



# ENGLISHES IN THE WORLD AND THE WORLD IN ENGLISHES

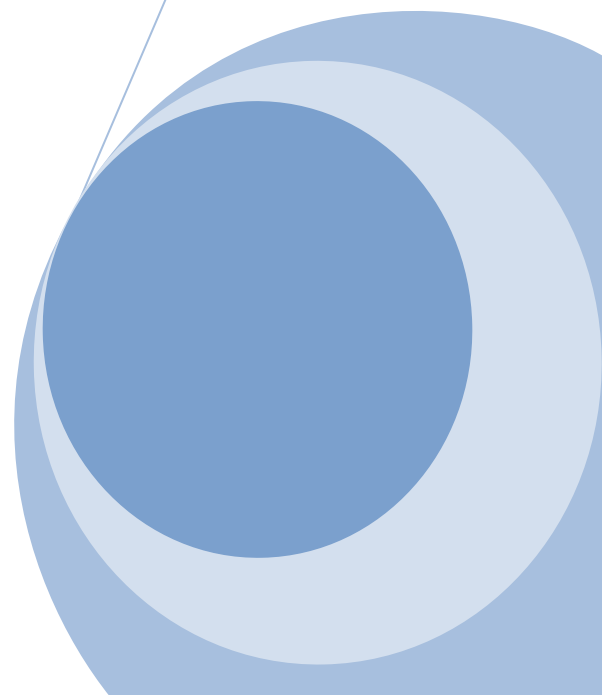
The 17th Annual Conference of the International  
Association for World Englishes



23-25 November 2011  
Monash University  
Faculty of Arts  
School of Languages, Cultures and Linguistics  
English as an International Language

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## 1. IAWE 2011 Program schedule

### IAWE 2011 Conference - Monash University, Melbourne Program Schedule: Day 1 (23rd November 2011)

9.00 - 9.30	Opening Ceremony					
9.40 - 10.40	<b>IAWE 2011 Keynote Session (Building K, K 309)</b> Chair: Professor Farzad Sharifian  <p style="text-align: center;"><b>Professor Andy Kirkpatrick</b>  <i>From Expanding Circle to Dominant Variety: A Prediction for Chinese English</i></p>					
10.45- 11.00	<b>Coffee-Break</b>					
	<b>Building H H B.39</b>	<b>Building H H 1.25</b>	<b>Building H H 1.26</b>	<b>Building H H235</b>	<b>Building H H237</b>	<b>Building H H 238</b>
	Session 1 Chair: Hiroki Hanamoto	Session 2 Chair: Aya Matsuda	Session 3 Chair: Suzanne Hilgendorf	Session 4 Chair: Christiane Meierkord	Session 5 Chair: Yasemin Bayyurt	Session 6 Chair: Jason Miin-Hwa Lim
11.05- 11.35	<b>Wannapa Trakulkasemsuk</b> Attitudes, intelligibility, and their inter-relationship in Thais' reactions to English varieties	<b>Setsuko Oda</b> Analyzing the English textbook for Japanese elementary school from the viewpoint of English as an International Language	<b>Salasiah Che Lah</b> A Sociolinguistic Analysis of Code-switching and Borrowing in Yasmin Ahmad's Sepet	<b>Peter Collins &amp; Xinyue Yao</b> Colloquial Features in World Englishes: A Comparative Study	<b>Kaori Nishihata</b> "Oh such English is okay" : BELF meetings in Japan and implications for ELT	<b>Ma. Melvyn Alamis</b> The Discourse Organization of Homilies in Philippine English and Indian English: An Intercultural Rhetoric Approach
11.40- 12.10	<b>Masako Tsuzuki &amp; Yuri Nshio</b> Perceptive and Acoustic Analyses of Japanese Accents from the Perspective of Intelligibility	<b>Zoya Proshina &amp; Olga Korchazhkina</b> English textbooks in Russian schools reviewed from the WE perspective	<b>Ahmad Bukhori Muslim</b> "I need guguling": Children's code switching and English oral communication strategies in an immersion school	<b>Thomas Biermeier</b> Compounding and Suffixation in World Englishes	<b>Yumi Matsumoto</b> Construction of third space in ELF humorous interactions	<b>Francisco Dumanig &amp; Maya Khemlani David</b> Thematic Progression of Malaysian and Philippine English Editorials: A Contrastive Analysis

12.15-12.45	<b>Hiroko Matsuura, Reiko Chiba &amp; Sarah Rilling</b> Does a slower speaking rate make unfamiliar English more comprehensible?	<b>Yoko Nakagawa</b> The Promotion of English as “the International Language” in English Textbooks for High Schools in Japan	<b>Nick Zhiwei Bi</b> Code-mixing by using English Words in Chinese Website	<b>Samantha Laporte</b> High-frequency Verbs across World and Learner Englishes	<b>Susanne Ehrenreich</b> Describing the pragmatics of English as a business lingua franca: an emic perspective	<b>Marilu Ranosa-Madrunio</b> Move Sequences in Graduate Research Paper Introductions and Conclusions Written in Phil English
12.45-1.45	<b>LUNCH</b>					
1.50-2.35	<b>Iawe 2011 Focus Lecture 1: (Building K, K 309)</b> Chair: David Graddol					
	<b>Building H H B.39</b>	<b>Building H H 1.25</b>	<b>Building H H 1.26</b>	<b>Building H H235</b>	<b>Building H H237</b>	<b>Building H H 238</b>
	Session 7 Chair: Kingsley Bolton	Session 8 Chair: Peter Collins	Session 9 Chair: Zoya Proshina	Session 10 Chair: Melanie van den Hoven	<b>Panel A - Part 1</b> <b>"Critical Reflections on Teaching English as an International Language"</b>	<b>Panel B</b> <b>"World Englishes in Context"</b> Chair: Ahmar Mahboob
2.40-3.10	<b>Jian Yang</b> Phrasal Verbs in China English	<b>Lara Promnitz-Hayashi</b> A case of candies vs lollies	<b>Tatiana Ivankova</b> Culture-loaded words in Russian English	<b>Fujimi Tanaka</b> English as a corporate language in Japan: a survey-based study of the attitude of Japanese university students toward the recent trend of Japanese companies putting special emphasis on English language proficiency.	<b>Roby Marlina</b> Introduction: Critical Reflections on Teaching English as an International Language	<b>Ruth Golden</b> Discrimination in English Language Teaching Job Advertisements: A Case Study of Two Regions
3.15-3.45	<b>Ying Zhang</b> Standard English or Chinese English?	<b>Cara Penry Williams</b> General extenders in Australian English	<b>Alexandra Rivlina</b> Englishization of Russian: Metalinguistic	<b>Hyejeong Ahn</b> Nationwide English-Immersion Education	<b>Ram Giri</b> Changing Faces of	<b>Tobin Bales</b> What do language editors do?

	Native and non-native English teachers' perceptions		Negotiation	plan in Korea and its by-products	English: Why English is no longer a foreign language in Nepal?	Examining the role of language editors in academic writing
3.50-4.20	<b>Tsz Yan Emily Fong</b> “Like “learning English” in the past, many people overseas start “learning Chinese””: English in China and Chinese in the World from the Chinese perspectives	<b>Marjolaine Martin</b> The Vowel System of Standard Australian English : Identity and Specific Network of Oppositions	<b>Evgeniya Kasyanova</b> Russian values in Russian and in Russian English			<b>Jia Wei Liang</b> A critical study of research on China English: What’s uniquely Chinese about China English?
4.25-4.40	<b>Coffee Break</b>					
	Session 11 Chair: Brenda Spencer	Session 12 Chair: Siew Imm Tan	Session 13 Chair: Ariane Borlongan	Session 14 Chair: Lara Promnitz-Hayashi		
4.45-5.15	<b>Jemima Anderson</b> Apologies in English in Ghana	<b>Rita Abdul Rahman Ramakrishna</b> Malaysian Variety of English in Malaysian Anthologies of Short Stories	<b>Shirley Dita</b> Stance Adverbs in Asian Englishes: A corpus-based study	<b>Hiroki Hanamoto</b> Intelligibility and acceptability of collocations produced by Japanese learners of English: A corpus-based study from an EIL perspective	<b>Panel A - Part 1</b> continued <b>Zhichang Xu (Marc)</b> Teaching and assessing EIL vocabulary in Hong Kong	<b>Panel B</b> continued <b>Namala Tilakaratna</b> Reclaiming English by ‘speaking English our way’: English language teaching policy and practice in Sri Lanka  <b>Liang Xu</b> Features of discourse in letters of complaints in China English
5.20-5.50	<b>Bebwa Isingoma</b> The Pragmatics of Ugandan English	<b>Huishan Goh</b> Moving forward in time: Spatiotemporal metaphor in Singapore English	<b>Edwina Bensal</b> Prepositional Verbs in Asian Englishes: A Corpus-Based Analysis	<b>Yuka Sano</b> Raising Critical Language Awareness of Japanese Learners of English: The Idea of English in Japan		

**IAWE 2011 Conference - Monash University, Melbourne**  
**Program Schedule: Day 2 (24th November 2011)**

9.00 - 10.10	<b>IAWE 2011 Plenary Session 1 (Building K, K3.09)</b> Chair: Professor Andy Kirkpatrick					
	<b>Professor Farzad Sharifian</b> <i>Cultural Linguistics and World Englishes</i>					
10.15-10.30	<b>Coffee-Break</b>					
	<b>Building H H B.39</b>	<b>Building H H 1.25</b>	<b>Building H H 1.26</b>	<b>Building H H235</b>	<b>Building H H237</b>	<b>Building H H 238</b>
	Session 15 Chair: Danilo Dayag	Session 16 Chair: Zhichang Xu (Marc)	Session 17 Chair: Tariq Saeed	Session 18 Chair: Joseph James Alvaro	Session 19 Chair: Kishwer Sultana	Session 20 Chair: Gerhard Leitner
10.35-11.05	<b>Artur Czapiga</b> Lexical Markers of the Endorsement Speech Act	<b>Lisa Lim &amp; Umberto Ansaldo</b> Areal features of Englishes in Asia?	<b>Muhammad Shaban</b> Emergence of Pakistani Variety of English: Its Forms and Functions	<b>Hans-Georg Wolf &amp; Stefanie Reden</b> Filipinas working in Hong Kong: Domestic language use, language attitudes and consciousness	<b>Andrew Moody</b> Acts of Authenticity in Popular Music: Tracking Linguistic Features in the Flow of Transcultural Influences.	<b>Jongmin Song</b> Understanding and Application of World Englishes: Korean English Teachers vs. Native English Teachers
11.10-11.40	<b>Robert Fuchs &amp; Lilian Coronel</b> Intensifier usage across varieties of English	<b>Christiane Meierkord</b> Diasporic Englishes in the Ruhr Area	<b>Ayesha Asghar</b> Pakistani English: A Study of Aspirated Voiceless Stops	<b>Anamika Sharma</b> From Evocation to Concrete Example in “sociolinguistic reality” of English: The Japan context	<b>Brenda Spencer</b> International sporting events in South Africa: can they function as an EVENT X in terms of their impact?	<b>Isabel Martin</b> The Discourse of English: Are Non-Native Speakers Ready To Accept New Englishes?
11.45-12.15	<b>Iain Lambert</b> Beautiful grammar: Japanese learners and regional varieties of	<b>Kingsley Bolton &amp; Martin Weisser</b> The English of Philippine Call Centre	<b>Mahmood Asim &amp; Saeed-ul-hassan Nasir</b> A comparative study of ditransitive verb	<b>Richard Powell &amp; Azirah Hashim</b> Language contact in legal contexts:	<b>I Chung Ke &amp; Hilda Cahyani</b> Reconceptualizing English? How NNS-	<b>Adcharawan Buripakdi</b> Proud to Talk in My Tongue: Voices from

	English	Agents	complementation patterns in Pakistani and British Englishes	comparing bilingual discourse in Malaysian common law, syariah and arbitration cases.	NNS online communications affect students' conceptions of English	Thailand
12.15-1.15	<b>LUNCH</b>					
1.50-2.35	<b>IAWE2011 Focus Lecture 2: (Building K, K 309)</b> Chair: Professor Pam Peters  <p style="text-align: center;"><b>Professor Ian Malcolm</b>  <i>Indigenization and the Aboriginal Ownership of English</i></p>					
	<b>Building H H B.39</b>	<b>Building H H 1.25</b>	<b>Building H H 1.26</b>	<b>Building H H235</b>	<b>Building H H237</b>	<b>Building H H 238</b>
	Session 21 Chair: Huishan Goh	Session 22 Chair: Anamika Sharma	Session 23 Chair: Tatiana Ivankova	Session 24 Chair: Andrew Moody	<b>Panel A - Part 2</b> <b>"Critical Reflections on Teaching English as an International Language"</b>  <b>Roby Marlina</b> Introduction  <b>Doan Ba Ngoc</b> EIL degree programs: themes central to scholarly discussion of EIL and EIL language education  <b>Melanie van den Hoven</b> Critical Reflections on Teaching Teachers to teach English as an	<b>Panel C</b> <b>"The plurality of World Englishes"</b>  <u>Presenters:</u>  <b>Mario Saraceni</b>  <b>Suzanne Hilgendorf</b>  <b>Zoya Proshina</b> "Legitimacy of the varieties of the Expanding Circle"
2.40-3.10	<b>Siew Imm Tan</b> Singapore-Malayan English, circa 1830-1900: a sociohistorical-sociolinguistic analysis.	<b>Ravinder Gargesh</b> Indian English – a medium of discourse in the context of World Englishes	<b>Marcin Grygiel</b> Slavic English in tourism: English conceptualizations of Serbian and Polish culture-specific terms	<b>Kishwer Sultana</b> "Pakistani English or 'Englicized' Urdu: Emergence of a 'mixed variety' in Pakistani commercial advertising		
3.15-3.45	<b>Stefanie Pillai &amp; Ulrike Gut</b> Prosodic marking of information structure in Malaysian English	<b>James Lambert</b> Long Live the "Abuses": Two late-Raj Glossaries compared to modern Indian English.	<b>Alison Edwards</b> Introducing the Corpus of Dutch English: Methodological insights and first results.	<b>Anjali Pandey</b> Manufacturing Linguistic Insecurity: Native-Speakerism on the Silver Screen		
3.50-4.20	<b>Salbrina Sharbawi</b> Rhoticity in Brunei English: Evidence of Americanization?	<b>Siti Nurbaya Mohd Nor</b> Variations of English as a Lingua Franca in Phone-In Interactions	<b>Jason Miin-Hwa Lim</b> The English Used in the Formulation of Research Questions: A Genre-Based	<b>Ahmad Hilmi M.Noor, Ahmad Sabri Abd.Samad &amp; Faridah Noor</b>		

			Investigation into American Doctoral Dissertations on Experimental Language Research	<b>M.Noor.</b> Analysis of Rhetorical Structures of Sports Commentary in Malaysian English Newspaper	international Language: a Korean case  <b>James D'Angelo</b> Re-evaluating the College of World Englishes: A Situation/Needs Analysis	
4.25-4.40	<b>Coffee Break</b>					
	Session 25 Chair: Ying Zhang	Session 26 Chair: Isabel Martin	Session 27 Chair: Shirley Dita	Session 28 Chair: I Chung Ke	<b>Panel A – Part 2</b> Continued <b>Yasemin Bayyurt &amp; Derya Altinmakas</b> University students' perspectives on WE/EIL based English language instruction: A Turkish case	<b>Panel C</b> Continued  <u>Presenters:</u>  <b>Nobuyuki Hino</b> "Englishes in the Expanding Circle: Second-class citizens in the community of World Englishes?"
4.45-5.15	<b>Peter Siemund, Georg Maier, &amp; Julia Davydova</b> World Englishes in the (EFL) classroom	<b>Daniel Davis</b> Terminological Difficulties with "Anglo" and "Settler" Englishes	<b>Danilo Dayag</b> Preposition Stranding and Pied-Piping in Philippine English	<b>Saya Ike &amp; Jean Mulder</b> Use of Backchannels in Cross-varietal English Communication		
5.20-5.50	<b>Gerhard Leitner</b> Teaching English as a World Language and Upper Grade Teaching Materials	<b>Libby Anthony</b> The World of Terms in a World of Englishes	<b>Ariane Borlongan</b> Relocating Philippine English in Schneider's Dynamic Model	<b>Sau Pung Chee</b> World Englishes as a Model for Other Languages of Wider Communication	<b>Christine Manara</b> "So what do you want us to do?": A critical reflection of teaching English as an International Language in an Australian context	
7.00	<b>IAWE 2011 CONFERENCE BANQUET</b>					

**IAWE 2011 Conference - Monash University, Melbourne**  
**Program Schedule: Day 3 (25th November 2011)**

9.30-10.40	<b>IAWE 2011 Plenary Session 2: (Building K, K3.09)</b> Chair: Dr Ahmar Mahboob					
	<b>Dr Alan Firth</b> <i>Interactional 'robustness' and 'fragility' in English lingua franca encounters</i>					
10.45-11.00	<b>Coffee-Break</b>					
	<b>Building H H B.39</b>	<b>Building H H 1.25</b>	<b>Building H H 1.26</b>	<b>Building H H235</b>	<b>Building H H237</b>	<b>Building H H 238</b>
	Session 29 Chair: Nobuyuki Hino	Session 30 Chair: Namala Tilakaratna	Session 31 Chair: Lisa Lim	Session 32 Chair: Roby Marlina	Session 33 Chair: Muhammad Shaban	Session 34 Chair: Libby Anthony
11.05-11.35	<b>Yukiko Yanaura</b> Secondary School English Language Textbooks in India: an Assessment	<b>Anita Dewi</b> Learning English as "positive imperialism": A study of tertiary students in Yogyakarta – Indonesia	<b>Andrew Sewell</b> Local attitudes towards the local accent: a features-based approach to Hong Kong English	<b>Aya Matsuda</b> NNEST Insights in Teacher Preparation Programs: Current Practices and Teacher Educators' Beliefs	<b>Hafiz Ahmad Bilal</b> Vowels in Pakistani English: A study of the front vowels	<b>Susan Butler</b> There is so much more to a word than its meaning: How do dictionaries capture connotations?
11.40-12.10	<b>Rima Ibata</b> The Positioning of English Learners in Japan through Textbook Discourses	<b>Bong Jeong Lee</b> Korean jogiyuhaksaeng's English fever, early study abroad and bilingual development in Australia.	<b>Joseph James Alvaro</b> Harmonious Society? The Discursive Construction of Political Realities in Chinese English	<b>Homa Babai Shishavan</b> Non-native English teachers' attitudes towards teaching culture: The case of Iranian English teachers	<b>Tariq Saeed</b> Vowels of Pakistani English: An acoustic analysis based study	<b>Andriyani Marentek</b> Use of English articles in an Indonesian context
12.15-1.15	<b>LUNCH</b>					
1.20-2.05	<b>IAWE2011 Focus Lecture 3: (Building K, K 309)</b> Chair: Professor Ian Malcolm					
	<b>Professor Pam Peters</b>					

	<i>Australian English or English in Australia?</i>	
	<b>Building K K 3.09</b>	
	<b><u>Panel D</u></b>	
2.10- 3.40	<b>Establishing Developmental World Englishes</b>	
2.45- 3.15		
3.20- 3.50	<u>Presenters:</u>  <b>Kingsley Bolton</b>     <b>Christiane Meierkord</b>     <b>David Graddol</b>	
3.55- 4.05	<b>Coffee Break</b>	
4.10- 5.00	<b>Presentation of the next IAWE conference &amp; Closing Ceremony (Building K, K3.09)</b>	

## 2. Conference highlights

### Conference Highlights

**IAWE2011 KEYNOTE SESSION**  
**Wednesday (Day 1) 9.40-10.40; Building K, K309**  
**Professor Andy Kirkpatrick**

*From Expanding Circle to Dominant Variety: A Prediction for Chinese English*



Kachru's famous 'circles' classification of Englishes has proved extremely useful for scholars in their analysis and description of regional varieties of English. East and Southeast Asia provide interesting sites for studies of 'outer' and 'expanding' circle varieties. In Kachru's original formulation, countries such as Singapore, Malaysia and the Phillipines represent examples of outer circle countries where non-native Englishes have become institutionalized. Countries such as Vietnam and China, on the other hand, represent examples of expanding circle countries, where the performance varieties of English are used essentially in EFL contexts (e.g., Kachru 1985:366-7).

