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The Intercultural Speaker Model: Language Proficiency and the "Native Speaker" redefined

Table of content

Introduction

In 2008 British Linguist David Crystal estimated that the number of speakers of English had risen from a fifth to a third of the world's population since his first guess in 1985 (cf. Crystal 2008, 5). He concluded that the number of Non-Native Speakers had risen towards 2 billion, which meant that Non-Native Speakers outnumbered Native Speakers by 4:1 and predicted that this ratio would increase even further as time goes by (cf. ibid, 5).

The present-day strength of English in the world is a direct consequence of successive waves of colonisation and of the outcome of military conflict between rival European powers who were all deeply involved in overseas expansion (cf. Phillipson 2012, 205). The combined effect of the British empire and the strength of American economy in the twentieth century contributed significantly to the promotion of English as tool for international business, politics as well as the glorification of English beliefs and attitudes. The principles established by post-colonial language education include practices such as teaching English monolingually, the ideal teacher is a native speaker and the earlier English is taught, the better the results (cf. Phillipson 2012, 217).

The monolingual ethos of language education is organised around the Native Speaker Model. It reinforces the sense that learners should aim for native-like command of the language and totally immerge into the native culture (cf. Kelly 2015, 73). Textbooks and materials focus largely on Anglo-American cultures and the occasional "exotic optional" new forms of English from former colonies through a predominantly British lens. The Native Speaker Model implies that a Non-Native Speaker could never be as proficient in English because they do not have the innate aptitude and cultural prerequisite (cf. ibid, 73). It forms the basis for a perpetual sense of failure among Non-Native Speakers, even when they are proficient users of English. It is also entirely removed from the natural flow of cultural exchanges common in a global world (cf. Kelly 2015, 73).

In that case, preparing learners for just a few singled-out cultures might not be enough. Instead language education must fulfil a duty of preparing learners for encounters with diverse people who speak diverse versions of English. There is an alternative model which involves a relationship between languages and promotes intercultural communication. This model is called the Intercultural Speaker Model. In theory, the Intercultural Speaker is a fluent language user who is independent from both native and new culture(s) (cf. House 2007, 14). They are active multicultural agents who organise and manage their discourse

independently and use this natural skillset to communicate interculturally even when they encounter backgrounds they're not familiar with (cf. ibid, 14). Therefore, what previously has been considered a deficiency could now be considered an advantage (cf. ibid, 15).

The international context in which English is used and the resulting questions whether there is a standard international English and what models and norms it must follow have long been a factor of discussion in Second Language Acquisition theory. The controversy over answering these questions has a similar long history. Yet only little empirical work has been conducted with only few findings presented in terms of linguistic units, patterns or common features of English spoken in an international context (cf. Seidelhofer, 14). Instead language policies still heavily rely on the Native Speaker Model. In this sense, the following questions appear:

1. *What are the common linguistic standards of Intercultural Speakers of English?*
2. *Once established, how can these standards be applied in language education?*

This analysis will first describe the rise of English as international language and why it is important to consider this factor in English language education in a post-colonial context. Further the consequences of the Native Speaker Model in the English as Second Language (ESL) classroom will be presented in contrast to the language policies and ideals currently uphold in Europe. The second art of the paper will be dedicated to defining the Intercultural Speaker as alternative solution and finding answers to the research questions. Through the analysis of conversations that have been recorded during a transnational project (proPIC) organised by the University of Karlsruhe and comparison to currently implemented Standards of Reference in Europe the concept of the Intercultural Speaker should become clearer. The focus will be solely on spoken performance due to the nature of the project, which entailed mainly spoken reflection of participants. Lastly, the paper will provide solutions on a bigger scale through Immersion or Dual Language approaches but also on a smaller scale for individual teachers in form of transnational collaborations or focuses when teaching English as global language.

The Development of English as International Language

      Lingua Francae in Europe

The term Lingua Franca was originally used to describe a combination of French and Italian jargon that was used by traders in the eastern Mediterranean and was seen as a simplification of Roman language (cf. Encyclopaedia Britannica). It was usually used as tool by empires in order to bring together a diverse group of people under its rule. Nowadays, the term is used to describe a language that is used as means of communication between populations that otherwise use different languages (cf. ibid). Generally, it can be used interchangeably with global language or international language.

English is by no means the only Lingua Franca that has ever existed. Initially it was Latin until French took over in Europe in the seventeenth century. French spread as the primary international language of the modern period as a result of its adoption as the language of many royal courts throughout Europe from the late seventeenth century (cf. Phillipson 2012, 211). The widespread of French in Europe was facilitated by several factors, including significant numbers of governesses training aristocrats to speak French and the belief among elites that French civilization and language were intrinsically superior to others (cf. ibid, 211).

Additionally, there was a linguistic hierarchization which argued that languages who do not follow French syntax are inadequate (cf. Phillipson 2012, 206). Linguistic hierarchy typically involves a pattern of stigmatization of dominated languages and glorification of the dominant language. As other languages are deprived of certain qualities, it is therefore logical that speakers of a stigmatized language can only benefit from using a 'superior' language (cf. ibid, 206). France lost its global dominance to Britain in the early 19th century (cf. Phillipson 2012, 211).

Within Europe, the expansion of dominant languages was generally at the expense of other languages. The expansion of English from its territorial base in England began with its imposition throughout the British Isles and partial success in eliminating Celtic languages (cf. Phillipson 2012, 204). The act of Union with Wales from 1536, for example, included the subordination of the Welsh to the laws, customs and speech of England. Since the English presumed superior wisdom, it was considered priority to ensure that the Welsh people should become familiar with the language of the civilised English world (cf. ibid,

204). Similarly, Danish was the language of Denmark's occupation of Scandinavia and Iceland and Stalin's rule was oppressive for speakers of language other than Russian as they were forced to sacrifice linguistic rights (cf. Phillipson 2012, 205).

Western Colonialism

Europeans were also deeply involved in overseas expansion, which has led to several European languages being transplanted elsewhere (cf. Phillipson 2012, 205). Military conflict between rival European powers added an additional strength to the English language. For example, British military defeat of France in Quebec and the hand-over of French possessions to the British resulted in the dominance of English in North America; Military defeat of Germany in the First World War resulted in Germany being stripped of its colonies and Dutch power was contained by defeat by the British in the Boer War in South Africa (cf. ibid, 205).

Important aspects of Western colonisation were the exploitation of the colonised people, for example through slavery, the control over their territory and resources but also the control of their mind by internalising the values of the dominant power (cf. Phillipson 2012, 209).

In the colonies that later became the United States of America, some native languages were used in general education. English, however, was considered necessary for civilizing Native Americans and when competition for territory and resources intensified, less education was offered to local people (cf. Phillipson 2012, 211). Equal to the practice in Europe, the only prospect of "success" for native children was to learn the English language and civilised English manners in schools. As a direct result of such policies, of the many languages originally present in the USA, only very few remain (cf. ibid, 211). Transforming a diverse immigrant and indigenous population into a monolingual nation was integral to the process of colonisation an national identity: "We have room for but one flag, the American flag…We have room for but one language here, and that is the English language…" (President Theodore Roosevelt quoted in Phillipson 2012, 212).

The pattern is comparable to what was practised in other British territories. The main purpose of the colonial school system in Africa was to train Africans to help man the local administration at the lowest ranks and to staff the private capitalist firms owned by Europeans (cf. Phillipson 2012, 213). It was not an educational system designed to give

young people confidence and pride as members of African societies, but one which basically selected a few Africans to participate in the domination and exploitation of their own continent (cf. ibid, 213).

The Kenyan author Ngũgĩ Wa-Thiong'o explains in his book *Decolonising the Mind* how he grew up speaking his native language Gĩkũyũ but was forced to speak English when he went to colonial school – the language of his education was not the language of his culture (cf. 1986, 11). If someone was being caught speaking Gĩkũyũ at school they would get punished by either being hit with a cane or having to carry a metal plate around the neck that said "I am stupid" or "I am a donkey" (cf. Wa Thiong'o 1986, 11).

This form of Linguistic imperialism was an integral part with which a colonial power exploited other nations and rationalised their right to do so in ideologies of racial and linguistic superiority (cf. Phillipson 2012, 214). Overall Linguistic Imperialism involved linguistic favouring of one language over others, ideological favouring of attitudes and beliefs, favouring in media, communication, economy and politics as well as unequal rights for speakers of different languages (cf. ibid, 214). "It is the final triumph of a system of domination when the dominated start singing its virtues" (Wa Thiong'o 1986, 20).

Post-colonialism and neo-imperialism

Wa Thiong'o continues to explain in his book, however, that the independence of Kenya in 1963 did not change the status quo. Although more and more graduates joined schools and universities it was still largely confined to the boundaries of the English language (cf. Wa Thiong'o 1986, 41). As part of the Kenyan revolts of the 1960's and the early 1970's the Kenyan theatre tried to break away from the imperialist colonial tradition. Its main handicap, however, was that "it was limited by the very imperialist tradition from which it was trying to break away - English was still accepted as the main medium of revolt and affirmation." (Wa Thiong'o 1986, 41). For Wa Thiong'o, breaking free of the neo-colonial state and re-establishing African culture meant that African Literature had to return to exclusively African languages.

Colonial language policies assumed that power and language went hand in hand and although language policy has taken many forms in the post-colonial period, there are remarkable similarities in the way the colonising powers promoted their languages and in

how the policies of the colonial period remain in place in the post-colonial world (cf. Phillipson 2012, 210).

As the pioneers of the industrial revolution, the British fortified their global power during the 19th century as a result of demographic, commercial and political interest (cf. Phillipson 2012, 207). They then began systematising the global promotion of English in the 1930s and both the USA and UK intensified their efforts to promote English as a global language from the 1950s (cf. Phillipson 2012, 210). Global capitalism, global mass-media flows and global technological and communications lead to the perception that English is as an indispensable resource. Infused with a desire for economic development, technological modernisation and successful participation in the new global economic order, postcolonial governments often seek to make use of this tool (cf. Lin & Martin 2005, 2).

Post-colonial state's language models have therefore often followed in the steps of their colonial masters (cf. Lin & Martin 2005, 11). Kenya is only one of many examples. In India, English is a desired medium of instructions in both higher and basic education (cf. Lin & Martin 2005, 3). In Singapore and Hong Kong, English continues to be the single most important language for accessing higher professional education and the globalised job market (cf. ibid, 3). In south Africa, despite post-apartheid constitutional commitment to linguistic diversity and multilingualism, evidence indicates that English remained the medium of instruction (cf. ibid, 3). This results in children sitting in lessons, often repeating a class without learning anything.

It is also important to mention that, apart from language being a medium for cultural and political influence, the UK and USA have a major economic interest in strengthening English worldwide. Teaching of English to Speakers of Other Languages (TESOL, USA) and Teaching of English as a Foreign Language (TEFL, UK) are significant exports. The English language sector for the UK earns nearly 1,3 billion pound in teaching materials, examinations and teachers (cf. Phillipson 2012, 218). It is not surprising that The US and UK's interests are thus in harmony with education worldwide and with the evaluation of proficiency in English (cf, ibid, 219).

The Native Speaker Model

      Linguistic Capital and Globalisation

For the rest of Europe, the intensive promotion of English worldwide bears other struggles as for former colonial countries. Local European languages remain the main medium of instruction in schools and do not fall victim to neo-colonial policies that imply linguistic superiority of English. The concerning factor for European countries specifically is the political and economic role of English in the globalised world.

The direct advantages of strong linguistic capital in English for an individual's position in society could potentially lead to linguistic capital dispossession for other European languages (cf. Phillipson 2012, 222). Therefore, the French have attempted to resist the advance of English and why Nordic committed to ensure that increasing competence in English does not impair the vitality of the Nordic languages. This also explains why the European Union is in principle committed to maintaining linguistic diversity (cf. Phillipson 2012, 222).

> Globalisation serves as a password, a watchword, while in effect it is the legitimatory mask of a policy aiming to universalise particular interests and the particular tradition of the economically and politically dominant powers, above all the United States, and to extend to the entire world the economic and cultural model that favours these powers most, while simultaneously presenting it as a norm, a requirement, and a fatality, a universal destiny, in such a manner as to obtain adherence or at the least, universal resignation (Bourdieu quoted in Phillipson 2012, 224).

Robert Phillipson even goes so far as to call the American and British efforts to make the learning of English a worldwide basic skill, claiming that it serves everyone equally well, manifested linguistic neo-imperialism (cf. 2012, 225). Considering Europe, the origin of Western Colonialism, as a victim of imperialism through other Western powers such as the US or the UK is difficult and could understandably be considered hypocritical. It is political reality, however, that English is now at the pinnacle of the European Union, where in principle 23 languages have the same status. It has become the default language of the EU-Commission while the UK, one of two nations with English as national language, is currently in the process of leaving said union (cf. Phillipson 2012, 223).

The EU language policy continues to fail in maintaining the standing of other European languages in comparison to English. English has continuously gained ground against French, German and also Italian in foreign-language studies (cf. Ammon 2012, 590). The consequence is that students of academic exchange programmes go to English speaking countries rather than others, which is why non-English EU member states have introduced study programmes with English as medium of instruction. Additionally, in many EU

member states, including Germany, English has been installed as first foreign language in schools (cf. ibid, 590).

It is an interesting turn-about that some of the biggest colonised territories, i.e. Canada and the US, have now become the biggest neo-imperial powers that economically and culturally dominate the majority of the world. In the meantime, the biggest players in Western colonialism seem to now have to face domination themselves.

Consequences for the ESL-Classroom

There are 4 main principles in post-colonial English language education (cf. Phillipson 2012, 217 and Alptekin 2002, 58):

- English is best taught monolingually
- the ideal teacher of English is a Native Speaker
- the earlier English is taught the better the results
- Communicative competence is essential for learners in order to fully participate in target language culture

To understand the consequences for the Non-Native Speaker of English, one has to look at each principle individually.

The educational approach of teaching English monolingually in second language programmes paradoxically works against multilingualism (cf. Kelly 2015, 71). The contact between different language is usually discouraged in order to maximise student's exposure to English in a limited number of teaching hours (cf. ibid, 71). Another factor is the pedagogical concern of errors in performance in one language by the intervention of the other language (cf. ibid, 72).

