

Chapter 7, Activity 1: In-text citations

The extract below appeared in Chapter 2 of the book. Read the extract and answer the following questions about the in-text referencing.

1. Is there anywhere in the extract where a reference could have been included?
2. Identify the citations in the extract. Are these citations integral or non-integral? Why has the writer selected this style of referencing?
3. Identify the reporting verbs. What verb tense are they in? Why do you think this is the case?
4. Where is the writer voice apparent in the extract?
5. What phrases are used to show connections between the references?

'Diglossia' describes the linguistic situation where ... functional specialisation involves the appropriacy of using a particular language or variety, often referred to as the High (H) variety or less prestigious Low (L) variety. ... Nevertheless in many multilingual societies, the presence and use of intermediate varieties of languages reveal that the dichotomy between the H and L varieties may not exist as rigidly as in the classic diglossic situation just described. In view of this, Platt (1977) extends the term diglossia to polyglossia to refer to the linguistic situations in Singapore and Malaysia where several codes exist in a particular arrangement according to domains. In the same vein, Fasold (1984), taking examples from countries in Africa, emphasises that in multilingual language situations different forms of diglossia may exist, that is, there may be a High variety and several Low varieties existing alongside each other or different levels of H and L forms overlapping.
(Lee, 2003: 69)

Explanations

1. A non-integral reference should have been included after the definition of diglossia in sentence 1 although the writer might have argued that she didn't include a citation here as, first, the meaning of the term has become common knowledge and second, she also elaborates on further meanings of diglossia later in the extract. However, in academic writing it is better to include a reference if there is any possibility that the interpretation of a concept or idea could be questioned.
2. The writer incorporates two integral references (Platt 1977 and Fasold 1984). She has used integral references to give these authors ownership over these particular interpretations of extended diglossia and also to emphasise their work in this field.
3. The reporting verbs are 'extends' and 'emphasises'. These are both in the present simple tense to give the impression that the debate is still current and close to the research of the writer.
4. The writer voice is brought to the fore in the first couple of unattributed sentences about diglossia. She then uses Platt's and Fasold's work to support these initial assertions (see point 1 regarding the need for a

non-integral reference after the first sentence; even with a non-integral reference, writer voice would still have been prominent, especially in the second sentence).

5. The phrases 'In view of this...' and 'In the same vein...' make connections between the sources; these are also examples of writer voice presence as they show how she is directing the argument which illustrates different types of diglossia.

Chapter 7, Activity 2:

The following extracts are from articles which discuss the meaning of the term 'English as a lingua franca'. Based on the key word strategy recommended in Chapter 4, the key words 'English as a lingua franca' were identified in the different articles and the extracts below were selected accordingly.

Read the extracts and then try to write a concise definition of 'English as a lingua franca' based on the sources and using references appropriately.

Some sample answers have been included at the end.

Source 1

Kirkpatrick, A. (2011) 'English as an Asian lingua franca and the multilingual model of ELT', *Language Teaching*, 44(2): 212-24.

A lingua franca can thus be defined as a common language between people who do not share a mother tongue. A more precise definition of English as a lingua franca is provided by Firth:

A lingua franca is a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication. (Firth 1996: 240)

This suggests that a lingua franca offers no necessary linguistic advantages to any speaker. With English, of course, this is not the case when English is used as a lingua franca between L1 speakers of English and others. This is a reason why certain scholars view English as lingua franca with concern, with one referring to it as a 'Lingua Frankensteinia' (Phillipson 2008).

(Kirkpatrick 2010, p 213)

Source 2

Seidlhofer, B. (2005) 'English as a lingua franca', *ELT Journal*, 59(4):339-41.

In recent years, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. Since roughly only one out of every four users of English in the world is a native speaker of the language (Crystal 2003), most ELF interactions take place among 'non-native' speakers of English. Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is 'a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication' (Firth 1996: 240).

(Seidlhofer 2005, p339)

Source 3

Firth, A. (1996) 'The discursive accomplishment of normality: on conversational analysis and 'lingua franca' English', *Journal of Pragmatics*, 26(2): 237-259.

