

**First Monash University Postgraduate
Conference on Theoretical and Applied
Linguistics**

**July 1st, 2010
Monash University, Clayton campus**

**School of Languages, Cultures and Linguistics
Faculty of Arts
Monash University**

Welcome to the First Monash University Postgraduate Conference on Theoretical and Applied Linguistics

Today's event is an opportunity for postgraduate students to present their research in a supportive and constructive environment. It has been organised and run entirely by a committee of Monash University postgraduate students. The aim of this conference is not only to present emerging research in the area of linguistics, but also to foster links between higher degree by research (HDR) students during a period of study which is often isolating.

This conference was initiated by Associate Professor Farzad Sharifian. He recognised the need for a forum where postgraduate students could present their work, network and exchange ideas with peers. In addition, Professor Sharifian realised that such a forum could be best organised by the postgraduates themselves.

Today's event proceeds on three main assumptions:

- postgraduates are genuinely interested in the work of, and networking with, their peers. However, national and international conferences do not always provide the best opportunity to connect with other HDR students.
- postgraduates recognise that they have thousands of peers in Victoria, and that they stand to gain considerable intellectual and emotional support by connecting with these peers. Research need not be such an isolating experience.
- postgraduates recognise that networking is a key component of an academic career. Today's conference offers the chance to network in a low-stress environment. Furthermore, today's intellectual connections are tomorrow's research partnerships and Linkage grants.

This inaugural event is truly international in terms of topics, languages and participants. Participants come from Australia, Indonesia, Malaysia and the U.S.A. among other places. Presentations will address myriad topics representing the cutting edge of research in theoretical and applied linguistics. The topics include language use in traditional settings as well as in the mass media and as computer-mediated communication. These topics explore a number of languages including English, Japanese, Indonesian, Irish and German.

The day closes with a special workshop with Professor Sharifian, who addresses the elephant in the room of the HDR experience: meeting the growing demand to publish while you are still in your candidature.

Thank you for participating in the First Monash University Postgraduate Conference on Theoretical and Applied Linguistics. We hope that you find it informative, thought-provoking and enjoyable. We also hope that this event strengthens ties between the postgraduate community at Monash and other Victorian universities.

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Howie Manns (PhD candidate, Linguistics program, Monash University)
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Nor Suharti Abdul Karim (PhD candidate, English as an International Language program, Monash University)
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Conference Organisers

Conference Chair:

Associate Professor Farzad Sharifian

Steering Committee:

Melanie Burns

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Acknowledgements

Language and Society Centre

The main sponsor of this conference is the Language and Society Centre (LASC), Monash University. We thank the Centre for its on-going support in organising this conference.

This research centre is based within Monash University's School of Languages, Cultures and Linguistics and includes researchers from a range of disciplines, including Linguistics, English as an International Language, Chinese Studies, German Studies, Italian Studies, Japanese Studies, Korean Studies and Spanish and Latin American Studies. The Centre collaborates with the Faculty of Education and other sections of the University, including the Faculty of Medicine, Nursing and Health Sciences through the MonRAS (Monash Research for an Ageing Society) network. Membership of the Centre is free and open to anyone interested in the social aspects of language use.

For more information on LASC, including details about how to become a member, please visit:

<http://www.arts.monash.edu.au/language-and-society/>

Monash Postgraduate Association

We gratefully acknowledge the support of the Monash Postgraduate Association (MPA), who generously provided funding for this event.

MPA is the representative body for all research and coursework postgraduate students enrolled through Monash University's Victorian campuses. MPA aims are to serve the interests and welfare of postgraduates by directing activities and projects towards their specific needs.

If you are interested in finding out more about MPA's services, visit their website:

<http://mpa.monash.edu.au/>

The steering committee particularly thanks the following for their support and assistance:

Associate Professor Farzad Sharifian (Director, Language and Society Centre)

Mr Bryan Fricker (MPA)

Mr Geoff Rogers (MPA President)

First Monash University Postgraduate Conference on Theoretical and Applied Linguistics

July 1st, 2010
E365, Building 11, Monash University, Clayton campus

TIMETABLE

Conference Chair: Associate Professor Farzad Sharifian

9.00am *Registration*

9.30am *Welcome from the steering committee*
Melanie Burns, Howard Manns, Nor Suharti
Welcome from Language and Society Centre Director
Associate Professor Farzad Sharifian
Opening of the conference by Deputy Dean, Faculty of Arts, Monash University
Professor Lynette Russell

