Teaching intercultural competence in ELF
English as a lingua franca

Judith Mader  Rudi Camerer

AGENDA

• Language & Culture: How do they relate?
• English as a lingua franca: The state of the art
• Intercultural competence: What exactly is it?
• Teaching ICC in ELF: From theory to practice
Rodney King

when she confronted the teenager.
Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles

BENJAMIN BAILEY
Brown University

ABSTRACT. Face-to-face interaction between Korean immigrant retailers and African-American customers in Los Angeles often involves interactions that members of each group feel are of the other’s experience in a highly inappropriate way. Twenty-three store-encounters involving both African-American and immigrant Korean customers were video-recorded in a liquor store in Los Angeles. These encounters reveal different communicative patterns between these two communities. This communicative behavior is influenced by the social, cultural, and economic differences between the two groups and the assumptions that they make about each other. I argue that the differing forms of participation documented in these encounters—and the ways in which they are interpreted—are intrinsically a result of (1) cultural and linguistic differences between shoppers and storekeepers, (2) storekeeper expectations, and (3) the social and economic assumptions that underlie these interactions.

KEY WORDS: African-American, intergroup communication, Korean, language and identity, service encounters

Introduction

Conflict between immigrant Korean retail merchants and their African-American customers has been documented by the media in various other areas.
Work in pairs or groups:

• Language & culture are inextricably connected – *but how exactly?*

• What does the LA episode tell us about ELF?

• Can you see any consequences for the teaching of English world-wide?
<table>
<thead>
<tr>
<th>The language(s) we grow up with (L1(s))</th>
<th>is (are) part of us and vice versa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The language we use</td>
<td>often (but not always) reflects our cultural affiliations and vice versa.</td>
</tr>
<tr>
<td>How we use ELF</td>
<td>often (but not always) reflects our cultural affiliations and vice versa.</td>
</tr>
</tbody>
</table>

Cultural Concepts & Language

A Puerto Rican woman, who had been living for many years in the United States, was visited by her father. During his stay, he helped her take care of her son (his grandson). When she thanked him for his help, he became angry and felt hurt.

This incident involved an American, as well as a Korean couple who lived next door to him. When the American returned from the hospital after a night of very little sleep following his daughter’s birth, he met the couple in the parking lot. When they heard the good news, the Korean woman said, solemnly, that he ‘looked much older’.

Cultural Concepts & Language

Work in pairs or groups:
Have you ever experienced yourself how the use of English has caused cultural clashes?
Why the BMW-Rover merger failed

Some of the things the German managers said:

• “I had to learn what ‘please’ means [for the British].”
• “Interpreting what they [the British] mean is a special difficulty.”
• “The same words … can have completely different meanings.”
• “For my co-workers my way of saying frankly what I mean was a shock at the beginning.”
Why the BMW-Rover merger failed

Some of the things the **British** co-workers said:

- “I often find that the Germans speak English very well ... but have more difficulty in understanding the language.”
- “They don’t give very much away. The Germans play their cards close to their chest.”
- “The Germans come straight up to you, fix you in the eye and give you the information. I find it a bit frightening.”

The Most Valuable Business Commodity:

**Trust**
WHAT DO WE DO WHEN WE COMMUNICATE?

Boring old fart!
Co-constructing
Language & Meaning
Identities & Roles & Relationships
Values

You cannot not communicate.
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English as a Lingua Franca as an academic school

Vienna-Oxford International Corpus of English

Each: approximately 1 million items
ELF users regularly...

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

http://www.univie.ac.at/voice/
The causes of communication breakdown in ELF

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

Jennifer Jenkins (2000). The Phonology of English as a Lingua Franca
<table>
<thead>
<tr>
<th><strong>Traditional EFL syllabus</strong> (native speaker oriented)</th>
<th><strong>ELF syllabus</strong> (oriented towards international intelligibility)</th>
</tr>
</thead>
</table>
| **1. Consonants** | All sounds are possible, including /r/ and /l/.
Rhotic or non-rhotic speech is acceptable for all learners. | All sounds are possible, including /r/ and /l/.
Rhotic or non-rhotic speech is acceptable for all learners. |
| **2. Clusters** | Important in all positions. | Important in all positions. |
Emission of /t/ and /d/ is important. | Emission of /t/ and /d/ is important. |
| **3. Vowels** | Quality—all vowels are possible. | Quality—all vowels are possible. |
Quantity—length can vary. | Quantity—length can vary. |
| **4. Schwa & vowel reduction** | Essential to word pronunciation. | Essential to word pronunciation. |
| | | | |
| **5. Word stress** | Very important. | Very important. |
| | | | |
| **6. Stress-timing** | Very important. | Very important. |
| | | | |
| | | | |
| | | | |
| **9. Nuclear stress** | Important, but may vary. | Important, but may vary. |
| | | | |
| | | | |

**Influence of L1 on pronunciation**

**ELF and the learner’s first-language pronunciation:**

- Arabic
- Chinese
- German
- Greek
- Japanese
- Malay
- Polish
- Portuguese
- Russian
- Spanish
What is International English (ELF)?

1. Ms. Mustafina
Ms. Mustafina grew up in Kazakhstan and has worked internationally for many years. In this interview, she talks about her experience in several countries, including China and Ethiopia.

Listen to what she says and mark whether the following statements are true (T), false (F), or not mentioned (N).

| Ms. Mustafina does not think her English is really good. | T | F | N |
| Ms. Mustafina thought her work at an English school was best. | T | F | N |

2. Dave
Dave is a Scot who has lived in Germany for some years. Here he talks about his experience with a German football club.