The aspiration to be a Native Speaker reinforces a sense that students should immerse themselves in the target language to the exclusion of any other. It is usually complemented by monoculturalism, which develops knowledge of the target culture removed from its wider cultural context in the global world (cf. ibid, 73). Additionally, this principle only focuses on an individual's ability to use the second language (L2) and rarely considers the role of or the changes in the student's first language (L1) (cf. Lightbown 2008, 10).

The idea of a Native Speaker as ideal teacher of a language is based on the believe that approximating native-like command of a language leads to higher proficiency (cf. Seidlhofer 2003, 14). Traditionally, the notion of a language is tied up with its Native Speakers which makes it difficult for other forms of English. Teachers are usually expected to cope with standard British English or American English norms as "real and authentic English" (cf. ibid, 14). These norms are faulty in itself as they do not consider all varieties of nativeness such as Indian English, Kenyan English. These are on one hand referred to as indigenised varieties of English and on the other hand they're referred to as Non-Native varieties. These examples reflect the problematic role of the Native Speaker criterion (cf. Seidlhofer 2003, 14).

The principle that English is better taught early is based on the highly debated Critical Period Hypothesis which implies that given adequate opportunity, learning a language before adolescence is more likely to end in native-like command of that language (cf. Lightbown 2008, 7). This was proven in several studies such as Patkowski 1980 study where second language (L2) speakers of English with similar levels of education and same regional background where ranked according to their ability.

Transcripts of conversation were ranked between 1 (very little knowledge) to 5 (an educated Native Speaker) (cf. ibid, 6). The study found that nearly all monolingual Native Speaker as well as pre-puberty learners were rated very high while the distribution was different for speakers who began speaking English after the age of 15. Only few were given highest ratings and most were rated nearer to the middle (cf. Lightbown 2008, 6). The principle of early learning of language does, however, only account for how indistinguishable someone becomes from a Native Speaker. Presence of accents or subtle grammatical differences do not necessarily prevent a speaker from using a language effectively and even brilliantly (cf. Lightbown 2008, 7).

For communicative competence leaners are usually required to gain competence in native grammatical features of English, an understanding of the social rules of the English language in a culture-specific context, the ability to deal with the extended use of language in context and communicative strategies to cope in an authentic communicative situation. (cf. Alptekin 2002, 57). They are expected to acquire accurate forms of the target culture which becomes a form of enculturation, where the learner acquires new cultural frames of reference and world views (cf. ibid, 58). With English becoming the international language

for communication, communicative competence has become an unrealistic standard as it is unclear how relevant certain conventions are in an intercultural context (cf. Alptekin 2002, 60).

Reconsidering the role of the Native Speaker

> […] All languages are related to culture whether we want it or not. So, I teach about Britain, I teach about Ireland, the United States, Australia - you know, English speaking countries because that's the origin of the language. But it's true that they're not going to use it like that. (ESL teacher in Catalonia, appendix 7, 9)

According to a survey published by the European Commission, the British are officially the worst language learners in Europe. 62% of people surveyed cannot speak any other language apart from English (cf. British Council). Only 38% of the Britons speak at least one foreign language in comparison to the European average of 56% that speak at least one foreign language. The same survey also confirmed that 51% of EU citizens can have a conversation in English (cf. ibid). In the meantime, only 10% of US Americans speak a language other than English proficiently and most of them are heritage language speakers (American Academy of Arts & Science).

In Kachru's model of three circles of English, regions like the UK or US would all fall into the Inner Circle. The Inner Circle is where English functions primarily as first language (cf. Kachru 1998, 93). The Outer Circle is usually represented by former colonies such as India or Kenya, where English is an additional - usually institutionalised - language. Finally, the Expanding Circle includes countries where English is primarily used as a foreign language (cf. ibid, 93). This model indirectly promotes the believe in SLA that only monolingual nations can claim nativeness and completely rejects the idea of naturally occurring plurilingualism in Outer Circle or even Expanding Circle countries.

English, however, has become a language of creativity and identification additional to indigenous languages in most former British colonies. Some of the most powerful and original English writers originated from exactly these nations. Wole Soyinka, a Nigerian author, was winner of the Nobel Prize in English Literature in 1986 or Raja Rao, an Indian novelist, was awarded the Neustadt International Prize for Literature in 1988 (cf. Kachru [1982] 1992, 8). "These creative processes […] have generally been ignored in linguistic studies, to the detriment of studies on stylistics, contrastive discourse, language acculturation and [multilingual] creativity (Kachru [1982] 1992, 9).

The Nigerian novelist Gabrial Okara described that the creative use of English for African philosophy and imagery requires translating almost literally from African languages and keeping vernacular expressions (cf. 1963, 15)

> Some may regard this way of writing in English as a desecration of the language. This is of course not true. Living languages grow like living things, and English is far from a dead language. There are American, West Indian, Australian, Canadian and New Zealand versions of English. All of them add life and vigour to the language while reflecting their own respective cultures. Why shouldn't there be a Nigerian or West African English which we can use to express our own ideas, thinking and philosophy in our own way? (Okara 1963, 16)

Another factor that presses the importance of reconsidering the Native Speaker model are the shifting and intensifying patterns of migration. Between 2002 and 2016, the number of immigrants increased by 25% in the European Union (cf. King & Rambow 2012, 400). In the US, children with at least on immigrant parent tripled from 6% to 20% between 1970 and 2006. According to the United Nations, in 2005 almost 191 million people world-wide were immigrants as opposed to only 155 million in 1990 (cf. ibid, 400).

Previously, social and economic success for immigrants entailed abandonment of their heritage languages and practices, while these shifting demographics show the importance of paying more attention to how immigrants construct their identities. People are often embedded in complex transnational social fields and it calls the long-standing concepts within applied linguistic and language policies into question (cf. King & Rambow 2012, 400).

Another factor is the expansion of global technology that is accompanied by dramatic shifts in literacy practices (cf. King & Rambow 2012, 410). Language Learners are able to draw on popular cultural, social and personal resources to construct an identity as users of English that may depart significantly from the one that they are able to display in the ESL classroom (cf. ibid, 411). These digital spaces reveal the absence of nation-based linguistic and cultural communities. It challenges the binary categorisation of linguistic ownership and nationhood that language policies are usually based on (cf. King & Rambow 2012, 412).

It is often overlooked that individuals have skills in one or more other languages, a fact that enriches their lives and also makes them valuable resources for their communities. Multilinguals are far from being limited, they should be viewed as multicompetent (cf. Lightbown 2008, 8). These multicompetent language users and teachers are often hindered

from raising multicompetent minds due to the educational system's obsession with the often-monolingual Native Speaker (cf. Alptekin 2002, 62).

The Intercultural Speaker in theory

Defining the Intercultural Speaker

The Intercultural Speaker Model is an alternative model that allows a relationship between learner's L1 and L2 (or L3 etc.) and points to a multilingual outcome (cf. Kelly 2015, 77). As mentioned in the introduction to this thesis paper, intercultural approaches have been relatively slow to enter language teaching practice. This is mainly due it calling the predominant interpretations of communicative language teaching into question (cf. ibid, 77).

In order to understand the meaning of the Intercultural Speaker, Juliane House suggests to first look at the different components of the term *Intercultural*. *Inter* denotes a position in the middle of two other entities, which serves as link between these two entities. *Culture* refers to a model in people's mind when perceiving, relating or interpreting things, behaviour, emotions or people (cf. House 2007, 9). At first it seems plausible that the Intercultural Speaker is a person that successfully mediates between two separate cultures in form of a specified language.

It is clear, however, that cultures are no longer distinguishable and separate entities and that it is more likely for a person to create a transcultural identity as a result of perhaps being exposed to two or multiple different cultures. Therefore, Intercultural Speakers can be seen as independent from the native and new cultures and create something original and new (cf. House 2007, 14). That means that Native Speaker norms and performances can no longer be used as only indicators for assessing L2 competence (cf. ibid, 15).

Simultaneously, Native Speakers of English are just as qualified to become Intercultural Speakers, which makes the model inclusive. The process of becoming multilingual is not a one-way street. In an Interview, Gordon - a Native English speaker - explained how the introduction of a new language and cultural environment made him more aware of the linguistic structure of his own language. Even at an early stage he was able to notice how it affected the way he spoke:

> […] If I spoke in an accent that was native to my hometown it would be extremely difficult for a German person to understand. So, I think I maybe enunciate a little bit more, trying…. cause I'm still

relying on my English… I think if I was more fluent in German it would be very interesting to see what type of changes would occur to my English. (appendix 6, 109)

Subsequently, the pedagogical implications are that learners need to be equipped with communicative skills that help them successfully collaborate with diverse interlocutors. They should not inspire to be accepted as full member of another culture by reducing their personality (cf. House 2007, 18). In return, they should not expect their assumptions to be the same as their interlocuter's but instead use their multicultural knowledge to successfully communicate.

Linguistic Considerations

Research on the Intercultural Speaker is still in its initial phase and previous research has been done on a fairly limited data base. There were, however, some attempts to identify certain linguistic patterns and processes in Intercultural Communication (cf. Seidlhofer 2003, 15).

According to Seidlhofer there are some generalisations that can be made in the field of pragmatics. Misunderstandings are not frequent in Non-Native to Non-Native communication (cf. Seidlhofer 2003, 15). If they occur, they are usually quickly resolved by either topic change or using communication strategies such as rephrasing and repetition. This overtly consensus-oriented communication is reflected in a very supportive and cooperative sort of "let-it pass principle" (Seidlhofer 2003, 15). Interesting is also, that L1 interactional norms rarely interfere which indicates to a form of suspension of expectations (cf. ibid, 15). Seidlhofer explains, however, that conversation can appear fairly robust and that superficial consensus may hide sources of trouble at a deeper level.

In the field of phonology, Seidlhofer suggests a so-called Lingua Franca Core, which are crucial features of English pronunciation for mutual intelligibility in an international context (cf. 2003, 16). By prioritising certain features, so Seidlhofer, it is possible to achieve more realistic learning targets. Additionally, it recognises the fact that there are already divergences in certain areas of Native Speaker speech which then could also be regarded as acceptable L2 variations (cf. Seidlhofer 2003, 16). This Lingua Franca Core is interesting from a teaching perspective as it offers discrete information that is helpful for identifying priorities in the ESL-classroom.

The following features of the Lingua France Core can be considered crucial for correct pronunciation for L2 speakers:

- The consonant inventory is important
  - Exception is the 'th-sound' and 'dark-l'
  - Possible variations:
    - /t or d/ for th-sound (*the*)
    - /f, v/ for th-sound (*tenth*)
    - /s , z/ for th-sound (*clothes*)
- Aspiration for the initial /p/ (*pear*), /t/ (*ten*) and /k/ (*keep calm*) is crucial otherwise they may be heard as /b/, /d/ or /g/
- Length before lenis consonants e.g. as the longer /ae/ in *sad* in contrast to the shorter /ae/ in *sat*.
  - Although /ae/ as vowel sound can be substituted with the according regional vowel sound for a (comparable to the American a and British a).
- Word initial consonant clusters e.g. *proper* and *strap* are crucial.
  - Medial and final consonant clusters only permissible according to L1 English rules of syllable structure. E.g. *friendship* can become *frienship* but not *friendip*.
- Vowel sounds, contrast between long and short vowels important e.g. long and short i-sound in *leave* and *live*.
  The /3:/ (as in *bird*) is usually not common in other languages and therefore crucial.
  - Other regional vowel qualities otherwise accepted if used consistently.
- Correct production and placement of tonic stress. Tonic stress refers to syllable in a word which receives the most stress in an intonation unit. E.g. He's *waiting*.

(cf. Seidlhofer 2003, 16)

This Lingua Franca Core provides a general guide for something that could be considered international English and leaves room for unique variations. It stands to reason that Intercultural Speakers could speak a variation of international English. Further research is necessary, however, to perhaps identify even more detailed salient features of L2 users of English with similar L1 or regional background. Potentially, that could even go so far as to identifying a, for example, general German English accent.

Joachim Grzega also tried to identify the most important elements of the English language in order to achieve communication in international setting in a short amount of time (cf. 2010, 1). Grzega focused on the rapid acquisition of general basic vocabulary of 750 words and grammar and pronunciation rules reduced to a minimum. This form of English is called Global English (Grzega 2010, 1). The sound system of Global English shows similarities to Seidlhofer's Lingua Franca Core. Similarly, Grzega allows different varieties:

- Also accepts that the th-sound can be replaced with other consonants (Grzega 2010, 4)
  - /θ/ in *Thank you* – could be replaced with /t/ or /f/
  - /ð/ in *That's it* – could be replaced by /d/ or /v/
- /r/ sound has several variants but must be distinguished from /l/ (Grzega 2010, 5)
- Also doesn't differentiate between clear and dark /l/
  - Clear: *leaf, loose* (tongue neutral)
  - Dark: *pool, milk* (tongue raised)

Although this model might be useful for quick results, it seems very simple and takes too much away from the actual language. A feature that is interesting, however, are certain communicative strategies that Grzega believes should be prioritised in the ESL-classroom.

Instead of teaching specific politeness norms, for example, there are certain basic politeness strategies in order to avoid violating the interlocutor's politeness conventions (cf. Grzega 2010, 10). Some examples are:

- Mindful and respectful listening
- Saver:
    o *That's how we say [word] in my country.*
    o *I think there is a misunderstanding.*
- Stay polite by using positive elements of antonymic word pairs
    o *Good – bad*
      good – not good (or not so good)
- Terms of address:
    o One should introduce with full name and then immediately tell the interlocutor how they can address you. *"Hello, my name is Paul Miller. You can call me Paul."* Can also be *Hi* etc.
    o Always ask how to address rather than assuming: *"So what would be the right way to call you?"*
- Making sure to understand utterances correctly:
    o *So, do I understand correctly that we should do the following...*
- Making sure you're understood correctly:
    o *I'm not sure my explanation was good enough. Did you understand everything?*
- Extensive training of paraphrasing
    o *This is like...This is similar to...*
- Complains or if you disagree also interrogative
    o *I feel a bit uncomfortable with the way you've done things so far. Would you be willing to do the following instead or may I suggest the following?*
- International small talk
    o *Avoid religion, politics, sexuality and questions that are too private*
    o *Avoid jokes – humour differs a lot between countries. (use saver if required)*
- Non-verbal conversational elements – body distances vary from culture to culture. Make sure not to make your interlocutor feel uneasy.

(cf. Grzega 2010, 10).

