Didactic material type 2

## Language course (advanced English language proficiency/communication)

* **Course:** English language proficiency/communication course (third and final course of a 3-course trajectory focused on communicating in English)
* **Main audience:** Local Dutch-speaking students of applied linguistics/translation, majoring in English (3rd-year bachelor’s programme and/or master’s programme)
* **Subsidiary audience:** Exchange students (mainly from Europe)
* **Proficiency level (English):** C1
* **Language status (English):** L2

# Style-shifting in English: Developing formal and informal linguistic repertoires to facilitate communication accommodation

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## Plurilingual learning scenario:

Using the theoretical frameworks of communication accommodation theory (CAT) (Giles, 2016) and style-shifting (Hernández-Campoy & Cutillas-Espinosa, 2012), students discuss and put into practice stylistic variation in a selection of formal and informal written communication scenarios in English. In doing so, they are encouraged to focus on contrasting grammatical and lexical forms of stylistic variation in English — for the same scenarios — with the linguistic resources available in their L1s and/or the other L2s that they study.

## Plurilingual strategies used:

This course is a partially integrated plurilingual course, where the lecturer and students use English (students’ L2 and the language of the course and of investigation, at C1 level), Dutch (local students’ L1) and the L1s of exchange students (German, Spanish, Italian, Polish, Portuguese, etc., some of which can also be an L2 that Dutch-speaking students are learning in addition to English) to explore crosslinguistically grammatical and lexical features and patterns of contemporary English sensitive to stylistic language variation.

Plurilingual strategies used:

* Receptive intercomprehension;
* Productive intercomprehension (dependent on students’ language combinations)
* Crosslinguistic comparison (receptive and productive awareness & reflection) and multilingual terminology;
* Stylistic language variation, style-shifting and translanguaging;
* Integrated plurilingual approach using student–lecturer and student–student discussion and feedback-guided crosslinguistic and crosscultural analysis.

## Expected learning outcomes (ELOs):

Designing and teaching a course such as the one presented implies the following knowledge, attitudes/values and skills according to the APATCHE Descriptive Scale of Plurilingual Teacher Competence in Higher Education, at a strong or leading level:

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| **Knowledge** |
| 1.2 | I fully understand all aspects and components of the learning and teaching methodology of the latest CEFR and I fully understand what plurilingual approaches to language learning and teaching entail in higher education. In addition, I understand my own role in adopting plurilingual approaches in my teaching. |
| 1.3 | I fully understand the strategies needed for plurilingual, pluricultural teaching and I can relate them to the learning methodology of the CEFR and the opportunities offered by CLIL, CALL and COIL. In addition, I understand my own role in adopting plurilingual strategies in my teaching. |
| 1.4 | I fully understand the importance and all aspects of plurilingual, pluricultural approaches to internationalisation in HE. In addition, I understand my own role in my international classrooms. |
| 1.5 | I fully understand the importance of plurilingual, pluricultural science development, terminology and communication of scientific knowledge, including its importance in the context of diversity and inclusion, internationalisation, as well as societal impact. In addition, I understand my own role in making my scientific teaching and/or communication plurilingual and pluricultural. |
| 1.6 | I fully understand what factors influence the conceptual, contextual and cultural fluidity of what is meant by plurilingual approaches to higher education. In addition, I understand my position in this respect and how it is related to my context and culture, and to language policy, internationalisation, and science communication in my context and culture |
|  |  |
| **Attitudes** **and values** |
| 2.1 | I fully understand all aspects related to the need for plurilingual pluricultural approaches in higher education. In addition, I understand my own role regarding the potential impact of such approaches on students and society, and I can see my own pedagogical practices in this light. |
| 2.2 | I fully understand all values and attitudes that necessarily come with plurilingual, pluricultural learning. In addition, I understand the values and attitudes that come with being a plurilingual, pluricultural teacher. |
| 2.3 | I fully understand the benefits of plurilingual, pluricultural learning, on all levels. In this respect, I understand benefits of plurilingual, pluricultural teaching and my own role as a teacher. |
| 2.4 | I fully understand the challenges that come with plurilingual, pluricultural approaches to language learning and teaching. I understand my own role as a teacher in dealing with those challenges. |
| 2.5 | I fully understand the importance of collaboration with both students and colleagues. I fully understand all aspects related to the co-construction of meaning and inclusive knowledge-building. In this respect, I understand my own role as a teacher. |
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| **Skills** |
| 3.4 | I know how to make my students build on their plurilingual pluricultural repertoires in at atmosphere of inclusion, mutual respect and co-learning. |
| 3.5 | I know how to integrate receptive and productive plurilingual learning strategies into my course designs, at a comprehensive level, including translanguaging and cross-linguistic mediation. I know how to do this in a progressive and constructive way, by making use of plurilingual learning scenarios.  |

