

Table of Contents

1.	11th-13th May 2020- Professor Enric Llurda	1
2.	28th Oct-2020-Dr. Nicola Galloway	2
3.	25th Nov-2020-Dr. Janus Mortensen	4
4.	16th December 2020-Dr. Phan Le Ha	5
5.	27th Jan 2021- Dr. José Aldemar Álvarez Valencia	7
6.	10th Feb 2021-Dr. David Block CLLEAR/CGE joint seminar	8
7.	28th April 2021- Dr. Robert Wilkinson	10
8.	9th Jun 2021-Dr. Sender Dovchin	12
9.	24th Nov2021 -Dr. Marie-Luise Pitzl	13
10.	30th Nov 2021- Prof. Enric Llurda	13
11.	15th Dec 2021- Dr. Jagdish Kaur	15
12.	26th Jan 2022- Dr. Roslyn Appleby	16
13.	2nd March2022 -Dr Fan Fang	17

1. 11th-13th May 2020- Professor Enric Llurda

Language tensions in a multilingual higher education environment

Profesor Enric Llurda, Universitat de Lleida (Catalonia)

Abstract:

The political dimensions of language, particularly in contexts and situations where more than one language share the same social space, have a direct impact on individuals' lives. Political battles around which languages should be promoted and how different languages should be accommodated in educational systems have been recurrent in territories where languages co-exist and compete for usage in different domains. A case in point is Catalonia, now an officially bilingual region within the officially monolingual Kingdom of Spain. The languages competing for public space are Catalan and Spanish, but English is nonetheless getting increased attention and is becoming a third party in that environment as the global lingua franca. Language policy is decided at the level of education but also at the level of public use by agents who are often unaware of applied linguistic research. Moreover, language policy from the bottom-up is enacted by individuals who take decisions on their use of languages based on attitudes towards language, language use, and the roles of each language in any given context.

Such attitudes are mediated and greatly affected by a socially predominant monolingual bias and standard language ideology.

Another linguistically political issue is the massive acquisition of English as an additional language and its role as the global lingua franca. The last twenty years have seen tremendous interest in the impact and consequences of English as a lingua franca in communication and in English language teaching, and the consequential challenge to native speaker models. A further question from this body of research appeals to the use and teaching of other languages. A majority of voices in applied linguistics accept the legitimacy of non-native English because of its lingua franca status. Yet, does this status apply to other languages even when no lingua franca status is accorded to them? Take the case of Catalan, for instance, a language that is threatened by Spanish, a powerful international language that is constantly pushing Catalan towards an increasing convergence with Spanish at all levels: phonological, lexical, morphological and syntactical. Is an attitude of resistance necessary in the Catalan community of speakers? Or should a pragmatic approach to language as an evolving entity flowing with the flux of new speakers be incorporated? This has been a persistent debate in Catalan linguistic fora: resistance vs. evolution. And this debate has different possible answers depending on whether we put on a political or a purely linguistic hat. Can we, linguists, look down on political ideology when our political selves are at stake? To what extent can we claim neutral analytical skills when we are all totally immersed in our own political environments?

I will reflect on these issues and will discuss my research in relation to the tensions found in the co-existence of Catalan, Spanish and English in the context of Catalonia.

2. 28th Oct-2020-Dr. Nicola Galloway

English Medium Instruction and the English Language Practitioner

Dr Nicola Galloway, the University of Glasgow

In this talk, I will explore the impact of the growth in English medium instruction (EMI) on the field of ELT, which will feature in the 75th celebratory issue of the ELT Journal. More and more studies report on students' language-related challenges and linguistic preparedness as barriers to successful EMI policy implementation. Such challenges impact on practitioners and students and in this talk, I explore the role of ELT practitioners in providing language support. I will examine the growth in EMI at higher education around the world, drawing on data from two British Council sponsored projects in East and Southeast Asia. These projects highlighted a number of challenges and the importance of academic and language support for students. I will then outline how EMI is changing the role of ELT practitioners in the internationalized higher education sector, and make suggestions to facilitate greater integration of ELT within EMI contexts.