Empirical Considerations

The Intercultural Speaker Model has a lot of potential. It could remove stigma around accents and provide an understanding for grammatical or sociolinguistic L2 varieties instead of referring to them as errors or mistakes. This model, however, cannot have an impact on teaching curricula as long as there is no comprehensive and reliable description of its linguistic features (cf. Seidlhofer 2003, 14). The Native Speaker Model offered a clear reference and a standard for language proficiency. The Intercultural Speakers are, by definition, extremely divers users of English which can make choosing a standard of proficiency difficult. Nonetheless, there are certain features one could prioritise in order to identify certain standards that seem to emerge from proficient Intercultural Speakers of English.

David Crystal, for example, had already suggested some future grammatical changes in English which he accredited to Non-Native Speakers (cf. 2008, 6). Uncountable nouns, such as the noun *information*, could develop a countable use. The plural version of this noun, *informations,* is widespread in several L2 variations of English (cf. ibid, 6). Other examples are given by Seidlhofer, such as

- the dropping of the third person present tense -s (*he walk* instead of *he walks*)
- using the relative pronouns who and which interchangeably
- failing to use correct forms in tag questions (e.g. *isn't it?* Or *no?* instead of *shouldn't they?*)

(cf. Seidlhofer 2003, 18)

It would be interesting to see if there are other commonly used constructions among L2 speakers that are considered ungrammatical in standard L1 English. It might also be useful to identify the most relied-upon and successfully employed grammatical constructions by L2 speakers in Intercultural settings (cf. Seidlhofer 2003, 18).

Crystal also suggests that all perspectives when studying language are subordinate to the concept of pragmatics (cf. Hay Levels 2014). It answers the question why certain words or grammatical constructions are used in a particular way and why speakers make certain choices when they use a specific language (cf. ibid). It means that every grammatical feature and every linguistic form has to be analysed in relation to the context in which it was used.

The Intercultural Speaker in context

proPIC

The data used for this research was collected in the course of a project initiated by the University of Education of Karlsruhe. The author used seminar materials and recordings in order to collect data for linguistic analysis.

ProPIC Europa is an Erasmus + project that intended to empower teachers to cooperatively establish a culture of reflection, interculturality and progression in Second language learning and teaching. It is "determined by the interplay between research-orientation, transnational collaboration and the creative use of mobile-technologies" (proPIC Europa). It brings together 5 European partners from England, Spain, Sweden and Germany that promote different strategies of these factors.

In May 2019, a group of prospective teachers from each partner university took part in a project in Barcelona to discuss observation tools, Information and Communication Technologies (ICT) in the classroom and language learning. None of the participants were Native Speakers of English but all of them were fluent in at least two languages with some having an additional third or fourth language. Not all participants spoke English as their L2 but rather were fluent in two other languages and spoke English as L3. Most of them were training to become language teachers although only a few trained to become teachers of English. Other participants studied English in another context such as linguistics or intercultural communication and many participants studied additional subjects such as sciences or economics in order to teach in schools. Therefore, the participants offered a variety of academic skills on a similar academic level, although provided different cultural and regional backgrounds. The project organisers in Barcelona were lecturers as well as professors and PhD students from Spain and Catalonia, who had spent substantial time abroad but also varied in their level of English.

Part of the project was to film-document conversations and tasks in order to reflect on e-portfolios that each participant worked on in their own time. It provided the opportunity to observe some of the conversations that took place between participants during reflective tasks. During these reflective tasks, participants were able to speculate, evaluate or give opinions and show their ability to manage a discussion. The setting was realistic and authentic and therefore the data should be able to give a realistic idea of how English is used in an Intercultural context. Additionally, four further interviews were conducted with Kiki (a participant of the project), a Catalan teacher, Azahara (the project organiser in Barcelona) as well as Gordon (a Native Speaker of English who shares the same academic level as the participants of the project). The interview setting provided the opportunity for each interviewee to use general social language starting with more personal information and later expressing personal opinions. The difference between the reflective conversations and interviews can potentially show how language changes when participants talk about familiar or unfamiliar topics.

CEFR standards for spoken performance

The goal was to analyse realistic conversations in an Intercultural setting but also identify the skills required to communicate successfully in these settings. These findings could eventually provide a standard of reference for the Intercultual Speaker in English language

education. In Europe the current standard for language learners is the *Common European Framework of Reference for languages* (CEFR). The CEFR provides different levels of proficiency ranging from A1 to C2, A1 being a basic user and C2 a proficient user of the language (Council of Europe). The CEFR also provides a specific guideline to assess spoken performance. It is divided in 5 qualitative aspects: *Range, Accuracy, Fluency, Interaction* and *Coherence* (ibid).

The participants performance was analysed in comparison to a Native Speaker's performance according to these 5 aspects of spoken performance identified in the CEFR. Some aspects may require adapting and some still remain relevant.

Range

The qualitative aspect *Range* requires speakers on a C2 level to show great flexibility reformulating ideas through a range of different linguistic forms to convey finer shades of meaning, to give emphasis, to differentiate and to eliminate ambiguity. They should also have a good command of idiomatic expressions and colloquialisms (Council of Europe).

Due to the nature of the academic project, participants had to be flexible in using a variety of linguistic forms to discuss complex topics. Additionally, the level of English proficiency varied within the group of participants, which required greater flexibility in order to avoid misunderstandings.

During the conversations most participants showed precise language using complex constructions and some idiomatic constructions to describe precise meanings:

> *You practically said everything…* (appendix 3, 28)
>
> *From my point of view…* (appendix 1, 79)
>
> *Our view is that…* (appendix 1, 7)
>
> *…She didn't actually take advantage of it…* (appendix 2, 33)
>
> *…points of interest…* (appendix 2, 101)
>
> *She could've taken the opportunity to do more.* (appendix 2, 162)
>
> *I think for us though…* (appendix 2, 91)
>
> *…from what we understand* (appendix 2, 8)
>
> *She did the best she could with what she had.* (appendix 3, 59)
>
> *And what was evident was …* (appendix 4, 14)
>
> *This app in fact…* (appendix 4, 194)

The most commonly employed forms, however, were phrases like "So,", "I think," or "I mean," as seen, for example in appendix 1 (line 26) and appendix 3 (line 24) and appendix 3 (line 35).

During the interviews the constructions used by Azahara, Kiki and the Catalan teacher tended to be even more complex:

> *I think this is <u>an added value in itself</u>.* (appendix 5, 80)
>
> *So, <u>interculturality</u> is very very important, <u>though</u> all languages are related to culture, <u>whether we want it or not.</u>* (appendix 7, 8)
>
> *<u>As long as</u> it's not sitting with a book.* (appendix7, 57)
>
> *<u>At the time</u> when I started learning English – <u>which was many years ago</u> – there was <u>nothing more to read than</u> what I got from the teacher.* (appendix 8, 21)
>
> *…I never thought that…* (appendix 8, 48)

Generally, the participants were able to form complex sentences like this example of one Swedish participant:

> *I think, VEO is really really good but, just like I told the group, I believe for it to actually be really effective you have to have a really downgraded focus. You have to know exactly what you're after, what you want to observe. So, you can structure it out and in that way it is really really good.*
> (appendix 1, 36)

In this example there a several linguistic forms in use such as connectors (*I think, so, but*), adjectives for emphasis (*really, actually, exactly*) or appositions *(…just like I told the group…)*. Additionally, the participant used the idiom *"You have to know exactly what you're after"*, immediately followed by a repetition of the same meaning with the words *"what you want to observe".* This could either be a form of emphasising or a way of assuring the meaning of her message is understood. For an international setting, where the use of idiomatic expressions is more likely to lead to misunderstandings, rephrasing like this could potentially become a new priority in the qualitative aspect of *Range*. There is an overuse of the word *"like"* and *"really"* which could be a filler for uncertainty of words or meaning.

Occasionally, similar fillers can be found in other participants, such as the overuse of the words "just" or "very":

> *It was quite difficult for us <u>just</u> to remember which part we pressed before. If you're <u>just</u> like in "teacher-student interaction" …* (appendix 1, 17)
>
> *But we <u>just</u> had the tags of peer work, group work…* (appendix 1, 23)
>
> *So, interculturality is <u>very very</u> important…* (appendix 7, 8)

There was also some incorrect use of colloquialisms which would, however, not lead to misunderstandings. Some examples:

> _Which was the conclusion we arrived_, that you talk about teacher time… (appendix 1, 53)
>
> _But on that way…_ (appendix 1, 49)

Generally, colloquialisms were rarely used by participants or interviewees. This even applied to speakers with highly proficient skills in English, who otherwise showed strong linguistic resources. If participants or interviewees did use colloquial forms, they would limit them to obvious ones or, as the example of _"on that way"_ suggests, they would be used rather literally. In comparison to that, Gordon (the Native Speaker) makes extensive use of colloquialisms and other linguistic resources to structure his sentences.

> _It's my pleasure._ (appendix 6, 7)
>
> _…I'm afraid to say._ (appendix 6, 16)
>
> _…it trips me up every time._ (appendix 6, 31)
>
> _I'm sorry my grammar is all over the place._ (appendix 6, 45)
>
> _Whereas for me…_ (appendix 6, 46)
>
> _I've pointed it out_ to teachers because _I'm conscious of how appalling_ my grammar and my sentence structure is... (appendix 6, 42)

Depending on how much exposure an L2 speaker had to a target culture, the meaning of such expressions could either be unproblematic or cause misunderstandings. Especially phrases such as "_it trips me up every time_" or "_all over the place_" could lead to issues in communication as their actual meaning is far removed from their literal meaning. The problem with idiomatic expressions is that they are almost always bound to a certain region and reflect the historical and cultural development of a language. Even within the English-speaking regions there is a huge difference in colloquialisms and slang.

If one of the goals of linguistic _Range_ is to avoid ambiguity, then the use of idiomatic expressions and colloquialisms as standard of proficiency has to be reconsidered. In an intercultural context, where there is a variety of different regional backgrounds, one simply cannot expect every speaker to link the same meanings to certain word clusters.

A unique characteristic of Intercultural Speakers is their ability to code switch, where they can alternate between languages. It works particularly well when the interlocutors share a language but even a mixture of languages provides a solid base for code switching to work. It is probably the biggest advantage they have over monolingual Native Speakers when it

comes to expressing meaning and avoiding misunderstandings. Additionally, paraphrasing was observed as way to communicate successfully.

In the following conversation one of the German participants is struggling to find a word in English that expresses a specific meaning he has in mind. He then uses code switching to make himself understood by another German participant (author). This conversation also confirms the in previous studies observed consensus-oriented focus in intercultural conversations, as more and more people get involved to come up with suggestions:

Rafael:
> *Yeah but…what…wait! I don't think it's…that that is very…uhm…aussagekräftig.* (looks at Felicitas)

Felicitas:
> *Oh…uhm…so..it's not very…uhm…jesus…what can I say…*

Kiki:
> *Say it again.*

Rafael:
> *It's a German word.*

Kiki:
> *Say it in German.*

Felicitas:
> *Aussagekräftig…so it's not…uuuuhm*

Rafael:
> *Uhm,uhm,uhm…*

Jaume:
> *Precise?*

Rafael and Felicitas:
> *No no no no….*

Felicitas:
> *There's a specific word.*

Rafael:
> *Impactful?*

Jaume:
> *Reliable?*

Felicitas:
> *…uuuh reliable mmhh…*

Jaume:
> *Reliable?*

Rafael:
> *It doesn't say very much!*

Felicitas:
> *Yeah it doesn't say very much.*

Joan Tomas:
> *Consolidate?*

Kiki:
> *Representative?*

Rafael:
> *Something like this yeah.*

Interestingly, the skill of code switching seems to evolve relatively quickly in the process of L2 language learning. At the time of the interview, Gordon had been living in Germany for roughly a year and told the author that he had recently reached the B1 level in German.

At this point he chose the German word *Sprachkurs* to explain his progression through German language courses:

> *I've had one Sprachkurs which was A2 class which I didn't find particularly valuable, but now I have courses provided by my work which is now a B1 level…*(appendix 6, 20)

Unlike Rafael, Gordon made use of his L2 while using his L1 to emphasise the meaning. By using the German word *Sprachkurs* (lit. language course) as some sort of stylistic device makes it obvious to the listener that he is talking about a German language course specifically. It is also reasonable to assume that he was propably used to his instructor or his classmates referring to the course as *Sprachkurs*. The participants of these type of language classes are usually extremely divers and rarely share the same L1. Instead, it is more likely for everyone to understand when the German term is used.

Overall, *Range* remains an important factor of language proficiency in an Intercultural context although the focus seems to shift:

- Complex linguistic forms can and should be used, although adjusted to the specific context and level of proficiency of interlocutors.
- The spectrum of the linguistic range is extended to language other than English and could quite possibly be used for code switching.
- Idiomatic speech and colloquialisms can be used but should be used sensibly. Preferably, literal and actual meaning of colloquialisms should not be too different. Additionally, idiomatic speech of other languages can be interpreted in English if suitable and understandable in context.
- An extensive skill of paraphrasing is required, not only for describing unknown words but also for clarifying meaning and avoiding misunderstanding.

Accuracy

The qualitative aspect Accuracy for the C2 level is reflected in constant grammatical control (Council of Europe).

Although the different proficiency levels varied substantially, the participants overall produced accurate grammatical performance:

> *Do you know the difference between VEO as…for research purposes and for teacher observation? When we use VEO for a research purpose we have to tag everything because everything has to be analysed… but for observation? Then you can discriminate.* (appendix 2, 142)

> *I'm not even sure you can hear what's being said on video because it was so loud.* (appendix 2, 57)

> *I thought that the general VEO concept was good, 'cause it's like very easy…'cause you can easily focus on one thing by just pressing a button, which is…It's so simple but it's also such a <u>great way of actually counting specific things</u>.* (appendix 2, 84)

> *...the teacher was very confident and flexible, and she was involved in everything that was happening even though the room itself did not offer the opportunity to reach out to every student in the room.* (appendix3, 75).

