



Languages of Instruction: English as a Lingua Franca in the Multilingual University

Initial Results

Prof. Dr. Peter Siemund

Jessica Terese Mueller

Deutsche Aktionstage Nachhaltigkeit

2 June 2016



Overview

- Background Information
- Research Questions
- Methodology
- Preliminary Results
- Discussion
- Q&A



Two Concomitant Developments

- Global spread of English and widespread use of English as a Lingua Franca
- Increasing levels of multilingualism due to high levels of mobility and migration

Global Spread of English

- About 400 million native speakers of English vs. more than 2 billion non-native speakers
- Increasing numbers of non-native speakers
- Drive for universities to attract international students (business opportunities)

Higher Education

- Universities as businesses, dependent on external funding
- International students offer significant income
- English-based degree programs attractive because
 - very low language barrier
 - scientific literature mainly in English
 - facilitation of subsequent mobility

Research Questions

- How many and which languages can we find in typical higher education classrooms?
- How does the use of English as a Lingua Franca interact with multilingualism?
- Do multilingual users of English as a Lingua Franca have advantages over other speakers?
- If so, how can such advantages be objectively measured and made use of?

Methodology

- Participants (Goal: 500)
 - Students
 - Instructors
- Instruments
 - LimeSurvey Online Questionnaires
 - Semi-structured Interview Outline
- Procedure
 - Recruitment
 - Online Surveys
 - Interviews with selected Participants



LimeSurvey-Questionnaires

- Informed Consent
- Linguistic Background
- English as a Lingua Franca
- Multilingualism
- German as a Second- or Foreign Language
- Demographic Information

Linguistic Background

- Up to 15 languages
- Not only languages, also dialects and variations permitted
- Passive and active skills at any level
- Interdependence Hypothesis (Cummins, 1984)

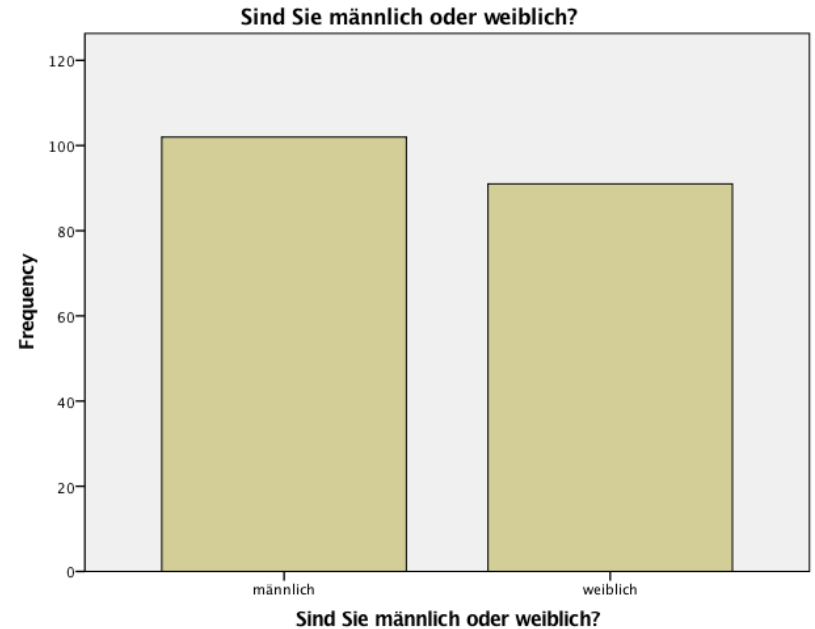
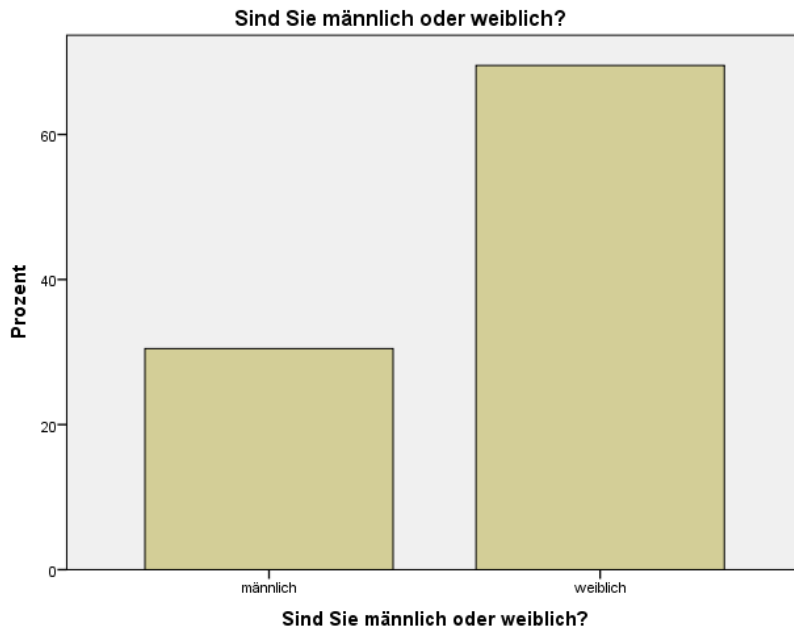
Linguistic Background

- Language List
 - Identification of Mother Tongue
 - Locations of Learning and/or Acquisition
- Self-Assessment of Proficiency (GER)
 - Listening Comprehension
 - Oral Communication
 - Reading Comprehension
 - Advanced Oral Communication
 - Written Communication
- Self-Assessment of Ability to Teach in English*
- Language Use
 - At the University
 - In private life

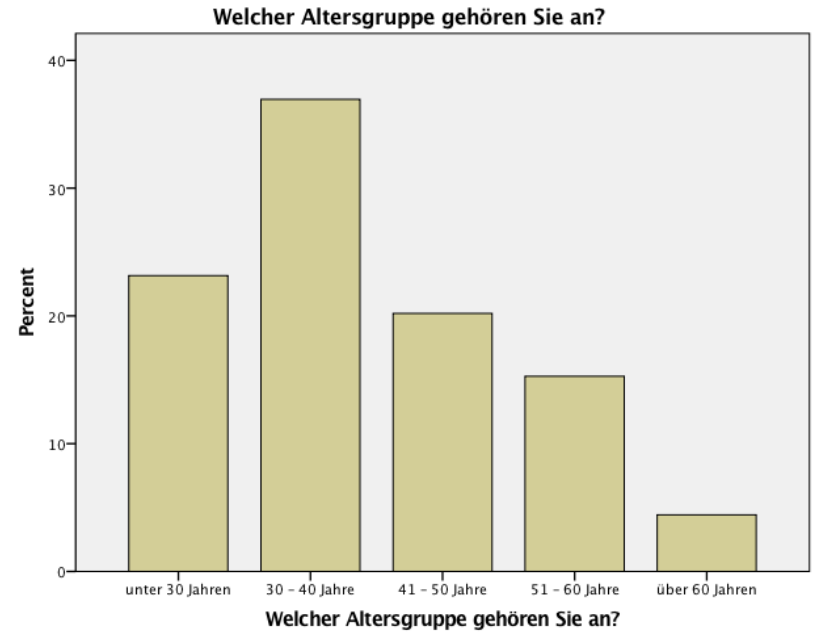
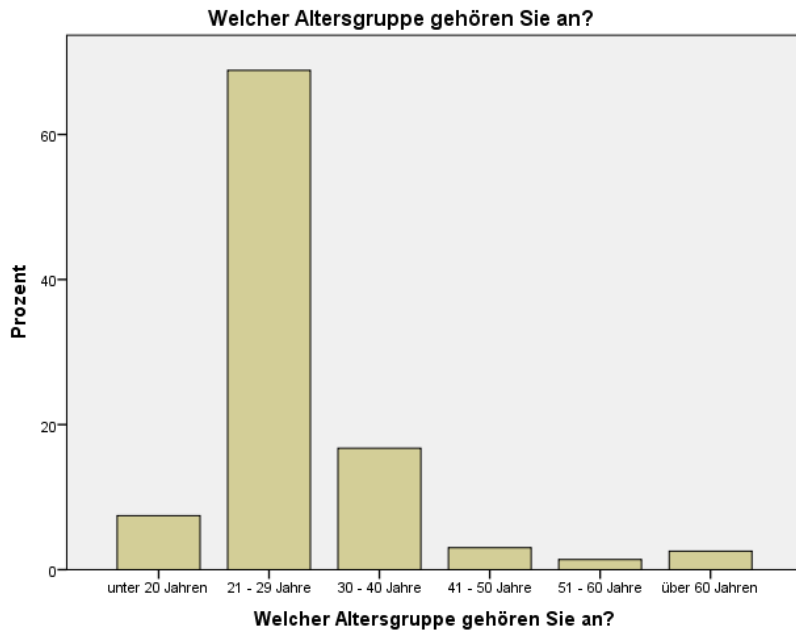
Preliminary Results

- Students
 - Pilot Project: (N=74; n=42)
 - Current Round of Data Collection: (N=1325; n=926)
- Instructors
 - Pilot Project: (N=18; n=15)
 - Current Round of Data Collection: (N=314; n=217)

