21st IAWE
The 21st Conference of the International Association for World Englishes

“World Englishes: Bridging Cultures and Contexts”

October 8-10, 2015
BOĞAZİÇİ UNIVERSITY / ISTANBUL, TURKEY
in loving memory of
Larry E. Smith
1941 - 2014
in loving memory of
Larry E. Smith
1941 - 2014

The 21st Conference of the International Association for World Englishes

World Englishes: Bridging Cultures and Contexts

October 8-10, 2015
Boğaziçi University
İstanbul / Turkey
Local Organizing Committee

Conference Chair
Yasemin Bayyurt, Boğaziçi University

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Şebnem Yalçın, Boğaziçi University

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Josef Schmied, Chemnitz University of Technology
Kimberley Brown, Portland State University
Kingsley Bolton, Nanyang Technological University
Lucilla Lopriore, Rome Tre University
Marc Deneire, University of Lorraine
Margie Berns, Purdue University
Mario Saraceni, University of Portsmouth
Nicos Sifakis, Hellenic Open University
Nobuyuki Hino, Osaka University
Paola Vettorel, University of Verona
Patricia Friedrich, Arizona State University
Ravinder Gargesh, University of Delhi
Seran Doğançay, Southern Illinois Univ.-Edwardsville
Shirley Dita, De La Salle University
Sibel Tatar, Boğaziçi University
Sumru Akcan, Boğaziçi University
Susan Coetzee Van Rooy, North West University
Suzanne Hilgendorf, Simon Fraser University
Tej Bhatia, Syracuse University
Yasemin Bayyurt, Boğaziçi University
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Dear Colleagues,

It is a great pleasure for me to host the 21st Conference of the International Association for World Englishes (IAWE 2015) in Istanbul, Turkey, on October 8-10, 2015. We are excited about welcoming you to our country and we look forward to providing an open environment for catching up on current developments in the field, focusing on the conference theme, *World Englishes: Bridging Cultures and Contexts*. We are confident you will benefit from the stimulating academic program of the Congress and we hope you will also find time to experience our culture by enjoying the social program we will arrange for you. Istanbul, a beautiful modern city with a rich historical and cultural heritage, will add a special flavor to the event and will provide an exciting atmosphere both for renewing your knowledge of various World Englishes topics and projects, and for forging new friendships.

The Conference venue, Boğaziçi University, is an English-medium state university in Istanbul. Founded in 1863 as Robert College, it was the first overseas American college in the Eurasian Region. In 1971, it became Boğaziçi University. The Congress will be held on the south campus of the University. Transportation to and from the airport and the city center is convenient.

This year’s program includes lectures by the following invited speakers as well as over 100 concurrent presentations.

We hope that you will enjoy the conference and your stay in Istanbul.

Yours Sincerely,

Yasemin Bayyurt,
Conference Chair
About the International Association for World Englishes (IAWE)

The International Association for World Englishes (IAWE) aims to establish links among those who are involved with any aspect of world Englishes in research and/or teaching. The association focuses on global issues relating to language, literature, and pedagogy. IAWE is committed to the study of the forms and functions of varieties of Englishes in diverse cultural and sociolinguistic contexts.

The roots of the IAWE can be traced back to conferences held in 1978 which raised issues based on the rapidly increasing numbers of non-mother tongue users of English. These conferences provided the impetus for a more realistic approach and a new framework for looking at English in global contexts. They proposed concepts such as appropriateness, intelligibility, comprehensibility, and interpretability as pragmatic factors that determine the uses of English as an international and intra-national language. In May of 1992 the IAWE was created with the aim of establishing links among those who are involved with any aspect of world Englishes. (These words are adapted from the association’s website, www.iaweworks.org). Further details concerning the goals, history, conferences, and members of IAWE can be found on this website.

The 21st Conference of IAWE, hosted by Boğaziçi University in Istanbul, 2015, continues a long tradition of successful conferences in Asia, Africa, Europe, and North America. This tradition, founded and fostered by Braj B. Kachru and Larry E. Smith, has been notable for its openness, inclusivity, creativity, and a joy in the plurality of Englishes past and present. It is in this spirit that we continue the work begun by our founders, and it is for this reason that we dedicate this conference in loving memory of Larry E. Smith, 1941-2014.

Cecil Nelson
President
IAWE

Daniel R. Davis
Executive Director
IAWE
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<td>REGISTRATION (Albert Long Hall)</td>
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<td>11:20-12:05</td>
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<td>Title: “WE in TESOL: Past, present, and future”</td>
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<td>Suzanne Hilgendorf</td>
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<td>Between the Outer and Expanding Circle: Cyprus as a case in point</td>
<td>Sarah Buschfeld</td>
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<td>Many friend and a lot of thing: The reduction of plural redundancy in spoken Korean English</td>
<td>Sofia Rüdiger</td>
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<td>Agency and resistance in the Expanding Circle: English in the Netherlands</td>
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<td>Alison Edwards</td>
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<td>The lexicon of World Englishes in the Oxford English Dictionary</td>
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<td>Danica Salazar</td>
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<td>De-mystifying world Englishes in English language teacher education</td>
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<td>Dilek Inal</td>
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<td>Japanese business magazines’ advice about English study</td>
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<td>Yoko Kobayashi</td>
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<td>English, Slovene, and minority languages in Slovenia</td>
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<td>English in Pacific Islands and Africa</td>
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<td>Corpus-based description of WE</td>
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<td>Lisa Lim</td>
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<td>English in Kiribati</td>
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<td>Tobias Leonhardt</td>
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<td>Modals and semi-modals of strong obligation and epistemic necessity in World English</td>
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<td>Markku Filppula, Juhani Klemola, Hanna Parviainen</td>
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<td>Grassroots Englishes in tourism interactions</td>
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<td>Pedagogy for training WE skills in university EMI classes in the Expanding Circle</td>
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<td>Nobuyuki Hino, Setsuko Oda</td>
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<td>English and Russian in Eastern European Facebook discourse</td>
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<td>Loretta Vaicekauskiene</td>
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<td>The realization of past tense morphology in L1 child English: the Singapore perspective</td>
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<td>Sarah Buschfeld</td>
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<td>The English of Kosrae</td>
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<td>Sara Lynch</td>
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<td>Lexical innovation in the early nativization phase in Ghanaian English</td>
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<td>Thorsten Brato</td>
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<td>Indian English as a transcultural commodity</td>
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<td>Richard Hallett</td>
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<td>Towards a more practical application of English language learners’ needs</td>
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<td>Natasha Tsantila, Anny Georgountzou</td>
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<td>Digraphia and script manipulation in English-Russian interactions</td>
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<td>Alexandra Rivlina</td>
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<td>Re-evaluating Singlish in contemporary Singapore</td>
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<td>Ivan Panovic</td>
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<td>17:30-18:00</td>
<td><strong>Spoken English in Namibia</strong>&lt;br&gt;Helene Steigertahl&lt;br&gt;A corpus-based approach to the classification of English-origin loanword adjectives&lt;br&gt;Anna Bordilovskaya&lt;br&gt;A case study on multilingual service encounters in Istanbul’s Grand Bazaar&lt;br&gt;Hasret Saygi&lt;br&gt;The frequency of the present perfect in English worldwide&lt;br&gt;Robert Fuchs&lt;br&gt;Russian English via Instagram&lt;br&gt;Irina Lebedeva&lt;br&gt;Non-native interactions on intercultural communication competency&lt;br&gt;Eiko Ujitani, Paul A. Crane</td>
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**DAY 2 (October 9), MORNING**

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<td>Theme</td>
<td>COLLOQUIUM 2: Contemporary studies of Philippine English&lt;br&gt;English in Asia&lt;br&gt;Attitudes/perceptions of English&lt;br&gt;WE/ELF Pedagogy&lt;br&gt;Writing&lt;br&gt;Phonology</td>
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<td>Chair/Convenor</td>
<td>Danica Salazar&lt;br&gt;Sumru Akcan&lt;br&gt;James F. D’Angelo&lt;br&gt;James Lambert&lt;br&gt;Peter de Costa&lt;br&gt;Sofia Rüdiger</td>
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<td>09:00-09:30</td>
<td>Polysemous verbs and modality in American, Philippine and Turkish argumentative writing in English&lt;br&gt;English as a native language in Asia&lt;br&gt;Non-native-speaker teacher candidates and native speakerism&lt;br&gt;Pedagogical insights from the experiences of Turkish pre-service teachers of English&lt;br&gt;Chinese English in academic writing&lt;br&gt;Socio-phonological study of English in Santiago de Chile&lt;br&gt;Socio-phonological study of English in Santiago de Chile&lt;br&gt;Francesca Bonfanti</td>
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<td>09:30-10:00</td>
<td>The intelligibility and comprehensibility of Philippine English to EFL Learners</td>
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<td>Images of English in Japan, Vietnam and Sweden</td>
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<td>Measuring language &quot;attachment&quot; in Singapore: a direct and an indirect approach</td>
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<td>Integrating world Englishes into lesson plans: Experiences of pre- and in-service teachers of English</td>
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<td>Plagiarism in academic writing in English medium universities</td>
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<td>10:00-10:30</td>
<td>Conyo English: Explorations in Philippine English sociolects</td>
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<td>Intelligibility, comprehensibility, and interpretability: The case of Persian English</td>
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<td>World Englishes and non-native pre-service English language teachers</td>
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<td>The place of world Englishes in English language teaching</td>
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<td>Phonological knowledge in bilinguals</td>
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<td>The use of Pakistani English (PakE) in higher education in Pakistan</td>
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<td>World Englishes in English Preparatory School Context</td>
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<td>Integrating EIL, WE and ELF in primary school classrooms</td>
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<td>A creative writing exercise with students from Lithuania, Japan and the UAE</td>
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<td>Individual Learning Histories Throwing Light on Czech Learners’ Acquisition of English Pronunciation</td>
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<td>Ibrahim Bodur Hall</td>
<td>Colloquium 2: Popular culture</td>
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<td>Vedat Yerici Conference Hall 2</td>
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<td>Discussion</td>
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<td>FOCUS LECTURE 2: Seran Doğançay Aktuna (Albert Long Hall)</td>
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<td>Title: “Teaching English as an International Language: Strategies and challenges”</td>
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<td>09:00-09:30</td>
<td>Education for glocal interaction and issues of identity in Japan</td>
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<td>Does what we teach in Japan meet students’ and society’s future needs?</td>
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<td>Attitudes and reactions towards English in the Baltic states</td>
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<td>Attitudes and perceptions towards English-medium instruction in higher education</td>
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<td>EIL in the EFL multicultural class</td>
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<td>Attitudes towards Indian English</td>
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<td>Impact of English in a Turkish city</td>
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<td>The Role of College ESL Instruction in Qatar in Preparing Students for Higher Education</td>
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<td>TEA/COFFEE BREAK</td>
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<td>11:40-12:40</td>
<td>PLENARY 3: Suzanne Hilgendorf (Albert Long Hall)</td>
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<td>Title: “The Expanding Circle, transnational media, and linguistic localization”</td>
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<td>Chair: Zoya Proshina</td>
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<td>12:40-14:00</td>
<td>LUNCH BREAK</td>
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<td>DAY 3 (October 10), AFTERNOON</td>
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<td>14:00-14:30</td>
<td>IAWE ANNUAL BUSINESS MEETING (Albert Long Hall)</td>
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<td>14:30-15:15</td>
<td>FOCUS LECTURE 3: Tej Bhatia (Albert Long Hall)</td>
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<td>Title: “Deception in social media and advertising: World Englishes and forensic linguistic perspectives”</td>
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<td>Chair: Şebnem Yalçın</td>
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<td>15:15-15:45</td>
<td>CLOSING REMARKS (Albert Long Hall)</td>
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<td>15:45-16:30</td>
<td>FAREWELL RECEPTION WITH TEA/COFFEE/COOKIES</td>
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POSTER PRESENTATIONS:

1. “English among Korean native speakers”, Masako Tsuzuki, Miki H.K. Bong
2. “Re-examining impoliteness in language use: A study of some university undergraduates”, Anwuli Chukwukaele
3. “Socio-historical and political influences on the use of English in Saipan”, Dominique Bürki
4. “Japanese university students’ perceptions of English”, Yuko Igarashi
5. “Gender representation in ‘New Headway Plus, special edition’ (Middle Eastern) series: A critical discourse analysis perspective”, Amjjad Sulimani, Tariq Elyas
6. “Brand naming practice from a linguistic perspective: A case in Turkey”, Merve Celen, Yasemin Bayyurt
7. “Is English as a medium of instruction (EMI) a motive for university preferences?: The cases of two universities”, Aybüke Filiz, Baki Sonat Demirdirek
8. “Does the Erasmus Exchange Programme promote a genuine international approach to English?”, Şakire Erbay, M. Naci Kayaoğlu
9. “Bridging cultures and ethnolinguistic fragmentation in Namibia?”, Anne Schröder, Markus Bieswanger, Alexander Kautzsch
10. “Politeness in the British and the American Culture”, Özlem Yağcıoğlu
11. “ELF-awareness in ELT pre-service program”, Gülşah Dikmeci, Elif Kemaloğlu-Er
12. “Investigating the influence of pragmatic rules in negotiating meaning between Turkish and British university students”, Betül İşcan, Naile Özge Dermenci
PLENARY SESSIONS
Old Lamps and New

Cecil Nelson
Indiana State University; President, IAWE

In 1981 - before many colleagues now in our Association had joined the profession, even before some of us were born! - Larry Smith wrote that “it may be helpful to think of English as being a galaxy rather than a star.” That is ever the more true as IAWE meets for its twenty-first conference. And I believe that that galaxy’s Pole Star is intelligibility.

Bio

Cecil Nelson is the author of Intelligibility in World Englishes (2011), and a co-editor with Braj and Yamuna Kachru of The Handbook of World Englishes (2006). He spent a year as a visiting professor at Baiko University in Shimonoseki, Japan, and was for some years the Review Editor of World Englishes. He is currently serving as President of the International Association for World Englishes 2015-2016.

Building Bridges, Enabling Crossings: Challenges Facing World Englishes in a Global Society

B. Kumaravadivelu
San José State University

“A bridge,” Ngugi wa Thiong’o reminds us, “assumes an existing gulf, almost impassable ordinarily, between two entities. A bridge enables crossings across the gulf. A recognition and close assessment of the gulf is essential in determining the kind of bridge that is needed. … A bridge enables a constant to-and-fro between two entities – in short, it enables crossings, transitions and even continuities” (2012:11). Taking his observation as a point of departure, I venture to reflect critically on what kind of bridge with what kind of crossings, transitions and continuities are needed for the field of World Englishes to stay recognized and relevant in a globalized world.

The contemporary world is being inexorably restructured by the forces of economic, cultural, and educational globalization. The process of cultural globalization, in particular, with its global flow of peoples, goods, and ideas presents a picture where many people around the world are confronted with real or perceived threats to their linguistic and cultural identities, and are fiercely engaged in preserving and protecting them. In such a globalizing/tribalizing environment where familiar notions of identity and agency are being reconsidered, the teaching and researching of languages and cultures is faced with unprecedented challenges and unlimited opportunities. The field of World Englishes cannot afford to remain insulated and isolated from this reality.

I contend that what is needed for World Englishes to face the global reality is a meaningful disciplinary transition from nativization to globalization. This over-arching transition entails several crossings including crossings (a) from linguistic system to Foucauldian discourse, (b) from linguacultural identification to sociocultural identity, and (c) from the postcolonial to the decolonial. In this talk, I sketch the contours of transitions and crossings, and argue that the unfolding and unfailing impact of globalization warrants a re-view and re-vision of the field of World Englishes.

Bio

B. Kumaravadivelu was educated at the Universities of Madras in India, Lancaster in Britain, and Michigan in the USA. He is currently Professor of Applied Linguistics and TESOL at San José State University, California. His areas of research include language teaching methods, teacher education, classroom discourse analysis, postmethod pedagogy, and cultural globalization. He is the author of Beyond Methods: Macrostrategies for Language Teaching, (Yale University Press, 2003), Understanding Language Teaching: From Method to Postmethod (Lawrence Erlbaum, 2006), Cultural Globalization and Language Education (Yale University Press, 2008), and Language Teacher Education for a Global Society (Routledge, 2012). He has also published several articles in refereed journals. He has served on the Editorial Board of reputed journals including TESOL Quarterly. He has delivered keynote/plenary addresses in international conferences held in Australia, Brazil, China, Colombia, England, Finland, Hong Kong, India, Indonesia, Malaysia, Mexico, Singapore, South Korea, Taiwan, and the USA. His book Cultural Globalization and Language Education was awarded the Kenneth W. Mildenberger Prize (2008) for Outstanding Research Publication by Modern Language Association, New York. For details, see www.bkumaravadivelu.com
The Expanding Circle, Transnational Media, and Linguistic Localization

Suzanne K. Hilgendorf
Simon Fraser University

In the thirty years since Braj B. Kachru (1985) outlined his conceptualization of World Englishes and his Three Circles model, the English language has continued to spread, being adopted by more users and for more uses in communities around the world, also at increasingly higher levels of proficiency. This widening range and depth of English use in recent decades has been most conspicuous in the Expanding Circle, or those regions where neither large-scale L1-using settler populations (Inner Circle) nor a history of formal (British) colonial rule (Outer Circle) have facilitated contact. Instead, in areas such as continental Europe and South America as well as parts of Asia and Africa that were never part of the British Empire, greater transnational contact and interaction in domains such as politics, business, education, and the media have fostered the growing acquisition and use of English. Although motivated initially by needs to communicate internationally, English use in the Expanding Circle has since spread to include intranational functions as well (Hilgendorf 2005, 2010, 2013; Buschfeld 2013; Edwards 2014).

In this presentation I explore the role of transnational media in the increasing use of English in recent decades. Specifically, I examine the industry of cinema, which since its inception more than 100 years ago has been regularly crossing national borders, both in employing international personnel to create motion pictures and in presenting those films to audiences around the world. The first part of my presentation explores the transnational history of cinema and its top-down language practices. I outline in brief the factors leading to the early rise of Hollywood in the Inner Circle as the dominant motion picture producer internationally. I further show that while Hollywood executives early on expressed views consistent with a paradigm of linguistic imperialism (cf. Philippson 1992), with, for example, the co-founder of MGM Studios, Louis B. Mayer, assuming in 1928 “that the popularity of American films would lead to the use of English as a universal language” (Thompson 1985: 158), following the introduction of sound to motion pictures there was in fact a quick recognition of the need to localize films linguistically, a practice which continues to this day with the well-established use of subtitling and voice-over synchronization.