Additionally, a correct and varied use of tenses and other constructions according to the context could be observed:

> Simple Past – Past Progressive combination
> *So, <u>I had that in mind</u> when I was – <u>I wasn't recording</u>- but <u>I was recording by watching</u>.* (appendix 2, 78)

> Simple Past – Past Progressive combination
> *I think <u>she picked out</u> the vocabulary <u>as she was reading</u>...* (appendix 4, 21)

> Present Perfect – gerund combination
> *...<u>I've seen</u> students <u>using</u> Instagram and <u>chatting</u> in Catalan...* (appendix 3, 79)

> Simple Past
> *<u>She was</u> already familiar with the text; <u>she already knew</u> what kind of vocabulary to actually bring up during your lesson.* (appendix 4, 27)

> Simple Present - passive construction
> *...these notes <u>can be written</u> down here...* (appendix 4, 201)

> Simple Present – Compound word formation
> *You know, <u>the main point</u> of this app <u>is</u> that <u>it facilitates</u> the work for the feedback observation – for the <u>post observation feedback</u>.* (appendix 4, 202)

There were some grammatical inaccuracies or differences, like in this example:

> *We tried to use different tags but the given tags weren't really that <u>well</u>.* (appendix 1, 7)

According to L1 standards, the choice of "*well*" is incorrect, as it is an adverb that usually describes a verb. In this case the correct choice would have been *"good"* as it would serve as adjective to describe the noun *"tag"*.

Further grammatical differences that occurred during the conversations and the interviews were, for example, the use of tense, choice of adverb or article or syntax:

> *You actually <u>don't had</u> to worry about...* (appendix 2, 88)

> *... a little bit <u>more better</u>* (appendix 3, 29)

> *'Cause <u>I stand</u> in front of the class and <u>I've seen</u> students using Instagram and chatting in Catalan <u>that are non-related to the lesson</u>.* (appendix 3, 79)

> *...there was <u>an task</u>..* (appendix 4, 134)

> *I also speak Dutch because <u>I was living in the Netherlands</u>.* (appendix 5, 10)

> *And then then I started <u>in the</u> school.* (appendix 5, 20)

> *From 3 years old.* (appendix 5, 26)

They would not necessarily occur regularly and although some grammatical differences are due to lower language proficiency, some could potentially be ascribed to a natural slip during conversation.

Interestingly, two of the speakers who came from a Spanish region showed a similarity in their speech pattern, which was first regarded as grammatical inaccuracy:

So, for me it was important having <u>this friends</u> or <u>colleagues</u> or <u>partners</u>... (appendix 5, 47)

<u>This</u> <u>tag sets</u> it wouldn't work well because it was very difficult to tag this situation. (appendix 1, 52)

We like using <u>this concepts</u> on teacher training... (appendix 1, 54)

Both used the plural noun although the pronoun is in singular. Upon research, it became clear that Spanish TEFL communities had already pointed out that the distinction between short and long vowels presents one of the biggest pronunciation issues for Spanish English users (tefl.net). That suggests that perhaps the pronoun sounds like the singular "this" but is meant to be the plural "these". It is important to be aware of this as it might be regarded as grammatical error when it is in fact due to the pronunciation. It would normally not cause any misunderstandings as there seems to be a natural priority of the noun over the pronoun in terms of meaning, which means that the noun rather than the pronoun indicates whether the speaker is referring to plural or singular.

Another interesting grammatical feature that was common among the participants but is uncommon in L1 standard was the position of certain adverbs in sentences:

So, we had to press <u>everytime</u> non-verbal communication... (appendix 1, 10)
    in L1: *...we had to press non-verbal communication everytime...*

In the internships, most of the time we don't have video to talk about the reality, about what happened. And also...you can also share <u>in a social network</u> all the videos with all the information. (appendix 4, 198)
    in L1: And also*...you can share all the video with all the information in a social network.*

... you end up <u>on eTwinning</u> meeting each other through an exchange. (appendix 7, 55)
    in L1: *...you end up meeting each other on eTwinning through an exchange.*

The reason for L2 or L3 speakers of English to choose this position for the adverb could have several reasons. One reason could be that perhaps the grammatical structure of the L1 interferes with the English grammatical structure. It is usually regarded as error, however, does not lead to any misunderstandings in conversations. If a substantial amount of Non-Native English speakers consistently uses these constructions, it raises the question when an error stops being an error and starts becoming a feature of a language.

In previous studies, a distinction between deficient varieties and different varieties on contextual and linguistic levels of Non-Native Englishes has been made (cf. Kachru [1982] 1992, 62). Deficient varieties were considered performance errors within the context in which English functions as L2. Different varieties on the other hand, referred to identificational features which presented an educated variety of language distinct from

another educated variety (cf. ibid, 62). For the Intercultural Speaker model, however, the line between deficient varieties and different varieties becomes blurry.

First, although most Intercultural Speakers are in fact L2 speakers, L1 speakers of English are equally capable of becoming multilingual individuals. Secondly, English used specifically for these communication between these Intercultural situations should equally be regarded as an educated variety of the English language. The distinction assumes an L2 speaker attempts a specific regional form of English rather than using English in an international context.

The identification of grammatical characteristics of international English might be more difficult due to the lack of regional similarities although there are some general constructions that could be identified for English used for Intercultural Communication. Further research is required but some predictions of new international grammar variations can be made:

- Comparative and/or superlative forms of adverbs may have different varieties to standard L1, although there is limited data to identify clear varieties yet.
    - "violation" of the forms more/most and -er/-est resulting in potential combination of both
        - *hard – more harder – most hardest*
    - irregular comparatives and superlatives might remain the same or follow above combination
        - *little – less – least*
            or
        bad(ly) – more bad - baddest
- Position of certain adverbs might be different. So far particular adverbs of place and frequency have been noticed, although there could potentially be other types of adverbs.
    - adverbs of place can be positioned after the verb and before the object.
        - *We played <u>outside</u> with the ball.*
    - Adverbs of frequency can also be positioned after the verb
        - *I get up <u>usually</u> late on weekends.*
        - *She goes <u>sometimes</u> swimming.*
- *Until* can be used instead of *by*.
    - *Please finish your paper <u>by</u> next week.*
        Please finish your paper <u>until</u> next week.

Fluency

The qualitative aspect *Fluency* for the C2 level requires users to express themselves spontaneously with a natural flow and should be able to avoid or backtrack around difficulties smoothly (Council of Europe).

The biggest difference in fluency that could be observed was in the different settings. During the interviews the interviewees usually replied spontaneously and fluent. During the reflective conversation, however, the overall contributions of the participants seemed spontaneous but showed more sudden breaks and change of syntax. That could possibly be traced back to the nature of their tasks. Participants had to reflect on things they had just learned or experienced, which is a factor that has an impact on fluency.

In the *Group Discussion 4* (appendix 4), the participants had to reflect on the observation app VEO, which they had just been introduced to. This fact hindered fluency drastically which resulted in many participants not finishing sentences or only using short replies. Additionally, the interaction with each other appeared more abrupt:

> Felicitas:
> *So, it seems like...okay there's a lot of...uhm...(pointing at Ipad, still confused)*
> Jaume:
> *You know Felicitas, it's the first time you are, you know, clicking the tags...*
> Felicitas:
> *Yeah, hahahaha!*
> Jaume:
> *You can try and play a bit with that.*
> Felicitas:
> *So, but at least it looks like there's a variety of...things.*
> Rafael:
> *...yeah it looks like it's really like...*
> Kiki:
> *...balanced!*

(appendix 4, 75)

Additional factors that hindered fluency were when participants stopped or used fillers when they could not remember specific words to describe precise meaning:

> *Because it's very difficult to establish a tag, a lawyer for something – lawyer is the word?...not lawyer...Well a tag for something!* (appendix 1, 57)

However, some strategies that helped increase fluency and perhaps even compensated for missing words were observed. It almost seemed as if the participants had very little patience when it comes to finding the right words and rather focused on delivering meaningful messages:

> *[...]So, I think there are some things now when I try to speak English or the way that I use hints - I don't know if this is the word – the way I...some chunks, some thinking about "well first I'm not going to ask this directly, I'm going to ask with some prompt before"* (appendix 5, 68).

Another interesting strategy was the mutual correction between the participants, which automatically increased the natural flow of the conversation:

Jaume:
> *Press stack!*

Rafael:
> *Stats!*

Jaume:
> *Ah stats, yes yes stats!*

(appendix 4, 53)

Philipp:
> […] *Another point was at the bottom we had different…pro…posession?...*

Jaume:
> *Ah yeah yeah.*

Philipp:
> *Proces…possessions!..Oh my god…*

(appendix 1, 11)

What is also important to mention is that Gordon equally showed some linguistic difficulties that he overcomes through strategies like rephrasing:

> *The German word structure or the vocabulary in German - there is a lot of similarity to English and I can hear the similarity in the words and therefore specific words I have… a kind of an understanding maybe the routing in Latin or whatever it may be but the grammar is so so different from English that it trips me up every time.* (appendix 6, 28)

> *I haven't… I didn't do… at University I didn't do any like you know the travelling to foreign countries…. I haven't lived in any other European countries where I need to learn the language.* (appendix 6, 64)

Overall, fluency probably remains the most stable aspect of language proficiency. Proficient L2 speakers demonstrated equal natural and spontaneous flow in a wide range of topics, similar to the Native Speaker. Some disadvantages associated with lower proficiency were easily overcome by mutual correction or paraphrasing which again emphasises the importance of paraphrasing for Intercultural Speakers.

Interaction

When it comes to the qualitative aspect *Interaction*, the proficient user of English has to be able to pick up cues effortlessly and interweave his or her contribution into joint discourse with natural turn-taking (Council of Europe).

Participants all used language skillfully to interweave their ideas into other participant's comments or opinions:

> *You practically said everything…* (appendix 3, 28)

> *I agree that it was a very good lesson plan…* (appendix 3, 58)

> *…as Kiki has said before…* (appendix 3, 83)

I observed just what you said… (appendix 3, 103)

Rafael:
       The problem was that…
Felicitas:
       You didn't know when to press it…
Rafael:
       Not only this but….

<div align="right">(appendix 3, 130)</div>

They also asked active questions to keep the interaction going and to clear up uncertainty:

What do you think? (appendix 1, 60)

Do you mean for correction? (appendix 1, 57)

What is a solicitation? (appendix 1, 75)

She didn't challenge them, do you mean? (appendix 3, 111)

Due to its main objective of ensuring successful Intercultural Communication, the Intercultural Model relies on good interactional skills and these linguistic strategies should definitely remain an important focus in the ESL classroom. Especially asking questions politely to ensure the meaning is understood correctly are crucial for successful interaction in an international context.

Coherence

The qualitative aspect *Coherence* involves creating coherent discourse by using a variety of organization patterns or connectors (Council of Europe).

During the conversations the participants structured their talk effectively to create coherence and made accurate use of some cohesive devices and connectors, for example:

Expressing results

so… (appendix 2, 12)
Because… (appendix 2, 72)
And this is where you find that sometimes…(appendix 4, 13)

Exemplification

…for example,… (appendix 1, 4)
Like… (appendix 2, 129)

Qualifying

…but… (appendix 3, 24)
It's true …, but... (appendix 1, 33)
…even though (appendix 3, 46)

Addition

and then…. After that... (appendix 2, 12)

However, the cohesive devices were usually limited to these examples and rarely offered alternatives. There was an increased use of rhetorical questions and repetition instead:

Rhetorical questions

Is that correction or solicitation? (appendix 1, 58)

Because I was thinking, what was there to observe? (appendix 2, 106)

Why did you do that? That was a great teaching opportunity: the pronunciation differs but it's the exact same word. (appendix 2, 157)

What's the key point? (appendix 4, 195)

Repetition

(...) some were, of course, right and some were, of course, wrong... (appendix 3, 33)

Do the synonym thing! Because it was really good...ask for synonyms! (appendix 4, 32)

Gordon on the other hand, made extensive use of cohesive devices, rhetorical devices and connectors:

I've had (...), which was (...), but now...and... (appendix 6, 20)

Oh god the grammar! The grammar, the grammar! (appendix 6, 28)

Well, there's 2 reasons: One....., two..... (appendix 6, 54)

..., however,... (appendix 6, 88)

Especially, ... whereas.... (appendix 6, 95)

Why would you do that? (appendix 6, 100)

The other interviewees, however, seem to have an increased variety of these devices too:

Catalan teacher:

I teach about..., I teach about... (appendix 7, 9)

But it's true that... (appendix 7, 11)

And they have to.... And then. So, like.... Usually... (appendix 7, 32)

In fact, within.... They are in every language – even Catalan. (appendix 7, 48)

As long as... (appendix 7, 57)

Kiki:

In the first 6 years....and then...and there....and now.... again. (appendix 8, 39)

What was good was...Especially when...., I never thought that...The same thing... (appendix 8, 47)

It's a tool that I recommend.... especially if.... but even... (appendix 8, 67)

Not only that, but... (appendix 8, 70)

Azahara:

I speak...., which I consider... I also speak... (appendix 5, 8)

I remember that when .... So, I think I was struggling more ...when I started ...I found myself.... But after that.... (appendix 8, 41)

Taking everything into account, coherency tends to be reduced to basics in reflective conversations when participants had shorter turns. During interviews, however, where each speaker had longer turns and more personal information to talk about, they would make use of versatile devices similar to the Native Speaker.

In Second Language Acquisition

Immersion programs and Dual language approach

The previous chapter indicated certain linguistic standards within intercultural communication that could potentially serve as reference for teachers and learners in the future. What comes next is to determine a way to integrate these standards into SLA. A multilingual approach in language education is complex and can present itself as insurmountable goal. There are some approaches and programmes that have already been successfully implemented in various schools that have the potential to promote an Intercultural Speaker model.

Immersion programs usually entail bi- or multilingual teachers who are able to speak the majority L1 of the students as well as the L2. Students have 500-100 hours of subject matter instruction through the L2 each term and their materials are usually adapted to their linguistic level (cf. Lightbown 2008, 14). These subjects, including language art, are additionally taught in the L1. An immersion program that is often deployed in Germany is Content and Language Integrated Learning (CLIL) (cf. ibid, 14). The addition of subject matter instruction through the L2 give more time for language learning and also expands the range of things to talk about. Existing immersion programs have shown that there is no negative effect on the overall academic achievements in the subjects and that students in fact acquire higher levels of ability in the L2 comprehension (cf. Lightbown 200, 15).