Listen to what he says and mark whether the following statements are true (T), false (F), or not mentioned (N).

| Ms. Mustafina does not think her English is really good. | T | F | N |
| Ms. Mustafina thought her work at an English school was best. | T | F | N |
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Key soft skills and competencies integral to graduate employability:

1. Professionalism;
2. Reliability;
3. The ability to cope with uncertainty;
4. The ability to work under pressure;
5. The ability to plan and think strategically;
6. The capability to communicate and interact with others, either in teams or through networking;
7. Good written and verbal communication skills;
8. Information and Communication Technology skills;
9. Creativity and self-confidence;
10. Good self-management and time-management skills;
11. A willingness to learn and accept responsibility

Key soft skills and competencies integral to graduate employability:

A: affective sub-competencies expressed in the form of attitudes and personal characteristics

B: behavioural sub-competencies expressed in the form of skills

C: cognitive sub-competencies embodies in the form of knowledge and understanding

Spencer-Oatey & Franklin 2009:79
“Perhaps the most significant aspect of this evolution has been our development over the past decade of the theoretical framework of mediated discourse analysis, an approach to discourse which focuses less on broad constructs like ‘culture’ and more on the everyday concrete actions through which culture is produced.”


Meet Mr. Kim

Prestigious company
Mechanical engineer
for Kolon Co., Seoul
Member of professional association for mechanical engineers
Worked on a joint-venture team in Frankfurt/M.
May 2012- June 2014

His parents grew up during Japanese occupation.
Korean male community practice, i.e. social relaxation mostly with other men

His children grow up in an affluent environment.

Culture-based COMMUNICATION STRATEGIES

• Directness
• Enthusiasm
• Formality
• Assertiveness
• Self-promotion
• Personal disclosure


Culture-based LANGUAGE FUNCTIONS

• Saying No / saying yes
• Giving advice / asking for advice
• Giving / accepting compliments
• Criticising / complaining
• Accepting / refusing help
• Accepting / refusing invitations
• Negotiating
• etc.
Intercultural Competence

Teach learners ...

1. that nothing is ‘normal’.
2. discourse strategies in ELF to deal with a variety of expectations.
3. to deal with unexpected behaviour and utterances in a way that does not risk damaging a trustful relationship.

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Culture-based
COMMUNICATION STRATEGIES: Personal disclosure

WHAT ABOUT YOU?

Generally, I am happy to talk to anyone about the following:

<table>
<thead>
<tr>
<th></th>
<th>++</th>
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</thead>
<tbody>
<tr>
<td>1. My interests and hobbies</td>
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<tr>
<td>2. My ambitions and dreams</td>
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<tr>
<td>3. My work or studies</td>
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<td>4. My earnings</td>
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<tr>
<td>5. My political opinions</td>
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<td>6. My views on race</td>
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<td>7. My ideal partners</td>
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<td>8. Family conflicts</td>
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<tr>
<td>9. My feelings about my appearance</td>
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<tr>
<td>10. My feelings about my body</td>
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<tr>
<td>11. What I like about myself</td>
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<tr>
<td>12. What I dislike about myself</td>
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Business correspondence:

*e.g.*

Establishing Rapport in Business Correspondence:

Business correspondence:

“Keep it short & simple.”
Influence of L1 on **pragmatics**

e.g. **request schemata in writing:**

<table>
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</tr>
<tr>
<td><strong>Sign off</strong></td>
<td><strong>Reasons for request</strong></td>
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**5. THE MOST EFFECTIVE E-MAIL**

In many a Chinese business communication is conducted in Chinese and regardless of the country, face-work and securing of goodwill are major concerns of business correspondences. Here’s an English example of an email that is written in a professional manner.

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**Can you write an adequate response?**
Influence of L1 on **pragmatics**

More than one paradigm needed!

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Worksheets?

- Good Advice not Appreciated
- Responding to a Compliment
- Showing Grief
- Michael & Jan
In ELF research we have already seen a radical rethinking of the norm against which ELF speakers’ pragmatic knowledge and behaviour is matched. This norm is not the monolingual native speaker but rather the expert multilingual user. There is empirical support for this stance from studies of the pragmatic behaviour of bilinguals. Juliane House (2010). The Pragmatics of English as a lingua franca. In: Anna Trosborg (ed.), Pragmatics across Languages and Cultures. pp. 363-387.

Teaching English as a Lingua Franca

Prepare learners for “COMMUNITIES OF PRACTICE”

WHICH STANDARDS in writing?

Business:

Academic:

The Asian EFL Journal Quarterly Issue is a fully peer-reviewed section of the journal, reviewed by a team of experts in EFL from all over the world. The Asian EFL Journal welcomes submissions written in different varieties of world Englishes. The reviewers and Associate Editors come from a wide variety of cultural and academic backgrounds and no distinction is made between native and non-native authors. As a basic principle, the Asian EFL Journal does not define competence in terms of native ability, but we are a strictly reviewed journal and all our reviewers expect a high level of academic and written competence in whatever variety of English is used by the author. Every effort will be made to accept different rhetorical styles of writing.

http://asian-efl-journal.com/guidelines/
**INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)**

- Linguistic & communicative competence
- Features of personality (openness, tolerance ...)
- Intercultural knowledge

**CONTEXT**

**BE PREPARED:**
- Country specifics – situation – roles – relationships
- Be polite, be trustworthy, build rapport!
- Be non-judgemental!
The ICE Blended Learning Course

Trailer at http://www.elc-consult.com/
Access to UNIT 1 available on request.

Cultural Concepts & Language

Gabriel Warren sells luxury goods at one of Europe’s biggest airports. We asked him how he gets along with people from all over the world.
THANK YOU!

elc – European Language Competence

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