Nicola Galloway is a senior lecturer in TESOL at The University of Glasgow. She is the coordinator of an online global network (Teaching English and Teaching IN English in global contexts) and author of numerous books and is also currently editing and authoring books on EMI. She has conducted two British Council projects on EMI, recently edited a paper and coordinated a team of literature review writers for a British Council review of research on EMI and has published her EMI research in journals such as *Higher Education* and the *EAP Journal*.

3. 25th Nov-2020-Dr. Janus Mortensen

English as a lingua franca and the study of sociolinguistic change

Janus Mortensen

Centre for Internationalisation and Parallel Language Use
University of Copenhagen

In this talk, I consider some of the central sociolinguistic approaches to the study of English as a lingua franca in the literature and discuss the ways in which ELF studies might enrich the field of sociolinguistics and vice versa. I particularly focus on the notion of *sociolinguistic change* (Coupland 2014) which has been proposed as a theoretical concept that bridges theories of linguistic change in variationist sociolinguistics and approaches to social change in sociology. While the overall aim of the my talk is theoretical, the presentation will include a discussion of several examples drawn from research into the sociolinguistic aspects of university internationalization (Mortensen *fc*). This will allow me to illustrate how the use of English as a lingua franca outside the Anglosphere is a key component in ongoing struggles over notions of ‘the nation’, ‘national identity’ and ‘the national language’, as part of what might be called the (post)national era.

Dr Janus Mortensen is an Associate Professor of Language Policy at the Centre for Internationalisation and Parallel language use of the University of Copenhagen (Denmark). He has carried out extensive research on different aspects of style and stylisation practices, English as a lingua franca, language ideologies, university internationalisation and language change. He is currently investigating the formation of social and linguistic norms in transient social configurations. Janus’ work has been published in numerous international journals, edited volumes and handbooks. He recently co-edited the volume ‘*Style, Mediation, and Change: Sociolinguistic Perspectives on Talking Media*’ (2016, Oxford) alongside Nikolas Coupland and Jacob Thøgersen, and is currently working on a new book entitled ‘*Norms and the Study of Language in Social Life*’ (forthcoming, De Gruyter).

References:

- Coupland, Nikolas. 2014. Sociolinguistic change, vernacularization and broadcast British media. In Jannis Androutsopoulos (ed.), *Mediatization and Sociolinguistic Change*, 67–96. Berlin: Mouton de Gruyter.
- Mortensen, Janus. Forthcoming. Beyond language change: ELF and the study of sociolinguistic change. In Anna Mauranen and Svetlana Vetchinnikova, (eds.) *Language change: The impact of English as a lingua franca*, 152–174. Cambridge: Cambridge University Press.

4. 16th December 2020-Dr. Phan Le Ha

Dear colleagues,

You are invited to CGE Research Seminar

Wednesday 16th December

11.00am-12.30pm

Virtual seminar in CGE Blackboard collaborate

To join, please follow this link on the date and time above:

<https://eu.bbcollab.com/guest/8454463df1a743b98f49dea19446eb93>

Please email: Ying.Wang@soton.ac.uk if you have any queries.



Under the Banner of Emancipation: Interrogating English, EMI and Academic Mobilities

Senior Professor Dr PHAN Le Ha (Phan is family name)
Universiti Brunei Darussalam (Brunei) & University of Hawaii at Manoa (U.S.A)

In this talk, I shall focus on knowledge production and identity formation in the context of international/transnational academic mobilities, and the varied roles of English and English as Medium of Instruction (EMI) in the process. In particular, I shall comment on the ways in which paradoxes and gate-keeping practices are persistently embedded, (re)produced, and perpetuated, despite simultaneous advocacy for recognition of multiple identity positionings and ways of emancipation via English and EMI-based education.



