**Extract 2.4** Endangered factors, programs, disciplines, and activities (Seidlhofer, 2009, pp. 207–208) (POwgd325 from VOICE)

S1 [Swedish]: you you’re talking about (.) er: er (.) I saw (.) er two

factors the **enDANgered (.) factor** (.) so to say. you have low

numbers and you have to have a (.) hh to have critical masses.

[…]

S11 [Danish]: right. I don’t <un> xxx </un> I just wanna say that (.) I

also think that there should be no (.) exclusion per se. a:nd that

small <6> or </6> (.)

S1: <6> mhm </6>

S11: and or er **endangered (.) endangered er programs** (.) could actually

benefit tremendously by pooling resources.

[…]

S10 [French]: if there is no (.) confidence between er people from er

both <6> inst</6>itution <7> it will </7> be very difficult f- (.) to raise (.)

S1: <6> mhm </6> <7> mhm </7>

S10: er: a **project and program** from the very beginning. (.) <1> er: </1>

just choosing the **field** <2> because </2> it’s **endangered** o:r er:

S1: <1> mhm </1> <2> mhm </2>

[…]

S9 [Croatian]: the most natural way to cooperate I think (.) is (.) at

the (.) doctoral level plus research. (1) in these (fields). (1) and to

combine both somehow. and my second comment regarding the

the **endangered fields** is these is not o- these are not only the fields in which you we have a small number of students. (.) I would just like to mention that in in MY case of [place3] **endangered study** is a study of journalism for instance. because (.) we have a lot of

ini- initiatives which are of a very low level in the region

[…]

SX: yah

S1: mhm

S10: […] we didn’t (2) talk very much (.) about er a topic (.) er:: (3) we

talk er yesterday. er: (.) the: case of er **ended- fields**. er: **fields**

where (.) er in university we have no more strategy (.) for

development. […]

S1: are you talking about the small areas <5> and the **endangered**

**areas**? </5>

S10: <5> small areas (.) which which are not </5> in generally in (.)

development strategy in any institution. (.) except closing. (2)

SX: mhm (3)

S1: mhm. (3)

[…]

S9: so in practice we will need a list of the **endangered disciplines** <4>

at at </4> all uni<5>versities </5>

S4: <4> @@ </4>

[…]

S4: <6> industry mathematics (.) yes of course </6>

S9: hh the group theory should be (.) disappeared or not hh <7> this

is </7> now the the en- the LIST of **endangered activities** which

were (.)

S4: <7> yah </7>

S9: in the history or in the recent history very good (.) and are now

**endangered.** (.)

S3: mhm (.)

S9: er <soft> <un> xx </un> </soft>

S1: mhm

S9: mathematics (.) will prevail (.) it’s for <1> sure but </1>

S1: <1> mhm </1> mhm

S9: what and er which kind which part of mathematics (.) are **in**

**danger** and which parts are

S1: mhm <2> mhm mhm </2>

S9: <2> e:r in </2> good condition (2)

S1: yeah sh- e: r er w:e had other (.) opinion uh?

Access the full transcript via the VOICE website: <https://voice3.acdh.oeaw.ac.at/#/tool> and follow the steps as follows: Under Tree > PO > POwgd325

Source: Seidlhofer, B. (2009). Accommodation and the idiom principle in English as a lingua franca. *Intercultural Pragmatics, 6*(2), 195–215. <https://doi.org/10.1515/IPRG.2009.011>