Another approach is the Dual language approach which has been successfully implemented in US (cf. Lightbown 2008, 15). This approach is particularly useful when there is a widespread minority language present. The goal of this approach is that students from both majority and minority language groups benefit from each other to learn both languages (cf. Lightbown 2008, 15). Literacy training as well as subject matter instruction are provided in both languages to all students. An advantage is the natural exposure to the respective language through the presence of peers (cf. ibid, 15). Although this approach might not be useful to teaching English directly, but it has positive consequences. It would naturally increase learner's awareness of multilingual realities. Additionally, it could tackle issues in

regions with increased immigration where pupils with minority languages being spoken at home are usually left behind if they are not as confident in the majority language.

Transnational collaborations (eTwinning)

The rapid development of international perspectives desperately requires the consideration of multilingual approaches. These approaches, however, require transnational language teachers who are comfortable to collaborate with teacher and schools from other countries and to move between those (cf. Kelly 2015, 77). Through collaborations, teachers can teach their students to reflect on diversity of languages and cultures and develop their own unique strategy to deal with diversity and create their own identity (cf. ibid, 77).

The European Commission provides a platform called eTwinning that enables teachers to communicate, collaborate and develop projects with other European countries through the use of ICT (cf. European Commission). The advantage of eTwinning is, that teachers can easily use it in their classrooms. The Catalan teacher that was interviewed for this research explained how she uses eTwinning for collaboration between her German class and another German class in Bratislava.

> […] you can create the activities, for example the project that we have at the moment is 'making friends in German'. [..] They have to interview themselves and write presentations; they have to read each other's presentations and then make questions for each other in German about the presentation. […] Usually they're ending up exchanging Instagram accounts. […] We only have two hours of German a week, that's not much. We spend one hour doing the project and they also use their mobile phones. It's about "how can ask this?" and they put it into practice with something that is useful to them because they're communicating with another person. (appendix 7, 30)

It also provides free opportunities for Continuing Professional Development (CPD) for teachers who want to work with other colleagues to conduct research. It is co-funded by the Erasmus+, which allows for potential exchange programs on the back of online projects between partners (cf. European Commission).

Teaching the Intercultural Speaker Standards

As ambitious as the multilingual approaches are, the reality of the education system is that teachers often have to follow strict curricula under enormous time pressure which do not always leave room for collaboration or time-consuming alternative teaching practices. The challenge is to find ways to integrate Intercultural Speaker principles into the ESL classroom while still teaching the required syllabus.

The Lingua Franca Core of pronunciation is a good starting point. It can take away a lot of pressure from students during occasions where there might occur nerves, strong emotion or processing overload as they can rely more on naturally established pronunciation habits. It is not sufficient, however, to only teach the Lingua Franca Core (cf. Jenkins 2000, 63). It is still possible that L1 pronunciation affects areas that would be considered core pronunciation. Teachers have the opportunity to spend more time to focus on these core pronunciation areas while spending less time focusing on areas that allow variations in pronunciation.

A focus that has previously been neglected in English language education is the skill of accommodation during spoken interaction. Speakers have to be flexible to adjust their discourse according to the communicative situation they find themselves in (cf. Jenkins 2000, 64). They have to be able to converge towards their listeners which is specifically crucial for speakers of English with a very strong local pronunciation as the example of Gordon's Scottish accent shows. It is also important, however, to be able to make adjustments in case an interlocutor perhaps has a lower proficiency level. Listeners, on the other hand, cannot expect target pronunciation - even in core areas - at all times and need to learn to cope with diverse pronunciation and pronunciation errors (cf. Jenkins 2000, 64).

These accommodation skills can be trained by exposing students to authentic English variations so they can get used to hearing different versions of accents. Role play can help prepare students to come up with methods to cope with different proficiency levels. Perhaps by exposing them to different examples and giving them the opportunity to prepare a response according to each situation. If there is a general relaxed environment in the class students could play out different parts and their partners have to react. These would be more controlled teacher-led pair and group tasks.

Less controlled pair- or group work could involve directions or basic diagrams for students of lower proficiency, where students have to describe a map or a diagram in order to complete a task (cf. Jenkins 2000, 88). For higher proficiency level the teacher could start with a reading of a text on the psychology involved in supermarket layouts and then let the students create their own layouts. After that, the students could do a describe and draw activity and later discuss and compare their layouts (cf. ibid, 88).

The most useful activity to promote accommodation skills, according to Jenkins, is student-student dictation. For example, students could dictate each other a number of

statements about themselves of which only one is correct and the listener would have to write down only the statement they think is true (cf. Jenkins 2000, 89). This task is obviously more effective in multilingual environments but even in a classroom with one majority L1 it provides useful insights for both speaker and listener as to which areas provide the biggest obstacles to intelligibility (cf. ibid, 89).

There are only few recordings and materials available to teach international English variations, which is why teachers have to be flexible in coming up with alternatives. Jenkins suggests recording students speaking in different situations and use these recording to practice listening skills in the same class (2000, 89). The internet should also not be underappreciated as valid source of teaching material and teachers should make extensive use of it to find authentic examples.

In terms of the five qualitative aspects of spoken performance there are certain conclusions that can be made for the ESL classroom. Overall it is recommended to teach the aspects in a more holistic way. In Germany the general widespread teaching mentality is fluency before accuracy. That is, however, usually limited to the grading of student's performance rather than the actual teaching practice. In the traditional ESL classroom, the focus is on teaching linguistic features in separation with a major focus on *accuracy*.

The qualitative aspects *range* and *coherence*, for example, have a very strong connection. Promoting students to acquire a high level of *range* makes it easier for students to achieve higher levels of *coherency* as they then have a higher *range* of cohesive devices available. Simultaneously, working on student's *coherence* will automatically increase their *range*. *Coherence* is also highly related to *interaction*, which means that by supporting students to work on their interactional skills it becomes more likely for them to make use of cohesive devices as these will increase successful communication. All these aspects combined will then lead to better *fluency*.

One way to integrate this reality is for example by introducing vocabularies as an active part of the lesson rather than making it the student's responsibility to learn them through translation at home and then test them in quizzes where each word is looked at as separate. Through games like *catch phrase* students could practice paraphrasing as well as picturing specific vocabulary. The class is separated in teams and each player has to get their team to say a specific word or phrase. Depending on the focus, the teacher can introduce rules such as only describing the word or drawing or using body language.

Similar games could be used to find synonyms to enhance student's inventory of cohesive devices. They can challenge themselves to find synonyms for forms they rely on the most: basic devices like *for example, so* or *maybe* could then be turned into *to illustrate, hence or perhaps*. One could even pick a cohesive device of the week (or month) and the students can collect points for incorporating the devise in their speech and writing. They then could be rewarded by not having to do the homework in one occasion or other treats. This will increase the motivation and make students more aware of their own speech habits.

Especially in situations that require a lot of processing and reflection it seems that L2 speakers fall back into use of basic cohesive devices. These devices are usually introduced from very early stages of their language learning and are usually utilised in an attempt to bring materials to the linguistic level of students. Perhaps it is useful to start introducing a bigger variety of cohesive devices in texts from the beginning. This way students get used to them and do not have to learn them once they reached higher language proficiency when more basic forms are already established in their speech habits.

For the remaining aspect *accuracy* there is one major truth that can be taken from research. Overall there is a distinction to be made between items that are relevant and realistic to teach and between items that are irrelevant and unrealistic to teach. The optimal solution would be to filter irrelevant grammatical features that are not easily taught but that is usually not possible. For a teacher it becomes important to decide how relevant a grammatical feature is with regards to its teachability.

The English Past Perfect, for example, usually presents a big obstacle for language learners in the German speaking region. In English communication this is probably one of the least applied tenses and is often replaced by the Simple Past. Simple Past on the other hand is usually a tense that causes very few problems among language learners.

Jenkins explains that it may be that items that were initially hard to teach could become realistic to teach once learners discover its contribution to effective communication (cf. 2000, 64). This effect, however, depends on the degree of unreachability or difficulty. It also suggests that these items are then probably better taught implicitly rather than explicitly.

To give an example, the Present Perfect is very difficult for language learners to grasp. Explicit instruction usually just ends in mediocre success as the rules of this tense are rather complex and it requires more understanding of the context in which it was used.

Identifying the Present Perfect in singled out sentences therefore usually does not help in the long term. Observing realistic conversations between L2 speakers, however, has shown that it still seems to have relevance in terms of communication as it is extensively used.

Conclusion

To turn back to the initial question 'What are the common linguistic standards of Intercultural Speakers of English?' it can be said that the circumstances in which English is used in a global world requires diverse strategies and skills that go beyond traditional proficiency standards. It is also clear that the process of identifying those skills and strategies is going to require more research and projects to uncover salient features and practice alternatives.

Although the data collected was able to give realistic insight to communication between L2 speakers in an international setting it was also not controlled enough to take accurate information away from it. The level of proficiency within the group of participants varied drastically which provided important insights to the way Intercultural Speakers accommodation skills and suspending personal standards. It made it difficult, however, to distinguish between features that could be genuine L2 English variations or simple errors due to lower language ability.

Additionally, there seems to be a need to identify further regional and linguistic difference between L2 speakers. It is a logic assumption to make that something like International English is the common language applied by Intercultural Speakers. The fact that a speaker's L1 influences the L2 and probably vice versa shows, however, that there is probably more diversity between L2 speakers than a common International English would facilitate. The way English is spoken by someone whose L1 is Spanish probably says very little about someone who speaks English and has Chinese as L1.

Due to the high variety, it would have been required to further analyse each individual participant. For that the same amount of speech from each participant would have had to be recorded and analysed according to their background and level of proficiency. As the data collected was very random and uncontrolled, however, the amount of data for each participant was extremely different. It is possible that speakers who had higher proficiency were more comfortable and would speak more while participants of lower proficiency were more reluctant to speak.

It is clear that what can be taken from this analysis are not definite results but rather a properly fleshed out hypothesis in form of potential criteria for Intercultural Speaker standards:

> *Intercultural Speakers can take part effortlessly in any conversation or discussion despite diverse non-native accents, different grammatical styles and proficiency levels - even about complex topics. They can express themselves fluently and convey meaning in a way that is understandable for a diverse range of interlocutors and appropriate to the communicative situation they are in.*

> *If there is a problem during interaction, they can use strategies to get around these difficulties such as paraphrasing, code switching and mutual correction. They present clear, smoothly-flowing arguments and use a range of linguistic forms to avoid ambiguity, including repetition and the sensible use of idiomatic expressions and colloquialisms.*

> *As listeners they have no difficulty in understanding any kind of spoken language in different native and non-native accents, even when delivered at fast speed, provided they have time to get familiar with the accents. They can also cope with certain amounts of L1 transfer in their interlocutor's discourse even if it is uncommon to standard English.*

These potential standards are not to be further investigated. The initial step is probably to start off with an analysis of a group of English users with the same regional and L1 prerequisite who also have the same level of proficiency in English. The findings could potentially lead to a general L2 English variation for that specific L1 background. Further research could then be to repeat the study with a group from another region and then comparing those to see difference and similarities.

Varying proficiency levels would still remain relevant and have to be looked at for two reasons. The first reason is to identify the effect of L1 at different stages of language learning in order to effectively teach learners at every stage of their language ability. The second reason is that it could tell a lot about the communication between the different levels of proficiency and how accommodation skills affect the different parties. Do speakers at a lower level accommodate through a sort of stretching to meet the interlocutor of the higher proficiency level? If so at what stage is a speaker able to do so?

The second question asked how these standards can then be applied in language education. Interesting is that after decades of using the Native Speaker Model in the ESL classroom that started in pre-teen years, the outcome is not a variety of native-like speakers but instead large community of transcultural individuals with hybrid forms of English. The only difference is that these individuals are constantly compared to Native Speakers and are in a constant disbelief to be less qualified. For post-colonial language education, the importance of culture in language have never been in doubt. However, it was always neglected that cultures and places that influence the development of English go beyond the borders of traditional monolingual English-speaking countries.

> I've travelled around the world, so I've seen English spoken in England, in Greece, all over Europe, in South Africa, in Australia. The language is being used in different ways and expresses the needs of the people where they are. It is linked to the place where you life (Kiki during Interview, appendix 8, 77)

One of the major principles that teachers have to keep in mind is that a multilingual mind stays multilingual, regardless of the language that is being employed. New grammatical variations as well as phonetics that come with international English are still to be properly identified and research is still in its initial phase. There is no justification, however, for persisting in referring to certain items as errors when the vast majority of the world's English speakers produce and understand it (cf. Seidlhofer 2003, 18).

Using guidelines like the Lingua Franca Core for pronunciation, as well as identifying relevant and less relevant grammatical features of current standard English are the first step to bring realistic standards into the classroom. Additionally, it is crucial to take advantage of transnational projects or platforms to collaborate with diverse people to develop skills beyond the limits of the traditional classroom.

Given its history, the teaching of the Lingua Franca English brings an additional responsibility to its teachers and learners, far removed from linguistics. Traditional approaches to literature in English elevates white male authors at the expense of all others. It is important to include more global, post-colonial and black or minority ethnic authors, especially from English speaking countries that are still looked at from a touristic Eurocentric perspective. Additionally, classical authors, such as Shakespeare, should also be looked at in a critical and post-colonial context.

This fact does not change the reality, however, that there is a need for a general change in European language education. Multilingual approaches as well as rethinking the role of the monolingual Native Speaker are crucial to ensure a realistic and fair approach to

international English and international collaboration - economic or political - in which every individual have the same linguistic position.

As David Crystal once said: The centre of the English language has moved from Native Speaker to Non-Native Speaker (cf. 2000, 6). They are the prime factor that will determine the future of the English language and it is time for the education system to meet that expectation.

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Appendix 1

Group discussion 1

Jaume:

And now I would like Philipp for example to share your opinion because you did
not only observe the lesson but also you used the tags.

Philipp:

Our view is that, we tried to use different tags we had but the given tags weren't
really that well. Because we had, for example, non verbal communication and this is quite
an important tag if you're teaching but gesture is another quite important tag and we
didn't have gesture as a tag. So, we had to press everytime non-verbal communication if it
was just gesturing while talking. Another point was at the bottom we had
different…pro…prosession?…

Jaume:

Ah yeah yeah.

Philipp:

Proces…possessions!..Oh my god…and we would choose between teacher-student
interaction, peer work, and group work and just the teacher talking. It was quite difficult
for us just to remember which part we pressed before. If you're just like in teacher-student
interaction and suddenly she is changing to teacher talking and then group work, we
couldn't see where we were. So, it would be nice to have like a technical issue that shows
you what type of interaction you are at the moment.

