

European English A Way To Communicate?

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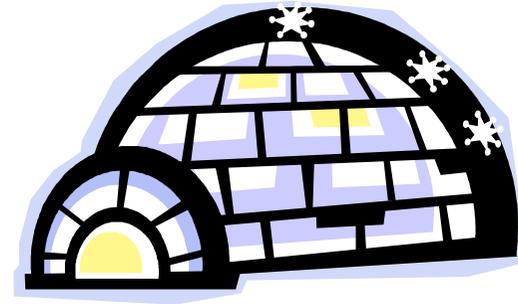
Some Issues

- English as a Lingua Franca (ELF)
- The EU shall respect cultural, religious and linguistic diversity.
Article 22 of The Charter of Fundamental Rights
- Language is power – linguistic hegemony and imperialism
- A pragmatic issue
- 55% of documents in English
- Save trees! (half the surface of Luxembourg)



Difficulties with languages

- Translation does not always translate
- Correctness and error
- Attitude of native speakers
- Same words mean different things e.g. headteacher
- Language and thought
-the Sapir-Whorf hypothesis



Learning Opportunities

- An international project provides an authentic language learning context
- Opportunities to learn and practise all languages represented
- New meanings are transformational
- Learning about otherness
- ‘Growing out of our cultural shell’ (Kohonen 2001)
- ‘Looking into mirrors of the mind’ (Chomsky)



Strategies used in 'foreigner talk'

1 Avoidance

- topic avoidance
- message abandonment

2 Paraphrase

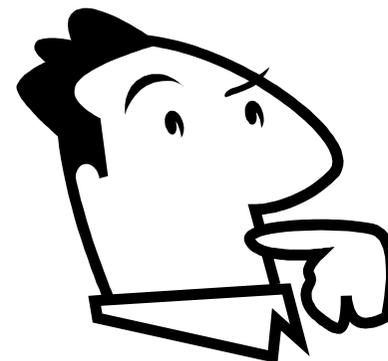
- approximation
- word coinage
- circumlocution

3 Conscious transfer

- literal translation
- language switch

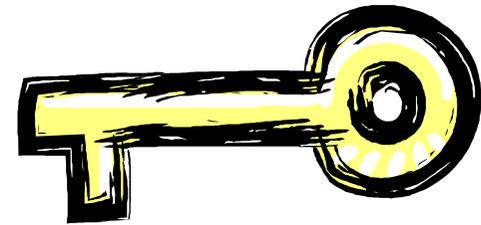
4 Appeal for assistance

5 Mime



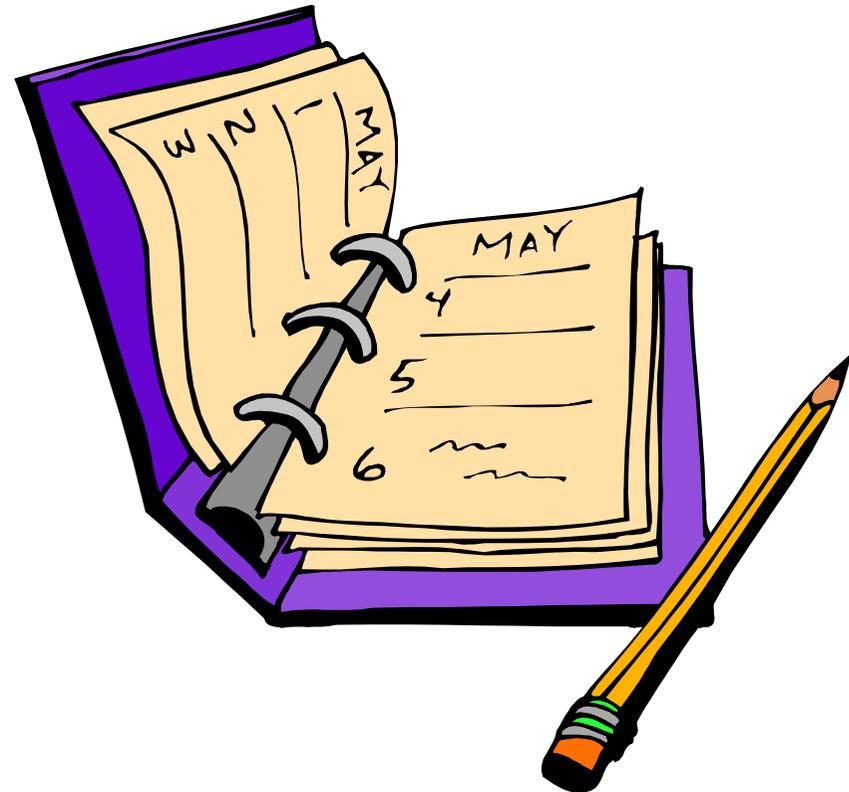
Strategies

- Emphasising linguistic equality
- Appropriate use of native or near native speakers
- Buddying up
- Identifying key words
- Pre-preparation
- Hand-outs to support comprehension
- Statistics, graphs, photos, films, realia