Session chaired by Melanie Burns

9.40am **Intercultural Computer-Mediated Communication: Second Language Acquisition and Use in Internet Domains**
Sarah Pasfield-Neofitou (*Monash University*)

10.00am **I want them to speak my language: Identity Negotiation and Heritage Culture Maintenance of Teenager Indonesian Permanent Residents in Melbourne Australia**
Ahmad Bukhori Muslim (*Monash University*)

10.20am **Mother Tongue Maintenance and Second Language Sustainance: A Two-Way Language Teaching Method**
Ahlam Al-Harbi (*Monash University*)

10.40am **A cross-cultural study of the (in)authentic speaker in the mass media n'at**
Howard Manns (*Monash University*) & Catur Siwi Dia Rachmatika (*Universitas Brawijaya*)

11.00am *Morning Tea*

Session chaired by Howard Manns

11.20am **Using personal correspondence to establish the linguistic situation in nineteenth-century North American Mennonite communities**
Rebekah Bennetts (*Monash University*)

11.40am **The Irish language in Australia: socio-cultural identity in diasporic minority language use**
Jill Vaughan (*University of Melbourne*)

- 12.00pm** **Constructing the ‘other’ in folklinguistic accounts**
Cara Penry Williams (*University of Melbourne*)
- 12.20pm** **Linguistic Expression of Multi-Entity Shift: A Comparative Study**
Catherine Cook (*Monash University*)
- 12.40pm** **Argument Constructions in Argumentative/Persuasive Essays: A Systemic Functional Approach**
Mohammad Nor Afandi Ibrahim (*University of Wollongong*)
- 1pm** **LUNCH**

Session chaired by Nor Suharti Abdul Karim

- 2.00pm** **Attitudes towards Identity and Ownership of English among University English Teachers in Bangladesh**
Farzana Zebeen Khan (*Monash University*)
- 2.20pm** **Varieties of English: Which do Malaysian undergraduates prefer?**
Fatimah Ali (*Monash University*)
- 2.40pm** **English in the Eyes of Muslim Academia in Yogyakarta Indonesia**
Anita Dewi (*Monash University*)
- 3.00pm** ***Publishing Research as a Postgraduate***
Associate Professor Farzad Sharifian (*Monash University*)
- 3.30pm** ***Close of conference***

First Monash University Postgraduate Conference on Theoretical and Applied Linguistics

Intercultural Computer-Mediated Communication: Second Language Acquisition and Use in Internet Domains

Sarah Pasfield-Neofitou (Monash University)

The majority of the research conducted so far on L2 uses of CMC tends to look at the acquisition of English, with little regard for the specific challenges posed by communicating in a non-alphabetic language, such as Japanese. Hanna and de Nooy (2004) also argue that little systematic attention has been paid to intercultural online communication. So far, the question of how participation in online communication affects language acquisition, particularly of an Asian language, has not yet been adequately explored. It appears that there have been very few studies of CMC examining naturally occurring “authentic interaction” in the various ‘domains’ on offer online.

This paper examines how learners are utilizing CMC in social settings, in both Japanese and English dominated ‘domains’, and the effects of their participation on language learning. The informal online communication of 12 Australian university students of Japanese with 18 of their Japanese contacts was collected from a period of up to four years, and analysed using Discourse Analysis. Over 700 blogs, emails, social networking profiles and messages, videos, chat conversations, comments, online game profiles, and mobile phone communications were among the data collected from a variety of online ‘spaces’ which participants identified as ‘belonging’ to either Japanese or English-speakers. To supplement this data, a series of interviews were conducted, both face-to-face (with the Australian participants) and via email (with the Japanese participants) to further explore their Internet communication and L2 use.

The paper concludes with a discussion of the theoretical and methodological issues at play when investigating the naturalistic bilingual online communication of second language learners.

References

Hanna, B. E., & de Nooy, J. (2004). Negotiating Cross-Cultural Difference in Electric Discussion. *Multilingua*, 23, 257 - 281.

Sarah Pasfield-Neofitou is a PhD candidate researching second language learners' uses of social CMC. She teaches Japanese language and applied linguistics at Monash, has written several articles in linguistics and language teaching, and co-authored a chapter in "New Pedagogies for Learner Agency: Japanese language education research and practice in Australia" (Thompson, 2009).