PHAN Le Ha (PhD) has been educated and worked in various education systems including Vietnam, Australia, the United States, and Brunei. She has also held visiting positions in universities in Malaysia, the UK, and Saudi Arabia. She is currently Senior Professor at Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam (UBD), and Head of the [International and Comparative Education Research Group \(ICE\)](#) at UBD. Prior to Brunei, Prof Phan was tenured Full Professor in the Department of Educational Foundations, College of Education, University of Hawaii at Manoa (UHM) where

she maintains her affiliation. She has taught and written extensively on English language education, identity-language-culture-pedagogy, global/international/transnational higher education, international development and education, educational mobilities, and sociology of knowledge. Her research work has covered many contexts in Southeast Asia, East Asia, the Asia-Pacific and the Gulf regions. She can be contacted at [halephan\[at\]hawaii.edu](mailto:halephan[at]hawaii.edu) or [leha.phan\[at\]ubd.edu.bn](mailto:leha.phan[at]ubd.edu.bn).

All welcome!

5. 27th Jan 2021- Dr. José Aldemar Álvarez Valencia

CGE Research Seminar - 27 Jan 4pm

A social semiotic perspective in intercultural research: Exploring indigenous students' university experience in Colombia

**A social semiotic perspective in intercultural research:
Exploring indigenous students' university experience in Colombia**

José Aldemar Álvarez Valencia

Universidad del Valle, Colombia

Meaning making is at the heart of human experience. Social semiotics explores the processes of meaning production, negotiation, and dissemination in human interaction with others and with artefacts of the world. In a social semiotic perspective, culture is conceived as an open and dynamic repertoire of semiotic resources that shapes and is re-shaped in inter-action. Taking a more micro-analytic view of interculturality, social semiotics states that human interactions are by nature intercultural since they are the encounter of the diverse cultural semiotic resources (e.g. languages, genders, ethnicities, races) of interlocutors. In this talk, I draw on the social semiotic perspective to discuss some of the main challenges indigenous students face in higher education. As an example, I discuss initial findings of a study about indigenous students' experience at a public university, which is part of a larger study that intends to increase students' permanence and graduation. This study uses a sociolinguistic survey, interviews and ethnographic work to construct a sociolinguistic profile of indigenous students that informs about their university experience. The talk ends with some reflections about the research process.

Dr José Aldemar Álvarez Valencia is a Professor in the School of Language Sciences at Universidad del Valle, Colombia. He holds a PhD degree in Second Language Acquisition and Teaching from the University of Arizona, US. He is the chair of the Emphasis in ELT Education in the Interinstitutional Doctoral Program at Universidad del Valle. He has published in the areas of discourse analysis, critical discourse analysis, language teaching approaches, teacher education, intercultural communication and multimodality.

6. 10th Feb 2021-Dr. David Block CLLEAR/CGE joint seminar

CLLEAR/CGE joint seminar: David Block - A critical look at English-medium education in and out of context

Dear Everyone

You are kindly invited to the CLLEAR/CGE joint seminar:

A critical look at English-medium education in and out of context

by our invited speaker: **David Block, ICREA and Universitat Pompeu Fabra**

Wednesday February 10th 5-6.30pm.

Abstract attached.

**CGE Research Seminar
Weds 24 February 2021
5.00pm to 6.30pm (UK time)**

**EMF awareness in ELT
Tomokazu Ishikawa**

Center for English as a Lingua Franca, Tamagawa University, Tokyo, Japan

Abstract:

Van Lier (2007) famously calls for decentring predictability and testability in education and centring human agency and action instead. Even so, the use of commercialised university English textbooks and large-scale standardised English tests risks generalising language learning by providing idealised ‘monolingual’ English users as unquestioned target models, marginalising intercultural communication as a ‘fifth’ skill (Kramsch, 1993), and separating language from “our understanding of a broader semiotics” (Pennycook, 2007: 49). Theoretically informed by English as a multilingua franca (EMF) awareness (Jenkins, 2015; Ishikawa, 2020), which integrates ‘trans’ theories in language, culture, and modality (e.g., Hawkins & Mori, 2018), the author illustrates how student-led activities facilitate holistic approaches to language and communication. As EMF awareness spotlights each student’s practical capability to cope with, and continue learning from, unpredictability and unexpectedness in global encounters, his English classroom activities make use of students’ individual experiences and collaborative reflection on EMF scenarios. It is hoped that these activities help students to discover their own English-speaking role models and target language use. Meanwhile, he does not reject Standard English in ELT entirely, but seeks to bridge between this essentialist linguistic knowledge for teachability and emergent practices for effective communication. Based on empirical data from EMF-aware classrooms, he suggests that mutual accommodation (Jenkins, 2000; 2014) may be seen more broadly beyond language as adjusting and adapting the way we use

