers of EFL at Istanbul University and Humboldt University, Berlin within the fall term of 2011/12. They are being analyzed by means of Grounded Theory Method (Strauss/Corbin 1996).

The panel contribution will focus on certain key categories (e.g. 'going abroad', 'role models', 'initiative') which emerged from the data and it will trace how these categories affect the participants' self-conceptualizations as learners and future teachers of English.

5 Language policies and their consequences

CHAIR: Dorte Lønsmann
MONDAY 14.00-16.00 Room E

TAINA SAARINEN

Making the invisible visible: Discursive operationalisations of language policy in Finnish higher education

This paper presents a part of a larger study on the (in)visibility of *language* in Finnish higher education, and, in particular, internationalization. Language policies and practices are an understudied element in the study of Finnish higher education. This paper focuses on the discursive operationalisation of *language policies* at different higher education policy levels. By *discursive operationalisations,* I mean the discursive representations of *policy actions.* Suggesting that something should or has been done is an action in itself, which materializes in further chains of discursive operationalisations (Saarinen 2008). The question is not then, whether some policy has been implemented successfully, but what action is construed either as the cause or the consequence of some other action. By concentrating on these chains of actions on different organizational levels, the missing link between policy discourses and policy action may not only be problematized,

but it may also become possible to study it empirically.

The data consists of textual documents dealing with internationalisation of higher education and/or language policies, such as the development plans for education; the internationalisation strategies for higher education; higher education institutions' language and internationalization strategies; degree descriptions for international degree programs; academic job announcements; written instructions for students and staff.

KANAVILLIL RAJAGOPALAN
Hybridity as the hallmark of transcultural interaction: Implications for language policy

Historically, language policies used to be enacted almost invariably in a top-down fashion, but have of late revealed themselves to be highly responsive to pressures emanating from groundswells of changing reality below. 'One nation, one people, one language' served its purpose as a rallying cry in the 19th century, but is no longer serviceable today. Rather, with globalization going ahead full steam, cultures are increasingly becoming transnational, aided and abetted by movement of populations on a gigantic scale across the world.

While, no doubt, this new reality is a fertile breeding ground for multilingualism, one should also not lose sight of the fact that language contact at this unprecedented scale is paving the way for the emergence of hybrid languages, to wit, Spanglish, Franglais, Portunõl, Hinglish and so forth. Looked askance at in the past, these curious linguistic phenomena are increasingly becoming a potent force to reckon with. Language policies that refuse to take cognisance of them and deal with them adequately are bound to run aground, as I shall argue in my presentation. It is my contention, furthermore, that these hybrid languages are not a passing phenomena as many have argued or would like to think, but are here to stay and that

resistance to their presence in our midst and continued propagation is often indicative of the persistence of certain obnoxious ideologies that more discerning people have long learned to distance themselves from.

ANNE HOLMEN
Linguistic diversity among students in higher education: Challenging naturalized learning paths?

When reducing the language policy of Danish universities to a situation of parallel language use in English and Danish, a wider linguistic diversity among students is ignored. There is no language statistics available and only a few reports on the outcome and position of minority students in general or higher education (Rektorkollegiet 2001, Pedersen 2006). In their study on Danish language tests for academic purposes, Lund and Bertelsen (2008) compare the level and content of proficiency tested with language needs in specific higher education programmes. However, this study does not include students with a Nordic background or minority students with a Danish high school certificate. Neither are other languages than Danish considered. In this paper I shall focus on the language situation for a linguistically diverse student population and report on a pilot project addressing educational and linguistic dilemmas in the present language policy seen from the perspective of the students. Students from two faculties at University of Copenhagen have been interviewed about the role of languages in their academic career. The interviews focus on their learning experience with academic Danish and English, but also include other languages and a second language perspective on Danish.

Lund, Karen and Ellen Bertelsen. 2008. *Fra Studieprøven til de videregående uddannelser*. Ministeriet for Flygtninge, Indvandrere og Integration.

Pedersen, Anne Leth. 2006. *Studieeffektivitet og sproglige kompetencer*. Støtte- og rådgivningscentret, Aarhus

Universitet.

Rektorkollegiet. 2001. Integration af fremmedsprogede studerende på de lange videregående uddannelser.

MAGDA KARJALAINEN

Adopting sociocultural theory for the study of language planning and policy in South African higher education

Recent developments within the field of language policy and planning (LPP) indicate a need for a more dynamic theory of language policy and planning that can encompass the complex relations between language use and economic, political, cultural and social factors. Recognizing the complex interrelationships between various levels of language planning and between policy and practice, this paper works towards a theoretical framework that combines the macro level focus of historical-structural approaches with micro-sociolinguistics.

As a departure point for this discussion, I take a postmodern view of language, as a personal, open, creative and dynamic aspect of social interaction, not a fixed, pre-existing system. This view implies a shift from seeing linguistic policies only as overt, conscious statements towards broader understanding of language policy as something that happens through various additional, often implicit mechanisms, practices and discourses, which constitute 'de facto' language policies. As such, language policies could be seen as instrumental in maintaining sociopolitical and economic interests of ruling elites, as claimed by critical linguistic theory (CLT). However, since CLT minimizes the role of human agency, I consider Cross' proposal of adopting sociocultural theory, with its notion of mediated activity and genetic method, as a framework for analysis of LPP processes (Cross, 2009). The theoretical discussion will be illustrated with empirical examples from my research on LPP in South African higher education.

Cross, Russel. 2009. A sociocultural framework for language policy and planning. *Language Problems & Language Planning* 33(1), 22-42.

6 The teacher's perspective

CHAIR: Ida Klitgård
MONDAY 14.00-16.00 Room F

HAFDÍS INGVARSDÓTTIR

Coping simultaneously with two languages: Voices from the tertiary level in Iceland

English has gradually become the 'common language' for higher education in the Scandinavian countries. This can be seen from the increase in the number of courses offered in English at tertiary level and the number of academic articles in English written by Scandinavian researchers. In Iceland the medium of instruction is Icelandic in most courses and the majority of academic staff is native speakers of Icelandic whereas over 90% of the written curriculum at Icelandic universities is in English. Hardly any studies exist on the teachers' views on cop-

ing in this type of context. The study reported here is an interview study, the first one of its kind in Iceland. The purpose of the interviews was to gain a deeper insight into the feelings and attitudes of lecturers towards having to work with two languages and publishing in English. The participants were ten university lecturers two from each of the five Schools at the University and chosen as to represent older and younger generations of lecturers. The interviews were semi-structured and data was coded and subsequently analysed extracting indigenous themes from the data. Preliminary findings indicate that lecturers differ in their views depending on their background, faculties and subjects. The study has identified problematic areas concerning the use of English in teaching as well as publishing which will be discussed in the paper and which the university clearly needs to pay closer attention to.

with learner beliefs (Barcelos, 2006), so as to understand the effect possible mismatches may have in the language learning process.

The current study addresses the issue of teacher beliefs from a socio-cultural psychology perspective. Based on a qualitative analysis of a semi-structured interview and an open-ended questionnaire of teachers of Portuguese and English at the University of Macau, its main aim is to understand what kind of impact the socio-educational context and professional system has (has had) in shaping and/or reshaping teachers' beliefs.

Barcelos, Ana Maria Ferreira. 2006. Teachers' and students' beliefs within a Deweyan framework: Conflict and influence. In Paula Kalaja and Ana Maria Ferreira Barcelos (eds.), *Beliefs about SLA – New Research Approaches.* Dordrecht: Springer.

CUSTÓDIO C. MARTINS
Language teacher beliefs in Higher Education in Macau – action or reaction?

The influence that research on applied linguistics and second language research alike have had on language teaching in the past two decades has paved the way for putative changes in language teaching. Language teaching contexts have absorbed concepts such as: 'learner centered teaching', 'learner autonomy', 'task-based language learning and teaching', 'learning language for communication'.

The emergence of the communicative approaches to language teaching imply profound changes in classroom management, teacher and student roles, and assessment. Yet, it is important to understand to what extent such concepts represent a match or a mismatch with language teachers' beliefs and effective action, if we understand that these new approaches to language teaching enhance the learning process.

Language teacher beliefs have been studied in parallel

LOUISE DENVER, CHRISTIAN JENSEN, INGER MARGRETHE MEES AND CHARLOTTE WERTHER
External and internal perspectives on lectures delivered in English by non-native speakers

In this paper, we report on a case study of different ways in which selected lectures delivered in English by non-native speakers were assessed by different categories of people. The data were drawn from a corpus of 33 lectures which were recorded at the Copenhagen Business School. At the end of the lecture, a questionnaire containing a range of questions on the speaker's general lecturing competence and English language skills was filled in by the students. Audio recordings of the lectures were given to three experienced language teachers/examiners, who were first instructed to provide independent ratings on the basis of the criteria set out in the Common European Framework of Reference and subsequently met to discuss discrepancies in their ratings in order to arrive at a communal rat-

ing. In addition, a linguistic analysis of the speakers (e.g. pronunciation, grammar, vocabulary, discourse markers) was performed by the researchers. All these ratings constitute *external* perspectives on how successfully the lectures were delivered. The main concern of this study is to add to these external assessments an *internal* perspective. For this purpose, the lecturers were asked to fill in a questionnaire similar to that distributed to the students. Finally, in order to obtain an insight into the lecturers' attitudes to English-medium instruction in general, and how they feel about teaching in a language that is not their mother tongue, follow-up interviews were conducted. In this case study, the emphasis will be on how an interpretation of the internal data completes the picture by shedding light on the many aspects that have to be taken into account in planning and practising English-medium instruction.

BENTE MEYER
Interactional roles in digital fora – teaching teachers to teach online

Currently, most universities integrate digital media in their courses in order to support, facilitate and organise teaching and learning. Digital media are expected to motivate new generations of learners and to provide students with easy and flexible access to learning in a global environment. However, the challenge for teachers is not only to understand the potential of these new technologies but to manage and mediate in new social environments where learning is often dependent on 'disembodied' linguistic interaction and negotiation. In this sense the teacher must establish new kinds of social presence relying on his/her ability to negotiate the interactional roles in the digital classroom.

It is the aim of this paper to discuss how digital fora work as contexts for tertiary education in an intercultural context of learning. The paper focuses on the professional development and certification of the online language teacher and is based on a study of a course developed for teaching language teachers to teach online. The project involved an intercultural group of language teachers and has been both developmental and research based, focusing on participants' experience with and assessment of the live online environment as a context for language learning and teaching. The research is based on interviews with teachers (trainees) as well as on online observations.

