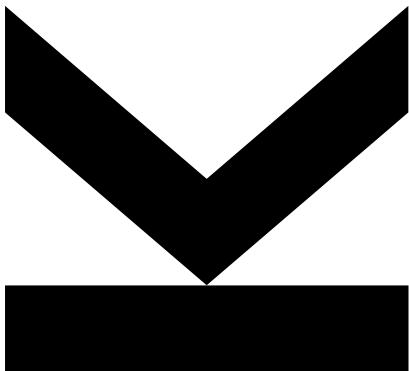


English as a lingua franca (ELF) as site of transient language contact



Univ.-Prof.ⁱⁿ Mag.^a Dr.ⁱⁿ Marie-Luise Pitzl-Hagin

Professorin für Sprachlehr- und -lernforschung Englisch / Professor for Research on Teaching and Learning English

Invited guest lecture, EC2U Discourses in Europe (15 December 2025)

Overview

1. What is English as a Lingua Franca (ELF)?

Key findings and general implications

2. Beyond communities (of practice):

FWF project ELF in Transient International Groups (TIGs)

3. ELF as transient language contact:

Individual multilingual repertoires and shared multilingual resource pools in TIGs

What is English as a lingua franca (ELF)?



20 years ago in Upper Austria...

- Business meeting at Upper Austrian company (rec. 2004)
- Three representatives ('hosts') of local company (L1 German)
- Two representatives ('guests') of Korean distribution company



2020	S4	you have it in the stores since WHEN? since a couple of MONTHS (.)
2021	S1	only <1> e:r </1> one and a half month.
2022	S2	<1> <un> x </un> months </1>
2023	S4	yeah then (1) i think in THAT case we should not wake up any (.) any DOGS by going now
2024	SX-m	<un> xx <1> x </1> </un>
2025	S4	<1> NOW </1> since it's in <2> the </2>
2026	S1	<2> o</2>kay
2027	S4	in the trade
2028	SX-3	yeah (.)

Source: VOICE. 2009. *Vienna-Oxford International Corpus of English* (version 1.0). PBmgt3. Business meeting at a food company. Project director: Barbara Seidlhofer. Researchers: Angelika Breiteneder, Theresa Klimpfinger, Stefan Majewski, Marie-Luise Pitzl.

What is ELF?

Extract 3

(Daniela: L1 Italian; Karen: L1 German)

1 DANIELA: *(low)* yeah
2 KAREN: yeah
3 DANIELA: ok
4 KAREN: e:h ok
5 DANIELA: grazie
6 KAREN: → yeah ok ... grazie e:h danke: thank you for you eh
7 how do you say thank you eh danke an dich
8 DANIELA: grazie a te
9 KAREN: *(laughing)* yeah

Extract 5

(Chako: L1 Japanese; Anna: L1 Italian)

1 CHAKO: → Anna ... galletas
2 ANNA: mhm (0.5) nice
3 CHAKO: take two
4 ANNA: no one is en-
5
6
7 ANNA: thank you (*Chako goes back to her desk*)
8 (0.5)
9 ANNA: ah:: with nuts= =nuts and chocolate
10 CHAKO:
11 ANNA: mhm ... ni::ce= =te gusta?= =mucho

(Chako signals with hand to take two and Anna takes two)

Cogo, A. (2009). Accommodating difference in ELF conversations: A study of pragmatic strategies. In A. Mauranen & E. Ranta (Eds.), *English as a lingua franca: Studies and findings* (pp. 254–273). Cambridge Scholars Publishing,.

English as a lingua franca (ELF)

the use of *English, often mixed with and/or alongside other *languages, as a shared means for inter-/transcultural communication among speakers with different first *languages (L1s) and/or different regio-cultural backgrounds

From mid-2000's onwards:

- a new research area in applied linguistics (building on work by e.g. Jenkins, 2000, Seidlhofer, 2001)
- third-party funding → compilation & release of ELF corpora
 - **VOICE: Vienna-Oxford International Corpus of English** (2009), **ELFA** (2009)
 - ACE – Asian sister corpus of VOICE (2014)
- **Availability of ELF data → descriptive work on ELF use**
 - Annual conferences
 - Helsinki (2008), Southampton (2009), Vienna (2010), Hong Kong (2011), Istanbul (2012), Rome (2013), Athens (2014), Beijing (2015), Lleida (2016), Helsinki (2017), London (2018), Medellin (2019), Taiwan (2021/2022), Prague (2024)
 - *Journal of English as a Lingua Franca* (2012-), book series *Developments in English as a Lingua Franca* (2013-), international research network (2012-), ...



