LINZ SCHOOL
OF EDUCATION

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

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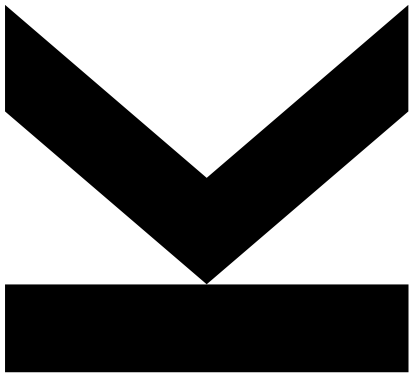
Invited guest lecture, EC2U Discourses in Europe (15 October 2026)

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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
4. **Micro-diachronic analysis of interaction:**
   Describing emergent multilingual practices
5. **Concluding remarks**

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		*(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=
10	CHAKO:	=nuts and chocolate
11	ANNA:	mhm … ni::ce=
12	CHAKO: →	**=te gusta?=**
13	ANNA:	**=mucho**

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

<u>From mid-2000's onwards:</u>

- 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

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12	CHAKO: →	**=te gusta?=**
13	ANNA:	**=mucho**

(Cogo, 2009, pp. 265-267)

Accommodation & multilingual elements

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

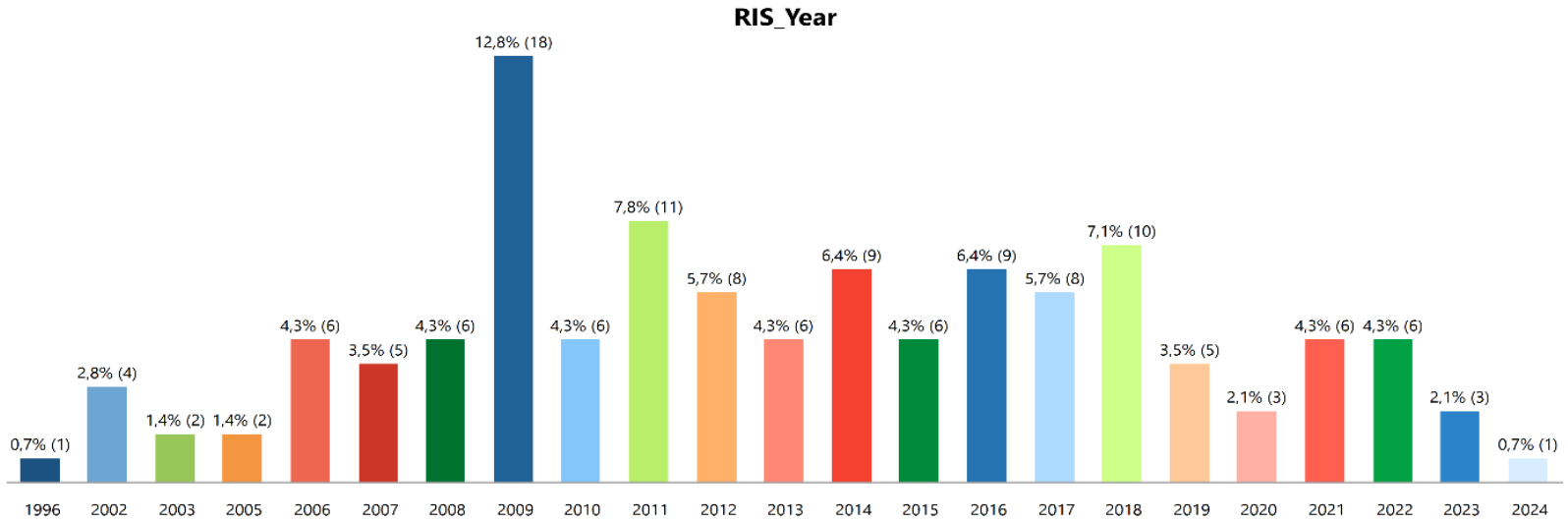
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Meta-analysis of published descriptive research on spoken ELF interactions (1996-2024)



Research assistants:
Dajana Mujagic (2020),
Daniel Probstner (2024)

- ✓ naturally-occurring interactive ELF data
- ✓ descriptive study
- ✓ journal article or book chapter
- – monographs excluded

- ✓ 141 publications selected
- ✓ majority published after 2005

Topics & ELF research foci across the years

code-switching
pragmatic strategies
variability
business communities of practice
'you know'
correctness and effectiveness
(co)-fluency
pre-empting problems of understanding
code-switching
situated positioning
chunking
intonation
idiom and metaphor
accommodation
pragmatic strategies
morphosyntax
communicative effectiveness
(im)politeness
participation and performance
repair
formulaic language
repetition
metapragmatic comments
idiomaticity
efficiency
rapport
misunderstanding
'more or less'
the "habitat factor"
-ing form
‘third person -s’
the use of L1/Ln
the role of languages other than English
foreigner talk
pragmatic competence
pronunciation
culture
conversation analysis

polyadic English
explanatory strategies
language regulation
linguistic and cultural hybridity
humor
language choice
word class variation
repair
face preservation
chunking
idiomaticity
discourse markers
compliment sequences
stance
disagreement
questions
multilingual practices
politeness
accommodation strategies
interactional features
self-repetition
subjectivity and intersubjectivity
pragmatic strategies
identity
cognates
mediation
interpersonal involvement
misunderstanding
self-repair
(mis-)managing conflict
pronunciation
identity
simultaneous speech
'I think' and 'I don’t know'
backchannelling
strategic use
understanding
small talk and rapport
accommodation strategies

communication strategies
repair and accommodation
cultural knowledge
communication strategies
code-switching
uncooperativeness
disagreement
laughter
laughter and humour
transient international groups (TIGs)
disagreement
formulaic language
institutional and academic power
plurilingual resources
flagging
misunderstanding
(B)ELF
negotiating English
transient multilingual communities
epistemic assertion sequences
variability
ideologies of ‘diversity’
translanguaging
vowel quality
solidarity
vagueness
POS-tagging
misunderstanding
teasing
intercultural communicative competence
code-switching
simultaneous speech
intelligibility
conversation analysis
negotiation

refusals
conventional metaphors
interculturality
explicitness
(im)politeness
pragmatic strategies
other-initiated repair
multilingual practices
interjections
(im)politeness
translanguaging
negotiation of meaning
communicative effectiveness
language alternation practices
accounting for asymmetries
micro-diachronic analysis
translanguaging
shared communication practices

columns (left to right):
1996-2009
2010-2014
2015-2019
2020-2024

Theme: Multilingualism
Topics & ELF research foci across the years

code-switching
pragmatic strategies
variability
business communities of practice
'you know'
correctness and effectiveness
(co)-fluency
pre-empting problems of understanding
code-switching
situated position
chunking
intonation
idiom and metap
accommodation
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communicative e
(im)politeness
participation and
repair
formulaic langua
repetition
metapragmatic c
idiomaticity
efficiency
rapport
misunderstandin
'more or less'
the "habitat facto
-ing form
'third person -s'
the use of L1/Ln
the role of languages other than English
foreigner talk
pragmatic competence
pronunciation
culture
conversation analysis

polyadic English
explanatory strategies
language regulation
linguistic and cultural hybridity
humor
language choice
word class variation
repair

