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1. Introduction

The subject of the present master thesis dates back to a spontaneous conversation with a native speaker of English living in Vienna sharing his individual situation of learning German in Austria in 2009. The fact that the strong wish to learn and practise German in this particular case was perceived as being threatened by the environment's willingness to speak English, seemed to represent a very complex and multilayered issue definitely of interest to a linguist.

Ortega's metaphor comparing a chameleon whose colour is directly defined by the colour of its environment with a language learner, whose language acquisition process strongly depends on his or her environment, provides a powerful imagery for understanding the phenomenon under investigation.

[...] additional language learning is not only shaped by the social context in which it happens; it is bound inextricably to such context. The metaphor of the chameleon is helpful in appreciating the full importance of this point (Ortega 2009: 217).

Writing a master thesis offered the opportunity to discover whether this very learner of German was an individual case or whether a pattern of similarities weaving through the stories of other native speakers of English living in a non-English speaking country could be recognised. It provided the opportunity to understand Ortega's chameleon metaphor in the context of English reaching the status of a lingua franca worldwide and affecting certain crucial aspects of second language acquisition for native speakers of English abroad.

This thesis on cross-cultural communication between the native speaker of English and the linguistic community of his or her adopted country and on aspects of second language acquisition intrinsic to this situation takes the form of an empirical study of interviews with eight native speakers of English resident in Austria and three native speakers of English who used to live in a non-English speaking country for more than four years before returning to their home country.

It attempts to unveil inherent mechanisms of and tensions resulting from the phenomenon under investigation, to analyse it using the tools of modern linguistic theories and methodology and to find effective and realistic solutions to the problems identified.

This thesis consists of four major chapters. Chapter 1 presents the research questions and the aims of the study.

Chapter 2 examines the need to investigate the subject in depth and discusses theoretical background of the research.

Chapter 3 devoted to the empirical study outlines the methodology and conceptual foundations of the research, provides information on the sample size, methods used and theories applied and discussed as well as limitations and the focus of the study. It further introduces definitions of the key terminology used in this thesis. The chapter contains an in-depth analysis of the ratio of German and English spoken by the interview participants on a daily basis in different spheres of their lives and a discussion of German-English code-switching which English native speakers regularly face in conversations with speakers of German from the viewpoint of the politeness theory and the communication accommodation theory.

Chapter 4 gives a summary of the research results and draws attention to the need for clear strategies to address the problems detected. This part concludes by presenting a list of strategies that can be applied by native or very proficient speakers of English who aspire to learn a language in a new country. Thereby this thesis offers language learners as well as language teachers a list of solutions to successfully address critical issues in the context of L2 acquisition of native speakers of English abroad.

1.1. Research questions, aims of the study and limitations

The aim of the research was to define the major situation-specific patterns of communication between native speakers of English resident in Austria and other residents of the country, in order to single out potential problems and to find solutions to these problems. This focus is reflected in the structure of the interviews, which, paired with relevant linguistic theories, aspire to verify the assumptions given below and to answer the following specific research questions:

- Can it be safely stated that immersion into German takes place in Austria for native speakers of English?
- Do people in Austria tend to speak English with native speakers of English?
- Do people in Austria switch into English when talking to native speakers of English who also know German? If so, how do native speakers of English deal with switching and how do they feel about it?
- What aspects of language acquisition, if any, are affected by the situation?
- What are the reasons for the observed behaviour of the German-speaking environment and what are its possible consequences for the native speaker of English?
- What can be done by native speakers of English who feel the need to change the communication pattern and to improve their language learning situation?
- Can it be assumed that the situation is specific to Austria, or is there evidence that the aspects of second language acquisition dealt with in this study have a more global extent?

Since the thesis, as already mentioned, aspires to stretch beyond the boundaries of a purely observational and descriptive account and attempts to offer a list of strategies native speakers of English (and language learners in general) can apply to address the task of learning foreign language in a host country more effectively, the following aims were defined:

- to receive a clear picture of language socialization of native speakers of English in Austria;
- to single out aspects that are characteristic for language socialization of native speakers of English in Austria;
- to analyse these aspects from the viewpoint of relevant linguistic theories and to define the preconditions and the consequences of the key-aspects detected;

- to offer a list of strategies to facilitate the language acquisition process in the situation under investigation.

Since the study was carried out under natural constraints of place and time, the main limitation of the research needs to be mentioned. The fact that the prevailing part of experience of group 1 participants pertains to Vienna i.e. an urban area with developed tourism where the phenomenon studied is manifested stronger than in, for instance, rural areas with no tourism, imposes a certain limitation to this research. However, it also allows for a description of the prototypical case of urban second language socialisation for native speakers of English. Comparison of language socialization of native speakers of English in urban and rural areas is therefore a potential sphere for future research.

1.2. Terminology

This section provides the definition of the key concepts used on the subsequent pages.

Native speaker

A person who acquires a language as his or her first language in the childhood, and continues to use this language as his or her dominant language, is considered to be a native speaker of this language (see Davies 2003: 210-211).

Language socialization

“The process by which novices or newcomers in a community or culture gain communicative competence, membership, and legitimacy in the group. It is a process that is mediated by language and whose goal is the mastery of linguistic conventions, pragmatics, the adoption of appropriate identities, stances (e.g. epistemic or empathetic) or ideologies, and other behaviours associated with the target group and its normative practices” (Duff 2007: 310).

Target language

For the purpose of the present thesis: language of the host country.

Miscommunication

“[A] label for a particular kind of misunderstanding, one that is unintended yet is recognized as a problem by one or more of the persons involved. It can but does not necessarily lead to dissatisfaction or a breakdown of interaction” (Banks, Ge and Baker 1991: 106)

Accommodation

Act of adjusting one’s language aspects such as the language code, tempo, articulation to the relevant language features of the interlocutor (see Giles, Coupland & Coupland 2010).

Code-switching

Switching from one language code to another within the same conversation (see Macaro 2006).

English as a lingua franca, English as a global language

English as a wide-spread common vehicle of communication across different cultures.

Learning strategy

“[T]he means to achieving the goal of linguistic competence, the plan or method” (Grenfell & Harris 1999: 36).

Zone of proximal development

The difference between the level of a language learner’s performance on his or her own, and the learner’s performance with help of a more proficient speaker of the learner’s target language. What the language learner can do now with help, he or she will be able to do on his or her own next (see Vygotsky 1978: 86).

2. Theoretical background and an overview of status of English in Austria

The title of this thesis “Aspects of language socialization of native speakers of English in Austria” already indicates that more than one area of linguistics is addressed in the present work: second language acquisition and cross-cultural communication are the two spheres of research involved which become evident at the very outset.

The three major theoretical frameworks applied in this research to the interview data are the Theory of Politeness, the Theory of Code-switching and CAT – the Communication Accommodation Theory.

The Politeness Theory, first defined by Penelope Brown and Stephen Levinson (2002 [1978]), echoed in politeness maxims defined by Geoffrey Leech (1983), and discussed by such contemporary linguists as Žegarac (2011) and Spencer-Oatey (2011), is a theory of human cooperation with the central concept of mutual face saving and face enhancement.

The Theory of Code-switching deals with the speaker’s use of more than one language in one and the same conversation. This thesis views the concept of code-switching as defined by Macaro (2006) (see 1.2 Terminology) and compares it with the type of code-switching reported by the interview participants.

The Communication Accommodation Theory, introduced by Howard Giles, aspires to explain the reasons behind speakers’ accommodative acts and acts of linguistic divergence, aimed at minimizing or enhancing social distance between the speakers (Coupland, Giles & Wiemann 1991), (Giles, Coupland & Coupland 2010).

These theories interconnect to form the focus of the present study, its subject constituting a stable and rather modern phenomenon in second language acquisition of English native speakers abroad.

2.1. Theoretical background

It needs to be emphasised from the very beginning of this chapter that the search for literature on the subject did not yield any previous works dedicated to second language socialisation of native speakers of English abroad: neither for Austria, nor for any other country. A number of indirectly related studies tangentially touching the issue but never putting their focus on the domain per se were detected and used instead. These studies provide a net of scientific works where the present thesis finds its place. In a way this thesis continues to explore what these works have already discovered but what has remained on the periphery, and calls for a theory-integrative and transdisciplinary approach.

Although various consequences and aspects of **English as having reached the status of lingua franca** have been discussed in linguistic literature, such as linguistic imperialism (e.g. Phillipson 1997) or the resulting need for protection of other languages from losing their domains such as academia where English is the language offering the best access to the broad audience (e.g. Ferguson 2007), not much research appears to have been carried out on changes affecting the native speaker of English. This study broadens the stage and offers an insight behind the curtains: it shows the impact of the current status of English on those who speak it as their mother tongue and live in a non-English speaking country. This new dimension allows for an individual approach and gives an account of changes the modern world faces at times of high academic, business and general mobility and of English as the language of international communication.

Literature on the native speaker represents a distinct sphere of ELT; especially the discussion of native speaker teachers versus non-native speaker teachers (Cook 1999, Claypole 2010) is one of the most heated in the field. It is clear that the present work contributes to the overall picture of the native speaker of English: presenting individual stories that reveal certain situation-specific patterns and outline problematic issues that native speakers of English can face in Austria, and, probably, as the research suggests, in other non-English speaking countries too. The thesis views the native speaker of English as a language learner and further takes a clear stance as far as the discussion on native speaker teachers is concerned and provides data corroborating its position in Section 3.3.1.2.

The area of cross-cultural communication is another sub-field of linguistics that is relevant to the present study. The analysis in Chapter 3 shows that the data collected provides various possibilities of application for approaches of this domain, such as politeness theory,

communication accommodation theory and research on miscommunication. It shows the specific aspects of cross-cultural communication in this particular case and aspires to answer the question of how to effectively handle situations that have the potential of conflict of interlocutors' interests.

Since the questions of the study primarily pertain to the domain of **second language acquisition of adults**, it is worth considering the approaches of this multilayered area of linguistics in more detail with regard to their relevance for the present linguistic project. The short overview provided below is a succinct account of the theoretical systems in second language acquisition together with considerations on the applicability of the respective approaches for the purposes of the present work.

The field of second language acquisition involves several major theoretical systems: cognitivism, the sociocultural approach, the complexity theory, the identity approach, the language socialization approach, the conversation-analytic approach and the socio-cognitive approach, most of them offering a vast array of tools and perspectives for the benefit of the present research.

While cognitivism views second language acquisition in terms of information - code processing by the human brain (see Atkinson 2011: 3-5), it does not consider the environment and its influence on the language learning process in such detail as it is necessary for the purposes of the present study.

The sociocultural theory revolves around the concept of mediation, or regulation of mental and communicative activities by language learners (see Lantolf 2011: 24-29). Its notion of zone of proximal development is of absolute relevance for the present research question and will be discussed further in Section 3.4.4.

The young complexity theory understands second language acquisition processes as “complex, situated, and likely multivariate” (Larsen-Freeman 2011: 49) and analyses both - the learners' individual properties and their environment and circumstances, and therefore lends itself perfectly for examining interactions of native speakers of English and their new environments. This approach allows for grasping the phenomenon in its complexity.

The identity approach focuses on the language learners' “sense of self in relation to the larger social world” (Norton & McKinney 2011: 73) and is therefore applicable for the consideration of the relations and identities which emerge and are negotiated in interactions between the

native speaker of English and the host environment. This approach finds its reflection in Section 3.4.3. where the discussion on the learner's identity is introduced.

Language socialization theory is, in its turn, a perfect point of departure for understanding the bi-directional character of the process discussed on the foregoing pages. It views learners as “*agents* who may contest or transform as well as accommodate practices others attempt to induct them into [...]. Furthermore, learners socialize caregivers, teachers, and other “experts” into *their* identities and practices” (Duff & Talmy 2011: 97). This aspect is one of the key issues under investigation and, together with theories on cross-cultural communication, makes it possible to provide an explanation of the inherent mechanisms at work.

The conversation-analytic approach focuses on the interaction order and provides for valuable insights the present work hopes to obtain in terms of structure of interactions. It will weave through the discussion of the conversation patterns typical for the native speakers of English and their environment to mark such features as the point of code-switching, repairable and repair in the interaction discussed in Section 3.4.5.

Since the subject incorporates a great multitude of social, cultural, psychological and linguistic aspects, it was decided to use the synergy of systems, theories and views to arrive at a detailed description, thorough analysis and understanding of the complex situation in the focus of this work.

As Cook and Seidlhofer's (1995: 4) definition of language suggests, language can be understood as a

generic inheritance, a mathematical system, a social fact, an expression of individual identity, an expression of cultural identity, an outcome of dialogic interaction, a social semiotic, the intuitions of native speakers, a collection of memorized chunks, the sum of attested data, a rule-based discrete combinatory system, or an electrical activation in a distributed network... We do not have to choose. Language can be all of these things at once.

The complex linguistic and socio-cultural phenomenon in focus of the study therefore requires a multidimensional approach and inventive strategies best applicable to explain it.

The discussion of the theoretical background passes the floor to the section analysing a different type of background: it attempts to describe the features of the new environment of native speakers of English living in Austria, the status of the English language in Austria in particular.

2.2. English and its status in Austria

Since this thesis analyses individual experiences of native speakers of English living in Austria, it appears essential to explain the current situation in Austria in order to understand the topicality of the research and its relevance for second language acquisition.

English seems omnipresent in Austria. Not only musical bands write German-English lyrics to their music (e.g. “Band ohne Namen” from Germany) or follow the already long-lasting tradition of performing both in English and in German (Falco, Klaus Nomi, Andi Baum from Austria, Modern Talking, Rammstein, Scooter, Tokio Hotel from Germany). There are bilingual radio-stations such as FM4 which was established as early as 1995 that allow a broad audience to listen to local news also in English. FM4 reports reaching 260.000 listeners daily, which is about 3,09 % of Austria’s population¹. Cinemas showing films in original English versions are popular as well: Haydn Kino, Artis International, Votiv Kino and Cineplex Danube Tower are the cinemas in Vienna offer films in their original English versions and enjoy great popularity.

Some speakers of German speak English with each other just to practice the language or sporadically address their children in English in order to establish the English language as an integral part of their children’s life.

Bilingual and international schools are ascribed a high status (e.g. Vienna International School) and represent one of the links in the chain of prestigious and usually expensive education. Universities offer some of their programmes and lectures in English to prepare future professionals for national and international carriers. The most common and widespread general job requirement is knowledge of English. This requirement has practically reached the status of a sine qua non and English courses are an integral part of AMS-courses (The Public Employment Service Austria) for people of various professions who need an additional qualification in order to be able to compete on the job market.

Large international and even medium-sized companies located in Austria use English as their company language to ensure communication with their head offices, subsidiaries and customers abroad and keep most of their documentation primarily in English (e.g. Sberbank Europe (former Volksbank International), Net 1 Universal Technologies).

¹ Information provided by Press Department of FM4 / ORF Group on 06.02.2013 per email

It is obvious that English is something that people in Austria, especially in the academic and business domain, generally want to know, like to use and very often need for professional reasons. It has become part and parcel of Austrian education, popular culture and every-day life. This fact plays a crucial role in understanding the conditions of language socialization of native speakers of English in Austria and will provide explanation to the specific aspects unveiled in the study.

Already taking the situation sketched above into consideration, we can intuitively expect that language socialization of a speaker of English may differ from that of a non-English language speaker under such conditions. However, such comparison is not put into the focus of the present work, which undertakes to investigate the second language socialisation of native speakers of English in Austria per se in detail.

Furthermore, the research may be useful not only for native speakers of English in a host country, but for proficient speakers of English in general, especially given the fact that the number of speakers of English is growing every day. Although the work does not include research on non-native proficient speakers of English, it needs to be mentioned that there is evidence (for instance student-colleagues highly proficient in English) indicating that proficient non-native speakers of English meet language socialization conditions similar to those faced by native speakers of English abroad. Therefore, the results of the present master thesis may potentially be relevant to this even larger group of English users as well.

Additionally, as the interviews with the second group of participants indicate (English speakers who used to live in Japan, Greece and Indonesia), the phenomenon seems to have a more global character and is by no means restricted to Austria.

According to Statistik Austria (Statistik Austria 2012), about 1.153,000 people resident in Austria were born in some other country and migrated to Austria. In 2011 alone the country welcomed 130.000 new residents, (15.000 – were Austrian citizens returning to their home country, and 18.000 were immigrants from Germany) (BMI 2013). As the figures show, a substantial part of Austria's population had to face the process of second language socialization. The present work thus attempts to investigate a potentially global phenomenon on the local scale and tries to offer solutions to language acquisition in special contexts.

The research becomes even more topical if the multidimensional phenomenon of international mobility is taken into account: people changing their environments for political, cultural, personal or professional reasons. Especially academic mobility is one of many forms that

strongly gain momentum nowadays. The exchange abroad programme best known among the students is the ERASMUS programme, with about 150.000 students annually (Van Mol 2011: 29) is one of the engines of academic mobility.

Taking the high extent of academic and general international mobility into account, the question of language socialization as such becomes especially important. The study, though representing a specific case of language socialization, has implications that probably reach much further than that: it offers pragmatic learning strategies that can be applied not only by native speakers of English living in a non-English speaking country, but by any proficient speaker of English living abroad, and, to a certain extent by anyone facing the process of acquiring a new language in the new country, as, for instance, study-abroad pupils and students.

As DuFon and Churchill (2006: vii) state:

Following trends in the field of second language acquisition, the research agenda has expanded from a focus on global linguistic gains to include investigations of sociolinguistic competence, the development of specific skills and the role that the host context plays in shaping opportunities for interaction and learning.

The analysis of the interaction with the environment and defining specific skills – i.e. the ability to use language learning strategies under the given conditions are the main aims of the present thesis. The empirical study at its core is presented in the following chapter.

3. Empirical study on aspects of language socialisation of native speakers of English in Austria

3.1. Research design

3.1.1. Participants

The data used for analysis in this thesis amounts to a total of ten interviews with eleven participants (two participants shared an interview). The number of participants was defined by certain constraints of finding native speakers of English who fulfilled the criteria outlined in the next paragraph and were ready to participate in a recorded interview. The interviews lasted between five and twenty seven minutes, depending on the time the interview participant had at his or her disposal, and were carried out in a semi-structured manner revolving around speakers' experience with learning German (or, respectively, the language of the host country), languages they speak in different areas of their life (or used to speak while in the host country), their attitudes and other aspects listed in the interview guide.

Participants of the study are native speakers of English, i.e. speakers of English whose first language is English. A further criterion was the length of residence in the host country, it was decided that at least 2 years can be considered as sufficient experience. The research comprised two groups of participants:

Group 1: eight participants aged 26 to 50 who permanently live in Vienna and intend to keep on living in Austria. This group of participants provided the core body of the material. The current professional occupations of participants in this group are: teacher of English at a grammar school, university professor, freelance English trainer for adults, sports commentator, interpreter, office employee at an international university, accountant at an international church, mother on maternity leave. The length of residence of these participants in Austria ranges between 2 and 10 years (S4 – 2 months in Austria and 2 years in Germany, it was decided to use the interview despite length of residence less than 2 years for the reasons defined for Group 2).

Group 2: the second part of participants is constituted by three native speakers of English aged 35 to 67 and presently living in the UK with the experience of living in a non-English speaking country for more than four years. The contribution of this group cannot be underestimated since it allows us to see, at least rudimentary, whether the phenomenon is localized in Austria only or whether it has a more global character. Two participants of this

group are teachers of English as a foreign language and one participant is a former entrepreneur, presently retired. The length of host country residence of these participants varied between 4 and 9 years.

Each interview participant was assigned a number according to the order of being interviewed. The interviewer is S1 as having the first speaking turn. The interviewees of the first group are S2, S3, S4, S5, S6, S7, S8, S9 – native speakers of English living in Vienna, and the second group is constituted respectively by S10, S11, S12 – native speakers of English currently resident in the UK.

3.1.2. Scope and methods

When we consider the END STATE of second language acquisition, variation is rife, particularly among those individuals who begin to learn a second language after childhood. One learner might end up indistinguishable from a NATIVE SPEAKER, whereas another who has spent just as long in that country might demonstrate only basic oral proficiency (Piske and Young-Scholten 2009: 1).

It is with this explanation in mind that the present research does not focus on the level of target language proficiency of the interview participants, since numerous individual factors, such as language learning aptitude or age cooperate in forming the speaker's language competence status quo, but rather analyses the individual stories of the interview participants for common patterns in their experiences.

As already mentioned, the study is based on ten semi-structured audio-recorded interviews. The first seven interviews (group 1) were recorded in Vienna with an MP3 Player and the last three interviews (group 2) were carried out in England and recorded using a PC. The interviews of the first group took place within the time period from December 2011 to June 2012 and the interviews of the second group - in August 2012. The interviews included questions on the distribution of German and English in the life of respondents today and during their first years in a German speaking country (or the relevant language of the host country and English respectively). The respondents were encouraged to think about the aspects that contributed to successful acquisition of German (or the relevant host language for the second group) and were asked to comment on the interactions with the resident population of their host country.

Since the material is constituted by individual experience it was decided to use qualitative research methods of analysis. The interviews, therefore, were transcribed according to the VOICE convention and tagged for categories in order to single out specific common aspects and patterns in their reflections on the path to today's command of the target language. Selections of identically tagged utterances are provided in the excerpts.

Due to the fact that criteria for the interview participants were restricted to a rather small group of people, the sampling was carried out through the combination of the opportunity and the chain sampling methods. The available interview participants were asked whether they knew other native speakers with a similar experience.

Based on the research questions, the following interview guide was designed:

Interview guide

This interview is a part of a study investigating the way native speakers of English acquire a new language after they have moved to a European country where a language other than English is spoken (in our case Austria).

1. Are there any factors that make Austria especially attractive for you?
2. Which languages do you use today at home, at work, with friends, in a shop where you buy food or clothes, and in other spheres of your life? What are the reasons for this choice?
3. In retrospect. Was the situation different in your first year in Austria?
4. Could you think of stages of the process or of parts of your development towards your current level of proficiency in German?
5. Were there aspects that triggered or fostered the language learning process?
6. Were there any aspects that were less helpful for learning German?
7. Would you agree or disagree with the statement that native speakers of English are less exposed to the German language in Austria than speakers of other languages, because their new environment is eager to speak English with them due to the popularity of the language?

The complete transcript of all interviews is given in Appendix 1.

Additionally the respondents of the first group were asked to complete the short questionnaire provided below, focusing on information such as length of stay in Austria, education in the country of origin and the present professional occupation in Austria.



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

1. How long have you been living in Austria?

2. When did you start learning German and where?

3. Did you take German classes and where?

4. Please specify your education/ profession before moving to Austria

5. Area of professional occupation now in Austria

6. Age

The completed questionnaires are given in Appendix 2 (except S7 – no questionnaire was filled out).

3.2. Introductory information

It is important to note that practically all participants of the first group reported arriving in Austria with substantial knowledge of the target language (seven out of eight). Only one participant - S6 - states having forgotten German learnt at school before moving to Austria. Speaker 5 has a Swiss mother and is bilingual, S9's mother is from Germany. The fact that the native speakers of English interviewed actually spoke German is of vital importance to the present research, since it makes clear that no real communicative need pushed their Austrian interlocutors to choose English as the language of conversation.

As the data in Excerpt 1 suggests, the interview participants had, in general, a certain level of German when they arrived in Austria, since German was part of their education and experience.

Excerpt 1

S2: so (.) i did not find a lot of practical uses for many of the things i did at the university (.) with regard to german
S4: i actually studied german in england (.) it was my degree
S5: my mother is swiss so i actually speak swiss german with her
S6: no (1) i could speak a few words (.) i did do some at school (.) but i could not remember any of it
S8: i had some skills i had lived in germany for two years

In contrast participants of the second group did not have any noteworthy knowledge of the target language before coming to the host country. This is partially explained by the fact that the countries in question were Indonesia, Japan and Greece, the relevant languages not being part of general education in England.

Excerpt 2

S11: before i went to greece i learned how to read and write greek
S12: because i was teaching english there i actually didn't need to speak indonesian in order

to work there cause i was teaching english (.) but i tried so i remember going on the plane to go there and learning numbers and colours

Most of the speakers of the first group reported that dialect was a problem when they arrived, because they had learnt the standard variety of German, so-called “Hochdeutsch”, and were not prepared for an Austrian dialect.

Excerpt 3

S3: and i could not understand the dialect (1) and i ended up speaking NINETY FIVE percent english with people because i just really could not understand them

S2: but when i had my year out in linz (1) i realized that i had to catch up quite a lot (1) not only with high german but also austrian german (1) which (.) is (.) REALLY different.

S8: and they were so mean they would not speak anything close to <LNde> hochdeutsch </LNde> and they come with viennese dialect and i had no idea of what they were talking about

S9: i i can understand everything in german mostly except for when some <LNde> wiener </L1de> is talking to me

Speaker S6, who is the only participant of the first group who came to Austria practically without any knowledge of German, reports having no problem with the dialect.

Excerpt 4

S6: i am quite good at accents (1) when i learned when i first arrived i worked at a [branch1] factory so (.) i picked up a fairly strong <LNde> wienerisch</LNde> at the beginning

One important finding is that most interview participants wished they could practise more or speak the target language better than they currently do.

Excerpt 5

S3: i could not really say my german has improved <@> since i've lived in vienna </@> (.) not really (.) i don't think (.) i think my passive vocabulary is much better but actively

S7: i mean ten years i think it's a a long time and i feel guiltish my german should be better

S7: where it falls over is when i have to deal with official documents and they send me letters
(.) and it's complicated legal german
S9: and i should speak german <whispering> way better </whispering> than i do now
S10: but it would be very hard to carry on like a whole evening in japanese

Another interesting fact is that several interview participants reported on native speakers of English they know who never learnt German in Austria or state that for a native speaker of English it is theoretically possible to live and work without learning German in Vienna.

Excerpt 6

S5: i know some people who have lived here for ten years and don't speak very much german
S6: but i mean i know a colleague of mine who has been here for twenty years and never learnt german (1) did not need to
S6: whereas in the office erm in a MULTINATIONAL firm then (.) i think you can get away with it quite easily to be honest
S7: i was not being part of united nations or (.) ceo of one of those big organisations (.) i didn't have that sort of native's english speaking environment
S8: so i mean it's very english speaking friendly (.) and from from for example my [relative1]'s point of view (.) she'd been here for ten years (.) and most of her friends speak english her german is rudimentary it's quite sad (.)
S11: she is still over there and she's been over there now for oh gollie be gonna be twenty twenty odd years and she still does not speak proper greek
S12: i lived in indonesia for four years i think altogether (.) and when i (.) because i was teaching english there i actually didn't need to speak indonesian in order to work there cause i was teaching english

These excerpts give a first impression of the phenomenon under investigation. The next chapters will be devoted to the analysis of the interviews and start with the aspect of language distribution in the speakers' daily lives.

3.3. English/German ratio

It is generally believed that the best way to learn a language is to live in the country where this language is spoken for some time: language learning then happens through immersion into the country's language and culture. This is also the main reason for the popularity of study-abroad programmes. However, the truth is that language immersion is by no means guaranteed to a language learner abroad – in particular if the language learner is a native speaker of English, as the subsequent analysis demonstrates.

The aim of the analysis was to define the intensity of the contact with the target language for different areas of speakers' lives in order to see how each of these life aspects influences second language acquisition.

3.3.1. Language socialization in a professional context

3.3.1.1. Interview data analysis

The fact that can be derived from the research data is that all participants of the study with the exception of S11 use English in their professional environment. More specifically most of them teach English. It appears that there exists a certain inherent underwater current that brings native speakers of English abroad to the shores of language teaching professions even if their journey was initially directed towards a completely different destination.