Empirical work on spoken ELF interactions

- Availability of ELF data from early/mid-2000s → increase in descriptive work on ELF use
- In contrast to other (applied) linguistic fields:
strong focus on spoken interactive data in ELF research (cf. e.g. Seidlhofer, 2001, Jenkins, 2000)
- Increasing descriptive work about ELF use accompanied by discussions about
 - implications for English Language Teaching, pedagogy & teacher education
 - re-evaluating and challenging established concepts like (non-)native speaker and **speech community**

Descriptive ELF research: Key findings

Descriptive studies of naturally-occurring situations

- ELF is not a fixed set of linguistic features → ELF is not a linguistic variety (ELF ≠ AmE, BrE, ...)
- ELF use characterized by **situationality** (e.g. Hülmbauer, 2009), **variability** (e.g. Dewey, 2009) & **creativity** (e.g. Pitzl, 2012, 2018)
- Descriptive focus not only forms, but on **describing functions** of these forms fullfill in context (Seidlhofer, 2009)
- Hence: **importance of pragmatic processes** & meaning-making in interaction, such as
 - **accommodation** (esp. **convergence**)
 - **use of multilingual resources**
 - **negotiation of meaning**

Extract 3
(Daniela: L1 Italian; Karen: L1 German)

1 DANIELA: *(low)* yeah
2 KAREN: yeah
3 DANIELA: ok
4 KAREN: e:h ok
5 DANIELA: grazie
6 KAREN: → yeah ok ... grazie e:h danke: thank you for you
7 how do you say thank you eh danke an dich
8 DANIELA: grazie a te
9 KAREN: *(laughing)* yeah

(Cogo, 2009, pp. 265-267)

Extract 5
(Chako: L1 Japanese; Anna: L1 Italian)

1 CHAKO: → Anna ... galletas
2 ANNA: mhmm (0.5) nice
3 CHAKO: take two
4 ANNA: no one is en-
5 (Chako signals with hand to take two and Anna
6 takes two)
7 ANNA: thank you (Chako goes back to her desk)
8 (0.5)
9 ANNA: ah:: with nuts= =nuts and chocolate
10 CHAKO: mhmm ... ni::ce= =te gusta?= =mucho

Accommodation & multilingual elements

Extract 3

(Daniela: L1 Italian; Karen: L1 German)

1 DANIELA: *(low)* yeah
2 KAREN: yeah
3 DANIELA: ok
4 KAREN: e:h ok
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9 KAREN: *(laughing)* yeah

Extract 5

(Chako: L1 Japanese; Anna: L1 Italian)

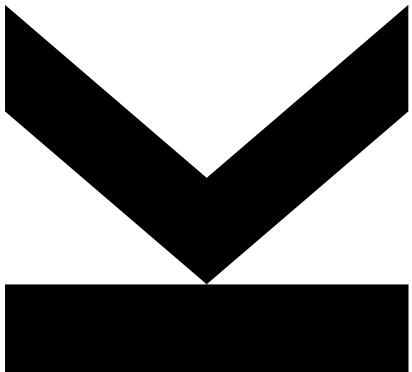
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Cogo, A. (2009). Accommodating difference in ELF conversations: A study of pragmatic strategies. In A. Mauranen & E. Ranta (Eds.), *English as a lingua franca: Studies and findings* (pp. 254–273). Cambridge Scholars Publishing,.

Implications

- Processes like **accommodation (esp. convergence)** are **prominent** in almost all **ELF interactions**
 - **Why?**
 - Because converging in language use (i.e. making what you say more similar to the way your interlocutors speak or making use of what has been said before in the same conversation/by your interlocutors) is conducive to achieving and maintaining shared understanding.
 - But accommodation can affect all levels of language (pronunciation, lexis, grammar, pragmatic conventions, multilingual elements, etc.) → practically everything in language use can be converged to
 - And we know that ELF communication is highly context-dependent and situational
 - **What does this mean (implications)?**
 - You never know *which* *languages and shared linguistic and/or *cultural resources (e.g. business know-how) will be present in a particular group of ELF speakers. You never know which forms of language are going to be used – and potentially accommodated to – in a particular ELF interaction

Beyond communities (of practice): ELF in Transient International Groups



Empirical work on spoken ELF interactions

- Availability of ELF data from early/mid-2000s → increase in descriptive work on ELF use
- In contrast to other (applied) linguistic fields:
strong focus on spoken interactive data in ELF research (cf. e.g. Seidlhofer 2001, Jenkins 2000)
- Increasing descriptive work about ELF use accompanied by discussions about
 - implications for English Language Teaching, pedagogy & teacher education
 - re-evaluating and **challenging established concepts** like (non-)native speaker and **speech community**

From CoPs to transient groups

- **Community of Practice (CoP)** (Wenger, 1998)
 - suggested in early ELF research as alternative to speech community (e.g. House, 2003, Seidlhofer, 2007, Dewey, 2009)
 - explored in some ethnographic studies (e.g. Ehrenreich, 2009, Smit, 2010, Kalocsai, 2014, Vettorel, 2014, Cogo, 2016)
 - but also limitations acknowledged (e.g. Dewey, 2009, Mauranen, 2012, Baker, 2015, Jenkins, 2015, Ehrenreich, 2018)
 - *Many ELF contexts are simply too short-lived and unstable to be considered CoPs!*
- Focus on transient groups/communities/social configurations
 - Transient Multilingual Communities (Mortensen, 2017) → TMC project
 - Transient International Groups (Pitzl, 2018) → **ELF in TIGs project**

ELF in TIGs project (2019-2025)

English as a lingua franca in Transient International Groups

English as a lingua franca in Transient International Groups

Marie-Luise Pitzl-Hagin

⊕ Grant DOI: 10.55776/V747 

⌚ Funding program: Elise Richter

✉ Project no.: V 747

⌚ Status: ongoing

Disciplines

Linguistics and Literature (100%)

