



UNIVERSITY OF Southampton

**Teacher awareness and understanding of English as a lingua franca for
the English education of German Federal Police patrol officers during
the 2½-year basic training**

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Commendation

TEACHER AWARENESS AND UNDERSTANDING OF ENGLISH AS A LINGUA
FRANCA FOR THE ENGLISH EDUCATION OF GERMAN FEDERAL POLICE
PATROL OFFICERS DURING THE 2½-YEAR BASIC TRAINING

by

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ABSTRACT

The German Federal Police is a national law enforcement organisation that is responsible for matters of immigration, aviation and railway security, and the protection of federal facilities and land and sea borders. Federal Police recruits in intermediate service have English instruction over the 2½-year basic training to prepare them for policing in a multicultural environment. The aim of this study was to research the understanding and attitudes of the English teachers in this organisation towards an English as a lingua franca, non-normative English pedagogy. A police officer survey at two major transportation hubs in Germany found that the officers deal with significantly more non-native speakers of English than native speakers. A teacher questionnaire was distributed to determine if the teachers had preferences for specific native English varieties and if they drew upon media from non-native English sources for class. Teacher interviews sought to discover whether teachers would sanction deviations from standard English that did not sacrifice intelligibility during assessment situations. Results of the teacher questionnaires and interviews found that while most teachers did not prefer one native variety of English over the other, the majority still held to normative models of standard English.

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LIST OF ABBREVIATIONS

AmE	Standard American English
BPOL	German Federal Police (<i>Bundespolizei</i>)
BPOLAK	German Federal Police Academy Headquarters (<i>Bundespolizeiakademie</i>)
BrE	Standard British English
EAP	English for academic purposes
EFL	English as a foreign language
EIL	English as an international language
ELF	English as a lingua franca
ELT	English language teaching
ESL	English as a second language
ESP	English for specific purposes
I	Interviewee
L1	First language, native language
L2	A second or subsequent language learnt after the native language
LEOs	Law enforcement officers
n	Number
NEST	Native English-speaking teacher
NNSE	Non-native speaker(s) of English
Non-NEST	Non-native English-speaking teacher
NSE	Native speaker(s) of English
P	Participant (questionnaire)
Q	Question
RP	Received pronunciation
UK	United Kingdom
USA	United States of America
WE	World Englishes

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CHAPTER ONE

INTRODUCTION

This chapter gives an overview of the personal motivation for this study, describes the situational and organisational context, states the research problem and significance of this study, and lists the general aim, research questions, and objectives of this research. Lastly, the dissertation structure is outlined.

1.1 Personal motivation

Nearly a decade ago, I was at an annual meeting of English teachers, and we were sharing experiences about which media we found particularly useful in the classroom. The most senior English teacher, a non-native English speaker, was chairing the meeting. As he was talking about his fondness for a popular American television series from the 1960s, I remember thinking to myself that the series was dated and wondering if it would appeal to our young-adult students; but out of respect for his experience and opinion, I politely nodded to show interest. He continued that he felt the series was useful despite it being an American production. I was curious about what he meant by mentioning that the series was acceptable even though it was an American series. Looking at me, quite incredulously, he blurted out: “Because everyone knows American English is not real English!” There I was, the sole native English speaker, albeit native *American* speaker, in a sea of teachers who were all non-native English speakers, and I felt many emotions: embarrassment, confusion, and even a touch of anger.

During my career, European colleagues, students, and even friends have asked if I taught “real English” or *just* American slang, as it is often referred to in Germany. After years of apologising for speaking what some must consider a pidgin dialect, that happened: A colleague told me that my native language was not “real”. Interestingly, multilingualism is revered in Europe, but apparently, in certain circles, only one variety of English is authentic. I had long suspected that I, as the single native-speaker English teacher in my organisation, had been the one who was the least worried about my students’ adherence to conventions of prescriptive grammar. Intelligibility and communication were always my priorities. Did my lack of focus on form prove that I was a teacher of this inadequate variety of English?

Oddly, colleagues, English teachers as well as instructors of other disciplines, thought that my native speaker status gave me an advantage, as if this automatically qualified me to teach English and made my job easy. It was I, however, who had always held the position that being a native speaker does not necessarily equip one to teach that native language – a sentiment shared by Widdowson (as cited in Jenkins, 2015a, pp. 121-122). Still, I found it curious that I seemed to have such a different philosophical approach than other English teachers I knew inside and outside my organisation, especially since my questioning of the native speaker normative paradigm somewhat reduced my importance, uniqueness, and marketability as a native speaker. I would later read an interview with Professor Jennifer Jenkins by the TEFL Equity Advocates and Academy (2016) in which Jenkins already predicted in 2000 that the global growth of English as an international language would result in native speakers becoming less relevant. So began my interest in investigating whether one variety of English was better than the other, and if *any* single native speaker model was superior for achieving the learning goals that both I and my organisation had for our students.

I was, finally, able to connect many of those issues I had been grappling with for years when I first began examining the concepts of English as a lingua franca (ELF). The words of Charles Ferguson in the foreword to Kachru's (1982) book reflected what I had suspected but for which I had had no previous scholarly basis:

... much of the world's verbal communication takes place by means of languages that are not the users' "mother tongue", but their second, third, or nth language, acquired one way or another and used when appropriate ... In fact, the whole mystique of native speaker and mother tongue should probably be quietly dropped from the linguists' set of professional myths about language ... (Foreword)

This dissertation was inspired by those collective experiences and the questions that ensued.

1.2 Situational and organisational context

English language education for law enforcement officers (LEOs) is a highly specialised subject for both teachers and learners. It is difficult to gauge how many educators are working in this field of English language teaching (ELT); however, it is plausible that this professional community, in comparison with other forms of ELT, is relatively small. This English for specific purposes (ESP) affects only LEOs who are employed in locations in which English is not a native language, and, further restricting this focus, in environments for which English is necessary as a common lingua franca for communication between LEOs and members of the public who do not speak the language of the police officers, as well as for dealing with other international agencies.

At the heart of this study are such LEO students – students who are learning English not for a holiday, not for simply passing an academic course, and not just for fun. These students, when finished with their vocational training, will have an immediate need to communicate in English in situations ranging from a friendly exchange with tourists to a matter of public safety to a possible life-and-death situation, perhaps even multiple times on the same day. The specific students in question are German Federal Police recruits attending a 2½-year semi-residential basic training and qualification course to become LEOs in intermediate patrol service (in German, *mittlerer Dienst*). Intermediate service refers to the entry level of the three-tiered professional structure of this organisation. The other two levels, upper-intermediate service (in German, *gehobener Dienst*) and higher service (in German, *höherer Dienst*), are not a focus of this study. Currently, intermediate service training programmes commence in March and September of each calendar year; this year, 2018, an estimated 2,170 young men and women will have begun their basic training at one of the seven training centres throughout Germany.

The German Federal Police, in German *Bundespolizei* (BPOL), operates, as the name implies, at the federal level and falls under the authority of the Ministry of the Interior, Building and Community. The organisation employs more than 30,000 sworn police officers and approximately 10,000 support staff (Bundespolizei, 2018). The central mission of the BPOL is to ensure national security, with special focus on the external land borders and federal waters, the railway system, and aviation security. Combatting crime and terrorism at these major hubs of travel as well as enforcing laws governing

immigration and asylum also belong to the wide range of functions carried out by the BPOL.

Cooperative efforts extend past the German borders, as the BPOL is involved in training events and operations with other European law enforcement organisations and sometimes even with agencies in other parts of the world. Finally, the BPOL is represented in United Nations peacekeeping missions; in countries for which there is a bilateral agreement, such as in Afghanistan; and at German embassies around the world. Consequently, the need for a communicative language other than German is quite obvious. The fact that all new recruits have mandatory English instruction throughout their basic training, as the only foreign language, shows that the organisation deems English to be the predominant lingua franca when communication in German is not possible.

1.3 Statement of the research problem and significance of the study

Considering the pool of popular pedagogical paradigms such as English as a foreign language (EFL), English as a second language (ESL), ESP, and English for academic purposes (EAP), the underpinning question in this study is whether the paradigm of English as a lingua franca (ELF) could be suited to this highly specified learner group. It goes beyond the scope of this research to study the efficacy of these models in BPOL English classrooms. This research represents a first step by defining ELF in comparison with native-speaker-driven pedagogical frameworks, questioning whether, in theory, ELF would be a possible approach for this very specialised group of students, and discovering whether the English teachers in this organisation are more oriented towards approaches driven by a native speaker model. As regards EFL, ESL, ESP, and EAP, these typically adhere to native English models (Jenkins, 2006b; Mauranen, 2012) whereas ELF is theorised to allow space for intelligible linguistic creativity and innovation, which does not necessarily always adhere to normative English speaker models (Jenkins, 2012, p. 41-42; Kohn, 2015).

The research gap exists due to several converging issues. Firstly, there are very few resources designed specifically for teachers and learners of English for the law enforcement vocation. When this specialty is further restricted to a police organisation whose tasks are not the same as those for standard community police officers, it becomes

increasingly difficult to find applicable research and define best practices. Although there are a couple of ESP coursebooks on the market for learning job-related English for LEOs, there are no known off-the-shelf coursebooks or other teacher or learner materials that cater to this specific law enforcement organisation with its specific tasks, neither as a coursebook written entirely in English for students of various first languages (L1) nor for students with the L1 of German. Consequently, individual teachers are left to design materials and develop their own practices in carrying out the curriculum.

Secondly, the English educational policy at the BPOL leaves room for interpretation. The curricula for the education of federal police officers are proposed by the BPOL and then approved by the German Ministry of the Interior, Building and Community. These documents are, of course, written in German and categorised “for internal use only”; therefore, it is not permitted to attach them in the Appendix of this paper. However, the overall strategic goals for the English education during the 2½-year training programme for the recruits in intermediate service are: to reduce their inhibitions to use English; to use the English language in police-related standard situations in a manner that fits the situation and is being communicatively sound; to understand utterances of English-speaking interlocutors; and to be able to read text found in identity documents. Further, in a section of “guidelines”, there is one principle that is relevant to this research: communicative competence has priority over grammatical accuracy (*Ausbildungsplan*, June 2014¹).

The total of class hours of instruction for English during the basic training is 126 class hours.² Aside from this, there are no uniform coursebooks, teacher or learner materials, or uniform assessment amongst the seven training facilities throughout Germany.

Finally, nearly all English teachers at the BPOL are German university-educated and state board-certified to teach English and one other school subject within the German secondary school system, as is the general prerequisite for being employed as a civilian teacher at the BPOL. Studying ELT at German universities is designed to qualify students to teach English within the secondary school system. According to Kohn (Kohn, 2015; Kohn, via personal e-mail communication, May 29, 2017), German universities adhere

¹ *Ausbildungsplan* = Curriculum; This June 2014 “for official use only” draft version is currently in use but not available to the public.

² For clarification, a class hour is a unit of 45 minutes.

to a native standard-English-oriented EFL and EAP paradigm, and public educational policy determines that the general goal of English education in German secondary schools is to prepare students to communicate predominantly with native speakers of English (NSE) in native English-speaking environments. This seems to be supported by the various German federal state ministries of education websites that specifically mention the Common European Frame of Reference (CEFR) (Council of Europe, 2017), which is used as a set of guidelines to assess levels of language competencies. The CEFR consistently refers to the use of English in NSE contexts. For example, the Hessian Ministry of Education (*Hessisches Kultusministerium*, 2010) and the Ministry for Education, Youth and Sport in Baden Württemberg (*Ministerium für Kultus, Jugend und Sport – Baden Württemberg*, 2016) have both published their curricula for English education in their respective federal states³ for grammar schools (in German, *Gymnasium*; in American English, selective school). These curricula extensively describe the English education, which includes in-depth instruction of the culture, history, politics, and literature, for example, of both the United Kingdom (UK) and the United States of America (USA) and name these countries as the most important NSE nations of orientation for the students. A comprehensive examination of the curricula for secondary schools of all German federal states goes beyond the scope of this study. Nonetheless, it is clear that standard British English (BrE) and standard American English (AmE) serve as the native models for secondary education in Germany. Consequently, it is possible to surmise that English teachers educated and trained within this framework could apply this NSE-centric paradigm to other ELT contexts.

1.4 Aim of the study and the research questions

The primary aim of this study is to gain clarity for this specific context, which has led to the general research question of: Is an ELF approach an option for these students? More specifically, the following research questions have been articulated for this study:

³ There are a total of 16 federal states in Germany.

1. What are the teachers' attitudes towards native speaker norms in the English education of the German Federal Police?
2. What are the teachers' opinions about typical features of ELF communication, that are considered to be mistakes or fossilisations in other approaches such as EFL, ESL, and EAP?
3. Are the communicative events in which the BPOL LEOs are involved primarily with native English speakers or non-native English speakers?

1.5 Research objectives

The research objectives for this study are:

1. To identify teachers' attitudes towards and preferences for different varieties of native and non-native Englishes.
2. To identify teachers' attitudes to hallmarks of ELF communication.
3. To evaluate the dominant English variety spoken by the subjects BPOL officers come into contact with in police-related communicative events.

1.6 Dissertation structure

This study comprises six chapters. The first chapter has set the stage for this dissertation through a description of my interest in this topic and the situational and organisational context, a description of the research problem and significance of the study, and the research aims, questions, and objectives. Chapter Two provides an extensive literature review on several topics that are integral to this study: the global expanse of English, defining ELF, universal pedagogical implications, the English variety of prestige, native speaker bias, and attitudes and pedagogy in Europe and Germany. Chapter Three presents the methodology used in this study, including a description of the participants and the instruments employed to collect the data. A brief discussion about the limitations of this study is also provided here. Chapter Four reveals the results of the data collection. Chapter Five presents a thorough analysis of the results. Finally, Chapter Six concludes this dissertation through providing a summary and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents literature about: the global expanse of English, the definition of ELF, universal pedagogical implications of ELF, English and perceived prestige, native speaker bias, and attitudes and pedagogy in Europe and Germany. Due to the highly contextual, situational, and cultural influences on ELT, much of the literature review will originate from European researchers and concern European and German contexts.

2.1 The expanse of English

A discussion about the explosion of the number of people around the globe who are at some stage of learning English, using English as NNSE, or as a functional second or multiple language intrinsically belongs to a discussion about ELF. It is perhaps an obvious point to many that NNSE far outweigh the number of NSE; however, this study would be remiss if it did not document the significance of NNSE in terms of current estimates. By all accounts, it is difficult to determine how to estimate the number of NSE and NNSE, especially since the increase of multilingualism has blurred how we define first, second, or consecutive languages, as well as the difficulty in determining how to account for the sliding, evolving scale of when learners become users of a language (Jenkins, 2015, pp. 2-12; Seargeant, 2016). Additionally, models such as Kachru's (1992) concentric model of Inner, Outer, and Expanding Circles, which visually depicts the regions of the world that speak English as a native, second, or foreign language, are valuable starting points, but they can neither account for all the different locations in which English is used nor the functions it fulfills (Jenkins, 2015, pp. 13-21, Seargeant, 2016).

Nonetheless, the revered and oft-quoted English linguist, David Crystal (2012), has estimated that there are approximately 2 billion users of English, between 400 and 500 million of whom are NSE. "The remaining 1.6 billion are speakers of English in countries where the language has some sort of official status . . . or in countries where it is the first foreign language taught in schools" (Crystal, 2011, p. 30). In 2013, the British Council reported: "1.2 billion people are learning English, and [...] some 12 million people are teachers of English" (Sheehan, 2013, p. 3). English is not the language that has the largest

number of native speakers but no matter how you work the numbers, there is no disagreement that it is the most widely spoken single language in the world, with a ratio of about one NSE for every four NNSE (Sergeant, 2016, p. 15).

The fact that English has become the world's predominant lingua franca (Jenkins, 2015, p. 42-44) has perhaps been the catalyst over the last three decades to investigate how the development and expansion of English has caused it to morph from a language once owned by native speakers in a couple of select regions of the world to a language spoken globally by more NNSE than not. Moreover, the phenomenon of increasing numbers of culture-specific varieties of English, for example China English, Nigerian English, and Indian English, cannot be reduced to the designation of sub-standard, non-conforming English varieties (Leung, 2005; Yang & Dai, 2011). The study of emerging non-native varieties of English is referred to as World Englishes (WE), which is not the same as ELF, although there are some overlapping issues (Hamid & Baldauf, 2013).

In one of the interviews conducted for this research, an interviewee paraphrased one of her university English professors as having the mantra: "speakers make the language". Perhaps this simple phrase represents some of the questions ELF raises, such as: Who owns the English language? Who sets the standards? In which contexts and amongst which interlocutors is English being used?

2.2 Defining English as a lingua franca

Even though the term ELF had not yet been assigned, ELF research is estimated to have been on the academic radar since the late 1980s (Jenkins, 2015a, p. 52), and over the decades since its conceptualisation, the definition of ELF has been anything but static (Jenkins, 2006b; 2015a). Still today, ELF bears slightly different definitions amongst scholars, and when reviewing the development and evolution of ELF as documented through the literature, it is apparent that researchers themselves have continued to refine their own definitions. For example, around the time when ELF was still in its infancy and scholars were considering its distinction between other frameworks such as WE and English as an International Language (EIL), Seidlhofer (2011) cited Firth (1996) and House (1999), who both defined ELF as a contact language among interlocutors of various linguistic backgrounds for whom English was not a native language. However,

Seidlhofer suggested an expanded definition: “[ELF is] any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (p. 7).