meaning making resources and modes according to the situation. He also suggests a broader interpretation of intercultural awareness (Baker, 2011; 2015) beyond culture which embraces (1) our conscious understanding of linguistic and cultural roles and effects on interaction as well as meaning making affordances, (2) our flexible, situationally appropriate interactional practice based on this understanding, and (3) our motivational attitudes into this practice or positive feelings and curiosity about interactants

7. 28th April 2021- Dr. Robert Wilkinson

Wednesday 28 April 2021

4.00-5.30pm (UK time)

EMI growth and limits in Europe

Robert Wilkinson

Maastricht University, Netherlands

Teaching through the medium of English has become a highly visible marker of higher educational institutions in Europe, and not just Europe. In little over a quarter of a century the European higher education sector has undergone a dramatic change, in which the switch of instructional language is merely one of the factors attracting much public and media attention. There are two issues I would like to address, firstly how this situation came about, and secondly, what the impacts may be on society, identity, and democracy.

First, I will revisit the historical unfolding of events towards the present-day situation, beginning with changes in secondary school language education, agreements such as the Single European Act and the Maastricht Treaty, programmes of the European Union, the inter-governmental Bologna Declaration and subsequent Process, agreements under the World Trade Organization, among others. Many of these have had impacts on the structure and systems of governance of universities, which would not necessarily lead to the implementation of programmes in English. However, changes in governance stem from the liberalization of higher education and have entailed an increased focus on comparability and competition, engendering well-known ranking systems. Among the most visible features of ranking systems that are subject to rapid change are those we may class under internationalization. This in turn has stimulated a rise in English-medium programmes. I will review some of these factors in relation to changes in European universities with particular focus on the Netherlands. Second, I will address some of the challenges facing the implementation of English-medium instruction (EMI) programmes. The challenges concern not only the well-documented linguistic competency demands placed on teaching staff and on students, but also the nature of knowledge, the construction of identities, and the impact on the wider institution and its location. The consequences of these challenges may alter the balance between teachers, students and institution on the one hand and the expectations society may have. In this case society may refer to the local community, the media, and politicians. The manner in which these challenges are addressed in the institution may have repercussions on the relationships between it and broader society and may compromise the underpinning of democratic accountability. While these issues concern EMI programmes generally, I will narrow the focus to the Netherlands in particular.

Robert (Bob) Wilkinson (University of Ulster, University of Edinburgh) is currently visiting research fellow in the Department of Philosophy, in the Faculty of Arts and

Social Sciences at Maastricht University, Netherlands, the university where he has been working since 1984. He is also chair of the ICLHE Association (Integrating Content and Language in Higher Education) and is co-organizer of the ICLHE Symposium 2021 and the 7th Conference in 2022.

8. 9th Jun 2021-Dr. Sender Dovchin

CGE Research Seminar

Weds 9 June 2021

12.00 to 1.30pm (UK time)

Translingual English: Creating new languages and performing new identities in the post-socialist era of Mongolia

Sender Dovchin

School of Education, Curtin University, Australia

Abstract:

The recent studies illustrated in the emerging tradition of 'translingual English' is envisaged in terms of transcultural flows of linguistic and cultural resources in which linguistic, semiotic and cultural forms move, transform and are relocalized to form new language and new identities in diverse global contexts. English moves beyond linguistic, cultural, racial, ethnic, and national boundaries while being re-contextualised, relocalized, and reformed into new and diversified varieties. The critical dialogues around 'translingual English', thus, have been focused largely on the creative and hybrid linguistic practices of young people transnationally connected through media and technology, and linguistic creativity and fluidity in hip-hop and other types of popular music. Drawing on urban youth culture in contemporary Mongolia, this paper addresses two main questions: (1) how new forms of local languages are created when English becomes translingual English; and (2) how new forms of local identities are performed when English becomes translingual English. The study shows that urban youth people in post-socialist Mongolia should better be understood as active and powerful popular culture producers contrary to those prevalent discourses which position peripheral youth as passive recipients of global culture. Positioned within the fluid nature of the global digital practice and the increasing global spread of linguistic and cultural resources, styles and modes, these young Mongolian people create not only new forms of local linguistic practices but also perform multiple new identities of what it means to be a young modern Mongolian person through their linguistic performances.