The quarter century since Kachru's classification has seen an exponential increase in the development and roles of English in the expanding circle countries of East and Southeast Asia. In this presentation I shall consider these increased roles of English, taking China – including Hong Kong – and selected ASEAN countries as case studies. I shall suggest that local varieties of

English are developing in these countries and shall consider how and to what extent the developmental stages of these varieties mirror Schneider's 'Dynamic Model' (Schneider 2007), which attempts to identify a uniform evolutionary process for postcolonial Englishes.

The presentation will conclude by suggesting that the so-called postcolonial stage is being replaced by a post-anglophone phase in which Asian varieties of English will become increasingly independent of inner-circle norms and in which the Chinese variety of English may become the most influential.

#### **Biography:**

Andy Kirkpatrick is Professor and Head, Department of Languages and Linguistics at Griffith University. Immediately prior to his Griffith appointment, he was Director of the Research Centre for Language Education and Acquisition in Multilingual Societies at the Hong Kong Institute of Education and, prior to that, was Professor of Language Education at Curtin from 1996-2006. He has also taught in tertiary institutions in China, England, Myanmar and Singapore. He has a PhD in Chinese Rhetoric from the Australian National University and has published widely in the field.

He is editor in chief of the new journal *Multilingual Education* and of the book series of the same name, both with Springer. He is the author of *World Englishes: Implications for International Communication and ELT* (Cambridge UP 2007) and *English in ASEAN: A Multilingual Model* (Hong Kong UP 2010). He is editor of the Routledge *Handbook of World Englishes* (2010). His most recent book, co-authored with Xu Zhichang, is *Chinese Rhetoric and Writing: An Introduction for Language Teachers* which is due for publication in 2011.

## Conference Highlights

**IAWE2011 FOCUS LECTURE 1**  
**Wednesday (Day 1) 1.50-2.35; Building K, K309**  
**Dr Ahmar Mahboob**

### *World Englishes in Education*

Scholars of World Englishes have long been discussing and debating the role that World Englishes can play in educational contexts. This paper brings this debate to the foreground and asks a number of questions about the nature of language, language variation, knowledge production, ideology, identity, and education. These questions are explored in the context of an analysis of educational texts produced in one outer circle country – Pakistan. The findings indicate that while using local varieties of Englishes may serve a political and/or an identity function in the local contexts, they pose serious challenges in students' ability to engage with and contribute to knowledge production that happens in and through discipline and genre specific language use. This is especially true for students in the large public (rural) school sector, where students have limited options to engage with English texts outside the confines of the curriculum.

The paper will argue that by controlling the distribution and access to local vis-à-vis international varieties of Englishes, government agencies are reinforcing social class structures rather than allowing children equal opportunities to engage in (higher) education. The social and educational implications of such policies will be considered in some detail and the discussion opened up to other countries (including inner circle countries). The paper will also outline implications of this work in our research trajectories in World Englishes.



#### **Biography:**

Dr Ahmar Mahboob earned his PhD at Indiana University, Bloomington, in 2003. The title of his dissertation was: Status of nonnative English speakers as ESL teachers in the United States. Ahmar has worked in the areas of language policy development, pidgin and creole languages, NNEST studies, English language acquisition, English language teaching and teacher education, World Englishes, pragmatics, and issues surrounding minority languages in South Asia.

Ahmar is the Past President of Indiana TESOL ([www.intesol.org](http://www.intesol.org)) and the current Chair of the NNEST Caucus (<http://nnest.moussu.net>) in TESOL International. Ahmar joined the Department of Linguistics in 2004. Ahmar has published on a range of topics including: language teaching, teacher education, language policy, educational linguistics, and World Englishes. Ahmar is the co-editor of *Questioning Linguistics* with Naomi Knight (2008), *Studies in Applied Linguistics and Language Learning* with Caroline Lipovsky (2009), *Applicable Linguistics: Texts, Contexts and Meanings* with Naomi Knight (2010), and *The NNEST Lens: Nonnative English Speakers in TESOL* (2010). Ahmar is the Associate Editor of the journal *Linguistics and the Human Sciences*.

## Conference Highlights

**IAWE2011 PLENARY SESSION 1**  
**Thursday (Day 2) 9.00-10.10; Building K, K309**  
**Professor Farzad Sharifian**

### *Cultural Linguistics and World Englishes*



Cultural Linguistics is an interdisciplinary sub-branch of linguistics that explores the relationship between language, culture, and conceptualisation. It explores how features of human languages and language varieties are entrenched in cultural conceptualisations such as cultural schemas (models), cultural categories, and cultural-conceptual metaphors.

In this plenary talk, I will present an overview of the emerging field of Cultural Linguistics and will argue, by presenting examples from several varieties of English, that World Englishes need to be examined from the perspective of Cultural Linguistics, in order for us to gain a better understanding of how English is used by communities of speakers around the world to express their cultures and worldviews. The talk challenges some criteria previously proposed as necessary for the English spoken by a community of speakers to be legitimately viewed as a 'variety'.

### **Biography:**

Professor Farzad Sharifian is the founder of the academic program of English as an International Language at Monash University. He is a linguist with a multidisciplinary background in cognitive science, anthropology and education. Professor Sharifian is one of the pioneers of *Cultural Linguistics*. His research interests span a wide range of areas and disciplines including cognitive linguistics, English as an International Language, intercultural communication, World Englishes, pragmatics, and political discourse analysis. He has published widely in many international journals and has received multiple awards for his research, including the Edith Cowan University Research Medal. He is the author of *Cultural conceptualisations and language* (John Benjamins, 2011) and the editor of *English as an International Language: Perspectives and Pedagogical Issues* (Multilingual Matters, UK, 2009). He was also the guest editor (with Late Professor Michael Clyne) of a special issue of the journal of *Australian Review of Applied Linguistics* on the topic of English as an International Language, Vol 31, No 3 (2008).

## Conference Highlights

**IAWE2011 FOCUS LECTURE 2**  
**Thursday (Day 2) 1.50-2.35; Building K, K309**  
**Professor Ian Malcolm**

### *Indigenization and the Aboriginal Ownership of English*

A widely-observed postcolonial phenomenon is the indigenization of English by communities into which it was formerly involuntarily introduced. When this takes place, the community which has appropriated English to serve its own purposes regards the language as their own.

The question of the ownership of English has been extensively discussed by applied linguists against the background of globalization and the need for TESOL teachers to agree on what they can legitimately claim to teach. The purported ownership of English by its native speakers has been contested. Even standard English (which has been the main focus of this discussion) has been hybridized and it has been recognised that different varieties of standard English express the identities of different communities claiming their respective ownership.



Aboriginal English is non-standard and has a long history in Australia of marginalization. Its speakers have, however been increasingly vocal in defending this variety of English as their own. This paper discusses what is entailed in claims to the ownership of English, including divergence from the standard, contested cultural capital, resistance to domination, assertion of identity, demand for authentic voice and reverse colonization.

In particular, the paper observes, with respect to Aboriginal English, the dimensions of the Aboriginal reappropriation of English, as shown in semantic, pragmatic and aesthetic transformations in its utilization. Recent data will be reported on showing the way in which Aboriginal English speakers deal with standard Australian English (SAE) input, by processes of conceptual reschematization. The paper concludes by addressing the question of under what conditions, in view of the assertion of ownership of English by Aboriginal English speakers, education may successfully equip them to operate in a world which requires standard English.

#### **Biography:**

Professor Ian G. Malcolm was the first doctoral graduate in linguistics within the Department of Anthropology in the University of Western Australia. His doctoral research used a sociolinguistic approach to understand classroom communication between Aboriginal school students and their teachers. He collaborated with Susan Kaldor in providing the first state-wide description of Aboriginal English among primary school students in Western Australia.

When Edith Cowan University was formed in 1991, he was appointed its inaugural Professor of Applied Linguistics and Dean of the Faculty of Arts. Within the Centre for Applied Language and Literacy Research, which he co-founded, he headed a team of Aboriginal and non-Aboriginal researchers who explored Aboriginal English development, speech use, genres and conceptualizations. His work has been influential in supporting the introduction of two-way bi-dialectal education in Australian schools. He has continued as Emeritus Professor and Honorary Professor at Edith Cowan University since his retirement in 2003, while concurrently holding the honorary position of Acting Vice-Principal of Trinity Theological College, Leederville.

## Conference Highlights

**IAWE2011 PLENARY SESSION 2**  
**Friday (Day 3) 9.00-10.10; Building K, K309**  
**Dr Alan Firth**

*Interactional 'robustness' and 'fragility' in English lingua franca encounters*



My aims in this presentation are twofold: First, I uncover and describe a range of discursive and interactional methods through which parties to English 'lingua franca' interactions deftly, artfully and conjointly manage speech perturbations such as unidiomatic expressions, dysfluencies, non-collocating phrases, syntactic and morphological anomalies, as well as interactional troubles such as mis-fired jokes, mis-timed turns at talk and unrecognised episodic boundaries. By so doing, the parties to the talk imbue their 'lingua franca' encounters with an appearance of interactional robustness. This accomplishment, I argue, occurs as a result of the parties' interactional competences, which is underpinned by their mutual cognizance of the heightened risk of miscommunication and/or communicative difficulty in these particular lingua franca encounters, and their institutional obligation to 'get the job done' - which entails attending simultaneously to both transactional and local-interactional exigencies. Second, I explicate some of the ways in which parties to the encounters deal with what I call 'interactional fragilities':

these are junctures where the need arises to exchange information in a precise and accurate manner. At these junctures, parties to the lingua franca encounters deploy methods that seek to secure the accurate exchange of information. In these cases, the parties make relevant, and display cognizance of, their linguistic and cultural variance. It is particularly during such 'fragile' episodes that we are witness to the lingua franca character of the encounters.

### **Biography:**

Alan Firth is Senior Lecturer in the School of Education, Communication and Language Sciences, Newcastle University, UK, where he teaches applied linguistics. His research interests include conversation analysis, second language acquisition, English as a lingua franca, and talk and social interaction in telephone helplines and in mediation. Publications include the edited collections *The Discourse of Negotiation: Studies of Language in the Workplace* (1995, Pergamon Press) and *Calling for Help: Language and Social Interaction in Telephone Helplines* (2005, Benjamins - with Carolyn Baker and Michael Emmison). His work (with Johannes Wagner) on the reconceptualization of SLA has been the centrepiece of two 'special issues' of *Modern Language Journal* (1997 and 2007). He has also published in *World Englishes*, *Journal of Pragmatics*, and the *International Journal of Sociology*, *International Journal of Applied Linguistics*, *Discourse and Society* and *American Journal of Sociology*, amongst others.

## Conference Highlights

**IAWE2011 FOCUS LECTURE 3**  
**Friday (Day 3) 1.50-2.35; Building K, K309**  
**Professor Pam Peters**

### *Australian English or English in Australia?*

Australian English is now an independent, endonormative variety of English, in terms of Schneider's (2003) evolutionary model. Yet because much of the standard written language is shared with British English, the argument that it is "English in Australia" can still be maintained. Supporting the English-in-Australia case is the fact that Australia's wider linguistic habitat has changed and enlarged over the last two decades with the global media of communication, especially the internet and the so-called "social media". They probably impact more on written than spoken Australian English, and their availability deep within the Australian community means that exonormative influences on English can be reinforced.

Other evidence of written English in Australia gathered in the early C21 shows that it is striking out from British and American English, in line with its own, generally more informal code of communication. This is rooted in Australian egalitarian values, although it means that the so-called "vernacular universals" of English, e.g. non-standard pronoun selections, make their mark on written English in Australia more visibly than they might elsewhere. It also means that less formal variants within the written code (e.g. the *get*-passive) are *seen* more regularly, so that their colloquial associations are becoming neutralized.

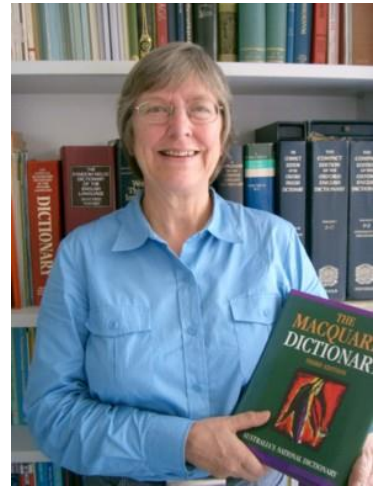
Yet this recalibration of informal elements of English within written Australian English is an important part of its claim to endonormativity, since they are clearly rooted in Australia's C19 history and is represented in much more than the grammar of common English (cf Mair 2006). Distinctive features of Australian word formation (especially the use of abbreviation and hypocoristic suffixes), and in Australian phonology, which is clearly distinct from the former southern British standard, as well as South African and New Zealand accents, make it very much its own variety in the new world Englishes paradigm.

#### References:

Mair, Christian 2006 *Twentieth-Century English*, Cambridge University Press  
Schneider, Edgar 2003 The dynamics of new Englishes: from identity construction to dialect birth. *Language* 79: 223-81.

#### Biography:

Pam Peters is an Emeritus Professor at Macquarie University, after being on the Linguistics staff for 33 years. She led the compilation of sample corpora of Australian English as it is written and spoken, used online and in talkback radio. She has been on the ABC's Standing Committee on Spoken English for the last 12 years, and has published several books on Australian and international English usage, most recently the "Cambridge Guide to English Usage" (2004) and the "Cambridge Guide to Australian English Usage" (2007). She was an active member of the editorial committee of Macquarie Dictionary (1986-2006), and now leads the TermFinder project, an online dictionary consisting of multiple "termbanks" which detail the terminology of individual disciplines: biology, statistics, geology and accountancy. Further termbanks are planned, along with the bilingualization of existing termbanks, i.e. adding translation equivalents of the headwords in languages other than English, starting with Chinese.



### 3. Panel & Colloquium

## PANEL & COLLOQUIUM

### Panel A:

#### "Critical Reflections on Teaching English as an International Language"

Organisers:

**Roby Marlina** (Monash University – Roby.Marlina@monash.edu) & **Melanie van den Hoven**  
(Emirates College for Advanced Education – mhoven@ecae.ac.ae)

The global use of English has reframed international practices of English language teaching. While World Englishes scholars, in describing and analysing the complexities of today's Englishes, have promoted the theoretical issues for pedagogical innovations, it is teachers and teacher educators who have changed lessons, courses and programs to better address the new English as an International Language and World Englishes paradigms. As shown by the IAWE 2010 colloquium of *Teaching English as an International Language*, individual practitioners and teacher-educators can lead by example. It is clear that further discussion of theoretical aspects must be conducted in tandem with an awareness of our diverse locations and contextually-shaped teaching practices.

As an extension of the 2010 focus, the IAWE 2011's TEIL colloquium invites further perspectives of teaching and research professionals who, in having incorporated the English as an International Language (EIL)/World Englishes (WE) perspectives in their teaching practice, are now prepared to *critically evaluate* EIL practices. As such, critical *reflections* on curricular innovations and the perspectives of learners and other stakeholders are needed. Given that EIL/WE approaches are advocated in the TESOL and Applied Linguistics literatures, it is now apt to examine how curricular innovations do occur within our rapidly changing and diverse educational landscapes and how curricular innovations impact students and other stakeholders. When learning EIL/WE, what new opportunities and challenges are presented to students? What challenges do students and/or teachers encounter in teaching and learning EIL/WE? And in teaching EIL how can we, as scholars, educators, or practitioners, sensitively guide students in our diverse contexts?

*PART 1: (Day 1, 2.30-5.50)*

**Ram Giri** (Monash University – Ram.Gir@monash.edu)

*Changing Faces of English: Why English is no longer a foreign language in Nepal?*

English was introduced as a foreign language into the formal education system in Nepal in 1930s. Despite its 'foreign' status, literature claims that it has been treated as anything but a foreign language. In the last 80 something years, English has established itself as the most important language in all spheres of life. So much so that it may well be replacing the 'national' and now the only 'official' language in some domains. The paper looks into the current situation of the English language and on the basis of some of the current literature and studies, suggests to what extent the claim may be justifiable. The paper also outlines what policy implications, in the increasing importance of English, may be drawn for the new language policy which is currently in the making.

**Zhichang Xu (Marc)** (Monash University – Zhichang.Xu@monash.edu)

*Teaching and assessing EIL vocabulary in Hong Kong*

Hong Kong is one of the 'outer circle' regions in Kachru's (1982, 1992) three-concentric-circle model. It is also a bi-literate (Chinese and English) and trilingual (Cantonese, Putonghua, and English) region where English is one of the official languages. English is regarded as an international language in Hong Kong, based on McKay's (2002, p. 5) definition that EIL is 'a language of wider communication both among individuals from different countries and between individuals from one country'.

Teaching and assessing English vocabulary in such a context requires teachers and learners to be aware of the global and local 'cultural conceptualizations' (Sharifian, 2011) involved in the English word formation processes and lexical relations. Tomlinson (2010, p. 610) proposes learner-centred criteria, including both 'universal criteria' and 'local criteria' in English teaching and assessment. Kirkpatrick (2007, p. 195) summarizes a set of 'requirements for ELT teachers' who wish to work in outer and expanding circle countries. These recent developments in ELT have implications for vocabulary teaching and assessment in Hong Kong.

In this paper, I shall take EIL as a theoretical framework and reflect critically on the principles of EIL vocabulary teaching, and strategies for vocabulary learning in relation to the local linguistic landscape and learners' mindscape in Hong Kong. I shall also compare and reflect on two different approaches to assessing vocabulary in the Hong Kong local context, namely, vocabulary knowledge-based pen-and-paper examinations, and vocabulary portfolio assessment, in which learners are expected to collect authentic vocabulary items in Hong Kong settings, and analyze their word formation processes and lexical relations. The purpose of the paper is to examine how vocabulary teaching and assessment practices can be aligned with EIL pedagogy in an outer-circle region.

*PART 2: (Day 2, 2.40-5.50)*

**Doan Ba Ngoc** (University of South Australia – doanbangoc07@yahoo.com)

*EIL degree programs: Themes central to scholarly discussion of EIL and EIL language education*

Scholarly discussion of English as an international language (EIL) over the past three decades has indicated various sociocultural, linguistic, communicative and pedagogical concerns. To identify how these scholarly concerns can be realized in English language education at tertiary level and if they could constitute any themes which can inform discussion of EIL and EIL language education, an investigation into several degree programs in English as an international language was conducted.

In this research, curriculum documents of three EIL degree programs which were published online by two tertiary institutions in Australia were analysed. One program was at undergraduate level and the others were at postgraduate level. The analysis was conducted on the titles and the contents (synopses and objectives) of the courses offered in these programs and on the program keywords introduced in the program descriptions.

The analysis indicated various constructs of English as an international language, which suggest that EIL is more than just language. Moreover, these constructs altogether constitute three themes which can inform discussion of EIL and English language education in globalisation. These are: EIL as a socio-historical phenomenon, international and intercultural communication, and teaching English for international and intercultural communication.

**Melanie van den Hoven** (Emirates College for Advanced Education – mhoven@ecae.ac.ae)

*Critical Reflections on Teaching Teachers to teach English as an international Language: a Korean case*

One focus of teaching English as an international Language is the development in learners of the requisite knowledge and skills to address cultural difference as it appears in both its local and global contexts (McKay 2002; Holliday 2005). This presentation will first showcase and then critically examine a "culture" course and its final assessment designed to help EFL teachers to do just that. The credit-bearing, graduate-level course called *Intercultural Communication for EFL teachers* was oriented to pre-service and in-service teachers based in Seoul Korea studying at a prominent TESOL-training program. The presentation will include a brief explanation of why and how the course was changed from its previous incarnation. Four key concepts sequenced in the course will then be introduced which include: 1) recognizing the cultural dimension of language; 2) teaching English as an international language; 3) promoting intercultural competence in the EFL classroom; and 4) assessing attitudinal responses to cultural difference. The attention will then turn to a final assessment, called the *Cultural Informant Report*, whose primary aim was to connect the core concepts from the course

to real-life, face-face interactions. Using Byram (1997)'s Model of Intercultural Communicative Competence, the written reflections of one cohort of students have been analysed for evidence of attitudinal readiness (i.e. *Savoir Etre*). In addition, the texts have been analysed for evidence of language use which may have supported or hindered intercultural communication. The findings shed light on suitable content and approaches for EIL courses in higher education contexts.