Keywords

Pragmatics, Micro-Diachronic Approach, English as a lingua franca, Transient International Groups, Lexical Development, Spoken Interaction

Elise-Richter Grant V747-G (2019-2025)

English as a lingua franca in Transient International Groups (ELF in TIGs)

Overall aim: to develop a new methodological and descriptive framework for the study of communication in transient multilingual contexts

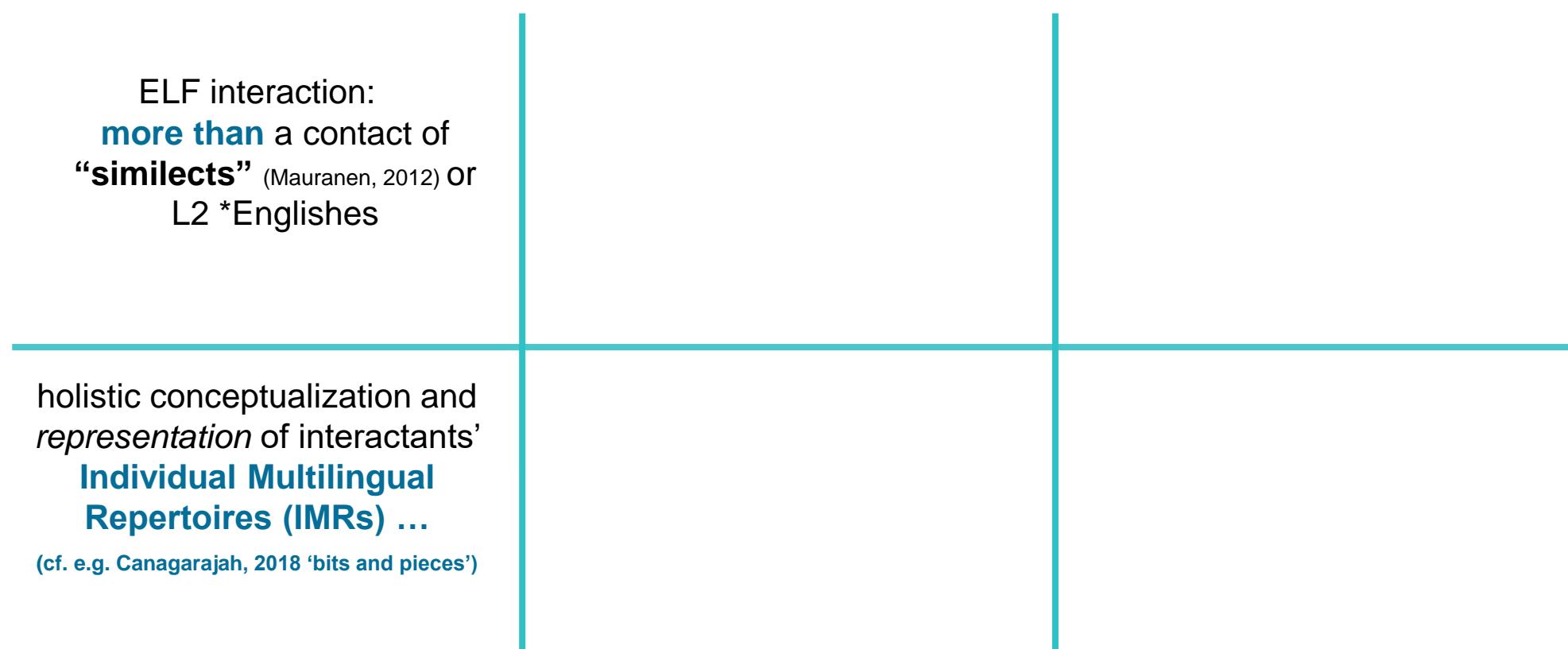
- empirical description of **how communication evolves in interaction** in different ELF contexts and group constellations over time (i.e. **in real time**)
- **analyses of lexical and pragmatic processes** in TIGs, such as emergence of group-specific multilingual practices or emergent lexical practices
- **metadata visualization** of TIGs & micro-diachronic analysis of interaction

ELF as transient language contact:

Individual multilingual repertoires and shared multilingual resource pools in TIGs



ELF interactions as sites of transient language contact



Pitzl, M.-L. (2016). World Englishes and creative idioms in English as a lingua franca. *World Englishes*, 35(2), 293-309.

Linguistic repertoires

utb.

Applied Linguistics 2012; 33(5): 503–523
© Oxford University Press 2012
doi:10.1093/applin/ams056 Advance Access published on 5 October 2012

The Linguistic Repertoire Revisited

BRIGITTA BUSCH

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This article argues for the relevance of poststructuralist approaches to the notion of a linguistic repertoire and introduces the notion of language portraits as a basis for empirical study of the way in which speakers conceive and represent their heteroglossic repertoires. The first part of the article revisits Gumperz's notion of a linguistic repertoire, and then considers the challenge to the concept represented by the conditions of super-diversity. It then argues that poststructuralist approaches, exemplified in the work of Jacques Derrida and Judith Butler, add an exploration of previously neglected factors such as the power of categories or the significance of desire in language. In the second part, this article considers a novel methodological approach to studying linguistic repertoires: a multimodal, biographical approach using a language portrait, which involves a close reading of the visual and verbal representation of linguistic experience and linguistic resources. The final part of the article discusses how a poststructuralist approach can contribute to expanding the notion of 'repertoire'.