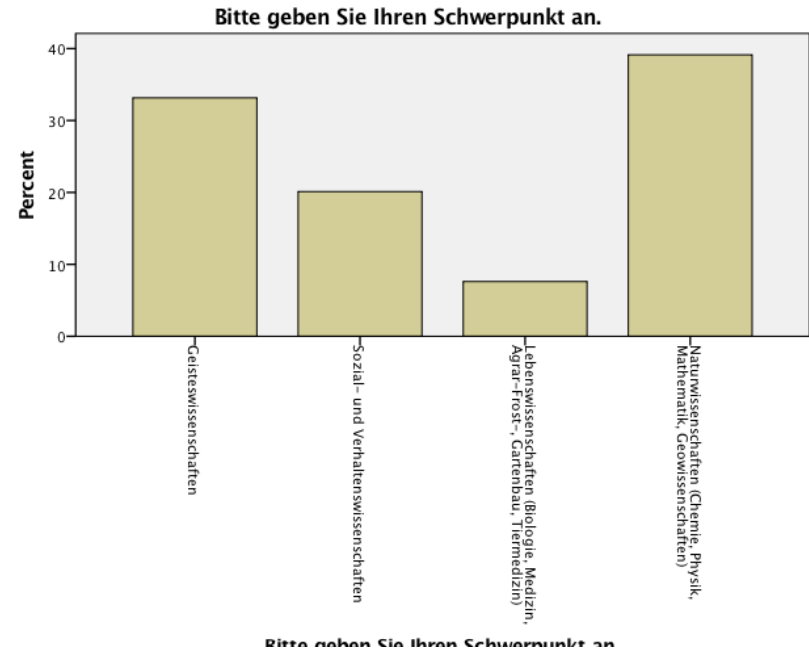
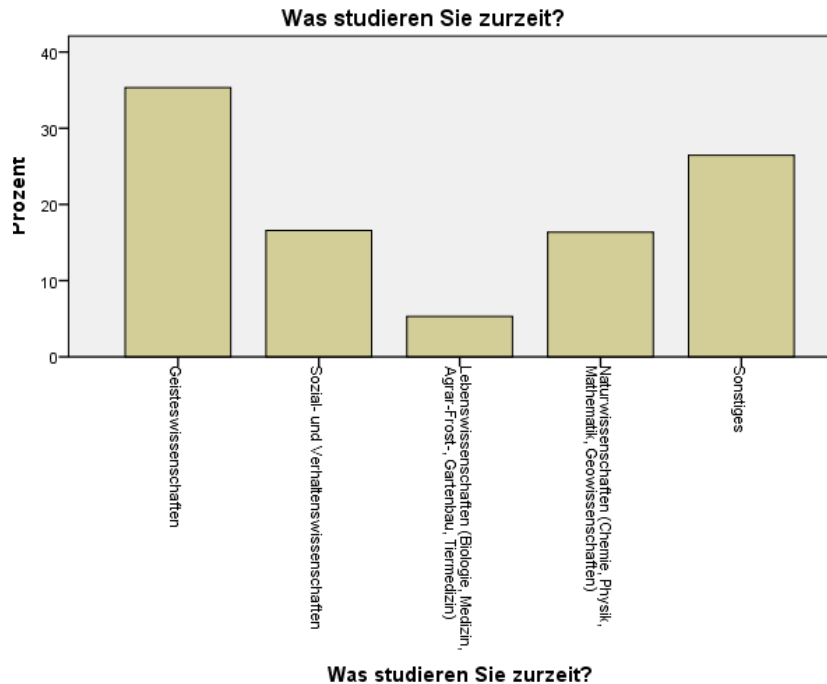
Gender: Students vs. Instructors



Age: Students vs. Instructors



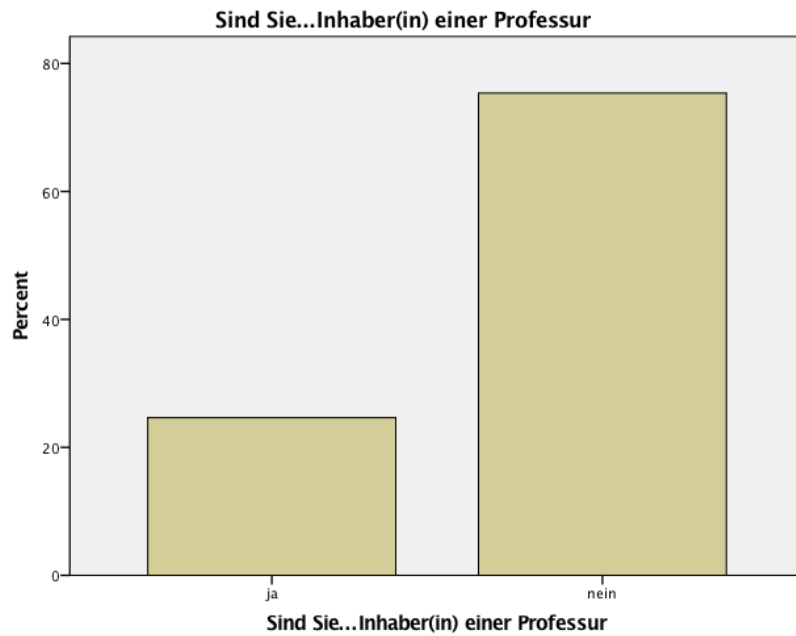
Area of Study/Expertise: Students vs. Instructors



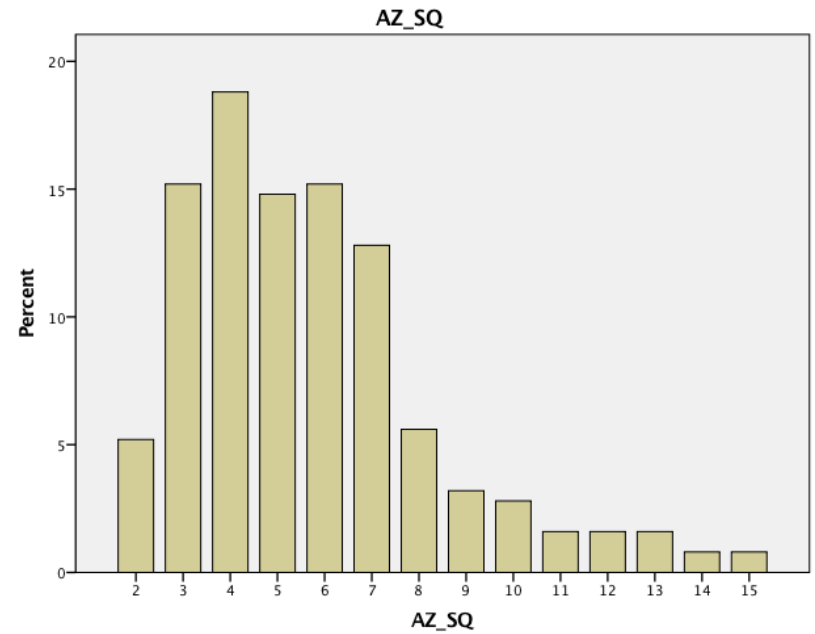
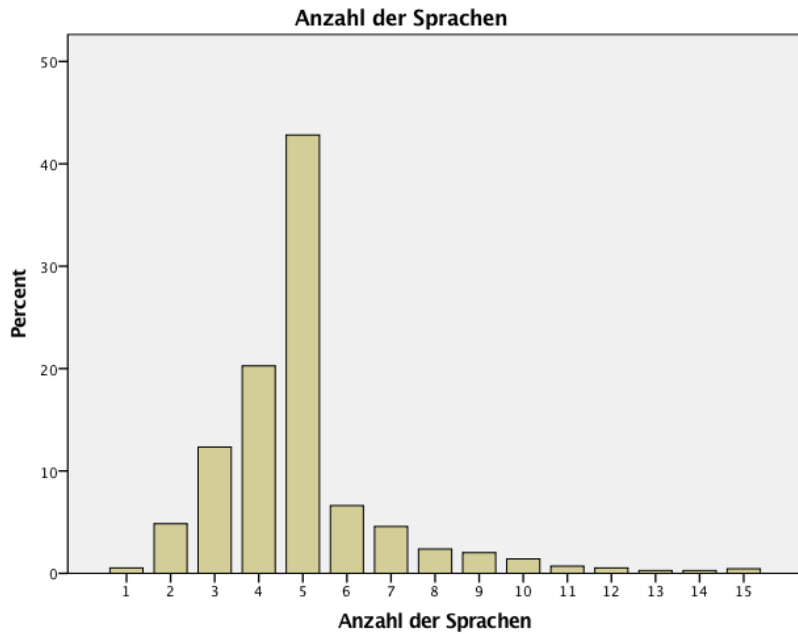
Students: Degree Pursued



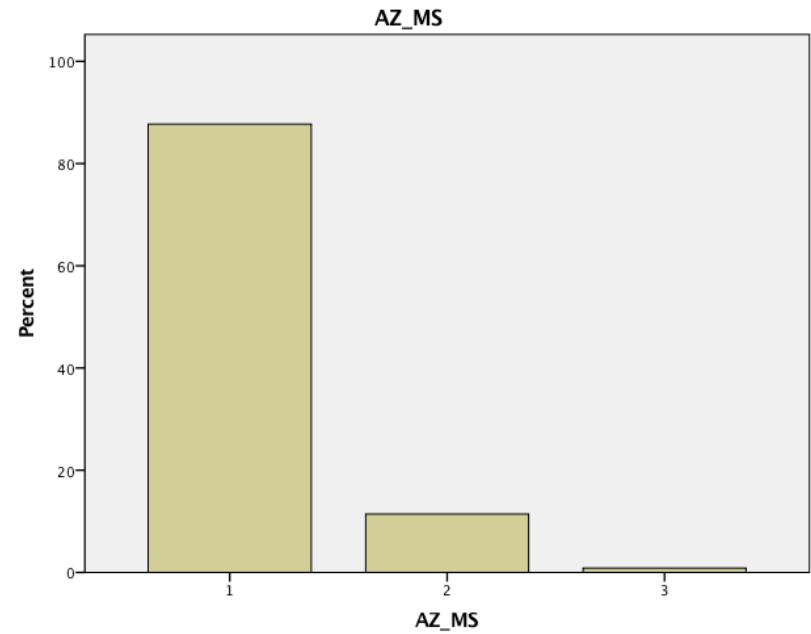
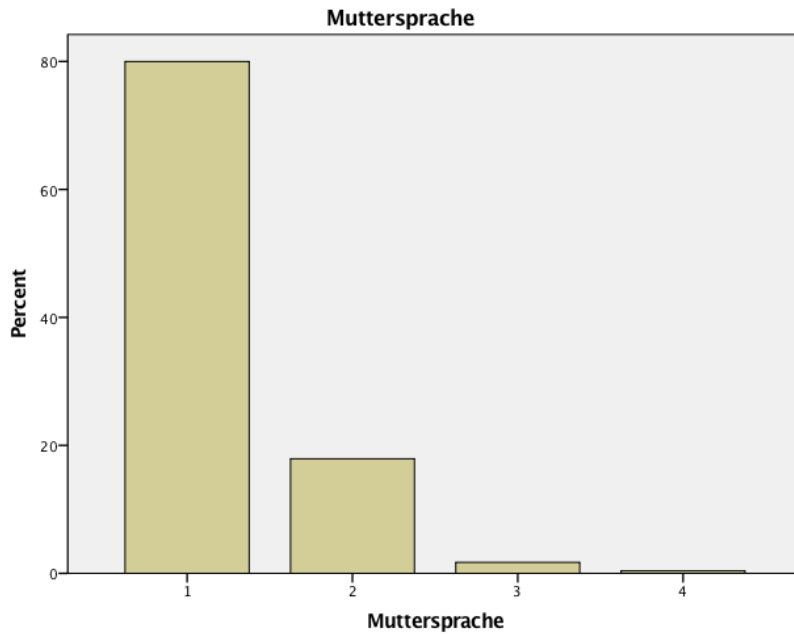
Instructors: Type of Position at the University