Excerpt 7

S7: but it wasn't easy in austria when i first came i wasn't teaching when i first came to austria (.) i was i came to set up a business here

The interview and questionnaire data reflect the high demand for proficient speakers of English insofar as the interview participants work as English teachers, commentators in English, or for international organisations.

Excerpt 8

S2: i work as sports commentator which is in english
S2: and as an english trainer as well obviously that's in english
S3: eh (.) generally i would say i speak seventy five percent of the time in english eh my job is in english (1) my JOBS are in english (.)

S3: and i speak german in the office (2) at one place of work but the work is in english but i have to speak in german to the people at work technicians and such but otherwise (1) seventy five percent in english i would say

S4: at work i speak german and english (.) and it's an international university

S5: erm i speak english when i am most of the time when i am at work i work as you see (.)

S5: i i i speak some at work as well because i am a book keeper so i have to still relate to people outside you know (i) of of the [org1] and so you know i still have to you know to speak german so

S6: i speak mixed at work (.) eh with the colleagues it's german but with the kids it's english cause i am teaching english (.)

S8: because i work in english i hear i speak primarily english (.) then i don't think i am completely immersed

S10: if you are a language teacher and i worked as teacher (.) trainer and publisher

S12: where my job is in english all the time and my colleagues would be english

The data shows that all interview participants (except S5 – a bilingual speaker of English and Swiss German who used to work in a company where a lot of German was spoken, but currently works for an international organisation where English is spoken most) are not immersed in German at work, since English is the central element and the tool of their professional occupation. S7 speaks only English at the school where he teaches English.

Excerpt 9

S7: well i i must not speak german here

S1: it is official?

S7: yes (.) it is (.) it's a must <knocks on the table> and everyone has to speak with me in english

Professional environment is obviously not the area where language immersion is likely to happen to a native speaker of English in Austria. Interestingly, S10 and S12 were also engaged as English teachers in Japan and Indonesia, respectively. The fact that the English language is the central element of their occupation is a significant one.

It becomes clear that the comparable sample of non-English speakers living in Vienna does not show this kind of exclusively language-focused picture in the professional field. A

random sample of personal friends with a first language other than English yields the following range of professions: IT employee (first language *Farsi* is not spoken at workplace), kindergarten teacher (first language *Spanish* is not spoken at work), accountant (first language – *Russian*. Both *Russian* and *German* are spoken at work), CEO of an international organisation (first language *Russian*, *German* and *English* are spoken at work), psychologist (first language *Spanish* is not spoken at work).

The above comparison clearly illustrates the difference between language socialization of English native speakers and speakers of languages other than English as far as the use of their mother tongue at work is concerned and may hint at the great demand for English that often leaves its native speakers with little possibility to use the target language at work. This fact is further reflected in the discussion of the role of native speakers of English in ELT, the subject of the next chapter.

3.3.1.2. Native speakers of English in ELT

The interview material provides evidence of the high demand for English native speaker teachers in Austria and of the fact that the requirements for the pedagogical education as EFL teachers are perceived as different for non-native speaker teachers than for native speaker teachers.

Excerpt 10

S7: i'm a </2> [teaching programme1] teacher and the requirements to (.) to teach english are not so demanding as it would be in england (.) although i probably could (.) but academically there may be some issues (.) but here (.) because i'm i'm probably more than most [teaching programme1] teachers that i do have a qualification for teaching (.) many [teaching programme1] teachers don't (.) you don't need (.) you need a certain level of education but not necessarily a qualification for teaching so (1) but yeh

It is clear that this kind of misbalance triggered heated discussion on native speaker teachers of English.

A number of academic works discuss, analyse and question the role of the native speaker of English in ELT as exemplified below:

Language professionals often take for granted that the only appropriate models of a language's use come from its native speakers. Linguists look at the intuitions of native speakers or collect quantities of their speech; language teachers encourage students to be like native speakers (Cook 1999: 185).

The native-speaker-teacher ideal has remained as a central part of the conventional wisdom of the ELT profession (Phillipson 1992: 15).

Quite a number of publications imply that something needs to be done to shift the focus away from the native speaker teacher in ELT.

Abandoning the native speaker totally may be unrealistic because this model is so entrenched in teachers' and students' minds, yet some steps in the right direction can be taken (Cook 1999: 196-197).

Numerous authors express a similar view in their works (e.g. Claypole 2010, Holliday & Aboshiha 2009, Johnson 2006, Lazaraton 2003, Llurda 2004, Moussu 2010, Park 2012) and discuss, apart from the perceived misbalance in ELT, the attitudes to both kinds of teachers, identity issues of non-native teachers and differences in their teaching styles.

These publications, however, also clearly show that both native speaker teachers and non-native speaker teachers have their strong points, which are distributed in the way that the synergy of both kinds of teaching would present the ideal variant from which the language learner would benefit most.

It seems that as soon as we begin to view the area of ELT not as homogeneous, but rather as consisting of certain sets of teaching tasks to be fulfilled, the native speaker teacher versus non-native speaker teacher discussion begins to lose its heat and fuel. It becomes clear that both types of teachers take on different teaching functions and tasks and make an equally valuable contribution to the success of the learner.

The following overview, taken from Arva and Medgyes (2000: 357), demonstrates the distribution of the competences to illustrate the point made above.

Table 1. Arva & Medgyes. Distribution of competences.

NESTs	non-NESTs
<i>Own use of English</i>	
Speak better English	Speak poorer English
Use real language	Use 'bookish' language
Use English more confidently	Use English less confidently

<i>General attitude</i> Adopt a more flexible approach Are more innovative Are less empathetic Attend to perceived needs Have far-fetched expectations Are more casual Are less committed	Adopt a more guided approach Are more cautious Are more empathetic Attend to real needs Have realistic expectations Are more strict Are more committed
<i>Attitude to teaching the language</i> Are less insightful Focus on fluency meaning language in use oral skills colloquial registers Teach items in context Prefer free activities Favour groupwork / pairwork Use a variety of materials Tolerate errors Set fewer tests Use no/less L1 Resort to no/less translation Assign less homework	Are more insightful Focus on accuracy form grammar rules printed word formal registers Teach items in isolation Prefer controlled activities Favour frontal work Use a single textbook Correct/punish for errors Set more tests Use more L1 Resort to more translation Assign more homework
<i>Attitude to teaching culture</i> Supply more cultural information	Supply less cultural information

In their article “Native and non-native teachers in the classroom” Arva and Medgyes (2000) offer a constructive study based on the primary sources and investigate the issue thoroughly. They analyse video-recorded English lessons carried out by EFL educated non-native speaker teachers and native speaker teachers that were relatively new to the field and were less trained

as ELT teachers as compared to their non-native speaker colleagues. The study was carried out in several schools in Hungary.

The conclusion of their research on English teachers at work is worth citing at length:

The four conversation lessons given by NESTs took us by pleasant surprise. Instead of ‘young chaps messing about in sneakers’, four keen, active and relaxed teachers were observed in control of similarly disposed students. The success of their endeavours may be attributed to several factors.

First of all, NESTs were timetabled to do what they could do best: to use English for communicative purposes. Although they spoke some local variety of British English at almost normal speech rate, the students were able to understand them without undue effort. They were able to express the desired message economically and clearly, but their linguistic advantage over non-NESTs became especially palpable when they were giving instructions.

In addition to serving as ‘perfect language models’, NESTs were rich sources of cultural information, highbrow as well as lowbrow, about any topic around which the lessons were structured: the jury system in Britain, charity projects, the ideal world of John Lennon, and the gimmicks of advertising. Meanwhile, in an effort to build cross-cultural bridges, they kept inquiring about Hungarian traditions, for example, folk art and the local version of Santa Claus. These ‘debating societies’ seemed to bring a welcome break in the students’ daily routine.

Apart from the good choice of topics, the overall success of the lessons was ensured by thorough preparation – contrary to hints in the interviews. Since none of the NESTs were using coursebooks, they designed their own material in the form of newspaper cut-outs, posters and worksheets. Students were also required to prepare material for the projects they were going to present. Thanks to meticulous planning, the NEST lessons had a clear structure with activities linked to each other in logical order.

The four NESTs proved to be good facilitators. Untrained they may have been as EFL teachers, but they were well-trained debaters, applying with dexterity the etiquette of agreeing, disagreeing, challenging, hesitating, and so on. They sometimes took up a contrary position just for the sake of stirring debate, but they did not hide their own personal opinions, either (Arva & Medgyes 2000: 365).

The study clearly shows that native speakers of English do effectively fulfil specific teaching tasks and therefore it can be stated that the fact that native speakers of English become engaged as language teachers, is based on their ability to motivate students and to contribute to the teaching in their own unique manner.

3.3.2. Language socialization in a private context

3.3.2.1. Interview data analysis

The interview data of the previous chapter has shown, that professional situation of the native speakers of English in Austria – participants of the present research does not allow for target language immersion in the proper sense of the word. The research continues with the evaluation of the private context the interview participants are surrounded by.

With friends

Since the working situation is by default difficult to change, it can be assumed that the private, more flexible environment would allow for more room for German. However the data suggests that only one interview participant speaks mostly German with his friends. Most of the respondents report either speaking mostly English or both English and German. Interestingly, for those cases where the participants report speaking German with an interlocutor, they offer a rationale for this choice - referring to the interlocutor's poor or no English or personal interest in learning German (thus a non-native speaker of German).

Excerpt 11

S2: i have a few friends with whom i speak either english or german
S3: most of my friends speak english to me whether they are austrian or english whatever
S4: at church we always as you see speak english cause it's an english speaking church
S4: at home we speak german (1) yeh (1) [...] because my landlady she is austrian (.) she does not speak english (.) and my other housemate is chinese but he does not speak (1) well he speaks english but he is trying to improve his german so that's why he is here (1) so (1) i am (1) happy to speak german (.) it helps me as well.
S5: most of my friends are english speaking actually or both
S6: with friends it's english and german (1) mostly german
S8: primarily all my friends and colleagues are native speakers of english anyway (.) so we speak english [...] i mean i do have a few friends and we only speak german (.) their english is not good enough
S9: because of my involvement with this group i speak mostly english during the day (.) because i see these mothers like two to three times during the week (.) and we speak english never german (.) never

With partner

Most of the interviewees report speaking German with their Austrian partner, some speak a mixture of both English and German, S9 states that the German speaking partner always wants to speak English, even with the child. It can generally be stated that this area has a potential for language immersion if the partner does not speak English fluently or if he or she agrees on German as the language of communication at home.

Excerpt 12

S2: i speak german at home cause my girlfriend is from austria
S2: and my first year in vienna i was living with an american (.) and therefore i didn't speak any german at home (1) and i did not make great advances
S3: the only time i speak german is with my girlfriend she is from germany
S6: at home it's mixed completely like (1) in one sentence <@> sometimes </@>
S7: at home (.) mostly english (.) [first name1] speaks german i speak english both kind of understand each other as much as a man and a woman can @@@
S8: my partner does not speak english (.) so german is our language of communication (.) and this helps (.) otherwise my german would be disastrous
S9: but (.) with him (.) he is (.) he is austrian and his english is not perfect (.) so HE always wants to speak english (.) and it's a constant battle here in the house (.) and now we have a son (.) and i want him to be bilingual (.) so i always speak english with [first name1] (.) but [first name2] because he always wants to speak english (.) and is trying to speak english with [first name1] and he is trying and it's like a constant BATTLE this language battle it's hilarious (.) and i am always telling him <whispering> could you please speak german </whispering> for him (.) for [first name1] (.) not for me for [first name1] it's funny it's really funny (.)
S12: so definitely at one point i had a boyfriend (.) and it was just POINTLESS trying to speak to him in indonesian cause his english was so much better

It thus can be stated that German speaking partners of the interview participants are their main language learning facilitators. Since the target language contact is often minimal at work and with friends, the German speaking partners compensate for this lack of language input and offer the possibility to practice the language and receive valuable feedback.

In-laws

The potential for conversation in the target language with in-laws is relatively high. Since parents and grandparents belong to the older generation they often feel more comfortable in their own language as compared to English or don't speak English.

Excerpt 13

S6: with the family from austria (.) it's ninety eight percent german

S10: there is one case where i had no choice and still have no choice is my family and my in-laws who don't speak any english at all (.) so i have to i have to find enough japanese to cope

At family gatherings in-laws also represent a group of people whose established code of communication is constituted by the target language and it appears more difficult to change the dynamics of a group (i.e. switch into English for all members of the group) than it is the case with one English-speaking interlocutor.

3.3.2.2.English-interested culture

As Excerpts 11-13 demonstrate, native speakers of English do not usually experience complete immersion into German within the circle of their new Austrian friends. The interview data suggests that there is a clear correlation between this lack of language immersion and the fact that a certain part of Austrian population is eager to speak the language. A number of publications demonstrate that willingness to speak English is not restricted to Austria and can be also found in other countries. Consider the following report by Ellingsworth:

In sojourns in Latin America and Southeast Asia, the author's use of inelegant but workable host-country language or expressions often was countered with requests to proceed in English, even when the host's competence in it was severely limited. Some people perceived the visitor's initiative as a pejorative reflection on their English ability; still others appeared pleased at the effort, but indicated that they preferred to practise their English (Ellingsworth 1988: 265 cited in Giles, Coupland & Coupland 2010).

Ellingsworth mentions that local population preferred to practise English with a native speaker of English. Let us consider the connection between learning a language and eagerness

to practice it. Language as a skill requires, on one hand, practice to be maintained and developed, and on the other, is put into practice for the pure joy of using the skill.

Language is furthermore often perceived as an asset. In this respect the learner of a language makes a certain investment of effort, time and financial resources to learn the language, to acquire the asset. This asset is associated with a certain value and can be referred to as “linguistic capital” (Watts 2009: 151). According to Norton and McKinney (2011: 75)

[...] if learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Learners expect or hope to have a good return on that investment – a return that will give them access to hitherto unattainable resources.

Understanding language learning as an investment in an asset and language as a skill to be practised for the sake of experiencing the results of this investment and the joy of applying the skill helps to grasp why German-speaking interlocutors of native speakers of English in Austria regularly choose English as the language of conversation. Since English is part and parcel of the educational route of practically every person in Austria, it is viewed as an asset acquired through an investment, as a part of general education, as a value throughout the Austrian culture.

As Ting-Toomey (1999: 59) suggests,

[...] value orientations regulate in-group consensus and set evaluative standards concerning what is ‘valued’ or ‘devalued’ within a culture (i.e., the evaluative function). They offer us a set of principles by which to function adaptively in a changing cultural milieu (i.e., the adaptive function). Lastly, they help us to explain or ‘make sense’ of events or people’s behaviours around us without too much information processing (i.e., the explanatory function). We can ‘fill in the blank’ of why people behave the way they do in our culture because we can draw from our implicit values and scripts in predicting in-group members’ actions.

Understanding English language viewed as an asset and a skill by many members of Austrian and some other societies “fills in the blank” in the description of second language socialization for native speakers of English. And although it is difficult to state to which extent the language-asset-value-skill connection remains subconscious, the fact is that people do not only spontaneously choose English as the language of conversation, but, in some cases even explicitly expect to learn from a native speaker of the language, as observed in the publication by Iino (2006: 165) on a study-abroad context.

At the same time, some of the Japanese hosts had expectations of receiving language (English) and cultural resources from the guest students as found in the questionnaires and interviews. They also considered the homestay experience to be a learning experience for themselves.

The information attained in the interviews and the analysis of English-related cultural aspects in Austria, discussed in Chapter 2, may allow for the conclusion that interest toward English has embraced some social groups in Austria and that this popularity of English, is in itself a certain culture. Let us refer to this culture as an English-interested culture, a culture where English is regarded as an important asset with a high value, one of the key professional and personal skills. Furthermore, it can be suggested, as the interview materials provided by Group 2 and relevant research show, that such a culture can be found in other countries as well. To understand the geography and expansion of this culture Žegarac's comparison of culture and an epidemic offers an interesting angle of view.

An epidemic involves a population with many individuals being afflicted to varying degrees by a particular strain of microorganisms over a continuous time span on a territory with fuzzy and unstable boundaries. And a culture involves a social group (such as a nation, ethnic group, profession, generation, etc.) whose members share (and presume that they share) similar cultural representations held by a significant proportion of the group's members (Žegarac 2011: 51).

As it can be derived from the interview material, it seems that interest for the English language is not equally strong everywhere and throughout society. As Section 3.3.3.2 demonstrates a general distribution pattern can be identified and the level of English-interest and eagerness to keep to English in a conversation with a native speaker of the language can be predicted to a certain extent for some areas and groups of people.

The next sections analyse the English language/target language ratio in daily life in reference to the so-called functional language and summarize the findings of the whole part on English / German ratio.

3.3.3. Language socialization and functional language

3.3.3.1. Interview data analysis

Although the interview material shows that neither the professional nor the private area, with the exception of the German speaking partner and the in-laws, provide for proper language immersion, day-to-day life appears to offer numerous, albeit mostly superficial and short, but none the less real opportunities for conversation in the language of the country.

People in bakeries or grocery stores, handymen, bus drivers etc. are reported to use the local language. Information provided by the interview participants makes it clear that residents of the country working in local shops outside the touristic areas usually do not necessarily count English to the field of their interest and are therefore not necessarily eager to speak it.

Excerpt 14

S2: so doing the daily chores is in german

S3: if i order something it's in german (.) in shops it's in german. going to the tax office is in german going to the insurance place is in german

S3: at the tax office or the insurance office they always speak (.) in german or the bank (.) also but in shops i think for example in [shop1]; an electronic shop they would try and speak in english to you (.) and i don't know why that is.

S5: i speak german at the grocery store

S7: yeh (.) german outside (.) german outside german in der <L1de> konditorei </L1de> [...] day-to-day situations i speak german [...] you know that's that probably places like that the moment when i have to describe something (.) you know they don't have any english there really (.) i've never had any never experienced any english in <L1de> firma [shop for building materials1] </L1de>

S8: but people on the street (.) it depends (.) i mean in shops sometime they switch but now more and more people don't switch on me (.) i guess my accent is getting better

S9: and i when a contractor comes here like a handyman comes here and fixed bathroom or something i can't understand

S12: i think day-to-day i spoke a lot of Indonesian [...] and we picked up little bits as we were there like we used to call taxi driver in indonesia (.) just the way you want to go (.) thank you (.) how much is that (.) things like that (.)

The information attained in the interviews leads to the question of possible correlation between the type of environment and its willingness to speak English. An attempt to grasp the structure of geography of the English-interested culture is the subject of the next section.

3.3.3.2.Type of environment and willingness to speak English

The interview data allows us to identify three factors that may correlate with the eagerness of the environment to speak English.

The first factor is the **type of education**. Strong interest in English seems to go hand in hand with academic education, where the English language represents one of the key elements of the future profession (teaching, economics, politics, history, information technology).

Excerpt 15

S7: if a person is educated they'd prefer to speak in english
S9: people who have a university degree (.) doctors etcetera (.) they always help they always will try to speak english
S10: never i can't think of any cause i think of all of my all of my japanese friends now (.) they the characteristic that unites them is that they all are quite clever or quite academic but main thing is they all got a really good english (.)
S11: you know when we met [first name3] and her family they were a super family (.) and but they lived in athens so (.) of course being teachers and her her brothers they were also teachers so they have learned the language

Since individuals with academic education have in most cases extensively invested into learning English, they will logically be eager to put their language skills into practice and continue learning English for professional and personal reasons.

The second factor that seems to play a certain role is **age**. The older generation seems less affected by the English-interested culture. It provides for conversation partner who, in most cases, are not comfortable in English and prefer to speak their local language.

The interview material suggests that children in general may not attribute value to speaking English as well and are probably not interested to practice the skill to the same extent as (academically educated) adults do:

Excerpt 16

S5: i mean i moved to switzerland when i was six so i learnt it when i was a little girl (.) we went outside and the first day when moved to switzerland we went out you know and kids

would start talking to us and they would not speak any english cause they are kids you know

S5: i walked home from the school with a girl from my class who was walking the same direction (.) and she just came up beside me and she just said her name and she pointed at herself and said miriam and so (.) she actually some kids were good about making themselves understood

The third factor is the **type of area**. English-interested culture appears to be more extensively represented in urban than in rural areas, and is found rather in regions with high level of tourism than in places that don't count as touristic destinations.

Excerpt 17

S10: people were kind of very happy to come and use english it was clear that they liked chatting there are some as you can imagine in big cities

S12: after i moved from indonesia to bali (.) it is also indonesia but there obviously there were lot more tourists lot more tourisms so lot more people who speak english (.) and a lot speak english really well

S12: but that's how i think i platoed off and where my learning stopped

S12: i was one year in <un> xxx </un> in the first place which was very indonesian and then to bali

The criteria of education, age and the type area allow for predictions about the extent of English spoken by the environment. This information therefore helps with making a choice of the environment or at least with making an informed decision on strategic resources necessary to face language socialisation processes in such environments.

3.3.4. Summary of findings on German/English ratio

The findings on English/German ratio allow for the statement that native speakers of English do not generally get immersed in German in Austria especially in the professional field where their native command of the English language is often the instrument used at work. In the private context especially at the beginning of the stay a substantial share of conversations takes place in English, particularly if the interlocutors are people with university education. The share of English spoken is reported to become smaller with increasing length of residence in the host country.

The main language learning facilitators for native speakers of English are their German speaking partners. These partners either are not as fluent in English to choose it as the language of communication or are eager to help their partners to integrate. As the interview participants acknowledge, a partner who is eager to speak German has a crucial impact on the language learning situation of the native speaker of English, providing a powerful source of learning German.

Conversations with the new German speaking family as well as all types of functional talk represent another pool of opportunities to practice the target language.

The correlation of the share of German and the share of English spoken by the interview participants is reflected by the simplified representations provided in Figures 1-4.

Figure 1. German – language of relationship, German-speaking in-laws (true for S2, S3, S6, S8)

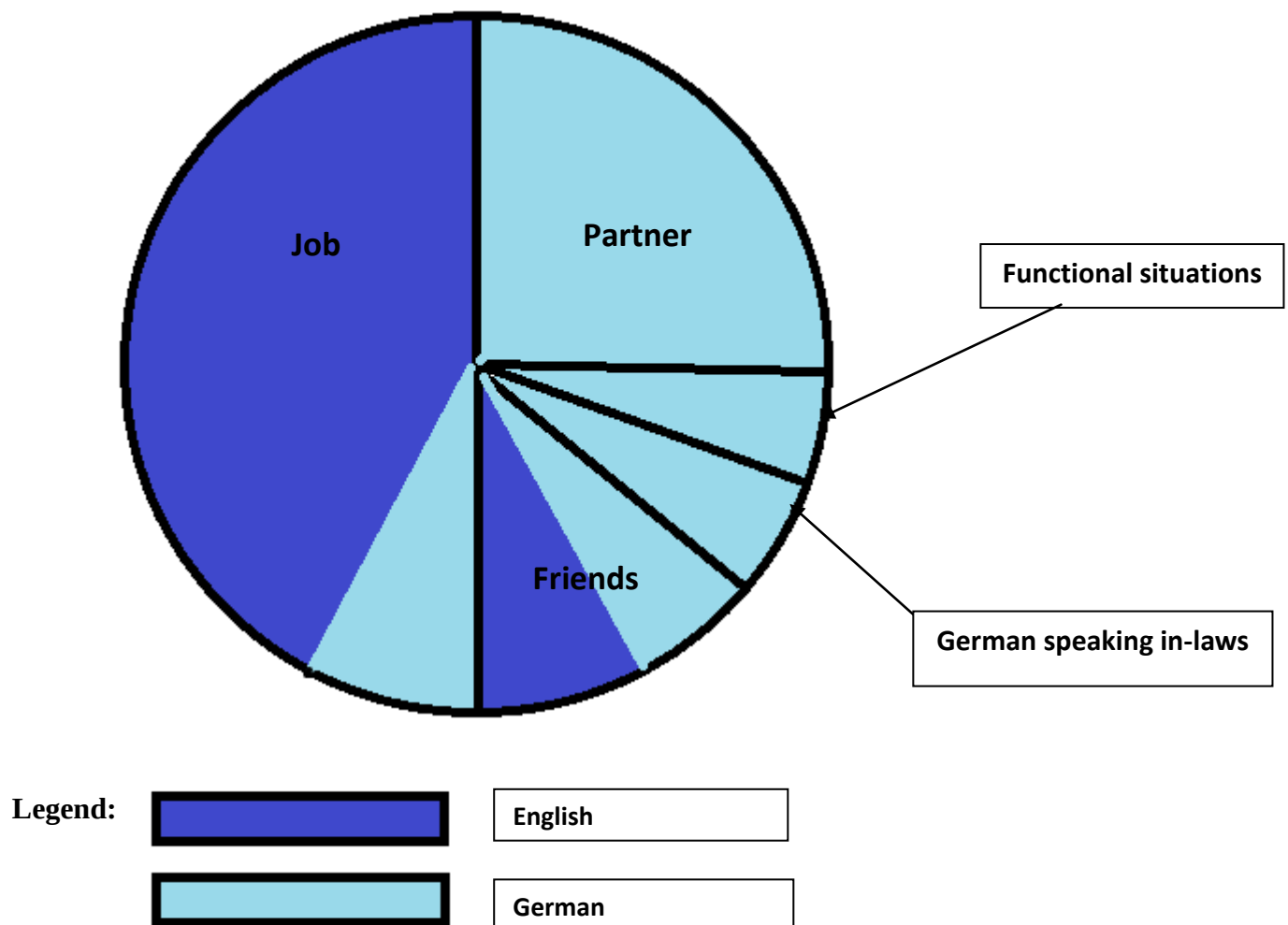


Figure 2. Only English spoken at work, a combination of English and German spoken with the partner (true for S7)

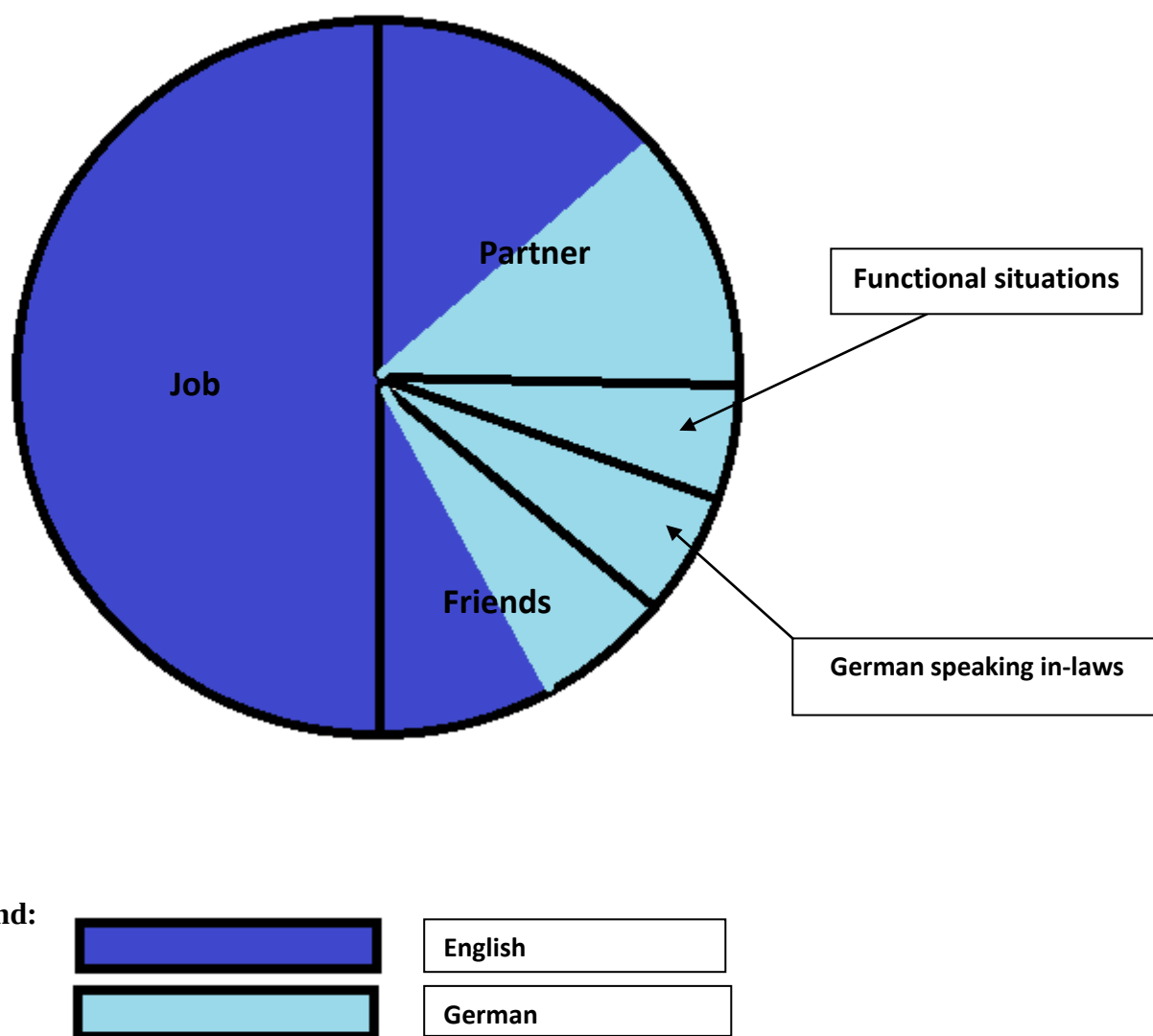


Figure 3. English is the language of communication with the partner. No German-speaking in-laws. (former situation of S2).