And another one was missing. In some lessons, teacher used to let the people work on their
own. But we just had the tags of peer work, group work…but we think a single work could
be good as well. And we had another thing….

Correction. The tag correction. She corrected sometimes but it's always correction, it
could be suggestion or want them to use another word…this is different…I think… difficult
aspects to integrate in one tag. So, in reality we need way more tags to observe the whole
lesson but as a single person it's not possible to. Maybe if you were three persons
watching a lesson, someone should have tags for student teacher interaction, the others

30   *how is the teacher interacting, gesture or is she telling them to shut up. Anything like*
        that…

        Jaume:

                You know the word of this action that the teacher did? It's solicitation.
        Would you like to say something?

35   Merna:

                I think, VEO is really really good but, just like I told the group, I believe for it to
        actually be really effective you have to have a really downgraded focus. You have to know
        exactly what you're after, what you want to observe. So, you can structure it out and in
        that way it is really really good.

40   Jaume:

                You know I was thinking of the first cohort. The first cohort when we recorded in
        the [inaudible]..I don't remember..this tags of this cohort…posess… (mimics line with his
        hand)

        Rafael:

45   *Possessions.*

        Jaume:

                Possessions! We created a possession that was teacher talks and most of the time it
        was interaction. And they didn't know how to "tag tag…this one! This one!". It was
        impossible! But on that way you know tags preserves teachers…I don't know if you
50   *know…but here for example we always talk about teacher time talk and student's time*
        talk…you know…it's different. So, we decided to create a tag set for teacher-time talk and
        another one for student-time talk. This tag sets it wouldn't work well because it was very
        difficult to tag this situation. Which was the conclusion we arrived, that you talk about
        teacher time talk or student time talk it's not useful. We like using this concepts on teacher
55   *training but that's not the reality most of the time. So, it's teacher-student interaction! But*
        on that way, it's very difficult to tag. Do you know why I think it's very difficult to tag?
        Because it's very difficult to establish a tag, a lawyer for something – lawyer is the
        word?...not lawyer…Well a tag for something! Like for correction! Is that correction or

60   *solicitation? [inaudible]. Maybe we should create some sub-tags…inside a tag. For*
     example: If it was correction, which sub-tag we could create? What do you think?

Rafael:

     Pronunciation error, grammatical error.

Jaume:

     Grammmatic? For example. And then we could classify the mistakes regarding this
65   *specific system. Another kind of sub-tag we could create. What do you think?*

Felicitas:

     For correction? Do you mean for correction?

Jaume:

     Yes.

70   Karina:

     Suggestion?

Jaume:

     Yes. Solicitation?

Rafael:

75   *What is a solicitation?*

Jaume:

     It's like you're saying… or you're producing a mistake and I didn't correct you
     straight forward but I try for you to correct yourself. Like "Ah do you think that's correct?
     Do you think that would work? – "Ah no yeah it's …". From my point of view, it could be
80   *maybe self-correction, teacher correction, other correction…*

Appendix 2

Group discussion 2

Kiki:

Well, we observed a lesson on…an English lesson for first year students, maybe you did the same thing?

5

[interruption through discussion over camera position]

Rafael:

It wasn't the same lesson but it was also [inaudible] from what we understand.

Kiki:

10 *So, we saw a lesson in English and the subject was giving a text to students and each student would receive a slit of paper and a paper that was [inaudbible] and there were different paragraphs so students would not receive the same texts. So, they had to underline the key concepts of the text and then they had to summarise the text in their own words, then they had to explain the text for their peers in groups of 4 or 5 students. After that, they answered questions. They received an exercise sheet and they answered questions on this text. That was the activity. The digital tools that were used was the projector.*

15

Mia:

But she didn't use it.

20 Kiki:

She used it because she put the instructions up there and she changed the instructions later.

Mia:

Yeah, but later - that was for the personal presentation – it's not worked.

25 Kiki:

When she gave the instructions to the students, she did it orally and then she put them up there so they could read them as well. So that was the integration of technology.

Mia:

30 *Ah, I didn't see that.*

Kiki:

And then she changed it because she had some other questions later on. So that was used.

Merna:

35 *It's true she did use the projector, but she didn't actually take advantage of it. It was just in the back. So she could've done it a bit better. But I think we're supposed to answer these questions.*

Jaume:

Hehehe, don't worry, don't worry!

40 Kiki:

But we have to explain what it was about, because we observed two different ones! Did you use tags?

Mia:

No.

45 Rafael:

So, how did you feel recording the lesson?

Kiki:

It was good.

Merna:

50 *I recorded the lesson. IT was… I think it was a bit hard to find a focus because it was so much going on. I think there were like 40 students in a really small classroom. I mean the teacher couldn't even like move through the tables. I mean there were so many recorders, we just stood there with our Ipads…*

Rafael:

55   *You had to stand?*

Merna:

        Yes! Haha, 30 minutes holding an Ipad! But, I don't know…I think we didn't get
like a structure or a focus. I didn't have anything to focus on while recording. So it was
just like am I following the teacher or these pupils are talking to let's film them. And
60   *then…I'm not even sure you can hear what's being said on video because it was so loud!*

Rafael:

        Was it?

Merna:

        Yes.

65 Kiki:

        The beginning was very loud but then once they knew what they were supposed to
do it became silent!

Merna:

        That was another thing. If it was silent what am I supposed to record? Just them
70   *working? It was just a bit unclear you know.*

Rafael:

        You did not use tags?

Kiki:

        I think the fact that we chose the tags before helped me focus. Because I thought we
75   *were going to observe the teacher, we're gonna observe the peers and we're gonna*
observe the interaction and it was one more…

Celeste:

        For correction…

Kiki:

80   *Yes. So, I had that in mind when I was – I wasn't recording – but I was recording by watching. So, I think the tags help you focus.*

Felicitas:

          So, what is your opinion about the tags? Because we had the tags…(Rafael doesn't realise I'm talking to him)…you, hehe!

85   Rafael:

          Oh ehm…I thought that the general VEO concept was good, 'cause it's like very easy…'cause you can easily focus on one thing by just pressing a button which is….It's so simple but it's also such great way of actually counting specific things. For example, we had "language 1 use" or "non-verbal interaction"…different tags… and I think it was very
90   *helpful because you actually don't had to worry about "okay what am I going to focus on now, 'cause if you like film everything basically you can just "click click click click".*

Felicitas:

          I think for us, though, it wasn't…for me, the tags were not specific enough.

Rafael:

95   *That's true.*

Felicitas:

          So, that was the only issue that I had because you felt like you only had very limited options to focus on. Maybe you need to have a little… bigger… variety of tags.

Rafael:

100   *You can create the tags on your own!*

Felicitas:

          Yeah! And also, maybe I would have created a tag for like random things that you cannot categorise. So, like points of interest that you might not be able to put into a specific category but you can still say "oh, there was something interesting I will look at
105   *that again or would like to talk to you about".*

Kiki:

I think the tags that were there, they were very good. Because they made me structure the input. Because I was thinking, what was there to observe? Teacher performing, students performing, interacting with each other, language…what else was

110 *there? (other participants help)….and technological tools. So, I think it doesn't have to be that many things. The good thing is that you can go back to the video and you can observe other things!*

Felicitas:

Yeah you could!

115 Kiki:

And the tags are still there!

Felicitas:

Yeah you could. But then again, the tags are supposed to be – because you've got the timeline – so if you re-watch it, the point of the tags is that it's for you easily accessed.

120 *So that you won't have to watch the whole thing again you can easily go "there, there, there". So, if you have a point of interest and you don't know exactly where to put it in yet you could always go back like "Ah yeah I gotta go there and I gotta go there."*

Rafael:

One tag was non-verbal communication. And I think it was not specific enough,

125 *because…She often like used her body language to indicate. I don't know like here's a sheet etc…But is that non-verbal communication?*

Celeste:

I think it is.

Rafael:

130 *But it's not specific enough. It's not…*

Mia:

Like a facial expression?

Rafael:

>   *Yeah see! For me that would be better: facial expression and, I don't know, hand*
135   *movement, walking through the class. It's sort of all non-verbal communication but you*
>   *can't just always "press, press, press, press, press".*

Felicitas:

>   *Yeah, I know what you mean.*

Kiki:

140   *But I'm thinking also that non-verbal communication is when… how the teacher*
>   *relates to the students. Because I can see the teacher who goes to a group, could smile, she*
>   *could laugh, she had a good relationship with them. So the interaction between teacher*
>   *and students was very relaxed.*

Jaume:

145   *Do you know the difference between VEO as…for research purposes and for*
>   *teacher observation? When we use VEO for research purpose we have to tag everything*
>   *because everything has to be analysed but for observation? Then you can discriminate, you*
>   *can erase, you can create the tag. But for observation, commonly we use the tag only to*
>   *write what we think that's important for the feedback… to talk about that afterwards. So*
150   *for non-verbal communication, we don't have to use all the time but only what's*
>   *interesting. Clack! Because the point is, afterwards, you talk about what was going on*
>   *using the tag-set.*

Everyone:

>   *Aaaah.*

155   Kiki:

>   *It's interesting! It was interesting how she used Catalan language when it didn't*
>   *work. to explain vocabulary, she used Catalan.*

Merna:

>   *But I don't think that's a good approach, at all. Sometimes she….When she said*
160   *remarkable and it's the exact same word in Catalan but with a different pronunciation and*
>   *she said it in Catalan. Why did you do that? That was a great teaching opportunity: the*
>   *pronunciation differs but it's the exact same word.*

Kiki:

It was a student who said it first.

165   Merna:

But then she repeated it. She could've taken the opportunity to do more.

Appendix 3

Group discussion 3

Felicitas:

Right okay! My students were in first year - so, I guess between 17 and 20
5 *depending on when you start. The teacher performance: the teacher was very confident. I*
liked her attitude, she was very very confident, she was very secure. She was able to adapt
quickly because the video didn't work so she had to come up with something else. She
would walk around, and she was [inaudible]. Lesson planning: I was a little bit
disappointed with the…the structure was very much traditional. It was kinda similar to
10 *what you sometimes find in German classrooms as well. It was the standard "I give you a*
task, you do the sheets in group work and then she asked the questions and the students
just answered. Or they had to listen to something and then they had to write down answers
again and then she would ask the questions and the students would answer. There was a
lot of teacher input...eh output and not a lot of student output. What I found disappointing
15 *was that when they worked in groups they would speak in Catalan and she wouldn't*
encourage them to speak in English. And I think, especially if you are a student who wants
to become an English teacher, that should just be natural. I mean it's sad that she would
have to encourage them but even so I think she should have encouraged them a little more
to speak and there should've been a little more student output rather than just input. There
20 *was a lot of input today.*

Celeste:

In class we observed that the students...uh…the level of proficiency of the students
might be between intermediate and intermediate…yeah intermediate. There were many
group discussions and the teacher was very interactive during the monitoring. I think…for
25 *me, I think the teacher might have spent too much time for something else instead of give*
time for them to [crack] (?) each other or have some more [inaudible], I'm not sure.

Merna:

You practically said everything, but I would say something about the lesson plan.
Because she had a great lesson plan, but she can just adjust it a little bit to be a little bit
30 *more better. Because she had…she handed it out these paper sheets where she had cut out*
an entire text and she divided the… the students were in groups. They all got a piece of

paper where they were meant to read and then summarise the text for their classmates so
they can arrange the text in chronological order. When they were done - some were, of
course, right and some were, of course, wrong - but when they were done she would just

35 *like…I mean she could've done so much with that. She could've just prepared some…I*
mean, I don't know…a powerpoint or something and just ask like "ok what was the
first…when does the text start…what was the first sheet? Okay it's this one! Okay do you
agree?" And then she just like…she could've adjust the sheets on the powerpoint just as
she got the answer from the students so that they could see the development and the right

40 *and wrong answers. And she didn't do that. So I just believe that she lost a lot of uhm..*

Felicitas:

> *Opportunities?*

Merna:

> *Yes! Teaching opportunities to actually make it clear for them "Okay, this is what*

45 *you're doing right now!" And they seemed to be so confused from the beginning because*
they were like…they didn't even know where to start. I think there were just so many in the
classroom so they just like turned off. And then it took – I observed one particular group –
and it took them some time to actually just find a structure of how and when and where to
begin. Like "okay, we have different sheets and together they have to make a full text.

50 *Where do we start?". You know…it took so much time. It was a good task but it wasn't*
really 100% like (gestures a sign that suggest "complete" or "thought out" with her
hand).

Felicitas:

> *There's still room for improvement basically?*

55 Merna:

> *Yes!...I don't know…*

Kiki:

> *I agree that it was a very good lesson plan and with the tools that the teacher had it*
was presented very well. She was very flexible, and she did the best she could with what

60 *she had. And I think it was…I personally think it was advanced because handing out a*
paragraph to someone who is in the first year of higher education in Spain where English

is a second language and the student's level is probably very different form each other. I

thought…think it was a very good lesson. Of course it would be better if what you said was

done on the powerpoint and every paragraph would pop up and then the students could see

65   *the progression of the text happening up there. And I think the expectation of the lesson*

like the understanding of the text and the underlining of the key words was very good

goal…like an objective. And also I think the students were very loud because they were

talking, they were trying to organise themselves, how they're gonna do it and then it went

silent. There were 29 students in there – because I counted them – and it was silent

70   *because each and everyone worked individually and then they worked together when they*

explained the text so they had the opportunity to orally use the information from the text

with their peers and then they had also to discuss how they would put it together. I think it

was a very good activity. Of course it could've been presented in another way, with more

technology and visuals and multimodality and all that, it would have enhanced the lesson

75   *more. And the teacher was very confident and flexible and she was involved in everything*

that was happening even though the room itself did not offet the opportunity to reach out to

every student in the room.

Mia:

I would like to talk about the student interaction. 'Cause I stand in the frond of the

80   *class and I've seen students using Instagram and chatting in Catalan that are non-related*

to the lesson. And some even arrived very late and left very early. So…

Celeste:

I would say, as Kiki has said before, this reading activity is kind of a good activity

but maybe it was carried out in a bit insufficient…ineffective way. Because they spent

85   *always a lot of time on just discuss with each other but during this observation they didn't*

do what the people asked them to do…[inaudible]…

Jaume:

Okay, my darlings! (trying to get everyone's attention)

(Jaume spoke very loud in the background which made it difficult to hear what Celeste

90   wanted to say)

Kiki:

We couldn't hear because you were very loud.