Busch, B. (2012). The linguistic repertoire revisited. *Applied Linguistics*, 33(5), 503–523.

Applied Linguistics 2015; 36(1): 1–20
© Oxford University Press 2015
doi:10.1093/applin/ams030 Advance Access published on 10 September 2014

Expanding the Notion of the Linguistic Repertoire: On the Concept of *Spracherleben*—The Lived Experience of Language

BRIGITTA BUSCH

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The aim of this article is to explore the connections between the concepts of the linguistic repertoire, of language ideologies, and of lived experience of language. In foregrounding the concept of *Spracherleben*, the lived experience of language, this article contributes to the ongoing debate on how to rethink the notion of the linguistic repertoire considering that current phenomena such as increased mobility, migration, or participation in transnational networks of communication make it difficult to take, as Gumperz (1964) did in his original concept, relatively stable speech communities as point of departure. The notion of the lived experience of language which I am elaborating here emphasizes the intersubjective dimension of language as a gesture toward the other and casts light on the often-neglected bodily and emotional dimensions of perception and speech. Attaching particular importance to the perspective of the experiencing subject, the concept is based on phenomenological approaches, as developed in the 1940s by the French philosopher Merleau-Ponty.

Busch, B. (2017). Expanding the notion of the linguistic repertoire: On the concept of *Spracherleben* -The lived experience of language. *Applied Linguistics*, 38(3), 340–358.

Brigitta Busch

Mehrsprachigkeit

3. Auflage

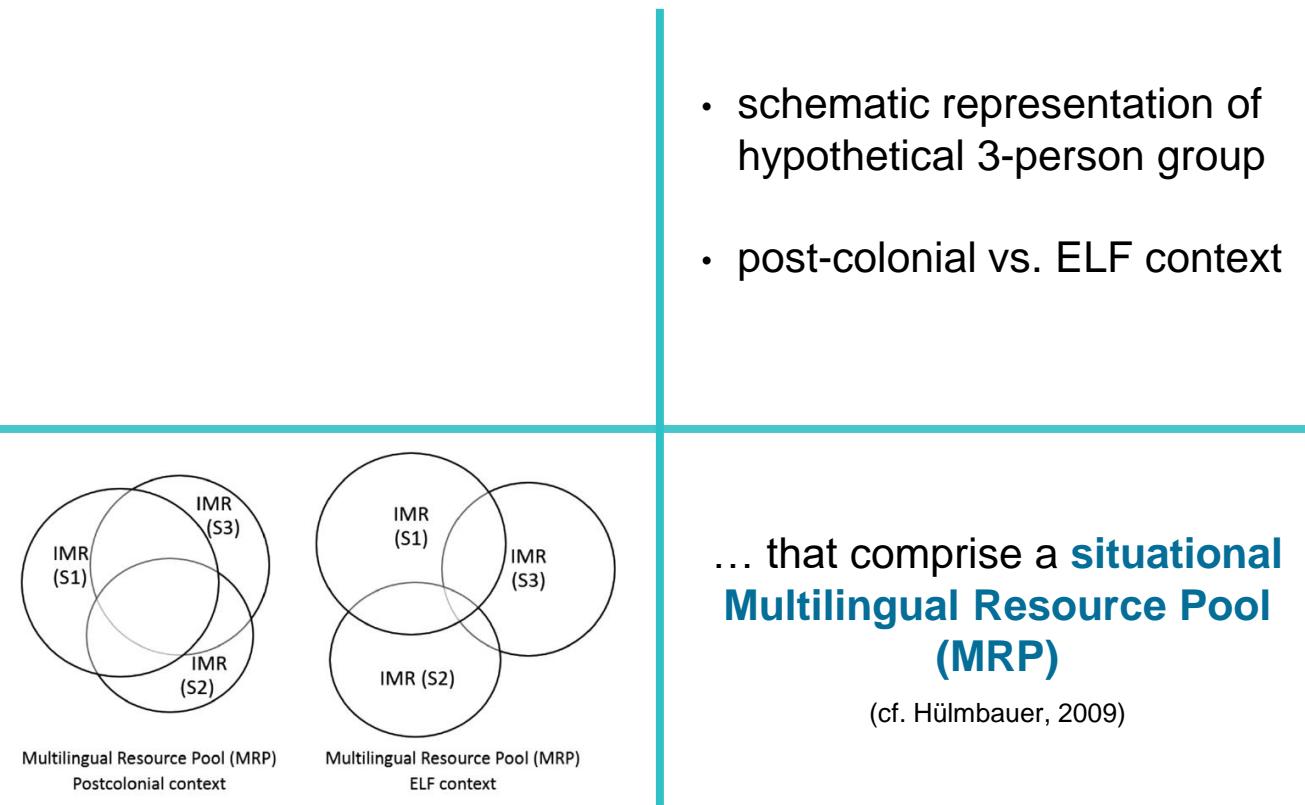


Busch, B. 2021. *Mehrsprachigkeit* (3rd edition). Vienna: facultas.