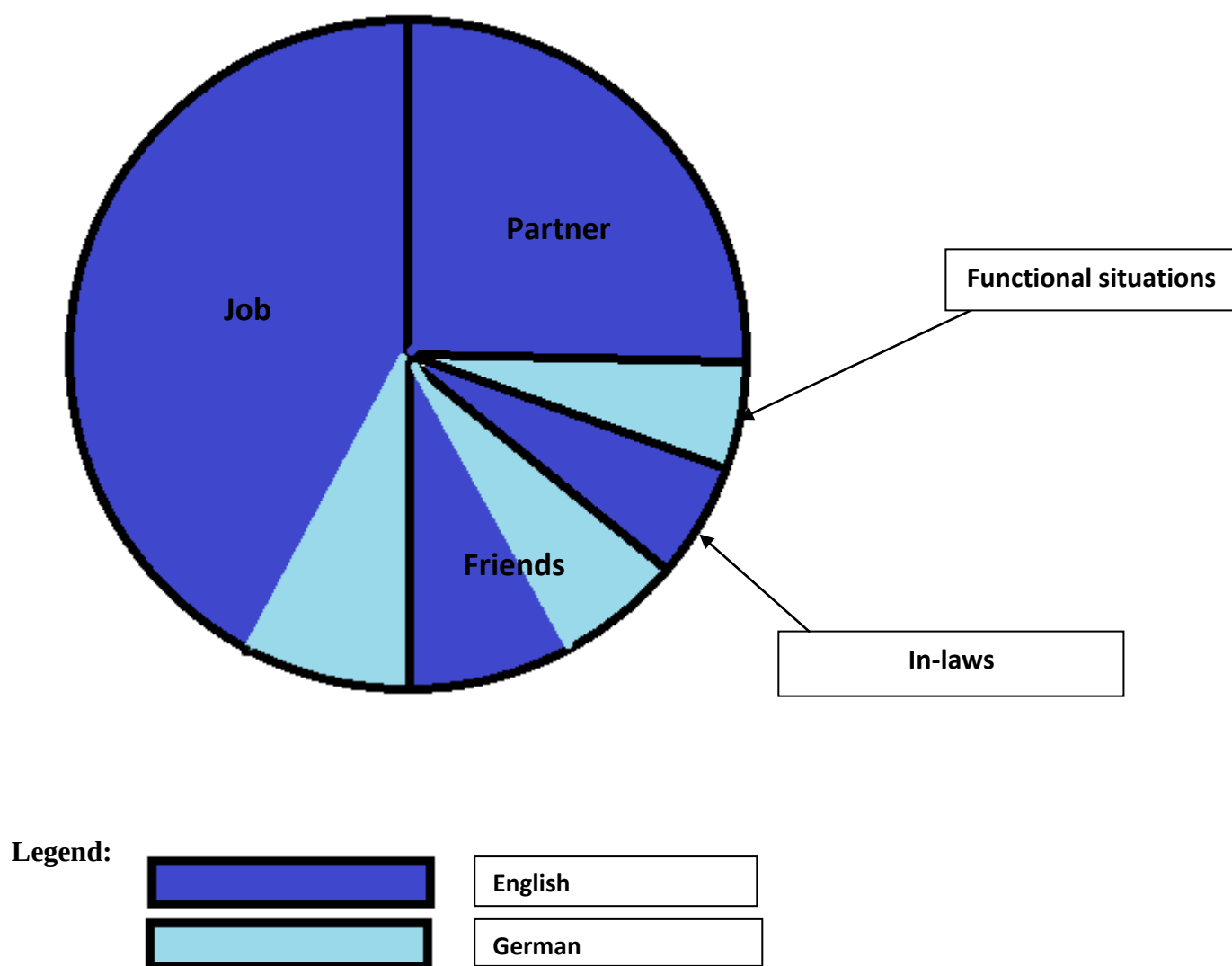
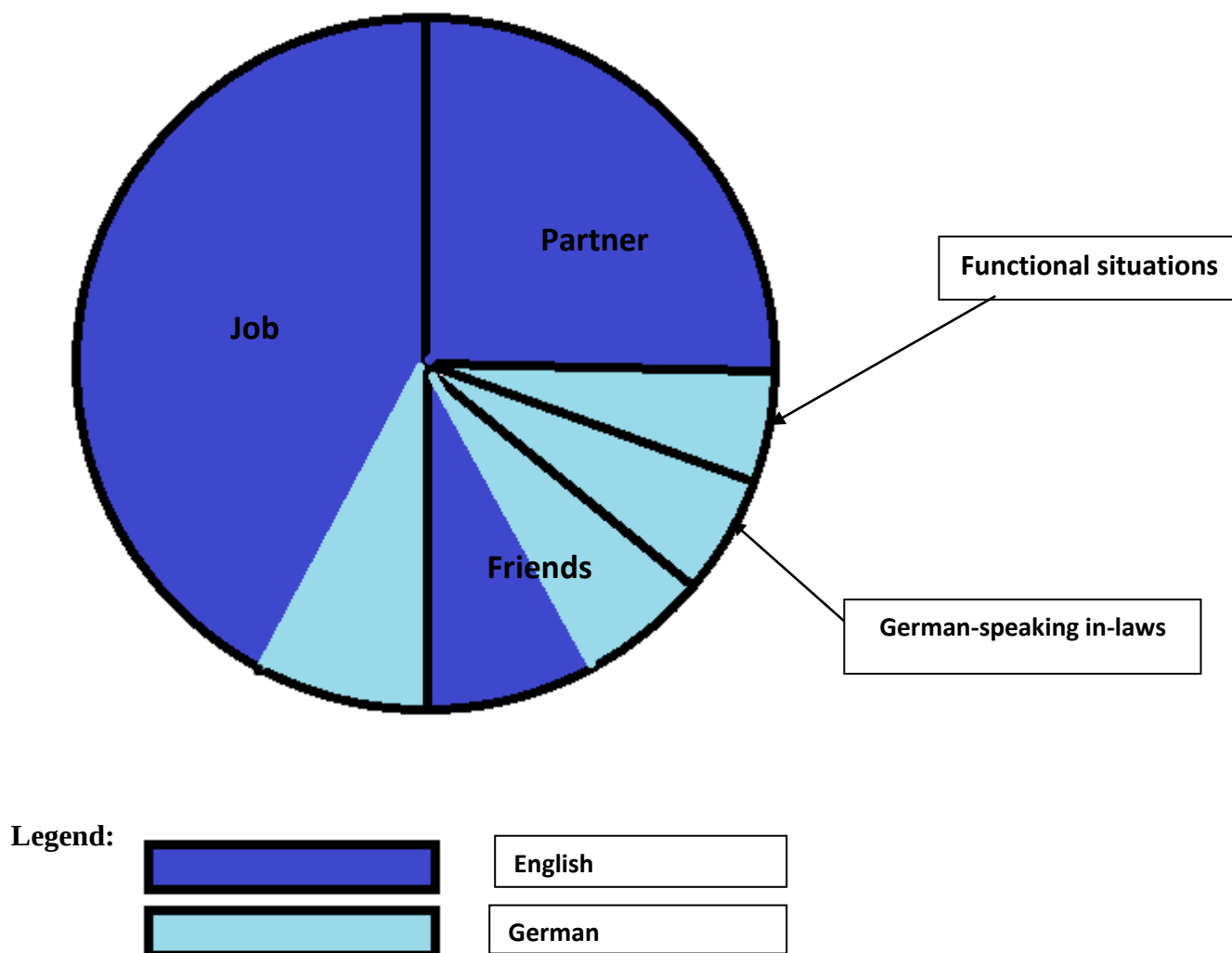


Figure 4. English is the language of communication with a German-speaking partner, German-speaking in-laws. (former situation of S3, also relevant for the present situation of S9)



Although these representations offer a strongly simplified picture of the English/German ratio in the lives of the interview participants, they nonetheless effectively demonstrate the following fact: it seems to be no absolute correspondence between the contact with the speakers of the target language and the language of the conversation. Although native speakers of English are surrounded by native speakers of German in Austria, German is not always automatically the language spoken.

For speakers of other languages integrating into Austrian society the main impediment to effectively learn German may be represented by a wide and dense network of relatives, friends and acquaintances sharing the speakers' L1 and therefore insufficient contact with

speakers of German. This is not the case for native speakers of English. Here, the level of general integration into Austrian society is very high as shown by high employability and a variety of social contacts reported by the interview participants. However, it is the option of English as the language of communication often preferred by the environment, attracted by native speakers of English, that reduces the target language share for native speakers of English in this country.

In this connection Wang's statement that "[i]t is evident that the amount and the quality of interactional encounters with native speakers [...] play a major role in language acquisition in the SA context" (Wang 2010: 50) becomes interesting to analyse. Insufficient target language contact happens despite extensive interactions with German speakers: here the quality of the interaction, i.e. the choice of the language makes the condition of the contact extent (i.e. sufficient contact) practically irrelevant. The following chapters aspire to examine this seemingly contradictory phenomenon in more detail focusing on its crucial point: the language choice manifestation in the act of switching into English.

3.4. Switching into English in conversations with German speaking native speakers of English: encounter of two language learners

The previous sections provided a descriptive and rather static account of the distribution of languages in the lives of the interview participants. The next pages are devoted to a more dynamic aspect of the phenomenon under investigation - the interesting pattern of a novel encounter of a native speaker of English and an English speaking representative of residential population of the country – a variety of codeswitching, namely switching into English initiated by the interlocutor with German as L1.

It needs to be mentioned that the pattern of switching into English discussed in this section is analysed in its extreme form and it goes without saying that some native speakers of English experience this kind of switching more often than others depending on the type of environment, the level of German spoken as L2 and the speaker's communication strategies.

The general definition of codeswitching may serve here as the point of departure:

Codeswitching (switching between two or more languages) in naturalistic discourse occurs when a speaker and an interlocutor share more than one language or dialect. It occurs because the speaker finds it easier or more appropriate, in the linguistic and/or cultural context, to communicate by switching than by keeping the utterance totally in the same language. Codeswitching occurs frequently and is widespread throughout the world's bilingual language communities. (Macaro 2006: 63)

The basic prerequisites of codeswitching defined by Macaro remain relevant for the interaction of native speakers of English and their host environment: interactants share more than one language, i.e. native speaker of English speaks German, his or her German-speaking interlocutor speaks English, and one of them, namely the German speaker, finds it more appropriate to entirely switch into English. Nonetheless, a closer analysis reveals a number of aspects that make the type of switching discussed different from the unmarked case as outlined in the above definition.

Bilingual conversation partners normally switch to and fro between their languages for a number of reasons such as, for instance, showing respect to others listening to the conversation or choosing the best lexical means available for the subject discussed. The interlocutors in the specific encounter in focus of this study switch for a different reason – they have a preferred language for this particular dialogue and are, in the classical case, eager to keep the conversation entirely in this one language: the native speaker of English, in the

extreme and prototypical case, would like to practise his or her German whereas his or her German-speaking conversation partner would favour speaking English.

The following interview excerpt exemplifies the point made above.

Excerpt 18

S2: (.) if people EVEN if you start speaking in german (.) if they hear you accent (.) and they can tell you are from england (.) they will answer <9> in English which is </9> which is really really annoying

S3: <9> they'll answer you in english </9> (2) the rudest thing in the world yeh (.)

S4: erm (.) especially in munich most people when they heard my british german accent they would speak immediately in english so (.) i i fould that most germans wanted to speak english with me

S7: i thi- i do get that you know if i am trying to speak in german and people come back to me in perfect english

S8: but people on the street (.) it depends (.) i mean in shops sometime they switch but now more and more people don't switch on me (.) i guess my accent is getting better

In order to be able to understand this type of interaction it is important to bear in mind that it includes two language learners. The native speaker of English in most cases aspires to improve his or her German and the German-speaking Austrian resident is interested in English as a life-long learner of this language. Here the intrinsic paradox of the situation becomes evident: both interlocutors possess knowledge their conversation partner is interested in. The situation therefore implies a question open to negotiation, namely, in which direction this knowledge transfer shall take place.

To grasp the situation schematically, the following graphical representation can be helpful:

Figure 5. Situation promoting acquisition of German for native speakers of English in Austria (English native speaker's expectation)

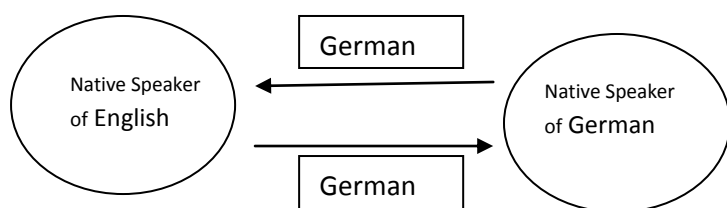
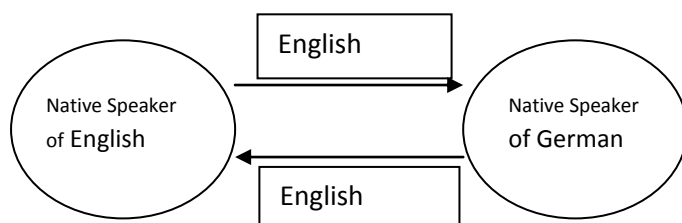


Figure 6. Situation promoting acquisition of English for native speakers of German in Austria (German speaker's expectation)



The pattern of switching into English of this kind seems to be manifested mainly in conversations where the interlocutors are new to each other, in novel interactions. In established relationships one language is usually used and switching may happen analogous to the unmarked classical case.

A comparison with the default situation of language socialization of speakers of languages other than English (and German) in Austria is provided in the tables below.

Table 2. Language encounter of an individual in process of language socialization with the native speaker of German in Austria.

As the table shows, collaboration is easy between a native speaker of language other than German and English and his or her new Austrian environment, no conflict of interactants' interests is observed.

Speaker	Speaker's wish	Preferred language of the conversation	Possessing language resources the conversation partner is interested in
Non- German and non-English native speaker	Wish to integrate. Wish to practice and learn German.	German	NO
German speaker	Neutral attitude	German	YES

Table 3. Language encounter of a native speaker of English in process of language socialization with the native speaker of German in Austria.

Here, collaboration is difficult due to the conflict of interactants' interests.

Speaker	Speaker's needs	Preferred language of conversation	Possessing language resources the conversation partner is interested in
Native (or near-native) speaker of English	Wish to integrate. Wish to practice and learn German.	German	YES
German speaker eager to practice English	Wish to practice English.	English	YES

Now that the “when” and “why” of the phenomenon under investigation have been discussed it is important to consider a number of factors that may additionally influence the switching pattern.

3.4.1. Switching-relevant factors

The German speaker's interest in English and willingness to practice the language is definitely the trigger of the type of switching discussed in this thesis. However, the interview materials allow identification of a number of secondary factors relevant for switching into English.

First of all, switching into English is typical for “**novel communicative contexts**” (Giles, Coupland & Coupland 2010: 44) where each participant tries to establish certain patterns, i.e. they “try out various referential (and presumably affective as well) shortcuts that are either accepted by the other(s) that are acted upon or else rejected and alternatives negotiated instead”. (Giles, Coupland & Coupland 2010: 44)

Secondly, the interview participants refer to their **accent in German** that makes them recognisable as native speakers of English and thus plays a role in the switching pattern:

Excerpt 19

S2: (.) if people EVEN if you start speaking in german (.) if they hear you accent (.) and they can tell you are from england (.) they will answer <9> in English
S4: and probably the same here (1) unfortunately (1) people would like to practice their english and (.) they hear i am a native speaker and they want to speak english

Interview participant who report speaking German without a typical English native speaker accent tell that switching can be postponed to the moment when they make a mistake and their new interlocutor asks them about their country of origin.

Excerpt 20

S6: no: (1) i am quite i am quite good at accents
suppose (.) if i speak for a long time people notice mistakes (.) but they don't get that i am english
it's (.) they say where are you from then (.) and figure out somewhere completely different (.) so i don't really get that
and without realizing that i am english then (.) they'd probably stick to german
S9: my eh pronunciation is not very american or very even english like i think people from england have a really strong english they don't have they have a very strong accent when

they speak german (.) but i don't think i do and i can trick people until i make a mistake

The third aspect, which generally correlates with the overall language performance, its acoustic side included, is the **length of residence**. Naturally longer residence leads to a better command of the target language, the accent becomes weaker, which together with growing experience builds up to more confidence.

Excerpt 21

S8: but people on the street (.) it depends (.) i mean in shops sometime they switch but now more and more people don't switch on me (.) i guess my accent is getting better

The longer the residence – the more the learner is prepared to effectively function in the target language and address the type of switching discussed here and the lower is the chance that English will be successfully introduced as the language of conversation by the English-interested interlocutor.

The next aspect is the level of German spoken by the native speakers of English as compared to the level of English spoken by the German speaking interlocutor. **The higher level L2 speaker** is perceived to have more rights to introduce his or her L2 as the language of conversation. Furthermore, it appears logical that the language spoken best by both conversation partners shall be spoken.

Excerpt 22

S2: or they are worried that i won't understand (.) oh I think that's a horrible insult to switch to somebody's (1) or what they assume your native tongue is (.) just because they think they can speak english better than you can speak german.

S5: yeh cause if they speak better english you know (.) then (.)

S8: i do have a few friends and we only speak german (.) their english is not good enough (.) but probably they would want to speak (.) i mean they would want to speak english if they could (.) they are always complaining about how their english was not good enough and that we should practice some time and so i think

S9: when i am with a paediatrician i always speak german (.) why? i always push my german (1) oh you know why (.) because his english is not as good as my german is

S12: but i would just get a bit frustrated with my progress and the speed i was learning and the motivation just was not there you know you would start to speak with somebody in english in in indonesian and you'd realise that they spoke better english (.) so that they would just naturally start to speak to you in english when you couldn't go any further (.) and sometimes you felt a little bit silly insisting on speaking indonesian when it was easier to speak english

Another interesting observation to be made for the interview data collected is that switching did **not** happen because the speaker was **struggling**. i.e. objectively there was no need to resort to English since communication was not threatened. This finding allows excluding hampered communication as a primary reason for switching into English in dialogue with the interview participants, all of them being proficient speakers of German.

Excerpt 23

S2: i know that my german is good enough to (2) say exactly what i want to say without making many errors (.) so it is not like (.) they are communicating with me in english because they can't really <10> understand me </10>

S12 reports on the situation that has been driven ad absurdum, when both speakers understand each other but each insists on a different language, namely the one he or she wants to practice:

Excerpt 24

S1: you can make a kind of compromise theoretically
S12: that kind of naturally happened (.) i would speak to them in indonesian and they would answer in english
S1: oh ok
S12: and i would continue speaking to them in indonesian and they would answer in english

In this connection it is crucial to mention that in general the new environment does act language learner supportive as my personal experience of learning German in Austria suggests.

Relevant publications also demonstrate that usually the host population offers a helping hand to the learners of the language. Thus for instance in Japan the residents are eager to interact with a foreigner as soon as the latter has a certain rudimentary knowledge of Japanese (Iino 2006) the same appears to be true for Spain and Mexico where the residents of the country patiently help the language learner even if he or she is a complete beginner (Knight & Schmidt-Rinehart 2002).

However, native speakers of English seem to be singled out from the group of “foreigners” in general as speakers of a language that is in demand with a certain part of Austrian population. Native speakers of English therefore have to carefully choose their nearest environment or make active efforts to reintroduce German as the language of interaction if they are interested in learning it.

A certain parallel can be drawn between the English – German choice and the English – Welsh choice as described by Trosset (1986). In her study on the languages spoken in Wales she reports on how she had no choice but to carefully choose her conversation partners according to the criterion of willingness to speak Welsh in order to interact in Welsh. She also used the strategy of consistently sticking to Welsh notwithstanding the fact that her conversation partner replied in English.

However, with an interactant extremely eager to practice English, and with a native speaker of English relatively new to the host environment, the structure of the conversation is often the following: it sets off in German and subsequently the German speaker switches from German to English. A language learner new to the country more often than not accepts this language choice. However, if the native speaker of English makes an attempt to explain his or her wish to practice German different results become possible.

Excerpt 25

S4: well (1) i usually say <LNde> ich möchte mein deutsch verbessern </LNde> and i'd try and switch but (.) usually (1) i am quite polite and we will speak english S6: with me with me no (.) because i would automatically speak german with them [...] and i do that deliberately as well (.) cause because i i think it is (.) RIGHT @ S8: i mean initially i would switch to english (.) now i don't (.) i just keep on talking to them in german (.) and then well it depends on the situation it depends on how rude i want to be but i start with
--

S9: that's all (.) i just answer in german german and they switch to english then i'll continue in german (.) and they'll switch back (.) but i can tell less and less people do this to me anymore (.) primarily they speak german to me (.) yeh

S9: and we are here in austria (.) why can't i speak german (.) so i get very upset and so i say ok fine i'll speak english i'll speak american english very fast

It is clear that if the interaction partner succeeds in introducing English as the code of conversation, then such outcome is unsatisfactory for native speakers of English whose aim is to master the German language. The interaction then acquires certain emotional aspects discussed in the following section.

3.4.2. Switching-relevant intentions and perceptions

The fact that certain type of German-speaking interlocutors prefer to speak English with native speakers of English can result in a lack of opportunities to practice and learn German for the latter and may even turn into a source of frustration especially for those native speakers of English who strongly want to master German and have restricted access to the language both in private and professional spheres. Although some speakers report having no problem with their environment communicating in English with them, the majority express their distress quite explicitly.

Excerpt 26

S2: (.) if people EVEN if you start speaking in german (.) if they hear you accent (.) and they can tell you are from england (.) they will answer <9> in English which is </9> which is really really annoying

S3: <9> they'll answer you in english </9> (2) the rudest thing in the world yeh (.)

S4: oh it's very frustrating (1) very frustrating erm you know (.) because i am here in a german speaking country (1) and that's why i am here to speak german (1) yeh it's a little bit (2) but it is very nice that they they are really accommodating to my language as well

S7: no problem

S8: so NO she's not happy with it completely because she's always she's not a part of society she's sort of always isolated

S9: but i want to practice my german (.) i want to practice my german and i he immediately once i start speaking and the minute a minute i speak german ... he starts to speak english to help me (.) but then i try to like to (.) to force german and then it always ends up with english.

S9: and sometimes i get i go somewhere (.) and i speak to a stranger who just insists on speaking english with me (.) and so i get mad because (.) i want to speak german

S10: no some people no some people no i didn't get that feeling very often no not very often (.) occasionally perhaps (.) people were kind of very happy to come and use english it was clear that they liked chatting there are some as you can imagine in big cities

It becomes clear that the roots of negative emotions lie in the natural and logical expectation of native speakers of English to be able to speak German to the speakers of German. English

as the preferred language of a speaker of German just does not make sense to them and threatens their goal of learning German.

The environment, we could say, fails to live up to the expectation of speaking its own language and is therefore perceived as unsupportive. The disappointment and frustration have numerous motivational implications and threaten the harmony between the interaction participants.

As Spencer-Oatey (2011:15) states

People develop behavioural expectations in relation to their perceived sociality rights and obligations, and if these are not fulfilled, interpersonal rapport can be affected. That can be particularly common if the participants of an interaction hold differing views as to the nature of their sociality rights and obligations – a situation that is relatively common in intercultural interaction.

Imposing English as the language of communication on the native speaker of English in Austria, the environment, without realizing it, threatens the perceived right of the former to speak German in a German-speaking country and does not fulfil the perceived obligation of supporting the learner as the interview data suggests.

Excerpt 27

S2: it's incredible when you look at how ignorant english people are with regard to languages
(1) BUT if you are here in that country (.) then you should speak that language and if people attempt to speak that language even if they make mistakes you should accept the fact that they are willing to try

S3: they are willing to help you (.) and you should help them out as well

S2: because even when you are trying you are making a couple of grammar mistakes it does not really make any sense

S3: it does not make any sense at all (1) no

Excerpt 27 demonstrates that interview participants reflect on their perceived right to be supported by the environment in the attempt to learn the local language. The following Excerpt furthermore demonstrates that the equity (or reciprocity) maxim may be perceived as infringed too: here the native speakers of English report on how they would treat a speaker of German in England.

Excerpt 28

S2: if i met somebody in england if i met a german or an austrian in england i would not automatically speak german with them (1) i'd speak english with them (.) because I am in england (.) and that's (2) <8> the country's language </8>

S3: <8>and they are probably in England to learn english </8>

S2: exactly (1) or it (.) if (.) if the person is interested (.) we could do some kind of exchange where every other time we'd speak english and then we change back from english to german english and german (.) but i would not automatically start speaking to people in german (.) just because i knew they are from germany or from austria (.) whereas here (.) if people EVEN if you start speaking in german (.) if they hear you accent (.) and they can tell you are from england (.) they will answer <9> in English which is </9> which is really really annoying

Furthermore, the notion of equity has a cost-benefit and an autonomy-imposition component which are crucial for understanding the negative emotions resulting from English-dominant conversations with speakers of German in Austria. The act of non-deliberate imposition becomes clear if we look at Watts' definition "A exercises power over B when A affects B in a manner contrary to B's initially perceived interests, regardless of whether B later comes to accept the desirability of A's actions" (1991: 62).

The conversations may therefore be perceived as taking place at the cost of the native speaker's English command and for the benefit of English proficiency of the German speakers. The feeling of being exploited is very evident in some interviews.

Excerpt 29

S2: whenever i meet somebody new i always have (.) i always have this doubt at the back of my mind as to whether this person actually would like to spend time with me for who i am and my inner qualities [...] OR do they just want a free english lesson [...] and unfortunately i get the feeling more often than not (.) that they see me as their free english ticket

S11: but we were in great demand by the parents to talk to their children in english (.) because the chil- the parents couldn't speak any (.) but the children were learning it at school so we did you know (.) we were popular with the greek and the fact that we spoke english

S12: oh very yeh (.) i mean for for a lot of people it was like kind of free lessons in a way (.) because you know i worked for a private language school and it is very expensive there so people would work on every opportunity to speak to english people

The encounter of a native speaker of English willing to learn German and of a representative of the English-interested culture eager to practice his or her English is potentially prone to mutual misunderstanding and therefore requires open communication of one's needs and feelings and, in some cases, making clear decisions.

