

Change 2015

**Changing English: Integrating cognitive,
social & typological perspectives**

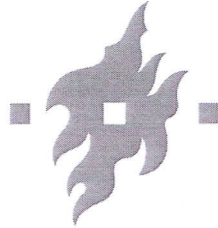
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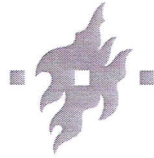
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Changing English:

Integrating cognitive, social & typological perspectives (Change 2015)

June 8-10, 2015

University of Helsinki

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conference website: www.helsinki.fi/change/2015

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Dynamics of meaning-making in English-mediated classroom interaction at tertiary level

Özlem Eruş, Istanbul University

The internationalization of education and the unprecedented growth of English as academic lingua franca infuse a sociolinguistic turn to the exploration of the complex dynamics of classroom discourse mainly in academic settings where neither English nor the local language(s) spoken in the outer context can be perceived as monolithic entities. Thus, interlocutors with their diverse lingua-cultural backgrounds mediate English and other language resources in their co-constructive meaning-making process. In this vein, the study focuses on the non-task-oriented classroom interactions of non-native student teachers of English in a four-month methodology course at a Turkish state university. From a conversational-analytic lens, the research explores 36 hours of audio recordings to gain insight into the interactional and pragmatic aspects of the emerging discourse phenomena with a focus on a range of function-sensitive practices such as repair, repetition, footing, topic negotiation and code-switching. In tune with an ethnographic perspective, the study also aims to complement «micro-level» analysis of face-to-face interaction with «meso-level» and «macro-level» discussions (McCarty 2011, 3) which scrutinise language-in-education policies through an understanding of classrooms as sites for building «community of practice» (Wenger 1998) and, in a socio-cultural ecological frame, the local and global forces influencing student teachers' academic and professional realms.

Keywords: meaning-making in interaction, English as an academic lingua franca, classroom discourse, English language teacher education, sociolinguistics

English as a Lingua Franca? Insights from the analysis of language policies and an internationalization program in Brazil

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This paper reflects on the use of English as a Lingua Franca in Brazil. With that aim the study reviews language policies and one internationalization program, the English without Borders Program in that country discussing global-local implications of terms usually associated with the English language such as additional language, second language, foreign language, international language, global language and lingua franca. The analysis of language policies and the English without Borders program in Brazil suggests that English is not used as a lingua franca there. The analysis also suggests that English is treated as a foreign language in language policies for basic education and as an international language in higher education. The study concludes that there is a mismatch between language and internationalization policies in Brazil that must be addressed so as to drive education and internationalization forward there.

Keywords: English as a Lingua Franca, internationalization, language policies, Brazil