The second part of my paper focuses on English use in cinema in recent decades, as illustrated with the example of the Expanding Circle country of Germany. Although voice-over synchronization remains the standard treatment for Inner Circle films released in Germany, the English language does play a prominent role in the titling of such films. Drawing on databanks of the German Federal Film Board (Filmförderungsanstalt www.ffa.de), I examine the titles of the most popular films released in the country over a twenty-year period (1986-2005), which demonstrate that language use in fact ranges along a continuum, with English and German at the two poles. While both languages are used to a significant degree in monolingual titles, there are numerous types of bilingual combinations along the continuum, revealing great linguistic creativity and resourcefulness in titling films in order to best communicate with target audiences within the country. Finally, this contemporary localization of English as the other tongue in Germany is considered, as a statement on both English literacy and the functional status of the language within this Expanding Circle context.

Bio

Dr. Suzanne K. Hilgendorf is Associate Professor of Linguistics and German at Simon Fraser University (SFU) in Vancouver, Canada. Dr. Hilgendorf’s scholarly interests are in sociolinguistics, second language acquisition, and foreign language pedagogy, with a primary focus on World Englishes and the language’s impact in Germany/Europe. Her research has appeared in journals such as Language Policy, English Today, and World Englishes, as well as in edited volumes and encyclopedias. She is guest editor of a symposium journal issue on “The Englishes of Europe in the New Millennium” in World Englishes (2007), and she is co-editor of a special issue of Sociolinguistica on “New Media Practices: The Language Dimension” (2013). She served as President of IAWE from 2013 to 2014, and she is the current Reviews Editor for the journal World Englishes as well as Associate Editor for the journal World Languages, which began publication in 2014.
FOCUS

LECTURES
WE in TESOL: Past, Present, and Future

Aya Matsuda
Arizona State University

World Englishes (WE) and Teaching English to Speakers of Other Languages (TESOL) have both established themselves as prominent areas of inquiry, with their respective international organizations, annual conferences, and affiliated journals dedicated the scholarship in their disciplines. The articulation between the two fields, however, began only in the last decade or so, except for the work of a few individuals who crossed over the two areas (e.g. Kachru, 1976, 1984; Sridhar, 1994) (Matsuda, 2012).

The goal of this lecture is to explore the (inter)disciplinary relations between the two fields, focusing on the ways that WE scholarship is understood and discussed within the professional community of the TESOL International Association. After briefly tracing the historical relationship between two communities—WE and TESOL—the presenter shares findings from an original research project which investigated when, where and how the use of the term “World Englishes” has been used in TESOL publications and conference abstracts over the past decade. The findings illustrate the increasing awareness of and interest in WE issues in recent years and also provide insights into how the notion of “World Englishes” has come to be understood and used within the TESOL profession. The presentation concludes by identifying future research areas where collaboration between the two fields is particularly needed and by discussing how WE scholars can and should continue to contribute to the field of English language teaching.

Bio

Aya Matsuda is Associate Professor of Applied Linguistics in the Department of English at Arizona State University. Her research interests include the use of English as an international language and the pedagogical implications of the global spread of English. Her work focusing on these issues have appeared in various books and journals including English Today, JALT Journal, TESOL Quarterly, and World Englishes. Her edited volume, Principles and practices of teaching English as an international language (2012), was published by Multilingual Matters. Matsuda currently services on the Board of Directors for TESOL International Association.

Teaching English as an International Language: Strategies and Challenges

Seran Dogancay-Aktuna
Southern Illinois University Edwardville

It is widely accepted today that the global spread of English has led to the emergence of diverse varieties of the language that represent different sociocultural norms, political affiliations and bilingual/multilingual identities. Also widely accepted among many applied linguists is that English language teachers, both native and non-native speakers of the language, need to move beyond monolithic views of English to learn about varieties of the language that they and their students are likely to encounter in and outside of classrooms, and equip their students with the sociolinguistic tools to navigate across Englishes. Less widely discussed and perhaps less clear is how we are going to modify TESOL teacher education curricula to bring about the kind of paradigm shift towards a plurilithic, English as an International Language (EIL) oriented approach that scholars like Canagarajah (2006, 2013) and Mahboob (2014), among others, advocate.

In this presentation I will outline a framework for adapting an EIL perspective in TESOL teacher education and discuss some specific topics, activities and resources that can be used by teacher educators in this endeavor. I will conclude with a brief discussion of challenges teacher educators could face when moving to an EIL paradigm in the profession.

Bio

Seran Dogancay-Aktuna, PhD, is Professor of English in the Department of English Language and Literature at Southern Illinois University Edwardville, USA. She earned her Ph.D. in Educational Linguistics at the University of Pennsylvania. Her most recent research focuses on the internationalization of English and its implications for language teaching and teacher education. In addition to her book Global English Teaching and Teacher Education: Praxis and Possibility (co-edited with Joel Hardman, 2008), she has published chapters in edited volumes and articles in journals such as ELT Journal, Language, Culture and Curriculum, World Englishes, International Journal of the Sociology of Language, Journal of Multilingual and Multicultural Development, and Language Awareness. She teaches graduate and undergraduate courses in TESL Methods, Linguistics, Language and Society, and Teacher Professional Development.
Deception in Social Media and Advertising: World Englishes and Forensic Linguistic Perspectives

Tej K. Bhatia
Syracuse University, Syracuse, New York

Deception in advertising is not an entirely new phenomenon. Prior to the evolution of social media, traditional advertising had its own fair share of deception in which English played an important role, particularly in the bottom-up marketing approach (e.g. in Ghost or fake product marketing—local brands presented as though they were global brands—through English and unsubstantiated product attributes and benefits; Bhatia 2007 among other). In the age of social media and networking, deceptive advertising and social communication has taken on yet a new dimension. The anonymous aspect of social media and user-generated content has not only challenged the fundamental maxims of human communication (e.g. Gricean Conversational Maxims) but has also brought about a qualitatively and quantitatively distinct pattern of deception in English usage world-wide (Crystal 2011).

The aim of this paper is four-fold: One, to examine salient features of recent theoretical research on deception, particularly Information Manipulation Theory; Two, to extract the linguistic markers of deception as evidenced in traditional advertising and social-media advertising discourse; Three, to present a typology of deceptive advertising, and finally, to underscore the implications of the negative impact of social-advertising media (e.g. control and content reliability), World Englishes and forensic linguistics.

The analysis of the linguistic markers of deception will be based on clear cases drawn from traditional advertising (print, TV), social-media advertising websites including scams, and fake product reviews and legal court cases.

For the purpose of this paper, the term ‘deception’ is used as an umbrella term for half-truths, implicature, and outright deception (non-existing product as in scams) and ‘social-media advertising’ as websites, internet business proposals that connect marketers and consumers or individuals.

References

Bio
IAWE 2015

COLLOQUIUM 1

Convenor:
Suzanne K Hilgendorf
Simon Fraser University, Vancouver, Canada
English in the Expanding Circle: Foreign Language or Additional Language of Use?

Convenor: Suzanne K Hilgendorf, Simon Fraser University, Vancouver, Canada

Abstract

The year 2015 marks three decades since Braj B. Kachru (1985) published his landmark paper on “Standards, codification, and sociolinguistic realism”, in which he outlined his theory of World Englishes. It has also been 25 years since Kachru’s (1990) publication of “World Englishes and Applied Linguistics”, an article detailing further his conceptualization of the Three Circles model. In both papers the discussion focuses on the Inner and especially the Outer Circle of English use. Only brief reference is made to the Expanding Circle, which at the time was characterized as having “performance varieties” (1985: 13) or English as a Foreign Language varieties (1990: 3) used only for international communication.

Now that a generation of English users have become adults within the Expanding Circle, this colloquium revisits the theoretical foundation for this sphere, which is the most populous of the Three Circles yet the least studied and therefore most peripheral. Given the sociolinguistic reality of plurality in language use (Hilgendorf 2015), the fact that languages are dynamic, that their users and their uses along with their forms and functions change over time and across communities, this panel explores contemporary English use in several Expanding Circle contexts. Focusing on the users and uses of English today in Cyprus, Morocco, the Netherlands, and South Korea, the presentations examine issues of agency, resistance, attitudes, identities, variety status (Foreign vs. Additional Language/L2), nativization, and endo- vs. exonormative orientations, drawing on both spoken and written data. Collectively, the presenters highlight tensions between the historical categorization of English as a foreign language within the Expanding Circle, with the lingering attitudes and identities accompanying such a designation, and the present-day social reality of the greater number of users and increasing uses of English as an additional language within this sphere that is evident on a broader societal level.

Keywords: Expanding Circle, Foreign Language, Additional Language, Socially-realistic linguistics

A Sociolinguistic Analysis of English Use in Moroccan Advertising

Bouchra Kachoub, Suzanne K. Hilgendorf
Department of Linguistics, School of Arts and Sciences, Simon Fraser University, Burnaby, British Columbia, Canada

For several decades, researchers have examined English use in advertising in countries in which English has had the status of a(n) additional/foreign language. Such studies have looked extensively at, for example, magazine, television, newspaper, and billboard advertising in Outer Circle countries like India (Bhatia, 1987, 1992, 2006). Other research have focused on European contexts such as France (Martin, 1998, 2002, 2006), Russia (Ustinova 2006; Amiri and Fowler, 2012), and Greece (Oikonomidis, 2003), which are part of the Expanding Circle. Today, the practice of using English in advertising remains popular and indeed is spreading further to new contexts. Within the Expanding Circle, one such new context is that of the developing country of Morocco in North Africa, a nation once subjected to French and Spanish colonial rule.

The present study explores the relatively new linguistic practice of using English in advertising in the Kingdom of Morocco, a multilingual nation of 33 million people where already numerous dialects of Arabic and Tamazight are spoken as well as French and Spanish. Specifically, the presentation offers a qualitative analysis of functions of English in billboard advertisements, as illustrated in nine randomly selected ads on display in the city of Casablanca during the summer of 2014. Utilizing Martin’s (2002) cline of code-mixed advertising and Bhatia’s (2001) Structural Dependency Hierarchy, the presentation offers a structural analysis of the ads. It further demonstrates how English is used to convey a number of socio-psychological effects, including messages of innovation, superior quality, exclusivity, modernity, sophistication, efficiency, and utility. In conclusion, the findings are assessed with respect to their contribution to a preliminary understanding of the spread and growing impact of English within the country as a fifth major language of use.

Keywords: English, Morocco, advertisement, sociopsychological effects
Between Outer and Expanding Circle: Cyprus as a Case in Point

Sarah Buschfeld
University of Regensburg, Department of English and American Studies, Germany

As has repeatedly been pointed out in recent years, the categories “ESL” and “EFL” and “Outer” and “Expanding Circle”, respectively, should not be considered as clear-cut as traditionally assumed but as being located on a continuum (e.g. Biewer 2011: 28; Buschfeld 2013: 74; Edwards 2014: 25; Gilquin & Granger 2011: 76). As a consequence, investigating English varieties in this light has been developing into a new research trend in World Englishes studies and research finally seems to be heading towards what has long been called for, viz. bridging the paradigm gap between World Englishes and Second Language Acquisition research (e.g. Sridhar & Sridhar 1986; Mukherjee & Hundt, eds. 2011). The presentation reports on a large-scale project on English in Cyprus (EiCy), which is one of the pioneers in this development in that it offers one of the first-ever fully-fledged investigations of variety status, i.e. of the question whether EiCy should be considered a second-language variety or simply be regarded as learner English. Since such an approach is still rather uncommon in the World Englishes paradigm, I present not only the objectives and findings of the project but also best practices in methodology developed for the analysis of variety status, e.g. the use of a criteria catalogue. The results reveal that EiCy defies clear classification as either second-language variety or learner English and thus has to be considered a hybrid case to be located somewhere between Outer and Expanding Circle status (Buschfeld 2013). Next to the fact that EiCy is consequently one of the many cases which clearly challenge the traditionally static handling of such categories, I also show which broader implications such findings have for the framework of World Englishes research.

Keywords: Outer Circle, Expanding Circle, Cyprus, hybrid case

Many Friend and A Lot of Thing: The Reduction of Plural Redundancy in Spoken Korean English

Sofia Rüdiger
English Linguistics, University of Bayreuth, Bayreuth, Germany

English has a compelling status in the Korean society, where it is learned and used as a foreign language. It is commonly regarded as a glorified commodity and has been described as a “key to upward social mobility” (J. Park 2009:37). In the Korean context, learning English has been designated a national religion (J. Park 2009:1) or a sickness (Shim&J. Park 2008). The effect which this intense involvement with the language has on the English used by Koreans and which linguistic innovations follow has, however, as in many other Expanding Circle contexts, only recently started to draw attention from linguists (e.g. Buschfeld 2013 on Cyprus, Edwards 2014 on the Netherlands). Employing the Spoken Korean English corpus (120 speakers, 60 hours, 300,000 words), this study introduces potential morpho-syntactic innovations and explores one of them in more detail: the reduction of plural redundancy. In English, the plural is marked twice in phrases like many cars, as “many” already entails that the noun following refers to a pluralized concept, the plural inflection –s on “cars” can be deemed redundant. Looking at specific lexical environments (e.g. all, most, both) in the corpus, it is evident that Korean speakers of English are starting to omit the plural marking on the noun in those cases. Taking into consideration that “indigenous usage starts as preferences” (Schneider 2007:44), it is safe to assume that the use of plural marking is an area of morpho-syntactic innovation in spoken Korean English. The systematicity of the variation (omission of plural marker in redundant contexts vs. non-omission in non-redundant contexts) makes a simple explanation by means of learner errors unlikely and, therefore, illustrates the invalidity of the traditional distinction between ESL innovations and EFL errors.

Keywords: English in Korea, Expanding Circle, morpho-syntactic innovations, plural marking
Agency and resistance in the Expanding Circle: English in the Netherlands

Alison Edwards
Amsterdam, Netherlands

This contribution addresses the implications of recent research on English in the Netherlands. It shows that the existing models and assumptions in World Englishes studies do not do justice to the agency of English users in the Expanding Circle.

First, I show that a categorical approach that seeks to distinguish neatly between English as a second-language (ESL) or learner (EFL) variety is insufficient. Findings indicate that functionally, English serves as a second language in Dutch society, yet ‘Dutch English’ is not seen as a target model. This makes it difficult to unequivocally label English in the Netherlands as either EFL or ESL.

Next, I consider a developmental, cyclical model: Schneider’s (2003, 2007) Dynamic Model of the Evolution of Postcolonial Englishes. Although the historical foundations of English in the Netherlands were different, parallels with the developmental trajectory of postcolonial Englishes can be found in sociolinguistic aspects, such as the emergence of an English-knowing identity.

These identity restructurings and other sociolinguistic developments therefore seem to be a common factor in the dynamics across the Outer Circle and certain Expanding Circle settings. And these developments can be trigged by postcolonial processes, but also by other processes, specifically the forces of globalisation.

In the Netherlands, this is resulting in a situation where speakers at times opt consciously for ‘Dutch’ pronunciation of English so as not to sound ‘affected’, insist on nonstandard usages that they feel better suit the local setting, and actively resist interventions by English-language gatekeepers.

This signals an emerging pattern of linguistic disruption; a way of reasserting the user’s own linguistic power and identity and subverting the dominance of English. It seems that in the Expanding Circle, too, people are willing to agentively adapt English to suit their own voices and context.

Keywords: Agency, Expanding Circle, Netherlands, New Englishes
Contemporary Studies of Philippine English

Convenor: Danica Salazar, Oxford University Press

Abstract

More than a century after it was first introduced to the islands, the English language still thrives in the Philippines. A considerable percentage of the country’s population of a hundred million people claim to speak the language, which remains in constant contact with the many other languages used by Filipinos. English in the Philippines continues to evolve beyond the American standard, in a way that reflects Filipino culture and sociolinguistic history. Since the late 1960s, the Philippine variety of English has attracted the attention of language scholars, who have sought to describe its distinctive features, determine its status as a dialect of English, and discuss its implications for Philippine language policy. This colloquium aims to build on this rich research tradition by presenting a series of papers that represent the state of the art of Philippine English studies. Using recent methods, data and theory, these studies explore various aspects of English as it is used in the Philippines, investigating such issues as comprehensibility, sociolectal variation, modality and political discourse.

Keywords: Philippine English, language policy, dialect, variety

Polysemous verbs and modality in American, Philippine and Turkish Argumentative Writing in English

Berat Baser1, Danica Salazar2
1University of Vienna
2Oxford University Press

The present study is a corpus-based analysis of a selection of polysemous lexical verbs used to express modality in three 100,000-word corpora of argumentative essays written in English by university students belonging to different concentric circles (1985) of the English language: American students from the Inner Circle; Filipino students from the Outer Circle; and Turkish students from the Expanding Circle. Concordances are used to determine the overall range and frequency of twenty-three lexical verbs, and to analyze their grammatical distribution, their function as hedges and boosters, and their use in personalized, impersonalized and depersonalized constructions. The results of the study indicate several notable differences among the three groups with regard to the use of lexical verbs to communicate modal meanings, especially in the figurative uses of lexical verbs and conveying varying degrees of certainty and writer commitment. The results also suggest that the three student groups have a limited repertoire of lexical modal devices at their disposal.

The study sheds light on the possible effect of cultural differences on argumentative writing and the influence of differing linguistic and rhetorical conventions on the written production of first-, second-, and foreign-language English users. Although these dissimilarities represent only general tendencies, they do give insight into how modality is expressed in three distinct varieties of English, providing “evidence of alternative patterns and understandings” (Hyland, 2003, p. 37) as manifested in writing.

