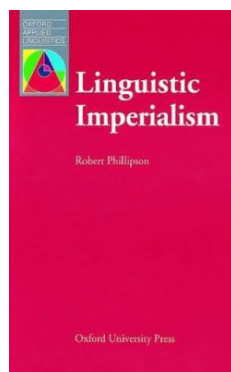


How can we teach International English ?

Rudi Camerer

BESIG-Conference

9 November, 2013



“Linguistic Imperialism –
Still Alive and Kicking?”



<http://iatefl.britishcouncil.org/2013-sessions/2013-04-10/british-council-signature-event-linguistic-imperialism-still-alive-and-kicking>





47th Annual Conference and Exhibition
Arena and Convention Centre, Liverpool,
UK 8th-12th April 2013

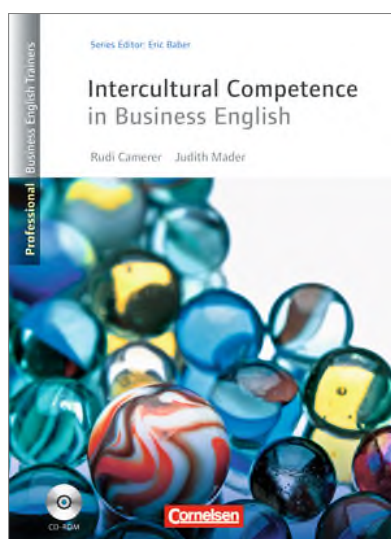
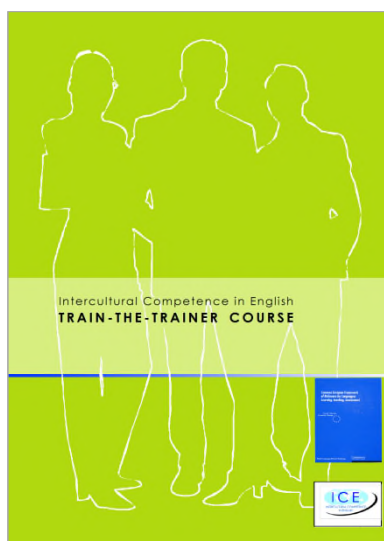
The ELF 6 logo consists of the letters "ELF" in large orange font and the number "6" in a white box with an orange border.

The Sixth International
Conference of English
as a Lingua Franca
Rome, September 4-7 2013

The Roma Tre University logo features a stylized blue and white geometric design above the text "ROMA TRE UNIVERSITÀ DEGLI STUDI".

Roma Tre University, Italy

Intercultural communication: new perspectives from ELF



ICC — RELEVANT DESCRIPTORS FOR ORAL PERFORMANCE		
CRITERIA	ICE Level 1 (CEFR B1)	ICE Level 2 (CEFR B2)
INTERACTION	<p>SOCIOLINGUISTIC APPROPRIATENESS</p> <p>C2: Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly ...</p> <p>C1: Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts ...</p> <p>B2: Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker...</p>	
CONTENT	<p>Neutral attitude</p> <p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. [Sociolinguistic appropriateness]</p> <p>Knowledge of 1 or more aspects of IC theory</p> <p>Shows general awareness of potentially culture-bound differences in behaviour and communication styles.</p>	<p>Can sustain relationships with native speakers or requiring them to behave other than they would with a native speaker...</p> <p>Shows awareness of and experience with different communication styles.</p>
LANGUAGE	<p>Polite language</p> <p>Can adapt his expression to deal with less routine, even difficult situations. [Flexibility]</p> <p>Is aware of salient politeness conventions and acts appropriately. [Sociolinguistic appropriateness]</p> <p>Shows some awareness of the relevance of non-verbal communication and uses para-verbal signals (e.g. gestures, facial expressions, proxemics) appropriately in some cases. [General linguistic range]</p> <p>Linguistic appropriateness</p> <p>Has enough language to get by, with sufficient vocabulary to discuss family, hobbies and interests, work, travel, and current events. Lexical limitations cause repetition and even difficulty with complex topics. [General linguistic range]</p>	<p>Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p> <p>INTERACTION</p> <p>B2: Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party ...</p>

<p>OVERALL SPOKEN INTERACTION</p> <p>C1 Can express himself/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</p>	
<p>TURNTAKING</p> <p>B2 ... Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</p>	
<p>PLANNING</p> <p>B2 Can plan what is to be said and the means to say it, considering the effect on the recipients.</p>	
<p>SOCIOLINGUISTIC APPROPRIATENESS</p> <p>C2 ... Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.</p> <p>B2 ... Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p>	
<p>FLEXIBILITY</p> <p>B2+ Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.</p>	
<p>COOPERATING</p> <p>C1 Can relate own contribution skilfully to those of other speakers.</p>	

Standardisation

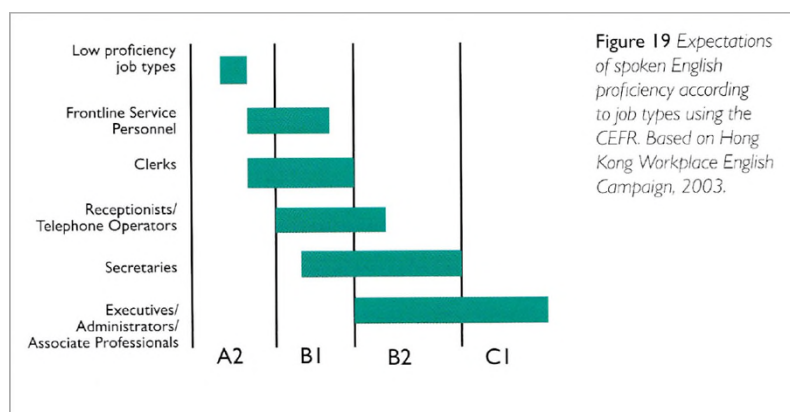
The influence of the Common European Framework of Reference (CEFR) around the world

- 47 member states of the Council of Europe
- Commonwealth Office
- Hong Kong
- New Zealand
- Australia
- Japan
- Chile, Columbia and Mexico



As of today, the CEFR has been translated into 39 languages, among them non-European languages like Arabic, Chinese, Korean, Japanese.

The CEFR in China



WORKSHOP OUTLINE:

1. What exactly is International English (ELF)?
2. Linguistic aspects
3. ELF and INTERCULTURAL COMMUNICATION
4. What we should teach
5. How we should teach

-
1. What exactly is International English (ELF) ?

What is International English (ELF) ?

ICE Train-the-trainer Course

INTERNATIONAL ENGLISH
LISTENING COMPREHENSION

1. Ms. Mustafina
Ms. Mustafina grew up in Kazakhstan and has worked internationally for many years. In this interview she talks about her experience in several countries, including China and Ethiopia.
(Listen to what she says and mark whether the following statements are true (T), false (F) or not mentioned (N).)

	T	F	N
Ms. Mustafina does not think her English is really good.			
Ethiopians thought her way of speaking English was best.			