Number of Languages Listed: Students vs. Instructors



Number of Mother Tongues: Students vs. Instructors



Preliminary Results

- Well over 200 different languages, varieties and dialects identified
 - Varieties and Dialects of German, English, etc.
 - Nationally recognised minority languages (i.e., Sorbian, Friesian, East-Friesian, Low-German, Danish*)
 - Different national and minority languages from Europe, Asia, Africa, and North- and South America
 - Various sign languages
 - „dead“ languages
 - Constructed languages (e.g., Esperanto)
 - Programming Languages



Languages Identified

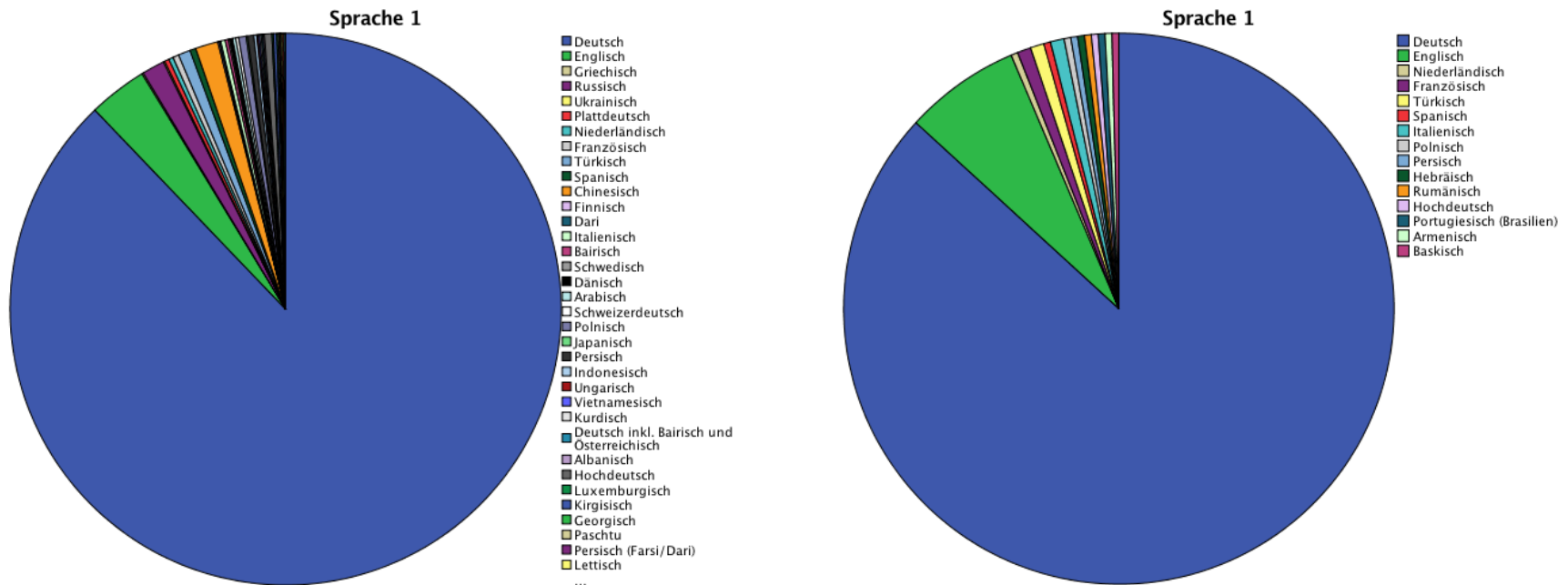
German	Welsh	Mandarin	Hausa	Basque
English	Swedish	Swahili	Yiddish	Gagauzian
Greek	Tamil	Wolof	Slovak	Ivrit
Russian	Danish	Bosnian	Khmer	Marathi
Punjabi	Korean	Serbian	Islandic	Ainu
Ukranian	Binisaya	Croatian	Georgian	Buryat
Low German	Arabic	Scots	Zazaki	Amharic
French	Catalan	Dutch	Pashto	Gaelic
Farsi	Polish	Azerbaijani	Sorbian	Belorussian
Turkish	Japanese	Romanian	Latvian	Maltese
Spanish	Yucatec-Maya	Hawaiian	Lithuanian	Nahuatl
Hindi	Czech	Thai	Lakota	Haya
Portuguese	Persian	Albanian	Laotian	Kreyol Ayisyen
Chinese	Xhosa	Belarusian	Armenian	Manx
Finnish	Indonesian	Valencian	Fresian	Tigrinya
Dari	Mordvinic	Tatar	Marquesan	Lingala
Norwegian	Twi	Bulgarian	Aragonese	Pali
Urdu	Hungarian	Chichewa	Asturian	Veps
Italian	Vietnamese	Afrikaans	Nepali	Masai
Estonian	Kurdish	Kyrgyz	Öömrang (North-Fresian)	Bengali
Romansh	Kazakh	Kinyarwanda	Gujarati	Venitian
Occitan	Cantonese	Kirundi	Malay	Ladakhi
Karelian	Setswana	Quechua	Tagalog	Uzbek
Meänkieli	Nkwen	Yoruba	Tibetan	Selkup
Faroese	East-Fresian	Dagbani	Kashmiri	Sousou
Erzya-Mordvin	Duala	Trienese		Zulu...



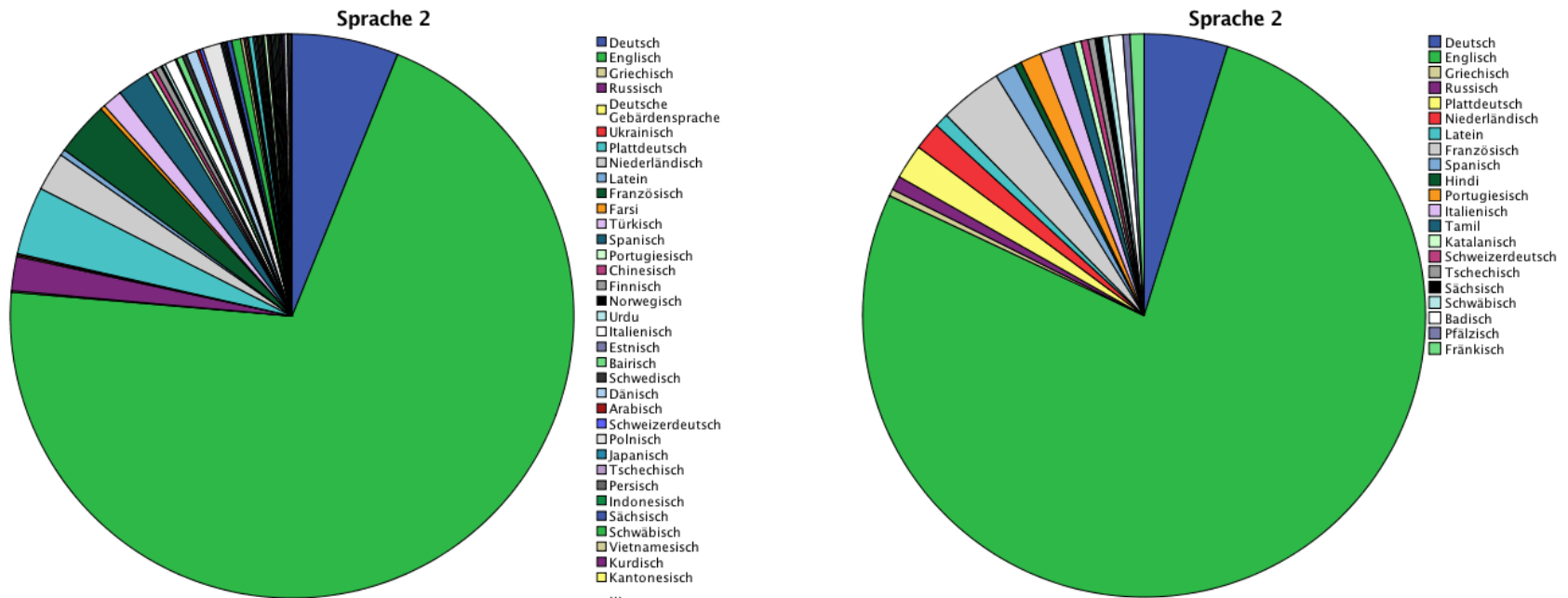
Other Types of Languages Identified

Pidgins and Creoles	Classical Languages	Sign Languages	Constructed Languages
Pidgin English French Creole Creole Tok Pisin Kreyol Ayisyen	Latin Classical Greek Old Norse Old High German Old English Middle English Middle High German Sanskrit Ancient Hebrew Old Icelandic Classical Tibetan Classical Chinese	German Sign Language French Sign Language American Sign Language Deafblind Manual Alphabet Austrian Sign Language Norwegian Sign Language	Esperanto Elvish 1337-5P34K (Leet-Speak)

