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Teaching Adults Intercultural Communication Skills with Basic Global English (BGE)

Abstract

The study investigates in how far *Basic Global English (BGE)* is an effective and quick way to provide adult learners with the necessary skills for successful intercultural communication with English native and non-native speakers. First, it presents background information on teaching English to adults, the role of English as a *lingua franca* and teaching English as a global language. Then the concept of *BGE* is described from linguistic and didactic perspectives. Finally, an empirical analysis of two *BGE* courses will be presented, consisting of a written test (on listening comprehension, reading comprehension, intercultural competence and writing skills), two oral tests in the form of role plays and a self-evaluation questionnaire (in the form of a Likert scale). In the written test, participants achieved an average of 71.25% of the total points (each participant achieved at least half of the point), they produced successful utterances in over 75% of all cases (over half of each learner's utterances were successful), and, according to the average questionnaire results, they considered all *BGE* targets or target competences as achieved. Therefore, *BGE* is an effective system to achieve level B1 of the Common European Framework of Reference for Languages (CEFR).

Sommaire

Cette étude examine dans quelle mesure *Basic Global English (BGE)* représente un moyen effectif et rapide à rendre des apprenants adultes capables de communiquer avec succès dans des conversations interculturelles avec des natifs et des non-natifs d'anglais. D'abord, l'article donne des informations sur le rôle de l'anglais dans la formation des adultes, l'anglais comme *lingua franca* et l'enseignement de l'anglais comme *lingua franca* globale. Puis, les aspects linguistiques et didactiques du concept du *BGE* sont décrits. Enfin, une analyse empirique de deux cours de *BGE* sera présentée, se composant d'un test écrit (examinant la compréhension orale, la compréhension écrite, la compétence interculturelle et l'expression écrite), deux examens oraux (sous forme de jeux de rôle) et un questionnaire d'auto-évaluation (sous forme d'une graduation Likert). Dans l'examen écrit, les participants ont obtenu, en moyenne, 71,25% des points possibles (chaque participant a obtenu au moins la moitié des points possibles); dans plus de 75% des cas, les énoncés produits par les participants ont été effectifs (chaque participant a été effectifs dans la production de la majorité de ses énoncés); de surcroît, selon les résultats des questionnaires d'auto-évaluation, les participants, en moyenne, ont considérés atteints tous les objectifs du *BGE*. Par conséquent, *BGE* est un système effectif à atteindre le niveau B1 du Cadre Européen Commun de Référence pour les Langues (CECR).

Zusammenfassung

Die Studie untersucht, inwieweit *Basic Global English (BGE)* geeignet ist, erwachsene Lernende möglichst schnell zur erfolgreichen interkulturellen Kommunikation mit englischen Muttersprachlern und Nicht-Muttersprachlern zu befähigen. Zunächst werden Hintergrundinformationen zu Englisch in der Erwachsenenbildung, der Rolle des Englischen als *Lingua Franca* und dem Unterrichten von Englisch als Weltsprache aufgeführt. Anschließend wird das Konzept *BGE* aus sprachlicher und didaktischer Perspektive beleuchtet. Schließlich wird eine empirische Untersuchung zweier *BGE*-Kurse beschrieben, die aus einem schriftlichen Test (zu Hörverstehen, Leseverstehen, interkultureller Kompetenz und Schreibkompetenz), zwei mündlichen Tests in Form von Rollenspielen und einer Selbstevaluierung (in Form einer Likert-Skala) besteht. Die Teilnehmer erzielten im schriftlichen Test im Schnitt 71,25% der Punkte (jeder Teilnehmer erzielte mindestens die Hälfte der Punkte), produzierten in über 75% der Fälle erfolgreiche Äußerungen (bei jedem Teilnehmer war über die Hälfte der Äußerungen erfolgreich) und sahen im Fragebogen im Schnitt alle Ziele von *BGE* als erfüllt bzw. alle Zielkompetenzen als erworben an. *BGE* ist daher ein effektives System zum Erwerb von Stufe B1 gemäß dem Gemeinsamen Europäischen Referenzrahmen für Sprachen (GER).

1. Preliminary Remarks*

It is undeniable that English, which “has been spread throughout the world over the last 400 years through colonialism and more recently through globalization”(Breiteneder 2009: 256) has become today’s most important vernacular and vehicular language with a “unique function [...] as *the* world language” (Seidlhofer 2004: 209). Figures on current users of English vary considerably due to the fact that there are several uncertainties in the categorisations underlying the counts. For instance, it must be defined somehow which command of English people must have to be called speakers of the language. Therefore, it is difficult to mention a solid count. Nevertheless, David Crystal’s oft-cited conservative estimates shall briefly be quoted here, since although “[i]t is impossible to count the speakers of English, [...] the estimated numbers give an impression of the relevance of the language in today’s world” (Gnutzmann/Intemann 2005b: 13). According to Crystal (2003: 62ff.), 320 to 380 million speakers use English as their first language, 300 to 500 million as a second language and 500 to 1000 million people learn English as a foreign language. So, approximately only one out of four users of English in the world is a native speaker and, according to Seidlhofer (2004: 209) verbal exchanges not involving any native speaker heavily outweigh those including a native speaker. Nonetheless, language norms are still generally controlled by speakers for whom English represents the first language. This is what Seidlhofer (e.g. 2004: 209; 2005a: 59) calls “a somewhat paradoxical position” in which English finds itself today.

In the majority of situations, English is thus used as a *lingua franca*, which is defined as follows, according to Jennifer Jenkins (2007: 1): “In essence, a *lingua franca* is a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers.” Due to the increasing use of English as a means of communication between non-natives, it seems not only necessary to reflect on the consequences which this development has on the conceptualisation and teaching of English, but also to work out concrete concepts integrating the observations on English as a *lingua franca* in teaching and learning on a practical level. In order to prepare people for being part of the globalised world, “we need to find an efficient way to provide them with the necessary communicative competence in this global language” (Grzega/Schöner 2007: 6).

By providing appropriate concepts, linguists can make a valuable contribution to global peace and economic growth. Language can help realise these ambitious goals, since it “is the most vital human means to transport and exchange information, to convey cultural values, to express feelings, to attract the addressee’s attention, to reflect about problems, and to create social bonds” (Grzega/Schöner 2007: 6). As to global peace, language can have positive influence in the following ways (cf. Grzega 2005a: 26, 2005b: 57):

- (a) A global language can create a sense of belonging to a common culture in which everybody has equal rights. This feeling of belonging plays a substantial role in global peace.

* Joachim Grzega developed the concept of Basic Global English (BGE), including the teaching and learning materials referred to here. He also held the two courses and developed the written test, the situations for the oral test and the self-evaluation questionnaire which form the basis of the empirical study presented here. Joachim Grzega evaluated the results of the written test and the self-evaluation questionnaire. For her B.A. thesis, Sandra Stenzenberger wrote state-of-the-art chapters on teaching English in adult education, transcribed the dialogues of the oral BGE tests and evaluated them. This article includes adapted parts of her B.A. thesis.

- (b) Restrictions on freedom of individual thinking, speaking, living etc. endanger global peace. The promotion of ethnic, national and regional languages contributes to the prevention of this.
- (c) Global peace is based on understanding each other. This goal can be achieved, if people know someone else's language.

With regard to language and economic growth¹, the following points can be stated (cf. Grzega 2005a: 26, 2005b: 57f.):

- (a) Competition and innovative ideas are two important pillars of global economic growth; with the help of a global language, ideas can be exchanged all over the world.
- (b) A lack of intercultural thinking is a danger to global economic growth. The promotion of ethnic, national and regional languages contributes to preventing people from monocultural thinking.
- (c) In order to guarantee global economic growth, people need to be empathetic with others' ways of thinking. The knowledge of someone else's language helps develop empathy.

Given these facts, different linguistic concepts on multilingualism have come up, some of them promoting the knowledge of three languages with distinct functions. The European Commission, for example, introduced a model in 2008 according to which people should, beside their mother tongue, be familiar with a language of communication (*lingua franca*) and a "personal adoptive language" depending on their needs, interests and family background."² Another formula can be called "global triglossia": "Global triglossia" means that everybody would have to be competent in (at least) their mother tongue, the global language and a third language of their choice." (Grzega 2005b: 58, and similarly 2005a: 26, 2006a: 281). As to the question which language could be the global language, English is the first choice as a global language—but English referring not to the British or American variety here, but to a global English (Grzega 2005b: 58ff., 2006a: 269).

As a consequence, the year 2005 saw the creation of the concept *Basic Global English (BGE)*³, which is to "enable a rapid acquisition of learning English as a global means of intercultural communication" (Grzega 2010b: 1). Since 2006, BGE has been experimented with in different groups. Along with empirical testing at primary schools (e.g. Grzega/Schöner 2007), Grzega focuses on studies with adult learners, too. Thus, this paper will examine BGE's effectiveness in adult education, presenting not only the theoretical background of BGE, but also evaluating empirical data on two BGE courses with adults, which were held at a German company in 2010.

To start with, some general background information on teaching English in adult education will be given, followed by a brief look on English as a *lingua franca*, as well as on teaching English as a global language in adult education. Then, light will be shed on the linguistic and the didactic side of BGE. Afterwards, empirical results referring to the BGE adult courses held in 2010 will be presented; finally the overall findings of this paper as well as some of their implications for the future will be summarised.

¹ Cf., e.g., also Gnutzmann/Intemann (2005b: 21): "Since English is the language of international trade and economy, it is regarded to be an indispensable prerequisite for taking part in future economic developments."

² http://ec.europa.eu/education/languages/news2853_en.htm (accessed 17 March 2011).

³ For the first in-depth presentation, cf. Grzega (2005c). Furthermore, cf. <http://www.basicglobalenglish.com>.

2. Teaching English in Adult Education: State of the Art

2.1. Teaching Languages in Adult Education

In order to provide a solid theoretical background on the paper's main issue, BGE, first and foremost some information on the state of the art in the fields of teaching English in adult education, English as a lingua franca and teaching English as a global language in adult education will be presented, as BGE is generally based on lingua franca and second-language acquisition research (cf. Grzego 2010b: 3). In this section we deal with the following questions: Who do we mean by *adult learners*? Which role does age play in acquiring a language? What kind of courses are currently offered to and attended by adults? — Along with providing information on these questions, some important didactic works on English in adult education will briefly be presented.

2.1.1. Adult Learners

There are numerous ways of classifying the term *adult learners*. One might simply distinguish adults from children according to age, sixteen often being considered the turning point. Another possibility based solely on age would be to differentiate between children, youths and adults, youths describing those between twelve and sixteen years of age (cf. Edmondson/House 2006: 174). Since effects of the learners' biological age on acquiring a foreign language have not been systematically explored, it seems useful, as certain authors do, too, to integrate a further criterion into the classification, namely that of an independent way of living, which means including social and psychological aspects into the categorisation, as well (cf. Raasch 2007: 218). Consequently, *adult learner* will, in this paper, refer to people aged at least 25, when people have usually finished their education and have been part of professional life, as Doff and Klippel (2005: 206-209) propose, focusing on the social concept of age.

Furthermore, it shall be considered as a constitutive element for the adult learner groups that the individuals differ considerably from each other regarding their motivation, their learning biography and their expectations of the course. This heterogeneity is significantly higher within adults' learner groups than within children's learner groups, with adults' living and learning biographies being much longer than children's ones (cf. Doff 2005: 206-209). Within one group of adult language learners, there might be, for example, professionally motivated as well as socially or culturally motivated students; participants who are working, others who are not working any more or are unemployed; some might have had more language lessons at school than the rest of the group, some may have spent time abroad, etc. (cf. Raasch 2007: 219; Doff 2005: 211-214).

2.1.2. The Role of Age in Language Acquisition

Although comprehensive studies conducted on the effects of age on the language learning process are rather small in number and often illustrate diverging positions, some solid current conclusions shall be presented in order to convey an impression of the prevailing opinions about age in second-language acquisition. Firstly, it has been shown that children do neither acquire their mother tongue, nor a second language as easily and fast as frequently assumed. Adults acquire foreign languages in institutional surroundings, at least in an early stage, faster than children, though this holds only partly true for pronunciation and morphological-syntactical phenomena. As to lexis and possibly pragmatics, adult learners have an advantage, also in the long-term, due to their cognitive resources and their generally higher linguistic and

encyclopaedic knowledge (cf. Grotjahn 2003: 33, Quetz 2007: 464f.). When a foreign language is acquired under conditions similar to those prevailing in the acquisition of one's mother tongue, children are more likely to reach a near-native standard in pronunciation and partly also in the field of morpho-syntax; the probability of achieving near-native pronunciation skills, however, diminishes already at the age of six. Other studies, on the contrary, have shown that adult learners are also able to achieve a near-native level in pronunciation when supported in appropriate lessons or even in a natural learning environment (cf. Grotjahn 2003: 34). Furthermore, it has been found that there are greater differences among adults in how fast and how successful one acquires a second language, whereas these interpersonal differences are smaller among children. According to Grotjahn, this observation might be attributed to the increasing significance of variables such as quality of input, cognitive competences or personality in the course of aging (cf. Grotjahn 2003: 34). On the whole, these findings do not support the oft-cited critical period hypothesis saying that there is a fixed phase, based on biological conditions, for acquiring a second language (cf. also Edmondson/House 2006: 181). They go, however, with the idea of one or more sensitive periods particularly apt for acquiring, for instance, the pronunciation or the lexis of a second language (cf. Grotjahn 2003: 34, Quetz 2007: 465f., Edmondson/House 2006: 179).

There are several different hypotheses explaining the observable differences between younger and older language learners, which often refer to the following four fields: neurological development, cognitive development, innate language acquisition mechanism, psychological factors (cf. Grotjahn 2003: 34-36, also for the following explanations). Those researchers taking neurological developments into consideration point out that the plasticity of the human brain diminishes over the years. With reference to Lenneberg, who supported the idea of a critical period for language acquisition during the 1960's (cf. Grotjahn 2003: 34 and Edmondson/House 2006: 181f.), it is further claimed that natural language acquisition is no longer possible after the puberty due to the lateralisation regarding the left hemisphere. However, both hypotheses have been criticised since their original formulation. With regard to the diminution of the cerebral plasticity, it is argued that neuronal structures can still be built until old age with the help of appropriate stimuli. Moreover, it has been found that the lateralisation is already present from birth, not only at the beginning of puberty, as Lenneberg presumed.

Theories referring to cognitive developments base on the assumption that children and adults acquire languages by using different mechanisms, the former mainly by employing implicit, inductive processes, the latter rather with the help of explicit problem solving strategies. Near-native language skills are said to be acquired only by using implicit learning mechanisms. Furthermore, children are thought to be more effective language-learners, because they are able to process linguistic input in a more effective way than older learners (cf. also Edmondson/House 2006: 183). It may be argued, however, that grown-up learners who are very skilled in verbal analysis can achieve the same linguistic competences as children.

Like explanations referring to the cognitive developments, explanations referring to an innate language acquisition mechanism, too, are based on the idea that children's learning represents, on the one hand, an implicit process, adults' learning, on the other hand, an explicit one. Children's inductive capacities are ascribed to an innate language acquisition mechanism, or "language acquisition device" in Chomsky's terms (cf. also Edmondson/House 2006: 134f. et passim). The universal grammar underlying children's capacity of implicitly acquiring a language is often said to be only applicable within a critical period. Opponents claim that this

position does not sufficiently take interpersonal variation in first-language acquisition into account nor does it ascribe enough value to the possibilities of inductive input-oriented language acquisition connected to general learning mechanisms.

With respect to psychological factors, Piaget's developmental theory is frequently cited, particularly the formal operational stage, which is thought to be completed at the end of puberty and to represent the end of the cognitive development. From then on, so the theory says, learners tend to use abstract problem-solving methods, as mentioned above. Furthermore, children are described as more empathetic and thus, more open to a foreign culture. Grotjahn (2003: 35) and Edmondson/House (2006: 183f.) point out that these arguments largely lack empirical evidence, however.

Apart from these four aspects, other hypotheses say that adults are less effective in acquiring foreign languages due to differences in the quality and quantity of input or due to negative transfer from their first language. It can be argued that adults may rather benefit from their profound semantic knowledge in their first language than be negatively influenced by their first language. Edmondson/House (2006: 183) underline that hypotheses referring to input are mostly quite speculative.

In sum, due to the general lack of clear empirical data, it is not clear which explanation should be preferred. The only thing that seems to be sure is that a unidimensional explanation apparently does not suffice. More promising are multidimensional explanations. What research has definitely shown, though, is that adults with very good metalinguistic knowledge can achieve the same command of a foreign language like children (cf. also Grotjahn 2003: 36). Thus, adults should no longer be considered second-rate language learners (cf. also Edmondson/House 2006: 186).

Finally, mention should also be made of foreign-language geragogic. Given that the elder people make up an increasingly great proportion of the population, the demand for language courses for elder learners is expected to rise enormously (cf. Grotjahn 2003: 36, Berndt 2007: 470). Consequently, after the term *geragogic* was coined to describe the educational field for people over 60, foreign-language geragogic emerged as a new discipline dealing with methods for and research on teaching foreign languages to learners over 60 years. Some works and theories refer to processes that already start between the age of 50 and 60 years. Two basically different target groups can be distinguished within this didactic field: those who have to learn a foreign language abroad, because they start up a new life in a foreign country and those who voluntarily study a foreign language in a formal environment. Most geragogic analyses focus on the latter (cf. Berndt 2007: 470f.).

Learner groups of older participants show an even higher degree of heterogeneity than groups of younger adults due to the extremely different learning biographies, cognitive strategies and personalities of the learners and also motivations (cf. Berndt 2007: 471). Nevertheless, as a result of their advanced age, elder learners undergo certain typical processes, which may sometimes be more valid for 40 year-old learners than for 60 year-old ones, but can generally be summarised as the main factors modifying their learning process (cf. Berndt 2007: 471f., Grotjahn 2003: 36f.). First of all, the senior citizens see themselves confronted with a decreasing hearing capacity, which might cause problems when working with "normal" material in listening activities. Failing eyesight is less dramatic, since it can easily be compensated by seeing aids. Furthermore, a decline in their motorical skills might cause difficulties for elder learners, for example in writing. Finally, modifications in intelligence and memory have effects on their learning process. Currently, experts claim that, if these

modifications are taken into consideration by language teachers, elder learners can attain an equally high command of a foreign language as younger learners in many language fields.

2.1.3. Current Types of Language Courses for Adults

In Germany and in many other countries, there is a high degree of variety in the offer of language lessons for adult learners. This heterogeneity lies, among other things, in different teaching philosophies, group sizes or teaching material, not to forget the differences in the trainings for the language teacher (cf. Raasch 2007: 220). Language courses for adult learners are offered by various institutions. One can roughly distinguish between public offers, correspondence courses, private language schools, company internal offers and courses organised by special unions (cf. Reiske 2007: 87-91).

The most important supplier of language courses in adult education in Germany is called *Volkshochschule (VHS)*, which is part of the public offer. Nearly one third of the courses offered by the almost 1,000 *VHS* seats with their more than 3,500 branches are language courses, the majority of those being English courses (cf. Reiske 2007: 88; [http://www.bpb.de/wissen/70LLXH,0,0,Volkshochschulen_\(VHS\).html](http://www.bpb.de/wissen/70LLXH,0,0,Volkshochschulen_(VHS).html), accessed 21 February 2011). A very detailed study published by Detlef Eschmann (2005), in cooperation with other researchers, on *VHS* language learners in 2001 reveals that it is difficult to formulate generally valid statements on language teaching at the *VHS*. Depending on the circumstances and the traditions of the states, priorities in the courses can be set quite individually, one focusing on literature, another on tourism, still another on professional communication. Huge differences exist due to the teachers' qualifications and interests. The average age of participants of *VHS* English courses largely depends on the level of the course. In beginner courses, the average age is 47.49 years, whereas participants of more advanced courses are only 30.19 years old, on average. This observation might be explained by the fact that younger learners have already had more extensive English lessons at school. Many of the participants in beginner classes tend to have a relatively low level of education; however, well-educated foreigners represent an increasing proportion of those groups. Interestingly enough, the beginners' groups often include learners who have already gained language learning experience and should consequently take part in more advanced classes. Generally, participants of advanced courses are more likely to have higher school education. As to the aims of the course, Eschmann (2003) and his team wanted to find out whether and in which way the learners had already had the opportunity to employ English outside the classroom. 82% of all those asked indicated that they actually did use or would have had the opportunity to use English. The skills that were required in these situations were, in descending order of frequency, understanding spoken language, speaking in a face-to-face situation, reading and leading a telephone conversation; writing played a minor role. Furthermore, it was investigated which language skills the course should aim at according to the learners. The research team also discovered that listening comprehension, speaking and reading competences are most important to the learners. Moreover, adult learners want an English course at the *VHS* to be fun.

2.1.4. Conclusion

The overall conclusion which shall be drawn from this chapter is, thus, a positive one with regard to the fact that teaching English to adults has proven to definitely have a future for numerous reasons. It has also become clear, though, that today's foreign language teaching for adults does only partly meet current expectations, since recent research results, as well as

the changing situation with regard to English are often not taken into account (cf. also, e.g., Raasch 2005: 23, 220). Consequently, the question arises what a future-oriented concept of English adult education could look like. This will be examined more closely in Chapters 3 and 4. Before, however, we need to see in more detail what exactly is this changing situation with regard to English.

2.2. English as a Global Language

Crystal, referring to the relevance of this phenomenon, already stated in 1999 that “English is now spoken by more people (as a first, second, or foreign language) than any other language, and is recognized by more countries as a desirable lingua franca than any other language.” (Crystal 1999: 13). The following section will describe the set of common features of successful forms of English around the world.

2.2.1. Terminological Remarks

Since the 1980’s, when linguists began to consider non-native Englishes worth dealing with, there have been abounding articles and monographs on that subject, using different terms, sometimes synonymously, sometimes with slightly varying meaning (cf., e.g., Grzega 2005b: 46, 2010a: 795, and 2011). Among others, one finds *global English*, *world English (WE)*, *world Englishes*, *international English*, *lingua franca English* and *English as lingua franca (ELF)* designating the use of English between interlocutors from different nations with at least one interlocutor being a non-native speaker of English, like, for example, in Jennifer Jenkins’, Barbara Seidlhofer’s or our definition, not strictly excluding native speakers of English⁴. Some authors, however, use *global English*, *world English*, *world Englishes* and *English as an international language* exclusively with countries where English functions as a single or co-official language. In some works, the terms *English as an international language* and *English as a lingua franca* are only applied to situations in which exclusively non-native speakers are involved; this is for example the case in texts by Juliane House (1999: 74), defining lingua franca interactions as “interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue. [... *linguaculture* means seeing] language and culture as inseparable entities that are continually reconstituted in a dynamic way.”

In the present paper, *Global English* means, on the one hand, that lingua franca interactions include conversations, in which one of the interlocutors is a native speaker of English, too. On the other hand, it implies that when speaking of global English, focus will not mainly be put on the particularities of individual varieties of English spoken in different parts of the globe, but rather on the kind of English that is used for communicative purposes between speakers of different mother tongues⁵.

2.2.2. Successful Features of Lingua Franca English

As has been mentioned above, a more systematic interest in the analysis of English as a global language has developed during the 1980’s, when linguists were increasingly interested in finding out about typical global or European forms of English, which are generally accepted in spite of diverging from British or American standards. Many articles on this issue have

⁴ Cf., e.g., Jenkins (2007: 1) and Seidlhofer (2005a: 60).

⁵ Owing to the extraordinary status which English has gained over the centuries, being the globally most learned and most used language today, researchers have come up with several classificatory concepts. A brief overview of the most important ones is provided in Grzega (in print).

been published in the academic journals *Asian Englishes*, *ELT journal*, *English Today*, *English World-Wide*, *European English Messenger* and *World Englishes*. Furthermore, the publication of larger monographs on that topic has steadily increased since the 1980's. Influential book-length studies are, for example, those by Brumfit (2002), Jenkins (2003), Melchers/Shaw (2003) and Rubdy/Saraceni (2006). Comprehensive state-of-the-art articles were written by Seidlhofer (2004, 2007). Furthermore, several corpora on natural non-native English have been created. One of the most prominent corpora on spoken non-native English is the Vienna-Oxford International Corpus of English (VOICE);⁶ other examples are the Corpus of English as a Lingua Franca in Academic settings (ELFA),⁷ the Alpine Adriatic Corpus (AAC),⁸ the International Corpus of English (ICE),⁹ the Louvain International Database of Spoken English Interlanguage (LINDSEI)¹⁰ and the L2C by Prodromou (2008); the International Corpus of Learner English (ICLE)¹¹ is a collection of written non-native English.

The following sections present some typical features of global English as observed in various linguistic analyses. Phonological aspects, to begin with, have been thoroughly investigated by Jennifer Jenkins (2000, 2003). She has described a “lingua franca core” identifying those pronunciation variants that do not lead to intelligibility problems. The core features defined by Jenkins are as follows (e.g. Jenkins 2000: 137ff.):

- The consonant sounds must agree with the consonantal inventory of standard English, except for the dental fricatives /θ/ and /ð/ and dark (velarised) l [ɫ], which are not crucial for intelligibility.
- The voiceless plosives /p/, /t/, /k/ should be aspirated in word-initial position. Besides, /t/ should not be lenited like in American English, but should stay /t/.
- With regard to the vowels, the contrast between long and short vowels should be maintained according to British or American English standards, as should be the quality of /ɜ:/ and the appropriate vowel length before fortis and lenis consonants should be.
- The production of nuclear (tonic) stress is recommended.
- In consonant clusters, sounds should not be omitted in word-initial position, whereas omission is permissible in mid and final position according to standard English rules of syllable structure.
- Rhotic pronunciation is to be preferred over non-rhotic pronunciation.
- Weak forms are to be avoided, since they have shown unhelpful to intelligibility.

As to vocabulary, Modiano (1996: 209, 212) states that, not only in Europe, but also beyond, preference is given to American words over British words. Problems in communication might arise, when one interlocutor uses particularly idiomatic speech, with which the other one is not familiar, since the meaning of figurative expressions, such as metaphors or phrasal verbs, cannot be understood by simply literally interpreting the single elements of the expression. In case of “unilateral idiomaticity” their use might thus impede successful communication (Seidlhofer 2001: 16, 2004: 220, 2005a: 69). Moreover, culture-dependent prototypes might be problematic. While most Europeans will think of ‘soccer’ when they hear the word *football*, North Americans and Australians will first come up with ‘American football’. A lexical lingua franca core will therefore excludes culture-bound idiomatic speech (cf. Grzega

⁶ Cf. <http://voice.univie.ac.at> (accessed 26 February 2011).

⁷ Cf. <http://helsinki.fi/englanti/elfa/index.html> (accessed 26 February 2011).

⁸ Cf., e.g., James (2000).

⁹ Cf. <http://ice-corpora.net/ice/> (accessed 26 February 2011).

¹⁰ Cf. <http://uclouvain.be/en-cecl-lindsei.html> (accessed 26 February 2011).

¹¹ Cf. <http://uclouvain.be/en-cecl-icle.html> (accessed 26 February 2011).

2005b: 49, 2011; Knapp 2007: 531). However, there are also some typical deviations from British or American lexical standard in lingua franca use, which do not lead to intelligibility problems, such as overdone explicitness; the example given by Seidlhofer (e.g. 2005a: 68f.) is *black colour* instead of *black*. Generally, the lexis of global English shows inherent variability; this is reflected, for instance, by non-standard word-formational variants being accepted in lingua franca situations. Finally, the existence of so-called European pseudo-anglicisms, has been observed. One might hear non-standard words like *autostop* and *happy end* in global English, whereas native speakers of American or British standard English would use *hitchhiking* and *happy ending* instead (Grzega 2005b: 52).