7 Internationalisation and social practice in Danish higher education

CONVENOR: Hanne Tange
MONDAY 16.30-18.00 Auditorium

The ongoing internationalisation of higher education involves a series of interrelated linguistic, socio-cultural and organisational processes which affect students and staff in a number of ways. Drawing on the conceptual framework provided by Pierre Bourdieu, we address the question of social practice from three theoretical positions,

asking what implications internationalisation has for the way actors (in our case lecturers, native and international students) acknowledge, confirm and evaluate the behaviours they encounter in the multicultural and multilingual classroom. It is our ambition to challenge the ideological assumption that all linguistic, cultural and pedagogic practices should be considered equal within a global learning environment, highlighting to what extent university programs are embedded within a local linguistic, cultural, institutional and pedagogic context.

PHILIP SHAW AND MARGRETHE PETERSEN
Language as social capital in international university education

As Bourdieu and Passeron noted, academic discourse is never anyone's 'mother tongue'. Acquisition of this discourse in one's first language is a prime aim of undergraduate education, but there is evidence that a substantial minority of students fail to acquire it. There is strong evidence that academic discourse skills are transferable from L1 to L2 and best acquired in L1, but it is not clear to what extent these skills represent usable social capital in professional life. Graduates often report having to write in a very different style from the one they have been taught at university.

There may be a trade-off between the fluency in a second language provided by its use as sole or parallel medium in education and educational depth in the discipline studied. This fluency may in some circumstances constitute greater social capital than the disciplinary insights partially sacrificed. But this varies strikingly across disciplines. This paper uses Bourdieu's framework to assess the types of linguistic 'capital' – academic discourse, foreign-language fluency, and more – to be acquired in the internationalized university, their utility in the personal advancement of graduates in various societies, and the variation of these factors across disciplines. It draws on a number of studies from a range of countries, primarily in northwest Europe, and constructs a model for their description.

LISANNE WILKEN AND MARIANNE KONGERSLEV
Exploring Bourdieusian frameworks for the study of the internationalization of university education

A growing body of research on the internationalization of university education draws inspiration from the French sociologist Pierre Bourdieu and his concepts of habitus, field and capital. This paper explores some of the ways that Bourdieu's concepts are being applied, and discusses how they contribute to our understanding of the internationalization processes at the level of tertiary education.

Following a brief discussion of how Bourdieu's research of higher education in France is made relevant in relation to international education, the paper explores various Bourdieu-inspired case studies within three overall frameworks: The macro framework which focuses on the emerging global field(s) of tertiary education and the competition among universities over staff, students and funding. The meso framework which focuses on the transformation of tertiary education at the national level. And the 'micro' framework which focuses on the positions, strategies, actions and interactions of the people involved in internationalization processes in terms of habitus, capital, doxa etc.

The main purpose of the paper is to engage in a critical discussion of the applicability and application of Bourdieu's concepts in the context of internationalization and to reflect on some of the challenges faced by scholars who are inspired by Bourdieu.

HANNE TANGE AND TANJA KANNE WADSHOLT
Knowledge systems and social capital in international education

The current paper draws on Bourdieu and Passeron's (1977) understanding of education as a social field characterised by the legitimisation and evaluation of knowledge. Within this market teachers occupy a position of symbolic power that enables them to reward certain learner practices, while dismissing others as unattractive or deviant. The idea of "knowledge systems" has traditionally been examined in relation to class (Bourdieu and Bernstein 1977, Bernstein 1996). Yet, we shall argue that it is equally important in relation to a globalised learning environment. Our focal point is the question: *What does internationalisa-tion mean for the recognition and reproduction of knowledge within higher education?* International education brings together students socialised into a variety of educational cultures, which inevitably serve as their benchmark for 'good' learner and teacher practice. In theory, this transforms the classroom into a field of possibilities (Bourdieu 1977). We explore the meeting between knowledge systems in the second part of the paper, which highlights how students diverge in their execution of course tasks such as classroom discussions or essay writing. This leads to a reflection on the role of the lecturer who functions as the local representative of an institutionalised knowledge regime, and who may therefore choose to reward certain practices at the expense of others.

8 Attitudes to English and other languages in multilingual university settings

CHAIR: Dorte Lønsmann
MONDAY 16.30-18.00 Room E

STUART PERRIN
Why does Meredith want to sound like 'The Queen'? An investigation into identity issues surrounding spoken English usage of Chinese ELF speakers in London.

(English) language learners have complex multiple identities, which play an important role in accessing the English language speaking communities that they wish to belong to, both real and imagined. This paper argues that reasons for learning English are best understood through the relationship between language learner's 'situated identities' and their 'constructed learning environments'. Through a discussion of 'Meredith', a Chinese student studying English in London, it examines the reasons behind her determination to acquire a 'native speaker'-like accent, and examines why this was more important to her than achieving academic success at university.

The study of 'Meredith' is part of a larger research project of Chinese EFL students in London, which analysed the relationship between constructed language learning environments and language students' identities as learners. The study was conducted between 2005 and 2006 at a

language school (in London), using a combination of questionnaires, individual interviews, and discussion groups. There was also a follow-up questionnaire after informants had graduated from university in 2007.

This paper adds to the debate on the relationship between language learners and the target language. It builds on the work of Norton (2000, 2009) and the concept of 'investment', suggesting that the relationship between a learners' investment, identity and constructed social realities are best understood through a mixture of language preferences, social values, personal goals and notions of 'home'.

ings, through fine-grained analysis of the data collected, are discussed in terms of specific stereotypes amongst native UK students of particular communities of overseas students and examines the potential implications for internationalisation agendas within UK Higher Education.

McKenzie, Robert M. 2008. Social factors and non-native attitudes towards varieties of spoken English: A Japanese case study. *International Journal of Applied Linguistics* 18(1), 63-88.
McKenzie, Robert M. 2010. *The Social Psychology of English as a Global Language.* Dordrecht: Springer.

ROBERT M. MCKENZIE
Folk perceptions, language variation and the sociolinguistics of the internationalisation of UK Higher Education

Research in the field of sociolinguistics has demonstrated that individuals' attitudes towards speakers of specific languages and language varieties are important since they reflect social conventions, preferences and levels of prestige associated with particular speech communities. Language attitudes may thus, for instance, influence the extent to which certain groups participate, and indeed are successful, in higher education and can thus influence employment opportunities (McKenzie, 2008, 2010). It is perhaps somewhat surprising, in light of recent internationalisation policies adopted by many UK universities and the resultant increase in overseas students, most especially from South and East Asia, that there has been little research conducted measuring UK-born students' perceptions of global varieties of English speech.

This talk, through the employment of a verbal-guise study and speech perception instruments, details the folk perceptions of over 200 UK-born university students of six varieties of UK and Asian varieties of English. The find-

NICOLE BAUMGARTEN AND MARIA BONNER
Multiple language learning and long-term second language development in a multilingual context

This paper presents the design and initial results of a longitudinal investigation of multiple L2 learning in a multilingual academic setting.

Although we can observe an increase in bi- and trilingual university study programs throughout Denmark and the world, the role of the university as a multilingual communicative space and learning site is comparatively under-researched, particularly in relation to students' L2 acquisition and socialization processes. Within this frame of the university as a communicative space, the project addresses the question whether and how multiple L2 learning in a multilingual learning context shapes L2 attainment.

The focus is on the long-term development of advanced L2 proficiency in English, Danish and German. L2 learning outcomes at different stages of a three-year learning process are put into perspective with the learners' individual investment in L2 learning, the specific multilingual nature of the context of L2 learning, and transfer within the

learners' repertoire of languages.

The paper makes a case for a situated approach to the investigation of L2 learning that combines close ethnographic, linguistic and interactional analyses with quantitative survey data to arrive at a fully contextualized picture of L2 learning and L2 use. The results presented come from our initial cross-sectional analysis of interview and questionnaire data and reveal the relation between students' attitudes towards their L2s and L2 learning, the make-up of their individual social networks and their degree of integration into the academic community of practice.

9 Exploring student transition through transcultural interaction: Perspectives in and from the UK

CONVENOR: Catherine Montgomery
MONDAY 16.30-18.00 Room F

Processes of globalisation continue to generate new networks, connectivities and interactions that cut across spatial boundaries (Fairclough, 2006). This panel aims to further understanding of new roles and identities as they surface in the experience of student interaction in contexts of internationalising higher education. We explore concepts and themes of transition, as well as conceptualisations of the self and the other as reflected in the student voice and through patterns of language use, with a particular focus on international contexts. The papers show how transitionary experience can enable students to engage with the complexities inherent in cultural and linguistic identities and how students envision the trajectory of transition during their studies. Multiple interpretations of transition are presented, based on recent research into student perspectives and narratives, also demonstrating how perceptions of others are mediated through English as a Lingua Franca and intersubjective experience among emergent communities. The panel considers the impact of both the formal and the informal curriculum on transition and identity. The papers show a range of sightings of students grappling with new and multiple cultural realities and developing deeper understandings of interacting cultural worlds as a result of their journeys. This session links specifically to the conference themes of lingua francas in higher education, interactional competence in the international university and cultural reflexivity and intercultural dynamics.

DAVID KILLICK
Transition in mobility: The informal curriculum

This paper presents outbound mobility as an important part of the internationalisation agenda, and argues specifically that the lived-experience of mobile students can offer rich insights into the *potential* which an international/multicultural campus can offer for global identities. This paper explores the factors revealed by students as significant in their journeys towards 'global citizenship', and indicates how these relate to aspects of learning theories such as

trigger points, thresholds and 'virtuous circles'. The paper is based on outcomes from a qualitative research study of UK undergraduate students on international mobility experiences around the world, presenting narratives from pre-, during, and post-experience interviews with undergraduate students engaged in study abroad, work placements and volunteering activities. In these student narratives their transitory homes bring them into new communities and in that process, the self and 'other' identification become (re) formulated in the lifeworld. While the research illustrates the power of experiential learning through the informal curriculum offered by international mobility, the presenter will also propose how the light shed upon the role of community in learning offers powerful insights for the formulation of inclusive internationalised campuses at home.

