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## **Socioeconomic, Psychological and Linguistic Research for a European Lingua Franca Policy**

### **Creation, Evaluation and Survival of a Rejected EU Research Proposal**

**Abstract**

This contribution presents a rejected EU research proposal that was named LiFE-SPEAC: Lingua Franca Studies for Europe – Socioeconomics, Psychology, Education, Analysis of Communication. It presents its work packages and the related hypotheses: (1) With a common vehicular language, regions/countries are economically better off. (2) Official oligolingualism is correlated with a larger degree of socioeconomic and cultural wealth than official monolingualism and polylingualism. (3) Citizens support personal oligolingualism with one common lingua franca more than other types of personal language skills. (4) A lingua franca is accepted when language policies promote both the use of the lingua franca and the use of national official languages. (5) The connotations of English words are not the ones of native speakers of English on a transnational, European level. (6) Some communicative strategies that Europeans use and accept when conversing in English are not the ones of native speakers of English on a transnational, European level. (7) Some strategies used by non-Europeans are not accepted by any European nation. (8) The persuasive strategies and negotiation strategies that Europeans use and accept when conversing in English are different from the ones employed by English natives. (9) BGE is an effective concept of teaching English as a lingua franca. The contribution comments on the EU's evaluation and says how the project has been and will be continued notwithstanding a lack of large grants.

**Sommaire**

Cette contribution présente la proposition d'un projet scientifique adressée à et rejetée par l'UE. Il a été titré LiFE-SPEAC: Lingua Franca Studies for Europe – Socioeconomics, Psychology, Education, Analysis of Communication. La contribution présente les lots de travaux et ses hypothèses: (1) Avec une langue véhiculaire des régions/états sont plus aisé(e)s sur le plan économique. (2) Un oligolinguisme officiel est plus lié à un degré élevé d'aisance socioéconomique et culturelle qu'un monolinguisme et un polylinguisme. (3) Les citoyens soutiennent l'oligolinguisme personnel avec une seule lingua franca commune plus fort que d'autres types de compétence linguistique personnelle. (4) Une lingua franca est acceptée quand la politique linguistique encourage l'usage de la lingua franca ainsi que l'usage des langues officielles nationales. (5) Sur le plan transnational européen les connotations de mots anglais ne sont pas celles des locuteurs maternels. (6) Sur le plan transnational européen quelques stratégies communicatives que les Européens utilisent et acceptent quand ils conversent en anglais ne sont pas celles des locuteurs maternels. (7) Quelques stratégies utilisées par des locuteurs non-européens ne sont pas acceptées par des nations européennes. (8) Les stratégies de persuasion et de négociation que les Européens utilisent et acceptent quand ils conversent en anglais ne sont pas celles des locuteurs maternels. (9) BGE est un concept efficace pour enseigner l'anglais comme lingua franca. L'article inclut des remarques sur l'évaluation par l'UE et dit comme le projet a été et sera continué en dépit d'une manque de grandes allocations.

**Zusammenfassung**

Dieser Beitrag stellt einen von der EU abgelehnten Forschungsantrag vor, der den Namen LiFE-SPEAC trägt: Lingua Franca Studies for Europe – Socioeconomics, Psychology, Education, Analysis of Communication. Er stellt die Teilprojekte und die damit verbundenen Hypothesen vor: (1) Mit einer Verkehrssprache sind Regionen/Staaten wohlhabender. (2) Offizieller Oligolingualismus korreliert mit einem höheren Grad an sozioökonomischem und kulturellem Wohlstand als offizieller Monolingualismus und Polylingualismus. (3) Persönlicher Oligolingualismus mit einer gemeinsamen Lingua Franca wird von Bürgern mehr unterstützt als andere Formen von persönlichen Sprachkompetenzen. (4) Eine Lingua Franca wird akzeptiert, wenn Sprachpolitik sowohl den Gebrauch der Lingua Franca als auch den Gebrauch von Nationalsprachen fördert. (5) Auf transnationaler europäischer Ebene sind die Konnotationen englischer Wörter andere als jene bei Muttersprachlern. (6) Auf transnationaler europäischer Ebene sind einige Kommunikationsstrategien, die Europäer verwenden und akzeptieren, andere als bei Muttersprachlern. (7) Einige Kommunikationsstrategien, die Nicht-Europäer verwenden und akzeptieren, werden von keiner europäischen Nation akzeptiert. (8) Die persuasiven Strategien und Aushandlungs-

strategien, die Europäer verwenden und akzeptieren, sind andere als bei Muttersprachlern. (9) BGE ist ein effektives Konzept, um Englisch als Lingua Franca zu lehren. Der Beitrag kommentiert den Evaluationsbericht der EU und legt dar, wie das Projekt trotz mangelnder größerer Drittmittel weitergeführt wurde und werden wird.

## A. Introduction

In September 2008, the EU published a call on “Language as a Tool for Communication in Europe in an Era of Globalization” for its 7th Research Frame Programme. In this call, the EU raised the following questions to be answered in a 3-year project.

- What effects has the use of a vehicular language had on social, economic, and cultural life?
- What are the potentials and limitations as well as the advantages and disadvantages of the use of a lingua franca for communication in Europe in an era of globalization?
- What are the implications of the use, at present, of a given language as a tool for communication in multilingual societies, including such aspects as (a) power and identity, (b) politics, (c) economics, (d) culture, (e) society, (f) education, (g) media, (h) science?
- To what extent do processes such as advances in communication technology and globalisation favor the use of a lingua franca?
- What is the desirability of the introduction of new language policies and their compatibility with existing ones?

Indeed, according to futurologists and economists one of the biggest economic problems in a knowledge-based society is to channel the flood of information, to extract relevant knowledge and to apply it in a productive way—all within well-balanced financial limits. In today’s world people no longer must improve the flow of information between man and machine, they rather need to focus on improving the flow of information between and among humans. People rather have to learn how to communicate with colleagues, customers, providers and partners in an atmosphere of trust, tolerance, empathy and efficiency so that information can flow without obstacles. Therefore, keeping mind that 2009 was also the European Year of Creativity and Innovation, I gathered people from several disciplines and from all over Europe and composed a proposal for a project **Lingua Franca Studies for Europe – Socioeconomics, Psychology, Education, Analysis of Communication (LiFE-SPEAC)** that addresses the general question of the value of a transcultural lingua franca with respect to socioeconomic development in its broadest sense<sup>1</sup>.

Unfortunately, the EU did not accept the proposal for funding. Nevertheless, I consider the questions and single studies that we have formulated in our project and that I have been encouraged to pursue by several colleagues valuable enough to be presented to a larger audience.

This article consists of the following chapters and sections:

- A. Introduction
- B. Project Proposal (according to the compulsory EU outline, but without the sections “Implementation” and “Ethical and Gender Aspects”)
- B.1. Scientific Quality, Relevant to the Topics Addressed by the Call

<sup>1</sup> The people that were ready to join me in this project will be named in the article at the relevant passages. I would like to thank them for their suggestions on the proposal. I would especially like to express my gratitude to Wolfgang Thiel from the Bayerische Forschungsallianz for his tremendous help in setting up the proposal. He gave me the initial courage to reply to the call, while many colleagues warned me to start a EU proposal because of the high number of non-scientific, political, administrative aspects to be observed (that admittedly did have some influence on the scientific aspect of the project) and the low number of successful proposals. My thanks also go to Bea Klüsener for comments on drafts of this proposal from a non-linguist’s perspective. Wolfgang Thiel and Bea Klüsener also kept my spirits up at moments of self-doubts and exhaustion during the over 300 hours I spent on writing the proposal.

- B.1.1. Concepts and Objectives
- B.1.2. Progress Beyond the State-of-the-Art
- B.1.3. European Coverage and Comparative Perspectives
- B.1.4. Work Plan (only the section “Overall Strategy”)
- B.2. Impact
  - B.2.1. Expected Impacts Listed in the Work Programme
    - B.2.1.1. Contribution Towards the Expected Impacts Listed in the Work Programme in Relation to the Topic in Question
    - B.2.1.2. Necessary Steps to Bring About the Impacts Described Above
    - B.2.1.3. Reasons for Why a European Approach Is Required for This Contribution
  - B.2.2. Proposed Measures for the Dissemination and/or Exploitation of Project Results
- C. Evaluation Report by the EU and Comments on this Report
- D. Current Stage of the Project

By publishing the proposal I save my “copyright” on the one hand. But, on the other hand, by commenting on the evaluation report I also want to show how difficult it is to write a proposal and how easy it is for evaluators to dismiss one. To some people it will seem strange that an effort of 300 hours could simply end in the wastebasket. For not looking back on the proposal as a complete waste of resources, though, I would like to use this article to show how the ideas have been continued and will be continued despite a lack of big financial support. This way, I hope to be able to carry out some particularly important aspects of the project without large funding, but maybe with a larger network of contributors that may want to join me after reading this proposal.

## B. Project Proposal

### B.1. Scientific Quality, Relevant to the Topics Addressed by the Call

#### **B.1.1 Concepts and Objectives**

The single questions that were to be answered by LiFE-SPEAC were those asked in the official call. But the questions were so wide that the restriction to a three-year project forced us to treat some aspects only on the surface so that a limited set of aspects (e.g. certain languages, certain communicative contexts, certain socioeconomic parameters) could be dealt with in a more thorough way.

The LiFE-SPEAC proposal therefore consists of several work packages. The work packages include various qualitative and quantitative methods appropriate to meet the multifaceted desires expressed in the call. The work packages concern both historical (cf. 1.1.1) and contemporary issues (1.1.2-1.1.4). The work packages cover

- socioeconomic aspects (Section 1.1.1.), particularly aspects relevant in information and knowledge-based societies
- psychological-emotional aspects (Section 1.1.2)
- linguistic aspects (Section 1.1.3) and
- educational aspects (Section 1.1.4, p.13ff.)

and aim at putting observations immediately into language policies and a concept for transcultural lingua franca teaching. Dissemination is seen as naturally interwoven with research: there will be constant exchanges with stakeholders to refine not only the teaching material, but also the scientific approaches in order to meet stakeholders’ concerns. The importance of this is expressed in the inclusion of a separate work package “Dissemination”. The overall issue of interest will be if the most favorable concepts of language policy will include one language (monolingualism), a few languages (“oligolingualism”) or many

languages (“polylingualism”). No matter what the answer will be at the end of the project and no matter if English will turn out to be a preferred lingua franca by a majority of Europeans, the results that are connected to the teaching concept developed for English as a lingua franca here will be generalizable for lingua franca teaching and for teaching intercultural competence in general. The following sections outline the single work packages. References are given in full at the end of Section 1.2.

#### B.1.1.1. Socioeconomic Aspects

1.1.1.1. What effects has the use of a vehicular language had on social, economic, and cultural life? If we understand *vehicular language* as ‘language between speakers of different mother tongues (even within the same country)’, then the question becomes difficult to answer when we delve deep into history. First, because there is a lack of comparable economic data (even if we took Arno Peters’ *Synchronoptische Weltgeschichte* as a basis and compare the number of inventions in a certain region, for instance, and their presentations in a certain language). Second, because we would have to differentiate between two types of vehicular languages: One type of vehicular languages could be termed “international” and has enabled communication between the learned layers of societies; this role was played by Latin for many centuries of Europe’s history (see, e.g., Haarmann 1975, Haarmann 2000, Langosch 1990). The second type of vehicular languages has enabled the different groups within a nation (particularly groups from different regions); this role was played by the standardized national languages. On the other hand, there are also cases of effective multilingualism (cf. Goebel 1994). Information that would help here would be the velocity with which certain inventions spread in nations with a standard language and nations without a standard language. However, comparable historical statistical data is not at hand; such data has only been available to us since the 19th century. Consequently, as the best possible auxiliary construction, we will focus on ethnic groups whose languages were standardized only in this modern period in the project **LiFE-VEST (Vehiculars and Economic Statistics)**. The languages for which vehicular, or standard, dialects were formed only in the 19th and 20th century (cf., e.g., Kamusella 2001, 2005 & 2008) and whose speech communities we want to observe more in depth in the form of case studies are:

- (1) Hungarian
- (2) Croatian
- (3) Polish
- (4) in addition, Latin as a vehicular language in Hungary.

We take these languages as case studies because the spread of their standard dialect in connection with socioeconomic data can be well observed over several decades; Hungary is especially interesting since the death of Latin as an official language can be observed at the same time. The already mentioned preliminary studies on the spread of the vehiculars (on the expense of other languages or dialects) can serve as starting-points for further analyses (e.g. with the help of <http://www.historicalstatistics.org>) in which we will consistently compare the following, more diversified parameters before and after the spread of the common vehicular:

- (a) population size in the respective regions,
- (b) employment rate in the respective regions,
- (c) poverty rate in the respective regions,
- (d) purchasing power in the respective regions,
- (e) creation of (lingua)cultural academies and societies in the respective regions,
- (f) languages used in literature (fictional and non-fictional, originals and translations),
- (g) role of languages at school and university.

The central hypothesis to be tested is: “With a common vehicular language, regions/countries are economically better off.”