It also becomes evident that rapport and harmony of interaction may be affected, including a number of other related aspects described in the following section.

3.4.3. Switching from the perspective of the politeness theory. Politeness, face and identity.

The concept of cooperation, introduced in the previous chapter opens the door to the realm of politeness theory, with its central concepts of cooperation, rapport, face and identity.

Let us consider a contemporary definition of the concept of politeness. For instance, Watts defines politeness as pertaining to “a set of norms for cooperative behaviour”, “given the job of ‘defusing the danger’ and minimising the antagonism”, “mutual support in social interaction”, “the establishment of mutual comfort and the promotion of rapport”, “smooth communication”, “equilibrium of relationships”, “harmony and social equilibrium” (Watts 2009: 50-53).

A clearly structured overview of politeness as a broad concept can be found at what can be viewed as the very outset of the politeness theory, when Leech defined the sociopragmatic principles (1983: 132), schematically represented below:

Table 4. Leech`s maxims

	Maxims					
	Tact maxim	Generosity maxim	Approbation maxim	Modesty maxim	Agreement maxim	Sympathy maxim
maximize	benefit to other	cost to self	praise of other	dispraise of self	agreement between self and other	sympathy between self and other
minimize	cost to other	benefit to self	dispraise of other	praise of self	disagreement between self and other	antipathy between self and other

(adopted from Leech 1983: 132)

The interlocutor acting according to Leech`s maxims would try to cooperate with his or her conversation partner and make an effort to fulfil the wishes of the latter. However, since in the extreme situation the interactants` wishes are contrary (e.g. one conversation partner wants to

Speak English whereas his or her interlocutor prefers to speak German) and, within the limits of one conversation, mutually incompatible, no simple single solution can be offered.

In such situations the benefit to the other may simultaneously mean cost to self, and benefit to self can be perceived as cost to other. With such preconditions, agreement, understanding and sympathy become problematic.

As the interview data shows it is often the native speaker of English who concedes to the obvious wish of the interlocutor to choose English as the code of conversation and therefore follows Leech's maxims of maintaining agreement and harmony by bearing the cost to their German language command.

Excerpt 30

S4: well (1) i usually say <LNde> ich möchte mein deutsch verbessern </LNde> and i'd try and switch but (.) usually (1) i am quite polite and we will speak english
 S6: but i tend to follow what other people do (.) so if they speak to me in english then i'll speak back in english (.) and i think most of people do the same thing as well (1) if i speak to them in german first (.) then they'd speak back in german
 S7: how i would do it if i if i said to you that i want to learn german and you said oh no i want to speak english all the time (.) it would be fine (.) i wouldn't put that on you or on a friend [...] because it's kind of for my wife (.) my missis (.) i can't ask her teach me german (.) it's too difficult (.)
 S9: they want to speak english because they want to speak english not just because they are trying to be nice to me (.) but they want to speak english so (.) sometimes i let that happen (.) because i'd be nice

Although not evident at the first glance, face implications also play a significant role in the situations where the interactants have different preferred languages.

The concept of face embraces numerous aspects, presented in the table below.

Table 5. Face-related concepts

Face-related concepts							
Personal worth	Dignity	Identity	Respect	Honour	Status	Reputation	Competence

(adopted from Ting-Toomey & Kurogi 1998).

Here the native speakers of English report on what Archangeli (1999: 116) defines as

a general sense of embarrassment that results from the incongruity of being able to function at an advanced level in the native language but only a rudimentary level in the target language; the fear of not speaking ‘perfectly’.

This feeling is directly connected to the face-relevant concepts of competence, status and reputation.

Thus, the threat to face, the fear of looking not competent enough or being laughed at, together with the politeness aspects, pushes the native speaker of English towards agreeing with the language choice of his or her interlocutor. Data providing evidence for this finding is presented in the excerpt below.

Excerpt 31

S5: so they say the sound like farmers @@@@ and so and so you know that is one of those things i wanted to speak german to people (.) but then they would always kind of laugh a little bit like oh <LNde> suss </LNde> and stuff like that you know (.) and so so i would always end up speaking english and so because i was embarrassed to speak german @@@ because @@ which is so sad cause i know german

S9: but also i admit that i easily give up because i have <L1de> große hemmungen nicht perfekt zu sprechen </L1de> so i give up in a second just like that

S11: her in english yes she would but she loved talking english she loved it (.) but her mother couldn't speak any english so i had to try and speak to her in greek [...] and the whole family would laugh at me [...] you know there is one particular word that meant prostitute in eng- in greek and of course i would use the word wrong and they would laugh their heads off (.) so it it knocks your confidence when you are afraid when you are afraid [...] so i found that difficult for a long time and [first name3] well she was lovely (.) but she took my confidence away because she was a teacher she was always saying that's wrong that's wrong that's wrong @@ you know

One element of the broad face concept is the speaker's identity. Wang defines identity as a concept that "includes how one perceives oneself and how one is perceived by others; it also includes how one positions oneself in relation to the existing background (home culture) and the new settings (target culture)." (Wang 2010: 57-58)

The context of a new country is generally where individuals "experience identity vulnerability" as opposed to "identity security" of "a culturally familiar environment" (Ting-Toomey 1999: 40).

Here a closer look is required. First, in a familiar environment the person's identity is settled, it has acquired fixed shape and is not constantly subject to negotiation. In a new environment, however, the difference in language competence, different cultural backgrounds of the newcomer and no pre-defined identity lead to a rather unstable situation as far as identity issues are concerned.

Switching from English into German or from German into English presupposes a relevant switching from one identity to another. While in a conversation in German the native speaker of English would take on the identity of a language learner, of a person who is less linguistically competent than his or her interlocutor, of a newcomer who may be not familiar with political and cultural aspects, such as mentality and traditions of the country whereas the interlocutor is competent in both language and cultural aspects. In a conversation held in English the interlocutors would change the roles and the native speaker of English would be assigned the "professional" identity his conversation partner being a "novice", a learner of the English language.

It thus can be easily seen that choice of German for the native speaker of English, at the initial stage of his or her stay in the new country, can also be connected with a somewhat lower status and more language and identity insecurity as compared to the situation where English is spoken. It becomes clear then that the choice between a more secure identity and the wish to speak German contains an inherent conflict. The more secure identity is paired with lack of German, whereas it is the less secure identity of the language learner which opens the possibility of target language development.

The table adduces below demonstrates the connection between the type of identity and the possibility to develop target language skills.

Table 6. Identities of the native speaker of English

Language of the conversation	Identity	Possibility to learn German
German	Novice, language learner	Yes
English	Professional, model for imitation	No

Here it becomes clear that language learning cannot possibly take place within the boundaries of the learners comfort zone. The language learner therefore has to leave the personal comfort zone in order to achieve the transition from the insecure learner's identity to the feeling of "belonging" (Wenger 1998) to the new society. Learner identity, however insecure it initially may appear, is the only way to development, and, as solutions offered in Section 4.2. demonstrate, can be filled with the feeling of autonomy and control using a number of tools.

However, before possible ways of dealing with the situation are introduced, the next section offers another interesting approach to the type of switching discussed – the perspective of the Communication Accommodation Theory.

3.4.4. Switching from the perspective of CAT

Another perspective for analysis of switching into English is offered by the communication accommodation theory (CAT), a theory which “link[s] descriptions of language in use to an appreciation of speakers’ and groups’ social goals and motivations.” (Virpi Ylänné 2011: 166) and deals with various types of linguistic accommodative behaviour such as convergence, divergence, over-accommodation and under-accommodation.

German speaker’s choice of English as the language of conversation with a native speaker of English can be regarded as an instance of linguistic convergence which can be defined as minimization of language differences between the interactants (see Giles, Coupland & Coupland 2010). In the unmarked case this would imply that the speaker doing so with the intention to establish rapport and better understanding with his or her conversation partner. However, as Virpy Ylänné suggests this assumption does not hold true for a great number of situations:

The central insight behind the concept of communicative accommodation is rather simple – no doubt deceptively so. It is that speakers are motivated to reduce linguistic or communicative differences between themselves and their speaking partners under specifiable circumstances, principally when they want to be approved of and when they want their communication to be more effective” (Virpi Ylänné 2011: 164).

The fact that native speakers of English interviewed have a good command of German allows to state that their interlocutors switching into English are “making more adjustments than are necessary or appropriate to the interaction” (Zuengler 2010: 239). This act of over-accommodation can be perceived as rude, controlling and imposing on the interlocutor, a fact the German speaker making this step is completely unaware of.

Interestingly there exists a counterpart of this kind of over-accommodation belonging to the experience of numerous language learners abroad – a phenomenon named “foreigner talk” by Ferguson (1971). Foreigner talk is described as usually marked by slower speech tempo, simple and short sentences, exaggerated articulation, less use of dialectal forms and use of high-frequency vocabulary (Zuengler 2010: 324-237). Possible purposes of foreigner talk are wish for effective communication, ensuring comprehension, gaining interlocutors approval, supporting the conversation partner’s language efforts or increasing social distance between oneself and the partner. (Zuengler 2010: 234 - 237)

Both types of over-accommodation (switching into English discussed in the thesis and foreigner talk) can undermine communication. Zuengler reports of cases where language

learners “lose motivation for further language acquisition, avoid interactions with NSs, and develop negative attitudes toward them, their society, and their language” as a result of being addressed in foreigner talk. It can be perceived as patronizing and even de-individualizing, i.e. “treating individuals as social or cultural prototypes rather than attending to their individual competences and needs”. (Virpi Ylänné 2011: 169)

A comparison of these two phenomena can be represented as follows:

Table 7. Comparison of over-accommodation types discussed

Over-accommodation	
Switching into English	Foreigner talk
Intentions: to identify with the speaker of English, wish to implement and improve own skill	Intentions: to support the language learner, wish to emphasise the status gap between oneself and the language learner, wish to ensure effective communication
Possible negative perceptions by the recipient: patronizing, de-individualizing, exploiting the conversation partner for one’s purposes	Possible negative perceptions by the recipient: patronizing, de-individualizing, increasing the gap between the interlocutors

If we consider the concept of zone of proximal development, i.e. the language learners potential constituted by the difference between what the language learner is capable of on his or her own, and the way the same language learner can linguistically perform with the help of a more advanced speaker (see Vygotsky 1978: 86), it will become clear that in any case of over-accommodation the language learner’s potential remains unrecognised by his or her interlocutor and the learner therefore does not receive input that would allow for further development of his or her target language, and perceives the conversation partner as patronizing.

3.4.5. Switching and miscommunication

Switching offers an interesting case of miscommunication in a certain type of intercultural encounters as discussed by Banks, Ge and Baker (1991) in their article “Intercultural Encounters and Miscommunication”.

Banks et al define miscommunication as “a label for a particular kind of misunderstanding, one that is unintended yet is recognized as a problem by one or more of the persons involved” (Banks, Ge & Baker 1991: 106). According to Banks, Ge and Baker, one of the distinguishing features of miscommunication in intercultural encounters is the fact that “the precipitating events are uniquely attributable to differences of culture of participants (Banks, Ge & Baker 1991: 106-107).

Applied to the interaction between the native speaker of English abroad and an English-interested resident of the relevant country, it can be stated that switching can be attributed to the existence of the English-interested culture and it may be recognised as problematic by the native speaker of English willing to learn the language of the country.

Gass and Varonis (1991: 122) suggest that the more background the interlocutors share and the more they know about each other – the less likely misunderstanding will take place. Switching mostly happens in novel conversations exactly because the interactants do not have any information about each others language-related goals and needs.

Drummond and Hopper (1991) define the moment in the interaction, where a misunderstanding can be effectively clarified and a mutually acceptable solution negotiated. This moment is called *repairable* “to refer to the place where actors locate the problems as having begun” (Drummond & Hopper 1991: 305). Drummond and Hopper stress that it is very important that repair initiation takes place immediately after the problem has been identified by an interactant. The larger the distance between the repairable and the repair initiation – the more repair-resistant the situation can become (see Drummond & Hopper 1991: 305). This “repair-initiation opportunity space” (Drummond & Hopper 1991: 306) is the window that can be used by the speakers to clarify the misunderstanding and regulate its consequences.

Some interview participants report using this repair-initiation opportunity immediately after their interlocutor switches to English.

Excerpt 32

S4: well (1) i usually say <LNde> ich möchte mein deutsch verbessern </LNde> and i'd try and switch but (.) usually (1) i am quite polite and we will speak english
S8: i mean initially i would switch to english (.) now i don't (.) i just keep on talking to them in german
S9: that's all (.) i just answer in german german and they switch to english then i'll continue in german (.) and they'll switch back

They, therefore, inform their interlocutor explicitly (“ich möchte mein Deutsch verbessern”) or implicitly by continuing in German that they would prefer German as the code of interaction. This strategy contributes to the fact that interlocutors know more about each other, and increases the possibility that the conversation will continue in German.

As Drummond and Hopper (1991: 306) suggest “as the distance from the repairable increases, so does the work required both to locate the problem, and to get it remedied”. This is an important factor to be considered – for novel conversations it becomes essential not to let the pattern of speaking English get established. Especially taking into account that a new conversation partner can potentially enter the circle of closer acquaintances, it has to be borne in mind that established patterns are difficult to break.

Now, that the pattern of switching into English introduced by the German-speaking interlocutor eager to practice his or her English, has been discussed from the point of view of the politeness theory and of the communication accommodation theory, it can be stated that only the synergy of both theories makes a multidimensional understanding of the pattern possible.

Whereas the politeness theory mainly explains why the native speaker of English may agree to communication in English, against his or her wish to practice and improve German, the communication accommodation theory explains what the German-speaking conversation partner is doing if he or she chooses English as the code for communication with an English native speaker well capable of maintaining the dialogue in German.

Both theories make clear that eagerness to choose English – i.e. accommodation to the native tongue of the new member of the society, without being aware of his or her wish to learn the local language, may actually be viewed as an instance of patronising over-accommodation by the latter. This instance of overaccommodation, however, may remain unrecognised if the speaker who perceives the fact of switching from German into English as problematic and

threatening his or her goals of learning German, does not take any steps to “repair” the situation, but keeps to English guided by multifaceted politeness principles in order to maintain the rapport with the interlocutor by supporting him or her in their wish to practice English.

However, before this and other insights will be integrated into the list of solutions offered, a summary of findings on switching into English is given in the next section.

3.4.6. Summary of findings on switching into English

Switching into English in a conversation with a German-speaking native speaker of English is likely to happen if

- the interlocutor is interested in practicing English. Academic education, belonging to a professionally active age group and urban area are factors that often correlate with such interest.

It generally takes place

- in novel interactions.

If switching of this type happens despite a good command of German spoken by the native speaker of English it can be regarded as

- an instance of over-accommodation.

Factors that make switching unlikely are

- a very high German command of the native speaker of English, good pronunciation. Both positively correlate with the length of stay.

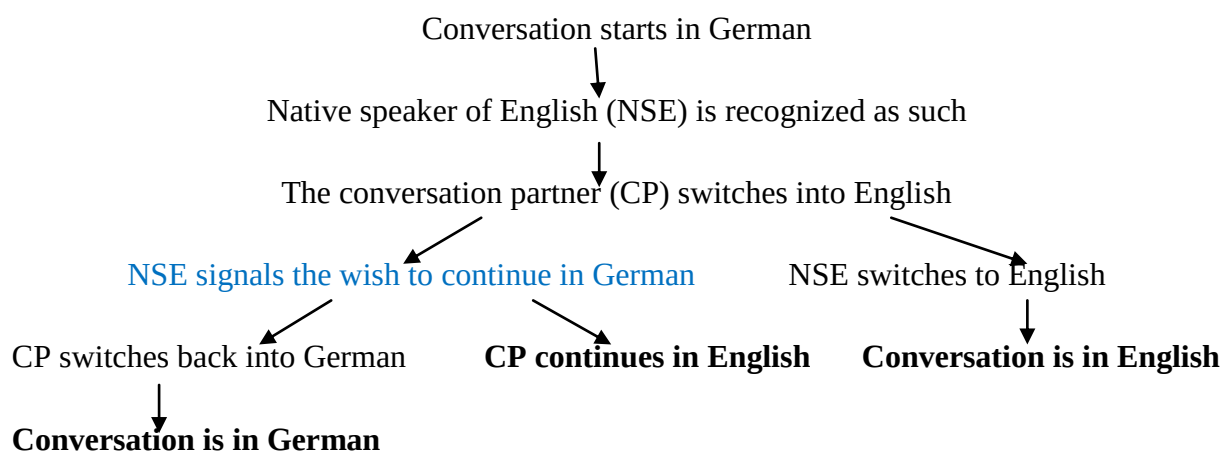
It has to be addressed if

- the native speaker of English is interested in learning German

In this case it also implies the following:

- a conflict of interactants' preferred languages that has to be resolved
- switching into English is connected with a number of emotionally sensible issues such as face, identity, politeness and rapport.

The algorithm of the prototypical interaction between the native speaker of English interested in learning German and his or her interlocutor willing to practice English can be represented as follows.



As the algorithm demonstrates, native speakers of English have an instrument to influence the situation. They have the option of letting the conversation partner know that they (native speakers of English) prefer to speak German and explain the reasons for this preference. They thus, more or less directly ask the conversation partner for support.

For the cases where the conversation partner continues in English despite being asked for speaking German, a solution will be offered in the next chapter by defining the problematic areas of second language acquisition for native speakers of English in Austria and by offering a list of strategies to address these problematic issues.

4. Results

4.1. Which SLA aspects are affected by the situation?

The interview data demonstrates that language acquisition abroad, at least for native speaker of English, takes place under conditions of often insufficient target language contact. The reasons for this weak type of language immersion are described by Kinginger (2009: 205-206) in an observational account worth citing at length.

As a seasoned language educator, looking back on my own study abroad in France, I see a period of intense language socialization. At work on the Lunes' family farm, my only opportunity to use English was in attempting to translate the lyrics of a Patti Smith album for one of the farmhands, a would-be punk rocker. Once, someone mentioned some *Anglais* who had purchased a summer home on the other side of the mountain, but we never went there. The Lunes owned the sole telephone in the village, used mostly by the elder villagers who shouted into it as if it were a tin can on a string. I entertained voluminous correspondence by letter with my parents and long-term friends, but called home only once that year, after standing on line at the post office, to make sure no one had been injured or sickened by the radiation leaks from the Three Mile Island nuclear plant. If I wanted something, most of the time, I had to figure out how to ask for in French. If I wanted to eat, it was going to be *celeriac remoulade* or *pot au feu* and not peanut butter or salsa. If I wanted to know what was going on in the news, I had to rely on local media sources. If I wanted to interact with most of the people around me, I had to craft a French-mediated identity on what I had observed through close contact with French people.

This is the image of study abroad that I carried into my work as a teacher, and then as a teacher educator and researcher. In the interim since that fateful year, I watched as the world became more globalized and communication less tied to local social networks. I celebrated these changes in my classrooms for the access they provided to resources and to other people abroad, but did not really see their impact on study abroad until I embarked on my own research on this topic. In Kinginger (2008), I followed a cohort of American students engaged in their now-typical semester-length program in France and discovered, to my astonishment, that the baseline condition of a study abroad participant appears to have changed in some dramatic ways. Students now control their own communicative environment much more than they did in the past. They may bring their entire, enormous music and podcast libraries with them, using an iPod to block out the sounds of their surroundings. They may opt to spend the better part of their time online, absorbed in interactions with friends at home or in home-based media. Increasingly, Anglophone students encounter settings where their own language is in demand, and preferred for both social and classrooms talk [...] In many places, they will navigate a landscape dotted with Starbucks signs or Disney corporate logos. If they want peanut butter, they can purchase it at a big-box store without talking to anyone (Kingerger 2009: 205-206).

The next sections aspire to address language acquisition under these changing conditions.

As the first step the aspects of language acquisition affected by the situation, such as receiving comprehensive input, the possibility for own speech production and feedback on this speech productions will be discussed.

This discussion will be followed by the analysis of other important factors such as learner motivation and anxiety.

4.1.1. Language contact: input, output and feedback

Input, output and feedback are key aspects of second language acquisition that definitely have to be addressed due to the fact that interview participants report on a relatively small share of German spoken on the daily basis.

The Input Hypothesis formulated by Krashen and also known as the Comprehension Hypothesis (Krashen 2009: 81-82) views input as the key element of second language acquisition. The present thesis will therefore address the question of how to increase the level of input in German both in interactions with speakers of the language and actively using other sources of authentic input.

It goes without saying, that the possibilities for own language production have to be ensured and broadened as well. As Moyer puts it, “[a]ttainment is clearly best served by rich and varied language use opportunities” (Moyer 2009: 168).

The role of output cannot be underestimated since it fulfils a number of essential functions in the language learning process: it “helps us by making our knowledge more ‘automatic’ through practice and by providing a domain for ERROR correction, which helps us arrive at a better version of our rule” (Moyer 2009: 168), it allows the L2 speakers to “measure their learning” (Stephenson 2009: 133) and “provides the learners with a forum for testing out hypotheses and refining the knowledge of the target language” (Gass & Varonis 1991: 137).

Feedback is yet another element that contributes to the success of language learning. In the default case the interactants of the language learner provide some kind of feedback on the speech production of their interlocutor. Some give explicit feedback by correcting mistakes and probably explaining the rule. Some ask clarifying questions if they don’t understand the message the language learner is trying to convey. In both cases the language learner will become aware of the fact that he or she shall reconsider and correct a certain element of his target language.

Insufficient access to interactions with native speakers of a language in the target language inevitably means lack of input, output and feedback. In this case strategies for successful language choice negotiation, or “anti-switching strategies” offered in the List of strategies in the present thesis can be applied together with strategies for using other available sources of authentic output, for active speech production and feedback.

The aspects discussed in the next section may not play such a central role in language acquisition as input, output and feedback. However, they may have a strong impact on the learning process and need therefore to be dealt with separately.

4.1.2. Motivation and anxiety

The discussion of face and identity implications in Section 3.4.3 showed that in some cases the environment can be perceived as not enough supportive or even as imposing and threatening the learner's goal of achieving a high command of the target language. Such negative emotions may impair the language learning process primarily by affecting the learner's motivation and the level of anxiety.

As Moyer suggests "structuring of language use opportunities is a purposeful endeavour, and learners are more likely to pursue them when they feel no threat, either socially or psychologically" (Moyer 2009: 168).

Anxiety in the broad sense of the word therefore received a place in the list of issues to be addressed by the list of strategies provided in Section 4.2.

Different types of motivation can suffer under conditions of low target language input despite communication with local population of the host country. Among various motivational components the following appear to be both crucial for the language acquisition of native speakers of English in Austria and affected by the situation.

Integrative motivation – "willingness to become a member of another ethnolinguistic group as an integrative motive" (Gardner & Lambert 1972: 12)

This type of motivation will be addressed by the strategies aimed at improving communication with the environment and dealing with its wish to practice English. This "member of the club" (Krashen 2009: 82) motivation is likely to benefit from more harmonious interaction with the new environment.

Intrinsic motivation – "refers to doing something because it is inherently interesting or enjoyable" (Ryan & Deci 2000: 55).

The present thesis aspires to provide suggestions that make language learning more enjoyable such as combining language learning with one's hobbies and interests.

Resultative motivation discussed in Dörnyei (2001) directly correlates with the success of the language acquisition. Since the strategies offered in the relevant section not only promote learning as such, but also focus on structuring and monitoring of the process of language acquisition, they raise the learner's awareness for his or her development and improvement is and thus promote a higher resultative motivation.

However, before the discussion of learning strategies is introduced, another crucial language acquisition aspect needs to be addressed. Unfortunately not every language learner is aware of the impact learner autonomy discussed in the next section has on development of the language capacity.

4.1.3. Learner autonomy

Although not necessarily obvious in the context of language learning abroad, the learner's autonomy is one of key-prerequisites of his or her language acquisition success.

In the light of ongoing globalization it becomes the tool of addressing the changing conditions of learning a language in a host country. The students need to develop the awareness that they cannot expect to effectively learn through osmosis and via the “sponge”- approach, not having anything to do actively, but just soaking in the language of the host country automatically and without any effort (Kinging 2009: 114).

Developing a highly active and independent learner identity and being ready to extensively invest one's power and time is of paramount importance for learning a language in general, language acquisition in foreign settings included (Ryan and Mercer 2011, Hernández 2010).

The learner needs to be aware that he or she will have to leave their comfort zone to establish new language-related habits and identity.

Grenfell and Harris (1999: 36) view learner autonomy as comprising “acceptance of responsibility for one's learning”, which can be divided into the following parts:

- Creating one's individual learning agenda;
- Actively forming own learning process;
- Developing the ability to adequately estimate one's progress and improvement.

(see Grenfell & Harris 1999: 36)

Grenfell & Harris further state that language learners, who feel that they cannot do anything about the conditions of their learning, including their aptitude, age or support they receive from their environment, tend to give up rather easily. In contrast, when the learners have the feeling that they control and form their own language learning, they show more persistence. (Grenfell & Harris 1999: 73)

Language learning strategies thus offer a tool that empowers the language learner to be in control of his or her language attainment process, to be able to shape it according to one's own needs, tempo and personality. This next section is dedicated to the discussion of this powerful tool.

4.1.4. Language learning strategies and their role

Learning strategy can be defined as “the means to achieving the goal of linguistic competence, the plan or method” (Grenfell & Harris 1999: 36).

Inspired by the evidence that correlation between the learning strategy use and proficiency is attested in research (cf. Gao & Zhang 2011: 27), the present thesis sets the goal of offering a number of strategies to be individually chosen from to support the learner on the way to the desired level of target language proficiency.

It also hopes to raise the learner’s consciousness of strategy application, since the interview data showed that the interview participants applied their strategies rather intuitively and often not consistently. A higher stage of strategy awareness may be called for to help optimizing language learning in a foreign context. Rebecca Oxford and Betty Lou Leaver single out the following stages: none, awareness, attention, intentionality and control (1996: 231). As discussed before, it is the stage of control that empowers the language learner to remain motivated, to persist and attain best results.

In reference to the strategy use and based on ten strategies defined by Stern (1975) Grenfell & Harris (1999) regard good language learners as

above all someone who is active on a number of fronts. They like to communicate with others (communication strategy) and are tolerant and outgoing with native speakers of the language they are learning (emphatic strategy). They plan according to a personal learning style (planning strategy) and practice willingly (practice strategy). They do have a technical know-how concerning language (formal strategy) and develop an increasingly separate mental system in which they are able to think ideas in the foreign language (internalisation strategy) and search for meaning (semantic strategy). At the same time, although they are methodical in approach, they are willing to be flexible and constantly look to revise their linguistic understandings (experimental strategy). Finally, they are self-aware, go out of their way to be active in language learning (active strategy), and are able to assess their performance critically in language use (monitoring strategy) (Grenfell & Harris 1999: 38).

The list of strategies offered below was created especially for native (and near-native) speakers of English in Austria. Nonetheless most of suggestions can be adopted to and used in other countries as well. The reader, if applicable, is invited to try these strategies, to assess them for his or her own language learning and put them into use. The more experience the language learner collects in using strategies best suitable for his or her personality and environment– the easier language learning will become. According to Watt’s definition “[t]he more familiar the situation [...], the more automatic the choice of strategy” (2009: 251).