References


Keywords: modality, lexical verbs, argumentative writing, corpus-based study
The intelligibility and comprehensibility of Philippine English to EFL Learners

Shirley Dita
De La Salle University

With the emergence of the different varieties of English, the question of intelligibility and/or comprehensibility has stirred the interests of considerable number of scholars. Intelligibility, according to Kenworthy (1987), is “being understood by a listener at a given time in a given situation” (p.13). Smith (1992), on the other hand, contends that intelligibility is understanding the word or recognizing the utterance, whereas comprehensibility is understanding the word or utterance meaning. Taking off from Dayag’s (2008) findings that Philippine English (PE) is least intelligible to the Expanding circle, as compared to the outer and inner circles; and Dita’s (2013) conclusion that linguistic context heavily influences intelligibility, this paper is set off to investigate the intelligibility (and comprehensibility) of Philippine English (PE) to EFL learners. Twenty EFL learners, whose length of stay in the Philippines is no more than 12 months, are asked to listen to a semantically anomalous script read by a low- and high-proficient PE speaker. Findings suggest that intelligibility is indeed influenced by the linguistic context and the speakers’ pacing more than their pronunciation. Also, the exposure of listeners to the speakers’ accent does not guarantee intelligibility. Comprehensibility, on the other hand, seems to be immensely affected by linguistic predictability, as opposed to intelligibility. Finally, a list of recommendations for EFL classrooms concludes the presentation.

Keywords: intelligibility, comprehensibility, Philippine English, EFL

Conyo English: Explorations on Philippine English Sociolects

Ariane Macalinga Borlongan
Faculty of Foreign Studies, Tokyo University of Foreign Studies, Tokyo, Japan

Socioeconomic status has always been a strong predictor of access to English-medium education as well as English language proficiency in the Philippines (Gonzalez & Sibayan, 1996). The resulting pattern of use, then, is that Filipino users of English who belong to higher socioeconomic status are the ones who are proficient in English and who use English in more domains and verbal activities, particularly the more personal and less controlling domains. These users of Philippine English have also restructured English and have emerged a Philippine English sociolect, even known more commonly as ‘Conyo English’. This paper explores a sociolinguistic phenomenon earlier documented by Perez (1993) in a more specific speech community (i.e. female students of convent schools). The dataset used in the analysis reported in this paper includes male and older respondents. The present description of the sociolect also allows for a ‘quasi-diachronic’ comparison with Perez’ findings. More importantly, this paper is a documentation of how Philippine English is developing and evolving as a new English not only along the historical timeline but also with reference to socioeconomic cline, which has always been a crucial factor in English language acquisition, learning, and use in the Philippines.

Keywords: Philippine English, sociolects, code-switching
IAWE 2015

COLLOQUIUM 3

Convenor:
Aya Matsuda
Arizona State University, USA
Preparing Teachers to Teach English as an International Language

Convenor: Aya Matsuda, Arizona State University, USA

Abstract

In the past decade or so, scholars have argued for a paradigm shift in the field of English language teaching (ELT) in order to meet the complex and diverse needs of English language users. There is an increasing awareness among English language teachers that some of our common pedagogical practices must be re-examined vis-à-vis the current use of English as an international language (EIL).

One issue that has emerged in the discussion of new approach to ELT is the importance of teacher education (e.g., Brown, 1995; Dogancay-Aktuna & Hardman, 2008; Matsuda, 2006). A strong presence of sessions related to EIL teacher education at recent IAWE conferences suggests that many teacher educators agree with these scholars and are aware of the critical role they play in initiating the paradigm shift in ELT. However, these conference presentations as well as available publications so far have remained at a theoretical and abstract level, creating a great challenge and frustration for other teacher educators who are looking for tangible changes to implement in their curriculum. And this is the gap the current colloquium attempts to address.

Our primary goal is to provide theoretically-informed models for EIL-informed teacher education. The colloquium begins with a presentation of a theoretical approach and principles in EIL teacher education, followed by a collection of descriptions of existing teacher education courses from diverse geographical and institutional contexts. Our aim is not to propose a one-size-fits-all curriculum but to illustrate a variety of possible approaches to preparing teachers who can meet the diverse needs of English learners in international contexts today.

Keywords: EIL, teacher education, EIL-informed teacher education

Foundations of an EIL-Aware Teacher Education

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EIL teacher education is challenging for reasons that are, to a large extent, related both to the fact that it encompasses different perspectives of theorising and analysing the spread of English around the world, and to teachers’ perceptions about Standard English and conflicting attitudes towards the role and status of non-native speaker communication. In this paper, we address these challenges and propose a series of principles to be considered by teacher educators who wish to integrate the EIL construct in teacher education programs. In addition, we discuss the advantages/strengths of making English language teachers around the world critically aware of the EIL paradigm; we also discuss implications of such awareness. We propose that an ideal EIL teacher education program should have two integral components: (a) comprehensive information about the current role of English worldwide and (b) an element of change in teachers’ perspectives about that role and the implications such a program can have for their own teaching context. In sum, the aim of an EIL-aware teacher education program should be: (a) to critically inform teachers about the EIL construct; (b) to prompt teachers to become conscious of their deeper convictions about teaching, learning, assessing etc. vis-à-vis English; (c) to prompt teachers to understand the implications of the EIL construct for their own teaching context; and (d) to assist teachers in applying the EIL construct in their own teaching context. To illustrate these points, we report and discuss the stages of the development of an EIL-aware in- and pre-service teacher education program (The Boğaziçi ELFTED Project) in an expanding circle context.

Keywords: ELF, ELF-aware, Teacher Development, ELF-aware teacher education
Classroom Practices in Training Graduate Students to be EIL Teachers: 1981 to 2015

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This paper mainly reports on the author’s classroom practice since 1994 at Osaka University in Japan in training graduate students to be EIL teachers, in which the significance of the following three points are highlighted: 1) Selecting an appropriate EIL paradigm for local contexts as a guiding principle 2) Bridging the gap between theory and practice in EIL 3) Providing the trainees with opportunities for experiencing authentic EIL communication.

Results of interviews with two alumni (a senior high school teacher and a university professor) are also summarized, which show that this course made them aware, among others, of the need for demonstrating the Japanese teacher’s own English as a sample model for the students.

As the background for this classroom practice, and partly as a tribute to the first IAWE president Larry E. Smith who passed away last December, the present paper also briefly describes Smith’s graduate class at the University of Hawaii at Manoa in 1981 entitled “English as an International Language,” in which the author was enrolled as a student. Smith’s practice in this pioneer course in EIL teacher training 34 years ago helped the author to recognize the importance of the above three considerations, when it was rather uncommon, as investigated by Richards and Hino (1983), even to incorporate the issues of varieties of English into a TESOL program.

Based on these pedagogical practices, several key issues in EIL teacher education are discussed in this paper, with reference to the Japanese context as a part of the East-Asian Expanding Circle.

Keywords: EIL, teacher training, TESOL program, classroom practice

Global Englishes for Language Teaching on an MSc TESOL

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The growing importance of global Englishes has important ramifications for English Language Teaching (ELT). Several scholars have suggested ways in which a global Englishes perspective can be incorporated into the ELT classroom, which can be grouped together into a Global Englishes Language Teaching (GELT) framework (Galloway, 2011; Galloway & Rose, 2015). GELT is not a prescriptive model for ELT, but a student-centered framework for curricula that aims to enable TESOL practitioners to critically evaluate their curricula. GELT, however, requires a conceptual transition, in terms of both how the language itself is viewed and how it is taught. This may be rather daunting for TESOL practitioners. Galloway & Rose (2015) identify a number of possible barriers to achieving Kumaravadivelu’s (2012) ‘epistemic break’ (p. 14) from native English speaking norms. One of these is teacher education, although this is an area where change is beginning to occur in recent years. Global Englishes-related subject matter is being increasingly integrated into teacher training programs and postgraduate courses in language education and applied linguistics. This presentation describes a Global Englishes for Language Teaching option course on the MSc TESOL programme at The University of Edinburgh. It begins with an overview of the programme, followed by a detailed description of the course, including a rationale, course content, structure and assessment. It then outlines how it differs from more traditional TESOL practitioner courses and ends with an examination of the challenges of courses such as this. This presentation will be of interest to those who are interested in ensuring that their TESOL practitioner programmes reflect the growth in ELF usage worldwide.

Keywords: Global Englishes, ELT, Teacher Training
Tensions Within and Beyond Eil Teacher Education: Reflections, Implications and Future Directions

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The unprecedented global demand, use, and appropriation of English as an international language (EIL) necessitate immediate and sustainable responses in various domains of the English language teaching (ELT) enterprise (Alsagoff et al., 2012; Matsuda, 2012; McKay, 2002; McKay & Bokhorts-Heng, 2008; Selvi & Yazan, 2013), and teacher education is no exception (Dogancay-Aktuna & Hardman, 2008; Matsuda, 2006). Departing from this premise, and in order to address the dearth of and need for presentation of teacher education practices within the growing EIL literature, this presentation offers reflections from a course which examines the linguistic, social, and political impact of the spread of English around the world with specific emphasis on the set of implications for English language teachers. More specifically, the presentation begins by providing an overview of the specifics of this course (e.g. context, participant profile, scope, objectives, tasks and assignments etc.). Then, it identifies tensions and challenges embedded in the local teaching-learning context vis-à-vis the principles of ELT and EIL. Finally, it discusses critical roles and responsibilities to be shared by teacher educators and teacher-learners throughout and even beyond the course. Ultimately, it is hoped that this presentation underscores the vitality of the link between EIL pedagogy and EIL teacher education, and contributes to the emerging discussions of teacher preparation through constant negotiation with glocal needs, realities and challenges at multiple levels (Tudor, 2003).

Keywords: teacher education, EIL, glocalization, pedagogy, TESOL/ELT

Practices of Teaching Englishes for International Communication

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Teaching English as an International Language (EIL) does not seem to be an unfamiliar perspective or concept to many English language practitioners and teacher-educators. For the last three decades, EIL and World Englishes (WE) scholars have called for the need to base the teaching of English language on the changing sociolinguistic reality of English. However, this call still remains at a theoretical level. Thus, this paper aims to illustrate how this call can be ‘practicalised’ especially in a teacher-education program. Specifically, it discusses how a course, ‘Practices of Teaching Englishes for International Communication’ – POTEIC, taught within the Master of Applied Linguistics program at Monash University, equips pre-service and in-service teachers with knowledge, attitudes, and skills to teach English as an International Language. POTEIC aims to give students a hands-on experience of teaching EIL. In this 12-week course, students are engaged in learning how to develop language teaching materials, to teach macro/micro-skills, and to test or design a language test in light of the current status of English as an international language. In addition, they are also provided with an opportunity to observe teaching EIL in action, to experience teaching EIL, and to critically reflect on these teaching experiences. Therefore, classroom observation, teaching practice, and an action research project are the main assessment activities of POTEIC. It is hoped that the curriculum of POTEIC described in this paper provides TESOL teacher-educators with an example of how to prepare teachers to teach EIL.

Keywords: English as an International Language, World Englishes, Curriculum
IAWE 2015

COLLOQUIUM 4

Convenor:
Ali Fuad Selvi
Middle East Technical University, North Cyprus Campus
& Enric Llurda, University of Lleida, Catalonia
The Global Spread of English and its Glocal Impacts: Voices From Expanding Circle Contexts

Convenors: Ali Fuad Selvi, Middle East Technical University, North Cyprus Campus
Enric Llurda, University of Lleida, Catalonia

Abstract

Blended with the forces of mobility, migration, globalization and border-crossing, the global spread of English as an international language and its diverse set of implications challenge and revamp our inherent assumptions and practices about the English language, teaching and learning and language policy and planning. Today, various stakeholders (e.g. educators, policy makers and English language users) are faced with an additional layer of complexity, in terms of addressing the “local” in the “global” and “global” in the “local”. Thus, the translinguistic and transcultural complexity of the glocal negotiation of meaning in interaction (e.g., Blommaert, 2010; Canagarajah, 2007, 2014; Kubota, 2013; Menard-Warwick, Soares Palmer & Heredia-Herrera, 2013; Risager, 2007) offers a fertile ground for discussion for the future of the English language. Situated at the critical nexus of sociolinguistic and educational planes, this colloquium brings together scholars from the Expanding Circle contexts around the following major points of debate: (1) Attitudes towards & reactions/resistance against English, (2) English medium instruction, (3) Language policy/planning, and (4) preparing teachers/learners for glocal interaction.

The overarching goal of this colloquium is to reflect upon, examine and showcase the interplay between “local” and “global” implications and tensions in educational and language policy/planning realms. Scholars from various contexts in the Expanding Circle will share their insights and reflections on various aspects of the English as an international language phenomenon. Ultimately, we hope that these discussions, at the intersection of sociolinguistics and education, will offer intellectual spaces, discourses and practices that are conducive to not only international/global but also local, plural and particular roles and functions of the English language.

Keywords: teaching, learning, glocal, expanding circle

Conceptualizing and Approaching Education for Glocal Interaction Beyond Essentialized Categories of Identity: One Example from Japan

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Within Japanese society, dominant discourses of being and doing have constructed education for interaction with the “Other” as English language education predicated upon an idealized Caucasian, Western and male native speaker (NS) (e.g., Kubota, 1998). Concomitantly, dominant discourses of identity within society and English language teaching (ELT), have established essentialized, linguistic, cultural, economic, political, ethnic, and geographical “borders” of Japaneseness. The construction, perpetuation and patrolling of such borders has resulted in the limitation and/or elimination of personal and professional discursive space for being and becoming, in Japanese society and ELT therein. Recent postcolonial, postmodern and poststructural scholarship has challenged essentialized binaries of identity, including NS/NNS, NEST/NNEST, and Japanese/not-Japanese, for reasons critical and practical (e.g., Houghton & Rivers, 2013). Such work contends that both communities and interaction are characterized by movement and hybridization, within and beyond borders (Rudolph, Selvi & Yazan, 2015). This has prompted ongoing reconceptualization of language ownership, use, and instruction, and of identity and community membership. In ELT, scholars have, in turn, focused on contextualized, glocal (fluidly local and global) negotiations of identity and interaction. In the classroom, contextualization includes attending to learners,’ users’ and teachers’ ongoing negotiations of identity, to who they may interact with, where, and for what purposes, and therefore to what linguistic, sociocultural, and other knowledge and skills might be prioritized (Selvi, Rudolph & Yazan, forthcoming). Drawing on a recent study, the presenter contends that conceptual and pedagogical shifts beyond essentialized categories of being and doing may result in tensions in the classroom, as learners and teachers both explore the individuals, ideas and information involved in contextualized, glocal movement and interaction within and across borders, and confront dominant constructions of “Self” and “Other.” This presentation concludes by approaching the potential implications of moving beyond essentialized categories of being and doing.

Keywords: Identity, education, postmodernism, poststructuralism
Does What We Teach in Japan Meet Students’ and Society’s Future Needs?

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This is part of a case study which investigates post-graduation professional needs of students who graduated from the College of World Englishes, and the degree to which the education they received equips them for the type of needs they have experienced in their own varied work and personal lives. The study also looks at the language education/needs within the larger context of Japan’s explicit and implicit language policy and planning goals. Students who graduated between 2006 and 2014 answered an open-ended qualitative survey instrument, commenting on both their specific needs for English (primarily in the workplace), and their attitudes towards the coursework they took as undergraduates vis-a-vis their real-life needs. The data was then thematically coded into categories and clusters in order to better analyze the responses, in an effort to draw conclusions as to their needs, priorities, and educational experience. This is part of a larger study which also looks at teacher beliefs regarding language learning, along with a series of classroom observations of those teachers, with an ultimate goal to assess the extent to which current practice may (or may not) meet the students’ long-term needs, viewed within the context of English language policy in Japan. Ultimately, the inquiry addresses whether systematically introducing a world Englishes- and English as a Lingua Franca (ELF)-informed pedagogy could better serve the long-term needs of Japanese students, than more traditional native-oriented ELT approaches. Analysis of the data indicates that there are significant opportunities to mesh the more effective aspects of current pedagogical practice, with some enlightened methods which draw on the insights gained from WEs and ELF, in order to implement more effective form of ELT to achieve Japan’s stated goals.

Keywords: World Englishes, ELF, language policy and planning, attitudes, teacher beliefs

Attitudes and Reactions Towards English in the Baltic States: From Lingua Aliena to Lingua Franca

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Approximately three decades ago, the presence of English in the Baltic states was rather limited to a few academic circles. Nowadays, however, as in many other expanding circle countries (Kachru 1992), English has become a widely known language by a growing number of the population in the Baltic states too. In this paper, I focus my analysis in the Estonian context and explore the attitudes associated with English of young Estonian and Russian speakers. Situated in post-communist Europe, the Baltic states provide a fertile ground to investigate the glocal impact of the English language. On the one hand, English has been associated with values of freedom and modernity (Fonzari 1999), a symbol of these countries’ ‘return to the Western world’ (Kasekamp 2010). Previous research has found very positive attitudes towards English in instrumental terms by adolescents (Tammemägi and Ehala 2012). On the other hand, English has also been perceived as a threat and a homogenizing tongue (Liiv and Laasi 2006). This double sided view of the English language coexists with another layer of complexity: the possibility for English being used as a lingua franca intra-nationally, i.e. within members of the different ethnolinguistic groups that are present in the country (in this case, Estonia). In this paper, I report on the findings of a language attitudinal study conducted to find out more about the possibility of English being used as a lingua franca in Tallinn. Although not the most frequent option, this is a possibility that works when none of the linguistic resources available to the interlocutors is sufficient to allow them get by. In conclusion, English in such context can be regarded as an extra intercultural resource that speakers may use to overcome ad hoc communicative difficulties and aid in their face-to-face interaction.

Keywords: Baltic states, English, Estonia, language attitudes, Lingua franca
A Case Study on Attitudes and Perceptions Towards English-Medium Instruction and Internationalisation of Higher Education

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The increasing use of English as a medium of instruction at universities in both Turkey and European countries has generated considerable interest in doing research on the outcomes or effects of English medium instruction (EMI) on students and instructors during the last decade (Güler, 2004; Jenkins, 2014; Jensen et al., 2013; Jensen & Thøgersen, 2011; Kirkgöz, 2005; Mortensen, 2014; Saarinen, 2012). The present study reports the initial findings of a research project based on the attitudes and perceptions of students and instructors towards English medium instruction (EMI) in two Turkish state universities. The primary objective of the study is to investigate attitudes and perceptions of lecturers and students towards language policies in English-taught higher education programs, the academic English needs of students as well as their definition of an international university. The respondents were lecturers and students in the engineering faculties of two state universities in Istanbul. These universities differed in terms of their English language education policies. The investigation was carried out primarily through questionnaires, interviews with lecturers and analysis of the curricula of the programs that we investigated over a four-month period in 2013-2014 academic year. A lecturer-interview was conducted individually with each lecturer and student-focus-group interviews were also administered. The data were analyzed both qualitatively and quantitatively. The findings revealed that overall in these universities both lecturers and students had different attitudes towards English-medium-instruction (EMI). Students’ level of proficiency was also detected as an important factor influencing their perception of EMI. Furthermore, both lecturers and students stated that they would prefer instruction in Turkish for subject courses while stating that English instruction provided students with more advantages such as finding a better job, being able to read extensive literature in their fields to be able to carry out further studies and similar. This study had important implications for revising EMI curricula of universities and bringing the international lingua franca status of English to the attention of both university students and instructors.