ELF interactions as sites of transient language contact

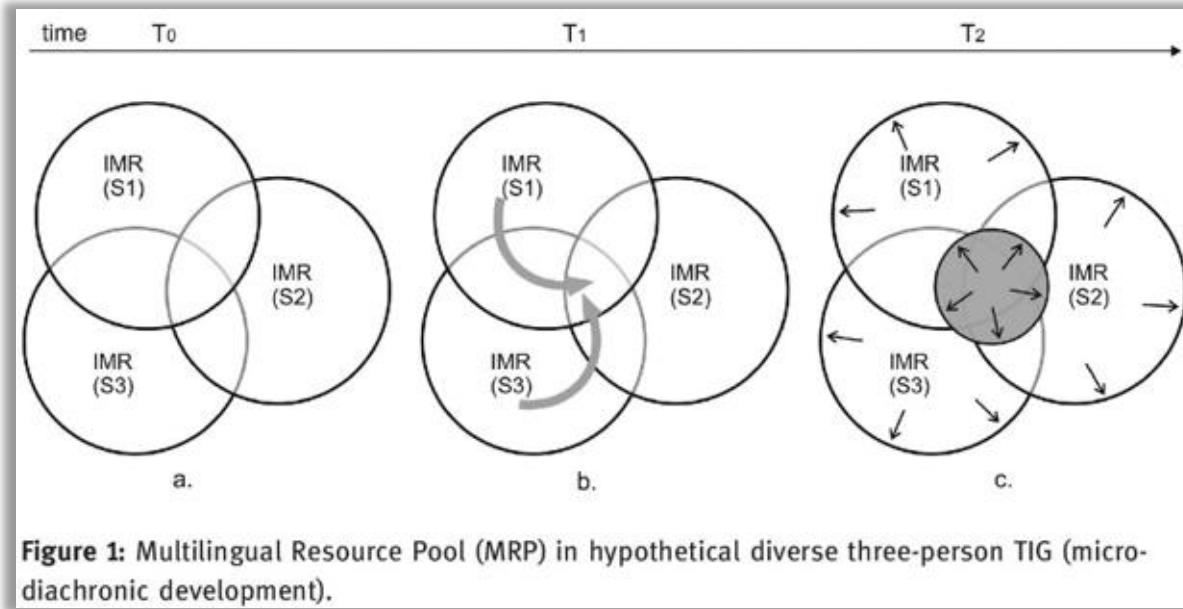
ELF interaction:
more than a contact of
“**similects**” (Mauranen, 2012) OR
L2 *Englishes

holistic conceptualization and
representation of interactants'
**Individual Multilingual
Repertoires (IMRs) ...**
(cf. e.g. Canagarajah, 2018 'bits and pieces')



Pitzl, M.-L. (2016). World Englishes and creative idioms in English as a lingua franca. *World Englishes*, 35(2), 293-309.

Multilingual Resource Pool & micro-diachronic development



- what is shared by speakers to begin with (T_0)
- what can be/is shared in interaction (T_1)
- what becomes shared by a group (T_2)

Pitzl, M.-L. (2018). Transient international groups (TIGs): Exploring the group and development dimension of ELF. *Journal of English as a Lingua Franca*, 7(1), 25–58.



Transient International Groups (TIGs)

groups of multilingual (ELF) speakers who interact for a particular purpose at a particular location for a certain amount of time and then dissolve again (Pitzl, 2018)

- focus on **fleeting (transient) social constellations** ≠ ‘traditional’ focus on (speech) communities
- **transcultural & translingual** view on communication (e.g. Baker, 2015, 2018, 2022) ≠ intercultural as culture A meets culture B
- assumption of **instability, individuality & diversity** ≠ describing how speakers of Lg X use English
- low degree of “semiotic sedimentation” (Mortensen, 2017, p. 276) ≠ describing how a language is typically used

→ descriptive focus on **development**: *not on how things are, but on how things become*
→ **emergent practices**

Pitzl, M.-L. (2018). Transient international groups (TIGs): Exploring the group and development dimension of ELF. *Journal of English as a Lingua Franca*, 7(1), 25–58.