(mis-)managing conflict
pronunciation
identity
simultaneous speech
'I think' and 'I don't know'
backchannelling
strategic use
understanding
small talk and rapport
accommodation strategies

communication strategies
repair and accommodation
cultural knowledge
communication strategies
code-switching
uncooperativeness
disagreement
laughter

intercultural communicative competence
code-switching
simultaneous speech
intelligibility
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refusals
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mmunication practices

1996-2009	2010-2014	2015-2019	2020-2024
Code-switching	Language regulation	Code-switching	Multilingual practices
Habitat factor	Linguistic and cultural hybridity	Plurilingual resources	Translanguaging
Use of L1/LN	Language choice	Flagging (of multilingual elements)	Language alternation practices
Role of languages other than English	Multilingual practices	Translanguaging	

columns (left to right):
1996-2009
2010-2014
2015-2019
2020-2024

Theme: Accommodation & maintaining understanding
Topics & ELF research foci across the years

code-switching
pragmatic strategies
variability
business commu
'you know'
correctness and
(co)-fluency
pre-empting pro
code-switching
situated position
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conversation analysis

polyadic English
explanatory strategies
language regulation

communication strategies
repair and accommodation
cultural knowledge

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alternation practices
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chronic analysis
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mmunication practices

1996-2009	2010-2014	2015-2019	2020-2024
Pre-empting problems of understanding	Explanatory strategies	Repair and accommodation	Other-initiated repair
Accommodation	Repair	Misunderstanding	Interjections
Repair	Accommodation strategies	Intelligiblity	Negotation of meaning
Repetition	Self-repetition/self-repair	Negotiation	
Metapragmatic comments	Misunderstanding		
Misunderstanding	(Mis-)managing conflict		
	Understanding		

columns (left to right):
1996-2009
2010-2014
2015-2019
2020-2024

negotiation

backchannelling
strategic use
understanding
small talk and rapport
accommodation strategies

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.

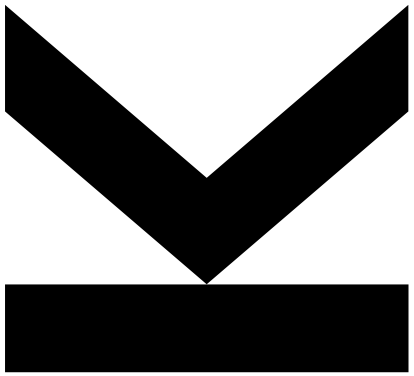
- But accommodation can affect all levels of language (pronunication, lexis, grammar, pragmatic conventions, multilingual elements, etc.) → practically everything in language use can be converged to

- 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)
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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)



ELF in TIGs project

Der Wissenschaftsfonds.

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

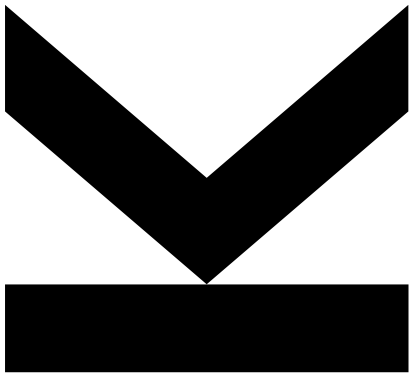
English as a lingua franca in Transient International Groups (ELF in TIGs)

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

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.

Linguistic repertoires

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: 1–20 © Oxford University Press 2015
doi:10.1093/applin/amv030

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.



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

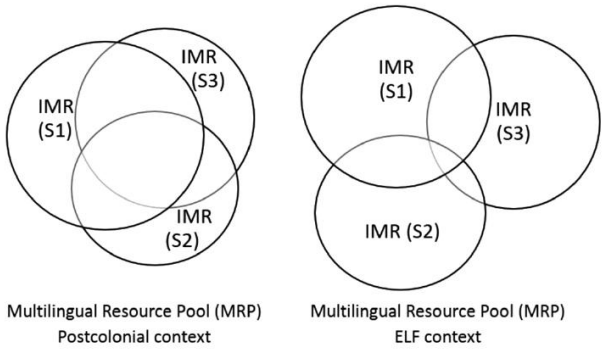
ELF interactions as sites of transient language contact

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

- schematic representation of hypothetical 3-person group
- post-colonial vs. ELF context

holistic conceptualization and *representation* of interactants’
Individual Multilingual Repertoires (IMRs) …

(cf. e.g. Canagarajah, 2018 ‘bits and pieces’)



… that comprise a **situational Multilingual Resource Pool (MRP)**

(cf. Hülmbauer, 2009)

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

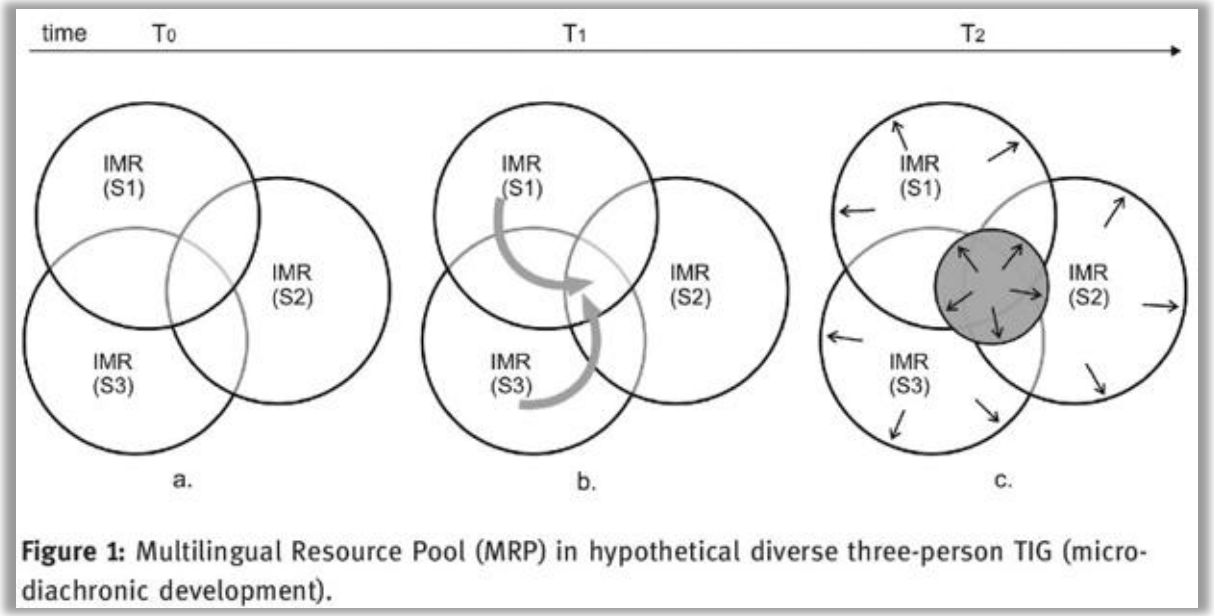


Figure 1: Multilingual Resource Pool (MRP) in hypothetical diverse three-person TIG (micro-diachronic development).

- 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.