## Notes for the teacher

What we present below is an example of how to facilitate plurilingual approaches and course design in an advanced course on written and oral communication in English. We explain a single class (Week 5) on communication accommodation (theory) and style-shifting in English-speaking contexts, where English is used in non-ELF contexts. Adding an ELF approach is possible with the necessary changes to the activities. The full class schedule is as follows:

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| **Week** | **Topic(s)** |
| 1 | **Introduction to Advanced English Communication:** Course contents and expected learning outcomes, assessment methods, introduction to advanced English language competences. |
| 2 | **Advanced English Vocabulary & Grammar:** Deep dive into complex grammatical structures and lexical complexity/accuracy; practical exercises and use in context. |
| 3 | **Advanced Written Communication in English:** Writing with clarity, structure and coherence in English; exercises in drafting and revising paragraphs/texts. |
| 4 | **Advanced Oral Communication in English:** Speaking techniques, pronunciation and clarity; effective oral presentations. |
| 5 | **Style-shifting in English: Developing formal and informal linguistic repertoires to facilitate communication accommodation (I):** Mastering formal and informal writing styles; accommodating written communication to different audiences and contexts. |
| 6 | **Style-shifting in English: Developing formal and informal linguistic repertoires to facilitate communication accommodation (II):** Mastering formal and informal speaking styles; accommodating oral communication to different audiences and contexts. |
| 7 | **Advanced Revision Techniques for English Texts:** Focused session on constructive feedback; refining complex written work. |
| 8 | **Advanced Presentation Skills in English:** Designing compelling content for presentations; advanced public speaking and audience engagement. |
| 9 | **Integrating Plurilingual Elements in Advanced English Contexts:** Exploring the impact of other languages on advanced English use and the role of English as a lingua franca (ELF); exercises in linguistic adaptability in ELF contexts. |
| 10 | **Applying Advanced English in Multilingual Contexts:** Advanced role-playing and simulations in multilingual and multicultural settings, where ELF is often the norm in today’s globalised world. |
| 11 | **Course Review & Final Assessments:** Comprehensive review; discussion final assessments to evaluate advanced proficiency in English communication. |

Below we explain what Week 5 *(Style-shifting in English: Developing formal and informal linguistic repertoires to facilitate communication accommodation, I*) could look like. We focus on pre-class, in-class and post-class activities.

# Week 5 — Style-shifting in English: Developing formal and informal linguistic repertoires to facilitate communication accommodation (I)

## Pedagogical notes

* Students receive the full class schedule and a preliminary schedule of the activities and assignments (with due dates) at the beginning of the semester.
* The schedules are discussed in detail in Week 1.
* The schedules allow students to work proactively and to plan assignments according to their own personal schedules.
* The aim of the course to develop students’ communicative competence in English
* Students are encouraged to develop their communicative competence by taking ownership of their own learning in personalised ways.

## Pre-class activities:

* **Activity 1: Group discussion on communication accommodation theory (CAT)**
	+ **Objective:** Understand the foundational principles of CAT and its relevance to style-shifting in (written) communication.
	+ **Duration**: 90 minutes
	+ **Type:** Group activity (lecturer-assigned groups)
	+ **Tasks**
		- Read the publication:

Giles, H. (2016). The social origins of CAT. In H. Giles (Ed.), *Communication accommodation theory: Negotiating personal relationships and social identities across contexts* (pp. 1–12). Cambridge University Press. <https://doi.org/10.1017/CBO9781316226537.001>

* + - Summarise the main ideas discussed by the author, focusing on how CAT relates to communication strategies and style adaptation.
		- Discuss the contents of the chapter and your chapter summary in group.
		- Submit a 300-word summary of the main findings of your discussion 3 days before class. Be careful not to submit a summary of the publication. You must submit a summary of *your* discussion.
* **Activity 2: Individual activity on style-shifting**
	+ **Objective:** Understand style-shifting concepts and their applications in various communication settings
	+ **Duration:** 60 minutes
	+ **Type:** Individual activity
	+ **Tasks**
		- Read the publication:

