

“All languages. All the time.” – Plurilingualism in the English language classroom

Workshop at 20th Teachers' Day 2023
11:15-13:00 & 14:15-16:00

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H O C H
S C H U L E
T R I E R

Languaging in action

SF10: well_I .. I studied German, ((laughs)) [but],
SB17: [OH].
SF10: yeah .. but_I ... I can't uh say that I can <speak> it. ((laughs))
SB17: wie geht's dir ((German (1.4))). ((laughs))
SF10: ((laughs)) danke gut ((German (1.0))) ((laughing)).
SB17: that's- that's already very good ((chuckles)).
SF10: yeah. ((laughs))
SB17: it's a beginning it's a beginning.
SF10: yeah ((laughing)),

→ Effect: Displaying multilingual identity & creating rapport



Why this workshop?



A plurilingual approach to teaching English?

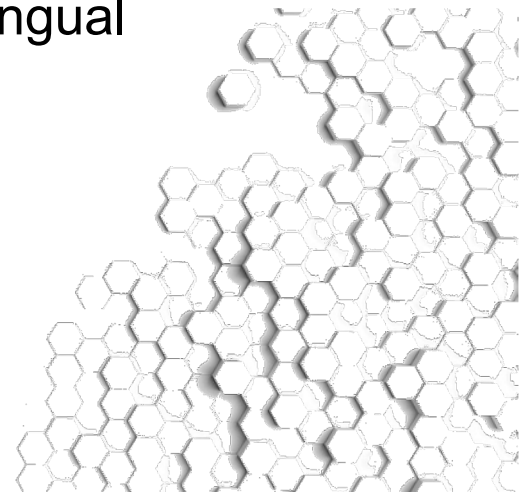
Enhancing language learning settings by activating students' "languaging" skills with examples from

- conversation datasets
- social media & international business communication

Context: English as a lingua franca (ELF)

Aim: providing English teachers with a "toolbox" of plurilingual examples for motivating students and increasing their language awareness

(cf. e.g. Brunner 2021, Diemer 2020, Brunner & Diemer 2018)



“What is your attitude towards plurilingualism in English teaching?”



Impulse

“As long as people can understand it, it's not a problem ((laughing)).”
(ViMELF)

Introduce yourself to your neighbor and discuss:
“How do you react if a student switches to
German in your English-language class?”



Intro Mixer



1. Setting the scene...

InDi: Integrating research and language teaching
Some context: English as a Lingua Franca
What is plurilingualism, anyway?

InDi: Researching International and Digital Communication



Integrating research and language teaching

Research background

- Collecting and optimizing company practices on social media, focusing on plurilingual resources
- International, cross-cultural, cross-platform analysis
- Interaction of text and multimodal elements



- Marketing & Digitalization
- Applied Linguistics
- Law & Mediation
- Didactics & Methodology

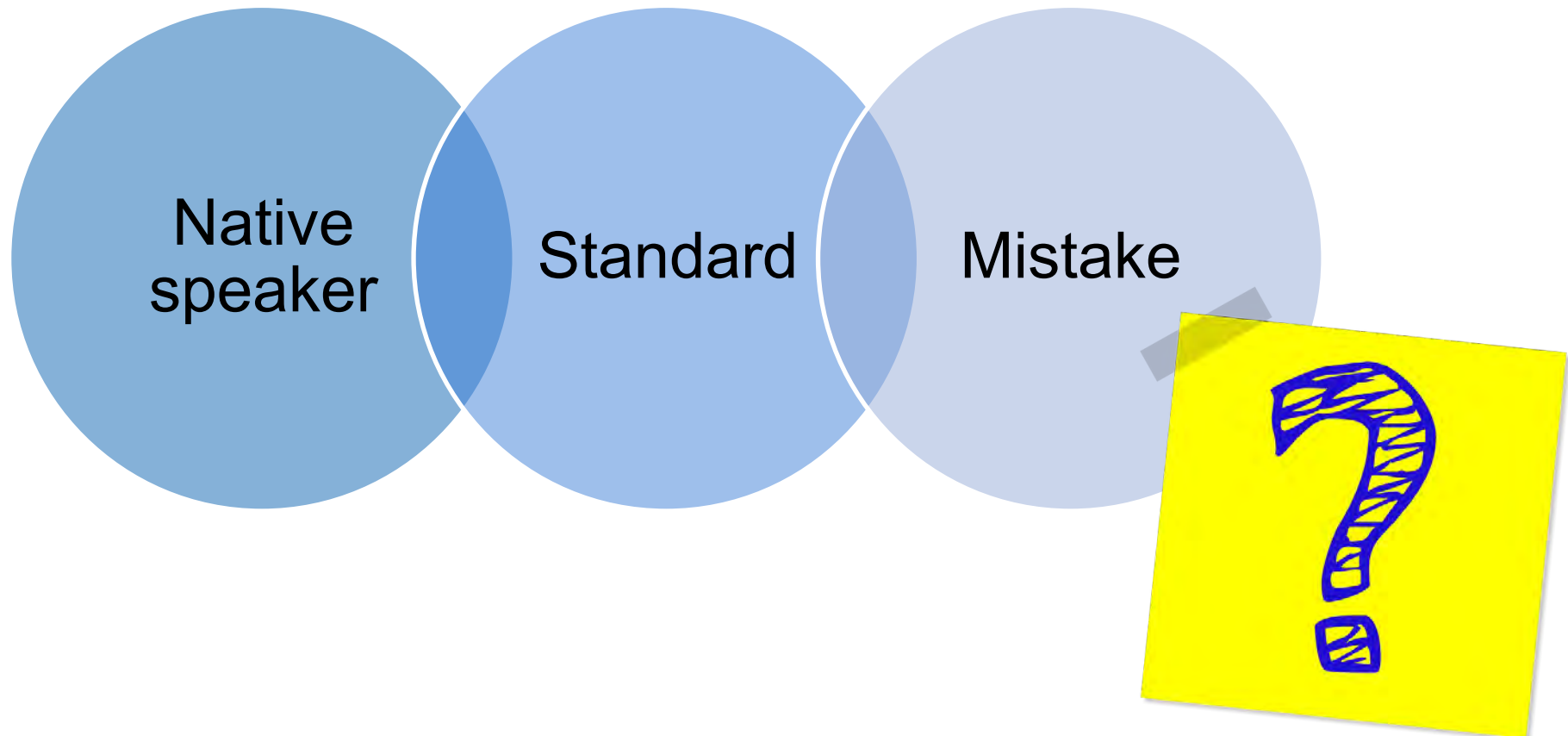
Some context...