Three case studies:

Bileral vs. diverse TIG constellations



Case studies: Three TIGs

MALTA-TIG
VOICE (LEcon329, LEcon547, LEcon548)

Student-TIG
VOICE (LEcon560)

BELF-TIG
VOICE (PBmtg3)

VOICE
Vienna-Oxford International Corpus of English

Corpus of spoken ELF interactions

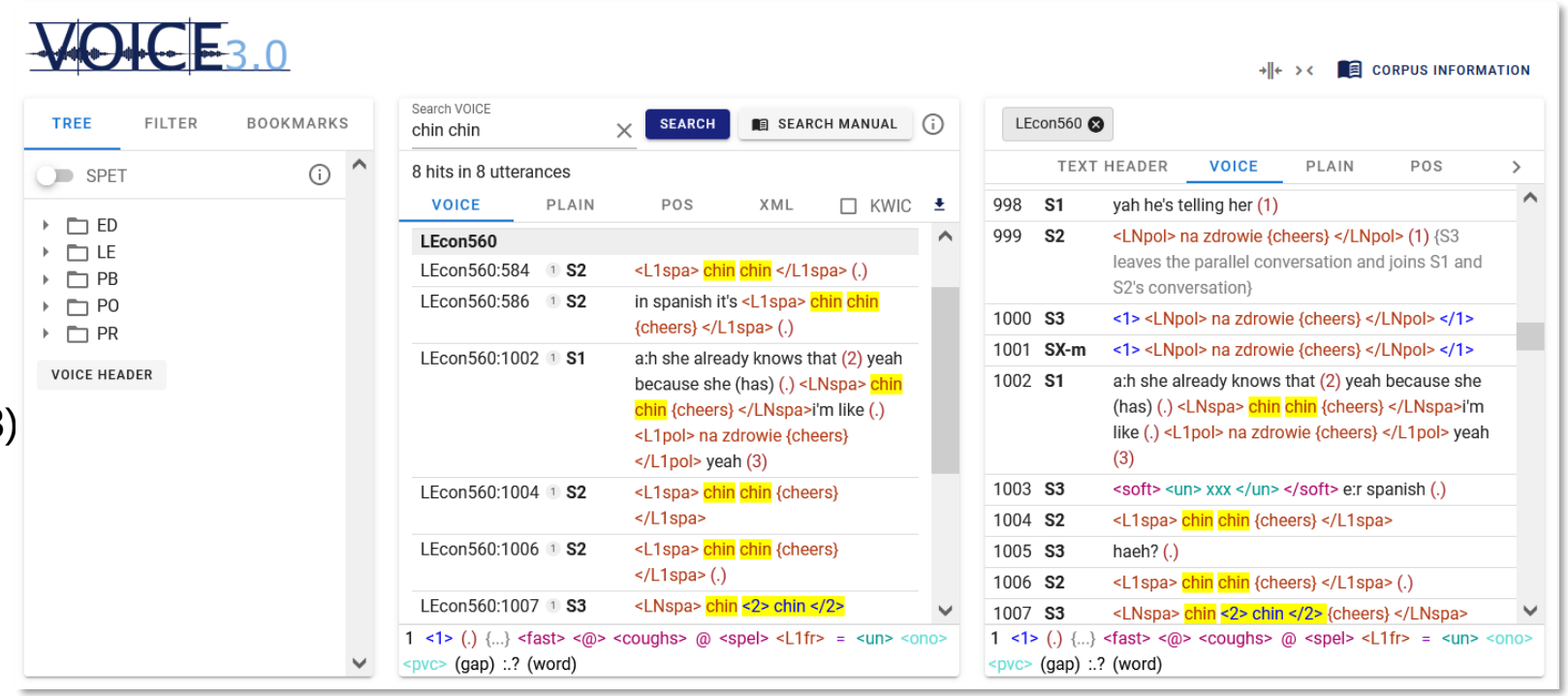
- ~ 1 million words
- 151 speech events / ~110 hours
- 5 domains / 10 speech event types
- 1260 speakers / 753 individuals

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/



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

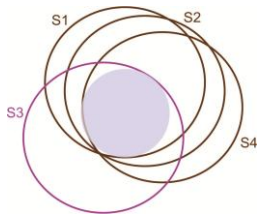
MALTA-TIG

VOICE (LEcon329, LEcon547, LEcon548)

4 interactants

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

asymmetric-bilateral TIG



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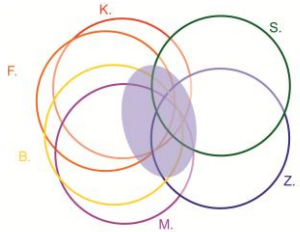
Student-TIG

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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Micro-diachronic analysis of interaction: Describing emergent multilingual practices



Descriptive focus: Non-*English/multilingual elements

MALTA-TIG	Student-TIG	BELF-TIG
VOICE (LEcon329, LEcon547, LEcon548)	VOICE (LEcon560)	VOICE (PBmtg3)

some/all speakers **unacquainted** (i.e. speech events recorded at or close to T_0)

qualitative observations concerning non-*English/multilingual elements

*Italian idiom	multilingual cheers	high number of non-E gaps
fume come un turco	*chin chin, na zdrowie, proost, skål*	portions not transcribed
but no interactant has L1 *Italian!		

all three TIGs/speech events: high number of non-*English/multilingual elements
compared to other speech events in VOICE, but also to ELFA corpus (cf. Hynninen, Pietikäinen & Vetchinnikova 2017)

136 L1/LN tags in ~ 9,000 w	241 L1/LN tags in 12,867 w	506 FWs in 24,601 w

MALTA-TIG
Initial observation: LN idiom code-switch

MALTA-TIG	Student-TIG	BELF-TIG
VOICE (LEcon329, LEcon547, LEcon548)	VOICE (LEcon560)	VOICE (PBmtg3)

some/all speakers **unacquainted** (i.e. speech events recorded at or close to T_0)

qualitative observations concerning non-*English/multilingual elements

*Italian idiom	multilingual cheers	high number of non-E gaps
fume come un turco	*chin chin, na zdrowie, proost, skål*	portions not transcribed
but no interactant has L1 *Italian!		

How does an ELF speaker who has just met the other ELF speakers (T_0) know that using an LN ***Italian idiom** as a **code-switch** will be '**successful**' (i.e. understood by the others) when **no interactant has *Italian as L1**?

Student-TIG:
Actuation of group-specific multilingual practices?

MALTA-TIG	Student-TIG	BELF-TIG
VOICE (LEcon329, LEcon547, LEcon548)	VOICE (LEcon560)	VOICE (PBmtg3)

some/all speakers **unacquainted** (i.e. speech events recorded at or close to T_0)

qualitative observations concerning non-*English/multilingual elements

*Italian idiom	multilingual cheers	high number of non-E gaps
fume come un turco	*chin chin, na zdrowie, proost, skål*	portions not transcribed
but no interactant has L1 *Italian!		

Some ELF-Communities of Practice (CoPs) make **certain inclusive multilingual practices**
(e.g. saying cheers in different languages) **pragmatic and social 'norms'** (see e.g. Kalocsai, 2014, p. 123).
Could this be the **actuation moment/phase** (i.e. how this process starts)?

BELF-TIG:
Acceptability? Development of situational etiquette?