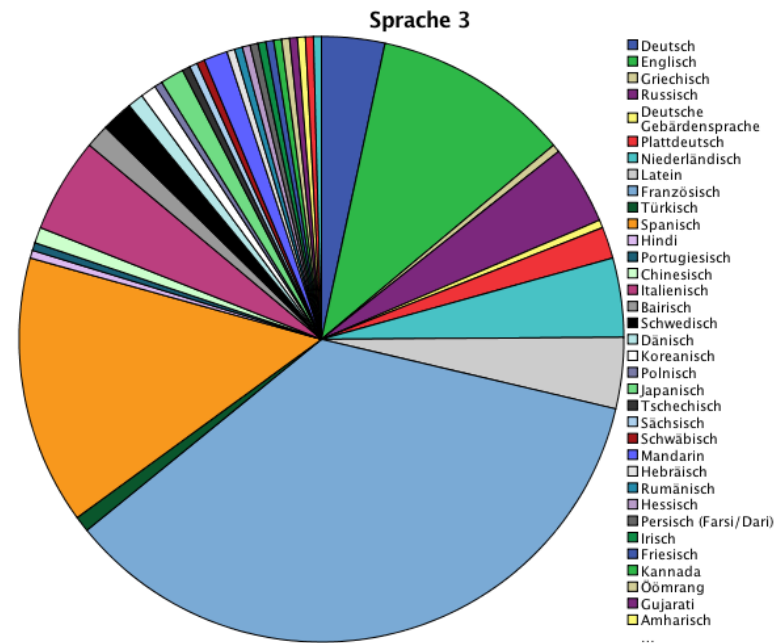
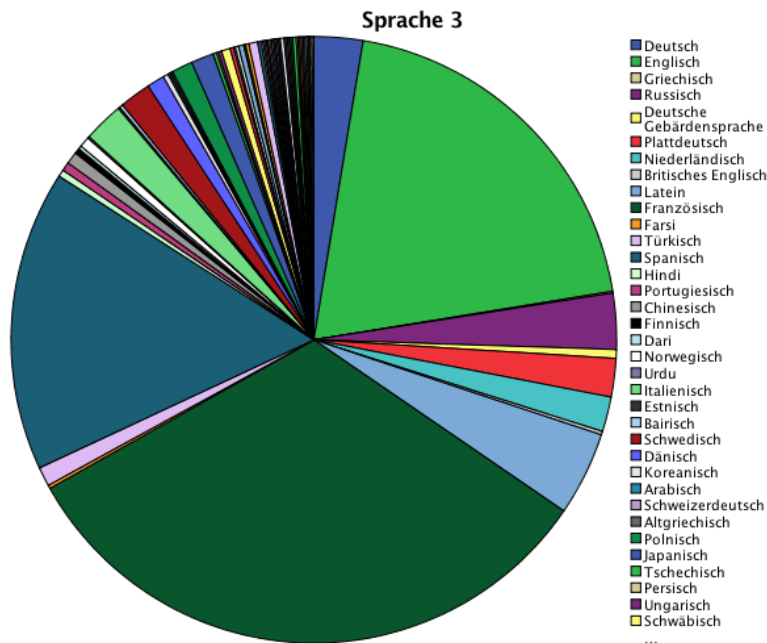
Language 1: Students vs. Instructors