CATHERINE MONTGOMERY
AND ADRIAN HOLLIDAY
Transition in the classroom: The formal curriculum

This paper focuses on the influence of the formal curriculum on students' engagement with the complexity of cultural identity. This paper presents student trajectories amongst complex concepts such as representation, otherisation and identity as being affected by 'teaching', the discipline (of Design) and the medium of English as a Lingua Franca. As students struggle with the movable, fluid and negotiable concepts of culture and intercultural communication, the medium of English proves to be a factor which both inhibits and enables students to move towards a complex understanding. The paper draws on a three year cycle of data from a module on intercultural communication, part of a Masters degree in Design. Students' online reflections and their own visual representations of the process of working in intercultural groups using comic strips show how the experience of 'being taught' intercultural

communication can act as a catalyst which enables students to reflect on their past histories and narratives and then move beyond a concept of culture as defined by their own national boundaries.

PETER SERCOMBE AND TONY YOUNG
Individual transitions: Diversity and uniformity of experience

This paper is specifically interested in students' own views of the extent to which they undergo a 'transition' and we focus here on how students describe and evaluate their experiences. The paper underlines the diversity in students' engagement with culture, language and educational context despite them undertaking, etically at least, similar postgraduate taught degrees, at a UK university. The students come from 23 different countries, thus comprising a diverse international mix and the paper examines the complex diversity and uniformity in experience of transition across and within small cultural groups. A variety of instruments was used to interrogate students' construction of their transition (including psychometric surveys, observation, diaries and semi-structured interviews) to explore interrelationships between a number of processes inherent in their transition. These processes included grade point average, psychological wellbeing, and perceived satisfaction with life in a new environment. Our sample of international students from a diverse set of national backgrounds were studying at the same institution in the same department. The students arrived with the same overall TOEFL or IELTS level on entry and had the same overall general levels of prior academic achievement (at least an upper second class degree from an internationally-recognised institution of higher education). All the students were undertaking either Applied Linguistics or Cross-Cultural Communication studies for their degrees and were studying within a generally similar programme

structure in terms of amount of contact with tutors, levels of administrative support and assessment standards applied to their academic work. Despite this uniformity the students experienced transition in distinct and nuanced ways demonstrating the complexity of the interrelationships of social, cultural and educational factors.

10 English in Nordic academia: Ideologies and practices

CONVENOR: Anna Kristina Hultgren
DISCUSSANT: Hartmut Haberland
TUESDAY 10.30-12.30 AND **14.00-15.00** Auditorium

The overall aim of this panel is to bring together what seem at times to be two irreconcilable perspectives on the issue of English in higher education in the Nordic countries: Ideologies and practices. It is generally agreed that the increasing use of English alongside the national languages in higher education in Iceland, Norway, Denmark, Sweden and Finland is having a profound impact. At times, however, it appears that there is a considerable disjuncture between the way in which this phenomenon is understood and talked about (the level of ideology) and the way in which it affects the linguistic and social realities on the ground (the level of practice). The panel brings together individual research papers focusing on either or both of these levels to highlight and contrast the level of ideology and the level of practice. Contributions to the panel will address a range of themes which have over time emerged as central to the issue of English in Nordic higher education, such as for instance 'English as a lingua franca', 'second language proficiency', 'domain loss' and 'parallelingualism'. By drawing attention to the tension between ideologies and practices, the subsequent discussion (for which ample time will be left) will explore possibilities of developing a unified theory which incorporates both levels.

FRANS GREGERSEN, ANNA KRISTINA HULTGREN AND JACOB THØGERSEN

Introduction: English in Nordic academia: Ideologies and practices

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Iceland
Ideologies
ARI PÁLL KRISTINSSON

Icelandic ideologies: Protecting forms of language

A primary goal of Icelandic language policy is that instruction in Icelandic universities should be in Icelandic (Ministry of Education, Science and Culture 2009:48). This policy is underpinned by protectionist ideologies (Hilmarsson-Dunn and Kristinsson 2010), and by practice throughout a century of a practically monolingual university speech community and academic publishing in Iceland.

However, recent practices at Icelandic universities demonstrate that English is needed in addition to Icelan-

dic, e.g., for post-graduate studies; for doctoral theses; for programmes for international students. Present university policies favour exactly these items. E.g., the University of Iceland has explicitly as its goal to become one of the 100 "best universities in the world" (Times Higher Education Supplement listing). In order to reach that goal, the university has started to offer more PhD programmes, and to recruit more international staff and students. Furthermore, the university operates an incentive arrangement system which stimulates faculty members to publish in esteemed 'international' (English language) publications.

The paper looks at the conflict between the perception that it is necessary to keep Icelandic as the language of university instruction and research, versus present university policies and practices. The Icelandic data suggest that ideologies of international competitiveness outweigh protectionist ideologies.

Hilmarsson-Dunn, Amanda and Ari Páll Kristinsson. 2010. The language situation in Iceland. *Current Issues in Language Planning* 11(3), 207-276.

Ministry of Education, Science and Culture. 2009. *Íslenska til alls*. http://islenskan.is/islenska_til_alls_2009-11-06.pdf (11 August, 2011.)

Practices
HAFDÍS INGVARSDÓTTIR

English at the University of Iceland: Myths and reality

English has replaced Scandinavian languages as the first foreign language in the Icelandic national curriculum. This change reflects the enhanced status of English in the world and its increasing use in Iceland. Although the majority of courses at Icelandic Universities are taught in Icelandic, over ninety percent of all course material is now in English, and there is pressure on academic staff to publish in English. This requires of staff and students a greater command of English. Research into Secondary School English education indicates that teaching emphasis has not adjusted to these demands (Ingvarsdóttir, 2011). Although recent surveys indicate high levels of self-confidence between high-school and university students, only thirty six percent of students claimed they were well prepared to study the curriculum in English, and sixty percent professed to constraints and increased workload. Only twenty six percent found it easy to use English textbooks. Lecturers have acknowledged having to give students all kinds of support with vocabulary and feel that this has increased their workload, with two thirds further claiming they need help with their own academic writings (Ingvarsdóttir and Arnbjörnsdóttir, 2010). These findings deserve serious consideration along with further research. Finally, we need to raise the question of what effect this extensive use of English may have on the development of academic Icelandic.

Ingvarsdóttir, H. 2011. Teaching English in a new age. Challenges and opportunities. In B. Hudson and M. Meyer (eds.), *Beyond Fragmentation. Didactics, learning and teaching in Europe*. Leverkusen Opladen: Barbara Budrich Publishers. 93-106.

Ingvarsdóttir, H. and B. Arnbjörnsdóttir. 2010. Coping with English at tertiary level: Instructors' views. Ráðstefnurit Netlu – Menntakvika 2010, Reykjavík: Menntavísindasvið Háskóla Íslands.

Norway

Practices
RAGNHILD LJOSLAND

Do language policies determine language practice or vice versa?

Language ideology may be formed on various levels: A country may have national guidelines for language choice in higher education and research; individual higher education institutions or funding bodies may have their own ideologies or guidelines; language ideologies or policies may even vary between individual departments within these

institutions. The European Union with its Bologna Agreement is, on paper, strikingly ideology-less by not making reference to language. On the other hand, practices may be formed regardless of national or institutional language ideology, or practices may even be the basis of policy formation. This paper discusses the interplay between ideologies and practices on various levels in the Norwegian university sector. The paper is based on research done in 2004-2008 as part of the PhD project *Lingua Franca, Prestige and Imagined Communities: On English as an academic Language in Norway. A Case Study in its Broader Context* (Ljosland 2008). This project investigated in the form of a case study the incentives for and against and the attitudes towards teaching and publishing in English in one Norwegian university department. The project viewed the case study in relation to language policies on the local university-, national- and international levels.

Denmark

Ideologies
ANNE FABRICIUS AND JANUS MORTENSEN
"He talks different, right?": Language ideologies in Danish Higher Education

This paper explores language ideologies in an internationalized university setting, specifically the language ideologies of students, national as well as transnational, at Roskilde University, Denmark. The ideologies investigated concern attitudes to different styles of English used at the university as well as perceptions of the relationship between English and other languages at the university, in particular the local language, Danish. The paper draws on sociolinguistic interviews which shed light on the students' perceptions of the multilingual landscape of the university in general, and their attitudes to variation in the

use of English in particular ("does accent matter at the international university?"). The interview data are supplemented by recordings of spontaneous student-student interactions that not only illustrate actual language practices at the university, but also constitute momentary sedimentations of pervasive ideological currents. The paper employs recent work on a theory of the 'construct resource' (Fabricius and Mortensen 2011, fc), which aims to explain central aspects of the relation between linguistic practice and social meaning.

Practices
MERIKE JÜRNA
Linguistic realities at the University of Copenhagen – parallel language use in practice as seen from the international side

In this paper, I discuss the preliminary findings of an ethnographic study concerned with the language behaviour of international researchers at the University of Copenhagen (KU) and their specific and varied needs for Danish language competencies. I document how and by means of which languages the various speech events are realised during academic work and in social settings at KU, and how this reflects back on KU's policy of parallel language use, i.e. with English and Danish.

Parallel language use can be different things, depending on whether you look at it from the institutional level or from the language user's point of view. In my paper I will detail this difference on the basis of the findings from various types of data from my study by showing what role the respective languages have among international academics at KU and how these roles fit the concept of parallel language use as formulated by KU in its strategy *Destination 2012*.

I have used both quantitative and qualitative methods for gathering, documenting and analyzing data: an electronic questionnaire was completed by 158 internationals, 14 individual interviews were carried out based on the an-

swers in the questionnaire, and 3 in-depth case studies completed. The latter included self-recordings, observation, audio and video recordings and diaries kept by the informants, as well as filling in the questionnaire and participating in the interview.

Sweden

Ideologies
LINUS SALÖ
Tilting at windmills: On the metaphor of domain loss and its ideological framing

In Sweden, the globalized environments of *science* are commonly understood as 'domains' that are 'lost' – or at risk of being lost – for the Swedish language. In fact, the metaphorical concept of domain loss lies at the heart of contemporary language policy-making in Sweden. Notwithstanding, it is commonplace that the metaphors we deploy in describing linguistic phenomena bear witness to the assumptions we have about language. In light of that, this paper presents a conceptual analysis of the domain loss notion, as a representation used to describe, construct and politicize the language situation at Swedish universities. In particular, focus is directed against the ideology of loss and its linkage to certain ideological constructs – Swedish as a territory, Swedish as a life form – that serve as key elements within language endangerment discourse (See Duchêne and Heller 2007). Following Lakoff and Johnson (1980), it may be suggested that these metaphors are not merely indexical of how we construct our ideas but furthermore structure our understanding of the very same ideas. Static and categorical concepts could thus affect the way in which we perceive reality and in turn even mislead us into drawing hasty conclusions about practice. I argue that analyses of the concepts we deploy

can raise our awareness of their nature as ideologically determined simplifications, thereby paving the way for complementary accounts that may address the issue with more specificity. An account that emphasizes language practice and human agency might contribute to reducing the disjuncture between the levels of ideology and praxis.