The data I'm referring to is a type of spoken interaction within which participants typically make unidiomatic and non-collocating lexical selections, and where the talk throughout its duration is commonly 'marked' by dysfluencies, and by syntactic, morphological, and phonological anomalies and infelicities – at least as such aspects are recognized by native-speaker assessments. This is the naturally-occurring talk-in-interaction produced by non-native speakers of (in this case) English. Here,

English is used as a 'lingua franca' – a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication.

(Firth 1996, pp 239-40)

Source 4

Berns, M. (2009) 'English as lingua franca and English in Europe' *World Englishes*, 28(2):192-99.

The focus of English as a Lingua Franca studies associated with what has also been called the 'lingua franca movement' (Elder and Davies 2006; Holliday 2008) is the identification of the formal features of English characteristic in the speech of non-native speakers when using this language for communication in international contexts (i.e. as a lingua franca). The research undertaken to identify these features of pronunciation, sentence structure, and lexis is based upon the assumption that 'lingua franca' is the appropriate label not only for a sociolinguistic function of a language – i.e. its use as a tool for interpersonal communication among speakers with no single language in common – but also for the system of the forms that are peculiar to a specific variety of a language. Thus, for some (e.g. House 1999; Jenkins 2000 and after: Seidlhofer 2000; 2001; 2002a; 2002b; 2005; 2006; 2007), the variety of English used in international communication is called English as a Lingua Franca (ELF) or Lingua Franca English (LFE) (Canagarajah 2007; Mauranen 2003; Meierkord 2004; Seidlhofer 2001). ... In fact, 'in its purest form ELF is defined as a contact language used only among non-mother tongue speakers' (2006a: 160). As a label ELF is intended to bestow recognition upon English at the international level as used by non-native speakers as a legitimate variety alongside other more established world Englishes. As such, ELF/LFE is regarded as comparable in status to such institutionalised varieties as Nigerian English or Indian English, and its users are to be accorded the same rights as established varieties in determining norms and standards for its use.

(Berns 2009 pp 192-3)

Source 5

Jenkins, J. (2006) 'Current perspectives on teaching world Englishes and English as a lingua franca', *TESOL Quarterly*, 40(1):157-81.

A further problem relates to the so-called phenomenon of *World Standard (Spoken) English* (WS(S)E). This is a hypothetical monolithic form of English that scholars such as Crystal (e.g. 2003), Görlach (e.g. 1990), and McArthur (e.g. 1987, 1998) believe is developing of its own accord, although Crystal (2003) considers that that 'U.S. English does seem likely to be the most influential in its development' (p.188).

...

Unfortunately, some WEs scholars assume that ELF ... refers to the same phenomenon as WS(S)E and then criticise ELF ... for promoting a monocentric view of English based on American or British norms rather than a pluricentric view based on local norms. However, nothing could be further from the truth. Firstly, far from prioritising inner circle norms, ELF researchers specifically exclude mother tongue speakers from their data collection. Indeed, in its purest form, ELF is defined as a contact language used only among non-mother tongue speakers. For example, according to House (1999), 'ELF interactions are defined as interactions between members of two or more different lingua cultures in English, *for none of whom English is the mother tongue*' (p. 74, italics added). The majority of ELF researchers nevertheless accept that speakers of English from both inner and outer circles also participate in intercultural communication (albeit as a small minority in the case of inner circle speakers), so do not define ELF communication this narrowly. In their search to discover the ways in which ELF interactions are sui generis, as House (1999, p.74) puts it, they nevertheless restrict data collection to interactions among non-mother tongue speakers.

(Jenkins 2006, pp 160-1)

Source 6

Jenkins, J. (2009) 'English as a lingua franca: interpretations and attitudes', *World Englishes*, 28(2): 200-7.

Moving on to 'English as a lingua franca', in using this term I am referring to a specific communication context: English being used as a lingua franca, the common language of choice, among speakers who come from different linguacultural backgrounds. In practice this often means English being used among non-native English speakers from the Expanding Circle, simply because these speakers exist in larger numbers than English speakers in either of the other two contexts (see e.g. Crystal 2003; Graddol 2006). However, this is not intended to imply that Outer or Inner Circle speakers are excluded from a definition of ELF. The vast majority of ELF researchers take a broad rather than narrow view, and include all English users within their definition of ELF. The crucial point, however, is that when Inner Circle speakers participate in ELF communication, they do not set the linguistic agenda. Instead, no matter which circle of use we come from, from an ELF perspective we all need to make adjustments to our local English variety for the benefit of our interlocutors when we take part in lingua franca English communication. ELF is thus a question, not of orientation to the norms of a particular group of English speakers, but of mutual negotiation involving efforts and adjustments from all parties.