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I want them to speak my language: Identity Negotiation and Heritage Culture Maintenance of Teenager Indonesian Permanent Residents in Melbourne Australia

Ahmad Bukhori Muslim (Monash University)

Today’s borderless world, frequently connecting and gathering different people in one area, has raised their awareness on identity. This search of identity questions who they are and what values they share and

have and how they are distinctive from other groups. Many studies of this issue have been conducted, especially in search of an identity formation of minority groups. This research identifies the identity formation and culture maintenance of Indonesian teenagers whose parents are migrants into Australia and live in the greater Melbourne area. Using a survey study (100 respondents) and in-depth interview (10-15 respondents), the study is framed by Erikson's (1968) and Marcia's (1980) identity formation, Kelman's (1994) identity development, Smolicz's (1989) core culture values, Fishman's (1991) language shift and Clyne's (1989) linguistic pluralism. Representing the major population of Indonesia, most subjects of the study are Muslims. Since this religious group, in Australian context, is frequently considered to refuse Australian values as the Australian Prime Minister claimed (ABC News 24/8/2005), this study will reveal how Indonesian Muslim teenagers negotiate their identity, maintain their culture and adjust them to Australian mainstream values. Preliminary interview with parents reveals that they want their children to speak the Indonesian language and embrace their heritage core cultures. As Indonesia and Australia are geographically close, this finding can have a significant impact on the development of a mutual cooperation between the two neighboring countries.

Ahmad Bukhori Muslim is currently a PhD student in the Faculty of Education, Monash University. His study focuses on the linguistic and cultural identity of Indonesian teenagers in Melbourne, Australia. He is a member of the teaching staff at Indonesia University of Education. His main interests include literacy education, teaching of English as second/foreign language, bilingualism, and children's literature.

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Mother Tongue Maintenance and Second Language Sustenance: A Two-Way Language Teaching Method

Ahlam Al-Harbi (Monash University)

Language classes should invest in teaching not only the grammar of a second language but also be concerned with preserving and refining the grammar of the mother tongue as well. Focusing on the different aspects of the second language may result in the students' losing interest in the mother tongue and ignoring the fact that similar language rules and aspects may accelerate the acquisition of the second language. This paper suggests a method to teach explicit grammar through mother tongue grammar transformation (MTGT). This study has outlined the basic method and assumptions underlying MTGT from the point of view of a practitioner and a language learner. By means of comparison, a second language learner might be able to learn the grammar of the second language and continue to develop that of the mother tongue simultaneously. The idea for this research stems from the researcher's observations that many times L2 learners do not seem to adequately learn the grammar taught in the second language class without comparing it to the grammar of their own mother tongue. A questionnaire was carried out to investigate how far this hypothesis is correct by asking EFL students in KSA to answer the survey which was developed for the purpose of this study. The percentage of those who stated that they are using this method which helped them to learn both their L1 and L2 was high. Thus, the knowledge of learners' L1 should be invested in teaching L2.

Ahlam Al-Harbi (M.A. in linguistics) is a lecturer at the English Department in the Faculty of Social Science, Taif University, Saudi Arabia. Also, she is accredited by ATN-APTS as a freelance translator. Currently, she is a PhD student at Monash University. She is interested in discourse analysis, women's studies, and forensic linguistics.

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A cross-cultural study of the (in)authentic speaker in the mass media *n'at*

Howard Manns (Monash University) & Catur Siwi Dia Rachmatika (Universitas Brawijaya)

It has been noted that the mass media often make authentic claims to local identity through the playful and performative inauthentic use of local linguistic styles (Coupland, 2001). The current study explores how radio stations situated in different cultural contexts (Indonesia and the U.S.A.) assert claims to local identities through the creation of fictional, iconic speakers of local dialects. This study first examines a radio station in East Java, Indonesia, which appeals to local identity through a character known as *Beny* who appears on a comedy program called *Ipokane* (literally ‘delicious coffee’ in the local Javanese dialect). Though this station primarily broadcasts in a variety of Indonesian approaching the national standard, *Beny* speaks in heavily accented Indonesian or the local dialect of Javanese. The paper then shifts to a radio station in Pittsburgh, U.S.A., which appeals to local identity through the use of a recurring segment involving a fictional store called *Pants N’at* (*n’at* being a shortened form of *and that* and used locally to mean ‘along with other things’). Customers at this store speak with a strong Pittsburgh accent and there are frequent misunderstandings between characters. We position our results within Coupland’s (2007) Resources and Contextualisation Framework. This enables a cross-cultural discussion of these (in)authentic iconic speakers and their linguistic resources within the mass media and in the wider community. In doing so, we also explore the theoretical value of performative speech and previous assertions (c.f. Bell, 1991) regarding the value of the mass media as a methodological tool.