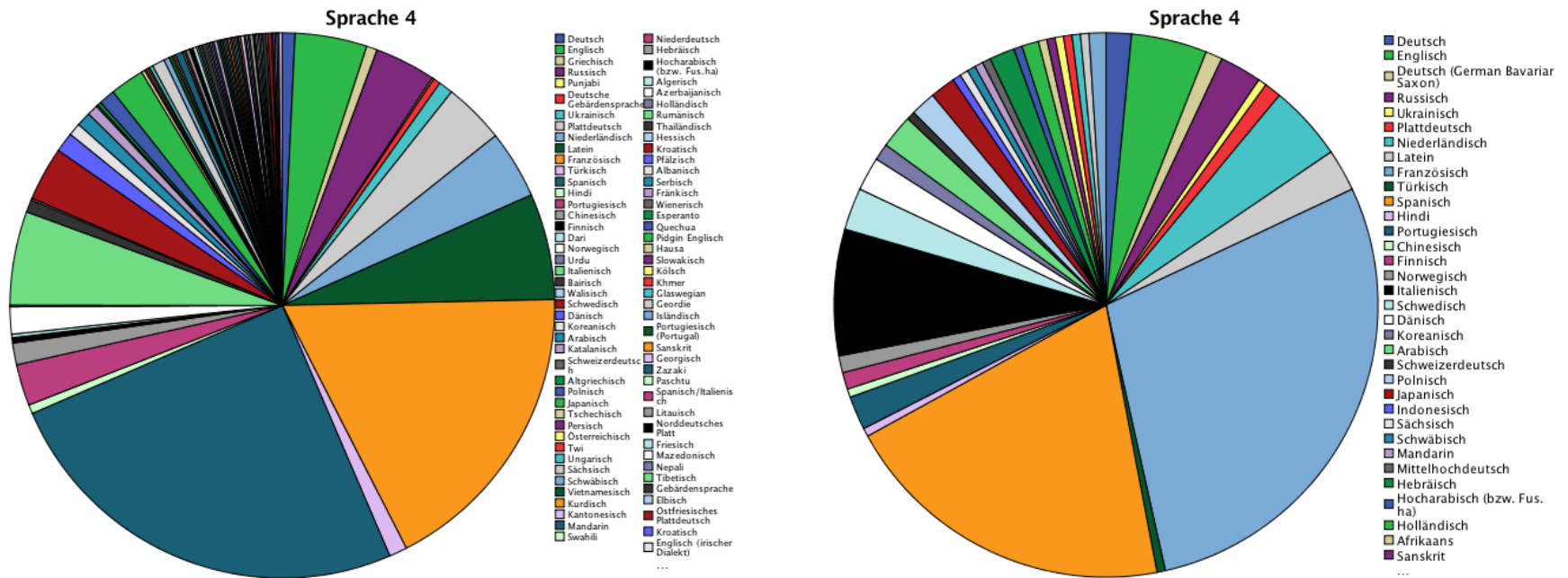
Language 2: Students vs. Instructors



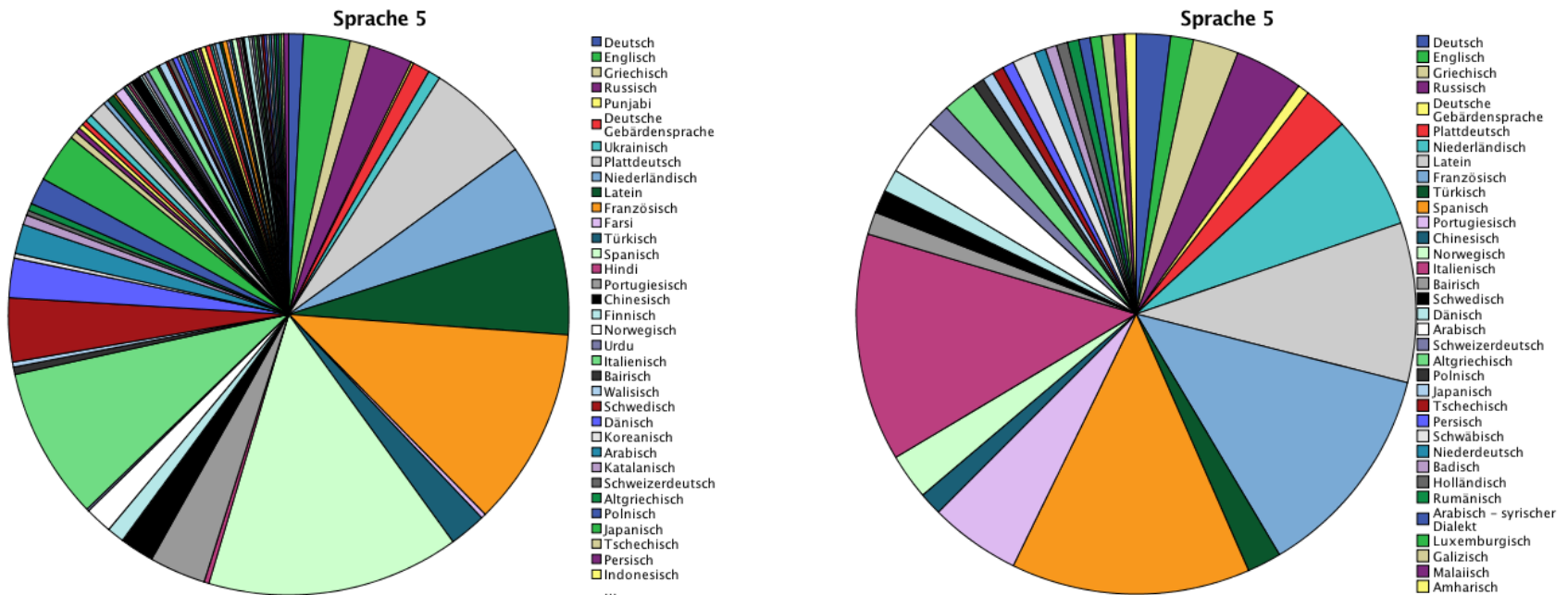
Language 3: Students vs. Instructors



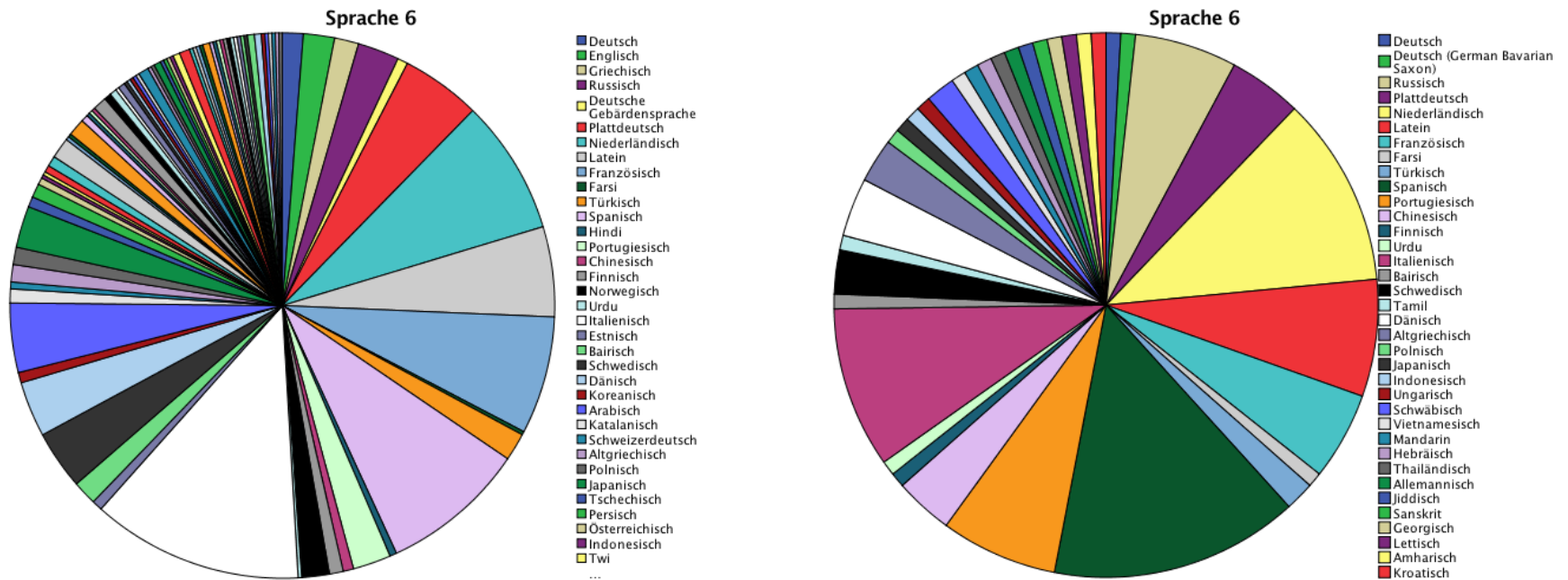
Language 4: Students vs. Instructors



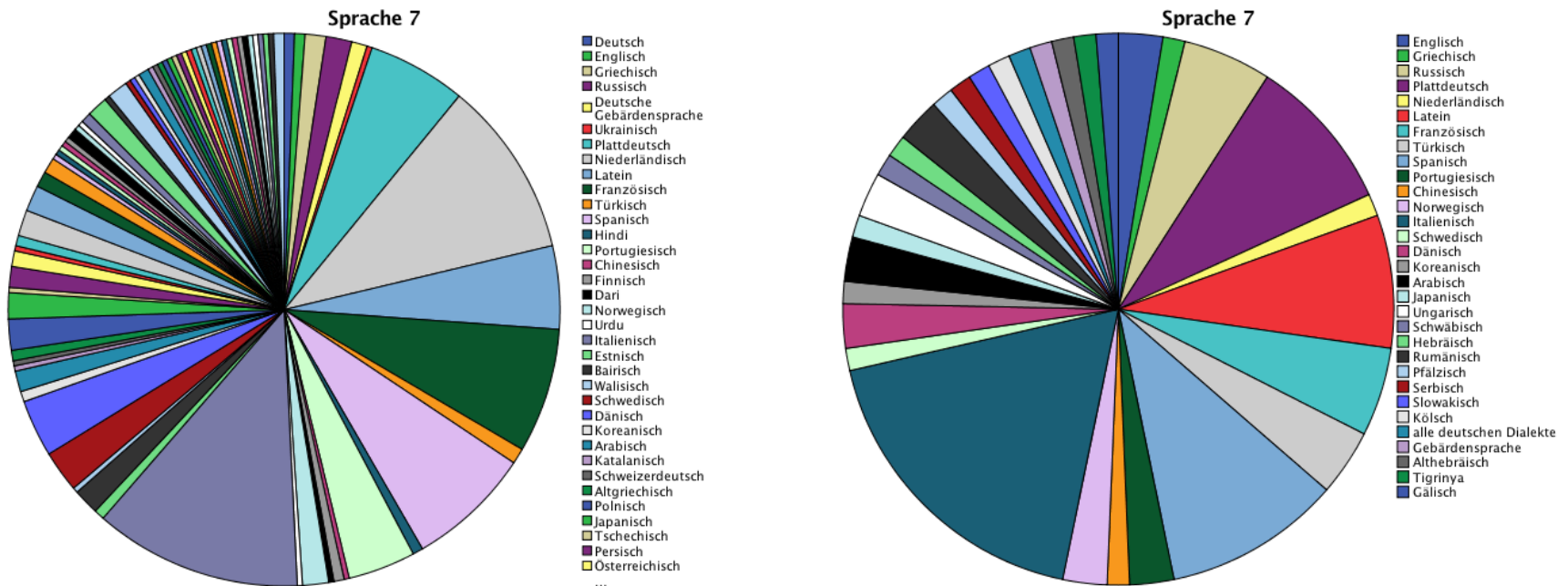
Language 5: Students vs. Instructors



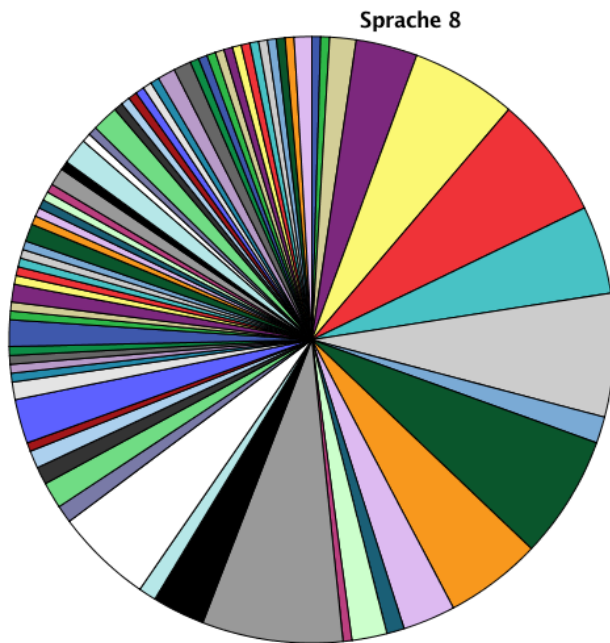
Language 6: Students vs. Instructors



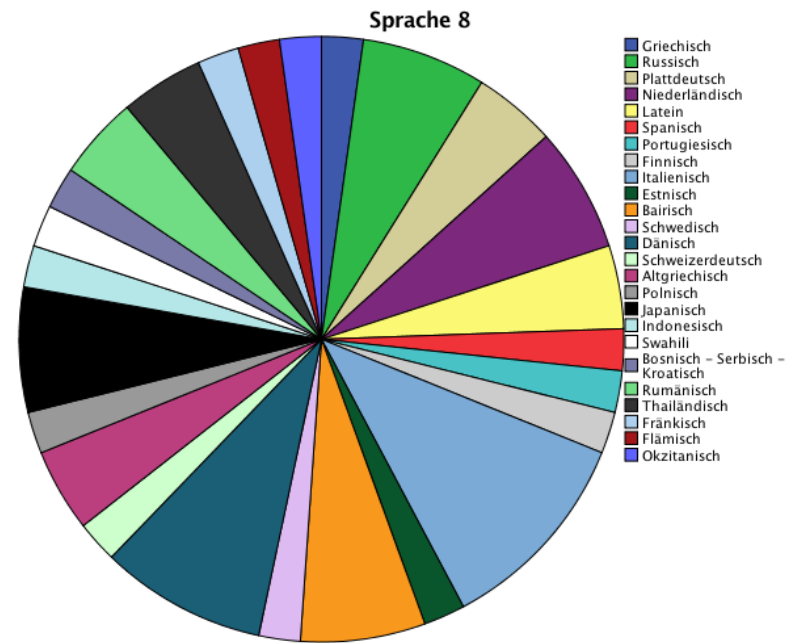
Language 7: Students vs. Instructors



Language 8: Students vs. Instructors

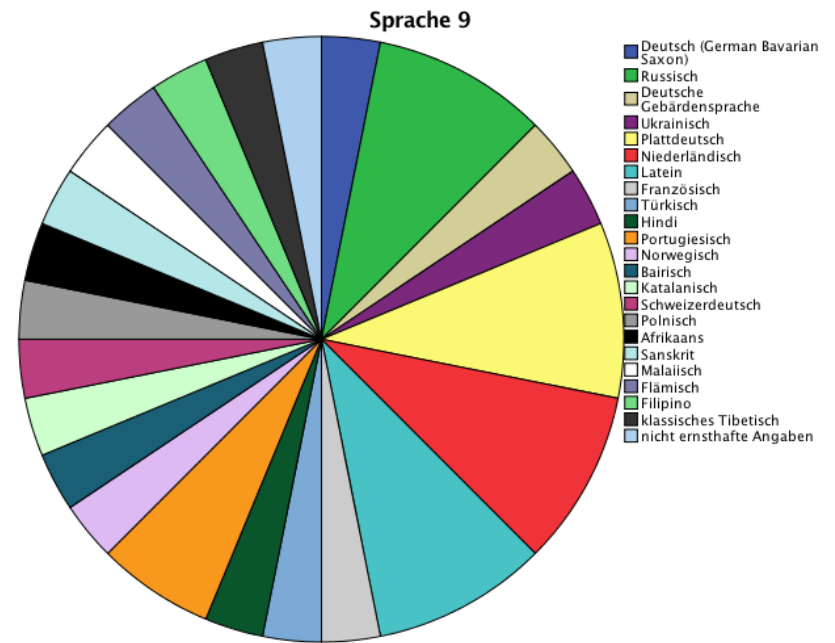
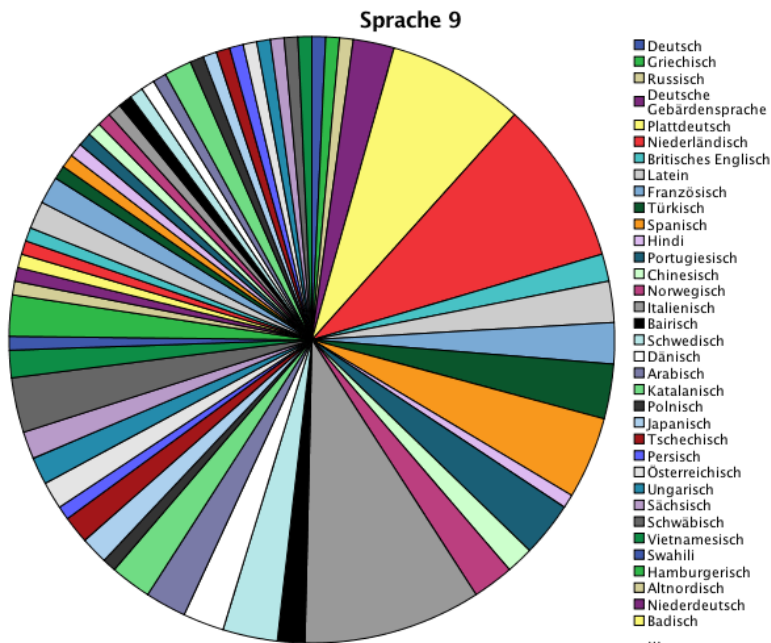


- Deutsch
- Englisch
- Griechisch
- Russisch
- Plattdeutsch
- Niederländisch
- Latein
- Französisch
- Türkisch
- Spanisch
- Portugiesisch
- Chinesisch
- Finnisch
- Norwegisch
- Urdu
- Italienisch
- Bairisch
- Schwedisch
- Dänisch
- Koreanisch
- Arabisch
- Katalanisch
- Schweizerdeutsch
- Altgriechisch
- Polnisch
- Japanisch
- Tschechisch
- Persisch
- Österreichisch
- Sächsisch
- Schwäbisch
- Kurdisch
- Kantonisch
- Hamburgerisch
- Badisch
- ...

