

Strategic communication in English-medium lectures at the University of Zaragoza: pre-empting/remediating break-downs in communication and establishing solidarity among ELF speakers.

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Ecologies of genres and ecologies of languages: the dynamics of local, transnational and international scientific communication



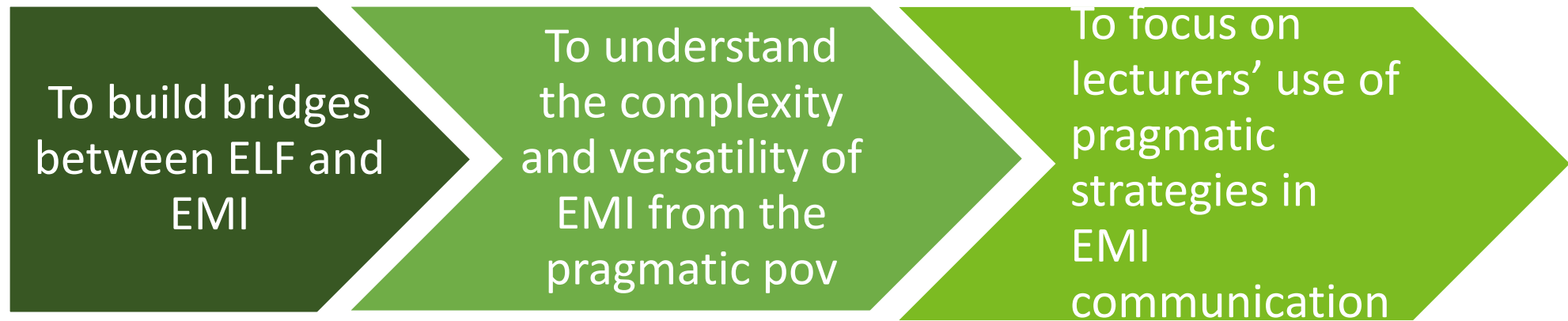
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1. Introduction

- ❑ Preliminary findings on the practices of EMI at the University of Zaragoza
- ❑ Objectives:



2.EMI at the University of Zaragoza: a case study

- ❑ **Increase** in the provision of EMI courses in Spanish Higher Education institutions
- ❑ **EMI:** “The use of English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2014)
- ❑ One of the **main tools for internationalizing** the University of Zaragoza
- ❑ **English:** crucial for mobility and employability
- ❑ **Case Study:** Post-normative approach: Lecturers are seen as successful communicators within their disciplinary domains or ELF users.

3. The micro-level of EMI in ELF contexts: exploring lecturer's pragmatic strategies

- ❑ **Innate preparedness for potential disturbance** in communication and a strong **cooperativeness** among speakers (Mauranen, 2006).
- ❑ Pragmatic strategies are frequently used to negotiate meaning, to prevent and solve break-downs in communication
- ❑ **Pre-work:** strategies employed by speakers to avoid disturbance in communication (Mauranen, 2006; Swales, 2001)
- ❑ **Post-work:** going back to a specific instance of speech in a conversation and doing remedial work (Mauranen, 2006; Swales, 2001)
- ❑ **Strategies to establish solidarity among ELF speakers** (Cogo, 2009): used to accept and build on the participants' contributions, while at the same time creating a sense of comity and in-group belonging

4.Method: EMI practices in different disciplines

DISCIPLINES (Subjects)	N. of Lectures	N. of Lecturers	Length (hours)	Participant's L1
Bachelor's Degree in Business Administration	8	3	9:46:26	Spanish French Finish German
Master's Degree in Nanostructured Materials	4	3	3:38:43	Spanish Italian Portuguese German Turkish English Indonesian
TOTAL	12	6	13:25:09	9 L1s

4.Method

- Recording and transcription of the oral naturally occurring discourse produced mainly by the lecturer → Voice Transcription Conventions (2007)
- Qualitative and quantitative Analysis → Atlast.ti software
- Research questions:



What are the main pragmatic strategies used by EMI lecturers in the established ELF contexts?



What kind of factors or motivations are involved in their deployment?

5. Results

5.1. Pre-work: Paraphrasing

Excerpt 1:

<L>: point of sell interview (.) but there is one option that is the best (.) it's in group self-administered interviews ok? it's aah at the end of the session we have a spinning class and at the end of the class I hand out the questionnaires for the people to answer the questionnaire, ok? it's a small group and **it's self-administered, each one fills in the answers to the questions**

- ✓ Vocabulary is seen as an important aspect both by lecturers and students
- ✓ High frequency of vocabulary-related episodes in the corpus that generally targets specialized language
- ✓ Use to make subject content/specialized terms more comprehensible

5.Results

5.2. Post-work: Self-repair + Self-repetition

Excerpt 3:

<L>: **You have saw...you have seen already, you have seen already** focus groups, **you have seen aaa depth interviews**s, we have bee:n observation, ok?

- ✓ Overlapping pragmatic strategies
- ✓ The lecturer repairs what **he** considers as “erroneous”
- ✓ Self-repetition: to make sense of what was said and to give the listener the opportunity to re-hear the item.
- ✓ Lecturers’ belief in the effective role of grammatical correctness in facilitating mutual intelligibility

5.Results

5.3.Establishing solidarity: Literal translation + Paraphrasing

Excerpt 2:

<L>: mm I don't know an expression similar in English to the Spanish one that (.) **what's the relation between the speed and the pork** (.) <Sp> **¿cuál es la relación entre el tocino y la velocidad?** </Sp> ok? So we must try to avoid that our relations are like this, because **our...we say this expression is because we find that there is no a relationship between the two elements, the two variables** so we must try to avoid that we establish **a relationship between two variables that have no relation at all.**

- ✓ Idiomatic referents used for conversational fluency (Prodromou, 2008).
- ✓ Overlapping pragmatic strategies
 - Identifies them as members of the community of practice. (Seidlhofer, 2009)
 - Fosters the cooperative function of ELF communication

6. Conclusion

- ✓ Pragmatic strategies to achieve successful communication and local accommodation.
- ✓ *Paraphrasing* among others: **preemptive use** by which speaker made up for possible disfluencies
- ✓ *Self-repair* and *reformulation* among others: **remedial work** in conversation
- ✓ *Code-switching* among others : Helps to convey meaning efficiently and provides an **alignment component**
- ✓ There is no a one-to-one correspondence between strategies and functions

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**THANK YOU VERY MUCH
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