1.1.1.2. What are the advantages and disadvantages of the use of a lingua franca in

socioeconomic respects (including media, education and science)? It is difficult to measure the economic power of languages and language policies. Which parameters should be taken? LiFE-SPEAC strives for a broad macroeconomic perspective (including the correlation of foreign language skills and the abandonment instead of the growth of poor regions [cf. Miegel 2003: 33]). This can thus be seen as a supplement to the work packages in the EC-project LINEE, which rather focusses on very specific constellations of macro- and microeconomics. Already Florian Coulmas (1992) decided to correlate language policies with people's average income in a country. In the project **LiFE-LyNE (Language Policy and National Economy)** we want to supplement Coulmas (1992, 1994, 1996) and others (cf., e.g., Cyr et al. 2005) by observing a number of socioeconomic parameters, such as:

- (a) PISA results
- (b) poverty rate according to UN statistics (<http://www.un.org>)
- (c) demographic factors
- (d) the university affiliation of Noble Prize winners (<http://nobelprize.org>)
- (e) the average annual number of patents according to the EPO (<http://www.epo.org>)
- (f) the purchasing power according to UN statistics (<http://www.un.org>)
- (g) the crime rate according to UN statistics (<http://www.un.org>)
- (h) a number of parameters presented in *The Atlas of the Real World* (Dorling/Newman/Barford 2008)

These parameters will then be correlated with different countries around the world, categorized into different types of language policies. They are both monolingual and multilingual policies (and we can further subdivide multilingual policies into “oligolingual” and “polylingual” policies):

- (1)
  - a. English as a Second Language: Zambia, Uganda (+ Suaheli as a second non-native language), Kenya (+ Suaheli)
  - b. French as a Second Language: Congo, Mali, Ivory Coast
  - c. Portuguese as a Second Language: Mozambique, Angola
  - d. Suaheli as a Second Language: Tanzania
- (2)
  - a. 1 national language (< 50% minorities): Iceland, Poland, Portugal, Argentina, Brazil, Japan
  - b. several national languages (regional): Switzerland, Belgium, Canada
  - c. 1-2 supraregional national languages, several regional official languages: Austria, Germany, Italy, UK, India, China
  - d. 1 native national language + 1 or more non-native national language(s): Luxemburg, Malta, Algeria
- (3) policies of teaching English as a Foreign Language (EFL); foreign language teaching policies
  - a. compulsory foreign language from pre-school on: Spain, Malta
  - b. compulsory foreign language from primary school on: Italy, Luxemburg, Norway, Greece
  - c. compulsory foreign language from secondary school on: Poland, Portugal, Iceland, UK
  - d. no compulsory foreign language: Ireland
  - e. EFL most prominent: Latvia, Czech Republic
  - f. foreign language other than English most prominent: Lithuania, Romania

Finally, we will try to reflect the “economic” power of languages (EU languages, Russian, Turkish, Chinese, Japanese, Hindi, Arabic, Esperanto) by relating them to the following parameters:

- (a) articles in the currently most prominent encyclopedia worldwide (<http://www.wikipedia.org>),
- (b) number of native and non-native users in a Wikipedia version (<http://www.wikipedia.org>),
- (c) Wikiversity articles (<http://www.wikiversity.org>),

(d) number of books translated into a given language according to the UNESCO's Index Translationum.

The central hypothesis to be tested is: "Official oligolingualism is correlated with a larger degree of socioeconomic and cultural wealth than official monolingualism and polylingualism."

#### B.1.1.2. Psychological-Emotional Aspects

In addition to the integration of "hard" factors, the issues addressed in the call, viz. power and identity, politics, culture, society, education, media, and society also require the inclusion of the psychological-emotional side. After all, even socioeconomic developments depend, to a high degree, on psychology and on emotions. Therefore, people's attitudes toward certain ideas for monolingual and multilingual (both "oligolingual" and "polylingual") language policies will be tested in **LiFE-FORMMS (Feelings, Opinions and Rankings on Mono- and Multilingualism in Society)** via a questionnaire of statements working with a Likert scale ("I strongly agree" - "I rather agree" - "I rather disagree" - "I strongly disagree") and rankings. This questionnaire can be seen as a supplement to the questionnaire results published in TNS Opinion & Social (2006) and to Dewaele/Pavlenko (2001). However, this project call raises a number of aspects that were not covered by the other surveys and incorporates some ideas proposed elsewhere (such as the idea by the Group of Intellectuals for Intercultural Dialogue that every European should be encouraged to choose a "second mother tongue", or "personal adoptive language", as they call it). The questionnaire currently consists of 25 statements and 25 rankings. The analysis will take into account age, profession, sex, knowledge of EU language policy and particularly nationality and will check if people's attitudes agree with or deviate from their countries' official language policy. The questionnaire will be put on-line in all 23 EU languages. Each informant will get the statements and rankings in random order. Some statements and rankings will also be presented to people from non-EU countries (e.g. Russia).

Say whether you strongly agree/rather agree/rather disagree/strongly disagree with the following statements.

- 1: The EU should promote the use of both official and non-official languages in Europe.
- 2: The EU should promote the use of official, but not of non-official languages in Europe.
- 3: The EU should promote the use of a restricted set of two to five languages.
- 4: The EU should agree on a compulsory lingua franca to be learnt by all Europeans.
- 5: Globalization will force us to agree on one global lingua franca.
- 6: Globalization will force us to learn more foreign languages than is common at present.
- 7: Advances in machine translation will enable us to restrict foreign language learning to just one language for easy everyday use.
- 8: Advances in machine translation will make foreign language learning unnecessary.
- 9: A common lingua franca creates common identity.
- 10: A common lingua franca promotes peace.
- 11: A common lingua franca promotes a feeling of security.
- 12: A common lingua franca opens up more chances for trading.
- 13: When I learn a language, I want to reach a good command of the language.
- 14: When I learn a language, I don't care about pronunciation as long as I will be understood.
- 15: When I learn a language, I want to reach communicative competence.
- 16: Academic journals should force authors to write articles only in a common lingua franca.
- 17: Academic journals should force authors to write summaries of their articles in a common lingua franca.
- 18: Teaching a lingua franca at school should aim at making learners sound like native speakers.
- 19: Teaching a lingua franca at school should aim at making learners communicate effectively in all kinds of countries.
- 20: Teaching a lingua franca should include texts produced by non-native speakers from other countries.
- 21: My country should see that its official language(s) is/are also taught in other countries.
- 22: My country should promote the use of its official language(s) in all official areas of LiFE-

## SPEAC.

- 23: Even with a common international lingua franca, national languages shall continue to be promoted by international institutions.
- 24: Language policies should mainly be based on economic reasons.
- 25: Language policies should mainly be based on reasons of cultural heritage.

Rankings: In which order of preference would you connect the following targets to the solutions offered (with 1 being the most preferable solution)

- 1: I would take migrating to another country into account ...
- if I mastered the other country's language well enough to participate in daily conversations.
  - if I mastered the other country's language fluently in writing and speaking.
  - if I mastered an international language used there well enough to participate in daily conversations.
  - if I mastered an international language used there fluently in writing and speaking.
  - my language skills would play no role.
- 2: For solving global problems, ...
- everyone should speak two foreign languages of one's personal choice.
  - everyone should speak two foreign languages of one's country's choice.
  - everyone should speak internationally effective English and another foreign language of one's (personal or country's) choice.
  - everyone should speak British English and another foreign language of one's (personal or country's) choice.
  - everyone should speak American English and another foreign language of one's (personal or country's) choice.
- 3: If I had to the chance to learn a language not for global communication, but rather as "a second mother tongue", I would choose
- 1 .....
  - 2 .....
  - 3 .....
- 4: If English shall remain the first foreign language, then the next competence a European should master is ...
- advanced knowledge in a second foreign language
  - basic knowledge in several other languages
- 5: If I had to learn four foreign languages, I would prefer...
- studying the four European languages with the largest speaker groups in Europe
  - studying the four European languages with the largest speaker groups world-wide
  - studying the four languages with the largest speaker groups world-wide
  - studying four European languages from different language groups (Germanic, Romance, Slavic, non-Indo-European)
- 6: If it is agreed that Europeans should learn one language from each European language group (Germanic, Romance, Slavic, non-Indo-European), then these languages
- should be the ones with the most speakers
  - should be the easiest ones to learn
  - should be the ones with which it becomes easier to also learn other languages of the same group
- 7: In order to get along well in business meetings with somebody speaking another language, I would prefer...
- taking language courses in advance in order to be able to speak a language myself
  - hiring a professional interpreter
  - getting company by a friend or colleague who knows the language well
- 8: In order to get along well in private meetings with somebody speaking another language, I would prefer...
- taking language courses in order to be able to write a letter in the language myself
  - hiring a professional translator
  - having a friend or colleague who knows the language well translate the letter
- 9: It promotes social justice
- if there is one official lingua franca in a multilingual community (like the EU)
  - if there is a limited set of 2-5 official languages in a multilingual community (like the EU)
  - if there is a high multitude of languages in a multilingual community (like the EU)
- 10: It promotes democratic processes
- if there is one official lingua franca in a multilingual community (like the EU)
  - if there is a limited set of 2-5 official languages in a multilingual community (like the EU)

- \_\_\_ if there is a high multitude of languages in a multilingual community (like the EU)
- 11: It promotes a common identity  
 \_\_\_ if there is one official lingua franca in a multilingual community (like the EU)  
 \_\_\_ if there is a limited set of 2-5 official languages in a multilingual community (like the EU)  
 \_\_\_ if there is a high multitude of languages in a multilingual community (like the EU)
- 12: It promotes the survival of cultural knowledge  
 \_\_\_ if there is one official lingua franca in a multilingual community (like the EU)  
 \_\_\_ if there is a limited set of 2-5 official languages in a multilingual community (like the EU)  
 \_\_\_ if there is a high multitude of languages in a multilingual community (like the EU)
- 13: In a multilingual community (like the EU)  
 \_\_\_ everyone should address administrative institutions in an individually chosen language in the community and receive answers in that same language  
 \_\_\_ everyone should address administrative institutions in an individually chosen language in the community, but receive answers in a common official language  
 \_\_\_ everyone should address administrative institutions and receive answers in a common official language
- 14: For conversations about modern ideas and things, my country  
 \_\_\_ should promote the adoption of the terms from the country where the idea or thing originates  
 \_\_\_ should promote the creation of terms based on words in its own languages  
 \_\_\_ should promote the broad competence in a lingua franca

Rankings: Say what you do in languages other than your native tongue  
 “5-7 times per week – 1-4 times per week – 1-3 times per month”:

- 1: I read general newspapers or magazines  
 2: I read professionally relevant texts  
 3: I read fictional books and articles  
 4: I watch TV programs or movies  
 5: I have a private conversation  
 6: I have a professional conversation  
 7: I write a professional mail

Multiple Choice: What do you consider “very important / rather important / rather unimportant / very unimportant” for the success of a one-lingua-franca policy?

- 1: obligatory use of the lingua franca at least once a day at school or work  
 2: constant use of the lingua franca at school or work  
 3: daily newspapers  
 4: daily TV programs

Apart from the “indirect” questionnaires we will organize a special workshop “Monolingualism vs. Multilingualism in the Academic World”, which allows a direct dialogic exchange of opinions. In this workshop we will specifically find out the advantages and disadvantages of monolingualism vs. multilingualism in the academic world and discuss the consequences for intranational academic communication. We will invite 1 researcher from the field of humanities, 1 researcher from the field of social sciences and 1 researcher from from the field of natural sciences from each of the following EU countries: Austria, Germany, France and Italy as representatives of “older” EU countries, and Poland, Czech Republic, Slovakia, Croatia, Slovenia as representatives of “younger” ones. In different groups we will collect country-related and discipline-related arguments and render them into common suggestions.

The central hypotheses to be tested are: “Personal oligolingualism with one common lingua franca is more supported than other types of personal language skills.” and “A lingua franca is accepted when language policies promote both the use of the lingua franca as well as the use of national official languages.”

### B.1.1.3. Linguistic aspects

While it is clear that having a common language enables more people to converse with each

other, there are also concrete limitations, or risks, of a lingua franca (which is one of the issues addressed by the call).

1.1.3.1. Some of the limitations, or at least obstacles, of understanding each other are “hidden”. One form of hidden misunderstandings may come up due to different connotations with words of the same denotation. The work package **LiFE-STORIE (Semantic Differentials Triggered Off by Relevant Items in English)** will deal with this aspect. Of course, this cannot be done for thousands of words in this kind of project; moreover, it is not necessary to do this for many words. The aim of LiFE-STORIE is to find out, by way of a semantic differential (a method developed by Osgood/Suci/Tannenbaum 1957), to what extent twenty-five selected English words, which are considered to be “hot” words, or key words, for self-identification of Europeans, trigger the same connotations among people from different European (and non-European) countries. The selected words shall be: *Africa, America, arts, China, democracy, economic growth, Europe, earth, education, federal, health, judiciary power, leisure-time, monarchy, money, politician, press, Russia, state, sustainability, taxes, teacher, university professor, wealth, work*. Osgood/Suci/Tannenbaum had performed an analysis of many semantic differential scales and found three recurring aspects that people use to evaluate words: evaluation, potency, and activity. Evaluation loads highest on the adjective pair ‘good—bad’. The ‘strong—weak’ adjective pair defines the potency factor. Adjective pair ‘active—passive’ defines the activity factor. These three dimensions of affective meaning were found to be cross-cultural universals in a study of dozens of cultures. In addition to this, the semantic differentials will consist of a list of four opposites that go back to the universal anthropological model by Martin (1994) (“chaos-order”, “freedom-restrictions”, “individuality-community”, “emotion-reason”). All these opposites will be designed as four-step scales (“Do you associate the word *America* ‘strongly with chaos’, ‘rather with chaos’, ‘rather with order’, ‘strongly with order’?” etc.). Tests with preliminary questionnaire designs (cf. [http://de.wikiversity.org/wiki/Projekt:European\\_Sociolinguistics/Connotations](http://de.wikiversity.org/wiki/Projekt:European_Sociolinguistics/Connotations)) have shown, first, that results on open questions about associations are hard to group and to compare, second, that it is very difficult to find informants when there are many words and scales that have to be filled out. We have consciously refrained from a step “neutral” in order to avoid that informants click this opposition for reason of laziness. Therefore, we will design an on-line questionnaire that will present the words to be classified in random order and that will allow informants to classify as many words as they want (from one to twenty-five). The beginning may thus look like this:

This questionnaire aims at finding out to what degree word-associations are culture-bound. Analyzing such associations is a basis for a better understanding of other cultures. After the introduction which asks you to indicate a few statistical data (age group, sex, type of social network, country, mother tongue), you are presented with a word plus a series of oppositions, e.g. "chaos-order". You are asked to connect the words to the elements of the oppositions: this means you will have to say, e.g., whether you associate, e.g. the word *democracy* “strongly with chaos (++)”, “rather with chaos (+)”, “rather with order (+)”, or “strongly with order (++)”. After categorizing such a word you can decide whether you want to continue with another word or whether you want to finish the questionnaire. The maximum number of words you would be asked is 25.