MALTA-TIG	Student-TIG	BELF-TIG
VOICE (LEcon329, LEcon547, LEcon548)	VOICE (LEcon560)	VOICE (PBmtg3)

some/all speakers **unacquainted** (i.e. speech events recorded at or close to T_0)

qualitative observations concerning non-*English/multilingual elements

*Italian idiom	multilingual cheers	high number of non-E gaps
fume come un turco	*chin chin, na zdrowie, proost, skål*	portions not transcribed
but no interactant has L1 *Italian!		

Unintelligible L1 use (here: *Ger/*Kor) in a new (T_0) business context is **potentially face-threatening**.

Does this 'exclusive' use of unintelligible L1 involve **pragmatic and accommodative development throughout interaction? → development of joint situational multilingual etiquette?**

Multilingual Resource Pool & micro-diachronic development

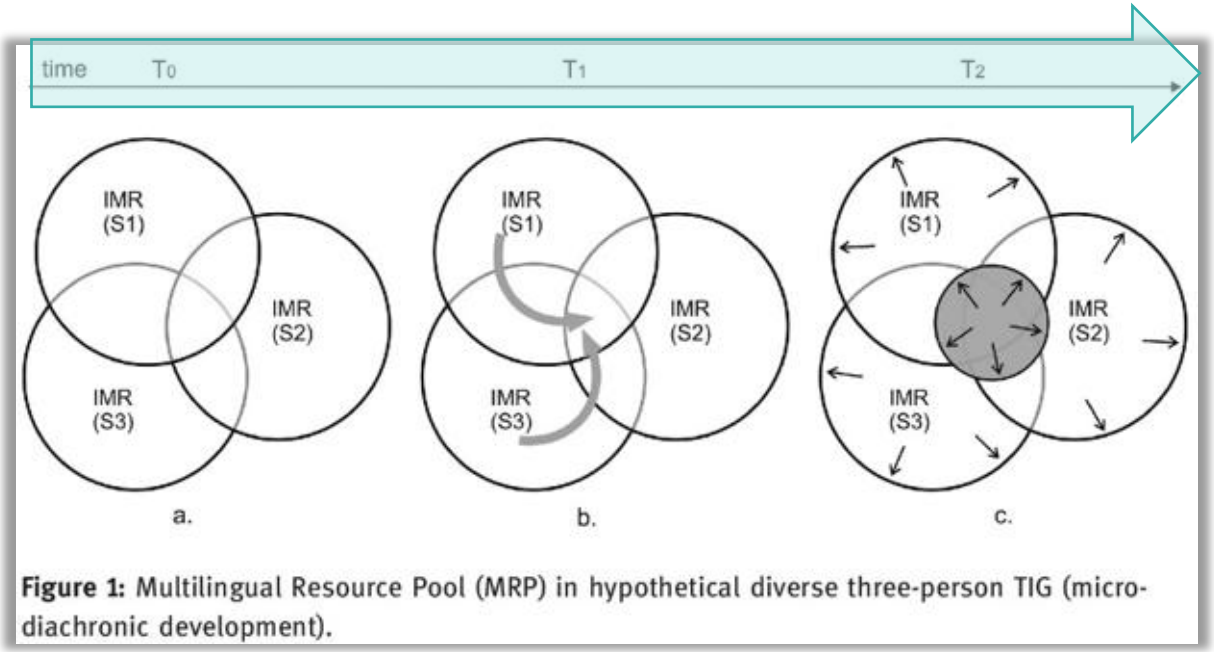


Figure 1: Multilingual Resource Pool (MRP) in hypothetical diverse three-person TIG (micro-diachronic development).

- 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)



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Combining perspectives: Micro-diachronic analysis of spoken interaction

1. Conversational view

2. Holistic view

3. Micro-diachronic view

LN idiom code-switch – Conversational view

1. Conversational view

Malta-TIG

What we see in Figure 4 is that although we find many CS instances in both LEcon329 and LEcon547, the content of what speakers actually say in these *Maltese L1/LN tags is quite different. In LEcon329, practically all intelligible instances of *Maltese are either place names or names of people (mostly family names), shown in light-brown in Figure 4. Thus, in LEcon329 the participants of the MALTA-TIG speak about places like *birkirkara, valetta, sliema, lija, balzan, attard* and many other towns and regions in Malta during their sightseeing trip.[25] In min 6–8 of LEcon329, the speakers also discuss the similarities of *Maltese

372	S3	hh people in serbia smoke a lot
373	S2	they do huh? =
374	S3	=a:h (5) {water running can be heard} we have a proverb like italians (.) er (.) <LNita> fuma come un turco {smoke like a turk} </LNita>
375	S2	<4> @@@@ </4>
376	S1	<4> @@@@@ </4>
377	S3	and e:r

How does an ELF speaker who has just met the other ELF speakers (T_0) know that using an LN ***Italian idiom** as a **code-switch** will be '**successful**' (i.e. understood by the others) when **no interactant has *Italian as L1**?



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Beyond code-switching – Micro-diachronic view

1. Conversational view

Malta-TIG

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376	S1	<4> @@@@@ </4>
377	S3	and e:r

2. Holistic view

Table 1: Overview of code-switching (L1/LN tags) in MALTA-TIG.

Language switched into	Place and family names	Words	Phrases	xx	excl.	Total
*Maltese L1	63	26	8	7	104	
*Maltese LN	12	10	6		28	
∑*Maltese L1 + LN	75	36	14			132
*Italian LN		1	1			2
*Serbian L1					1	1
*German LN	1					1
In total	76	37	15	7	1	136

3. Micro-diachronic view

Malta-TIG

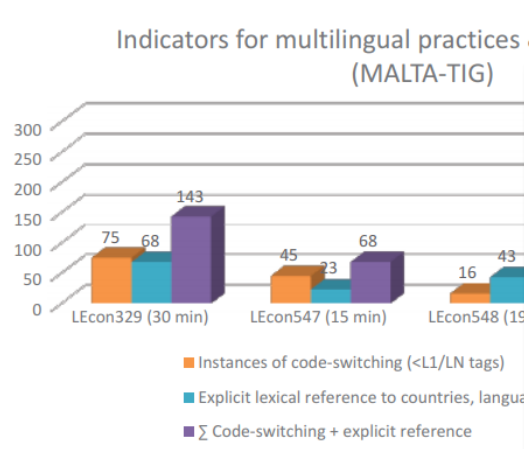


Figure 3: Instances of code-switching and explicit reference t in MALTA-TIG (event summaries).

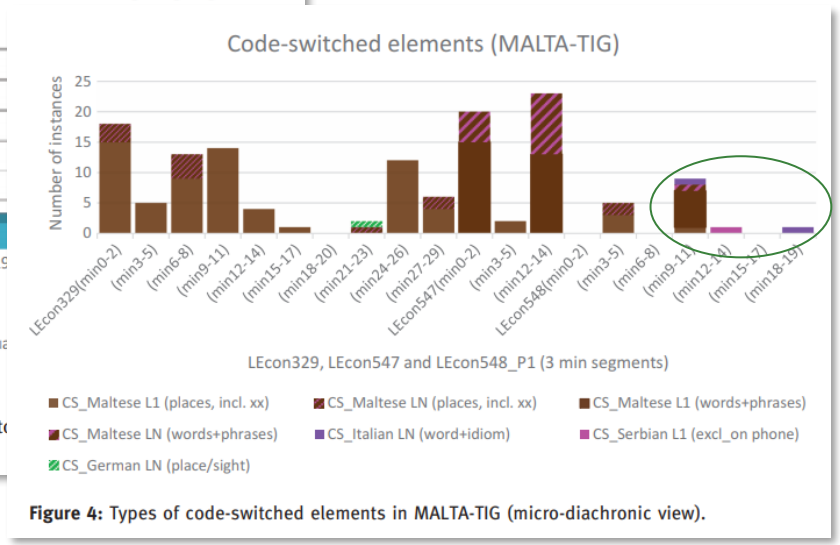


Figure 4: Types of code-switched elements in MALTA-TIG (micro-diachronic view).

