



# Speaker Satisfaction

## A shaping force for ELF communication and development

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## *Success in ELF communication*

- ❖ Good news from ELF communication studies
  - ELF speakers are reported to be highly successful in the sense of intelligibility and communicative robustness through strategically creative exploitation & expansion of their linguistic resources (e.g. Jenkins, Cogo & Dewey 2011)
- ❖ Output evidence from “natural narrative” interviews
  - BACKBONE ELF corpus [<http://webapps.ael.uni-tuebingen.de/backbone-search>]
  - e.g. from ‘excellent’ to ‘good enough’ to ‘no clearance’
- ❖ Introspective evidence from interpreting and ELF discussions
  - Albl-Mikasa: “Express-ability in ELF communication” [JELF 2/1, 2013]
    - ELF communication is not always effective; non-native English conferences speakers may have difficulties in expressing the point they want to make
    - ELF speakers from the TELF discussion corpus [<http://projects.ael.uni-tuebingen.de/telf>] report dissatisfaction with their ability to fully express themselves (Albl-Mikasa 2009)
- ❖ Anecdotal evidence
  - Speakers’ tend to be more satisfied with other speakers’ performance



## *Communicative success – a slippery customer*

- ❖ Oscillating criteria
    - Correctness? Or fluency? Or both?
    - Or my strategic skills that allow me to keep the ball rolling?
  - ❖ Hidden criteria
  - ❖ Preferential relevance
  - ❖ Methodological challenge: introspective data
- **Need for a general model of communicative success**



## *Speaker satisfaction and communicative success*

- ❖ Satisfaction with my own performance (> participant/self)
- ❖ Satisfaction with my interlocutors' performance (> participant/other)
- ❖ Communicative success = mutual self/other satisfaction
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- ❖ Speaker satisfaction from the outside (> observer)
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- ❖ Satisfaction "in the eyes of the teacher"
  - Between participant and observer
  - Learner > danger: alienation from their own creativity and satisfaction



## ***Factors influencing speaker satisfaction***

- ❖ Speakers' **linguistic-communicative competence** - and competence development: > lexis, grammar, functions & moves
- ❖ Always in relation to speakers' **requirements of performance**
  - regarding e.g. comprehensible expression, accuracy, appropriateness, feasibility, style, thematic quality, conversational role
  - Speakers' 'ideal' and 'ought to' L2 Self (Dörnyei 2009; also Seidlhofer & Widdowson 2009)
- ❖ Speakers' skills regarding establishing **performance compliance** with their own requirements
- ❖ Speakers' skills regarding **accommodating their performance** to the ling.-communicative competence and requirements of their interlocutors
- ❖ Speakers' skills regarding **negotiating a Third Space** of understanding and interaction (Kramsch 2009)
  - **(DIS)SATISFACTION** depends on the **(lack of) balance**
    - between compliance, accommodation & Third Space negotiation
    - between own and other evaluation perspective



## *Pedagogical implications and moves*

### ❖ Maximization of speaker satisfaction

- Human communicative behaviour is geared towards the maximization of speaker satisfaction
- ELF pedagogy should help speakers/learners maximize their speaker satisfaction

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### → Optimizing compliance between (given) knowledge and requirements

- Improved competence activation
- Requirement adaptation
- "Pink" perception of own performance (e.g. Rafael)

### → Further development of speakers' requirements of performance

- Towards a pedagogically functional requirement profile (e.g. correctness, fluency)

### → Further development of speakers' linguistic-communicative competence

- Towards some kind of model (Why not BE?) (Kohn 2011; Seidlhofer 2011)
- Acknowledgement of non-native speaker creativity (Seidlhofer & Widdowson 2009)
- Trusting and exploring one's own non-native speaker creativity (Kohn to be publ.)

### → Further development of speakers' strategic competence

- Accommodation to s.o. else's ling.-com. competence and requirements
- Third Space negotiation



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# Thank you