Practices
HEDDA SÖDERLUNDH
Still national? Linguistic practices in Swedish higher education

In my talk I will discuss the relationship between language choice and internationalization. My point of departure is an ethnographic study on six English-medium courses at a Swedish university. The courses are perceived and talked about as "English only" with the aim to attract exchange students. However, observations show that other languages – particularly Swedish – are used spontaneously in relation to the teaching. Swedish is primarily used outside whole-group teaching, but also in class, fulfilling certain interactional functions. In addition to the spontaneous use of the national language, the content is aimed primarily at local students and extra-national examples are rare in the teaching.

The result calls into question the international character of the courses. I will argue that patterns of language choice might be attributed to the national, rather than international, character of the courses. This implies that even though the trend of internationalization may explain the existence of English-medium programmes, it fails to account for the actual choices of language made within such programmes. Internationalization seems to be a concern for universities – as public bodies and overarching organisations – while language choice on individual courses has to be understood against the backdrop of local conditions.

Finland

Ideologies
TAINA SAARINEN

(In)visible policies and practices: 'Language' in Finnish higher education internationalisation

While Finnish higher education policy and its internationalisation has been explicitly formulated on the policy level in recent years, the position of *language* in that policy has remained more implicit and invisible. The invisibility of language and the conflation of *English* for *foreign* seems to reflect a paradox of internationalisation, as increasing international co-operation may, in fact, lead into increasing linguistic homogenisation. (Saarinen forthcoming.) Current higher education policies seem to encourage 'internationalisation', but the position of language is both unclear and unproblematised.

This panel presentation problematises the ideological positions of higher education policy, internationalisation, and language, by focussing on the tensions between the traditionally **national** Finnish higher education policies and the demands for **internationalization** in that policy. It will be analysing the discursive construction of languages as a factor in national and institutional policies, including higher education development plans, internationalisation strategies, study guides, and curricula. The institutional level case covers the position of 'languages' in four Finnish institutions of higher education in altogether twenty degree programmes

The main questions are: *Does 'language' have a role in the past and present internationalization policy of Finnish higher education, explicitly or implicitly? What challenges does the traditionally national language setting of Finnish higher education face with the increasing demands for internationalization and the increasing English language degree programs?* The presentation is part of a study funded by the Academy of Finland.

Practices
JAN K. LINDSTRÖM

Majority, minority and international. Language practices at the University of Helsinki in a Nordic comparison

This paper reports results from the Finnish team in the European project DYLAN – *Language Dynamics and Management of Diversity* that investigates challenges of multilingualism in companies, education and EU-institutions. The task was to identify inefficiencies in multilingual policies and practices in university level education. For practical reasons, a special focus was put on the officially bilingual University of Helsinki. This university serves thus as an example of an institution that in its activities must deal with national languages (Finnish and Swedish), of which one is in a minority position, as well as with English as the main language of internationalization.

The objects of analysis included official and grassroots language policies in order to test how well theory correlates with everyday language practices at the university and to map what measures were chosen to follow up a certain policy. Material for the analysis was retrieved from policy documents, interviews with academic decision makers as well as from more relaxed focus group discussions with teachers, researchers and students. A key measuring instrument was a COD-matrix by which the institution's and the members' capacities, opportunities and desires to use a given language in the university setting were evaluated. In addition, comparative studies were made in a set of Nordic universities that more or less explicitly deal with a bi- or trilingual language situation.

The results show that in many cases there are tensions between official and unofficial language policies, that members of different language groups experience policies and practices (the priorities and the success) differently and that there are remarkable differences in the language policies and their implementation between the studied Nordic universities.

11 English-medium instruction

CHAIR: Stuart Perrin
TUESDAY 10.30-12.30 Room E

SUZY CONNOR
Graduate International Presentation Class under Kyushu University's Global 30 Project

In April 2009, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) implemented the Global 30 Project. The aims were to promote globalization of higher education in Japan, to enhance Japanese students' readiness to study abroad, and to increase the number of foreign students in Japan. 13 universities were chosen to carry out these aims.

Kyushu University in Fukuoka, Japan is one of the 13 universities participating in the program. At the Maidashi campus (which includes Kyushu University Hospital), the College of Health Sciences, under the Faculty of Medicine has created classes for the nursing, medical technology and radiological technology majors.

One of the new Global 30 courses in the College of Health Sciences is a graduate-level course in international presentations. The students are in the nursing, medical technology and radiological technology courses of study. The students are low to low-intermediate level speakers, however, as typical of many Japanese students, read and write at levels exceeding their listening and speaking. Japanese students typically spend a minimum of six years studying English, yet they feel uncomfortable speaking English. However, graduate students are being encouraged to present in English, abroad if possible, so improving presentation skills in general as well as in English is viewed as essential.

This presentation will follow the progression of teach-ing and learning in this course. It will highlight the ability of the students to cope with their (for some) first English-only course, which included a DVD intended for native speakers of English.

DORIS DIPPOLD
EAP in the crossfire: Classroom interactional competence and rapport across cultures and disciplines

This study draws on three video-recorded classes in culturally diverse higher education classrooms from different disciplines (EAP, Accounting, and Translation) at a university in the UK, as well as interviews with the class tutors. In all classes, English was used as the lingua franca of communication between students and tutors, some of whom were of UK origin and native speakers of English, and others who were non-native speakers and came from a variety of countries and (educational) cultures, thus reflecting the increasing cultural diversity of UK higher education.

Focusing in particular on the management of rapport (Spencer-Oatey, 2000) during repair episodes and in the allocation of turns, the analysis shows that tutors' strategy choices differ widely. In the case of repair, tutors' strategies range from a preference for direct and unmitigated tutor-initiated and completed-repair in one classroom to a preference for student-initiated and completed-repair in another. Tutors' strategy choices are influenced not only by the discipline of the lesson, but also by their assess-

ment of linguistic norms and (occasionally conflicting) interactional needs, e.g. the need for clarity vs. avoidance of threats to students' face.

The paper suggests that, to inform EAP teaching that aims to foster students' (and tutors') "classroom interactional competence" (Walsh, 2011), more research is needed on discipline-specific interactional norms and practices. Moreover, further discussion is required to define the norms of interaction in educational settings in which English is a majority national language, but also the lingua franca of the classroom.

JOLANTA ŁĄCKA-BADURA AND MAGDALENA ŁĘSKA

Beyond EFL teaching: The role of a business English lecturer in tertiary education as perceived by pre-service learners and in-service users

With Business English being the *lingua franca* of global corporate communication, the role of BE teachers in preparing business students for future careers in various sec-

tors of the economy is getting increasingly challenging and demanding, requiring BE instructors to be well familiar with an array of issues going far beyond the scope of EFL teaching. The question, which is gaining significance in the context of transnational tertiary education, concerns what content knowledge, pedagogical competence and communicative skills are required of BE teachers to effectively perform their role in university (and corporate) settings.

The paper aims to use the review of the literature pertaining to ESP and CBI methodologies as the background for the analysis of how university students and graduates perceive the purpose of Business English teaching in the academic context.

The primary research method is a questionnaire conducted amongst 'pre-service' learners from the University of Economics in Katowice and its partner universities abroad. The same questionnaire will be used as an introduction to in-depth interviews with 'in-service' users who have had an opportunity to test the effectiveness of their BE education in the realities of international corporate communication. The study hopes to provide an interesting insight into BE students' needs and expectations, and thus inspire educators to consider the implications of our study while designing BE teaching curricula.

12 Teaching and learning in English across disciplines: Introducing the TALE project

CONVENOR: Maria Kuteeva
TUESDAY 10.30-12.30 Room F

This panel will present the TALE project coordinated by the Centre for Academic English at Stockholm University. The overarching aim of this research project is to conduct a thorough needs analysis across different disciplines in order to gain insights which will enable us to provide ad-

equate support in English for Specific and Academic Purposes (ESP/EAP). The initial phase of this project explores how students and staff experience teaching and learning in English, and what disciplinary variation is found in their perceptions and attitudes. In this panel discussion, we will

present some preliminary results and will discuss their implications.

English has been used as an academic language in Sweden since the 1950s; today only the Netherlands offers more English-medium education (Wächter and Maiworn, 2008). Yet, despite a generally high level of English proficiency at Swedish universities, the practical implementation of English-medium instruction presents a number of challenges, which call for further research and ESP intervention.

Depending on the discipline and/or level of education (undergraduate/graduate), English is used either in parallel with Swedish or as an academic lingua franca. As Airey (2009: 21) points out, the concept of 'parallel language use' was conceived by policy-makers and concerns primarily the educational system, rather than students, teachers, and their language and disciplinary competences. In some fields, e.g. engineering, the number of international students and lecturers is so large that the parallel use of Swedish and English is impossible and English is used as the academic lingua franca. Björkman (2010) stresses the importance of communicative competence and strategies for both students and staff in such ELF settings.

To date, most of the studies concerning teaching and learning in English have been conducted in the form of surveys (e.g. Bolton and Kuteeva, 2009; Carroll-Boegh, 2005; Gunnarsson and Öhman, 1997; Hellekjær and Westergaard, 2003; Hellekjær, 2009; Jensen and Thøgersen, forthcoming). These studies have provided some valuable insights into the current uses of English in academic contexts. However, more exploratory qualitative research is needed in order to complement the quantitative data and to allow for different ways of interpretation. Our preliminary results are based on the analysis of a large amount of qualitative data.

In political debates on this issue, there is a tendency to generalise that the use of English – and therefore any possible benefits and problems it brings – is more or less uniform in higher education. However, our exploratory study reveals that the situation is by far more complex. Our analysis of comments made by several hundred students and staff with different disciplinary backgrounds raises a number of questions, such as: Is English always to blame for students' learning difficulties? Is there a direct correlation between English language proficiency and academic literacy? Should English support be directed primarily at 'low-proficiency international students'?

MARIA KUTEEVA AND BEYZA BJÖRKMAN

"Difficult is difficult in any language": University students' perceptions of learning in English

Our paper analyses university students' perceptions of learning in English. Following up on a university-wide survey on the use of English (Bolton and Kuteeva, forthcoming), we explore how students experience studying in English in parallel-language and ELF settings and account for variation across different disciplines. Our aim is to identify the main issues and areas of concern reported by students of different disciplines, as well as any disciplinary differences.