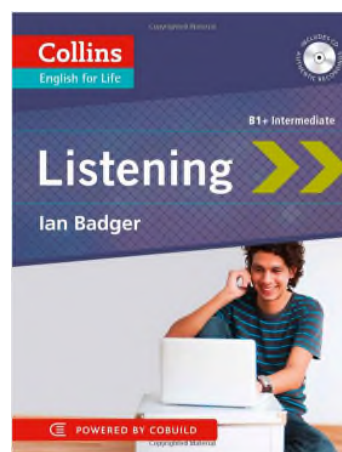
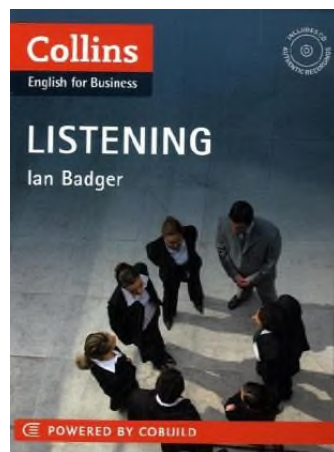
2. Dave
Dave is a Scot who has lived in Germany for some years. Here he talks about his experience with a German football club.
(Listen to what he says and mark whether the following statements are true (T), false (F) or not mentioned (N).)

	T	F	N
Dave finds committee meetings in his football club unorganised.			
Club life in Scotland is much more fun than in Germany.			

3. Chiaki
In this recording, Chiaki from Tokyo in Japan, discusses her experiences of negotiating with people from European countries.

1. What kind of behaviour does Chiaki describe as being 'rude'?
2. In Chiaki's opinion, Confucianism encourages people to do what?
3. How does a Japanese boss feel when Western business partners insist that their opinion is the right one?

etc - European Language Competence
Bachemweg 1-3
D-40225 Frankfurt am Main
Tel: 0210 4000000



IT'S A REALITY

BUSINESS

TOURISM

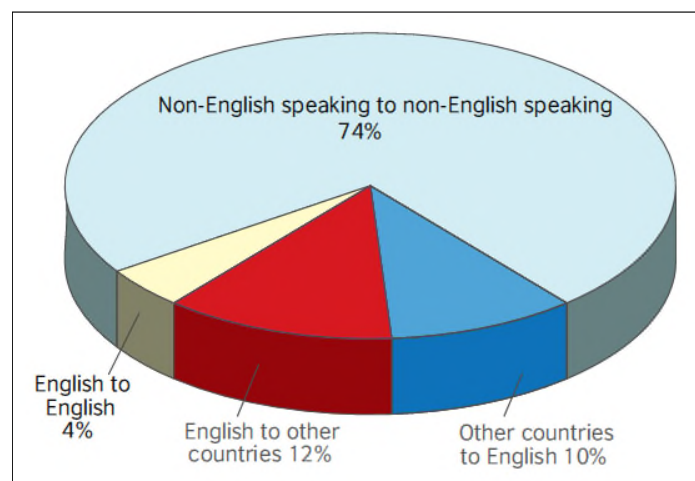
INTERNET

TELEVISION

PRINT MEDIA / SCIENCE



ENGLISH USED IN TOURISM:



2004



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Changing Englishes: An Interactive Course for Teachers

Overview

Unit 1 Defining English

Monolithic vs Plurilithic concepts

Monolithic concepts of language

Plurilithic concepts of language

'Standard English': History

'Standard English': Beliefs

Advantages and Disadvantages of 'Standard English' for ELT

Four dimensions of monolithism

Concept check

Reflect and discuss

Unit 2 Using English

Unit 3 Learning English

Unit 4 Teaching English

Unit 5 Changing English

Glossary

References

Resources

Interact

About

Feedback

York St John University | University in the Heart of York > Changing Englishes: An Interactive Course for Teachers > Unit 1 Defining English

Unit 1 Defining English

Activity

Have a look at these pictures. Which one is closer to your concept of what the English language is like?

A special recommendation:
Changing Englishes: An Interactive Course for Teachers

Figure 1.1: The terrestrial planet Venus

Figure 1.2: One of the Antennae Galaxies

(Source: NASA)

In your opinion, is English like a planet (Fig. 1)? Or is it more like a galaxy (Fig. 2)? Think about this question for a couple of minutes and note down the reasons for your choice before looking at our feedback.

Feedback

Progress

[Monolithic vs Plurilithic concepts >](#)

<http://www.yorksj.ac.uk/changing-englishes/changing-englishes.aspx>

A special recommendation:
Changing Englishes: An Interactive Course for Teachers

THE LANGUAGE

Good language

Ordinary language

Dialects

Errors

THE LANGUAGE

Dialect 1

Dialect 2

Dialect 3

etc.

Idiolect 1

Idiolect 2

etc.

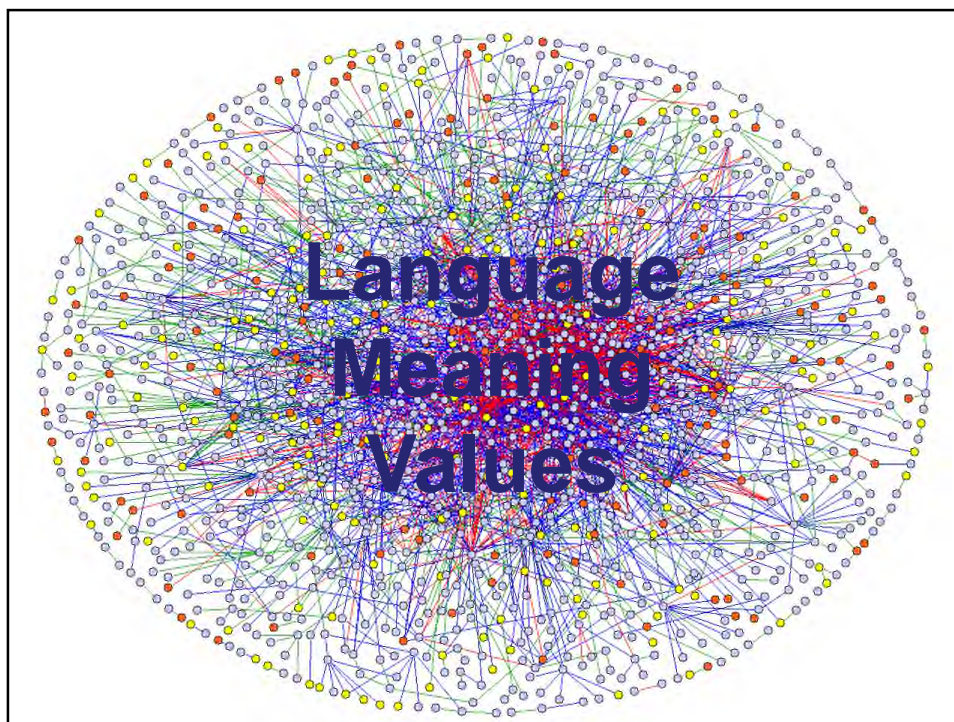
1.3: A 'folk' view of what a language is

Figure 1.4: A linguistic view of what a language is

(Source: YSJ. Figures adapted from Preston)

<http://www.yorksj.ac.uk/changing-englishes/changing-englishes/unit-1-defining-english/standard-english-beliefs.aspx>

9



What is International English (ELF) ?