As regards morphological and syntactic aspects, above all Seidlhofer and her team (cf. the entries on the VOICE website), but also other scholars, such as Christiane Meierkord (2004), try to identify a grammatical lingua franca core. Their studies have shown that most grammatical deviations from standard English rules, such as employing the relative pronouns *who* and *which* interchangeably, do not impede intercultural intelligibility on the one hand; on the other hand, according to the findings, there are no typical global English grammar errors (cf., e.g., Meierkord 2004: 115ff., Seidlhofer 2005a: 68f.). Some morpho-syntactic deviations should, however, be taken into consideration, since they might interfere with intelligibility:

- Questions need to be clearly marked either by keeping to the standard English interrogative patterns or by combining the word order of a declarative sentence with raising intonation at the end¹².
- Past tense markers cannot easily be omitted without causing confusion, if the sentence does not include a time adverbial or have a clearly historic reference¹³.

With respect to the pragmatic aspects, studies have been conducted by a number of scholars. The studies by Meierkord (1996) and House (1999) show:

- The number of misunderstandings or communicative breakdowns in intercultural communication is surprisingly low, although the non-native speakers' use of English differs from standard English communicative patterns in various ways.
- Speakers of English as a lingua franca use a limited set of opening and closing phrases. The same holds true for requests.
- The preferred strategies with requesting are "mood derivable" and "preparatory", the former describing cases when directness is signalled by the grammatical mood of the verb, like in *Go to sleep!*, the latter referring to instances when the hearer is prepared to the request following, for example by an expression like *I have a request to make*.
- The use of gambits, which are words or phrases that help one express what he or she intends to say, is generally less frequent with non-native speakers.
- As to politeness markers, a higher frequency of "please" than in native speech can be observed in lingua franca English.
- Non-native speakers tend to change topics fast and abruptly, generally preferring safe topics that are related to the here and now.

¹² Cf. Björkman (2008) and Grzega, own analysis of VOICE passages, namely LEcon8.4, LEcon8.103, LEcon8.125, LEcon8.191, LEcon8.378, LEcon573.41, LEcon573.158, LEcon560.2107, and LEcon560.2153 (the letters and numbers before the dot identify the dialog, the number after the dot indicates the corresponding line in the VOICE document). There is just one misunderstanding with an intonation question, which is interpreted as an exclamation of surprise or inference validation while in fact it is meant as a question: LEcon8.144-148 "You can use your school ID?" -- "No, it's not the school ID, but this international ID card." -- "Yeah, but I, I have, I have the ISIC also. But you can use your school ID?"

¹³ Grzega, personal ethnographic observations and analysis of VOICE passages, namely LEcon8.247, LEcon560.533, LEcon560.536, LEcon560.1345-1347, and LEcon560.1433.

- In terms of vagueness, interlocutors have proven to accept a relatively high degree of ambiguity in lingua franca interactions.

With regard to pragmatic aspects of English as a lingua franca, it has, however, not only been shown that there are differences between non-native speakers' and native speakers' ways of communication, but also has it been revealed in studies by Grzega that the associations which speakers of different mother tongues have with certain English words may differ considerably, which might lead to misunderstandings. For example, it has been found that Hungarian informants are the only ones to connect *democracy* rather with chaos than with order (cf. Grzega 2008a: 10f.).

On the whole, some researchers, such as Chambers (2000), Jenkins et al. (2001) and de Swaan (2001), consider the development of a typical European and/or global English as possible, whereas others see it as improbable, like McCluskey (2002) and Prodromou (2008). Some scholars, such as Modiano (1996) and Piette (2004), even go beyond believing in a typical European or global variety of English to evolve, suggesting that a Euro-English variety should consciously be developed and standardised in order to provide those non-native speakers who work and live in Europe with a useful means of communication. Apart from the fact that there is an ongoing debate about standardising global English, the question of integrating the results from the lingua franca research into the teaching of English or not, frequently arises. Although many scholars support the idea of teaching English as a lingua franca, so far only one concrete comprehensive concept has been developed: Basic Global English (BGE). Before describing BGE as a concept of teaching English to adults in more detail, though, a collection of current ideas on teaching English as a global language in adult education in general will be presented, since “[...] if a language is perceived to be changing in its forms and its uses, it is reasonable to expect that something in the teaching of it will also change.” (Seidlhofer 2004: 225)

2.3. Teaching English as a Global Language in Adult Education

It has been shown that in order to make the teaching of English in adult education more future-oriented, some basic changes in consequence of current research results and new given realities are necessary. On the one hand, psycholinguistic knowledge about adult learners must be taken into account. On the other hand, the role of English as a lingua franca needs to be integrated into the classroom. It shall be stressed here that when doing so, it must be kept in mind that “[l]anguage pedagogy should [...] refer, but not defer to, linguistic descriptions.” (Seidlhofer 2004: 225). An increasing number of scholars demands a reorientation in teaching English¹⁴. Modiano (1999a: 24) says: “We must cast off outmoded beliefs in the superiority of BrE, and indeed even AmE, and instead embrace a more modern understanding of the language.” The central aim of English classes should no longer consist in promoting near-native proficiency of English, but in providing the learners with intercultural communicative competence, or as Houghton (2009: 92) writes: “[...] the development of intercultural communicative competence should play a pivotal role in foreign language education in general [...].” Nonetheless, concrete elaborate didactic suggestions are very small in number (cf. Edmondson/House 2006: 64). However, over the last few years a small number of teachers' handbooks and edited collections dealing with the teaching and learning of global English, have been published.¹⁵ Among these are:

- Gnutzmann's (1999a) collection of articles, which gives an insight into the topic from various perspectives

¹⁴ Cf., e.g., Meierkord (1996: 19, 225f.), Gnutzmann (1999b: 157), Seidlhofer (2005a: 71), Knapp (2007: 532).

¹⁵ For an overview cf. also Seidlhofer (2004: 230) and Jenkins (2006: 164, 2007: 251).

- Jenkins' (2000) important monograph on phonology, which represents an essential contribution to the ELF discussion in general, not only in terms of sounds
- the teachers' handbook by McKay (2002), which provides a good overview on current ideas about teaching English as an international language
- Gnutzmann and Intemann's (2005a) collection of papers casting light on global English from various angles
- Widdowson's (2006) book pointing to several issues that need to be thought through carefully due to the global spread of English.

In general, there are ongoing debates whether successful forms that deviate from native standards shall be integrated into teaching English at all. House (1999), McKay (2002) and Seidlhofer (2004, 2007) are among the supporters of this idea, whereas Quirk (1985) and Trudgill (2005), among other opponents, do not want to include these deviations. Besides, some scholars suggest that research results from the field of global English should have influence on the teaching of English as a mother tongue, too. It is argued that it is also necessary for native speakers of English to adapt to non-native speakers in lingua franca interactions, for instance by speaking not too fast and by consciously avoiding idiomatic expressions (e.g. Modiano 1999b: 12f.; Grzega 2005b: 56f.). According to Seidlhofer, the reservations of many scholars,¹⁶ especially about English as a lingua franca entering the English classroom might be seen as a normal reaction, since “[d]enial is exactly what has often been a first reaction in history at times of swift and therefore noticeable change.” (Seidlhofer 2005a: 64). Jenkins (2005: 207) even goes a step further, claiming that “[e]ducationalists by nature tend to favour tradition.”

Concepts for teaching English as a global language have been proposed since the 1920's:

- In the mid-1920s, Charles K. Ogden developed BASIC English with the aim of enabling learners to communicate globally with the help of this simplified model of English. The acronym *BASIC* stands for *British American Scientific International Commercial*. As to lexis, Ogden selected 850 words and 350 internationalisms, the choice being based on his personal teaching experience and on conceptual reflections. Morphological, syntactic and pronunciation issues are described in accordance with standard native regulations, discourse linguistic matters not being addressed in this concept.¹⁷ Even today, one can still find supporters of Ogden's BASIC English as can be seen from its re-promotion by Templer in 2005.¹⁸
- Not a whole concept, but a collection of 1,490 words called “Definition Vocabulary” was published by Michael West in 1935. The collection provides words with which one should be able to explain most everyday concepts in communication with native, as well as non-native speakers of English, thus, in typical lingua franca interactions.
- In 1963, Lancelot Hogben introduced his Essential World English. He collected 1,300 “essential semantic units”, taking semantic, morphological and morphosemantic aspects into consideration. Neither does his concept throw light on pragmatic issues, such as communication strategies, nor does it present alternatives to standard grammar and pronunciation.

¹⁶ Jenkins emphasizes (2009: 202) that ELF is seen as non-controversial by many internationally working professionals, of whom the opinion is seldom verbalised, whereas the negative attitude of many linguistic scholars is most often published.

¹⁷ Cf., e.g., Ogden (1937).

¹⁸ Cf., e.g., <http://ogden.basic-english.org> (accessed 1 March 2011).

- In Alexander van Ek's Threshold Level English, published in 1970, simplification is also only to be found with respect to vocabulary. He lists 1,500 words, of which the choice is notion-based.
- Since the early 1980's, Gabriele Stein and Randolph Quirk have been working on their simplified concept of English called Nuclear English. They also adhere to native standard grammar and pronunciation (cf., e.g., Stein 2008).

Despite these concepts¹⁹ and the claim that lingua franca interactions are said to be much more likely in reality than interactions including a native speaker of English, English lessons still focus on standard British English (BrE) and standard American English (AmE) language models²⁰.

3. The Basics of Basic Global English (BGE)

3.1. Preliminary Remarks

Adult learners mostly do not take part in English classes with the intention of communicating primarily with native speakers of English, has also been proven in Eschmann's (2007) study with adult English learners at the German *VHS*. According to this study, 84% of the learners have used English so far outside English-speaking countries. Consequently, as is concluded by Eschmann (2007: 279f.), learners probably do not study English in order to use it in England or another English-speaking country, but to communicate with speakers of whom English is not the mother tongue, which means in lingua franca interactions²¹. These results clearly go with Modiano's (1999a: 27) claim that "[...] the understanding that the international variety of the English language is defined by native speakers must become a thing of the past."

This leads to the question what the model of English taught in adult education should look like. Some works claim that a descriptive model is to be preferred over a prescriptive one in teaching English as a lingua franca, which is in direct contrast to the native speaker model. The first "model" in teaching non-native English should be that the message the speaker wanted to provide is understood by the interlocutor. We could also say that the most important principle is intelligibility, understood as an umbrella term covering three different concepts. Firstly, it includes the recognition of an expression, for example of the word *salt* as being rather English than Spanish. Secondly, it includes comprehensibility, which means that one knows the meaning of an expression. Thirdly, it also includes interpretability, which is given if one knows what an expression signifies in a certain sociocultural context, for instance, if one understands that the question "Do you have any salt?" represents a request for salt. One should be aware of the fact that interpretability most often causes problems in intercultural interactions (cf. McKay 2002: 52).

Furthermore, changes also relate to the choice of teaching material. "Authentic" classroom-material should not mainly include corpora of native speaker speech, but also consist in non-

¹⁹ In addition to these, two more concepts were created in 2005: Globish and Basic Global English (BGE). BGE is the topic of this present paper. On Globish, cf. Nerrière et al. (2005) and the review in Grzega (2006b).

²⁰ Cf., e.g., Meierkord (1996: 19), Grzega (2005b: 45ff.), Jenkins (2006: 171f.), Knapp (2007: 531f.); a more detailed insight into the native speaker topic can be gained in McKay (2002: 28ff.). Gnutzmann (2005: 107ff.) summarises several important aspects relevant for the debate about the definition of standard English. A good overview on standard English and the globalisation of English is also provided in Seidlhofer (2005b). McKay (2002: 49ff.) tackles the issue of standards, too.

²¹ Cf. also McKay (2002: 126).

native speaker interactions, providing knowledge of cultures and contexts the learners are likely to be in contact with²². In contrast to teaching English as a foreign language, teaching English as a lingua franca should not purely aim at imparting factual knowledge about other cultures, but rather on raising a general cultural awareness in the learners. This means that learners should become acquainted with the idea that the way of thinking and of perceiving the world differs depending on the culture of a speaker²³. Furthermore, curricular priorities need to be modified²⁴; Jenkins/Seidlhofer (2001) emphasise that the time and effort needed to treat certain grammatical features, such as the third person marker *-s* in present tense verbs, which have proven not to be communicatively crucial, bear little relation to their usefulness; thus, treating them in-depth could be put off²⁵ and consequently teaching time could be freed up for more general language awareness and communication strategies²⁶. Besides, a more sophisticated error evaluation in the English classroom results from its role as a global means of communication. Teachers should make distinctions in how serious they rate an error or a mistake, taking into consideration in how far the deviation from the native norm would obstruct communication²⁷. Moreover, teachers should no longer force their pupils to answer in complete sentences, since this does not reflect natural communicative behaviour²⁸.

Pedagogic concepts for teaching English as a lingua franca should take these observations into account and in summary include remarks on the sound system, on sound-letter-equivalences, on basic morphological and syntactical patterns and regularities, on basic vocabulary and paraphrasing strategies, on politeness strategies, as well as on differences between lingua franca English and native English interactions on the one hand, and between lingua franca English and the learners' mother tongue, on the other hand.²⁹ As to concrete concepts of teaching English taking its global role into consideration, however, only very few concrete suggestions have been put forward in the past, as said before.³⁰

Skills that should generally be trained in both teaching English as a mother tongue and as a lingua franca are the following: first, a metalinguistic knowledge of possible mistakes³¹. Teachers should provide their students with basic knowledge of systematic and pragmatic distinctions between languages or speech communities. Students should acquire sensitivity towards possible, maybe hidden, misunderstandings and interlanguage phenomena. Moreover, they should become open interlocutors and attentive listeners, prepared to express themselves in an honest, clear and direct way³².

Crystal (1999: 17)) says: "It is a brave new world, indeed; and those who have to be bravest of all are the teachers of English." The task which is currently in store for English teachers essentially exists in achieving the following goals:

- ensuring intelligibility among the speakers of English rather than persisting on correctness
- helping learners in developing strategies that will promote comity (friendly relations)

²² Cf. Crystal (1999: 17), Gnutzmann (1999b: 165), Jenkins/Seidlhofer (2001), Grzegza (2005b: 53).

²³ Cf., e.g., Görlach (1999: 18f., Krumm (2007: 142).

²⁴ Cf. Grzegza (2005b: 54).

²⁵ Cf. also Grzegza (2005b: 54).

²⁶ Seidlhofer (2004: 226, 2005: 72); for more information about the idea of language awareness, cf. also Seidlhofer (2004: 227) and Görlach (1999: 19).

²⁷ Cf. Grzegza (2005b: 54f.); Jenkins (2009: 202).

²⁸ Cf. Grzegza (2005b: 55).

²⁹ Cf. Grzegza (2005b: 55; 2005c: 68).

³⁰ As to the following overview of concepts, cf. Grzegza (2008b: 137; 2010a: 798).

³¹ Cf. Grzegza (2005b: 57).

³² Cf. Grzegza (2005b: 57); for examples of crucial strategies in ELF talk, cf. also Seidlhofer (2004: 226f.).

• nurturing textual competence (reading and writing skills for individual purposes).³³ Therefore, teachers of English need to possess intercultural competence themselves. As summarised by Gnutzmann, this concept refers to and implies the following fields and competences:

- being aware of the fact that thought and behaviour is culture-dependent
- knowing some general parameters in accordance with which one can distinguish cultures (for example the role of the sexes)
- awareness that other cultures cannot be evaluated with the norms valid in one's own cultural system; interpersonal sensitivity; ability to be flexible in cognition and behaviour.³⁴

Approaches to teaching English as a global language, which teachers may employ to reach these goals, should include a sensitive choice of cultural content; the materials should always be used in a pedagogical reflectively way and finally, the teachers should show respect for the local cultures of learning³⁵. Even though the task may appear demanding, the new situation can also have positive effects on how teachers see themselves and are seen by others, since “[...] instead of being nonnative speakers and perennial, error-prone learners of ENL [= English as a Native Language], they can be competent and authoritative users of ELF”, as Seidlhofer (2004: 229) says.

Taking into consideration the findings of lingua franca research and second-language acquisition research, which have partly been presented in this paper, BGE was developed as a concrete, comprehensive concept for teaching English as a global language in 2005 (cf. Grzega 2005c). In this sense, BGE is still unique, since other concepts do not take ELF research into account, nor do they provide a solid explanation for the phonetic and grammatical forms or the vocabulary included. BGE, however, which aims at the acquisition of 1,000 words and interculturally successful communication strategies, is based on empirical results; thus, the grammar and pronunciation forms that are accepted in BGE are those that do not lead to intelligibility problems in lingua franca communication. In other words, BGE takes into account McKay's (2002: 1) assumption that “[...] the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language.”

Generally, BGE is intended to provide learners with a useful linguistic and communicative basis that they can quickly acquire. As to its fundamental ideas and goals, BGE is partly comparable with Ogden's BASIC English, Stein's and Quirk's Nuclear English and van Ek's and Alexander's Threshold Level English. The concept is seen in line with Nuclear English and Threshold Level English with respect to the facts that BGE is a start for English learners with the chance of reaching more native-like skills if they wish to, that it is a reduced but still natural form of English, which allows in the case of BGE also non-standard features and that the concept is about English for international interactions. Unlike Stein's and Quirk's and van Ek's and Alexander's programmes, BGE is not culture-bound.

In the following sections, light will first be shed on the linguistic side of BGE; then, its didactic side will be presented.³⁶ Finally, two projects with BGE in adult education will be evaluated.

³³ Cf. McKay (2002: 127).

³⁴ Gnutzmann (1999b: 166); for more information on intercultural learning in general, cf., e.g., Gogolin (2007).

³⁵ Cf. McKay (2002: 128f.).

³⁶ As to the economic and political motives of BGE, see the introduction of this paper or, for instance, Grzega (2010b: 23).

3.2. The Linguistic Side of BGE

The full set of linguistic elements is presented at <http://www.basicglobalenglish.com>. The linguistic theory and the principles of form-selection are presented in Grzega 2005c. Brief presentations are also given in Grzega 2006b and 2008b.

3.2.1. Grammar

As to grammatical patterns, empirical studies (cf., e.g., Meierkord 2004, Seidlhofer 2004 & 2007) have illustrated that violations against standard English grammar rarely cause misunderstandings. Obviously, the meaning of a statement usually becomes clear through the context. Thus, BGE accepts non-standard forms, too, provided that they can frequently be heard in English non-standard varieties or varieties from the outer circle in Kachru's (1985) sense. These non-standard forms are primarily levelled-out irregularities, for example irregular verbs. In consequence, the learning process will accelerate, as has been shown in experiments with Esperanto. Of course, the strict regularity of the artificial language Esperanto cannot be provided in BGE, since native variants are not excluded from BGE; however, regular forms are highlighted in the grammar chapter. Notwithstanding, learners are also motivated to remember very prominent exceptions. Thus, each BGE rule includes basic information that enables learners to communicate successfully and additional information indicating what would be more native-like, for instance³⁷:

15.16 Saying that something is not truthful

If a part of a sentence is not truthful, you can put the word *not* before that part of the sentence.

Examples:

*He is in the house, **not** in the garden.*

*He is **not** in the garden.*

*I love **not** her; I love you.*

*He loves **not** her; he loves you.*

If you want to say that the action is not truthful, then you use a different form in high-quality English. Then you need the "helper" *do*. You use: "*do* (or *does*)" + "*not*" + action word

Examples:

*I **do not** love her.*

*He **does not** love her.*

Do not worry if you forget *do*. People will still understand you.

3.2.2. Pronunciation

With respect to sounds and sound-letter-equivalents, BGE is widely based on Jenkins' lingua franca core, which was mentioned above. It depends on the learners' mother tongue which sounds will be particularly difficult for them; a contrastive description of such problematic sounds should then be given by the teacher. As to the substitution of sounds, studies have shown that for some sounds there are better and worse surrogates. For instance, if learners are not able to articulate /θ/ correctly, it should be pointed out to them that replacing /θ/ with /t/ is better than using /s/ instead. Deviations from standard English pronunciation must generally be seen with reference to intelligibility in intercultural conversations; thus, if the English word *jazz*, which is pronounced /dʒæz/ in standard English, is produced in a typical German

³⁷ *WttW*, p. 223.

way /tʃɛs/ by a learner, the substitution of the vowel will be accepted, provided that the learner keeps /æ/ and /e/ apart somehow, whereas /tʃ/ and /s/ instead of /dʒ/ and /z/ need correction. Regarding the use of weak forms, which are actually to avoid in intercultural communication according to Jenkins, teachers should make learners who use them nevertheless aware of the fact that they correspond to standard usage, but might lead to difficulties in ELF talk. Of course, learners are not blamed for using weak forms in general. Illustrations on sounds in the BGE materials look, for example, like this³⁸:

[s]		<u>Sue</u> 	
		<u>song</u>	
[s] ≠ [z]		 Sue ≠ zoo	
[s] ≠ [ʃ]		Sue ≠ shoe 	
[z]		<u>zoo</u> ,	

3.2.3 Vocabulary

Vocabulary is considered the crucial element for communication. Within a BGE course, learners should become conscious of their already considerable knowledge of internationalisms, which are of English origin or of different origin, but also used in English. One speaks of internationalisms since these words describe international concepts, name internationally known things or because one has become acquainted with them through international media. Examples of such international words are *business*, *party* or *sandwich*. Generally, three difficult issues in the field of vocabulary can be detected: lexical gaps, “serious false friends” and metaphorical expressions which cannot be decoded by simply translating them literally. For preparing learners to overcome lexical gaps, BGE aims at the development of a basic vocabulary with word formation and paraphrasing techniques and an individual word-stock. Word formation patterns are, for instance, illustrated as follows³⁹:

³⁸ *WttW*, p. 7.

³⁹ *WttW*, pp. 22f.

3.4 Jobs (1) [dʒɒbz]

I work (alone [ə'loun] / in a team [ɪn ə 'ti:m] / with a partner [wɪð ə 'pa:tnər]) as a



cook
[kʊk]



doctor
['dɒktər]



the boss = the head
[bɒs] [hed]



teacher
['ti:tʃər]

student
[st(j)u:dənt]

My job is to x
= My work is to x → I work as a x-er
= I x
= I am a x-er.

X + -er

teach [ti:tʃ] teacher [ti:tʃər]

bake [beɪk] baker ['beɪkər]

drive (taxi) [draɪv] (taxi-)driver ['draɪvər]

write [raɪt] writer [raɪtər]



[...]

X + man

police [pəʊ'li:s] police man [pəʊ'li:s mæn]

post [pəʊst] postman ['pəʊstmæn]

fire [faɪər] fire man ['faɪər mæn]

business ['bɪznəs] business man ['bɪznəs mæn]



The selection of the BGE words is based on notional, semantic, word-formational and frequency criteria that respect international words and frequency lists, basic level conversations by referring to the Common European Framework of Reference for Languages (Council of Europe 1996), semantic primitives and definition vocabularies of the *Longman Dictionary of Contemporary English*, the *Oxford Advanced Learner's Dictionary* and the *Cambridge International Dictionary of English*. Only those words without clear bonds to a specific culture were accepted. In the end the list was reduced to 750 words. In general, the vocabulary in BGE does not cover all meanings of the words, but only the ones relevant for the central conceptual fields for basic intercultural communication. Consequently, *juice*, for example, only designates 'drink out of fruits', but not 'electric power'. A lexical entry in the BGE materials consists of five columns: the English word, the pronunciation, a short comment on grammatical irregularities, further illustrations of the meaning (e.g. pictures,

opposites, synonyms) and the meaning that is relevant for BGE in the learner's mother tongue⁴⁰:

shopping	[ˈʃɒpɪŋ]	shop > shopping	= buying X 
every day	[ˈevri ˈdeɪ]		this day, the next day, and the next day ...

As mentioned before, metaphorical expressions might impede successful intercultural communication; thus, learners are advised to use them only if they are objectively obvious and marked (for instance with *this is like...*). Besides, BGE teachers should increase the learners' awareness for the fact that the way of categorising the world can differ depending on the nation or social group of a speaker. For example, the word *family* is seen as 'parents + children' by Americans, as 'grandparents + parents + children' by Europeans and as 'everyone that is remotely related to him/her' by Arabs. With some words, the learners must be informed that even the exact reference might be unclear in consequence of cultural differences in prototypicality; *football* in Europe, for instance, is different from *football* in North America and from *football* in Australia.

Furthermore, BGE learners are provided with word-formation methods which allow them to enlarge their word-stock, merely with the items from the basic vocabulary, for example by using a word in another word-class. Thus, the nouns *list* or *e-mail* from the basic vocabulary can be used as verbs, whereas the verb *mix* can also be employed as a noun. This phenomenon is quite frequent in English and is called "conversion" in linguistic terms. In addition, learners also get to know techniques for paraphrasing in case of a lexical gap; for example, it is pointed out to them that an explanation consisting of a superordinate term, followed by a particular feature might be helpful. Their attention is also drawn to the use of hedges, such as *somehow* or *kind of*.

Finally, the creation of an individual word stock of 250 words is asked of the BGE learners. These words are thought to enable them to speak about themselves and things they are interested in and may, for instance, refer to their work, hobbies, family or cultural customs. Thus, the learners have quite an autonomous role in their learning process.

3.2.4. Conversational Strategies

In concrete conversational situations, one will soon become aware of the fact that knowing the linguistic forms of a language does not suffice in order to communicate successfully, knowledge of when to use which form is equally important, since communication habits may considerably differ between nations. Thus, BGE teachers should help the students develop a global pragmatic competence; an issue that is not really dealt with in the other simplified Englishes. Given the fact that "over-politeness" as well as "under-politeness" might irritate the interlocutor, BGE opts for a compromise decision. Based on empirical studies (e.g. House 1999), BGE includes twelve conversational rules, including, for example, the following:

⁴⁰ *WttW*, p. 35.

(2) As a “saver”, a sentence like *That’s how we say (in my country)* can be inserted or added. This signals the interlocutor that the speaker is just transferring his or her own conventions into Global English. Another way is to say directly: *I think there is a misunderstanding.*

(10) Small Talk: Safe topics for international small talk are the weather, (positive) travel experiences and sports. You should avoid religion, politics, sexuality and questions that are too private (asking for the professional position is okay, though). You should also avoid jokes. Humor differs a lot between countries. If you have made a joke or a funny remark, you can add the phrase *as we say in my country* or *as we could say in my country* as a “saver”. You should also watch out when paying compliments: you can compliment a gift or the meal of your host; other things should only be complimented if you know that this is common in the host country. For international settings, you should say thank you for a compliment (and give back a similar one). (But in general, reactions to compliments vary from culture to culture.)

Furthermore, cultural contrasts which might cause problems in intercultural interactions are addressed. So, learners are for example informed about the symbolic meanings of numbers in different countries⁴¹. For particularly tricky communicative situations like dinner or business conversations, the BGE materials also provide specific sections including basic guidelines for those occasions⁴²:

13.8 Toolbox for business conversations

Saying hello

- Hello/.... [in partner’s language]. My name is X, I work as a Z for ABC company. This is my business card. Please call me x.
- Hello. Nice to meet you.
- So what would be the right way to call you?

Introducing a translator

- I am sorry to say that I speak only a few words in your language and I speak English only on a basic level. This is why I have a translator here. This is Ms. T.

Small talk

- How was your trip? -- The trip was (very) nice, thank you.
is your hotel? -- The hotel is fine
- How do you like it here? -- It is (very) nice here, thank you. I like ... a lot.
- How is your family? -- They are all fine, thank you.
- The weather is beautiful.

Problems

- Please tell me if I hurt you in a way.
my company hurt you
- I am sorry that this hurt you. This is not what I wanted.
My company is my company
- If you see problems that we should solve, please let me know.
- Do you need more time?

⁴¹ Cf. *WttW*, p. 55.

⁴² *WttW*, p. 186.