Felicitas:

You were very loud, sorry!

95 Kiki:

Just one minute!

Jaume:

Okay okay, so sorry!

(Celeste is embarrassed)

100 Kiki:

Thank you! Please, I'm sorry. I'm interested in what you have to say!

Celeste:

I observed just what you said, there was some silence. During the group discussion there was some silence as well because I observed that there were some students who
105 *obviously has much talent or better English skills so usually just…do…eh did the task alone and not quite communicate with each other. Too much… not too much. But some of them who has…who might have lower English skills just like…mmhh…sitting around and because we were and we were observing them so some were just looking at us or playing the phone. But I don't think the teacher take much care of those students. So….*

110 Felicitas:

She didn't challenge them, do you mean?

Celeste:

Yes!

Kiki:

115 *I think the university setting is a different setting. Where you have to deal with adults and you expect adults to do their jobs. This job is already done by the school so you don't come in as a teacher at university and you're teaching them how be respectful.*

Felicitas:

Yeah but I have to say the setting…the way it was, for me felt a lot like a secondary
120   *school setting.*

Mia:

    Yeah, yeah!

Felicitas:

    For me, it wasn't like a seminar. Because I remember lectures where it's really sort
125   *of… the teacher is basically just there to provide you with the information and the tasks*
that you're supposed to do but then it's obviously your own job. But already they were so
relying on teacher providing them with tasks and guidelines so if they require all of that
then you have to obviously look at how they progress as well. I do agree absolutely! From
my perspective, university…you shouldn't be bothered with these types of things. But the
130   *setting here already was a little bit…different. (Kiki suggests something that can't be*
understood in the video) A little bit yeah! A little bit back…..I wouldn't want to say
backwards…because I obviously I believe that there is some potential there but I have to
say they weren't as…I felt the students weren't as progressed as you might think students
are. Do you know what I mean? To be self-sufficient.

135   Kiki:

    It's a first year as well so they come from high-school.

Felicitas:

    Yeah but I remember my first year in uni and it wasn't like that. It was definitely
not like that. We would not be held by the hand and told exactly what tasks to do. We
140   *would basically…we had lectures so there was no interaction, no tasks we would just get*
lectures, this is you stuff to do and then test at the end of the…uhm exam at the end of the
semester.

Kiki:

    Yeah this was not a lecture.

145   Felicitas:

    No, it was actually…

Kiki:

It was a lesson.

Felicitas:

150   *Yes, it was a lesson.*

Kiki:

It was a lesson…an interactive lesson!

Felicitas:

Yeah! And I never had lessons in university. I don't know about you. I have
155   *seminars and lectures. Lectures are just… (gesturing as other participants know what*
lectures are). Seminars are little more interactive… but then again there's no teaching in
seminars, it's usually just a certain topic and then it's group work and you have your own
project. Seminars are usually not lead by the teacher. This is very teacher centred
(gesturing to indicate this refers to the observed lesson). The teacher has to do a lot. In
160   *university usually the lecturers or professors…they have to prepare and give you the*
opportunity to have access to research material, but they don't have to plan it all and sort
of lead you to it….

Kiki:

When I spoke to the teacher she said that what the lesson is about today it has to do
165   *with something they're going to do in the future. I don't know if it's the exam or..*

Mia:

Yeah they're going to be examined in three weeks so they were preparing for the
exam.

Kiki:

170   *They're preparing for the exam…*

Felicitas:

Yeah, I never had that. Never.

Merna:

I mean, they were doing reading comprehension. I haven't done reading

175 *comprehension since I was in 9th grade? Or even before! So, I totally agree with you, it's not like a university level. Asså (filler, "you know "in swedish)...hehehe asså...Swedish! (Everyone laughs). I don't think the knowledge requirenments or the actualy language knowledge or the lesson...yeah...thing.*

Felicitas:

180 *No, I get what you mean!*

Appendix 4

Group discussion 4

(group watched a VEO video of a lesson some of them had observed)

Merna:

5   *So, the main learning aims for this particular clip was for them to…. like I said before, they got a text and which got divided into different paragraphs and they have to like sort it out in chronological order for the text to actually make sense. So what she's doing here is that she's making the students read each paragraph out loud and then she is taking out…she's choosing like particular vocabulary which is new for the students and*

10   *she's writing on the board and asking for synonyms for them to actually understand them…so that was the learning aim…to present new vocabulary to the students.*

Kiki:

And this is where you find that sometimes the students would give an English and sometimes they would find the word in Catalan. And what was evident was that they were

15   *engaged, they wanted to explain that they understood the word… they didn't always had the English word for it and then the teacher would say yes when they say the Catalan word.*

Felicitas:

What do you think she should've done?

20   Merna:

I believe like…what I observed…I think she picked out the vocabulary as she was reading… I mean as the students were reading the paragraph. She could've like…I don't know..

Celeste:

25   *Assume?*

Merna:

No…just like plan it out a little bit better. She was already familiar with the text, she already knew what kind of vocabulary to actually bring up during your lesson. So

yeah…I don't know. Because we saw the text later on and when I read it there were…she

30   *wrote like…I think the text was a paper long and she wrote up like maybe 5 or 4 new*
       words. But there were so many other words in the paper that she could actually used that
       she could, you know, put up on the board and do the same thing. Do the synonym thing!
       Because it was really good… ask for synonyms! Because in that case they're presented not
       just a new vocabulary but for some even the synonym will be a new word to actually take

35   *in. So it was a good task. But, I don't think she was prepared. Or maybe she was but she*
       could have done it like…a little better.

_____cut_____

(group discussed aspects of an observed lesson, that Rafael and Felicitas tagged on VEO.
The group are seated around an IPad and discuss certain features of the app)

40   Jaume:

          I have a question about this topic. Do you think that in normal lesson this
       managing of the space could be possible, fine, suitable? Because the lesson was
       [inaudible]? (regarding the seating arrangement of the students in observed lesson)

       Kiki:

45   *Well we can see…I'm sure we have different ways of seeing that.*

       Jaume:

          Another question: Right now, you could see a lesson recorded without tag set and a
       lesson recorded with tag set…

       Felicitas:

50   *Uhm…I don't see the point in the "possessions"? Because they just all show…*

       Rafael:

          If you press stats…

       Jaume:

          Press stack!

55   Rafael:

Stats!

Jaume:

Ah stats, yes yes stats! That's the information

(By pressing stats the participants can now see the "possessions" they previously pressed
during observation are visualized)

Kiki:

Aaah now! Now I see!

(muddled talking between Kiki, Felicitas and Jaume while looking and pointing at the
stats)

Felicitas:

So, it seems like...okay there's a lot of...uhm...(pointing at Ipad, still confused)

Jaume:

You know Felicitas, it's the first time you are, you know, clicking the tags...

Felicitas:

Yeah, hahahaha!

Jaume:

You can try and play a bit with that.

Felicitas:

So, but at least it looks like there's a variety of...things.

Rafael:

...yeah it looks like it's really like...

Kiki:

...balanced!

Rafael:

Although there were four [possessions]!

Felicitas:

Yeah there were four but there was never any peer work (one of the 4 posessions).

(Rafael nods)

Jaume:

85   *Yeah.*

Felicitas:

But you can see that the L1 use is far too high.

Kiki:

Yes, yes. I can see that.

90   Rafael:

Yeah but..what…wait! I don't think it's…that that is very…uhm…aussagekräftig.
(looks at Felicitas)

Felicitas:

Oh…uhm…so..it's not very…uhm…jesus…what can I say..

95   Kiki:

Say it again.

Rafael:

It's a German word.

Kiki:

100   *Say it in German.*

Felicitas:

Aussagekräftig…so it's not…uuuuhm

Rafael:

Uhm,uhm,uhm…

105   Jaume:

Precise?

Rafael and Felicitas:

No no no no….

Felicitas:

110 *There's a specific word.*

Rafael:

Impactful?

Jaume:

Reliable?

115 Felicitas:

…uuuh reliable mmhh…

Jaume:

Reliable?

Rafael:

120 *It doesn't say very much!*

Felicitas:

Yeah it doesn't say very much.

Joan Tomas:

Consolidate?

125 Kiki:

Representative?

Felicitas:

Something like this yeah.

Rafael:

130   *The problem was that…*

Felicitas:

        You didn't know exactly when to press it…

Rafael:

        Not only this but there was an task where they had to translate Catalan sentences
135 *into English and she read out the Catalan sentences…*

Felicitas:

        And sometimes I wasn't sure whether…like when they started group work and I noticed they speak in Catalan I just pressed it once or I would press it again when I see another group and they also speak in Catalan...you know…I wasn't sure.. sometimes I did
140 *it and sometimes eeh…*

Rafael:

        Did you…did you press it when the students were using the L1?

Felicitas:

        I was pressing L1 whenever L1 was used…also the students.

145 Kiki:

        I have a question. How do we use the information that we get?

Felicitas:

        Well, usually what you can do…so you've got the tags here so it brings you right to the moment where that's a thing. So, if you review - if you have the tags – you can see "oh
150 *L1! I used the L1 a lot, I wanna know why…" because then you can understand: is it either because the task was with the L1 – which is fine – or you had a task where, you know, you had to use a combination of both languages and so you deliberately used the L1 or is it situations like group work. So, group work where they were supposed to speak in English but they all were speaking in Catalan. So, this is something where you need to "oh I need*
155 *to keep an eye on that!". Or, for example, you could see if you wanna look at correction. You can go there and see what type of correction it was and how you deliver corrections. Do you come across really rudely or are you being really polite about it; are you doing it*

smartly or are you just telling them straight. I mean, this basically can tell you if it's varied enough.

160   Kiki:

My questions is: there are 4 types there. Why are there three here?

Felicitas:

Because we didn't use the other tag.

Kiki:

165   *Aaah, that's why.*

Felicitas:

There was no peer work.

Kiki:

That's why I asked how I use the information this is three and this is four.

170   Felicitas:

No no no. We had four possessions, but we never used the peer work possession.

Kiki:

Well, about the questions that Jaume has said before: How did we find the setting, that it was different sitting in the room.

175   Celeste:

Sorry again?

Kiki:

He came by and said if we could discuss about – I understood – the seating.

Felicitas:

180   *He meant – what I think – that the setting we had in our classroom that we observed in the classroom that you observed.*

Kiki:

Yes. You know, I found the students engaged active and interested and motivated in that seating that we had. It was crowded, they were all facing forward and when there was

185   *group work they created the space for the group themselves and they were engaged.*

(Jaume puts up a power point slide with more questions for the participants)

Felicitas:

...we have already answered these questions...

Jaume:

190   *nonono....they are still less people than you. (indicating that the other group should go back to these questions)*

Jaume:

I would like to say something about this app because I think you're interested in. This app in fact is ready, is prepared, is thought for classroom observation but for teacher

195   *training. And if you go to the lesson and you go to the video: what's the key point? I'm recording to you and I would like to comment on the feedback what you corrected to the students and then I can go straight forward for the moment and also to see the moment. And then we can talk about the video. In the internships most of the time we don't have video to talk about the reality, about what happened. And also... you can also share in a*

200   *social network all the videos with all the information. And also, you can write notes.... these notes (points at handwritten notes of one of the participants) can be written down here regarding each tag. You know, the main point of this app is that it facilitates the work for the feedback observation- for the post observation feedback. Because it's easier and also, for my point of view, one main – most important thing - is that you can share.*

205   Kiki:

How?

Jaume:

How? Now it should be share for – this video – for the whole....

Felicitas:

210   *I think you have a network... I think if you buy it or the school buys it.*

Jaume:

You can create a social network.

Rafael:

The cloud thingy!

215   Felicitas:

Is it for everyone…the entire VEO community?

Rafael:

You can decide whether you want to make it public or not.

Jaume:

220   *Yeah, yeah, yeah. And also, that's an interesting point, because you can write comments, you know. And you can create a kind of social media – social network, like facebook, but regarding the video.*

Appendix 5

Azahara interview

Felicitas:

Thank you very much Azahara for taking the time to do this with me. I'm going to ask

5   *you a few questions and you just answer freely and no pressure! So, my question is what*

languages do you speak in which one would you consider your first language?

Azahara:

I speak Spanish which I consider my first language. I also speak English - that is my

second language ,it's the one that I was more - had more - instruction along my lifetime. I

10   *also speak Catalan, I'm in A2-B1 level we can say. I also speak Dutch because I was living in*

the Netherlands - I will get to back, hehe. And then I was… yeah I had also a B1 certificate

from there in that but I think I have lost a little bit now that I'm here.

Felicitas:

So, when did you first Start learning English?

15   Azahara:

Since I was very…eh a child. I don't know for sure, in in the in the education before

primary here we don't have English language - formal instruction of English language but at

home I used to…well my parents were English teachers and I used to a watch a lot of

[inaudible] and all these kind of games for learning English but they were really informal…

20   *but liked them a lot. And then then I started in the school. I started in in primary school…*

yeah, I think I had 8 years old… yeah, I think so. Now it's starting before but at the time it was

with 8 years old.

Felicitas:

So, informally pretty much from the beginning.

25   Azahara:

Yeah from 3 years old.

Felicitas:

And formally with 8 years… well that's basically almost like native language like…haha.

30   Azahara:

Hahaha, I don't have that opinion. I should but no. I don't have the feeling that I'm near native.

Felicitas:

The question is again: what does native actually mean? Is near native really in any
35   *way a level that you should see as level of proficiency. Is that like your goal? Do you really want to be a native speaker? It's always…like…open for interpretation.*
If you look back on your journey of English language learning what areas of the English language did you find most challenging?

Azahara:

40   *I think the beginning…well I can't even identify different challenges around the whole process. I remember that when I was in school - in the high school - mostly it was on speaking because we normally have … in the lessons we focus a lot on grammar learning Indiana may be some writing but we didn't get a lot of opportunities too um to speak or to communicate. So, I think I was struggling more on that after the higher school... when I started to have more*
45   *friends in the University and started to have friends from different countries and I had to encounter some different talks. I found myself that I was studying a lot and I knew a lot of things but I could not properly use the language to communicate. But after that then I started to work in English in a different way: I work more in English in an informal way than in a formal way. So, for me it was important having this friends or colleagues or partners doing*
50   *other things in English and then it went better but I think I still have some things to go to, you know? Like correction this kind of thing are my challenge is now.*

Felicitas:

Ok and my next question have you spent any longer time abroad and if so where?