This distinction, whether ELF definitions and research should include NSE or not, seems to still be a point of contention; however, the consensus amongst scholars today is that ELF does not exclude NSE; it recognizes them as speakers within the context of an intercultural communicative setting (Jenkins, 2015b) but neither views them as the focus nor the linguistic benchmark (Jenkins, 2012, p. 487). Interestingly, critics of ELF have continued to claim that proponents of ELF exclude NSE from their definitions. Both Jenkins (2015b) and Ishikawa (2015) describe such ongoing debates and misrepresentations of research. Modiano (2009a), for example, took issue with Seidlhofer’s 2005 definition of ELF because he claimed that she excluded NSE from the definition, which, in fact, she did not. Neither Seidlhofer’s definition in 2011 nor in 2005 excluded NSE: “[ELF communication] does not preclude native speakers of English” (Seidlhofer, 2005, p. 339). In any case, Modiano also conceptualised ELF as including NSE because NNSE could find themselves in situations in which NSE are present or in which NNSE come into contact with texts produced by NSE.

The common thread in interpreting the various definitions is that ELF does not aim to exclude the possibility of NSE being present in a communicative context; however, ELF-based teaching and learning is neither focused on imitating a native variety of English nor on the goal of catering to an exclusively native audience. Therefore, the working definition for this research will reflect evolving conceptualisations from Jenkins (2012, 2015a). In 2012, Jenkins held that: “[ELF] is a means of communication between people who come from different first language backgrounds” (p. 486) – a definition that neither excludes nor focuses on NSE. As studies have continued to render more empirical data, Jenkins (2015b) has reconceptualised her definition of ELF in view of evolving research – from trying to construct a codification for ELF to an understanding of ELF as a fluid, ever-changing practice of social interaction amongst an increasingly linguistically diverse community. According to Seargeant (2016), ELF is no longer being conceptualised as a variety of English but is rather being framed as an adaptable sociolinguistic resource: “Research attention [now] focuses on how people adapt their English usage to ensure that it is appropriate for the culturally and linguistically diverse contexts in which they are

communicating” (Seargeant, 2016, p. 19). This present research is concerned with the presence of and attitudes towards standard- or native-based pedagogy as well as the ongoing theoretical development of ELF as a social phenomenon.

In any case, I view the term ELF to represent at least three contexts in this study: Firstly, to indicate the contextual linguistic environment in which interlocutors find themselves – a situation in which English is the common language of communication. Secondly, ELF as an examination of lexical, grammatical, and accommodating features of ELF users; and thirdly, ELF as a non-native-centric pedagogical approach for preparing students with the sociolinguistic and intercultural tools needed for communication with, predominantly, other NNSE.

2.3 ELF and universal pedagogical implications

ELF carries inherent ELT pedagogical implications (Dewey, 2012). At the core is the concept that an ELF approach should prepare English learners for communication with other NNSE in NNSE environments, stemming from the perspective that the native speaker models and norms not only set expectations that are unattainable for NNSE, and even for some teachers (Kirkpatrick, 2006), but also often deny interlocutors from developing linguistic creativity and retaining personal identity (Hülmbauer, 2009; Kohn, 2015). Awareness of ELF should lead practitioners to question whether the popular EFL paradigm, which focuses on standard native English norms, is the best model for teaching their particular students how to communicate in contexts in which the interlocutors are predominantly NNSE originating from various linguistic backgrounds (Cavalheiro, 2013). A thorough examination of these aforementioned native-speaker models goes beyond the scope of this research, other than establishing that they, indeed, aim for native-like competency. Kohn (2015) posited that ELT, in general, is deeply rooted in the normative, standard English paradigm.

Crystal (1999) theorised nearly 20 years ago:

The chief task facing ELT is how to devise pedagogical policies and practices in which the need to maintain an international standard of intelligibility, in both speech and writing, can be made to comfortably exist alongside the need to

recognize the importance of international diversity, as a reflection of identity, chiefly in speech and eventually perhaps also in writing. (p. 20)

As recently as 2016, Jenkins stated in an interview (TEFL Equity Advocates and Academy, 2016) that there is not enough empirical evidence on which to base an ELF pedagogy, even though there have been some attempts to do so – for example, Jenkins (2008); Jenkins, Cogo, and Dewey (2011); and Walker (2010). An ELF pedagogy, according to Jenkins (2015b), must stress the skills needed to foster meaning and communication amongst interlocutors of various linguistic backgrounds, and for example, to avoid subjects typical in traditional EFL learning environments like the use of variety- or regionally based idioms, which might not be intelligible to other ELF speakers. Jenkins (2012) posited that NNSE draw upon their combined linguistic tools to negotiate communication, which cannot be disregarded as interlanguage, code-switching, or adapted L1 utterances. She theorised that there is no one framework for ELF; it is the situational context that is the defining parameter.

Similarly, Modiano (2009a) envisioned pedagogy for EIL, which Jenkins (2012, p. 486; 2015a, p. 5) claims is used synonymously for ELF to focus on “situational adaptation” (p. 64) as opposed to traditional prescriptive native speaker approaches. It is important to note, since this research will cite several of Modiano’s (1999, 2009a, 2009b, 2017) publications, that he has not been entirely supportive of ELF and has continued to be critical of its conceptualisation. It appears, however, that there are still strands of similar aims when comparing Modiano’s advocacy for EIL to research conducted on ELF. Modiano (2017), indeed, favours English pedagogy developing without the constraints of “Britain as the arbiter of correctness and standardization” (p. 314).

Modiano (2009a) held that EIL was increasingly being reconceptualised as a global language that should not be constricted by the two varieties that are generally considered to be the standards: British English (BrE) and American English (AmE). He further contended that traditional models of ELT view diversions from these varieties to be indicative of unacceptable achievement of learning goals. These diversions are considered to be mistakes or fossilisations in EFL or other native-based approaches – a topic that has been written on extensively, for example, by Jenkins (2006a, 2012, 2015a), Hülmbauer (2009), and Seidlhofer (2009).

It would be possible to fill much space in this paper with the names of those researchers who have, regardless of their stance on ELF, acknowledged a significant and well-known criticism of ELF, and that is: What exactly is ELF pedagogy? (Jenkins, 2007; 2012). Lacking clear definitions about what constitute innovations and creative communicative adaptations and how those deviations from standard English varieties could respect the need to have some model from which to work, there seems to be no alternative for teachers on the front lines other than to continue teaching what they know to be the recognised, codified English standard, for which there is a plethora of lexicon and grammar books (Seargeant, 2016, p. 21). Using a native speaker model is not intrinsically wrong, as contexts and needs vary significantly, and teachers will ultimately decide what is best for their students; however, Seargeant (2016) theorised that there are two alternatives to a native speaker model: the model of the local variety of English, or no adherence to any specific model and more focus on how English is used in intercultural, ELF contexts. Modiano (2017) postulated that in the wake of ‘Brexit’, there would be no justification for the British to serve as the gatekeepers of the English language and that English should be allowed to develop in Europe organically as a widespread L2. He theorised that this would ultimately ease uncertainty amongst non-native English-speaking teachers (non-NESTs).

Ur (2010) hypothesised that an appropriate model for ELF pedagogy is the “competent ELF user” (p. 87), which may or may not be a NSE. Although Ur is supportive of ELF, she highlighted the fact that teachers are still committed to, as well as obligated to, teaching the most acceptable and internationally recognised forms of English. Yet another difficulty Ur discussed is that teachers simply do not have the capacity to spend valuable time in class teaching the vast array of variations and innovations users could encounter. Ur proposed that teachers consider research as a backdrop to reflect on their current practices and ultimately decide what is in the best interests of their students, which Ur suggested could include a balance of a standard international English and some exposure to useful awareness of common variations.

Still, Dewey (2012) held, as did Jenkins (interview by TEFL Equity Advocates and Academy, 2016), that much more empirical research on ELF is necessary, but teachers should be brought into the fold of that research. Additionally, Dewey posited that teachers

should be encouraged to reflect on their own practices and be offered continued professional development, support, and guidance through this process.

2.4 The English variety of prestige

By now, it should be clear that a strict adherence and allegiance to native speaker models could be counterproductive to an ELF paradigm. It is an interesting question as to what is behind such native speaker biases, held by NSE as well as NNSE. Modiano (1999, 2009a) posited that not only are the two native varieties of BrE and AmE considered to be the forms of standard English, but there is also a perceived hierarchy. According to Modiano (2017), BrE with received pronunciation (RP) is generally regarded worldwide to be superior to other native varieties, which he theorised to be the result of efforts of various stakeholders to spread and maintain this language ideology. “Standardized British English with RP is the more esteemed form of the English language across the globe and [the British] have in the past succeeded in promoting this ideology to ELT practitioners as well as to educational authorities” (Modiano, 2017, p. 317).

One could argue that the English language itself is a language of prestige, especially in cultures that hold English as an elite language that provides access to future social-capital-rendering opportunities (Gao, 2014; Kanno, 2014; Lopez-Gopar & Sughrua 2014; Shin, 2014). Although there have been studies that have ranked both BrE and AmE varieties as fairly equal in terms of perceived prestige (Dewey, 2012; Jenkins, Cogo, & Dewey, 2011), other studies show a prevailing preference for BrE with RP as being *the* variety of prestige (Dalton-Puffer, Kaltenboeck, & Smit, 1997; Ladegaard & Sachdev, 2006). Prestige is not inherent within a language; it is a social construct assigned to the variety of a language spoken by members of that language community who have power (Jenkins, 2015a, p. 21-22). This language ideology is embodied by the internationally recognized term that has become synonymous with correctness and nobility: the “Queen’s English”, which is thought by many in and outside of the UK to represent the true standard English (Wales, 1994). This concept is rigorously promoted by, for example, The Queen’s English Society (The Queen’s English Society, 2018) which quite unapologetically explains its mission as:

to promote the maintenance, knowledge, understanding, development and appreciation of the English language as used both in speech and in writing; to educate the public in its correct and elegant usage; and to discourage the intrusion of anything detrimental to clarity or euphony. (main page)

The website content appears to avoid directly denouncing the American variety of English; however, one can find the following on the “Frequently Asked Questions” (n.d., question 8): “We do not want English to be swamped by Americanisms”. One can surmise that the Queen’s English Society is completely at odds with the principles of ELF.

Although the Queen’s English Society admits that the title of its organisation is used symbolically to represent proper English and not necessarily to reflect the specific variety of English spoken by the Royal Family, the suggestion of the superiority and nobleness of the BrE variety was reinforced by a comment from Prince Charles in 1995, reported by *The Times* (as cited in Jenkins, 2015a, p. 5): “He [The Prince of Wales] described American English as ‘very corrupting’ and emphasized the need to maintain the quality of language.”

On one hand, we have seen that two native varieties (BrE and AmE) hold a position of dominance; yet there are some who consider the AmE variety, spoken exclusively at home in the United States by an estimated 230,947,071 speakers (Ryan, 2013), to be inferior, thus narrowing even further the space for linguistic innovation and regional expressions of identity – concepts supported by an ELF paradigm.

2.5 Native speaker bias

Studies in Europe have shown both teacher and student preferences for what is considered to be standard BrE with RP over other native varieties (Carrie, 2017). However, even if one does accept other native varieties of English as being the normative models for correct English, it does not mean that one is immune to a native bias; it simply means that neither BrE nor AmE, for example, is excluded from a potential bias. As has been established, non-native learners and users of English far outweigh the number of NSE; consequently, millions of students are being and have been taught by non-NESTS (Llurda, 2016, p. 15), yet NSE are still sought out to fill teaching positions as they are often viewed as being

inherently better, which is a fallacy (Jenkins, 2015, p. 121; Kirkpatrick, 2007; Llurda, 2016). Seidlhofer (1999, p. 238) described what I, as a NSE and long-standing teacher, have experienced: Non-NESTs often have an understanding of English, be it prescriptive rules, phonemes, or virtually any other linguistic aspect, that native English-speaking teachers (NESTs) may not, as they have learnt the language differently. Moreover, Llurda theorised that such notions of native speaker superiority could be viewed as discriminatory. Being an NSE does not make one a competent communicator within the context of the international arena. A NSE may be an effective communicator with other NSEs but not necessarily in international contexts. Modiano (1999) held that: “The proficient non-native speakers of EIL, rather than the native speakers who are not proficient in EIL, are better equipped to define and develop English as a tool in cross-cultural communication” (p. 4). Consequently, non-NESTs can be better suited to ELT than NESTs, yet they have been marginalised.

Some studies have shown that students and teachers alike want to sound native-like (Carrie, 2017; Groom, 2012). Students often have the perception that NESTs inherently provide the best model for imitation, as well as the best source of inside information about the culture associated with the respective geographic region of the native variety of English (Sergeant, 2016). The belief that proper English is best learnt via imitation of a native speaker is addressed by Kohn (2015), who uses the term “strong SE orientation” to describe ELT that adheres to a strict normative paradigm. Kohn theorised: “[This] is clearly in line with a behaviourist understanding of successful language learning as an imitation-based cloning process” (p. 57).

Although many factors can lead to the promotion of native speaker superiority, one facet is the publication of ELT materials, which is dominated by North American and European publishers (Gray, 2016). NSE stakeholders have essentially controlled the direction of ELT not only through this domination, which also affects professional practices, but also by marginalising non-NESTs (Llurda, 2016; Phillipson, 1992).

2.6 Attitudes and pedagogy in Europe and Germany

Modiano (1999) postulated that BrE with RP was considered in Europe to be the true standard English and that educational aims were to achieve native-like proficiency. A

decade later, Modiano (2009a) claimed that EIL had been undergoing a transformative process in which ELT was less about teaching a foreign language than it was about using English as a sociolinguistic tool for intercultural, global communications; however, there was still resistance from “language experts who continue to support standard language [native] ideologies” (Modiano, 2009a, p. 208). Modiano named Sweden and Holland as two European countries that had already shifted their ELT approaches away from regarding BrE as the ultimate model for teachers and learners, but he admitted that other European countries might have other views, which, in the current study context of Germany, will be addressed. Moreover, he acknowledged that a well-known criticism that practitioners had of ELF, even if they conceptually agreed with the premise of ELF, was that there was no clear framework for a non-standard (BrE and/or AmE) approach, as well as, and this is perhaps the most important point, no replacement for global standardised measurements of linguistic competence, such as language exams and certificates – an aspect also often addressed by Jenkins (2007; 2012; 2015a).

The concept that one is teaching English for use in a NNSE environment might not require a complete upheaval of current practices; but teachers should reflect on whether their methods or focuses are based on the true needs of the students. Even so, Jenkins (2012) wrote that ELF researchers are not in the business of dictating how and what teachers should teach. Scholars have proposed ELF approaches based on empirical studies of ELF linguistic features – for example, the Lingua Franca Core (Jenkins, 2002), the Vienna-Oxford International Corpus of English (Seidlhofer 2004), and the corpus of English as a Lingua Franca in Academic Settings (Mauranen, 2003). Perhaps ELF pedagogy could begin as an awareness, a mindset, a different focus, and a different approach. Teachers are the ones on the front lines; consequently, it is crucial to find out what their attitudes are regarding topics that could have an effect on an ELF approach. These topics include their attitudes towards: native speaker models, prescriptive vs. descriptive grammar, and the typical inclusion of cultural studies associated with NSE regions. Even the emotional attachment to the different inner circle countries could potentially affect how teachers frame ELT. Additionally, since the foundation of teacher training occurs within the context of universities, it is not unimportant how institutions of higher education feel about such topics.

When reviewing the literature in a German context, it is vital to understand the organisation of the German secondary school system. It is a three-tiered system, which comprises two levels of secondary schools that prepare students for non-academic vocations and one level that prepares students for study at university, *Hauptschule*, *Realschule*, and *Gymnasium*, respectively. The exception to this is a comprehensive school (*Gesamtschule*), which puts all three levels under one roof, much like American high schools. It is no secret that the upper, selective school (*Gymnasium*) has higher academic standards and, as such, ELT follows a curriculum that is geared more towards EAP, which as previously established follows a native-model, prescriptive framework.

In her study, Decke-Cornill (2003) interviewed both *Gymnasium* and *Gesamtschule* teachers and compared the findings of each group. Decke-Cornill's research revealed that ELF was neither a topic of conversation at secondary schools nor an element of interest at the universities that were educating new English teachers. In fact, the teachers interviewed in her study were not familiar with the concept of ELF. Even years later, Seidlhofer (2007) contended that the conceptual differences between EFL and ELF were not represented in European educational policy, and Kohn (2015) postulated that both university and secondary education in Germany were still reliant on native speaker models.

While Decke-Cornill's (2003) findings suggested that teachers were generally open to expanding their views of teaching English with a multi-cultural approach, their attitudes varied based on the type of school at which the teachers taught. Both groups indicated uncertainty as to what exactly an ELF curriculum would entail; however, the comprehensive school teachers were found to be more open to the concept of approaching English from a less ethnocentric (British or American) standpoint. Even so, Decke-Cornill (2003) concluded that both groups still "felt very much compelled to teach their classes proper [standard] English" (p. 68).