I associate ...

	... democracy ...				
	strongly with	rather with	rather with	strongly with	
good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	bad
strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	weak
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	passive
chaos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	order
freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	restrictions
individuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	community
emotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reason

I want to ...

continue with another word     end this questionnaire

The central hypothesis to be tested is: “The connotations of English words are not the ones of native speakers of English on a transnational, European level.”

**1.1.3.2. LiFE-STILE (Strategies in Transcultural and Intercultural Lingua Franca Settings in English)** is another sub-project for finding out about hidden misunderstandings. First of all, the sub-project will compose, like the other work packages as well, a state of the art of the studies on English as a lingua franca, especially with regard to the pragmatic dimension, accomplished up to today (cf., e.g., House 1999/2002/in press, Ilie/Garzone 2007, James 1998, Knapp 1987, Knapp/Meierkord 2002, Lesznyák 2004, McKay 2002, Meierkord/Knapp 2002, Thomas 1983, Varonis/Gass 1985, Wagner/Firth 1997, Yule 1990). Since naturally occurring large-scale corpora are practically impossible to obtain, the studies carried out so far have used various auxiliary methods: discourse completion tasks (DCTs), metapragmatic judgment tasks (MPJTs) and semi-expert interviews on communicative strategies (SICSs) (on the methods cf. Blum-Kulka/House/Kasper 1989, Hinkel 1997, Grzega 2008a, Grzega/Schöner 2008, Grzega 2009). To find out about the intercultural use of English we will use five different methods in order to overcome the disadvantages specific to each single method (on these points of criticism cf. also the review by Geluykens 2007); informants will be gathered from a broad range of European countries and some non-European countries and come from different social groups. In terms of methodology and informants, the following work packages can thus be seen as supplements to the WP’s in the EU-funded project LINEE.

- (1) We will create a Discourse Completion Task (DCT) in which informants will have to complete dialogs on several situations (addressing people in countries where English is not official language).
- (2) Informants will complete tasks for truly written lingua franca contexts (a method sometimes called *discourse construction task*, but which could also be called *text creation task* [TCT]).
- (3) The two most prominent types of answer for each nation in the DCTs and TCTs will then be converted into a meta-pragmatic judgement test (MPJT), i.e. informants are to judge the appropriateness of utterances on a Likert scale. Such a test aims at finding out whether certain national prototype answers are actually more or less advisable in lingua franca communication, in other words: we want to see which strategies may work transculturally. Evaluating sentences on an “appropriate—inappropriate” scale may not be meaningful enough, especially since different things can be understood by *appropriate*, e.g. ‘grammatically correct’ or ‘polite’. This scale should therefore be replaced by a set of evaluation parameters (“very appropriate/rather appropriate/rather inappropriate/very appropriate”, “overpolite/polite/impolite”, “rather common phrasing/uncommon phrasing”, “meaning clear/meaning unclear”). In addition, with lingua-franca situations and non-native source material such a MPJT has to be designed in a way that deviates from the usual MPJT also in another way. This is rooted in the fact that a prior DCT will not only yield different pragmatic variants, but also several lexical



Formulation	A				B			C		D	
two, no breakfast...											

- (4) Due to the criticism raised against production and multiple-choice questionnaires (they only deal with limited sets of individually valid and individually salient linguistic forms —cf. also Rose [1994] and Geluykens [2007: 35f.]), we should also try to create methods that can lead us to all possible, acceptable answers and their “status”, their connotations, in a specific situation. For this purpose I have developed the idea of using people who deal with language professionally (and thus have a certain “monitor” for communication) as ethnographic assistants, or informants. These ethnographic laypersons, or rather ethnographic-linguistic semi-experts, are interrogated, by way of a questionnaire, on their introspective view of certain speech acts and other conversational aspects. It asks informants not for their own communicative behavior and judgement, but for the typical linguistic behavior in their nation, as told from the perspective of someone who has to describe this to a foreigner (informants are regarded as ethnographic semi-experts due to their experience within, and observation of, the community; this will especially be true of people who have to do with language professionally, such as students of language, linguists, journalists). This questionnaire can be used for a face-to-face interview or in a purely written way. We call such a questionnaire a *semi-expert interview on communicative strategies* (SICS) (cf. Grzega 2008, Grzega/Schöner 2008).
- (5) All three methods have the disadvantage of not testing the importance of prosodic and non-verbal elements. As a solution for the problem we will do an experimental fieldwork study. We will take the “Top 2” and the “Bottom 2” answers after the MPJT and have people videotape the strategies in the situations under (1) with varying prosodic and, if applicable, non-verbal elements (monotonous intonation vs. melodic intonation, “elbow” distance vs. “arm length” distance, intense eye contact vs. little eye contact, no arm movements vs. many arm movements) in different European countries with several addressees. This can be called a *non-verbal judgement task* (NVJT). This task will look like a MPJT, but informants will have to judge videofiles.

The central hypothesis to be tested is: “Some communicative strategies Europeans use and accept when conversing in English are not the ones of native speakers of English on a transnational, European level.”

Informants will be gathered from a broad range of European countries and some non-European countries. Due to the size of the work package it will be divided into three sub-packages:

**LiFE-STILE-1** will first gather information through DCTs distributed by the work package leader from LiFE-STILE-2 on the following situations:

- (a) asking for help in getting a ticket for the tram
- (b) asking for schedule information on the phone
- (c) paying a compliment to a foreign business partner on his/her presentation
- (d) reacting to a compliment on your organization talent
- (e) complaining about a malfunctioning light bulb in the hotel room
- (f) approaching somebody you find attractive and you would like to get to know.

On the basis of the DCT results the work package leader will create and distribute an MPJT that she will distribute herself. This will lower the chance that the same informants fill out both the DCT and the corresponding MPJT.

**LiFE-STILE-2** will first gather information through distributed by the work package leader from LiFE-STILE-1 on the following situations:

- (a) writing an e-mail to a hotel to ask for the reservation of a double room

without breakfast

- (b) writing an e-mail for a friend to a tourist office to ask for information material on its city's offer of family activities
- (c) writing an e-mail to an internet shop to complain about the reception of a wrong DVD
- (d) writing an e-mail to an internet shop to complain about the reception of a broken item (DVD with bad sound)
- (e) writing an application letter for a scholarship

On the basis of the TCT results the work package leader will create and distribute an MPJT that she will distribute herself. This will lower the chance that the same informants fill out both the TCT and the corresponding MPJT.

**LIFE-STILE-3** will consist of a SICS covering the situations of LiFE-STILE-1 and LiFE-STILE-2.

1.1.3.3. In still another project on discourse in English as a lingua franca, we want to analyze naturally occurring data: the English Wikipedia will be used as our corpus to provide instances of communication failure, persuasive and negotiation strategies among contributors. It is a currently very prominent, but in this respect so far unstudied venue of authentic intercultural interaction where misunderstandings are discussed and often solved through negotiation between the parties involved. In **LiFE-CICLE (Crashes in Intercultural Communication in a Lingua Franca Encyclopedia)** we want to detect and interpret instances of miscommunication between contributors with different mother tongues in this largest Wikipedia version. In order to find instances of communicative crashes, we will check the English Wikipedia's Talk Pages for the words "misunderstanding", "you don't get it", "language problem", "reliable", "relevant", "feeling", "subjective", "not objective", "in my culture", "what do you mean" and similar phrases via the Search option. In addition, we will check the reactions to contributions by users who don't speak English as a native language nor on a near-native competence (i.e. in the Wikipedia you search for the category "User en-3", "User en-2" and "User en-1"). In order to find out about potential and recurrent causes for breakdowns (linguistic forms, function-to-form-mapping vs. form-to-function-interpretation, face-saving strategies) the following parameters will be analyzed in detected cases of misunderstandings *post quem* (through the metalinguistic comments of the Wikipedia users):

- (1) non-native grammar
- (2) unintelligible designations
- (3) false interpretation of a word as regards
  - (a) denotation
  - (b) connotation
- (4) lexical violation against native norms as regards
  - (a) denotation
  - (b) connotation
- (5) presentation of assertive speech acts (arguments and explanations for breakdown) with
  - (a) *I*,
  - (b) *you*,
  - (c) *we*,
  - (d) no personal pronoun relating to the speaker or hearer
- (6) directive speech acts in the form of a(n)
  - (a) imperative
  - (b) declarative sentence with modals *must, have to, need* + *you*
  - (c) declarative sentence with modals *must, have to, need* + *we*
  - (d) declarative sentence with modals *must, have to, need* + no sender or receiver pronoun
  - (e) declarative sentence with modals *can, could*

- (f) declarative sentence with modals *should, ought to*
- (g) interrogative sentence with modals *could + you*
- (h) interrogative sentence with modals *would + you*
- (i) interrogative sentence with modals *could + we*
- (7) pragmatic failure of understanding the Wikipedia definition of
  - (a) *fact*
  - (b) *reliable source*
  - (c) *neutral point of view*

(8) wrong metalinguistic assumption that there must have been a cross-cultural difference  
 In order to distinguish crashes in communication due to personality or nationality, there will also be two types of informants that will be questioned to provide this knowledge: (a) English native speakers to act as informants and explain the type of failure registered in the English language and (b) native speakers of the first language of the author who committed the failure to distinguish whether this failure was due to the personality of the author or the culture of the individual. The central hypotheses to be tested are: “The communicative strategies that all Europeans use and accept when conversing in English are not the ones used by English natives on a transnational, European level. Some strategies used by non-Europeans are not accepted by any European nation”, “The persuasive strategies that Europeans use and accept when conversing in English are different from the ones employed by English natives” and “The negotiation strategies that Europeans use and accept when conversing in English are different from the ones employed by English natives”.

#### B.1.1.4. Educational Implications

The call also asks for the educational implications of the use of a lingua franca. Although discussions on the choice of a European lingua franca are not over yet, English is at present the most likely language to be accepted as a lingua franca. This perception of English as a Lingua Franca should also have consequences in English language teaching. However, most of the studies deal with these consequences only in theory and give a few practical suggestions (cf., e.g. McKay 2002, Gnutzmann/Intemann 2008), but they do not offer a complete coherent concept of teaching English as a foreign language. As a first practical step, the system of Basic Global English (BGE) was developed for beginners of English (<http://www.basicglobalenglish.com>). The concept is based on empirical studies and includes effective native and non-native pronunciation, grammar and conversational patterns of English and a notion-, morphosemantics- and frequency-based set of 750 words. The creation of a new concept seemed necessary when taking into account the following observations:

- From personal interviews with employers in Germany and interviews with employers and trainees in the German press we know that people looking for a job, especially, but not exclusively older people, do often not have a sufficient command of English. And this is seen by German employers as one of today’s key competences, even though a certain job may at first sight not even require skills in English and even though older people may surpass younger ones in valuable job experience.
- A survey initiated by the Council of Europe (TNS Opinion & Social 2006) revealed that the majority of the citizens in the following European countries do not feel able to participate in a conversation in English: the Czech Republic, Estonia, France, Greece, Hungary, Italy, Latvia, Lithuania, Poland, Portugal, Slovakia and Spain as well as the immigrant population in Ireland and the UK.
- In many textbooks for TEFL (for compulsory schools, for adult courses, for self-teaching), interactions/conversations in English as a global lingua franca are entirely marginal. Three examples from the German bookmarket: (a) the widely used school textbook *Highlight* picks out English as a lingua franca as a theme only in Unit 5 of Volume 5 [= Year 5]; (b) in Digital Publishing’s *komplettkurs english* for self-taught English lessons play only in the US, (c) in *PONS Sprachkurs Interaktiv English* lessons are mainly placed in the UK, some

- in the US and a few in Canada.
- Not reflecting the role of English as a global lingua franca in the selection of contents seems a general policy for European school-life. In 2007, in an Eurolinguistics seminars, the Project Coordinator had his students contact applied linguists from almost all European countries to check to what degree forms of English as a lingua franca are integrated into or discussed in actual Teaching English as a Foreign Language. Though they didn't receive answers for all countries, it can safely be said that from a European perspective (discussing and teaching) lingua franca English, if at all, is rather an academic issue at university, and at best marginal at school. In European schools, students get to know British and American English, sometimes also examples of the New Englishes (e.g. India, South Africa). In Germany, where each federal state (*Bundesland*) has its own curriculum, not a single federal state reflects the role of English in their primary school curriculum beyond the mere statement that English is a world language. And also the selection of linguistic forms show that it is not the goal of these curricula to provide globally effective communicative strategies for the most basic and frequent communicative situations. Two examples: Short answers like *Yes, it is/No, it isn't* are given a prominent place in curricula—but how important are they for lingua-franca situations? Metaphorical expressions are often included already at a low level—but how helpful and successful are expressions that cannot be interpreted word-for-word in lingua-franca communication? Some curricula do not mention communicative, or politeness, strategies at all.
  - From observations we know that many teachers evaluate “mistakes” not with respect to their effect and their efficiency in lingua-franca discourses. German teachers, e.g., penalize *Sursday* instead of *Thursday* and *sink* instead of *think*, but not *veggies* instead of *wedges*, *chop* instead of *job*, or *chess* instead of *jazz*, although the discrimination of voiced and voiceless consonants has empirically been proven to be more vital than the substitution of [θ] by [s]. Similar things can be observed for grammar.
  - In the German curricula the communicative aspect is only prominent in the second year of learning English, while the first year is characterized by a lot of fossilized phrases in games, rhymes and songs.
  - Concepts of “simplified English” up to 2004/05 respected only some principles that are combined in BGE. Nevertheless, it has to be highlighted that BASIC English, Essential World English, Threshold Level English are based on well reflected principles, while Globish is rather based on intuition and ignores all kind of theoretical and empirical linguistic knowledge.