4.2. List of learning strategies for the language learner

The present list of strategies was compiled on the basis of numerous sources. The core body of ideas is taken from the reports of the anonymous interview participants who were very inventive and creative in addressing the challenges of second language acquisition. The interview excerpt listing the relevant interview parts is adduced in Section 4.4. Some ideas belong to linguists and educators publishing on studies abroad and strategy use (Archangeli 1999; Hernández 2010; Grenfell & Harris 1999, Paige, Cohen, Kappler, Chi & Lassegard 2006) or derived from the concept of learner's autonomy (Gao & Zhang 2011). A part of ideas belongs to the personal repertoire of language learning strategies employed by the author of the thesis, strategies that proved to be effective during the last 12 years of learning German in Austria.

- **Form your attitude.**
- assume an active attitude. View yourself as an autonomous learner who takes on his or her responsibility for learning German and is prepared to leave the personal comfort zone (see Paige et al 2006: 79). A passive approach does not work for language learning in general and may work even less for a native speaker of English in a host country. Shaping your learning presupposes a number of activities to be planned, carried through, evaluated and carried through again if successful.
- Embrace making mistakes as part of the learning process, don't be too critical of yourself. Treat your mistakes as the chance to learn – with understanding and humour. (see Archangeli 1999: 118).
- **Be organized and equipped**
- Set your personal learning goals, measure and celebrate your success (see Grenfell & Harris 1999: 36).
- Plan your language learning like a trip: define your point of destination, and the places where you make your transitional stops. Define the vehicles that will bring you from A to B – your activities and strategies.
- Be equipped with a dictionary (www.leo.org; www.linguee.com are online variants), a course book and a grammar book. Be ready to support yourself using reference works.
- **Increase the share of German in interactions and address switching into English**
- If your German-speaking partner prefers to speak English with you, negotiate persistently to achieve a solution that comprises your partner's understanding of your situation, and steps toward boosting your proficiency in German. For instance you can

agree to speak German for a period of six months. During this time the habit of speaking German with your partner will be established. You can discuss the possibility of speaking English for a month or two after the six months of German and then again return to German.

- Be aware of the fact that in a novel conversation your conversation partner may try and switch into English. This is the game worth trying to win if you would like to intensify the presence of the German language in your life.
- Continue in German and see what happens. Your conversation partner may understand your message and switch back to German (see Paige et al 2006: 214).
- You can also decide for yourself that you are going to speak German, and your partner may stick to English if he or she wishes. In such bilingual conversation both of you will speak and practice their preferred language. (See Paige et al 2006: 214).
- Explain to you new conversation partners that you would like to learn German and provide reasons for your wish (in order to feel here at home, for professional reasons etc.) and ask explicitly for their support.
- Carefully select interlocutors who are eager to speak German and don't force yourself on those who don't (see Archangeli 1999: 119).
- **Work on dialect comprehension**
- Get hold of a dictionary of Austrian dialect and study expressions – for instance, one per day or per week.
- Go to Heuriger, to Austrian Cabaret, watch Austrian old films (for instance “Mundl”) and talk shows.
- If you notice that someone overaccommodates while speaking to you so that they stop using their original local dialects and use Hochdeutsch instead, ask them to keep to their dialects.
- Visit rural areas if you live in a city.
- Listen to singers who sing in dialect: for instance, Reinhard Fendrich is a perfect representative of the Viennese dialect.
- **Increase your input**
- Attend university lectures and seminars that are intended for a German-speaking audience. There, they will not switch into English or use foreigner talk and you will have to write your assignments in German. The best strategy for development of the formal register.

- Register with a local library and assume the habit of reading in the target language. At www.buechereien.wien.at you can also download e-books and audio books in German. This resource can be used independent of whether you are an auditive or a visual learner type.
- Go to the cinema, watch TV, listen to the local radio (for instance Ö1).
- Take on a hobby that is exclusively in German such as a literature club or even better - join a circle sharing your interests - cycling group, weight-lifting, local choir, aerobics, yoga, table tennis, etc. (See Paige et al 2006: 33, 78)
- Keep contact to the older generation. They will appreciate your effort of learning the target language and will be eager to help you.
- Go to the church and listen to what the priest is saying. You will very soon know the prayers and songs by heart.
- Read and chat in German-speaking forums.
- **Ask for feedback**
- Ask your friends to correct you. This will help you not to get stuck repeating the same mistake again and again (see Paige et al 2006: 24).
- **Getting fit for a conversation**
- Get hold of a dictionary for German idioms and learn at least one idiom a day.
- Learn fix expressions such as conversation fillers, politeness formulae, ritualised types of speech (see Paige et al 2006: 178).
- Be informed on what people in your host country are talking about: famous artists, singers, movie-stars, sportsmen, politicians, popular sports events, national holidays, traditional dishes, type of government, topics of the day. (Paige et al 2006: 56)
- **Getting fit for writing**
- Learn formulae of written correspondence. Equip yourself with relevant referential material or attend a course (Volkshochschule offers courses on oral and written communication for native speakers of German – these are also usually sponsored by the Arbeiterkammer and don't cost much. Relatively proficient speakers of German as second language are accepted to these courses).
- **Communicate and exchange know-how with other learners of German**
- If you communicate with other non-German-speakers who are eager to practice German – stick to German. Such conversations offer you the effect of group memory since your conversation partner has a different language learning trajectory and therefore may know words and expressions that you have not yet encountered.

- Use best practices. Ask high language performers how they have mastered the language. You may discover language learning strategies worth applying.
- **Pronunciation**
- Train your pronunciation: use audio-courses.
- While in the bus or metro listen to other people conversation and try to understand them. Pay attention to their pronunciation.
- Ask your German-speaking friends to help you with pronunciation (see Paige et al 2006: 178).
- **Some ideas for better memorisation**
- Write down new words and phrases on post-its and put them on places where you often see them (bathroom door, mirror, kitchen etc). After a while remove the ones you have learnt and write the tricky ones in red again.
- **While you staying outside your comfort zone to learn German - develop strategies to relieve stress**
- Connect with other language learners or people you can talk with about your challenges in the new country.
- Do things that you used to do at home or things that help you relax: sports, singing, reading in your mother tongue (see Paige et al 2006: 98).
- Make a pause and spend some time with your English-speaking friends, watching movies in English etc. (see Paige et al 2006: 98).

Creating the habit - German is your new habit you have to form using strategies of your choice.

4.3. Suggestions for the teacher

Some interview participants reported attending language courses in order to improve their knowledge of German which suggests that language learners need and look for support on their way to a better target language command. In this section it therefore appears appropriate to view the role of language teacher in the light of facts revealed by the interviews analysis and to make suggestions for a more effective teaching.

Individual language learning difficulties the students face outside the classroom still belongs to the process of language learning and shall be addressed during the lessons. Teaching situation-specific language learning and communication strategies will provide students with a variety of instruments and an instruction of how to effectively use these instruments.

The following short list of possible ways to enrich language lessons addressed to the language teacher suggests that teaching strategies can help to bridge the gap between the existing language learning know-how and the language learner often unaware and in need of this knowledge.

- Teach the strategies adduced in the section above.
- Initiate some of the activities suggested in the list of strategies and invite students to join you (going to the Kabaret, attending a lecture in German at a university, watching a film in German, going to the church, joining a games evening at a club or home for the elderly).
- Try out the interview task described by Archangeli (1999) in her article “Study Abroad and Experiential Learning in Salzburg, Austria”. The language learners were assigned the task of interviewing two native speaker of German on a number of questions. After completing the task all learners reported positive changes in their confidence in contact with native speakers of German and were more motivated to actively learn the language.
- Invite guest speakers - native speakers of the target language to the classroom (see Hernández 2010: 609).
- Organize “Stammtisch” where the group of students joins, for instance, weekly, a native speaker of German in a café or a restaurant to speak German. (Some language schools such as Inlingua in Vienna arrange such regular meetings).

4.4. Strategies used by the interview participants – inspiration source for the list of strategies

Excerpt 33

S6: and then slowly I started picking it up so through speaking to the grandparents for example because they don't speak any english so i had to try a little bit (.) parents (.) they don't speak a lot of english so a similar situation (.) and basically with friends in austria i got sick of not understanding their conversations (1) so when they would speak to each other (.) so that was when i was like yeh ok i do really need to speak their language cause i can't expect them to always speak english for me and they won't and they don't so (.) ok? @@@

S6: no: (1) i am quite i am quite good at accents (1) when i learned when i first arrived i worked at a carpet factory so (.) i picked up a fairly strong <LNde> wienerisch</LNde> at the beginning (.) i didn't learn <LNde> der die das</LNde> for example but <LNde> des</LNde> i learned inflection at the end and things like that so (.) it was fairly i can do it yeh i suppose (.) if i speak for a long time people notice mistakes (.) but they don't get that i am english

S6: but as i first came i did not know german as <LNde> hochdeutsch</LNde> i learnt it from people here so (.) it wasn't THAT difficult because i didn't know how it could be easier (.)

S6: no (.) not any more @@@ i mean university helped with that cause i did history (.) or i do history (.) and through that it's only german only in german latin was in german (.) but it helped heaps cause and because of that my german improved much

S6: yeh (.) that helped a lot for vocabulary (.) for speaking a higher level of german or a more varied level of german (.) because with your friends you only practice informal speech (.) with uni i have to use it of debating or whatever at different level (2) not getting too stressed about the language (.) so i did not ever have to really worry about <LNde> der die das</LNde> erm the details that i can sort of leave out or ignore a bit (.) that helped a lot like word endings and stuff i can cheat with (1) that's that's pretty helpful @@@ and i am NOW discovering written work

S6: it depends also on what you do (.) at billa it's difficult to speak english

S7: i paid for courses i went on (.) and (.) and there was nothing as i remember around it (.) i mean i watch german movies i still do (.) and in the beginning they were just noise really (1) and and it was (.) yeh (.) it took a long time to really (.) really do it i think it was more

through osmosis

S7: yeh how old you are as well and (.) how you come across as well (.) there is another dimension to it (3) you know some people (.) i am the kind of person if i don't know i don't have any inhibitions to ask someone (.) you know (.) so let's ask him (.) and i won't be afraid to ask (.) in german (.) some other people might not (.) so that's an active skill

S8: god it was a long time ago (.) there it was less so (.) but i was younger as well (.) i think i spoke primarily german i spoke very little english (1) i mean i was going to school i was at the high school (.) and the second time i was in germany for a year i was working (.) and there i had no one spoke english with me so i had to speak german all the (.) time that's why my german is actually quite good

S8: and it was really until i it was never really quite good until i met my partner (.) and then very quickly it got very good

S9: ok he (.) he seems like (.) i don't know him at all (.) but he seems like a person who is not self-conscious

S1 uhuh

S9: and who he would just talk even if he makes mistakes he just (.) barrels right on through (1) for whatever reason (.) probably cause he just wants to learn german

S10: cause i didn't live in a rural area but i do know people who went from tokyo to very rural areas and actually very often because they knew that's the way the language would have to improve like an immersion (.) and all of them really really amazing japanese speakers did that (.) or they forced themselves into situations where they knew (.) than english would be no option (.) they took up a japanese hobby <un> xxx </un> chess (.) or japanese calligraphy or something where it has to be conducted in japanese

S11: but when we first went there (.) we went to a village and NOBODY spoke english NOBODY

S11: because when you live in a village there is a lot of people who will never learn english (.) and eh if you can converse to families of greeks who can't speak english in greek you open up another world because you open up their world

S12: after i moved from indonesia to bali (.) it is also indonesia but there obviously there were lot more tourists lot more tourisms so lot more people who speak english (.) and a lot speak english really well

5. Conclusion

In conclusion, Ortega's chameleon metaphor attains an additional meaning. In the context of this thesis this metaphor can be understood not only as describing a close connection of the chameleon and its environment, both having the same colour, but also as emphasising the innate ability of the chameleon to adapt to its changing environment.

Since the language learning conditions abroad have drastically changed during the last decades, especially for native speakers of English, language learners need to change their attitude towards language learning abroad from the passive "sponge"-like attitude (Kington 2009: 114) to an active and autonomous position. Like chameleons adapting to their environments, contemporary language learners abroad may need to adjust their stance to the learning conditions they meet. They may need to find, test and systematically apply different learning strategies to actively form their language learning experience, enriching it with sufficient amount of authentic input and numerous possibilities for own speech production.

As the data showed, the interview participants have developed some understanding of their language learning circumstances along with a number of strategies to be applied in this specific learning situation over time. It becomes clear that if such strategies for native speakers of English abroad (and for other types of language learners facing specific learning circumstances) can be taught in courses or books, the process of language learning can be effectively facilitated and accelerated. Individual language learners will not need to sometimes slowly and painfully figure out what processes are going on in their host societies and use intuitive strategies to promote their own language use possibilities, but will be given a map and all necessary instruments to be able to navigate in their new language learning landscape effectively, actively and autonomously to the desired level of the target language command.

It goes without saying, therefore, that language teachers have to adapt as well to be able to convey learning strategies to their students and to support them in creating their new active learner identities. Teaching of specific learning strategies will lead the language learner to a deeper understanding of his or her learning circumstances and will make quick situation control possible. An active learner identity, once assumed, in its turn, can positively influence language learning progress and harmony of interaction with the new environment.

For native speakers of English the understanding of language learning conditions abroad may require a deeper awareness of the spread of English as a *lingua franca*. As Dewey (2007: 333) describes English

English is like no other language in its current role internationally, indeed like no other at any moment in history. Although there are, and have previously been, other international languages, the case of English is different in fundamental ways: for the extent of its diffusion geographically; for the enormous cultural diversity of the speakers who use it; and for the infinitely varied domains in which it is found and purposes it serves.

As the evidence gained in the interviews suggests the spread of English and its key role as a *lingua franca* creates a demand for English and pushes some English language users towards looking for possibilities to practice the language. The data collected has shown that the answer to the question of whether Austrian population tends to speak English with native speakers of English is not a simple yes or no. However, in urban areas and with academically educated and professionally active interlocutors the chances are rather high that the English native speaker's interactants may prefer using English.

The present analysis has also shown that the interview participants cannot be strictly speaking viewed as immersed in German, especially in their professional environments. Other spheres of their lives offer more exposure to the German language depending on a number of factors. The notion of English-interested culture as developing in Austria, and probably worldwide, has been introduced for better understanding of interest and demand for the English language.

Another specific aspect discovered is German-to-English switching that regularly marks novel interactions of native speakers of English with English-interested representatives of their new environment. The present thesis has shown that despite contact with German-speaking population a certain part of this contact takes place in English: in some cases because the native speaker of English teaches English in some cases because the interlocutor prefers to use English as the language of communication. Potential consequences for native speakers of English can include the lack of authentic input, lack of possibilities to practice the language and also insufficient feedback on their language production.

To address the situation the present thesis suggests a list of strategies, which, to a great extent was inspired by the solutions implemented by the interview participants. These strategies offer tools for active shaping and structuring of one's language learning experience. They are

based on overt communication of one's needs to the interlocutor, on the know-how of the distribution of the English-interested culture and on general awareness of this type of culture.

Analysis of the interviews of Group 2 has additionally shown that traces of the English-interested culture can also be found in countries other than Austria, and that language learning experience of the speakers of Group 2 was very similar to conditions reported by Group 1.

Although the present analysis provided answers to the research questions given in the introduction it also revealed new areas to be investigated and new questions to be answered:

- how do these and other strategies enhancing language acquisition abroad actually influence language proficiency, learner's anxiety, self-confidence, motivation? Is it possible to test or measure such an influence?
- What other strategies can be employed to foster language learning for specific groups of language learners?
- What would happen if language teaching begins to offer more tailor made solutions to the language learner?

These questions leave interesting subjects for future research.

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7. Appendices

7.1. Appendix 1. Interviews transcripts

INTERVIEW 1

<beg Interview1_00:00>

S1: let us start. so (.) ah dear interview participants (.) this interview is a part of a study investigating the way native speakers of english acquire a new language after they have moved to a european country (.) where a language other than english is spoken. austria for for example. the first question would be ah are there any aspects that make austria attractive to you personally (.) whatever

S2: not necessarily associate- associated to language?

S1: no

S2: ok. ah yeah (.) loads.

S1: uhuh

S2: the (1) the landscape

S1: uhuh

S2: the fact that you can travel from a very flat area of the country to a very mountainous area of the country (.) which means you have a number of different possibilities for weekend activities (.) winter activities doing different sports (.) for example in Vienna we have a river (.) and you can travel for an hour and you are in the mountains and you can go snowboarding or skiing (1) the: people (1) @@ no i'm only joking the

S1: it's anonymous so @<@> go ahead </@>

S2: @@ no the people did not attract me to austria because i did not know them beforehand (1) what else attracted me to austria?

S3: the general quality of life

S2: quality of life(.) high standard of living

S3: yo

S2: and cleanliness(.) cleanliness is a big thing (.) and crime levels. cleanliness and the crime level. because GENERALLY we find that in austria (1) we don't feel unsafe

S3: <1>absolutely not </1>

S2: <1>we can walk out in the town </1> in the middle of the night and GENERALLY it's a lot cleaner than most of the big cities (.) especial- especially capital cities and it is not overly expensive for a capital city which is a big plus if you want to live in london then you are going to be paying <2>millions of millions of millions </2>

S3:<2> <snorts> </2>

S2: when you want to buy a place and it's the same in paris and probably pretty much every major capital city.

S1: and how do you feel about austria?

S3: exactly the same and everything is very efficient as well

S2: oh this is a good thing

S3: which is a big plus point over where I am from in england for example and

S1: do do you mean less bureaucracy or

S3: pardon

S1: is it what (.) efficient (1) what are you referring to?

S3: eh (.) for example the transport system

S1: uhuh

S2: transport system is excellent

S3: you can count on the transport system every time (2) more or less (2) ninety nine percent of the time =

S2: = with the exception of the tram B

S1: @@@

S3: @@@

S1: ok (.) ok

S2: and six

S1:yeh and underground six

S2: yeh (.) and underground six (.) but apart from that it's great

S1: yeh (.) ok what languages do you speak today at home at work (.) with friends (.) in a shop where you do grocery and other spheres of your life and what are the reasons to to for this choice?

S3: eh (.) generally i would say i speak seventy five percent of the time in english eh my job is in english (1) my JOBS are in english (.) err most of my friends speak english to me whether they are austrian or english whatever (1) the only time I speak german is with my girlfriend she is from germany

S1: uhuh

S3: and i speak german in the office (2) at one place of work but the work is in english but i have to speak in german to the people at work technicians and such but otherwise (1) seventy five percent in english i would say

S1: what are the jobs (.) just

S3: eh (.) english teacher and commentary in english

S1: uhuh (.) ok and what about shopping going out

S3: going out (.) if i order something it's in german (.) in shops it's in german. going to the tax office is in german going to the insurance place is in german (.) everything else except for being with friends is basically in german.

S1: uhuh

S2: ok so same for me every day every part of daily life (1) eh is in german (1) so doing the daily chausés is in german eh i speak german at home cause my girlfriend is from austria (1) and i have the same jobs i work as sports commentator which is in english (.) but while i am at the office and not actually commenting everything is in german. and as an english trainer as well obviously that's in english and I have a few friends with whom i speak either english or german (2) and yeh (1) that's about it, i would say more fifty fifty percents splits given that everything I got to do at work is in english (.) but pretty much everything else i do is in german

S1: ok <clears throat> and if you like look back at your first year in austria was the situation any different? the first two years in austria

S3: my first year in austria i was in (1) a small town called [town name1] (.)

S1: uhuh

S3: and i could not understand the dialect (1) and i ended up speaking NINETY FIVE percent english with people because i just really could not understand them (1) that was horrendous but in vienna i find the dialect much easier so i can speak german to people that's fine (1) but (.) that was a tough year @@

S1: ok

S3: @ it was quite embarrassing year. frustrating year (1) yeh

S2: my (1) experience is similar i was in [town name2] where the dialect isn't quite as thick (1) that it is not particularly easy to understand ahm but working at a school teaching at a school with colleagues despite the fact that they were english (.) teachers (.) many of them spoke german with me to help me with my german because that way the reason i was here in the first place (.) although out of school (.) with people i met a lot of people spoke english to me because they knew i was an english trainer (.) or they knew i was english and they wanted to make most of it (.) and perhaps take advantage of it (1)<3> in more cases</3> than not

S3: <3> that also </3> yeh

S2: and also because i did not know a lot of people over there (.) i got to know a lot of other language trainers through the scheme that we were on (.) so therefore i spent lot of my time hanging around at irish pubs

S3: <snorts>

S2: and speaking to americans (1) and other europeans

S3: that's also true the austrian people i knew were students of mine

S1: uhuh

S3: and they always wanted to practice their english (.) so (.) YEH

S1: ok similar situation

S3: yeh

S1: ok (2) could you think of the stages of the process of the parts of your way towards (.) your today's level of proficiency in german? what probably helped what was an impetus

S3: university did not help i have to say

S1: vienna university?

S3: we were at a university in england

S1: uhuh

S3: and all of our teachers came from basically hamburg

S1: @

S3: @ and we had two years of tuition at university then we had a year abroad and i was in nurnberg or near nurnberg (.) and in that year i learned an awful lot (1) I REALLY REALLY improved in that year (2) then we had to go back to the university in england for the final year (.) and (.) the (.) teachers (.) did not really like the way how i had learned how to speak because it was not what you would call high german

S1: uhuh

S3: and so that set me back (1) quite a bit (.) i have to say yeh and then erm (1) obviously that year in [town name 1] that was a waste of time as far as learning a language is concerned (.) although it did <swallows> help me to realize that dialects can be a very very different thing (.) to actual high german (.) very very very different and i think (1) yeh the key was moving away from [town name1] moving back to nurnberg (.) relearning again and then moving here was not quite such a struggle.

S1: uhuh

S3: for me

S1: and since then (.) staying here (.) was it like gradual growth or

S3: i could not really say my german has improved <@> since i've lived in vienna </@> (.) not really (.) i don't think (.) i think my passive vocabulary is much better but actively

S1: but now that you speak german at home (.) or with your girlfriend

S3: i don't think my german has improved (.) to be honest

S2: i'm sure your passive german has improved

S2: pass- passively yeh sure (.) passively (.) but not actively (.) not speaking (1) and writing i don't do a lot of writing (1) i don't get the chance to do that

S1: ok

S2 i had the same experience at the university because (.) we went to the same university (.) and we didn't really learn a lot of german (.) but perhaps (.) be-()cause we were expected to be good at it before we already <4> went there </4>

S3: <4> @@@ </4>

S2: and that certainly was not REALLY the case <5> with me </5>

S3: <5> @@@ </5>

S2: so (.) i did not find a lot of practical uses for many of the things i did at the university (.) with regard to german (1) but when i had my year out in [town name2] (1) i realized that i had to catch up quite a lot (1) not only with high german but also austrian german (1) which (.) is (.) REALLY different.

S3: that must have been quite a test at that time

S2: <6> yeh </6>

S3: <6> i can imagine </6>

S2: it was like punch in the face when i got to [town name2] and realized that my german was a lot worse (.) than i thought it was (.) cause i could not understand anything (1) but that also was largely down to the fact that in [town name2] (.) the accent (.) is=

S3: = is hard

S2: yes (1) tricky (2) and then (.) so during that year i did not learn a great deal of german because i was not speaking much german (.) or really <laughing> listening </laughing> or understanding at least what people were actually saying to me (.) but i realized the importance of learning (1) because i decided i wanted to come back again (.) so i spent another year in [town name2] (1) and things got a little bit better and i started to understand the accent more (.) then i moved to vienna (1) and my first year in vienna i was living with an american (.) and therefore i didn't speak any german at home (1) and i did not make great advances (1) and then after that i was dating a german girl and i spoke most of the time german to her (.) and my german increased quite a lot in that period (1) and then (1) for the last four and a half years (1) ah i've been speaking german regularly on a daily basis with my austrian girlfriend (.) and that has been the biggest increase in my german (1) SO (1) that's where i think the difference is (.) between the two of us that (1) i had I HAD to speak german every single day (.) at home (.) and i learned the every-day german instead of specific things with regard to business or

S1: uhuh

S2: jobs or things like that. (1) the everyday german has increased in that (1) but i don't read any german (.) but you do

S3: i read a lot

S2: you read a lot more german than i do (.) so the difference is there (.) that i speak a lot more german than i read (1) and you (.) read a lot more german than you speak

S3: yeh

S1: why do you read in german?

S3: because i have subscriptions to football magazines from germany for example (1) music magazines i am reading in german because the english ones are just too expensive

S1: uhuh

S3: erm (1) and yes (.) some general media on the internet this stuff that interests me (.) that i read in german as well that does not really make much difference to me (.) to be honest

S1: uhuh (.) ok (.) yeh (.) ok would you agree or disagree with the statement that native speakers of english are less exposed to the german language in austria than speakers of other languages (.) because their new environment is happy to speak english (.) with them (.) due to the popularity of the language.

S2: i agree

S3: i totally agree

S2: whenever i meet somebody new i always have (.) i always have this doubt at the back of my mind as to whether this person actually would like to spend time with me for who i am and my inner qualities

S3: @@@@

S2: OR do they just want a free english lesson

S3: @@

S2: and unfortunately i get the feeling more often than not (.) that they see me as their free english ticket (1) which is (.) for SOME people (.) <7> @@ </7>

S3: <7> @@ </7>

S2: which is for SOME people ok (.) when (1) people hang around with them because they want a free english lesson (1) but if you are an english trainer (1) if that's your JOB (2) you do that every single day anyway (1) and that's how you pay your rent (1)

S3: uhm

S2: so if you get peoples hanging around with you because they want to learn english from you and they keep on asking you to correct them (3) it does not work. and therefore i met a lot of people who go like <slightly higher voice pitch> oh yeh we should hang out what are you doing tomorrow (.) maybe we shall come over </ slightly higher voice pitch> and they'll always speak english to you (1) and if you know that they never gonna attempt to speak german that the chances are (2) that (.) they only just hanging out with you because they just want to improve their english (1) and that's a horrible horrible thing.

S3: <snorts>

S2: so i agree with the statement (.) people see us (.) people see english native speakers as a free english lesson (1) A LOT (.) which is a shame (1) because if i met somebody in england if i met a german or an austrian in england i would not automatically speak german with them (1) i'd speak english with them (.) because I am in england (.) and that's (2) <8> the country's language </8>

S3: <8>and they are probably in England to learn english </8>

S2: exactly (1) or it (.) if (.) if the person is interested (.) we could do some kind of exchange where every other time we'd speak english and then we change back from english to german english and german (.) but i would not automatically start speaking to people in german (.) just because i knew they are from germany or from austria (.) whereas here (.) if people EVEN if you start speaking in german (.) if they hear you accent (.) and they can tell you are from england (.) they will answer <9> in English which is </9> which is really really annoying

S3: <9> they'll answer you in english </9> (2) the rudest thing in the world yeh (.) because

S2: because i know that

S3: yeh because they know you are english

S2: i know that my german is good enough to (2) say exactly what i want to say without making many errors (.) so it is not like (.) they are communicating with me in english because they can't really <10> understand me </10>

S3: <10> understand me </10>

S2: or they are worried that i won't understand (.) oh i think that's a horrible insult to switch to somebody's (1) or what they assume your native tongue is (.) just because they think they can speak english better than you can speak german.

S3: i find people in official offices don't do that (1) so for example at the tax office or the insurance office they always speak (.) in german or the bank (.) also but in shops i think for example in [shop1]; an electronic shop they would try and speak in english to you (.) and i don't know why that is.