The “native speaker” disappears:

From English to English as a Lingua Franca



The “native speaker” disappears: ELF



“As long as people can understand it, it's not a problem ((laughing)).” (ViMELF)

What is ELF?

mutual comprehension

set of strategies

cooperation

robust

affiliation

adaptability

creativity

co-construction

plurilingual resources



ELF as adaptability-ville?

Code-based strategies:

- Form variation
- Approximation
- Innovation
- Innovation
- **Plurilingual resources
(e.g. Code-switching)**
- Vagueness
- Non-verbal resources

Discourse strategies (often as support):

- Let-it-pass / Make-it-normal
- Definitions/explanations
- Explicitness
- Co-operative strategies
- (Requests) for repetition
- Repair



What does ELF look like?



- 3SF03: okay,
u:hm uh is there something typical from that region?
- SB46: u:hm yeah <it's> .. uh ... kind of ... potat- potato=
SF03: =uhu.
- SB46: uh .. .hh potat- uh pancake pancakish potato,
SF03: [ah okay].
- SB46: [() is] it's not ... not quite a pancake,
because it's like very .. uh rough pieces of potato,
- SF03: uhum.= [...]
- SB46: and then you just like .. make them into pancake style shapes,
... a:nd uhm .. fry them in- in a pan,

... and it's called "**Dibbelabbes**"

ELF as intercultural communication

In (English as a) Lingua Franca settings, speakers

- Create and index national or regional identities (Brunner et al. 2018)
- Move between local and global identities (Pölzl & Seidlhofer 2006, Pitzl 2012)
- Create shared plurilingual and multicultural identities (Cogo & Dewey 2012)
- Align with dynamic or virtual communities of practice (Vettorel 2014, Mortensen 2017)
- Embrace “third-place,” mediating or fluid, non-named identities (“transcultural communication”, Baker 2015, 2018)



Plurilingual resources in ELF

- Frequent ‘instances of other-language use’ (Klimpfinger 2009), including hybrid uses (Brunner et al. 2016) in ELF
- Multilingualism as “phenomenon of language contact” (Auer & Eastman 2010: 85) shaped by discourse interaction (García & Li Wei 2014, Auer 2001, Gafaranga 2009), mostly researched in bilingual settings (Poplack 1988, Myers-Scotton 2002, Auer 2005) and increasingly differentiated (Sebba 2009, Auer 2010)
- ELF speakers shown to make use of their plurilingual repertoire to communicate successfully (Seidlhofer 2009, Jenkins 2015)
- Linguaging as key strategy in ELF interaction (Cogo 2009, Klimpfinger 2009, Pennycook 2010), ELF “commonly and effectively employed [...] without causing problems of intelligibility” (Vettorel 2014: 211)
- Key means of creating rapport (cf. Brunner, Diemer & Schmidt 2017, Brunner & Diemer 2020)



What is plurilingualism, anyway?



Plurilingualism – a controversial topic

Research indicates that plurilingualism is complex and widespread

→ shift from dichotomy of mono- v. plurilingualism towards a continuum from speaking multiple languages over pluricentricity (Callies & Hehner 2022) towards plurilingualism

BUT:

- Attitudes in the classroom still not optimized for using plurilingual resources
- Prestige differences between English language varieties, but also (especially) standard varieties and non-standard accents & strategies
- Few textbooks and resources that feature plurilingual strategies



From code-switching to languaging

Concepts of codes and code-switching become difficult to maintain as language backgrounds become more complex and norms more fluid

→ Use of all linguistic resources independent of proficiency

Super-diversity

Code-switching

Code-mixing

(Trans)Languaging

Fluid Repertoires



Languaging

Various conceptualizations of multilingual practices in ELF:

- Code-switching and code-mixing (Klimpfinger 2005, Cogo 2009, Pietikäinen 2014, Vettorel 2014): application and extension of established concepts
- Receptive multilingualism (e.g. LaRa, Rehbein et al. 2012)
- Super-diversity (Cogo 2012): ELF users accessing different linguistic resources to enhance communication, particularly in global business settings
- Linguistic hybridity in ELF (Klötzl 2014, 2015): ELF as more than a mix of codes
- ALAAT - 'all languages at all times' or (polylingual) languaging (Hülmbauer 2011, Jørgensen 2008): all linguistic features available independent of proficiency
- English as a Multilingua Franca (Jenkins 2015): repertoires in flux, online discovery of shared repertoire and dynamic construction → 'Translanguaging' in ELF (extended from García 2009, see also Cogo 2016)



What effect does languaging have?