#### References

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Holliday, A. (2005). The Struggle to teach English as an international language. Oxford ; New York, Oxford University Press.

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**James D'Angelo** (Chukyo University, dangelo@lets.chukyo-u.ac.jp)

#### *Re-evaluating the College of World Englishes: A Situation/Needs Analysis*

The Chukyo University College of World Englishes was established in 2002 based on the WEs paradigm. Significant effort was made to incorporate the paradigm into many aspects of our curriculum, including bringing in Outer and Expanding Circle teaching staff, rethinking the linguistic model, reconsidering methodological approaches to syntax, morphology, phonology and discourse, and revising study-abroad programs to focus on non-Native Speaker destinations. Unfortunately, due to various constraints at the time, a full analysis of both the context of ELT in Japan and the needs of the students was not conducted, resulting in a rather top-down design of the curriculum. This paper will present the results of a comprehensive Situation Analysis of the broader Japanese context and the more specific Chukyo context, as well as a detailed Needs Analysis conducted with our own students from various class years, in an effort to see if the program is effectively meeting the societal and individual needs it is meant to serve, and make a step towards proposing certain reforms. The paper also considers the contributions which renewed interest in EIL can make to extending our theoretical foundation.

**Yasemin Bayyurt & Derya Altinmakas** (Bogazici University & Istanbul Kultur University – bayyurty@boun.edu.tr & d.altinmakas@iku.edu.tr)

#### *University students' perspectives on WE/EIL based English language instruction: A Turkish case*

In this presentation, we explore university students' perspectives on the implementation of an English language course based on the theories of WE/EIL. Our paper is divided into two major sections. In the first section, we first give brief background information on both the status of English language and the history of English language teaching in Turkey and then we explain the context of the English language course offered at Istanbul Kültür University – i.e., a private higher education institution – in Istanbul, Turkey. The English language course we redesigned in a WE/EIL paradigm is offered in the Department of English Language and Literature at Faculty of Science and Letters. In the second section of the paper, we introduce students' perspectives and opinions about the course offered based on the theories of WE/EIL. The participants of the study are 30 Turkish undergraduate university students. Data comprise students' written essays, recorded classroom discussions on topics related to WE/EIL, reaction papers written in response to literary works of authors from outer and expanding circles, e-mail exchanges with the instructor and semi-structured interviews with the students. The data is analyzed by means of pattern coding. The findings of the study reveal that implementing courses based on WE/EIL paradigm widen students' perspective on the applicability of English in a wider world context and increase their awareness, understanding, tolerance and empathy towards varieties and cultures of English language.

**Christine Manara** (Monash University – manara.christine@gmail.com)

*“So what do you want us to do?”: A critical reflection of teaching English as an International Language in an Australian context*

The concept of English as an International Language (EIL) has been reviewed and discussed quite rapidly among the scholars. However, there seems to be less discussion on the experience of teaching it. As a novice in teaching EIL, I found myself lost and alone in presenting and discussing this concept with learners who came from normative educational background. I was bombarded with consecutive and sometimes repetitive questions that displayed skepticism about this new concept since most of them are still living in an environment that still upholds the old paradigm of “The” English. “So what do you want us to do?” is the most common question I received at the end of the class. Teaching and learning has unexpectedly become more intricate, culturally and politically sensitive, and full with many tensions and frictions. This article is a critical reflection of my experience in teaching EIL in an Australian context. It is an effort of ongoing process of understanding the delicate-ness of teaching EIL. In exploring this issue for this paper, I adopt narrative inquiry as a method in understanding my own teaching practice and experience. It is hoped that this critical reflection can open a wider discussion with other EIL practitioners.

### **Panel B:**

#### **“World Englishes in Context”**

Organiser: **Dr Ahmar Mahboob** (The University of Sydney – ahmar.mahboob@sydney.edu.au)

This colloquium examines the use of and perceptions towards World Englishes in a range of professional, academic, and educational contexts. The first paper in the colloquium presents a critical analysis of the politics of using ‘standard’ English for academic publications and the role that language editors play in helping non-native writers to publish their work. The second paper investigates how some job advertisements for English language teachers in Asia and the Middle East may discriminate against non-native speakers of English. The third paper critically examines the current debates on the use of Sri Lankan English in Sri Lanka. The fourth paper focuses on the research on China English and argues that the research has a number of issues that need to be addressed for the work to be useful for theory building and/or practical applications. The last paper keeps the focus on China English, but focuses on examining the discourse structure of letters of complaints written in China English. The five papers together bring fresh ideas to the study of World Englishes and will engage participants in considering new areas and methods of research in the field.

**Tobin Bales** (The University of Sydney – tbal0313@uni.sydney.edu.au)

*What do language editors do? Examining the role of language editors in academic writing*

Academic writing and publishing requires manuscripts to be written in Standard English. This creates an issue for writers from non-English backgrounds. Attaining proficiency in English language academic genres and registers represents a serious challenge to non-native speakers of English. This paper examines the role that language editors play in editing texts written by non-native researchers and scholars in order to help them achieve their goal of being published. The study looked at “problems” identified by editors and their suggested corrections across a range of texts to illustrate the specific issues faced by both the language professionals and the non-native authors. The results of the study indicate that language editors can provide valuable insights into language, style and rhetorical matters but face limitations in addressing the broader issues of structure, argument development and subject matter. The insights gained from the study have important implications for educators involved in teaching academic literacy and for all non-native writers of academic texts in general.

**Ruth Golden** (The University of Sydney – rgol3431@uni.sydney.edu.au)

*Discrimination in English Language Teaching Job Advertisements: A Case Study of Two Regions*

Across the English language teaching (ELT) world, there is an assumption of proficiency based on the nativeness / non-nativeness of the speaker, commonly referred to as the “native speaker fallacy” (Phillipson, 1992). This assumption has led to widespread discrimination in the hiring of non-native English-speaking teachers (NNESTs.) This paper aims to examine the manifestation of these discriminatory practices in job advertisements with a focus on two regions: Asia and the Middle East. It will endeavour to determine what criteria employers advertise when hiring English language teachers, how these practices differ across regions particularly in terms of the “nativeness” criterion, and whether there also exist other areas of concern regarding discrimination.

**Jiawei Liang** (The University of Sydney – jlia7970@uni.sydney.edu.au)

*A critical study of research on China English: What's uniquely Chinese about China English?*

Over the last 20 years, a growing number of researchers have been focusing on China English. This literature focuses on a range of aspects of the English language in China including its history, politics, and its linguistic features. After a broad-brush review of this work, we will focus specifically on papers that describe the syntactic features of China English. The presentation will show that many of the features that are identified as unique features of China English are not necessarily uniquely Chinese. In doing so, this paper will point out a series of methodological issues in the literature. For example, one issue in many of the papers is that they use rules of standard written English grammar to analyze and mark features of oral English in China as being deviant. These features, if examined using research approaches in conversation analysis, suggest that they are not necessarily deviant, but rather just features of oral language. One other common issue in many of the papers that focus on written texts is that the deviant features presented are not necessarily only found in China. A number of these features are also observed in other varieties of Englishes. Based on these observations, I will argue that the current literature on China English needs to be critically reexamined. I will also highlight how the issues raised regarding China English in this paper are perhaps not unique to studies on China English, but also apply to studies of many other varieties of World Englishes. Finally, I will conclude the presentation by outlining some alternative approaches to studying language variation in the context of World Englishes.

**Namali Tilakaratna** (The University of Sydney – namalit@gmail.com)

*Reclaiming English by 'speaking English our way': English language teaching policy and practice in Sri Lanka*

This paper looks at the highly complex issue of policy-making related to English teaching in Sri Lanka by comparing recent government policy, as disseminated through press releases and newspaper articles, with previous post-colonial policy decisions regarding English language teaching and related policy making. The purpose of this paper is to provide an analysis and critique of government policy in engaging with English as the language of globalization.

In Sri Lanka, English has historically been viewed by the majority as the language of the elite and of the ‘coloniser’ (Kandiah 1984). The prestige of English remains today as it is considered a prerequisite for securing jobs in both the private and public sectors (Raheem & Ratwatta 2004) and a precondition for social mobility (Fernando 1977; Parakrama 1995). Despite the Sri Lankan government’s repeated attempts to create language policy in order to make English more accessible to the larger community, it has remained a gatekeeper for many. As the government acknowledges the importance of English for employment and business in a globalized world, the agenda is on creating policy and practice that identifies Sri Lankan English as a recognised variety in the place of Received Pronunciation and ‘British English’. Therefore, the most recent government initiative for teaching English, with training and support by the English and Foreign Language University in Hyderabad, focuses on displacing the association of English with power and prestige. The manner in which the government hopes to achieve this is through an attempt to legitimise ‘speaking English our way’ by promoting the teaching of Sri Lankan English. It is argued that the government has

understood the value of English in a global/local setting and is attempting to transform English to suit the particular socio-political context of Sri Lanka in order to empower the monolingual masses. The extent to which this is achievable and the manner in which the vernacular languages are effected by this initiative will be discussed.

**Liang Xu** (The University of Sydney – lixu9034@uni.sydney.edu.au)

*Features of discourse in letters of complaints in China English*

Current literature on China English typically focuses on its lexical and syntactic features. Only a few studies look at the pragmatics of China English. Those that do, base their analysis on literary texts (Xu, 2010) instead of examining texts written by a diverse range of users of China English. This paper attempts to address this gap in the literature by examining the discourse features of letters of complaints written by users of China English. This paper presents an analysis of twenty letters of complaints written by proficient users of China English and describes the discourse structure of these texts following Hartford & Mahboob (2004). The paper also compares the findings of this analysis to the discourse moves found in published letter in local Chinese newspapers. The results of this comparison suggest that Chinese writers writing in English are influenced by the discursive practices of Chinese.

**Panel C:**

**“The Plurality of World Englishes”**

**Mario Saraceni** (University of Portsmouth – Mario.Saraceni@port.ac.uk)

**Suzanne Hilgendorf** (Simon Fraser University – skh7@sfu.ca)

**Zoya Proshina** (M.Lomonosov Moscow State University– uliana\_p@mail.ru)

**Nobuyuki Hino** (Osaka University – hino@lang.osaka-u.ac.jp)

When the journal *World Englishes* was founded 25 years ago, Tom McArthur commented that the acronym WE stood for a ‘club for equals’. This captures well *World Englishes* ethos, in which equality occupies a central position. Since Braj Kachru began to put forward his ideas in the seventies, the pluralisation of English into Englishes has signified a move away from a monolithic to centralistic view of the language towards a pluralistic and polycentric conceptualisation of it.

Predictably, over the years the notion of plurality has continued to encounter various forms of resistance both in applied linguistics and in the TESOL industry. Those with a purist orientation still express suspicion towards the idea that different varieties of English should be granted recognition for fear this would lead to uncontrollable linguistic differentiation which, in turn, could cause speakers of English around the world to become mutually unintelligible. At the same time, the TESOL industry has more practical reasons to oppose plurality, since it is in its interest that a one-size-fits-all version of English can be conveniently packaged and sold to the greatest possible number of people all over the world.

However, in recent years, the plurality of Englishes has also been problematised, if for very different reasons, by scholars who share the same general persuasion of those operating under the *World Englishes* rubric. In particular, the following issues have been raised:

- Can the *World Englishes* model adequately account for Expanding Circle settings?
- Is the identification of Englishes along national lines an adequate representation of linguistic reality?
- Might the act of naming and profiling each English inadvertently risk facilitating segregation and marginalisation of ‘less-powerful’ varieties?
- To what extent does the plurality of Englishes signify simply the multiplication of singularity? In other words, does the model of recognising many distinctive varieties of English give sufficient recognition to the complexity of linguistic diversification?

We believe that these are important issues that merit serious attention. Consequently, we also believe that it would be beneficial to engage in an open and academically constructive debate about them. It is hoped that this could help surmount a certain ‘impasse’ that seems to have emerged between some scholars in the field, especially between those who see themselves at the centre of the *World Englishes* school of thought and those who are more on the periphery of it.

## **Panel D:**

### **“Establishing Developmental World Englishes”**

**Kingsley Bolton** (City University of Hong Kong – kingsley.bolton@cityu.edu.hk)

**David Graddol** (City University of Hong Kong – dgraddol@cityu.edu.hk)

**Christiane Meierkord** (Ruhr-University Bochum – christiane.meierkord@rub.de)

This discussion forum follows on from the lively reception of the presenters' plenary at IAWE 2010 in Vancouver. It continues the discussions which were initiated last year, and aims at establishing a special interest group in 'Developmental World Englishes', which would meet regularly at conferences run by IAWE as well as IALA, etc. Central to the colloquium are issues that have been raised earlier by a number of scholars, including Kachru (1990), Kachru and Nelson (1996), and Bolton (2006).

Over the last three decades the world Englishes paradigm has successfully worked towards establishing a more positive attitude towards international varieties of English. However, despite the best intentions of Western linguists working in this field, there is an obvious imbalance between the developed and developing world in many of the contexts of English language education. Educators and teachers in many outer-circle and expanding-circle contexts face difficulties in terms of conditions, facilities, and resources very different from those available in Western institutions. Academics in developing societies have similar difficulties in publishing research, both in journals and in books from international publishers, and frequently local options for publishing seem to be restricted.

Following three 15-minute impulse statements summarizing last year's discussion, the purpose of the forum is twofold:

One major aim still is to discuss what WE scholars from developed countries can do, at a very practical level, to establish more effective contacts with WE scholars from developing societies in contexts such as South America, Africa, and Asia to create contexts for teachers and researchers from these areas to participate and voice their concerns more fully in WE-oriented conferences, journals, symposia, and other forums. This in turn involves a consideration of such questions as:

- (1) How can established WE scholars in the developed world best assist their counterparts in the developing world with reference to English language education? How can WE scholars from all parts of the world, including the developed and the developing world, best cooperate with reference to advice and assistance in English language education.
- (2) How might relevant WE research groups (involving both groups of scholars) best be established to extend research on the spread, function, and teaching of English in developing societies?
- (3) How can established WE scholars best assist their colleagues in publishing in relevant local and international journals?
- (4) What sources of funding exist for establishing exchanges in both directions, or for assisting younger scholars from the developing world to study for higher level degrees at universities, both at local institutions as well as abroad?

A second focus will be on determining a research agenda to reflect the concerns of scholars in the developing world relating to world Englishes, such as:

- (5) The teaching of English in developing societies;
- (6) English and socio-economic development;
- (7) The impact of English on the linguistic ecology of such societies;
- (8) English within multilingual societies and the diverse communities in these societies;
- (9) Language policies and language planning, with particular reference to developmental issues;
- (10) Research methodologies for developing societies.

Before the conference, an online forum, which has been set up at Bochum University in Germany, will invite preparatory discussions of these issues so as to determine more precisely which of the above issues are likely to evoke the greatest interest and should be given prominence in the forum.

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## 4. Individual papers

### 4.1 Abstracts Day 1

# INDIVIDUAL PAPERS DAY 1 (23<sup>rd</sup> November 2011)

#### Session 1

#### **Attitudes, intelligibility, and their inter-relationship in Thais' reactions to English varieties**

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With the influence of English as an international language worldwide, it is used as a common lingua franca through many different varieties. To achieve successful communication, positive attitudes and intelligibility are vital. For some groups of English users, such as Thais, it is not clear what their attitudes to different varieties of English are or how intelligible they find the varieties. This study therefore aims to investigate attitudes of Thais towards different varieties of English and their intelligibility. Furthermore, since the relationship between attitudes and intelligibility has not been extensively researched precisely, this study also aims to examine it. To do so, first, a questionnaire was given to Thai university students (the prospective Thai users of English) for them to reflect on their beliefs, perceptions, preferences, and knowledge of English varieties. Then, audio recording of English sentences from different English varieties, including major standard Englishes of the inner circle, some major Asian Englishes from both the outer and the expanding circle, and Thai English, were presented for the students to rate their preferences. Next, an intelligibility test of these varieties was conducted. The relationship between attitudes and intelligibility was examined highlighting how Thais feel about and understand different varieties. The findings have implications for what models of English should be used in Thai education.

#### **Perceptive and Acoustic Analyses of Japanese Accents from the Perspective of Intelligibility**

Masako Tsuzuki & Yuri Nishio  
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Through the analyses of the transcription of Japanese EFL speakers' speech by English native speakers familiar with them, Tsuzuki & Nakamura (2009) have identified those phonological features affecting intelligibility: (1) mispronunciation of liquids and plosives; (2) vowel length alternation; (3) misplaced or no word stress. However, in a real situation like international conferences, not many English native speakers with whom Japanese EFL speakers communicate may be familiar with Japanese accents. As a pilot study, Tsuzuki & Nishio (2009) analyzed the transcription by three English native speakers with limited exposure to Japanese accents and claim that segmental errors may affect intelligibility much more seriously than supra-segmental ones.

This paper attempts to further our study of what phonological features of Japanese accents hindering communication with native speakers of English unfamiliar with Japanese accents, this time with increased transcription data, supplemented with acoustic analysis. We conducted the experiment in Michigan, the USA among 23 native speakers of English with null or a very low degree of exposure to the Japanese-influenced English. The experiment consisted of two tasks: dictation and understandability rating. Based upon those examinations, we might claim the following two points. As for segmental features, not only r/l mispronunciation but also weak pronunciation of consonants, especially plosives and fricatives would be most problematic. As for supra-segmentals, improper or no stress of words or phrases would be the main cause of unintelligibility, leading to the improper

segmentation, rhythm and intonation. This study will surely contribute to effective teaching and pedagogical improvement.

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### **Does a slower speaking rate make unfamiliar English more comprehensible?**

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The increasing importance of English as a global lingua franca has aroused interest among researchers and teachers in the field regarding the intelligibility and comprehensibility of various Englishes. Speech rate, one of many factors assumed to facilitate or impede listener understanding of "unfamiliar" English, has been examined frequently in relation to NS understanding of NNS English, but seldom in regard to NNS understanding of various Englishes.

The researchers of this study digitally manipulated rates of speech to see how different speaking rates would affect English comprehensibility for Expanding Circle listeners. The participants are a group of Japanese university students studying English as a foreign language. These students are subdivided into different proficiency levels to examine which learning level would benefit more from speech rate modification. Participants are asked to listen to short English passages recorded by people from various English-speaking countries. These English varieties, however, are unfamiliar to them, and are assumed to be less comprehensible compared to North American English, i.e., a variety most familiar to Japanese students in general. After listening to the passages, first at a fast rate and then at a reduced rate, participants answer comprehension check questions.

While the importance of introducing various Englishes to actual classrooms has been acknowledged by many researchers and instructors, exactly how these varieties should be presented to students has yet to be fully investigated. The researchers hope that the results of this study will contribute to further development in EIL pedagogy and that it will offer new perspectives on the comprehensibility of World Englishes.

### Session 2

### **Analyzing the English textbook for Japanese elementary school from the viewpoint of English as an International Language**

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With the start of mandatory English education in public elementary schools, 2011 has marked a new stage in the history of English education in Japan. Research has shown that the English education in Japan still places considerable importance on having Anglo-American inner-circle varieties as the target models. On the other hand, it has also been suggested that improvements have been made in an effort to narrow gaps between English textbooks and the actual lingua franca situation in the world.

"Eigo-Note", or English Notebook, is the textbook created by the Japanese ministry of education to be used in English classes in public elementary schools. Although it is not a required textbook, not only it is widely used throughout Japan but workbooks, CDs, CD-ROMS have been published by different publishers to help elementary school teachers with their day-to-day teaching. Therefore, it can be said that it has a great impact on teachers and learners.

Many efforts are made not to provide learners with an impression that inner-circle English variety is the sole language used in international communication; it suggests that people speak English with different accents and that other languages are also used. Analyzing the textbook

carefully, however, one notices its limited views towards different varieties of English based on the unintentional bias passed on for generations. In this presentation, I first provide an overview of the Eigo-note textbook. Then I analyze it from World English perspectives by providing examples that show bias and misunderstandings. I conclude by providing ideas as to how in-service teachers can facilitate curriculum that helps students have more balanced views towards language use as well as suggestions to improve future textbooks.