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Howard Manns is a PhD candidate at Monash University. He is exploring language change in Java.

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Catur Siwi Dia Rachmatika is a recent Honours graduate of Universitas Brawijaya in Malang, Indonesia. Her thesis explored linguistic styles and gender in radio broadcasts in Malang.

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Using personal correspondence to establish the linguistic situation in nineteenth-century North American Mennonite communities

Rebekah Bennetts (Monash University)

Although a great deal has been written about the Pennsylvania German language and the tenaciously diglossic situation in the sectarian groups who speak this language, writing within these communities has largely been ignored. No analysis exists of the linguistic situation before the twentieth century, and no study has been conducted on the language used in personal communication. Consequently, little is known about the roles of the various languages in the community in writing at this time. It has been thought that High German was used for writing, Pennsylvania German for speaking with members of the community, with English having a limited role at this time.

In this study, 157 letters from members of Mennonite communities in North America in the late nineteenth century were analysed in order to examine the “linguistic landscape”. It was found that although the majority of correspondence was in German, there was evidence that the use and knowledge of English was much more widespread than previously thought. The language of writing showed significant differences to both High German and Pennsylvania German, representing a separate variety. Finally, a number of

features present in contemporary Pennsylvania German were found to be non-existent or in earlier stages of development at the time of this data, suggesting the recency of these changes.

The aim of this talk is to present an overview of what analysis of these letters has provided to our knowledge of this linguistic community during the nineteenth century.

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Rebekah Bennetts is a PhD candidate in the Linguistic program, Monash University. Her research explores the use of Pennsylvanian German in a Canadian Mennonite community.

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The Irish language in Australia: Socio-cultural identity in diasporic minority language use

Jill Vaughan (University of Melbourne)

Many studies have addressed the current vitality of Irish as a minority language within Ireland (e.g. Ó Flatharta et al. 2009, Ó Giollagáin et al. 2007, O Néill 2005), however research on the status of Irish in the Irish diaspora is relatively scarce (e.g. Ihde 1994). This paper reports on research conducted within the Irish language community in Australia on constructions of socio-cultural identity among those learning and using the language.

Research was conducted primarily through questionnaire-based interviews with learners and users of Irish in Australia, where information was elicited regarding informants' demographic, Irish language use, language attitudes, ethno-cultural activities, ancestry/migration history, personal identification, as well as the motivating factors in their language use. Identity in this study is viewed as a dynamic and emergent social construction, which relies on the negation and negotiation of the 'other' (Woodward 2002, Bucholtz and Hall 2005) and which, within the context of the diaspora, is subject to "necessary heterogeneity and diversity" (Hall 1993: 401) and heightened contingency, indeterminacy and conflict (Gilroy 1997).

Results will demonstrate that established narratives and discourse within the Irish diaspora that tend to privilege the migrant, and especially the Irish-speaking migrant, as white, Catholic, nationalist, straight and working-class may not reflect the reality of the demographic, and that prevalent notions of diasporic nostalgia, with attendant phases of nationalism and the fetishising and repeating of the past do not provide a complete account of factors in Irish language use. Comparisons will be drawn between identity constructs identified in this study and those established in other surveys conducted in Ireland and key areas of the Irish diaspora (Boston, U.S.A.; Newfoundland, Canada). Additionally, the study reports on the use of Irish in the diaspora as having an increasingly important role in influencing language revitalisation efforts in Ireland.

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Jill Vaughan is a PhD student in the School of Languages and Linguistics at the University of Melbourne. She is currently working on socio-cultural identity in minority language use and is researching identity constructions among those using Irish both in Ireland and in the Irish diaspora.

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Constructing the 'other' in folklinguistic accounts

Cara Penry Williams (University of Melbourne)

This talk explores how people construct identities in discussions of language variation. Unlike accounts involving multilingual or multidialectal examples, here speakers construct the 'other' within the variety of English they speak (Australian English). Traditionally folklinguistic data have been viewed as having little value in sociolinguistic study. However, there has recently been increasing interest in metalanguage, focussing on its relationship to cultural practices (e.g. Jaworski, Coupland, & Galasiński, 2004). While non linguists may differ to linguists in their resources for discussing language, a lack of terminology does not equate to an inability to comment (Niedzielski & Preston, 2000). I argue these accounts of what linguistic features are believed to index can provide insights into salient local identity categories.