More Strategies

- Time for reflection
- Language diaries
- Emphasise constructivist learning
- Responsibility and Independent learning
- Bi-lingual communication



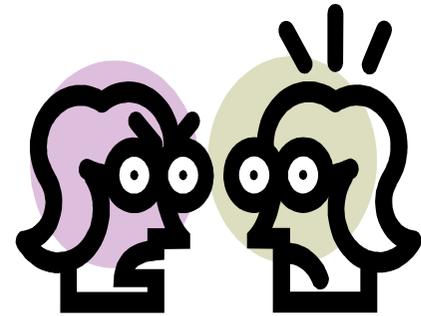
World English

- EFL/E2L
- A global resource
- Increasing mobility and reinforcement patterns
- Accent addition
- Grammatical 'deviation'
- Non-native speaker usage



A new paradigm

- Intercultural communicative ability
- Intercultural understanding
- Disharmony as well as harmony
- European English-a language of choice
- A languages paradigm of inclusion and diversity whether one or several languages



Fawlty Towers: Basil & Manuel

Basil Fawlty: Go and get me a hammer

Manuel: ¿Cómo?

Basil Fawlty: A xammer, a xammer.



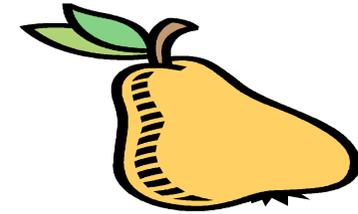
Which is Which?

- Imaginative version of an English expression
- A translated idiom not used in English
- A piece of 'Swedish English'
- The use of a word from another language as the word/ concept does not exist in English
- Comprehensible but ungrammatical piece of writing

European Texts

- Not all donuts come out of the oven with a hole
- The 6 year old children have art and physical education twice a week and also music and English. They get motor skills training by sewing, weaving, working with pearls, with different kind of dough etc. We try to stimulate our pupils to be more nimble by having physical education and by going out into the forest once a week...The development of knowledge demands substantial individualisation and every Friday the pupils write a weekly report, a kind of evaluation. When they take part in their decisions and have influence on the work, they find the work much more amusing.
- Before we come to any decisions about the situation, let's dream on it.

More Texts



- School is Reality itself only at a reduce scale. Here, we can see / confront with the same features as in a Society: complexity, contestability, uncertainty, unpredictability, challenges ability, etc. The Institution has to motivate children to look for and find out solution for all kind of situations. So, School has to prepare new skills of competence, new curriculum, new methods. One the activity we worked together for the course was to named / describe what SATISFACTION means from the point of view of teacher. We work in pair and at the end we realise that we can not speak about this concept from a restrictive point of view.
- Newspapers seem to enjoy the feeling of schadenfreude when they report on top politicians or celebrities who are involved in embarrassing scandal.

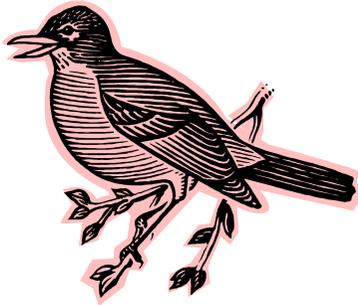
BOYS INTO BOOKS

It's cool to read



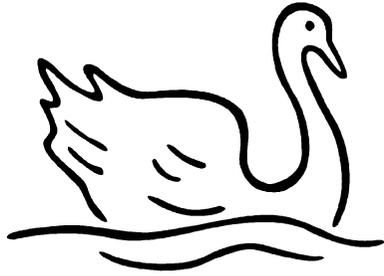
- What preparatory work could be planned and specified in order to facilitate communication and understanding prior to the discussion?
- How could any native speakers be used to best advantage without them dominating?
- How could the other languages represented in the group be utilised?

- What scope is there for developing language and communication skills generally?
- How could roles for all be negotiated within the ongoing discussion and research activity?
- Specify how ICT could be used to support the group's work
- What resources could be used and where would these be sourced?
- What role could tutors or experts of whatever kind play?



Cuckoo or Swan?

- There is a pecking order of languages in which English has the sharpest beak, one that inflicts wounds on speakers of other languages.
- English may be seen as a kind of linguistic cuckoo, taking over where other breeds of language have historically nested and acquired territorial rights, and obliging non-native speakers of English to acquire the behavioural habits of linguistic forms of English.



Swan or Cuckoo?

- English is a global resource, potentially the possession of any individual, group or community
- Language is a mirror of the mind in a deep and significant way
- The purpose of international group discussion is not so much to develop native-like proficiency but intercultural communicative ability to mediate across cultures.

Language we all understand

- Do - a deer a female deer
- Ray - a drop of golden sun
- Me - a name I call myself
- Fa - a long long way to run
- So - a needle pulling thread
- La - a note to follow so
- Te - I drink with jam and bread



And that will bring me back to do do do do