VOICE Vienna-Oxford International Corpus of English

Corpus of spoken ELF interactions

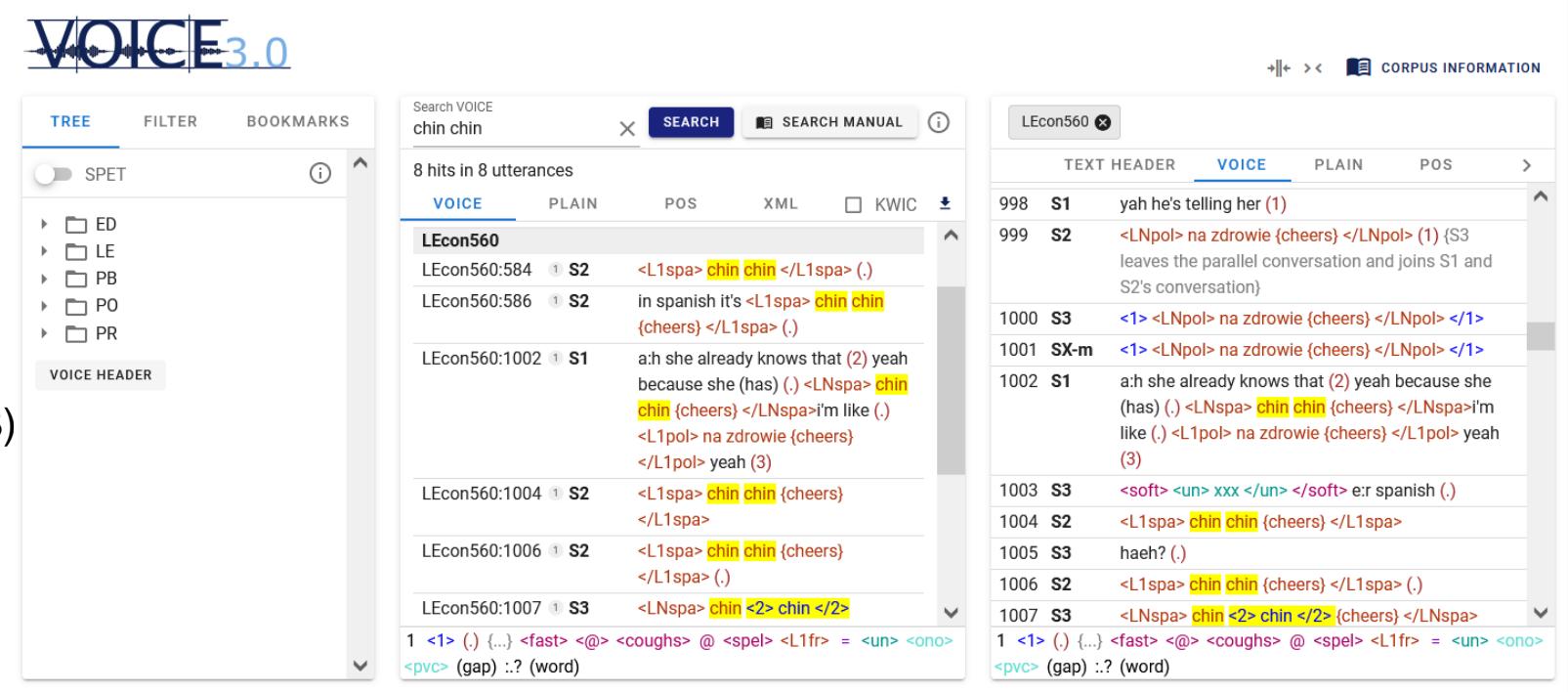
- ~ 1 million words
- 151 speech events / ~110 hours
- 5 domains / 10 speech event types
- 1260 speakers / 753 individuals

Public releases / versions

- VOICE 1.0 Online (2009)
- VOICE 1.0 XML (2011)
- VOICE 2.0 POS XML & Online (2013)

Upcoming

- **VOICE 3.0 Online**
- **Released: Sept 2021**
- <https://voice3.acdh.oeaw.ac.at/>



The screenshot shows the VOICE 3.0 interface. On the left, a tree view shows categories like ED, LE, PB, PO, and PR. The main area is a search results page for the query "chin chin". The results table has columns for VOICE, PLAIN, POS, XML, and KWIC. The KWIC column shows examples of the search term in context. The right side of the interface shows a detailed view of utterances, with a table for "LEcon560" containing columns for TEXT HEADER, VOICE, PLAIN, POS, and >. Utterances are numbered 998 to 1007, showing speaker labels (S1, S2, S3, SX-m) and their speech content.

VOICE	PLAIN	POS	XML	KWIC
LEcon560	<L1spa> chin chin </L1spa> (.)			
LEcon560:584	1 S2			
LEcon560:586	1 S2	in spanish it's	<L1spa> chin chin {cheers} </L1spa> (.)	
LEcon560:1002	1 S1	a:h	she already knows that (2) yeah	
		because she (has) (.)	<LNspa> chin chin {cheers} </LNspa> i'm like (.)	
		<L1pol> na zdrowie {cheers}	<L1pol> yeah (3)	
LEcon560:1004	1 S2	<L1spa> chin chin {cheers}	</L1spa>	
LEcon560:1006	1 S2	<L1spa> chin chin {cheers}	</L1spa> (.)	
LEcon560:1007	1 S3	<LNspa> chin <2> chin </2>		
1 <1> (.) {...} <fast> <@> <coughs> @ <spel> <L1fr> = <un> <ono> <pvc> (gap) :? (word)				