### **English textbooks in Russian schools reviewed from the WE perspective**

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The idea of global English varieties has penetrated in textbooks of the major publishers, their texts dealing with various cultures, not only British or American, and DVDs voicing different accents of speakers of English. However, international textbooks aimed at a culturally non-specific learner of English are unable to represent the main difficulties in intercultural communication through English as a link language with representatives of specific non-English cultures, nor do they teach to communicate about one's own culture. This is a reason for local (national) educationalists to make their own textbooks geared at specific linguistic and cultural difficulties encountered by their students. Working out and producing English textbooks for the needs of the Russian (Soviet) national educational system was crucial before the perestroika, as home-made texts were the only available material at schools, and the practice has been extended in the country since the time of the Iron Curtain, though for other reasons. Yet, these textbooks, written by non-native speakers of English, usually have a lot of authentic problems, both linguistic and socio-cultural. So, there has always been a crucial must to include Russian cultural context into authentic English textbooks. The solution can be found as a combination of native English speakers and Russian experts' efforts. In this framework, our presentation will give a brief analysis of a few English textbooks put out by Express Publishing and Pearson Education-Longman publishing houses for Russian school students. We will discuss the representation of Russian culture, as well as other non-English cultures, especially those that are neighboring on Russia, in secondary and tertiary school materials. Focus will be made on the challenges of this representation.

### **The Promotion of English as "the International Language" in English Textbooks for High Schools in Japan**

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The purpose of this study is to examine how the discourse "English is the international language" is promoted in English textbooks for senior high schools by analyzing the materials dealing with English.

The English-related topics play an important role in terms of encouraging students to study and use English, "the international language" as a communication tool. At the same time, however, there is still a tendency in Japan to regard English as the language of America or Britain. Thus, the contradiction arises between the discourse of English as the international language which gives a special privilege to English and the idea of linguistic relativism which promotes equality among all languages.

First, I will provide the analysis of language-related materials and argue how they strengthen the perception that English is the only international language (*lingua franca*) and operates as just a neutral tool for communication. Second, I will argue that there is an ideology to give a special privilege to English in the practice of English conversation. The ideology of English has often been discussed in relation to the issue of English hegemony, dominance of English and so on (Tsuda, 1990, et al.). I shall argue that the ideology of English is reproduced in the discourse "English is the international language", which justifies giving a special privilege to English.

Based on the above analyses, I shall conclude that English textbooks should encourage students to develop a view of linguistic relativism without giving a special privilege to English or

Western ways of thinking, so that students can deepen their understanding of different cultures by learning linguistic relativism through studying English.

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### Session 3

#### **A Sociolinguistic Analysis of Code-switching and Borrowing in Yasmin Ahmad's *Sepet***

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English in Malaysia can be placed in the “outer circle” of Kachru’s (1992) concentric circle model. “Outer circle” denotes countries where English is used as a second language (ESL), mainly former English colonies. English in Malaysia is used side by side with other native languages such as Malay, Chinese and Indian varieties. As a result, a non-native variety of English has emerged in Malaysia and it is known as Malaysian English. Malaysian English (ME) was initially brought to notice by Platt and Weber (1980) in their pioneering and often-cited study of Singapore and Malaysian English. ME as well as other non-native varieties of English are referred to as “institutional variety” (Kachru, 1983), “indigenous variety” (Moag and Moag, 1983) or “nativized variety” (Kachru, 1983). Kachru (1986) explains that nativization of English occurs when English is used by non-native speakers of English in the absence of native speakers in non-Western socio-cultural contexts in constant contact with other languages in multilingual speech communities. The process of nativization includes adaptations, borrowings, and transfer from the local languages. Until now, very little research has been done on the variety of English in Malaysia used in films; therefore, this paper concentrates on the mesolectal variety of ME in films. This paper aims to present a discussion on code switching or language alternation, the use of more than one language within the same sentence or utterance as well as lexical borrowing in a bilingual (Malay-English) Yasmin Ahmad’s film *Sepet*. The paper will address the following two questions:

1. How much does code switching or language alternation occur in the dialogues of *Sepet* as opposed to monolingual dialogues?
2. What are the types of lexical borrowing from the main spoken Malaysian language (Malay – English) used in *Sepet*?

The results of the study have shown that Malaysian English has been a popular language choice in film production as it portrays the reality in language use among Malaysian bilinguals.

#### **“I need guguling”: Children’s code switching and English oral communication strategies in an immersion school**

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This study identifies the process of children’s English learning strategies for oral communication in an immersed environment which include code-mixing and code-switching. These two strategies are considered effective in English learning among children (Ervin-Tripp & Reyes, 2005) including for Asian students (Kiranmayi, 2010). A cross-sectional study, the participants were three siblings; a girl aged 10 years and two boys aged seven and four years of a family who live temporarily in Melbourne Australia. The children have been living in the country for about 16 months. The first two children are enrolled at a primary school whereas the last is at a pre-school. The father keeps speaking English at home while the mother speaks Indonesian or Sundanese, an ethnic language in Indonesia. Data are conversations and talks of the participants collected through informal talks and observations for almost 12 months at various settings such as home, shopping centres and play grounds. These data were then analyzed using Saville-Troike’s (1988) children’s language learning strategies in oral communication. Immersed in an English speaking environment, findings suggest

that the three participants have high learning curiosity and already had a meta-cognitive skill by employing various learning strategies to acquire English. Beside code-mixing and code switching between English, Indonesian, and Sundanese, they also used (1) repetition of others' utterances, (2) recall and practice, (3) creation of new linguistic forms, (4) paradigmatic substitution and syntagmatic expansion, and (5) rehearsal for overt social performance.

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### Code-mixing by using English Words in Chinese Website

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Due to the notion and reality of globalization, English has spread as a medium of global transaction and has become a truly global language. Irrespective of how well-established and well-protected local cultures, the world has been linguistically dominated by English. Chinese is not an exception either, though having kept its own feature and integrality for more than 5000 years, the old character based Chinese language system compared with simple Latin alphabet English language is facing many challenges. In 2010, the Chinese government announced a new rule prohibiting the use of English language in various media to keep the Chinese 'pure'; however, insofar, no proper study has been conducted to prove whether this protection is good or will result in more problematic consequences. Currently, many applied linguistics studies in China focus mostly on attitudes towards English learning, the history and use of English, or the eagerness to study and teaching English in this country. However, language borrowing or code-mixing are just either briefly mentioned or left out of discussion. This paper therefore attempts to examine the code-mixing phenomenon in Chinese websites. By analysing 80 Code-mixing sentences and the study found out most often used English words are NBA, TV, CBD, flash, New etc. The semantic functions of these words are quite similar to research conducted in other contexts of Chinese cultural origin (e.g., Hong Kong and Taiwan). The findings indicate that the code-mixing is a trend in Chinese internet discourse, but there is not a sign of cultural invasion by those words, because those words are purely having the linguistic function other than other features. Though it is an inescapable trend, much attention still needs to be paid on how to balance the use of code-fixing, in order to make less confusion and refrain from cultural interference.

### Session 4

### Colloquial Features in World Englishes: A Comparative Study

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Colloquial Features in World Englishes: A Comparative Study A powerful discourse-pragmatic agent of grammatical change in English since the mid-twentieth century has been the increasing acceptance of colloquialism and informality, a text-mediated phenomenon that is unfolding at different speeds in spoken and written genres. Little is known, however, about the spread of this development through regional varieties of World English other than the two inner circle 'supervarieties', British and American English. This paper reports findings from a comprehensive corpus-based study, which utilised the resources of the International Corpus of English, of eight World Englishes: three 'Inner Circle' Englishes (British, American, and Australian English), and five New Englishes of the 'Outer Circle' (Singapore, Philippine, Hong Kong, Indian, and Kenyan English). Instances of the following classes were extracted from the corpora and analysed with a view to determining their distribution across the varieties: quasi-modals (have to, have got to, need to, supposed to, be going to, want to),

first and second person pronouns (I, me, we, us, you), contracted auxiliary verbs ('s, 'll, 'm, 're, 've, 'd), not-contraction (n't), first person plural inclusive let's, and get-passives. Subsequent functional interpretation of the data was used to explore the likely effect of the diachronic process of colloquialisation (along with such complementary processes as grammaticalisation and Americanisation) on the variable frequencies of the items under scrutiny. Explanations for the interrelationships noted were formulated in the light of independent evidence of the relative evolutionary statuses of the varieties and their characteristic style orientations.

### **Compounding and Suffixation in World Englishes**

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Compounds and suffixes are the most frequent and productive word-formation processes in English. Thus, it is highly interesting to see whether the new varieties around the globe make use of them both frequently and creatively, too. I will present a wide range of examples mainly taken from the International Corpus of English (ICE) to underline the varieties' great potential for productivity. Apart from British English and English in New Zealand, I will focus on Asian Englishes (Singapore, the Philippines, India) and African Englishes (Kenya, Tanzania). For the first time, formations from ICE-Canada will be dealt with in a cross-variety comparison. Since Canadian English shares common features with American English and continues to be influenced by it, the findings will explore the English lexis in North America.

Contrary to the widespread assumption that there are no striking differences between the varieties, my investigations show that we do find systematic differences, both quantitatively and qualitatively. While African Englishes or English in the Philippines and in India, for example, tend to make new words using rather conservative word-formation types (e.g. nominal compounding, neoclassical compounding), English in Singapore is more liberal and creative, and therefore more often resort to modern techniques of making words (e.g. adjectives in -y and -ish). In a number of cases, the L2 varieties come up with more productive patterns of lexical creativity than the L1 varieties under inspection (e.g. synthetic compounds)

Finally, particular importance will be attached to hybrid formations, which attest to a variety's structural nativization. Although it is common to combine morphemes to build new complex words in every variety, Indian English and English in Africa, in particular, feature a higher number of hybrids than elsewhere (e.g. *lathi-charge*, *mlolongoists*, *barangay permit*, *Thai-ism*).

### **High-frequency Verbs across World and Learner Englishes**

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Both World Englishes (ESL) and Learner Englishes (EFL) have benefited from a great deal of attention in linguistic research over the past few decades. Yet, they have mainly been dealt with separately and very little consideration has been given to the features that they might share and to the ways in which they "might be combined to develop explanations of both sets of phenomena" (Ritchie, 1986: 15). Recently however, Nesselhauf (2009) has highlighted that some features thought to be variety-specific are in fact shared by world and learner varieties.

This paper explores the relationship between these varieties a little further by taking a look at their use of the high-frequency verb *make* in samples of corpora (ICE and ICLE, 350,000 words) of student writing of eight different L1 backgrounds and one native (ENL) control sample. The different uses of *make* are analyzed, with particular emphasis on causative and light-verb constructions. It seems that, despite some differences, ESL and EFL seem to be rather close to each other, both quantitatively and qualitatively. The overall results of this study point towards a continuum in the use of *make* between EFL, ESL and ENL, with ESL being often closer to EFL than to ENL. This ties in with some of Nesselhauf's (2009) findings and does not only shed further light on parallels and differences between ESL and EFL, but also shows how combining those two fields can enhance our understanding of both and help gain more insight into the overall SLA paradigm.

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## Session 5

### **"Oh such English is okay" : BELF meetings in Japan and implications for ELT**

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This study investigates business English as a lingua franca (BELF) by analyzing audio-recordings of a management meeting at Nissan Motor Company (Nissan), a foreign-affiliated company in Japan, in order to understand how BELF speakers use English to negotiate meaning successfully in a business meeting. Linguistic features such as specialized lexis proposed by Poncini (2002) are adopted as analytical tools, which confirm that the examined BELF meeting is mutually-supportive and BELF features such as variety in pronunciation causes little consequence because shared knowledge helps understanding. This study also examines attitudes of adult Japanese English learners toward the BELF interactions from perspectives of native-speakerism claimed by Holliday (2005), based on the analysis of online reviewers' comments about the Nissan meeting posted as reviews of a popular book by Nissan's CEO, Carlos Ghosn (2006). Native-speakerism is pervasive among Japanese English learners but some of these comments demonstrate a cognizance of BELF. This paper proposes potential teaching materials using an actual recording of a business meeting to raise awareness of BELF, targeting both Japanese and non-Japanese businesspeople, especially those working for foreign-affiliated companies in Japan. Although interactions among BELF speakers are increasing against the backdrop of rising numbers of international mergers and acquisitions as well as strategic alliances, most of the studies on BELF have been conducted in Europe and the general practice is that BELF is not taught in business English training for companies in Japan. This study adds a Japanese perspective to the Euro-centric BELF literature, and implications for ELT in business.

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### **Construction of third space in ELF humorous interactions**

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Intercultural communication in English (e.g., Canagarajah, 2007) has attracted attention in recent scholarship. However, there are a few research on EIL (English as an international language) speakers' strategies of negotiating differences (e.g., Matsumoto, 2011); furthermore, there have been no studies which address the issue of humor in EIL interactions. I add to the evolving body of EIL research by analyzing humorous sequences.

In this presentation, I discuss an original study which analyzes EIL speakers' communication recorded at a dormitory for international graduate students at a US university. This study specifically analyzed dinner conversations of two dyads of female EIL speakers. Utilizing a sequential analysis (e.g., Sacks, Schegloff, & Jefferson, 1974), I investigate how EIL speakers are constructing humorous talk, which can lead to construction of an "in-between space" (Bhabha,

1994), or third space. That is, EIL speakers' interactions can become the third space, which is based on a mutuality of cultures and cultural synergy or transculturation.

My data analysis shows that through co-constructing humorous sequences by making use of mutual laughter, abruptness, or the lack of pausing and mitigation, and contextualization cues, EIL speakers are collaboratively constructing a third space where "the impact of the dominant discourse is disrupted or suspended" (Chapman & Hartley, 2000). Through humor, which might be hard to create because of each EIL user's different cultural background, EIL talk constitutes a third space where they can share their negative experiences and project more positive images like "diligent" students instead of 'deficient' language users with autonomy.

I conclude the presentation by arguing that EIL interactional communication such as this study should be featured in ELT material development. I would propose that EIL speakers' use of English, which exemplifies successful English use including "contingent interactions" (van Lier, 1996) and creativity, can be legitimate and alternative models for ELT.

### **Describing the pragmatics of English as a business lingua franca: an emic perspective**

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English is the language of global business and is used as an international contact language between speakers of different first languages and cultural backgrounds. In many of these contexts, a wide range of different national and regional Englishes are spoken, with varying degrees of proficiency. Doing business in English thus poses the double challenge of pursuing business goals while, at the same time, attending to the various contact-induced facets of the communicative medium. How is this done successfully? What is considered to be appropriate in these contexts? How can pragmatic competence in BELF be defined? Can this still be done in established interlanguage terms or does current research suggest new and different concepts which are more in line with the variable and culturally hybrid nature of (B)ELF? In pragmatics and ELF research alike, it is increasingly acknowledged that an exploration of these issues requires methodological approaches which go beyond the analysis of discourse data by tapping the meta-communicative knowledge of the speakers themselves and by investigating their values and beliefs concerning communicative interaction.

Building on an ethnographic study in two Germany-based multinational corporations, the aim of this paper is to present an emic perspective on this topic. Based on qualitative in-depth interviews with mid- to top-level managers and extensive observation on site, a grounded-theory synthesis of the managers' voices will be discussed. The "secret rules" (Bardovi-Harlig 2001) of language use, in this case BELF, are identified, which evolve as a result of close and extended interaction between members of various international business "communities of practice", rules which have to be acquired by neophytes in the international business arena in order to be able to communicate appropriately and effectively about business matters across Englishes.

#### Session 6

### **The Discourse Organization of Homilies in Philippine English and Indian English: An Intercultural Rhetoric Approach**

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This study is an attempt to analyze and describe the discourse organization of homily as a genre through intercultural rhetoric approach. It is also intended to examine homilies delivered by Filipino and Indian priests that represent varied types of Englishes in the Outer Circle. It analyzes, in particular, the organizational moves of their homilies that can help them persuade the listeners, taking into account the culture and the socio-cultural background of the speakers. More specifically, the objectives of this study are (1) to discover the organizational moves that constitute the structure of the two groups of homilies (2) to show at what point the two groups of homilies are parallel to/different from each other (3) to determine if there are significant differences in the organizational moves of the Filipino and Indian homilies. The data were obtained from the two sets of homilies of the clergy

namely, the Filipino and Indian priests. This paper uses textual and statistical analyses to arrive at the identification and comparison of the organizational moves in the homilies. This study is important in its use of intercultural rhetoric approach and in its analysis of the two types of Englishes in their respective contexts.

### **Thematic Progression of Malaysian and Philippine English Editorials: A Contrastive Analysis**

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Philippine and Malaysian Englishes are two distinct varieties in Southeast Asia. Several studies have been conducted on these two varieties of English which emphasize the lexical, phonological, and structural differences of these two varieties of English (David & Dumanig 2008, Harnisch, David & Dumanig 2009). However, limited studies have been conducted on rhetorical patterns. Consequently, this paper will examine the rhetorical patterns and the occurrence of thematic progression of editorials in English newspapers in Malaysia and the Philippines. Twenty (20) editorials from a Malaysian English newspaper, The Star, and 20 editorials from a Philippine English newspaper, the Philippine Star, published from April to August 2011 are analyzed. The findings of the study will compare the rhetorical patterns in writing and the occurrence of linear theme, split rheme, and derived theme patterns in English editorials. In addition, the influence of culture in the rhetorical patterns and thematic progression of editorials will be explored.

### **Move Sequences in Graduate Research Paper Introductions and Conclusions Written in Philippine English**

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Graduate students submit academic papers at the end of the term as part of their coursework. Such papers include introduction moves which may be troublesome for some graduate students and conclusion moves which may contain sub-moves that are not really required.

The researcher is of the opinion that while graduate students come from a broad range of disciplines, they still need to employ academic writing in their writing outputs. It is in this light that this paper has been conceptualized to assess what particular moves are employed in the introduction and conclusion sections of research papers submitted by graduate students in applied linguistics in one leading university in Manila.

The study will employ the framework proposed by Swales and Feak (1994) pertaining to moves in research paper introductions: Move 1 (Establishing a research territory), Move 2 (Establishing a niche), and Move 3 (Occupying the niche). As regards the conclusion move sequence, the framework by Peacock (2002) will be adapted in analyzing conclusions which include the following: 1.) Finding; 2.) Claim; 3.) Recommendation; 4.) Limitation; and 5.) Pedagogical Implications.

### Session 7

#### **Phrasal Verbs in China English**

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This paper reports on a study investigating 20 common English phrasal verbs used in a 331,000-word corpus from 10 consecutive recent issues of China Daily, which is believed to represent the grammar and vocabulary of China English. For comparison, a corpus of similar size was obtained from The New York Times. The COCA and BNC were also consulted.

The data were analyzed using ConcGram 1.0. The phrasal verbs were found to have quite different frequency ranks in the two newspapers. The frequency range in China Daily is also much wider than in The New York Times.

Eight phrasal verbs more frequent in China Daily share the following qualities in general English: They are generated by somewhat more formal stand-alone verbs, more typical of writing, semantically transparent or semi-transparent, and followed by a limited set of complements. These items also resemble resultative verbs in Chinese.

Among phrasal verbs less frequent in China Daily, single verbs come and go and the seven items they have generated are frequent and polysemous in general English, and occur in both conversation and several written registers. End up and turn out, capable of taking various complements and post-verbal adjuncts in general English, are much less frequent in the corpus. Three other items are extremely rare for reasons still unknown.

These findings offer an overview of phrasal verbs in China Daily and other registers in China English. They also show the influence of L1 transfer, and partly corroborate previous research results concerning the more formal language and fewer phrasal verbs found in other nativized Englishes.