Analysis of discussions from a small set of one to one interviews reveal how, in discussing language variation interlocutors simultaneously construct the 'other', and through opposition to this, the 'self'. By examining the complexities of how speakers discuss linguistic variation, this talk demonstrates how macro identity categories are evident at the micro level of analysis. It aims to provide further exemplification of how identities are created in discourse and to encourage more attention to the insights that can be gained from folklinguistic accounts.

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Cara Penry Williams is a PhD candidate at the University of Melbourne. She is in the final stages of completing her thesis 'Exploring social meanings of variation in Australian English'

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Linguistic Expression of Multi-Entity Shift: A Comparative Study

Catherine Cook (Monash University)

Definite Noun phrases have long been assumed to have fixed referents. Investigations into mental space theory have provided evidence of noun phrase referents that are directly counterfactual, such as when a person uses the phrase “if I were you” or “if I’d been there”. This creates a distinct mental space where the basic aspects of the referents are different to reality. These situations continue to assume that the first person pronoun directly refers to the speaker, or that ‘there’ is a tangible space within the world. This study directly investigates two situations where this is not the case: role-playing games and movie audio commentaries. Within these situations, participants change their personas by switching Entities, and move through very distinct, sometimes intangible world spaces.

The research is based on the Split Person Metaphor of Lakoff (1996), and the Mental Space Theories of Fauconnier and Sweetser (1996). The investigation uses transcripts of role-playing games and movie commentaries. These transcriptions are then analysed for patterns in noun phrase use in relation to the Entities and World Spaces involved.

There are three distinct major Entities (and many sub-entities) in the data, the Self, the Player (or Actor) and the Character. Each corresponds directly to a mental or physical world space: the ‘Real’ World, the Table (or studio) and the Fictional world. Each World and Entity has its own vocabulary, context and physical rules. The noun-phrases associated with each Entity or World are for the most part, fixed in designation and meaning. The expressions referring to people and their direct surroundings are not. Proper nouns and deictic expressions particularly can have a different referent for each Entity and World, and can even refer across Entity and World boundaries.

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Catherine Cook graduated with a Bachelor of Arts (Honours) from Latrobe University. Her research interests include cognitive linguistics, pragmatics, historical linguistics and discourse analysis. Her current specialisation is cognitive linguistics, with a focus on deixis, anaphora and mental space theories.
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Argument Constructions in Argumentative/Persuasive Essays: A Systemic Functional Approach

Mohammad Nor Afandi Ibrahim (University of Wollongong)

One of the main reasons for the difficulties ESL students encounter in arguing a case is attributable to their weakness in constructing their arguments and the development of arguments is to the genre exposition which includes argumentative/persuasive essays (APEs). To come to an appreciation of the difficulties and circumstances that ESL students encounter in writing, it would be useful to begin exploring factors in linguistic background of ESL writers that may cause general problems in arguing a case. The purpose of this paper is to present some preliminary findings on how ESL students construct their arguments from the perspective of logical metafunction. The aim of the analysis is to investigate the ways students exploit the clause complex in constructing their arguments in APEs.

Mohammad Nor Afandi Ibrahim is currently pursuing a PhD in English Language and Linguistics at the Language Centre, Faculty of Arts, University of Wollongong, NSW, under the sponsorship of Universiti Teknologi MARA, Malaysia. His proposed PhD research project is “Argument Constructions in Argumentative/Persuasive Essays (APEs) by Malaysian Tertiary Students: A Systemic Functional Approach.”

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Attitudes towards Identity and Ownership of English among University English Teachers in Bangladesh

Farzana Zebeen Khan (Monash University)

This study is an analysis of the attitudes towards and perception of the concept of English as an International Language (EIL) among University English teachers in Bangladesh. Over the last ten years the global spread of English and the emerging varieties of English has generated many questions regarding the changing nature and the possible impact of this change on English Language in the countries where English is used as the second or foreign language. The ongoing debate of how language affects and effects the construction of people’s personal, professional, and cultural identity has also drawn much interest among scholars all over the world.