- Languaging leads to more languaging
- Interlocutors often code-switch to the interlocutors' L1
- More laughter with languaging
- Less pauses and hesitation markers with languaging

→ Languaging creates rapport and supports conversation flow

(Brunner & Diemer 2018)



Exercise: Language Bio:
Draw an image representing the languages or
dialects that you speak



2. Discovering plurilingual resources

Exercise: Language bios

Comparing bios and using them in the classroom



(see also Hehner, in Callies & Hehner 2022, Reissner 2007)

3. Plurilingual conversation examples for the classroom



Resource: ELF video conversations

ViMELF. 2018. Corpus of Video-Mediated English as a Lingua Franca Conversations. Birkenfeld: Trier University of Applied Sciences. Version 1.0. The CASE project [umwelt-campus.de/case]

Freely available for non-commercial research: umwelt-campus.de/case

- 20 ELF Skype conversations (12.5 hours), ca. 150,000 tokens
- Transcribed & annotated with basic prosody, paralanguage, non-verbal
- Available data sets: fully annotated, lexical, pos-tagged, xml annotation
- Also available: audios/videos and sociolinguistic background
- **Plurilingual resources used in 70% of conversations; in 50% by both speakers**

Access via: umwelt-campus.de/case **OR**

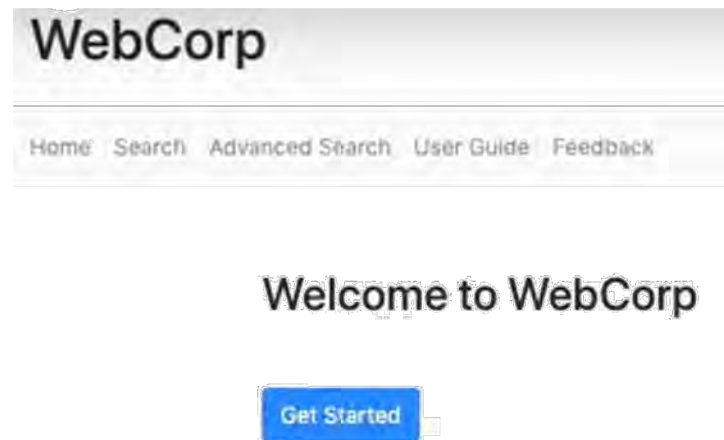


Video**ELF**
Mediated

Online interface: ViMELF on WebCorp

- Free analysis tool developed by RDUES (UK) and InDi
- Currently available for use in Saarland and Rhineland-Palatinate schools
- Ready for use interface and exercises, short training period

<https://www.webcorp.org.uk>



A word on performance v. motivated languaging

SB54: (1.2) are you a student as well?

ST04: cómo? ((Spanish (0.5))) {moves closer to screen}
can you?

SB54: are you a student as well?
(2.8) [are you] a student?

ST04: [what's that,]
oh yes yes I'm a student. {nods}

Performance languaging generally unproblematic in ELF (Pitzl 2016, House 2013),
but issue in the EFL classroom



Exercise: Discuss the effect that languaging has
in the following examples



Plurilingual conversation examples for the classroom

Languaging creates expert identity

SB73: ((hehe))

(1.7) so uhm do you have any other traditions?

ST14: (1.4) uhm we've got some celebrations?

>do you-< do you know what,

... **Noches de San Juan** ((Spanish (1.2))) is?

SB73: (1.2) uh Noche de San Juan ((Spanish (2.0))),

ST14: ... mhm? {nods}

SB73: ... I don't think so no?

ST14: (1.2) well the shortest night of the year.

{right hand to right shoulder, rests

head on hand, left hand gesture}



Languaging creates rapport

SB73: ... and it's called a Dirndl ((German (0.6)))?

ST14: (1.7) okay?

SB73: [an:d],

ST14: [I'm not] gonna be able to say that, (go ahead), ((laughing)) {nods}
okay, ((laughs))

SB73: ((hehe))

DIRNDL ((German (0.6))) ((laughing))? ((hehe))

{ST shakes head}

(1.0) °no°?