9. 24th Nov-Dr. Marie-Luise Pitzl

CGE Research Seminar
Wednesday 24 November 2021
4.00 - 5.30pm (UK time) via Teams

From inter- to transcultural: Implications for methodology in pragmatics and ELF research

Dr. Marie-Luise Pitzl

Austrian Academy of Sciences, Austrian Centre for Digital Humanities and Cultural Heritage

Abstract

Whenever groups of speakers meet for the first time or are inherently fluctuating, linguistic practices and pragmatic conventions cannot simply be taken for granted. This observation holds true for English as a lingua franca (ELF) communication, but also for many other contexts. Descriptive research in the past two decades has shown that ELF use is shaped by the situational context of an interaction and the multilingual repertoires of speakers. Although processes like accommodative convergence and multilingual elements recur in many ELF encounters, they tend to manifest in different ways in different ELF contexts. Oftentimes, this involves the joint creation of translingual and transcultural territories by means of and within interaction, even in settings that are short-lived and transient (Pitzl 2018). If we take seriously that the study of ELF prompts a shift from inter- to transcultural communication (Baker 2018, Baker & Ishikawa 2021), this should be reflected in the methodologies that we use for the description of (English as a) lingua franca encounters, especially in research on pragmatics.

In this talk, I review different perspectives on the study of pragmatics – from cross- to inter- to transcultural (Pitzl in press a) – and explore implications for methodology that these different perspectives have. While cross-cultural pragmatics tends to be informed by a focus on comparative methods and elicited data, intercultural pragmatics and ELF research tend to be shaped by a strong emphasis on methods for analyzing interaction. Yet, neither tradition is currently well equipped to describe the interactive creation of transcultural spaces with a high amount of empirical detail. In my talk, I argue that descriptive work of ELF would benefit from a conceptual shift from inter- to transcultural pragmatics – a shift that needs to be accompanied also by an expansion and re-orientation in methodology. The talk outlines directions for such a methodological re-orientation and introduces principles for a micro-diachronic approach to the analysis of interaction (Pitzl in press b). Summarizing findings on emergent multilingual practices gleaned through the micro-diachronic analysis of three different Transient International Groups (TIGs) in VOICE, the talk illustrates how the proposed micro-diachronic approach can help us deepen our understanding of ELF and ELF pragmatics as transcultural.

10. 30th Nov 2021- Prof. Enric Llorca

'An ELF perspective on the contribution of EMI and ESP courses to the development of disciplinary literacies in higher education'

Prof Enric Llurda

Tuesday, 30/11/2021

Bldg. 100 in Highfield/ Room: 7013

Online link (Teams): [Click here to join the meeting](#)

16:00-18:00

"In this seminar, I will present the main elements of the research project LIDISELF (Development of Disciplinary literacies and ELF in Higher Education) that I am currently working on with a group of co-researchers at University of Lleida.

The project focuses on the analysis of:

- Disciplinary literacies in higher education: Genres.
- Corrective feedback.
- ELF-awareness and explicit attention (or lack of) to communicative resources vs. formal conventions

The lines of analysis that have been established are:

- ESP vs. EMI
- STEM vs. SSc
- EMI vs. L1

Next, I will share some initial results of the analysis of ELF-related aspects found in interviews and classroom practice, with special attention to the contrasting identities and attitudes to language of ESP and EMI instructors'.