S2: i think they get a lot of tourists here in austria (.) that REALLY can't speak german (1) and as soon as they start to struggle in german (.) then the shop (1) rightly so the shop employees try to help them out in their own language (.) which i think is a good thing (.) but if somebody is not struggling <11> at all </11>

S3: <11> yeh is not struggling </11>

S2: but just has an accent

S3: yeh

S2: just does not have any (1) i mean if somebody speaks perfect english to me but has a horrible accent i won't say (.) oh cause he's got a horrible accent i'll try to speak his language (.) and probably (1) get it completely wrong anyway

S3: @@@ but as for other languages (1) i think that austria don't know slovakian russian turkish

S1: no

S3: <12> hungarian </12>

S2: <12> and surely it's not gonna happen </12>

S3: i don't know if they know that you are [S1's nationality]; for example (1) i don't know if they would speak in english (1) i think they would speak back in german automatically

S1: yeh (.) that's the case

S2: but [S1]'s accent s like (1) nobody can tell

S3: yeh but i mean generally if turkish (.) or serbian or something i think they'd automatically speak in german

S2: yeh

S3: accent or not

S2: yeh (.) there is willing to help by switching into your english (1) as far as it is english cause otherwise there is no chance which is a shame (1) well i mean it's fantastic that people here in austria and in germany as well learn english so well at such a young age

S3: yeh (.) it's marvellous

S2: it's incredible when you look at how ignorant english people are with regard to languages (1) BUT if you are here in that country (.) then you should speak that language and if people attempt to speak that language even if they make mistakes you should accept the fact that they are willing to try

S3: they are willing to help you (.) and you should help them out as well

S2: and if austria are always complaining about people not trying to integrate themselves (.) but then trying to speak another language

S3: @@@

S2: because even when you are trying you are making a couple of grammar mistakes it does not really make any sense

S3: it does not make any sense at all (1) no

S2: i wonder if austria could speak turkish as well as they could speak english i wonder if they would start speaking turkish to the turkish population here (.) it seems that there is a difference to whether you are from england or from turkey and integration issues but that is something else

S1: ok (1) then thank you very much

S2: you are welcome what's the next question

S1: eh that's all

S2: that's it?

S1: oh, that's it

S2: oh

S1: anything else anything else you want to (2) speak from your soul

S2: i went shopping to <LNde> mariahilfertrasse <LNde> today to get a rolling pin
S1: <13>@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ </13> ok (1) ok @@ we'll stop here
S3: <13> @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ </13>
<end Interview1_18:15>

INTERVIEW 2

<beg Interview2_00:00>

S1: dear interview participant (.) this interview is a part of a study investigating the way native speakers of english acquire a new language after they have moved to a european country (1) where a language other than english is spoken in our case (.) austria (.) erm so the first questions is whether there are any aspects that make austria particularly attractive to you

S4: ok (.) the culture (1) the way of life (.) and people are so relaxed (.) i lived in germany for two years and i found that (1) the germans were slightly more (1) eh not they were so punctual (.) very not (1) i can't really explain it (1) but the viennese are very relaxed it the way of life here it is not so stressful like in london it was sort of (1) busy and here it's just a capital city yet (.) it feels like a small town so

S1: ok so (.) what languages do you speak today at home at work with friends (.) in a shop where you buy food or clothes and in other spheres of your life and what is the reason behind this choice?

S4: here in vienna?

S1: yeh

S4: at church we always as you see speak english cause it's an english speaking church (.) at work i speak german and english (.) and it's an international university (1) but (.) most of my colleagues are Austrians so we speak german (.) at shops it is german (1) at home we speak german (1) yeh (1) so

S1: why so (.) why german?

S4: because my landlady she is austrian (.) she does not speak english (.) and my other housemate is chinese but he does not speak (1) well he speaks english but he is trying to improve his german so that's why he is here (1) so (1) i am (1) happy to speak german (.) it helps me as well.

S1: ok yeh great hmm (3) ok if you think of the time in germany (1) so was the situation (.) when you started learning german (1) different from the situation you have here today in austria?

S4: i actually studied german in england (.) it was my degree

S1: <1> ok oh: </1>

S4: <1> back in london</1> (.) it was very different i learnt textbook german i learnt goethe and schiller and this type of german and when i moved to germany (.) i learnt everyday language so (1) street language (.) how to communicate every day (.) and that was great (1) so what was the difference to now you mean?

S1: whether now you speak more german than before probably or?

S4: actually not (1) because of the church (.) because most of my friends are either macedonian or african or most of my friends are internationals (.) so unfortunately (.) i i would like to speak more german (.) than i currently do.

S1: ok (.) and would you agree or disagree with the statement that native speakers of english are less exposed to the german language in austria or probably in germany than speakers of other languages because their new environment is happy to speak english (.) with them due to the popularity of the language?

S4: erm (.) especially in munich most people when they heard my british german accent they would speak immediately in english so (.) i i fould that most germans wanted to speak english with me (.) is that the question

S1 yeh

S4: and probably the same here (1) unfortunately (1) people would like to practice their english and (.) they hear i am a native speaker and they want to speak english so

S1: and how do you handle these situations?

S4: ah

S1: what happens?

S4: well (1) i usually say <LNde> ich möchte mein deutsch verbessern </LNde> and I'd try and switch but (.) usually (1) i am quite polite and we will speak english

S1: uhuh (1) what is the way you feel about it?

S4: oh it's very frustrating (1) very frustrating erm you know (.) because i am here in a german speaking country (1) and that's why i am here to speak german (1) yeh it's a little bit (2) but it is very nice that they they are really accommodating to my language as well

S1: uhuh ok (.) then thank you very much

S4: ok

S1: yeh that's all

<end Interview2_04:19>

INTERVIEW 3

<beg Interview3_00:00>

S1: ok let's start (.) so this (.) erm this interview (.) is a part of a study investigating the way native speakers of english acquire a new language after they have moved to another european country

S5: ok

S1: where a language other than english is spoken (.) and yeh (.) in our case it's austria

S5: yeh

S1: so the first question is how long have you been living in austria

S5: six years

S1: six years (.) ok (.) and are there any aspects which make this country attractive for you?

S5: well i like it here it's really nice i actually (.) i actually i felt basically at home as soon as i got off the train when i moved here so (.) yeh i was not here even for a year and i just stayed @@@

S1: oh great @

S5: yeh @ so @@@ seriously i just i like i like how (.) how much they love public transportation here i like how independent you can be in vienna (.) i just i like it it's just it's nice (.) it's small (.) it's good

S1: ok (.) and what languages do you speak today at home (.) at work (.) with friends (.) when (.) you go shopping

S5: i i speak erm i speak english when i am most of the time when i am at work i work at as you see (.) at [org1] here and it's an international [org1] so basically most of people are americans that i work with or (.) all that (.) and my mother is swiss so i actually speak swiss german with her @@@@

S1: <1> oh great </1>

S5: <1> @@@ </1> but it's very different from austrian german (.) so and i speak english with my dad cause he is canadian (.) and erm (1) jah and i speak german at the grocery store @@@@

S1: @@@ ok (1) so your german is restricted to the grocery store?

S5: @@@ no i i i speak some at work as well because i am a book keeper so i have to still relate to people outside you know (i) of of the [org1] and so you know i still have to you know to speak german so

S1: what about your friends?

S5: most of my friends are english speaking actually or both (.) so a lot of time what happens is especially if you've lived here for a while and you are actually more comfortable in english but (.) you work and you do some things in german like at some point you start forgetting some words in english and then you start saying stuff like (.) i need to pay this <LNde> rechnung <LNde> you know @@@@

S1: yeh, i see

S5: then you start speaking both in one sentence you start mashing it all together so (1) that's always an interesting part @@@@

S1: funny@@

S5: @@@ yeh @@@ so that's a lot that is what happens

S1: but how did it look (1) you said you got off the train (.) and how did it look your first year in terms of language

S5: it was interesting because like my my <un> xxx </un> was really bad because i grew up speaking suisse german and i have not spoken any <LNde> hochdeutsch </LNde> in like you know (1) seven or eight years or so and so i had a really thick accent and so and austrians they kind of laugh at suisse people with accent

S1: ah

S5: so they say the sound like farmers @@@@ and so and so you know that is one of those things i wanted to speak german to people (.) but then they would always kind of laugh a little bit like oh <LNde> süß </LNde> and stuff like that you know (.) and so so i would always end up speaking english and so because i was embarrassed to speak german @@@ because @@ which is so sad cause i know german (.) @@@ but yeh i ended up having to work for a media company for a while and there i had to speak german and so (.) after a while of having to speak it actually i sound fairly austrian @@@@

S1: great

S5: @@@ yeh that was that @@

S1: great (.) could you think of stage of the process but if (.) you say ok your mom you are bilingual yeh

S5: yeh

S1: the question was stages of the process of learning german

S5: i mean i moved to switzerland when i was six so i learnt it when i was a little girl (.) we went outside and the first day when moved to switzerland we went out you know and kids would start talking to us and they would not speak any english cause they are kids you know

S1: yeh

S5: and we would cry and run back inside and we were in tears crying@@@ like the kids are talking to us and we don't understand mom@@@ but you know within a within a month or two even we got goof like because you know kids learn so fast (1) you know it was interesting cause some kids would actually make an effort to make themselves understood (.) cause like (.) i walked home from the school with a girl from my class who was walking the same direction (.) and she just came up beside me and she just said her name and she pointed at herself and said miriam and so (.) she actually some kids were good about making themselves understood (.) erm and then i had to go to <LNde> deutsch zusatz</LNde> with all that turkish kids and like the refugees from bosnia @@ and it was interesting (.)because they were not treated so nice (.) cause you know @ cause suisse people don't like foreigners very much @ even less than austrians do @ and so yeh that made things a little interesting but i was fine i was blond @ so

S1: ok er ja would you say (.) another question (.) would you agree or disagree with the statement that native speakers of english are less exposed to the german language in austria than speakers of other languages are (.) because because english is that popular

S5: i would agree with that (.) i mean (1) i know some people who have lived here for ten years and don't speak very much german (.) you know and i think that that's very sad actually (.) but on the other hand like erm (.) people get frustrated when they try to speak german to them cause they and i know someone who he just wanted to speak german (.) and he was american and people would always get so frustrated trying to talk to him cause he could not make himself understood and they would switch over to english (.) and so (.) it was just you know i can understand both cause you know on the one hand he was trying to learn and on the other people won't let him @@@ so you know cause they it's either they wanted to practice english or they were just frustrated cause they can't make themselves understood in german <swallows> and then and the other thing that was very difficult was that people would get frustrated with him cause he has been living here for so long and did not know german (.) so they would pay him back i guess it's just=

S1: =it's a vicious circle

S5: yeh it's a vicious circle like people don't let you practice (.) but you can't learnt german unless you practice (.) and so (1) i have a few friends now that sometimes say (1) speak german to me please @@@ like it's

S1: oh ok

S5: you know and i try (1) but i get frustrated too so @@@

S1: it is the easier way to speak english

S5: yeh cause if they speak better english you know (.) then (.) you know @@@ but you know i try cause i understand it's hard (1) cause you know i've been there so

S1: ok, thank you very much

S5: you are welcome

<end Interview3_07:19>

INTERVIEW 4

<beg Interview4_00:00>

S1: so what makes austria attractive to you?

S6: ah (.) my wife @@@@

S1: ok @@@

S6: basically (.) yeh apart from that (.) snow (1) there is nice weather in the summer (1) eh yeh good coffee (.) things like that (.) but basically the people

S1: ok (.) but you did not know that beforehand

S6: no (.) i came here because of my wife (.) erm yeh (.) that was it actually the only reason (.) and then also i got offered a job here (1) yeh speaking english (.) for the same money for the same money that i was getting in england so and third of the hours (.) that was also quite attractive

S1: ok (.) @@ so what is the distribution of the languages you speak today

S6: so what do i speak (.) so i speak english and german

S1: and where

S6: i speak mixed at work (.) eh with the colleagues it's german but with the kids it's english cause i am teaching english (.) and then at home it's mixed completely like (1) in one sentence <@> sometimes </@> @@@ with friends it's english and german (1) mostly german and then with family and friends from england it's only ever english and (.) with the family from austria (.) it's ninety eight percent german

S1: so could you think of percentage of how much is english how much is german fifty fifty or

S6: yeh

S1: or more german?

S6: i don't know (.) yeh i think including my job it probably is fifty fifty (.) and my free time it's probably more german but because of work i literary spend and uni as well (.) i literary spend most of my time speaking english so (1) it makes a big difference so if it were not for my job than it would be about eighty percent erm (1) german

S1: but if you take the total than it is balanced

S6: probably yeh

S1:ok (.) erm what was the situation (.) when you came to austria (1) the first year

S6: with regard to my language

S1: yeh

S6: i didn't speak german @@@

S1: at all

S6: <@>no i could not </@>

S1: ok

S6: no (1) i could speak a few words (.) i did do some at school (.) but i could not remember any of it (1) that was some eight years before or something and i hated it (.) so i blanked everything and (.) yeh (.) so when i arrived i literary spoke english with everybody (.) and they had to speak english with me (.) cause otherwise i did not understand (.) and then slowly i started picking it up so through speaking to the grandparents for example because they don't speak any english so i had to try a little bit (.) parents (.) they don't speak a lot of english so a similar situation (.) and basically with friends in austria i got sick of not understanding their conversations (1) so when they would speak to each other (.) so that was when i was like yeh ok i do really need to speak their language cause i can't expect them to always speak english for me and they won't and they don't so (.) ok? @@@

S1: ok. so just thinking of the attitudes (.) some guys said that sometimes they start speaking german and people answer in english because they here their accent (.) does that happen to you?

S6: no: (1) i am quite i am quite good at accents (1) when i learned when i first arrived i worked at a [name1] factory so (.) i picked up a fairly strong <LNde> wienerisch</LNde> at the beginning (.) i didn't learn <LNde> der die das</LNde> for example but <LNde> des</LNde> i learned inflection at the end and things like that so (.) it was fairly i can do it yeh i suppose (.) if i speak for a long time people notice mistakes (.) but they don't get that i am english

S1: ok

S6: it's (.) they say where are you from then (.) and figure out somewhere completely different (.) so i don't really get that

S1: ok yeh

S6: it's quite cool @@@@

S1: -@@@yeh i know @@ i know from my experience also i don't sound russian (.) i know so speaking of accents and was dialect a subject for you (.) an issue (.) was it difficult

S6: the fact that they speak <LNde> wienerisch </LNde> or whatever

S1: yes no just <LNde> wienerisch </LNde> and <LNde> tirolerisch </LNde> (1) is it difficult?

S6: yeh what I mean in places i am not used to like tirol or vorarlberg (.) then it's really difficult (.) or quite difficult but with <LNde> wienerisch </LNde> (.) it's only really when i am listening to comedian then i have a problem (.) then it's still tough (.) i can get most of it but there are still quick quips i just can't get (1) but with most people ah that's fine i would say (.) but as i first came i did not know german as <LNde> hochdeutsch </LNde> i learnt it from people here so (.) it wasn't THAT difficult because i didn't know how it could be easier (.) you know what i mean (.) it was as it was (.) and i had to get used to that (.) so some people are always harder to understand than other people and (.) yeh (.) it's just the way it is (.) @@@so those people you just shut out they should just speak properly @@@

S1: but did you have (1) you don't have any problems with <LNde> hochdeutsch </LNde> either?

S6: no (.) not any more @@@ i mean university helped with that cause i did history (.) or i do history (.) and through that it's only german only in german latin was in german (.) but it helped heaps cause and because of that my german improved much

S1: ok and so <clears throat> what was helpful?

S6: uni

S1: yeh

S6: yeh (.) that helped a lot for vocabulary (.) for speaking a higher level of german or a more varied level of german (.) because with your friends you only practice informal speech (.) with uni i have to use it of debating or whatever at different level (2) not getting too stressed about the language (.) so i did not ever have to really worry about <LNde> der die das </LNde> erm the details that i can sort of leave out or ignore a bit (.) that helped a lot like word endings and stuff i can cheat with (1) that's that's pretty helpful @@@ and i am NOW discovering written work (.) cause i have never had to write essays in german either they were always accepted in english at uni (1) it makes life way easier @@@if you are speaking english i guess @@ but yeh i have now done a few (.) and it's really tough (.) and i have to do a writing course one at at school cause cause writing letters to parents and stuff (1) if something i want to be better at and when i get kids or when i have kids then i would actually yeh

S1: yeh (.) they will come to you

S6: and there will be daddy you got that wrong daddy you got that wrong hahah hahah (.) so (.) i mean that's fine (.) but i still think it would be good if i learnt it as well (1) yeh

S1: yeh (1) would you agree or disagree (.) with the statement that native speakers of english are less exposed to the german language in austria than speakers of other languages because the new environment is happy to speak english with them due to the popularity of the language?

S6: erm (.) for a limited amount of time yes (.) although (.) @@ ah (.) there is not that many english people in austria (.) so they don't really get or (.) there is quite a few (.) i don't know (.) @@

S1: probably

S6: probably yes (.) i think it IS easier because it is the lingua franca (.) and when i first arrived people did want to speak english with me (.) and they were happy to practice (.) but i mean i know a colleague of mine who has been here for twenty years and never learnt german (1) did not need to (1) and yeh (.) but (.) if i imagine (.) erm (.) i don't know (.) certain groups that come from different countries (.) when (.) there is a group then ahh (.) even the english (.) when immigrants come to a country they tend to speak to other immigrants of the same country so they get to speak their own language (.) and i think that erm (.) it is perfectly normal (1) but i think that (.) a lot of people have to actually get to move from that field (1) and yeh (.) what was the question again?

S1: @@ whether whether native speakers of english are less exposed to german then say a russian guy

S6: croatian or a russian (1) i mean hm yeh (.) probably (.) but not a lot to be honest (1) i mean it depends if you turn out to be a turkish person then (.) turkish migrant population is i think the highest non non non non german speaking so THERE it would be probably easier for them to speak their own language (.) but if you take a country like russia for example (.) or macedonia (.) i can't imagine there are a lot of macedonians in the country (.) and (.) definitely nobody speaks macedonian from austria or very very @ few people

S1: yeh

S6: so (.) yeh it's gonna be a hell lot of harder (.) english is the lingua franca of the world (.) so (.) yeh then i think they don't have to struggle as much (.) however (.) i think if they really want to get accepted within the society (i) eventually (1) they have (.) to within certain fields (.) so i mean (1) erm work i mean it depends also on what you do (.) at billa it's difficult to speak english (.)

S1: no (.) yeh

S6: you could point to the stuff (.) but i don't think that you know it does not go to a certain level (.) whereas in the office erm in a MULTINATIONAL firm then (.) i think you can get away with it quite easily to be honest so SORT OF (.) i think is the answer (.) MAY BE @@@

S1: so you don't feel (.) you don't feel like (i) i don't know how many new people you learn (i) you don't feel (.) people people would like to practice their english with you

S6: with me with me no (.) because I would automatically speak german with them

S1: ok

S6: and i do that deliberately as well (.) cause because i i think it is (.) RIGHT @

S1: <1> because we are in austria </1>

S6: <1> but having said </1> that exactly but when i am in the english course here (.) when i am in the classroom i will always speak english (1) and (.) but i tend to follow what other people do (.) so if they speak to me in english then i'll speak back in english (.) and i think most of people do the same thing as well (1) if i speak to them in german first (.) then they'd speak back in german (.) and without realizing that i am english then (.) they'd probably stick to german (.) however if they speak in english to me in english first I 'll stick with english cause they obviously want to do that (.) so why not and i have enough practice in german (.) so that's my view

S1: ok (.) thank you

S6: my pleasure

<end Interview4_ 11:44>

INTERVIEW 5

<beg Interview5_00:00>

S1: @@ yeh i know him (.) <1> i know him personally </1>

S7: <1> this guy i know him </1>

S1: yeh so

S7: all right (1) so what do you need to know?

S1: so (1) so the interview guide suggests that i ask you whether there is something (.) what what positive aspects are there for you in austria

S7: ok

S1: but it's not the main question

S7: positive aspects (.) well (.) i'm i'm at the right age for vienna (.) i think austria vienna is a very traditional conservative country (.) and i think if i had come here when i was twenty (.) i don't think it would have had the the draw for me to stay (.) yeh (.) i think now i'm older (.) i have a family so i think the benefits for my family are greater here than i could provide in london (.) for example (.) i mean in terms of life style education (.) quality of life (.) these all these things all wrapped up (.) access public transport all these good things come together (.) whereas in london we would my wife and i would both need a car (.) and the general cost of getting around is more expensive and everything is more expensive so (.) and although i would be doing a different job in england (.) i can't teach english in england

S1: why?

S7: you know it all (.) no

S1: <2> i still need to know </2>

S7: <2> i'm i'm a </2> [teaching programme1] teacher and the requirements to (.) to teach english are not so demanding as it would be in england (.) although i probably could (.) but academically there may be some issues (.) but here (.) because i'm i'm probably more than most [teaching programme1] teachers that i do have a qualification for teaching (.) many gaps teachers don't (.) you don't need (.) you need a certain level of education but not necessarily a qualification for teaching so (1) but yeh (.) when i came in two thousand two and so i've been here for ten years and i have children so i plan to stay here (.) and in the end you have to be somewhere in life and i'm here (.) you know (.) and (.) i often think about (.) going back but at my age i am [age1]

S1: <3> NO </3>

S7: <3> what would i do? </3> i am [age1] yeh (.) i am [age1+one] this year

S1: do you colour your hair?

S7: i've got a bit of grey in my beard

S1: this is funny

S7: i am [age1] yeh yeh so (.) at [age1] to go back to my old my old work (.) i mean now i would be an old man (.) and one aspect of teaching is that i am kind of future proved to some extent that i could if i have a brain i could still for ten years (.) more really or if i if i could live with children that put up with me (.) then it's fine (.) but in business – this is my old job (.) it's it's a bit <un> xxx </un> young man sport (.) but it wasn't easy in austria when i first came i wasn't teaching when i first came to austria (.) i was i came to set up a business here (.) and it's a long story i don't want to go into (.) but then i started to (.) then from hitting the ground <knocks on the table> i went to a german course to learn german (.) and i am not really understanding my own language very well i find it difficult to learn german (.) and when it came to the dative case i just WHAT IS THIS I HAVE NO IDEA and it took me a lot of time to get the word order <L1de> wörterstellung </L1de> (.) i just could not get it (.) and i went to another course at the university (2) and i did another course somewhere and i went to [language school 1] i am sure i should not mention any names but that was a catastrophe

S1: no that's fine

S7: yeh yeh yeh (.) it was (.) i had great expectations of myself and also the course (.) and in the end (.) we just used a book (.) which was oh just turn to page twenty three oh (.) and it was intensive (.) two or one and i expected that it could concentrate on my weaknesses (.) i could already speak german

S1: uhuh

S7: at that point (.) but i was i spent a lot of money and i did not get much out of it yeh and you know probably and intensive course is a wrong thing (.) wrong way to learn a language unless you are looking at specific (.) things to learn (.) like you are going to a court or you are going somewhere any you need phrases to get you around (.) fine (.) but in an intensive course you have to absorb a language

and take it on (.) and really from then (.) and i can speak reasonable german (.) and (.) and i can get by (.) i can do most things in german (.) and i i have a certain confidence and beyond that it gets a bit tricky (.) i can't write (.) really (.) in german but

S1: not yet

S7: yeh yeh it's a question of time i sup- i work a long (.) but you don't know (.) i work a long day (.) ok (.) it's not just here (.) i do other things as well (.) so by the time i get back and i get prepared for the meetings (.) and other stuff i do (.) and the family and i don't have much time for myself so i try and make it a rule not to work on friday afternoon (.) friday afternoon i am free i'm working later (.) or do an interview with someone else but yeh

S1: @ you are a popular person @@

S7: kind of

S1: @

S7: all right

S1: @ but speaking about learning german (.) was the environment supportive (1) or what what helped to learn or what was less helpful?

S7: learning german (1) ah yeh (1) cos (.) yeh (.) i'm from january thousand and two (.) i've been pretty much absorbed (.) i've been in the german speaking world and i (.) to be honest (.) if it's a good or bad thing (.) i was not being part of united nations or (.) ceo of one of those big organisations (.) i didn't have that sort of native's english speaking environment (.) to (.) so i was more exposed than the average english person being for some time in the company here and then getting into teaching so (.) i was not really (.) although i do have friends in that that world and they integrate to varying degrees (.) but in terms of (.) the support (1) well it's up to me up to an individual to learn it was just me (.) i paid for courses i went on (.) and (.) and there was nothing as i remember around it (.) i mean i watch german movies i still do (.) and in the beginning they were just noise really (1) and and it was (.) yeh (.) it took a long time to really (.) really do it i think it was more through osmosis (.) do you know what i mean?

S1: <4> yeh ok yess passive </4>

S7: <4> absorbing </4> yeh so i understand (.) i mean ten years i think it's a a long time and i feel guiltish my german should be better (.) but it's a (.) you know it's question of i mean (.) the opportunity and the focus to (.) get down and (.) work on it (.) i read (.) i read children's books as well (.) just have a look (.) i just read a bit of that

S1: but if you have a look on (.) where you speak which language (.) where you speak german (.) where with whom (.) in which situation do you speak german and in which do you speak english

S7: well i i must not speak german here

S1: it is official?

S7: yes (.) it is (.) it's a must <knocks on the table> and everyone has to speak with me in english (.) and it's a kind of game (.) the kids know i speak some german (.) so when anyone well i said yes (.) it's a game (.) what you can speak german so i can say is <L1de> ja nein </L1de> and <L1de> ich liebe dich </L1de>

S1: <5> @@@@ </5>

S7: <5> and I say </5> then i say (.) what is i don't know what does <L1de> ich liebe dich </L1de> mean?

S1: ok

S7: and they say i love you (.) OH REALLY (.) it's an old gag it kind of works (.) sometimes (.) @ it's a bit of fun (.) so anyway (.) what was the question sorry (.) <6> the the situations </6>

S1: <6> what spheres of your life are in english </6>

S7: well (.) here (.) at home (.) mostly english (.) [first name1] speaks german i speak english both kind of understand each other as much as a man and a woman can @@@

S1: so your wife is=

S7: =austrian (.) yes that's right

S1: ok (.) what do you speak

S7: together?

S1: yes

S7: english

S1: ok

S7: and german (.) a mix (.) i think if i want to be understood (.) i try german (1) but just general (.) let's go shopping or what do you need (.) just it does come out in english and she understands the most things (.) and with the children it's always english (2) [first name2] and i (.) well (.) [first name2] is my [number1]-year-old son (.) and he had a very strong passive knowledge (.) and we would have a german english conversation (.) kind of a bit weird (.) so he would speak german (.) i'd speak english and he would understand everything (.) it was only when we had a christmas in london that he began to see the sense of speaking (.) english (.) and then we put him into an english speaking school and now he is (.) more or less fluent for a [number1]-year-old (.) he makes a few mistakes

S1: great

S7: you know but yeh (.) he is (.) and being a teacher (.) i make him i make him repeat things after me so (.) you know what do we do (2) you know in situations it is much easier if you have the child for twenty four hours (.) you know he's got chocolate round his face then i say you've got evidence (.) you see what's evidence (.) you can see (.) <whispers> go get rid of the evidence shhh </whispers> (.) don't let mommy see that you ate chocolate (.) so evidence you know and then are you innocent (.) did you take the chocolate? no (.) well (.) then you are innocent (.) oh i'm innocent then (.) so for a [number1]-year-old (.) you know (.) through the year (.) or two years or so (.) since was about [number2] he has quite a developed vocabulary (.) i think

S1: uhuh

S7: i mean i would've never used words (1) he uses a lot of words (.) but you know anything that comes up i don't have any inhibitions about telling him a complicated word (.) like evidence or proof or guilty (.) and anything i can't think of any examples now (.) but he gets it (.) and we don't doggy or pussy or bunny (.) cause that's not the word (.) it's got to be an adult word (.) he eats off adult plates (.) he's got smaller (.) but everything for him is but anyway we do our best (.) so

S1: so it's english here (.) english

S7: yeh (.) german outside (.) german outside german in der <L1de> konditorei </L1de> (.) and german around (.) my german is good enough to joke in german (.) yeh a little bit (.) so in low-level situations (1) yeh (.) well (.) most things (.) where it falls over is when i have to deal with official documents and they send me letters (.) and it's complicated legal german (.) and i get a bit of wooshy wooshy when i see this (.) i could probably pick out the meaning (.) but that's i find it quite demanding (.) to read texts from the <L1de> wiener gebietskrankenasse </L1de> or something like that (.) but day-to-day situations i speak german

S1: so what is the percentage?