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## Standard English or Chinese English? Native and non-native English teachers' perceptions

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The rise of English as a world language potentially challenges the concept of the native speaker (NS) by raising the question of which variety should constitute the standard, and offering communities the option of choosing their own solution (Davies, 2003). Such choices may however be constrained by prevailing attitudes which may or may not favour new varieties. This paper investigated such attitudes in China, where NS norms, expressed as Standard English, are currently upheld in English education, both through policies favouring employment of NS teachers and in the national curriculum and teaching materials. Building on existing studies about English in China (e.g., Kirkpatrick & Xu, 2002; Hu, 2004, 2005; Jin, 2005; He & Li, 2009), the study explores attitudes to both standard English and the new variety of Chinese English among a sample of trained English teachers from both Chinese and English speaking backgrounds, all with prior exposure to Chinese English. A questionnaire survey administered to 19 native English-speaking (NES) and 20 non-native speaking (NNES) teachers found that, while the two groups were equally liberal in their definitions of the native speaker and the views about ownership of English, the NES teachers appeared more open-minded about varieties of English, while the NNES teachers were not ready to abandon the standard English norms, expressing a greater preference for SE which they defined as American/British English. This finding accords with parallel research on rater behaviour (Zhang & Elder, 2011) showing that while NES and NNES teachers generally agreed in rating Chinese students' oral proficiency in English, the latter group paid more attention to deviations from the SE norm. The paper concludes by considering the implications of the study's findings for language policies governing the status of English in China in terms of English teaching, learning, testing and use.

## “Like “learning English” in the past, many people overseas start “learning Chinese””: English in China and Chinese in the World from the Chinese perspectives

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“面对中国提供的巨大商机，如同曾经“学英语”一样，许多海外人士开始“学中文””

“With the enormous trade opportunities China provides, like “learning English” in the past, many people overseas start “learning Chinese”” (Zhang, 2005.05.23 in *People's Daily* p. 4).

English helps "understand the development of the strong countries" before "Chinese becomes the most important language of the world when China becomes strong" (Chinese high school student, aged 12).

While the status of English has reached a new peak in China, the Chinese language is simultaneously emerging as a global language (Lo Bianco 2007). In the Chinese national newspaper and government's mouthpiece, *People's Daily*, "learning English" by Chinese people is framed as a past experience, while "learning Chinese" by foreigners is a current trend. The student's comment above captures issues associated with motivations of learning English, as well as the perception of Chinese as an emerging world language.

Through a critical discourse analysis of *People's Daily* and interviews with the Chinese public, this paper examines the relative status of Chinese and English in the Chinese official and popular discourses. It also demonstrates the ways in which Chinese 'reception' of English is linked to the perceptions of globalisation as two-way language exchange between China and the World.

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## Session 8

### A case of candies vs lollies

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"Both British and American and English are, of course, the main competitors in the linguistic market-place, but Australian English is securing a foothold" (Burrige & Mulder, 1998). However, the extent to which this is occurring in Japan is questionable. Japanese university students have typically studied English for three years in junior high school and three years in senior high school, with some also studying it in elementary school. Yet, if you asked students what variety of English they were taught, they would in all probability answer American English, possibly British English. It would be most unlikely that students would answer Australian English, even though Australia has become a popular destination for school trips, study exchanges and even sister city affiliations.

This study focuses on an elective subject on Australia for third and fourth year students in two different departments at Kanda University of International Studies in Chiba, Japan. In addition to studying about the history and foundations of Australia, geography, tourism, news, music and haunted places in Australia, the course places added emphasis on Australian culture, Australian English and even Kriol. The paper draws on multiple sources of data -- surveys, interviews and examples of students' classwork (such as face-to-face and online discussions, translation exercises, glossaries and presentations) -- to present cases of students' perceptions and misconceptions of Australian English and culture.

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## General extenders in Australian English

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This paper reports on *general extenders* also known as *discourse extenders* and *set marking tags* and by many other names. These forms extend grammatically complete utterances and often imply approximation. Common examples in English are *or something* and *and stuff like that* although the forms are numerous and diverse.

This analysis draws on 23 hours and 48 minutes of Australian English interview data, during which participants produced 727 general extenders. After illustrating some of their functions, usage is compared to previous studies in Australian English (i.e. Dines, 1980; Winter & Norrby, 2000) and a large recent study in Toronto, Canadian English (viz. Tagliamonte & Denis, 2010). Comparison concentrates on the prevalence of particular forms. This examination reveals some differences to earlier Australian English studies but does not exhibit the large lexical changeover to *stuff* found in Canada.

The data further suggest a breakdown in the adjunctive (beginning with *and*) and disjunctive (beginning with *or*) categories along with the addition of *so* forms.

The paper demonstrates contemporary Australian English usage amongst young adults from Melbourne, explores new developments in forms and more generally contributes to the study of how general extenders vary across and within varieties of English.

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## The Vowel System of Standard Australian English : Identity and Specific Network of Oppositions

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The pronunciation of standard Australian English (SAusE) was first described in 1946 by A.G. Mitchell in an exocentric context taking Southern British English (SBE) as a reference. Since the 1970s a number of authors have conducted acoustic studies from an endocentric perspective pointing out the lack of coherence between the transcriptions used and the phonic realisations of SAusE, notably regarding its vowels.

We will give an account of the different transcription proposals made between 1946 and 2008 and show that they are directly linked to the question of identity. Most authors recognise the closing of the short vowels but do not use transcriptions that acknowledge this phenomenon when they debate on the transcription of diphthongs which are seen as a "marker of Australian-ness" (Collins, 2001).

We will also show that the usual one-to-one phonemic correspondence between SAusE and SBE fails to stress the difference of systemic organisation between both vowel systems. Indeed, the SAusE network of oppositions does not use length as one of the distinctive characteristics between the closing diphthongs, nor does it make the same use of the front-back opposition with only one diphthong directed towards the back. Thus, it allows a crossing-over of the vowels of *bout* and *bite* unheard of in SBE.

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## Session 9

### **Culture-loaded words in Russian English**

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It is well established that a national language represents a national culture. In the modern world, striving for unity and differentiation, convergence and divergence at the same time, national cultures are often represented in the international medium of communication, English. Unique value systems, mentalities, philosophies and other fragments of national worldviews are broadcast through World Englishes. In many cases it is done deliberately, particularly, through the national mass media. Russia's English-language newspapers see their mission not only in providing readers with timely and objective coverage but also in destroying negative stereotypes about Russia and the Russians and creating an adequate image of the country and its citizens in the eyes of the world community. To achieve this, Russian journalists writing in English use a variety of linguistic means.

This paper reports the results of a three-year study of the lexical innovations of Russian English in the English-language online newspapers of Russia. It examines the ways of employing English for expressing Russian cultural concepts. Thus, means of mediated linguistic representation are described and analyzed, among them: 1) culture-specific vocabulary; 2) connotative vocabulary; 3) background vocabulary; 4) precedent texts. These types of culture-loaded words represent the lexical innovations of Russian English.

### **Englishization of Russian: Metalinguistic Negotiation**

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The paper deals with the current tendency towards an increase in Russian speakers' verbalized reflection on language and culture contact, caused by growing exposure to global English. Of crucial importance to World Englishes research are metalinguistic commentaries, in which speakers, acting as "folk" linguists, monitor, register and negotiate various aspects of English-Russian interaction. Negatively marked metalinguistic interpretation of contact phenomena is seen as part of speakers' "linguistic self-defense" against unwarranted borrowings, especially, against the borrowing of culturally alien concepts. In contrast, positively marked lay comments facilitate and encourage ongoing Englishization of Russian.

### **Russian values in Russian and in Russian English**

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Based on the intensive study of values in Russian newspapers written in English and the results of the associative axiological experiment, which was held among Russian students, the paper compares the key values of Russians with their expression in English. Nowadays, Russian newspapers extensively discuss what the values of the society are, not clearly identifying the key ones. Russian

newspapers, written in English and aimed at the international readership, are of great interest, because they present mediated worldview of the nation, while the results of the associative experiment highlight the most important issues, Russian students think about. Thus, the findings of this paper show the difference of axiological representation. In the first part of the paper Russian newspapers, written in English, are analyzed. Those values, which were most frequently used, were defined as the key ones for Russian people. Values were expressed both through single lexical units, and through word combinations. Moreover, they were represented by means of different parts of speech, such as nouns, verbs, adverbs, adjectives, etc. It is interesting, that the values are verbalized through the antivalues. The findings help reconstruct the personal attitude of the journalist to the analyzed axiological units. In the second part of the paper the key values, revealed through the Russian newspapers, written in English, are compared with the results of the associative experiment. Though the survey was held in Russian, it was based on the key values, mentioned above. Their positive and negative connotations also played an important role in analyzing the results of the experiment. The final part of the paper evaluates the difference of the value perception in the Russian newspapers, written in English, notably the role of English in representing these axiological units, and in the Russian students' minds.

#### Session 10

### **English as a corporate language in Japan: a survey-based study of the attitude of Japanese university students toward the recent trend of Japanese companies putting special emphasis on English language proficiency.**

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English has been a lingua franca, as Jenkins (2009) claims, with which to communicate for both social and professional reasons with speakers of other first languages, particularly those in other Expanding Circle countries. Especially in the business world, there are growing cases that English is regarded as their 'corporate language' to function as the intermediary language. According to Zaharia & Lolescu (2009), due to the rapid development of trade in Romania and in the other EU member states, English has become essential in the economic field. Also in Nordic countries, English is used as a lingua franca as a result of corporate cross border mergers between nations. (Louhiala-Salminen, Charles & Kankaanranta, 2005) These examples show that the rise of English as an intermediary language is for the most part "determined by strictly economic interests" (Zaharia & Lolescu, 2009).

Japan is no exception. Due to the domestic ongoing recession and the saturated consumer market, Japanese corporations are seeking to expand its business opportunities outside Japan. In 2010, Rakuten and Uniqlo surprised Japanese people with the announcement of their intention to make English as a corporate language. The reason behind their new policy is that in the era of globalization, it is absolutely essential for a company to expand their business abroad and for that purpose it is necessary to be able to conduct business in English, which functions as a lingua franca. Their decision stirred up mixed reactions and controversy in Japan as they experienced a decade ago when Prime Minister Keizo Obuchi proposed to make English the second official language of Japan.

However, it is not only the two giant multinational companies but also many other major companies consider English proficiency as an important factor to evaluate their employees. 'Japan, as a nation and a society, is advised to see to it that company employees can function in English while they are on the job. Many companies recognize the importance of English and encourage their employees to acquire a certain level of English proficiency' (Honna, 2008). A large number of corporations require their employees a certain level TOEIC score for their promotion, or set it as one of the qualifications for the job applicants. (Matsumoto, 2009; President 2011.4.18) It seems like a person with a good command of English has better chance to be hired and promoted.

With these backgrounds in mind, the author has conducted a survey to investigate the recognition of about 120 university students in Tokyo toward the notion of English as a lingua franca, and the students' ideas for the 'English as a corporate language' and how it affects their studies and activities. The result shows their expectations and anxiety for the issue of English as a corporate language, and their candid idea for the Japan's international competitiveness.

## **Nationwide English-Immersion Education plan in Korea and its by-products**

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In South Korea, the English language does not perform any official function, although the cultural and social meaning of English is notably more significant than that of other foreign languages. In January 2008, President Lee Myungbak's transitional team announced a revised English education policy: the Nationwide English-Immersion Education (NEIE) plan. The goal of the NEIE plan was to improve Koreans' practical English skills as a means of increasing national competitiveness in a globalised world.

This paper examines the proposed goals of the NEIE plan and its executed practice in light of the English as an International language (EIL) paradigm. It reveals that the NEIE plan significantly lacks consideration for the way in which English is currently used as a language for intercultural communication within international contexts. This paper also reveals that the plan promotes the ideology of 'native speakerism' and consequently triggered a pre-existing English learning obsession 'Native English fever' within Korean society. This urgently calls for an innovative shift in paradigm with regard to the way in which English is learned and taught in Korea in response to the use of English as an international language. In this paper, some possible directions drawn from the EIL paradigm will also be presented in order to abolish Native English fever to facilitate English learning in Korea that focuses on developing the necessary skills for international communication.

### Session 11

#### **Apologies in English in Ghana**

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Many studies that have been conducted on apologies in different languages and different cultures have been undertaken from the perspective of non-native communicative competence. This study takes a different turn by looking at apologies in English in Ghana as a product of the fusion of apology strategies that exist in Ghanaian languages with apology strategies that exist in British or American English. For us, this process produces a unique and distinct variety of English that can be described as Ghanaian English. Data from a corpus of written responses to discourse completion tests are gathered from 100 Ghanaian undergraduate students with the aim of describing features of apologies which are characteristic of English in Ghana. The paper highlights how Ghanaian cultural values shape the choice of linguistic strategies that are used in the performance of apologies in the variety of English that is spoken in Ghana. The findings from this paper show that there are important differences in the ways in which apologies are performed in Ghanaian English and native varieties of English. The paper provides evidence to show that apologies in English in Ghana are a fusion of apology strategies from Ghanaian languages and apology strategy from British or American English. The paper demonstrates that apologies in English in Ghana have implications for politeness theory. The study recommends that more investigations should be conducted on apologies from different new and emerging varieties of English.

#### **The Pragmatics of Ugandan English**

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This paper investigates the pragmatic functions of Ugandan English (henceforth UgE) – one of the least studied varieties of English. Wilson & Sperber (2004) state that an utterance is optimally relevant if it is relevant enough to be worth the hearer's processing effort, and if it is the most relevant one compatible with the speaker's abilities and preferences. The reasoning behind these tenets of Relevance Theory seems to motivate the pervasive use of many expressions

peculiar to UgE. For example, in UgE wholesome means total, safe house means illegal place of detention; one runs mad (vs. goes mad), one dirtens a place (vs. makes dirty), etc. (Isingoma 2007). The innovative use of such expressions is triggered, among others, by the need to achieve optimal relevance, because the expressions are not only compatible with the abilities of UgE speakers, but also their preference to choose them so as to satisfy the addressees' expectations of relevance based on the latter's encyclopedic entry of the expressions. Furthermore, UgE exhibits many borrowings and calques (mainly from Luganda), including discourse connectives such as mbu (that), nga (as), as in Nga you are brave or its calqued version As you are brave. The connective nga (or UgE as) directs the addressee to the recognition that the relevance of the utterance resides more in the higher level explicature (a mental representation in which a propositional form is embedded under an attitude description (Wilson & Sperber 2004)) than in the actual propositional content. This cognitive effect is unobtainable in native English connectives.

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## Session 12

### **Malaysian Variety of English in Malaysian Anthologies of Short Stories**

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The multicultural setting of the society in Malaysia is central in the development of the more colloquial Malaysian English (MalE). Due to the linguistic impacts of Malay as the national and official language in Malaysia, younger generation of Malaysians are more used to bilingual and multilingual resources such as lexical borrowing, code-mixing and code-switching. As part of a larger study, this paper attempts to chart the development of a nativised endonormative variety of English in Malaysian postcolonial writings at the discursual level. A sample of short stories written by Malaysians was drawn from various published anthologies using a two-phase mixed method design. This paper, in particular, illustrates the ways MalE are marked as discursual features in the Malaysian short stories. The findings of the study indicate that English in Malaysia is becoming more colloquial even in written literary works.

### **Moving forward in time: Spatiotemporal metaphor in Singapore English**

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This study is concerned with the use of space-time metaphor in the interpretation of the following question.

(1) "Next Wednesday's meeting has been moved forward by two days. What day is the meeting now?"

To this, there are two possible answers—Monday or Friday (McGlone and Harding, 1998)—suggesting that time reference is ambiguous in English. This ambiguity stems from the time-moving and ego-moving sub-metaphor of TIME PASSING IS MOTION corresponding to Monday and Friday answers respectively (Lakoff and Johnson, 1999). On the other hand, the interpretation of (2), the Mandarin counterpart of (1), is unambiguous because the mappings of qian "front", as a spatiotemporal morpheme is used rigidly within the frame of a time-moving metaphor.

(2) xia ge xingqisan de huiyi ti qian liang tian juxing.  
down CLS Wednesday GEN meeting lift front two days hold  
'Next Wednesday's meeting has been moved forward by two days.'

huiyi jiang zai na yi-tian juxing?  
meeting be PREP which day hold  
What day is the meeting held on now?

Despite this difference in spatiotemporal metaphor systems, there have been limited studies of how such questions are interpreted in bilingual contexts. As such, this study explores the interaction between different conceptual and culturally contingent metaphor systems in a multilingual environment. Singapore represents an interesting case study with high levels of bilingualism and a particular variety of English called Singapore English. The results of an anonymous survey with 103 Singapore English- Chinese bilinguals revealed a strong preference for a manner of disambiguating the question (1) using the time-moving metaphor, where 85.9% of those surveyed chose Monday and 14.1 % chose Friday. This convergence towards the Chinese spatiotemporal metaphor system in interpreting question (1) by Singapore English-Chinese bilinguals suggests that the effect of language contact and bilingualism could be considered on a cognitive level.

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### Session 13

#### **Stance Adverbs in Asian Englishes: A corpus-based study**

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Aside from the contents of the proposition, speakers and writers likewise express their feelings, judgment, and assessment; i.e., they encode a particular 'stance' (Biber et al., 1999). This stance can be expressed in various ways, including grammatical devices, paralinguistic devices, or word choice. This paper attempts to investigate one of the major grammatical devices to express stance, that is, stance adverbials, in Asian Englishes. The present study takes off from the findings of Dita (2011) on Philippine English (ICE-PHI) and compares it with other outer circle varieties. Specifically, it seeks to find out the most popular forms of these stance adverbs (either single *-ly* words, prepositional, or clausal) and the discourse function of these items as suggested by the context. Using the other Asian components of the International Corpus of English (ICE): Singapore (ICE-SING), Hong Kong (ICE-HK), and India (ICE-IND), the similarities and differences in the use of these stance adverbs are highlighted.

## **Prepositional Verbs in Asian Englishes: A Corpus-Based Analysis**

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English prepositions are considered as one of the most interesting yet complicated grammatical categories to deal with as their usage and application vary across English varieties and even cultures. This study examines one aspect of English prepositions – prepositional verbs, utilizing the Asian components of the International Corpus English, more specifically those coming from Hong Kong, India, the Philippines, and Singapore, as dataset. The analysis is based on the typological framework of Quirk et al. (1985). This study also looks into the structural nativization of prepositional verbs with reference to Schneider's Dynamic Model of the Evolution of Postcolonial Englishes. Since prepositional verbs are confusing aspect among Asians, this paper focuses on the three most pressing distinctions of TYPE I prepositional verbs like the idiomatic versus the nonidiomatic status, prepositional verbs versus free combinations of verb plus prepositional phrase, and prepositional verbs versus phrasal verbs.

### Session 14

#### **Intelligibility and acceptability of collocations produced by Japanese learners of English: A corpus-based study from an EIL perspective.**

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While there have been many studies of intelligibility of English as an International Language (EIL) focused primarily on native speakers of English, little research on collocations has been done on non-native speakers. In order to develop a balanced understanding in EIL, research on collocations produced by non-native speakers is also required. McCarty (2004) regards collocational competence as an area where only native speakers of English can establish complete competence. Yet, this view is opposed to the movement for EIL, which recognizes and seeks to understand the English of all speakers. Therefore, explaining what kinds of collocations are acceptable for EIL users, and which are not, is significant in considering the most effective ways to develop the learners' intelligibility.

This study reports on data collected to investigate the intelligibility and acceptability of collocations of Japanese learners of English, as rated by native speakers of English, EFL (English as a Foreign Language) learners in Asia and Japanese learners of English. For the study, two types of questionnaires were given to those participants. The questionnaires both consisted of unclear answers produced by Japanese learners of English taken from a corpus of spoken language. The first one was for rating their intelligibility and the second one for acceptability.

The results of a statistical analysis indicated the following. The non-native participants found Japanese learners' collocations to be more intelligible than native speakers, as previous literature would suggest. Furthermore, the acceptability of Japanese learners' collocations was also higher among the non-native speakers. In short, the collocations by Japanese learners of English were highly intelligible and acceptable for non-native speakers. In this presentation, we will share our analysis and consider these findings.

#### **Raising Critical Language Awareness of Japanese Learners of English: The Idea of English in Japan**

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Japanese society contains an ambivalent nature towards English vis-à-vis the Japanese and other languages. Despite the growing number of foreign residents who have various ethnic, cultural, and linguistic background (mostly Brazilian, Chinese, Taiwanese, and Koreans), there is a strong monolingual orientation towards English in the education in Japanese schools, and in Japanese

societies. English is often considered and depicted as a language that enables Japanese individuals to achieve higher socio-economic status, live out their dreams, be globalized, and have greater access to the world. Imagined communities are often created by textbooks and Japanese media, in which the English used by White native speakers from Kachruvian inner circle countries are often considered as “authentic”. There seems to be a great gap between the ideology of English that is created in Japan and the linguistic diversity actually exists in Japan (e.g., Hino 2009, Kubota & McKay 2009, Seargeant 2009). Current project aims to raise critical language awareness of Japanese learners of English to have them realize the relationship between language and power, and challenge existing forms of power. Materials are created for a three-day workshop targeting Japanese learners of English at a college level. The material utilizes realias that can actually be seen in Japanese societies to have students notice how power relations among languages are embedded. There are pedagogical implications that suggest the possibilities of critical pedagogy in Japanese EFL classrooms.

