

To whom it may concern

We hereby confirm that the following article:

'Culture-specific and individual affective factors in professional communication'.

International Review of Pragmatics, (2019). Vol. 11/1. 56-78. DOI: 10.1163/18773109-201810013. Was co-authored by professor **Iga Maria Lehman** from the University of Social Sciences, Warsaw, Poland and **Robin Anderson**, from the Università degli Studi di Milano-Bicocca, Milan, Italy.

The following is an explanation of the division of the academic input to the paper.

The abstract (p 56) sets out the purpose of the paper to analyse lingua franca English (LFE) and the socio-cultural and individual factors involved in learning English in professional settings. This section is attributed to **both authors**.

The introduction (p 57), sets out the place of English as the world's lingua franca and the consequences for language learners and teachers. This section is attributed to **Anderson**. In section 2 (pp 57-60) paragraphs 1-3 deal with new developments in notion of what is involved in the use of LFE and how proficiency is achieved through practice, being adaptive and is constantly evolving. It is therefore a multi-faceted phenomenon which is socially embedded and culturally sensitive and considerate of the needs and motives of the learner. This section challenges some of the more traditional, dichotomous views of second language acquisition (SLA). This section is attributed to **Anderson**.

Having dealt with some of the emerging views of SLA paragraph 4 (p 59-60) goes on to consider this phenomenon with regards to intercultural communication with a specific focus on written linguistic conventions as imposed by institutional and cultural requirements and to what extent there is transfer between native language and culture to LFE. This section is attributed to **Lehman**.

Section 3 (p 60) briefly discusses notions of the value orientations which shape individual's beliefs, perceptions and behaviours. Inward orientations directly determine

the ways in which an individual perceives and expresses her/himself and are socially-formed aspects of self and can impact on cross-cultural communication. In examining these aspects of self, the paper intends to examine inter-cultural interaction in individual and collective ways and the effects culture has on communication styles. This section is attributed to **both authors**.

Section 3 (pp 61-67) discusses the theories of individualist and collectivist cultures and different conceptualisations of personality and self. This section also examines the notions of high and low-context cultures and communication styles attributed to those cultures. This section is attributed to **Lehman**.

Section 4 (pp 67-68) deals with cultural values and how these impact upon language users when they need to interact in a variety of linguistic behaviours in the myriad of discourses they enter into. Specific focus is given to learners in using English as a second language, in professional communities. The discussion therefore focuses on language as social practice. This section is attributed to **Anderson**.

Section 4.1 (pp 68-69) explores further into second language use in global professional contexts with specific focus on learner motivation in such contexts. The paper suggest that 'required motivation' best explains the motivational force behind the acquisition and use of English as a second language as English is being learnt and used to meet particular social and professional expectations. This section is attributed to **Anderson**.

The concept of required motivation is expanded upon in section 4.2 (pp 69-70), in which global reports on the use of English are used (such as EF English Proficiency Index 2016) to provide a rationale for the dominance of this form of motivation. This section is attributed to **Anderson**.

Section 4.3 (p 70) discusses the development of a L2 identity in professional contexts. Today's lack of a geographical, monocultural centre for the English language has led researchers to focus more on affective motivations in second language learning and learner identity. The final paragraph (pp 70-72) deals with these aspects of the second language learner when they are involved in cross-cultural professional communications. This section deals with affective aspects such as the learner's idea of self (both 'ought to'

and 'ideal') and how this may affect interactions across cultures. This section is attributed to **Anderson**.

Section 4.4 and 4.5 (pp 72-73) extends this discussion to look at foreign language anxiety (FLA) and willingness to communicate (WTC). Research has not directly linked either affective variable with language proficiency, what is clear however is that these variables differ from culture to culture. This section is attributed to **Anderson**.

The conclusion (p 74) underlines the hegemony of the Anglo-American conventions on communication strategies worldwide. However the paper has argued and the conclusion reiterates that there is a growing need for a merger of rhetorical and stylistic features of local languages within these received communication strategies of English. The cultural and individual factors which are affecting the role of English as the world's lingua franca, demand a more realistic and pragmatic approach to cross-cultural professional communication. This section is attributed to **both authors**.

Iga Maria Lehman. University of Social Sciences. Warsaw. Poland.
ilehman@spoleczna.pl

Iga Maria Lehman 

Robin Anderson. Università degli Studi di Milano. Milan. Italy.
robin.anderson@unimib.it

Robin Anderson 