ST14: I'm gonna try.

now I'm gonna try. ((laughs))

SB73: ((laughs))

>okay,<



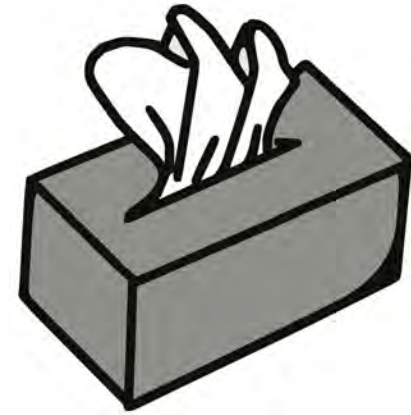
Languaging creates humor

SB32: if you want to say,
I have a cold,
in Saarland,
I am I'm not sure I think they uhm they say,
ich hann Freck ((German (0.9))),
(1.9) ... and yeah actually,
it's, ((thh))

FL06: it's not the sound of German,

SB32: no, ((laughs))

FL06: ((laughs))



Languaging illustrates complex concepts

SB73: uhm I think what is special about Christmas:
you uhm: bake these cookies?
I don't know if [you] do that?

ST14: [mhm]? {nods}
((clears throat)) {puts right arm on table}

SB73: uh **Plätzchen** ((German (0.6))) [I don't know]
°in German?°

ST14: [we don't] {shakes head}

SB73: no?
uh[m] you have uh dough ((/dʌf/))?

ST14: [H]? {moves head towards camera}



Languaging fills lexical gaps

SB106: and they are always fighting then,
and,

[yeah because],

HE03: [okay].

SB106: they have such different uhm,
(2.0) how you say Erziehung ((German (1.4)))?

HE03: ... yeah. {nodding}
yeah.

I know what you mean.



SB54: ... and uh in Germany we have uhm, {looks away}
... the uhm **Christmas ... Krippe** ((German (0.6)))? ((ehh))
I don't know how to say it in English?
.h uhm there is Maria ((/ma'ri:a/)) Joseph ((/'jo:zɛf/)) [the
three] holy-

Languaging underlines group membership

SF10: well_I .. I studied German, ((laughs)) [but],

SB17: [OH].

SF10: yeah .. but_I ... I can't uh say that I can <speak> it. ((laughs))

SB17: **wie geht's dir** ((German (1.4))). ((laughs))

SF10: ((laughs)) **danke gut** ((German (1.0))) ((laughing)).

SB17: that's- that's already very good ((chuckles)).

SF10: yeah. ((laughs))

SB17: it's a beginning it's a beginning.

SF10: yeah ((laughing)),
it's a beginning.



Languaging explains language

SB32: in standard German you say,
uhm,

ich bin erkältet ((German (2.4))),

ich bin ((German (1.5))),

it's uhm,

.. I am.

FL06: I am.

yeah.

SB32: and **erkältet** ((German (1.5))) uhm,

it's actually an adjective,

but you have,

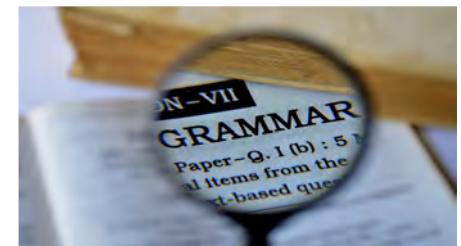
in English you use a noun for it so,

it's **Erkältung** ((German (1.5))) is actually it's,

also cold so,

but uhm,

as adjective not as noun,



Exercise: Use ViMELF to find more examples



Plurilingual conversation examples for the classroom

ViMELF as a text file

At its easiest, a complete transcript of ViMELF can be used by teachers and students as a text file with any editor or browser.

You can download the file here:



<https://tinyurl.com/tdsd2023>

- Open it with any editor
- Search for “)))” (three closing brackets – this will bring you to any languaging example in the transcript)
- Then look at the context and consider the use

Exercise: Plurilingual examples

Your examples from ViMELF



<https://tinyurl.com/tdsd2023>

Intermediate takeaway





Plurilingualism in the classroom (I)

- Show individual plurilingual potential
- Create opportunities for languaging and treat languaging as sign of creativity
- Consider appropriateness in relation to genre
- Discuss uses for plurilingualism in various context with real conversation examples

→ Plurilingual Education?



4. Plurilingual examples from Social Media in the classroom



Social Media in the classroom

- Your own experiences, issues, expectations?



Impulse

Using a social media corpus in the classroom (I)

- Resource for teachers: Examples can be curated and used to illustrate pragmatic strategies
- Exploring communication strategies in online setting
→ understanding linguistic choices, through (Thorne & Reinhardt 2008):
 - Observation and collection (e.g. of pragmatic strategies)
 - Exploration (e.g. tonality, interaction and feedback)
 - Creation and participation (e.g. building best practices)



Using a social media corpus in the classroom (II)

Classroom activity (see also Brunner & Diemer, in Vasquez 2022)

- Key strategies are presented with examples from an existing or self-collected corpus
- Students can then select an IG company or influencer account, ideally in small teams
- Students follow the accounts over one week and collect examples (screenshots, copy & paste examples)



Plurilingual strategies on Instagram

**Persuasion
strategies**

**Webcare
and trust
building**

**Community
interaction**



Exercise: Discuss the effect that languaging has
in the following examples



Plurilingual social media examples for the classroom

Plurilingual persuasion

- Conscious language choice to address key customer groups
- Hashtag strategy opens discourse to customers from other language backgrounds