First BGE materials have already been developed and successfully tested within a EU COMENIUS school project (Grzega/Schöner 2007, Grzega 2008b); in the LiFE-SPEAC project the materials from the Basic Global English (BGE) project will be refined and completed, especially for teaching Global English to heterogeneous adult learner groups as well as for self-study. In this regard, the cooperation with small and medium enterprises (SMEs) is helpful. It will be part of the project to promote BGE and show its transcultural applicability in different countries to “promote understanding, tolerance and friendship among all nations” in accordance with the UN Millennium Declaration. In addition to that, the “global” element should also be included when English is used at a more advanced level, where respecting standard native grammar becomes more important, but when learners may still be motivated to study English not because it is the language of the US and the UK, but because it is the most prominent global lingua franca, especially in economic domains. This does not imply that an interest for languages as “national cultural” languages is lost (cf. Mackiewicz 1998), but it shows that Teaching English must see new practical approaches as Teaching English as a Lingua Franca for business contexts (on content-and-language-integrated aspects cf. also, e.g., Vollmer 2002 and 2006). This practical goal is the focus of the work package **LiFE-BELT (Basics of English as a Lingua Franca in Teaching)**. Again, first didactic materials for spoken and written settings, taking into account the Common

European Framework of Reference for Languages, have already been set up (Basic Global English for Adult Learner Groups) and now, after first preliminary tests, require larger field work experiments with evaluations by the target learner groups. This means that adult learner groups will be provided with the materials in crash courses and will then be asked to write a review on their effectivity. It is planned to have three learner groups of 10-12 participants who will be taught 2 hours per week: 14 weeks of Basic Global English and then 10 weeks of “Global English for Business Contexts”. The effectivity of the concept will be tested through a mix of methods (triangulation):

- (1) The lessons will be videotaped and constantly evaluated with respect to learners’ development of vocabulary and conversational patterns.
- (2) Learners will constantly fill out questionnaires evaluating the lessons.
- (3) Learners will write a mid-term and a final written exam, testing, or assessing, cross-cultural knowledge and cross-cultural communicative skills in written contexts (to be evaluated by people from different countries).

Especially the last point will also lead to assessment material that may be used when teaching a lingua franca other than English respecting material that was already developed elsewhere (e.g. at our partner institution in Cambridge). If need be, material will already be adapted in this first round of courses. This ethic is part of the methodological frame of action research (Lewin 1946). In Week 25 the materials will be improved on the basis of the evaluation of the participants and the analysis of the videos and also on the basis of the preliminary results in work packages LiFE-STORIE, LiFE-STILE 1-3 and LiFE-CICLE. From Week 26 to 50 there will be another round of courses. At the end of Year 1, we will have a preliminary draft of learning materials for adult learner groups (again refined thanks to the results of the work packages LiFE-STORIE, LiFE-STILE 1-3 and LiFE-CICLE). Since many adults look for materials which they can use independently from a course, the second part of the work package will include the elaboration of material for self-teaching. The elaboration of such material will be done in Year 2 (and will respect intermediary results from the work packages LiFE-STORIE, LiFE-STILE 1-3 and LiFE-CICLE). At first, people from various countries will be contacted and they write about their experiences with material for language self-teaching. Based on these reports, we will develop (1) an English book as the necessary and sufficient basis (to be used by learners of all types of languages), (2) “luxury equipment” in the form of (a) a book with the metalinguistic explanations of the basic book in various languages, (b) an audio CD and (c) an exercise CD-Rom. These materials will then be tested by learners of various mother tongues again. Here, too, ways for assessing cross-cultural competence and skills must be developed (which will also be usable with other *linguae francae*).

#### B.1.1.5. The Desirability of the Introduction of New Language Policies

The results of the socioeconomic, psychological-emotional, linguistic and educational work packages will allow us, in theory and practice, to confirm, refine, supplement or replace current language policies and activities in Europe (on this cf. Section 1.3, p. 21) and also make suggestions for a global language policy.

#### B.1.2. Progress Beyond the State-of-the-Art

Some work packages can be tied up to some participants’ own research, but dwell on new aspects as of yet ignored; sometimes, other researches provide figures, descriptions or methods that are of use for some work packages of LiFE-SPEAC. The majority of the work packages deal with English as a lingua franca. Most academic studies on English as a lingua franca are on formal aspects of English (cf., e.g., the state-of-the-art article by Seidlhofer 2004). As already mentioned in Section 1.1, there are some articles on pragmatic aspects, but

not rarely they are based on informants from a restricted set of mother tongues.

- Ad LiFE-STORIE: The main idea of the psychometric method planned to find out about words' connotations was created by Osgood/Suci/Tannenbaum (1957); but in addition to their major adjectival notions we will integrate into our scales nominal notions going back to Martin's (1994) anthropological model of allegedly universal antinomic needs. Moreover, the work package is innovative in testing not connotations of words in the native language of a certain cultural group (as Osgood/Suci/Tannenbaum did for different cultures), but connotations of trigger-words in a lingua franca on a cross-cultural level. This will have implications for the explanation of "hidden" intercultural communicative breakdowns and the improvement of lingua franca communication. The project participants will be able to bring their own academic expertise into this work package: Dirk Geeraerts and Georges Kleiber are both renowned linguists in the field of lexicology and semantics and have written several dozens of articles and books on cognitive aspects of words.
- Ad LiFE-STILE: As already observed, the studies that have dealt with pragmatic aspects of lingua-franca discourse, are based on actual small-scale corpora provided by communication among people from a limited set of countries. As already mentioned above, it will be the first time that the communicative behavior for a comprehensive number of Europeans speech communities will be analyzed on the same data elicitation method, which unites various methods, each of which trying to overcome the disadvantages of the other methods (thus also respecting criticism raised by Geluykens 2007). Beside the DCT and the SICS, the work package will also include a meta-pragmatic judgement test (MPJT). The project participants will be able to bring their own academic expertise into this work package: Culture-specific conversational patterns have been observed in studies by Juliane House (e.g. Blum-Kulka/House/Kasper 1989); lingua-franca pragmatics has been studied by Joachim Grzega (2008a, 2008b), Cornelia Ilie (Ilie/Garzone 1997) and, again, Juliane House (1999, 2002, in press). Two of the methods used in this work package have been co-developed by participants of this project: the Discourse Completion Task (DCT) by Juliane House and Johannes Vollmer (cf. Blum-Kulka/House/Kasper 1989) and the Semi-Expert Interview on Communicative Strategies (SICS) by Joachim Grzega and Marion Schöner (2008). For the first time, though, the communicative behavior for a comprehensive number of Europeans speech communities will be analyzed on the same data elicitation method, which unites various methods, each trying to overcome the disadvantages of the other methods.
- Ad LiFE-CICLE: This work package continues the analysis of lingua-franca discourse in the very specific, but widely used genre of an internet encyclopedia. Although there have been a few studies on miscommunication in intercultural communication, miscommunication, or communicative breakdown, in the most prominent venue of collaborative construction of knowledge, the English Wikipedia, has not yet been dealt with. Therefore, the work package LiFE-CICLE is highly innovative. The project participants will be able to bring their own academic expertise into this work package: Juliane House has already been shown to be an internationally respected researcher on lingua-franca pragmatics. George Ypsilandis is experienced in English for academic purposes, learner languages, and computer technology (cf., e.g., James/Scholfield/Ypsilandis 1992 & 1994, Ypsilandis 1994, Psaltou-Joyce/Ypsilandis 2000, Ypsilandis/Kantaridou 2007).
- Ad LiFE-BELT: This work package draws consequences from observations on lingua-franca discourse for teaching English as a global language. The concept of Basic Global English (BGE) was developed by Joachim Grzega (cf. Grzega 2005b, Grzega/Schöner 2007, Grzega 2008b). It is the first complete concept of teaching English that was developed to prepare learners for lingua-franca situations (not for conversations with native speakers of English). The selection of phonetic, grammatical, lexicological and

pragmatic elements of Basic Global English (BGE) is based on empirical studies (Jenkins 2003, Seidlhofer 2004, James 1998, Knapp 1987, Knapp/Meierkord 2002, Lesznyák 2004, McKay 2002, Meierkord/Knapp 2002, Thomas 1983, Varonis/Gass 1985, Wagner/Firth 1997, Yule 1990). Didactic and pedagogical claims for teaching English as a lingua franca have been made in theory by other linguists before, e.g. McKay (2002) and the contributors in Gnutzmann/Intemann (2008). Models of content-and-language integrated learning—an idea inherent to BGE—were tested by senior advisor Johannes Vollmer (e.g. 2002, 2006). Experiences with learning material for self-study will be brought into the project by Ingeborg Ohnheiser (e.g. Ohnheiser/Sokolová 2006). On a more general level, Joachim Grzega (2005a) also promotes the incorporation of English as a lingua franca into a language learning policy that respects the interest for languages as “national cultural languages”, something compatible with observations by Mackiewicz (1998).

- Ad LiFE-VEST: So far, works on vernacular languages have been rather qualitative with small quantitative indicators or pseudo-quantitative indicators (as the reliability of historical sources is not always clear). The project goes beyond the state of the art by selecting a well defined set of solid historical economic data. Descriptions of effective monolingualism and multilingualism in Europe’s history are also provided by Langosch (1990) for the Middle Ages. Important historical statistical data for the 19th and 20th centuries is, e.g., provided by <http://www.historicalstatistics.org>; however, no one has related these to linguistic aspects yet. The project participants will be able to bring their own academic expertise into this work package: Tomasz Kamusella (e.g. 2001, 2005, 2008) has already dealt with languages as an instrument of nationalism; Harald Haarmann (e.g. 1975, 1995, 2000) has described the role of Latin as an international means of communication between the learned layers of society; Hans Goebel (1994) has described the case of Austrian multilingualism. The rather qualitative approaches taken there will now be supplemented by a quantitative approach on the basis of comparable statistical data. Historical-economic expertise is provided by Gianni Toniolo (cf., e.g., Sylla/Toniolo 1997, Toniolo et al. 1997).
- Ad LiFE-LyNE: Cyr et al. (2005) have edited a journal volume on language and economy (one of the articles is by Harald Haarmann); but there are no contributions that contrast entire countries on strict economic statistics. Florian Coulmas (1992, 1994, 1996) already started to fill this void by selecting some economic parameters and connect them to official language policies. This project will supplement these findings and incorporate data from more varied socioeconomic aspects. The project will analyze data provided by <http://www.epo.org>, UN statistics, and others. The project participants will be able to bring their own academic expertise into this work package: Apart from Florian Coulmas, Joachim Grzega and Harald Haarmann have also already dealt with aspects concerning the interrelation between language and economy (e.g. Grzega 2005a; Haarmann 2005); economic expertise is also provided by Gianni Toniolo (cf., e.g., Sylla/Toniolo 1997, Toniolo et al. 1997).
- Ad LiFE-FORMMS: The questionnaire, in form of rankings and Likert scales, will supplement the set of questions raised by TNS Opinion & Social (2005 & 2006) (via <http://ec.europa.eu>) and by Eurydice (2005). The statements will be the basis for models of language policies and touch the fields of educational psychology, psycholinguistics, personality psychology and social psychology. The project participants will bring own academic expertise into this work package (cf. Braselmann/Ohnheiser 2008, Braselmann/Ohnheiser 2007, Ohnheiser/Kienpointner/Kalb 1999, Haarmann 1995/2007)
- Ad LiFE-Management and LiFE-Dissemination: In a sense, the central coordination of this project is also new. The website will not only present the project’s output, but will also be the centre for the project’s input (all questionnaires will be put on-line); the project coordinator will guarantee a continued easily accessible publication of results for both linguistic and non-linguistic audiences and a respect of feedback from potential

“stakeholders” of the work package deliverables (we want to pursue a policy of “doing—viewing—improving”). Joachim Grzega has already coordinated several projects, hosts a Eurolinguistic platform (cf. also Grzega 2006) and has diversified contacts outside the academic world. The Bayerische Forschungsallianz is an institution well experienced in managing third-party funded projects. The Akademie Schönbühl have a network that even includes people with legislative and executive power. Miquel Siguán is a distinguished and decorated expert on Europe and its languages in various perspectives in both the academic and the non-academic world and has gained project management experience in several European projects (cf., e.g., Siguán 1990, 1995, 1996).