Azahara:

55   *I was living in the Netherlands for 6 years and a half. I was working there as a Spanish teacher in the University. So, I spent very nice 6 years their, working. It was a very nice experience.*

Felicitas:

So, do you think then that your multilingual and your multicultural background and
60 *experience somehow affects the way you speak English with people?*

Azahara:

I think yes! I think it has an effect now more then the use of English that I was learning
before having the experience. Because actually, I think my experience abroad was a definitive
with what's really important in English. I think it was not just being in the Netherlands but
65 *also having contact with different people from different countries not just Dutch people. We*
were in a very intercultural team there with people from Manchester, people from France,
from Italy. The way of communication and the way of some social linguistic we can say and
conventions regarding communication is very different from this people. So, I think there are
some things now when I try to speak English or the way that I use hints - I don't know if this is
70 *the word – the way I…some chunks, some thinking about well first I'm not going to ask this*
directly, I'm going to ask with some prompt before. These kind of things… it's a learning that
it was on that moment of from that experience.

Felicitas:

Now my last question: What do you enjoy about being able to speak English in why
75 *would you recommend others to learn English?*

Azahara:

Wow yeah, starting another language is always enjoyable. I think in my case that I
consider myself very sociable or I really like to be with people and to have fun with people
and work with people. Knowing a new language gives you the opportunity to meet new people
80 *that is different from you. So, I think this is already an added value in itself. It doesn't matter*
if it's English or any other language. But English is kind of enjoyable also because it is the
language… it's an international language, it's the instruction language- foreign language - in
the in the higher school so we know already a little bit of. So, it's not something that we are
building from zero. This also get everything easier when you have something already to start
85 *constructing yourself. I think it's less enjoyable if you have the feeling that you are starting*
very from the beginning. But I think, anyway, it's a great process. It's also a personal
process: the process of getting to other people also a by knowing their language.

Felicitas:

Well thank you very much these are all my questions. You answered perfectly!

Appendix 6

Gordon Interview

Felicitas:

Ok right! First of all, thank you very much for taking the time to do this with me

5   *Gordon.*

Gordon:

It's my pleasure!

Felicitas:

I've got a couple of questions for you. It's eight in total and then after I have asked

10   *you all of these questions I will have you read out some sentences. It's 18 sentences in total,*
nothing tricky.
Alright so my first [question] for you is what languages do you speak and which one is your
first native language?

Gordon:

15   *I speak English as my mother tongue. I have B 1 level German, which is my only*
foreign language I'm afraid to say. I am still working on speaking German better.

Felicitas:

OK. When did you first start learning German?

Gordon:

20   *Roughly a year ago. I've had one Sprachkurs which was A2 class which I didn't find*
particularly valuable, but now I have courses provided by my work which is now a B1 level
and because my German improved sort of autodidactically and with guidance from friends
and family etc. Then it's a lot more useful.

Felicitas:

25   *If you look back on your journey of German language learning what areas of the*
German language did you find most challenging?

Gordon:

Oh god the grammar! The grammar, the grammar! The German word structure or the vocabulary in German - there is a lot of similarity to English and I can hear the similarity in

30 *the words and therefore specific words I have… a kind of an understanding maybe the routing in Latin or whatever it may be but the grammar is so so different from English that it trips me up every time. And I'm not sure where the verb has to come in a sentence… I'm not sure how to conjugate the verb properly. It changes depending on the tense, it changes depending on whether it is Dative or Accusative and I found that really difficult.*

35 Felicitas:

Have instructors or other people pointed these aspects out as errors to you regularly?

Gordon:

Actually no. Instructors yes, because obviously that's their job and they seem to understand that - for an English speaker learning German - the grammar is so completely

40 *different that they have to put a little bit of focus on. So, my teacher at the moment is very good at correcting my grammar or to teach me specifically "OK this is when you use this type of grammar this is when we do this etc.". So, she's very good at that. I've pointed it out to teachers because I'm conscious of how appalling my grammar and my sentence structure is but German speakers seem to just be impressed that you speak some German. And most of the*

45 *time when I say: "I'm so sorry my grammar is all over the place.." – "But yeah we understand what you say don't worry about it!". Whereas for me because I want to be in German speaking jobs, I need professional Grammar and that's something. So, it's an issue for me but for a lot of Germans it really isn't, they don't seem to care. They understand what you're trying to tell them.*

50 Felicitas:

I mean you've already mentioned that before but why do you think specifically do you struggle with that particular area?

Gordon:

Well, there's 2 reasons: One because it's so very different from English grammar, Two

55 *because I haven't learned a language before - I haven't learned another foreign language and also it has been so long I'm 36 snow so yeah it's been at least between 25 and 30 years since I learned English grammar. So, a lot of the – you know- when people talk about past perfect*

tense and stuff this I have to sit here and go I don't know even know this in English. So, it's difficult for me to relearn it in English to then learn it in German.

60   Felicitas:

Okay, have you spent any time or longer time abroad and if so where and how long?

Gordon:

I've been living in Germany now for one year and that is the longest time I've ever spent abroad. I haven't… I didn't do… at University I didn't do any like you know the
65   *travelling to foreign countries…. I haven't lived in any other European countries where I need to learn the language. As I said this is my first experience of language learning and being immersed in a foreign culture.*

Felicitas:

And are you enjoying your stay here?

70   Gordon:

I love it! Well there's certain things that keep me here and that I wouldn't trade for the world but the culture, the type of life the German people have is very appealing. I find the people to be extremely welcoming an extremely friendly, especially when I make an effort to communicate with them in German. They seem honestly impressed by it and they seem very
75   *very happy to be able to communicate with a foreigner in their own language. Although, some of them are desperate to switch to English because they want to practice their English so I kind of need to go "No no no! I'm in your country…". Uhm yeah, the way of life and the way things are, the focus on family and things like that… it's just that I really I can't see myself going back to the UK.*

80   Felicitas:

In what we have other cultures other than your local or native culture…in that way I have other cultures influenced your character?

Gordon:

I'd like to hope that they influenced my character. I have an appreciation for other
85   *culture I enjoy learning about other culture. I enjoy speaking to people whose culture is very different from that of Scotland for example. You know I feel obviously living in Germany you*

would assume that another western European culture is going to be very similar to Scotland, however, there so many subtle differences that stand out to me when you live here. I'd like to feel that that kind of enriched me a little bit, I approach things differently now.

90 Felicitas:

In what way?

Gordon:

For one, the German people work really hard, however, they do it within the working hours that they're set. Very few people I know work extra hours on a regular basis… that is
95 *not the case in the UK. Especially in the line of work that I'm in it's just expected that you will work as long as you need to work, whereas here during the day I mean I go into my office at round about half past 8-9 o'clock and I leave normally just after 5. Now when I leave pretty much everyone is already gone. it's very much a stop when you stop culture - you go home and you spend time with your family and when you suggest "I can work a little bit from home*
100 *in the evening"… they kind of look at you like "why would you do that?" So, there's a real focus on the work life balance here that you just don't get in the UK and it's made me work harder during the day to try and get everything done and fit in with the German culture come home put down my laptop and say right this is time for me and my family.*

Felicitas:

105 *OK, it what way do you think your now multilingual and multicultural background has affected the way you speak English?*

Gordon:

I speak it less often I suppose! At work I try to speak more German… I don't have a – you can probably tell - a very strong... and I come from the East End of Glasgow, if I spoke in
110 *an accent was native to my hometown it would be extremely difficult for a German person to understand. So, I think I maybe enunciate a little bit more, trying…. cause I'm still relying on my English… I think if I was more fluent in German it would be very interesting to see what type of changes would occur to my English.*

[recording interrupted]

Appendix 7

Catalan teacher Interview

Felicitas:

What is your main goal as an English teacher - for your students? Do you want them to use the native speaker as the ideal model or do you think intercultural communication is more important?

teacher:

I'm not native. So, I don't know what my accent is. So, Interculturality is very very important, though all languages are related to culture whether we want it or not. So, I teach about Britain, I teach about Ireland, the United States, Australia - you know, English speaking countries because that's the origin of the language. But it's true that they're not going to use it like that. Sometimes for me, especially when practising pronunciation, I say it doesn't matter where your pronunciation is from but pronounce properly. So sometimes, you know, when it's British English you don't pronounce the R but when it is American English you pronounce the R. But they can choose. And the inputs from books are basically English, so that's the model we've got. But then they watch Netflix and everything is in American English.

Felicitas:

So is the focus in Catalonian schools still very much on the British side.

teacher:

We've got the British Council which has a very strong influence. It's basically British. Most students carry out the first certificate, which is British. Audio use, everything is in a British accent, yeah.

Felicitas:

You mentioned earlier – I think it was in your German class – that you have eTwinning. And it was interesting because you chose a school in Bratislava so it's basically non-native German speakers helping each other out. Do you think that is beneficial?

teacher:

Yeah, they don't speak English with them, they speak German! Do you know what

30 *eTwinning is? It's a European platform, where you've got a username and password, so*

nobody else can get in it. And students use it to interact within the platform. So, you can

create the activities, for example the project that we have at the moment is "making friends in

German". And they have to interview themselves and write presentations; they have to read

each other's presentations and then make questions for each other in German about the

35 *presentation. So like hobbies or "do you like this type of music?". Usually they're ending up*

exchanging Instagram accounts. And everything is in German. And they like it very much. We

only have two hours of German a week, that's not much. We spend one hour doing the project

and they also use their mobile phones.

It's about "how can ask this?" and they put it into practice with something that is useful to

40 *them because they're communicating with another person. It's not possible otherwise in the*

streets. Maybe if you go to the city centre you can find German tourists but it's very difficult.

English is everywhere but German is very difficult. The other day I was asking them "do you

like the project?" and they were like "yeah we love it!". Otherwise it's like: okay we have a

book and the topics are ok and then we try to do these tasks but it's something they don't

45 *normally do.*

Felicitas:

Do you think that would be beneficial for the English students as well?

teacher:

In fact, within eTwinning there are thousands of projects in English. They are in every

50 *language – even Catalan. As a teacher you create a project and you look for a partner. So,*

you say "ok I want to do this with my students and this is the age and level" and you just

make some guidelines about what you want to do and then you look for a partner. And

sometimes someone comes up and says "hey I'm interested when can we start" and

sometimes it's even 2 high schools, 3 high schools, 4 high schools...depends. Then you

55 *coordinate. And in English there are thousands of projects.*

In fact, eTwinning is linked to the Erasmus+, if you want to go further you end up on

eTwinning meeting each other through an exchange. So, one high school physically goes to

the other country to visit the school. Students love it! As long as it's not sitting with a book.

Appendix 8

Kiki Interview

Felicitas:

Ok so, Kiki thank you very much for taking the time to do this with me. I'm just going
5 *to ask you a few questions. My first question for you would be: what languages do you speak*
and which one would you consider your first language?

Kiki:

I speak Greek, English, Swedish, Arabic and my first language is Greek.

Felicitas:

10 *Ok, which language would you say you use most at the moment?*

Kiki:

At the moment I use Swedish the most.

Felicitas:

Ok, thank you. When did you first start learning English?

15 Kiki:

I was in grade 6, grade 7 I think. Grade 7, yes. I was about 12 years old.

Felicitas:

Ok so, if you look back on your journey of English language learning were there any
areas in the English language that you found more challenging.

20 Kiki:

At the time when I started learning English - which was many years ago - there was
nothing more to read than what I got from the teacher. So, I remember feeling that I wanted
to learn more but I didn't have anywhere to go and get more.

Felicitas:

25 *So, you think reading was challenging for you because you couldn't practice it as*
much?

Kiki:

I want to have more because the text were very simple, yeah. And I felt that loved language learning um I wanted to get more information that I didn't have.

Felicitas:

5   *Great, thank you very much. Did you think – back in those days – that maybe your instructors also felt like that the materials that they could provide you with were not enough?*

Kiki:

I think the material that I had was limited and it was limited to one book, yeah.

Felicitas:

10   *OK thank you very much. So, have you spent any longer time abroad and if so where and how long? I know this is a difficult question for you because you left abroad quite a lot.*

Kiki:

Yes I did! I have spent - let's see - I lived abroad for 35 years. In the first 6 years I lived in Sweden and I learned the Spanish language and then I spent 21 years in the Middle

15   *East - in Dubai and Qatar - and there I spoke English and I taught in English and I live now in Sweden again*

Felicitas:

So, is there any place you would say you enjoyed the most or did you enjoy them all equally?

20   Kiki:

What was good was that every place gave me new challenges which I took. Especially when I started learning English, I never thought that I will stand up in front of a group and teach in English - which was great, a great feeling. The same thing I can say about Swedish - I never thought I would teach at a Swedish school which I did. It's amazing to see that you

25   *can learn a second language in such a way that you can actually stand up in front of a group and teach them.*

Felicitas:

That's beautiful! So, do you think that your multilingual and multicultural background somehow affected the way you speak English to people or the way you use English?

30   Kiki:

Sure yeah! Because you have the structure of your mother tongue and the first thing that you do is that you apply new knowledge to the old one. So, when you build sentences or phrases or expressions your first language will come first and then you translate. The automatisation of the language comes later and it takes a lot of practice and also the

35   *exposure to the cultural environment where the language is spoken. Of course it's affected by my culture and mother tongue!*

Felicitas:

Thank you! So, my last question for you would be what do you enjoy about being able to speak English and why would you recommend others to learn English?

40   Kiki:

Learning English is amazing! It's a tool that I recommend that everyone should have especially if you travel and adventure but even if you are computer user or if you just watch movies. It is always good to understand the language rather than reading the subtitles or having a dubbed movie. I do recommend that people learn a second language. Not only that,

45   *but they learn a second language and what comes with it- the package of the culture and why language is used that way in that place.*

Felicitas:

If you say culture do you just mean a specific culture or just a variety of different types of cultures?

50   Kiki:

Well you see, I've travelled around the world so I've seen English spoken in England, in Greece, all over Europe, in South Africa, in Australia. The language is being used in different ways and expresses the needs of the people where they are. It is linked to the place where you life.

55   Felicitas:

Beautiful that was a perfect ending! Thank you so much for doing that for me

Kiki:

You're welcome!