 **bmwclassic** • Follow

bmwclassic #24DaysofJoy with photos and holiday greetings from BMW fans around the world, today featuring @sssphoto (#Germany): Das schönste Geschenk ist schon ausgepackt. Wir wünschen allen BMW Fans auch fürs nächste Jahr weiterhin viel Freude am Fahren!
#bmw #alpina #b7 #turbo #e28
#bmwclassic @petrolicious

 Super clean alpina! 🌍

 This is love BMW

 @

  Mit Dampfrad am Tunnel 🙌

94w Reply

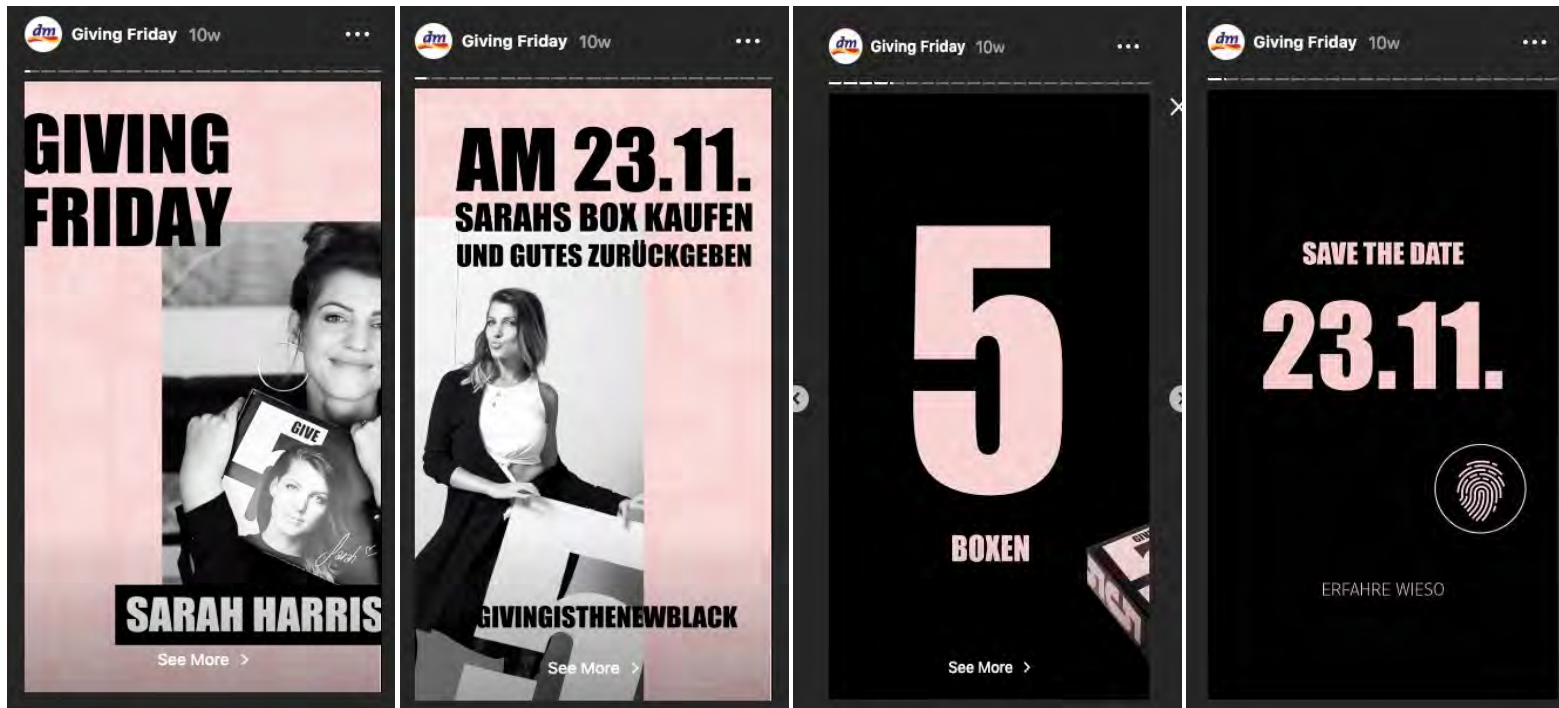
  King ❤️

94w 1 like Reply

  @ 7 kenn eine wo sowas mol gha het..... 😄

Plurilingual persuasion in stories

Plurilingualism and visual content establish broad context
(e.g. Black Friday)



@dm (Dm Instagram 2018)

Plurilingual persuasion: Best practice



- Berlin vegan food startup
- “Germany’s most innovative food brand 2021”

Plurilingual persuasion: Best practice

- Individual adaptation of content and hashtags to language
- Different content on several social media channels: Facebook, Instagram, TikTok, Pinterest



Und diese veganen Waffelriegel können richtig was ! Die knusprige Dinkelwaffel, umhüllt von Zartbitterschokolade hat extra für dich eine cremige Überraschung parat 🍪 Wir sagen nur NOUGAT-Füllung 🤤 Na, ist das was du Schlemmerschnute? 🤪

These vegan wafer bars are quite something ! The crispy, dark-chocolate-coated spelt wafer awaits you with a special, creamy surprise 🍪 All we can say is: NOUGAT filling! 🤤 Has that got your sweet tooth all excited? 🤪