A multitude of language variations spoken and written globally in international / intercultural encounters.

Although based on received Anglo-Saxon standard variations they develop dynamically and defy standardisation.

Criteria for effective International English are

- a. COMPREHENSIBILITY in writing and speaking
- b. APPROPRIATENESS of register and language for context
- c. POLITENESS in the context of relationship building

a. COMPREHENSIBILITY



The language (vocabulary, structures, pronunciation) used by the interlocutors...

- can be understood in most international and intercultural contexts and would not cause misunderstanding, offence or ridicule.
- can be understood by speakers of languages other than the speaker's own.
- Deviations (grammatical and other) from native-speaker language do not lead to misunderstanding.
- Mother tongue influence does not prevent speakers of other languages understanding what is being said.

European
Language
Competence

b. APPROPRIATENESS of register



The language (vocabulary, structures, pronunciation, strategies) used by the interlocutors reflects the context, i.e. in particular the status of and relationship between the interlocutors.

Foto: aboutpixel.de

e | c
European
Language
Competence

c. POLITENESS in the context of relationship building



Culture-bound COMMUNICATION CONVENTIONS are more important than linguistic correctness.

Examples:

- TURN-TAKING, TURN-STEALING
- DISAGREEING, CRITICISING
- FACE-SAVING STRATEGIES
- DIRECTNESS / INDIRECTNESS
- PROXEMICS
- ...

Foto: aboutpixel.de

2. Linguistic aspects



Vienna-Oxford International Corpus of English

How big is VOICE?

The current size of VOICE 2.0 Online is **just over 1 million words of spoken ELF**, equalling 110 hours and 35 minutes of recorded and transcribed interactions.

Which first languages are represented in VOICE?

Since the focus of VOICE at this stage is primarily, but not exclusively, on Europe, all major first languages spoken across Europe are represented in the corpus. In sum, VOICE encompasses **49 different, also non-European, first languages**.

Does VOICE Online include audio files?

As of 24 November 2010, 23 recordings of transcribed speech events can also be listened to. The anonymized audio material is freely accessible from within the VOICE Online interface after a free registration for the VOICE Online services. The audio material covers **approximately 22 hours of field-recordings**, which equals about 20% of the entire corpus. We trust that this new feature will further increase the value of VOICE for research. For detailed information on using the new audio features, please refer to the subsection audio files in Using VOICE Online.

<http://www.univie.ac.at/voice/>



university of tampere: school of modern languages and translation studies: subjects: english philology:
research: projects:

Search... »



English Philology

Studies

Links

Welcome to the ELFA Corpus Project Homepage

[Project](#) | [Corpus](#) | [Research](#) | [Data](#) | [Team](#) | [Links](#) | [Contact](#) | [Home](#)

ELFA, *English as a Lingua Franca in Academic Settings*, is a research project in the Departments of English at the University of Tampere and University of Helsinki in Finland. The aim of the project is to study academic speech in intercultural contexts, using English as a lingua franca. The project has compiled a corpus of spoken academic ELF, which is transcribed and stored in electronic form. The ELFA project is funded by the Academy of Finland.

We are happy to announce that the ELFA corpus is now completed!
See [Corpus](#) for more details on the corpus.
Click on the links above to find out more about the ELFA project.

See also the sister project of ELFA, *SELF* (Studying in English as a Lingua Franca) currently underway at the University of Helsinki.



"Currently the corpus contains **1 million words of transcribed speech**. The data consists of recordings and their transcripts, and will be available to researchers on request when it is finished. The recordings are made at the University of Tampere and Tampere University of Technology."

<http://www.uta.fi/tl/en/english/research/projects/elfa.html>

<http://ice-corpora.net/ice/>

ICE

INTERNATIONAL CORPUS OF ENGLISH

ICE Teams:

Australia

GO!

[Corpus Design](#)

[Annotation](#)

[Manuals](#)

[Sample Sound Files](#)

[Publications](#)

[Events](#)

[Joining ICE](#)



The International Corpus of English (ICE) began in 1990 with the primary aim of collecting material for comparative studies of English worldwide. Twenty-four research teams around the world are preparing electronic corpora of their own national or regional variety of English. Each ICE corpus consists of one million words of spoken and written English produced after 1989. For most participating countries, the ICE project is stimulating the first systematic investigation of the national variety. To ensure compatibility among the component corpora, each team is following a common **corpus design**, as well as a common scheme for **grammatical annotation**.



Contact information: Professor Gerald Nelson, Department of English, The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong SAR. Email: geraldnelson@gmail.com Fax: +852 2603 5270



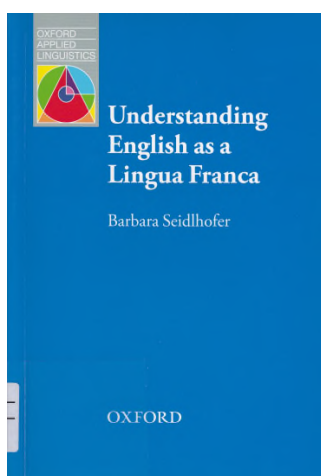
Contact information for individual ICE teams may be found [here](#).

News Julv 2013

Currently available ICE corpora:

Canada*
East Africa*
Great Britain
Hong Kong*
India*
Ireland & SPICE
Ireland*
Jamaica*
New Zealand
Nigeria (written)
The Philippines*
Singapore*
Sri Lanka (written)
USA (written)*

Corpora marked * may be downloaded



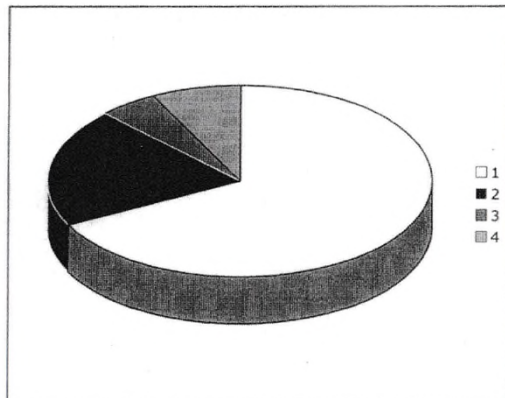
ELF users regularly ...

- do not use third-person singular present tense s
- use of relative pronouns *who* and *which* interchangeably
- omit definite and indefinite articles or insert them where they do not occur in SE (e.g. *they have a respect for all, he is very good person*)
- pluralize nouns that do not have plural forms in SE (e.g. *informations, knowledges, advices*)
- use the demonstrative *this* with both singular and plural nouns (e.g. *this countries*)
- extend the uses of certain 'general' verbs to cover more meanings than in SE, especially *make, do, have, put, take* (e.g. *make a discussion*)
- ...