### B.1.3. European Coverage and Comparative Perspective

The project consortium is well aware that handling the phenomenon of multilingualism, i.e. the existence of several predominating vehicular languages versus a much wider range of different national, regional, local languages and dialects is a key challenge for the EU, for it essentially characterizes Europe in its ethnical and socio-cultural diversity and complexity. To establish and operate efficient communication structures within the EC institutions, two opposing approaches towards the language issue have always characterized the general debate on the Brussels stage right from the beginning of the European unification process in 1957: a strict monolingualists’ fraction pleading for the introduction of a single common language of communication in interstate affairs is opposing a majority of apologists of national sensitivities strongly emphasizing the necessity to maintain a range of official languages as wide as possible as a reflection of, and commitment to, Europe’s historical development and ethnic as well as socio-cultural diversity<sup>2</sup>. However, multilingualism is an important feature of the EU, as we know it today. This is reflected by the existence of currently 23 official EU languages compared to more than 60 indigenous regional or minority language communities across Europe, which until now rather seems a kind of rational and practicable compromise amongst these extreme positions. Since the expansion of the EU has not ended yet, the number of languages is likely to increase in the future. The monolingualists’ fraction is used to confront the current EU language communication system with a bunch of allegations, which in part cannot be rejected or dismissed easily, but may even be justified. Multilingualism

- is responsible for serious misunderstandings in communication due to different cultural backgrounds
- causes serious delays in initiating and implementing EU policies due to elongated translational procedures and, thus, afflicts and complicates decision-making procedures
- contributes to increasing bureaucracy
- brings about enormous expenses for personnel, logistics and technical equipment expenses for interpreters and translational services, the printing of documents etc. in various languages

Whereas the last three points of criticism can hardly be knocked out, the EU has instigated a series of initiatives to encounter the overall prejudice of conveying a modern version of the biblical “Babylonian confusion of tongues” and to promote multilingualism as an unchallenged constitutional principle. As a first step towards a sustainable language policy, the EU has inaugurated a positive policy towards regional and minority languages since 1992 in accordance with Art. 22 of the *European Charter of Fundamental Rights*, which states, “The Union respects cultural, religious and linguistic diversity”. Based on the results of first scientific studies and projects (e.g. Euromosaic, ADUM and CRAMLAP), the European

<sup>2</sup> The question is closely connected to the definition of “Europe” (cf. Grzega 2006: 6f.), e.g. in a political way (i.e. the EU countries), in a geographical way (i.e. the countries from the Atlantic to the Ural, sometimes including, sometimes excluding the British islands) or in a cultural way. In the latter sense the features of language, religion, history and ethnic descent are the most basic criteria to define and characterize a civilization. The project presented integrates both the political and the cultural-anthropological definition.

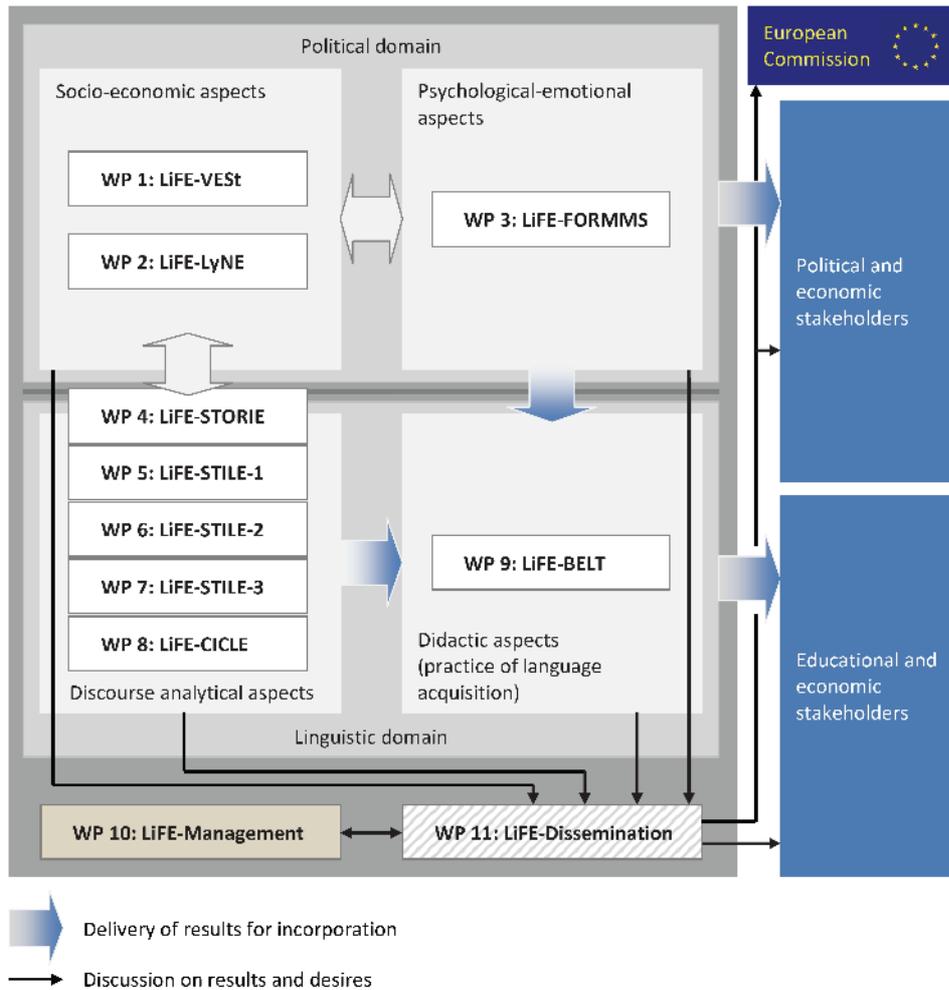
Parliament has adopted a series of resolutions promoting actions on regional and minority languages (including activities in support of endangered languages, which essentially contribute to the image of a culturally diverse Europe). In developing the joint *Lisbon Strategy for Growth and Employment* a package of broader actions also affecting language education and training was decided and enacted in March 2000. In terms of the Lisbon agenda, it was agreed on that languages should play a vital role in achieving the EU overall economic development goals. As a consequence, the *European Year of Languages* was proclaimed in 2001 (in compliance with Decision No. 1934/2000/EC of the European Parliament and of the Council). Right before the end of that year dedicated to languages all across Europe, the European Parliament adopted a Resolution recommending measures to promote linguistic diversity and language learning (followed by a Council Resolution of 14 February 2002). These initiatives had immediate impact on the related EU leaders' proclamation at the *Barcelona European Council* in March 2002. In correspondence to that proclamation, general EU language policy nowadays aims at promoting better language capabilities and qualifications among European citizens and at a communicative integration approach by enabling them to speak at least two foreign languages in addition to the mother-tongue right from pre-school education. As a further milestone, an action plan on *Promoting Language Learning and Linguistic Diversity* was compiled thereafter concretizing the aforesaid resolutions as a first basic step (2004–2006). At the same time, the EC published a communication paper entitled *A New Framework Strategy for Multilingualism*, its first official communication on the subject ever, in November 2005, which is regarded as a fundamental document for the LiFE-SPEAC consortium's objectives. A comprehensive *Public Online-Consultation on Multilingualism* was launched by the EC in 2007, encouraging organizations and individuals in Europe to communicate their opinions and expectations as to future language policy strategies of the EU. More than 2,400 participants responded. The outcomes of the survey were summed up in a report in February 2008 and discussed with stakeholders in public in the context of a *Public Hearing on Multilingualism* in April 2008. In autumn 2008, the EC adopted a *Communication on Multilingualism* including proposals for actions to further intensify language learning and linguistic diversity and to address citizens' needs as efficiently as possible. Another idea for promoting activities connected to multilingualism was to proclaim 2008 the *European Year of Intercultural Dialogue* triggering a number of actions all over Europe, including the aforementioned idea of a "personal adoptive language" in the paper *A Rewarding Challenge: How the Multiplicity of Languages Could Strengthen Europe*, by the Group of Intellectuals for Intercultural Dialogue, and a special issue of the *Journal for EuroLinguistiX*, edited by the coordinator of LiFE-SPEAC. In addition, the EC has organized a *Consultation Meeting for High Representatives of Member States* to obtain latest statements of stakeholders and associations directly involved in making language policies at a national level in January 2008. This effort was made in preparation to a *Ministerial Conference on Multilingualism* in February 2008 organized by the EC to discuss the challenges and opportunities related to a EU of 23 different official languages. As a final step for the present, a new communication on *Multilingualism – Tapping the Full Potential of Languages in Europe* was published by the EC in September 2008, in which an overview is given of what is required to be done to turn linguistic diversity into an asset for mobility, solidarity, economy and prosperity across Europe. The communication aims at recommending an approach which identifies and conceives multilingualism as an important cross-sectional issue in a series of different EU policy areas. The EU member states and other EU institutions are invited to join efforts to encourage and assist citizens in acquiring language skills and removing communication barriers. The LiFE-SPEAC consortium is highly committed to conduct the project in accordance with this relevant policy document and to contribute to the series of concrete actions related to the subject. By targeting the foreseen review of the progress in 2012, which will coincide with the end phase of the project, scientifically based results may be presented until then which may decisively impact the further orientation of EU

language policy.

However, despite the fact that multilingualism is both a “constitutional principle” and an indispensable need for the EU and besides all the activities mentioned before, there is still an increasingly high demand for measures targeting on simplifying communication procedures of EU institutions in a broader sense, especially as to the communication of general EU policies and strategies towards ordinary citizens and people. The recent failures of a clear pro-European voting commitment in public referenda on the *Treaty Establishing a Constitution for Europe* in France, the Netherlands and Ireland clearly have demonstrated this flaw in communicating common political ideas, policy options, benefits and values added resulting from EU legislative decisions. Recently, this challenge has explicitly been addressed by a special Mission Statement of the *Alliance of Liberals and Democrats for Europe*, a political group representing politicians of local and regional authorities from all around the EU in the “Committee of the Regions”. Against the aforesaid background, the association has launched a new campaign to change the current situation that the official language used in legal documents and other official publications coming from Brussels is often not only barely to be understood by the citizens, but also by many of those politicians and officials in national, regional and local authorities who are in charge of their proper implementation. The *Simple Language Campaign*, therefore, encourages all who work for and with the EU to use a simple and clear language in all EU documents or pinpointing more citizen-friendly alternatives.

#### **B.1.4 Overall Strategy of the Work Plan**

**LiFE-SPEAC** discusses the value of a lingua franca in a knowledge-based society. The project’s overall interest will be whether the most favorable concepts for a language policy will include one language (monolingualism), a few languages (“oligolingualism”), or many languages (“polylingualism”). No matter what the answer will be at the end of the project and whether English will turn out to be a preferred lingua franca by a majority of European, the results connected to the teaching concept developed for English as a lingua franca here will be generalizable for lingua franca teaching and for teaching transcultural competence in general. The single questions that are answered in the form of 11 work packages (WPs) are those asked in the official call. The WPs unite linguists, psychologists, economists, sociologists and people from outside the academic world; people from different parts of Europe; people from different generations; old and new methods appropriate to meet the multifaceted desires; theoretical issues, based on empirical research, and practical implications. Except for the WPs for management and dissemination, the WPs are highly empirical. The mass of informants needed for some WPs can be obtained thanks to the participants’ different networks. The internet will be used as the basic way to connect participants, other linguists, and the general public who will also serve as informants. The WPs can be grouped into those covering the political and those covering the linguistic domain: of the political WPs, 2 deal with socioeconomic, 1 with psychological-emotional aspects; of the linguistic WPs, 5 deal with discourse analytical, 1 with didactic aspects. During the project, the didactic WP will refine its concept on the results yielded by the discourse analytical and the psychological-emotional WPs. During the project the WPs will also be refined on the basis of the feedback by potential stakeholders on intermediary results.



## B.2. Impact

### B.2.1 Expected Impacts Listed in the Work Programme

In accordance with the Work Programme 2009 “Cooperation – Theme 8: Socio-economic sciences and humanities” of the FP7, LiFE-SPEAC endeavours to have a sustainable impact on Area 8.5.2. “Diversities and commonalities in Europe”. Language as the most important vehicle and tool for communication and mutual understanding among people, nations and cultures as well as an integral element of socio-cultural and ethnical collective identity is an utmost appropriate research topic with the objective of investigating and analysing diversities and commonalities in European cultures and societies against the background of their development, alterations and modifications in the course of history. A critical reflection upon the historical evolution of vehicular languages and their influence on social(-psychological) and socioeconomic developments since the 19th century can help to attain a better understanding of the correlation between language, nation, state and economy and may contribute to a better, renewed and far-reaching perception of the future of the European idea by reconsidering certain aspects of it. Due to the project’s interdisciplinary character, integrating a wide range of scientific disciplines (linguistics, pedagogy, economics, political science, social science and psychology) and individual scientific perspectives (participants from 8 European countries), and the constant active inclusion of stakeholders, language issues will be addressed with close reference to history, identity, economy and impact on literature and media. In developing and conveying language knowledge and attitudes, the project might also indicate strategies towards a rethinking or reconsideration of some key challenges of the 21st century such as globalisation or new forms of democratic participation and citizenship in

Europe. The principal impact of LiFE-SPEAC, therefore, focuses on issues of actual societal, policy and academic relevance and provide added value in these respects for the knowledge-based society that Europe is more and more transforming itself into. This overall goal has recently been reaffirmed at the “Ljubljana Conference”.