Our study is based on the qualitative analysis of open-ended comments collected as part of the survey of 4,524 undergraduate and master's students, both Swedish and international at Stockholm University. Some additional data concerning students' views on English as a lingua franca (ELF) in educational settings was collected at the Royal Institute of Technology. The analysis consisted in close reading and annotation of the data in order to identify the major themes and then further group comments by discipline, level of instruction (undergraduate versus postgraduate), and age.

There is a tendency to generalise that the use of English – and therefore any possible benefits and problems it brings – is more or less uniform in higher education. However, our study reveals that the situation is by far more complex and varies across disciplines. Students' learning difficulties are not always related to language proficiency

alone. Our study points towards a need to increase emphasis on the development of academic literacy and linguistic tolerance towards non-native use of English. It seems that the students' own high expectations of native-likeness create obstacles in their learning.

JOHN AIREY
Lecturing in English

In recent years there has been a noticeable trend in many countries towards teaching university courses in English. However, from a research perspective, difficulties in obtaining comparative data have meant that little is known about what happens when lecturers change teaching language in this way.

The work presented here follows eighteen lecturers of various disciplines from two Swedish universities who are in the process of changing their teaching language to English. The lecturers were all participants on a teaching in English training course (7.5 ECTS). As part of the course the lecturers gave ten-minute mini-lectures in their first language in a subject area that they usually teach. The following week, the lecturers gave the same lectures again in English.

The lecture transcripts were analysed in terms of the content presented and comparative fluency. In general, the lecturers present very similar content in both languages. However, the lecturers speak more slowly and have shorter runs and more hesitations in their English lectures.

In earlier studies lecturers who regularly teach in English suggest they do not notice much difference when teaching in one language or another. However, qualitative analysis of the 18 lecturers' course reflections (approximately 60,000 words) shows that they were acutely aware of their limitations when teaching in English. This analysis provides further insights into the experiences of lecturers who are in the process of changing teaching language.

RAFFAELLA NEGRETTI AND MARIA KUTEEVA
The role of metacognition in the development of academic reading and writing skills in English as an additional language

The concept of metacognition has received considerable attention for its impact on learning across disciplinary areas. However, it has not been sufficiently discussed in the context of L2 academic reading and writing. Many universities across Europe offer English-medium courses, and the role of English in academia has become the subject of heated debates, while other factors affecting students' learning have received less attention.

In this presentation, we bring together two theoretical frameworks, metacognition theory and genre analysis, in order to investigate learning processes related to the development of academic literacy among university students (Negretti and Kuteeva, 2011; Kuteeva and Negretti, in preparation). Drawing on the analysis of data collected from undergraduate and master's students at a major Swedish university, we examine how students build metacognitive genre awareness within ESP genre-based reading and writing instruction, and how this awareness influences L2 students' ability to interpret and compose academic texts in English.

All study participants developed declarative (what) and procedural (how) metacognitive knowledge of genre-relevant aspects of academic texts, but only a few demonstrated conditional (when and why) knowledge of the genre. Thus, we conclude that using a metacognition framework to study L2 academic reading and writing in English provides us with new insights and practical applications for English-medium instruction. We also show that students' knowledge of the epistemology and discourse practices of their discipline has an impact on their learning. Thus, when university students are required to study in English, metacognitive skills are just as important for successful learning as language skills.

13 Bilingualism in Puerto Rican higher education: Consequences of transnational mobility for language choices and identities

CONVENORS: Catherine M. Mazak and Shannon Bischoff
TUESDAY 15.00-16.00 AND 16.30-18.00 Auditorium

A U.S. colony since 1898, Puerto Rico is a Caribbean archipelago with a rich and turbulent language history. Puerto Ricans have suffered through an Americanization campaign that sought to replace Spanish with English, conscription into the English-only U.S. Army, and economic programs promoting the migration of Puerto Ricans to the U.S. to work. Today, Spanish and English are co-official languages in Puerto Rico. Educational language policy established Spanish as the medium of instruction, with English as a special subject for all grades, however Spanish remains the language of everyday communication in Puerto Rico. The role of English is contested, even as many Puerto Rican families continue to participate in the *vaivén*, the transnational movement from the islands to the 'mainland'—and back again—in search of work and educational opportunity.

The purpose of this panel is to explore the consequences of transnational mobility for language choices and identities within Puerto Rican higher education, specifically at the University of Puerto Rico at Mayagüez (UPRM). A land-grant university established in 1911, it is officially a 'bilingual university', however, no policy exists on the language of instruction, materials, texts, or assessment. As an introduction to linguistic research in Puerto Rico, Bischoff will recount the political history of English and Spanish during 100+ years of colonialism. Soto will discuss the consequences of transnationalism for students in Puerto Rican schools. Ortiz reports on an in-depth case study of a graduate student who migrated from the U.S. to Puerto Rico. Using life history methods, she shows that in Puerto

Rican higher education, proficiency in academic English is not a replacement for proficiency in academic Spanish. Exploring the role of English in the university life of students from a different perspective, Rivera uses Vygotskyian socio-cultural theory to explore the role of Spanish in the acquisition of English for low-English-proficient agriculture majors at the UPRM. She argues that *confianza*—a feeling of mutual understanding, respect, and emotional closeness important in Puerto Rican culture—was key in the development of students' bilingual language learning strategies and emerging English speaker identities. Finally, Mazak describes the role of English in the academic coursework of UPRM students. Based on observations of university classrooms, she determines that outside of the English classroom, English was only used for readings and key vocabulary, thus illuminating what bilingual higher education means in the Puerto Rican context.

SHANNON BISCHOFF
Española, English, and education in the colony

Puerto Rico, an unincorporated territory of the U.S., is home to 3.7 million US citizens where the co-official languages are *English and Spanish*. 95% of the inhabitants of Puerto Rico speak Spanish at home with 81% *not speaking English well* (U.S. Census 2005-2009). Puerto Rico is for all practical purposes a monolingual society with *individual*

bilingualism, not a *bilingual society*, though this is changing. English was the defacto language of government and the primary language of education in law but *not in practice* during the early years of US Sovereign Rule. Today, Spanish is the language of government and the *language of instruction* in public schools with English taught as a second language. Despite a 44% poverty rate on the island, 22% of islanders have a Bachelor's degree. According to the Encyclopedia of Puerto Rico, in 2003-2004 there were over 200,000 students enrolled in over 20 colleges and universities in Puerto Rico with varied English language requirements, language resources (e.g. English vs. Spanish textbooks) and language choice in the classroom. This paper argues that history and practice continue to make language a political object in Puerto Rico and that current language policy on one public campus demonstrates a shift in not only student population, but student identity. This new identity, it is argued, is derived in part by access to language resources and wealth: political and linguistic power. The paper also serves to provide a context for the other panel papers.

SANDRA LINNETTE SOTO-SANTIAGO
"Over here I feel really Puerto Rican, over there I feel like a white boy": Consequences of transnationalism for Puerto Rican youth

This presentation will discuss Puerto Rican transnational mobility among youth who move back and forth from Puerto Rico to the U.S. mainland, focusing on their experiences as students in the school system. Due to the U.S. citizenship that was granted to all Puerto Ricans in 1917, movement from the island to the mainland is part of this population's everyday reality (Duany, 2002). Currently there are close to 4 million Puerto Ricans in the island as well as over 4 million in the mainland. A significant amount of these live transnational lifestyles, moving back

and forth between the two locations for personal reasons, employment and education being among the main ones.

From an educational perspective, the mobilization patterns of families can have consequences for the schooling of students whose school year is sometimes segmented according to the needs of parents and relatives. This leads to changes in their social and educational environments, and language use that lead to individual struggles of identity (Reyes, 2000; Lorenzo-Hernández, 1999). Transnational students are often perceived and categorized as different by Puerto Rican teachers and peers who sometimes reject them because of their appearance, behavior and bilingualism or use of English only.

LISA ORTIZ
"I did speak Spanglish for a long time, and that was a bad thing": How the use of Spanish and English shaped the life experiences of a return migrant and his perceptions of academic success in Puerto Rico

The purpose of this paper is to explore how English and Spanish have shaped the life experiences of a first-generation college student who migrated from Chicago, Illinois to the west coast of Puerto Rico. The paper explores the consequences of transnational mobility for the identities of one young man and how participation in public education in Puerto Rico influenced his emerging ideas about Puerto Rican identities, languages, culture and success. Using life history methodology to understand the connections between personal and public concerns (Bathmaker, 2010), this study delves deep into how language played an integral role in the university context of this return migrant, now a graduate student at a Puerto Rican university. This paper aims at learning if indeed English is key to academic and professional success in Puerto Rico, taking

into consideration the high social status attributed to the English language and its speakers on the island.

ROSITA LISA RIVERA

Con confianza: Rethinking a community of learners in a content-based ESL class

Since the social turn in language study, researchers have been developing models of language acquisition that treat learners as complex social beings actively involved in the process of negotiating new identities as they take on, resist, and engage in language study (Pennycook, 2001). Language learning is a social process that takes place embedded in a specific context and by means of interaction in a community of learners (Lantolf, 2000; Lantolf and Thorne, 2006; Lewis, Enciso, and Moje, 2007). This paper seeks to illustrate how a classroom community used both their L1 and L2 to communicate and learn in a language course. The setting was a lower level English course for Agriculture majors at the University of Puerto Rico in Mayagüez. Results show that the use of both English and Spanish in the classroom led to *confianza*—a feeling of mutual understanding, respect, and emotional closeness. Further, the use of both languages facilitated English language learning through scaffolding and interactions in the zone of proximal development (Vygotsky, 1978; 1987). Participants used and identified learning strategies in a bilingual setting as they developed their identities as English language users.