3.2.5 Summary

To sum up, it shall be illustrated again in which way BGE differs from other simplified Englishes. First and foremost, it is not native standard English that serves as a model in BGE, but all forms that have proven successful in lingua franca talk are accepted. Besides, variation is allowed as in natural language varieties. Simplification does not only refer to vocabulary, but also to phonology, grammar and pragmatics. Furthermore, BGE takes active communication, as well as passive communication into account. Aside from “core knowledge”, BGE incorporates “individual linguistic expansion” from the very beginning. Moreover, it does not only represent a simplified language system, but unites the teaching of linguistic, methodological and social competence for global communication. Eventually, BGE is not a closed system limited to beginners; on the contrary, its inventor wishes his concept to be understood as an open system allowing the learners to further elaborate their English in accordance with their individual wishes and needs.

3.3. The Didactic Side of BGE

The didactic side of BGE is based on research results from studies on second-language acquisition and on psycholinguistic findings⁴³, of which some were described above. The findings that are central to BGE are, in brief, the following: Although linguists and pedagogues started to consider errors and mistakes as a valuable, inherent part of language acquisition when Selinker (1972) introduced his concept of “interlanguage”, even today many teachers are of the opinion that errors and mistakes must be corrected immediately, since they might never be levelled out again once the learner has grown too much accustomed to them or has learned too many non-native forms. However, research and teaching experience could not prove this assumption, so that teachers can accept non-standard forms in BGE courses without spoiling the learners’ chances of acquiring native-like proficiency in English later on (cf., e.g., Grzega 2006b: 10, 2008b: 146). Furthermore, it is important in terms of teaching BGE to adults that studies have not verified the pedagogic myth about younger students generally being better at learning a foreign language than older ones.⁴⁴

Intercultural communicative competence being its overall objective, BGE — no matter, if it is taught to children, teenagers or adults — embraces the following four didactic aspects:

- practice of communicative skills from the first lesson on
- (near-)native as well as successful non-native input
- evaluation of forms according to intercultural effectivity, or success
- learner autonomy

Furthermore, particular reflections on the use of the learners’ mother tongue and on grammar progression have played an important role in the conception of BGE.

3.3.1. Practice of Communicative Skills for Realistic Situations

In order to guarantee a high proportion of learners’ activity in language learning, *LdL* is the central didactic model in BGE. *LdL* stands for German *Lernen durch Lehren*, *Learning by Teaching* in English and goes back to Jean-Pol Martin. *LdL*’s main idea is that learners take on as much teaching responsibility as possible. Furthermore, it aims at encouraging as many

⁴³ Some relevant works for the didactic side of BGE are Hunfeld (2004), Edmondson/House (2006), Grzega (2006c), Butzkamm/Caldwell (2009).

⁴⁴ Only when learning the language in the foreign country itself, the younger the learners, the better they will learn the foreign language. In the average classroom situation, however, older learners seem to be the more successful language learners. Cf., e.g., Grzega (2006b: 10, 2008b: 146).

students as possible to engage in the highest possible degree of activity. Consequently, students are, already at a very early stage of the learning process, encouraged to carry out creative activities like presenting their family or introducing BGE politeness rules. The learners are moreover inspired to develop their social skills, when leading small sections as “experts”. “Expert material”, which helps the students prepare such sequences, looks like this⁴⁵:

Expert Material 5.D Culture quiz

Your task is to present breakfast culture in different countries

Step 1:

Say (slowly, loudly and clearly): *Look at the pictures in 5.1 in “Welcome, Global Players”. We will give / Wir werden geben / We will give information on the countries that you can see here. Your task is to match / zu paaren / to match picture and country name.*

Step 2:

Read out the following sentences. Make a pause after a sentence.

1. *What do they have for breakfast in India? In India they eat rice, vegetables and bread.*
2. *What do they have for breakfast in Japan? In Japan they eat rice, fish and eggs.*
3. *What do they have for breakfast in Europe? In Europe they eat bread, and they drink coffee and juice.*
4. *What do they have for breakfast in Australia? In Australia they eat eggs, sausages and tomatoes.*
5. *What do they have for breakfast in the Middle East? In the Middle East they eat fruits, vegetables, eggs and bread.*
6. *What do they have for breakfast in China? In China they eat rice.*

Step 3:

Say: *Now we read the sentences again. Read the sentences again.*

Step 4:

Ask the class: *Which picture shows breakfast...*

<i>... in India?</i>	<i>correct answer: Number 6</i>
<i>... in Japan?</i>	<i>correct answer: Number 4</i>
<i>... in Europe?</i>	<i>correct answer: Number 2</i>
<i>... in Australia?</i>	<i>correct answer: Number 4</i>
<i>... in the Middle East?</i>	<i>correct answer: Number 5</i>
<i>... in China?</i>	<i>correct answer: Number 3</i>

3.3.2 (Near-)Native and Successful Non-Native Input

The materials which are dealt with in class should include various kinds of input. Authentic material from native and near-native as well as successful non-native speakers should be included. Teachers could, for example, use commercials, cartoons or brief articles, but also letters and e-mails from partner institutes or friends. The BGE textbook *Welcome to the World* itself embraces, for instance, song texts and excerpts from the UN Declaration of Human Rights to show the learners that they can already understand such international texts with the help of their knowledge in BGE.⁴⁶

3.3.3 Evaluation of Forms According to Intercultural Effectivity

In BGE, it is not decisive whether a form is correct or incorrect with regard to standard English; rather it is crucial whether it is communicatively successful or (potentially) unsuccessful. “Natural one-phrase reactions” are also accepted and not seen as defective, as it might be the case in more classical approaches that consider such reactions as elliptical with a

⁴⁵ WGP, p. 42.

⁴⁶ Cf. *WtW*, pp. 229ff.

negative connotation. Thus, the utterances “What is your name?” — “Mark.” represent two correct sentences in BGE.

3.2.4 Learner Autonomy

Unlike many other curricula, BGE explicitly appreciates the heterogeneity of learner groups. Learner autonomy is on the one hand reflected in the individual selection of 250 words, on the other hand in the selection of countries that are treated in cross-cultural comparisons. The only aspect in which BGE strives for homogeneity is providing each learner with a minimal level of global communicative competence in English.

3.3.5. Other Aspects

Apart from the four mentioned didactic ideas, the conception of BGE was also influenced by innovative thoughts on the use of the learners’ mother tongue and on grammar progression.

In order to increase the effectivity of BGE, teaching integrates the learners’ mother tongue or mother tongues (if they are not too many and if the teacher has the respective linguistic command) into the language lessons for specific consciously selected purposes, since this has proven helpful to the learning process.⁴⁷

As to grammar progression, BGE mainly refers to research conducted by Pienemann.⁴⁸ He found out that grammar rules are mastered in a certain sequence by learners, which is mostly not taken into consideration in other textbooks. For example, it is no problem for learners to employ *-ed* for the past tense at an early stage, whereas they will not be “ready” to use the *-s* for indicating third person, singular, present tense until a very late stage. To summarise, it can be said that learners acquire those features relevant to successful communication earlier than those rendering their grammar more native-like.

4. Does Teaching BGE Work with Adult Learner Groups? — Empirical Results

Meanwhile, several textbooks and materials for the learning and teaching of BGE have been created for adults:

- a textbook for self-taught learners of all languages called *Welcome to the World (WttW)*;⁴⁹ an audio-CD and an accompanying book in German are available, too
- *Tickets to Basic Global English – Englisch in 111 Tagen* for German-speaking learners, consisting of computerised flashcards for the learning box programme Phase-6, a textbook and audio files.
- *Welcome, Global Players! (WGP)*, a book accompanying *Welcome to the World* for adult learner groups⁵⁰

Since the beginning of the conception of BGE, it has been stressed that BGE is work in progress. Thus, it has been undergoing constant improvement due to results from empirical projects. Several courses with young learners have already been brought in fruition. As a result, the concept and the corresponding materials have steadily been ameliorated by

⁴⁷ Cf., e.g., Butzkamm (2002); Butzkamm/Caldwell (2009).

⁴⁸ Cf., e.g., Pienemann (2005).

⁴⁹ A free copy can be downloaded from the BGE website: <http://basicglobalenglish.com> (accessed 5 March 2011).

⁵⁰ Currently only for learners of German mother tongue; a sample can be found on the BGE website: <http://basicglobalenglish.com> (accessed 5 March 2011).

integrating the findings from the teaching experiments.⁵¹ After the experience with younger learners (cf. Grzega 2010b), time was ripe to evaluate BGE adult courses, too, in order to see whether teaching BGE works in adult education as well. After two experimental courses in Lindau in 2009, the material was adjusted and two more courses were held in Memmingen in 2010⁵². This paper investigates the effectivity of the courses in Memmingen. We will work with methodological triangulation (see below) and not with control groups taught according to different models. This is done for three reasons: (1) There are no truly comparable concepts. (2) Participants shall not be forced to do a course according to a system that has already been experienced as worse than BGE. (3) We pursue the philosophy of action research: the teacher must have the flexibility to react to upcoming difficulties instead of sticking to fixed plans—this is the reality of teaching.

4.1. Course 1: Learners' Achievements at the End of the Course

Both courses that shall be looked at here were held at an international firm in Memmingen, Germany; participation was on a voluntary basis. The first course took place on eight Mondays, 90 minutes in the morning and 90 minutes in the afternoon each time. The 16 participants had to pay for the material themselves, whereas the company bore the other costs. Together with their teacher, the adult students of different age worked through the basic textbook, *Welcome to the World* (except for the last chapter) and through the accompanying book for adult learner groups, *Welcome, Global Players*. In order to find out more about the effectiveness of BGE and of the adult learner materials, the learners' achievements with reference to BGE's goals should be tested at the end of the course; this was done in three different ways: (a) a written test, (b) an oral test, (c) a self-evaluation questionnaire. Combining three types of evidence corresponds to the sociological approach called *methodological triangulation*, which describes the fact that a research issue is regarded from at least two perspectives⁵³. This method was chosen to guarantee a high degree of validity of the evidence. The learners' achievements with regard to BGE's objectives that should be tested were broken down into the following items:

- A1. Are the learners able to answer questions about personal data like name or phone number in a face-to-face conversation in a communicatively successful way (= with BGE forms)?
- A2. Are the learners able to answer questions about personal data like name or phone number in a telephone call in a communicatively successful way (= with BGE forms)?
- B1. Are the learners able to ask personal questions, for example about the interlocutor's name or phone number in a face-to-face conversation in a communicatively successful way?
- B2. Are the learners able to ask personal questions, for example about the interlocutor's name or phone number in a telephone call in a communicatively successful way?
- C1. Are the learners able to provide help (e.g. explain somebody the way / do somebody a favour) in a face-to-face conversation?
- C2. Are the learners able to provide help (e.g. explain somebody the way / do somebody a favour) in a telephone call?

⁵¹ To read more about these projects, cf., Grzega/Schöner (2007), Grzega (2008b & 2010b).

⁵² The Lindau courses were a cooperation with Akademie Schönbühl. They were held by Joachim Grzega and Roland Hämmerle (an experienced teacher of adult English classes). The courses in Memmingen were held by Joachim Grzega.

⁵³ Cf., e.g., Flick (2008: 11).

- D1. Are the learners able to ask somebody for help (e.g. ask somebody for the way / ask somebody a favour) in a face-to-face conversation?
- D2. Are the learners able to ask somebody for help (e.g. ask somebody for the way / ask somebody a favour) in a telephone call?
- E1. Are the learners able to understand simple requests and tasks in a face-to-face conversation?
- E2. Are the learners able to understand simple requests and tasks in a telephone call?
- F1. Are the learners able to make simple requests and formulate simple tasks in a face-to-face conversation?
- F2. Are the learners able to make simple requests and formulate simple tasks in a telephone call?
- G. Do the learners communicate in a polite, tolerant and empathetic way? (i.e. Do they wait for answers patiently and show interest in the answer? Do they give feedback? Do they use politeness formulae such as *thank you* and *please*? Do they help out each other?)
- H1. Are the learners able to find a way out if they do not know a designation in a face-to-face conversation?
- H2. Are the learners able to find a way out if they do not know a designation in a telephone call?
- I1. Are the learners able to find a way out if the interlocutor does not know a word they use in a face-to-face conversation?
- I2. Are the learners able to find a way out if the interlocutor does not know a word they use in a telephone call?
- J. Do the learners have knowledge of other cultures?
- K. Are the learners able to compose a formal e-mail?

Since BGE aims at intercultural communicative competence, it seems useful to make the results interculturally comparable by relating them to the Common European Framework of Reference for Languages (CEFR), which “[...] provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility.”⁵⁴ After the completion of the BGE course, the learners’ communicative competences should correspond to level B1 of the CEFR:

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.⁵⁵

With a certain amount of goodwill, their writing competences might also be related to level B1; however, this might be problematic, since aesthetic demands with regard to native standard English rules are higher in written contexts than in spoken ones, like mentioned before. Nonetheless, successful use of English including deviations from the native standard norm is not explicitly excluded in the assessment criteria of the CEFR.⁵⁶

⁵⁴ Council of Europe, http://coe.int/t/dg4/linguistic/cadre_en.asp (accessed 8 March 2011).

⁵⁵ Council of Europe, <http://coe.int/T/DG4/Portfolio/documents/global-scale.doc> (accessed 22 January 2011).

⁵⁶ Cf., e.g., http://coe.int/T/DG4/Portfolio/documents/assessment_grid_english.doc (accessed 22 January 2011).

4.1.1. Written Test (Listening Comprehension, Reading Comprehension, Cross-Cultural Competence, Writing Skills)

The written test that the adult learners had to take after eight Mondays with 180 minutes of BGE lessons each is divided into five sections. Three comparable versions (A, B, C) were distributed by the teacher to keep the learners from copying from their neighbours in order to get solid research results. First and foremost, the learners were asked to give personal information about their learning biography. Then, a listening comprehension exercise with three sub-questions followed, which looked, for example like this in version B⁵⁷:

1. Hörkompetenz (Antworten Sie auf deutsch)

1.1. Sie sind auf Urlaub in Ungarn und fahren in Ungarns größten Tier- und Pflanzenpark. Nach der Kasse kommen Sie auf einen Platz mit kleinen Bussen, die sie in den Park fahren. Als erstes wollen Sie die verschiedenen Fischarten sehen. Hören Sie sich die Durchsage an. Was sollen Sie in Ihrem Fall tun?

.....

1.2. Die dänische Firma European Paper Experts vertreibt bei großen Abnehmermengen zu günstigen Preisen in ganz Europa Druck-Erzeugnisse und Druck-Zubehör. Zuletzt haben Sie 10 Kopierer bestellt. Diese haben Sie erhalten, aber 100 Päckchen à 500 Blatt Druckpapier bestellt und dieses auch erhalten. Abgerechnet hat die Firma jedoch 200 Päckchen. Nun sollen Sie die Firma anrufen und diesen Fehler melden und aufklären. Sie wählen die Nummer. (a) Wer meldet sich? (b) Was sollen Sie als nächstes sagen oder tun?

.....

1.3. Sie sind in Litauen und wollen im baltischen Folklore-Haus und -Museum am kommenden Donnerstag eine Museumstour mitmachen. Da laut Touristenführer Karten vorher bestellt werden müssen, rufen Sie dort an. Hören Sie sich den Text an und notieren Sie, was Sie als nächstes tun sollen?

.....

The translation of this task would be:

‘1. Listening Comprehension (Answer in German)

1.1 You are on holidays in Hungary. There, you are visiting Hungary’s biggest zoological and botanical garden. After passing the cash desk, you come to a place with small busses that take you to the park. First of all, you would like to see the different fish species. Listen to the announcement. What are you supposed to do in your case?

1.2 The Danish firm “European Paper Experts” sells printing products and equipment at low prices all over Europe if customers purchase goods in large quantities. Recently, you ordered and received 10 copiers, as well as 100 packs of 500 sheets each. However, the company charged 200 packs. You are now supposed to call the firm and report and explain the mistake. You dial the number.

a) Who is answering?

b) What are you supposed to say or do next?

1.3 You are staying in Lithuania and want to take part in a tour at the Baltic Folklore House and Museum next Thursday. Since, according your the tourist guide, tickets

⁵⁷ The entire three versions of the written test can be found in Appendix 1.

have to be booked in advance, you call the museum. Listen to the text and note down what you have to do next.'

The next exercise aimed at testing the learners' reading comprehension and included again three sub-questions; as an example Version C shall be quoted here:

2. Lesekompetenz

2.1. Sie sind mit einer Bekannten in einem Kaufhaus in Bologna. Ihre Bekannte möchte für ihren Sohn einen Gürtel kaufen. Sie selbst suchen bloß nach einem schönen Stift. Sehen sie sich die Anzeigetafel an und übersetzen Sie für Ihre Bekannte. (Antworten Sie auf deutsch)

4th floor, back part: men's clothes: coats, jackets, trousers, suits, hats

4th floor, front part: men's clothes: underwear, socks, shirts, shoes, belts

3rd floor, back part: women's clothes: skirts, blouses, dresses, trousers, coats, hats

3rd floor, front part: women's clothes: underwear, socks, stockings, shoes, belts

2nd floor, back part: children's clothes: skirts, blouses, shirts, dresses, trousers, jackets, coats

2nd floor, front part: children's clothes: underwear, socks, stockings, shoes, belts

1st floor, back part: tables, chairs, beds, cupboards, mirrors, dishes

1st floor, front part: paper, pens, scissors, glue, toys, games / information, cashier

Wohin soll Ihre Bekannte?.....

Wohin müssen Sie?.....

2.2. Die Firma Painkiller produziert verschiedene Gele gegen Schmerzen, die man auf die entsprechenden Körperpartien aufträgt. Sie haben damit auch schon positive Erfahrungen gemacht. Sie gehen mit Knieschmerzen in eine portugiesische Apotheke und entdecken ein Regal mit den Painkiller-Gelen. Welches können Sie nehmen? Kreuzen Sie an.

Painkiller Gel – breast, stomach

Painkiller Gel – head

Painkiller Gel – legs

Painkiller Gel – neck, back

Painkiller Gel – teeth, tongue

The translation of this task would be:

'2. Reading Comprehension

2.1 You are at a department store at Bologna together with a friend. Your friend wants to buy a belt for her son. You(, yourself,) are only looking for a nice pen. Look at the board and translate for your friend. (Answer in German.)

[...]

Where does your friend have to go?

Where do you have to go?

2.2 The firm "Painkiller" produces different gels against pain which are applied to the corresponding parts of the body. You have already gained positive experience with these products. You go to a Portuguese pharmacy because your knee is aching. There, you discover a shelf with Painkiller gels. Which one do you take? Tick the correct answer.'

Afterwards, an open question asked for three cross-cultural differences:

3. Zur interkulturellen Kompetenz: Nennen Sie drei Punkte, auf die man achten soll, wenn man von einem ausländischen Bekannten privat eingeladen wird.

This translates as: ‘On intercultural competence: Name three aspects which you should pay attention to when being invited by a foreign friend to his home privately.’

Finally, the students had to show their writing skills by composing a formal e-mail, for example about an incomplete wine-delivery, as in version A:

4. Ein Bekannter von Ihnen hat letzte Woche über Internet bei einem italienischen Weinhändler zehn Kisten mit je fünf Flaschen Chardonnay bestellt. Diese Bestellung hat er nun erhalten, hat aber feststellen müssen, dass in einer Kiste zwei der fünf Flaschen leer sind. Da Ihr Bekannter kein Englisch spricht, sollen Sie nun eine eMail für ihn aufsetzen, in der das Problem benannt wird und in der darum gebeten wird, die fehlenden Flaschen noch zu senden oder den Preis herabzusetzen.

The translation would read like this:

‘4. A friend of yours ordered five boxes of wine, each including five bottles of Chardonnay, from an Italian wine dealer via internet. After receiving his order, your friend found out that in one of the boxes two of the five bottles are empty. Since your friend does not speak English, you are asked to draft an e-mail for him, naming the problem and asking the firm to send the missing bottles or to reduce the price.’

As to the correction of the last question, points were given for using a greeting formula at the beginning and at the end of the mail, for naming positive aspects, for suggesting alternatives/making an offer/a request and for asking for further proposals as well as for expressing one’s thanks. Due to the lack of empirical results for written non-native/non-native communication, the evaluation of successfulness was based on the following guidelines: one spelling mistake in a word (wrong letter, wrong position of letter) was considered as not obstructing communicative success; phonetic spellings were accepted if they were within English conventions (for example *nite* for *night* is accepted, but a German phonetic spelling *neit* is not accepted); a sentence was rated as unsuccessful when it did not respect the BGE components. It is therefore “potentially unsuccessful” or “theoretically unsuccessful”, as there may be forms that might work in real lingua franca interactions because of the context, the speakers’ encyclopaedic knowledge or language similarities.⁵⁸ (Potentially) unsuccessful words are marked in bold print in the transcripts, (potentially) unsuccessful sentences are underlined.⁵⁹

In general, only twelve learners took part in the final testing, since four could not manage to be present due to professional duties. If we take a common and strict German requirement that a “pass” means that an examinee has achieved at least 50% of the points, then all twelve participants have acquired a basic communicative competence in English, since they all passed the written test with at least eight out of sixteen points. On the average, the learners achieved 11.4 out of 16 points (= 71.25%). Taking the total points that were achieved in the written test into account, the learners’ skills can be summarised as follows:

⁵⁸ For general information on the evaluation of grammar produced by BGE learners, cf. also *WGP*, p. 94.

⁵⁹ These principles are the same as were used in the study on BGE at primary schools, cf., e.g., Grzega (2010b) and Grzega/Schöner (2007).

	all	5-14 y.	> 20 y. ⁶⁰	< 0.5 h.	0.5-2 h.	> 2h.
16-14.0 p.: advanced level	2	2			1	1
13.5-11.0 p.: intermediate level	4	4		2	1	1
10.5-8.0 p.: basic level	6	2	4	1	2	3

The exact results are shown in the following table:⁶¹

Participant	The last time you had English lessons	How much time did you spend on English apart from the BGE lessons	#1 (max. 3.0) (listening comprehension)	#2 (max. 3.0) (reading comprehension)	#3 (max 3.0) (cross-cultural knowledge)	#4 (max 7.0) (writing skills)	Sum (max. 16.0)
A1	> 20 y.	> 2 h.	2.0	3.0	1.5	2.5	9.0
A2	5-14 y.	< 0.5 h.	3.0	3.0	2.5	3.0	11.5
A3	5-14 y.	< 0.5 h.	3.0	3.0	2.0	5.5	13.5
A4	> 20 y.	0.5-2 h.	2.5	3.0	2.5	2.5	9.5
B1	> 20 y.	> 2h.	1.0	3.0	3.0	4.0	11.0
B2	5-14 y.	0.5-2 h.	3.0	3.0	2.5	1.0	9.5
B3	5-14 y.	0.5-2 h.	3.0	3.0	3.0	6.0	15.0
B4	5-14 y.	0.5-2 h.	3.0	2.0	1.0	5.0	11.0
C1	> 20 y.	> 2 h.	1.0	2.0	2.0	3.0	8.0
C2	5-14 y.	> 2 h.	3.0	3.0	3.0	4.0	13.0
C3	5-14 y.	> 2 h.	3.0	3.0	3.0	6.0	15.0
C4	5-14 y.	< 0.5 h.	2.5	3.0	3.0	2.0	10.5
Ø all			2.5	2.8	2.4	3.7	11.4
Ø 5-14 y.			2.9	2.9	2.5	4.1	12.4
Ø >20 y.			1.6	2.8	2.3	3.0	9.4
Ø < 0.5 h.			2.8	3.0	2.5	3.5	11.8
Ø 0.5-2 h.			2.9	2.8	2.5	3.6	11.2
Ø > 2h.			2.0	2.8	2.3	3.4	11.3

As to the learning biographies, it can be said that at the beginning of the course, 8 learners (66.7%) had English lessons at least 5 years, but not more than 14 years ago; 4 learners (33.3%) had English lessons more than 20 years ago. Asked for the time they additionally spent on English apart from the BGE lessons, 5 (41.7%) learners indicated to have spent more than 2 additional hours on English, 4 learners (33.3%) additionally devoted between half an hour and 2 hours to English, 3 learners (25.0%) took less than half an hour for English apart from the classes.

The listening comprehension question consisted of three German sub-questions referring to an English audio-text. The questions were presented in German and the answers should be given in German as well to make sure that the task examines truly and exclusively the learners' listening comprehension skills. On average, learners achieved 2.5 out of 3.0 possible points. Those students whose most recent English lessons were more than 20 years ago achieved only

⁶⁰ There was no learner whose learning experience was between 14 and 21 years old.

⁶¹ Both tables can also be found in Appendix 2.

1.6 points on average, whereas those who had their last English lessons 5 to 14 years ago, made 2.9 points on average. Interestingly enough, those 5 learners who spent more than 2 hours on English additionally, achieved only 2.0 points on average, which is 0.5 points less than the overall average.

As to the reading comprehension task, the results were very positive in general, the average number of points being really high, namely 2.8 out of 3.0. The three learners who spent less than half an additional hour on English, even managed to get all points.

The results of the third question, examining the learners' cross cultural knowledge were also relatively positively. On average, the students achieved 2.4 out of 3.0 possible points here. It can be concluded that all learners have gained basic knowledge of other cultures (cf. skill J).

The last and at the same time most challenging task was mastered with varied success. Taking all students' performances together, the average result was 3.7 points out of 7.0 possible points. While those learners who had English lessons not more than 14 years ago achieved 4.1 points on average, those students who had no English lessons during the last 20 years (apart from the BGE classes) got only 3.0 points on average. This means that some students have fully achieved skill K (Are the learners able to compose a formal e-mail?), whereas others only in part. Here are some passages from the e-mails that were produced by the learners (slashes represent deliberate line-breaks in the original, names have been hidden, wrong words are bold-printed, wrong phrases or clauses are underlined). All transcripts are given in Appendix 3.

A1:

Hello,

My friend had got 50 bottles Chardonnay **for** you. Two bottles was empty, his number in your company is HU 12379. / Please send two bottles again on the following adress: / Mister XXX / Hofgutstr. / Memmingen / If you **do** not send the two bottles on this adress, please send a new invoice to my friend Mister XXX. / Thank you, / Best regards / XXX

B3:

Dear Mr. Internetseller, / I just received the 3 ordered tables. Thank you for the fast delivery. During the check of the tables I recognized that one table has not the ordered length. It is 50 cm to short. / Now I have two suggestions to solve this problem. Either you send me a new table with the right length and I will send the wrong one back, or please make me an offer with a lowered price. I think we will find a solution that is ok for both. / Thank you for your support. / **Dear** XXX

C2:

Dear Sir or Madam, / thank you for the delivery of the two boxes of sweets, but one of them seems bad. The sweets are bitter and taste terrible. / Please send me, a new box or take down the price. / Thank you. / Please answer soon. / Best regards XXX

From these results, the following conclusions can be drawn (especially with regard to those learners who had English lessons more than 20 years ago at the beginning of the course):

- In future courses, there should be more focus on learners' listening comprehension skills.
- In future courses, there might be more focus on writing skills.

- BGE has proven successful in providing everybody with basic intercultural communication skills within eight weeks (180 minutes each).