EFL teaching has traditionally included instruction on the cultural and geographical backdrop of the inner circle English-speaking countries (Cavalheiro, 2013; Decke-Cornill, 2003). The teachers at the *Gesamtschule* in Decke-Cornill's study were university-educated and state board-qualified teachers, but they were not required to have studied English at university. However, teachers of both school types who did possess a

university degree in English indicated their motivation to study the language because of their Anglophilia or Americophilia, and they felt that an ELF approach would minimise the associated British or American cultural studies within the context of the English class and would force them to give up an important element of their practice. One could surmise that teachers who have a connection to a particular inner-circle country are interested in sharing those particular cultures in the context of English lessons; and curricula support and enforce such an approach. The *Gymnasium* teachers, who must have a university degree in English, were less willing to sacrifice the elements they felt were inseparable from English studies: “language, literature, and culture” (Decke-Cornill, 2003, p. 63). They indicated fearing a decline of linguistic value by moving away from Anglophilic- or Americophilic-normative models, and they viewed an ELF approach to be cultureless.

Decke-Cornill (2003) held that while some policy-makers in Germany recognised the need to shift the focus of English from a study of the language and culture of Britain and the United States to the study of English as an international lingua franca, little of that message affected the manner in which teachers were being educated at university. When her study was published, Decke-Cornill posited that German teacher education was still centred on the premise that language learning meant acculturation to the native origin of the foreign language being learned. More recently, Kohn (2015) echoed the earlier sentiments of Decke-Cornill and Modiano (2009a, 2009b) by describing the continuing lack of interest in ELF as a legitimate player in the German and European educational system and provided numerous examples, indicating that the paradigm for English learner success remained rooted in a standard NSE model. Further, Kohn held that there was no question that the English education at German universities followed an EFL approach, with what Kohn (2015) referred to as a “strong SE/NS [standard English/native speaker] orientation” (p. 57).

As regards secondary education ELT in Germany, one must question whether ELT has undergone a theoretical shift since Decke-Cornill (2003) published her study. Therefore, an analysis of the current standardised textbooks (Ashford et al., 2010a, 2010b, 2011, 2012, 2013; Carlton-Gertsch et al., 2017) for the English education in grades 5 – 10 at the selective schools in Bavaria was conducted. This series, entitled *Green Line*, places each unit within the context of specific NSE regions – overwhelmingly the United Kingdom and, in second place, the United States. For grades 5 to 7, all chapters focus on the United

Kingdom (UK) and the United States (USA); grade 8 additionally includes one chapter out of the five in total on Australia; grade 9 includes one chapter on global issues, albeit from a UK perspective; and grade 10 includes one chapter on young people in the English-speaking world – in other words, those from outer-circle regions (Kachru, 1992). Consequently, the students are conditioned to link the UK and, to a certain extent, the USA, as the predominant owners and speakers of the language.

Kohn (2015) has been a vocal proponent of ELF, especially within the German educational system, supports a socially constructed, negotiated, collaborative space for English language learning and for L2 learners to be free to develop their own signature “ownership” of the target language. A pro social-constructivist stance through which students can learn and create their own identity is the cornerstone of Kohn’s work. Kohn (via personal e-mail communication, May 29, 2017) contended that there is increased awareness and dialogue about including intercultural communication and cultural diversity in the context of English education, but this has not resulted in any significant changes in the reliance on an EFL approach based on native, standard English.

German teachers are educated in normative pedagogy and are required to uphold the standards set by the state Ministries of Education and Cultural Affairs as educators in the German school system. The Ministries set the English curricula for the schools, and one can find many references to “standard [English] language” and to the Common European Framework of Reference for Languages (CEFR) (n.d.), which describes target competencies for writing, speaking, and understanding foreign languages. The CEFR has an NSE orientation; for example, there are references to communications with native speakers in native English-speaking regions and to understanding native television and radio programmes. For reference, the English curricula for selective schools in the states of Bavaria (*Staatsinstitut für Schulqualität und Bildungsforschung*, 2009), Baden Württemberg (*Ministerium für Kultus, Jugend und Sport*, 2016), and Hesse (*Hessisches Kultusministerium*, 2016) were analysed for this example.

In any case, there is no significant mention of non-standard English use or what Kohn (2015) calls “linguistic ownership” (p. 55). Although German schools mention the significance of intercultural competence and international communication in curricula,

Kohn claims, “In German schools, there is generally little, if any space for pupils to develop their own 'signature' and make English truly their own” (p. 52)

Returning, briefly, to issues of preferred pronunciation and identity specifically within Europe, Henderson et al. (2012) conducted a study that collected data from 843 English teachers in various European countries regarding native English accents. The findings reported that RP is overwhelmingly the preferred choice for teachers in both receptive and productive work, listening and reading and speaking and writing, respectively. Specifically, 91.9% of the 362 respondents from Germany chose RP as the pronunciation of choice for both receptive and productive work.

Moreover, an environment in which even a particular native variety is frowned upon might not leave much space for non-native ELF models. In a universal sense, Dewey (2012, p. 162) postulates that normative views of language are often carried over from their [the teachers] own educational backgrounds. This should bring clarity to why teachers employed by the BPOL, who overwhelmingly come from German universities that have prepared them for teaching within the secondary education system, *could* bring these preferences with them.

Thus far, the case has been made for teachers to consider if an ELF approach is more appropriate for their students, yet it is not insignificant to consider what *students* feel about an approach that is not focused on native speaker models. One such study was conducted by Groom (2012). The author of this study surveyed English L2 users regarding their willingness to accept a European-marked variety of English over NSE models and their opinions about the variety of English most commonly taught in European schools. Although Groom was initially uncertain what the findings would show, she posited that the majority of literature revealed an overwhelmingly negative stance towards ELF and non-native accents. Analysis of the respondents echoed this negativity. The author drew the conclusion that an ELF model was not desired by learners or users. Furthermore, the study participants were also not in favour of replacing an EFL with an ELF model in European schools. Similar studies have been conducted elsewhere in various cultural contexts; for example, He and Zhang (2010). Dalton-Puffer, Kaltenboeck, and Smit (1997) theorised that students could acquire preferences for native models and accents from teachers who had taught them that being native-like is more

desirable. Somewhat ironically, Jenkins (2012, p. 492) posited that giving students a choice about which model they would like to work towards is one of the positive aspects of an ELF paradigm, which is not a possibility in EFL, for example.

ELF is characterised as a common sociolinguistic, intercultural tool for communication in a NNSE environment. Native, inner circle ideologies persist amongst all stakeholders in ELT, and native speaker bias sets standards that are unachievable for learners and marginalise non-NESTs. In the German context, universities continue to uphold NSE models, public educational policy supports these models, and teachers are obliged to comply. Although standard AmE is now accepted in schools, many still hold a preference for standard BrE with RP.

CHAPTER THREE

METHODOLOGY

This chapter provides an overview and the rationale for the methodology employed in this study and describes the three means of data collection: the teacher questionnaires, the teacher interviews, and the patrol officer surveys. Additionally, the participants for each of these instruments are described, as well as the study limitations.

3.1 Rationale for chosen methodology and research design

The main theme of this research focuses on teacher awareness and understanding of ELF within the specific organisational context previously described. As has been presented in the literature review section of this paper, a preference or bias for NSE models could hinder the acceptance of an ELF approach. Consequently, a significant portion of the data collection for this study will focus on determining whether the teachers possess such a bias. Certainly, the results would take on even more significance if it could be determined whether the students, who after the 2½-year basic training become LEOs at ports of entry and major transportation hubs, will deal more with NSE or NNSE. Therefore, it was necessary to choose methodology and instruments that could generate as much data as possible from those who could offer first-hand knowledge to answer the following research questions:

1. What are the teachers' attitudes towards native speaker norms in the English education of the German Federal Police?
2. What are the teachers' opinions about typical features of ELF communication that are considered to be mistakes or fossilisations in other approaches such as EFL, ESL and EAP?
3. Are the communicative events in which the BPOL LEOs are involved primarily with native English speakers or non-native English speakers?

While planning the modes of data collection, it was necessary to take into account how this research would adhere to the strictest of ethical protocols. At the outset, after consultation with my research supervisor, ethical approval for the study itself, for the consent forms, and the questionnaires was granted via the university Ethics and Research

Governance Online. The Teacher Questionnaire Consent Form (Appendix A) and the Teacher Interview Consent Form (Appendix B) can be found in the Appendices of this paper. The next step was considering the additional ethical, legal, and organisational aspects of the study within the context of a German government law enforcement agency. To comply with these stipulations, approval was obtained from the director of the German Federal Police Basic and Advanced Training Centre in Oerlenbach, Germany, where I am employed. Subsequently, I was required to officially request permission to collect data from several internal departments: The German Federal Police Academy Headquarters (BPOLAK) Department of Basic and Advanced Training and the BPOLAK data security officer, both in Lübeck, Germany; and the data security office of the German Federal Police Headquarters in Potsdam, Germany. As regards the patrol officer surveys, explained in detail below, approval was required from the training departments of both Regional Offices in Munich and Stuttgart.

Regardless of these hurdles, there were two main criteria for selecting the instruments for data collection: the possibility of triangulating data through a mixed methodology approach by collecting both qualitative and quantitative data and the possibility of collecting as much data as possible in the limited amount of allotted for this study. The mixed method approach of data collection, specifically a quantitative-dominant mixed method (Johnson, Onwuegbuzie and Turner, 2007), in which both quantitative and qualitative data will be triangulated, enables a more in-depth analysis. Johnson, Onwuegbuzie, and Turner (2007) define this as:

Quantitative dominant mixed methods research is the type of mixed research in which one relies on a quantitative, postpositivist view of the research process, while concurrently recognizing that the addition of qualitative data and approaches are likely to benefit most research projects. (p. 124)

The rationale for the specific instruments and a description of the cohorts will be provided in the sections below.

3.2 Teacher questionnaire design

The core of the data collection was to investigate teacher attitudes about ELF-related themes. The presence of a native speaker bias and, particularly, a bias in favour of a specific variety of native English, has the potential to hinder acceptance of an ELF paradigm (Kohn, 2015). It is an obvious choice to go directly to the source, the teachers themselves. While there are a few methods that would have allowed an investigation of these questions, a questionnaire (Appendix C) was the instrument that would make it possible to reach every English teacher in this organisation as well as offering the opportunity to gather specific data that could be analysed in both quantitative and qualitative dimensions. Both of these are benefits of using questionnaires, as described by Wilson and McLean (as cited in Cohen, Manion, and Morrison, 2011, p. 377). Additionally, this method was deemed less invasive than classroom observations, which are not common practice in this organisation and would have been logistically impossible for a short-term study.

During the design phase of the questionnaire, great care was taken to ensure that the study participants' data would remain non-identifying and anonymous. However, it was plausible that some respondents would think it was possible for their questionnaires to be identified, as some questions asked for information that might have been made known amongst colleagues at previous meetings, for example, a question regarding their experience as students and teachers abroad. For this reason, it was made clear that the respondents could choose to skip any questions they did not wish to answer. Additionally, in consideration of the fact that questionnaires require respondents to invest their valuable time for a project that is not necessarily as important to them as it is to the researcher, the survey was designed to require no longer than 15 minutes to complete.

The first section asked for information regarding the academic background of the teachers, in which country they received their teaching qualifications, and at which types of schools in Germany or abroad they had worked. There were many reasons for asking for this information. Firstly, there is the theory that German university education supports a native speaker model (Kohn, 2015) and that in Europe, a higher value is placed on RP, inherently connected to BrE, over American accents (Carrie, 2017). Furthermore, the

schools at which these teachers had taught and in which countries those schools were located might be correlated to their general preferences and biases.

The second section focused on several areas of their teaching practices that could reveal whether they held a native speaker bias. For example, the teachers were asked about their use of media (audio-visual, aural, print) and whether the sources reflected the use of a particular variety of English and excluded others. Other questions in this section asked about the teachers' thoughts on grammar, spelling, and pronunciation and whether they enforced or preferred a particular variety of English over others. In the German secondary school system, curricula and standards are uniform for each federal state. As described, the BPOL's English curriculum does not set restrictions or guidelines for which pedagogy, model, approach, or materials the English teachers should use. Therefore, this line of questioning was necessary because the teachers are free to determine virtually every aspect of their teaching practices autonomously.

The final section dealt with the teachers' personal views, independent of their teaching roles, regarding different English varieties in relation to their own NNSE status. These questions were intended to have the teachers think about their own role as an NNSE and if they aimed to conform to a native speaker model or if they were comfortable being identified as NNSE; in other words, if they accepted an identity of an NNSE, who most likely incorporates deviations and innovations in their own communicative repertoire.

The questions were mostly dichotomous and multiple-choice, aiming to gather specific information. Many of the dichotomous questions were designed as a filter for add-on questions, as described by Cohen, Manion, & Morrison (2011, p. 383). Some questions had additional space for the respondents to expand their answers. Overall, this design resulted in the ability to collect data relevant to the research questions which could also be analysed in descriptive terms, as well as the opportunity to gather some qualitative data. Furthermore, even though the questionnaire was piloted with two candidates not associated with my sample group, leaving some space for comments might compensate for any potential unforeseen flaws in the questionnaire; for example, respondents would be able to add answers to questions that had not been included in the lists of possibilities. Regarding the piloting of the questionnaire, a vital step also described by Cohen, Manion & Morrison (2011) and Bell (2014), the reviewers were able to identify one section of the

questionnaire that was ultimately too complex, which would have resulted in a time-consuming process for the questionnaire respondents. This feedback initiated the removal of that section from the questionnaire to be used as a basis for the interviews.

3.2.1 Description of the questionnaire participants

Due to recent rapid expansion of the BPOL training operations throughout Germany, it was not readily known how many English teachers were currently employed. Further, since English teachers in the BPOL organisation are usually qualified to teach other subjects, such as politics, constitutional law, or German, it is possible for teachers to have classes in English exclusively, to teach a combination of English and other topics, or to stop teaching English and teach the other topics exclusively. Therefore, contact was made with the individual training centres to collect the names of all current and former English teachers who were still employed by the BPOL; former English teachers were included as they would also have experience teaching within this context, and it is possible for former English teachers to resume teaching English at any time. The inquiry revealed that 29 English teachers were currently active (not including myself) and 2 had been active English teachers in the past, all of whom, by the way, are NNSE. These 31 teachers received the Participant Information Sheet (Appendix D) via the BPOL organisational e-mail system. The informed consent (Appendix B) was sent via regular mail with a pre-paid return envelope as it was thought that signing, scanning and resending the consent forms via e-mail would be inconvenient for the candidates. At the request of the data security officer at the BPOLAK, the consent form was written in both English and German. Twenty-six teachers returned the consent form, including one teacher who opted out of the study. The questionnaires were then sent via regular mail only to those 25 teachers who agreed to participate in the study. Although it would have been convenient to have conducted the questionnaire via an internet-based survey software, this was not possible because the BPOL has a highly restrictive policy for intranet, internet, and e-mail use, which made electronic distribution, collection, and analysis of data-gathering efforts impossible. To ensure complete anonymity, the respondents placed the completed questionnaires into an unmarked envelope, which was then placed in an outer envelope to be posted to the official mailroom of the training centre at which I am employed. The mailroom officials at my location removed the outer envelope and discarded it so that no

identifying information could be connected to the individual questionnaires. These questionnaires were then stored securely until they were retrieved for analysis.

Upon retrieval of these non-identifying questionnaires, they were labelled successively, beginning with P1 in order to track responses, and the results were entered into a Microsoft Excel® spreadsheet.

3.3 Teacher interview design

In an effort to gather more in-depth qualitative data and to triangulate data gathered from the questionnaires, teacher interviews were conducted. Tuckman and Harper (2012) contend that interviews “allow investigators [the ability] to measure what someone knows . . . , what someone likes and dislikes . . . , and what someone thinks . . .” (p. 244), which is precisely what was at the core of the data collection. Moreover, interviews would make it possible to work in the important questions that were removed from the questionnaires, as suggested by two reviewers during the pilot phase. These reasons are in alignment with the three purposes of interviews as described by Cohen, Manion, and Morrison (2011, p. 411).

The interviews (Appendix E) were designed to follow a semi-structured format. The structured character of the interview follows a predetermined format, which ensures that researchers can gather targeted data that are relevant to the study and that are comparable and quantifiable (Cohen, Manion, & Morrison, 2011). In this sense, the set questions as well as the closed-ended either/or nature of some of the questions comprised the structure. Although there were specific questions, there were also some questions that were open in design, allowing the respondents more freedom in their interpretations and responses. Additionally, the interviewees were allowed to control the length and depth of their responses. This offered a departure from a strict structure, resulting in a semi-structured design.