CATHERINE M. MAZAK

Bilingual higher education in Puerto Rico: Receptive bilingualism, power, and science

Bilingual higher education, the use of two languages in the pursuit of a post-secondary degree, is a phenomenon occurring around the world. As the English language dominates the global exchange of scientific information (Tonkin, 2011; Philipson, 2009), students in universities are studying academic content using English as an additional language (c.f. Feng, 2007; Harder, 2009; Mansoor, 2004). The University of Puerto Rico at Mayagüez (UPRM) is a bilingual, land-grant university where no official policy exists on the language of instruction, materials, texts, or assessment. Though Spanish is the language of everyday communication, students have a wide range of English proficiencies. This paper describes the English uses in the academic coursework of students majoring in agriculture (an applied science) at the UPRM. Twelve students were observed participating in their classes over the course of two semesters. In addition, interviews were conducted with the focal students and their professors, and artifacts (syllabi, presentations, and other classroom materials) were collected. Analysis of the data shows that all uses of English in students' content courses were limited to readings and some key terminology. Though texts may have been in English, all talk-around-text was in Spanish. The continua of biliteracy (Hornberger and Skilton-Sylvester, 2000) is used as a theoretical framework to explore what bilingual higher education means in the Puerto Rican context.

14 Language needs at the university and beyond

CHAIR: Ida Klitgård
TUESDAY 14.00-16.00 Room E

NIINA HYNNINEN
What matters in English as a lingua franca vs. standards of English

A number of studies have been conducted on language teachers' and students' attitudes towards different Englishes, including the use of English as a lingua franca (ELF); but less attention has been paid to the attitudes of users of ELF, and their views on ELF situations.

This presentation reports on a study where users of ELF were interviewed on their notions of English. The interviewees were students and teachers of international study programmes at the University of Helsinki.

The findings suggest that the students constructed tensions between ideas of the primacy of L1 English, which seems to have derived from a deep-rooted notion of L1 versus L2 use, as opposed to what was seen to matter in ELF interaction. The teachers, then again, did not draw on the primacy of L1 English, but rather considered the intricacies of L1 English to be unnecessary for ELF use.

In all, the findings show that even if the students still saw L1 English and L1 English speakers as important models, what is deemed to work in ELF situations may well be in contrast with this view. Further, rather than drawing on standards of English, the teachers' reports suggest a willingness to take on the role of a language authority and to make practical judgments about linguistic accuracy. Users of ELF thus seem inclined to shape English to their own needs, rather than merely persist on resorting to established standards. This, in turn, suggests changes in people's notions of acceptability and accuracy in English.

HERMINE PENZ
English is not enough – local and global languages in international student mobility: A case study

International student mobility has grown enormously in recent years. One side effect of this is that a higher number of students than ever spend their semester or year abroad in countries whose language they do not speak at all or at a low level only. Although many universities now offer a substantial amount of their programme in English, the question is still to what extent international students are affected by language problems, particularly when they find out that their linguistic competence is not sufficient to follow courses in the local language, and no courses are offered in their specific academic field in English.

This study investigates what language(s) international exchange students utilize and need during their stay at an Austrian university. The focus lies on the usage of English as a lingua franca (ELF) and on German as the local language. The study compares students' motivations to study in Austria with their linguistic, cultural and academic experiences. The study highlights to what extent language competence in ELF and/or German influences students' adjustment and interaction in academic and social terms.

The data are collected by means of a questionnaire, sent by e-mail to international students who have registered to take courses at the Departments of English and American Studies, irrespective of whether they are language students or not. The questionnaire contains a combination of closed-end and open-ended questions. The analysis will combine quantitative and qualtitative methods.

BIRNA ARNBJÖRNSDÓTTIR

Parallel language use vs. simultaneous parallel code use

Parallel Language Use in the Nordic universities has received some attention and research results are beginning to appear on the extent of English use (Ljösland, 2007; Author, 2009), level of proficiency (Hellekjær, 2005; 2009), effect on cognition (Albrechtsen et al., 2007), and the nature of English as a Lingua Franca (Björkman, 2007, 2009; Pilkinton-Pihko, 2010; Mauranen 2011).

This paper will extend the discussion to include the use of two codes simultaneously (*Simultaneous Parallel Code Use* (SPCU)) when students' receptive language and productive language are not the same. Academic programs at Nordic universities have a tradition of assigning curricula written in foreign languages and students have coped. However, todays student body is more heterogeneous as more students who previously were excluded from tertiary education attend university.

At the University of Iceland, over 90% of textbooks are written in English (Arnbjörnsdóttir, 2009) while the language of instruction is Icelandic. Very little is known about the effect on teaching and learning when students, and instructors, have to constantly negotiate between two languages in their academic work.

This paper will present the results of a survey of over 1,000 students and 10 in-depth interviews of students at the university. The questions included: to what extent do students feel they are prepared to use two languages in their study and what effect do they believe it has on their learning?

FRAUKE PRIEGNITZ

Prepared for the global, not for the local job market? – Long-term effects of language policies in international degree programmes

Implementing English-medium degree programmes across Europe seems to be a promising measure to attract foreign students and, as a consequence, potential talents for the local labour markets. By offering courses in English as a lingua franca, linguistic hurdles are being deliberately reduced so that foreign students may start their studies directly without having to learn the national language first. In fact, previous research indicates that the possibility to apply and practice their English is one of the key motives for foreign students to choose such programmes, while English speaking countries seem to be favoured for the later working life. Drawing on data from both Germany and Denmark, the study to be presented deals with the long-term effects of these language choices. While most studies on language policies in international programmes have focused on linguistic challenges *within* the university context, the perspective of international graduates has so far been widely neglected. Especially in the light of a growing lack of skilled labour in many nations, the question needs to be raised as to how English medium degree programmes manage to prepare international students linguistically for the local labour markets. It is assumed that although knowledge of the local languages is not required for the successful completion of the degree programme, it will nevertheless increase a certain feeling of loyalty and the chances of international graduates having further bonds with their host country by either seeking employment or having some kind of trade relations.

15 Epistemic authority

CONVENORS: Dennis Day and Susanne Kjærbeck
TUESDAY 14.00-16.00 Room F

Drawing on data from a range of settings at an international university, the four papers in this panel describe the interactional work occasioned in the marking of various parties' *epistemic authority* as they go about their institutional activities. In carrying out their business, participants regularly display orientations to their own and others' respective knowledge domains, and do so in ways that contribute to the constitution of their identities vis-à-vis one another. In some university settings, primary and secondary rights to know about something and to evaluate claims of knowledge can occupy a central position in an activity. For example, in project group meetings, parties to the interactions negotiate relative epistemic rights to describe and evaluate items from knowledge domains to which the different members have varying degrees of access. In other institutional activities, epistemic authority may be less explicitly oriented to, but how it is managed may still shape how the activities play out. Certain role identities – an institutional identity, or one's language or ethnic background – may be made relevant in the negotiation of knowledge distribution, for example in study guidance or supervision meetings.

The four papers represented in this panel all work from an Ethnomethodological / Conversation Analytic approach, investigating epistemic authority as an interactional accomplishment constituted through talk and other embodied conduct in interaction. From this perspective, *knowledge* is explored as a collaboratively occasioned product of, and resource for, interaction, rather than as an internal feature of an individual's mind.

DENNIS DAY
Epistemic authority and ethnification

In this paper I address one aspect of how the rights and obligations of epistemic authority, or simply 'knowledge possession', are distributed in interactions within a university international program. The case in point will be epistemic authority allocated to participants as part and parcel of ethnification, the categorization of them as members of ethnic groups. An allocation of epistemic authority, for example asking someone locally recognizable as Japanese a question about Japan, will also be seen as an ethnification of him or her as Japanese. In this way, epistemic authority will be seen not only as an outcome of knowledge possession or seeking, but also as an ascription of authority based on ethnic categorization. Sometimes such authority concerns language, for example with regard to its instrumentality as well as linguistic normativity. Epistemic authority and ethnification may also be seen, however in practices concerning specific knowledge as such, particular activity goals and reflective practices where sense-making within the interaction is made topical. An Ethnomethodological/Conversation Analytic approach is taken in the analyses to be presented. Thus, primary attention will be paid to talk in interaction and the interactive accomplishment of the topics of investigation therein. The data for this investigation consists of a series of video recordings of group supervision, program introduction workshops as well as extra-curricular student engagements within an international baccalaureate program in the humnanities. The data was collected as under the auspices of the CALPIU project at Roskilde University.

SUSANNE KJÆRBECK

Managing epistemic authority in supervision meetings in an international university program

This paper focuses on epistemic authority in project group supervision meetings with culturally and linguistically diverse participation. The groups consist of 5-7 students and they are in the process of writing their project report. The data consists of video recordings of 15 group supervision meetings and forms part of the research project 'Cultural and Linguistic Practices in the International University' (calpiu.dk).

In an instructional activity such as project group supervision certain interactional rights and obligations are relevant and 'preallocated' to the institutional identities involved, and epistemic authority is considered a basic characteristic attached to the institutional task of supervising. However, the data points to epistemic authority as an interactional accomplishment – it is negotiated among the participant in the process. And, seemingly, the particular activity and setting involved, the pedagogical objectives as well as the university culture emphasize the negotiability of the supervisor's epistemic authority.

Taking an Ethnomethodological/Conversation Analytic approach which focuses on the participants' interactional construction and situational achievement of meaning, the paper investigates explicit and implicit methods for negotiating epistemic authority – explicit methods being i.e. the claim "I know what I am talking about", and implicit i.e. the management of repair in relation to supervisor's word search.

Even though the main focus is on the situational negotiation of supervisor's epistemic authority, student examples where epistemic authority seems to be at stake, are also provided and discussed.

Finally, and on the basis of the examples analyzed, the notion of 'epistemic authority' is discussed and a possible relationship between the allocation of epistemic authority and the participants' ethnicity and language competence is reflected upon.

SPENCER HAZEL

Lending a hand – the embodiment of epistemic authority in international study guidance encounters

This study investigates face-to-face interactions at an international university, and specifically where university administrative staff offer assistance and guidance to attendant, transnationally mobile, students. The data is drawn from a corpus of audio-visual data of helpdesk and study counselling meetings. I focus here specifically on talk and embodied action brought to bear on sequences where epistemic authority is displayed and negotiated, and through which participants are able to constitute their identities vis-à-vis one another (Glenn and LeBaron, 2011).

Research into physically co-present interaction has demonstrated its profoundly multimodal nature, with participants drawing on an aggregate of resources from semiotically diverse fields. Such studies have provided insight into the extent and manner in which different features of embodied action are utilized in the organization of talk and social action in interaction (Goodwin, 2007). Although Ethnomethodological Conversation Analysis has demonstrated systematic practices oriented to by interlocutors in their conversational encounters, it has focused mainly on the vocal conduct in interaction. This paper demonstrates how by including visual resources utilized by participants within our investigations of linguistic practices, we gain a fuller understanding of how participants in such linguistically mixed communities as an international university are able to successfully negotiate their institutional encounters.