4.1.2. Oral Test

Since enabling learners to communicate successfully in intercultural conversations is the central goal of BGE, the students' oral performance in the final test is of great importance; thus, a profound analysis will be presented in the following. The task which the learners had to carry out in order to prove their oral skills consisted of a role play with another learner. The task covered situations that may naturally happen to these students when they meet — in Germany or abroad — people who do not share their mother tongue. The role plays included dialogues dealing with business situations, as well as dialogues that the learners may be confronted with when they are on holidays. Four of the situations represented telephone calls, two were face-to-face conversations; thus, the role-plays embraced skills A to I and implicitly also J. In this tasks, two learners formed a pair of dialog partners. Each of them received written instructions in German about their role. None of the partners got to know the instructions of the other. Instructions looked like this:

4a:

Sie sind mit einem Kollegen, Frank Zucker, in einem Erholungsort im Ausland. An dem Ort liegt ein großer See, in den auch zwei große Flüsse fließen und um den herum es schöne Uferanlagen gibt. Ihr Kollege möchte gerne mit dem Auto an den See fahren und dann für eine Stunde eine Bustour oder eine Radtour das Seeufer entlang machen. Da er aber keine Fremdsprachen spricht, sollen Sie bei einem örtlichen Reisebüro anrufen. Fragen Sie, ob man mit dem Auto an den See fahren kann. Und fragen Sie dann nach den Angeboten am See selbst. Eine Bustour sollte nicht mehr als 15 EUR kosten, die Miete für ein Rad sollte nicht mehr als 10 EUR pro Stunde kosten. Wenn es teurer ist, verzichten Sie darauf. Ansonsten bestellen Sie für morgen vormittag, 9 Uhr.

4b:

Sie wohnen in einem Erholungsort. An dem Ort liegt ein großer See, in den auch zwei große Flüsse fließen und um den herum es schöne Uferanlagen gibt. Ein Freund von Ihnen arbeitet in einem Reisebüro. Er hat einen wichtigen Termin und bittet Sie, ihn für eine Stunde zu vertreten. Am See selber ist ein Parkplatz für Autos und Busse, aber um den See herum und die Flüsse entlang kann man nur zu Fuß und mit dem Fahrrad. Daneben kann man mit einem Boot im See fahren und mit einem Kanu auf dem See und auf den Flüssen. Das Reisebüro hat folgende Mietangebote:

Boot 1 h 15 EUR

Kanu 1 h 7 EUR

Fahrrad 1 h 8 EUR

Notieren Sie die Bestellungen der Kunden (Verkehrsmittel/Uhrzeit/Name)

These pieces of information translate as:

‘4a:

Together with a colleague, Frank Zucker, you are in a recreational area abroad. Near the town there is a big lake, with two big rivers flowing into it and beautiful piers around it. Your colleague would like to drive to the lake and then go on a one-hour bus tour or bike tour along the lakeshore. Since he doesn’t speak any foreign languages, he asks you to call a local travel agency.

Ask whether it is possible to drive to the lake by car. Then ask for offers by the lake. A bus tour should not cost more than 15 EUR, the fee for a bike should not be more than 10 EUR per hour. If it is more expensive, abstain from the offer. Otherwise make a reservation for tomorrow morning, 9 o’clock.’

‘4b:

You live in a recreational area. Near the town there is a big lake, with two big rivers flowing into it and beautiful piers around it. A friend of your works at a travel agency. He has an important appointment and asks you to stand in for him for one hour. By the lake there is a parking lot for cars and busses, but along the lakeshore and the rivers you can only go on foot or by bike. Besides, you can drive by boat in the lake or by canoo in the lake and the rivers. The travel agency has the following rental offers:

boat 1 h 15 EUR

canoo 1 h 7 EUR

bike 1 h 8 EUR

Note down the customers’ orders (means of transportation/time/name).’

All situations can be found (in the original) in Appendix 4. The complete transcripts of the scenes can be found in Appendix 5. Here only some excerpts shall be shown. L stands for Learner, names have been blinded with XXX. A slash indicates the end of a sentence in the sense of our analysis. In our study, *sentence* or *clause* is defined as the verbalisation of one coherent thought/message, it can be major/regular or minor/elliptical. Whether a sentence is evaluated as “intelligible/successful” depends on the forms being part of BGE or not, which means that they have proven successful or unsuccessful in lingua franca studies. Of course, sentences which were labelled as unsuccessful here, because they include at least one form deviating from the lingua franca core, may be understood in real life communication and can thus only be categorised as theoretically unsuccessful. The sentences which are not accepted in BGE since they obstruct intelligibility have been underlined. The typical German *auslautverhärtung*, or syllable final obstruent devoicing, is not penalised in cases where the devoicing is also possible in English, namely before a pause and before a voiceless consonant. Sentences including a pragmatic mistake have been underlined twice. When speakers used back-channeling, which are little words such as *OK*, *yes* not indicating that the interlocutor wants to take over the role of the speaker, but that he or she is still listening⁶², this was marked by two backslashes (\\).

The following dialogue was produced after the instructions given in 4a and 4b (4a: You are abroad with a colleague and want to arrange a tour around the nearby lake. Call the local travel agency; 4b: You have to stand in for a friend who works at a travel agency and are provided with information about different tours around the nearby lake.):⁶³

(4a = L2, 4b = L1)

L1: Hello. This is the...office, err, hello!/

⁶² Cf., e.g., Meierkord (1996: 60ff.)

⁶³ Generally, *err* has also been transcribed in order to reproduce the dialogues realistically, but has not been taken into consideration in the evaluation in any way.

L2: Hello, Mister XXX speaking. / Err, I have a question. / My friend and me would like to take a trip around the lake with, by bus or by bicycle. / Err, ... (too long as a pause)

L1: Is that all?/

L2: And, err, can we drive [-f], err, by car to the lake?/

L1: Err, oh, ok. / You can drive by car to the lake, there is [-s] a car park./

\\ L2: Ok.

L1: Err, and but you can't drive with the car around the lake and, err, along the river. / Err, you can use a boat, a canoe or a bicycle /Rent./

L2: Err, we, err, take the tour by bus or we rent a bicycle. / How much is the bicycle?/

L1: Err, the bicycle is one hour eight euro, euros, euro./

L2: Eight euro?/

L1: Yes./

L2: Ah, it's ok./

L1: But you can't drive with the bus./

L2: Ok. Err, so, err, we take the bicycle at nine o'clock in the morning tomorrow./

L1: Ok. And when...how long does it take?/

L2: Hm, should be three or four hours./

L1: Ok. I rent the bicycle for four hours?/

L2: Yes, for four hours./

L1: It is, err, 32 euro. / Is that ok?/

L2: It's ok./

L1: Ok. Can you tell me your name?/

L2: My name is XXX./

L1: Ah, ok, I know it./ Ok?/

L2: Ok, thank you./

L1: That's ok. Thank you./

L2: Bye./

L1: Bye./

Here is the dialogue referring to the situation described in 5a and b (5a: You have to go abroad to meet Mister Miller at the partner firm of your company. Since you do not know where his office is, you ask at the reception. Additionally, you want to know if the building has a lift or if you can leave your suitcase at the reception, as it is very heavy; 5b: You have to replace a friend who works at the reception of a company. You are provided with some information on the building so that you can explain the way to visitors.):

(5a = L2, 5b = L1)

L1: Hello./

L2: Hello./

L1: Can I help you?/

L2: Yes, I hope. / My name is [-s] XXX / and I want meet Mister Miller. / He works in the shipping and handling department, / but I don't know the number of his ... oder (= German 'or', used for self-repair here, though, even if the self-repair is wrong) from his [-s] office./

L1: Oh, it's no problem. / I know where is the office from Mister Miller. / Err, can you see the high yellow building in the front?/

L2: Yes, I see./

L1: Ok. Err, his office is in the first flower./

L2: In the first floor?/

L1: Oh, no, in the first door. / The lift is ... defect (*is okay, as zero-derivation is advised if speaker doesn't know the word*),/ you must go on the stairs...

L2: Ok./

L1: ...up the stairs./

L2: Alright./

L1: Ok?/

L2: Yes./

L1: And you think...think you, you can find...this office?/

L2: I think I find the right office./

L1: And, err, ansonsten (= German 'otherwise'; no mistake as self-repair follows)...and you can ask any people. /

L2: Oh, yes, thank you./ I have [hef] a very schwer (= German 'heavy') ... (*pantomimes heavy bag; sentence continues*)

L1: Heavy? /

L2: A very heavy... (*sentence continues*)

L1: A strong? (*erroneous self-repair*)

L2: Back [beg]. Case. (*lexical self-repair ok, even if unnecessary; but no phonetic self-repair*) / Because the lift is... (*sentence continues*)

L1: ... out of order. /

L2: ... out of order, thank you, can I safe my bag [bek~beg] here? /

L1: Yes, yes. It's no problem. / You can give [-f] here your bag [bek~beg] in this place.../

L2: ...behind.../

L1: ...behind me / and I have [hef] a look on your bag [bek~beg]./

L2: Ok./

L1: Is ok./

L2: Thank you. / Now I will go to Mister Miller./

L1: Ok/

L2: Thank you./

L1: Thank you./

When the contributions of the interlocutors overlapped, the statement of the speaker who was interrupted was taken together as one sentence, as it was the case for example in role play number three, when L1 started with "And then...", and L2 uttered simultaneously "I'm on the office shop and then?". In the utterance following, L2 took up his last sentence: "And then you go straight, on, to the corner, to the next corner." These two contributions of L1 were considered as one sentence. Such cases were dealt with like that throughout the transcript, since these overlappings are part of natural communication and are of no further relevance for the present analysis. The mistakes with reference to BGE were assigned to four categories: pronunciation, grammar, vocabulary and pragmatics. When a sentence included one or more mistakes of these categories, it was classified as "unsuccessful". If a learner corrected the mistake immediately in the same sentence or continued with another construction, the sentence was considered as "successful", since self-repair is an inherent part of oral communication and also works in real conversations. "And when...how long does it take?"⁶⁴ was thus categorised as successful. As to questions, word order corresponding to statements was accepted, if the sentence included a question word and was uttered with rising intonation, clearly indicating a question, as in "Where you are?" in role play number three. One question

⁶⁴ Cf. Role play #4, L1.

could not be taken into account in the evaluation, since the intonation was not clearly audible due to the recording quality.⁶⁵

Firstly, each role play was analysed separately. The results can be seen in tables of the following kind, showing the general proportion of successful and unsuccessful sentences, along with the learners' share of sentences and their individual performance:⁶⁶

Telephone Call

On the whole				
Sentences (total) 26				
Successful ones 18 (= 69.2%)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
8 (= 30.8%)	5	0	2	2
L1				
Sentences (total) 13 (= 50.0% of all sent.)				
Successful ones 9 (= 69.2% of all L1 sent.)				
Unsuccessful sent. (total L1)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
4 (= 30.8%)	1	0	1	2
L2				
Sentences (total) 13 (= 50.0% of all sent.)				
Successful ones 9 (= 69.2% of all L2 sent.)				
Unsuccessful sent. (total L2)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
4 (= 30.8%)	4	0	1	0

The performances of all learners can be summarised as follows:⁶⁷

Sentences (total) 206				
Successful ones 169 (= 82.0% of all sent.)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
37 (= 18.0%)	23	9	9	4

82.0% of all sentences were successful, which means that they consist of forms that are part of BGE; only 18.0% were unsuccessful in the sense that they were built according to BGE rules. Most mistakes occurred in the field of pronunciation (23 sentences including a pronunciation outside the BGE variants), followed by 9 sentences with a lexical and 9

⁶⁵ The sentence can be found in Role play #2, L2: "What the price is?".

⁶⁶ All tables can be found in Appendix 6.

⁶⁷ The number of unsuccessful sentences is lower than the number arising from an addition of all sentences including a pronunciation, a grammar, a vocabulary and a pragmatic mistake, since one sentence may include more than one (kind of) mistake.

sentences with a grammatical violation of BGE. 4 sentences also contained a pragmatic violation. Generally, however, the learners communicated in a friendly and empathetic way, which became particularly evident when the interlocutor did not know a word. Then, they willingly helped out each other.⁶⁸ When one interlocutor used a wrong word, the other interlocutor often integrated an indirect correction in the response without taking a superior manner.⁶⁹ As to the strategies for face-to-face situations in which the learners lacked a word (cf. skill H1), two different phenomena could be observed: either the learners rephrased their sentence⁷⁰ or they pantomimed the meaning of the word they did not know;⁷¹ in both cases the learners uttered the German equivalent for the missing word, which might also be helpful in intercultural interactions, if there are similar expressions in the interlocutors' mother tongues. Since pantomiming does not work in telephone calls, the learners who had to act out such situations compensated their vocabulary gap with paraphrasing strategies.⁷² In Course 1, it did not occur that an interlocutor used a word which the other interlocutor did not know (cf. skill I1, I2); but if such a situation had come up, the learners would probably have applied paraphrasing strategies as well.⁷³ Finally, in terms of skill J (knowledge of other cultures), which has already been treated in the written test, it can be said that the learners behaved in a communicative way that would be unproblematic with interlocutors from different linguacultures. Only in one scene, a learner missed to countercheck the interlocutor's concept with respect to the floors in a multi-storey building. It is advisable to address this topic in a lingua franca situation, since the concepts may vary between the interlocutors.⁷⁴

4.1.3. Self-Evaluation

Along with the written and the oral test, the learners were asked to take part in a self-evaluation in the last lesson (cf Appendix 7). The questionnaire, which the learners were given in German, contained 30 statements which the twelve participants had to classify according to four categories: "I strongly agree" (1 point), "I rather agree" (2 points), "I rather disagree" (3 points), "I strongly disagree" (4 points). The statements refer to the competences A1, A2 and B1 of the CEFR. The average results are shown in the following table (The statements with strong agreement, that means 1.00-1.50, are in bold print. If the group average is 2.50 or better, the statement is rather or strongly agreed on):

Competence	Mean
1. I can understand everyday expressions.	1.25
2. I can understand very simple sentences.	1.00
3. I can use everyday expressions.	1.50

⁶⁸ Cf., e.g., Course 1, Situation #5, L2: "Because the lift is..." - L1: "out of order." - L2: "out of order, thank you, ..."

⁶⁹ Cf., e.g., Course 1, Situation #3, L2: "[...] I think it's station number eleven." - L1: "Ah, you are on the bus stop eleven."; Situation #5, L1: "Ok. Err, his office is in the first flower." - L2: "In the first floor?"

⁷⁰ Cf. Course 1, Situation #5, L1: "And, err, ansonsten (= *German 'otherwise'*)... and you can ask any people."

⁷¹ Cf. Course 1, Situation #5, L2: "Oh, yes, thank you. I have a very schwer (= *German 'heavy'*; *pantomimes heavy bag*)."

⁷² Cf., e.g., Course 1, Situation #4, L1: "And when...how long does it take?"

⁷³ Perhaps L1 in Situation #4 of Course 1 wants to make sure that the other learner understands what he is saying and thus offers an alternative for the verb at the end of the sentence: "[...] Err, you can use a boat, a canoe or a bicycle...rent." It might also be the case that L1 offers the alternative because of being unsure whether the verb was correct. Hence, this situation cannot serve as a definite example of the skills described in I.

⁷⁴ Cf. Course 1, Situation #5. The reason for a potential misunderstanding lies in the fact that the British English *ground floor* refers to the American English *first floor*, so that the British English *first floor* corresponds to the American English *second floor*. Depending on which variety the learners are more familiar with, "the first floor" might allude to different storeys; cf. also *WttW*, p. 174.

4. I can use simple sentences.	1.25
5. I can introduce myself.	1.17
6. I can introduce other people.	1.42
7. I can ask people questions about themselves.	1.55
8. I can answer questions on my private life.	1.33
9. I can answer questions on my professional life.	1.83
10. If my interlocutor speaks slowly and distinctly and is cooperative I can communicative with simple means.	1.17
11. I can understand sentences in shopping situations.	1.33
12. I can use sentences in shopping situations.	1.58
13. I can ask for the way.	1.17
14. I can describe surroundings.	1.67
15. I can get help.	1.25
16. I can explain if something happened.	1.67
17. I can book something.	1.50
18. I can participate in phone conversations with simple means.	1.33
19. I can write a letter in simple language.	1.67
20. I can understand the major points of conversations if people use clear standard language and if the topics are things familiar from my professional life.	1.50
21. I can understand the major points of conversations if people use clear standard language and if the topics are things familiar from my private life.	1.27
22. I can understand the major points of conversations if the topics are things familiar from my professional life.	1.45
23. I can understand the major points of conversations if the topics are things familiar from my private life.	1.36
24. I can master most situations that one would come into during a journey.	1.60
25. I can talk about familiar topics in simple but coherent ways.	2.08
26. I can tell about experiences and events.	2.00
27. I can describe dreams, hopes and goals.	2.17
28. I can give brief reasons and explanations for plans and intentions.	1.80
29. I can easily paraphrase something if I don't know the words I was looking for.	2.33
30. The BGE course was better than other courses I have participated in.	1.17

The fact that the arithmetic mean is at least 2.50 or better for every statement shows that the participants rather or strongly agreed with all statements. With 18 of the 30 statements, the learners strongly agreed. Thus, the learners themselves evaluated BGE as an effective way of learning English. Their positive assessment of the BGE course is particularly obvious in statement number 30, in which, on average, all learners strongly agreed on the BGE course having been better than other courses they had participated in before. In two open questions the learners were finally asked to give reasons for their evaluation in 30 and to make suggestions on how to improve future BGE lessons. 8 out of the 12 participants answered to at least one of the two open questions. In three answers, the participants positively emphasised the fact that BGE works with concrete everyday situations. Moreover, three learners explicitly praised the role plays and one wished even more of them. A transcript of all answers can be found in Appendix 8.

4.2. Course 2

Several months after the last session of the first course (which covered Chapters 1 through 14 of *Welcome to the World (WttW)*, but left Chapter 15 for self-teaching), the BGE course was continued with part of the participants from the first course. In the first meeting, the group, consisting of 7 learners, reviewed Chapters 1 to 10 of *WttW*. Since one of the main goals of Course 2 was the improvement of learners' pronunciation, this was particularly taken care of by a new way of dealing with dialogs. While in Course 1 learners were quickly allowed to adapt textbook dialogs with words and phrases that would be more relevant to their life, the technique in Course 2 was to have learners stick to the original text and thus concentrate on the words and then present the dialogs in front of the class. The learners were allowed to look briefly at their text before saying the sentence, but they were not allowed to read out the sentence directly. Every learner covered 3 dialogs in this lesson. In the second lesson, Units 11 and 14 were reviewed. Again, the technique of preparing and presenting the dialogs in their textbook version was used. This went so well that only one round of dialog learning was used. All learners showed pronunciation skills at BGE level or even at standard English level. Then Unit 15 was covered by a number of traditional grammar and translation exercises were integrated. These types of exercises were chosen to make learners feel comfortable with methods from their earlier teaching experience. It became quickly evident that the learners did not like these traditional types of exercises and had fully grown accustomed to and appreciative of the communicative approach chosen in the other BGE lessons. Eventually, the group went through some video clips, jokes and communication strategies in intercultural settings. From the third lesson on, the course focused on role plays, since the learners had regarded these as very positive in the self-evaluation questionnaire at the end of Course 1. Besides, the role plays gave the learners the chance to practise concrete communicative situations and to further improve their pronunciation.

Nine role plays were videotaped and could thus be analysed for the present paper.⁷⁵ The situations were all emergency calls. In each call, a learner was in an emergency situation and had to call the hotel reception for help. The interlocutor at the other end of the line was played by the instructor. The other learners observed the conversation. All descriptions of the emergency situations and instructions were projected on the wall so that everyone could look at the them. The learner in the emergency situation had to stand in the middle of the room (in order to make the situation more stressful); the instructor as the telephone interlocutor turned his face away from the learner and also looked at the description. This way the learner, like in a real telephone call, could not use his hands. Instructions were given in German, again. This time, in contrast to Course 1, the instructions consciously included words that were not part of the BGE vocabulary and had not been dealt with in class. Although this way only one learner at a time could actively take part in the role play, the participants appreciated this kind of exercise, considering the observer role as a very useful one, too, due to the possibility of imagining themselves in the situation described.

4.2.1. Oral Performance

The situations included different kinds of emergencies during a stay abroad. As there were no other possibilities to get help according to the instructions, the learners had to call the hotel, where they received further information on whom to turn to. The emergency situations which

⁷⁵ Three learners were videotaped in two different role plays each, three learners in one situation only. Hence, on the whole, nine role plays of six different learners could be analysed.

had to be telephoned to the hotel staff looked like this (underlined are those words which have not been covered by the BGE course):

Situation #7:

Sie sind im tschechischen Marienbad im Hotel Ibis untergebracht, im Zimmer 111. Sie sind im Restaurant gewesen. Als Sie ins Hotel zurückkehren, stellen Sie fest, dass durchs Fenster eingebrochen worden ist. Es wurden die beiden Nachttischlampen des Hotels, Ihre Kleidung aus dem Koffer und Ihr Laptop gestohlen. Sie rufen die Notrufnummer des Hotels, um Hilfe zu bekommen.

Situation #9:

Sie sind im polnischen Krakau (Kraków) im Hotel "Dworzec Główny" im Zimmer 318 untergebracht. Sie sind mit Ihrem Auto auf einer abseits der Autobahn gelegenen Landstraße östlich von Krakau in Richtung Rzeszów unterwegs. Sie fahren eine Pappelallee entlang. Plötzlich bleibt Ihr Mietwagen stehen. Sie merken, dass der Tank leer ist. Da Sie sonst keine andere Nummer kennen und auch sonst niemand vorbeikommt, rufen Sie in ihrem Hotel an, um dort Hilfe zu erhalten. Sie möchten bitten, dass jemand vorbeikommt und Ihnen ein paar Liter Superbenzin bleifrei vorbeibringt.

Situation #13:

Sie wohnen mit einem Bekannten in der französischen Kleinstadt Cotignac im Hotel "Allègre". Sie sind im Zimmer 112 untergebracht, ihr Bekannter in Zimmer 113. Mit dem Bus sind Sie zu einem kleinen Wasserfall ca. 5 km nördlich der Stadt gefahren, um dort Picknick zu machen. Sie haben sich vorher am Markt noch ein Picknick zusammengestellt, etwas Brot, Käse, Wurst, eine Flasche Wasser und ein Körbchen mit verschiedenen Nougatsorten. Sie machen es sich bequem und genießen das Picknick. Plötzlich bekommt Ihr Bekannter eine Art Kreislaufschock. Da er eine Erdnussallergie hat, vermuten Sie, dass in einem Nougatstück Erdnüsse gewesen sind. Er sagt, dass seine Allergie-Pillen zusammen mit anderen Medikamenten auf seinem Nachttisch liegen. Der Name der Pillen beginnt mit *Kolloid-*, an den Rest kann er sich augenblicklich nicht erinnern. Sie rufen im Hotel an, um zu bitten, dass jemand schnellstmöglich die Pillen bringt oder einen Krankenwagen ruft.

These descriptions and instructions can be translated as follows.

'Situation #7:

You are staying in Mariánské Lázně, in the Czech Republic, at the hotel Ibis, room number 111. You have been to the restaurant. When you come back to the hotel, you discover that someone has broken into your room through the window. The thieves have stolen both of the hotel's bedside lamps, the clothes from your suitcase and your laptop. You dial the hotel's emergency number to get help.'

'Situation #9:

You are staying in Cracow (Kraków), Poland, at the hotel "Dworzec Główny", room number 318. You are driving on a country road, off the motorway, east of Cracow towards Rzeszów. You are driving along an avenue of poplars. Suddenly your rented car stops. You notice that you have run out of gas. Since you do not know any other number and nobody is passing, you call the hotel to get help. You would like to ask for someone to come by and to bring some litres of unleaded premium gas.'

‘Situation #13:

Together with a friend you are staying at the small French town of Cotignac at the hotel “Allègre”. Your room number is 112, your friend’s 113. You have taken the bus to get to a small waterfall about 5 kilometres north of the town to have picnic there. Before that, you have bought all that is needed for a picnic at a market: some bread, cheese, sausages, a bottle of water and a basket of different sorts of nougat. You are making yourself comfortable and are enjoying the picnic. Suddenly your friend collapses. Since he has an allergy to peanuts, you suppose that one of the pieces of nougat contained peanuts. He says that his allergy-pills, together with other kinds of medicine, are on his bedside table. The name of the pills starts with *Kolloid-*, he does not remember the rest of it at the moment. You call the hotel in order to ask for somebody to bring the pills as fast as possible or to call the ambulance.’

All instructions in the original as well as the transcripts of the dialogues can be found in Appendix 9. The analysis of the learners’ performance was carried out in analogy with the analysis described above). As an example, the dialogue developing from situation number 13 shall be quoted here (*PC* stands for *Project Coordinator*; *L* for *Learner*; slashes mark the end of a clause, or sentence in our sense; double back-slashes indicate back-channeling; names are deleted; grammatical and lexical mistakes are single-underlined; pronunciation mistakes are single-underlined and the wrong pronunciation is given in brackets; pragmatic mistakes are double-underlined):

PC: Hôtel Allègre, allô?

L: Hello, here is speaking Miss XXX./

\ PC: Yes.

L: I live [-f] in your room 112?/

\ PC: Yes.

L: And that’s an emergency./

PC: Oh!

L: I need the ambulance./

PC: Ok

L: We are...we are on a little waterfall, five kilometres ... north of the city.../

PC: Ok.

L: And...

PC: Ok, do you want me to call the ambulance and the ambulance can call you?

L: Yes. My friend...yes! The room ...my telephone number is... (*sentence continues*)

PC: Yes?

L: 104439./

PC: 104439. Is that it?

L: Yes, ok./

PC: Ok. The ambulance will call you in a minute.

L: Ok./

L: Hello, XXX.

PC: Bonjour, vous avez besoin de notre aide?

L : Please, do you can speak English, / I don’t understand./

PC: Ah, yes. The hotel Allègre called us and they say you need help?

L: Yes./

PC: Ok. What happened?

L: My friend has a shock of the blues [blu:s]/

- PC: Of the what?
 L: Shock of the body / ... and cannot speak. /
 PC: Yes, what happened?
 L: We was eaten sausages ... bread ... cheese, a little water and ... sweet...and different sweets./
 PC: Ok. And now he has a shock. So, can it be that he has an...
 L: Yes, he has an allergy [-tʃi]./
 PC: What kind of allergy, do you know?
 L: He has an allergy for peanuts./
 PC: Ah, for peanuts, ok.
 L: And his medicaments are on the table behind his bed [-t]./
 PC: So, why don't you take the pills?
 L: He had forgotten it./
 PC: Yes, but where are you now?
 L:/
 PC: Where are you?
 L: In the room number 112 in the hotel Allergy. (Allergy not counted as a mistake, since not a BGE problem, but a slip of the tongue).
 PC: Hotel Allègre, ok. But I don't exactly understand now what your problem is. Just take the pills?
 L: Yes. For the allergy?/
 PC: Yes!
 L: The pills [-s] are in the, in our hotel room./
 PC: But I thought you are in the hotel room?/
 L: No, we was [-s] near a little waterfall five kilometres north the city./
 PC: Ah, you are not in Cotignac now?
 L:/
 PC: Hello?
 L: I don't understand you. / Please can you say ... /
 PC: Yes. Are you saying that you are not in Cotignac?
 L: No, we are five kilometres north the city Cognac (not counted as a mistake, since not a BGE problem, but a slip of the tongue)./
 PC: Ok.
 L: ..on a little waterfall./
 PC: Ok, I think I know where you are. Just see that your friend stays warm. Do you have some sort of jacket or so that you can put around his body?
 L: Yes, we have ... we have a jacket and.../
 PC: Ok, then just put the jacket around him and see that he's seated. Seated, yes?!
 L: Ok./
 PC: And then we will be there in ten minutes.
 L: Ok, thank you./

The learners' oral performance with respect to the individual dialogue can be described as in the following table:

Sentences	33			
Successful	20 (= 60.6%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
13 (= 39.4%)	6	4	2	2

The tables showing the results for all dialogues can be found in Appendix 10. The overall results can be summed up as follows (also copied in Appendix 10):

Sentences	294			
Successful	221 (= 75.2%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
73 (= 24.8%)	43	24	17	4

75.2% out of all sentences uttered by the learners were successful, 24.8% were theoretically unsuccessful. No matter whether you set the “pass” borderline at 33%, 50%, 60%, 66% or 75%, with over three quarters of successful, communicatively effective sentences, BGE can again be labeled a successful concept for teaching and learning English as a global means of communication. The unsuccessful sentences mostly included a pronunciation mistake (43 sentences), followed by those with morpho-syntactic deviations from BGE (24) and those with lexical problems (17). 4 sentences were pragmatically unsuccessful.