The entire questionnaire comprised six question sections, originally formatted in an order that seemed to be a logical progression. However, after considering the issue of sequencing and framing interviews, as described by Cohen, Manion, and Morrison (2011, p. 423), the order in which the questions were asked was altered. Question 1 was intended

to elicit what the interviewees already knew about the topic of ELF, especially within the context of this study; however, it had the ring of a “knowledge question”, which can be threatening to interviewees (Cohen, Manion, & Morrison, 2011, p. 423), and perhaps particularly so for teachers. For this reason, it was decided to ask the questions about the interviewees’ experiences in secondary school and higher education first (questions 3 and 4) as these were non-threatening. Question 2, regarding whether the interviewees felt that our patrol officers deal more with NSE or NNSE, was then posed.

As explained in the description of the teacher questionnaires, the feedback from piloting the questionnaires resulted in an entire section being cut from the written surveys. This section dealt with how teachers feel about certain linguistic hallmarks of ELF communication within the context of oral or written short tests and exams. Because these questions were vital to the research questions, it was decided to pose these questions during the interviews. Questions 5 and 6 were intended to reveal if the teachers adhere to a strict, prescriptive, native-centric model for marking tests or if they are open to giving credit for deviations from normative approaches that are typical of ELF learners and speakers. The basis for this series of questions was modelled after Seidlhofer (2004, p. 220), and what she referred to as “observed regularities” (Seidlhofer, 2009, p. 240) as features of ELF communication. The specific examples were then modified to reflect such observed regularities within the regional and organisational context of this study. These questions were pre-determined, they were to be asked of each interviewee, and the intended response mode was categorical (Tuckman & Harper, 2012, p. 254), meaning that only two answer options were possible. These three design choices were used for the purpose of gathering data for descriptive analysis.

To sum up, questions 1, 2, 3, and 4, as well as the final opportunity to add any final comments regarding any part of the interview or study, were more open in nature, and therefore offered the opportunity to gather more qualitative responses; thus, these questions represented the less-structured aspect of the interview. Questions 5 and 6 comprised the most structured aspect of the interview, aiming for more quantifiable data.

3.3.1 Description of interview participants

To avoid selection bias, the names of the 25 English teachers who had signed an original consent to participate in the study were written on cards and then nine cards were randomly drawn by a neutral training centre employee not associated with the study. These nine teachers were then contacted via e-mail to inquire about their willingness to participate in a video-conference interview via Skype or Facetime voice and video calling software or via telephone. Of the nine contacted, two did not respond, and two could not participate due to work obligations and annual leave, respectively. In the end, five agreed to participate in an interview. These subjects were sent a separate informed consent (Appendix B) via e-mail specifically for the teacher interviews, which were signed and returned via e-mail or regular mail prior to the interviews taking place.

The interview is a valuable data-gathering method; however, researchers must be cognisant of the additional ethical considerations for such interviews. In this study, special care was exercised to make sure the interviewees understood how the generated data would be used, their right to refuse participation in the interview, and their right to not answer questions for any reason, all of which were communicated while making the initial appointment for the interview, included on the consent form, and restated before commencement of the interviews. These considerations were modelled after suggestions by Cohen, Manion, and Morrison (2011).

Ultimately, no participant agreed to a video conference; all opted for a telephone interview. Although no participant opted out of an audio recording of the interview, no participant seemed comfortable about having the interview recorded. For this reason, it was decided to conduct the interviews in the same fashion for all participants – without audio recording. At the beginning of each interview, the interviewees were reminded that there were no right or wrong answers and that the goal was to truly understand their positions on the questions that would be posed. During the interviews, the goal was to make the interview pleasant and non-threatening as well as to not allow researcher biases to influence any part of the interview. As I spoke to the interview subjects, their responses to the questions were typed into an individual copy of the interview question document. Because there would be no audio recording of the interviews, great care was taken to accurately document the interviewees' responses.

3.4 Patrol officer surveys

The question of whether BPOL students should be prepared predominantly for interactions with NSE or NNSE has never, to my knowledge, been asked or measured in any scientific manner. The relevance of an ELF approach is dependent on the type of English language communicative events that BPOL LEOs have. For added clarity, it was necessary to create a survey for the police officers who are at the points of contact with the public.

Once again, even though it would have been logistically easier, not to mention less complicated during the data analysis process, to have conducted an internet-based survey, it was necessary to send these surveys (Appendix F) in paper form to the Munich train station and Stuttgart airport because the internal intranet security regulations prohibited the dissemination of external links, and the creation of a survey for access through the organisational intranet was not feasible. Informed consent was part of the survey, and as there was neither any personal or identifying information collected, and nor was the survey mandatory for the police officers.

The surveys were sent to the public relations offices at the Munich and Stuttgart regional offices, who assumed responsibility for distributing them to the various patrol units. The completed surveys were collected and then returned for evaluation and analysis.

The surveys were quite simple in design. Officers were asked about their communicative interactions using the English language while carrying out their duties at the train station or airport and whether they believed these interactions were more often with NSE or NNSE. This data is important for this study to determine how English education at the BPOL should be framed: for interaction predominantly with NSE or NNSE. Additionally, they were asked about those interactions in which they did indeed speak with native English speakers and whether they could make a judgement about which variety of English those subjects spoke.

3.4.1 Description of patrol officer survey participants

As explained in the introduction, BPOL officers are present at, among other locations, international airports, most train stations, external borders, and sea border ports. It was decided for this small-scale study that the Munich main train station and the Stuttgart international airport would serve as the locations at which to survey patrol officers. Munich and Stuttgart had an estimated 150 and 100 officers respectively, who could have potentially been in the sample; however, due to holiday schedules, illness, and other various reasons, fewer officers were expected to be able to complete the survey. The ranks and previous English education of the LEOs who participated in the survey are unknown; however, this is viewed as being insignificant for the outcome of this study.

3.5 Study limitations

Every effort was made to ensure the validity and reliability of the data gathered in this study within the scope of possibility for this short-term study. In terms of validity, this research was primarily driven by guidelines as described by Cohen, Manion, and Morrison (2011) and Bell (2014). The measures taken were: ensuring that researcher bias did not affect the participant responses or data analysis, carefully designing instruments that would answer the research questions independent of who was conducting the research, and triangulating data through different instruments and different approaches to asking questions related to common themes.

A limitation of this study can be the unknown external validity implications, as described by Cohen, Manion, and Morrison (2011), meaning that the reproducibility of the results of this study in other similar organisations is unclear. This study is tailored to this specific LEO organisation and may or may not be transferable or even applicable to other such organisations.

A further limitation connected to reliability could be the data-gathering instruments themselves. The teacher questionnaires and interviews and the LEO surveys used in this study required the respondents to offer somewhat subjective opinions about their professional practices; therefore, there is a chance that there is a gap between reality and perception. Furthermore, there is always the possibility that respondents choose answers

that they think are the “right” answers, and there is also the question of participant motivation. These possible limitations are described by Tuckman and Harper (2012). Regarding the patrol officer survey, the limited time allotted for this study made it necessary to select samples for whom approval for data collection could be granted within the time limit. The Munich train station is one of the largest in Germany, but Stuttgart airport is one of the smaller international airports; both are located in southern Germany. Consequently, it is a limitation that it was not possible to collect more patrol officer data from other geographic locations in Germany as well as from a more frequented airport.

This study would have benefited from more reliance on qualitative data as many of the questions and related issues cannot be measured in absolutes. More interviews, focus groups and classroom observations would have rendered valuable data; however, this would have been logistically impossible for this short study. The BPOL training centres and teachers are spread throughout Germany and are hundreds of kilometres apart.

As a final consideration, the researcher is known to most of the teacher sample and an undetermined number of patrol officers who completed the survey. There is always a possibility that participants’ motivation and responses are somehow affected by connections to the researcher.

CHAPTER FOUR

RESULTS

This chapter presents a summary of the quantitative and qualitative data gathered from the teacher questionnaires, the teacher interviews, and the patrol officer surveys.

4.1 Teacher questionnaires

Due to the small teacher population of this organisation, it was intended that the entire population would be the sample; however, only 26 of the 31-strong population returned consent forms, including one potential participant who opted out of the study. Of the remaining five who did not return consent forms, one did not respond, one did not have time to devote to the study, and three from one training centre decided not to participate in the study but did not formally opt out by returning the form. Ultimately, 22 of the 25 teachers who signed a consent form agreeing to participate in the study returned a questionnaire – a sample comprising 70.97% of the entire English teacher population at the BPOL. As questionnaires were received, the data was then entered into a Microsoft Excel® spreadsheet.

The first section (questions 1-3) gathered information about the teachers' university education, teaching history, and experience abroad; the results are listed in Tables 4.1.1 and 4.1.2 as frequency distributions. For reference, the German names of the school types are italicised and shown in parentheses.

Table 4.1.1*Teachers' (n=22) German academic and teaching experience, question 1.*

Teacher characteristic	Number
Teachers who have a German university degree in English	18
Teachers who have English degree and both state exams in English (fully qualified teacher)	18
Teachers who have a non-English degree from a German university	2
Teachers with no German university degree	2
Types of German schools at which these teachers worked after finishing teacher qualifications or other vocational training (multiple answers possible):	
primary school (<i>Grundschule</i>)	2
non-selective secondary school (<i>Haupt- und Realschule</i>)	16
selective secondary school (<i>Gymnasium</i>)	11
vocational school (<i>Berufsschule</i>)	3
technical and vocational colleges (<i>Fach- and Berufsoberschulen</i>)	3
adult education centre	4
other	4
none	5

Table 4.1.2*Teachers' (n=22) academic and teaching backgrounds abroad, questions 2 and 3*

Teacher characteristic	Number
Teachers who have attended a non-German university, studying any topic, for any length of time	7
Teachers who have received a university degree from a non-German university in any subject	2
Teachers who have worked as an English teacher in a non-German school	3
Types of foreign schools at which teachers have worked at (multiple answers possible):	
primary school	0
secondary school	1
tertiary	1
other (company school)	1

The countries in which the five teachers who had not attended a German university had studied were listed as (two respondents listed two countries each): USA (n=1), Russia (n=1), the UK (n=3), Russia (n=1), Saudi Arabia (n=1), New Zealand (n=1), Austria (n=1), and France (n=1).

The next questions, 4-7 (Tables 4.1.3, 4.1.4, and 4.1.5), aimed to discover which dominant linguistic model is represented most through the choices the teachers make in relation to the various forms of media used in class: audio-visual, auidial, and print. The results are displayed in frequency distributions and percentages.

Table 4.1.3

Teachers' (n=22) preferences for audio-visual media and region of most used media sources, questions 4 and 5

Teacher characteristic	%
Teachers who show documentaries (n=17)	
Preferred sources	
Standard British English (n=4)	25%*
Standard American English (n=9)	56.25%*
Equal British and American (n=3)	18.75%*
Other native variety (n=0)	0%*
Other non-native variety (n=0)	0%*
*One respondent marked all of the varieties. Since there was no dominant source, the percentages were calculated for 16 respondents.	
Teachers who show YouTube videos (n=8)	
Preferred sources	
Standard British English (n=1)	14.29%*
Standard American English (n=4)	57.14%*
Equal British and American (n=2)	28.57%*
Other native variety (n=0)	0%*
Other non-native variety (n=0)	0%*
*One respondent did not mark any preferred source, so percentages are based on 7 respondents.	

Table 4.1.4

Teachers' (n=22) preferences for audial media and region of most used sources, question 6

Teacher characteristic	%
Teachers who use audio recordings (n=19)	
Teachers who do not use audio recordings	2
No answer	1
Preferred sources	
Standard British English (n=6)	31.58%
Standard American English (n=1)	5.26%
Equal British and American (n=3)	15.79%
Other native variety (n=0)	0%
Other non-native variety (n=0)	0%
Equal mix of native and non-native voices (n=9)	47.37%

Table 4.1.5

Teachers' (n=22) preferences for print media and region of most used sources, question 7

Teacher characteristic	%
Teachers who use print media (n=21)	
Teachers who do not use print media (n=1)	
Percentages of preferred sources	
Standard British English (n=4)	19.04%
Standard American English (n=3)	14.29%
Equal British and American (n=14)	66.67%
Other (n=0)	0%

Questions 8-11 aimed to discover which native model teachers held as the standard in general and individually on matters of grammar, pronunciation, and spelling in the context of the lessons with their police recruits. The results are provided in Tables 4.1.6 and 4.1.7 and are expressed as frequency distributions and percentages.

Table 4.1.6*Native model teachers (n=20*) use as basic approach in class, question 8*

Native models	%
Standard British English (n=8)	40%
Standard American English (n=5)	25%
Equal value placed on British and American English (n=7)	35%
Other native variety of English (n=0)	0%
*2 teachers did not respond to this question	

Table 4.1.7*Teachers' English variety preferences for teaching grammar, pronunciation, and spelling, questions 9-11*

Native models preferred for grammar, pronunciation and spelling	%
<u>Grammar:</u> Teacher responses (n=21)*	
Standard British English (n=5)	23.81%
Standard American English (n=1)	4.76%
Equal value placed on British and American English (n=13)	61.91%
Not in favour of any native speaker model (n=2)	9.52%
<u>Pronunciation:</u> Teacher responses (n=21)*	
Standard British English (n=1)	4.76%
Standard American English (n=0)	0%
Equal value placed on British and American English (n=12)	57.14%
No preference, only intelligibility (n=8)	38.10%
<u>Spelling:</u> Teacher responses (n=21)*	
Standard British English (n=2)	9.52%
Standard American English (n=0)	0%
Equal value placed on British and American English (n=16)	76.19%
Spelling is unimportant as long as I know what they mean (n=3)	14.29%
*One teacher did not respond to this series of questions.	

The next section, questions 12-16 (Tables 4.1.8, 4.1.9, and 4.1.10), dealt with the teachers' preferences and attitudes about their own use of English. The teachers were asked to indicate their preferred models with regard to grammar, pronunciation, and spelling. The results are displayed as frequency distributions and percentages.

Table 4.1.8

Teachers' English variety preferences for their own grammar, pronunciation, and spelling, questions 12-14

Native models preferred for grammar, pronunciation, and spelling	%
<u>Grammar:</u> Teacher responses (n=21)*	
Standard British English (n=6)	28.57%
Standard American English (n=0)	0%
Equal value placed on British and American English (n=15)	71.43%
Other native English variety (n=0)	0%
<u>Pronunciation:</u> Teacher responses (n=21)*	
Standard British English (n=2)	9.52%
Standard American English (n=0)	0%
Equal value placed on British and American English (n=19)	90.48%
Other native English variety (n=0)	0%
<u>Spelling:</u> Teacher responses (n=21)*	
Standard British English (n=3)	14.29%
Standard American English (n=0)	0%
Equal value placed on British and American English (n=18)	85.71%
Other native English variety (n=0)	0%
*One teacher did not respond to these questions.	

Questions 15 and 16 (Tables 4.1.9 and 4.1.10) were posed to discover which linguistic identity the teachers wanted for themselves, independent of their role as a teacher. The aim to be “native-like” in their own use of English indicates a language ideology (Jenkins, 2007; Piller, 2015; Rose & Galloway, 2017). By asking the teachers if they had a preferred English-speaking country, I was looking for a connection between that response and a tendency to prefer one native model over the other, as some studies reveal a correlation between certain variables and a preference for particular pronunciation models. For example, Dalton-Puffer, Kaltenboeck and Smit (1997) held that there could be a connection between accent preferences and the geographical proximity of the learner to the location at which the target language is spoken or the ease of accessibility learners have to native English-speaking countries. Carrie (2017) cites numerous studies that indicate L2 speakers can have an emotional attachment to specific target language countries and are consequently drawn to those varieties. The teachers' responses to questions 15 and 16 are displayed in Table 4.1.9 as frequency distributions and percentages.

Table 4.1.9

Teachers' (n=21) desire to be native-like in their own use of English and preferred native model, question 15*

Teacher goals for their own English	%
Teachers who aim to be “native-like” (n=17)	80.95%
Native model these teachers pattern their own English after	
Standard British English (n=9)	52.94%
Standard American English (n=8)	47.06%
Other native English variety (n=0)	0%
Teachers who do not aim to be “native-like” (n=4)	19.05%
*One teacher did not respond to these questions.	

Table 4.1.10

Teachers' (n=22) preferred native English-speaking countries, question 16

Teachers' preference for a specific English-speaking country	%
Teachers who have a preference for a specific English-speaking country (n=7)	31.82%
Teachers who have no preference for a specific English-speaking country (n=15)	68.18%
Countries named as preferred countries	
England / GB / UK (n=4)	57.14%
USA (n=2)	28.57%
South Africa (n=1)	14.29%

To draw conclusions about whether a regional preference translates into a preference for a particular native model, the teachers who indicated that they had a preferred native English-speaking country (n=7) were compared to the preferred native models used for students. The results are presented in Table 4.1.11 as frequency distributions and percentages.

Table 4.1.11

Teachers' (n=7) preferred native English-speaking countries matched to native model preferred for students, questions 8 and 16

Teachers' preference for a specific English-speaking country	%
Teachers who have both a preference for GB/UK and favour the BrE model for teaching (n=3)	42.86%
Teachers who have both a preference for USA and favour the AmE model for teaching (n=2)	28.58%
Teacher who has a preference for South Africa and favours the BrE and AmE for teaching equally (n=1)	14.28%
Teacher who has a preference for UK and gave no answer for their preferred native model for teaching (n=1)	14.28%

4.2 Teacher interviews

Five teacher interviews were conducted via telephone, the results of which were both qualitative and quantitative. The interviewees were labelled IA, IB, IC, ID and IE to protect their anonymity.