## 4.2 Abstracts Day 2

# INDIVIDUAL PAPERS DAY 2 (24<sup>th</sup> November 2011)

### Session 15

#### Lexical Markers of the Endorsement Speech Act

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In the following paper I would like to investigate the scope of lexical markers of the speech act of endorsement focusing on different varieties of English. The problem seems to attract little or almost no interest among contemporary linguists and this impression is somewhat reinforced if one examines the bibliographical data on negation – the analogical phenomenon, but thoroughly investigated.

Speech acts are a notion of pragmatics introduced into the study of language by philosophers like Austin (1962) and Searle (1969). The basic assumption of the speech act theory is the idea that *when we speak, we perform acts*.

The term **endorsement** implies the speaker's support for the interlocutor's verbal and/or nonverbal behaviour and is based on positive emotions. From the point of view of ethics it is the result of moral judgement. Komorowska (1995:173) suggests the following frame for the expressions under investigation:

*I fully accept your behaviour/opinion, so...*

The lexical items applied to utter this meaning are of various character – cf. *O.K., sure, why not*, and their choice is determined by a series of factors, among which one may mention the relations speaker-hearer, the circumstances of the communication, and the speaker's intentions (whether the approval is complete and emotional, whether it is the result of cool calculation).

The speech act of endorsement can be developed as a result of both – active and reactive strategies of speaking. The latter is expressed by a short statement as a response to the action/opinion of the interlocutor, while the former also contains the elements of argumentation and comments.

The material for the survey shall be excerpted from the Internet sources – British, American, and Indian websites as it is intended to compare the lexical indicators of speech act of endorsement employed in each variation of language.

#### Intensifier usage across varieties of English

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There is growing evidence that the usage of intensifiers follows different patterns across the Englishes spoken around the world. Biber et al. (1999) pointed out differences in intensifier usage between British and American English. De Klerk (2005) observed that Xhosa speakers of English exhibit in informal spoken language an overall underuse of intensifiers and a smaller lexical range with an overuse of a few items compared to New Zealand English speakers, while Coronel (2011) reports on an overall lower use but a wide lexical range of intensifiers in Philippine spoken English.

This study investigates the usage of 18 maximizers, boosters, compromisers and approximators in nine components of the ICE corpus project: ICE-GB, ICE-Ireland, ICE-Canada, ICE-Nigeria, ICE-Philippines, ICE-Singapore, ICE-India, ICE-Kenya and ICE-Jamaica. The results show a higher overall use and use of individual intensifiers in some non-native varieties of English and an

underuse in others compared to the native varieties. Moreover, specific preference patterns of overuse and underuse were observed across the non-native varieties of English in terms of the structures that are modified by the intensifiers. Differences in stylistic variation and collocational patterns of individual intensifiers were found across all varieties of English.

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### **Beautiful grammar: Japanese learners and regional varieties of English**

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Japanese learners of English are rarely, if ever, exposed to non-canonical literature, far less to anything from the countries of the expanding circle. However there is a place for such texts in the language classroom, not least as a means to develop knowledge of how English is used in the real world. As part of ongoing research into how Japanese learners at University level perceive and deal with texts in different varieties of English, this paper reports a study involving four classes of Japanese first year university students. Each class was asked to read and discuss seven untitled short extracts from texts by authors from the inner, outer and expanding circles. They were then asked to try and identify the country or region each text came from, comment on any differences from the varieties of English they had learned or experienced, and finally put the texts in chronological order.

It was found that most students had little difficulty in using contextual clues to establish the basic elements of each scene, or in making logical assumptions about place and time, implying that they process texts and language in a more sophisticated way than many of their teachers give them credit for. More interestingly, their comments on each text and on acceptability of various linguistic forms revealed a markedly positive attitude towards Asian varieties. This is in contrast with the traditional preference in Japan for North American or British English and complements findings from other recent research, giving credence to the idea of an emerging variety of English in East Asia that allows for the construction of a regional, rather than national, identity.

Some of the questions this research addresses concern the effects of regional varieties on classroom learning, and how they may fare against the dominant varieties taught in Japan, as well as implications for language assessment.

### Session 16

#### **Areal features of Englishes in Asia?**

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With English having spread in the world to regions whose languages exhibit areal features, an interesting question is whether any areal features can be identified for Englishes in a region, such as (South/east) Asia. This has been much less attended to than, e.g. attempting to identify features shared by, say, Outer Circle varieties or learner Englishes. Common features in an area can evolve, inter alia, (a) from shared or similar substrate influence or (b) from horizontal transmission. Where substrate influence is concerned, we argue that, of the few possible interesting candidates, perhaps only tone, which is a robust areal feature of South/east Asia, can be considered an areal feature of some Asian Englishes (AEs) in whose ecologies tonal languages are dominant. In both Singapore

English and Hong Kong English, for instance, whose dominant substrates are tonal Sinitic languages, tone has been noted at word and phrase level and in particles. We discuss the important theoretical implications that this holds for the consideration of some varieties of English as tone languages rather than as stress/intonation languages, as well as for the assumption that tone, as an alleged 'complex' feature, may be lost in the evolution of new languages. Identifying features in AEs that have evolved by horizontal transmission due to geographical closeness is perhaps premature, since the endonormative stabilisation of many AEs is a relatively recent development (if at all). Nonetheless, such horizontal diffusion is something that is predicted in the future evolution of AEs, considering that speakers are increasingly using their own varieties to communicate in intra-Asian contexts. We suggest that a number of features, especially those more pragmatically dominant and/or susceptible to contact-induced diffusion are likely to spread – these include tone-based prosody and discourse particles – and make some preliminary observations of this.

### **Diasporic Englishes in the Ruhr Area**

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The Ruhr Area is one that has a long history of immigration. Whilst most early immigrant communities originate from various European countries, recently the number of immigrants from African countries has increased, particularly since political instability has given rise to the numbers of refugees. Additionally, transmigration has grown, i.e. Africans frequently come to the Ruhr Area to study or work on a non-permanent basis. Often, individuals belong to the middle classes in their home countries, are very well educated and speak English as their second language.

As a result, the Ruhr Area is now home to what can be labelled diasporic Englishes. Varieties spoken by a clearly confined speech community, composed of individuals who share a migration history, maintain close contacts with their home countries and frequently aim to return.

As regards their use and function, these Englishes are similar to the ones spoken by the various Indian communities that exist across the world, e.g. in South Africa, Fiji, Kenya, or the United Kingdom and the United States (e.g. Mesthrie 1992), or to African American English speakers in Canada (Poplack & Tagliamonte 2001). Similar to these, the African speakers bring an indigenised variety of English with them. Different from the above mentioned communities, however, they do not migrate into an English-speaking country. They are immersed in a German-speaking ecology, which results in a kaleidoscopic array of languages at their disposal, to address communicative needs and to express identities.

My presentation will draw on the findings of an ongoing research project at the linguistics section at the Ruhr-University Bochum's English Seminar. I will report on the results of semi-structured and narrative focus group interviews to

- chart the various African communities that are spread in the Ruhr-Area, with a particular focus on those who originate from countries having English as (one of) their official language(s).
- describe in which domains and for which purposes and speech events English is used by first and second generation immigrants, both within the communities but also as a lingua franca for interactions with Germans and immigrants from other areas.
- attempt a preliminary description of the effects that increasing contact with German has on the speakers' English productions, e.g. in terms of code-mixing (e.g. I am going to the Bahnhof is very common, although there is obviously an English word for it, too) and varieties used (standard versus pidginized).

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## The English of Philippine Call Centre Agents

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In this paper, we describe the language of Philippine call centre agents (CSRs) as a functional sub-variety of educated Philippine English. Apart from pronunciation, range of vocabulary, and collocations/lexical bundles, the description also covers interactional strategies. We draw on a growing corpus of speech-act annotated call centre dialogues originally collected during an earlier project (Bolton 2010). This data was annotated on various levels, including speech acts, using the DAART annotation tool (Weisser 2010), allowing us to investigate strategies of interaction in a depth that previous research in this area, such as Friginal 2009 or Lockwood et al. 2008, has not been able to achieve. An initial comparison of the interactional strategies of some Philippine CSRs to those of a British CSR has already revealed interesting differences (Bolton & Weisser 2011), and we hope to demonstrate further distinguishing features by expanding our data sets and investigating a range of further linguistic features.

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### Session 17

#### **Emergence of Pakistani Variety of English: Its Forms and Functions**

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This study examines whether or not: (a) post – colonial literature in English provides impetus for emergence of Pakistani Variety of English, and (b) further the study holds the assumption that Pakistani Variety of English generalizes Urdu syntax to anticipate various forms and functions in a discourse. A purposive sample consists of short stories, novels and English News papers is chosen to address the aforesaid questions. To answer the research questions (a and b), factors such as translation, code switching and borrowing are considered, however the phenomena of code switching (at noun phrase, adjective phrase and prepositional phrase levels) is observed in the daily English News papers to discuss the research question (b). The analysis shows that post – colonial literature in English manifest Pakistani Variety of English on the continuum of above mentioned linguistic parameters. For example; Ahmad Ali writes in his novel "Twilight in Delhi" if husband and wife are willing, what the Qazi (justice) can do (p 95). This is mere translation of Urdu proverb: *jab main bivi raazi tuo kia keray ga qazi*. Talat Abbasi repeats the same phenomena sporadically in his short story "Simple Question" but it's like weights placed on my eyes, which exists in Urdu as *lakin aisey jese meri ankhoun pe wazan rakha hua hai*. This phenomenon appears

common and long standing across the post – colonial literature, and deviating from the norms of English grammar marks legitimately a new offshoot of English. On the other hand, Pakistani English News papers seem to be putting weight behind the research question (b).

### **Pakistani English: A Study of Aspirated Voiceless Stops**

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Over the years, English language has become acquired a global character. Despite this, regional varieties of English retained their local flavor. Pakistani English is one of those varieties which have been least explored. This indigenous variety of English has been recognized and discussed by Crystal (2003), Crystal (2004), Erling (2006), Hickey (2004), Kachru, (1990, 1992) and Raza (2008). Our research will focus on the phonological variation in Pakistani English in the production of aspirated voiceless stops. This will be a corpus based acoustic analysis of the speech of 150 users of Pakistani English. The findings of this research will help to establish the fact that Pakistani English is a distinguished member of the family of World Englishes.

### **A comparative study of ditransitive verb complementation patterns in Pakistani and British Englishes**

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The purpose of this study is to investigate the differences in ditransitive-verb complementation patterns between Pakistani English and British English. The data consisted of all the instances of two most common ditransitive verbs (give and send), found in PWE and ICE-GB. After analyzing the complementation pattern of each and every instance, the frequency and distribution of each pattern has been calculated. Afterwards the frequency and distribution of these patterns is compared with the same in ICE-GB as found out and calculated by Hoffmann and Mukherjee (2007). According to several linguists old or expected information generally comes first in the utterance, clause, or sentence and the most important or focal, new or unexpected information comes later. The comparative study reveals that, when neither of the two objects of a ditransitive verb is the grammatical subject, Pakistani English often uses a pattern in which the 'affectee' of the verb's action comes before its 'recipient' or 'intended recipient', whereas the British English frequently use the 'affectee' after the 'recipient' or 'intended recipient'. The study highlights a potential area of variation between Pakistani and British varieties of English.

#### Session 18

### **Filipinas working in Hong Kong: Domestic language use, language attitudes and consciousness**

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Although the importance of the so called foreign contract workers (alternatively domestic helpers or maids) from the Philippines in the linguistic situation in Hong Kong has been noted e.g., by Bolton 2003), apart from a thesis by Crebo 2003), little research has been devoted to this topic so far. Based on statistical surveys and a questionnaire study conducted in 2010, this paper tries to shed some light on the potential impact the Filipina domestic helpers may have on the acquisition of English by the Cantonese speaking children of Hong Kong. The study found, inter alia, that 62% of the respondents reported speaking English with their employers, and 82% with the children of their employers. Also, the results showed that nearly all respondents deemed speaking English with the children as very important (87%) or important (11%). As a side effect and an additional point worth reporting, the study revealed a striking consciousness by respondents as

regards the differentiation of English into distinct varieties in general and those spoken in Hong Kong specifically. The paper closes with examples of lexical influence of Philippine English on Hong Kong English, as recorded in *The Dictionary of Hong Kong English* (Cummings & Wolf 2011).

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### From Evocation to Concrete Example in "sociolinguistic reality" of English: The Japan context

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There is an increasing focus on identifying practical applications to research done on the world Englishes paradigm. This paper is an attempt to share in detail the language teaching/learning experience within one of the expanding circle varieties, namely that of the Japanese learner of English. In line with Matsuda's (2006) explanation of the conflicts behind the teaching of writing in world Englishes context and strategies to address the issues thereof, the present paper also shares some workable strategies to initiate the social change essential to incorporate a world Englishes perspective into language instruction. Some classroom samples of essays written by freshmen will give concrete examples to establish the "value and applicability of the Kachruvian 'Ethos' (Bolton, 1995), regardless of the debate over the existence (or lack of existence) of a codifiable variety of English in a context such as Japan" (D'Angelo, 2010). Setting aside the stigma of 'performance' or 'learner' varieties, these will bring out the finely treaded path of sifting out intelligibility-hampering errors from "locally generated innovations" (Kumaravadivelu, 2003) and giving them their legitimate place in light of the humanistic views of Kachru, Smith and other scholars.

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### Language contact in legal contexts: comparing bilingual discourse in Malaysian common law, syariah and arbitration cases.

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Although originating as an analytical tool for user-based varieties, the World Englishes paradigm may also be productive in studying usage-based Englishes such as legal discourse, enabling us to go beyond traditional focuses on the exclusive and context-free characteristics of legalese to reveal a wide range of registers differentially influenced by professional constraints, sociolectal factors and contact with other languages. In multilingual Malaysia today there are at least four institutionalised systems of conflict resolution. While English is rarely found in the oldest but least widespread of these, customary adat, it is used extensively, alongside Malay, in the dominant

common law system. It is often heard alongside Malay and Arabic in the syariah courts, which have jurisdiction over the majority Muslim population in family and inheritance disputes. English is also the predominant medium of arbitration. Despite important cultural and procedural differences underpinning these jurisdictions, the current study, based on observations of cases and interviews with legal practitioners, shows that they share a number of similar discursive patterns related to language contact, including lexical code-mixing, inter-sentential code-switching, and style-shifting between more and less formal registers and more and less localised varieties.

#### Session 19

### **Acts of Authenticity in Popular Music: Tracking Linguistic Features in the Flow of Transcultural Influences.**

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Linguistic features, often associated with a particular genre of music, or frequently borrowed into pop music performances. These features, however, do not necessarily represent the language behaviours of individual performers, nor of the linguistic norms of the audiences that evaluate the performances. The features represent the appropriation and performance of non-native linguistic resources from the flow of cultural and linguistics artefacts across cultures (Pennycook 2007). While the performance of these linguistic resources may depend on a wide range of social factors that necessitate their performance, the linguistic resources are performed in order to enhance the authenticity of a musical performance. Although the performed linguistic factors are related to linguistic varieties that have their own ethnolinguistic identities, this paper will argue that the performances do not express identity as much as they instead express authenticity. Hence the performances become 'acts of authenticity'. Extending LePage and Tabouret-Keller's (1985) notion of 'acts of identity' to the study of authenticity, this paper will argue that individual performances and the evaluations of those performances may be either *focussed or diffuse* in the way that they use borrowed linguistic features to manufacture authenticity.

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### **International sporting events in South Africa: can they function as an EVENT X in terms of their impact?**

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South Africa shares many characteristics with other outer-circle countries who have survived the ravages of colonialism. However, South Africans also had to overcome the brutality of the Apartheid regime, which discriminated against the majority, indigenous (IDG) strand, of its population. South Africa's EVENT X came with the defeat of Apartheid and the democratic elections of 1994. A new construct, the 'rainbow nation', emerged. However, this multi-racial ideal, combined with the international stature and recognition of her leader, Nelson Mandela, belied the physical divides and racial and cultural prejudices that remained entrenched in the country.

This article examines the degree to which the post-Independence Rugby World Cup of 1995 and the 2010 FIFA Soccer World Cup, both hosted in South Africa, can be evaluated in terms of Schneider's Dynamic Model as having characteristics of an EVENT X, in the sense that they have prompted identity re-alignment, acted as a spur to the development of South African English (SAfE), promoted a distinct South African national identity and increased creativity in SAfE as seen in the advertising linked to the sporting events. Selected texts are evaluated to demonstrate the identity re-alignments and linguistic consequences that these sporting events elicited.

This conference paper is an adaptation of the research article published in *African Identities*. Issue 9 Number 3 August 2011 under the title: *International sporting events in South Africa, identity re-alignment, and Schneider's EVENT X*.

### **Reconceptualizing English? How NNS-NNS online communications affect students' conceptions of English**

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The emergence of English as a global lingua franca affects every nation in the world and in particular, how English is taught, learned, and used around the world. However, recent studies (e.g. Matsuda, 2003) suggest that EFL learners (and teachers alike) still prefer native-speaking Englishes and see English belonging to the U.S. and the U.K. In most intercultural exchange activities (both physically and virtually) involving English courses, students and classes in English-speaking countries serve as partners to English learners in expanding-circle countries. This study attempts to try something different: Nonnative to nonnative (NNS-NNS) intercultural online exchange activities. And also different from most researches involving intercultural online exchanges, this study does not investigate whether students make progress in learning different cultures or English the language. The main research question is: How do NNS-NNS online communication activities affect students' conceptions of English? Conceptions of English include their ideas of and attitude toward English native speakers, the cultures behind English the language, and their identity and relationship to English. 60 Taiwanese students and 48 Indonesian students participated in the two-semester project. Data includes questionnaires conducted before and after the experiences, students' participation records such as emails, MSN and Facebook records, messages they left in the online exchange forums, students' reflections after each semester, and a few students' retrospective interviews after the experience. Preliminary results indicate that students paid relatively less attention to forms or NS norms and rules when using English as a lingua franca, though students were still not quite comfortable seeing English as their own language.

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#### Session 20

### **Understanding and Application of World Englishes: Korean English Teachers vs. Native English Teachers**

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An increasing number of people around the world are using varieties of English or World Englishes and using English for international communication. This phenomenon has influenced the choice of English language model and target culture for the language classroom in English as a second/foreign language countries and the decision may be varied according to a country, ministry, or institution, its English language use and its teaching/learning context (Kirpatrick, 2007). Against this background, this study designs to investigate Korean non-native English speaking (NNES) teachers' and native English speaking (NES) teachers' understanding of World Englishes and its implications. Results based on a questionnaire completed by 140 Korean NNES teachers and NES teachers showed that they shared very similar opinions on the notions of World Englishes and roles of English as a lingua franca. However, differences between the two groups of teachers were found in applying their knowledge to their teaching practices in classroom contexts. For example, the majority of the Korean NNES teachers believed that teaching variations of English language and various cultures would be needed while the NES teachers favoured to teach a high level of Standard English and cultures of NES countries. This indicates that though the NNES teachers and the NES teachers have similar

knowledge of World Englishes, the former teachers are likely to become more aware of its possible practical applications than the latter teachers probably because they are more sensitive to the use of English as an international language in their NNES society.

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### **The Discourse of English: Are Non-Native Speakers Ready To Accept New Englishes?**

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Are non-native speakers of English ready to accept new Englishes? In the Philippines, the question of whether Filipinos are ready to accept Philippine English may seem absurd given that much has already been written about the variety since this was first described in 1969 by Llamzon. In the late '90s, interest in the promotion of Philippine English surged after the 1996 Manila conference on "English as an Asian Language," where Kachru first presented his world Englishes framework to Filipino scholars. Studies about the variety peaked at the publication of Bautista and Bolton's *Philippine English: Linguistic and Literary Perspectives* (2008).