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.



Developing shared transcultural and translingual territory – Combining perspectives and indicators

1. Conversational view

Malta-TIG

The high number of CS instances in LEcon547 is a direct result of the fact that S3 and her *Maltese interlocutors engage in explicit language teaching/learning in these conversational episodes.[26] Although this begins, more or less accidentally as a result of *Maltese *manki* being a (near)-homophone of *English *monkey* (see LEcon547:69–80), S3 seizes the opportunity and openly invites S1, S2 and S4 to teach her some *Maltese twice, once in min 0–2 (*teach me something*, LEcon547:86) and once in min 12–14 (*teach me something in maltese*, LEcon547:163 + 165). Just before S3 asks to be taught some *Maltese, the parallel between *Maltese and *Italian is first established in the transcripts. In trying to fully resolve the minor misunderstanding caused by the homophony of *manki* and *monkey*, S1 remarks that *manki* is to be understood *as in ita- in italian* (see LEcon547:76 + 78). Interestingly, this connection between *Maltese and *Italian, which becomes a lot more prominent in the third conversation (LEcon548), is made without switching to *Italian, but by means of explicit

372	S3	hh people in serbia smoke a lot
373	S2	they do huh? =
374	S3	=a:h (5) {water running can be heard} we have a proverb like italians (.) er (.) <LNita> fuma come un turco {smoke like a turk} </LNita>
375	S2	<4> @@@@ </4>
376	S1	<4> @@@@@ </4>
377	S3	and e:r

2. Holistic view

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In total	76	37	15	7	1	136

3. Micro-diachronic view

Malta-TIG

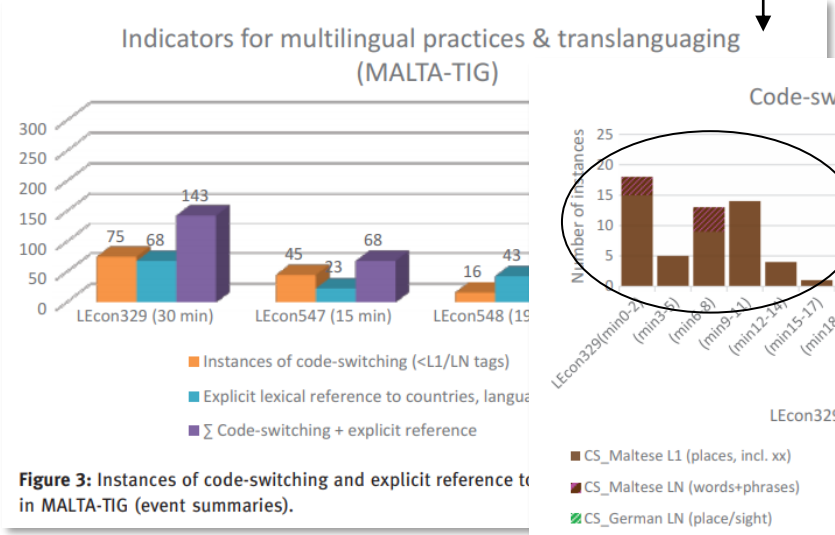


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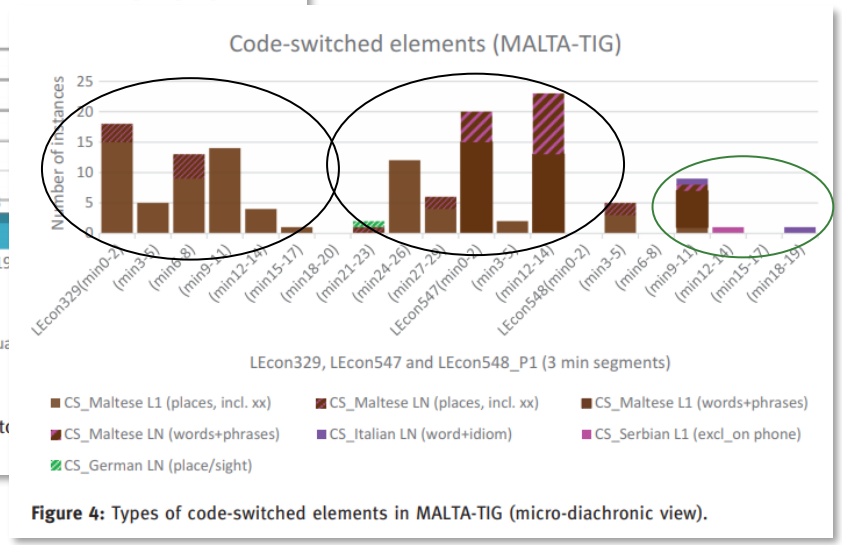


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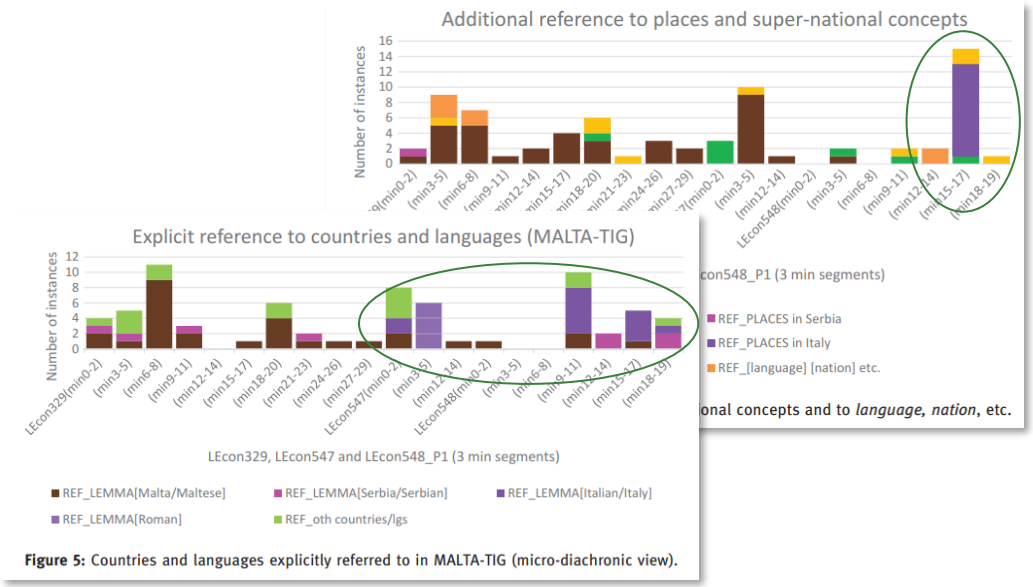


Figure 5: Countries and languages explicitly referred to in MALTA-TIG (micro-diachronic view).