Keywords: English Medium Instruction (EMI), Internationalisation, Education
*The abstracts appear in order of submission. Please refer to the index for individual presentations in alphabetical order by author.
Japanese Business Magazines’ Expert Advice About English Study: Is There Any Reference to World Englishes?

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The major Japanese business magazines repeatedly carry pages-long feature articles on English study, targeted at many Japanese businesspersons with limited English who thus struggle to compete with rivals hailing from various parts of the world and speaking their own English(es) in the global market. The study is intended for researchers interested in: (1) media discourses about English in the business context; (2) types of English(es) Japanese magazines present as businesspersons’ target model(s); (3) types of expert advice that Japanese business magazines provide as supportive evidence; and (4) the extent to which academic knowledge, that World Englishes scholarship has long contributed to, is referred to in such expert advice. The study analyzes all the feature articles on English study that appear in the four major business magazines published from 2011 to 2014. The magazines’ expert advice is found to be constructed not so much by World Englishes research knowledge base but rather by laypersons’ folk linguistic discourses that ideologically embrace native speakers’ ‘correct’ English, nonnative speakers’ ‘Globish’ or ‘broken English’, and commercial English test scores (i.e. TOEIC). Of particular concern is that not a few articles are replete with glaringly overgeneralized, essentialized information (e.g. Singaporean businesspersons speak Singlish). The study engages in a discussion relating to how World Englishes research communities such as IAWE can reach out to a growing number of adult English learners and users in the global business context who are positioned to contend with various World Englishes issues and yet not necessarily better informed of research-based World Englishes knowledge base.

Keywords: Japanese business magazines, feature articles on English study, media discourses on target models

Multimodal Analysis of ELF Academic Interactions: The Unique Functions of Laughter in Multilingual Classrooms

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This study investigates English as a lingua franca (ELF) speakers’ use of laughter in the context of multilingual classrooms at an U.S. university. It conceives laughter as an important component of interactional resources that ELF speakers can coordinate with verbal speech, adapting perspectives from translingual practice (e.g., Canagarajah, 2013; Pennycook, 2007) and the multimodal turn (Block, 2014). The primary focus of analysis is the functions of laughter, especially when ELF speakers resolve or prevent miscommunication. The data analysis reveals that laughter has multifarious functions in ELF academic discourse. Laughter often serves as covertly signaling non-understanding, which leads to repair (e.g., Schegloff, 2000; Pitzl, 2010; Kaur, 2009). Moreover, laughter has many other functions, among which include the following: a) making non-understanding normal; b) signaling the speaker’s idiosyncratic usage to the listener; c) avoiding controversial topics; d) diffusing tensions by changing an atmosphere into a playful one; e) sweet coating disagreements or challenges; f) saving face; g) engaging in relational work (i.e., building solidarity among certain members or the whole class) by laughing together; and h) constructing humor and projecting a positive identity that can lead to empowering the self as an English user. In short, laughter is identified as a meaningful resource for relational work. Co-construction of humor through the use of laughter is conceived of as a powerful means for building and maintaining relations, creating a sense of community, and temporarily taking power from instructors by transforming the interactional flow into something entertaining. To conclude, I argue that ELF pragmatic research should integrate non-verbal, multimodal interactional resources such as laughter into the analysis. The multimodal orientation to ELF interactional analysis allows us to examine ELF speakers’ more complex communicative strategies that coordinate multiple semiotic modes simultaneously and to complexify the notion of ELF speaker communicative competence.

Keywords: English as a lingua franca (ELF) academic discourse, functions of laughter, miscommunication, communicative strategies, multimodal analysis
The Place of World Englishes in English Language Teaching: A Study of the Mindset of ELICOS Teachers in Australia

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Globalization and the unprecedented growth of new World Englishes (WE), call for English language teaching (ELT) programs to consider the relevance of WE to the content and delivery of their curricula. This concern is particularly compelling in the multi-varietal context of Australia where speakers from different Kachruvian Circles interact frequently with one another. Investigating the place and pertinence of WE in ELT in Australia, this study focuses on ELICOS (English Language Intensive Courses for Overseas Students) and explores the “mindsets” of English language teachers. The aims are to examine the extent to which ELICOS teachers are aware of the current status of WE, and to investigate such teachers’ perceptions of the relevance of WE to their ELT curricula and pedagogical practices. To address these aims, fifty-six semi-structured interviews with ELICOS teachers were carried out in nine centres. Contents of the interviews were qualitatively and thematically analysed, and the results reveal that, although many teachers appear to be acquainted with the notion of WE, their perceptions (e.g. in terms of the ownership, models, etc.) is partial. The findings also indicate that, such partial grasp undermines teachers’ confidence about the relevance of WE to their teaching and weakened their resolutions for incorporating WE in their pedagogical practices. In the light of the findings, English language teacher education in the ELICOS sector is encouraged to introduce in-service professional developments that focus on the relevance of WE to ELT. Teachers would benefit from learning how the inclusion of WE can provide opportunities for learners to develop metacultural competence. It is this skill which enables learners to successfully negotiate and navigate with their interlocutors the differing cultural conceptualisations associated with the varieties of English during intercultural communication (Sharifian, 2013). They will need this extremely important skill to interact successfully with the Australian community at large.

Keywords: World Englishes, English language teaching, Teaching English as an international language, Meta-cultural competence, Australia

English Academia Outside Anglophonia: The Linguistic Landscape of an International English-Medium University

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Recent years have seen an explosion of international English-medium universities (Lewin 2008, Turcan & Gulieva 2014). In this study I investigate the role of English and other competing languages in the linguistic self-representation of one such campus. I evaluate the campus signage according to the principles of linguistic landscape as stated by Shohamy (2009): that the chosen language(s) should be 1) intelligible to the language producer, 2) intelligible to the target audience, and 3) demonstrate a desirable association between it and the language user. Our case study is a small English-medium university in northern Cyprus. While the majority of the students and faculty are Turkish speakers, either from Turkey or Cyprus itself, the university also attracts a substantial proportion of students from the Middle East, Africa, Southeast Asia, and elsewhere. Many students may arrive with an incomplete command of English, and non-academic campus employees may not know English. Thus, like other such institutions, the university is pulled between multiple poles of linguistic practicality and prestige. I draw on visual images to demonstrate how language is deployed in public space in this context. I find that typically English and Turkish are used together in bilingual texts, but with varying relative prominence depending on the audience or function of the message or degree of ‘officialness.’ English is never used without Turkish, although Turkish may be used without English. Finally, other languages known by (some of) the campus community never appear in university public space. The university in question chooses to display its dual identities as an English-medium and Turkish institution by parallel use of the languages.

Keywords: linguistic landscape, academia, cyprus
Challenges and Constraints in Teaching World Englishes in EFL Contexts: Teachers’ Voices

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English language teaching in the context of Vietnam has been strongly influenced by the ‘native speaker’ model or ‘English speaking West’ via communicative language approach employed since 1990s. With the globalisation and internationalization of the English language and the emergence of newer varieties of English, however, there is a need to shift to teaching World Englishes (WEs) or English as an international language (EIL). Although there has been an effort to reconsider the conventional practices of ELT in the world, this issue has not been evident in Vietnam and it is important for ELT in Vietnam to focus on the changing status of English to prepare learners for effective international communication. This empirical study investigated the possible challenges or constraints that Vietnamese ELT teachers mostly encounter in teaching today’s English(es). Data was collected from individual interviews with teachers of English from secondary schools and university levels in the Southern, Central and Northern parts in Vietnam. The findings present a number of perceived challenges in teaching EIL or WEs such as teachers’ limited capacity for teaching non-native varieties of English, exam-oriented curriculum, lack of supportive environment for English practice, limited teaching materials and facilities and other pressures that teachers have to endure in ELT in Vietnam. Based on the constraints, the paper suggests several potential pedagogical directions for ELT in Vietnam and in similar contexts.

Keywords: English as an International Language (EIL), World Englishes (WEs), English Language Teaching (ELT), teaching constraints and challenges

The Use of Pakistani English (Pak E) in Higher Education in Pakistan

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This paper discusses the patterns of development in Pakistani English (PakE) within historical perspective. It explores that Pakistani English (PakE) is a distinct variety of English because it differs from the native varieties of inner circle in its many linguistic features like syntax, morphology, lexis, phonology, and pragmatics. The findings from quantitative and qualitative data from two large scale Pakistani universities explore the postgraduate students and their teachers’ perceptions of Pakistani English and its development in Pakistan. The paper examines postgraduate students’ language problems, such as, pronunciation and spellings etc. which they undergo as outcomes of World Englishes. It analyses a few novel grammatical and lexical features of PakE. It also investigates their views towards the issue of addressing Pakistani English in language policy and teacher education programmes so that suitable remedial measures can be taken for its use in academia and recognition at an international scenario.

Keywords: Pakistani English (PakE), World Englishes, Language learning difficulties, Higher education, Development of PakE
Nigerian Pidgin English as a Strategic Social and Political Device in Chinua Achebe’s Work of Fiction a Man of the People

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Of the 520 languages existing today in Nigeria, Nigerian Pidgin English is the most widely spoken one, used both as a Pidgin and as a Creole transversely by members of different strata of Nigerian society regardless of their cultural background, socio-economic status, geographical location, ethno-linguistic group affiliation, religious creed membership or specific social setting. Among the authors who have recurred to NPE to reflect this ever-changing linguistic reality, is the “Father of African Literature” Chinua Achebe.

This study aims at revealing how Achebe uses NPE as a strategic social and political device in his novel A Man of the People. In order to do so, an analysis of examples extracted from the text will show the use of code (choice, switching and mixing) as a strategy to characterise not only individual language in context, but also the language of collectivities such as the armed forces, whose members always speak NPE in Achebe’s works. By uncovering and bringing to light the subtle games of prevarication, the hidden maneuvers for sake of affiliation and political agendas, and the struggle for power that lie behind code (choice, switching and mixing), we will get to understand Achebe’s purposeful use of language in his novel. This contribution is part of a larger study that comprises a corpus of Achebe’s works of fiction. The relevance of this research lies in its uniqueness: so far no methodical or structured study comprising the author’s entire fictional body of work nor an analysis of Achebe’s social and political strategic use of code choice in general and of NPE in particular have been carried out, and with it we intend to uncover the richness of the language, its ability to adjust and adapt to any given context, its incredible modernity and the legitimacy of its claim to Nigeria’s national language.

Keywords: Nigerian Pidgin English, Chinua Achebe, code choice, code switching, code mixing

Tone in the West African Accent of English

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Most West African languages are tonal. Consequently west africans impose this feature on the English they speak. Gut (2002) wonders whether Nigerian English can be described as a typical West African tonal language. The basic assumption in this paper is that West African spoken English has syllabic tone: every syllable has a specification and the tonal specifications are provided by word melodies, there is no reason to assume that any syllables are phonologically privileged and thus phonetically more salient than others. The syllables that are heard as stressed are not actually stressed in terms of the pitch accents of Germanic languages but result from the speaking of English words with the tone patterns of West African languages(Udofot, 2013).

The data for this study were extracted from the speech samples of the interactive CD- ROM accompanying Varieties of English 4. The productions of two speakers: one male and one female from each of the three West African countries studied namely: Nigeria, Ghana and Cameroon were selected from the list of recordings for the tonal analysis. The syllabic tone and pitch of the utterances were extracted by building textgrids using the PRAAT Speech Analysis Software while the distribution of tones of each subject was indicated using a modified form of Gussenhoven’s ToDI system of transcription which focuses on the transcription of tones and decomposes pitch movements into two pitch levels: High (H) and Low (L). Our data exemplified syllabic tone - every syllable carries a tone and two tones in specific environments which are always a high followed by a low and sometimes downdrift with successive high tones. From the data there is also evidence to suggest that West Africans do not use the feature stress rather they apply syllabic tone on every syllable as obtains in their mother tongues.

Keywords: tone, syllabic tone, textgrid, accent
Indian English as a Transcultural Commodity

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This paper provides a Critical Discourse Analysis (CDA) of a “phrasebook” for Indian English published by Lonely Planet, Indian English: Language & Culture (2008). In so doing, this paper heeds the calls for further research on the use of foreign languages in tourism issued by Watts (1994).

Despite Dann’s (1996:2) claim that “tourism … has a discourse of its own”, linguistic analyses of tourism discourse/tourism materials remain scant (Phipps 2007, Jack & Phipps 2005, Bhattacharyya 1997). There have been some analyses of guidebooks as they are seen to be “transcultural texts” (Gilbert 1999) that translate “the foreign culture into the mother tongue of the traveller” (Cronin 2000:86; see also Gotti 2006). However, to date no research has been published on the cultural dimension of vocabulary presented in popular tourism phrasebooks.

The assumption of a tourist identity hinges on the appropriation of an exotic Other (Hallett 2011), most possibly through language. Lonely Planet’s Indian English includes phrases that allow the tourist to assume a new identity through the use of new expressions not found in his or her first/home language. For example, it offers examples of Hindi expressions that cannot be translated into English while, concomitantly, making identity claims about speakers of Indian English through a linguistic guise, e.g.

(1) Indian English speakers have a nifty knack of breaking down standard English words and reformulating them to create new meanings….So an Indian might say the wedding has been preponed since the girl’s parents can now afford a bigger dowry (30).

By focusing primarily on the differences between Indian English and “standard” English, Lonely Planet constructs an identity for Indian English that it does not for any other variety of English. This phrasebook is, therefore, not for the promotion of language learning but rather for the promotion of an exotic Other.

Keywords: Indian English, tourism, phrasebooks, linguistic appropriation, identity

The ESL-EFL Dichotomy: Yesterday, Today, and Tomorrow

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The growing role of English as a Global Language (Crystal, 1997) and the world’s biggest lingua franca (Jenkins, 2006) has posed questions about the validity of the traditional ESL-EFL dichotomy. Although a discussion about this issue started in the last decades of the previous century (Nayar, 2007), empirical data is still insufficient, especially concerning the changing status of English in the Expanding Circle (Kachru, 1986; 1996). This presentation adds to the topic empirical evidence from a study that was conducted in Bulgaria, where English has traditionally had the status of a foreign language. Data was gathered from 186 Bulgarian college students about their use of English language resources online, communication in English with native and non-native speakers, and their perceptions of the status of English in Bulgaria. The results revealed that Bulgarian young people are taking advantage of the affordances of the Internet and modern technology to access English language resources on a daily basis. The participants reported using English as a vehicle of communication with people from 32 different countries. The percentage of participants who thought that English is no longer a foreign language in Bulgaria was significantly higher than the percentage who referred to it as a foreign language, t(185) = 22.025, p <.001. In their narrative comments, participants repeatedly defined English as a “global, international, or world language”.

The findings are discussed in view of the globalization, free movement of people and the changing socio-political landscape of Bulgaria after its accession to the EU. They support Graddol’s prediction (1997) that the landscape of ESL and EFL environments will change as many EFL environments will shift towards ESL environments. The main implication is that though some differences may still exist, the ESL-EFL dichotomy in English language teaching and teacher training is outdated and should be re-examined.

Keywords: Global English, EFL vs. ESL, Expanding circle, status of English, technology
Koreanized English Words and Konglish vs Korean English (Konglish Ends When Korean English Starts)

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It has been a long debate around such notions as Korean English, Koreanized English words and Konglish. Some linguists group Konglish and Koreanized English words together (Kent, 1999; Kwon, 2001; S. Rudiger, 2014). This paper seeks to investigate the boundaries between Konglish and Koreanized English words and to define the notion of Korean English. First, I will separate the categories of Konglish and Koreanized English words and will examine them as two different linguistic phenomena. Konglish can be regarded as a speech of uneducated Korean community, as a basilect form of English which is, in its turn, a part of a functional continuum of language proficiency levels. If considered as an individual speech, Konglish can be viewed as an interlanguage, with a great deal of transference from the Korean language, used by Korean learners of English. In both cases this language type remains English. However, Koreanized English words (or "made-in-Korea" words) can exist and function within two language matrices: Korean and English. Koreanized English words can be incorporated into the Korean everyday language being nativized within Korean culture and can also be used in English spoken by Koreans. Besides, they can be regarded as lexical innovations making “English spoken by Koreans” a developing, not yet established, new variety of English (Korean English) within world Englishes family. Second, I will focus on Korean English and view it as certain lexical and structural patterns expressing Korean identity and culture and evolving into a new variety of English. I will also present findings of a survey conducted with the aim to investigate the attitudes of speakers of other Englishes to Korean English. The data for this research has been gathered from a survey, a fieldwork, augmented by written materials and items from advertising boards, popular culture, mass media and social networks.

Keywords: World Englishes, Korean English, Konglish, Koreanized English

Historical Change in the Grammar of Australian English

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This paper discusses recent research in which I have sought to address a gap in the World Englishes research paradigm, the lack of grammatical studies conducted from an historical linguistic perspective. The focus is on a set of grammatical variables whose contrasting developmental paths in British and American English have been studied, but about whose historical development in other varieties little is known. Their historical development in Australian English is investigated with a view to establishing how far this Southern Hemisphere variety has moved towards independence from its colonial English ‘parent’ since its transplantation ‘Down Under’ in 1788. The research is based on data from two recently compiled corpora of Australian English (‘COOEE’ for the period 1788-1900, and ‘AusCorp’ for 1900-1999), with comparisons made with parallel data from ‘ARCHER’ for British and American English. The variables are as follows: semi-modals, progressives, present perfects, mandative and were-subjunctives, (agreement with) collective nouns, light verbs, non-finite clauses, relative clauses, be-passives, ‘s-genitives, and do-support. The findings suggest that while the popular notion of ‘colonial lag’ – the linguistic conservatism associated with the exonormative orientation of (post-)colonial varieties – provides a relevant explanation for some developments (e.g. Australian English continues to trail behind both British and American English in the growth of the progressive, and in the decline of the present perfect), exceptions are strongly in evidence. For example, the strength of Australians’ endorsement of do-support points to colonial ‘innovation’ rather than lag. Further developmental patterns noted include ‘colonial revival’ rather than lag or innovation (e.g. the strong increase of the mandative subjunctive in 20th century Australian and American English), and ‘parallel development’ (as in the rising trajectory of singular agreement with collective nouns).