Question (Q) 1 aimed to discover what, if anything, the interviewees knew about ELF. The interviewees were requested to reflect on the title of the study and then asked what ELF meant to them. Caution was exercised not to lead them or give them the impression that there was a right answer. Three of the interviewees gave an answer that related to the usefulness of the English language as a common global language; one interviewee interpreted ELF to represent the manner in which English has developed into different varieties and communities of interest, which was the one definition that was most aligned with this study; and one interviewee had no concept of ELF.

All respondents hedged in answering Q2, which asked them if BPOL LEOs deal more with NSE or NNSE. Four of the interviewees thought the LEOs might have more interaction with NNSE, and one felt that it depended on whether the LEOs work at train stations or at airports and, further, at which location. All, however, qualified their answers by stating that they were unsure. An expanded response from ID stated that the answer is irrelevant and that the LEOs must be prepared to understand all types of English.

Q3 and Q4 asked interviewees about their own experience as a student of English during their secondary and university education and if any other English varieties were discussed in those academic environments. The answers are listed in Table 4.2.1.

Table 4.2.1

Interviewees' (n=5) English learning experiences during secondary education and teacher training

Interviewee	Q3: Experience in secondary education	Q 4.1: Experience at University or vocational education	Q4.2: Were other English varieties discussed during university or teacher training?
IA	"... definitely only BrE."	"We had teaching assistants from Britain and the US; professors refused to deal with Americans because they thought that is not really English they spoke. Definitely BrE held as ideal."	"Never ever"; did not ever discuss other varieties."
IB	"Depended on teacher, up until one point we only used BrE, then at some point introduced to different varieties, maybe in the 8 th or 9 th grade; we could then use American or British."	"Again, it depended on professors, but we were taught the value of AmE and BrE pronunciation and were not criticised for AmE accent."	"No, but this depended on course choice; I didn't have any courses that included other varieties of English."
IC	"They accepted both AmE and BrE."	"Both AmE and BrE were allowed."	"Not at all."
ID	"I tried to speak AmE; all teachers spoke BrE. One teacher did correct me and told me to follow BrE pronunciation."	"Disappointing [that] most of the time German university meant studying English literature and English linguistics but taught in German. Ridiculous – professors spoke German, not English."	"No different varieties were ever mentioned, and no special seminars were offered for different varieties."
IE	"We were taught both AmE and BrE, but BrE was the preferred pronunciation. It is still this way in schools."	"We were taught both AmE and BrE. We had classes in <i>Landeskunde</i> [cultural studies] by both American and British teachers."	"Not at all."

The BPOL English curriculum requires that two short tests and one year-end exam are given during each of the first and second academic years. The short tests can be in written or oral form, but the year-end exam must be written. Many teachers opt not to conduct oral exams because the high number of students makes this logistically nearly impossible. For this reason, Q5 was posed to find out if the interviewees did, indeed, conduct any oral testing because Q6 would poll them on their opinions regarding marking both types of assessments. Although all interviewees indicated that making time for oral tests is

difficult, they all responded that they currently integrate one oral test per academic year or have done so in the past.

As described in the methods section, Q6 dealt with typical deviations to prescriptive English grammar, which are common amongst ELF users, described by Seidlhofer (2004, 2009). These deviations were adapted to a German LEO context. The quantitative results are listed in Table 4.2.2 as frequency distributions and percentages.

Although these questions were intended to generate quantifiable data, this section sparked qualitative data as well. Four of the five interviewees had a bit of difficulty isolating these mistakes from an unknown context. Interviewee ID was unwavering in all instances, most often calling these deviations “grave mistakes”. The other four often categorised these deviations as mistakes for which there would be consequences on the assessment; however, they indicated that they would also take into consideration the frequency of such mistakes, the overall number of mistakes, and the general complexity of the student’s performance. This was especially the case regarding the marking of oral exams. There was a tendency to be less generous, regardless of other circumstances, when the mistakes were within the context of a written exam. The teachers felt that the written word lacks the ability to compensate for missteps in communication. Further, written exams were thought to represent standards for written communication.

Table 4.2.2

Results of teacher interviews (n=5) regarding attitudes towards student deviations from standard English, question 6

Deviation as represented in context ⁴	Absolutely acceptable; corrective feedback may or may not be given.		Acceptable but not desirable; would give corrective feedback and expect future improvement		Not acceptable at all; would give corrective feedback and consider this to be an unacceptable mistake		Would you deduct points for this deviation on a/an?:	
	spoken English	written (short test or exam)	spoken English	writing (short test or exam)	spoken English	written (short test or exam)	oral exam	written exam
Omitting the 's' for third person present tense: "She work at the headquarters."			3	1	2	4	Yes (n=2) No (n=2) Maybe (n=1)	Yes (n=4) No (n=0) Maybe (n=1)
Use of present perfect in place of simple past, with use of a time marker: "We have arrested the suspect yesterday."			3	1	2	4	Yes (n=2) No (n=3)	Yes (n=4) No (n=1)
Adding an 's' on the ends of words with no plural forms: <i>informations</i> or <i>advices</i> .			3	1	2	4	Yes (n=2) No (n=3)	Yes (n=4) No (n=1)
Using 'will' and 'going to' future interchangeably, or not according to prescriptive grammar rules: "If you resist, I am going to use legal force."	4	3		1	1	1	Yes (n=1) No (n=4)	Yes (n=2) No (n=3)
Misuse of present progressive: "I am patrolling the airport every day."			2		3	5	Yes (n=3) No (n=1) Maybe (n=1)	Yes (n=5) No (n=0)
Misuse of the verb <i>say</i> : "Say me your address."			1		4	5	Yes (n=4) No (n=1)	Yes (n=5) No (n=0)
Interchangeably using the relative pronouns <i>who</i> and <i>which</i> : "Do you have a document who shows your name?"			2	1	4	3	Yes (n=3) No (n=1) Maybe (n=1)	Yes (n=4) No (n=1)
Misuse of the preposition <i>on</i> : "I work on the airport."			2		3	5	Yes (n=3) No (n=2)	Yes (n=5) No (n=0)
Misuse of the verb <i>make</i> : "We make patrols of the airport terminal."			1		4	5	Yes (n=4) No (n=1)	Yes (n=5) No (n=0)
Number and percentages of categories chosen	5 11.11%	3 6.67%	16 35.56%	5 11.11%	24 53.33%	37 82.22%	Yes 24=53.33% No 18=40% Maybe 3=6.67%	Yes 38=84.45% No 6=13.33% Maybe 1=2.22%

⁴ These deviations from standard English were inspired by Seidlhofer (2004, 2009).

4.3 Patrol officer surveys

Fifty-three surveys were completed by LEOs at the Stuttgart airport and 66 by LEOs at the Munich main train station. The surveys polled the LEOs about their English-language interactions with people they come into contact with while on duty. The LEOs were asked if they felt they had more interaction with NSE or NNSE. These results are listed in Tables 4.3.1 and 4.3.2, and Diagram 4.3.1 as frequency distributions and percentages.

Table 4.3.1

Results of Munich train station LEO survey

Munich train station	%
Number of surveys received (n=66)	
Number of valid surveys (n=66)	
Respondents who deal mostly with NSE while on duty (n=3)	4.55%
Respondents who deal mostly with NNSE while on duty (n=63)	95.45%

Table 4.3.2

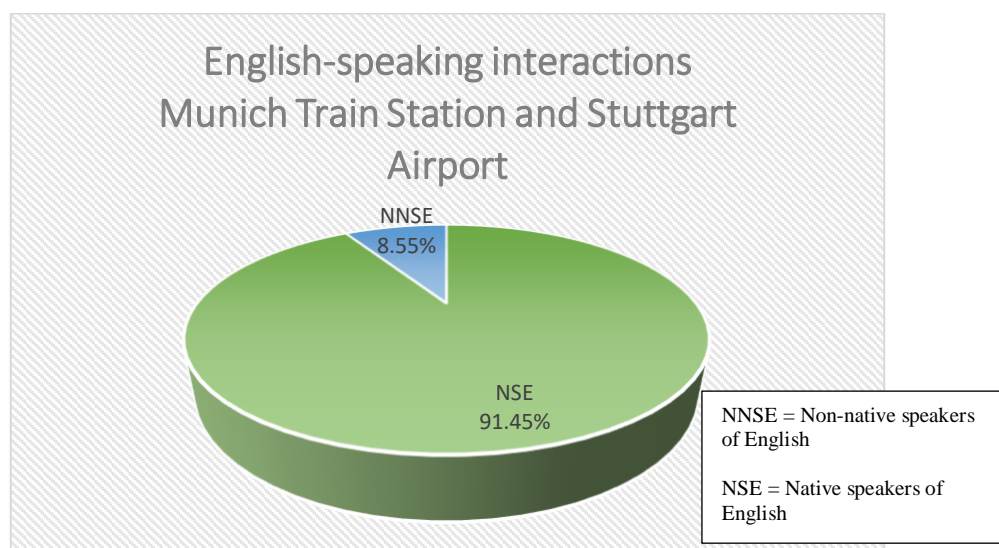
Results of Stuttgart airport LEO survey

Stuttgart airport	%
Number of surveys received (n=53)	
Number of valid surveys (n=51)	
Respondents who deal mostly with NSE while on duty (n=7)	13.73%
Respondents who deal mostly with NNSE while on duty (n=44)	86.27%

Two surveys were disqualified from the Stuttgart Airport analysis because one respondent only marked the box indicating that the airport was the duty station at which he/she worked, but no other boxes were marked, and the other respondent marked every box for all questions on the survey.

Figure 4.3.1

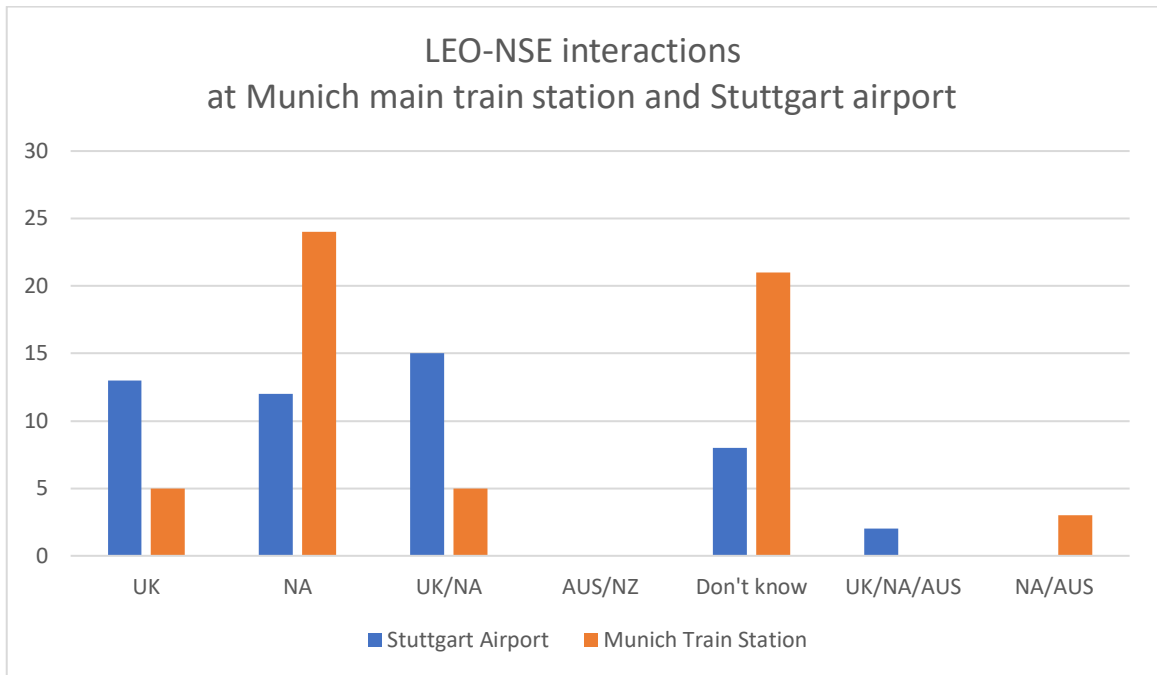
Combined results of 117 valid LEO surveys: Munich train station and Stuttgart airport



The LEOs were also polled about those interactions that were with NSE to determine which native variety they deal with most often when speaking to inner circle interlocutors. They could choose from the following regions: the United Kingdom (UK), North America (NA), Australia and New Zealand (AUS/NZ), and the option “do not know, unable to determine”. The wording on the survey specifically requested the LEOs to mark one box to indicate the predominant region of origin. Several respondents marked two boxes, which was interpreted to mean a fairly equal amount of two native varieties. These multiple answers of native English countries were treated as new combined categories. A few other respondents added regions of their own, such as Africa or Asia, which are, according to Kachru’s (1992) model of world Englishes, outer and expanding circle regions, respectively. The respondents are most likely not linguists and are probably not familiar with this distinction or did not understand the question. The reasons for excluding some survey data for this question are: Some respondents marked all boxes (Munich, 2), some did not mark any boxes (Munich, 3; Stuttgart, 2), and some listed a non-inner circle region (Munich, 5). These results were all considered invalid and were excluded from analysis. Because this question did not affect the validity of the previous survey question, these invalid responses were dealt with independently. Diagram 4.3.2 demonstrates the results of 108 valid surveys, shown as frequency distributions.

Figure 4.3.2

LEO-NSE interactions at Munich main train station and Stuttgart airport



CHAPTER FIVE

DISCUSSION

This chapter analyses the results of the teacher questionnaires, the teacher interviews and the patrol officer surveys in light of previous studies, presented in the literature review section of this paper, and within the given organisational context.

5.1 Analysis of the teacher questionnaire results

As has been previously discussed in this paper, Kohn (2011, 2015) held that German universities continue to train teachers according to strong BrE and AmE native English models. The overwhelming majority of BPOL English teachers (81.82%) have been German-university educated and board-certified to teach within the German secondary school system, which is generally a prerequisite for teaching at this organisation. Of the 18 fully qualified teachers, 15 of them (72.22%) had been previously employed by some form of secondary school in Germany before working for the BPOL, which translates to 68.18% for the entire sample (2 teachers possess non-English degrees, and 2 teachers have no university degree). Given the literature supporting the language ideology upheld by German universities, one could surmise that the overwhelming preferences for BrE and AmE NSE models shown in the results of this study could be attributed to the teachers' university education and past teaching experience; however, there was no significant difference between the data gathered from the university-qualified teachers and those who did not have a university qualification. A possible explanation is that the rigorous standards in German secondary schools define ELT success with adherence to and imitation of NSE models (Kohn, 2015). This native language ideology served as a pedagogical role model for all who passed through this system, which would also include those BPOL English teachers who do not possess a university qualification.

This simple correlation of reliance on a NSE model is perhaps not surprising – after all, native models are supported by copious grammars, textbooks, and other resources, and the question of which alternative model to follow might be difficult to answer. No respondent mentioned any other native variety, which was an option on many survey questions to ensure that all possibilities were available for the respondents. Additionally, none of the teachers revealed during the interviews that they had had formal academic

exposure to any other native or non-native English variety or to the subject of English as a lingua franca.

Turning attention to the preferences for the audio-visual sources, there is a strong preference for American documentaries and YouTube videos: 56.25% and 57.14%, respectively. Although BrE was the second highest preference (25%) for documentaries, 28.57% showed an equal preference for BrE and AmE YouTube videos. What is most striking is that not one respondent indicated in any way that any other audio-visual media were preferred that depict non-BrE/non-AmE NSE or NNSE. This is significant because the results from the LEO survey revealed that the police officers have vastly more contact with NNSE. There could be a few explanations for this. Firstly, it is possible that teachers draw upon other non-BrE/non-AmE sources but that these are simply not preferred. Secondly, NNSE documentaries and YouTube videos that feature subjects speaking English are probably not as prevalent as NSE sources; however, use of such audio-visual media is exactly what can serve as a link between readily available codified English native models and the reality that the students will face once their training has been completed. Taking into consideration that the documentaries and YouTube videos shown by the teachers might often have a law enforcement character, there could be media that depict other international NNSE in this career field that could serve as models and practice for future ELF communicative events. Certainly, the last possibility is that teachers want their students to model their language after examples of standard English.

Another important aspect in relation to audial and audio-visual media is that due to security issues, it is currently not possible to access and show media content from the internet in BPOL classrooms. Further, although there are teacher computers in each classroom, it is not permitted to insert or connect any external hardware or software to these computers. Additionally, connecting private laptops to the overhead projectors is forbidden as well. This might be a factor in why relatively few teachers (n=7) make use of YouTube media.

A similar result was reported regarding print media. Here, the majority (66.67%) indicated that they chose an equal amount of BrE and AmE print media; 19.04% favour British sources exclusively, while 14.29% rely on American sources. Like audio-visual media, it is fairly easy to find British and American print media, and teachers might have

to search harder for text authored by NNSE. Moreover, one could presume that stories or reports written in English by NNSE might not be that different from native sources, as they have probably been written according to standard written English conventions and proofread for adherence to prescriptive norms. The question is, perhaps, whether the British or American sources teachers choose present topics that are native-centric or whether they represent issues that have a contextual relevance to future ELF communities of practice.