#### B.2.1.1. Contributions Towards the Expected Impacts Listed in the Work Programme in Relation to the Topic in Question

In agreement with the specific impacts to the topic “SSH-2009 – 5.2.1 Vehicular languages in Europe in an era of globalisation: history, policy, practice”, LiFE-SPEAC strives for

- determining the effects the use of a vehicular language has had on social, economic, cultural diversity and cultural life—this will be achieved through an analysis of the social and economic development connected to the development of four vehicular languages in the late 19th and early 20th century and through the study of correlations between language policies and statistical factors of demographic, economic and academic nature (WPs LiFE-VEST and LiFE-LyNE);
- examining the potential and limitations as well as the advantages and disadvantages of the use of a lingua franca for communication in Europe in an era of globalization—these will be discovered through the study of people’s attitudes (LiFE-FORMMS), the study of some values through people’s associations with words (LiFE-STORIE) and the study of successful and unsuccessful language in concrete contexts of intercultural communication (LiFE-STILE 1-3, LiFE-CICLE);
- addressing the implications of the use, at present, of a given language as a tool for communication in multilingual societies—this will be done by putting the results of most WPs immediately into practice in LiFE-BELT, which examines how teaching English as a global language can and should look like;
- investigating such phenomena as power and identity—this is touched upon by the socioeconomic WPs and by the psychological-emotional WP;
- looking at the effects of the use of a common language on different fields of life (politics, economics, culture, society, education, media and science)—this shall be studied, for economics, in WP LiFE-LyNE (where statistics and language policies are correlated) and be discussed, predominantly for culture, society, education and science, in WP LiFE-FORMMS (where people’s attitudes towards different types of idioms, language teaching concepts and language policies are compared), and for language education, in LiFE-BELT;
- examining to what extent processes such as advances in communication technology, and globalisation favour the use of a lingua franca—these aspects will be covered by WPs LiFE-FORMMS, LiFE-VEST and LiFE-LyNE.
- considering the desirability or otherwise the introduction of new language policies and their compatibility with the promotion of multilingualism in Europe—the results of the socioeconomic, the psychological-emotional, the discourse-analytical work packages and the experiences from the educational WP will lead to the refinement of existing language policies;
- also integrating comparative research on examining linguistically diverse communities outside Europe where monolingual communication practices are common—we will do so by correlating statistical data with language policies for countries all over the world and by including US-Americans, Japanese, Russians and people of other nationalities as informants.

In the overall passage of “Area 8.5.2 Diversities and commonalities in Europe”, the work programme also mentions the following impacts that will be realized by LiFE-SPEAC in various ways:

- (a) advance the state of the art in the field of cultural diversities and commonalities in

## Europe

- (1) LiFE-SPEAC will foster new interdisciplinarity: LiFE-VEST and LiFE-LyNE will integrate socioeconomic aspects into linguistics, which have so far only played a very marginal role. LiFE-VEST, LiFE-LyNE and LiFE-FORMMS will integrate sociopsychological aspects into linguistics, which otherwise play only a rather marginal role.
- (2) LiFE-STORIE 1-3, LiFE-STILE and LiFE-CICLE bring new aspects into intercultural pragmatics—with respect to both methods (e.g. the use of a *semi-expert interview on communicative strategies* as a new ethnographic method and a more elaborate type of pragmatic judgements tests) and contents (e.g. connotations of words in lingua franca, communication in Wikipedia).
- (3) Also of note, students will benefit from being directly involved into the projects as student assistants; topics for B.A. and M.A. theses may be drawn from the LiFE-SPEAC work packages. They will add results on aspects beyond the ones presented in this proposal.
- (4) LiFE-BELT will bring innovations into the teaching of English. It will predominantly implement aspects of teaching English as a truly international language, which so far exist more in theory than in practice. “Basic Global English (BGE)” and “Global English for Business Contexts” have already been demonstrated, evaluated and even approved in theory and practice in primary and upper secondary educational environments. LiFE-SPEAC will develop these concepts further while trying to enhance and valorize them at the same time. However, this implicates a true paradigm shift in linguistic and philological sciences in general, for this implies shifting from the overall principle in teaching and learning a language of respecting a native language model and a step-by-step approach through language components to a completely new methodological approach in language teaching, namely to the consistent respect of heterogeneous demands of learners and to the focus on those language skills that are empirically proven to be necessary for intercultural, or transcultural, communication. By means of this innovative approach, LiFE-SPEAC will immediately contribute to the recommendations given in the EU leaders’ proclamation at the *Barcelona European Council* in March 2002. As one of the most recent milestones in EU Language Policy, the Barcelona proclamation is aimed at promoting better language qualifications amongst Europeans and at an integrative communication approach by enabling all European citizens to speak at least two foreign languages in addition to their mother-tongue right from the very beginning (i.e. during childhood or in pre-school education). In practice, people may thus also acquire a higher and more European-wide competence in integrating themselves into host countries. LiFE-SPEAC will also show that a lingua franca and cultural diversity do not exclude each other. But also in terms of the “Ljubljana Process”, launched in April 2008, which is aimed at forming a joint, single and efficient European Research Area (ERA), the qualification and ability of young and experienced scientists to acquire foreign languages as fast and as easily as possible will be an important precondition for boosting researchers’ mobility that will urgently be needed in an envisaged RTD and innovation based competitive and economically successful future EU of 27 or more member states. In terms of impact, a major focus of LiFE-SPEAC (especially of LiFE-BELT) will also be on the transferability of results from English as a precedence case for the nowadays predominant global lingua franca to other vehicular languages in Europe and the world (e.g. French, Spanish, Russian and Arabic or Chinese). In contrast to some people’s fear, preliminary observations with Basic Global English in a COMENIUS elementary school project have shown that teaching English as a

lingua franca does not result in a lack of interest for other languages; the experience was rather that some of the children who, with their Basic Global English skills, had decided to travel to their Italian partner school (while others travel to Finland, e.g.) came back with so many positive impressions and encounters that they also wanted to participate in an Italian course. In fact, the rapid acquisition of a global lingua franca could allow more time spent on the acquisition of a “second mother tongue”, or “personal adoptive language”, as proposed by the EC’s Group of Intellectuals for Intercultural Dialogue.

(b) increase awareness and information for the formulation and implementation of European initiatives

As has already been demonstrated in detail under “European coverage” in B.1.3, the LiFE-SPEAC consortium and its participants are well aware of on-going political European activities and initiatives with specific reference to language policy. Continuous monitoring of the ongoing European discussion and process with relevance to the issue will be assured within the project consortium. It will be one of the tasks of the Project Coordinator to communicate with EU institutions and to inform the participants about relevant EU activities and measures as soon as possible. However, this is not enough. Knowledge on EU initiatives concerning languages and communicational matters across Europe is not very widespread or profound in European societies. Moreover, issues relating to EU language policy are noticed and addressed in local media only for the sake of populism, for example when suspicions and fears arise as to “EU bureaucracy” potentially “interfering with” or “endangering” national or regional language cultural settings. In order to encounter such prejudices by further increasing awareness and by invigorating a critical, but objective information flow also with regard to a better formulation or implementation of European initiatives on that field in the future, a series of specific dissemination activities is foreseen addressing relevant stakeholder groups as well as a broader general public, e.g. through invitations for cooperating in political task forces or to the three international conferences that will be held during the project period. An explicit goal of these project conferences will be to establish a forum where direct communication is provided and immediate feedback is encouraged between various relevant communities including stakeholder target groups such as CSOs, educational authorities, ministries and practitioners, i.e. language teachers, on a local or regional level on the one hand and the European Commission resp. European Parliament on the other. To the kick-off meeting in Eichstätt, e.g., we will invite the German association of philologists (DPV), Wirtschaftsjuvenen Ingolstadt e.V., the academy for teachers’ training and personnel management in Dillingen, Akademie Schönbühl (being integrated in the project as participant no. 9 any way), the state institute for school quality and educational research (ISB) in Munich and the Bavarian State Ministry of Education. A key-role in establishing contacts between LiFE-SPEAC and stakeholders is assigned to the members of the scientific Senior Advisory Board, who have knit, over the years of their successful academic careers, a network of persons and institutes that are important stakeholders for LiFE-SPEAC. Every participant will also organize at least two events that will raise stakeholder’s awareness of socioeconomic, psychological-emotional, linguistic as well as educational EU issues, documents and activities such as

- Articles 21 and 22 of the EU’s Charter of Fundamental Rights
- the Treaty of Lisbon
- the Lisbon agenda and “Lisbon Strategy for Growth and Employment”
- the communication paper “A New Framework Strategy for Multilingualism”
- the communication paper “Multilingualism—Tapping the Full Potential of Languages in Europe”
- the paper “A Rewarding Challenge”

- the “Simple Language Campaign” (<http://www.simplelanguage.eu>)—in this respect it would be highly welcome to convince a representative of the ALDE Group [Alliance of Liberals and Democrats for Europe] in the Committee of Regions to become a member of the LiFE-SPEAC Senior Advisory Board as a highly relevant stakeholder participant, e.g. the President, Mrs. Flo Clucas, or one of the three Vice-Presidents (Guido Milana, Lenie Dwarshuis, Gian Mario Spacca)
- (c) devise strategies to involve relevant communities, stakeholders, practitioners in the making and/or diffusion of research
- For the specification of the aforesaid raising of awareness towards European initiatives on language issues, efficient communication and dissemination strategies are required targeting on a better involvement of relevant communities, stakeholders and practice professionals in the making as well as in the further diffusion of research results. For this purpose, a comprehensive and sophisticated strategy plan including a series of relevant dissemination activities described in detail below in B.3.2.1 has been adopted for the LiFE-SPEAC project. They are the tasks of a separate work package LiFE-Dissemination. The core elements can be summed up as follows:
- (1) LiFE-SPEAC will give young researchers an opportunity to work on a Ph.D. thesis in their LiFE-SPEAC research area. Students, too, will benefit from being directly involved into the projects as student assistants—they are at the same academic stakeholders, informants and beginning researchers; students will not only consume, but also produce research. Topics for B.A. and M.A. theses may be drawn from the LiFE-SPEAC work packages thus adding to the single topics presented in this proposal.
  - (2) Non-academic stakeholders are gathered, first, through a public website including all questionnaires (so that the website serves for both collecting data and giving results), second, through public stakeholder workshops (that also serve for both collecting data and giving results), third, through language courses in which stakeholders (especially those from “weaker” social groups and regions) will support, through their feedback, the quality management of teaching and learning material. This way, stakeholders will not only consume, but also produce and diffuse research.
  - (3) It is a fundamental policy for the consortium to present research results of the socioeconomic, psychological and discourse analytical work packages, on the one hand, at an easy accessible venue, on the other hand, in a language/style that is intelligible to both experts and laypersons.
- (d) improve the formulation, development, implementation of policy at national or European level
- (1) LiFE-VESt and LiFE-LyNE will allow macroeconomic insights into how socioeconomic performance is correlated with language policies and language politics—beyond the pure statement that better skills in foreign languages provide an individual with better chances on the jobmarket and better opportunities for economic exchanges. Global socioeconomic data will show whether the command of one language, of a few languages or of many languages seems more advisable, both on a European as well as on a global level. It will also be of interest to illustrate what aspects a policy of promoting two foreign languages (Lisbon agenda) must take into account in order to avoid that well trained people from “poorer” regions leave their regions for better socioeconomic perspectives without coming back and thus contributing to a decline of their home region. This correlation of linguistics and socioeconomics represents another paradigm change fostered by the project.
  - (2) The implementation of the results of LiFE-FORMMS can lead to more society-oriented, or need-oriented, language policies. The results of this work package,

too, will show whether the command of one language, of a few languages or of many languages is more preferred by people and they will also show which language(s) and which types of language teaching citizens would like to see offered. The formulation of policies will, of course, have to respect the very emotional character of language issues, since language is part and parcel of the definition and self-conception of personal and cultural identity; moreover, proposals for the development and implementation of policies will also have to be sensitive for the fact that countries are accustomed to handle cultural issues not on a supranational, but on a national, sometimes (in federal countries such as Germany) even on a regional level.

- (3) The inclusion of stakeholders from the very beginning also enables to become aware of negative emotions about language policies early on and allows to address these feelings and again raise awareness for problems on both the researchers' as well as the stakeholders' side.
- (4) With the completion of a work package, each work package leader will also provide an essay of potential consequences that the EU and single member states might draw for their visions and policies, particularly with respect to offers in foreign language teaching. In compliance with the EU's motto of "United in Diversity", the essays will not present their ideas as imperative, but rather as stimulative, not as prescriptions, but as proposals respecting EU documents and activities quoted above.
- (5) The practical implementation of the results of LiFE-STORIE, LiFE-STILE 1-3, LiFE-CICLE and LiFE-BELT will enable more effective and more efficient teaching and learning of intercultural and transcultural communication characterized by tolerance, harmony and empathy as well as more tolerant and more empathetic views on other cultures; thus, not the achievement of a native model, but the readiness and the ability to communicate successfully in an intercultural setting is in the foreground.
- (6) It seems highly welcome and useful to seek close cooperation with the other FP7 consortia funded by the EC in parallel and involved in topics SSH-2009 – 5.2.2. (Interrelation between collective representations and uses of history and cultural evolution in an enlarged European Union) as well as SSH-2009 – 5.2.3. (Culture in the creation of a European space of communication). It makes sense to join forces and to make use of synergies arising from a joint dissemination approach on policy recommendations towards the development, formulation and implementation of cultural policy matters all across Europe.