Hernández-Campoy, J. M., & Cutillas-Espinosa, J. A. (2012). Introduction: Style-shifting revisited. In J. M. Hernández-Campoy & J. A. Cutillas-Espinosa (Eds.), *Style-shifting in public: New perspectives on stylistic variation* (pp. 1–18). John Benjamins. <https://doi.org/10.1075/silv.9.01cam>

* + - Summarise the main ideas discussed by the authors, particularly the ideas about how style-shifting is applied in different contexts. Add personal comments/thoughts to the summary for possible in-class discussion.
		- Bring your summary to class for in-class activities. Have your chapter summary ready 3 days before class. You may receive a mail from the lecturer, with a request to submit your summary.

## In-class activities:

* **Activity 3: Introduction to CAT and style-shifting (interactive lecturer-led introduction)**
	+ **Objective:** Understand the foundational principles of CAT and the relevance of CAT to style-shifting in (written) communication, as evidenced in the two main publications read by students for the pre-class activities and in summaries submitted by students, with selected lecturer-initiated additions/nuances from other publications/discussions.
	+ **Activity:** Discuss CAT and style-shifting to enable students to start with a common framework for operationalising both concepts and address any uncertainties about the concepts.
* **Activity 4: Plurilingual perspectives in CAT analysis (group activity, 3–4 students/group)**
	+ **Objective:** Understand CAT through a plurilingual perspective while maintaining English as the primary language of discussion;
	+ **Activity:** Discuss CAT concepts from Giles's publication in English, but encourage students to share examples and experiences (in English) from other languages they know;
* **Activity 5: Comparison of style-shifting: English vs other languages (group activity, 3–4 students/group, group switch)**
	+ **Objective:** Explore how style-shifting — with a focus on grammatical and lexical features in written English — manifests itself differently in English and other languages.
	+ **Activity:** Analyse style-shifting in written English and compare it with students’ other languages, using the insights from Hernández-Campoy and Cutillas-Espinosa’s publication.
* **Activity 6: Multilingual and multicultural insights into communication styles (group activity, 3–4 students/group, group switch)**
	+ **Objective:** Gain a broader and more nuanced understanding of CAT and style-shifting across languages and cultures.
	+ **Activity:** Discuss case studies in English that demonstrate style-shifting and accommodation in different linguistic contexts, referencing students' experiences with other languages.

## Post-class activities:

* **Activity 7: CAT & style-shifting information in other languages (I**
	+ **Objective:** Find non-English academic resources about the concepts of CAT and/or style-shifting.
	+ **Duration**: 30 minutes
	+ **Type:** Group activity (self-assigned groups of 3 students)
	+ **Tasks**
		- Look for an academic — preferably peer-reviewed — publication about the concepts of CAT or style-shifting. Make sure that the publication is not in English but in another language studied by you. Example: A German peer-reviewed academic publication about communication accommodation theory.
		- Document your search strategy/strategies for the publication.
* **Activity 8: CAT & style-shifting information in other languages (II)**
	+ **Objective:** Compare terminology related to CAT and/or style-shifting crosslinguistically.
	+ **Duration**: 60 minutes
	+ **Type:** Group activity (self-assigned groups of 3 students, same as Activity 7)
	+ **Tasks**
		- Having found the non-English publication about CAT or style-shifting, read the publication and draw up a contrastive terminology list, in which you not only add 10 terms contrastively (English & other language) but also definitions of the terms in the respective languages.
* **Activity 9: CAT & style-shifting in oral communication**
	+ **Objective:** Analyse oral communication with respect to the concepts of CAT and/or style-shifting.
	+ **Duration**: 30 minutes
	+ **Type:** Group activity (self-assigned groups of 3 students, same as Activities 7­­–8)
	+ **Tasks**
		- In preparation of the next class on oral communication, discuss the concepts of CAT and style-shifting with respect to oral communication and focus on the linguistic features of pronunciation in English. How do you think speakers can accommodate and style-shift with respect to pronunciation, when switching between formal and informal contexts in English? Document your discussion with concrete examples of linguistic features and accompanying contexts of communication.
		- Digital communication can play a unique role in bridging written and oral communication and in possibly blurring distinctions between formal and informal language? Document your discussion with concrete examples of linguistic features from digital communication. Do this contrastively (English and 1 other foreign language).