In contrast, the results of the preferences for audial media showed that a majority of teachers (47.37%) use an equal mix of NSE and NNSE voices. Since this question pertained only to audio input, it can be surmised that the largest source of such media is CDs that are part of ELT textbooks. Such textbooks, especially those known and used in the European market, have increasingly included NNSE voices along with those of NSE on the accompanying CDs, giving teachers easier access to fairly authentic English varieties and accents. The qualifier “fairly” is used because the dialogues of recorded audio tracks for language programs are not always entirely realistic – for example, the accents represent different NNSE but the text is usually sanitized to adhere to standard English. This is a point that Dewey (2014) makes in reference to recent British-published ELT materials, which are marketed as coursebooks for teaching global, international English. Dewey’s analysis revealed that although publishers claim to have updated their materials to be more inclusive of other Englishes, it is a superficial claim. As an example, Dewey included the authors’ comment about the approach used: “for the purpose of language production, taught grammar, vocabulary and pronunciation [the book] follow[s] a British English model” (Dewey, 2014, pp. 20-21).

In asking for the teachers’ preferences about which native English model they base their teaching practices on, 40% responded BrE, 25% AmE, and 35% equal BrE and AmE. As discussed in the previous section, without an alternative, teachers are left wondering which model to use (Ur, 2010), so it seems quite natural to opt for a model that is firmly established and has a framework for students to follow. What is most significant about these results is perhaps those teachers who showed a preference for a single, specific native model (BrE or AmE) – 65% in total. A cornerstone of ELF is respect for variation, innovation, and co-constructed norms that may or may not adhere to standard English native models. However, when just one native model is singled out, it could be that even

the variation of another native model is not accepted. To what extent the teachers who favour a single native English variety are receptive to variation and innovation, whether it be for another native variety or intercultural ELF-type English, could not be measured by this study. The acceptance of both BrE and AmE alone could even be considered a step in the ELF direction, especially considering how many in this study showed preferences in one area or another for BrE alone and based on studies already mentioned in this paper about preferences in Europe for BrE.

Especially interesting is comparing these results to the results of the next set of questions. It is curious that 40% showed a preference for a general BrE approach and 25% for an AmE approach, yet most did not stay true to this preference when asked specifically about grammar, pronunciation, and spelling. In this case, the majority placed equal value on both BrE and AmE (grammar, 60%; pronunciation, 55%; spelling, 75%). One is left wondering how teachers define the difference between having a particular model being the general approach, but on the other hand, accepting different native models in key competency areas. Yet another question that stems from these results is if teachers who equally accept both BrE and AmE expect students to use these varieties independently of each other; for example, would it be incorrect to use both BrE and AmE lexis or spelling within the context of a particular text or exam?

When looking at the results for grammar alone, 25% chose to enforce BrE, which was the second most popular response. Particularly interesting were the two teachers who chose “not in favour of any native speaker model”. Both of these teachers elaborated on this answer. P1 wrote: “They need to be able to communicate with easy English structures + vocab as they are usually dealing with non-native speakers as well.” P16 echoed these sentiments: “Since the work as a police officer requires international communication, it seems logical to me to accept all varieties”. It is possible that other teachers in this study would not disagree with these statements; nonetheless, it is still significant that only two teachers seemed to reject the notion of an ideal native model.

In respect to pronunciation preferences, 55% indicated that they accepted both BrE and AmE pronunciation, which could be viewed in itself as generous in this European context. Here, the second most chosen response was “no preference, only intelligibility” (40%). To this end, one teacher (P21) qualified this answer with: “but more SBE as we are in

Europe, and SBE is easier to pronounce.” This response could be the basis of a study in its own right and touches upon issues of culture and identity. The fact that many BPOL English teachers accept what could be considered non-normative pronunciation as long as it is intelligible is aligned with ELF principles (Ferguson, 2009; Jenkins, 2008; Seidlhofer, 2004). Without having investigated the topic of pronunciation in ELF contexts, the teachers must rely on their own experience to determine if utterances are, indeed, intelligible.

Finally, the majority of teachers indicated that they accept both BrE and AmE spelling (75%); one teacher (10%) requires BrE spelling. Considering these students will have no immediate need to write English and the focus of training is intended to prepare the students for verbal communication, it is not an insignificant point that short tests and exams for the students in this organisation are predominantly in written form, which will be explained in more detail in connection with the teacher interviews. Three teachers (15%) do not prefer any native model in relation to spelling as long as the writing is intelligible. Again, what constitutes intelligibility can be subjective and would need to be investigated further. Regarding whether teachers allow mixing conventions of BrE and AmE varieties, at least one teacher (P5) recognised this aspect and added this comment regarding spelling: “I will even accept a mixture if the word is spelled correctly in either SBE or SAE.”

Similar questions were asked of the teachers regarding their standards for themselves as NNSE in the categories of grammar, pronunciation, and spelling (Q12-Q14). The questions were not identical to Q9-Q11 because it was postulated that certain designations would not be appropriate for teachers. For example, as regards grammar, it was presumed that teachers would have adopted a specific native model for themselves, so “not in favour of any native speaker model” was not an option. The question about pronunciation omitted the option “no preference, only intelligibility” because it could not be imagined that teachers would only aim for intelligible pronunciation when this is a skill they must teach, and teaching pronunciation has traditionally meant the replication of standard BrE or AmE (Jenkins, 2008). Finally, regarding spelling, it would not make sense to ask teachers if they, for themselves, disregard standard spelling conventions and only care about intelligibility; therefore, this was not an option. In retrospect, Q9-Q11 and Q12-14 should have been identical to make more scientifically sound comparisons between the

teachers' preferred models for themselves and the models they prefer for their students. Nevertheless, the results in the grammar and spelling categories were similar; the results in the pronunciation category were not, probably because teachers simply have higher standards for themselves in this area and because, as stated, the answer "no preference, only intelligibility" was not offered for the teachers. At least for the categories of grammar (Fig. 5.1.1) and spelling (Fig. 5.1.3), it appears that teachers prefer those models for their students that they prefer for themselves when asked about the major categories of language use. Fig. 5.1.2 shows the comparison of responses regarding pronunciation.

Figure 5.1.1

Comparison of teachers' responses to preferred grammar models

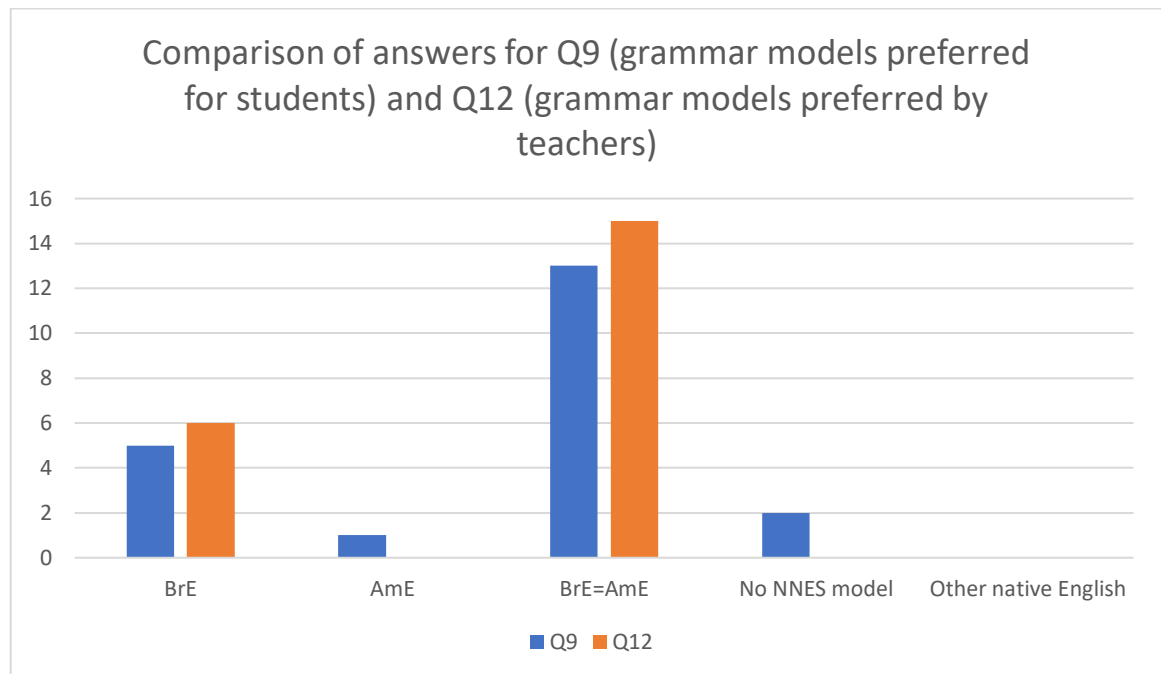
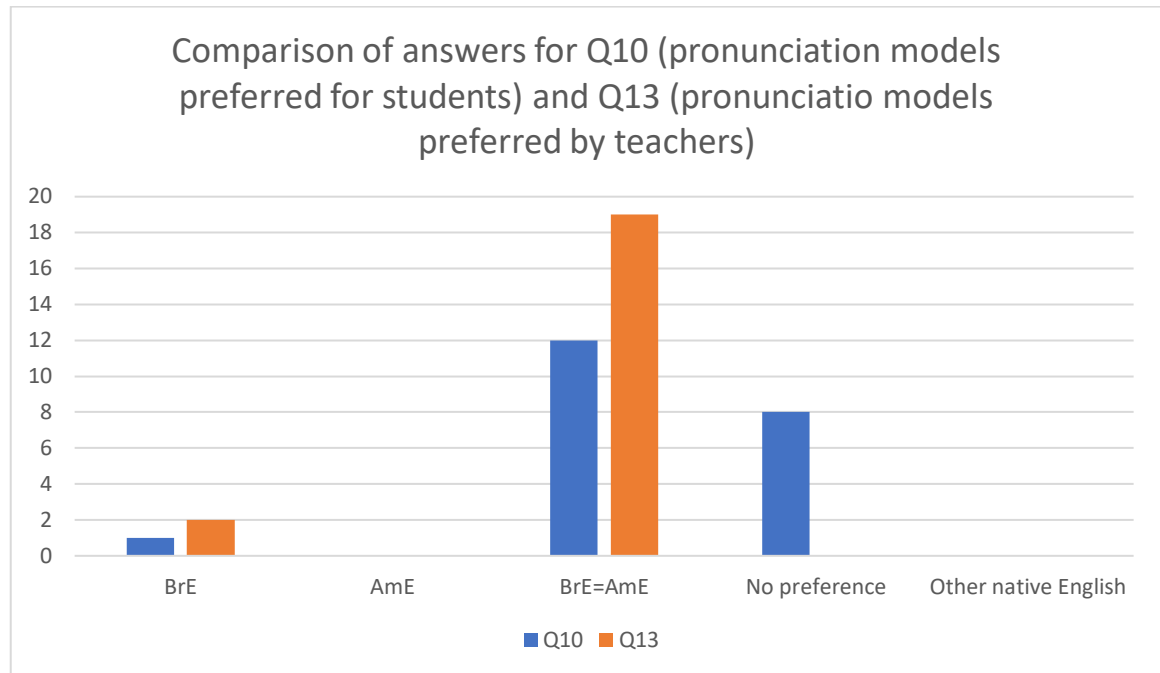


Figure 5.1.2

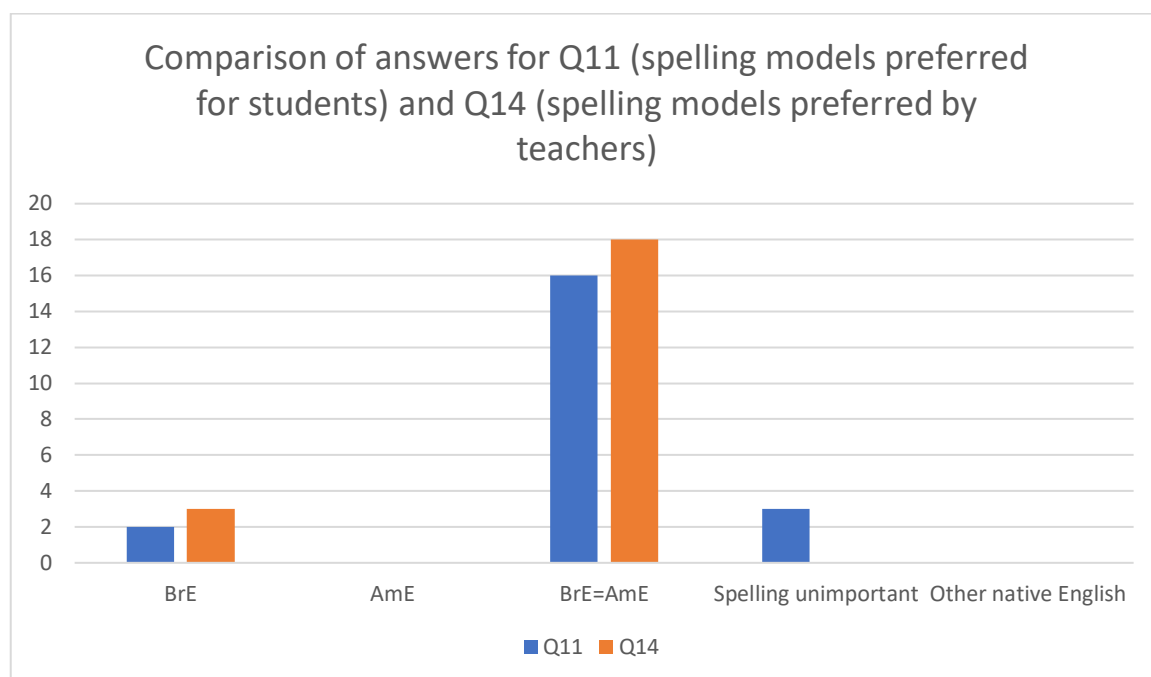
Comparison of teachers' responses to preferred pronunciation models



One teacher (P21) wrote about personal aims for pronunciation: “I use SBE as we live in Europe; so I stick to our European SBE or Oxford English roots – the same as we did in school.” This teacher indicated virtually the same sentiment for the model used in class. This, too, would be another question for a focus group aimed at those who favour a BrE model to discover if this is connected to issues of allegiance to a European identity.

Figure 5.1.3

Comparison of teachers' responses to preferred spelling models



Twenty teachers responded to Q8 about which native model they use as a basic, overall approach in class; the results are shown in Table 4.1.6. All of these 20 teachers chose either BrE (8), AmE (5), or equal value placed on both (7), yet out of the 21 respondents for Q15, which asked the teachers if they aimed to be “native like” as a NNSE, only 17 responded “yes”. A question for future studies could be to investigate if teachers have allegiances to different native models for their students than they do for themselves as NNSE and if so, why?

Comparing now the teachers' answers regarding which general overall native model they prefer to the previous preferences for the major categories of language use, five teachers reported that they use AmE as their basic native model in class (Q8). Only once was the AmE variety selected alone as the preference for grammar, pronunciation, and grammar (see Fig. 5.1.1, 5.1.2, and 5.1.3) – both as standards in class and for the teachers themselves. On the other hand, BrE was chosen alone a total of 19 times in the categories of grammar, pronunciation, and spelling combined for Q9-Q11 and Q12-Q14. AmE was chosen as a viable model for these areas, but only in combination with BrE. Why exactly this is might be a question best posed at a focus group after such results have been gathered: the researcher could ask the teachers about their thoughts on why AmE is accepted but seemingly not on quite the same level as BrE.

Yet another interesting question would be to examine how teachers who do not aim to be native-like – in this study there were four (Q15) – reconcile this with teaching and holding their students to a native model, which regarding their overall teaching approach (Q8) all teachers who answered this question (n=20) indicated they do. One reason why this question cannot be answered in this present study is simply because the question was not posed as it was first upon analysis of the data that this situation was revealed. Furthermore, in respect to which native model teachers use as a basic approach, there was no option to choose “not in favour of any native speaker model”. It is possible that at least those two teachers who chose this answer for Q9 might have selected this answer for Q8. Even so, the two teachers who did not respond to Q8 (P9 and P19) were not those who chose “not in favour of any native speaker model” (P1 and P16).

One teacher (P1) did offer insight into this question and wrote:

Although my personal goals are set to achieve or to continue to achieve a high proficiency in English, I do not expect my students to do the same. They need English to communicate regardless of the structures . . . the kind of English I’m teaching is mainly a tool for communication rather than teaching cultural awareness – what a crazy idea.

P1’s responses showed openness for a non-normative approach and this respondent was one of two respondents having no preference for any native speaker model regarding grammar (Q8) and one of eight who had no preference for native pronunciation models – only intelligibility (Q9).

The final question (Q16) was intended to determine whether fondness for a particular region would influence the NSE models that teachers chose. It was a surprising finding that only 7 out of 22 teachers reported having a favourite NSE country. Nonetheless, five of the seven teachers who responded positively to this question did, indeed, prefer NSE models that matched their preferred NSE regions.