TEXT HEADER	VOICE	PLAIN	POS	>
998	S1	yah he's telling her (1)		
999	S2	<LNpol> na zdrowie {cheers} </LNpol> (1) {S3		leaves the parallel conversation and joins S1 and S2's conversation)
1000	S3	<1> <LNpol> na zdrowie {cheers} </LNpol> </1>		
1001	SX-m	<1> <LNpol> na zdrowie {cheers} </LNpol> </1>		
1002	S1	a:h	she already knows that (2) yeah because she (has) (.)	<LNspa> chin chin {cheers} </LNspa> i'm like (.) <L1pol> na zdrowie {cheers} </L1pol> yeah (3)
1003	S3	<soft> <un> xxx </un> </soft>	e:r spanish (.)	
1004	S2	<L1spa> chin chin {cheers}	</L1spa>	
1005	S3	haeh? (.)		
1006	S2	<L1spa> chin chin {cheers}	</L1spa> (.)	
1007	S3	<LNspa> chin <2> chin </2>	{cheers} </LNspa>	
1 <1> (.) {...} <fast> <@> <coughs> @ <spel> <L1fr> = <un> <ono> <pvc> (gap) :? (word)				

Case studies: Three TIGs

MALTA-TIG

VOICE (LEcon329, LEcon547, LEcon548)

4 interactants

**S3 (L1 *Serbian) &
S1, S2, S4 (L1 *Maltese)**

short casual conversations
while sight-seeing
and at family's home
during S3's visit to Malta

Pitzl, M.-L. (2018). Transient international groups (TIGs): Exploring the group and development dimension of ELF. *Journal of English as a Lingua Franca*, 7(1), 25–58.

Student-TIG

VOICE (LEcon560)

6 main interactants

**L1s: *Danish, *Dutch,
*Norwegian, *German,
*Polish, *Spanish/*Catalan**

casual conversation among
students at beginning of their
exchange term
in pub in Vienna

Pitzl, M.-L. (2022). Multilingual creativity and emerging norms in interaction: Towards a methodology for micro-diachronic analysis. In J. Mortensen & K. Kraft (Eds.), *Norms and the study of language in social life* (pp. 125-155). De Gruyter Mouton.

BELF-TIG

VOICE (PBmtg3)

5 interactants

**S1, S2 (L1 *Korean) &
S3, S4, S5 (L1 *German)**

business meeting at food
company during S1 and S2
business trip to Austria

Pitzl, M.-L. (2021). Tracing the emergence of situational multilingual practices in a BELF meeting: Micro-diachronic analysis and implications of corpus design. In K. Murata (Ed.), *ELF research methods and approaches to data and analyses: Theoretical and methodological underpinnings* (pp. 97-125). Routledge.

Case studies: Three TIGs

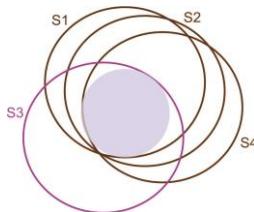
MALTA-TIG

VOICE (LEcon329, LEcon547, LEcon548)

4 interactants

**S3 (L1 *Serbian) &
S1, S2, S4 (L1 *Maltese)**

asymmetric-bilateral TIG



Pitzl, M.-L. (2018). Transient international groups (TIGs): Exploring the group and development dimension of ELF. *Journal of English as a Lingua Franca*, 7(1), 25–58.

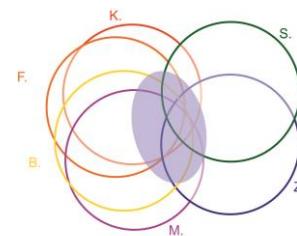
Student-TIG

VOICE (LEcon560)

6 main interactants

**L1s: *Danish, *Dutch,
*Norwegian, *German,
*Polish, *Spanish/*Catalan**

diverse TIG



Pitzl, M.-L. (2022). Multilingual creativity and emerging norms in interaction: Towards a methodology for micro-diachronic analysis. In J. Mortensen & K. Kraft (Eds.), *Norms and the study of language in social life* (pp. 125-155). De Gruyter Mouton.

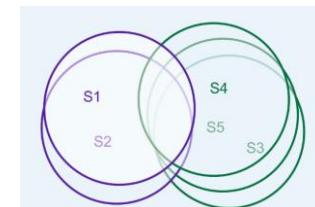
BELF-TIG

VOICE (PBmtg3)

5 interactants

**S1, S2 (L1 *Korean) &
S3, S4, S5 (L1 *German)**

symmetric-bilateral TIG

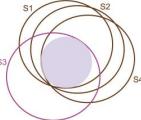


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Tracing emergent practices

Group-specific patterns of transient language contact

MALTA-TIG



Student-TIG



BELF-TIG



Detailed micro-diachronic description of non-*English/multilingual elements

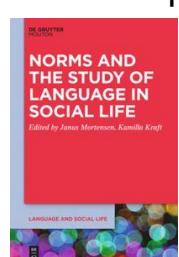
development of **inclusive/shared** multilingual practices

- expansion of **translingual & transcultural territory**
(place names, *Maltese vs. *Italian, cultural comp., Mediterranean, ...)
- increasing awareness:** *Italian as part of central area of MRP
- opens up possibility for code-switch** to LN *Italian idiom



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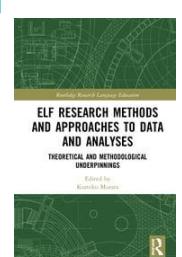
- episodes of **multilingual cheers**
- additional episodes of **mutual 'language learning/teaching'**
- elements of ten *languages** → reflects number of speakers & linguistic diversity of TIG's MRP
- initial stage** of potential norm development of **multil. practices**



Pitzl, M.-L. (2022). Multilingual creativity and emerging norms in interaction: Towards a methodology for micro-diachronic analysis. In J. Mortensen & K. Kraft (Eds.), *Norms and the study of language in social life* (pp. 125-155). De Gruyter Mouton. [Open-access](#)

exclusive multiling. pract.