#vegan #bioschokolade #veganesüßigkeiten
#veganeschoki #veganimsupermarkt #schokiliebe
#kaffeeundschokolade #veganeschokolade
#kaffeenibs #kaffeeschokolade

#plantbased #organic #chocolate
#chocolatelover #chocoholic #vegansweets
#whatvegans eat

Creating plurilingual appeal



 **bitburger** 
Bitburg, Germany 

bitburger Wir lassen den ersten Tag der Woche schon mal einzigartig ausklingen xxx best thing to do on a Monday xxx
#bitburger #premium #beer #beerlove #instabeer #beerstagram #quality #ingredients #hops #craft #brew #brewery #tasty #anniversary #pils #qualität #lecker #brauerei #200jahre #tradition #geburtstag #brauen #hopfen #geschmack #bierstagram #instabier #bier #bitteeinbit #cheers #🍻

f [redacted] Bitte ein Bitt
_ [redacted] @je [redacted]
s [redacted] Prost!
f [redacted] 1366 Bitt ein Bitt
fi [redacted] Zum Wohl 🍻
t [redacted] Thanks for the like, please repost the Bitburger Tattoo
t [redacted] Bitt ein Bitt

- Customer engagement through plurilingual hashtags (hashtag clouds):
- Thematic tagging
- Positive evaluation
- Campaign networking
- Referencing products, slogans, influencers
- Metalinguistic means (irony, authenticity, emotion)
- Prompting comments
- Creating interest across language barriers

Receiving plurilingual feedback



- Broad interactional appeal via image impulse and hashtags
- Interactive and plurilingual dynamics despite sequential structure



bmwclassic • Follow



bmwclassic Good old #neon. One of our most futuristic #classics, the #BMW #M1 (#E26), soaking up the neo-noir #mood. #BMWClassic #classiccar

34w



o [redacted] k 🙄

32w Reply



gi [redacted] Spettacolo 🙄🙄🙄

34w Reply



v [redacted] Money in the bank 🙄🙄

34w 2 likes Reply



ju [redacted] Is there a way to download this pic because it looks amazing 🙄🙄 kann man das Bild irgendwo downloaden weil es echt klasse aussieht!

34w 1 like Reply



th [redacted] @c [redacted]
@d [redacted] @is [redacted]
@vi [redacted]

34w 1 like Reply

Plurilingual webcare

Usually in the language of the complaint if available to the account holder & multimodal elements to support the point and tonality/stance.

@pamela_rf



Facebook comment thread showing a user asking a question in German and Pamela_rf replying in German.

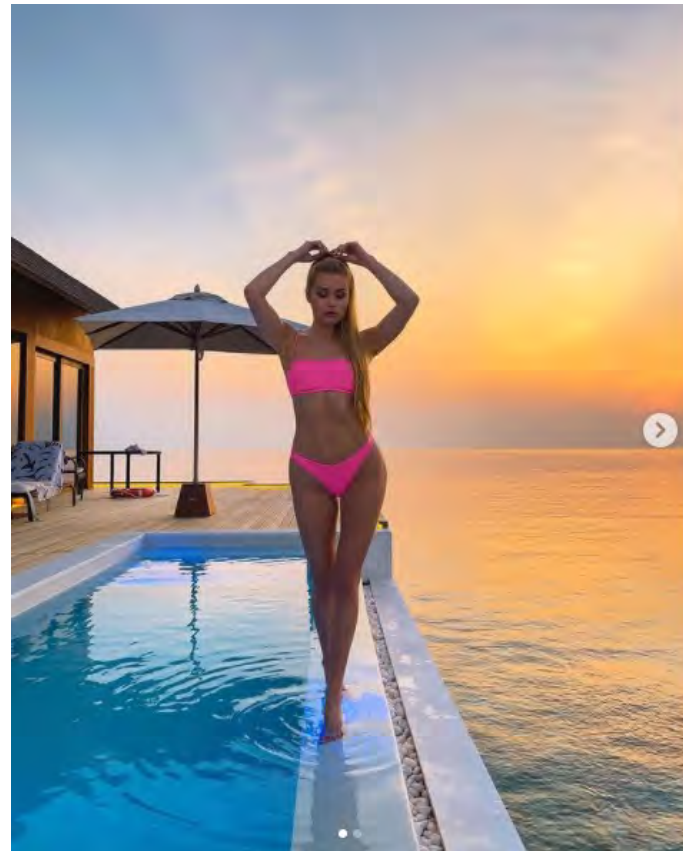
Comment: er [redacted] Paam, kann man die Häkchen nicht wieder wegmachen, wenn man aus Versehen eins gedrückt hat? 😂😭

4 Wo. Gefällt 29 Mal Antworten

Antworten verbergen

Reply: pamela_rf [verified] @er [redacted] oh guter Punkt - nächstes Update 😂

4 Wo. Gefällt 52 Mal Antworten



Instagram post by pamela_rf [verified]. The post features the same photo of the woman in the pink bikini. The caption and comments are in English.