The pragmatic mistakes were committed by two learners and can be divided in three groups. In three cases, the same learner simply does not respond to the learner. This is particularly problematic in a telephone call, since the interlocutor cannot interpret, for instance, the facial expression showing the speaker’s confusion and cannot be sure if the other speaker is still on the line when he or she does not say anything instead of expressing his or her confusion, for example by saying “Sorry, I didn’t understand.” The second type of pragmatic mistake that could be detected was a lack of politeness (cf. skill G), when the learner showed no empathy and rejected the interlocutor quite harshly: “Ok, but that’s not my problem!”⁷⁶ It must be emphasised, however, that — since there was only one violation against skill G throughout all nine dialogues — the learners have proven to be totally polite, tolerant, empathetic interlocutors. The third kind of pragmatic problem appeared in Situation #13 (France/picnic/allergy/medicine), which was quoted completely above. Since the learner did not tell the ambulance that the picnic had not taken place in the hotel, but at a waterfall north of the city, whereas the medicine which was needed was in the hotel room, the references were not clear in the following conversation. For the ambulance was called by the hotel, they presumed that the person who needed help was in the hotel, of course. Eventually, the learner answered the question “[...] but where are you now?” falsely with “[i]n the room number 112 in the hotel Allergy.” Only in the course of the telephone call things became clearer thanks to the direct, persistent asking of the ambulance.⁷⁷ The incomplete, confusing description of the situation by the learner would have cost valuable time in a real emergency situation, but can — also in less urgent situations — generally cause misunderstandings. Since these are to be avoided, especially in intercultural communication, learners need to practise expressing themselves clearly and unambiguously in English.

With respect to the target competences referring to telephone calls (cf. Chapter 4.1), the participants have generally achieved all of the competences. The skills subsumed under H2 (Are the learners able to find a way out if they do not know a designation in a telephone call?) and I2 (Are the learners able to find a way out if the interlocutor does not know a word they

⁷⁶ Cf. Course 2, Situation #11.

⁷⁷ Cf. Course 2, Situation #13: [...] PC: “But I thought you are in the hotel room?!” - L: “No, we was[-s] near a little waterfall five kilometres north the city.” - PC: “Ah, you are not in Cotignac now?” [...].

use in a telephone call?) shall be dealt with separately in the following section. With respect to H2, it must be stressed that the situations which the learners were confronted with were quite complex and demanding. Moreover, the instructions included several German words of which the learners did not know the English equivalents.⁷⁸ Hence, the learners generally had to manage the telephone calls against that background. When the learners lacked a word concretely in a sentence, they mostly applied paraphrasing techniques. They forced themselves to explain the designations they were lacking with basic vocabulary as can be seen in the following excerpts (due to their self-repair strategies, the spontaneous first utterances are not counted as unsuccessful, of course):

from Situation #5:

L:[...] and please can you...abholen (= *German 'pick up'*)...please can you come to me and bring back [bek] me to the hotel?

from Situation #12:

L: Yes, it is now Schild (= *German 'sign'*)... Here isn't a name. I don't see a name.

from Situation #14:

L: I, err, was [-s] in a, oh Gott Metzgerei (= *German 'oh my God, butcher's shop'*), err, in a store where I can buy sausages.

Sometimes the learners simply used the German word. This might be successful if there are similar equivalents with which the other interlocutor is familiar as in Situation #5:

L: I see a big [-k]...er...big [-k] ... I see many Lavendel (= *German 'lavender'*).

PC: Lavande? (*French word*) Lavender! So, fields of lavender.

If there are no similar forms or these are not known to the other interlocutor, finding the correct designation is more difficult:

from Situation #8:

PC: Today, ok. Let me check my box. Yes, actually we have three keys. Can you describe a little bit how it looks like?

L: Yes, I had a yellow, err, Etikett (= *German 'label'*)?

PC: "Etikett" - what do you mean by that?

L: A yellow ... sheet?

PC: Ah, a yellow label?

L: Yes, yes, a yellow label.[...]

With regard to I2, two different cases must be distinguished: either the interlocutor did not know the word which was used by the learner, or the interlocutor did not understand a word because the learner used a wrong one. In one situation, the learner used a correct word, but the interlocutor did not understand it acoustically; the learner, however, thinks she has picked a wrong word and therefore tries to reformulate—very successfully:

from Situation #12:

L: And then I can see, err, then I can see...a saint?

PC: A what?

L: I must think about the right word...I don't know: it's a Madonna. It's a...Madonna

PC: A Madonna, ok, I understand.

⁷⁸ Between 3 and 8 unknown words per situation.

In Situation #9, the following incident occurs due to an interference with German *Allee* [a'le:] 'avenue'.

L: "And I'm on an alley with big trees..."

PC: "Aha, an alley...so, a very small road?"

L: "It's a road with on the right and on the left side, there are trees."

In the majority of situations which have been analysed here, the interlocutors did not understand a word, since it was used wrongly. Then, the learners tried to give a synonym or a definition of the meaning of the word they were thinking of⁷⁹. In most of the cases, though, these unsuccessful lexical forms are not disastrous.

Finally, it must be said that the learners communicated extremely successfully in the telephone calls in the second course in consideration of the extremely complex intercultural situations that were created in the role plays. That they knew how to manage even difficult intercultural interactions became particularly evident, for instance, in the first part of Situation #11, where the learner described the problematic situation very clearly and overcame difficulties successfully, for example by suggesting to spell the unknown French words which were on a sign at the reception of the hotel. The section about the learners' oral performance in the second BGE course at Memmingen will thus be finished with this successful passage from Situation #11:

PC: Hôtel Le Troubadour, bonsoir.

L: Hello./

\\ PC: Yes?

L: My name is XXX. / I am the guest, a guest of the hotel Le Troubadour. / I live [-f] in room 27./

\\ PC: Yes.

L: And I have a problem./

\\ PC: Yes.

L: On the reception, there is [-s] nobody and then I call your number. /

PC: Yes, yes. What do you need?

L: I have [-f] my key from the door to my room in my room / and I closed the door. / And I need my bag in the room./

PC: Oh, yes, that's a big problem. Unfortunately, I'm not close to the hotel right now, but you need to call my colleague from the hotel Mistral.

L: Ok./

PC: Yes. And I don't know, do you see, there is a sign next to the reception and there are telephone numbers on that sign.

L: Yes./

PC: Exactly.

L: I see./

PC: And there are also the numbers of the hotel Mistral.

L: Yes./

PC: And you have to phone the mobile number of the hotel Mistral.

L: Which is the mobile number?/

⁷⁹ Cf., e.g., Course 2, Situation #5: L: "A big arena." - PC: "A big what?" - L: "A big...place...a big...I don't know...err, Lavendel field?"; Situation #9: L: "And I'm on an alley with big trees..." - PC: "Aha, an alley...so, a very small road?" - L: "It's a road with on the right and on the left side, there are trees."

PC: The mobile numbers in France, they start with 06.
 L: 06. / But there are two numbers with 06./
 PC: Ah. Can you read out the numbers, maybe then I will remember the number?
 L: Yes, the first number is 0673962711./
 PC: Aha.
 L: And the second number is 0674952201./
 PC: I'm not sure. Is there any more information on that sign?
 L: There is a information, but I don't speak France. /
 PC: Yes.
 L: I can spell it!/
 PC: Yes, try to spell it.
 L: The first word:/
 \\ PC: Yes.
 L: H-O-R-S /
 PC: Yes.
 L: The second word: /T-E-M-P-S.../
 PC: Ah, it's "hors temps d'ouverture". It means 'if it's not open', then it is this number.
 When you have these words, ...
 \\ L: Yes?
 PC: ...you should call this number with these words and then you should get my
 colleague at the other end of the line.
 L: Ok./
 PC: Ok.
 L: Thank you./
 PC: Goodbye.
 L: Thank you very much! Bye./

4.2.2. Comparison Oral Performance

Having described the learners' oral performance in both BGE courses, the last section of the main part of this paper will compare the results of the two courses in general first; then, the individual performance of three learners will be compared with regard to three specific aspects of pronunciation. In order to make a general comparison, the tables providing an overview of the learners' oral performance in each course shall be presented again:

Overview Course 1: (Learners' Oral Performance)

Sentences (total) 206				
Successful ones 169 (= 82.0% of all sent.)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
37 (= 18.0%)	23	9	9	4

Overview Course 2: (Learners' Oral Performance)

Sentences 294				
Successful 221 (= 75.2%)				
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
73 (= 24.8%)	43	24	17	4

On the whole, the learners produced more successful sentences in Course 1 (84.1%) than in Course 2 (75.2%). Whether this is statistically relevant is hard to say as the two tests cannot be compared. The decline seems hardly noteworthy due to the higher complexity of the test situations in Course 2: The role plays in the first course were restricted to basic, everyday situations dealt with in class, in which the learners could apply expressions and phrases that they had learned and practised before. In contrast, the emergency calls in the second course represented demanding scenarios and contained numerous lexical difficulties; thus, the learners could only partly rely on prepared language material in Course 2 and had to interact very spontaneously and flexibly. In view of the extremely high level of demand of the emergency calls, 24.8% theoretically unsuccessful sentences are still to be seen as a really positive result. Hence, both general percentages of successful sentences are clear evidence of BGE being an effective means of teaching and learning English as a lingua franca. Moreover, it should again be underlined that among the theoretically unsuccessful sentences, there are several forms that might work in real lingua franca interactions because of the context, the speakers' encyclopaedic knowledge or language similarities.

As to the distribution of the four different categories of mistakes, the ranking is similar in both courses. Sentences including a pronunciation mistake are the dominant type of unsuccessful sentences, followed by sentences including a grammar or a vocabulary mistake, while sentences showing a pragmatic mistake are the least frequent kind of unsuccessful sentences.

The pronunciation was already seen as the most challenging area that led to more intensive care of these skills in Course 2. The technique resorted to was to have learners learn and reproduce dialogues by heart, solely concentrating on the pronunciation. As already described, this led to fully satisfying results. However, it would be interesting to see how this special training influenced the performance in the unpreparable test situations. To this end, the oral performance of those three learners who showed the lowest competence at the beginning of the two courses will be considered with respect to three variables (1) *auslautverhärtung* (syllable final obstruent voicing), which in English is only possible before pause, (2) the distinction between /æ/ and /e/ (instead of using [ɛ] for both), and (3) the correct pronunciation of /dʒ/ (instead of [tʃ]). These three phenomena have been chosen since they are particularly difficult for German learners of English due to L1 interference. The learners are named here with their ID numbers in the written test. All diagrams can also be found in Appendix 11.

Learner A1

Item	Course	Total instances	in %	Successful forms	in %	Unsuccessful forms	in %
auslautv.	1	8	100.0	8	100.0	0	0.0
auslautv.	2	57	100.0	50	87.7	7	12.3
/æ:/e/	1	6	100.0	6	100.0	0	0.0
/æ:/e/	2	62	100.0	62	100.0	0	0.0
/dʒ/	1	4	100.0	4	100.0	0	0.0
/dʒ/	2	7	100.0	6	85.7	1	14.3

As to *auslautverhärtung*, A1 articulated all of the 8 final lenes that occurred in her statements in the first course correctly, whereas 12.3% of the final lenes in her utterances in Course 2 were devoiced. In terms of the distinction between /æ/ and /e/, A1 pronounced all forms that included one of these sounds correctly throughout the dialogues in both courses. While the /dʒ/-sounds that occurred in A1's sentences in the first course were all correct, 1 of 7 was replaced by /tʃ/ in the second course. As all of the three problematic pronunciation features were managed perfectly by A1 in Course 1, but with slight difficulties in Course 2 with regard to *auslautverhärtung* and the articulation of /dʒ/, it can be assumed that this participant has probably learned many expressions by heart that could easily be employed in Course 1. Nevertheless, the results of the second course with 85.7% to 100% of correct pronunciations are still very positive.

The following table shows the performance of A2:

Item	Course	Total instances	in %	Successful forms	in %	Unsuccessful forms	in %
auslautv.	1	17	100.0	16	94.1	1	5.9
auslautv.	2	15	100.0	13	86.7	2	13.3
/æ/:/e/	1	10	100.0	10	100.0	0	0.0
/æ/:/e/	2	9	100.0	8	88.9	1	11.1

A2 articulated 94.1% of the final lenes in the first oral test and 86.7% in the second course correctly. Whereas A2 differentiated between /æ/ and /e/ always correctly in Course 1, he mispronounced one sound in Course 2 (= 11.1%). The pronunciation of /dʒ/ could not be analysed comparatively, since it did not occur in Course 2. In sum, it can be said that A2's results of Course 2 are somewhat worse than those of Course 1, but still rather positive, lying over 86% of success in terms of *auslautverhärtung* and /æ/ versus /e/.

Thirdly, the results for C1 shall be illustrated:

Item	Course	Total instances	in %	Successful forms	in %	Unsuccessful forms	in %
auslautv.	1	18	100.0	14	77.8	4	22.2
auslautv.	2	83	100.0	67	80.7	16	19.3
/æ/:/e/	1	19	100.0	16	84.2	3	15.8
/æ/:/e/	2	99	100.0	91	91.9	8	8.1

As to *auslautverhärtung*, C1 mispronounced approximately the same percentage of final lenes in both courses, 22.2% in the first course and 19.3% in the second. However, this means a slight improvement from Course 1 to Course 2. With respect to the distinction between /æ/ and /e/, C1's performance has ameliorated considerably, 91.9% of all challenging variables being produced correctly in the second course, in contrast to just 84.2% in the first course. Again, the realisation of /dʒ/ could not be compared, as there were no forms including this

sound in one of the courses. In sum, C1 generally improved her performance as to the avoidance of final devoicing and with regard to the distinction between /æ/ and /e/.

5. Summary and Outlook

This study can be seen as a reply to Modiano's view (1999a: 22) that "[a]s a result of globalisation the function of English as an international tool for communication needs rethinking in the English language classroom." Can BGE provide learners with basic intercultural communicative competence? The study, though it does not claim conclusiveness, but sees BGE as work in progress has nevertheless shown that BGE can be an effective and efficient way to teach adults global communicative competence and thus allows them to play a part in the global village⁸⁰. This has been proven by the positive results of the final test at the end of Course 1 and the good oral performance in Course 2. After eight weeks (180 minutes each), all learners passed the written test, communicated mostly successfully in the oral test and appraised their own competences consistently positively. The evaluation of the learners' oral performance in the second course revealed that the majority of the learners could master even complex communicative situations. As the tasks and assessments were selected with view to the CEFR (Common European Framework of Reference for Languages) throughout the courses, it can be said that the learners' communication skills correspond to level B1 of the CEFR⁸¹.

By enabling people to communicate successfully in the global language, BGE can help to secure global peace and global economic growth, which bases on the ability of everyone to communicate with everyone. Since preserving one's identity and understanding others' ways of thinking represent further central components of world peace and economic growth, BGE should be seen as one essential part of the concept of global triglossia, as has been argued in the introduction of this paper. This idea also clarifies that BGE does not disregard the value of linguistic and cultural diversity at all, but that the contrary is the case. Furthermore, it shall again be emphasised that BGE aims at basic intercultural communication skills, but also enables fine-tuning later on; be it towards more profound skills in global English or towards a (near-)native proficiency of English. The sketch on psycholinguistic and neurolinguistic findings has outlined that current empirical studies do neither prove the pedagogic myth that learners cannot level out "errors and mistakes" later on, nor the widespread mistaken belief that adults are less successful language learners than younger ones in general. These findings support the idea of accepting deviations from standard norms and of generally teaching English to adult learners, too.

As far as the structure of future BGE courses is concerned, some ideas can be deduced from the results of the study: First of all, one must be aware that BGE will virtually always have to stay a sort of "work in progress", since including individual learners' suggestions into the teaching is one of the mainstays of the concept. In the lessons analysed here this meant, for example, practising effective communication in emergency situations in the form of role plays. Thus, teachers of BGE must always be flexible and willing to enrich the learning and teaching material in accordance with the international settings which the learners are likely to be confronted with. As to the different fields of language, it has turned out that more focus could be on writing skills, if learners wish to. In addition, listening comprehension and pronunciation should be worked on more intensively. Pronunciation practice is especially

⁸⁰ For results of studies with children, cf., e.g., Grzega/Schöner (2007) and Grzega (2010b).

⁸¹ It must be kept in mind here that the CEFR does not prescribe standard English norms, but defines which situations learners are expected to master depending on the level.

important, since this field has proven particularly difficult for learners on the one hand and particularly problematic with regard to intelligibility, on the other hand.

In conclusion, it can be said that the future of teaching English in adult education will inevitably be related to global English, BGE representing a promising way of providing any adult learner with the corresponding competences. However, a reorientation in English didactics with less focus on native speaker models and more attention to the core features of English as a lingua franca will still need time, since, as Crystal (1999: 20) said, “[a]ny move to a new mind-set is never easy, and some will not wish to make it, for old habits die hard.”

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Appendix

Appendix 1: Versions and Listening Comprehension Texts of Written Test (Course 1)

Version A

In welchem Umfang hatten Sie schon Englischunterricht?

Wie lange liegt dieser zurück?

Wie viele Minuten pro Woche haben Sie neben dem BGE-Kurs geübt?

1. Hörkompetenz (Antworten auf Sie deutsch)

1.1. Sie sind auf Urlaub in Ungarn und fahren in Ungarns größten Tier- und Pflanzenpark. Nach der Kasse kommen Sie auf einen Platz mit kleinen Bussen, die sie in den Park fahren. Als erstes wollen Sie die Giraffen sehen. Hören Sie sich die Durchsage an. Was sollen Sie in Ihrem Fall tun?

1.2. Die dänische Firma European Paper Experts vertreibt bei großen Abnehmer Mengen zu günstigen Preisen in ganz Europa Druck-Erzeugnisse und Druck-Zubehör. Zuletzt haben Sie 20 Drucker bestellt. Einer davon ist jedoch defekt. Nun sollen Sie die Firma anrufen und diesen Fehler melden und aufklären. Sie wählen die Nummer. (a) Wer meldet sich? (b) Was sollen Sie als nächstes sagen oder tun?

(a) (b)

1.3. Sie sind in Litauen und wollen im baltischen Folklore-Haus und -Museum am kommenden Mittwoch eine Vorführung von Folklore-Tänzen besuchen. Da laut Touristenführer Karten vorher bestellt werden müssen, rufen Sie dort an. Hören Sie sich den Text an und notieren Sie, was Sie als nächstes tun sollen?

2. Lesekompetenz

2.1. Sie sind mit einer Bekannten in einem Kaufhaus in Bologna. Ihre Bekannte möchte sich einen neuen Mantel kaufen. Sie selbst suchen bloß nach ein paar neuen Tellern und Tassen. Sehen sie sich die Anzeigetafel an und übersetzen Sie für Ihre Bekannte. (Antworten Sie auf deutsch).

4th floor, back part: men's clothes: coats, jackets, trousers, suits, hats

4th floor, front part: men's clothes: underwear, socks, shirts, shoes, belts

3rd floor, back part: women's clothes: skirts, blouses, dresses, trousers, coats, hats

3rd floor, front part: women's clothes: underwear, socks, stockings, shoes, belts

2nd floor, back part: children's clothes: skirts, blouses, shirts, dresses, trousers, jackets, coats

2nd floor, front part: children's clothes: underwear, socks, stockings, shoes, belts

1st floor, back part: tables, chairs, beds, cupboards, mirrors, dishes

1st floor, front part: paper, pens, scissors, glue, toys, games / information, cashier

Wohin soll Ihre Bekannte?

Wohin müssen Sie?

2.2. Die Firma Painkiller produziert verschiedene Gele gegen Schmerzen, die man auf die entsprechenden Körperpartien aufträgt. Sie haben damit auch schon positive Erfahrungen gemacht. Sie gehen mit Magenschmerzen in eine portugiesische Apotheke und entdecken ein Regal mit den Painkiller-Gelen. Welches können Sie nehmen? Kreuzen Sie an.

Painkiller Gel – breast, stomach

Painkiller Gel – head

Painkiller Gel – legs

Painkiller Gel – neck, back

Painkiller Gel – teeth, tongue

3. Zur interkulturellen Kompetenz: Nennen Sie drei Punkte, auf die man achten soll, wenn man von einem ausländischen Bekannten privat eingeladen wird.

.....

4. Ein Bekannter von Ihnen hat letzte Woche über Internet bei einem italienischen Weinhändler zehn Kisten mit je fünf Flaschen Chardonnay bestellt. Diese Bestellung hat er nun erhalten, hat aber feststellen müssen, dass in einer Kiste zwei der fünf Flaschen leer sind. Da Ihr Bekannter kein Englisch spricht, sollen Sie nun eine eMail für ihn aufsetzen, in der das Problem benannt wird und in der darum gebeten wird, die fehlenden Flaschen noch zu senden oder den Preis herabzusetzen.

Version B

In welchem Umfang hatten Sie schon Englischunterricht?

Wie lange liegt dieser zurück?

Wie viele Minuten pro Woche haben Sie neben dem BGE-Kurs geübt?

1. Hörkompetenz (Antworten Sie auf deutsch)

1.1. Sie sind auf Urlaub in Ungarn und fahren in Ungarns größten Tier- und Pflanzenpark. Nach der Kasse kommen Sie auf einen Platz mit kleinen Bussen, diesie in den Park fahren. Als erstes wollen Sie die verschiedenen Fischarten sehen. Hören Sie sich die Durchsage an. Was sollen Sie in Ihrem Fall tun?

1.2. Die dänische Firma European Paper Experts vertreibt bei großen Abnehmermengen zu günstigen Preisen in ganz Europa Druck-Erzeugnisse und Druck-Zubehör. Zuletzt haben Sie 10 Kopierer bestellt. Diese haben Sie erhalten, aber 100 Päckchen à 500 Blatt Druckpapier bestellt und dieses auch erhalten. Abgerechnet hat die Firma jedoch 200 Päckchen. Nun sollen Sie die Firma anrufen und diesen Fehler melden und aufklären. Sie wählen die Nummer. (a) Wer meldet sich? (b) Was sollen Sie als nächstes sagen oder tun?

(a) (b)

1.3. Sie sind in Litauen und wollen im baltischen Folklore-Haus und -Museum am kommenden Donnerstag eine Museumstour mitmachen. Da laut Touristenführer Karten vorher bestellt werden müssen, rufen Sie dort an. Hören Sie sich den Text an und notieren Sie, was Sie als nächstes tun sollen?

2. Lesekompetenz

2.1. Sie sind mit einem Bekannten in einem Kaufhaus in Bologna. Ihre Bekannte möchte sich ein paar neue Hosen kaufen. Sie selbst suchen bloß nach einer neuen Schere. Sehen sie sich die Anzeigetafel an und übersetzen Sie für Ihre Bekannte. (Antworten Sie auf deutsch)

4th floor, back part: men's clothes: coats, jackets, trousers, suits, hats

4th floor, front part: men's clothes: underwear, socks, shirts, shoes, belts

3rd floor, back part: women's clothes: skirts, blouses, dresses, trousers, coats, hats

3rd floor, front part: women's clothes: underwear, socks, stockings, shoes, belts

2nd floor, back part: children's clothes: skirts, blouses, shirts, dresses, trousers, jackets, coats

2nd floor, front part: children's clothes: underwear, stocks, stockings, shoes, belts

1st floor, back part: tables, chairs, beds, cupboards, mirrors, dishes

1st floor, front part: paper, pens, scissors, glue, toys, games / information, cashier

Wohin soll Ihr Bekannter?

Wohin müssen Sie?

2.2. Die Firma Painkiller produziert verschiedene Gele gegen Schmerzen, die man auf die entsprechenden Körperpartien aufträgt. Sie haben damit auch schon positive Erfahrungen gemacht. Sie gehen mit Zahnschmerzen in eine portugiesische Apotheke und entdecken ein Regal mit den Painkiller-Gelen. Welches können Sie nehmen? Kreuzen Sie an.

Painkiller Gel – breast, stomach

Painkiller Gel – head

Painkiller Gel – legs

Painkiller Gel – neck, back

Painkiller Gel – teeth, tongue

3. Zur interkulturellen Kompetenz: Nennen Sie drei Punkte, auf die man achten soll, wenn man von einem ausländischen Bekannten privat eingeladen wird.

.....

4. Ein Bekannter von Ihnen hat letzte Woche über Internet bei einem tschechischen Anbieter 3 Holztische für sein Arbeitszimmer bestellt. Diese Bestellung hat er nun erhalten, hat aber feststellen müssen, dass einer der Tische 50 cm kürzer ist als bestellt. Da Ihr Bekannter kein Englisch spricht, sollen Sie nun eine eMail für ihn aufsetzen, in der das Problem benannt wird und in der darum gebeten wird, den Tisch zu ersetzen oder den Preis herabzusetzen.

Version C

In welchem Umfang hatten Sie schon Englischunterricht?

Wie lange liegt dieser zurück?

Wie viele Minuten pro Woche haben Sie neben dem BGE-Kurs geübt?

1. Hörkompetenz (Antworten auf Sie deutsch)

1.1. Sie sind mit Ihrer Familie auf Urlaub in Ungarn und fahren in Ungarns größten Tier- und Pflanzenpark. Nach der Kasse kommen Sie auf einen Platz mit kleinen Bussen, diese in den Park fahren. Als erstes wollen Sie den Palmengarten sehen. Hören Sie sich die Durchsage an. Was sollen Sie in Ihrem Fall tun?

1.2. Die dänische Firma European Paper Experts vertreibt bei großen Abnehmer Mengen zu günstigen Preisen in ganz Europa Druck-Erzeugnisse und Druck-Zubehör. Ihr Vorgesetzter möchte 100 Päckchen à 500 Blatt Druckpapier bestellen. Nun sollen Sie die Firma anrufen und diese Bestellung aufgeben. Sie wählen die Nummer. (a) Wer meldet sich? (b) Was sollen Sie als nächstes sagen oder tun?

(a) (b)

1.3. Sie sind in Litauen und wollen im baltischen Folklore-Haus und -Museum am kommenden Dienstag ein Konzert des Chores besuchen. Da laut Touristenführer Karten vorher bestellt werden müssen, rufen Sie dort an. Hören Sie sich den Text an und notieren Sie, was Sie als nächstes tun sollen?

2. Lesekompetenz

2.1. Sie sind mit einer Bekannten in einem Kaufhaus in Bologna. Ihre Bekannte möchte für ihren Sohn einen Gürtel kaufen. Sie selbst suchen bloß nach einem schönen Stift. Sehen sie sich die Anzeigetafel an und übersetzen Sie für Ihre Bekannte. (Antworten Sie auf deutsch)

4th floor, back part: men's clothes: coats, jackets, trousers, suits, hats

4th floor, front part: men's clothes: underwear, socks, shirts, shoes, belts

3rd floor, back part: women's clothes: skirts, blouses, dresses, trousers, coats, hats

3rd floor, front part: women's clothes: underwear, socks, stockings, shoes, belts

2nd floor, back part: children's clothes: skirts, blouses, shirts, dresses, trousers, jackets, coats

2nd floor, front part: children's clothes: underwear, socks, stockings, shoes, belts

1st floor, back part: tables, chairs, beds, cupboards, mirrors, dishes

1st floor, front part: paper, pens, scissors, glue, toys, games / information, cashier

Wohin soll Ihre Bekannte?

Wohin müssen Sie?

2.2. Die Firma Painkiller produziert verschiedene Gele gegen Schmerzen, die man auf die entsprechenden Körperpartien aufträgt. Sie haben damit auch schon positive Erfahrungen gemacht. Sie gehen mit Knieschmerzen in eine portugiesische Apotheke und entdecken ein Regal mit den Painkiller-Gelen. Welches können Sie nehmen? Kreuzen Sie an.