(Jenkins 2009, pp 200-1)

Now look at the samples below and decide which ones you think have been referenced effectively and which have not. What are the reasons for your decision in each case?

Answer one

When speakers use English as a lingua franca (ELF) for communication they do not share a first language or culture. One speaker may have English as their first language but usually neither participant in the interaction is a native speaker. ELF deviates in phonology, idiomatic use, lexis and grammar from spoken exchanges that would usually take place amongst native speakers of English. ELF researchers study this language use with data from speakers who do not speak English as their first language.

Answer two

English as a lingua franca (ELF) has often been defined as a language of contact between people who do not have a common native language or culture and choose English as the foreign language for communication (Firth 1996; Kirkpatrick 2010). Although for many scholars, this does not usually preclude L1 speakers of English from ELF communication (Seidlhofer 2005; Jenkins 2006; 2009), Jenkins (2006) argues that in its purest form ELF refers to communication amongst non-mother tongue speakers of English. ELF researchers, who investigate the characteristic phonological, lexical and syntactical features of this variety of English (Berns 2009) exclude L1 English speakers from their sample so as not to distort the data (Jenkins 2006). ELF is not a monolithic form of English based on a US model but involves mutual negotiation and adaptation between speakers (Jenkins 2009).

Answer three

English as a lingua franca refers to:

the common language of choice, among speakers who come from different linguistic backgrounds. In practice this often means English being used among non-native English speakers from the Expanding Circle, simply because these speakers exist in larger numbers than English speakers in either of the other two contexts (see e.g. Crystal 2003; Graddol 2006). However, this is not intended to imply that Outer or Inner Circle speakers are excluded from a definition of ELF. The vast majority of ELF researchers take a broad rather than narrow view, and include all English users within their definition of ELF (Jenkins 2009, p 200-1).

However, ELF researchers

in their search to discover the ways in which ELF interactions are sui generis, as House (1999, p.74) puts it, ... restrict data collection to interactions among non-mother tongue speakers (Jenkins 2006, p161).

Answer four

The term 'English as a lingua franca' is used for two distinct purposes by researchers in the field. Firstly it refers to the use of English for communication amongst interlocutors who do not share an L1 and do not have the same cultural background (Firth 1996; Kirkpatrick 2010). Secondly, it refers to the form, i.e the syntax, lexis and phonology of the English language adopted in these contexts (Berns 2009).

In the majority of situations, ELF involves interaction between speakers for whom English is not an L1 (Seidlhofer 2005; Jenkins 2009) and indeed researchers who investigate the linguistic characteristics of ELF do not include L1 English speakers in their data set to avoid the influence of the norms of institutionalised varieties of English (Jenkins 2006). Nevertheless, the majority of researchers would not exclude L1 English speakers when considering ELF usage more broadly. As Berns (2009) points out, ELF is an important concept which recognises the variety of English that is increasingly being used for much international communication. Thus, whether we are in favour or not of ELF in the world today, its widespread role suggests a need for continued research into its various forms and patterns of use.

Explanation

Answer one – this would usually be viewed as unacceptable borrowing as there is no acknowledgement

Answer two –although this example illustrates integrated referencing across the different sources, the wording of each citation is quite close to the original. Whilst this might not be challenged as ‘plagiarism’, this type of student writing should be used as a platform for further development of paraphrasing and summarising skills.

Answer three – although the quotes are referenced, this example is too reliant on long direct quotations and shows no use of paraphrasing and summarising.

Answer four – this example demonstrates acceptable attribution. The sources are acknowledged and the references are integrated, summarised, and cover the key issues which are raised in the extracts in relation to ELF. The final sentence includes the writer’s own comment, signalled by ‘thus’.