5.2 Analysis of teacher interview results

The main aims of the five teacher interviews were to discover how the BPOL English teachers defined and conceptualised ELF and to examine what their attitudes were towards prescriptive conventions of form and use that are common occurrences amongst ELF users. Regarding the first aim, it appears that four interviewees had been exposed to the term ELF, especially as it is used to define English as a growing common global language. One interviewee (ID) touched upon historical factors that led to the expansion of the English language and another interviewee (IB) talked about the perceived negative aspects of ELF as a factor leading to the diminishing of other non-English cultural identities – a concept referred to by Stickel (2010), for example, as a “domain loss”. Two teachers (IC and ID) also mentioned that our police students should be prepared to understand many different kinds of English spoken by both NSE and NNSE. These conceptualisations were in no sense incorrect; however, viewing ELF as a pedagogical approach did not appear to be included in the teachers’ definitions of ELF.

When asked if ELF had any implications for ELT, two teachers (IA and IC) came closer to the manner in which ELF is defined in this study. Both of these teachers completely supported the notion of English as a medium for mutual communication as opposed to English as a product. This means that they have recognised that English is not a rigid science, and they do not set their sights on a perfect native model of English for their students. One of these teachers (IA) admitted being comfortable learning with the students, many of whom have travelled to and lived in English-speaking countries and have learnt vocabulary, for example, that is only used in certain regions and unknown to the teacher. Furthermore, the teacher is open to allowing a generous range of lexical variety provided the students have experienced the (perhaps) unconventional lexis in context. The teacher stated: “Teachers should be more open-minded. [Deviations are] O.K. as long as they communicate and get their message across...be more tolerant.” This is aligned with Canagarajah (2014), who called for teachers to “become learners with [their] students” (p. 783) to prepare them for the linguistic realities of a multicultural, global world. Moreover, Canagarajah postulated that teaching students adaptive negotiating skills will be more helpful to students than a staunch focus on form and memorisation. The other teacher (IC) who replied in a similar vein had this reply to the question: “[ELF] has an influence. I tell my students that they don’t have to be ashamed

if our English isn't good enough; you will always find a way to understand each other.” Both of these reactions indicate a collaborative, more non-normative approach to ELT, which is in sync with an ELF-driven approach.

Interestingly, one teacher (IB) responded to the question if ELF carries any implications for teaching practices by elaborating on how it is important to teach the “mindset of native speakers – predominantly Americans and British” regarding politeness, customs, and appropriate lexical conventions. Combining cultural studies of the dominating inner circle regions along with native-focused functional and socio-lexical tenets is associated with a traditional EFL approach (Cavalheiro, 2013).

Had the other teachers been prompted to answer whether native-like perfection was the goal for their students, they might have conceded that it was not; however, great care was exercised not to lead the interviewees in any manner, as this would taint the results of the study. It is also possible that the interview responses would be different had the interviews been conducted in the context of a focus group interview, in which, according to Bell (2014, pp. 182-183), interaction amongst interviewees might lead to a more in-depth understanding of how interviewees feel about the issues being discussed. Nevertheless, there were multiple questions both on the questionnaire and during the interviews that approached the issue of normative-focused ELT from a different angle, and the data appears to show that there are indications that teachers in this organisation do, indeed, support native-based models.

In asking about the teachers' lasting impressions of their own secondary and university educations (Table 4.2.1), I was looking for any data that pointed to native speaker model dominance or a preference for a particular native variety within the German educational system and whether the teachers had been formally (academically) introduced to other varieties of English from the expanding or outer circles. From the five interviews, it was obvious that the focus of secondary and university education is based on the two main native English varieties of standard BrE and standard AmE, and even though most stated that AmE was also accepted, there still appeared to be a slight tendency to view BrE as the dominating or preferred variety. However, none of the interviewees had been academically introduced to other varieties of non-native Englishes or ELF, which were the findings of Decke-Cornill (2003), whose research was also in a German context.

The final section of the interview dealt with the teachers' attitudes towards typical deviations from standard English and how they would judge them during an oral or written exam. Regarding the occurrences of deviations during an oral exam, most teachers hesitated before offering their opinions for many of the examples. The general opinion was that it was difficult to isolate a particular deviation or mistake within the context of a verbal exchange between interlocutors, even if this was in an oral exam. All but one teacher (ID) expressed hesitation before settling on an answer, because they felt that the overall context and quality of the entire student performance would have to be taken into consideration as face-to-face communication allows for other meaning-making skills, such as asking for clarification, reflecting, and even gesturing. The teachers showed awareness of the fact that verbal communicative events allow for more flexibility of lexis and form because of the ability to negotiate meaning. To compensate for this anticipated limitation, the interviewees' answers were additionally categorised by the degree of acceptability or non-acceptability – in addition to whether or not points would be deducted for the individual mistakes during an exam. This underscores a limitation of this type of questioning based on dichotomous questions, which does not allow for other variables, especially ones that the researcher has not accounted for, and contextual influence. Even so, it confirmed that it was the correct decision to move these questions from the questionnaire to the interviews because it was through the interviews that the valuable qualitative data was rendered.

Despite the hesitation, when analysing the collective attitudes towards all nine deviations, there was a slightly greater tendency (53.33%) to consider such deviations severe enough to warrant point deduction during an oral exam.

There was considerably less hesitation when it came to the attitudes of these deviations on a written exam. Although the teachers know that their students will graduate from the 2½-year basic training and will predominantly use English in verbal, face-to-face situations, based on the requirements of the curriculum and the logistical realities of having hundreds of students per teacher, the main instruments of assessment are written short tests and exams. Of the two required short tests per academic year, only two teachers (IB and IE) reported conducting one oral exam in addition to one written short test. All teachers, however, lamented the difficulties of administering oral short tests due to the

large numbers of students they have and the limited number of class hours in which to conduct such tests. Additionally, two teachers (IC and ID) voiced their concerns that oral testing is simply too subjective. Since it is mandatory for the year-end exam to be in written form and the majority of teachers interviewed cannot conduct any oral exams, assessment in this organisation is based on evaluating English in written form.

The teachers had more difficulty overlooking deviations when they were written and overwhelmingly viewed these as mistakes that could not go unsanctioned during an exam. The teachers expressed the sentiment that written language lacks the possibility to negotiate meaning and must stand on its own merit. Furthermore, written tests are often oriented towards measuring students' understanding of form. A teacher has no other indicators to go on whether the students could compensate for mistakes that might create misunderstandings in communicative events.

As Kohn (2015) postulated about ELT within the German context: "Deviations may be tolerated, but they are not taken as evidence of success" (p. 51). Consequently, teachers might show theoretical support for hallmarks of ELF but might not be able to embrace it due to the constraints of a system that focuses on traditional written forms of assessment. Looking at the overall result for all deviations combined on written exams, the teachers would consider the deviations as being sanction-worthy 84.45% of the time.

Perhaps realising this unfortunate reality, one teacher (IA) mentioned during the interview that students would be more motivated by oral exams, but in an educational setting – especially one in which the overall academic performance would have an effect on career progression – the students would focus on what would be marked.

An ELF approach recognises and fosters the communicative creativity and innovation required in NNSE environments; therefore, an ELF pedagogy should differentiate between mistakes of unintelligibility and acts of adaptability. Hamid and Baldauf (2013)⁵ described the difficulty in determining this difference but postulated that it is necessary in order to "nurtur[e] [students'] linguistic creativity" (Hamid & Baldauf, 2013, p. 476).

⁵ Hamid and Baldauf's (2013) paper was on World Englishes, which is not the same as ELF; however, they stated that the issues in this paper had relevance to ELF.

5.3 Analysis of patrol officer survey results

One question posed to the teachers during the interviews was whether they thought our patrol officers have more NSE or NNSE interlocutors. While all five presumed the answer was NNSE, they all indicated uncertainty. Although simple in nature, the patrol officer survey, which polled BPOL LEOs at one major train station and an international airport, was an important element of this study. An ELF pedagogical approach is intended for teaching students to communicate in a non-native context; consequently, it is crucial to know for which purpose teachers should be preparing their students.

The results of the survey showed that the BPOL LEOs at the Munich main train station and at the Stuttgart international airport overwhelmingly deal with NNSE over NSE. Certainly, it is possible that there are some regional differences, and results might vary amongst other train stations and airports; however, there is no reason to deduce that the results would be dramatically different at other locations. Distributing the survey to all LEOs working at the train stations, airports and land borders would certainly provide valuable and more comprehensive data. Such distribution, however, would require extensive planning and authorisation from more internal departments than was possible for this short study. In any case, these results are significant in that they show that the BPOL recruits should be prepared for communicating in a NNSE context.

CHAPTER SIX

CONCLUSION

6.1 Summary of the findings

The general aim of this study was to examine aspects of ELF, primarily teacher attitudes towards native speaker norms, within the context of the English language education at the BPOL for LEO recruits in intermediate service during their 2½-year basic training. To this end, the following research questions were investigated.

1. What are the teachers' attitudes towards native speaker norms in the English education of the German Federal Police?
2. What are the teachers' opinions about typical features of ELF communication, that are considered to be mistakes or fossilisations in other approaches such as EFL, ESL, and EAP?
3. Are the communicative events in which the BPOL LEOs are involved primarily with native English speakers or non-native English speakers?

The data revealed that teachers in this organisation follow normative standard English models, comprising both BrE and AmE. Although this research was initially inspired by an event in which the researcher's AmE variety was criticised as a sub-standard variety, the data did not prove the existence of widespread negativity against AmE amongst the teachers in this organisation. Still, the majority of teachers reported that they used BrE as a general model; however, the majority of the teachers reported that they placed an equal value on BrE and AmE in the categories of grammar, pronunciation, and spelling (61.91%, 57.14%, and 76.19%, respectively).

Whether the model is standard BrE or standard AmE, a standard English culture exists, according to the data collected. Only in reference to one aspect of the teaching practices did the findings reflect use of non-native models: the use of audial media, with most teachers (47.37%) placing an equal value on voices of NSE and NNSE. However, as explained in the discussion section of this paper, such media often represents NNSE but in a "grammatically cleaned-up" version. There were no other responses from the teachers that indicated that they preferred media from any other non-BrE/non-AmE native English

varieties or non-native Englishes used by outer and expanding circle regions (Kachru, 1992).

Despite the fact that the teachers appear to adhere to NSE models, a few teachers did indicate that they did not expect native-like perfection for their students; perhaps more teachers would agree to this, but only two made it a point to include this in the comment section of the questionnaires.

During the teacher interviews, two teachers also gave answers that indicated that they did not expect their students to achieve the native speaker ideal; however, the results that were most telling were the interview responses to how deviations from standard English would be handled if they occurred during an oral or written short test or exam. Such deviations were originally described by Seidlhofer (2004, 2009) and are typical for English L2 learners of various L1 backgrounds. Even though the BPOL teacher interviewees hesitated with their answers, the majority would have considered the deviations as grounds for point deductions on both oral and written short tests and exams.

What makes these results significant is that the patrol officer surveys revealed that the LEOs deal predominantly with NNSE and not NSE. In light of this revelation, Jenkins' (interviewed by TEFL Equity Advocates and Academy, 2016) theory fits this organisational environment: "American and British norms are becoming increasingly irrelevant globally" (question 4). This means that LEO students would perhaps benefit from a reduced focus on standard English and more focus on universal accommodation and negotiating skills and other communicative strategies to thrive in an ELF environment.

The results of the questionnaires and interviews offered tremendous insight, and at the same time, inspire new research questions. As Dewey (2012) advocated: "It is essential that we undertake careful and systematic investigation of teachers' beliefs about language, as well as their awareness of ELF and global languages" (p. 147), and this is precisely what this study aimed to do.

6.2 Recommendations for further research and final comments

This study did not aim to devalue any teacher's approach or to claim that native English models are inherently wrong; native models can have an integral role in what Kohn (2015) refers to as an "ELF-informed ELT perspective" (p. 54) and Dewey (2012) refers to as an "ELF-aware" perspective. The underlying purpose of this study was to cause teachers in this and other similar organisations to reflect on their teaching practices, as well as to inspire more teacher training and support for this highly specific context. In order for teachers to grow with the changing nature of English as a global language, they must be open to a critical reflection of their teaching practices to understand more about context and how language is used (Dewey, 2012).

In many ways, this research has only scratched the surface of several ELT/ELF-related issues: the use of native vs. non-native models, native language bias and the notion of prestige varieties, identifying organisational and student needs, assessment, and, of course, the changing dynamic of the English language and the ELT profession, and, in this case, how these issues coincide within the professional context of policing a global public.

There are three main suggestions for further research. Firstly, a more thorough needs analysis to determine the true nature of the ELF communicative events, including an examination of the types of interlocutors the BPOL LEOs (as well as other LEO organisations) deal with, would render helpful data from which to begin.

Secondly, given the results presented in this study, it is recommended that assessment is re-examined to ensure that what is being tested and the means of testing support a focus on communicative, sociolinguistic, and sociocultural competencies in an ELF environment. As Fang (2017) postulated: "Traditional paper testing format can assess only limited levels of English use" (p. 64). Assessment should focus on the competencies needed in communicative situations that are not rooted in a monolingual (standard English) framework (Fang, 2017), which more accurately represents what these students will need in the future.

Finally, narrative inquiry, as described by Dewey (2014), is perhaps the first step for the teachers in this organisation to begin the process of examining current pedagogical practices in the light of emerging topics in ELT. Without collaboration and cooperation with researchers, access to professional development, and support, teachers will not be able to progress with such changes (Dewey, 2012).

ELT for LEOs is truly an exciting, under-researched field with vast potential – not limited to the topic of ELF, which is, in its own right, under-researched (Dewey, 2014; Jenkins, 2015b). Ultimately, teachers must decide whether the typical academic, normative approach to English education for patrol officers is, indeed, what will prepare them for what they will need in the field. These recommendations for further research are not exclusive to the BPOL. Since there are common goals and shared tasks amongst other German and European law enforcement agencies, research could have overarching benefits.

Law enforcement is a high-risk, high-stakes profession, and the communication skills of police officers, regardless of which language they are using, are among their most powerful assets. In this global, mobile world, such a professional group can no longer simply rely on their own native language; they must integrate a global lingua franca into their repertoire of skills, and that lingua franca is, for better or worse, English – not an English designed to impress the relatively few native speakers, but rather an English that is a medium through which peoples of various corners of the earth cross paths, interact, and share the human experience.

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APPENDIX A

Teacher Questionnaire Consent Form

CONSENT FORM Teacher Questionnaires

Study title: Teacher awareness and understanding of English as a Lingua Franca for the English education of German Federal Police patrol officers during the 2 ½-year basic training.

Researcher name: Melissa Haugen-Winkens
ERGO number: 40671

Please initial the box(es) if you agree with the statement(s):
Bitte markieren Sie die einzelnen Erklärungen jeweils mit Ihren Initialen, wenn Sie mit diesen einverstanden sind.

<p>I have read and understood the information sheet and have had the opportunity to ask questions about the study.</p> <p><i>Ich habe das Informationsblatt gelesen und hatte die Möglichkeit mich über die Studie vorab zu informieren.</i></p>	
<p>I agree to take part in this research project and agree for my anonymous responses to the questionnaire to be used for the purpose of this study.</p> <p><i>Ich bin mit einer Teilnahme an diesem Forschungsprojekt einverstanden. Ich bin auch damit einverstanden, dass die anonymisierten Daten für dieses Projekt wissenschaftlich ausgewertet werden.</i></p>	
<p>I understand my participation is voluntary and I may withdraw from this study at any time, without having to give any explanation, and without any negative consequences.</p> <p><i>Ich bin mir dessen bewusst, dass die Teilnahme an dieser Studie freiwillig ist und ich die Teilnahme jederzeit, ohne Angaben von Gründen und ohne Nachteile, beenden kann.</i></p>	
<p>I understand that the questionnaires will be sent without any personal identifying information and will be returned anonymously.</p> <p><i>Ich bin mir dessen bewusst, dass die Fragebögen anonymisiert versendet und anonymisiert zurückgeschickt werden.</i></p>	
<p>I understand that I am not obligated to answer all questions on the questionnaire.</p> <p><i>Ich bin mir dessen bewusst, dass ich nicht zwingend alle Fragen auf dem Fragebogen beantworten muss, wenn ich dies nicht möchte.</i></p>	

APPENDIX A

(Continued)

<p>I understand that information collected about me during my participation in this study will be stored on a password-protected computer, and that this information will only be used for the purpose of this ethically approved research study.</p> <p><i>Ich bin mir dessen bewusst, dass die über mich gesammelten Daten während meiner Teilnahme an dieser Studie auf einem passwortgeschützten Rechner gespeichert werden und dass diese Information nur für den Zweck dieser von der Universität genehmigten Forschungsstudie benutzt wird.</i></p>	
<p>I understand that all data collected during the course of this study will be anonymously collected, evaluated and analysed so that no responses will be able to be traced back to me.</p> <p><i>Alle Daten, die während dieser Studien gesammelt werden, werden anonymisiert gespeichert, ausgewertet und aufbereitet, so dass keine Rückschlüsse auf mich gezogen werden können.</i></p>	

Opt-Out

<p>I am not interested in taking part in this study.</p> <p><i>Ich bin nicht an einer Teilnahme dieser Studie interessiert.</i></p>	
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Name of participant (print name):

Signature of participant:

Date:

Name of researcher (print name): Melissa Haugen-Winkens

Signature of researcher:

Date:

APPENDIX B

Teacher Interview Consent Form

CONSENT FORM Teacher Interviews

Study title: Teacher awareness and understanding of English as a Lingua Franca for the English education of German Federal Police patrol officers during the 2 ½-year basic training.