Painkiller Gel – breast, stomach

Painkiller Gel – head

Painkiller Gel – legs

Painkiller Gel – neck, back

Painkiller Gel – teeth, tongue

3. Zur interkulturellen Kompetenz: Nennen Sie drei Punkte, auf die man achten soll, wenn man von einem ausländischen Bekannten privat eingeladen wird.

.....

4. Ein Bekannter von Ihnen hat letzte Woche über Internet bei einem französischen Anbieter 2 Schachteln teure Pralinen bestellt. Diese Bestellung hat er nun erhalten, hat aber feststellen müssen, dass die Pralinen in der zweiten Schachtel bitter schmecken und offenbar verdorben sind. Da Ihr Bekannter kein Englisch spricht, sollen Sie nun eine eMail für ihn aufsetzen, in der das Problem benannt wird und in der darum gebeten wird, eine neue Schachtel zu senden oder den Preis herabzusetzen.

Texts Recorded for Tasks 1a-c of the Written Test

In the test, each text was played twice.

Text for Task 1a:

Welcome to the largest animal and plant park of our country. You now have the chance to take a bus ride to the different parts of our park.

If you want to see our wild animals, please take one of our yellow busses with red circles.

If you want to see our birds, please take one of our blue busses with white crosses.

If you want to see our river and sea animals, please take one of our blue busses with black dots.

If you want to see our horses, please take one of our brown busses with red circles.

If you want to see our cats and dogs, please take one of our brown busses with blue dots.

If you want to see our flowers, please take one of our green busses with yellow crosses.

If you want to see our bushes and trees, please take one of our green busses with black dots.

Welcome again and have fun!

Text for Task 1b:

Hello, this is European Paper Experts' automatic telephone system:

If you want to order a printer, please dial 13.

If you want to order a copy machine, please dial 25.

If you want to order any other product, please dial 58.

If you need technical support, please dial 91.

If you have a question on your invoice or your customer account in general, please dial the star key.

If you received a product with a defect or the wrong product, please dial the number sign.

If you need other information, please dial 0.

Text for Task 1c:

Dear caller, this is the automatic telephone system of the Baltic folklore house. Please press one of the buttons according to instructions:

If you want to order a ticket for a choir concert on weekends, press 1.

If you want to order a ticket for a choir concert on Tuesdays, press 2.

If you want to order a ticket for a choir concert on Thursdays, press 3.

If you want to order a ticket for a dance group performance on Mondays, press 4.

If you want to order a ticket for a dance group performance on Wednesdays, press 5.

If you want to order a ticket for a dance group performance on Thursdays, press 6.

If you want to order a ticket for a museum tour on Tuesdays, press 7.

If you want to order a ticket for a museum tour on Wednesdays, press 8.

If you want to order a ticket for a museum tour on Thursdays, press 9.

If you need other information, press 0.

Appendix 2: Results of the Written Tests (Course 1)Table 1

	all	5-14 y.	> 20 y.	< 0.5 h.	0.5-2 h.	> 2h.
16-14.0 p.: advanced level	2	2			1	1
13.5-11.0 p.: intermediate level	4	4		2	1	1
10.5-8.0 p.: basic level	6	2	4	1	2	3

Table 2

(N.B.: The letter in each participant's ID indicates the test version).

Participant	The last time you had English lessons	How much time did you spend on English apart from the BGE lessons	#1 (max. 3.0) (listening comprehension)	#2 (max. 3.0) (reading comprehension)	#3 (max 3.0) (cross-cultural knowledge)	#4 (max 7.0) (writing skills)	Sum (max. 16.0)
A1	> 20 y.	> 2 h.	2.0	3.0	1.5	2.5	9.0
A2	5-14 y.	< 0.5 h.	3.0	3.0	2.5	3.0	11.5
A3	5-14 y.	< 0.5 h.	3.0	3.0	2.0	5.5	13.5
A4	> 20 y.	0.5-2 h.	2.5	3.0	2.5	2.5	9.5
B1	> 20 y.	> 2h.	1.0	3.0	3.0	4.0	11.0
B2	5-14 y.	0.5-2 h.	3.0	3.0	2.5	1.0	9.5
B3	5-14 y.	0.5-2 h.	3.0	3.0	3.0	6.0	15.0
B4	5-14 y.	0.5-2 h.	3.0	2.0	1.0	5.0	11.0
C1	> 20 y.	> 2 h.	1.0	2.0	2.0	3.0	8.0
C2	5-14 y.	> 2 h.	3.0	3.0	3.0	4.0	13.0
C3	5-14 y.	> 2 h.	3.0	3.0	3.0	6.0	15.0
C4	5-14 y.	< 0.5 h.	2.5	3.0	3.0	2.0	10.5
Ø all			2.5	2.8	2.4	3.7	11.4
Ø 5-14 y.			2.9	2.9	2.5	4.1	12.4
Ø >20 y.			1.6	2.8	2.3	3.0	9.4
Ø < 0.5 h.			2.8	3.0	2.5	3.5	11.8
Ø 0.5-2 h.			2.9	2.8	2.5	3.6	11.2
Ø > 2h.			2.0	2.8	2.3	3.4	11.3

Appendix 3: Transcripts of Task 4 of Written Test (Course 1)

N.B.: Slashes indicate linebreaks. Names have been hidden. Violations of rules by single words are bold-printed. Violations of rules by clauses or phrases are underlined. The letter in each participant's ID indicates the test version

A1:

Hello,

My friend had got 50 bottles Chardonnay **for** you. Two bottles was empty, his number in your company is HU 12379. / Please send two bottles again on the following adress: / Mister XXX / Hofgutstr. / Memmingen / If you **do** not send the two bottles on this adress, please send a new invoice to my friend Mister XXX. / Thank you, / Best regards / XXX

(2.5 p.)

A2:

Dear Sir's, dear Lady's / I **recive** the ten **packet's** with the Italian wine Chardonnay. After I looked if one bottle is damaged, I saw that five bottles are empty. / Now, how could we this false? / (My **purpose** is send me the money for this five bottles back.) Please send my for the empty bottles five new, or you can reduce your prize / Please send my an E-mail if this o.k. for you or make an answer purpose. Send your answer to info@XXX.de / Best wishes / XXX

(3.0 p.)

A3:

Hello, / last week I bought 10 boxes with 5 bottles of your Chardonnay in it from you. Now i have a little problem. / In each box should be five full bottles of the Chardonnay. / But in one box there are only 3 full bottles and two empty bottles. / But i have ordered full bottles. / So how can we solve this problem? / I suggest (vorschlagen): you send me the two full bottles or the money for the missing Chardonnay back. / I expect your answer soon. / Bye.

(5.5 p.)

A4:

Hello, / last week you send to my friend 50 bottles of Chardonnay. If he checked the bottles, he saw, that two of the bottles are with out Chardonnay. The bottles are empty. Can you send him two full bottles for the empty ones? If you can't send him two full bottles, he only pays you the 48 bottles. Thank you. / Best regards.

(2.5 p.)

B1:

Hello, / my friend was bought 3 woodtables. But one of the tables is 50 cm shorter then the other two tables. Can I send the wrong table **return** and you send me a new table in the correctly size, or I pay only the half price for the incorrectly table? / Please tell me, what I should do. / Best regards / XXX

(4.0 p.)

B2:

Complain to the order Nr... / The three wood tables are not correct. / The tables are 50 cm to short. / Please send me the correct artikel and take the wrong tabel back. / Best regards / XXX

(1.0 p.)

B3:

Dear Mr. Internetseller, / I just received the 3 ordered tables. Thank you for the fast delivery. During the check of the tables I recognized that one table has not the ordered length. It is 50 cm to short. / Now I have two suggestions to solve this problem. Either you send me a new table with the right length and I will send the wrong one back, or please make me an offer with a lowered price. I think we will find a solution that is ok for both. / Thank you for your support. / **Dear** XXX

(6.0 p.)

B4:

Dear Sir or Madams, / last week my friend ordered three wood-tables for his working-room via Internet. Yesterday he received the order. We checked the three tables and one of this tables was too short. The table was 50 cm shorter than the other tables. That is not correct. / The order-number is 1234567 and the **part-number** of the three tables are 367. / So how can we solve the problem? / Can you send us a new table with the correct part number 367 and we will send back the false **part**? / Or can we reduce the price on the invoice for about 200 Euro? / Please check. / Thanks in advance for your answer. / Best regards / XXX

(5.0 p.)

C1:

Hello, / one week ago I order tow boxes of pralines. Now I have **become** the pralaines. But in one of the boxes the pralines was bad. I can not eat **there**. Please send me a new box. The other way is you give me a special price. I will only pay one box. How you will **disaid**? / Please give me the answer on this mail address XXX@XXX.de / Thank you

(3.0 p.)

C2:

Dear Sir or Madam, / thank you for the delivery of the two boxes of sweets, but one of them seems bad. The sweets are bitter and taste terrible. / Please send me, a new box or take down the price. / Thank you. / Please answer soon. / Best regards XXX

(4.0 p.)

C3:

Dear Sir/Madam, / Thank you very much for delivery of the two boxes pralines to Mr. XXX. He ordered last week via Internet. Unfortunately the pralines in the second box smells bitter. The Quality is bad. / Could you send Mr. XXX a new box of pralines? Or can we get for the delivered boxes a lower price. Please tell me, how we solve the problem. / Thank you very much in advance. / Best regards

(6.0 p.)

C4:

Hello Mr. and Mrs. ... / I have bought last week 2 boxes of the exclusive Pralines. To day I have become this boxes, but in 1 box the Pralines are bad. I would like that you send my a new box **from** this Pralines, because **there are** very expensive. The other way is that I pay only the halfe price. / I can send you the bad pralines **beac**, so you can look what is the problem. / Thank you **in front of** your help. / XXX

(2.0 p.)

Appendix 4: Instructions Oral Test (Course 1)

1a: Sie sollen für Ihre Abteilung bei Ihrer ausländischen Partnerfirma eine computerisierte Datenbank zuschicken lassen, die dringend benötigt wird. Es handelt sich um die Datei Y-13-JZ.exe. Wenn die Datei 4 MB oder kleiner ist, soll sie direkt an den technischen Leiter geschickt werden. Seine eMail-Adresse ist:

h_12@magnet-schultz.de. Wenn die Datei größer ist als 4MB, soll sie an info@magnet-schultz.de geschickt werden.

1b: Sie vertreten einen Kollegen beim Telefondienst. Seine Aufgabe ist, für Partnerfirmen spezielle Standard- Datenbanken und Programme bereitzustellen und zu mailen. Es handelt sich dabei um folgende Datenbanken:

Datei Dateigröße Passwort

I-12-JC.exe 1.5 MB h/411/ql

I-13-GC.exe 4.5 MB v/176/qj

I-13-JZ.exe 4.3 MB b/520/gg

W-12-JC.exe 2.3 MB t/647/sr

W-13-GC.exe 750 kB v/111/ar

W-13-JZ.exe 820 kB h/907/qr

Y-12-JC.exe 1.5 MB h/823/nr

Y-13-GC.exe 4.5 MB k/117/kt

Y-13-JZ.exe 3.5 MB w/101/qr

Sie sollen jetzt die Aufgabe des Kollegen übernehmen. Wenn eine Datei benötigt wird, schreiben Sie die eMail- Adresse des Firmenpartners auf und teilen Sie ihm auch das notwendige Passwort mit.

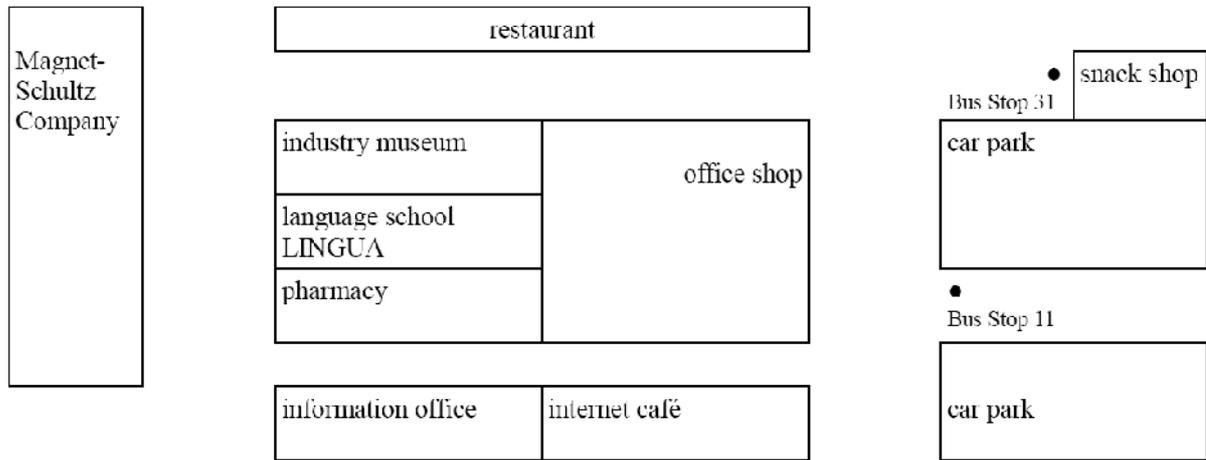
2a: Sie sind mit einer Bekannten und ihrer Tochter im Ausland. Die Tochter erkältet sich. Daher sollen Sie für Ihre Bekannte auf den Markt gehen, zwei Liter Orangensaft und 1 Flasche Wasser kaufen. Ihre Bekannte hat Ihnen mitgeteilt, dass der Händler, den sie schon kennt, wahrscheinlich 2 EUR pro Flasche/Tüte verlangt, dass man ihn aber wahrscheinlich um etwa 20-30 Cent runterhandeln kann.

2b: Ein Bekannter, der auf dem Markt Getränke verkauft, ist krank geworden. Sie sollen ihn vertreten. Er bietet verschiedene Säfte und Wasser an. Jede Flasche oder Tüte sollen Sie zunächst für 2 EUR anbieten. Sollte der Kunde verhandeln wollen, dürfen Sie beim Wasser um 30 Cent runter, aber nur wenn vom Wasser mindestens drei Flaschen gekauft werden; beim Saft dürfen Sie um 25 Cent runter, aber nur wenn mindestens zwei Tüten Saft (egal welche Sorte) gekauft werden.

3a: Sie sind zu Besuch bei einer Partnerfirma. Dabei haben Sie einen Kurs bei der Sprachschule LINGUA gebucht, um die Landessprache etwas kennenzulernen. Sie fahren mit dem Bus von Ihrer Partnerfirma zur Haltestelle 11, steigen aus und stellen nun fest, dass Sie den Stadtplan in der Partnerfirma liegen haben lassen.

Sie rufen bei der Partnerfirma an und bitten, dass man ihnen den Weg zur "Language School" erklärt.

3b: Sie haben vor einer Viertelstunde einen Kollegen von der Partnerfirma verabschiedet, der noch ins Industriegebiet fahren wollte. Sie stellen fest, dass er den Stadtplan liegen hat lassen. Sie fragen sich, ob er zu Recht kommen wird, da dort alle Teilstraßen nur “Industriestraße” heißen. Da klingelt auch schon das Telefon.



4a: Sie sind mit einem Kollegen, Frank Zucker, in einem Erholungsort im Ausland. An dem Ort liegt ein großer See, in den auch zwei große Flüsse fließen und um den herum es schöne Uferanlagen gibt. Ihr Kollege möchte gerne mit dem Auto an den See fahren und dann für eine Stunde eine Bustour oder eine Radtour das Seeufer entlang machen. Da er aber keine Fremdsprachen spricht, sollen Sie bei einem örtlichen Reisebüro anrufen.

Fragen Sie, ob man mit dem Auto an den See fahren kann. Und fragen Sie dann nach den Angeboten am See selbst. Eine Bustour sollte nicht mehr als 15 EUR kosten, die Miete für ein Rad sollte nicht mehr als 10 EUR pro Stunde kosten. Wenn es teurer ist, verzichten Sie darauf. Ansonsten bestellen Sie für morgen vormittag, 9 Uhr.

4b: Sie wohnen in einem Erholungsort. An dem Ort liegt ein großer See, in den auch zwei große Flüsse fließen und um den herum es schöne Uferanlagen gibt. Ein Freund von Ihnen arbeitet in einem Reisebüro. Er hat einen wichtigen Termin und bittet Sie, ihn für eine Stunde zu vertreten. Am See selber ist ein Parkplatz für Autos und Busse, aber um den See herum und die Flüsse entlang kann man nur zu Fuß und mit dem Fahrrad. Daneben kann man mit einem Boot im See fahren und mit einem Kanu auf dem See und auf den Flüssen. Das Reisebüro hat folgende Mietangebote:

Boot 1 h 15 EUR

Kanu 1 h 7 EUR

Fahrrad 1 h 8 EUR

Notieren Sie die Bestellungen der Kunden (Verkehrsmittel/Uhrzeit/Name)

5a: Sie sollen sich bei ihrer ausländischen Partnerfirma mit einem Herrn Miller treffen, der in der Versandabteilung arbeitet. Leider wissen Sie nicht, welche Büronummer er hat. Daher fragen Sie an der Pforte nach. Da Sie einen schweren Koffer haben, fragen Sie auch, ob es einen Aufzug gibt oder ob Sie den Koffer an der Pforte lassen können.

5b: Ein Freund von Ihnen arbeitet bei einer Firma an der Pforte. Da er einen dringenden Termin hat, sollen Sie ihn für eine halbe Stunde vertreten. Er gibt Ihnen einen groben Plan des Gebäudekomplexes. Sie können Besucher so in die richtige Abteilung schicken. Am Eingang jeder Abteilung sitzt eine Verwaltungsangestellte,

die dann weiterhelfen kann
Versandabteilung: hohes gelbes Gebäude, Obergeschoss (Aufzug kaputt, nur Treppe benutzbar!)

Produktionsabteilung: hohes gelbes Gebäude, Erdgeschoss

Hauptverwaltungsabteilung: kleines gelbes Gebäude

Kantine und Notfallabteilung: graues Gebäude

Sie dürfen Besuchern auch anbieten, Gepäck während des Besuches bei Ihnen zu deponieren.

6a: Sie sind mit einem Kollegen im Ausland. Sie haben von einem tollen Restaurant mit Spezialitäten des Landes gehört. Die Spezialitäten des Landes sind die verschiedensten Speisen mit Milch und Käsegerichte. Da ihr Kollege aber eine Allergie gegen Milch hat, rufen Sie vorher beim Restaurant an, ob es auch Produkte ohne Milch gibt. Falls dies der Fall ist, bestellen Sie einen Tisch für 2 Personen für heute Abend, halb neun. Falls dies nicht der Fall ist, fragen Sie, ob es möglich ist, dass das Restaurant Ihnen einen Käsespezialteller ins Hotel bringen könnte.

6b: Ein Bekannter von Ihnen arbeitet in einem Restaurant, das auf Speisen mit Milch und Käsegerichte spezialisiert ist. Aber das Restaurant bietet auch andere Produkte an: Salate, Pizza und Pastagerichte. Da Ihr Freund kurzfristig zu einem wichtigen Termin muss, sollen Sie ihn für eine Stunde vertreten und Tischbestellungen aufnehmen. Heute abend und übermorgen ist noch viel frei, während für den morgigen Tag schon alles reserviert ist. Notieren Sie sich bei Reservierungen den Namen der anrufenden Person.

Appendix 5: Transcripts, Oral Test (Course 1)

/ = end of sentence

\\ = back-channeling

Violations against phonetic, syntactic and lexical rules are single-underlined.

Violations against pragmatic rules are double-underlined.

Comments are in italics.

1. Telephone Call: Files

1a = L2

Sie sollen für Ihre Abteilung bei Ihrer ausländischen Partnerfirma eine computerisierte Datenbank zuschicken lassen, die dringend benötigt wird. Es handelt sich um die Datei Y-13-JZ.exe. Wenn die Datei 4 MB oder kleiner ist, soll sie direkt an den technischen Leiter geschickt werden. Seine eMail-Adresse ist:

h_12@magnet-schultz.de. Wenn die Datei größer ist als 4MB, soll sie an info@magnet-schultz.de geschickt werden.

1b = L1

Sie vertreten einen Kollegen beim Telefondienst. Seine Aufgabe ist, für Partnerfirmen spezielle Standard- Datenbanken und Programme bereitzustellen und zu mailen. Es handelt sich dabei um folgende Datenbanken:

Datei Dateigröße Passwort

I-12-JC.exe 1.5 MB h/411/ql

I-13-GC.exe 4.5 MB v/176/qj

I-13-JZ.exe 4.3 MB b/520/gg

W-12-JC.exe 2.3 MB t/647/sr

W-13-GC.exe 750 kB v/111/ar

W-13-JZ.exe 820 kB h/907/qr

Y-12-JC.exe 1.5 MB h/823/nr

Y-13-GC.exe 4.5 MB k/117/kt

Y-13-JZ.exe 3.5 MB w/101/qr

Sie sollen jetzt die Aufgabe des Kollegen übernehmen. Wenn eine Datei benötigt wird, schreiben Sie die eMail- Adresse des Firmenpartners auf und teilen Sie ihm auch das notwendige Passwort mit.

L1: Hello./

L2: Hello, here is [-s] Mister XXX from XXX in Memmingen./

L1: Err, here is your partner firm err, mh, Firma ABC, Mister XXX speaking./

L2: I need a special folder./ The name is Y13JZ~~[set]~~.exe./ Can you send me this folder, this file?/

L1: Yes, of course. / I found it in my list, / err, which, err, email-address, I need your email-address (no "please")./

L2: Ok, err, there are two possibilities: / if the folder is [-s] bigger than 4 Megabyte, please send it to the email-address info@XXX... /

L1: Stop, stop. / The folder is is err under 4 MB. / So I need another .../

L2: Ah, ok. / So you can send it directly to the technical leader / and his [-s] email-address is h_12@XXX...XXX.de.(German pronunciation) /

L1: *(notes down address correctly)*. Thank you. / So I send, err, you become an e-mail for me with the, the, the folder / and I send you the [password], err, too, for the folder./

L2: Ok./

L1: Ok?/

L2: Thank you very much. / When I have the...When I got the...the folder, I will tell you... if everything is ok. / Bye /

L1: Ok. Thank you, bye. /

2. Shopping

2a = L2)

Sie sind mit einer Bekannten und ihrer Tochter im Ausland. Die Tochter erkältet sich. Daher sollen Sie für Ihre Bekannte auf den Markt gehen, zwei Liter Orangensaft und 1 Flasche Wasser kaufen. Ihre Bekannte hat Ihnen mitgeteilt, dass der Händler, den sie schon kennt, wahrscheinlich 2 EUR pro Flasche/Tüte verlangt, dass man ihn aber wahrscheinlich um etwa 20-30 Cent runterhandeln kann.

2b = L1

Ein Bekannter, der auf dem Markt Getränke verkauft, ist krank geworden. Sie sollen ihn vertreten. Er bietet verschiedene Säfte und Wasser an. Jede Flasche oder Tüte sollen Sie zunächst für 2 EUR anbieten. Sollte der Kunde verhandeln wollen, dürfen Sie beim Wasser um 30 Cent runter, aber nur wenn vom Wasser mindestens drei Flaschen gekauft werden; beim Saft dürfen Sie um 25 Cent runter, aber nur wenn mindestens zwei Tüten Saft (egal welche Sorte) gekauft werden.

L1: Hello./

L2: Hello./

L1: What do you need, what do you want?/

L2: Err I, my daughter, she's ill / and I want buy one bottle of water and two litre orange juice. /

L1: Two litre...Ok. Two litres [-s] of.../

L2: Orange juice. /

L1: Orange juice. / And how much, err.../

L2: One bottle water./

L1: One bottle?/

L2: What the price is?(not taken into consideration; not clearly to be classified due to recording quality)/

L1: Err, yeah, the price is, err, five euros. / The, the orange juice cost two euros ... / a bottle and the water, err, two, err, one euro./

L2: Oh it's too expensive!/
L1: You think? / Ah, I don't know. I don't think so... /

L2: It's too expensive./

L1: Ok./

L2: Give me a price, err, under twenty or thirty cents (in bargaining you don't give this type of options in an offer)

L1: Hm, what can I do? /...I think, err, you buy two bottles, it's, I can no reduce the price. / I think you buy three bottles of orange juice and too and three (the speaker probably means: "and also three") of the water, then can I give you a special price.../ Mmh, the juice, err, can I

reduce, err, of 25 cents and the water 30 cents. / Is it ok? /

L2: Yes, it's ok. The price is ok./

L1: Ok./

L2: Thank you, bye./

3. Telephone Call: Forgotten Map

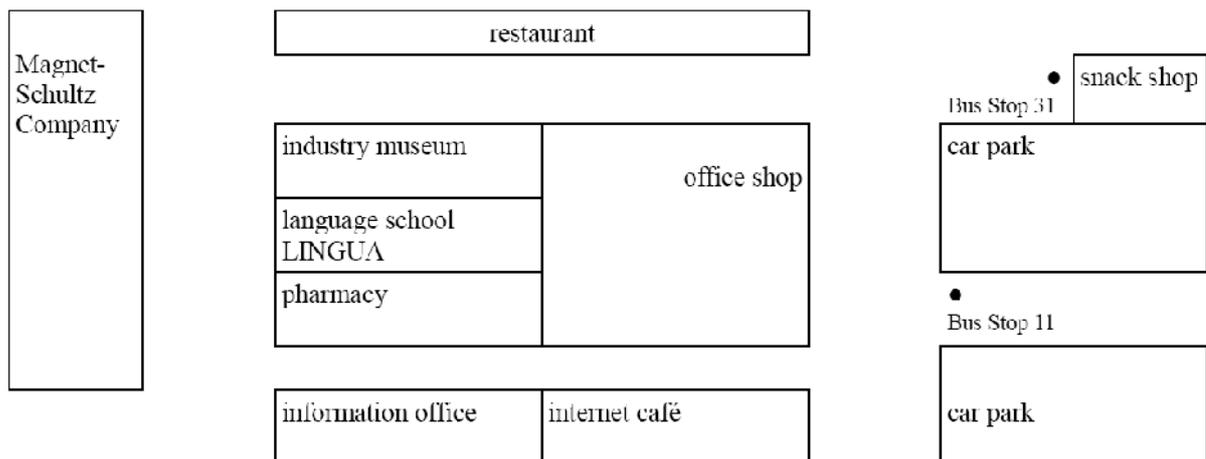
3a = L2

Sie sind zu Besuch bei einer Partnerfirma. Dabei haben Sie einen Kurs bei der Sprachschule LINGUA gebucht, um die Landessprache etwas kennenzulernen. Sie fahren mit dem Bus von Ihrer Partnerfirma zur Haltestelle 11, steigen aus und stellen nun fest, dass Sie den Stadtplan in der Partnerfirma liegen haben lassen.

Sie rufen bei der Partnerfirma an und bitten, dass man ihnen den Weg zur "Language School" erklärt.

3b = L1

Sie haben vor einer Viertelstunde einen Kollegen von der Partnerfirma verabschiedet, der noch ins Industriegebiet fahren wollte. Sie stellen fest, dass er den Stadtplan liegen hat lassen. Sie fragen sich, ob er zu Recht kommen wird, da dort alle Teilstraßen nur "Industriestraße" heißen. Da klingelt auch schon das Telefon.



L1: Hello./

L2: Hello. My name is XXX./

L1: Oh, Hallo [halo] Mister XXX. / I found, err, your map few minutes ago./

L2: Oh. I have a big problem. / I hope you can help me. /

L1: I hope so. / Where you are? (rising intonation, but with this syntax it rather sounds like 'I am surprised where you are.')