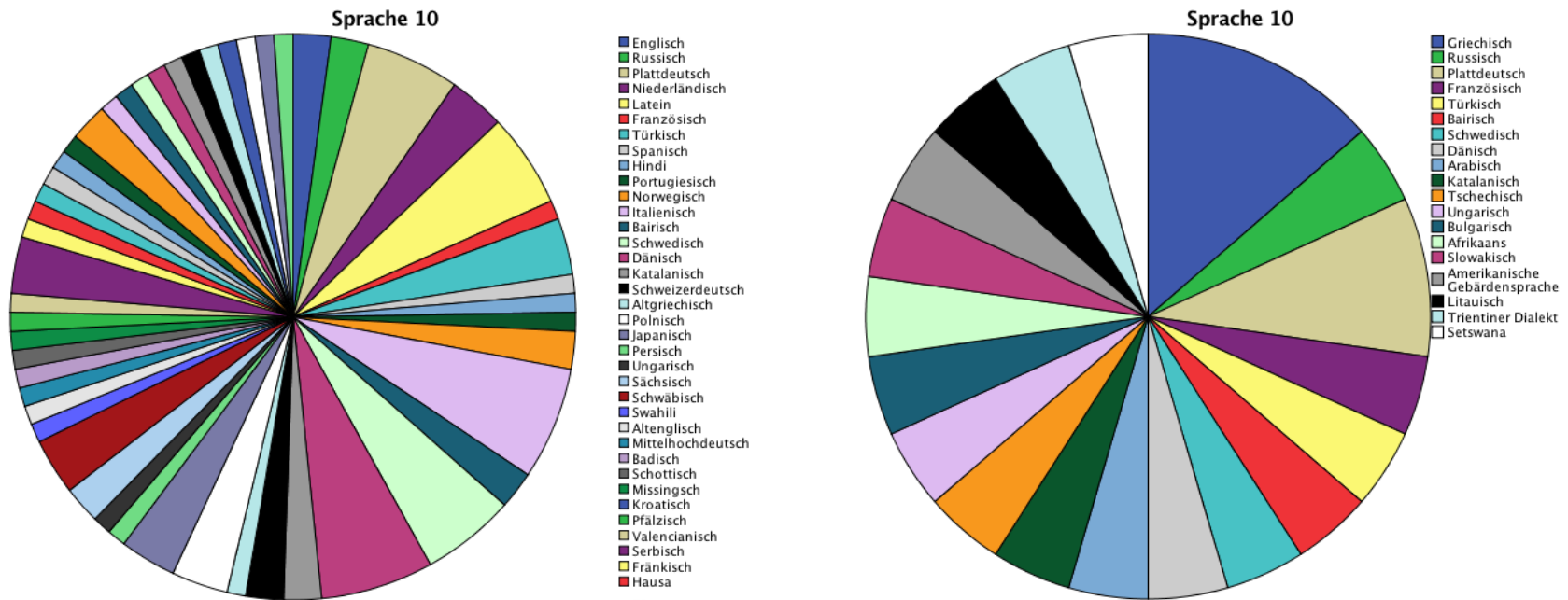


- Griechisch
- Russisch
- Plattdeutsch
- Niederländisch
- Latein
- Spanisch
- Portugiesisch
- Finnisch
- Italienisch
- Estnisch
- Bairisch
- Schwedisch
- Dänisch
- Schweizerdeutsch
- Altgriechisch
- Polnisch
- Japanisch
- Indonesisch
- Swahili
- Bosnisch – Serbisch – Kroatisch
- Rumänisch
- Thailändisch
- Fränkisch
- Flämisch
- Okzitanisch

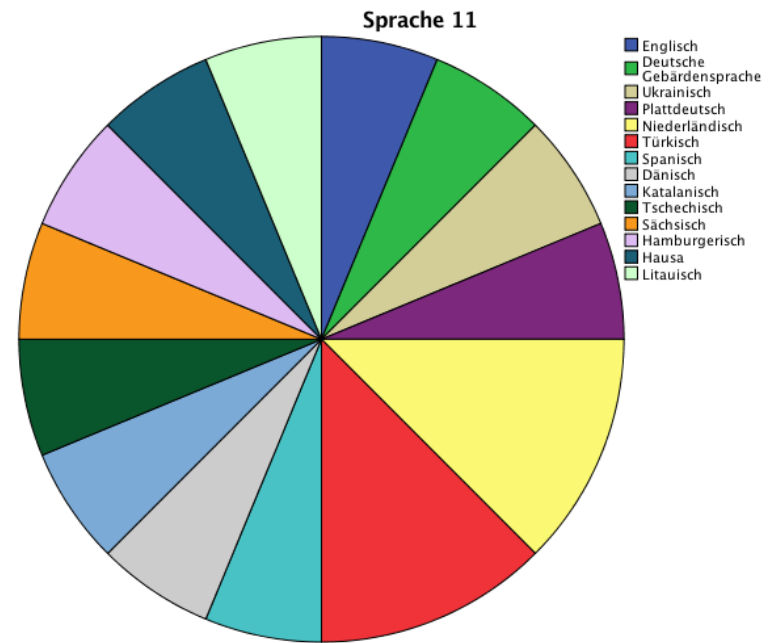
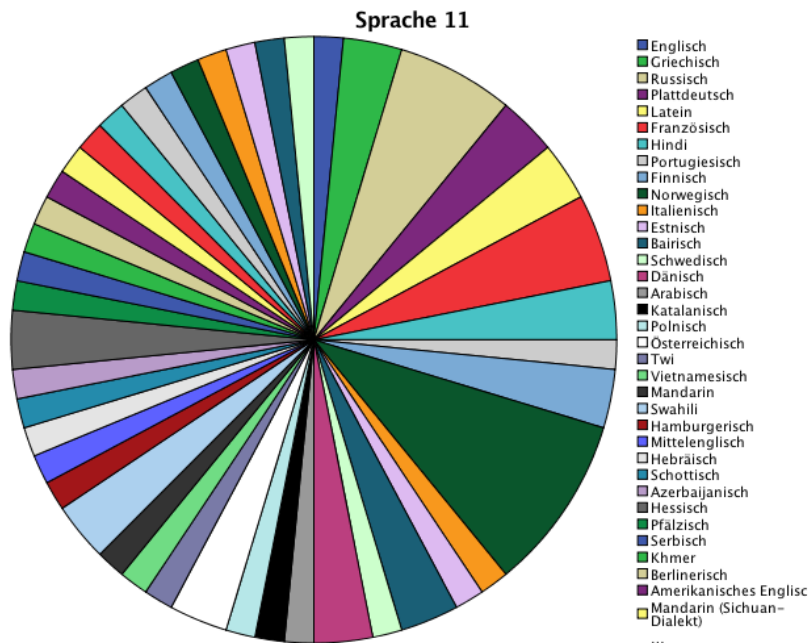
Language 9: Students vs. Instructors



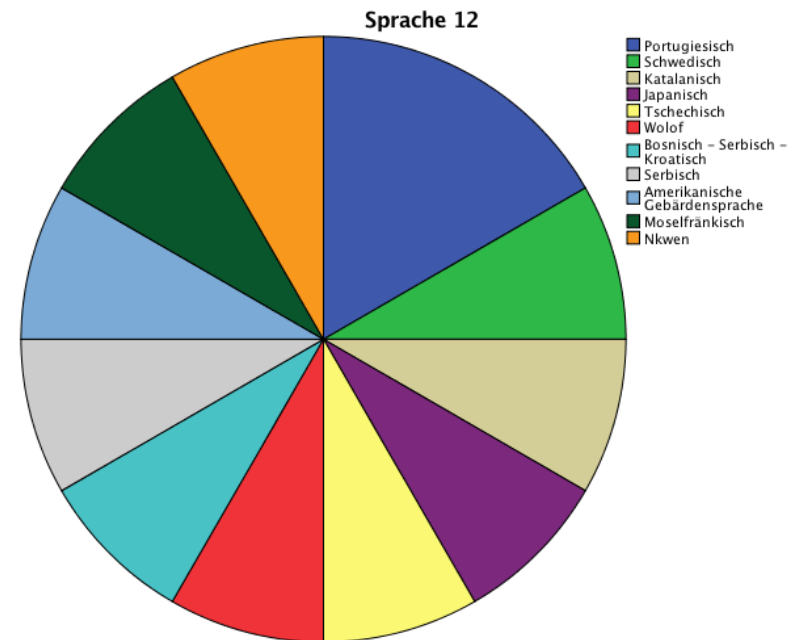
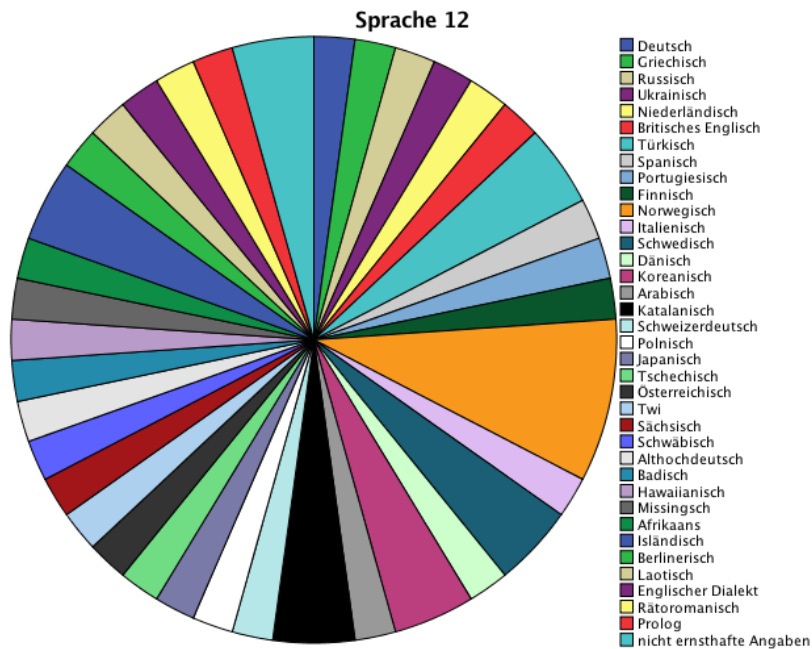
Language 10: Students vs. Instructors