One point of departure is the specific attachment of many language teachers to NS values (as described in Llurda, 2018), in contrast to non-language-oriented highly skilled users. That will provide a starting element of analysis of the different ways to relate to the language of EMI and ESP instructors

11.15th Dec 2021- Dr. Jagdish Kaur

**CGE Research Seminar
Wednesday 15 December 2021
12.00 – 1.30pm (UK time) via Teams**

Other-repair and the influence of context: Insights from ELF interaction in an academic setting

Dr Jagdish Kaur, University of Malaya

Abstract

Findings from research on the pragmatics of English as a lingua franca (ELF) generally indicate that other-repair is highly constrained in conversation; speakers of diverse linguacultural backgrounds are inclined to allow various anomolous forms to pass instead of replacing them. In this talk, I examine other-repair in the context of academic group discussion where accuracy in word choice is consequential and therefore appears to more readily elicit word replacements by the other. A sequential analysis of 13.5 hours of audio-recorded postgraduate group discussion of assessed academic assignments revealed that lexical replacement recurs in three environments: after the speaker's use of an inaccurate term, following a semantic approximation, and subsequent to an off-target utterance completion. The accuracy of lexical choice is made interactionally relevant as the participants co-construct disciplinary knowledge to fulfil task goals. The lexical replacements are minimally designed and unmarked suggesting that in this context, other repair is an unremarkable, ordinary occurrence.

Jagdish Kaur is a senior lecturer at the Department of English Language, Faculty of Languages and Linguistics, University of Malaya in Malaysia. She conducts research in the areas of English as a lingua franca, intercultural pragmatics and English-medium instruction with a focus on how speakers in intercultural contexts co-construct understanding and the kinds of pragmatic strategies deployed to enhance communicative effectiveness. She has published her work in journals such as *World Englishes*, *Journal of Pragmatics*, *Intercultural Pragmatics*, *Text&Talk* and *English for Specific Purposes*.

12.26th Jan 2022- Dr. Roslyn Appleby

CGE
Centre for Global Englishes

New announcement

CGE Invited Speaker - Dr Roslyn Appleby - 26/01

‘Gender in the lives of English language teachers’

Dr Roslyn Appleby
University of Technology Sydney

Wednesday 26 January 2022

9am UK time (8pm Australian time)

Teams link: [Click here to join the meeting](#)

Abstract:

In this seminar I discuss two research projects that focus on gender in the working lives of English language teachers. The first project concerns the way White Western women working as English language teachers in international development projects in South-East Asia experience gender in militarised, male-dominated contexts. The second project concerns the way masculinity and romantic desire impact the personal and professional lives of White Western men working as English language teachers in Japan. Both projects adopted ethnographic methods and drew primarily on interviews with teachers. The seminar also briefly discusses other research projects that bring together language, gender, and my interest in environmental studies.

All welcome,
The Centre for Global Englishes

13.2nd March -Dr Fan Fang

**Centre for Global Englishes seminar
Global Englishes teacher education for equitable language education
Dr Fan (Gabriel) Fang - Shantou University
Wednesday, March 2nd, 12-1.30 PM (UK time)**

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Abstract

The prominence of Global Englishes (GE) underscores the need for teacher education in preparing for a GE-oriented teaching. In the current practice of English language teaching, it is expected that English language teachers be aware of the complexity and diversity of English. However, teacher training programmes are responding slowly to the need for a GE-oriented mindset. In this presentation, I will first highlight the importance of switching away from traditional assumptions about native speakerism to GE-informed teacher education with a review of some case studies on GE-oriented teacher training programmes. I will then address the need to incorporate critical pedagogy into teacher training from a GE perspective, followed by some challenges and potential future directions for GE-informed teacher education. Finally, I will discuss the implications of GE teacher education from the perspectives of *looking inward*, *looking around*, and *looking forward*.

Bio

Fan Fang obtained his PhD from the Centre for Global Englishes, University of Southampton, UK. He is currently Associate Professor at College of Liberal Arts, Shantou University, China. His research interests include Global Englishes, sociolinguistics, language attitude, identity, intercultural communication, teacher education and language teaching and learning. His latest books include a monograph titled *Re-positioning accent attitude in the Global Englishes paradigm* (Routledge) and an edited volume (co-edited with Dr Handoyo Widodo) titled *Critical Perspectives on Global Englishes in Asia* (Multilingual Matters).