L2: Oh, I drove with the bus / and I think I'm on the false place. /

L1: Ok. What do you see? /

L2: Sky. I see blue sky, some trees. /

L1: Which building do you see? /

L2: Some cars, white cars. (Comment PC: Look on the floor, I gave you some hints where you are!). / At the floor, I see the number eleven. / I think it's station number eleven. /

L1: Ah, you are on the bus stop eleven. /

L2: Yes. /

L1: Ok. I know it. / Err, what is [-s] your...Where do you want to go? /

L2: I want to the English lesson. /

L1: Err, to the English lesson, at the language.../
 L2: School Lingua./
 L1: Lingua. Err, do you see, err, in...Where you stay at the bus stop eleven, you look across the street, do you see the office-shop? /
 L2: One little moment please.../ oh, I see a sign...a little moment please. / No I'm not having my glasses ... (*searching for his glasses*) /
 L1: Please go to the coffee shop. (*slip of the tongue, not counted*) /
 L2: Oh, moment please, you said office-shop? /
 L1: Yes./
 L2: Ok. Yes, office-shop./
 L1: You see it?/
 L2: It's in front of me./
 L1: Wonderful!/
 L2: So I go to the office shop?/
 L1: Please go to the office shop./
 L2: Ok!/
 L1: And then... (*continues after overlapping*)
 L2: I'm on the office shop and then?/
 L1: And then you go straight, on, to the corner, to the next corner./
 L2: Straight on.../
 L1: To the next corner. / At the corner you turn left.../
 L2: (*turns left*) Yes?/
 L1: And, err, go along this building to the next corner./
 L2: (*goes straight on*) Thank you./
 L1: And you turn left once more.../ at the second door, there is the language school./
 L2: (*turns left and goes on*) First door ... / Second door. ... / Ok, thank you very much!/
 L1: You're welcome, bye./

4. Telephone Call: Renting Bikes

4a = L2

Sie sind mit einem Kollegen, Frank Zucker, in einem Erholungsort im Ausland. An dem Ort liegt ein großer See, in den auch zwei große Flüsse fließen und um den herum es schöne Uferanlagen gibt. Ihr Kollege möchte gerne mit dem Auto an den See fahren und dann für eine Stunde eine Bustour oder eine Radtour das Seeufer entlang machen. Da er aber keine Fremdsprachen spricht, sollen Sie bei einem örtlichen Reisebüro anrufen.

Fragen Sie, ob man mit dem Auto an den See fahren kann. Und fragen Sie dann nach den Angeboten am See selbst. Eine Bustour sollte nicht mehr als 15 EUR kosten, die Miete für ein Rad sollte nicht mehr als 10 EUR pro Stunde kosten. Wenn es teurer ist, verzichten Sie darauf. Ansonsten bestellen Sie für morgen vormittag, 9 Uhr.

4b = L1

Sie wohnen in einem Erholungsort. An dem Ort liegt ein großer See, in den auch zwei große Flüsse fließen und um den herum es schöne Uferanlagen gibt. Ein Freund von Ihnen arbeitet in einem Reisebüro. Er hat einen wichtigen Termin und bittet Sie, ihn für eine Stunde zu vertreten. Am See selber ist ein Parkplatz für Autos und Busse, aber um den See herum und die Flüsse entlang kann man nur zu Fuß und mit dem Fahrrad. Daneben kann man mit einem Boot im See fahren und mit einem Kanu auf dem See und auf den Flüssen. Das Reisebüro hat folgende Mietangebote:

Boot 1 h 15 EUR

Kanu 1 h 7 EUR

Fahrrad 1 h 8 EUR

Notieren Sie die Bestellungen der Kunden (Verkehrsmittel/Uhrzeit/Name)

L1: Hello. This is the...office, err, hello!/
 L2: Hello, Mister XXX speaking. / Err, I have a question. / My friend and me would like to take a trip around the lake with, by bus or by bicycle. / Err, ... (too long as a pause)

L1: Is that all?/
 L2: And, err, can we drive [-f], err, by car to the lake?/
 L1: Err, oh, ok. / You can drive by car to the lake, there is [-s] a car park./
 \\ L2: Ok.
 L1: Err, and but you can't drive with the car around the lake and, err, along the river. / Err, you can use a boat, a canoe or a bicycle / ...Rent./
 L2: Err, we, err, take the tour by bus or we rent a bicycle. / How much is the bicycle?/
 L1: Err, the bicycle is one hour eight euro, euros, euro./
 L2: Eight euro?/
 L1: Yes./
 L2: Ah, it's ok./
 L1: But you can't drive with the bus./
 L2: Ok. Err, so, err, we take the bicycle at nine o'clock in the morning tomorrow./
 L1: Ok. And when...how long does it take?
 L2: Hm, should be three or four hours./
 L1: Ok. I rent the bicycle for four hours?/
 L2: Yes, for four hours./
 L1: It is, err, 32 euro. / Is that ok?/
 L2: It's ok./
 L1: Ok. Can you tell me your name?/
 L2: My name is XXX./
 L1: Ah, ok, I know it./ Ok?/
 L2: Ok, thank you./
 L1: That's ok. Thank you./
 L2: Bye./
 L1: Bye./

5. Face-to-Face Conversation: Reception

5a = L2

Sie sollen sich bei ihrer ausländischen Partnerfirma mit einem Herrn Miller treffen, der in der Versandabteilung arbeitet. Leider wissen Sie nicht, welche Büronummer er hat. Daher fragen Sie an der Pforte nach. Da Sie einen schweren Koffer haben, fragen Sie auch, ob es einen Aufzug gibt oder ob Sie den Koffer an der Pforte lassen können.

5b = L1

Ein Freund von Ihnen arbeitet bei einer Firma an der Pforte. Da er einen dringenden Termin hat, sollen Sie ihn für eine halbe Stunde vertreten. Er gibt Ihnen einen groben Plan des Gebäudekomplexes. Sie können Besucher so in die richtige Abteilung schicken. Am Eingang jeder Abteilung sitzt eine Verwaltungsangestellte, die dann weiterhelfen kann Versandabteilung: hohes gelbes Gebäude, Obergeschoss (Aufzug kaputt, nur Treppe benutzbar!)

Produktionsabteilung: hohes gelbes Gebäude, Erdgeschoss

Hauptverwaltungsabteilung: kleines gelbes Gebäude

Kantine und Notfallabteilung: graues Gebäude

Sie dürfen Besuchern auch anbieten, Gepäck während des Besuches bei Ihnen zu deponieren.

L1: Hello./

L2: Hello./

L1: Can I help you?/

L2: Yes, I hope. / My name is [-s] XXX / and I want meet Mister Miller. / He works in the shipping and handling department, / but I don't know the number of his ... oder (= German 'or', used for self-repair here, though, even if the self-repair is wrong) from his [-s] office./

L1: Oh, it's no problem. / I know where is the office from Mister Miller. / Err, can you see the high yellow building in the front?/

L2: Yes, I see./

L1: Ok. Err, his office is in the first flower./

L2: In the first floor?/

L1: Oh, no, in the first door. / The lift is ... defect (*is okay, as zero-derivation is advised if speaker doesn't know the word*),/ you must go on the stairs...

L2: Ok./

L1: ...up the stairs./

L2: Alright./

L1: Ok?/

L2: Yes./

L1: And you think...think you, you can find...this office?/

L2: I think I find the right office./

L1: And, err, ansonsten (= German 'otherwise'; no mistake as self-repair follows)...and you can ask any people. /

L2: Oh, yes, thank you./ I have [hef] a very schwer (= German 'heavy') ... (*pantomimes heavy bag; sentence continues*)

L1: Heavy? /

L2: A very heavy... (*sentence continues*)

L1: A strong? (*erroneous self-repair*)

L2: Back [beg]. Case. (*lexical self-repair ok, even if unnecessary; but no phonetic self-repair*) / Because the lift is... (*sentence continues*)

L1: ... out of order. /

L2: ... out of order, thank you, can I safe my bag [bek~beg] here? /

L1: Yes, yes. It's no problem. / You can give [-f] here your bag [bek~beg] in this place.../

L2: ...behind.../

L1: ...behind me / and I have [hef] a look on your bag [bek~beg]./

L2: Ok./

L1: Is ok./

L2: Thank you. / Now I will go to Mister Miller./

L1: Ok/

L2: Thank you./

L1: Thank you./

6. Telephone Call: Restaurant

6a = L1

Sie sind mit einem Kollegen im Ausland. Sie haben von einem tollen Restaurant mit Spezialitäten des Landes gehört. Die Spezialitäten des Landes sind die verschiedensten Speisen mit Milch und Käsegerichte. Da ihr Kollege aber eine Allergie gegen Milch hat, rufen Sie vorher beim Restaurant an, ob es auch Produkte ohne Milch gibt. Falls dies der Fall ist, bestellen Sie einen Tisch für 2 Personen für heute Abend, halb neun. Falls dies nicht der Fall ist, fragen Sie, ob es möglich ist, dass das Restaurant Ihnen einen Käsespezialteller ins Hotel bringen könnte.

6b = L2

Ein Bekannter von Ihnen arbeitet in einem Restaurant, das auf Speisen mit Milch und Käsegerichte spezialisiert ist. Aber das Restaurant bietet auch andere Produkte an: Salate, Pizza und Pastagerichte. Da Ihr Freund kurzfristig zu einem wichtigen Termin muss, sollen Sie ihn für eine Stunde vertreten und Tischbestellungen aufnehmen. Heute abend und übermorgen ist noch viel frei, während für den morgigen Tag schon alles reserviert ist. Notieren Sie sich bei Reservierungen den Namen der anrufenden Person.

(L1 is a slow speaker throughout the whole dialogue.)

L1: Hello. /

L2: Hello, here's the restaurant International Food [-t]. / What can I do for you? Oder (= German 'or', introduces self-repair, no mistake even though the self-repair is unnecessary) what can I do? /

L1: Hello. I have [hæf] a question. / I want to eat in the evening. / I want come to dinner, / but my colleague has an allergy [-tʃi] to milk. / Have [-f] you, err, have [-f] (repeated, counted as only one violation) you products without milk? /

L2: Yes, we have other products: / salad, pizza and pasta. / That's no problem./

L1: Ok. Then please, err, bestellen (= German 'reserve, book')...err, then please [-s] order a place for two person in the evening, err, eight point thirty./

L2: In this evening or tomorrow? /

L1: In this evening, please./

L2: Ok, can you tell me your name? /

L1: My name is XXX./

L2: Ok, can you spell me the name, please? /

L1: Ok. X-X-err, X./

L2: Ok, thank you. Goodbye./

L1: Bye./

Appendix 6: Results of the Oral Tests (Course 1), Tables

1. Telephone Call: Files

On the whole				
Sentences (total) 26				
Successful ones 18 (= 69.2%)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
8 (= 30.8%)	5	0	2	2
L1				
Sentences (total) 13 (= 50.0% of all sent.)				
Successful ones 9 (= 69.2% of all L1 sent.)				
Unsuccessful sent. (total L1)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
4 (= 30.8%)	1	0	1	2
L2				
Sentences (total) 13 (= 50.0% of all sent.)				
Successful ones 9 (= 69.2% of all L2 sent.)				
Unsuccessful sent. (total L2)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
4 (= 30.8%)	4	0	1	0

2. Face-to-Face Conversation: Shopping

On the whole

Sentences (total) 29				
Successful ones 25 (= 86.1%)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
4 (= 12.9%)	1	3	1	1

L1

Sentences (total) 19 (= 65.5% of all sent.)				
Successful ones 16 (= 84.2% of all L1 sent.)				
Unsuccessful sent. (total L1)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
3 (= 20.0%)	1	3	1	0

L2

Sentences (total) 10 (= 34.5% of all sent.)				
Successful ones 9 (= 90.0% of all L2 sent.)				
Unsuccessful sent. (total L2)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
1 (= 10.0%)	0	0	0	1

3. Telephone Call: Forgotten Map

On the whole

Sentences (total) 50				
Successful ones 45 (= 90.0%)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
5 (= 10.0%)	1	2	3	0

L1

Sentences (total) 23 (= 46.0% of all sent.)				
Successful ones 20 (= 87.0% of all L1 sent.)				
Unsuccessful sent. (total L1)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
3 (= 13.0%)	1	1	1	0

L2

Sentences (total) 27 (= 54.0% of all sent.)				
Successful ones 25 (= 92.6% of all L2 sent.)				
Unsuccessful sent. (total L2)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
2 (= 7.4%)	0	1	2	0

4. Telephone Call: Renting Bikes

On the whole

Sentences (total) 35				
Successful ones 30 (= 85.7%)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
5 (= 6.3%)	2	0	2	1

L1

Sentences (total) 19 (= 54.3% of all sent.)				
Successful ones 16 (= 84.2% of all L1 sent.)				
Unsuccessful sent. (total L1)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
3 (= 15.8%)	1	0	2	0

L2

Sentences (total) 16 (= 45.7% of all sent.)				
Successful ones 14 (= 87.5% of all L2 sent.)				
Unsuccessful sent. (total L2)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
2 (= 12.5%)	1	0	0	1

5. Face-to-Face Conversation: Reception

On the whole

Sentences (total) 43				
Successful ones 33 (= 76.7% of all sent.)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
10 (= 23.3%)	10	3	2	0

L1

Sentences (total) 23 (= 53.5% of all sent.)				
Successful ones 17 (= 73.9% of all L1 sent.)				
Unsuccessful sent. (total L1)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
6 (= 26.1%)	5	2	1	0

L2

Sentences (total) 20 (= 46.5% of all sent.)				
Successful ones 16 (= 80.0% of all L2 sent.)				
Unsuccessful sent. (total L2)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
4 (= 20.0%)	5	1	1	0

6. Telephone Call: Restaurant

On the whole

Sentences (total) 23				
Successful ones 18 (= 78.3%)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
5 (= 21.7%)	5	0	1	0

L1

Sentences (total) 12 (= 52.2% of all sent.)				
Successful ones 8 (= 66.7% of all L1 sent.)				
Unsuccessful sent. (total L1)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
4 (= 33.3%)	4	0	1	0

L2

Sentences (total) 11 (= 47.8% of all sent.)				
Successful ones 10 (= 90.9% of all L2 sent.)				
Unsuccessful sent. (total L2)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
1 (= 9.1%)	1	0	0	0

7. Total Results

Sentences (total) 206				
Successful ones 169 (= 82.0% of all sent.)				
Unsuccessful sent. (total)	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
37 (= 18.0%)	23	9	9	4

N.B.: The number of unsuccessful sentences is lower than the number arising from the addition of all sentences including a pronunciation, a grammar, a vocabulary and a pragmatic mistake, since one sentence may include more than one (kind of) mistake.

Appendix 7: Self-Evaluation Questionnaire (Course 1)

Wie alt sind Sie? O 0-30 O 31-40 O 41-50 O 51-60 O 61-70 O 71-80

(ehemaliger) Beruf?

In welchem Umfang hatten Sie schon Englischunterricht?

Wie lange liegt dieser zurück?

Wie viele Minuten pro Woche haben Sie neben dem BGE-Kurs geübt?

Aussage	Stimme voll zu.	Stimme eher zu.	Stimme eher nicht zu.	Stimme gar nicht zu.
1. Ich kann alltägliche Ausdrücke verstehen.				
2. Ich kann ganz einfache Sätze verstehen.				
3. Ich kann alltägliche Ausdrücke verwenden.				
4. Ich kann einfache Sätze verwenden.				
5. Ich kann mich vorstellen.				
6. Ich kann andere vorstellen.				
7. Ich kann anderen Leuten Fragen zu ihrer Person stellen.				
8. Ich kann privatbezogene Fragen zu meiner Person beantworten.				
9. Ich kann berufsbezogene Fragen zu meiner Person beantworten.				
10. Wenn mein Gesprächspartner langsam und deutlich spricht und hilfsbereit ist, kann ich mich auf einfache Art verständigen.				
11. Ich kann Sätze in Einkaufssituationen verstehen.				
12. Ich kann Sätze in Einkaufssituationen verwenden.				
13. Ich kann nach dem Weg fragen.				
14. Ich kann die nähere Umgebung beschreiben.				
15. Ich kann Hilfe holen.				
16. Ich kann erklären, wenn etwas passiert ist.				
17. Ich kann etwas reservieren.				
18. Ich kann mit einfachen Mitteln telefonieren.				
19. Ich kann mit einfachen Mitteln einen Brief verfassen.				
20. Ich kann in Gesprächen die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus dem Arbeitsleben geht.				
21. Ich kann in Gesprächen die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus dem				

Freizeitleben geht.				
22. Ich kann in Texten die Hauptpunkte verstehen, wenn es um vertraute Dinge aus dem Arbeitsleben geht.				
23. Ich kann in Texten die Hauptpunkte verstehen, wenn es um vertraute Dinge aus dem Freizeitleben geht.				
24. Ich kann die meisten Situationen bewältigen, denen man auf Reisen im Sprachgebiet begegnet.				
25. Ich kann mich einfach und zusammenhängend über vertraute Themen äußern.				
26. Ich kann über Erfahrungen und Ereignisse berichten.				
27. Ich kann Träume, Hoffnungen und Ziele beschreiben.				
28. Ich kann zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben.				
29. Mir fällt es leicht etwas zu umschreiben, wenn ich bestimmte Wörter nicht kenne.				

Falls Sie schon einmal an anderen Englisch-Kursen teilgenommen haben, fanden Sie den BGE-Kurs: O deutlich besser O eher besser O eher schlechter O deutlich schlechter?

Wie begründet sich Ihre Beurteilung? (Benutzen Sie ggf. die Rückseite)

Wie würden Sie den BGE-Kurs verbessern?

Appendix 8: Results of the Self-Evaluation (Course 1)

The statements with strong agreement, that means 1.00-1.50, are in bold print:

Competence	Average
1. I can understand everyday expressions.	1.25
2. I can understand very simple sentences.	1.00
3. I can use everyday expressions.	1.50
4. I can use simple sentences.	1.25
5. I can introduce myself.	1.17
6. I can introduce other people.	1.42
7. I can ask people questions about themselves.	1.55
8. I can answer questions on my private life.	1.33
9. I can answer questions on my professional life.	1.83
10. If my interlocutor speaks slowly and distinctly and is cooperative I can communicative with simple means.	1.17
11. I can understand sentences in shopping situations.	1.33
12. I can use sentences in shopping situations.	1.58
13. I can ask for the way.	1.17
14. I can describe surroundings.	1.67
15. I can get help.	1.25
16. I can explain if something happened.	1.67
17. I can book something.	1.50
18. I can participate in phone conversations with simple means.	1.33
19. I can write a letter in simple language.	1.67
20. I can understand the major points of conversations if people use clear standard language and if the topics are things familiar from my professional life.	1.50
21. I can understand the major points of conversations if people use clear standard language and if the topics are things familiar from my private life.	1.27
22. I can understand the major points of conversations if the topics are things familiar from my professional life.	1.45
23. I can understand the major points of conversations if the topics are things familiar from my private life.	1.36
24. I can master most situations that one would come into during a journey.	1.60
25. I can talk about familiar topics in simple but coherent ways.	2.08
26. I can tell about experiences and events.	2.00
27. I can describe dreams, hopes and goals.	2.17
28. I can give brief reasons and explanations for plans and intentions.	1.80
29. I can easily paraphrase something if I don't know the words I was looking for.	2.33
30. The BGE course was better than other courses I have participated in.	1.17

Additional open questions to statement #30

Wie begründet sich Ihre Beurteilung?	Wie würden Sie den BGE-Kurs verbessern?
In dieser doch kurzen Zeit konnte ich doch einiges nicht so schnell abrufen und aufbauen. Leider bin ich auch beruflich bisher nie konfrontiert worden, um es anwenden zu können. Der Kurs war aber <u>sehr gut</u> und ich werde mit diesen Unterlagen weiterarbeiten und hoffe, das Verstehen und Anwenden ausbauen zu können! Es fehlte auch hier + da der Mut zum Überwinden.	Rollenspiele waren super! Kombi Deutsch/Englisch (Erklärungen deutsch) war super!
Lernen an konkreten Anwendungsbeispielen, Praxisbezogen, aktuell	Mehr Präsentationen durch Teilnehmer mit anschl. Korrektur (wie in letzter Unterrichtsstunde)
Es werden sehr viele alltägliche Situationen simuliert.	Die Schulungsunterlagen sind teilweise unübersichtlich, es muß häufig gesucht werden.
Vertiefung durch die Rollenspiele	Zeitrahmen verlängern, 14-tägig → Mehr Zeit zum Lernen
Es wurde viel gesprochen und man hat selbst viel sprechen müssen. Das reden fiel immer leichter.	Vielleicht ein bisschen mehr auf die Grammatik eingehen, aber sonst war der Kurs super.
	Mehr „Berufliche“ Situationen durchspielen
BGE ist deutlich Praxisorientierter als andere Kurse? Ich würde mich freuen an einem weiteren „Fortgeschrittenen“ Kurs teilnehmen zu können. Thank you. Bye.	
Gute Aufbereitung der Unterlagen, Vielfalt der Synonyme, Rollenspiele waren sehr hilfreich	

Appendix 9: Transcripts, Oral Performance (Course 2)

/ = end of sentence (only marked for the learners)

\\ = back-channeling

Violations against phonetic, syntactic and lexical rules are single-underlined.

Violations against pragmatic rules are double-underlined.

Comments are in italics.

Underlined words in the instructions = English equivalents unknown to the learners

Situation #5

Sie sind im französischen Gordes im Hotel "Le Château" im Zimmer 312 einquartiert. Sie sind mit Ihrem Auto unterwegs zur Abtei von Sénanque (Abbaye de Sénanque). Ihr Navigationsgerät empfiehlt Ihnen kurz nach Gordes eine Abkürzung. Nach Sénanque sind es hier nicht mehr 12 km, sondern nur noch 7 km. Die Strecke erweist sich jedoch bald als unbetonierter kurvenreicher Feldweg zwischen Lavendelfeldern, mit zahlreichen Schlaglöchern. Plötzlich übersehen Sie ein Schlagloch und geraten so tief nach unten, dass der Wagen aufsitzt und nicht mehr zu bewegen ist.

Da Sie sonst keine andere Nummer kennen und auch sonst kein Auto vorbeikommt, rufen Sie in ihrem Hotel an, um dort Hilfe zu erhalten.

PC: Hôtel Le Château, Bonjour.

L: Hello./

PC: Hello.

L: I'm Mrs XXX, I have [hef] a room in your hotel. /

\\ PC: Aha.

L: My room number is, err, 3112 (*slip of the tongue; not counted, since not related to BGE*) / and I have [hef] a big problem./

PC: Oh, how can I help you? What is your problem?

L: I, you know, I have today a car, a rent car (*accepted as a zero-derived noun; zero-derivation is recommended as a strategy in BGE*) / ant I drive [-f] with the car ... on a very bad [bet] way / and then is my car broken.

\\ PC: Ok, the car is broken. Ok.

L: Yes. And I can go, can not drive [-f] back [bek] to the hotel. /

PC: Ok. Shall we send someone from the garage to where you are?

L: I have booked the car in your hotel, err,../

PC: Ok, but..

L: But, sorry, now, I have the paper here, sorry, I have the paper here.../ I rent the car from Red [-t] Car. /

PC: Yes, ok. We can call them. Shall we call them and they send somebody to where you are?

L: Yes, ok./

PC: Ok. We will call them and then they call you and then you can explain where you are. Ok?

L: Ok./

PC: Can you give me your phone number?

L: Yes. It's...was heißt denn Null (= *German ,what does ,zero' mean', self-repair follows*)... zero ... 017199658./

PC: Ok, I repeat: 017199658.

L: That's right./

PC: Ok, so, they will call you in a minute.

L: Ok, thank you, bye./

PC: Bye

L: Hello/

PC: Hello, this is rent-a-car. The hotel le Château called us, they say that you are in need of our help.

L: Yes, ok. I have a problem./

\\ PC Yes.

L: Nice to hear you. / The car is [-s] broken. / I can down (*probably the speaker wants to say "don't"*) drive [-f] with the car to the hotel / and please can you...abholen (= German 'pick up')...please can you come to me and bring back [bek] me to the hotel?/

PC: Yes, yes, of course. Where are you now?

L: Just a moment please.../ I drive to Gordes / and I take not, I take a bad way, I think my navi... (*sentence continues*)

PC: Your navigation (*French pronunciation*), navigation system...

L: My navigation say me I should drive right ... on this bad [bet] way and /

\\ PC: On this bad way, yes.

L: So I think I'm between Gordes and Senanque (*wrong pronunciation*), Sen... / can I tell it? /

PC: Spell it?

L: Spell it, yes: S-E-N-I-N-Q-U-E. /

PC: Ah, Sénanque! Ok. Between Gordes and Sénanque.

L: Yes, yes. /

PC: And so this is not the main street that you're on, not the main road, but you are on a side road.

L: Yes, yes./

PC: There are two side-roads. Can you be a little bit more precise? What do you see?

L: I see a big [-k]...er...big [-k] ... I see many (*lexical self-repair, though unnecessary*) Lavendel (= German 'lavender'; *unknown word for learners, but no marking that this is German and no supplement of an explanation*). /

PC: Lavande? (*French word*) Lavender! So, fields of lavender.

L: A big arena. /

PC: A big what?

L: A big ...place...a big...I don't know...err, Lavendel field? /

PC: Yes, a field of lavender. I think I know where you are. Ok.

L: And I look if you come to me / and I will...we can phone, we can phone, if you don't found me, you can phoned me / and then you can, err, can I tell you (*no mistake in standard English, although not recommended in BGE*) the way again. /

PC: Ok, so we will be there in 10 minutes.

L: Ok. /

PC: Goodbye.

L: Ok, thank you very much, bye, see you later!/

Situation #7

Sie sind im tschechischen Marienbad im Hotel Ibis untergebracht, im Zimmer 111. Sie sind im Restaurant gewesen. Als Sie ins Hotel zurückkehren, stellen Sie fest, dass durchs Fenster eingebrochen worden ist. Es wurden die beiden Nachttischlampen des Hotels, Ihre Kleidung aus dem Koffer und Ihr Laptop gestohlen. Sie rufen die Notrufnummer des Hotels, um Hilfe zu bekommen.

PC: Hotel Ibis, prosím.

L: Hello, Mister XXX speaking, who live in room number 111. /

\\ PC: Yes.

L: Err, we were robbed out by a thief./

PC: Oh

L: My laptop's stolen / and something's damaged in our hotel room/

PC: Oh you mean the thieves were in the hotel room....The thieves were...

L: ..in my room. / The window's broken. / Please call the police! /

PC: Oh, ok, I will call the police. Maybe you give me your phone number so that the police and I can call you back!

L: Ok. 07564. /

PC: Ok. Alright, so the police will call you in a minute.

L: Ok, bye. /

L: Hello/

PC: Hello this is the Mariánské Lázně police station. You need help? Do you need help? The Hotel Ibis called us.

L: Yes. / There was a thief on our hotel room. / My laptop is stolen and something is damaged./

PC: What is damaged? Can you tell us a little bit more precisely?

L: Err, the window is damaged, / my laptop is stolen, / some lights are broken.

PC: Ok. Anything else?

L: And my clothes are stolen./

PC: Ok, your clothes are stolen, too. Alright. I need your name.

L: My name is XXX./

PC: Can you spell it for me?

L: X-X-X. //And XXX: X-X-X./

PC: Ok. When's your birthday?

L: On 15 ...September 15, 1981./

PC: Ok. And where are you from originally?

L: I'm from Germany./

PC: Germany. What is the place name?

L: Memmingerberg./

PC: Oh, can you spell that for me?

L: M-E-M-M-E-R-, I repeat it: M-E-M-M-I-N-G-E-R-B-E-R-G. /

PC: Ok, I repeat: M-E-M-M-I-N-G-E-R-B-E-R-G.

L: Ok./

PC: Ok. So, are you in the hotel now?