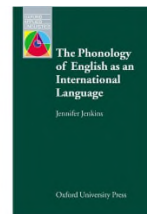
<http://www.univie.ac.at/voice/>

e | c
European
Language
Competence

The causes of communication breakdown in ELF

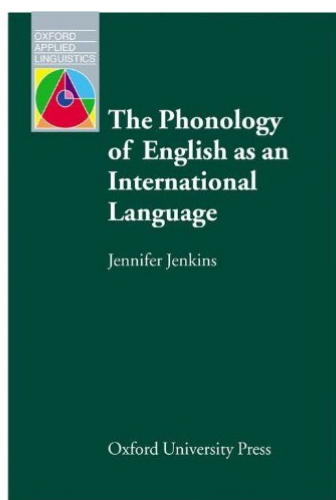


Key: 1 = pronunciation; 2 = vocabulary; 3 = grammar; 4 = other causes



productive &
receptive
skills affected !

Jennifer Jenkins (2000). The Phonology of English as a Lingua Franca

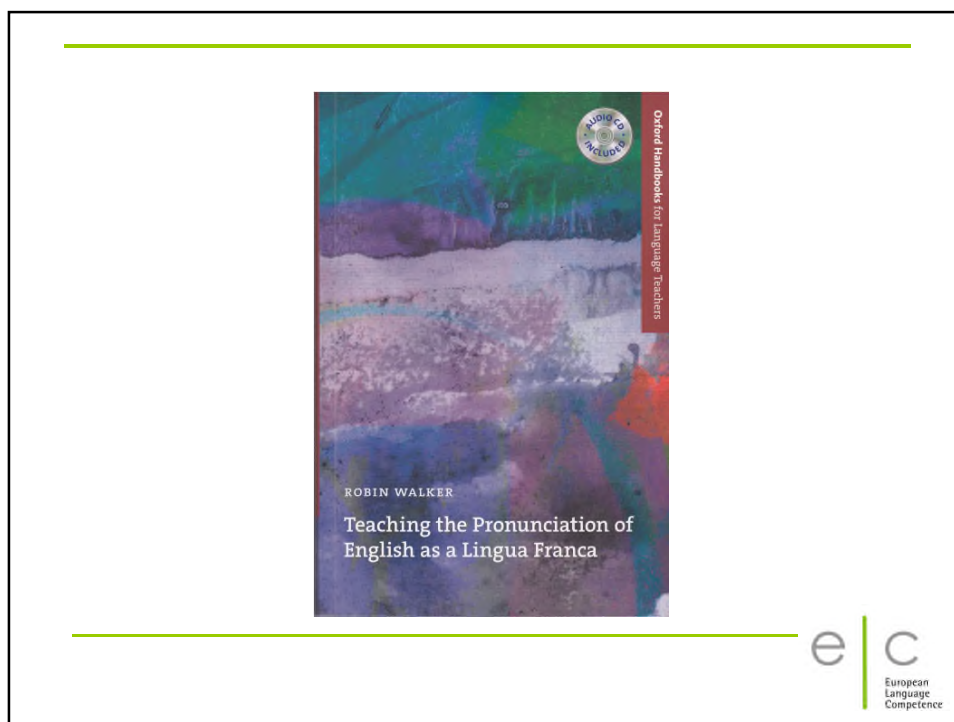


Lingua franca core:

- approximation to most RP consonants
- appropriate treatment of consonant clusters
- length difference between vowels
- placement of nuclear (sentence) stress

(2000)



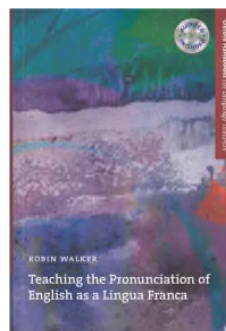


	Traditional EFL syllabus (native speaker oriented)	ELF syllabus (oriented towards international intelligibility)
	All sounds	All sounds except for the dental fricatives, /θ/, /ð/, and dark /ɪ/
1. Consonants	Rhotic or non-rhotic /r/ BrE or AmE intervocalic /t/ and /d/ Aspiration of /p/, /t/, /k/	/r/ in word-initial position /p/, /t/, /k/ in word-initial position
2. Clusters	Important in all positions Elision of /t/ and /d/	Important in beginnings and in the middle of words. Elision of /t/ and /d/ for all learners
3. Vowels	Quality – all vowels as possible to the chosen accent Quantity – length as a	Quality – acceptable if consistent Quantity – short contrasts; 2) shortening effect of /t/ and /d/ is important
4. Schwa & vowel reduction	Essential to word stress	Not important
5. Word stress	Very important	Not important
6. Stress-timing	Very important	Not important
7. Weak forms	Essential for stress-timing	Not important
8. Connected speech features	Elision, assimilation, etc. essential for stress-timing	Not important
9. Nuclear stress	Important, but mainly at advanced levels	Not important
10. Tone	Essential for indicating structure	Not important

Influence of L1 on pronunciation

ELF and the learner's first-language pronunciation:

- Arabic
- Chinese
- German
- Greek
- Japanese
- Malay
- Polish
- Portuguese
- Russian
- Spanish



Pronunciation features shared by ASEAN ELF users

Feature	Example(s)
reduction of consonant clusters	first - firs
dental fricative /θ/ as [t]	many thing [tɪŋ]
merging of long and short vowel sounds	[i:] and [i] to [i]
monophthongization of FACE and GOAT diphthongs	
reduced initial aspiration	they will teach [di:tʃ]
bisyllabic triphthongs	in our [aʊwə] time
lack of reduced vowels	officially [ˈɒfɪjəli]; to [tu:] visit
stressed pronouns	and HE has been in Singapore
heavy end-stress	the incidental WAY



(p.80)



Influence of L1 on lexis

e.g. L1-Spanish speaker:

"It is always moving [...] to see how the camera's gaze captures emotions, habitual body languages, especially when people ignores they are captured."

Alastair Pennycook (2012). "Lingua Francas as Language Ideologies". In Kirkpatrick, A. & Susses, R. (eds.) (2012). English as an International Language in Asia: Implications for Language Education. p. 142

e.g. L1-French speaker:

"Who is writing the protocol today?"

e.g. L1-German speaker:

"Can I bring you to the main station?"



Influence of L1 on pragmatics

➤ Close the window.



➤ Could you please close the window?

➤ Do you think I could possibly prevail upon you to close the window?

"Would you please, Monsieur, sign the opening invitation distinguishing greetings."



*"Dear waiter, tell your respected father to kindly oblige me with a dish of rice and vegetable."**



* Manfred Kummer "Politeness in Thai" in: R. Watts/ S. Ide/ K. Ehlich (eds.) (2005) Politeness in Language. Studies in its History, Theory and Practice. p. 331



Influence of L1 on pragmatics

e.g. Turn-taking conventions

Turn-stealing / interruptions vs. seniority, gender etc.



Influence of L1 on pragmatics

e.g. Reacting to a compliment

You speak Chinese really well.

- a) *Thank you.*
- b) *I have been trying hard to learn, but my Chinese is still not good.*
- c) *No, no, my Chinese is very poor.*



Influence of L1 on pragmatics

e.g. request schemata in writing:

Anglo-American style	Common in China, Indonesia, Japan ...
Salutation Request Sign off	Salutation Face-work / Securing of Good Will Reasons for request Request Sign off

Andy Kirkpatrick (2010). English as a Lingua Franca in ASEAN, p. 118f.