Researcher name: Melissa Haugen-Winkens
ERGO number: 40671

Please initial the box(es) if you agree with the statement(s):

<p>I have read and understood the information sheet and have had the opportunity to ask questions about the study.</p> <p><i>Ich habe das Informationsblatt gelesen und hatte die Möglichkeit mich über die Studie vorab zu informieren.</i></p>	
<p>I agree to take part in this research project and agree for my data to be used for the purpose of this study.</p> <p><i>Ich bin mit einer Teilnahme an diesem Forschungsprojekt einverstanden. Ich bin auch damit einverstanden, dass meine Daten für dieses Projekt wissenschaftlich ausgewertet werden.</i></p>	
<p>I understand my participation is voluntary and I may withdraw from this study at any time, without having to give any explanation, and without any negative consequences.</p> <p><i>Mir ist bewusst, dass die Teilnahme an dieser Studie freiwillig ist und ich die Teilnahme jederzeit, ohne Angaben von Gründen und ohne Nachteile, beenden kann.</i></p>	
<p>I understand that this interview may be audio recorded.</p> <p><i>Ich bin mit einer Audio-Aufnahme dieses Interviews einverstanden.</i></p>	
<p>I consent to this interview but do not consent to the audio recording of the interview.</p> <p><i>Ich bin mit einer Teilnahme an diesem Interview einverstanden aber nicht mit einer Audio-Aufnahme.</i></p>	
<p>I understand my responses will be anonymised in reports of the research.</p> <p><i>Mir ist bewusst, dass meine Antworten im Rahmen des Interviews für die schriftliche Erfassung der Master-Arbeit anonymisiert werden.</i></p>	

APPENDIX B

(Continued)

I understand that I may be quoted directly in reports of the research but that my name will not be used. <i>Mir ist bewusst, dass ich zitiert werden könnte. Die die Aussagen werden jedoch anonymisiert.</i>	
I understand that all data collected during the course of this study will be anonymously collected, evaluated and analysed so that no responses will be able to be traced back to me. <i>Alle Daten, die während dieser Studien gesammelt werden, werden anonymisiert gespeichert, ausgewertet und aufbereitet, so dass keine Rückschlüsse auf mich gezogen werden können.</i>	

Opt-Out

I am not interested in taking part in this study. <i>Ich bin an der Teilnahme an diesem Interview nicht interessiert.</i>	
--	--

Name of participant (print name):

Signature of participant:

Date:

Name of researcher (print name): Melissa Haugen-Winkens

Signature of researcher:

Date:

APPENDIX C
Teacher Questionnaire

Background Information

1. Do you have at least one university degree from a German university?

- yes no

1.1. If you answered *yes* to question 1: Have you acquired the following German state exams for teaching English?

- 1st state exam 2nd state exam

1.2. If you answered *yes* to question 1: After your university education and teaching qualifications were completed, did you work as an English teacher at any of the following **German schools** before working for the German Federal Police? Mark all that apply.

- Grundschule Hauptschule Realschule
- Gymnasium Berufsschule FOS / BOS
- VHS None of these
- Other:
-

2. Did you study any subjects at any non-German university for any length of time?

- yes no

2.1. If you answered *yes* to question 2: In which foreign country/countries did you attend university?

APPENDIX C

(Continued)

2.2. If you answered yes to question 2: Did you receive a university degree from a non-German university?

yes

no

3. Regardless of where you have received teaching qualifications or even if you do not have official qualifications, did you work as an English teacher at any of the following **foreign schools** before working for the German Federal Police? Mark all that apply.

yes

no

Foreign primary

Foreign secondary school

Foreign tertiary

Other foreign school

3.1. If you marked any boxes in question 3, in which foreign countries did you work?

APPENDIX C

(Continued)

The next questions are related to your current or past (if you are presently not teaching English on a regular basis) teaching practice at the German Federal Police. If you taught English in the past but not currently, please answer the questions in relation to your past practices.

Legend:

SBE = Standard British English

SAE = Standard American English

ONE = other native English varieties (Australian, South African, for example)

ONNE = other non-native English (Chinese who are speaking English, for example)

4. Do you show portions of or entire non-documentary films (DVD / VHS / mp4, etc.) in your lessons?

yes no

- 4.1. If you answered *yes* to question 4: Do the films you show reflect more actors who speak SBE, SAE, ONE, or ONNE?

SBE SAE ONE ONNE

5. Do you show YouTube clips in your lessons?

yes no

- 5.1. If you answered *yes* to question 5: Do the YouTube clips you use reflect more SBE, SAE, ONE, or ONNE?

SBE SAE ONE ONNE

6. Do you use audio recordings in your lessons (course book audio files, for example)?

yes no

APPENDIX C

(Continued)

6.1. If you answered yes to question 6: Do the audio recordings you use reflect more SBE, SAE, ONE, ONNE, or fairly equally mixed native and non-native English speech / pronunciation?

SBE SAE ONE ONNE

Fairly equally mixed native and non-native English speakers

7. Do you use texts from newspapers, magazines, or other print media in your lessons?

yes no

7.1. If you answered yes to question 7: Do the texts originate more from American sources, British sources, or other countries (non-American, non-British)?

More American sources More British sources

Equal American and British sources

Other (Please elaborate):

8. In describing your general teaching approach, would you describe your English language model to be more SBE, SAE, equal parts American and British English, or an ONE variety?

SBE SAE Equal value placed on SBE and SAE

ONE (If this box is ticked, please elaborate):

APPENDIX C

(Continued)

9. Regarding your police students and English **grammar**, do you require/expect/teach your students to adhere to a particular native English model, in other words, SBE, SAE, an equal combination of both SBE and SAE varieties?

SBE SAE Equal value placed on SBE and SAE

I am not in favour of any native speaker model. (If this box is ticked, please elaborate):

10. Regarding your police students and English **pronunciation**, do you require/expect/teach your students to model their speech after a particular native English model, in other words, SBE pronunciation (received Pronunciation), SAE pronunciation, an equal acceptability of both SBE and SAE pronunciation, ONE variety, or no preference for any native pronunciation – just intelligibility?

SBE (RP) SAE Equal value placed on SBE and SAE

No preference – only intelligibility

11. Regarding your police students and **English spelling**, do you require your students to model their spelling after a particular native English model, in other words, SBE spelling, SAE spelling, or an equal acceptability of both SBE and SAE spelling, or is spelling unimportant?

SBE SAE Equal value placed on SBE and SAE

Spelling is unimportant as long as I know what they mean.

APPENDIX C

(Continued)

Personal opinions about your own English use - independent of the classroom

12. Regarding **grammar**, do you consider any particular English variety (Standard British English, Standard American English, or any other native variety) to be the “most correct”?

SBE SAE Equal value placed on SBE and SAE

ONE (If this box is ticked, please elaborate):

13. Regarding **pronunciation**, do you consider any particular English variety (SBE, SAE, or ONE) to be the “most correct”?

SBE SAE Equal value placed on SBE and SAE

ONE (If this box is ticked, please elaborate):

14. Regarding **spelling**, do you consider any particular English variety (SBE, SAE, or ONE) to be the “most correct”?

SBE SAE Equal value placed on SBE and SAE

ONE (If this box is ticked, please elaborate):

15. Regarding your own goals for your general English use, do you aim to be “native-like”?

yes no

APPENDIX C

(Continued)

15.1. If you answered yes to question 15: After which native model do you aim to model your English?

SBE SAE

ONE (If this box is ticked, please elaborate):

15.2. If you answered no to question 15: Are you comfortable with being identified as a non-native speaker of English

yes no

16. Do you have a **single** preferred native-English-speaking country that you are especially interested in over other native English-speaking countries?

yes no

16.1. If you answered yes to question 16: Which country?

17. Are there any comments you would like to make regarding any question?:

Thank you! I very much appreciate your help in this research!

APPENDIX D

Participant Information Sheet

Participant Information Sheet

Study Title: Teacher awareness and understanding of English as a Lingua Franca for the English education of German Federal Police patrol officers during the 2 ½-year basic training

Researcher: Melissa Haugen-Winkens
ERGO number: 40671

Please read this information carefully before deciding to take part in this research. It is up to you to decide whether or not to take part. If you would like to support this study, you will be asked to sign the consent form.

What is the research about?

This research is being conducted as partial fulfilment of the requirements for a master's degree in English Language Teaching from the University of Southampton in Southampton, England.

I am a native English speaker who has been an English teacher at the German Federal Police since 2002; however, my previous university course of study was sociology, psychology, and criminal justice. I would very much appreciate your support in this academic endeavour by participating in this research project.

Why have I been asked to participate?

It is an obvious choice for me to choose a dissertation topic focused on an organisation that has been near and dear to my heart for the past 16 years: The German Federal Police. Obviously, no one knows more about the English educational policy and practice at the Federal Police than the English teachers; therefore, my English teacher colleagues are those whom I turn to for insight.

What will happen to me if I take part?

With this information sheet you are also receiving a consent form to participate in this study. If you wish to support me in this study, you will need to sign the consent form and return it to me. Those who return a consent form will be sent a questionnaire, which will take approximately 20 minutes to complete. There are no questions which are mandatory to complete, and you can decide to opt out of the study at any time without giving a reason and without any negative consequences. As stated on the consent form, all data will be anonymised.

Randomly, I will select 10 teachers to participate in an interview via electronic videoconference. This interview is also voluntary, and no one is required to participate if selected. For this interview, there is a separate consent form. Should you be selected for and consent to the interview, the time investment will be no longer than 30 minutes. It is possible that the audio portion of the interview will be recorded. You will be informed of this on the consent form before the interview, but it will also be possible for you to participate in the interview and opt-out of the audio recording.

Are there any benefits in my taking part?

This research is intended to benefit our collective understanding of English teacher's preferences within this organisation. Further, the data and results could help shape the English language curriculum for the German Federal Police.

APPENDIX D

(Continued)

Are there any risks involved?

This is a low risk study. The only foreseeable risk is the amount of time investment to complete the questionnaire (approximately 20 minutes) and, if selected, to participate in the interview (maximum of 30 minutes).

Will my participation be anonymous and confidential?

Responses and data collected from the questionnaires will be anonymised, and data collected from interviews will be kept confidential. Any responses that are included in the dissertation will be anonymised. I, the researcher, will be the only party who has access to the data collected. According to University of Southampton University policy, data will be stored for a minimum of 10 years. Data collection and storage will comply with the Data Protection Act/University policy.

Approval for this study has been granted by: The Ethics and Research Governance board (ERGO) of the University of Southampton, Department of Humanities. Further, approval for data collection and this study has been granted by the Presidium (Potsdam, Germany) and Dezernat 1 (Lübeck, Germany) of the German Federal Police.

In order to ensure the questionnaires are anonymous, I have developed the following procedure: After you have filled in the non-personalized questionnaires, you should place them in a non-personalised envelope and seal them. This envelope should be placed in a larger mailing envelope and should be sent via regular post to the general AFZ Oerlenbach address. (I will send you the required stamped envelopes with your questionnaires). Upon arrival in Oerlenbach, the outer envelope will be opened and then discarded by our official mailroom staff. The questionnaire will still be enclosed in the unmarked envelope and will only be opened by me.

What should I do if I want to take part?

If you would like to take part in the study, please complete the Consent Form, using the enclosed envelope to return it to me by (DATE). Should you wish to be excluded from this study, please initial the "opt-out" box on the Consent Form, and also kindly return it to me so that I am aware of your non-consent.

What happens if I change my mind?

You are free to withdraw from this study at any time for any reason. If you have already submitted a questionnaire, your responses will have been anonymised, so there is no possibility to withdraw these responses from the study. Should you have already participated in an interview but no longer wish your responses to be included in the study, I will not use the data gathered from your interview, and this data will be destroyed and not stored.

What will happen to the results of the research?

The results of this study will be published as a master's dissertation. The University of Southampton's research policy dictates that data is stored for a minimum of 10 years. At this point, I do not intend on using the collected data in future research projects; however, this is possible. In any case, the collected data will be anonymised and stored on my personal password-protected computer.

Where can I get more information?

If you have any questions, I can be contacted at my university e-mail address: mihw1r15@soton.ac.uk or at my German Federal Police e-mail address: melissa.haugen-winkens@polizei.bund.de

APPENDIX D

(Continued)

What happens if something goes wrong?

Should you have a concern or complaint about this study, you may contact the University of Southampton Research Integrity and Governance Manager in the UK (+44 23 8059 5058, rgoinfo@soton.ac.uk).

Thank you.

Thank you for taking the time to participate in this study.

APPENDIX E
Teacher Interview Questions

Name:

Date and time:

1. What do you think of when you hear the term *English as a lingua franca*?
 - 1.1 Does it have any implications for teaching methods / practices?
2. Do you think our police officers speak to more native or non-native speakers of English?
3. What is the lasting impression you have of your secondary education?
 - 3.1 Was one variety of English presented as the ideal?
4. What is the lasting impression of your university teacher education?
 - 4.1 Was one variety of English presented as the ideal?
 - 4.2 To what extent was the topic of other English varieties discussed/presented? For example, China English, Nigerian English, Indian English?
5. For your police students, do you give any oral exams or just written?
6. To what extent do you consider the following deviations from native English models acceptable for your police students? (see table on next page)

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(Continued)

Deviation as represented in context ⁶	Absolutely acceptable; corrective feedback may or may not be given.		Acceptable but not desirable; would give corrective feedback and expect future improvement		Not acceptable at all; would give corrective feedback and consider this to be an unacceptable mistake		Would you deduct points for this deviation on a/an?:	
	spoken English	written (short test or exam)	spoken English	writing (short test or exam)	spoken English	written (short test or exam)	spoken English	written (short test or exam)
Omitting the 's' for third person present tense: "She work at the headquarters."								
Use of present perfect in place of simple past, with use of a time marker: "We have arrested the suspect yesterday."								
Adding an 's' on the ends of words with no plural forms: <i>informations</i> or <i>advices</i> .								
Using 'will' and 'going to' future interchangeably, or not according to prescriptive grammar rules: "If you resist, I am going to use legal force."								
'Misuse' of present progressive: "I am patrolling the airport everyday."								
'Misuse' of the verb <i>say</i> : "Say me your address."								
Interchangeably using the relative pronouns <i>who</i> and <i>which</i> : "Do you have a document who shows your name?"								
'Misuse' of reflexives: "I have to remember me"								
'Misuse' of the preposition <i>on</i> : "I work on the airport."								
'Misuse' of the preposition <i>by</i> : "I work by the police."								
'Misuse' of the verb <i>make</i> : "We make patrols of the airport terminal."								

⁶ These deviations from standard English were inspired by Seidlhofer (2004; 2009).

APPENDIX F
LEO Survey Questions

Einwilligungserklärung

Ich bin Englischlehrerin bei der Bundespolizei und diese Umfrage ist Bestandteil meiner Masterarbeit über die Englischausbildung bei der Bundespolizei. Diese Studie ist sowohl von meiner Universität (University of Southampton) als auch von der Bundespolizei genehmigt worden. Hier geht es um Ihre Erfahrungen mit englischen Muttersprachlern während Ihres Dienstes als PVB/PVB'innen. Persönliche Daten werden weder erhoben noch gespeichert. Die Teilnahme ist freiwillig und kann jederzeit abgebrochen werden. Sie werden weniger als 1 Minute für die Beantwortung benötigen.

Informed Consent (translation)

This survey is part of a master's dissertation about English language teaching at the German Federal Police. The questions here focus on your use of English during your job as a patrol officer at an airport or train station. No personal information will be collected or saved. If you consent to answering the following three questions as part of this study, please continue. You may quit this survey at any time. This survey will take less than one minute to complete.

1. *Arbeiten Sie am Bahnhof oder am Flughafen?*

Do you work at a train station or at an airport?

2. *Haben Sie, wenn Sie dienstlich englisch sprechen müssen, den Eindruck, öfter mit englischen Muttersprachlern oder mit nicht englischen Muttersprachlern zu kommunizieren?*

When speaking English to subjects at the train station or airport, is it your opinion that most of your subjects are native or non-native English speakers?

- *Mit englischen Muttersprachlern*
- *Mit nicht englischen Muttersprachlern*

- With native English speakers
- With non-native English speakers

3. *Wenn Sie mit englischen Muttersprachlern während Ihres Dienstes kommunizieren, aus welchen Ländern/Erdteilen stammen diese Ihrer Meinung nach am meisten?*

According to your best judgement, when you do speak with native English speakers, where do you think they come from?

APPENDIX F

(Continued)

- *Vereinigtes Königreich*
- *Nord Amerika (USA and Kanada)*
- *Australien and Neuseeland*
- *Weiß ich nicht, kann ich nicht zuordnen*

- United Kingdom
- North America (USA and Canada)
- Australia and New Zealand
- I don't know; I am not able to identify accent