Post: pamela_rf [verified] Pam I am writing this from heaven after the killer hiit day 😍❤️

5 Wo. Gefällt 691 Mal Antworten

Antworten verbergen

Comment: @marietta.hze hahah 😂🙄 how does heaven look like?? A sunset like this with lots of peanut butter clouds?

5 Wo. Gefällt 139 Mal Antworten

Comment: @pamela_rf yes peanut butter clouds are in here 😂

Engagement: Gefällt 493.261 Mal, 12. MAI

Interaction: Kommentar hinzufügen ... Posten

Plurilingual communities



 grouperenault • Follow

grouperenault Look what we found in our archives... 🥰 Time to get your family albums out!

It's a match! For 120 years, own a #Renault is one of the first rules to choose a partner 🧡

To celebrate #Renault120Years, share your memorable pictures with us 📸
The most beautiful ones will be published on our Instagram account! ✨

To participate:

- ✅ Find your best souvenir
- ✅ Follow @GroupeRenault
- ✅ Share your photo with the hashtag #Renault120Years & tell us the behind-the-scene
- ✅ Cross your fingers 🙌

Load more comments

🧡 💬 📤 📌

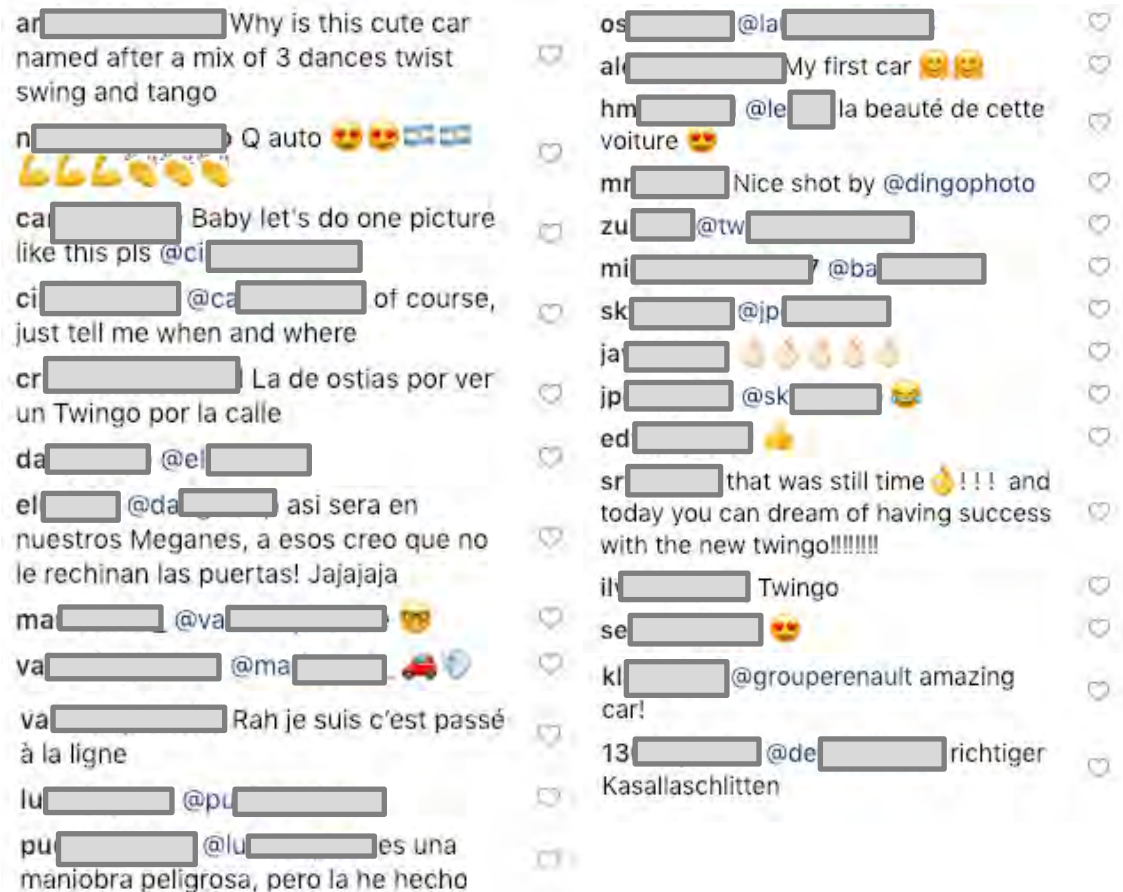
4,272 likes

DECEMBER 3, 2018

Add a comment... ⋮

@GroupeRenault (Renault 2018, in Brunner and Diemer 2019)

Plurilingual communities



- Four different languages (English, Spanish, French, German) and emoji ;)
- Responses to initial post
- 4 side interactions among customers
- Customer dissemination (peer marketing)



Plurilingualism in social media in the classroom: Best practices

- Plurilingual strategies are successful in national and international settings
- Plurilingualism is supported by the interplay of language and multimodality
- Successful multilingual strategies :
 - Multilingual hashtags
 - Responding in customers' language
 - Bilingual posts or posts that use English as a Lingua Franca
 - Comments in various languages independent of account language
 - Multimodality in combination with plurilingualism creates broader appeal