The contributions of LiFE-SPEAC in regard to impacts which are about to be achieved with specific reference to the aforesaid policy and dissemination requirements (b)–(d) as referred to in the Work Programme 2009 are threefold, targeting society, politics as well as academia:

Societal relevance and added value: As already said,

- (a) LiFE-SPEAC will allow macroeconomic insights into how socioeconomic performance is correlated with language policies and language politics—beyond the pure assertion that better skills in foreign languages provide better chances on the job-market and better opportunities for economic exchanges.
- (b) The practical implementation of LiFE-SPEAC will enable more effective and more efficient teaching and learning of intercultural and transcultural communication characterized by tolerance, harmony and empathy. This, in turn, will also lead to more effective and more efficient economic interactions.
- (c) The results of LiFE-SPEAC will show whether the command of one language, a few languages or many languages are more preferred by people and they will also show which language(s) and which types of language teaching citizens would like to see offered.

Through the inclusion of some non-EU countries, policy makers will also be able to develop ideas for global language policies (taking into account such activities as the UNESCO's "initiative B@BEL").

- (d) The results of all work packages may lead to discussions in non-European countries as well.

Policy relevance and added value: As already mentioned, each work package leader shall also provide an essay of potential consequences that the EU and single member states might draw for their visions and policies, particularly concerning foreign language teaching, always in compliance with the EU's motto of "United in Diversity" and relevant EU documents such as the Treaty of Lisbon, which reaffirms the respect and enhancement of Europe's cultural and linguistic diversity.

Academic relevance and added value: As has been shown,

- LiFE-SPEAC will give young researchers an opportunity to work on a Ph.D. thesis. Students will benefit from being directly involved into the projects as student assistants; topics for B.A. and M.A. theses may be drawn from the LiFE-SPEAC work packages. Such a tight combination of teaching and researching may stimulate students to start an academic and/or a cross-cultural career.
- LiFE-SPEAC will foster new and marginal interdisciplinarity (socioeconomics and linguistics, sociopsychological aspects and linguistics).
- The quantitative and qualitative results of LiFE-SPEAC will allow advice for communication in the academic world in the modern world of an information and knowledge-based society.
- LiFE-SPEAC brings new aspects into intercultural pragmatics—as to both methods and contents.
- LiFE-SPEAC gives impulses for the development of new projects in the field of applied linguistics.
- LiFE-SPEAC may lead to similar research projects on non-EU countries as well, which will then allow further, globally valid refinements of the concrete teaching and learning materials produced in LiFE-SPEAC (especially the language teaching material in LiFE-BELT).

#### B.2.1.2. Necessary Steps to Bring About the Impacts Described Above

The first of several necessary steps to bring about this added value in societal, policy and academic respects has already been made by joining researchers who have so far worked on a less comprehensive range of cultures as well as an SME. This way different pools of brainpower are brought together. Other necessary steps to realize the added value will be to stick to the schedules of deliverables and milestones laid out in Section 1 and to seek constant feedback from stakeholders (such as CEOs taking care of employee training, representatives of the ministries of Economics and Education [and associated institutions], school principals [especially those of compulsory schools], organisers of adult training programs for jobsearchers, employees of international companies and organizations, national, regional and local [economic] politicians, official socioeconomic task forces and working committees, socioeconomic and educational journalists of regional newspapers and magazines, representatives of the churches, and the military); only this will enable an immediate implementation of results, experience and demands for the further stages of the project and the composition of general proposals. In other words, both internal and external communication deserve attention. Particular emphasis must be put on the dissemination strategies (cf. Section 3.2). The identification of (future) stakeholders and their needs, via direct integration and feedback, will ensure that the project does not pursue wrong paths and objectives.

### B.2.1.3. Reasons for Why a European Approach is Required for This Contribution

Language and identity cannot be set apart. Language is a vital component in the definition and self-conception of a person and a nation. Therefore, language-policy making is highly connected to national or in some countries (federal countries such as Germany) even to regional competences. Consequently, it is clear that a national approach cannot answer a Europe-related question on languages and that a national concept cannot simply be amplified to the European level. As a matter of fact, some work packages need to include global perspectives and include nations/countries/cultures from outside the EU. Despite some European policies, guidelines, tools and even charters (such as the *European Charter for Regional or Minority Languages* or the documents mentioned in B.1.3), linguistic situations still differ widely even in neighbouring countries. The communicative behavior, too, differs from country to country, even if you compare countries with the same official language (such as Austria and Germany, Ireland and the UK, Belgium and France, Belgium and the Netherlands). The contents to be examined need to be Europe-wide and the consortium needs to be European, too, since it must be underlined that preliminary studies have shown (cf. Section 1.2) that it would not be realistic to approach the issues addressed here with a national consortium. There would hardly be any chance to get the nationally varied groups of informants necessary to get significant results. These groups can only be gathered through personal contacts. Consequently, for all WPs relevant, informants will be acquired by all project participants and the senior advisors. They themselves come from all areas of Europe (central and peripheral countries; western, eastern, northern and southern countries). Furthermore, project participants will present LiFE-SPEAC in their academic courses and integrate their students both as informants and as multipliers to find informants in their social networks.

### B.3.2.2. Proposed Measures for the Dissemination and/or Exploitation of Project Results

The dissemination and exploitation of project results (also of intermediary results) is taken care of from the very first to the last day and beyond. As with his past academic activities, the Coordinator will make the elicitation and satisfaction of potential stakeholders' needs and the dissemination to a general public a central part of LiFE-SPEAC. The Coordinator is also an acknowledged expert on university teaching (he has published several articles on the didactic model *Lernen durch Lehren (LdL)* ["Learning by Teaching"], has held several instructor training workshops and hosts the platform <http://www.ldl.de>); therefore disseminating LiFE-SPEAC among students will also play an elementary role. The Coordinator will support the other project members in the preparation of dissemination material addressing students and a general public. Moreover, it will be a central goal of LiFE-SPEAC to pursue ways of dissemination that will meet high levels of quality, speed and publicity (both academic and general). Dissemination will therefore be realized in a "multichannel" way and address the following four stakeholder target-groups:

(1) The general public:

- (a) The Coordinator will organize a kick-off meeting in Eichstätt (university of the Coordinator) and three annual conferences of the project team (Szeged, Innsbruck, Brussels). Each meeting, including the kick-off meeting, will be ended by a press conference, which will also highlight the feedback from the general public ("dissemination from day 1 on").
- (b) The Coordinator will initiate, by month 3, a project website, which will include a blog in which the single WP Leaders are asked to update information at least once a month. The website will also unite all questionnaires used in the single WPs and will thus be easily accessible for all potential informants (at the same time "stakeholders"). The website will not only include information for linguistic experts, but also for linguistic laypersons, i.e.

the style for the presentation of information must be chosen according to the respective target audience.

- (c) Each WP Leader, especially the Coordinator, together with senior advisors, will use their contacts to mass media and see that LiFE-SPEAC is also present from time to time on TV programmes and wide-spread newspapers, magazines and Internet venues for a general public.
- (d) All participants will offer education centres lectures for general audiences.
- (e) The Coordinator and each WP Leader will organize two events for a general public, in which intermediary and final results are presented. The format of the intermediary event will be in the form of a public presentation and workshop, in which people are encouraged to actively participate in LiFE-SPEAC projects as informants and discussion partners. The presentation of the final results will be in the form of a poster presentation.
- (f) All intermediary and final results can be made easily available to a linguistic and—through commonly intelligible abstracts—also to a general audience in the *Journal for EuroLinguistiX*.
- (g) Final core results will also be integrated into the entries of the Wikipedia(s) and in the form of interviews published on YouTube (“dissemination till the last day and beyond”).
- (2) The scientific community (above all linguistics and philologists):
  - (a) The Coordinator will initiative the project website
  - (b) All intermediary and final results can be made easily available to both a linguistic and a general audience in the peer-reviewed *Journal for EuroLinguistiX*.
  - (c) Participants will publish in printed venues as well, especially internationally acknowledged ones.
  - (d) The Coordinator and his team will organize three annual conferences of the project team (Szeged, Innsbruck, Brussels). The participation of other linguists is also welcome there.
  - (e) Each participant is encouraged to offer workshops for colleagues at other universities.
  - (f) At the end there will be final project documentation in form of a book plus a DVD.
  - (g) After publication, core results will be integrated into the *EuroLinguistiX* wiki; here they are open for refinement even after the end of the project (“dissemination till the last day and beyond”).
  - (h) A delegation of the consortium will participate in the triannual conference of the global association of applied linguistics, AILA (*Association Linguistique de Linguistique Appliquée*), in Beijing in 2011, and in ESSE (*European Society for the Study of English*) conferences.

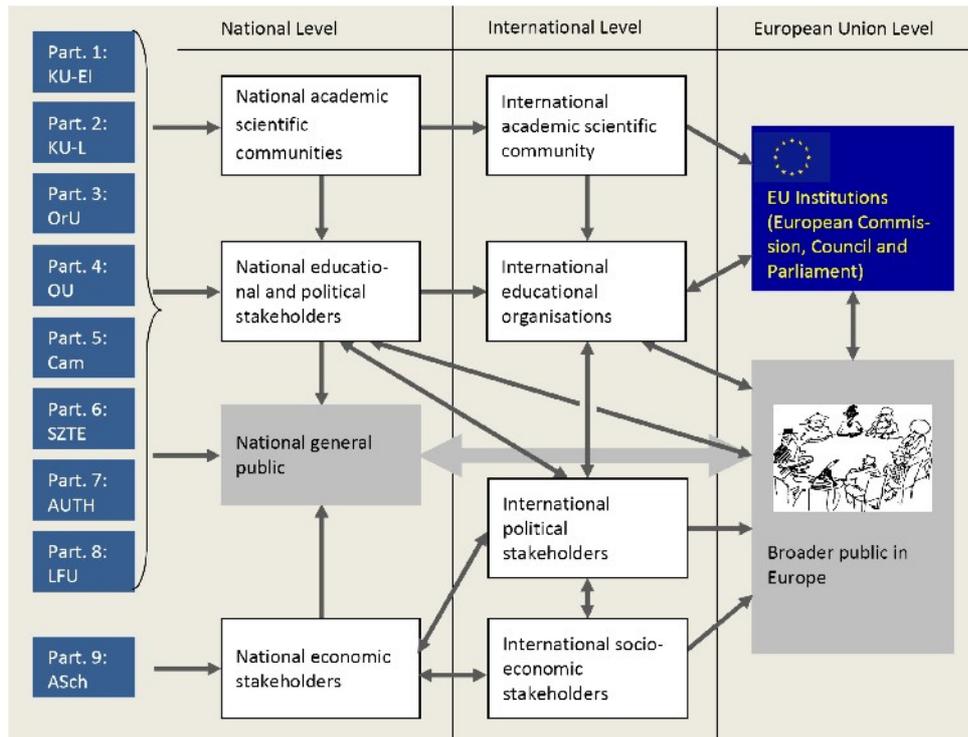
(3) Students:

- (a) The Coordinator will initiate the project website, also a source of information for students.
- (b) All participants still active in academic teaching will strive for implementing the LiFE-SPEAC project into their courses. The 9 WPs can easily be broken down into a fixed available number of seminar sessions. This will help to find students as discussion partners, as informants or as student project assistants.
- (c) Each participant is encouraged to offer workshops for students at other universities.
- (d) At the end the Coordinator, together with the Leader of WP 8 (who already designed a learning platform for which he received the European Label Award 2007) will develop and offer, on the project website, modularly structured material for students: “Discovering LiFE-SPEAC” (to be used for self-study or by instructors in class). The self-study version will consist of a WebQuest, including a podcast (“dissemination till the last day and beyond”).