All of these, therefore, have led this study to explore how English is viewed in terms of identity and ownership in Bangladesh’s context especially among the University teachers of English. It is also an attempt to locate the attitudes towards and the perception of English among Bangladeshi English teachers and find whether they see English as a part of their identity formation and also how do Bangladeshi speakers view English in terms of ownership.

The findings will inform the attitude towards and the level of awareness of other varieties of English in the world among Bangladeshi English teachers and will lead to recommendations that will address what needs to be done in this area for teachers’ education regarding EIL.

Farzana Zebeen Khan has been teaching in Jahangirnagar University, Dhaka, Bangladesh in the Department of English as an Assistant Professor for five years. She is studying for a MA in EIL under the ALA (Australian Leadership Award) scholarship. Her areas of interests are English as an International Language and gender studies.

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Varieties of English: Which do Malaysian undergraduates prefer?

Fatimah Ali (Monash University)

This study investigated the attitudes of Malaysian university students towards different varieties of English namely British English, American English and Malaysian English. The British English has a strong influence on Malaysian educational system and is regarded as the teaching model in English language classrooms since before the independence. However, the emergence of Malaysian English and the influx of American entertainment television programs and movies may have substantial impact on the younger generation’s perceptions of the British English. The aim of the study is therefore to identify the importance of these different varieties in the university educational system. A researcher-developed questionnaire was used to elicit empirical data on students’ perceptions of and attitudes towards the different varieties of English. Four guiding questions are: 1) Which variety is most preferred by Malaysian undergraduates when listening to a lecture? 2) Which variety do they prefer to use when communicating

in informal situations? 3) Do they aspire to speak with an accent like native speakers, and 4) Which English accent do they think is the most desirable to be acquired. 88 engineering undergraduates and 111 TESL (Teaching English as a Second Language) from 4 different public universities in Malaysia participated in the study. The findings will give an indication to language practitioners, material developers and policy makers on the variety most preferred by their customers – the English language learners.

***Fatimah Ali** is a postgraduate student at the School of Languages, Cultures, and Linguistics, Monash University, Australia. She graduated with a B.A (English) from Universiti Putra Malaysia in 2000 and M.Ed TESL from Universiti Teknologi Malaysia (UTM) in 2003. Her research interests include English as an International Language and intercultural communication.*

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English in the Eyes of Muslim Academia in Yogyakarta Indonesia

Anita Dewi (Monash University)

English language has been variously perceived across Muslim community contexts - from having a “linguistic front” with Islam (Karmani, 2003a, 2005a, 2005b, 2005c) to creating “a new reality” by being “flexible” and “reflexive” (Kabel, 2007, p. 138) and acting as an “Islamic language” (Mahboob, 2009, p. 175). In Indonesia, Christianity was brought by European missionaries, who were closely related to “European civilisation of modernity” (Widiyanto, 2005, p. 109). This results in the possibility of contrasting values of Islam versus Christianity and Western culture via English language.

It is this view of English language in relation with religion that is tried to be examined in this research. This study aims at investigating staff and students of Yogyakarta universities’ perspectives on the ownership and relationship of English with religions. Data collection was carried out through individual interviews with both Muslim and Non-Muslim leaders and lecturers of nine prominent universities in Yogyakarta, which are of different “aromas” – nationalist and religious, public and private.

The results reveal that the participants view English language as having no or positive correlation with any religion. As for their own religions, the non-Muslim participants suggested that English language has nothing to do with their beliefs. Meanwhile, some Muslim participants asserted that English language has no relationship with Islam or their being Muslim. Some other Muslim participants stated that English language has a positive relationship with Islam or their being Muslim, for they use the language as a means of *dakwah/syiar* Islam or spreading Islamic teaching to non-Indonesian Muslim.

***Anita Dewi** is a member of the academic staff of Universitas Islam Indonesia Yogyakarta, and is currently pursuing a PhD in English as an International Language at the School of Languages, Cultures, and Linguistics, Faculty of Arts, Monash University. Her research interests are English as an International Language, language, culture and identity.*

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Publishing Research as a Postgraduate

Associate Professor Farzad Sharifian (Monash University)

Farzad Sharifian has published widely in areas such as cultural linguistics, cognitive linguistics, pragmatics, discourse analysis, second language acquisition, world Englishes, language and politics, and intercultural communication. He is the editor (with Gary B. Palmer) of *Applied Cultural Linguistics* (2007, John Benjamins), the editor (with René Dirven, Ning Yu and Susanne Niemeier) of *Culture, Body and*

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