Keywords: historical change, grammar, Australian English
A Corpus-Based Approach to the Classification of English-Origin Loanword Modifiers in Contemporary Japanese

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The lexicon of Contemporary Japanese is a very complex system incorporating words of different origin: native, Chinese and European (mostly English). The increasing borrowing of English-origin words has resulted in the acute problem of differentiation between near synonyms of different origins.

Present research introduces a corpus-based approach to the classification of English-origin modifiers (adjectives in the donor language (English)) based on their collocation patterns. We have tested a case study group of English modifiers borrowed in Meiji period (1868-1912) by using Balanced Corpus of Contemporary Written Japanese (BCCWJ) to determine what nouns (loan or native/Chinese) they are frequently used to modify. Based on the collocation tendencies of loanword modifiers, we single out 2 major types of English-origin modifiers:

(1) Restrained type: English-origin loanword modifiers used to modify loanword nouns, i.e. they have a constraint on their collocation partner;

(2) Non-restrained type: English-origin loanword modifiers that do not have a particular preference for a collocation partner, i.e. they modify loanword nouns as well as native and/or Chinese origin nouns.

The difference in the choice of collocation partners is reflecting of how Japanese culture is dealing with Westernization. On the one hand, Japan has been experiencing rapid Westernization with a lot of new phenomena being introduced within a short period of time for the language to work out the inventory of referring to them. On the other hand, the Japanese language and culture has always been trying to separate native from foreign, therefore, the excessive borrowing of English-origin near synonyms has its deeper function of preserving the cultural borderline. We expect our classification of English-origin loanword modifiers can contribute to better understanding of language contact between English and Japanese.

Keywords: Language contact, loanwords, corpus-based study

Integrating World Englishes Into Lesson Plans: Experiences of Pre- and In-Service Teachers of English

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The diverse sociolinguistic and sociocultural contexts in which English is globally used, and the rapidly increasing number of non-native speakers all over the world have brought about the growth of World Englishes, and consequently, the need for language learners to develop the necessary knowledge and skills to cope with this variability. In order to achieve this aim, learners need guidance from their teachers who themselves need the necessary skills to integrate ‘World Englishes’ into their teaching. However, in countries, such as Turkey, where English has limited functions in daily life, teachers might question the necessity to do so. Studies on World Englishes, using a questionnaire methodology, have mostly focused on the pre- and in-service English teachers’ attitudes towards this issue and revealed a very limited or lack of awareness for both parties (Knollmayr, 2004; Murray, 2009; Sifakis&Sougari, 2005).

This qualitative study aims to contribute to the relevant literature by dwelling on the more practical side of the issue. It was conducted with six teachers, three pre-service teachers enrolled at the English language teaching department of a state university and three experienced in-service teachers, who were asked to collaborate during the research process. Participants’ ideas about World Englishes were collected by means of focus group interviews. They were then asked to read selected articles on World Englishes and introduced to sample lesson plans incorporating World Englishes. In the implementation stage, the participants developed their own lesson plans collaboratively, considering the specific teaching context of the in-service teachers and discussed the teaching with their partner pre-service teachers. Post interviews were conducted with both parties to explore changes in their perceptions about World Englishes, and to get detailed information about the process. Data will be analysed by means of pattern coding and results will be discussed by referring to the relevant literature.

Keywords: World Englishes, teacher education, teacher perceptions
Unusual Syllabification of English Complex Codas by Kashmiri Speakers in Bollywood Movie “Haider”: An Acoustic Analysis

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The Bollywood movie “Haider” represents unusual pronunciation of five English words (chance, ambulance, appendix, loved, acts) by Kashmiri Speakers. They sounded adding a vowel in the consonant cluster at coda. This study aims to analyze the syllabication of complex codas by Kashmiri speakers in order to verify the unusual representation in the said movie. For this purpose, ten Kashmiri speakers- the immigrants from Jammu & Kashmir were given a list of five sentences- each containing one of these five words- to pronounce. Each speaker pronounced every sentence three times and thus fifteen sentences were obtained from each speaker. The speakers were recorded by means of Praat software in noiseless environment. The mean values of the frequencies and duration of the sounds (i.e. sounds occurring at coda position of the target words) were drawn and analyzed using Praat software. The results show that:

a) pronouncing a word with complex coda involves a phonotactic constraint for Kashmiri speaking people, b) Kashmiri speakers insert a vowel between the last two consonants of the complex coda, d) the acoustic analysis of the inserted vowel shows that it is mid central vowel /ә/. Thus, the study validates the representation of unusual pronunciation of complex codas by Kashmiri speakers in “Haider”.

Keywords: Unusual syllabification, Complex codas, Kashmiri Speakers, Acoustic Analysis

“I can be an English genius!”: Popular English Learning Strategies and Neoliberalism Represented in Korean Self-help Books

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According to Kachru, Korea belongs to the “norm-dependent” expanding circle. The current “English frenzy” in Korea, the fanatical pursuit of native-like English proficiency to achieve upward social mobility, shows that the Inner-circle norm serves to reinforce class-based social hierarchies. In the neoliberal job market, English proficiency as measured by standardized tests is believed to reflect individuals’ worth as human capital. This neoliberal stance toward English is not readily visible; rather, it is deeply ingrained in every related social practice and undergirds everyday common sense. This presentation examines the hidden ideologies infiltrating Korean common sense about English and English learning methods as represented self-help books. A series of two well-known self-help books in series was chosen for the study (Assistant Manager Hong, Becomes an English Genius - Story I and II). They propose effective “quests” to conquer English through fictional narrative in which a Korean Everyman overcomes multiple obstacles to become an “English master”. Two main research questions are addressed: 1) What are the English learning strategies outlined in the books?; 2) How are the protagonists’ strategies shaped by underlying, common sense ideologies toward English?

The protagonists’ “quests” to master English involve 1,000 hours of rote-memorization training (e.g., memorizing the entire script of famous speeches and soap operas), 4-5 hours a day. As they become more fluent, they achieve promotion, attract admiration from others, beat their rivals, and win their girlfriends’ love. In these texts, common sense dictates that Inner-circle norm is achievable by tremendous effort. A rosy future awaits each hero who has conquered English. Such stories obscure class-based differential access to English, attribute incompetence to individuals’ lack of effort, and celebrate endless self-improvement, thereby strengthening the neoliberal drive to enhance human capital, in this case, via proficiency in English.

Keywords: neoliberalism, common sense, self-help books, South Korea, English learning strategies
Patterns of Conversational Interaction in an English Variety

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Whereas research on varieties of English has so far mainly focused on grammatical and morphosyntactic features, detailed analyses of conversational patterns and discourse practices are still missing – one of the rare exceptions being Sidnell (2001). The way speaker change is organised in everyday conversations and the consequences this has for the interaction, e.g. when it comes to overlaps or interruptions, turn claiming or defending and repair strategies, have hardly been subjected to thorough investigation in the context of World Englishes. However, the vast majority of what we know about conversational patterns is based on studies dealing with US-American speakers only.

The paper at hand combines conversation-analytic methods with the study of English varieties, and therefore represents a comparatively new approach which aims both at closing this research gap and at refuting former studies claiming English varieties to be disorderly and anarchic when it comes to turn-taking. Starting from the core findings of Conversation Analysis and the assumption that an enlarged concept of “talk-in-interaction-in-culture” is needed (Carbaugh 2005, 2), because linguistic patterns cannot be investigated without their cultural context, a 1h22min recorded casual Bahamian Creole English conversation was closely analysed with respect to aspects such as turn-taking, overlap or interruption. This analysis shows that speakers’ conversational behaviour in the sample investigated is far from anarchic but in fact exhibits remarkable orderliness. The underlying framework observed basically complies with what is also known for US-American conversations, but the way these rules are implemented in the actual conversation is open to variation and can be regarded as culturally sensitive.

References:

Keywords: Conversation Analysis, Varieties of English, turn-taking, speaker change

How to Position Yourself When You Do Not Know What the Lingua-cultural Conventions are

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When Person A encounters Person B, they communicate. One of the interests of this study is to understand how that happens, and what moves people make in order to achieve this communication. P1 (sender) makes contact with P2 (receiver) to get some meaning across. This meaning can be described in terms of the Co-operative Principle (Grice, 1975). One way of thinking about co-operative behavior is in terms of accommodation – so this study investigates what Accommodation Theory (Giles & Coupland, 1991) tells us about the communication. Another way of thinking about co-operation is in terms of politeness – so what does Politeness Theory (Brown & Levinson, 1978 [1987]) have to say? So, this study explores how the Co-operative Principle, Accommodation Theory and Politeness Theory relate. This study finds that we can think of all three as essentially different perspectives on positioning; all are concerned with the tension between the co-operative and territorial imperatives. What all these approaches reveal is the pragmatic significance of positioning. But what they all also have in common is the assumption that P1 and P2 have a mutual knowledge of what is customary or conventional. But, then, what about the conversations which have intercultural participants who belong to different concentric circles of the English language, according to Kachru’s (1992) description, and do not have this mutual knowledge of lingua-cultural conventions? This paper aims to report on the very early stages of an exploration of this question. The concepts and findings of these three related approaches have been related to samples of English as a Lingua Franca (ELF) data from Vienna-Oxford International Corpus of English (VOICE), in order to arrive at a useful operational framework for the empirical analysis of how positioning is enacted more specifically in ELF interactions.

Keywords: positioning, co-operation, accommodation, politeness
Digraphia and Script Manipulation in English-Russian Interaction

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The globalization of English, combined with a rapid increase in new communication technologies, such as text-messaging and computer-mediated communication, has generated a number of novel linguistic phenomena in non-English-speaking communities. In written discourse, one of them is global English-related digraphia, or the use of the Roman script, commonly associated with English, to represent local languages alongside the native scripts. Research indicates that script alternation does not always coincide with language alternation; speakers of local languages creatively broker the resources provided by the Roman alphabet, without necessarily switching into English, which is sometimes referred to as “digraphia without bilingualism”. This phenomenon is evident in computer-mediated communication (“computer-mediated digraphia”) and in many other domains in different countries. Using examples from previous studies on English-Russian interaction in the linguistic landscape and internet site names, this presentation demonstrates how Roman-Cyrillic script alternation is used in Russian-based communication to emphasize the juxtaposition of the languages, on the one hand, and on the other hand, to create intermediary, often deliberately ambiguous verbal units, which blur the boundaries between the languages. The examples illustrate major Roman-Cyrillic biscriptal strategies, such as nonce transliteration, grapho-hybridization, and script ambiguation. These strategies are used for (i) some practical purposes, for example, catering to the needs of monolingual speakers or coping with the technical constraints in computer-mediated communication, (ii) “cosmetic” communicative effects, such as attention-getting and memory-facilitating, or socio-psychological effects, rendering symbolic connotations associated with the juxtaposed languages, (iii) biscriptal language play, or (iv) translingual and transcultural practices that challenge linguistic, national, cultural and domain boundaries. The investigation of digraphia and script manipulation in different world Englishes should draw on and can potentially contribute to a deeper understanding of written multilingualism, which recently has come to the forefront of sociolinguistic research on language contact and multilingualism.

Keywords: digraphia, code alternation, written multilingualism

Integrating WEs & ELF into the English Classroom: Samples from the Journeys of Pre-Service Teachers

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In pre-service language teacher education programs, it is necessary to inform the teachers about the linguistic creativity and diversity across cultures and have them integrate WEs and ELF into their lessons. Yet, there are very few programs with such aims and how pre-service English language teachers in Expanding Circle countries adapt WEs & ELF-related aspects to their teaching practice remains unexplored. Based on the teacher education program originally developed by Bayyurt & Sifakis (2015), this PhD thesis study conducted in Turkey, builds an innovative educational framework for pre-service teachers aiming to transform them into WEs & ELF aware practitioners with intensive reflection and experience. The study also analyzes how teachers design, implement and evaluate their WEs & ELF informed lesson plans in the form of both micro teaching and practicum. The data were collected by lesson plans, video-records of the applications of those lesson plans, semi-structured interviews with teachers, and journals kept by teachers and analyzed qualitatively by thematic content analysis. According to the results, the teachers report that the program they were exposed to give them a more flexible and broader way of teaching English. Despite the seemingly uncontrollable conditions like strict school policies or nation-wide curricula, several pre-service teachers were able to integrate WEs and ELF explicitly and/or implicitly into their practicum lessons and it was observed that by doing these, their students became more engaged in learning and using English. In this presentation, these explicit and implicit ways will be introduced with concrete examples from the classes. The pedagogical implications of these practices will also be discussed along with suggestions for future research. Bayyurt, Y. & Sifakis, N. (2015). Developing an ELF-aware pedagogy: Insights from a self-education programme. In P. Vettorel (Ed.), New Frontiers in Teaching and Learning English (pp. 55-76). Newcastle: Cambridge Scholars Publishing.

Keywords: WEs Pedagogy, ELF Pedagogy, WEs in Teacher Education, ELF in Teacher Education
SUFFIXATION IN WORLD ENGLISHES REVISITED: WORKING WITH GLOWBE

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One of the main criticisms of the study of English word-formation has always been the lack of large-size corpora. Thanks to the work of Mark Davies, it is now possible to draw data from an extremely big corpus, which consists of 1.9 billion words from 20 different countries: GloWbE (Global Web-based English).

In my presentation I will compare my previous findings on selected suffixes from the International Corpus of English (Biermeier 2014) with current studies conducted in GloWbE, although the texts from the two corpora are collected from different sources. ICE consists of written (printed and non-printed) and spoken English (dialogue and monologue), while GloWbE is entirely based on blogs and web pages. I will show that L2 countries in Asia (India, Singapore, the Philippines, Hong Kong) and Africa (Kenya, Tanzania, Nigeria, Ghana) make use of suffixes to the same extent as L1 countries – sometimes they use them even more frequently as far as token numbers are concerned and, what’s more, they even create new lexemes which cannot be found in the L1 varieties. In fact, one investigation shows that outside the core Englishes, nouns in −ism, for instance, tend to be related to religion rather than to political concepts. GloWbE turns out to be an extremely reliable source as it allows for investigations of medium and low-frequency lexical items. Therefore, since nominal suffixes such as −ee, −ism and −ship, adjectives in −ish, −y or adverbs in −wise are usually broadly institutionalized in English, the findings promise to reflect the “word-formational reality” more clearly than in the past. Although blogs cannot be considered spontaneous spoken conversation, I will concentrate on that genre because new formations surface most prominently in informal English. The same is true of the spoken material in ICE, such as conversations, spontaneous commentaries or broadcast talks.

Keywords: word-formation, corpus linguistics, World Englishes, lexicology

BRIDGES WITH AFRICA - DIASPORIC CAMEROONIAN ENGLISHES AROUND THE WORLD

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The United Nations have proclaimed 2015-2024 the International Decade for People of African Descent, acknowledging the need to strengthen „the full enjoyment of economic, social, cultural, civil and political rights by people of African descent, and their full and equal participation in all aspects of society.” Obviously, language is paramount to executing these individual rights. Normally this means mastery of the dominant language in the migrants’ new environment. However, when individuals migrate, many of them resort to a lingua franca, particularly in the first generation and in the early years following migration. Often, this lingua franca is English, which is used to interact with the local population in Sweden or Germany (Bolton & Meierkord 2013; Meierkord, Fonkeu & Zumhasch 2015).

This paper follows on from earlier work on second language varieties of English in Germany’s Ruhr area and presents the most recent results of our ongoing work at Ruhr-University Bochum. It will broaden the discussion and include further German cities as well as European countries, whilst at the same time zooming in on the Cameroonian diaspora. Results from online questionnaires and discussions will be presented to
• chart the diaspora across Europe and establish the sociolinguistic profiles of the various Cameroonian diaspora communities,
• attempt an initial assessment of the role of the migrants’ original Englishes in their new environment,
• attempt an initial description of the changes that contact with the local languages causes in their Englishes,
• discuss how diasporic Englishes challenge perceptions and models of territorially bound World Englishes.

References:

Keywords: diasporic Englishes, Cameroon, language contact
“You Like Turkey? or Turkey?”: A Sequential Analysis of Non-native English User’s Interaction

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Many previous studies have reported the importance of mutual intelligibility across cultures and contexts. However, there have so far been more descriptive studies on attitudes toward and responses to different varieties of English, and on the prioritization of intelligibility over linguistic accuracy. Studies looking at the practice of mutual understanding have been ignored. This study examines how non-native English users initiate the negotiation of meaning and come to mutual understanding in meeting and overcoming communication problems. A dyadic spoken interaction between a Japanese student and an international student from China at a Japanese university is the basis of the present study. A twenty-minute video recording was made of these students engaging in a free discussion of their summer vacation plan. To enrich the data analysis, the author conducted retrospective stimulated recall and engaging in post-interview tasks as well. They exhibited the process of clarifying unintelligible utterances over the course of the participants’ collaborative turn sequences. Through sequential analysis, we observed that the participants used a few different types of repairs, such as confirmation checks, clarification requests and repetition, including non-verbal actions, often in combination with one another. Further, while a few of the non-understandings or misunderstandings are language related, such as with phonological or lexical aspects, we found that the main source of trouble may be related to a speaker’s minimal responses. In this presentation, we will consider what and how non-native English users’ minimal responses in utterances contribute to the interlocutors understanding of their troubles and to the collaborative turn sequences in which they engage. It is hoped that the study will shed light on sociolinguistic and pragmatic aspects of non-native users’ interaction, and suggest avenues for further research.