3. ELF & INTERCULTURAL COMMUNICATION



WHAT DO WE DO WHEN WE COMMUNICATE?

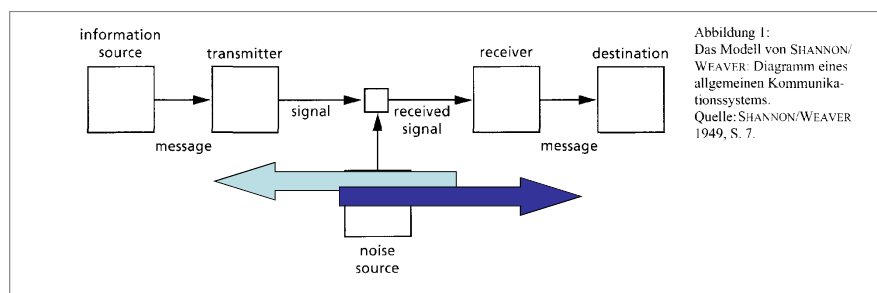
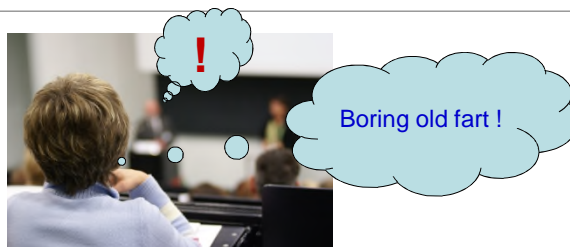


Abbildung 1:
Das Modell von SHANNON/
WEAVER: Diagramm eines
allgemeinen Kommunika-
tionssystems.
Quelle: SHANNON/WEAVER
1949, S. 7.



You cannot not communicate.

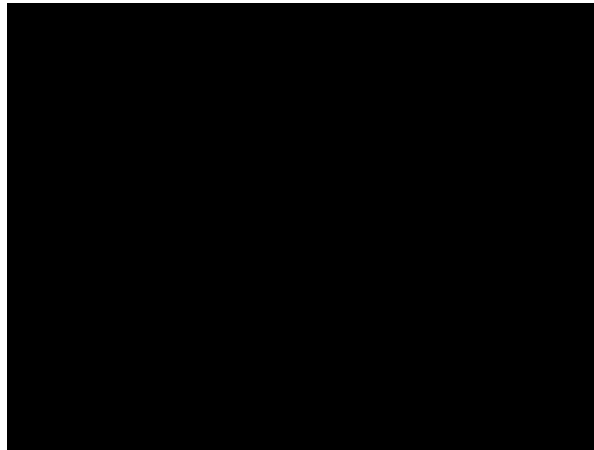
information & meaning

↔

identity, roles, relationship



Is it a language problem?



TYPES OF MISTAKES

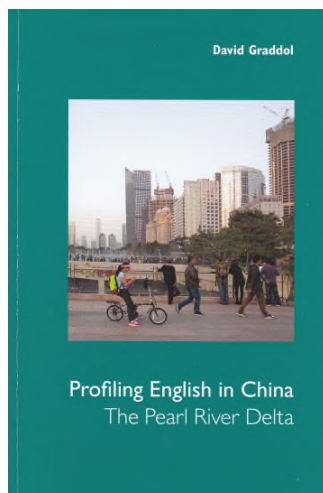
1. Not important and not noticeable
(I was in holiday last week. I was there on the weekend.)
2. Noticeable but meaning clear
(Last year I go to Spain on holiday.)
3. Misunderstanding possible but not inevitable
(Thank you worry match. / I will do a Spanish course next year.)
4. Misunderstanding and checking question possible
(I started working for two weeks. / I broke school.)
5. Misunderstanding not noticed, e.g. because of diverse culture-based discourse conventions etc.

WHICH MISTAKE IS WORSE?

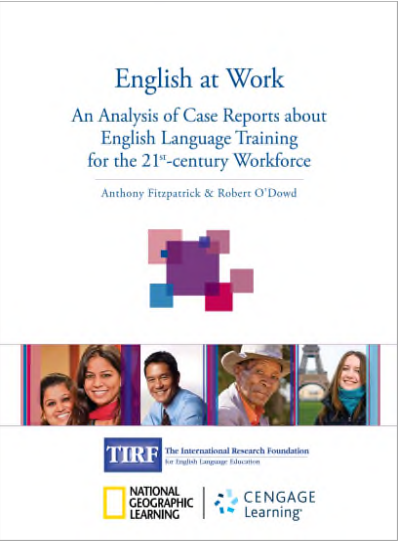
Both sentences mean the same thing.
There is a mistake in each.

3.

- a. I helped cook my wife yesterday.
- b. I helped mine wife cook yesterday.



In the past, the main 'driver' of English in China has been the need to pass national exams. In future, this orientation may decline, but the need to obtain a real communicative competence in English may be increasing ... " (p. 44)




English at Work
An Analysis of Case Reports about
English Language Training
for the 21st-century Workforce
Anthony Fitzpatrick & Robert O'Dowd

TIRF The International Research Foundation
for English Language Education

NATIONAL GEOGRAPHIC LEARNING | **CENGAGE Learning**

Those courses which have traditionally been called “business English” and “English for specific purposes” have mainly emphasized developing future workers’ skills in the classic business tasks of formal presentations, letter and email writing, formal negotiations, etc. However, recent studies highlight **the importance of English for informal interaction and socializing in workforce contexts**. English learners urgently need to be sensitized **to communicative strategies for establishing relationships and maintaining rapport in the workplace [...]** In meetings, **the ability to take part in discussions** is considered much more important than actually carrying out formal presentations. In addition, **participation in teamwork** is vital for job success. Furthermore, increased **awareness of cultural differences that may arise in the workplace in both oral and written forms of communication** is essential in the contemporary workplace, where personnel are of different ages and represent a range of linguistic, ethnic, and social backgrounds. p.12

(2012)



“CULTURE IS A VERB”

Brian V. Street

The question is not what culture is, but what culture **DOES**.

“Culture is an **active process of meaning making** and contest over definition, including its own definition.”

Brian V. Street. Culture is a Verb: Anthropological aspects of language and cultural process. In David Graddol, Linda Thompson, Mike Byram. Language and Culture. Clevedon 1993.