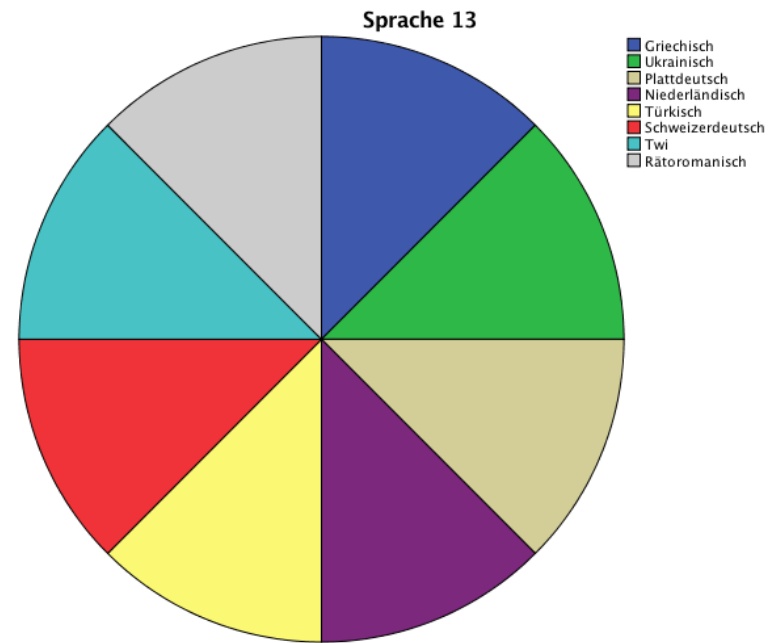
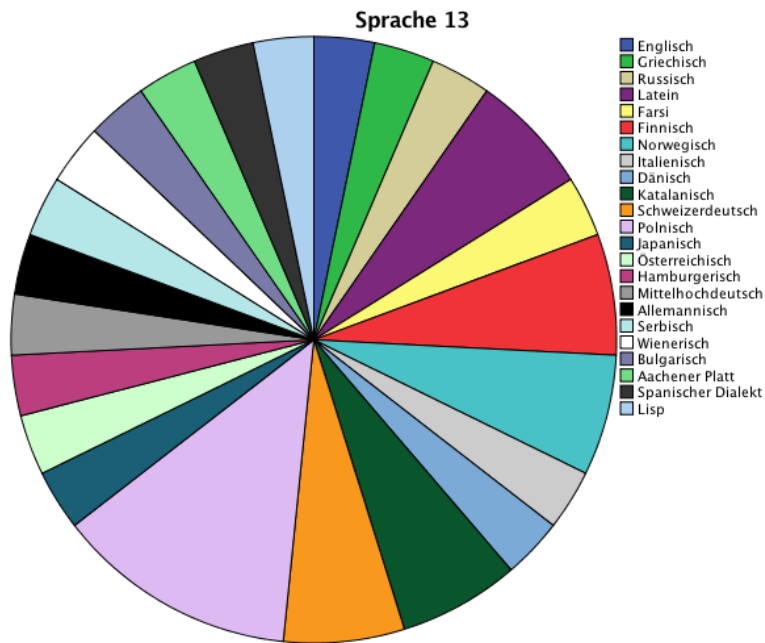
Language 11: Students vs. Instructors



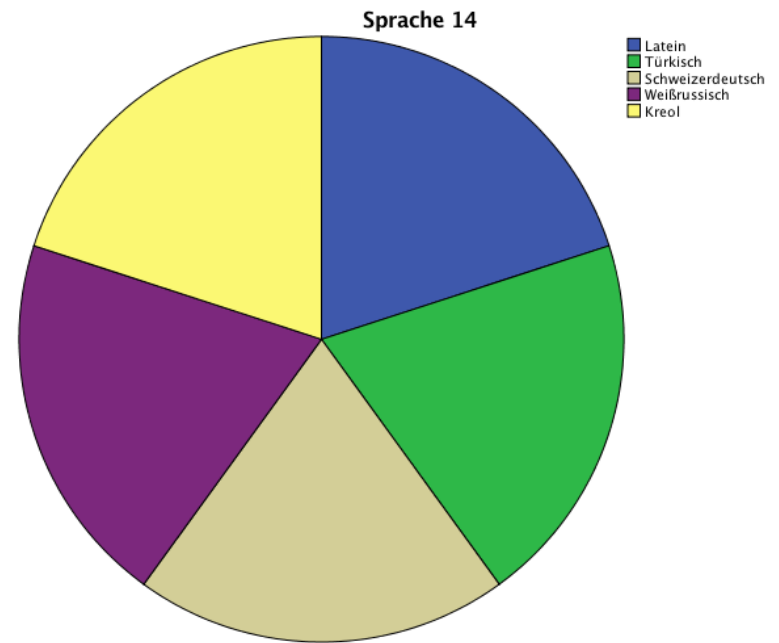
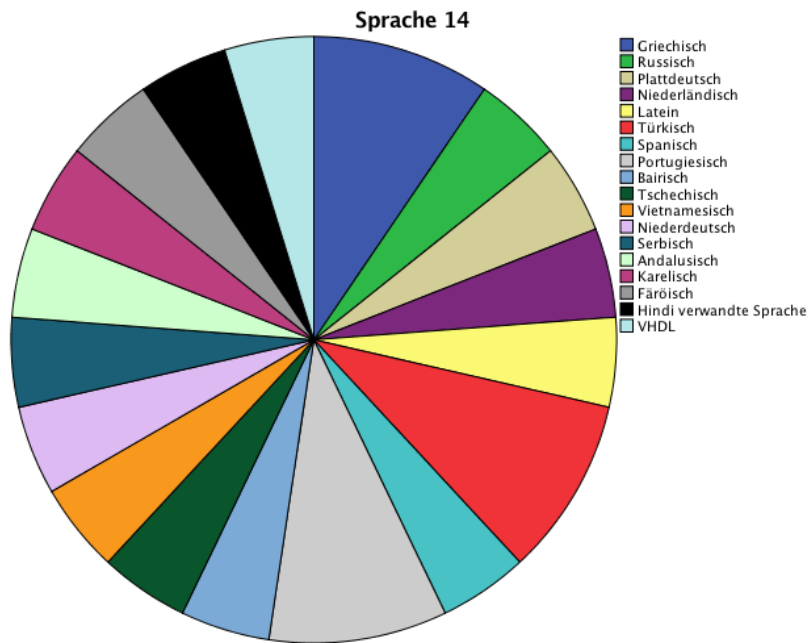
Language 12: Students vs. Instructors



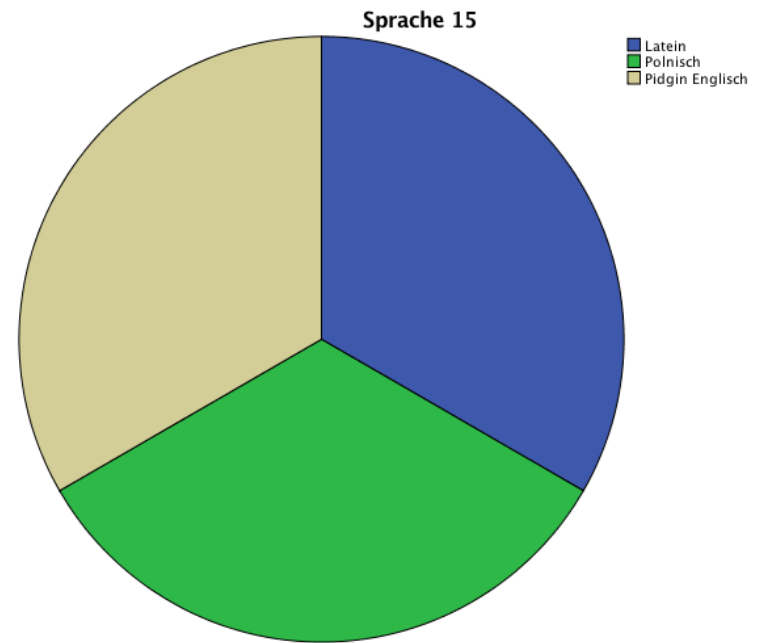
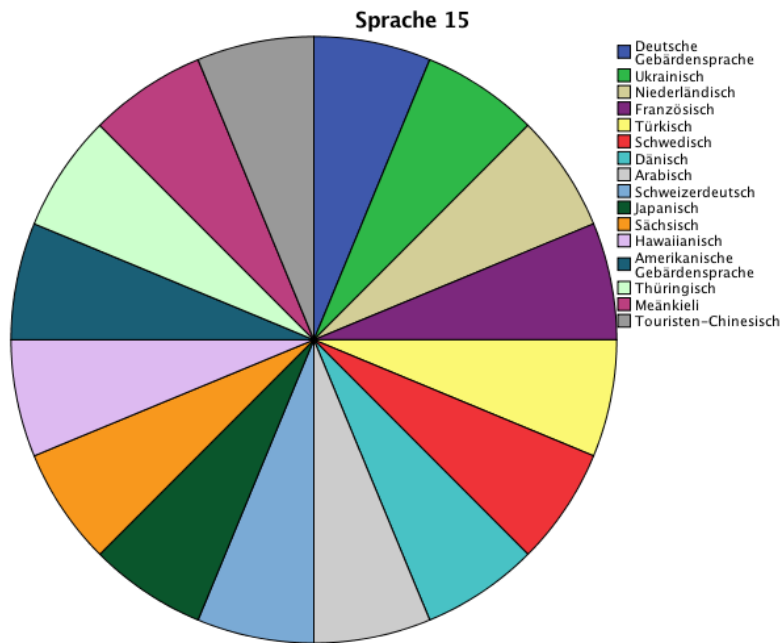
Language 13: Students vs. Instructors