- increasing use of (unintelligible!) L1 side sequences** by both 'parties' throughout meeting
- accommodation: convergence towards divergence**
- gradual tacit agreement: **no threat to rapport** → **situational etiquette**



Pitzl, M.-L. (2021). Tracing the emergence of situational multilingual practices in a BELF meeting: Micro-diachronic analysis and implications of corpus design. In K. Murata (Ed.), *ELF research methods and approaches to data and analyses: Theoretical and methodological underpinnings* (pp. 97-125). Routledge.

Emergent pragmatic conventions in spoken ELF interactions

Corpus Pragmatics
<https://doi.org/10.1007/s41701-024-00166-1>

ORIGINAL PAPER

Check for updates

Emergent Pragmatic Conventions in Spoken ELF Corpus Data: Micro-Diachronic Analysis of Inclusive vs. Exclusive Multilingual Practices

Marie-Luise Pitzl-Hagin¹ 

Received: 5 September 2023 / Accepted: 29 March 2024
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Abstract
This article examines multilingual practices as an example of emergent pragmatic conventions in three Transient International Groups (TIGs) using spoken English as a lingua franca (ELF) from the Vienna-Oxford International Corpus of English (VOICE). The analysis combines principles of corpus linguistics and conversation analysis by adopting a new approach for the micro-diachronic analysis of spoken interaction. Quantitative and qualitative evidence and micro-diachronic visualizations of VOICE transcripts show how the three groups examined interactively develop group-specific multilingual practices. The analysis reveals that the three groups have different preferences in this respect. While two groups develop inclusive multilingual practices in the course of their interaction, one group shows a tendency to use multilingual practices exclusively, primarily in side sequences. In addition to multilingual use, the presence or absence of metalinguistic discussions about language (and languages) plays a role for creation of shared transcultural territory and the formation of group identity. These processes are indicative of how unacquainted multilingual speakers negotiate and develop pragmatic conventions more generally.

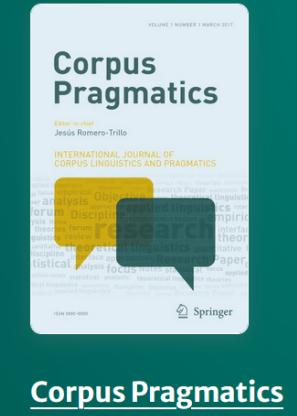
Keywords English as a lingua franca · Pragmatic conventions · Multilingual practices · Transient International Groups · Micro-diachronic analysis of interaction · Spoken corpora

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Emergent Pragmatic Conventions in Spoken ELF Corpus Data: Micro-Diachronic Analysis of Inclusive vs. Exclusive Multilingual Practices

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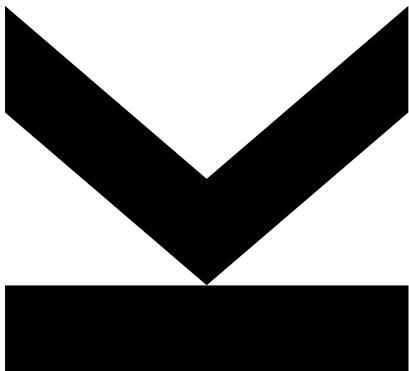


Corpus Pragmatics

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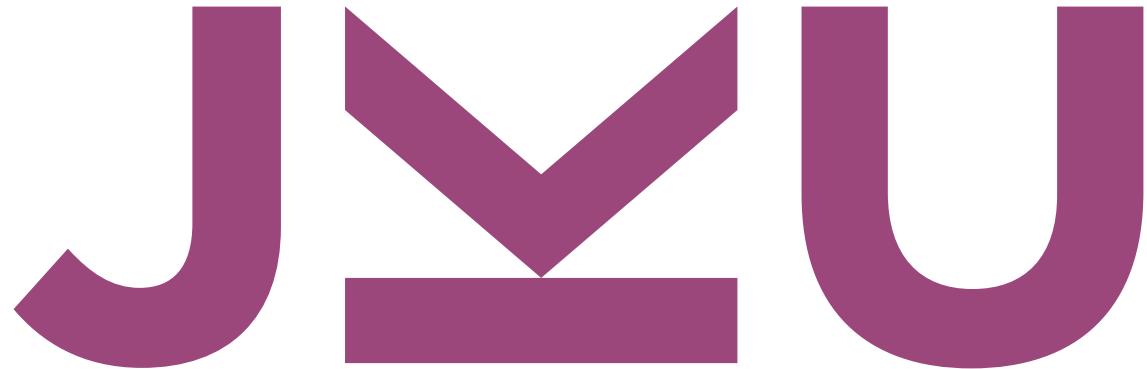
English as a lingua franca (ELF) as site of transient language contact



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