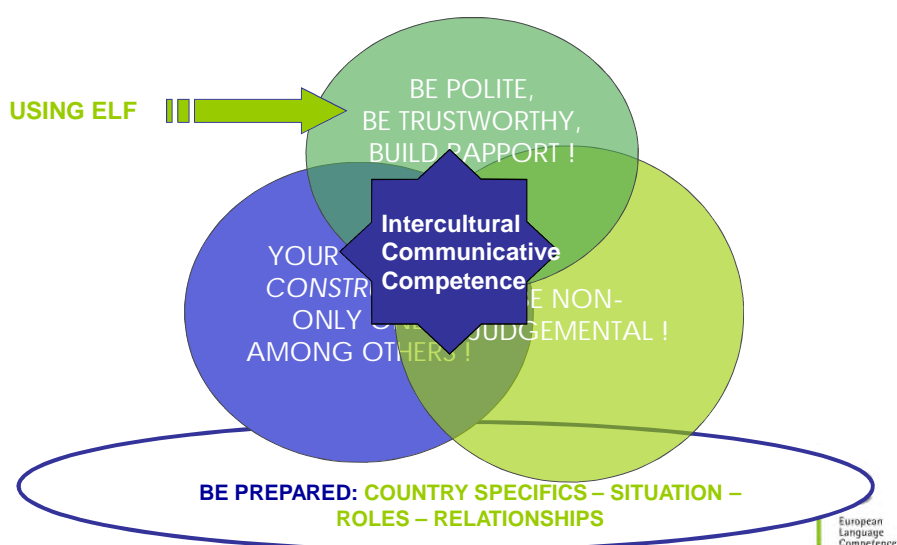




"Culture hides more than what it reveals, and strangely enough, what it hides, it hides most effectively from its own participants."

Edward T. Hall

INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)



Is it a language problem ?

ICE Train-the-Trainer Course

How to Insult an Egyptian Customer

A major Canadian high-tech manufacturing firm was deep in negotiations with an Egyptian public sector company. Vice President Paul White was pleased to learn that the head of the Cairo-based company was leading a delegation to Toronto with a view to concluding negotiations.

White was even more pleased when upon his arrival Dr. Mahmud Ahmed invited strongly that discussions were moving along nicely and that a favourable outcome was likely. After all, this contract represented the largest and most profitable deal White's company had worked on to date.



Quite aware of the importance of relationship-building, Paul invited the Egyptian delegation to an elegant reception and buffet dinner at the prestigious Grand Hotel, with Dr. Ahmed as the guest of honor.

Dr. Ahmed was his usual charming, affable self when he arrived at the party and warmly shook hands with Paul. After a few minutes of chitchat the Canadian led his 'chief guest' to the dining table, stocked with things the Egyptian was known to like. 'Well now, what can I offer you to drink, Dr. Ahmed?'

'Oh, nothing for me right now,' replied the Egyptian with a smile. The two men conversed pleasantly about sports, music and other mutual interests for a while and then White guided his guest to the buffet table loaded with delicacies Dr. Ahmed preferred. Paul was surprised when Dr. Ahmed again declined politely, saying that he wasn't hungry.

Fuzzed by his guest's lack of interest in food and drink, Paul wondered what the problem might be. Then the Canadian real was drawn into conversation with some of the other guests and did not notice when Dr. Ahmed left the party early.

All the negotiating session next day Dr. Ahmed was cool and distant. No progress at all was made toward an agreement. That afternoon Paul learned that the head of the Egyptian company was complaining vigorously to his colleagues about the 'rude and offensive treatment' he had undergone at the dinner party. 'I certainly do not intend to do business with such discourteous people,' he was heard to say.

With the delegation due to leave Canada in three days, Paul White was desperate to know what was happening. Was this a negotiating ploy - a pressure tactic? Or had his team really offended Dr. Ahmed somehow? If so, what could he do now?

Richard K. Deemed (2003) Cross-Culture business etiquette: negotiating, selling, buying and managing across cultures pp. 355.

Discuss with your partner:

1. What went wrong in this episode?
2. How could the critical incident have been prevented from happening?
3. What could be done to re-establish a positive relationship among the business partners?

etc - European Language Competence
Bachmann et al. 2010
Bachmann et al. 2010
Bachmann et al. 2010

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What are the implications for teaching ?

Does this mean that

- a. nothing is wrong as long as it can be understood ?
- b. marked native speaker varieties should be penalised ?

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4. What we should teach

Implications for teaching

ONE LANGUAGE FOR ALL?

Each speaker will use his or her own politeness conventions and the use of English as an apparently common language may well hide more than it reveals.

Two basic rules should therefore be observed:

1. First and second encounters are crucial and will most probably have an effect on how the relationship continues.
2. The higher the level of the speaker's English in linguistic terms, the more serious will breaches of politeness conventions generally be considered.



Implications for teaching



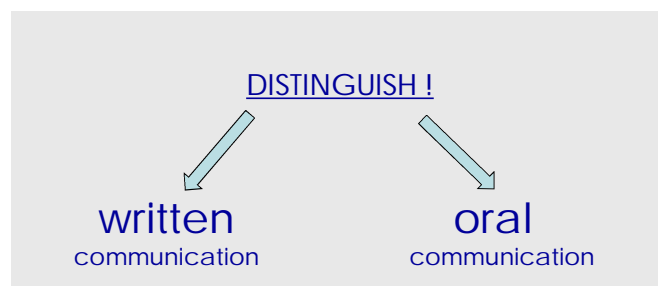
Find out about ...

1. Learners' needs (culture, scenarios, oral/written ...)?
2. What skills required?
3. Clarify: What are MISTAKES?
4. Teaching material & methods

Implications for teaching



POLITENESS before LINGUISTIC FEATURES !



Implications for teaching oral communication

CRITERIA for learning success:

POLITENESS before LINGUISTIC FEATURES !



- Register
- Pronunciation / Intonation / nuclear stress
- Vocabulary / clusters

Foto: aboutpixel.de

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Implications for teaching oral communication

~~**MORE
GRAMMAR**~~



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Implications for teaching oral communication

Meta-communication skills

DESCRIBING EXPERIENCES, OBSERVATIONS, IMPRESSIONS

a) Describing observations and experiences

- I've often noticed that...
- I can't help noticing that ...
- A lot of English/American/French people I know ...
- I know quite a few English/Turkish/Spanish people who ...



b) Confirming or qualifying impressions

- The people I've worked with from Poland often ...
- I don't really think that in Poland they ...
- Most of the French people I've met ...
- The Italians I have met/dealt with weren't usually ...

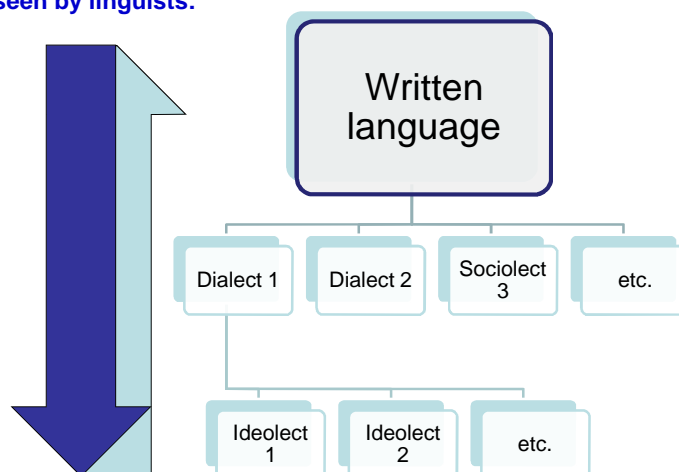
c) Talking about critical incidents at work/in business

- Well, I think here in Germany we would usually ...
- I think we would feel this was rather ...
- I think Germans would normally react by ...
- If you mean ... then I think Germans would ...
- If we're talking about ... then I think ...
- I don't think we often ...
- When we have done business with people from Spain, we've found that ...
- We've sometimes been a bit surprised/disappointed/at a loss when business partners from Spain ...
- There **have** sometimes been misunderstandings about that with people / friends / colleagues from Spain, actually.
- When we deal with France, we usually find that ...
- This would seem a bit rude ... to us, I think.