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Case studies: Three TIGs

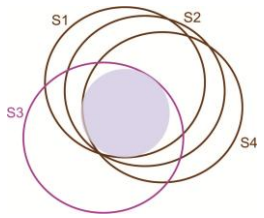
MALTA-TIG

VOICE (LEcon329, LEcon547, LEcon548)

4 interactants

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

asymmetric-bilateral TIG



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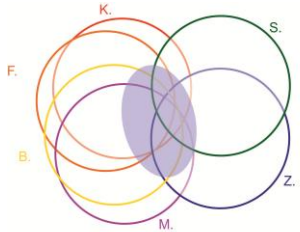
Student-TIG

VOICE (LEcon560)

6 main interactants

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

diverse TIG



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BELF-TIG

VOICE (PBmtg3)

5 interactants

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

symmetric-bilateral TIG



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Student-TIG:
Actuation of group-specific multilingual practices?

MALTA-TIG	Student-TIG	BELF-TIG
VOICE (LEcon329, LEcon547, LEcon548)	VOICE (LEcon560)	VOICE (PBmtg3)

some/all speakers **unacquainted** (i.e. speech events recorded at or close to T_0)

qualitative observations concerning non-*English/multilingual elements

*Italian idiom	multilingual cheers	high number of non-E gaps
fume come un turco	*chin chin, na zdrowie, proost, skål*	portions not transcribed
but no interactant has L1 *Italian!		

Some ELF-Communities of Practice (CoPs) make **certain inclusive multilingual practices**
(e.g. saying cheers in different languages) **pragmatic and social 'norms'** (see e.g. Kalocsai, 2014, p. 123).
Could this be the **actuation moment/phase** (i.e. how this process starts)?

Use of other languages in the student-TIG – Holistic view

1. Conversational view

Student TIG

Extract 1 Multilingual cheers (LEcon560; speaker IDs replaced by pseudonyms)

584 Sonia: <L1spa> **chin chin** </L1spa> (.)
585 Zofia: cheers (.) {parallel conversation between Bas and Freja starts}
586 Sonia: in spanish it's <L1spa> **chin chin** {cheers} </L1spa> (.)
587 Zofia: er in polish <L1pol> **na zdrowie** {cheers} </L1pol> (.)
588 Sonia: <LNpol> **na zdrowie** {cheers} </LNpol> (.)
589 Zofia: <L1pol> **na zdrowie** {cheers} </L1pol> (.)
590 Sonia: <LNpol> **na zdrowie** {cheers} </LNpol> = {parallel conversation between Freja and Bas ends and parallel conversation between Zofia and Sonia starts; they continue to talk about saying cheers in different languages}
591 Freja: = how do you say e:r cheers in e:r holland (1) dutch (.)
592 Bas: er all (.) all ALL sorts of ways actually <1> but </1>
593 Freja: <1> all </1> right =
594 Bas: = most people say <L1dut> **proost** {cheers} </L1dut> (.)
595 Freja: right (.)
596 Bas: like in danish it's <LNger> **prost?** {cheers} </LNger> (.) yeah in (.) i- <LNger> **pr-prost** {cheers} </LNger> is in: er is in denmark? (.)
597 Freja: o:h no (.) that's <L1dan> **skål** {cheers} </L1dan> (.)
598 Bas: a:h <LNdan> **skål** {cheers} </LNdan> yah
599 Sonia-x: <LNdan> **skål?** {cheers} </LNdan> (.)
600 Bas: yah (2) {Franz joins the group}
601 Franz: <L1ger> ist hier noch frei? {is this seat still available} </L1ger>{parallel conversation between Zofia and Sonia ends} (1)

2. Holistic view

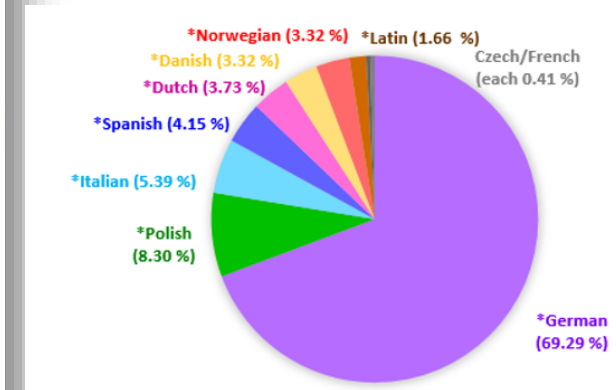


Figure 5. *Languages switched into (n=241) (LEcon560): Holistic view

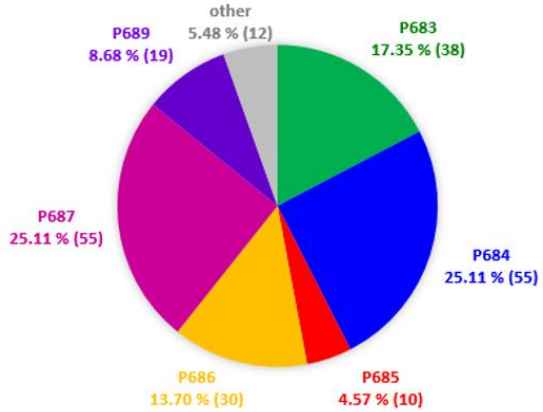
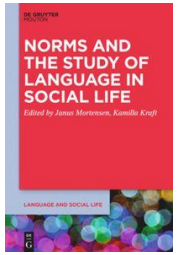


Figure 4. Utterances with L1/LN/LQ tags per speaker (n=219) (LEcon560): Holistic view



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Actuation of group-specific multilingual practices? – Micro-diachronic & combined view

1. Conversational view

Student TIG

Extract 1 Multilingual cheers (LEcon560; speaker IDs replaced by pseudonyms)

584 Sonia: <L1spa> **chin chin** </L1spa> (.)
585 Zofia: cheers (.) {parallel conversation between Bas and Freja starts}
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587 Zofia: er in polish <L1pol> **na zdrowie** {cheers} </L1pol> (.)
588 Sonia: <LNpol> **na zdrowie** {cheers} </LNpol> (.)
589 Zofia: <L1pol> **na zdrowie** {cheers} </L1pol> (.)
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{parallel conversation between Freja and Bas ends and parallel conversation between Zofia and Sonia starts; they continue to talk about saying cheers in different languages}
591 Freja: = how do you say e:r cheers in e:r holland (1) dutch (.)
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598 Bas: a:h <LNdan> **skål** {cheers} </LNdan> yah
599 Sonia-x: <LNdan> **skål?** {cheers} </LNdan> (.)
600 Bas: yah (2) {Franz joins the group}
601 Franz: <L1ger> ist hier noch frei? {is this seat still available} </L1ger>{parallel conversation between Zofia and Sonia ends} (1)

*languages. In particular, Seg 10 and 11 (but also Seg 17) show a high density of LN/L1 tags used in this way. After the second cheers episode (995-1023), Bas, Freja and Max discuss how grammatical gender is expressed in the *German determiner and inflectional system (1024-1053), which leads Bas and Max to compare meaning relations between *German *maedchen, magd* and *Dutch *maagd* (1064-1085). This triggers a comparison of *German *jungfrau* (1092-1105; 1117), *Danish *jomfru* (1108-1116) and even *Polish *dziewica* (1129), as Bas (L1 *Dutch) and Max's (L1 *German) are joined by Freja (L1 *Danish) and Zofia (L1 *Polish). Just a few utterances later, after having talked about the Latin origin of *Polish *kolumna* (1139-1155), the third cheers episode occurs, which leads Bas to compare *Polish *na zdrowie* with *Czech *na zdravie* (1175).