Keywords: non-native English user, face-to-face interaction, minimal response, mutual understanding

Teaching World Englishes Through Lexicography: A Hong Kong Case Study

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Among the desiderata of those teaching World Englishes are ways to actively engage students in research about a local variety of English. This paper details the use of lexicography in the teaching of World Englishes through a Hong Kong case study. In March of 2014, three classes of students studying World Englishes at the City University of Hong Kong were required to research and draft two dictionary entries each on items of Hong Kong English. This lexicographical assignment had a number of educational benefits. First, the students gained valuable insight into the process of dictionary making and thus a better understanding of the reliability of dictionaries. Second, the project also helped students hone their sense of the overlap between Hong Kong English and Cantonese and how far the limits of these languages extended. Finally, the entries written by the students document over 60 items of Hong Kong English that have never been treated in other lexicographical works on the variety (such as Bolton 2003 and Cummings & Wolf 2011), highlighting the need for more work in this area. Similar projects could be utilised for practically any variety of English as part of World Englishes studies.

References:

Keywords: Lexicography, pedagogy, World Englishes, Hong Kong English
The Realization of Past Tense Morphology in L1 Child English: the Singapore Perspective

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As repeatedly observed and confirmed by census data, Singapore English has been undergoing a change from its traditional role as a second-language (ESL) variety to a native language (ENL) (e.g. Bolton & Ng 2014; Tan 2014; Census of Population 2000, 2010). This transformation, however, has neither been analyzed by World Englishes nor by first language acquisition (FLA) research in a comprehensive and systematic way. The present paper is part of a larger project which addresses this research gap by bringing together findings and methodologies from both fields of study. It investigates the realization of past tense morphology in the speech of 20 Singaporean children aged 2;5 to 8;9 who are acquiring English as a first language. The data were elicited systematically by means of the past tense probe of the Rice-Wexler Test of Early Grammatical Impairment (Rice & Wexler 2001), as well as by a story retelling task, elicited narratives, and in free interaction. While traditional FLA research, focussing on the acquisition of British or American English, has shown that children omit past tense inflections in very early acquisitional stages only, results show that Singaporean children employ past tense morphology variably, even at more advanced stages. This is indicative of the fact that both Singapore Standard and Singapore Colloquial English function as input varieties and determine the outcome of the children's acquisition process.

References:

Keywords: first language acquisition, World Englishes, Singapore, past tense morphology

A Case Study on Multilingual Service Encounters in Istanbul’s Grand Bazaar

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This research is built around the examples of interactional activities collected in one the largest touristic marketplaces in the world, the Grand Bazaar in Istanbul. The Grand Bazaar, which welcomes thousands of tourists from various linguistic backgrounds every day, is the juxtaposition of many languages although English seems to be the most widely used one as a lingua franca. These languages are synchronically used by the vendors both as a strategy to attract customers and as a tool to communicate. The sociolinguistic landscape of the bazaar rapidly changes depending on the arrival schema of tour groups. As good negotiation skills help them achieve a successful outcome for their service transaction, the vendors of the Grand Bazaar ambitiously use their “linguistic capital” (Bourdieu, 1991) to convert it into “economic capital”. This study focuses on the communicative strategies used by the vendors of the Grand Bazaar to achieve their work-related goals. The three strategies which are chosen for closer analysis are the use of humour to initiate a talk, code-switching and phatic expressions. The data were collected through qualitative research tools which are observation, field notes and interviews. The aims of this study are to show what it means to be a competent speaker in a multilingual context and to analyse how people negotiate meaning in multicultural service encounters without having any shared cultural schemata about how communication works. This study validates the conclusions of studies proposing that what is important within the real-life encounters is being able to participate in them as a “legitimate social actor” (Kramsch & Whiteside, 2007: 917) rather than having ‘full’ linguistic mastery.

References:

Keywords: multilingualism, service encounters, communicative strategies
Individual Learning Histories Throwing Light on Czech Learners’ Acquisition of English Pronunciation

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In the Czech educational context, English maintains the status of a foreign language. While the length of formal instruction in English does not differ considerably among Czech learners, there may be a considerable variety in the contact with English outside the class. We have investigated the relationship between the learners’ engagement in real-life use of English and their pronunciation.

We present results of a longitudinal retrospective mixed-methods study of 112 Czech university students on entry to English language education programmes at three universities in autumn 2013. Research instruments included (i) a questionnaire to obtain information concerning their communication in real-life situations, (ii) two subtests of reading aloud: a wordlist and a short monologue in order to inspect the frequency of problematic segmental features with respect to Czech learners. On the basis of the questionnaire aggregate frequency scores were counted for both input-oriented and input/output-oriented activities. Furthermore, an index reflecting respondents’ long-term frequency of occurrence of the activities was counted.

For each student two pronunciation scores were calculated. Score A shows the results of the main focus of this study: the acquisition of the front open vowel ash, the weak central mid vowel schwa, the voiced and voiceless dental fricatives, the bilabial approximant /w/, the velar nasal, and the pronunciation of word-final voiced consonants /d/ and /g/. Score B represents reflects mispronunciations beyond the primarily defined focus.

These pronunciation scores A and B are correlated with the aggregate scores and the index mentioned above. The correlations between pre-school beginning of learning English and both pronunciation scores, and also between the aggregate scores for activities in the upper-secondary school period and pronunciation score A proved to be statistically significant. The results suggest the importance of a temporal dimension in pronunciation learning and seem to support the critical period hypothesis in pronunciation acquisition.

Keywords: Segmental pronunciation features, English acquisition, individual learning histories, Czech university learners

Towards a More Practical Application of English Language Learners’ Realistic Needs: Perspectives and Practices

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The massive spread of the use of English in the contemporary globalized world of international communication has led “non-native” English language users to strive for effective interaction. User preferences, however, still remain, to a large degree, attached to native-like norms or models (Jenkins, 2009; Pilus, 2013) despite a gradual shift observed towards “non-native” varieties (Cogo, 2010; Tomak, 2011) and successful NNs-NNs interactions. Teaching practices, therefore, call for intensifying the aforementioned shift. So, although attachment to native-like norms can be claimed that is largely related to teachers’ attitudes (Sifakis and Sougari, 2005; Sifakis, 2009) and teaching materials, learners themselves should start reconsidering what facilitates their interaction in English by focusing on what is “relevant for their individual requirements” (Widdowson, 2003) and their pragmatic needs. Within this scope, the present paper, which constitutes a sequel of a previous study (Tsantila, Ganetsou, and Ilkos, 2014), tries to explore: a) adult users’ preferences towards authentic native and non-native oral interactions in English as well as b) their awareness of what works globally in their oral discourses as employed in the contemporary world in social, educational, and business contexts alike. Native and non-native speakers of Greek, of various professions and educational backgrounds expressed their views to the abovementioned questions in a 5-point Likert-type scale questionnaire which also included six open-ended questions. Answers are being analysed. The analysis and interpretation of the research findings will lead to recommendations for the development of diversified multicultural listening materials. Such materials will target on helping users: a) to “abandon unrealistic notions” (Seidlhofer, 2003) and expectations concerning the targeted native-like English Language proficiency, b) to become more aware of the role of English as an International Language in natural discourses and c) to develop accommodative listening practices in the ELF context.

Keywords: ELF, Learner awareness, materials development
Variation in the use of the Prepositions *in* and *at* in Ugandan English

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Variation from Standard English in the use of the preposition *in* has been reported in different varieties of English, for example, in Kenyan English (Schmied 2008: 456 and Mwangi 2004: 27). Mwangi argues that this variation is an influence from Kiswahili and Gikuyu which make no distinction between prepositions of position and destination. The influence of substrate languages on the features of varieties of English especially in the Outer Circle has been emphasized by Mufwene (2013: 218). This presentation explores the extent to which the use of the prepositions *in* and *at* in Ugandan English differs from Standard English. In addition, it investigates the possible influence from the Ugandan indigenous languages, Luganda, Runyankole-Rukiga and Luo on how these prepositions are used differently from Standard English. The data used for the analysis consists of 74,545 words of orthographic transcription of semi-structured interviews with 23 Ugandan graduates and undergraduates. Preliminary results indicate that as prepositions of position, *in* is used instead of *at* as in (1) and *at* instead of *in* as in (2). This seems to be due to Luganda having *e*, Runyankole-Rukiga *aha*, and Luo / for both *in* and *at*.

(1) I was teaching Latin in Kitabi seminary.
(2) When I was *at* Kasese I went to we entered a little bit in Congo from Mpongwe there.

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Mufwene, Salikoko. (2013). “Driving forces in English Contact Linguistics”. In Schreier, Daniel and Hundt, Marianne (eds.). English as a Contact Language. Cambridge: Cambridge University Press. 204 - 221

Keywords: Variation, prepositions *in* and *at*, substrate influence, Ugandan English

English in the International Workplace in Russia

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The paper examines the use of English in two Russian offices of multinational companies. The international workplace allows to study professional English(es) along with mixed codes and creative manipulation of language resources, which is critical ‘for understanding comprehensively what is happening to English in today’s world’ (Schneider 2014: 24). The study consisted of three stages:

First, we interviewed employees of both companies about language use in the professional setting. The initial research questions were: In what circumstances are English and Russian used to interact with colleagues? What motivates abundant use of hybrid English-Russian forms? We conducted face-to-face and distance interviews via telephone or Skype with five employees in each company.

We used the interview results to develop a survey to find out how wide-spread is the use of English across different departments in both organizations and if there is a connection between position, age, length of work and the use of English. 240 responses were collected. We used descriptive and inferential statistics to analyze the data.

In the third phase, we conducted interviews with personnel to clarify the survey findings. Our collected language data includes extensive field notes taken on the premises of the companies, write-ups of in-house staff conversations, and samples of informal work-related e-mails and instant messaging sessions which respondents shared with us.

Theorized in the framework of sociolinguistics of globalization (Blommaert 2010), Russian offices of international corporations may be described as polycentric communicative spaces where regimes of interaction reflect company profile and are determined by center orientation (global or local). Mixed professional jargon facilitates communication and serves as a marker of the Russian professional identity in the English lingua franca workplace.

References:
Schneider, Edgar 2014. New reflections on the evolutionary dynamics of World Englishes.

Keywords: English, globalization, workplace bilingualism, polycentricity
Commodified English in South Korea: A metaphor analysis of advertisements of English cram schools

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This study investigated how “commodified” English is being sold and consumed in a country in the Kachruvian expanding circle. In a linguistic market (Bourdieu, 1991), languages carry different commercial value, depending on how they are valued in the society. English, the most-valued commodity in the linguistic market in Korea, functions to stratify Korean young adults with regard to their English proficiency measured by arguably objective standardized tests. Because of its role, young adults are motivated to invest money and effort on private English education, delivered by hakwons (cram schools).

I analyzed metaphors of four major components in the linguistic market: instructors, English, hakwon, and students, represented in 357 web advertisements of three top-selling hakwons. Multimodal metaphor analysis was adopted under the rationale that the ideologies of participants in this linguistic market would be made explicit by this method, as metaphors manifest people’s thoughts via multimodal means.

The results indicate that the dominant metaphor of instructors was as professional salespeople who sell a name-brand commodity. The commodity, English, was metaphorically equated with a luxurious item which increases the possessor’s capital. Hakwons actively promoted the branding of English by repeatedly stressing their sellers (i.e., instructors) and commodities (i.e., English) as number one, while purposefully masking the high cost and effort involved. Students were either described as blind followers of instructors or accomplished scholars with dramatic testimonies. The analysis shows a unique form of local appropriation of global English influenced by neoliberal ideologies and the myth of standardized tests.

Keywords: commodified English, South Korea, metaphor analysis, cram schools, linguistic landscape

Education for Glocal Interaction Beyond Essentialized Categories of Identity: Classroom explorations and negotiations

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Within Japanese society, dominant discourses of being and doing have constructed “education for glocal interaction” as English language education predicated upon an idealized Caucasian, Western and male native speaker (NS) (Kubota, 1998). Concomitantly, dominant discourses of identity within society and English language teaching (ELT), have established essentialized borders of Japaneseness. This has resulted in the limitation and even elimination of personal and professional space for being and becoming, in Japanese society and ELT therein (Rudolph, 2012). Recent postcolonial, postmodern and poststructural scholarship has challenged essentialized binaries of identity, including NS/NNS, NEST/NNEST, and Japanese/not-Japanese, for reasons critical and practical. Such work contends that both communities and interaction are characterized by linguistic, cultural, economic, political, ethnic, and geographical movement and hybridization, within and beyond established “borders” (Rudolph et al., 2015). This has prompted ongoing reconceptualizations of language ownership, use, and instruction, and of identity and community membership. In ELT, scholars have subsequently focused on contextualized, glocal negotiations of identity and interaction (e.g., Kramsch, 2012). In the classroom, contextualization includes attending to learners’ users’ and teachers’ ongoing negotiations of identity, to who they may interact with, where, and for what purposes, and therefore to what linguistic, sociocultural, and other knowledge and skills might be prioritized (Selvi, et al, forthcoming). Conceptual and pedagogical shifts beyond essentialized categories of being and doing, may result in tensions in the classroom, as learners and teachers approach the individuals, ideas and information involved in contextualized, glocal movement and interaction within and across borders. The following presentation summarizes the contents of a poststructural ethnography, wherein twenty-three Japanese university students and their professor wrestle with conceptualizing and approaching glocal interaction, and in doing so, with dominant constructions of being and doing in Japan. The presentation then discusses potential implications for education seeking to move beyond essentialized approaches to identity.

Keywords: identity, poststructuralism, teaching, Japan
Code - Alternation as an Effective Communication Tool in Advertising in Nigeria

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Nigeria is a multilingual nation where the English language is regarded as the lingua franca and as the national language. Among many bilinguals, the act of choosing the variety with which to communicate effectively at any situation is a common feature. This is so because they are often faced with communication situations which demand that they choose an appropriate code with which to express themselves effectively. Often times, code-alternation, which involves code-switching and code-mixing, is employed by bilinguals as an effective communication mode. This paper focuses on code-alternation in advertising in the Igbo speaking region of Nigeria. It examines code-alternation as a socio-linguistic phenomenon and why bilinguals are compelled to use it. It finally examines code alternation as a feature of Nigerian English advertising. The paper reveals that code alternation is a response to social context. This is more especially so in Nigeria which is made up of more than 250 ethnic groups with diverse languages and dialects. To effectively reach the broad spectrum of Nigerians, code alternation is employed. The paper also identified different types of code switching and code-mixing and their functions generally and particularly in advertising. Specifically, code switching and code-mixing are used for persuasive strategies which are very successful in targeting both the monolingual and the bilingual consumers. It also revealed that for an advert to be effective and successful, it must make use of the appropriate language which captivates the attention of the target consumers. This appropriate language which arouses consumer interest and stimulates their desire for the advertised goods and services is code alternation and is used copiously in Nigerian advertising.

Keywords: code-alternation, communication, advertising

Bilingual Creativity in Stand-up Comedy in Saudi English

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Stand-up comedy is one of those art forms in which linguistic creativity can be seen in its most extravagant form as stand-up comedians mainly rely on their creative use of language to interact with their audience. It is an uncharted territory in the Expanding Circle Englishes research since it is relatively new in most of them. Stand-up comedy poses double challenges to the bilingual comedians. They need not only to be creative with their comedy material but also to structure their language(s) innovatively to draw from two plethoric linguistic and cultural repertoires to effectively express their bilingual, social, and cultural conceptualisations. This paper explores bilingual creativity in stand-up comedy in Saudi English as an emerging variety. It investigates the form and function of bilingual creativity processes employed by Saudi comedians performing in English. It answers the following questions: 1) what are the common forms of bilingual creativity in Saudi English stand-up comedy and what functions do they serve? 2) What cultural conceptualisations do these forms and functions evoke? 3) What are the implications of this study for researching bilingual creativity in World Englishes? Data consists of transcripts of five stand-up comedy performances, and it will be analysed on the levels of phonology, lexis, syntax and discourse. For the identification and analysis of the forms and functions of bilingual creativity, we propose an analytical framework based on relevant literature in World Englishes and Cultural Linguistics. Prominent processes of bilingual creativity identified in the preliminary data analysis include the transfer of Arabic syntax into English, assigning unique Saudi cultural references to English vocabulary items, code-switching and intentional pronunciation shifts.

Keywords: bilingual creativity, stand-up comedy, Saudi English, cultural conceptualisations
English in Kiribati: Its Historical Development and an Initial Linguistic Description

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On the 33 Pacific islands that today constitute the Micronesian Republic of Kiribati, the presence and influence of the English language started to expand only towards the end of the 18th century. In 1892, it was declared a British Protectorate, in 1915 an Empire colony, and in 1979 it finally became politically independent. Today, there exists a difference between English language policies and use. In school compounds, students are obliged to speak English only and 70% (formerly 100%) of lessons are supposed to be taught in English. After school, however, very few people encounter situations where English is needed, let alone people with whom they cannot converse in the local language, unless they live and work in more modern South Tarawa or Kiritimati. The linguistic landscape in rural areas, too, is limited to labels on the very few imported goods and text on clothes. On most of Kiribati, then, English has more prominence than presence.

This paper has three aims: firstly, to discuss Kiribati’s complicated history with an English-speaking colonial ruler as well as its uncertain future in light of menacing climate change impacts and plans of emigration to Fiji, both of which are relevant factors in the shaping of attitudes towards English; secondly, to apply Schneider’s (2007) ‘Dynamic Model’ of postcolonial English formation to this speech community; and thirdly, to present a first description of the characteristics of Kiribati English, such as voice onset times of plosives, definite and indefinite article realisation and lexical features. Schneider, E. (2007). Postcolonial Englishes. Cambridge: Cambridge University Press.

Keywords: Micronesian Englishes, postcolonial Englishes, ‘Dynamic Model’, socio-historical influences, language description

Pedagogy for Training WE skills in University EMI Classes in the Expanding Circle

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This paper is an interim report on the presenters’ ongoing research that aims to design concrete methodologies for helping university students enrolled in EMI (English-Medium Instruction) classes in the Expanding Circle to acquire linguistic and cross-cultural skills for communicating in World Englishes (WE) (Y. Kachru and Smith, 2008). EMI courses in higher education, globally on the rise in many fields of discipline (Doiz, Lasagabaster, and Sierra, 2013), can be viewed as a useful opportunity not only for the learning of the content but for acquiring skills for communicating in WE. This research attempts to devise WE pedagogy by compiling insights gained through observations on various types of EMI classes in the Expanding Circle, followed by interviews of the students and the instructors along with some use of questionnaires, in addition to reflective teaching (Richards and Lockhart, 1994) in the presenters’ own EMI classes in Japan. What is already evident in this field work thus far is that a diversity of environments exist in EMI courses, each of which calls for different pedagogical approaches. For example, when authentic WE situations are available with the participation of international students in EMI classes, those environments should be exploited to the maximum through peer interactions as valuable chances for students to practice vital WE skills such as negotiation of meaning (Berns, 2008; Hilgendorf, 2015).