Glenn, P and C. LeBaron. 2011. Epistemic authority in employment interviews: Glancing, pointing, touching. *Discourse & Communication* 5(1), 3-22.

Goodwin, C. 2007. Participation, stance and affect in the organization of activities. *Discourse & Society* 18, 53-73.

ELISABETH DALBY KRISTIANSEN

Student displays of academic competencies in the international university: How to manage epistemic authority

Using video-recorded data from naturally occurring educational activities including student group meetings and classroom interaction at an international baccalaureate programme acquired within the CALPIU project at Roskilde University, I have been investigating students' acquisition and display of academic competencies in multilingual university environments. Specifically I have been analyzing when students produce speech as if it were text read aloud. The text read aloud is heard as a possible addition to their written project report. This practice I call the 'read aloud voice (RAV)'. Through Ethnomethodology and Conversation Analysis, I consider the 'read aloud voice' as a component in students' understanding in the interactional accomplishment of academic practices and ultimately their academic literacy seen as mastery of a secondary discourse (Gee 1990) and as legitimate peripheral practice (Lave and Wenger 1991).

In this paper, I will attempt to orient my analyses to the notion of epistemic authority and how it is managed in the on-going negotiation of students' academic literacy as an academic practice in-group work situations. I focus on students' use of the above-mentioned 'read aloud voice' and explore other ways in which interlocutors claim epistemic authority for themselves and assign it to others.

Gee, James P. 1990. *Social Linguistics and Literacies: Ideology in discourse.* London, New York: Routledge.
Lave, Jean and Etienne Wenger. 1991. *Situated Learning: Legitimate peripheral participation.* New York: Cambridge University Press.

16 Combining the local and the global in the international university

CHAIR: Nicole Baumgarten
TUESDAY 16.30-18.00 Room E

KARIN CATTELL

From dualism to relationality: Transnational higher education in South Africa

Western thinking is characterised by dualisms that impose a simplified sense of order onto an otherwise disorderly world, and create definitional boundaries that induce a strict separation between the opposites in the pair. This separation tends to inhibit intellectual advancement, whereas a focus on the relationality within oppositional pairs could promote intellectual exploration. The desirability of this shift in focus is underscored by the linking of the global, the national and the local in the contemporary transnational context. The networks formed by people in transit, connected across the borders of nation-states, constantly transform social, cultural, economic, political

and linguistic relationships. Inhabiting this liminal space leads to an awareness of multi-locality and the resultant need to connect with others, both at the place of origin and at the destination.

Despite the resultant hybridity that characterises contemporary Western higher education, the latter is still predominantly defined in dualistic terms. This paper investigates the potential of relationality in exploring transnational South African higher education, and Stellenbosch University in particular. It examines the limitations of dualisms in defining the complex and shifting network of relationships among the global, national and local elements of the institution, and focuses on the relationality within three salient pairs of oppositions that characterise the university: global/local, centre/periphery, and individual/collective. The paper also examines the potential of relational thinking for intellectual advancement at Stellenbosch University, as opposed to the inhibiting effects of dualistically restricted thought.

TINE WIRENFELDT JENSEN
AND GRY SANDHOLM JENSEN

From tacit knowledge to a shared rule book – facilitating peer-feedback in a cross-disciplinary/cultural context by drawing on the game metaphor

The increase in transnational student mobility brings together students with very different experiences with and understandings of what it means to study and in which formats learning takes place. Culturally embedded understandings and competences on how to interact in group work in a Danish educational context becomes visible as such, and as a consequence international students can experience difficulties with participating in group work with Danish students. These difficulties become espe-cially problematic in the peer-feedback situation that can make students feel exposed (Topping 1998, Hanrahan and Isaacs 2001) and unsure about what is expected of them. We suggest reconceptualizing the peer-feedback process as a board game to overcome some of these difficulties. By drawing on the game metaphor and well-known elements of games (turn taking, time taking, rules and sanctions, Salen and Zimmermann, 2006), the rules for engaging in the activity becomes explicit as expectations and tasks are clearly described in every 'players' rule book. By including guided meta-reflections on the groups' expectations, strengths and weaknesses, the board game also offers a structure that supports the group members' collaboration and learning process. Tests with Danish peer-feedback groups with cross-disciplinary members show that the test feedback board game does support the groups' peer feedback process partly because the game metaphor allows for the rule book format which offers an acceptable genre for making tacit knowledge explicit. Initial experiences with use of the game suggest that this is also the case in a multi-cultural setting.

Poster session

TUESDAY 16.30-18.00 Room F

STACEY M. COZART AND KAREN M. LAURIDSEN

Developing teaching skills for the internationalized university: A Danish project

As an increasing number of higher education institutions offer degree programs taught in English, university management as well as teachers on the ground realize that while the English proficiency of faculty and students is important, there is more to it than just that; students and faculty not only have different first languages, they also come from different cultures, with tacit knowledge and expectations about what is expected of them in the internationalized university classroom. In fact, what we see is a multilingual and multicultural classroom in which English is the one language shared by all, and in which linguistic, cultural and educational issues all play complex and interlocking roles. This has created a pressing need to explore, develop and share strategies for addressing the needs of English-medium lecturers faced with the challenges and opportunities presented by the multicultural classroom.

This poster will present the outcomes of a major Danish development project that has attempted to address these needs by designing, piloting and revising a set of resources available online for lecturers' teaching through English in multicultural university settings.

ANNELIE KNAPP AND SILKE TIMMERMANN

UniComm English – an online dictionary for English as a medium of instruction

There is conclusive empirical evidence by now that using English as a medium of instruction (EMI), a central element of the communicative practices at the international university, is anything but unproblematic for non-native speakers of English. In spite of a general competence in English and sometimes even a perfect command of subject-specific terminology in the foreign language, university teachers and students alike are often not prepared for coping with the particular communicative requirements of university courses.

Many of these recurring requirements can be met by using prefabricated phrases, that is by routinized verbal means. An extensive collection of such phrases can be found in *UniComm English*, an online dictionary developed as part of the research project *MuMiS* with the specific goal of supporting university teachers and students in contexts of EMI, across all disciplines. A special feature of *UniComm English* is its organization in pragmatic terms, which means that the phrases are arranged according to their communicative function.

The particular challenges involved in developing *UniComm English* include the search for appropriate empirical data as well as the choice of pragmatic categories which are adequate in terms of linguistic systematics and in terms of user-friendliness at the same time. Our poster will provide insights into how our research has been put into practice, with a special focus on structural features that have been implemented to meet the users' needs.

17 Explorations of native-speakerism in foreign language teaching

CONVENOR: Damian J. Rivers
WEDNESDAY 10.30-12.00 Auditorium

From a comparative perspective, the relative status of native and non-native speaker language teachers within educational institutions has long been an issue worldwide but until recently, the voices of teachers articulating their own concerns have been rare. Existing work has tended to focus upon the position of non-native teachers and their struggle against unfavourable comparisons with their native-speaker counterparts. However, more recently, native-speaker language teachers have also been placed in the academic spotlight as interest grows in language-based forms of prejudice such as 'native-speakerism' which provide foundation for new theoretical directions through which to forward explorations of issues concerning the dimensions of the native-speaker in foreign language education.

Following on from Houghton's presentation on this issue at the CALPIU 2008 conference, and as a pre-cursor to the forthcoming release of *Native-speakerism in Japan: Intergroup Dynamics in Foreign Language Education* edited by Stephanie Houghton and Damian J. Rivers (Multilingual Matters), this panel will present explorations concerning the native-speaker concept in relation to native-speakerism within foreign language teaching that focus largely on English language education in Japan and Italy. These explorations are especially timely due to their position at the crossroads created by the real, the imagined, the self, the other, the former and the future. In addition, notions of race and racism will be addressed from both theoretical and practical standpoints in connection with related ideologies and attitudes, and their impact upon policies and practices at international, national and local/institutional levels.

The presentations within this panel were developed through an ongoing quest to seek answers to the following questions which implicate the role which historical, legal, economic, socio-linguistic and educational forces have played in the employment of native-speaker teachers in various contexts. What is their relative employment status within the institutional hierarchy? What kinds of roles are allocated by native speaker status in education and administration? When native and non-native speaker language teachers are expected to work together, what kinds of challenges do they face, and how can they be overcome in practice? What impact do such factors have upon curriculum design and development? Regarding the process of internationalization, to what extent are messages transmitted to students through the English language curriculum consistent with the ways in which native-speaker (usually foreign) teachers are treated by their employer?

STEPHANIE HOUGHTON
Explorations of native-speakerism in foreign language teaching

Holliday (2006) defines native-speakerism as "a pervasive ideology within ELT, characterized by the belief that 'native-speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology" (p.385). This paper, however, will explore prejudice and discrimination *against* (usually foreign) English language teachers who

are classified and employed as 'native-speakers' for employment purposes. Having provided a conceptual framework for analyzing the phenomenon of native-speakerism in Japanese and European contexts from a legal standpoint, drawing upon domestic Japanese, European and international law, some main native-speakerist ideologies and attitudes will be highlighted, touching upon themes that include the construction of the native speaker of English in Japan's educational policies, gender and hiring criteria to illustrate the kinds of problems that can arise in practice when 'foreigners' are employed to teach their 'native language' on the basis of their ascribed 'native-speaker' status (Houghton and Rivers, forth.). Next, having given two examples of the different ways in which 'native-speakers' may resist employment discrimination by utilising domestic labour laws and international human rights treaties, I will emphasise how difficult such social and legal action can be when threatened with social oppression, and personal and professional marginalisation. I conclude that in the absence of effective legal protection against discrimination, the oppression of foreign language teachers seems likely to continue.

Holliday, A. 2006. Native-speakerism. *ELT Journal* 60(4), 385–387.
Houghton, S. and D. Rivers (eds.). Forthcoming. *Native-Speakerism in Japan: Intergroup dynamics in foreign language education.* Clevedon: Multilingual Matters.