Despite all the scholarly work that describe and promote Philippine English, doubts remain about whether this discourse on the variety present the language as empowering or as "...a reified sociolinguistic abstraction which does not have much to do with the lives of its speakers." (Tupas 2004: 54) While countries in Kachru's Outer and Expanding Circles begin to embrace English as an international/nationallingua franca or a global/local (glocal) language, in the Philippines, English in whatever form may not even be accessible to some Filipinos.

This study seeks to review current debates, opinions, pronouncements, and discussions concerning English in the Philippines in the hope of describing the discourse of English from the non-scholarly viewpoint. The study is an attempt to determine whether Philippine English is close to becoming an accepted variety with the potential of becoming a "glocal English, one that is internationally oriented but locally appropriated."

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### **Proud to Talk in My Tongue: Voices from Thailand**

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The paper addresses the notion of resistance and an appropriation of language usage related to the World Englishes concept in a professional writing domain in Thailand. Grounded in a qualitative research approach, data was drawn from face-to-face interviews. The participants included 10 fiction and 10 non-fiction writers. A grounded theory and a rhetorical move analysis were employed to analyze the participants' conceptualization of English varieties. Findings revealed that the majority of the informants conformed to Standard English, reflecting the colonial English status in Thai contexts,

the hegemonic position of English and the self-marginalization position of the participants. Although most of the writers did not believe in the existence of a local English variety—Thai English, some asserted strong views to maintain Thainess identity through unique English use. Particularly, one text book writer validated Thai English discourse. In his view, Thai English represented an act of resistance to dominant English discourse and Eurocentric ideology. This study not only demonstrated the political position of global English but also addressed macro aspects of English usage related to political, ideological and social issues in a postcolonial era. The notion of resistance as a space creation of local writers yielded vital and nuanced understandings and theoretical insights about language use, power, identity and other aspects of sociolinguistic attitudes and practices related to English in Thailand. Although the study reflected English use out of school contexts, it signals a sense of urgency for concerned parties to address political aspects of English for schooling and institutional practices in Thailand.

### Session 21

#### **Singapore-Malayan English, circa 1830-1900: a sociohistorical-sociolinguistic analysis.**

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It has long been recognised that Singapore English and Malaysian English evolved out of the same sociohistorical-sociolinguistic milieu. Tongue's (1974), and Platt and Weber's (1980) descriptions of the variety of English spoken in Singapore and Malaya/Malaysia between the 1950s and 1970s have enriched our knowledge of the variety that they called Singapore-Malaysian English (SME). Nevertheless, much remains unknown, especially about the SME that was in use before the indigenous populations acquired widespread bilingualism in English. This study attempts to address this gap in our knowledge of the evolution of SME.

Using data extracted from the National Library of Singapore's digital archive of English language newspapers published in Singapore and Malaya, this paper examines evidence of contact-induced change in SME during its early stages of evolution (1830-1900). As predicted by Schneider's (2007: 144-147 and 153-155) Dynamic Model, the influence of substrate and adstrate languages on the structure of SME was found to be largely restricted to the lexicon. However, contrary to his proposition, changes to the lexicon extended beyond mere place names, flora and fauna. This study found the presence of a significant body of "trade" and "social" words of Indic, Sinitic and Malay origin in the early newspapers of Singapore and Malaya. It is proposed that these features are related to complex processes of identity construction and accommodation by the colonial settlers and the local communities during the "foundation" and "exonormative stabilisation" (Schneider 2007: 32-55) of SME.

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#### **Prosodic marking of information structure in Malaysian English**

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This study explores the prosodic strategies of Malaysian speakers of English for marking the information status of discourse elements. In particular, it shows that both pitch accent placement and its phonetic realisation on given and new elements can be traced back to the prosodic cues for

marking information status in the native language. Thirty speakers of Malaysian English were recorded playing a game designed by Swerts et al. (2002) to elicit semi-spontaneous speech and read out a 179-word story. The semi-spontaneous speech was analysed auditorily, while 14 syllables in each reading were analysed acoustically in terms of their duration, type of pitch accent and tonal alignment (following Atterer & Ladd 2004). In addition, 11 speakers of Malaysian English participated in a perception experiment testing their identification of new and given discourse elements. Results show that Malaysian speakers of English do not mark given and new information with distinct pitch accent placement. Given elements in the utterance are not marked prosodically in a way that allows unambiguous categorisation of these utterances according to their information structure. Tonal alignment shows influence from Malay prosodic structure (Mohd Don et al. 2008).

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### **Rhoticity in Brunei English: Evidence of Americanization?**

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The pronunciation features of Brunei English were investigated via acoustic means in Salbrina (2009). One feature which was identified as being ubiquitous in the speech of English-speaking Bruneians is the tendency to realize non-prevocalic /r/ in words such as *dark*, *before* and *concern*. The high incidence of rhoticity in Brunei English came as a surprise given that the neighbouring English varieties of Singapore and Malaysia, with which Brunei English shares many pronunciation features, are non-rhotic. It was concluded that rhoticity in Brunei English is in fact, largely a consequence of the rhotic Brunei Malay, the lingua franca in Brunei as well as the mother tongue for all 18 subjects in Salbrina's study. Influence from American English was also offered as a viable reason but further investigation into Americanized features failed to reveal any conclusive findings. The current study revisits the issue of rhoticity in Brunei English, but it differs from Salbrina (2009) in that data from the previous research was obtained by getting subjects to read a passage passage, whereas in the current investigation they are obtained from interviews. As the data consists of casual speech, which is not impeded by self-consciousness, the variety that is investigated is, therefore, naturalistic and closer to the vernacular. In addition, results from an on-going large-scale research on the extent of American influence on the English pronunciation will also be presented.

### Session 22

#### **Indian English – a medium of discourse in the context of World Englishes**

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English is widely used as a language of higher academic discourse in India as is the case in most countries of the outer circle. The term 'Indian English' here is a cover term for the various varieties of English used by people of different regions in a single formal setting. The present paper has for its data a copy of the video-recorded proceedings of the important final meeting of the Pay Review Committee of the University Grants Commission. The present paper studies some 'heuristic' aspects (Johnstone 2002) that shape the discourse under study. The setting revealed participants from a variety of regions, with different mother tongues and ideologies and with different exposure to English. The study shows that much of discourse got shaped as the discourse progressed revealing

in the process features of discourse relating to moves and strategies employed in the contexts of power and solidarity, politeness and accommodation, and linguistic choices made including code mixing and code switching for persuasion and rhetorical effects, all within the larger domain of Indian English.

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### Long Live the “Abuses”: Two late-Raj Glossaries compared to modern Indian English.

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In the late 1930s, on the eve of the end of colonial rule in India, two British commentators, A.F. Kindersley and R.C. Goffin, published their own thoughts on the linguistic features – including semantic, grammatical, orthographical, and phonological aspects – that went into the make-up of the Indian English of the day. Due to the lack of lexicographical coverage of this stage of the variety's history, these two glossaries thus offer a valuable insight into late-Raj Indian English, or as it was known at the time, Anglo-Indian English. Comparing the content of those glossaries to present-day Indian English thus enables us to assess the extent of change over the intervening 70 plus years. The overall picture is one of surprising stability given the natural growth and decay of language over time, with roughly half of the terms assessed found to be present in the Indian English of today, one example being the use of the term *abuses* to refer to a string of invective. What is especially interesting is that many of these features have survived despite deprecation by the colonialists who regarded local variations as “abuses” of English, and despite an exo-normative educational system which was consistently antagonistic to them over the period. The outcomes of this research, particularly the establishment of the longevity of many features of Indian English, argue strongly for a systematicity and stability within the variety which has implications for discussions of notions of what and who makes a “norm”.

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### Variations of English as a Lingua Franca in Phone-In Interactions

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In Malaysia, English is studied as a second language of instruction in the education system. However, English is not only considered as a subject of learning but is also used extensively in social and institutional contexts. Malaysians have different first languages such as Malay, Chinese, Tamil, and other minority ethnic languages (Kadazan Iban, etc.) but they use English as a lingua franca (ELF) as their contact language. In other words, most interactions in English take place among these ‘non-native speakers’ who share neither a common first language nor a common culture. The forms of ELF in Malaysia are influenced by the linguistic and cultural backgrounds of its speakers. Despite this, successful communication through ELF occurs in many interactions (international politics, business, education, science, formal or institutional interactions, informal chats or emails), so there must be a significant common core of vocabulary, grammar and

pronunciation that makes this possible. The most interesting use of ELF can be observed in spoken interactions, when the language has to be processed and understood in real time. For instance, expressions in which by native standards would be 'errors' or "ungrammatically acceptable", are generally unproblematic and not an obstacle to communicate successfully through ELF. The setting of phone-in interactions in ELF provides the focal point of discussion. This paper looks at spontaneous spoken interactions in radio phone-ins. It is observed that speakers make certain patterns regular but not recognised as correct in Standard English. These features do not seem to interfere with intelligibility among Malaysian speakers of English, and variations of English are used or adapted as it is appropriate by different communities of users. Speakers use various communication strategies to resolve misunderstandings, as well as accommodate to the level of proficiency of the participants. Using Conversation Analysis (CA) as a methodology, the study looks at how participants orient themselves so as to be understood in their turn-by-turn sequences.

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#### Session 23

### **Slavic English in tourism: English conceptualizations of Serbian and Polish culture-specific terms**

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Tourism has become a popular global leisure activity contributing to the ever-growing expansion of English as an international language. With the increase in number of incoming tourists to Slavic countries, English has become a mediator (*lingua franca*) in communication and a conceptualizer of Slavic world-view and local traditions. The consequence of this situation is that all culture-related terms must be rendered in English or otherwise made accessible for foreigners. The aim of the presentation is to analyze how English copes with this task. I will argue that Slavic countries are becoming increasingly bi-lingual with the pidgin variety of English (Slavic English) taking the place of the second language.

For the analysis, I have chosen Serbian and Polish terms related to the concept of FREEDOM and the way they are translated, explained or otherwise transferred into English. The study will be limited to guidebooks, tourist brochures and general information available on the Internet. The singled out concept of FREEDOM is crucial for both Serbian and Polish national identity, history, literature – firmly embedded in culture and ubiquitous in the present-day realities of the two countries. This makes FREEDOM culturally rich, linguistically complicated and significantly distinct from the way it is understood in English – a real challenge for tourists.

Using the methods of cognitive semantics, I will try to investigate how meanings of FREEDOM are conceptualized both locally – within language systems such as Serbian and Polish – and universally, i.e. in (International) English, which is often seen as a neutral vehicle for the expression of thoughts and ideas (Wierzbicka 2006). I will argue that the conceptualizations of FREEDOM vary both interculturally and intraculturally because they are based on different experiences (Wierzbicka 1997, Kövecses 2005).

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## **Introducing the Corpus of Dutch English: Methodological insights and first results**

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Corpora are increasingly being built and used to examine varieties of WEs, from different L1 varieties to Outer Circle varieties like Indian and Singaporean English. Fewer focus on Expanding Circle Englishes, and those that do usually take an error-based SLA perspective. The Dutch component of the International Corpus of Learner English (Granger, 2002), for example, includes only undergraduate essays, by definition precluding the English used daily by countless Dutch professionals and academics. Thus no corpus yet allows for insight into the wide-ranging, educated use of English in the Netherlands from a WEs perspective.

The Corpus of Dutch English that is currently being built fills this empirical gap. With 200 texts and text extracts of 2000 words each from different academic and business genres (i.e. 400,000 words in total), in size and structure it is modelled loosely on the written component of the regional ICE corpora. This presentation explores the implications of this design for the positioning of the corpus (as ICE currently only targets ENL and ESL varieties) and the issues surrounding description of varieties traditionally seen as belonging to the Expanding Circle.

The presentation also discusses the results of preliminary lexical analyses, particularly in terms of semantic modification (narrowing, widening, grammatical shift, etc.) and loan translation. The latter includes numerous examples of false friends, or what Hülmbauer (2007) refers to as 'true friends', where the L1 form suggests an English word which traditionally has a different meaning, e.g. the Dutch *paragraaf* becomes 'paragraph', with the new meaning 'section'.

The corpus will eventually be made accessible and searchable along parameters like age, sex, region, occupation and education. Given its comparability with ICE and other corpora, it will be of use to WEs researchers as well as ELT practitioners.

## **The English Used in the Formulation of Research Questions: A Genre-Based Investigation into American Doctoral Dissertations on Experimental Language Research**

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Research questions have often been regarded as an indispensable part of experimental research dissertations, yet the ways in which the English expressions may vary in the formulation of these questions have thus far remained an unexplored domain that merits an in-depth pedagogically motivated analysis. Using a framework developed by Swales (1990; 2004), this genre-based investigation has analysed the English used for formulating research questions in American doctoral dissertations. A total of 32 dissertations submitted to American universities from 2001 to 2009 were examined to investigate how doctoral candidates in language experimental research use various language resources in relation to their rhetorical strategies to formulate research questions in the introductory chapters that determine the directions in which their dissertations would be developed. The aspects covered in this study include (i) shifts from pertinent rhetorical moves to the formulation of research questions, (ii) stages involved in presenting the questions, (iii) correlations between the appearance of these questions and the overall occurrences of segments signifying research directions, (iv) categories of research questions and their syntactic choices, and (v) the range and frequencies of common tenses employed to formulate the questions. Specialist informants in the field of language experimental research were also consulted to provide feedback that could triangulate the data obtained via the rhetorical and linguistic analysis of the corpus. This investigation has yielded pertinent findings on how specific rhetorical strategies and linguistic choices can be appropriately employed and highlighted to develop their research reports in the right direction, to accomplish the communicative functions needed in language research, and to prepare learning materials for dissertation writing in the context of experimental studies.

**“Pakistani English or ‘Englicized’ Urdu: Emergence of a ‘mixed variety’ in Pakistani commercial advertising**

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The present paper focuses on the impacts of globalization and linguistic hybridity as evidenced in Pakistani Print and digital advertisements. Linguistic hybridity in digital advertising refers to mixing Pakistani English and Urdu languages in various ways. The postmodern world is undergoing social changes at all levels, including linguistic. These social changes include ‘governance of new capitalist societies, hybridity or the blurring of social boundaries, shifts in space and time associated with globalization and hegemonic struggles’ (Fairclough, 2003; cf. Kress 2000a). Therefore, we need new theories of meaning and representation to account for linguistic hybridity and textual complexity as part of new social formations and identities. My research on print and digital advertising, in Pakistani English and Urdu newspapers, analyses the linguistic productivity of cross-language writing. The model of analysis combines critical discourse analysis CDA (Fairclough, 2003) with functional grammar (Halliday, 1985). The paper is based on my current PhD research, and linguistic analysis is carried out at syntactic and discursive levels. The results of the analysis show how, in linguistic and cultural globalization, a hybrid ‘Englicized’ Urdu is constructed by mixing languages, genres, and discourse practices.

**Manufacturing Linguistic Insecurity: Native-Speakerism on the Silver Screen**

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This paper examines the recent spate of filmic episodes in current cinema for perfect proficiency in inner-circle norms of English usage via a critical discourse analysis of data culled from over 40 blockbuster and Oscar-winning titles. The specific focus is on the plethora of on-screen commands for ‘error-free’, native-speaker proficiency which consistently clutter cinematic space particularly as this pertains to linguistic accuracy on the part of ‘other’ speakers of English (Outer and Expanding circle varieties of English) in a variety of linguistic domains. The cumulative effect of this potent use of cinema for the linguistic indictment of ‘perfect-proficiency’—native-speaker proficiency—is thus in need of careful analysis. This paper contends that the multifarious scenes of asymmetrical correction of so-called “wrong” language proficiency on the silver screen effectively shifts the locus of linguistic power to native-speakers of the language—in effect, rendering non-native speakers of the spotlighted World English variety dependent on a cinematically spotlighted, unidirectional transfer of proficiency as linguistic capital (Bourdieu 1991)—an asymmetrical transfer-display of linguistic knowledge from native-speakers to non-native speakers. In current cinema such asymmetry emerges in filmic scenarios in which native-speaker presence is carefully photographed as essential to non-native speakers. In the data samples examined in this paper, error corrections are consistently framed as a “failure to achieve native-speaker competence” (Cook 1999: 189). The consequence is an overt visualization of linguistic insecurity on screen. It is further argued that these visual exhibitions of linguistic humiliation function as speech acts of norm enforcement, spanning the continuum from subtle to overt acts of linguistic belittlement. Such asymmetrical exchanges in film occur in and through the seemingly innocuous domain of unsolicited acts of error correction. The paper provides a detailed cline of error correction options currently at work in Global Hollywood at all discourse levels. Such a spotlighting of ‘error’ has multifarious filmic effects: eroding non-native speaker “self-confidence” (Kirkpatrick 2009: 381), inducing linguistic insecurity, and prompting in viewing audiences, a desire for “correct” native-speaker proficiency. This planetary-wide injunction for continued linguistic practice, in a bid to attain native-speaker norms—enacted via a plethora of carefully orchestrated scenes of linguistic correction which consistently mimic exonormative, native-speaker norms—makes Hollywood a powerful conduit in the export of linguistic desire. The current paper provides both a taxonomy and discourse analysis of such examples while analyzing both the rationale, and the long-term sociolinguistic effects of such on-screen linguistic disparagement of non-native speaker attempts at World English use.

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### **Analysis of Rhetorical Structures of Sports Commentary in Malaysian English Newspaper**

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This study aims to examine the sports commentaries using discourse analysis to uncover the social-cognitive and macro-structure aspect of language used in representing the viewpoints of sportswriters during the 2010 World Cup tournament. The study anchors from a theoretical assumption of socio-cognitive theory (Van Dijk, 1998) that sports commentary discourse during the game manipulates readers to respond in certain ways towards the sport events and participants involved. Therefore, this study examines the sports commentary texts in terms of how the rhetorical structures (*motivation, prelude, evaluation, evidence, background, and anticipation*) based on Zaidan (2006) were employed by sportswriters of this daily to place the Spanish football team in a positive light throughout the tournament. The corpus consisting of forty four (44) sports commentary texts collected from a Malaysian English Daily – *The News Strait Times* for the period of 11 June 2010 until 11 July 2010. The findings of the study reveal that writing of sports commentary texts exhibited rhetorical structures present sportswriters' viewpoints and arguments effectively. The findings of the study also reveal that Malaysian sports commentary writers have adapted the set of rhetorical structures to suit the local readership. The study also unveils the viewpoints of sportswriter are manifested in the emphasis of "Our strength" and "Their weakness" actions, and the mitigation of "Our weakness" and "Their strength" that are spontaneously transmitted via the texts.

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## Session 25

### **World Englishes in the (EFL) classroom**

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Varieties of English and the global expansion of the English language have been the focus of academic interest for many years.

However, there has not yet been any systematic effort to refine this topic in such a way as to make it suitable for the needs of secondary schools (in EFL settings) and first year university students with no linguistic background. In Germany, for example, the curricula for the school leaving exams have been addressing English in different regions of the world for several years. Nonetheless, there are no linguistic materials suitable for students and teachers that address these issues in detail.

In our contribution, we would like to present the results of a research project carried out at the University of Hamburg in cooperation with EFL teachers, the Hamburg teacher training institute and

more than 300 German secondary school students, which resulted in the compilation and production of teaching materials with a strong didactic outlook.

Based on the circle model of English (e.g. Kachru 1997), the teaching materials provide a discussion of Celtic Englishes, British English, American English, Australian English, Indian English, and African Englishes. We pursue an empirical inductive approach using authentic audio, video, and text samples including a wide variety of exercises. The teaching materials were constantly tested, supervised, and improved during their development.

In our contribution, we present a methodology to convert state of the art research on varieties of English into a user-friendly classroom product. Thus, we do not only hope to open a highly fascinating research field to the student population but also to encourage future transfer of linguistic research results and knowledge from a small expert community into the wider public.

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## Teaching English as a World Language and Upper Grade Teaching Materials

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This talk will combine research on varieties, language policies, educational linguistics and the production of schoolbooks. I will focus on what students from primary to tertiary levels must be exposed to and learn to meet the targets of the European Common Frameworks and the demands made on the school subject 'English' (as of other foreign languages).