On the other hand, in EMI classes that consist mostly of local students who share their first language, different methodologies will be required. For instance, in a small-group discussion in an undergraduate literature class at a university in Taiwan, a strong tendency was observed among groups with no international students to engage in the discussion in Chinese rather than English, which is natural with a view to authenticity factors. These and other relevant issues will be discussed in this presentation.

Keywords: English-medium instruction, World Englishes, pedagogy, the Expanding Circle, higher education
Code-switching as a Vehicle for Identity (re)construction: The Case of the Anglophone Cameroonian in the German Diaspora

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Contemporary African Diasporas have witnessed a growth in the face of socio-economic and cultural globalization. Formally “diaspora” referred to the forced migration of African captives. Today, they are made up of free, skilled postcolonial subjects who migrate voluntarily in search of political asylum or economic opportunities. This change of perspective has given the postcolonial Diasporic African a new sense of direction for upward mobility, culminating in the construction of a new self-image. As questions of gender, age, class, race and nationality take new dimensions, these immigrants adopt different speech habits as they “align and disaffiliate with different groups at different moments and stages…” (Blommaert & Rampton, 2011:5).

Data for this research is made up of fourteen hours of transcribed recordings of naturally occurring interactions at Njangis (traditional banks), and other meetings as well as within the private domain of the family. Excerpts from these will be used here to qualitatively analyze and demonstrate how identities are (re)constructed via Code switching and borrowing. Preliminary findings show that Cameroonians in the German Diaspora sometimes code-switch in order to express happiness, excitement, anger, sadness or sarcasm. For example “I made it! Dem di tell person?” (Of course)? To feel a closeness to roots as well as for the sakes of in/out group relations, Cameroonians will switch to talk of chop Adoro, darkie, Oyibo and Wahala during a conversation in English, instead of ‘seeking asylum’, ‘African’, ‘European’ and ‘trouble’ because these African expressions are indexes of deeper social meanings than their English counterparts. (Myers-Scotton 1993).

References:
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Keywords: “Diasporic Cameroon Englishes”, “identity (re)reconstruction”, “code-switching”, “immigrant variety”

Spoken English in Namibia – Preliminary Findings of a New Variety?

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In 1990 Namibia gained independence and finally left a period of more than 100 years of colonialism behind. Despite the low numbers of L1 speakers then as today, English – “the language of liberation” – achieved the status of the new and only official language whereas Afrikaans – on the one hand “the language of the oppressor”, on the other hand still Namibia’s lingua franca in many parts of the country – was repealed. Accordingly, Namibia’s monolingual language policy seems exceptional, in contrast to other African countries where English serves as one of several official languages. Since its implementation English has spread through all public and private domains and is spoken by many people in the whole country as the attitudes towards this Indo-European language are very positive.

Still, the majority of Namibians identify with their home language, most commonly a local language. The English spoken in Namibia, also called “Namlish” by the Namibians, resembles South African English, primarily due to language contact with Afrikaans. On the other hand, there are already typical linguistic structures of the English spoken in Namibia, e.g. in phonology and morpho-syntax. Nonetheless, it is still difficult to claim that a potentially “new” English is emerging – 25 years of official usage do not yet seem long enough. Thus, it remains unclear whether this English can be considered a sub-variety of South African English, a second language variety or rather a learner English.

My presentation investigates the variety status of English in Namibia. Using the data of 288 questionnaires and 85 sociolinguistic interviews from my fieldwork trips in 2013 and 2015, typical features of the phonology and morpho-syntax of spoken English in Namibia will be described. Finally, it will be discussed in which way English in Namibia fits into the concept of World Englishes.

Keywords: World Englishes, Namibia, phonology, morpho-syntax, variety status
Impact of English in a Turkish City: A case study
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“Nativization” of English is considered a process which starts as a performance variety and continues with “extensive diffusion of bilingualism” and later the recognition of its national uses (Kachru, 1992). In Turkey, English has been considered a performance variety and several studies have described the general sociolinguistic profile of this language (e.g. Dogancay-Aktuna, Kızıltepe, 2005; Bayyurt, 2012). In addition to these general profiles, there seems to be a need for more specific studies. This paper will describe the extension of English in the city of İzmir in several domains such as business, education, and media. The aim of the study is to determine the societal depth and the functional range of English within the framework of Kachru’s models for non-native Englishes. For business domain, data will be collected through the document analysis of number of local shops, restaurants and cafes at the city center. For education domain, data will be collected through interviews with English teachers and through document analysis of websites of the MONE, and several schools in İzmir. For media domain, two local television channels and a local movie theatre which is located at a popular shopping center will be observed for a week. Quantitative data will be analyzed by using descriptive statistics and the qualitative data will be analyzed through the transcribing, categorizing and coding. The results will be presented in a narrative form to describe the depth of penetration of English in educational, social and commercial context of the city of Izmir. The audience will be invited to share their experiences and discuss the results.

Keywords: nativization of English, Turkish context, case study

The Co-Existence of English, Slovene, and Minority Languages in Slovenia and the Impact of Learner Perceptions
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In this study, learner dispositions toward Slovene, English, and minority languages in Slovenia and probes political and policy factors that underlie the management of these languages are investigated through a mixed-methods approach. To understand the current situation in Slovenia, a brief historical explanation is needed. Slovenia is a former Yugoslav republic which gained independence in 1991 and entrance into the EU in 2004. Twentieth century treaty-border changes have yielded a relatively homogeneous state, but with significant minority ethnic groups. The last full census (2002) tallied 1,964,036, of which 83% declared Slovene ethnicity with 87.7% identifying Slovene as their “mother tongue.” Most non-Slovenes belong to (1) constitutionally recognised border area Italian and Hungarian minorities, who have strong rights protections; (2) geographically dispersed Roma community; or (3) ‘new minority’ economic migrants, comprised of Serbs, Croats, Bosnians, Macedonians, Montenegrins and Albanians, from former Yugoslav republics. Currently, English occupies a dominant position in the education system (studied by 85% of pupils in compulsory and secondary education) and legislation restricts foreign language use in higher education, ostensibly because ‘internationalisation’ requires increased subject matter instruction in English. This emphasis, however, is the subject of “pro et contra” debate among academics and politicians.

In recognition of this sociolinguistic situation, Slovene language policy is development-oriented. It guarantees individuals the right to use their own language and forge links within their language community to encourage ethnonlinguistic pluralism within Slovene society and the integration of Slovenia into the EU. This study, utilizing survey research and interviews, assesses the extent to which this plurilingual tradition is still embraced by young people as a favourable basis for promoting plurilingual education. Findings will be compared with previous studies that found Slovenians generally perceiving plurilingualism as a “natural” skill in which other languages in their repertoire include “foreign” languages, mainly English.

Keywords: plurilingual, language policy, language planning
More Than Just a ‘Non-Native’ Speaker: English as a native language in Asia

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The current study examines the shift in attitudes to the ownership of English and the concept of ‘native speaker’ of English among tertiary students in Asia. The paper argues that as localized varieties of English become more accepted in Asia, speakers of these varieties will begin to view English as ‘their own’ and see themselves as rightful ‘native’ speakers of English. While a number of scholars (cf. Bolton, 2008; Bolton & Lim, 2000; Schneider, 2003, 2010) have questioned the current conceptualization of ‘native speaker’ in light of the spread of world Englishes, there has been no study to date that specifically addresses the question of how speakers of Asia view themselves and their English in light of the ‘native speaker’ construct. In specific, the current study addresses several main questions: a) How do the participants define ‘native speaker’? How do these definitions compare and contrast with traditional definitions (cf. Davis, 2008)? b) How do the participants define and describe their own ‘native-speaker-ness’ of English (and other languages), in light of how they define the ‘native speaker’ construct? c) How do other speakers of English in Asia, the US, and the UK view these speakers, and why? Data for the study are drawn one-hour interviews with each of the thirty-three participants in the study, which solicited both naturalistic speech samples and probed the questions of the study. Three short speech samples were drawn from each speaker and played in a randomized order to listeners, who were asked to rate them on for native-speaker-ness on a standard 9 point scale. A range of listeners, including both linguistic naïve and experienced listeners from Asia, the UK, and the US, were selected in order to determine whether evaluations were related to backgrounds and linguistic experiences of the respondents.

Keywords: Asian Englishes, native speaker, language attitudes, localized Englishes

Many Friend and a Lot of Thing: The reduction of plural redundancy in spoken Korean English

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English has a compelling status in Korean society, where it is learned and used as a foreign language. It is commonly regarded a glorified commodity and has been described as a “key to upward social mobility” (J. Park 2009:37). In the Korean context, learning English has been designated a national religion (J. Park 2009:1) or a sickness (Shim & J. Park 2008). The effect which this intense involvement with the language has on the English used by Koreans and which linguistic innovations follow has, however, as in many other Expanding Circle contexts only recently started to draw attention from linguists (e.g. Buschfeld 2013 on Cyprus, Edwards 2014 on the Netherlands).

Employing the Spoken Korean English corpus (120 speakers, 60 hours, 300,000 words), this study introduces potential morpho-syntactic innovations and explores one of them in more detail: the reduction of plural redundancy. In English, the plural is marked twice in phrases like many cars. As “many” already entails that the noun following refers to a pluralized concept, the plural inflection –s on “cars” can be deemed redundant. Looking at specific lexical environments (e.g. all, most, both) in the corpus, it is evident that Korean speakers of English are starting to omit the plural marking on the noun in those cases. Taking into consideration that “indigenous usage starts as preferences” (Schneider 2007:44), it is safe to assume that the use of plural marking is an area of morpho-syntactic innovation in spoken Korean English. The systematicity of the variation (omission of plural marker in redundant contexts vs. non-omission in non-redundant contexts) makes a simple explanation by means of learner errors unlikely and therefore illustrates the invalidity of the traditional distinction between ESL innovations and EFL errors.

Keywords: English in Korea, Expanding Circle, morpho-syntactic innovations, plural marking
Agency and Resistance in the Expanding Circle: English in the Netherlands

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This contribution addresses the implications of recent research on English in the Netherlands. It shows that the existing models and assumptions in World Englishes studies do not do justice to the agency of English users in the Expanding Circle.

First, I show that a categorical approach that seeks to distinguish neatly between English as a second-language (ESL) or learner (EFL) variety is insufficient. Findings indicate that functionally, English serves as a second language in Dutch society, yet ‘Dutch English’ is not seen as a target model. This makes it difficult to unequivocally label English in the Netherlands as either EFL or ESL.

Next, I consider a developmental, cyclical model: Schneider’s (2003, 2007) Dynamic Model of the Evolution of Postcolonial Englishes. Although the historical foundations of English in the Netherlands were different, parallels with the developmental trajectory of postcolonial Englishes can be found in sociolinguistic aspects, such as the emergence of an English-knowing identity.

These identity restructurings and other sociolinguistic developments therefore seem to be a common factor in the dynamics across the Outer Circle and certain Expanding Circle settings. And these developments can be trigged by postcolonial processes, but also by other processes, specifically the forces of globalisation.

In the Netherlands, this is resulting in a situation where speakers at times opt consciously for ‘Dutch’ pronunciation of English so as not to sound ‘affected’, insist on nonstandard usages that they feel better suit the local setting, and actively resist interventions by English-language gatekeepers.

This signals an emerging pattern of linguistic disruption; a way of reasserting the user’s own linguistic power and identity and subverting the dominance of English. It seems that in the Expanding Circle, too, people are willing to agentively adapt English to suit their own voices and context.

Keywords: agency, Expanding Circle, Netherlands, New Englishes

The English of The Sleeping Lady: An exploration of the historical and current influences on the English of Kosrae

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Kosrae, or ‘The Island of The Sleeping Lady’ as it is known to locals (Segal, 1989), is the most remote island of the Federated States of Micronesia (FSM), located between Hawaii and Guam in the western Pacific. FSM is an independent sovereign nation consisting of four states in total: Pohnpei, Chuuk, Yap and Kosrae. The islands’ composite colonial history makes for an interesting linguistic study.

First claimed by the Spanish, FSM was ceded to Germany in 1899. In 1914, the Japanese took military possession of the region resulting in considerable economic, social and political change for the islands’ inhabitants. By 1947 after WWII, the islands formed part of the Trust Territory of the Pacific Islands commissioned by the UN and administered by the US. FSM became an independent nation in 1986 while still retaining affiliation with the US under a ‘Compact of Free Association’. This is one of a number of factors facilitating the officiating of English as a language of FSM, alongside the islands’ individual local languages, creating what are now bilingual communities.

Here I examine the presence and uses of English in Kosrae with reference to these socio-historical influences. First, I discuss the extralinguistic factors which have shaped the English that is currently found on Kosrae. Secondly, I assess the varied uses of English in this community in light of Schneider’s (2007) ‘Dynamic Model’.

Finally, an overview of the salient linguistic characteristics of Kosraean English, based on data collected in informal conversations on the island, will be presented. The overall objective is to present a socio-historical, political and linguistic description of a hitherto unexamined English emerging in a postcolonial environment.


Keywords: Global English, Micronesia, Kosrae, Postcolonial
Grassroots Englishes in Tourism Interactions: Bridging cultures

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Outer and Expanding Circle Englishes have often been associated with a slightly elitist air, with access to higher secondary levels of schooling being largely restricted to more affluent strata of local societies. However, the very strong pull of English in globalization, its “transnational attraction”, has increasingly produced novel forms and usage contexts which represent cases of “grassroots” growth. In many countries, even limited proficiency levels in English offer relatively attractive job opportunities, often involving interactions with international visitors. Consequently, there are many speakers of such “grassroots” Englishes nowadays who come from relatively poor backgrounds but nevertheless have striven and managed successfully to acquire a communicatively effective level of competence. Often they have learned English in direct interactions rather than through formal education, largely disregarding target variety orientations or concerns about linguistic correctness.

The goal of this paper is to survey and discuss such contexts, their social settings and linguistic outcomes, which truly build bridges between speakers from different cultural and linguistic backgrounds. In line with recent work on the “sociolinguistics of globalization” and “interactions across Englishes” I argue that rather than focusing on educated “perfect bilinguals” it is such speakers who should be respected and also investigated as successful learners and users of English. One domain in which such “grassroots” forms of English have developed and are used widely is the tourism industry in many countries. The paper is exploratory in nature, meant to generate awareness of and to exemplarily illustrate facets of the issue. I provide recorded samples, often explaining aspects of local cultures to foreigners, of six speakers: two guides from India, a vendor and a driver from Indonesia, and two hiking guides from Tanzania. The recordings are contextualized and analyzed linguistically (in terms of salient structural properties), showing how in their respective contexts the speakers communicate effectively.

Keywords: World Englishes, grassroots, India, Indonesia, Tanzania

Between Outer and Expanding Circle: Cyprus as a case in point

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As has repeatedly been pointed out in recent years, the categories “ESL” and “EFL” and “Outer” and “Expanding Circle”, respectively, should not be considered as clear-cut as traditionally assumed but as being located on a continuum (e.g. Biewer, 2011: 28; Buschfeld 2013: 74, Edwards 2014: 25, Gilquin & Granger, 2011: 76). As a consequence, investigating English varieties in this light has been developing into a new research trend in World Englishes studies and research finally seems to be heading towards what has long been called for, viz. bridging the paradigm gap between World Englishes and Second Language Acquisition research (e.g. Sridhar & Sridhar, 1986, Mukherjee & Hundt, eds. 2011). The presentation reports on a large-scale project on English in Cyprus (EiCy), which is one of the pioneers in this development in that it offers one of the first-ever fully-fledged investigations of variety status, i.e. of the question whether EiCy should be considered a second-language variety or simply be regarded as learner English. Since such an approach is still rather uncommon in the World Englishes paradigm, I present not only the objectives and findings of the project but also best practices in methodology developed for the analysis of variety status, i.e. the use of a criteria catalogue. The results reveal that EiCy defies clear classification as either second-language variety or learner English and thus has to be considered a hybrid case to be located somewhere between Outer and Expanding Circle status (Buschfeld, 2013). Next to the fact that EiCy is consequently one of the many cases which clearly challenge the traditionally static handling of such categories, I also show which broader implications such findings have for the framework of World Englishes research.

Keywords: Outer Circle, Expanding Circle, Cyprus, hybrid case
Fun and Politics: Indexical meanings of elements from English and Russian in Eastern European Facebook discourse

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Regardless of the scholarly approach, the impact of English in the domains of information and communication technologies is indisputable. Non-native English is the principal linguistic resource made use of by digital speech communities all over the world to construct mixed speech styles and social stances (Androutsopoulos 2011; Leppänen, 2012; Seargeant et al., 2012). It has been claimed that English insertions are creatively employed for the construction of a ‘ludic self’ (cf. de Mul 2005 in Deumert 2014: 23) and for positioning of oneself as a fun and cool persona (Wei Zhang, 2012; Deumert, 2014).

In this paper I present a qualitative research of linguistically hybrid performances on an under-studied Eastern European Facebook focusing on stylistic and identificational values of code mixing with English elements. For contrastive purposes, mixing with Russian is included. The study is based on a Lithuanian data set collected during 3 years’ observation of my own Facebook network, mainly consisting of 30-40+ years old up-and-coming and well-established Lithuanian participants. My findings confirm that digital speech hybridization indeed has a universal indexical meaning of playfulness: the Lithuanian participants creatively exploit English and Russian orthography, grammar and code switching in order to engage in the ludic discoursive practices. However, Eastern European data additionally evidence political meanings of English and Russian insertions, where Russian is employed for social stylizations and assigned the negative value of communist oppression and English – the positive values of Westerness. My claim is that these local attributions of social meaning to non-native linguistic elements on Lithuanian Facebook are related to larger ideological processes and identifications of the Lithuanian speech community. Right at this point a link can be established between linguistic research of social media and a study of the symbolic value and spread of global English.