DAMIAN J. RIVERS
Voices of the voiceless: A quest for liberation and transformation in context

Drawing upon the institutional literature of one specific department at a private foreign language university in Japan, and the juxtaposition of personal experience with audio and email interviews, this presentation explores an ongoing quest for liberation and transformation among six 'native-English speaker' educators from workplace practices underpinned by native-speakerist ideology. The methodological stance adopted within this study was primarily one of postmodernism which sought to "dig deeper and reveal the hidden and the counter" (Holliday, 2007: 19) via the sharing of rarely heard minority voices. Despite having professional reservations about the commonsensical institutional practices they were expected to adhere to, these 'native-English speakers' felt unable to vocalize their concerns due to a fear of being labelled as an in-group deviant and losing their position within the established social hierarchy, not having their contract renewed, or being fired. Indeed, it is known that "native English language teachers ... can only comprehend themselves and their whole experience teaching English within the framework of a Japan that ultimately... imperils them ... to explore the borders of shame when they try to speak of their experience" (Caesar and Bueno 2003: 21). This presentation will also illustrate how 'native-English speaker' teachers within Japan in general are imprisoned by ideologies that position them as being answerable to a complex model of prototypicality. Overcoming the restrictions of this model will only be possible after the dissection of dominant social representations that unfortunately tend to "impose themselves upon us with an irresistible force" (Moscovici 1984: 9), making change in the near future unlikely.

DAVID PETRIE
(Dis)integration of non-Italian mother tongue teachers in Italian universities: Human rights abuses and the quest for equal treatment in the European single market

A citizen's right to take up employment inside the European Union is one of the fundamental pillars of the Eu-

ropean Union as recorded in Article 56 of the Treaty on the Functioning of the European Union (TFEU). Member states have an obligation to uphold and implement the TFEU which has direct and binding effect in all the European Union territories. Member states who fail to uphold the Treaty can be brought before the European Court of Justice (ECJ) and fined. On six occasions, between 1989 and 2008 the ECJ ruled that Italy was infringing EU laws prohibiting discrimination based on nationality with regard to non-Italian workers employed in its universities.

This presentation deals with the biggest case of mass discrimination based on nationality in the history of the EU; foreign lecturers working in Italian universities. It draws on previous empirical research carried out by Professor Brad Blitz. The legal and political framework of the institutions of the EU is examined in the light of case law and the TFEU's demarcation of responsibilities. It concludes that enforcement of free movement is, if not impossible, extremely difficult.

18 Incidental language learning in the Swedish parallel-language university: Outcomes and influences

CONVENOR: Diane Pecorari
DISCUSSANT: Philip Shaw
WEDNESDAY 10.30-12.00 Room E

This panel will present three closely related papers stemming from the English Vocabulary Acquisition (EVA) project. It is increasingly common in the Swedish university that courses are designed and taught wholly or partly through the medium of English and the textbooks and other learning materials which are selected are also in English. One factor leading to this situation is that many actors within the higher education sector believe that exposure to English will translate into incidental language acquisition. The EVA project aims at investigating the extent to which this objective is achieved. The three papers in this panel present the results of investigations addressing specific aspects of incidental language acquisition in this environment.

ŠPELA MEŽEK
Recall of subject-specific content as a measure of textbook reading comprehension

A crucial case for academic literacy theory and the notion of supralinguistic 'academic proficiency' is the so-called parallel-language university. The use of textbooks in English is widespread in Swedish universities, particularly in the natural sciences where the assigned reading often consists of English textbooks which are used by natural science students around the world. This has been a cause for concern, as the texts are not written for the sociolinguistic environment where they are used and as the lin-

guistic appropriateness of such texts for Swedish students has yet to be established. This paper investigates reading comprehension of natural science students from two sociolinguistic environments: Swedish and British. Their comprehension is tested with a written recall protocol test, where the students read an authentic English textbook excerpt and then summarise it. This method has the advantage of examining academic literacy holistically and being ecologically valid. The focus of the study is on how the Swedish students' comprehension of academic texts is affected by their English language ability, the amount of time they are given to study the text, and the language they choose to report in. Their results are compared with those of their peers in Britain. The findings regarding Swedish students' textbook-reading comprehension will be presented, and the pedagogical implications, both for subject teachers and EAP support staff, will be discussed.

DIANE PECORARI

Factors influencing the likelihood of incidental vocabulary learning

The factors influencing the likelihood that vocabulary learning will succeed relate to the learner, to the teaching method, and to the word itself. For example, all other things being equal, cognates are likely to be learned more easily than L2 forms which do not have L1 cognates. This paper presents the results of a series of experiments measuring the uptake of L2 technical terminology. Students at several Swedish universities were exposed to new technical terms, both in writing and orally, and their acquisition of the terms was measured via a series of pre- and post-tests. The phonological, morphological and lexico-semantic characteristics (Laufer, 2001) of the words which were most and least successfully learned were analysed. Results in terms of the relationships among these factors will be presented. Implications for course design and classroom practice in the international university, where students have a range of L1 backgrounds, will be taken up.

Laufer, B. 2001. What's in a word that makes it hard or easy? Some intralexical factors that affect the learning of words. In N. Schmitt and M. McCarthy (eds.), *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press. 140-80.

HANS MALMSTRÖM (presented by Philip Shaw)

Optimising incidental vocabulary acquisition: An experimental investigation

One of the explanations offered by teachers for the choice to use English-language textbooks is the perceived importance of exposing students to subject-specific terminology. Previous research suggests that frequency of exposure and the conditions under which it takes place influence the learning of terminology. This paper presents the findings of an experimental investigation which aims to investigate the success of different types of term-oriented lecture based teacher practices believed to potentially enhance vocabulary acquisition for Swedish university students in the parallel-language environment (for similar work on the monolingual environment, see Chaudron 1982; Toya 1992). Students were first asked to read a textbook-like passage in English; the passage was written by the researchers, tailored to our specific research purposes. Different groups of students then watched different video-recorded lectures in which terms from the reading passage were presented in lecture-like form with different types and degrees of elaboration from a teacher (e.g. writing on the board and/or code switching from L1 to L2 when mentioning the target term). The findings with regard to which teacher practices/conditions promote successful learning will be presented and discussed using the Involvement Load Hypothesis (Laufer and Hulstijn, 2001) as the point of departure.

Chaudron, C. 1982. Vocabulary elaboration in teachers' speech to L2 learners. *Studies in Second Language Acquisition* 4, 170-180.

Laufer, B. and J.H. Hulstijn. 2001. Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics* 22(1), 1-26.

Toya, M. 1992. *Form of explanation of modification of input in L2 vocabulary learning.* Unpublished MA thesis, University of Hawaii: Honolulu.

19 Academic literacy

CHAIR: Susanne Kjærbeck
WEDNESDAY 10.30-12.00 Room F

KATHRIN KAUFHOLD

Uses and perceptions of English in academic writing by European non-native English speakers during their UK-based Masters – a social practice perspective

More and more students from across the European Higher Education area complete courses in English-medium in their home country. Research in almost all academic areas is increasingly published and consumed in English by tutors and students. How do students draw on these experiences when they come to study on a Masters programme in the UK? Specifically, what role do their multilingual repertoires play in their Masters thesis projects at an English university? This paper reports on a research project on students' thesis writing practices at an English university. Following a New Literacy Studies approach (Barton and Hamilton 1998), the study takes an ethnographic perspective. Participants, including seven non-UK European Masters students, were regularly interviewed throughout the time of their thesis writing. Based on texts written during the thesis period, the interviews explored these students' writing-related practices and examined links to past writing experiences. To incorporate further perspectives, supervisors and learning developers were interviewed, workshops observed and relevant departmental publications analysed.

The paper will focus on three students outlining their different experiences and practices related to writing in English while studying in the UK. These accounts will demonstrate that the way English is (or is not) used in their academic and vernacular writing is situated in practical purposes, discipline-specific value systems and is intrinsically interwoven with students' imagined futures.

CAROLE SEDGWICK

"Small is beautiful": An investigation of literacy practices of MA thesis writing in two different national locations in Europe

This paper reports research into academic literacy practices for MA thesis writing on English studies programmes in two different national locations in Europe. The research

was prompted by the aims of the Bologna Process to create a globally competitive higher education space in Europe with a system of 'comparative', 'compatible' degrees to enable mobility across Europe for employment and study. The research was concerned with how similarities and differences in practices and the social contexts embedded in those practices, could relate to notions of 'readable' and 'comparable' degree qualifications. An ethnographic perspective was adopted to research design in order to collect 'rich' data on thesis writing practices for six MA theses, three from each location, treated as separate case studies. Three of the theses were supervised by English literature specialists and three by applied linguists. Multiple contexts that students, supervisors and assessors perceived to be relevant to thesis making and to determine, influence and constrain practices were identified across the case studies. These contexts, global and local, illustrate different dimensions of location, geographical, geo-political and geo-linguistic, identified by Lillis and Curry in their ethnographic study of the practices of publishing of eight European academics (2010). The rich range of practices identified in these six case studies demonstrates the creative potential of the local and challenges top-down specification for degree qualifications, such as the European Qualifications Framework. The paper concludes with a proposal for alternative bottom-up approaches to the harmonisation of degree qualifications.

Lillis, Theresa and Mary Jane Curry. 2010. *Academic Writing in a Global Context: The politics and practices of publishing in English*. London: Routledge.

JULIE DE MOLADE, ANNE FABRICIUS, SPENCER HAZEL AND JANUS MORTENSEN

Presentation of the CALPIU storehouse

With this presentation, the CALPIU storehouse committee would like to share the experiences we have had building the CALPIU storehouse over the past three years. We will present what the CALPIU storehouse contains and what is does not contain in the form of data, protocols and permissions. We will discuss issues of transcription software, data sharing and data anonymisation. In short, we will give an account of what we had envisioned for the CALPIU storehouse to begin with, what we have accomplished so far and where we see the storehouse going in the future.

Round Table

CHAIR: Hanne Leth Andersen
WEDNESDAY 12.45-15.00 Auditorium

PARTICIPANTS

Peter Harder (Copenhagen)
Jan K. Lindström (Helsinki)
Jean-Jacques Weber (Luxembourg)
François Grin (Genève)
David C. S. Li (Hong Kong)

Transnational mobility of university students and university faculty underpins internationalization of Higher Education in many parts of the world. This large-scale movement of people, ideas, and languages holds the potential to engender new transnational learning spaces where cultural and linguistic diversity and hybridity may flourish and enrich university education.

However, in practice, internationalization does not always lead to a form of cultural and linguistic diversity and hybridity that enriches university education. On the contrary, there are strong indications that internationalization often proceeds on the basis of national, mono-cultural assumptions resulting in linguistic mainstreaming in favour of English.

The purpose of the closing round table at CALPIU'12 is to discuss to what extent university policy *can* and *should* promote cultural and linguistic diversity as an aspect of 'the international university' and university education in particular.

The discussion will be based on introductions to five universities from various parts of the world and their approaches to internationalization and cultural and linguistic diversity.

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