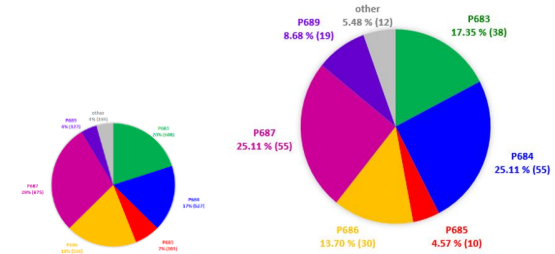


Figure 2. Number of utterances per speaker

Figure 4. Utterances with L1/LN/LQ tags per speaker (n=219) (LEcon560): Holistic view

2. Holistic view

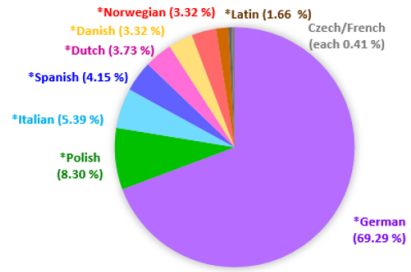


Figure 5. *Languages switched into (n=241) (LEcon560): Holistic view

3. Micro-diachronic view

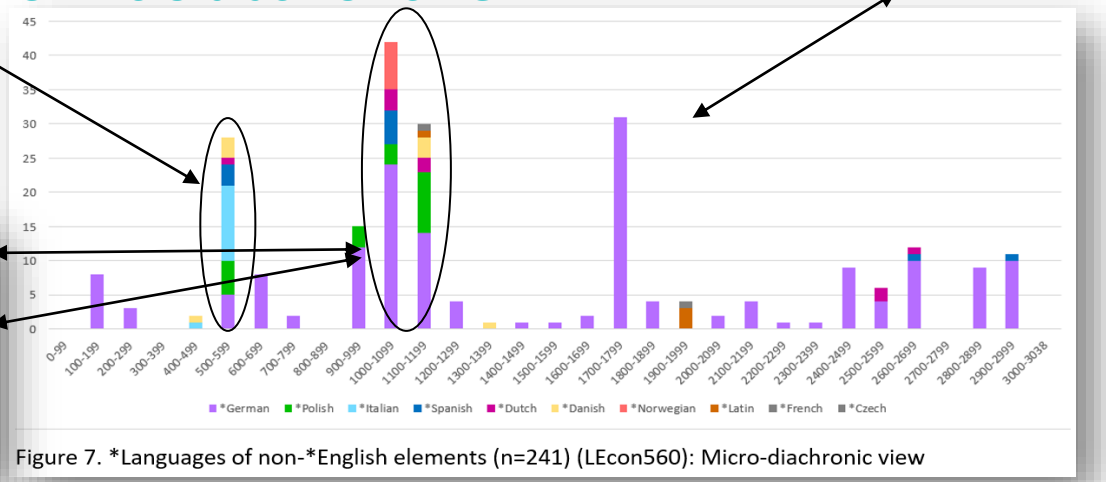
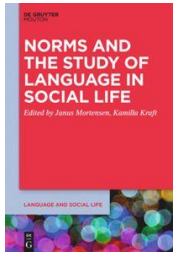


Figure 7. *Languages of non-*English elements (n=241) (LEcon560): Micro-diachronic view



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Case studies: Three TIGs

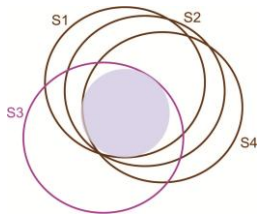
MALTA-TIG

VOICE (LEcon329, LEcon547, LEcon548)

4 interactants

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

asymmetric-bilateral TIG



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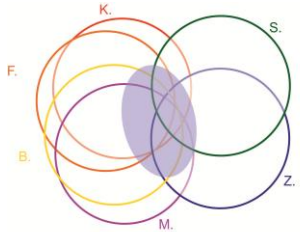
Student-TIG

VOICE (LEcon560)

6 main interactants

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

diverse TIG



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BELF-TIG

VOICE (PBmtg3)

5 interactants

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

symmetric-bilateral TIG



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BELF-TIG:
Acceptability? Development of situational etiquette?

MALTA-TIG	Student-TIG	BELF-TIG
VOICE (LEcon329, LEcon547, LEcon548)	VOICE (LEcon560)	VOICE (PBmtg3)

some/all speakers **unacquainted** (i.e. speech events recorded at or close to T_0)

qualitative observations concerning non-*English/multilingual elements

*Italian idiom	multilingual cheers	high number of non-E gaps
fume come un turco	*chin chin, na zdrowie, proost, skål*	portions not transcribed
but no interactant has L1 *Italian!		

Unintelligible L1 use (here: *Ger/*Kor) in a new (T_0) business context is **potentially face-threatening**.

Does this 'exclusive' use of unintelligible L1 involve **pragmatic and accommodative development throughout interaction? → development of joint situational multilingual etiquette?**

BELF-TIG: Exclusive code-switching & development of situational etiquette -

1. Conversational view

off to the consumers then it really (1) come back to us as a a: return goods (.) and also there's some (.) e:r postpone- (1) postponement of er delivery from YOUR side so we had some (.) little little bit of out of stock situation e:r

1152 S4 for four months or what?

1153 S1 NOT four months but er (.) e:r

(gap 00:00:15) {non-e; S1 and S2 talk to each other in korean, S5 and S4 then start talking german}

1154 S1

1155 S2

1156 S1

1157 S5

1158 S1

Excerpt 3 – Request for information I (exclusive, but transparent)

439 S1: no no (.) er sur- surPRISE (.) kinder surprise no.

440 S4: o<8>kay </8>

441 S1: <8> be</8>cause of (1) <to S2><soft><L1kor> xxxx?</L1kor></soft></to S2> (1)

442 S2: <to S1><soft><L1kor> xxxx </L1kor></soft></to S1> (.)

443 S1: we we e:r actually tried to:: to: to do some activities in this (area) but sav-

Data coding (QDA software)

2. Holistic view

*How much do individual speakers actively contribute to (i.e. **number of utterances**) in the speech event?*

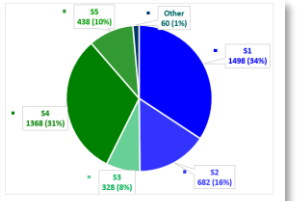
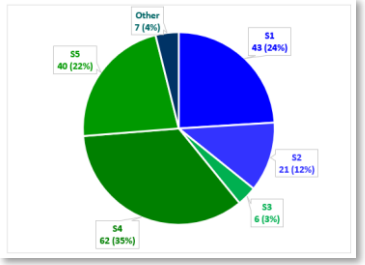


Figure 2. Number of utterances per speaker (PBmtg3; n=4374)

*How much do individual speakers contribute to **the phenomenon** (e.g. non-*English elements)?*