S7: oh i don't know (.) everything outside (.) everything outside school is in german (.) except everything between (.) so (.) work mostly english although i do revert into german (.) not here (.) but if someone is struggling (.) it's always ok if you don't know in english give me the german word and i <snips with fingers> i'd just know it you know my vocabulary is quite reasonable (.) but i don't know i can't put a percentage on it (2) so in terms of the today (.) it's all english here so it's (.) it's a twelve-hour working day (.) it's about (.) a bit at home as well (.) so fifty percent (.) german-english.

S1: ok what's ah (.) would you agree or disagree with the statement that native speakers of english are less exposed to the german language in austria than speakers of other languages (.) because their new environment is happy to speak english with them?

S7: oh dear (4) yeh (.) kind of (2) yeh (3) i thi- i do get that you know if i am trying to speak in german and people come back to me in perfect english

S1: did that happen?

S7: it happens a lot (.) yeh (1) in more professional situation (.) so if i am talking to a bus driver (.) i won't get it but in a personal situation if a person is educated they'd prefer to speak in english (.) i can't comment on all these (.) on other languages (.) for instance you know in in what's the place in [shop1]

S1: uhuh

S7: you know that's that probably places like that the moment when i have to describe something (.) you know they don't have any english there really (.) i've never had any never experienced any english in <L1de> firma [shop1] </L1de> (.) if that helps

S1: @ you keep on advertising

S7: yeh (.) that's right (.) they need the business but yeh (.) i'm less exposed to it (.) probably it may be true if i if i were i don't know from jugoslavia (.) and my skill set would be different (.) and i guess (.) that i i would be expected to speak german

S1: uhuh

S7: yeh (.) and and yeh (.) then it's true then (.) i can't say every situation but i guess it's people do want to speak english (.) english is an international language (.) it does have a certain <un> xxx </un> (.) it's language that will be lingua franca or whatever whatever you call it now lingua =

S1: =lingua franca (.) international language

S7: yeh yeh it's french anyway it's international kind of currency of conversation but yeh (.) yeh i don't know to what degree i can comment (.) but yeh it depends (.) yeh how old you are as well and (.) how you come across as well (.) there is another dimension to it (3) you know some people (.) i am the kind of person if i don't know i don't have any inhibitions to ask someone (.) you know (.) so let's ask him (.) and i won't be afraid to ask (.) in german (.) some other people might not (.) so that's an active skill

S1: but are you comfortable in this situation where you start speaking german and people answer in english

S7: yeh (.) why (.) really no problem

S1: no?

S7: i don't (.) it's a real commu- (nication) (.) if someone wants something and they want to speak in english (.) it would be an issue if i didn't understand them (.) or they use some word they did not understand or the way they pronounce. (.) usually most english people get it (.) it's not like french where you have to say everything precisely

S1: so for you the issue of learning german is not that (.) so you you don't feel that there are impediments to learn german

S7: no not really (.) only self-imposed (.) if i had the time (.) i could do it (.) but i don't (.) i have (.) i do have time (.) but (.) i mean (.) i am distracted (.) i mean i've got the work and the family (.) but i've got my little projects i get something in my head and i can't let it go (.) here (.) some ideas i've got to sample language in a way visually (.) and i spend quite a bit of time (2) modifying pictures (.) and i've got a programme on pc and i am a bit of a beauty gig as well (.) i (.) i do stuff (.) have i got anything here i did (.) yeh yeh ok ok {snips with fingers} yeh yeh so THAT {shows pictures}

S1: OK

S7: that sort of takes time (.) these are the visuals for a song (.) thank you for the tulips (.) ok (.) right

S1: oh (.) great

S7: i mean it was just a little of what i do around (.) and this as well (.) and these chameleons as well (.) we did this (.) so this is one of the ideas (.) one of the kids did their <L1de> referat </L1de> on chameleons so i found this individual chameleon an i (.) with this paper ground (.) you know that's very simple but it is where does this chameleon live (.) this chameleon lives in the meadow

S1: uhuh

S7: ok but this chameleon (1) it lives in the rocks (.) ok (.) so that the plan and then (.) how many chameleons can you see? (.) so it's simple stuff but the aim is to grab children's (.) there is one two three four five

S1: five yeh

S7: five yeh (.) so simple (.) really simple concepts (.) but just get the child engaged motivated (.) oh how many are around here? how many are on the leaves? oh and just to keep {someone opens the door of the room and closes it} hallo sir (.) so i spend a lot of time with that kind of thing (.) and i enjoy it (.) i like that (.) my wife goes crazy (.) she (.) but but this is all (.) i've got other things i've done (.) the fairy tales that was just simple just from the internet (.) but i spend a lot of time like getting the concepts so it's yeh this is {shows a picture} i don't have to wash my bike

S1: ok yeh

S7: it's clean (.) right? it's a clean bike.

S1: yeh it looks clean yeh

S7: it is clean (.) but this one {shows another picture} i have to wash my bike (.) {shows both pictures} i don't have to wash my bike

S1: great

S7: so that kind of idea (.) so i just printed that (.) and laminated it (.) so that's me (.) that's for my sort of part i try and try and have a look how learn german (.) i know how difficult it is for children to learn and it's and everyone and adults would say oh grammar oh grammar i say but how did you learn german? how did you learn russian? did you read could you read my son speaks english and german and he can't even read (.) so don't tell me you need a book (.) you know It's a question of application

in context and a connection (.) you know my son has the advantage (.) i hope @@@ (.) that i am with him a lot and a good thing with this job that i have i can spend a lot of time with him (.) in my last job i was working you know crazy hours (.) crazy crazy (.) so anyway (.) yes so it's yeh simple things (.) just step by step it's a bit of language that they get to learn and be confident with it (.) because it is mostly it (.) confidence with a language (.) isn't it?

S1: yeh

S7: and so you know (.) we don't do any grammar (.) not that you'd know (1) cause the grammar is in the language (.) yeh you know we are gonna do past participles today he? what was that there? we don't do that (.) you got to try very hard try and get something kids can get engaged with (.) i mean like i've got an idea for a picture (.) child with a dirty face (.) chocolate (.) so that language is what have you been eating? now THAT is actually advanced english

S1: yeh

S7: ok (.) what has he what has he been eating? and they just have to remember (.) my son can use it (.) my son uses conditionals. [age1] (.) so i don't see any reason you know with enough time and the right (.) thing the right

S1: yeh you need to connect to their cur- (.) curiosity

S7: yes (.) you could get them using (.) if i had (.) if i had known i would have helped you third conditional (.) which adults oh it's very complicated well it IS if you just read it (.) but if you take it simply so this is kind of my my theory (.) so that's what i do.

S1: do you know clil (.) clil (.) surely?

S7: chm?

S1: content integrated learning?

S7: no

S1: there is that concept

S7: maybe there is (.) i am sure (.) i'm just raw (.) i just do what i think is (.) i'm sure that's a lot of theory and process behind (.) but i am quite ignorant when it comes to it (.) well i just do what i think is (.) what seems to work (.) and i know kids quite good by now (.) i know what they like (.) and what they don't like (.) you know what i am doing (.) i speak (.) but it's not like in a teaching (.) so what are you doing (.) so what's that you are doing tomorrow (.) so they have to think it's not like active teaching as such but it's kind of (.) little bit sort of subliminal (.) you know (.) subliminal

S1: yeh

S7: yeh kind of not direct but so they (.) you know (.) i do it with the guys (.) i like your hair (.) i do that with the girls (.) do you like my hair? (.) and they come do you like my i like your t-shirt (.) and it's kind of little silly (.) but you know i've got that kind of personality where i can get away with that you know you know me?

S1: yeh (.) you enter THEIR world because it's important to them

S7: that's right that's sort of trying relate to them (.) and (.) and present them non-threatening (.) so i am trying to come across a bit like THIS (.) just not be a threatening big man cause i am i can be shouting sometimes (.) you know (.) well in the gym today it's crazy (.) well stop and listen and wait for ready set go and they didn't so i was an angry man (.) then after whatever (.) but yeh you have to have a gate to their world somehow

S1: can you imagine that there are people who who would be disturbed by getting answers in english if they want to learn german?

S7: No no no no no no you mean an english person

S1: yeh

S7: if I said <L1de> entschuldigung können sie mir helfen können sie mir sagen wo die apotheke ist bitte </L1de> (.) and then he (.) oh it's over there (.) yeh (.) is that what you mean?

S1: yeh (.) yeh for instance (.) people (.) somebody who wants to be a friend

S7: ok

S1: and hang out with you

S7: uh

S1: for instance, yets, and speak english all the time to you and they insist on speaking english all the time and they won't help you out with german

S7: no problem (.) no no no there has to be some kind of relationship there (.) a drinking friend (.) a friend (.) i mean i don't drink a lot (.) but we have a curry club that we men we go (.) and and but and if they wanted to speak english fine no don't not have any problem with it and if you wanted to learn

german to improve it i would actively if i won and had money (.) i would get into a course (.) ok (.) find a course in Vienna (.) that just (.) that would be convenient (.) and and read books since there are enough books out there (.) i read children's or teenage (.) i am at the teenage books right now (.) so teenage novel or get a book like from [publishing house 8] und and go through the exercises (.) and that is how i would do it if i if i said to you that i want to learn german and you said oh no i want to speak english all the time (.) it would be fine (.) i wouldn't put that on you or on a friend

S1: ok

S7: because it's kind of for my wife (.) my missis (.) i can't ask her teach me german (.) it's too difficult (.) cause it's a different relationship because i have to say no that's not right (.) what i would say it that's better saying it another way (.) and it's a different kind of focus (.) it's real listening (.) you have to listen (.) it's like i don't listen to my wife (.) or she doesn't listen to me (.) but it's a kind of intense it's a different intensity (.) it's intensive listening (.) if i am in a group (.) you really listen and you give feed-back and correct them (.) it's not like i am just thinking of the next thing to say (.) so normally (.) it's it's different (.) so i would not put that on them (.) if someone wants to hang out and want to speak english (.) then it's hanging out (1) it's not learning (.) that's what at weekend i was with an english friend who also has an austrian wife (.) and i (.) she speaks really good english (1) and my friend who is english he does not speak as good german as me (.) so we spoke english (.) but i also was speaking a bit of german to her just to make her feel that we were not just the englishmen together (.) so

S1: thank you

<end Interview5_27:50>

INTERVIEW 6

<beg Interview6_00:00>

S1: it is more or less i am interested in your experience how (.) how learning german proceeds actually

S8: uhuh

S1: what is helpful what might be not helpful (.) whether you feel yourself immersed in this language

S8: @ ok (.) so just in general or

S1: yeh

S8: i mean (.) because i work in english i hear i speak primarily english (.) then i don't think i am completely immersed but at home my partner does not speak english (.) so german is our language of communication (.) and this helps (.) otherwise my german would be disastrous (.) so at home then we have to completely our home relationship is completely built on german (.) and that is practical (.) when i am at home then my german improves greatly (.) in summer my german improves greatly (.) during semester not so that's what i think yeh

S1: and what about other spheres of your life?

S8: i mean i take some university classes that are in german (.) and then we discuss german (.) some professors here at the institute when we are socialising they (.) speak german and then i speak german (.) but primarily all my friends on the institute speak english (.) they speak english with me

S1: uhuh

S8: primarily all my friends and colleagues are native speakers of english anyway (.) so we speak english (1) ah so yeh so really sort of the work sphere is primarily english (.) and it's really just at home that i speak german

S1: uhuh would you generally agree that german speaking environment prefer to speak english or to practice their english (.) or are happy to speak english with you in a way

S8: you mean on the street sort of

S1: or new friends probably (.) i don't know people you get to know here

S8: i mean people i get to know here i get to know at the institute very often and so with these people i speak english or even if i talk to my students and then we speak english cause it's for them (.) i mean i do have a few friends and we only speak german (.) their english is not good enough (.) but probably they would want to speak (.) i mean they would want to speak english if they could (.) they are always complaining about how their english was not good enough and that we should practice some time and so i think

S1: ok

S8: but people on the street (.) it depends (.) i mean in shops sometime they switch but now more and more people don't switch on me (.) i guess my accent is getting better

S1: yeh

S8: and so more and more people don't switch on me (.) but i noticed when i brought my australian friend here who does not speak german (.) she was visiting the shop-keepers would immediately switch into english and they were so ecstatic to speak english with her (.) so i mean it's very english speaking friendly (.) and from from for example my [relative1]'s point of view (.) she'd been here for ten years (.) and most of her friends speak english her german is rudimentary it's quite sad (.) and most of her friends speak english (.) and so she is never really and otherwise my [relative2] speaks german and so if she needs anything she gets it translated from him but otherwise she doesn't (.) most people speak some sort or form of english enough to (.) you know communicate and are happy to speak english with her so

S1: and how does she feel about it you know is she fine with that

S8: no i mean she thinks she should learn german and to a certain point of view to a certain degree she is always (.) cut off from (.) austrian society speaking english so if all her friends go out (.) they go girls night out or something (.) then they would speak to her in english but speak to each other in german (.) and so she is always slightly on the fringes of the social gathering (.) and so at the end it's not really good i mean she also teaches and sometimes she has to have a translator if her student don't speak english well enough (.) and so NO she's not happy with it completely because she's always she's not a part of society she's sort of always isolated (.) but (.) she i mean she is [age1] so she always thinks that that that she is too old now

S1: no

S8: she she does not have the skills and whatever she comes with all sorts of stories why she doesn't (.) i mean she tried to take classes and stuff (.) but she never really sort of actively tried to invest (.) i

mean if my [relative2] didn't translate for her and just kind of threw her out (.) @ trew her out @ I mean in terms of these sorts of things (.) you go shopping and you go do it i am sure she'd pick up german extremely quickly and she understands quite a bit (.) but i don't think in terms of the (.) the i don't think it completely works (.) just to a certain degree you can communicate but it's always it's not really good communication (.) and i should really speak the language (.) and you sort of become a part of the culture (.) that was how i experience it anyway

S1: and if you think about your way towards your command of german now (.) did you come here already speaking german

S8: i had some skills i had lived in germany for two years

S1: yeh how was it there for instance?

S8: god it was a long time ago (.) there it was less so (.) but i was younger as well (.) i think i spoke primarily german i spoke very little english (1) i mean i was going to school i was at the high school (.) and the second time i was in germany for a year i was working (.) and there i had no one spoke english with me so i had to speak german all the (.) time that's why my german is actually quite good (.) but then i left for many year and then i came here and my german was rather rusty (.) and it was really until i it was never really quite good until i met my partner (.) and then very quickly it got very good (.) and when i started to study in translation studies it got very very good so (.) yeh (.) but i mean i came here with some basis of knowledge

S1: do you find dialects difficult or was it an issue

S8: yeh (.) definitely definitely i mean cause you know coming from germany (.) and coming to austria (.) and then i was enroled with the university and they were so mean they would not speak anything close to <L1de> hochdeutsch </L1de> and they come with viennese dialect and i had no idea of what they were talking about (.) i mean now i understand viennese dialect i can understand most dialects except probably tirol (.) but when i initially came it was dreadful and my students you know i was teaching ams courses and they were speaking really strong viennese dialect (.) and (.) it was completely and utterly impossible and then of course i had all this german vocabulary that did not coincide with the austrian they would say <L1de> sackerl </L1de> where i said <L1de> tüte </L1de> and people would look really strange (.) or i had no idea what an <L1de> erdapfel </L1de> was (.) or @@ i was @ what is <L1de> Erdapfel </L1de> @@

S1: @@what's that?@@

S8: they would look at me really strange @ and this kind really stupid things @@@ and then the viennese have sort of wonderful little so like <L1de>hut ab</L1de> (.) or <L1de> eins a und nägel mit köpfen </L1de> there have all these idioms that you have to learn and eh i did learn and i learned through my partner primarily (.) cause he would use them (.) but he does not speak (.) he speaks something between (.) he speaks a nice german with me i noticed cause when we have friends over then he would speak stronger dialect with them (.) but i can understand dialects primarily (.) yeh

S1: what (.) because you mentioned that sometimes people do switch to english

S8: uhuh

S1: how do you handle then

S8: i mean initially i would switch to english (.) now i don't (.) i just keep on talking to them in german (.) and then well it depends on the situation it depends on how rude i want to be but i start with german and they switch to english then i'll continue in german (.) and they'll switch back (.) but i can tell less and less people do this to me anymore (.) primarily they speak german to me (.) yeh

S1: uhuh

S8: but initially (.) very often people would switch and i would switch just out of politeness (.) but but (.) now i don't do it anymore my german is good enough they should try to understand it too @@@

S1: ok thank you (.) i think i am happy

S8: is that it? ok

<end Interview6_08:52>

INTERVIEW 7

<beg Interview7_00:00>

S9: i don't know did you ask me a question (.) i don't know do you want me to just tell you (.) i just wanna say that it's an interesting topic because i feel complete frustrated that (.) when i go to a doctor especially my my [medical profession1] i he he is very nice and (.) he always wants to you know help me

S1: yeh

S9: but i want to practice my german (.) i want to practice my german and i he immediately once i start speaking and the minute a minute i speak german i have i don't have an american accent when i speak german (.) it's not clear (.) because my mother is german (.) so i have a better ear for it or

S1: uhuh yeh

S9: so they think oh she's she's not you know (.) she knows it better and thing and then i make all these mistakes so he speaks he starts to speak english to help me (.) but then i try to like to (.) to force german and then it always ends up with english.

S1: how do you try to force german (.) what are your strategies?

S9: i just answer in german

S1: ok

S9: that's all (.) i just answer in german

S1: ok

S9: but if but then i come to something difficult to say (.) and then i give up myself (.) and i speak english (.) and sometimes i get i go somewhere (.) and i speak to a stranger who just insists on speaking english with me (.) and so i get mad because (.) i want to speak german

S1: yeh

S9: and we are here in austria (.) why can't i speak german (.) so i get very upset and so i say ok fine i'll speak english i'll speak american english very fast

S1: @@@@

S9: and so i speak very very quickly american english (.) but yeh i do anyway (.) that's been my experience (.) i think it's funny that you have this topic (.) it's hilarious (.) cause it's completely my experience (.) cause i (.) so i married my husband two and a half years ago but we met each other twenty years ago (.) when i was a student here (.) and i should speak german <whispering> way better </whispering> than i do now (.) but we i there was a period of seventeen (.) or fourteen years where we weren't together and i didn't speak a word of german (.) and so i lost a lot of course and i came back and i've been trying to gain my german back slowly (.) but (.) with him (.) he is (.) he is austrian and his english is not perfect (.) so HE always wants to speak english (.) and it's a constant battle here in the house (.) and now we have a son (.) and i want him to be bilingual (.) so i always speak english with [first name1] (.) but [first name2] because he always wants to speak english (.) and is trying to speak english with [first name1] and he is trying and it's like a constant BATTLE this language battle it's hilarious (.) and i am always telling him <whispering> could you please speak german </whispering> for him (.) for [first name1] (.) not for me for [first name1] it's funny it's really funny (.) anyway but also i admit that i easily give up because i have <L1de> große hemmungen nicht perfekt zu sprechen </L1de> so i give up in a second just like that just like how i did

S1: could it be is it just feeling you know you are not you don't speak perfect german (.) or is it also politeness because you are aware of other people's interests (.) just being polite to them (.) since they so obviously want to speak english

S9: yeh (.) sometimes i hear that they want to speak english more (.) they want to speak english because they want to speak english not just because they are trying to be nice to me (.) but they want to speak english so (.) sometimes i let that happen (.) because i'd be nice

S1: ok (.) yeh but probably i just thought probably these people think i 'll just be nice speaking english because you will feel more at home or being more welcome (.) i don't know (.) there might also be this idea behind or both both motivations somehow

S9: maybe (.) i think with my doctor for instance (.) i i told him (.) after a while i told him i need him to speak english when it comes to (.) you know stuff that involves <L1de> schwangerschaft </L1de> and you know just my health so i speak english with him only when it comes to when it has to do with my <L1de> gesundheit </L1de> (.) and then with [first name1] when i am with a paediatrician i always speak german (.) why? i always push my german (1) oh you know why (.) because his english is not as good as my german is

S1: ok

S9: and i can understand (.) i i can understand everything in german mostly except for when some wiener is talking to me (.) and i when a contractor comes here like a handyman comes here and fixed bathroom or something i can't understand

S1: @@@@

S9: yeh you know that because you've been here for ten years (.) and then i am in trouble and they can't speak english so a lot of people can't speak english here (.) lots

S1: ok so that means that you=

S9: =i have to speak german

S1: yeh (.) you have enough possibility (.) do you feel you have enough possibilities to train your german or you find that you are speaking less german (.) compared to what you would like to

S9: the only reason why i am speaking less german is because i don't (1) really push it all the time (1) like this class (.) this class is mostly a conversational class which is really helpful (.) because it's my downfall my downfall is conversation (.) but i am just trying to think in stores (.) ok so (.) was just in [shop name1] (.) just today

S1: yeh ok

S9: and i was tired about underwear and i had no idea what sizes are to buy (.) like what are the sizes in europe the european sizes for underwear

S1: yeh they are different

S9: so i said i was from the united states and i had no idea of my size is (.) and then usually they say OH (.) blbl (.) and they start talking english or try to (.) but that was that didn't happen so (.) i spoke german (.) i mean things like that happen (.) the only time i really where they start speaking english is in the first district you know (.) i think it is tourism

S1: what is the distribution (.) what would you say how many percent (.) what is the percentage of speaking german in your life in general (.) so for instance i speak i would say i speak 85% german and 15% russian (.) just on the total or probably 20% russian and 80% english

S9: is it bigger because of your because of your son?

S1: oh yeh (.) because of my children i have a son and a daughter (.) at home i speak russian and i also speak russian at work (.) that might be twenty five probably (.) because i have russian at work now since since couple of months yeh yeh (.) twenty five and the rest would be german (.) how about you?

S9: look (.) i definitely speak (1) fiff- (.)i would say i speak sixty percent english and fourty percent german because also i have i belong to this group (.) when i moved here i was <L1de> hochschwanger </L1de> and i belonged to this group i joined this group called [club name1] did you hear about that?

S1: but there are baby groups no i have not heard about that

S9: this group is great it's a pity you did not know it before (.) but it's only english speaking

S1: ah ok

S9: which is which is great for me i learned about it through an american that i met (.) and because of that (.) because of my involvement with this group i speak mostly english during the day (.) because i see these mothers like two to three times during the week (.) and we speak english never german (.) never

S1: yeh

S9: i even have a couple of german friends within the group who are from germany (.) because germans can join austrians are not allowed to join but germans can join just that bizarre

S1: oh funny

S9: it's pretty weird does not make sense to me (.) but she always wants to speak english of course (.) and i would try and speak my german (.) but again it's just for me personally (.) i think it's more about being self-conscious (.) and not wanting to speak less than perfect german

S1: uhuh

S9: just because i am so self conscious (.) not because i am lazy (.) but because oh maybe that (.) but because i am self-conscious (.) anyway so yeh (.) sixty -forty (.)sixty -forty

S1: ok your friends circle (.) so at home you speak both german and english (.) and at the [language school1] probably more german

S9: german but i am not very often there just twice a week (.) yeh

S1: ok

S9: at the class (.) this one class (1) and and then i speak german with all of [first name2] my husband's family because they don't speak english

S1: uhuh which is great yeh

S9: yeh and i mean my neighbours (.) no one in the building speaks english (.) but then they never talk to me they are so rude @@

S1: oh my god @ok

S9: i don't know what else (.) i mean i think if you were in germany they would speak more english than here

S1: even more?

S9: yeh (.) yeh i think so we were living in (.) before we moved here

S1: how was it there?

S9: this (.) most people (1) i didn't know i had just moved to munich to marry [first name2] so i was you know i was really <L1de> hochschwanger </L1de> i didn't really get out much (.) i can't tell you (.) yeh i didn't get out much

S1: how does this situation happen? you enter a conversation (.) and then people hear that you might be an english speaker or do they know beforehand (.) and then they start

S9: well (.) eh (.) like i said i think that my my eh pronunciation is not very american or very even english like i think people from england have a really strong english they don't have they have a very strong accent when they speak german (.) but i don't think i do and i can trick people until i make a mistake

S1: ok they notice the mistake

S9: and then they oh you must be either from (.) everyone says i am scandinavian

S1: uhuh ok

S9: and then i say no i am from america

S1: ok

S9: yeh yeh

S1: would you recommend a strategy do you think it's worth addressing and probably somehow probably making people aware (.) in such courses so that they really need to push their german (.) is it worth addressing or teaching strategies probably to students (.) so that they(2) or is it like a personal thing

S9: i think it is a personal thing (.) cause there is (.) i don't know have you met the other american in the class?

S1: not yet (.) no no

S9: ok he (.) he seems like (.) i don't know him at all (.) but he seems like a person who is not self-conscious

S1 uhuh

S9: and who he would just talk even if he makes mistakes he just (.) barrels right on through (1) for whatever reason (.) probably cause he just wants to learn german

S1: so he continues speaking german whatever

S9: he just blbl yeh despite (.) there is an italian in our class (.) she speak german <un> xxx </un> and she makes tonnes of mistakes you can tell she if from <L1de> italien </L1de> from italy and but she keeps speaking german (.) i mean she does not speak english probably she does not understand english but she does not speak english she i think it's maybe it's personal for me but i just give up to quickly cause i don't whatever i can't think of how to say either how to say something (.) yeh i get embarrassed quickly

S1: uhuh but then on the other hand you are not that comfortable that that the conversation ends up in english

S9: what do you mean?

S1: i mean that in a way you would like to push german

S9: uhuh

S1: but the result is that the conversation is in english

S9: yeh ok for instance another example (.) last night my friend (.) it is not interesting (.) my one of the women i know baby's club she brought her daughter over (.) and she is she was born in germany but grew up in america so she is really she is an american who speaks perfect german (.) she is a german-american (.) but her husband is german (.) her husband came over and picked up the daughter (.) and [first name2] was speaking german with him (.) but I chose to speak in english

S1: ok

S9: and it was because he invited me to speak english immediately like (.) he just he started immediately to speak english with me although he spoke german with [first name2] (.) and he was probably being well he speaks perfect like a he sounds almost american it's really weird (.) if he wanted to speak english with me (.) i am not sure (.) but in any event i didn't force german and [first name2] my husband he said why didn't you speak german with him? you can speak german with him

S1: @@@

S9: and then cause he said cause i said i was lazy and i am definitely lazy and self-conscious

S1: ok

S9: but yeh people i don't know he was trying to be friendly (.) he was yeh friendly though (.) friendly and can speak it perfectly so it was maybe fun for him (.) to speak in english with me

S1: yeh let's see what comes out (.) but so you feel that it's true that this language immersion does not really happen here or not not completely

S9: i think it also depends like who you are hanging around (.) like if you are with people who (.)eh you know don't have a university degree

S1: uhuh

S9: they gonna speak german (.) they gonna speak austrian german (.) and they won't probably speak english with you because they don't know it (.) and the people who have a university degree (.) doctors etcetera (.) they always help they always will try to speak english

S1: ok

<end Interview7_17:02>

INTERVIEW 8

<beg Interview8_00:00>

S1: now let us start (.) dear interview participant so the main thesis is english is a very popular language worldwide (.) and as i know you had some experience in living in a different country

S10: yeh

S1: so what was your experience with learning the language of this country?