Final thoughts and conclusion: Plurilingualism in the English classroom



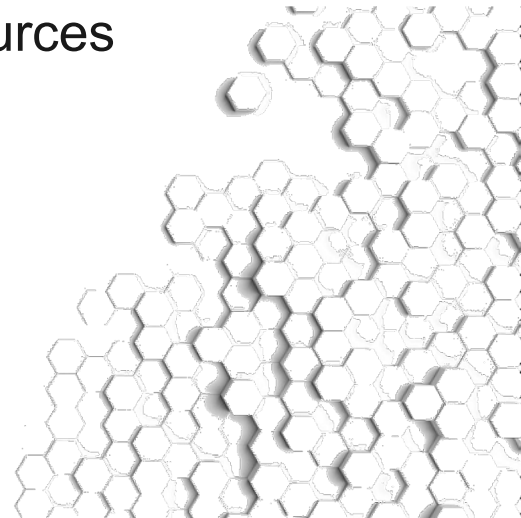
Plurilingualism is also pragmatics = Meaning in context

Pragmatic strategies:

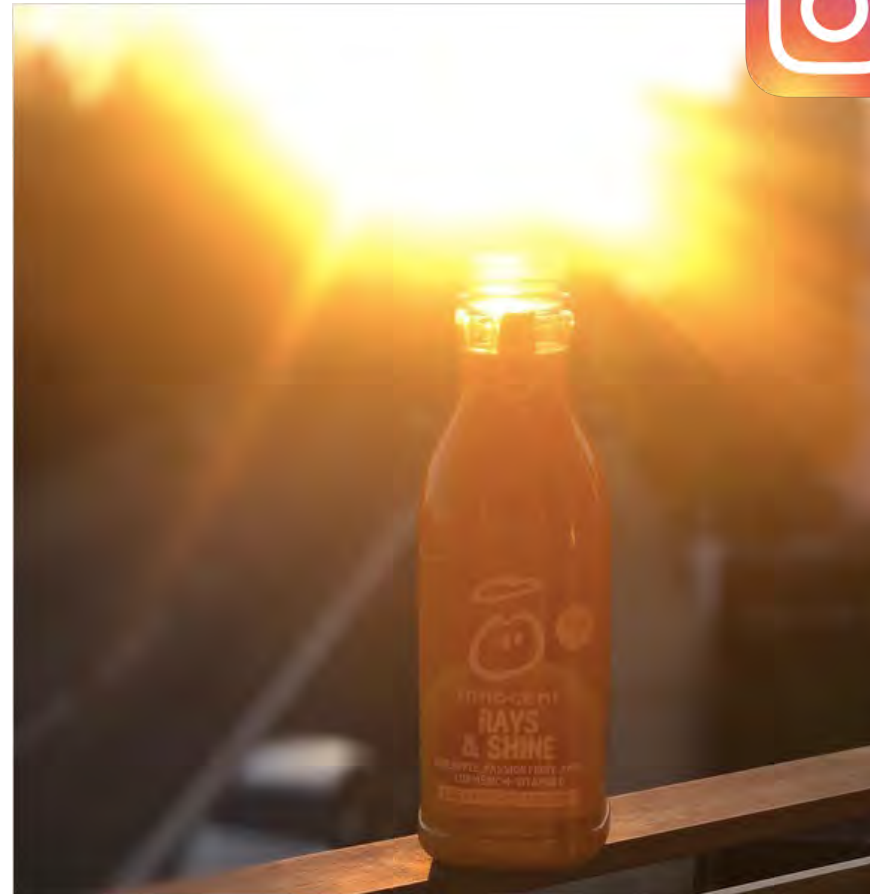
“Speakers actively and skillfully shape and co-construct the language [...]. What this means is that speakers [...] establish communicative strategies to facilitate understanding and overcome non-understanding.”

(De Bartolo 2014)

→ Not only first language but other languages & resources



Visual strategies support plurilingualism



@loccitane_uk_ire (L'Occitane Instagram 2021)
@innocentdrinks (Innocent Instagram 2022)



Plurilingualism and the curriculum

- Language classrooms still mostly shaped by monolingual contexts and native speaker ideals (Jenkins 2012).
- Few plurilingual textbooks (Lopriore & Vettorel 2015, Vettorel 2016)
- **Saarland curriculum, Germany (2017)**
 - First German curriculum to specifically mention ELF conversational settings alongside native speaker settings, both formal and informal beginning in first and second learner years
 - Focus on “communicative competence” – tolerating “grammatical and lexical incorrectness”
 - Training of communication strategies “to compensate for perceived communication problems”: circumlocutions, repair mechanisms, gestures and nonverbal resources, comprehension checks, placeholders





Plurilingualism in the classroom (II)

- Overcoming notions of isolated languages
- Mobilizing individual plurilingual or “languaging” resources
- Integrating multimodal & genre competence, e.g. through social media analysis
- Exploring communication strategies in online setting → understanding linguistic choices

→ Plurilingual Education.



Outlook

Professional venues for plurilingual competence

- CEFR A0 competence as tool for rapport
- Business English as a Lingua franca (BELF)
- Virtual Global Teams
- Globalized markets on Social Media

→ **Plurilingual Education.**



Discussion

Q&A

Diskussion



Thank you!

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X @DiemerStefan | @MLBrunner

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