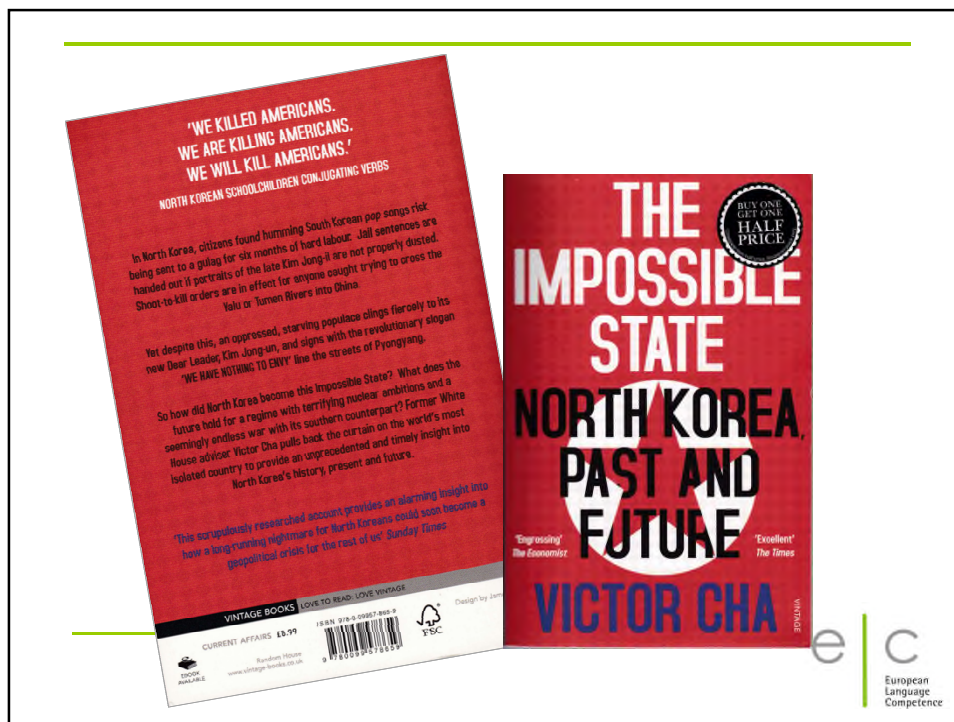
d) Explaining one's own reactions and feelings

- I hope you don't mind me mentioning this, but ...
- ... I was actually just wondering why ...
- ... as a matter of fact, I **had** actually thought that ...
- ... in fact, I was a bit surprised to see that you ...
- ... when you did that, I thought you were going to ...

How the codification of written language is seen by linguists:



Adapted from: <http://www.yorksj.ac.uk/changing-englishes/changing-englishes.aspx>



**Language didactics & culture –
what is the relationship (if any) ?**

How we should teach

- Focus on 1st and 2nd encounter
- Comprehensibility, Register, Politeness



PRACTISING POLITE DISCOURSE

Groups of THREE

- 2 disputants (choose PRO/CON position before starting)
- 1 observer
- change roles after each turn !



Observer's assessment:

Polite discourse throughout ?
(face-saving, non-verbal, body-language)

Co-operation ?
(contributing, helping, mediating, ...)

POINTS AWARDED

0 3 5

0 3 5

PRACTISING POLITE DISCOURSE

CONTROVERSY No. 1

"There should be a quota for women in top positions."



Observer's assessment:

Polite discourse throughout ?
(face-saving, non-verbal, body-language)

Co-operation ?
(contributing, helping, mediating, ...)

POINTS AWARDED

0 3 5

0 3 5

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e.g. **Polite discourse**

ICE Train-the-Trainer Course

PRACTISING POLITE DISCOURSE

CONTROVERSY No. 1

"There should be a quota for women in top positions."

Observer's assessment:

Polite discourse throughout ?
(face-saving, non-verbal, body-language)

Co-operation ?
(contributing, helping, mediating, ...)

POINTS AWARDED

POLITE DISCOURSE	POINTS AWARDED
<ul style="list-style-type: none"> Register of discourse is inappropriate and/or no face-saving strategies are used and/or inappropriate body-language is used and/or several parts may be rude or offensive. 	0
<ul style="list-style-type: none"> In some cases, register of discourse is inappropriate and/or inappropriate body-language is used and/or discourse is inappropriate but not necessarily rude. 	3
<ul style="list-style-type: none"> Discourse is polite, register of discourse is appropriate in all respects, face-saving strategies are used, appropriate body-language is used throughout. 	5

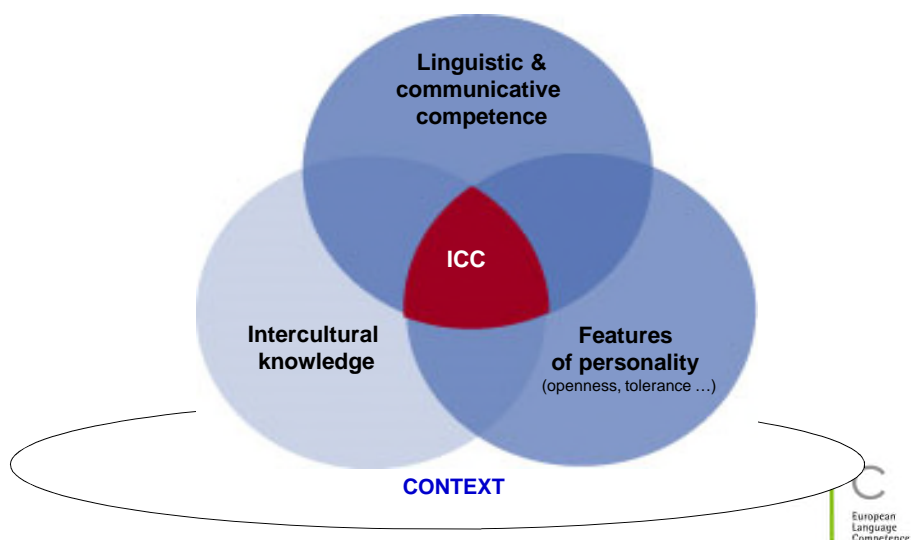
CO-OPERATION	POINTS AWARDED
<ul style="list-style-type: none"> There are no indications of co-operation and/or student did not respond or relate to what partner said and/or dominated the conversation and/or said too little. 	0
<ul style="list-style-type: none"> There are only some instances of co-operation and/or consecutive monologues take place and/or conversation is disjointed and/or there are long pauses. 	3
<ul style="list-style-type: none"> Discourse is co-operative throughout, there are no long pauses, discourse is connected. 	5