L: I'm in my, I'm on my room./

PC: Ok, give me the room number again, please.

L: 111./

PC: 111. Yeah, that's easy. Ok. So we will be at the Hotel Ibis in 15 minutes.

L: Ok./

PC: Ok, goodbye.

L: Goodbye./

Situation #8

Sie sind im niederländischen Nijmegen. Sie waren im Restaurant "Marjolijn" und sind danach noch durch einen Park spazieren gegangen. Als Sie in Ihrem Zimmer im Hotel "Europa" ankommen, stellen Sie fest, dass Ihr Schlüsselbund weg ist: daran waren der Schlüssel des Hotelzimmers, der Schlüssel Ihres Mietautos sowie der kleine Schlüssel für

Ihren Koffer. An den Schlüsselbund hatten Sie auch ein gelbes Etikett mit Ihrem Namen angebracht. Sie denken, dass Ihnen der Schlüssel aus der Jacke gefallen ist, als Sie diese im Restaurant am Fenstertisch über den Stuhl gehängt haben. Sie rufen im Restaurant an.

PC: Hotel Marjolijn, kan ik help u?

L: Hello, that's Mister XXX speaking / and I have [hef~hæf] a question. / I was [-s] in your restaurant / and I think I lost my keys.../

PC: Your keys, ok.

L: ..on a chair./

PC: Ok, and do you remember what your table was? What the number of the table was?

L: Not the number, but...I don't know the number, / but the table was near the window./

PC: Ok, let me check, hold on, stay there and I will see whether I find the key!

PC: Sir, are you listening?

L: Yes, here./

PC: Ok. Unfortunately, I'm sorry there is no key, I couldn't find any key, but maybe you call the lost property office. When people find something, then they bring it to the lost property office.

L: Ok. Yes./

PC: So I give you the number. Do you have a pen?

L: Yes./

PC: So that you can write down the number. Ok, so the number is 02457971363.

L: Ok. / (*notes down correct number*)

PC: Ok, So you call the lost property office and maybe there you can get help. Goodbye.

L: Bye, thank you!

PC: Bureau gevonden voorwerpen Nijmegen, kan ik help u?

L: That's XXX speaking. / I have a question./

\\ PC: Yes.

L: I lost my keys ... in a restaurant... /

\\ PC: Yes.

L: ...but the waiter say didn't found it./

PC: ...didn't find it, mh.

L: ...find it. Now I have a question: / Have someone get you a key, the keys?/

PC: Ok, when did you lose your keys?

L: Today!./

PC: Today, ok. Let me check my box. Yes, actually we have three keys. Can you describe a little bit how it looks like?

L: Yes, I had a yellow, err, Etikett (= *German 'label'*)?/

PC: "Etikett" - what do you mean by that?

L: A yellow ... sheet?/

PC: Ah, a yellow label?

L: Yes, yes, a yellow label. /But there's one small key.../

PC: Yeah, I think I got it. To check whether you are really the owner of the key, there is a word written on that yellow label; do you know what word it is?

L: Err, my name?/

PC: So, what is your name again?

L: XXX./

PC: Yes, ok. So we got your key. So please come and see us. Either you come today, we are still open for one hour. Or you come tomorrow morning at 8 o'clock.

L: Ok/

PC: Ok, goodbye.

L: Bye./

Situation #9

Sie sind im polnischen Krakau (Kraków) im Hotel "Dworzec Główny" im Zimmer 318 untergebracht. Sie sind mit Ihrem Auto auf einer abseits der Autobahn gelegenen Landstraße östlich von Krakau in Richtung Rzeszów unterwegs. Sie fahren eine Pappelallee entlang. Plötzlich bleibt Ihr Mietwagen stehen. Sie merken, dass der Tank leer ist. Da Sie sonst keine andere Nummer kennen und auch sonst niemand vorbeikommt, rufen Sie in ihrem Hotel an, um dort Hilfe zu erhalten. Sie möchten bitten, dass jemand vorbeikommt und Ihnen ein paar Liter Superbenzin beifrei vorbeibringt.

PC: Hotel Dworzec Główny, słucham

L: Hello, here's Mister XXX from room number 318./

PC: Yes?

L: I have a problem with my car./

PC: Ok.

L: The tank is empty (= from German Der Tank ist leer 'The fuel tank is empty' for I have run out of gas. Grammatically possible in English, therefore no mistake; however, the phrase is unidiomatic and tank is not part of the BGE lexis).

PC: Tank?

L: I have no more gasoline./

PC: Ok, I understand.

L: Gasoline, it's...I'm not on the main...I'm not on the...on the highway, I'm on a... plainly road.../

PC: Plainly road? What does it mean? I don't understand, sorry. So, I understand you're not on the highway. Is that right?

L: I'm not on the highway. Yes, that's right./

PC: But on a smaller side-road?

L: On a smaller side-road, yes./

PC: Ok.

L: East of Krakau. /

PC: Ok.

L: ...and I drove to Rzeszów (wrong pronunciation: [tsetso], not a BGE problem)./

PC: [tsetso]...I don't know.

L: I spell it: / It's R-Z-E-S-Z-O-W./

PC: Ah, Rzeszów! Ok. Yes.

L: And I'm on an alley with big trees.../

PC: Aha, an alley...so, a very small road?

L: It's a road with on the right and on the left side, there are trees./

PC: Oh, an avenue, yeah?

L: An avenue, ok./

PC: Ok. I understand, I understand and you want help now.

L: Yes./

PC: Shall we send someone from the garage or how can we help you?

L: I just need a few litres, err, gasoline./

PC: Ok.

L: Maybe somebody from the hotel can come or from the garage./

PC: Yes, ok. We could do that. What kind of gasoline do you need?

L: Oh, it's, err, I don't know if it's the right word. It's super? *(not a mistake here, as L explicitly raises awareness that this might be the wrong word)*

PC: Super...

L: Super, or it's... *(mistake here, because L doesn't find a strategy himself)*

PC: No, we got 95 and 91.

L: 95./

PC: 95, ok. So, yes, I think that we can be there in 30 minutes. Unfortunately, since Cracow is a larger city, it will take some time...

L: That's no problem./

PC: Ok, but give me, if we don't find you, maybe give me your phone number.

L: Yes, of course. / It's 001751640049./

PC: Ok. What was your name again?

L: XXX. /

PC: XXX, so that's X-...

L: X-X-X./

PC: Ok, Mister XXX, we'll be there in half an hour.

L: Thank you very much./

PC: Goodbye.

L: Goodbye./

Situation #10

Sie sind in Florenz im Hotel "Tre Corone" im Zimmer 217 untergebracht. Sie kommen abends vom Restaurant zurück. Die Rezeption ist nicht mehr besetzt. Man kann den Haupteingang mit dem Schlüssel oder über eine PIN öffnen. Da sich der Schlüssel nicht drehen lässt, holen Sie den Zettel aus dem Portemonnaie, den man Ihnen beim Check-in am Mittwoch gegeben hat. Darauf ist die PIN 478310 angegeben. Sie geben die Nummer zweimal ein, aber auch damit lässt sich die Tür nicht öffnen. Sie rufen die Notfallnummer an, die auf dem Zettel angegeben ist.

(L is a slow speaker, while PC is very energetic).

PC: Hotel Tre Corona, buonasera.

L: Hello, XXX here are speaking. / I live in your hotel on room 2-1-7 [zevn]./

PC: Yes.

L: ...and I come back from the restaurant.../

PC: When did you come back from the restaurant?

L: Now, in this moment./

PC: Ok.

L: And the door is closed./ I have one key.../

PC: Exactly, you put in the key and the key normally opens the door. The key opens the door;

L: No./

PC: Not only your hotel room, but also the front door.

L: Yes, but the key don't..., don't open the door / and the...and the...

PC: Ah, yes, there is the number. Normally the hotel gives you the number, when you check in. Put in the number, it's the PIN-number and then your hotel door is open.

L: Yes, my PIN is 478310 [s-]. / I test it second / and the door...

PC: What do you mean "you test it second"?

L: I test the PIN-number on the board.../

PC: Yes.

L: ... and the door don't open./

PC: Ah, it still doesn't open?

L: Yes./

PC: I have to check. When did you get the number? When did you check in in the hotel?

L: L....(long pause)/

PC: Hello?

L: ...on..., yes, I was come on Wednesday [-s-]./

PC: Ah, on Wednesday. Ah, there is a new number. Every Thursday, there is a new number.

L: Yes./

PC: So I must give you the new number.

L: Ok.

PC: Ok, it is 507318.

L: Ok./

PC: Do you have it?

L: Yes, 5 [-f] 0 [s-] 7 3 1 8./

PC: Exactly. Ok. And then it should open.

L: Yes, ok. Arrivederci. /

PC: Bye.

Situation #11

Sie sind in Aix-en-Provence im Hotel "Le troubadour" im Zimmer 27 untergebracht. Sie kommen abends vom Restaurant zurück. Als Sie im Zimmer sind, merken Sie, dass Sie eine Tasche im Auto haben liegen lassen. Sie wollen diese noch holen. Als Sie auf dem Gang sind, merken Sie, dass Sie den Schlüssel im Hotelzimmer haben liegen lassen und sich ausgesperrt haben. Sie gehen zur Rezeption. Diese ist aber nicht mehr besetzt. Neben der Rezeption hängt folgendes Schild:

Le troubadour: +33 (0)4.10.12.35.37

+33 (0)6.33.46.57.84

Mistral: +33 (0)4.11.35.88.88

+33 (0)6.73.96.27.11

+33 (0)6.74.95.22.01 (hors temps d'ouv.)

Nachdem bei der ersten Nummer nur ein Anrufbeantworter angeht, legen Sie auf und wählen die zweite Nummer.

PC: Hôtel Le Troubadour, bonsoir.

L : Hello./

\\ PC: Yes?

L : My name is XXX. / I am the guest, a guest of the hotel Le Troubadour. / I live [-f] in room 27./

\\ PC: Yes.

L: And I have a problem./

\\ PC: Yes.

L: On the reception, there is [-s] nobody and then I call your number. /

PC: Yes, yes. What do you need?

L: I have [-f] my key from the door to my room in my room / and I closed the door. / And I need my bag in the room./

PC: Oh, yes, that's a big problem. Unfortunately, I'm not close to the hotel right now, but you need to call my colleague from the hotel Mistral.

L: Ok./

PC: Yes. And I don't know, do you see, there is a sign next to the reception and there are telephone numbers on that sign.

L: Yes./
 PC: Exactly.
 L: I see./
 PC: And there are also the numbers of the hotel Mistral.
 L: Yes./
 PC: And you have to phone the mobile number of the hotel Mistral.
 L: Which is the mobile number?/
 PC: The mobile numbers in France, they start with 06.
 L: 06. / But there are two numbers with 06./
 PC: Ah. Can you read out the numbers, maybe then I will remember the number?
 L: Yes, the first number is 0673962711./
 PC: Aha.
 L: And the second number is 0674952201./
 PC: I'm not sure. Is there any more information on that sign?
 L: There is a information, but I don't speak France. /
 PC: Yes.
 L: I can spell it!/
 PC: Yes, try to spell it.
 L: The first word:/
 \\ PC: Yes.
 L: H-O-R-S /
 PC: Yes.
 L: The second word: /T-E-M-P-S.../
 PC: Ah, it's "hors temps d'ouverture". It means 'if it's not open', then it is this number. When you have these words,...
 \\ L: Yes?
 PC: ...you should call this number with these words and then you should get my colleague at the other end of the line.
 L: Ok./
 PC: Ok.
 L: Thank you./
 PC: Goodbye.
 L: Thank you very much! Bye./

PC: Hôtel Mistral, bonsoir.
 L : Hello? /
 PC: Yes.
 L : I'm a guest of the hotel Le Troubadour in room 27./
 PC: This is the hotel Mistral!
 L: Yes, but your colleague from the hotel Le Troubadour said to me I have to call to you, because I have a problem./
 PC: Aha. What is your problem?
 L: Can you help me? / I live in room 27 / and I have the key for this room in the room / and I am outside [-t] of the room./
 PC: Ah, you're locked out.
 L: Yes./
 PC: Ok. But why can't my colleague come? I don't understand.
 L: I don't know. / He said to me I have to call to you./
 PC: Ah, it's always the same with him. He's so lazy, he's always lazy, always lazy...
 L: Ok, but that's not my problem!/

PC: Err, yes, ok, I can come, but it will take 15 minutes.

L: Ok, thank you very much! / I will wait for you. /

PC: Ok, goodbye.

L: Goodbye./

Situation #12

Sie sind im ungarischen Pécs im Hotel "Puszta" untergebracht. Sie gehen abends noch kurz auf

einen Spaziergang. Plötzlich merken Sie, dass Sie nicht mehr wissen, wo Sie sich eigentlich befinden. Irgendwo müssen Sie falsch abgebogen sein. Es ist schon dunkel. Sie sind in einer furchterregenden Gegend mit schmalen Gassen, mit alten, verfallenen Häusern. Die meisten Häuser scheinen leer zu sein. Dort, wo Licht brennt, wagen Sie nicht zu klingeln. Straßenschilder scheint es hier nicht zu geben. Vage können Sie am Ende der Gasse ein großes schweres Eisentor sehen. Im Augenblick befinden Sie sich neben einer kleinen Säule auf der eine Madonna-Figur steht. Auf dem Haus gegenüber befindet sich über der Tür ein Schild mit der Aufschrift "könyvesbolt" und an der Tür ein Schild mit der Aufschrift "zárva". Da Sie sonst keine andere Nummer kennen und auch sonst niemand vorbeikommt, rufen Sie in ihrem Hotel an, um dort Hilfe zu erhalten.

PC: Hotel Puszta, tessék.

L: Hello, here speak Mrs XXX./

\\ PC: Yes.

L: I live in your hotel./

\\ PC: Yes

L: And I walk, I walk ... around the hotel / and then... it was [-s] very dark.../

PC: You mean you are now on a walk?

L: Yes, yes. / And, err, I have to go back, / I don't found the way back [bek] to the hotel./

PC: You don't find the way back?

L: Find the way. I don't find the way back [bek] (*mistake repeated, counted only once*) to the hotel / and...

PC: Which street are you in?

L: Please, I don't understand./

PC: On which street are you right now?

L: Err, it's very dark, / I...It's now ... name on the street./

PC: What? Yes, what is the name of the street you're in?

L: Yes, it is now Schild (= *German 'sign'; self-repair follows*)... Here isn't a name. I don't see a name.

PC: You don't see a sign?

L: A sign./

PC: Hm. Do you see...any sign at all?

L: There are some [z-] houses, / but...

\\ PC: Yes?

L: I think in this houses don't live people / and, err, only in one house is, err, light, / but this house is, err, bad [-t] / and I don't like to go to this house.

PC: Ok. But I need some, I mean I would be glad to help you, but I need some more indications of where you are. So, can you describe the houses a little bit?

L: On the end, on the end of the street is a big [-k] door.../ and...

PC: A door?

L: A big [-k] door. (*mistake repeated, counted only once*)/

PC: A door...
 L: A garden door!/
 PC: A garden door. Ok.
 L: And then I can see, err, then I can see...a saint?/
 PC: A what?
 L: I must think about the right word...I don't know: it's a Madonna. It's a...Madonna. /
 PC: A Madonna, ok, I understand.
 L: And err, on the house...
 \\ PC: Yes?
 L: ...of the other side is a label?/
 \\ PC: Aha.
 L: With, err I can't..., ah I spell it.
 PC: Ok.
 L: It's G [tʃ-]. *(no lexical mistake, since self-repair follows, but phonetic mistake)* /
 PC: G?
 L: K...
 \\ PC: K
 L: ...O-N-Y-E-V-E-S-B-O-L-T. /
 PC: Ah, könyevésbolt.
 \\ L: Yes.
 PC: Ok, this means 'bookstore'. Ok, so you're between a bookstore and this Madonna-monument.
 L: On the other door is, err, I will spell, too. /
 PC: Yes.
 L: It is Z-A-R-V-A./
 PC: That's "zárva". It just means 'closed'.
 L: Ah, ok. /
 PC: But I think I already know where you are.
 L: Can you help me?/
 PC: Yes, I can be there if you like in 20 minutes.
 L: Ok./
 PC: And I will pick you up, I will, or no, I have a better idea. You stay there, exactly where you are.
 L: Yes./
 PC: And I will call a taxi.
 L: Oh yes./
 PC: A taxi will come and take you back to the hotel.
 L: Oh, that's a good idea!/
 PC: Ok.
 L: Thank you very much!/
 PC: Bye.

Situation #13

Sie wohnen mit einem Bekannten in der französischen Kleinstadt Cotignac im Hotel "Allègre". Sie sind im Zimmer 112 untergebracht, ihr Bekannter in Zimmer 113. Mit dem Bus sind Sie zu einem kleinen Wasserfall ca. 5 km nördlich der Stadt gefahren, um dort Picknick zu machen. Sie haben sich vorher am Markt noch ein Picknick zusammengestellt, etwas Brot, Käse, Wurst, eine Flasche Wasser und ein Körbchen mit verschiedenen Nougatsorten. Sie machen es sich bequem und genießen das Picknick. Plötzlich bekommt Ihr Bekannter eine Art Kreislaufschock. Da er eine Erdnussallergie hat, vermuten Sie, dass in einem Nougatstück.

Erdnüsse gewesen sind. Er sagt, dass seine Allergie-Pillen zusammen mit anderen *Medikamenten* auf seinem *Nachttisch* liegen. Der Name der Pillen beginnt mit Kolloid-, an den Rest kann er sich augenblicklich nicht erinnern. Sie rufen im Hotel an, um zu bitten, dass jemand schnellstmöglich die Pillen bringt oder einen Krankenwagen ruft.

PC: Hôtel Allègre, allô?

L: Hello, here is speaking Miss XXX./

\\ PC: Yes.

L: I live [-f] in your room 112?/

\\ PC: Yes.

L: And that's an emergency./

PC: Oh!

L: I need the ambulance./

PC: Ok

L: We are...we are on a little waterfall, five kilometres ... north of the city.../

PC: Ok.

L: And...

PC: Ok, do you want me to call the ambulance and the ambulance can call you?

L: Yes. My friend...yes! The room ...my telephone number is... (*sentence continues*)

PC: Yes?

L: 104439./

PC: 104439. Is that it?

L: Yes, ok./

PC: Ok. The ambulance will call you in a minute.

L: Ok./

L: Hello, XXX.

PC: Bonjour, vous avez besoin de notre aide?

L : Please, do you can speak English, / I don't understand./

PC: Ah, yes. The hotel Allègre called us and they say you need help?

L: Yes./

PC. Ok. What happened?

L: My friend has a shock of the blues [blu:s]/

PC: Of the what?

L: Shock of the body / ... and cannot speak. /

PC: Yes, what happened?

L: We was eaten sausages ... bread ... cheese, a little water and ... sweet...and different sweets./

PC: Ok. And now he has a shock. So, can it be that he has an...

L: Yes, he has an allergy [-tʃi]./

PC: What kind of allergy, do you know?

L: He has an allergy for peanuts./

PC: Ah, for peanuts, ok.

L: And his medicaments are on the table behind his bed [-t]./

PC: So, why don't you take the pills?

L: He had forgotten it./

PC: Yes, but where are you now?

L: _____/

PC: Where are you?

L: In the room number 112 in the hotel Allergy. (Allergy not counted as a mistake, since not a BGE problem, but a slip of the tongue)/

PC: Hotel Allègre, ok. But I don't exactly understand now what your problem is. Just take the pills?

L: Yes. For the allergy?/

PC: Yes!

L: The pills [-s] are in the, in our hotel room./

PC: But I thought you are in the hotel room?!

L: No, we was [-s] near a little waterfall five kilometres north the city./

PC: Ah, you are not in Cotignac now?

L:/

PC: Hello?

L: I don't understand you. / Please can you say ... /

PC: Yes. Are you saying that you are not in Cotignac?

L: No, we are five kilometres north the city Cognac (*not counted as a mistake, since not a BGE problem, but a slip of the tongue*)./

PC: Ok.

L: ..on a little waterfall./

PC: Ok, I think I know where you are. Just see that your friend stays warm. Do you have some sort of jacket or so that you can put around his body?

L: Yes, we have ... we have a jacket and.../

PC: Ok, then just put the jacket around him and see that he's seated. Seated, yes?!

L: Ok./

PC: And then we will be there in ten minutes.

L: Ok, thank you./

Situation #14

Sie sind im spanischen Alicante im Hotel "Europa" im Zimmer 13 untergebracht. Sie sind südlich des Stadtzentrums zu Fuß unterwegs. Sie gehen in eine kleine Metzgerei in der Nähe eines mit Blumen umrandeten Kriegerdenkmals. Die Metzgerei bietet verschiedene Fleisch- und Wurstsorten. In der Mitte befindet sich die Theke. Am vorderen Ende ist die Kasse, an den Seiten hängen von der Decke riesige Stränge an Würsten herunter. Am hinteren Ende sind verschiedene Fleischsorten ausgelegt. Sie nehmen ein paar angenehm riechende geräucherte Würste. Der Besitzer spricht zwar kein Englisch, doch er schreibt den Preis auf einen Zettel. Sie bezahlen und gehen hinaus. Sie packen die Wurstwaren in Ihre Tasche. Da kommt der Besitzer herausgerannt, spricht Sie laut an und zerzt Sie wieder in den Laden hinein. Wild gestikulierend deutet er auf einige Wurstwaren und schreit Sie an. Das einzige Wort, das Sie verstehen, ist "Gangster!". Als ein Polizist draußen vorbeigeht, ruft der Metzger ihn herein. Auch der Polizist spricht kein Englisch und Sie verstehen ihn nicht. Sie werden in ein Nebenzimmer gebracht und dort eingesperrt. Da Sie sonst keine andere Nummer kennen, rufen Sie in ihrem Hotel an, um dort Hilfe zu erbitten.

PC: Hotel Europa, dígame.

L: Hello, here is Miss XXX./

\\ PC: Si.

L: I'm a guest of your hotel./

\\ PC: Yes.

L: In room number 13./

\\ PC: Yes.

L: I have very big problem./

PC: Oh!

L: I, err, was [-s] in a, oh Gott Metzgerei (= *German 'oh my God, butcher's shop', self-repair follows*), err, in a store where I can buy sausages./

PC: Yes, a butcher?

L: In a butcher, yes, thank you very much./

PC: In a butchery.

L: And I bought sausages./

\\ PC: Yes.

L: And the butcher don't speak English [-ŋ-] or German or another language ... / and he gave me the price on a paper / and I bought / and left the butcher./

\\ PC: Yes?

L: I walked down the street / and then the butcher run (*could be a historic present, allowed in BGE*) out of his store...

\\ PC: Yes.

L: ...and cries (*could be a historic present, allowed in BGE*) "Gangster" and take (*could be a historic present, allowed in BGE*) me back [bek] to his store.

\\ PC: Oh!

L: A policeman came over / and the butcher, err, said [set] (*self-repair follows*), ..., yes and the butcher said to the policeman 'Please come in, I have a gangster!'/

\\ PC: Ah!

L: And then the policeman arrested me./

PC: So you're now at the police station?

L: And nobody speaks English [-ŋ-] or German [tʃ-] and I don't speak Spanish./

PC: Ok, so you're now at the police station of Alicante?

L: What? (*not counted as a pragmatic mistake, as it must be clear for the interlocutor that this is an emotional emergency situation*) /

PC: Are you now at the police station of Alicante?

L: No, no, I, in a room, by the butcher./

PC: Ah, you are still there in the shop?

L: Yes, yes. I still, err, in the, err, sausage store./

PC: Ok. And what does the police officer...so you don't understand what the police officer wants?

L: No, no. / Because the police officer and the butcher don't speak English [-ŋ-] and I don't speak Spanish./

PC: Ok. What can we do...Maybe my colleague can come to your place and he can try to talk to the policeman. But did you do anything wrong?

L: No. I bought the sausage ... and I paid for it! /

PC: So, you don't know what they want?

L: Yes. I don't know! /

PC: Ok, yes, I will come to the butcher. Because there are several butchers in Alicante, can you be a bit more precise? Do you know the name of the butcher?

L: No, I don't know the name, but it is... /

PC: Can you go outside and have a look at the sign?

L: No, I can't go outside. / I take a look out of the window; / I see a mion...mon...monument? /

PC: A monument! Ok, what kind of monument?

L: A war monument. /

PC: Ah!

L: With, with flowers ... around it. /

PC: Ok. Are you rather... in the city centre?

L: In the south of the... /

PC: Ok. I know what kind of monument it is. I can be there, but it will take 20 minutes.

L: Ok. I will wait for you./

PC: Ok, but also tell the policeman that I will come from the hotel Alicante, so you simply say 'Hotel Alicante, Hotel Alicante' and I think then he will wait.

L: Ok, thank you very much!/
PC: Goodbye.

L: Bye./

Appendix 10: Results of the Oral Performance (Course 2), Tables

Situation #5

L

Sentences	41			
Successful	24 (= 58.5%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
17 (= 41.5%)	11	6	5	0

Situation #7

L

Sentences	30			
Successful	30 (= 100.0%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
0 (0.0%)	0	0	0	0

Situation #8

L

Sentences	27			
Successful	20 (= 74.1%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
7 (= 25.9%)	2	2	3	0

Situation #9

L

Sentences	29			
Successful	26 (= 89.7%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
3 (= 10.3%)	0	0	3	0

Situation #10

L

Sentences	20			
Successful	11 (= 55.0%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
9 (= 45.0%)	5	6	0	1

Situation #11

L

Sentences	41			
Successful	35 (= 85.4%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
6 (= 14.7%)	3	3	1	1

Situation #12

L

Sentences	37			
Successful	27 (= 73.0%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
10 (= 27.0%)	8	2	2	0

Situation #13

L

Sentences	33			
Successful	20 (= 60.6%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
13 (= 39.4%)	6	4	2	2

Situation #14

L

Sentences	36			
Successful	28 (= 77.8%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
8 (= 22.2%)	8	1	1	0

Total Results

L

Sentences	294			
Successful	221 (= 75.2%)			
Unsuccessful sent.	Sent. including a pronunciation m.	Sent. incl. a grammar m.	Sent. incl. a vocabulary m.	Sent. incl. a pragmatic m.
73 (= 24.8%)	43	24	17	4

Appendix 11: Individual Comparison Course 1 — Course 2

Learner A1

Item	Course	Total instances	in %	Successful forms	in %	Unsuccessful forms	in %
auslautv.	1	8	100.0	8	100.0	0	0.0
auslautv.	2	57	100.0	50	87.7	7	12.3
/æ:/:e/	1	6	100.0	6	100.0	0	0.0
/æ:/:e/	2	62	100.0	62	100.0	0	0.0
/dʒ/	1	4	100.0	4	100.0	0	0.0
/dʒ/	2	7	100.0	6	85.7	1	14.3

Learner A2

Item	Course	Total instances	in %	Successful forms	in %	Unsuccessful forms	in %
auslautv.	1	17	100.0	16	94.1	1	5.9
auslautv.	2	15	100.0	13	86.7	2	13.3
/æ:/:e/	1	10	100.0	10	100.0	0	0.0
/æ:/:e/	2	9	100.0	8	88.9	1	11.1

/dʒ/ (vs. /tʃ/) cannot be compared, since it does not occur in Course 2
(Course 1: overall incidence: 7; successful: 100%)

Learner C1

Item	Course	Total instances	in %	Successful forms	in %	Unsuccessful forms	in %
auslautv.	1	18	100.0	14	77.8	4	22.2
auslautv.	2	83	100.0	67	80.7	16	19.3
/æ:/:e/	1	19	100.0	16	84.2	3	15.8
/æ:/:e/	2	99	100.0	91	91.9	8	8.1

/dʒ/ (vs. /tʃ/) cannot be compared, since it does not occur in Course 1
(Course 2: overall incidence: 2; successful: 50%)