S10: i lived in greece for a short period (.) and i just did this bit of survival greek for a year so twelve months is difficult to make any headway (.) and then in japan i was in japan for nine years

S1: yeh that would be interesting

S10: my i tried different things out first (.) so i tried some formal tuition (.) having lessons like at a community centre or some language exchange it was all quite unsatisfactory (.) the biggest problem actually was that when i had formal lessons the other students of course would be always english speakers (.) and very often they would be chinese or koreans (.) first language (.) so it put me a massive disadvantage (.) because chinese speakers could read they could read japanese characters (.) they knew the sound of these characters (.) so i always felt like oh god it is so hard and of course the word order is an advantage for them (.) maybe a bit like a european student has an advantage in this class (.) compared to a someone (.) from asia or whatever

S1: yeh

S10: so i always felt like it was doubly hard (.) so i even had a couple of bilingual teachers (.) quite casual (.) but they would give me too much japanese vocabs just overload me and expect me just next day next week to know like forty new items or (.) and they didn't they didn't kind of model or drill that for me and i found that really difficult (.) i did hop around a lot (.) and kind of wasted time

S1: but weren't people you met

S10: like you mean helpful

S1: yes

S10: ah you know people were always helpful trying to give you little clues (.) but the main problem the main is certainly in tokyo was (.) so (.) quickly you get kind of enough japanese to say you know how is your day are you well are you ok what do you do today some really basic things you get that quite quickly (.) and when you run out of those things of course nobody wants to carry on talking you know really low level conversation (.) so nearly always i found that's where the switch to english happened (.) if you are in a bar or in any situation meet people at concert or anything socially

S1: uhuh

S10: my japanese would run out (.) and english would take over (.) because it made sense not because they expected me to

S1: so they didn't want to practice their english or you would not say so

S10: no some people no some people no i didn't get that feeling very often no not very often (.) occasionally perhaps (.) people were kind of very happy to come and use english it was clear that they liked chatting there are some as you can imagine in big cities there are lots of expatriate places like british pubs places where english people gather or americans and you often got that kind of a feeling in those places (.) that like there is a certain kind of japanese people who like to go there because they can use english chat english (.) but i did not get to those places that often

S1: within these nine years (.) you had reached a certain level of japanese i suppose

S10: yeh

S1: and was was there a point where they just left english where you could

S10: never i can't think of any cause i think of all of my all of my japanese friends now (.) they the characteristic that unites them is that they all are quite clever or quite academic but main thing is they all got a really good english (.) they can always they can always talk better in english (.) than i can in japanese so ultimately it does not matter if they kind of indulge me and put up with my japanese for a little bit or maybe for a little joke so something (.) but it would be very hard to carry on like a whole evening in japanese

S1: but if you start they do understand that you would like to practice your japanese

S10: i did not quite see it like that (.) i just sometimes i thought ok this is easy to explain in japanese so if i am talking about japanese music or something (.) there are some things that are easier to say in japanese i can't really think of or not quite the same well religion is another good example where japanese phrases are probably easier than english anyway (.) but often it wasn't (.) it was just a little

bit it is very <un> xxx </un> -balanced with me with me and my wife as well it's just tiny tiny bits of Japanese (.) when we need to talk privately in an english shop (.) cause the service is so bad

S1: uhuh

S10: kind of secret language (.) yeh but but i think if i was more engaged with the language and more like i really need to learn japanese (.) i would find ways to insist that we stay with japanese i think particularly (.) if you are a language teacher and i worked as teacher (.) trainer and publisher and i work with education materials the last thing i would do is to go out socially and think of that language teaching again (.) i just wanted to have fun have conversations (.) it's just the most important thing

S1: to communicate

S10: yeah just to talk how are you what you were doing what's going on (.) it almost didn't matter if it was english or japanese very often (.) yeh there is one case where i had no choice and still have no choice is my family and my in-laws who don't speak any english at all (.) so i have to i have to find enough japanese to cope

S1: and then you do fine

S10: yeh it is about it (.) just it gets harder and harder (.) cause we talk every weekend on skype and i find more and more kind of gaps appearing (.) what's that phrase and i forgot that i was sure i could express this better but i can't do it anymore (.) so it is quite scary (.) how quickly it goes away if you only do it once a week (1) and we often do simple things again and again in conversation we do these simple things what do you do what you've been doing tada tada (.) health daily stuff you are not pushed to do politics or economics or history because people don't really talk about it that much

S1: do you think there is a difference whether you live in a city or in a rural area?

S10: cause i didn't live in a rural area but i do know people who went from tokyo to very rural areas and actually very often because they knew that's the way the language would have to improve like an immersion (.) and all of them really really amazing japanese speakers did that (.) or they forced themselves into situations where they knew (.) than english would be no option (.) they took up a japanese hobby <un> xxx </un> chess (.) or japanese calligraphy or something where it has to be conducted in japanese (.) and i was interested in japanese music (.) but that was not a hobby though that was exclusively Japanese (.) but eh it's a (.) and a lot of people have this very big split a lot of my friends who are very fluent and could always get by and in any situation can adapt to the language (.) but they often made a choice how much reading and writing i got to bother with (.) do i need (.) do i need to know six thousand chinese characters or not (.) or do i need to learn to write these things or to read and some people made that choice quite early (.) i wish i had put more energy into it (.) cause i am quite interested in it now (.) but again this is a city a bilingual city and you get signs often you can find english somewhere and you get a cana version (.) a cata cana which is a phonetic version so you don't always need those complex things like ok i don't know that character but i can see (.) it's kind of in english ok i get it ok

S1: ok thank you

S10: yes, it's it yes (.) but you probably find a similar story for lots of

<end Interview8_09:13>

INTERVIEW 9

<beg Interview9_00:00>

S1: i just wanted to ask you about your experience in greece with with greek language (.) and how does contact with people who lived in greece with greek people who was is

S11: when i (.) before i went to greece i learned how to read and write greek (.) but when i actually went to greece i thought i was going to be so clever (.) and i didn't understand a word hardly (.) because the way they spoke was so fast that i didn't recognize the way they actually said the greek words

S1: uhuh

S11: the way i said them and the way they said them was totally different (.) so (.) it was the case of slowly slowly (.) starting to recognize the words I had learned so from my experience (.) i would always learn to speak the language i think and then to read and write it (.) but when we first went there (.) we went to a village and NOBODY spoke english NOBODY

S1: oh

S11: nobody

S1: uhuh

S11: we were there to build the house (.) an illegal house (.) we bought the land

S1: yes

S11: but we would put an illegal house on it and we had to order all our materials everything

S1: uhuh

S11: in greek

S1: oh

S11: and i think in these days we were in feet and inches (.) and they had meters metric so we did a lot of talking by hand signals and (.) you know things like that

S1: uhuh

S11: but we were in great demand by the parents to talk to their children in english (.) because the chil- the parents couldn't speak any (.) but the children were learning it at school so we did you know (.) we were popular with the greek and the fact that we spoke english (.) but it was very difficult

S1: it was the start and how did it develop (.) or how was it during the five years

S11: well we stayed there for six years and within these six years

S1: oh six years uhuh

S11: for three years i learned i learned all the customs there (.) are <L1gr> πάσχα </L1gr> which is easter <L1gr> μεγάλη εβδομάδα </L1gr> which is big week and all the customs of that week which was really good (.) and we met an english a greek family who took us under their wing (.) it's an english way of saying it (.) they took us under their wing (.) and she was a teacher which in some ways wasn't a good idea because she would always want to talk perfect but greeks don't talk perfect

S1: yeh normally

S11: so it was hard work all the time (.) but they were a smashing family and they took us to all the all the celebrations of the year

S1: uhuh

S11: from the from the epiphany where we were taken down onto the sea shore (.) and where the young lads and lassies and young men would all in the freezing cold in january they would the priest would have a cross and he'd throw it into the water (.) and it was the first one that would dive down and actually pick up this cross (.) and bring it back (.) and everyone put money in a hat for him but then he would bless bless the fishermen and the farmers (.) yeh all that so many celebrations the greeks do have (.) and i love them all (.) you know i learned how they bury their dead (.) and how they put the body in the coffin and then they put in like things to make the body rot (.) they would bury it for three years and then they would take the uhm the family would wear black

S1: yes

S11: and they would dig it back up

S1: after three years?

S11: yeh and take the bones (.) because they rotted the flesh off and then the bones were given back to the family (.) and they could do what they'd like with them (.) or put them in a special room (.) i thought it was awful because it meant that a person had to live three years waiting (.) yeh just so many how to eat snails and how to cook snails and how to eat weeds (.) ha (.) yeh it was and while we did

this we built an illegal house (.) and i was a labourer my husband was the builder we ran from the place every time we saw them ha ha @

S1: no

S11: but behind us was a policeman building his house

S1: ok

S11: and we used to shout to him <L1gr> κάτω κάτω αστυνομία </L1gr> you know down down the police are coming and he would run and we'd hide in the trenches (.) so we built a house and we decided to build a basement first (.) and so that when the police came you would run in the basement because the greek the greek would not touch you if you are in a house

S1: oh

S11: so it's crazy isn't that but we were at caught [first name1] was oh no [first name2] was (.) he went to courts or he went to the police station in [place name1] overnight and then went to court (.) and he paid his way out

S1: uh

S11: as I say all back hand (.) paid it but when the police catch you (.) they catch you and then while they are catching you the other ones would say oh <L1gr> ευθεία ευθεία </L1gr> which was straight straight look at this lovely english building @@

S1: @@@

S11: yeh so funny (.) but yeh so (.) ok we learned the system and eh we finished the house (.) many many things happened i could not go into all of them (.) many many things are written in the book (.) you could i could have written two books but yeh well it's a yeh it was good and then (.) we sold it illegally again to a greek family (.) and they bought it illegally @@@

S1: @@@

S11: so we did we acquired dogs over there and

S1: and this language aspect

S11: the language well

S1: this family that took you under their wing

S11: you know when we met [first name3] and her family they were a super family (.) and but they lived in athens so (.) of course being teachers and her her brothers they were also teachers so they have learned the language (.) but where we built the house it was all illegal and there were holiday homes (.) so they would come and live there all the summer (.) so so all the summer we could she would explain to us a lot of what was going on (.) and i suppose she

S1: in english or

S11: her in english yes she would but she loved talking english she loved it (.) but her mother couldn't speak any english so i had to try and speak to her in greek

S1: yes

S11: and the whole family would laugh at me

S1: oh

S11: you know there is one particular word that meant prostitute in eng- in greek and of course i would use the word wrong and they would laugh their heads off (.) so it it knocks your confidence when you are afraid when you are afraid

S1: yes

S11: any i think because she was so perfect she stopped me (.) really talking naturally in a way (.) but i mean i could you know after after twelve months you know i could talk to most people (.) probably not to burotic (.) probably not on the business side but to do everything i needed to do so yeh it was a big experience then i loved it (.) so i think anyone the only thing i felt was sad (.) that i was the only one who did learn the language and there was a lot of english who went out to do the same which we met (.) and none of them learnt en- learnt greek they all felt they should all talk to the in english and i felt that was sad in a way i felt they could have made an effort to learn some greek (.) don't you think so?

S1: I think it's a personal thing but yes if you live somewhere it's just easier for yourself if you can use the language of the country

S11: well (.) i think it's polite in a way

S1: yes

S11: because when you live in a village there is a lot of people who will never learn english (.) and eh if you can converse to families of greeks who can't speak english in greek you open up another world

because you open up their world (.) and i was always (.) because i learned the language (.) i always had loads of greek friends you know which upset the english therefore i was but it wasn't it was only because you could speak the language

S1: and the english person people would they just stay among themselves

S11: yes yes they would all go together to do this and do that (.) where loved greeks they would ask us to <L1gr> πάσχα </L1gr> (.) and they would ask us to dinner (.) you know and i you know and i still love it but they still feel that we were not being true to them (.) i mean we would help them all over for parties and things (.) in fact my my parties you know parties and get-togethers i also asked as many greeks as english and they all mixed fine (.) but they couldn't understand that if only they (.) weren't afraid of the language they would have enriched them somehow

S1: yeh

S11: but some people are afraid to speak incorrectly

S1: yes

S11: can you understand me

S1: yes

S11: as i was

S1: yes i understand you very well i learned german it was the same

S11: and when you first talk (.) you know (.) you would (.) you know you'd say <L1gr> παρακαλώ μια </L1gr> you know <L1gr> <un> xxx </un> μια μύρα παρακαλώ </L1gr> and then you suddenly realize that the greek say <loud> <L1gr> μύρα (.) μύρα παρακαλώ </L1gr> </loud>

S1: and you are being so polite

S11: yeh and you would go (.) or i would go i should talk for myself i would go <whispering> μια μύρα παρακαλώ </whispering> and of course they could not understand it (.) you need to talk loud to them and you are afraid to

S1: yeh because

S11: so i found that difficult for a long time and [first name3] well she was lovely (.) but she took my confidence away because she was a teacher she was always saying that's wrong that's wrong that's wrong @@ you know

S1: uhuh

S11: but hey got there in the end but yeh they were a lovely family (.) i know so many over there i mean they phone here greeks if if (.) they respect you for learning it (.) they respect you for trying you know i think so (.) but the friend who has been over there (.) she is still over there and she's been over there now for oh gollie be gonna be twenty twenty old years and she still does not speak proper greek

S1: but how how do you (.) because you have to communicate i think

S11: well they just learn the rudimentaries in the end because you keep hearing that but it's a shame i think because it is a perfect opportunity to learn the english oh greek language properly

S1: yeh so they would learn it just for functional things and not for socializing

S11: totally correct (.) they would go and ask them for vegetables and the shops

S1: this kind of things

S11: yeh yeh so they did

S1: thank you very much

S11: you are very welcome i hope it is something

S1: oh it's great

<end Interview9_15:58>

INTERVIEW 10

<beg Interview10_00:00>

S1: dear interview participant (.) so the subject of this interview is that the english language has got very popular

S12: uhuh

S1: worldwide and therefore i believe that it's it's very difficult for a native speaker of english to reach the status of language immersion in another another country where he or she wants to learn the language of

S12: uhuh

S1: i know that you had some experience (.) of this kind of situation you'd like to share with to share your experience

S12: ok (.) eh (.) so yeh i lived in indonesia for four years i think altogether (.) and when i (.) because i was teaching english there i actually didn't need to speak indonesian in order to work there cause i was teaching english (.) but i tried so i remember going on the plane to go there and learning numbers and colours

S1: uhuh

S12: and sort of hallo how are you on the plane on the way there that's as much as i prepared before i got there (.) because i knew i'd be working for a school where my job is in english all the time and my colleagues would be english (.) and the accommodation was arranged by the school

S1: uhuh

S12: so literally i knew numbers one to ten when i got there (.) and then i remember somebody in a bar another english speaker teaching at <un> xxx </un> and we picked up little bits as we were there like we used to call taxi driver in indonesia (.) just the way you want to go (.) thank you (.) how much is that (.) things like that (.) but yeh i don't think there was really pressing motivation to learn a lot before we got there

S1: uhuh

S12: and we survived (.) we got by

S1: were you teaching in a city was it in a city

S12: it was a city but it was a (.) so how can i say it was a very indonesian city it was not it didn't have a lot of tourists (.) there was some other native speaker english people who were at some other different companies but very few (.) so it was still very much if you walked down the street and people saw you with the white face and say hey mister (.) hey mister in the street

S1: so they would start to speak english

S12: they would start but it was limited (.) most people in the street hey mister was as much as they could say (.) but then sometimes if you were sitting on a bus or something (.) there would always be one person on a bus that could speak english and wanted to speak to you in english and started the conversation so (.) yeh so (.) i learned slowly (.) really slowly and they after i moved from indonesia to bali (.) it is also indonesia but there obviously there were lot more tourists lot more tourisms so lot more people who speak english (.) and a lot speak english really well (.) so i kind of continued to learn indonesian a bit (.) but mainly this functional indonesian and mainly the reason for that was just to show that i wasn't a tourist (.) generally you would get a cheaper price for things you could bargain better if you spoke to them indonesian you'd say hey you know i know how much it should be come on give me a cheaper price (.) that was probably </@> the main reason </@> and just to show people i'm kind of no tourist i live here and they'd be interested you know what do you what do you do here where do you work

S1: uhuh

S12: but that's how i think i platoed off and where my learning stopped

S1: did you move after one year or

S12: moved

S1: to to the area where more people spoke english

S12: yes (.) yeh (.) i was one year in <un> xxx </un> in the first place which was very indonesian and then to bali and then tree years in bali and i would say after the second year i platoed (.) my language just didn't develop any more

S1: but you didn't feel upset about it

S12: i felt a bit personally (.) i just felt a bit not disappointed in myself (.) but i thought it a was bit rubbish that i didn't make more effort to learn but at times you know there were some times when i

tried to get some private lessons (.) but i would just get a bit frustrated with my progress and the speed i was learning and the motivation just was not there you know you would start to speak with somebody in english in in indonesian and you'd realise that they spoke better english (.) so that they would just naturally start to speak to you in english when you couldn't go any further (.) and sometimes you felt a little bit silly insisting on speaking indonesian when it was easier to speak english (.) i always tried in as i say in kind of functional situations i always tried to do it in Indonesian (.) but if i reached the point where i {imitates unintelligible speech} then yeh probably change to english

S1: uhuh and did you feel that people were happy to speak english or happy to practice english

S12: oh very yeh (.) i mean for for a lot of people it was like kind of free lessons in a way (.) because you know i worked for a private language school and it is very expensive there so people would work on every opportunity to speak to english people (.) so definitely at one point i had a boyfriend (.) and it was just POINTLESS trying to speak to him in indonesian cause his english was so much better (.) it would just seem silly really ahm and arguments (.) i didn't have enough indonesian to have an argument so we would always argue in english @@@

S1: so it was just for the purpose of communication for the purpose of clear communication it was better to speak english

S12: yeh

S1: did you try to explain to people that you would like to improve your indonesian

S12: yeh yeh that would happen

S1: you can make a kind of compromise theoretically

S12: that kind of naturally happened (.) i would speak to them in indonesian and they would answer in english

S1: oh ok

S12: and i would continue speaking to them in indonesian and they would answer in english (.) yeh i could do i don't know i think (1) i think it might come down to the fact that english people are not like natural language learners (.) in this sort of generation (.) and i found it quite hard to not be good at something you know to think oh i make lots of mistakes (.) and i hadn't really yeh at school i studied french and got at a level standard and went to france on the exchange travel (.) and i kind of was really shocked because the way we learned french was very book-based academic you know (.) and when i got to france i realized how little i could actually say you know how far that gets you five minutes into a conversation and then you stuck and i think that was a bit de-motivating as well (.) and still now recently i started learning italian (.) going to evening classes and i got some books from the library and that sort of thing (.) and i got so far again and i went for a holiday to italy and i then i used it all and then i came back and have not picked up a book for a very long time

S1: if you think about your indonesian stay in bali for instance how (.) how much did you speak english and how much did you speak indonesian in percent

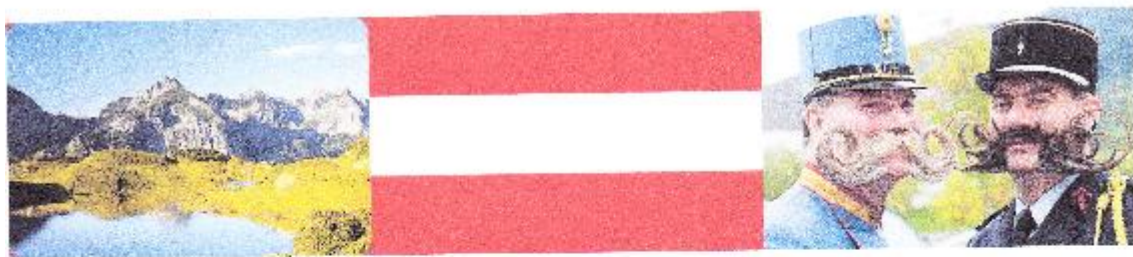
S12: well i guess it is difficult because at work obviously i was speaking english because that was my job (1) ahm and most of my colleagues who were indonesian spoke really good english they worked at that language school (.) as i say i think everything kind of functional that i had to do i would do in indonesian (.) automatically (.) so i would never go into a shop and start in english and always (.) they would always start in english because they would think you were a tourist so i would always do all of this (.) i think day-to-day i spoke a lot of indonesian (.) yeh anything else at work we spoke a lot indonesian only to a certain point and not really socially so much

S1: thank you very much thank you

S12: i thought it was really strange you know being recorded

<beg Interview10_10:10>

7.2. Appendix 2. Questionnaires



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

How long have you been living in Austria?
1. Since when do you live in Austria?

8 years

2. When did you start learning German and where?

school, 19 years ago

3. Did you take German classes and where?

at school, university and in Austria at WIFI (one course)

4. Please specify your professional choice/preferences/objectives before moving to Austria

moved to Austria to work on German and get away from England. no real professional reason. - German business

5. Area of professional occupation now in Austria

English teacher, translator, proof-reader, sports commentator

6. Age

30.



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

1. How long have you been living in Austria?

2 months (2 years in Germany)

2. When did you start learning German and where?

1998 in England (school)

3. Did you take German classes and where?

4. Please specify your education/ profession before moving to Austria

B.A. History & German - Recruitment, Personal Assistant, Cabin Crew

5. Area of professional occupation now in Austria

University - Admissions Officer

6. Age

28



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

1. How long have you been living in Austria?

8-9 years

2. When did you start learning German and where?

high school, USA age 14

3. Did you take German classes and where?

high school, (USA); night school (Germany), university

4. Please specify your education/ profession before moving to Austria

English teacher B.A. level education

5. Area of professional occupation now in Austria

External lecturer university level / PhD student

6. Age

32



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

1. How long have you been living in Austria?

2 years

2. When did you start learning German and where?

In California about 40 years ago

3. Did you take German classes and where?

Grammar school → University

4. Please specify your education/ profession before moving to Austria

Master in Design

5. Area of professional occupation now in Austria

... ?

6. Age

44



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

1. Since when do you live in Austria?

2009

2. When did you start learning German and where?

3 years at school (9-16), from 2009 in Austria

3. Did you take German classes and where?

4. Please specify your professional choice/preferences/objectives before moving to Austria

BA LEISURE MANAGEMENT

5. Area of professional occupation now in Austria

English / History teacher

6. Age

32



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

1. How long have you been living in Austria?

6 years

2. When did you start learning German and where?

10 years ago in Switzerland

3. Did you take German classes and where?

Deutschkursatz

4. Please specify your education/ profession before moving to Austria

student, theology

5. Area of professional occupation now in Austria

bookkeeper

6. Age

26 years



Questionnaire

Dear interview participant,

for aspects we may not have dealt with in the interview, please respond to the following few questions below.

Thank you very much for your valuable support!

1. Since when do you live in Austria?

STYR (2003-04) WIEN (2006-)

2. When did you start learning German and where?

WHEN I WAS 14 YEARS OLD AT SECONDARY SCHOOL

3. Did you take German classes and where?

5 YEARS AT SECONDARY SCHOOL, 2 YEARS COLLEGE, 3 YEARS UNI

4. Please specify your professional choice/preferences/objectives before moving to Austria

ENGLISH TRAINER / TRANSLATOR / BA German Business

5. Area of professional occupation now in Austria

ENGLISH TRAINER AND SPORTS COMMENTATOR (IN ENGLISH)

6. Age

32

7.3. Appendix 3. Abstract

Nather, Olga. 2013. *Aspects of language socialization of English native speakers in Austria. (Aspekte sprachlicher Sozialisation der Personen mit englischer Muttersprache in Österreich)*. Master Thesis, Universität Wien.

Abstract

Nicht zuletzt aufgrund der Globalisierung hat sich Englisch als Weltsprache etabliert und die Nachfrage nach dieser Weltsprache ist gestiegen. Die sprachliche Integration von Personen mit englischer Muttersprache in die österreichische Gesellschaft bietet ein spannendes Untersuchungsfeld, da diese Personen trotz erfolgreicher Integration oft unzureichende Gelegenheiten zur deutschsprachigen Kommunikation erhalten.

Die Thesis basiert auf Befragungen von insgesamt acht Personen mit englischer Muttersprache die seit mindestens zwei Jahren in Österreich leben. Drei zusätzliche Befragungen von Teilnehmern, die zurzeit in England leben und über eine mehrjährige Integrationserfahrung in anderen Ländern verfügen, lassen vermuten, dass es sich hier möglicherweise um ein internationales Phänomen handelt. Die Befragung beinhaltete Fragestellungen zur Sprachanwendung (Landessprache oder Englisch) in verschiedenen Lebensbereichen wie Beruf, Familie, Freunde. Die Interviews wurden nach VOICE-Konvention transkribiert und einer qualitativen Analyse unterzogen.

Die Analyse wurde unter Berücksichtigung der Politeness Theory und der Communication Accommodation Theory durchgeführt. Die für den Spracherwerb relevanten Aspekte wie Input, Output, Feedback, Motivation und das Gefühl der Zugehörigkeit zur Österreichischen Gesellschaft wurden behandelt. Unter Anderem wurde die zu Beginn der Integration nicht selten entstehende Pattsituation „Deutschsprachiger möchte Englisch lernen, Englischsprachiger möchte Deutsch lernen“ analysiert und nach Ursachen und möglichen Lösungswegen gesucht.

Eine Liste von Strategien, die zur Optimierung der Lernsituation beitragen kann, wurde erstellt. Die Thesis leistet einen Beitrag zum Verstehen von Lernstrategien unter Berücksichtigung der individuellen Situation des Lernenden. Sie behandelt einen speziellen Bereich der interkulturellen Kommunikation in der modernen zunehmend Englisch-interessierten Gesellschaft.

7.4. Appendix 4. Curriculum Vitae

Lebenslauf

Name: Nather Olga
Email: olga.nather@gmail.com
Geburtsort: Moskau

Studium und Ausbildung

Oktober 2010 bis jetzt MA Studium „English language and linguistics“ an der Universität Wien, angestrebter Studienabschluss – Juli 2013. Besonderes Interesse und Schwerpunkt – Zweitspracherwerb.

2001 Abschluss des Studiums für Englische Philologie und Weltliteratur an der Moskauer Universität Lomonosow mit Auszeichnung. Besonderes Interesse und Schwerpunkt – Komparative Sprachwissenschaft, Zweisprachigkeit, Phonetik.

1996 Gymnasium 1503, Moskau, Schwerpunkt – Wirtschaft.

Weiterbildung

August 2012 „Teachers` course“, Sprachschule „Devon School of English“, Paignton, England.

2001-2002 Zwei Semester Internationale Betriebswirtschaft an der Universität Wien.

2000 bis 2008 Diverse Sprachkurse: Deutsch, Englisch, Französisch.

Berufserfahrung

2009 bis jetzt Freiberufliche Übersetzerin für Russisch, Deutsch und Englisch. Gewerbeschein. Mitglied der WKÖ. Schwerpunkt – Wirtschaft.

November 2011 bis jetzt Content Management / Translations bei „Melour Reisebüro GmbH“.

04.2006 bis 11.2011 Executive Assistant to the Chairman and CEO bei „Net1 Universal Technologies Austria AG“.

2001 bis 2006 Diverse Stellen: „Read Messe Wien“, „Consulting und Engineering“, Englisch und Russischunterricht an den Wiener Volkshochschulen. Übersetzungen.

Sprachkenntnisse

Russisch - Muttersprache, Deutsch - ausgezeichnet in Wort und Schrift, Englisch - fließend, Französisch – Grundkenntnisse, Italienisch – Grundkenntnisse.