Language 14: Students vs. Instructors



Language 15: Students vs. Instructors



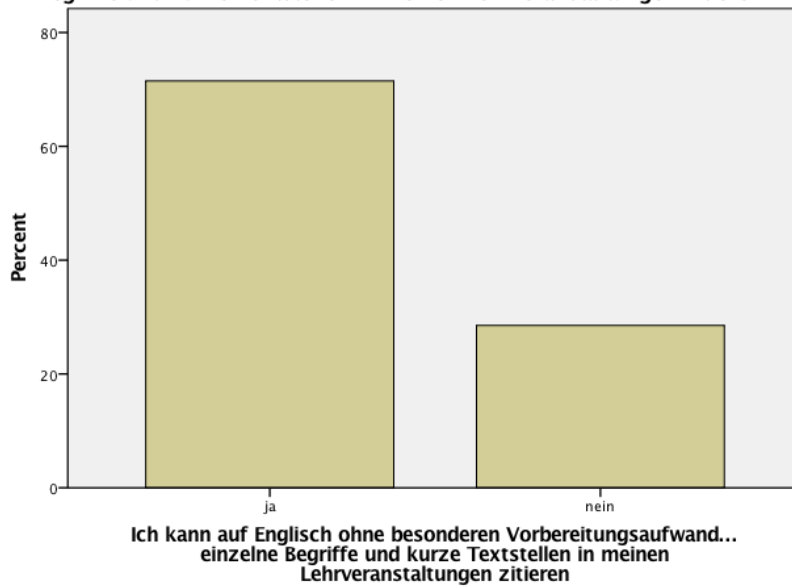


Instructors: Self-Assessment of Ability to Teach in English

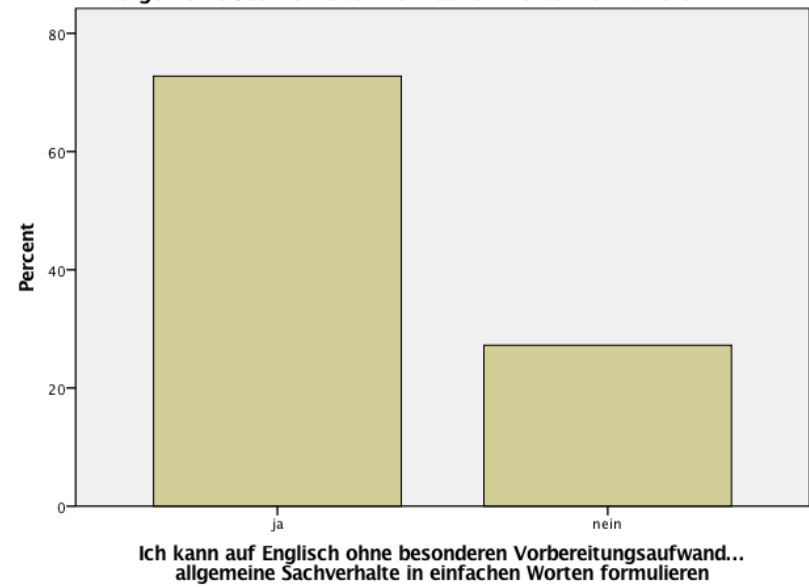
- Majority feels comfortable using English when teaching
- As required proficiency rises, number of instructors comfortable with tasks decreases

Instructors: Self-Assessment of Ability to Teach in English (A1/A2)

Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... einzelne Begriffe und kurze Textstellen in meinen Lehrveranstaltungen zitieren

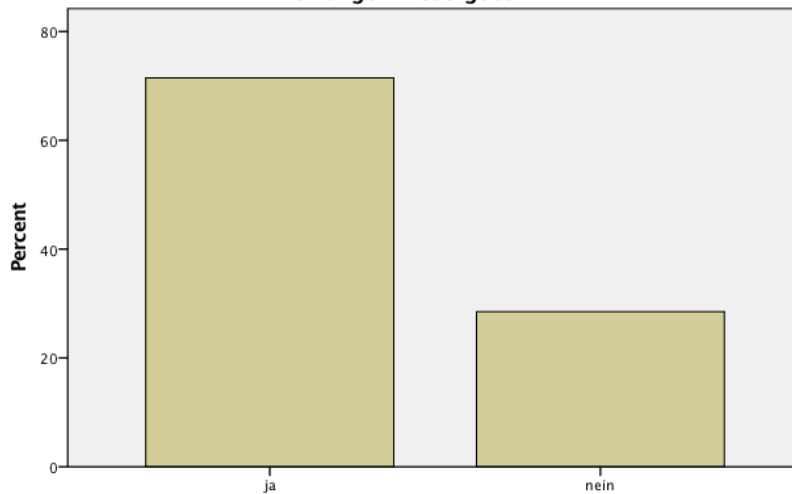


Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... allgemeine Sachverhalte in einfachen Worten formulieren



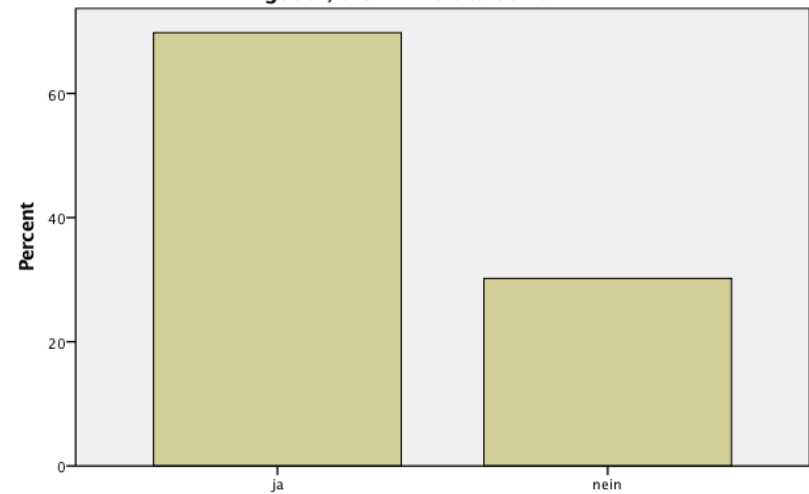
Instructors: Self-Assessment of Ability to Teach in English (B1/B2)

Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand...in zusammenhängenden Sätzen Themen meines Fachgebiets darstellen und Meinungen wiedergeben



Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand...in zusammenhängenden Sätzen Themen meines Fachgebiets darstellen und Meinungen wiedergeben

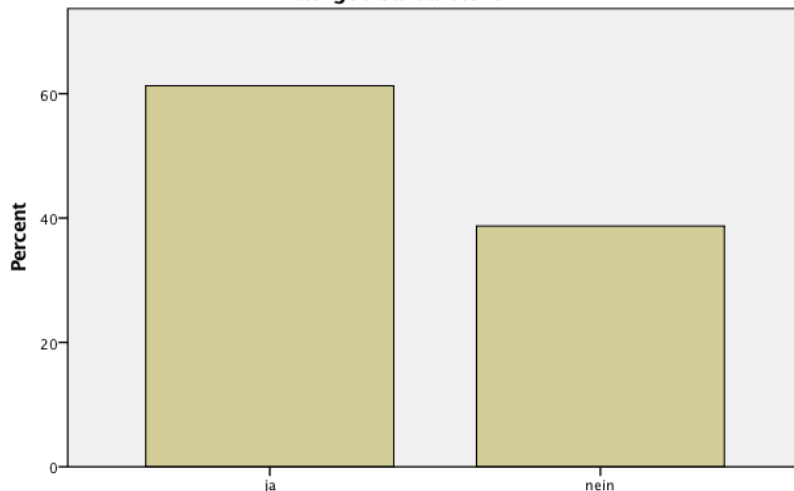
Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand...detaillierte Erläuterungen zu vielen Themenfeldern meines Fachgebiets geben, die mir vertraut sind



Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand...detaillierte Erläuterungen zu vielen Themenfeldern meines Fachgebiets geben, die mir vertraut sind

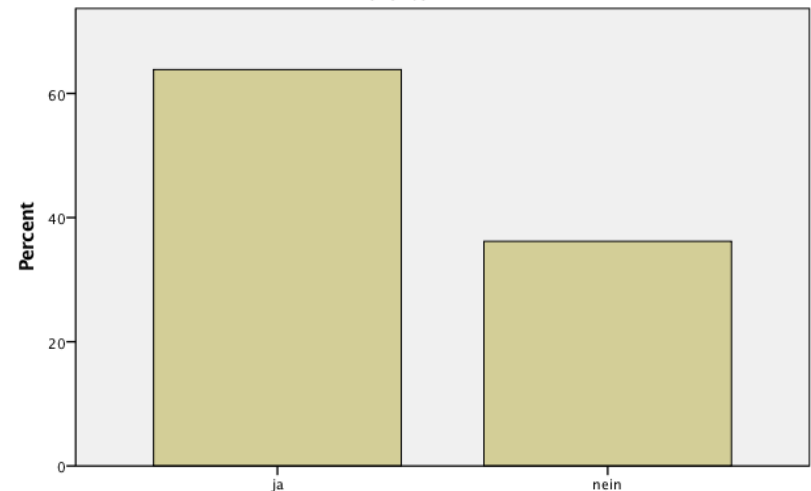
Instructors: Self-Assessment of Ability to Teach in English (C1/C2)

Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... ausführlich und strukturiert komplizierte Themenfelder meines Fachgebiets darstellen



Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... ausführlich und strukturiert komplizierte Themenfelder meines Fachgebiets darstellen

Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... flüssig, logisch und der Situation angemessen Themenfelder meines Fachgebiets erörtern



Ich kann auf Englisch ohne besonderen Vorbereitungsaufwand... flüssig, logisch und der Situation angemessen Themenfelder meines Fachgebiets erörtern

Discussion

- Interpretation of Data – Pending
- Strengths
 - flexibility Re: language definition
 - Larger number of languages permitted
 - Passive skills incorporated
- Limitations
 - Classification of languages/dialects/varieties
 - Anonymous Data – Possible double entries
 - Subjective Assessment of Language Skills
- Plan for further Research



Questions?

Selected References

- Bolton, K.; Kuteeva, M. (2012). English as an academic language at a Swedish university: Parallel language use and the 'threat' of English. *Journal of Multilingual and Multicultural Development*, 33: 429–447.
- Canagarajah, S. (2007). Lingua Franca English, Multilingual Communities, and Language Acquisition. *The Modern Language Journal*, 91: 923–939.
- Derwing, T.M.; Munro, M.J.; Thomson, R.I. (2009). Comprehensibility as a Factor in Listener Interaction Preferences: Implications for the Workplace. *The Canadian Modern Language Review/La Revue canadienne des langue vivantes*, 66(2), 181-202.
- House, J. (2003). English as a Lingua Franca: A threat to multilingualism? *Journal of Sociolinguistics*, 7(4): 556–578.
- Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics*, 16(2): 137–162.
- Mauranen, A.; Ranta, E. (eds.). (2009). *English as a Lingua Franca: Studies and Findings*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Munro, M.J.; Derwing, T.M. (1995). Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners. *Language Learning*, 45, 73-97.
- Munro, M.J.; Derwing, T.M. (1999). Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners. *Language Learning*, 49, 285-310.
- O'Brien, M.G. (2014). L2 Learners' Assessments of Accentedness, Fluency and Comprehensibility of Native and Nonnative German Speech. *Language Learning* 64:4, 715-748.
- O'Brien, M.G. (2015). Methodological Choices in Rating Speech Samples. *Studies in Second Language Acquisition*, 1–19.
- Seidlhofer, B. (2010). "Lingua franca English – the European context". In Kirkpatrick, A. (ed.). *The Routledge Handbook of World Englishes*. Abingdon:Routledge, 355-371.