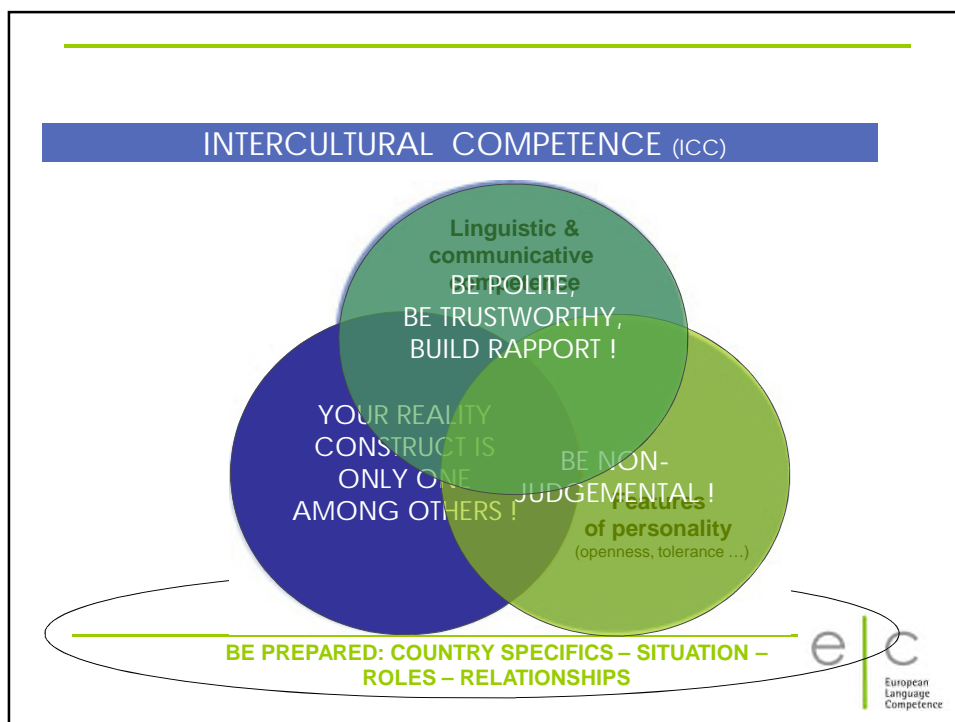
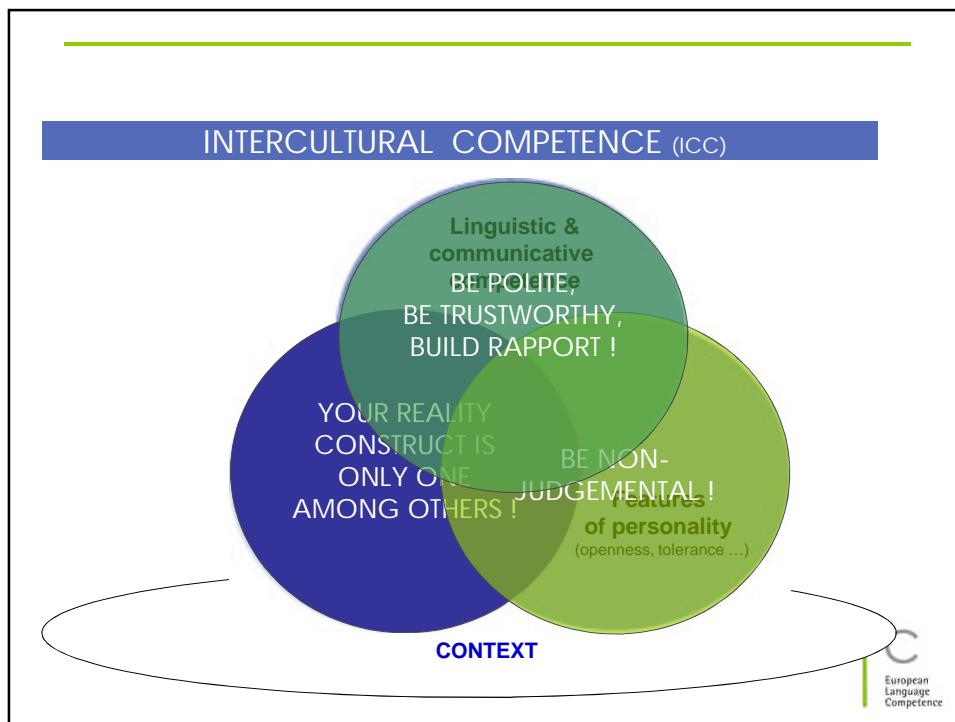
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What is intercultural communicative competence in International English (ELF) ?

INTERCULTURAL COMPETENCE (ICC)





elc – European Language Competence

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Bahnhofstrasse 28
D – 66111 Saarbrücken
www.elc-consult.com



Federal Institute for Vocational Training (BiBB)



Intercultural Competence in English (ICE)



Intercultureller Kompetenzen im
der Schulformen der Sekundarstufe I und II des
zösisch (2007 bis 2008).



Austrian Chambers of Commerce: Intercultural Competence in English (ICE)



Intercultural Competence in English (ICE)



Train-the-trainer sessions



Assessment Tests and training sessions



Teaching & Testing Material



Teaching & Testing Material

TEACHER TRAINING COURSES
in SAARLAND, NRW and HESSEN



"International English and the Training of Intercultural
Communicative Competence"

Judith Mader, Rudi Camerer

Interculture Journal 12/2010

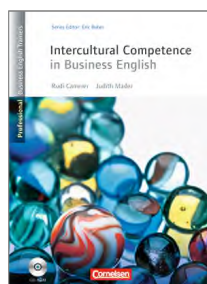
<http://www.interculture-journal.com/>



"Culture is a Verb: The training and testing of intercultural
communicative competence."

Judith Mader, Rudi Camerer

In: R. Arntz, H.P.Krings, B.Kühn(eds): Autonomie und Assessment: Erträge des 3. Bremer
Symposions zum autonomen Fremdsprachenlernen. (2012)



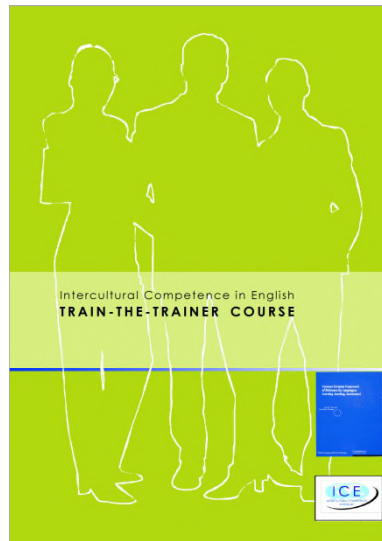
Professional Business English Trainers:

Intercultural Competence in Business English

Rudi Camerer, Judith Mader

Cornelsen 2012





Frankfurt am Main
18 / 19 / 25 / 26 January 2014



THANK YOU!

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