3. Micro-diachronic view

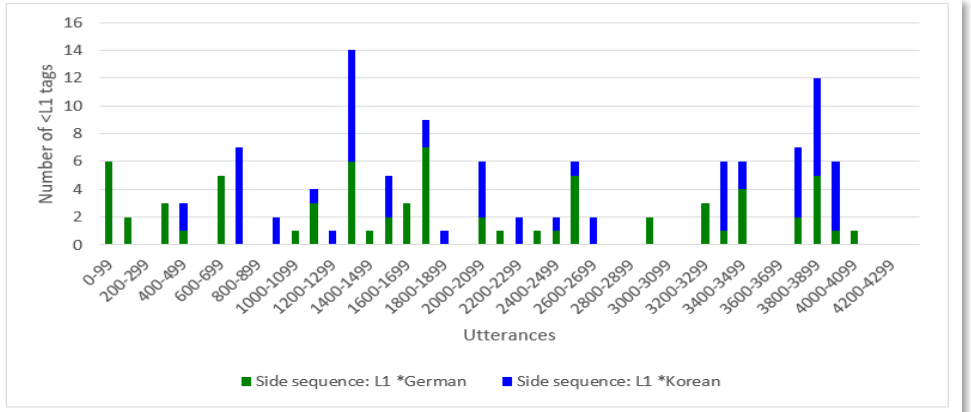


Figure 6. L1 tags used in side sequences in PBmtg3 (n=131): Micro-diachronic view

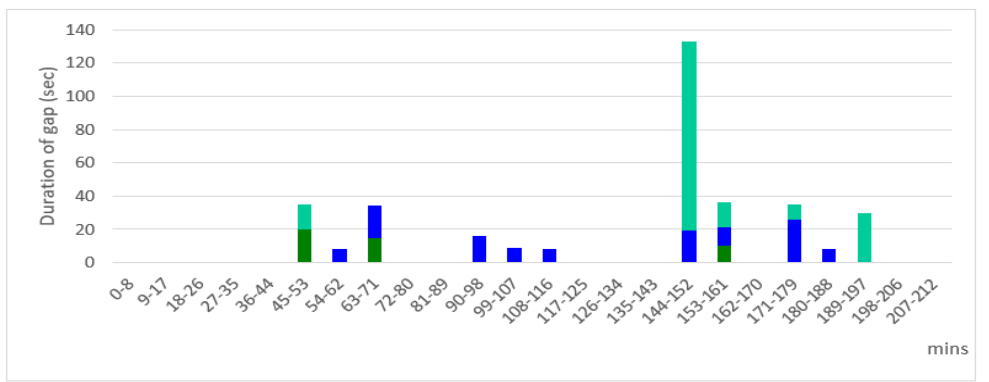


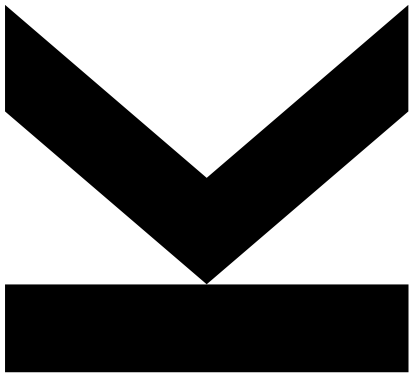
Figure 7. Gaps in transcription due to L1 side sequences (PBmtg3): Micro-diachronic view (9-minute segments)



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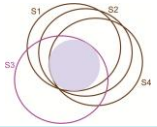
Concluding remarks



Tracing emergent practices

Group-specific patterns of transient language contact

MALTA-TIG



Student-TIG



BELF-TIG

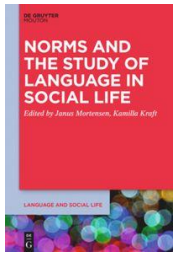


Detailed micro-diachronic description of non-*English/multilingual elements

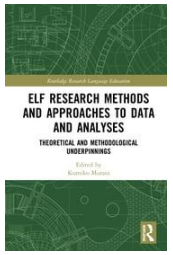
development of inclusive/shared multilingual practices		exclusive multiling. pract.
• expansion of **translingual & transcultural territory** (place names, *Maltese vs. *Italian, cultural comp., Mediterranean, ...) • **increasing awareness:** *Italian as part of central area of MRP • **opens up possibility for code-switch** to LN *Italian idiom	• 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	• **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**



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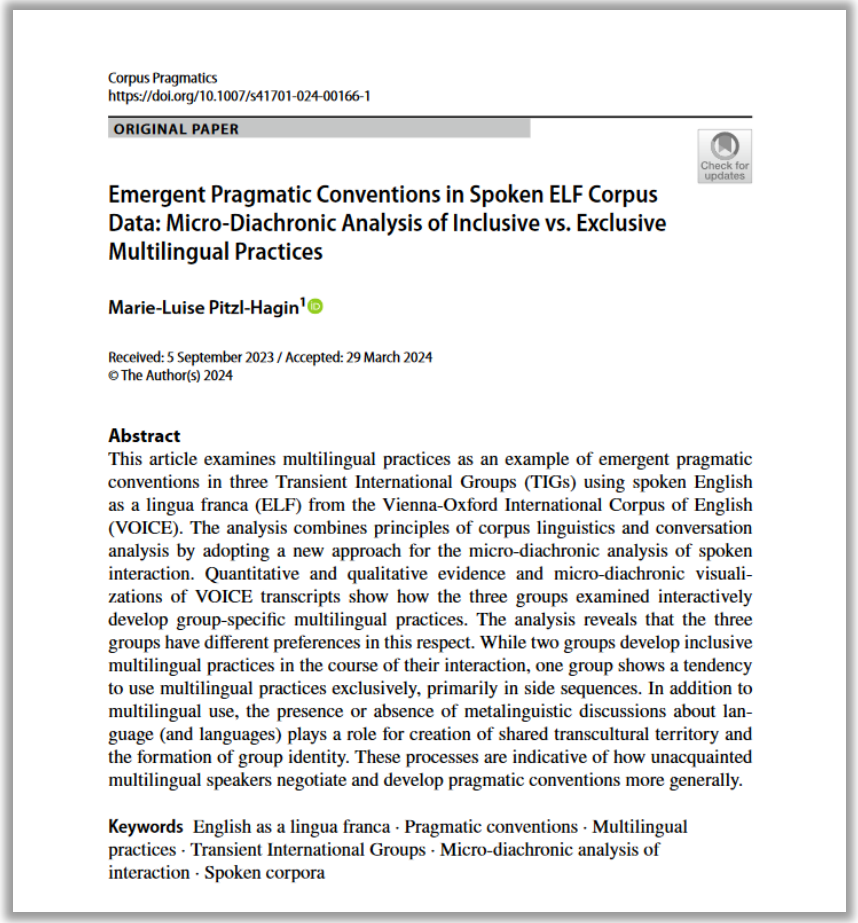


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Emergent pragmatic conventions in spoken ELF interactions



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

ORIGINAL PAPER

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

Marie-Luise Pitzl-Hagin[1]

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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



Pitzl-Hagin, M.-L. (2024). Emergent pragmatic conventions in spoken ELF corpus data: Micro-diachronic analysis of inclusive vs. exclusive multilingual practices. *Corpus Pragmatics, 8*, 175-200. https://doi.org/10.1007/s41701-024-00166-1 Open access

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

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Invited guest lecture, EC2U Discourses in Europe (15 October 2026)

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