(4) Specific (political, educational, economic) stakeholders:

Aside from reaching a general public (through the ways described in #1) and the usual exchange with EU dissemination platforms (CORDIS, ERA-NET, EUREKA) the specific task in LiFE-Dissemination will be to contact potential stakeholders in a directed, active way

—especially as far as the most practice-oriented of the work packages is concerned (LiFE-BELT, which also integrates the results of other work packages). For this purpose, our consortium also consists of an SME. While linguists frequently call people from educational fields as part of their network, the SME can open up new ways and connections to people in socioeconomic walks of LiFE-SPEAC. The prototypical networks look like this (KU-EI = Katholische Universität Eichstätt-Ingolstadt, KU-L = Katholieke Universiteit Leuven, OrU = Örebro University, OU = Opole University, Cam = University of Cambridge, SZTE = University of Szeged, AUTH = Aristotle University of Thessaloniki, LFU = Ludwig-Franzens-Universität Innsbruck, ASch = Akademie Schönbrunn):



Thus, it should be able to get hold of a vast range of stakeholders, who themselves can serve as multipliers (such as CEOs taking care of employee training, representatives of the ministries of Economics and Education [and associated institutions], school principals [especially at compulsory schools], organisers of adult training programs for jobsearchers, employees of international companies and organizations, national, regional and local [economic] politicians, official socioeconomic working committees, socioeconomic and educational journalists, representatives of the churches, and the military). Through these contacts, we will present the LiFE-SPEAC project, but also discuss and get feedback on it in order to revise and/or refine the project contents. We will carry out a policy of “doing—viewing—improving”. Therefore, we will use a set of continuous measures (“dissemination from the first to the last day and beyond”):

- (a) a newsletter that will be published 3 times a year—the distribution list will include European, national, regional and local politicians, entrepreneurial associations, socioeconomic as well as educational task forces and working committees from Participant 9’s region and neighbouring regions and nations, i.e. the south of Germany, Austria and Switzerland
- (b) personal invitations to LiFE-SPEAC’s events for a general public
- (c) personal letters to stakeholder associations offering to present and discuss LiFE-SPEAC, particularly the practice-relevant work packages, and specifically designed presentations

- (d) personal letters to socioeconomic/educational/political task forces and working committees in Austria, Switzerland and Germany offering to work with them as regards the definition and teaching of cross-cultural competence necessary for today's world and participation in socioeconomic/educational/political task forces and working committees

The following table summarizes the dissemination strategies:

target group \ dissemination	at the start ...	... in the middle ...	... at the end and beyond	
<b>stakeholders</b>	newsletter (4a)			
	personal invitations to public events (4b)			
	personal letters to, presentations for and participation in socioeconomic task forces (4c, d)			
<b>stakeholders + general public</b>	press releases and documentaries in the mass media (1a, 1c)			
	project website (with blog and questionnaires) (1b, 2a, 3a)	lectures (1d)	poster presentation (1e)	
		workshops (1e)	Wikipedia (1g)	
			You Tube (1g)	
		JELiX abstracts (1f)		
JELiX articles (2b)				
<b>scientific community</b>	publication in other venues (2c)			
	annual conferences + AILA & ESSE conferences (2d, 2h)			
	workshops (2e, 3c)	final documentation (2f)		
		ELiX wiki (2g)		
internet course/Webquest (3d)				
<b>students</b>	seminars (3b)			

### C. Evaluation Report by the EU and Comments on This Report

The call had been formulated in a way that no serious 3-year project would have been able to address all the aspects mentioned. Furthermore, fixed maximum number of pages were obstacles to present the project in a detailed and thorough way. This easily enabled evaluators to raise criticism against any of the proposals submitted. After the usual months, I received the evaluation summary report by the EU. I would like to quote the part on the scientific quality and the dissemination strategies and I will immediately insert occasional comments, as some sort of unofficial reply to the EU's points of criticism. For the protection of my original project partners, I would like to dress that I, Joachim Grzega, alone am accountable for the following comments. Neither the other members of the original consortium nor the senior advisors can be held responsible in any way.

The evaluation reports starts with the following remarks:

“This is an extremely ambitious project, building on the strengths of individual participants, and based on familiarity with many challenges. It aims to revolutionise language pedagogy and influence language policy, and sets out a number of tasks intended to achieve this. These relate to socioeconomic, psychological, linguistic, and educational aspects of a vehicular language, and specific hypotheses about language use, semantic perceptions, and the value and learning of a single lingua franca. The proposal thus addresses topics that are centrally relevant to the work programme call. However, the application suffers from insufficient coherence between the various Work Packages. It is not entirely clear how the macrosociolinguistic concerns (the focus on language policies worldwide, WP2) and the micro-level

empirical studies can be brought together so as to ensure cross-fertilisation and synergy between them.”

I would like to point out that the issues in the call were not coherent themselves. Nevertheless, I tried to create a set of work packages that would relate to an overall topic, that would in part have relevance for other work packages, and that would lead to the formulation of language policy suggestions. I would like to highlight a passage from Part B again that gives the answer to the questions raised by the evaluators. In B.2, the overall strategy, it is stated that the overall issue of interest will be the question if the most favorable concepts of language policy will include one language (monolingualism), a few languages (“oligolingualism”) or many languages (“polylingualism”). No matter what the answer will be at the end of the project and whether English will turn out to be a preferred lingua franca by a majority of Europeans, the results connected to the teaching concept developed for English as a lingua franca will be generalizable for lingua franca teaching and for teaching transcultural competence in general. The single questions that are answered in the form of 11 work packages (WPs) are those asked in the official call. Where do the evaluators see a lack of coherence? I also write that during the project the didactic WP will refine its concept on the results yielded by the discourse analytical and the psychological-emotional WPs. During the project, the WPs will also be refined on the basis of the feedback by potential stakeholders on intermediary results. The exact ways of refinement are explained in the part where each work package is presented. It was attempted to eschew cross-fertilization and synergy effects in the best possible way given the maximum number of pages allowed. And the maximum number was reached.

The evaluation report goes on:

“The proposal consists of a number of distinct applied linguistic and language pedagogy studies, each of which can stand on its own, but there is no obvious coherent overall unifying theme apart from a wish to improve an understanding of how English is used and learned. The various WPs, while interesting case studies in themselves, are presented atomistically.”

Evidently, the evaluators want more than one overall unifying theme for the applied linguistic and language pedagogy studies. The “wish to improve an understanding of how English is used and learned”, better: should therefore be learned, seems not enough. As a matter of fact, though, I also underlined another overall theme for these work packages in B.1.1. and B.2: the results connected to the teaching concept developed for English as a lingua franca here should serve as a generalization for lingua franca teaching and for teaching transcultural competence in general.

Further, the report notes:

“The economic analysis (WP1) cannot be achieved without specialist economists and statisticians, which the consortium lacks.”

The perfect consortium is another one of virtually impossible fulfilments of written and unwritten laws, according to people who are familiar with successful and unsuccessful EU project proposal. One does not only need academic experts for your fields of interest, you need a SME, you need participants from various parts of Europe (but one country should not be represented by more than 2-3 participants) and at best also from outside Europe, you need an approximate balance of genders, but you should not include too many participants either (a recommended maximum size is said to be 10). The evaluators are right that we did not have a statistician specialist, but our consortium included a sociologist and political scientist who should be regarded as sufficiently expertised with statistical methods. The evaluators are also right that the consortium did not include an economist. But I had managed to win a renowned economist as senior advisor for the economic analysis. Of course, this colleague was also

experienced in statistical methodology.

“The presentation of the relationship between EU multilingualism and its economic and other effects is rather one-sided, to some extent undermining the overall project goal of contrasting mono-, oligo-, and multilingualism.”

This criticism is hard to understand. The goal is simply the contrast of mono-, oligo- and multilingualism in aspects desired by the call. In general, multilingualism is not the main focus of the project. The call focussed on the use of a, or one, lingua franca; I decided to include multilingualism with view of the currently accepted EU policy.

The next remark in the report is this:

“While much of the relevant research is referred to, there are some gaps.”

Such criticism can be raised easily. Since it is allowed to present part B.1.1 on 20 pages only, one simply cannot include all relevant research, but can only put a highlight here and there. To give a comprehensive state of the art, one would need 20 pages for each work package.

The report continues with a methodological remark:

“There are also doubts about the use of the internet for some questionnaire surveys, especially self-select completion surveys.”

First of all, it is not possible to argue against doubts. Second, it would have helped to tell the consortium what these doubts concern. For them it may be hard to imagine why the internet should be of less use than persons who hand out questionnaires.

The next points of criticism concern the following:

“The project vision fails to position vehicular languages as national or post- or denational.”

Although the proposal does not use the terms *postnational* and *denational*, English as a lingua franca is clearly presented as a language of intercultural communication where native speakers are not the model. Moreover, it could not be deduced from the call that this should have been a central point.

“The exclusive focus on English in many WPs means that the tensions between English as a Lingua Franca, other vehicular languages, and national languages are not addressed.”

It suffices to point out the goals of the work package LiFE-FORMMS to show that this remark is wrong.

“Even if most of the empirical studies focus on English, there is no provision for analysis of how English has acquired its dominant role in continental Europe.

This is because this is a rather uninteresting question as it is already well answered. Quick looks into Crystal’s well-known encyclopedia of English (2000: 106), the overview book by Viereck/Viereck/Ramisch (2002: 238ff.) as well as the articles by Carstensen (1986) and Görlach (2000) give first insights into the development of English as a European lingua franca. Of course, further studies could always lead to more details about certain developments. We decided not to deal with the spread of English more thoroughly, but to focus on the spread of development of other vehicular languages.

“Also unclear is how the concentration on three eastern or central European languages and Latin should

be integrated into other project concerns.”

The central hypothesis presented for this work package was: “With a common vehicular language, regions/countries are economically better off.” It was regarded as clear that this is a vital aspect for one of the main targets of LiFE-SPEAC, namely the suggestion of language policies. Furthermore, under the section on the impact the project proposal says that LiFE-SPEAC strives for determining the effects the use of a vehicular language has had on social, economic, cultural diversity and cultural life—this should be achieved through an analysis of the social and economic development connected to the development of four vehicular languages in the late 19th and early 20th century and through the study of correlations between language policies and statistical factors of demographic, economic and academic nature (WPs LiFE-VEST and LiFE-LyNE).

The evaluators state that

“Many centrally important objectives are addressed in the proposal, which are likely to contribute findings that go beyond state-of-the-art. However, there is too little overall integration that would clarify how the variables in each study can be related to overall goals.”

As said above, if clearer overall goals are missed by the evaluators, they may be asked to address the criticism against those who formulated the call, as our project consisted in addressing the questions raised in the call. Nonetheless, I would also like to stress that the main goal consists in analyzing the use of a lingua franca, the consequences of the results for teaching a lingua franca, and the effect of a lingua franca against policies of oligolingualism and multilingualism.

“The section on ‘European coverage and comparative perspective’ consists primarily of a run-through of existing EU initiatives, but fails to explain how the proposal relates to European coverage and comparative perspectives.”

Indeed, this was a section in the application guide that led to discussions between Wolfgang Thiel and me when we composed this part of the proposal. It was actually not entirely clear from the formulation in the application guide what was expected here. We therefore modelled our answer on older successful projects. Obviously, this was not what the evaluators had expected (or saw in the application guide’s text).

With respect to the dissemination strategies the evaluators come to the following conclusion:

“The project presents an impressively ambitious and technologically diverse set of dissemination tools: e-journals, websites in a variety of languages, scholarly publications, popularisation through Wikipedia and YouTube. There can be a significant impact in topical societal, educational and language policy areas, all of which are central to a more knowledge-based society. This can be promoted through engagement with a variety of targeted stake-holders – these are a broad mix of individuals, teaching professionals, the general public, and potential multipliers. Dissemination can benefit from the website that the coordinator has already established. However there are doubts about how results from distinct subprojects can be integrated into an overall combined impact, even if a strong case is made for project results contributing to awareness-raising, the diffusion of knowledge, and input to policy-makers. The expectation that the language data collected in the project and the language teaching materials to be developed will trigger ‘a true paradigm shift in linguistic and philological sciences’ would need to be converted into more realistic operational objectives.”

Of course, one cannot argue against “doubts” or against something that is more or less only felt as not “realistic”. But the previous achievements and reliableness of the project coordinator and the other work package leaders could have served as indicators that may have led the evaluators to a different conclusion.

## D. Current Stage of the Project

Due to the lack of financial support, the individual sub-projects, or work packages, can only be carried at a reduced pace and with smaller coverage.

For the time being, the sub-projects LiFE-VEST (Vehiculars and Economic Statistics) and LiFE-FORMMS have been deferred. LiFE-FORMMS is planned for resumption in the second half of 2010.

As regards LiFE-BELT (Basic of English as a Lingua Franca in Teaching), I can inform readers that, after positive experience with the teaching concept Basic Global English (BGE) (<http://www.basicglobalenglish.com>) that we have had with groups of learners at primary school level (cf. Grzega 2008), the concept has now been tested with the first individual adult learners and with adult learner groups, in cooperation with the Akademie Schönbühl (soon: Prisma Akademie). The single lessons have been recorded, and learners had to do a written and an oral test. A second group will be confronted with the concept from January to March 2010. (Based on the experiences with children and adults, relevant textbooks were published earlier this year, cf. Grzega 2009a, Grzega 2009b, Grzega 2009c).

For the sub-projects LiFE-STILE and LiFE-STORIE first questionnaires have been designed (semantic differentials, text production task, meta-pragmatic judgement task) (first results of one of the meta-pragmatic judgment tasks were already published in Grzega 2008b). At present, we are trying to find informants from all over Europe and the world to fill out these questionnaires (they are currently available on-line at <http://www.ku-eichstaett.de/Fakultaeten/SLF/Anglistik/engsprawi/Oberassistent/projects.de>). Results will probably be published in the second half of 2010 and/or in 2011.

For LiFE-CICLE (Crashes in Intercultural Communication in a Lingua Franca Encyclopedia), we have begun to assemble a corpus of relevant cases of communicative discomfort. First results can be expected for 2011.

With LiFE-LyNE (Language Policy and National Economy), we wanted to correlate a number of socioeconomic parameters with different countries around the world that represent different types of language policies. I have begun to relate a variety of socioeconomic parameters to “language policy” categories. First results can be expected for the second half of 2010.

Of course, carrying out these projects is too large a plan for just one man. It is hoped that colleagues (beyond those who have already been willing to carry out the project in the first place) will join the search for informants and will help to fine-tune research designs. Moreover, taking into account the international criticism against the new, “Bologna-shaped” study programs, I would like to underscore the enormous profit that both students and researchers can benefit from when students are actively included in the project, not only as informants, but also as part of the research team.

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