There is no need to reiterate the multiple functions of English worldwide as a localized national variety, an international language in many domains, and as global lingua franca. One should add the intra-national dimensions of regional, social and ethnic variation (see Leitner 2009; forthcoming 2012). These characteristics of English are now visible in state and national curricula and in teaching and learning materials.

Yet, multiple options of what should be the primary objective in English as a classroom subject remain. Should a native norm, the use of localized, national norms, lingua franca or simplified forms continue to be the target for materials, the primary input? Should one go for dual norms for the spoken domain and the home domain and another one for the sciences and technologies?

Answers cannot be found without considering the differences between what is proposed by educational institutions and what happens in the classroom. Staffing and students past or future exposure have significant impacts. From an educational angle the learning and teaching of English has never been and never will be mere skill learning. It cannot be reduced to the level of tourist brochures, high culture and deep comprehension must come back where it has been lost. English as a subject also has to fit into and feed other subjects – it is not an isolated subject.

Surveying developments in selected regions and Europe, I will argue that

1. a dual Anglo-American norm will continue to be decisive.
2. there will be a great need to acquaint students with the English in other major countries such as India, Australia, South Africa, the regions and ethnicities of the USA and of the UK that provide teaching content.
3. language awareness is a crucial requirement to cope with intercultural issues in the European Framework context.

## Session 26

### **Terminological Difficulties with “Anglo” and “Settler” Englishes**

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This paper evaluates the terms “Anglo” and “Settler” Englishes. “Anglo” in American sociolinguistics is used to distinguish Americans of European ethnicity from those of Hispanic (Latin American) ethnicity. The term “Anglo” is used by Wierzbicka (2006) in the Australian context, to identify a cultural complex of meanings and schemata that present acquisitional difficulties to immigrants to Inner Circle societies. Recently the term has occasionally been used in world Englishes contexts to indicate “settler” Englishes (compare STL strands in the Schneider model). Data from Celtic Englishes is used to illustrate problems in the accurate deployment of this terminology. The utility of these terms is balanced against an illusory unity that conceals diversity of language, culture, and historical points of view.

### **The World of Terms in a World of Englishes**

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In *A Grammar of Motives*, Kenneth Burke says, “in any term we can posit a world.” How many worlds, then, are posited in the various terms that attempt to label and categorize speakers and writers of World Englishes? Anyone who works with World Englishes speakers and writers acknowledges the proliferation of terms and acronyms that are used to label and categorize these individuals. The terms ESL, ELL, EFL, nonnative, multilingual, L2 and others are used variously to describe individuals who speak and or write in English as something other than their first language, and still other terms are used to describe the varieties of English that are spoken globally. Categories have been based on all manner of contingencies, such as geography (where do the speakers live?) and temporal aspects of language acquisition (is the language a first, second, third, etc. language?). In this paper I will begin to explore some of the terms that are used in the scholarship in my field, Rhetoric and Composition, to describe the speakers of various Englishes who enter our university writing classrooms. I will further examine the assumptions inherent within the use of such terms as well as the complexities in using language acquisition-based terminology to describe the complicated and nuanced identities of writers in Composition classrooms. I will argue that while it seems necessary to have terms to use to describe the large-scale globalization of English and Englishes that are learned and spoken globally, these terms lose their meaning when they are applied at the micro level of the individual.

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## Session 27

### **Preposition Stranding and Pied-Piping in Philippine English**

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This paper aims to find out whether preposition stranding (i.e., preposition that appears without an NP complement) or pied-piping (i.e., preposition in clause-initial position) (Hoffmann, 2007) is a phenomenon in the Philippine variety of English. Using spoken and written texts from the Philippine component of the International Corpus of English (ICE-PHI), the study describes the distribution of preposition stranding and pied-piping in preposed, interrogative, exclamative and *wh*-clauses.

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### **Relocating Philippine English in Schneider's Dynamic Model**

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Schneider (2003, 2007) claims that Philippine English is between phase 3 and phase 4 in his dynamic model of the evolution of postcolonial Englishes, and he adds, "Signs foreshadowing codification in phase 4 can be detected, though they remain highly restricted" (Schneider, 2007, p. 143). He sets the parameters for each developmental phase in his dynamic model; for phase 4, he mentions (1) post-independence and self-dependence, possibly after Event X (historical and political), (2) membership in the newly-founded nation that is territory-based (identity construction), (3) acceptance of a local norm and positive attitude towards it and literary creativity in the new English (sociolinguistics of contact/use/attitudes), and (4) stabilization, homogeneity, and codification of the new English (linguistic developments/structural effects).

But it seems that Philippine English has already met the parameters set for phase 4 and that this phase may be dawning in the development of Philippine English. It is proposed in this paper that Event X already took place in the development of Philippine English, the ratification and implementation of two inequitable acts that were supposedly to be an aid in the post-war rehabilitation of the Philippines. Aside from this Event X, several incidents took place after that also contributed to the feeling of separation of the Philippines from the United States. The Philippines has long achieved its freedom and independence, initially from Spain and later on from the United States, and has been self-governing since its independence from the United States. It has likewise formulated its own language policies without any external control. There seems to be general acceptance of an emerging local norm, though there is still residual insecurity most especially for those who are linguistically conservative. English has been in use in literature almost ever since the language was introduced in the Philippines. There are signs of structural stabilization of the variety, in phonological and grammatical stability. Finally, the English used in the country has already been homogenized to a point that (initial) codification is now possible through dictionaries and reference grammars. Accordingly, it can be said that Philippine English is at the dawn of endonormative stabilization – phase 4 in Schneider's (2003, 2007) dynamic model of the evolution of postcolonial Englishes. It is interesting to see how, not if, Philippine English will progress in Schneider's model.

## Session 28

### **Use of Backchannels in Cross-varietal English Communication**

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Through a focus on backchannels, this paper provides further insight into the negotiation and communicative strategies speakers of different varieties of English use to successfully adapt to the demands of communicating in cross-varietal settings. Building on cross-linguistic analyses of backchannels stemming from White (1989), this paper investigates the systematic differences in the forms and functions of vocal and visual backchannels in Australian English (AuE) and Japanese English (JE), and investigates how in intercultural communication settings AuE and JE speakers together accomplish understanding and overcome (or fail to overcome) complications caused by substantial differences in backchannelling in the two varieties of English.

This study is based on seven five-minute segments from audio- and video- recorded dyadic conversations on a supplied topic. The dyads consist of two AuE-AuE pairs, two AuE-JE pairs and three JE-JE pairs, where each speaker knows their conversational partner well. All segments have been transcribed by prosodic unit and for head movement. Qualitative and quantitative analysis

reveals that frequency, vocal and visual forms, sequential positioning, and, most significantly, the use of vocal backchannels, visual backchannels, and the interplay of the two, along with what happens in the interaction after their use differ markedly in the intercultural setting from that of either AuE or JE.

The results are interpreted within communication-accommodation theory as first developed by Giles and Coupland (1991) and are argued to support a conceptualisation of communication in cross varietal English contexts as being an adaptive and emergent process (cf., Baker 2009).

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## World Englishes as a Model for Other Languages of Wider Communication

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English is often called a Language of Wider Communication, referencing its wide usage and its penetration into various specialised and general fields of communicative use. An implication may thus be presented, that a model that describes English as a Language of Wider Communication may, or should, be applicable in the exploration of other Languages of Wider Communication. This presentation attempts to look at just such a possibility, through the World Englishes paradigm.

But what exactly is a Language of Wider Communication? What is this idea of "Wider" predicated upon? This presentation will explore the implications of the term "Wider", and thus attempt to define the field of "Languages of Wider Communication" that may be suitably compared with English in its role as a Language of Wider Communication.

With a suitably defined field, this presentation moves on to the translation of the World Englishes paradigm to other Languages of Wider Communication. Emphasis will be on the translation of a graphical model representing World Englishes, to other Languages of Wider Communication. This emphasis is due to the visual clarity and immediacy that a graphical model may bring in the description of a language in its usage across a diverse population of speakers.

And in particular, the Conical Model of English will be utilised as the model for translation. The Conical Model of English was first publically presented at IAWE 2008 as an alternative to the Three Circles Model as a graphical representation of World Englishes. This presentation reiterates the structure of the Conical Model of English, and progresses to the translation of this model to other Languages of Wider Communication, such that an extension of this model, a Conical Model of Language, may be envisaged.

### 4.3 Abstract Day 3

## INDIVIDUAL PAPERS DAY 3 (25<sup>th</sup> November 2011)

### Session 29

#### **Secondary School English Language Textbooks in India: an Assessment**

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English has increasingly become the language of international communication and the number of people who are learning English as a second language is ever-increasing. Outer Circle countries, such as India, have for some time been recognized as having their own legitimate varieties of English, but not much work has been done on the type of ELT materials used there. This paper considers a series of English textbooks used at secondary schools in Maharashtra, India, focusing on the selection of materials. Materials are classified by author's nationality and the type of materials. At the time of the presentation, we will demonstrate the method of analysis and classification. English textbook analysis can provide insights into the way English is taught in a particular context, and can also reveal prevailing Indian attitudes towards English. Analysis reveals that materials are not predominantly from British literature, but are also sourced from American and Indian literature.

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Government of Maharashtra (2003), Kumar Bharati IX&X, The Maharashtra State Board of Secondary and Higher Secondary Education

#### **The Positioning of English Learners in Japan through Textbook Discourses**

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This study explores how the discourses in English textbooks position learners in Japan and whether the texts aim to incorporate the diversified communication needs and purposes of those learners. The study focuses on language use in texts in the New Horizon English Course (Sasajima et al. 2006), a textbook series for junior high school English learners in Japan, and expands on the findings of an earlier preliminary study examining representations of the English language, people and cultures in those texts.

In spite of the widespread awareness that language changes when it is introduced to a new sociocultural context (Kachru 1994), texts in textbooks may direct learners to learn the target language with a fixed identity in a fixed cultural background. This positioning of learners may decide their expected ways of speaking rather than letting them explore their choice of language use in their own context. Due to contact with various social and cultural experiences that learners bring to the classroom, and through their language use and behaviour, there should be on-going negotiations of, and struggles for, who the learners are and where they stand in relation to the world (Pennycook 2004).

By examining the language use in the textbooks, I will explore the assumptions of learners' identity and what the acquisition of English means to the learners: to use English as something already positioned or to realize the potential of their own choice of language use.

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## Session 30

### **Learning English as “positive imperialism”: A study of tertiary students in Yogyakarta – Indonesia**

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The current spread and use of English is the most extensive and diverse in the history, which has led to the emergence of the English as an International Language (EIL) paradigm with no particular variety of English as a reference (Sharifian, 2009, p. 2). What needs to be stressed in this situation is that English spread brings about the consequence of “localization of the language”, where “multiple systems of norms” and “cultural conceptualizations” need to be accommodated (Clyne & Sharifian, 2008).

This paper explores how the global forces have affected the contents and contexts of English learning in the eyes of Indonesian tertiary students, with discussions on which “potential models” for ELT is the most appropriate - “external native speaker”, “local nativized” or “lingua franca” (Kirkpatrick, 2006, p. 72). Individual interviews and questionnaires were conducted with students at nine universities in Yogyakarta - Indonesia, which reveal qualitative and quantitative findings on the desired aspects of communication, identity, and culture to be included in English teaching at tertiary level.

Findings from both interviews and questionnaires suggest that the students’ aim in English learning is gaining international communication competence with the goal of global career opportunities. The participants suggested that not only American and/or British, but other cultures need to be included in English teaching at tertiary level. Even though English competence is believed to create a “plus” Indonesian identity, there is a tension between national identity and English. This is evident in the participants’ assertions that English is a “positive imperialism”, where they believe that they have no choice but accepting and learning the language, yet they gain benefits from learning it. Among the three Kirkpatrick’s ELT “potential models”, the “lingua franca” model with certain adjustments according to the local “aroma” is believed to be the most appropriate.

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## **Korean jogiyuhaksaeng's 'English fever', early study abroad and bilingual development in Australia**

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English has been “a much sought after resource” (Park 2004) as a ladder for upward social mobility since the US transitional military government was established shortly after the end of Japanese colonial period in 1945. While the status of English in Korean society throughout most of the 20<sup>th</sup> century has been related to Korea’s economic and military dependence on the United States, the recent intensification of its value and meaning has been situated in the Korea’s local processes of globalization since the 1990s. ‘English fever’ or ‘national craze for English’ is a manifestation of the heightened status and meaning of English and the recent boom in Koreans’ early study abroad, jogiyuhak in Korean term, is spurred by this English fever. My research investigates these jogiyuhak students’ lived experiences and bilingual development in Australia through narrative inquiry and particularly this paper aims to explore how the local processes of globalization in Korean society is involved in Korean students’ early study abroad and what linguistic concerns and assumptions further mediate this phenomenon. Drawing on some research findings, the paper offers understanding of Korean jogiyuhak students’ bilingual development in the Australian context.

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### Session 31

#### **Local attitudes towards the local accent: a features-based approach to Hong Kong English**

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Evaluative studies of the Hong Kong English accent have usually revealed strongly exonormative attitudes. This paper argues that these findings may be a result of the dialectological features-based approach that often underlies such studies, and of their consequent orientation towards “typical” features and accents. By presenting and discussing the findings of an accent attitude survey, the paper aims to demonstrate the value of a features-based approach that puts variation at the centre of the analysis. In contrast with the majority of previous studies, the survey provides evidence of a positively evaluated local accent. The features that significantly reduced acceptability are also those that would be expected, on the basis of other empirical research, to reduce intelligibility. This provides further evidence of a possible relationship between attitudes and intelligibility (see Li 2009). The findings are considered by focusing on features as the units of selection, as in the ecological approach to language variation taken by Mufwene (2008). Taking such an approach also generates insights into other important issues in World Englishes, such as the selection of pedagogical norms.

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## Harmonious Society? The Discursive Construction of Political Realities in Chinese English

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An ancient Confucian tradition called *zhengming* ('rectification of names') states that for society to be ruled properly, government terminology (Li, 1956) must be correctly articulated. If not, it is believed that society will tend to instability and chaos. Mao was meticulously involved in the semantic details of government edicts and this practice is continued in present CCP discourse. Since the 1990s, having adopted a more persuasive approach by promoting neo-Confucianism and national identity (Brady, 2008), the CCP's rhetoric has essentially become a discourse of legitimation (Kluver, 1996). The purpose of my study is to investigate how *zhengming* effects Chinese-English terms (Xu, 2010) used to accomplish this purpose in the PRC's English-language press. Generally, this involves the construction of slogan-like formulations (e.g. 'harmonious society', 'socialism with Chinese characteristics', etc.) called *tifa* (Schoenhals, 1992), which cannot be altered. The result is an Orwellian, government-sponsored 'closing of the universe of discourse' (Marcuse, 1964; Young, 1991) where, under threat of political ostracism, counter-meanings are eschewed in favor of government definitions.

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### Session 32

#### **NNEST Insights in Teacher Preparation Programs: Current Practices and Teacher Educators' Beliefs**

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One result of the global spread of English is that there are more nonnative speakers than native speakers of English (Crystal, 2003). Among English language teachers, too, nonnative speakers have a strong presence. While they continue to struggle with the stigma associated with their "nonnative" status, nonnative English speaking teachers (NNESTs) and their contribution have attracted much scholarly attention in the last decade (Moussu & Llorca, 2008).

The goal of the current study is to explore how the NNEST research informs the preparation of NNESTs in the expanding circle, an under-studied context that has a great potential to empower

NNESTs. Using data from an original survey of approximately 100 teacher educators in Japan, the presenter first provides an overview of current practices in terms of (1) the English proficiency required for new teachers and teacher educators' assessments of its appropriateness, (2) teacher educators' beliefs about the strengths and weaknesses of NNESTs, and (3) reported opportunities available for pre-service teachers to critically reflect on NNEST issues. Based on the findings, the presenter argues for the (re)conceptualization of required proficiency that is not constrained by the NS norm and the importance of opportunities to gain critical awareness of NNEST issues, including the important roles NNES play in today's use of English. To conclude, the presenter proposes an approach to teacher education that goes beyond the NES-NNES dichotomy and instead focuses on the preparation of competent users and teachers of English as an international language.

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**Non-native English teachers' attitudes towards teaching culture: The case of Iranian English teachers**

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With widespread use of English as an international language the aim of language teaching is to equip language learners with necessary skills to communicate effectively and appropriately in intercultural settings. Teachers' attitudes towards culture play a crucial role in helping the learners develop "intercultural communicative competence" which enables them to interact efficiently with members of other cultures. Therefore, it is important to study English language teacher's attitudes towards educational goals of teaching culture and study their views on the extent to which it is necessary to incorporate culture into teaching curriculum. Using email interviews as data elicitation method, this qualitative study aims at investigating attitudes of a small group of Iranian English teachers (N=5) engaged in teaching English in different Iranian universities towards teaching culture in English classroom. It is further aimed at investigating the teacher's perspectives on their strengths and weaknesses in teaching culture as non-native English teachers.

Session 33

**Vowels in Pakistani English: A study of the front vowels**

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Owing to two prominent reasons (colonisation and globalisation) English has got the status of *lingua franca* when it comes to fulfil the communication needs of the nations. The widespread of English has caused the creation of new languages and dialects (New Englishes). This paper is an attempt to further strengthen the idea that Pakistani English (PE) is a different variety of English on the basis of differences in pronunciation making an acoustic analysis of the four front vowels i.e. /i:/, /I/, /e/ and /æ/. The subjects were selected from among the graduate students of University of Sargodha, who were fluent in speaking English with Punjabi as their L1. 30 male and 30 female speakers were recorded, using minimal pairs. Formant values of the vowels (F1 and F2) were measured using Praat. These formant values were compared with the formant values of the vowels of Received Pronunciation (RP) and American English (AmE). On the basis of differences in formant values of vowels, the conclusions were drawn that PE is a different variety, ascertaining the previous studies on PE.

## Vowels of Pakistani English: An acoustic analysis based study

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Pakistani English is an emerging variety of English that is in the process of being codified. Research on different aspects of PEng has been growing during the recent years (Baumgardner, 1993; Baumgardner, 1995; Mahboob, 2008; Rahman, 1991b; Talaat, 2002) . However, there has been scant research on the phonetics and phonology of Pakistani English. Mahboob & Ahmar 2008; Rahman, 1991a; Saeed, 2004 are significant contributions in this regard.

This paper presents research on the vowel inventory, and acoustic vowel space for PEng. Data based on recordings—word lists and passages-- of twenty male educated speakers of Pakistani English have been collected. Features like quality—based on an analysis of the first two formants-- and duration of vowels of PEng have been analyzed using the Praat software and their values have been compared with the vowels of British English.

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### Session 34

#### **There is so much more to a word than its meaning: How do dictionaries capture connotations?**

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Researching terms such as *bush* and *forest* in a corpus of Australian English reveals a gap between the correct but limited definitions in a dictionary and the shifting connotations of words such as this with significance in the culture of the language community. This paper will compare corpus evidence with dictionary treatment for a number of these significant items in Australian English, and show how lexicographers attempt to deal with this information, drawing material largely from different editions of the *Macquarie Dictionary*. There are items of the lexicon in every variety of English which demand more than just an accurate account of their denotation because the colour and feeling attached to the word is as significant to the language community as the actual meaning.

## Use of English articles in an Indonesian context

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This paper investigates the use of articles among educated Indonesian speakers of English interacting in lingua franca settings. Drawing on Platt, Weber & Ho's (1984) work and other recent work (e.g. Dewey, 2010), the paper elucidates the systematic differences of the use of articles in the data against EL1 use of articles.

The investigation is based on a language corpus of approximately 45,000 words transcribed verbatim from online press conferences of twelve Indonesian speakers of English interacting with other people from different L1 backgrounds. Out of the corpus, around 16,000 words are of Indonesian speakers of English. Using corpus analysis the articles used in the data are identified, tallied and coded by two Australian English speakers. Results show that Indonesian speakers of English use articles rather differently compared to the EL1 use. Instead of using a definite - indefinite concept of article usage exclusively, the Indonesian speakers demonstrate a specific - non-specific based use of articles alongside a definite - indefinite concept.

The findings are discussed within a conceptualisation of language as a local practice (Pennycook, 2010) and are argued to support the notion of grammar as sedimented repetitions (Hopper, 1998) which is emergent in a local practice.

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