Keywords: Facebook discourse, mixed speech, indexical meanings, English, Russian

‘They’re Very Singing English isn’t it’: Attitudes towards Indian English

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Examining language attitudes is important to understand the acceptance and distribution of linguistic forms within a society (Jenkins, 2007). The majority of research of attitudes in World Englishes has tended to focus on the attitudes of speakers in the outer and expanding circles of English. However, increased migration is creating superdiverse environments in inner circle countries with English speakers arriving in the UK who already have established norms of usage (Vertovec, 2007). This means that it is becoming increasingly essential to understand the diversity of views within inner-circle countries towards varieties of English.

The participants in my study were multilingual British-Indian English language teachers and encountered Indian English in several different contexts such as within their family, with friends, in the local community, in the classroom and while travelling abroad. Despite this I found differences within the group in their attitudes towards varieties of English generally and Indian English specifically. Half of the participants in the group are second generation migrants and the other half are 1.5 generation migrants, arriving in the UK in their early to mid-teens. What my study suggests is attitude research has to take into account language ideologies, and supports the argument that opinions of correct language are formed during school years (Niedzielski and Preston 2009). The implications for research are that more consideration should be given to the language background of participants when examining language attitudes, and to the ideologies which underpin attitudes. It also further demonstrates the necessity of including a critical language awareness component in English language teacher training (Seidlhofer, 2011).


Keywords: Indian English, attitudes, ideologies
Intelligibility, Comprehensibility, and Interpretability Overshadowed by Linguistic Insecurity: A case of Persian English

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With the spread of English around the world, localized versions of English have emerged and Iran is no exception. Cases of lexical items, spellings, and pragmatic features exclusive to Persian English which are intelligible, comprehensible, and interpretable contributing to an Iranian identity are observable. However, the acceptance of such an identity via the use of English Language seems rather shaky on the part of Iranian English language teachers. Thus, the purpose of the present study was to explore the attitudes of Iranian English language teachers towards the construction of an Iranian affiliation through the use of English language. To do so, a triangulation of data was applied. First, a constructed scale of Persian English Identity was distributed to 167 English language teachers. Second, semi structured interviews were conducted with 46 of the participants with several cases of Persian English as the guide. Finally, discourse completion tasks regarding the situations of the use of Persian English were given to 63 of the participants. The findings of the study indicated that the majority of Iranian English language teachers, despite having no serious problem with the intelligibility, comprehensibility, and interpretability of Persian English, are still hesitant of attributing an Iranian identity to English language by the use of Persian English. Besides, many of them still feel that they might be identified with linguistic insecurity and lack of adequate proficiency by their learners in the classroom. Reasons regarding this attitude were explored in light of Vygotsky’s genotypic approach and suggestions for the practice of Persian English in the classroom were discussed.

Keywords: Persian English, linguistic insecurity, intelligibility, comprehensibility, interpretability

The Rhetorical Structure of Abstracts in the Journal of World Englishes

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Writing a well-structured abstract is crucial for the researchers to gain readership in the academic community; however, analysis of research article (RA) abstracts has been an under-researched area. To fill this gap, this study seeks to explore the rhetoric structure of RA abstracts in one of the language study journals. The data for the research was gathered from 103 abstracts of the articles published in the journal of World Englishes between the years of 2010-2014. All the abstracts were analyzed qualitatively for the four rhetoric moves (purpose, method, results, and conclusion) they contain. The analysis of the corpus revealed that general tendency as the rhetoric style followed a linear sequence as such: purpose, method and results, but there were a few deviations in order such as method, purpose and results or there were some abstracts with no result part. Abstracts with four rhetoric move were so few in number; in other words, conclusion part was mostly absent in the data. Abstracts with introduction (background information) which is marked as optional in the genre were quite prevalent in the corpus. The findings also indicated that use of self-mentions such as I, we, our were present in the corpus for interpersonal rhetoric purpose. This study has practical implications for researchers who want to write clear and informative abstracts to publish in high quality journals with an awareness of the conventions of the genre of academic texts.

Keywords: academic texts, rhetorical style, writing abstracts
The Impact Of Non-Native Interactions on Intercultural Communication Competency in The Context of an International Volunteer Work Camp in Vietnam

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The positive impact of short-term language study abroad programs reporting the development of students intercultural competency has been investigated by several researchers (Jackson, 2008; Nakagawa, 2009), however, there are few studies about the impact of international volunteer work camp programs (Yashima, 2010; Decker, 2010 ) in expanding circle Asian countries on learners willingness to communicate (WTC) and intercultural communicative competence. The aim of this study was to examine the impact of a two-week international volunteer work camp program in Vietnam on the students’ intercultural communicative competence. The participants of this study were 12 English majors (5 males and 7 females) from a private Japanese university who were engaged in volunteer work for ecological preservation with local Vietnamese student volunteers. Both quantitative and qualitative data were collected before, during and after the program. Quantitative data includes pre-and post-questionnaires measuring cross-cultural adaptability (Kelly & Mayers, 1995), willingness to communicate (McCroskey & Richmond, 1987), and perceived English proficiency. Qualitative data includes students’ daily journals, researchers’ field notes, recorded NNS-NNS interactions, and a post-group interview about students’ personal developments. A paired t-test was conducted to determine the effects of the international work camp experience on cross-cultural adaptability, willingness to communicate, and English proficiency and the results showed that there was significant improvement among the participants. In this presentation, reasons supporting the positive results such as less anxiety caused by cultural similarities and the receptivity of the host will be also discussed. This research suggests that an NNS-NNS interactions in Asia needs to be promoted not only for mutual understanding in this global society but also for developing participant’s communication competency.

Keywords: international volunteer work, intercultural communicative competence, willingness to communicate, NNS-NNS interactions, Asia

Construction Grammar Goes Global: Syntactic alternations, schematization, and collostructional diversity in World Englishes

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In this paper, we explore how Construction grammar (Goldberg 2006) can explain differences in the use of syntactic variants across varieties of English at different stages of linguistic evolution. We analyze two well-known syntactic phenomena in English—the dative (give me that/give that to me) and particle placement (pick up the book/pick the book up) alternations—in nine varieties from the ICE corpora: ICE-GB, ICE-CAN, ICE-NZ, ICE-IND, ICE-SIN, ICE-PHI, ICE-IRE, ICE-JA. We show that 1) the more an alternation is lexically entrenched, i.e. occurs with the same lexical items, the more likely it is to exhibit cross-varietal variation, and 2) an alternation’s degree of entrenchment in a given variety correlates inversely with that variety’s placement along the path of development in Schneider’s (2007) Dynamic Model. The Dynamic Model predicts that innovations in developing varieties of English are typically placed at the syntax-lexicon interface, where new patterns emerge as differences in the habitual associations of constructions with specific lexical items. We expand on recent work in this vein though an investigation of syntactic alternations from both a variationist and a collostructional perspective. Multivariate analysis reveals that the dative exhibits relatively little cross-varietal differences in the factors governing speakers’ choice of alternate, while the choice of particle placement is constrained more by verb-particle collocational patterns in less advanced varieties, e.g. Indian E, and more by deeper processing factors, e.g. end weight, in more advanced varieties. In addition, we find that less advanced varieties show higher type frequencies and stronger associations of verbs with specific alternates, indicating that speakers’ representations of alternations in these varieties are more substantive, i.e. concrete, and less schematic, i.e. abstract, than in more advanced varieties.

References

Keywords: construction grammar, syntactic variation, dative alternation, particle placement, phrasal verbs
A Diachronic Study of English Mixing in Cosmetics Ads in Taiwanese Magazines

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This study intends to investigate the diachronic change concerning the use of English mixing in Taiwanese magazine ads promoting cosmetics. Two sets of ads will be used for analysis, 51 ads collected from a 1999 magazine ads corpus and 214 ads from a 2009 corpus. A preliminary analysis shows that the structural distribution of English mixing in terms of its positions in ads remains much similar in a decade, with body copy, product label, and logo ranked in the top three positions while slogan staying at the bottom. Compared with the 1999 cosmetics ads, rather plain in their layout design and language use, the 2009 dataset shows a lot more complexity and elaboration in its layout design and lexical choices. The following lexical categories have grown in quantity and variety in a lapse of ten years: noun phrases; names of celebrities to endorse products; measuring units such as ml; professional terms such as SP (Sun Proof); English letters such as V used to feature the facial shape of a woman. Furthermore, the adjective new, implying ‘being trendy,’ has become an icon in two thirds of the ads, and changing parts of speech, such as using up and out as verbs, as a nativized device, has become proliferated. A comparison of the two datasets suggests that the growing use of English mixing delivers a more professional and authoritative image in the advertised products. Additionally, women are persuaded to believe that by using these professional-looking cosmetics, they can gain a sense of trendiness and physical charm.

Keywords: English mixing, cosmetics, Taiwanese magazines

Role of English in Borrowing Asian Words into Russian: Lexicographic aspect

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The presentation will discuss the Englishization of Chinese, Korean, and Japanese words borrowed by the Russian language and the challenges the indirect borrowing brings about. These challenges result from the difference in the sound systems of the languages concerned, various standards of Romanization writings, incomplete correlation between Romanized and Cyrillic alphabets, spelling that seems non-traditional in English, incongruity between Asian Romanization writing and reading these words, and a trend to transliterate words as if they were English rather than transcribe Asian loans. The principles and structures of English-Russian and Russian-English bilingual dictionaries of East Asian culture-loaded words will be dwelt upon. The English-Russian dictionary compiled during a field research in California mirrors American English and Asian contacts and their history. The Russian-English dictionary reflects language and culture contacts between Asian people and Russian, with English not infrequently serving as a contact mediator, or a lingua franca. The vocabulary of both dictionaries includes direct phonetic loans, semantic loans and loan translations from Asian languages, loans from other languages that have been in contact with East Asian cultures, derivatives from Asian loans, words coined from English stems in Asia, re-borrowed words, pidginized forms, as well as English and Russian words revealing history of contacts and attitudes of Western people towards Asian population and vice versa. While in the early 20th century many of the Asian words appeared in Russian directly, the second half of the century saw a great number of loanwords that were brought to Russian via English, resulting in duplicates and visual and auditive deformations of loans. In this context, the need for dictionaries aimed to help their readers translate from Asian Englishes into Russian and vice versa, as well as to raise the communicators’ awareness about the meaning of these words, becomes urgent in intercultural communication.

Keywords: English as a Lingua Franca, loanwords, Englishization, dictionary
What choice(s) do we have? Processing and Contextual Constraints on Syntactic Variation Across the Globe

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We report on an ongoing project synthesizing the Probabilistic Grammar framework (e.g. Bresnan 2007) with research on World Englishes: we adopt a large-scale comparative and sociolinguistic perspective on grammatical variation to explore the extent to which language users’ grammatical knowledge differs across varieties of English. Methodologically, we use multivariate probabilistic models to investigate variability in the cognitive constraints that fuel variation within and across speech communities. Such constraints, e.g. the tendency for longer constituents to follow shorter constituents, are not necessarily tied to formal structures but to stochastic generalizations about language usage. Thus, rather than simply describing probabilistic variation in corpus data, the project aims to illuminate aspects of the linguistic knowledge that language users with differing English backgrounds implicitly command.

The case study we present explores three patterns of syntactic variation in English which are sensitive to a range of constraints: the genitive alternation (the president’s speech vs. the speech of the president), the dative alternation (Tom sent Mary a letter vs. Tom sent a letter to Mary), and particle placement (Tom looked the word up vs. Tom looked up the word). Drawing on data from nine varieties of English featured in the International Corpus of English (British, New Zealand, Canadian, Irish, Indian, Singapore, Hong Kong, Philippine and Jamaican English), we find that while all nine varieties share a core grammar for each of these constructions, cross-varietal differences in the choice of alternative do emerge in contexts where differences in processing effort between the two alternatives is minimal.

References

Keywords: probabilistic framework, World Englishes, syntactic alternations, statistical modeling

User- vs. Use- Orientated Language in the Legal Systems of Fiji and Tonga

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While research in the World Englishes paradigm tends to prioritise user orientations in its focus on the multicultural contexts in which English evolves, there is growing awareness of use-orientated language in fields such as shareholder communication (Baumgarten, 2008), law (Powell, 2009) and alternative dispute resolution (Powell and Azirah, 2011). Professional language often includes cross-border dimensions that constrain local interaction. In the case of much Commonwealth law, the use of English is disproportionate to its use in surrounding society and depends on registers better understood by lawyers overseas than local lay participants. Local languages are typically mediated by translation and the indigenisation of legal English may not go beyond the incorporation of local lexis.

Based on court observations and interviews conducted in Suva and Nuku’alofa in 2014, this presentation reports on contrastive approaches to closing the gap between use-orientated legal language and the communicative needs of lay users in the Pacific nations of Fiji and Tonga. Although Fijians and Tongans are educated at least partly in English, few use it as a first language, yet both nations have inherited English-based legal systems and lawyers train overseas in English. In Fiji, where over 50% describe their L1 as Fijian and over 45% as Fiji Hindi, there are few authorised translations of laws. Court-based interpreter-clerks assist participants in proceedings conducted in English only. In Tonga, however, where almost everyone has Tongan as an L1, laws are published in the national language, alongside English, and it is used exclusively in the lower courts. Court records are nevertheless only in English, laws are drafted in English before being translated, and higher court proceedings are in English even where advocates and witnesses are all Tongans. The presentation will consider the role of English and other languages in enhancing access to justice in each nation.

Keywords: law, Pacific, professional language, use-orientated language
Bridging the Challenges and Opportunities, Teaching English Academic Writing to Socio-Culturally Diverse Non-Native Students: A 600+-subject study

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Istanbul Sehir University, Istanbul, Turkey, is a young private English-medium university where all of the students are native speakers of other languages (85% Turkish and the remainder natives of over two-dozen languages). The vast majority of students enter the university with a suboptimal level of English skills, particularly writing. Therefore one or two years prior to entering their freshman year, students enroll in a separate university-operated English preparatory program (SEPP), where on average students’ writing improves 43% (Author, 2014). Additionally, once matriculated there are two mandatory English courses all students take (UNI 123 and UNI 124) to further enhance English receptive and productive skills. To date 600+ students have completed UNI 123 or both.

This study investigates the entire available body of writing production from all students who attended the Freshmen English courses to determine (1) common deficiencies, (2) learning transfer (James, 2009), and (3) create statistically valid comparisons across groups. Using reliable and reproducible computer-aided and manual methods, covering grammar, mechanics, style, plagiarism, and compositional structure, we determine the issues among these students. These results alone are critical for improving academic writing teaching. Furthermore student writing is compared along a variety of categories: native language, English competence, and academic achievement among others. Conclusions highlight the challenges and opportunities in teaching English writing to this socio-culturally diverse group of university students. Implications of the study suggest ways to alter teaching methods and curricula to best prepare multi-cultural non-native students for excellence in English academic writing.

Keywords: academic writing, Freshmen English, assessment

ELF and World Englishes in Teacher Education Programs: Understanding of the connection between theory and practice

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English as a subject in the EFL classroom is generally viewed from a teaching perspective rather than from a learning prospect, in which the former is centered on near-NS competence and the latter on “the process of ‘languaging’” (Seidlhofer, 2011), that is, getting learners to use the linguistic knowledge already obtained and making the most out of its communicative potential, regardless of the variety used. Such an approach is therefore more associated with an ELF (English as a Lingua Franca) outlook (Jenkins, 2006, 2007; Kirkpatrick, 2010; Seidlhofer, 2001, 2011) and a World Englishes (WE) view (Sharifian, 2009; Matsuda, 2002, 2009). However, the question that remains for many ELT teachers is how an international approach can be applied, while simultaneously adhering to institutional requirements. It is here that teacher education programs play an important role in conceptualizing the notions of ELF/WE and in teaching trainees how a global outlook may be effectively implemented. In this sense, besides teacher training, attention may likewise be given to teacher education/development (Widdowson, 1990; Sifakis, 2014), where notions like awareness to different linguistic varieties, the need for developing communication strategies and intercultural communication are explored (Llurda, 2004; 2009). With this in mind, this paper focuses on a study targeted at pre-service teacher education programs in Portugal in five public universities. Trainee’s views on English, ELT and ELF/WE are analyzed, to understand to what extent these programs mold their attitudes from the beginning to the end of their studies. Seeing as some native beliefs regarding ELT persist among trainees (especially British/American standards), some transformative suggestions/strategies (Cavalheiro, 2015; Sifakis, 2007, 2009) are put forth not only to further conceptualize ELF/WE in teaching programs, but also to understand how they may afterwards be integrated in classrooms, contributing then to a greater awareness of the different Englishes being used globally.

Keywords: English as a Lingua Franca, World Englishes, teacher education, intercultural communication
Comparing Creative Themes Chosen by Students to Write Exactly 50 Words in Lithuania, Japan and the UAE

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Bridging socio-cultural and socio-linguistic contexts, this study explains how the World Englishes pedagogy of the 50-word Extremely Short Story Competition [ESSC], which first appeared in World Englishes (2006), may be utilised to compare student themes in written English ‘stories’ produced in Lithuania, Japan and the United Arab Emirates (UAE). Students in all three countries were given free-reign to write on any subject of their choosing and asked to write exactly 50-word Extremely Short Stories (ESSs). As in Hassall (2006), they were encouraged to write ‘fact or fiction; poetry or prose’. At the International Symposium: Learner Corpus Studies in Asia & the World held in Kobe, Japan, Matsubara (2013) compared two parallel corpora each comprising ESSs written by more than 500 student-authors collected in Japan and the UAE in 2006. Matsubara identifies some 44 different themes, as being related to ‘general mindset’; ‘behavior’ and ‘culture of groups’ of these two sets of student-authors. The same two ESS sets from Japan and the UAE will be compared with students’ 50-word written English contributions which were collected following workshops, held at Kaunas Faculty of Humanities, Vilnius University, Kaunas Lithuania in April 2015. It is significant that the ten most frequent themes chosen by Japanese student-authors and UAE student-authors comprise mutually exclusive sets. Matsubara identifies the three most frequent themes appearing in the Japan ESS set as: 1) Hobby & Club Activity; 2) Friend & Friendship; 3) Appreciation of Nature. These contrast starkly with the three most frequent themes appearing in the UAE ESS set: 1) Death; 2) Moral Message & Encouragement; 3) Self-introduction & Self-reflection. It will be enlightening to determine whether the Lithuanian ESSC data set of most frequent themes is similarly exclusive or whether it bears greater similarity to the Japan or the UAE set of ESSC themes.

Keywords: corpora, 50-words, Lithuania, Japan, UAE

Lexical Innovation in the Early Nativization Phase in Ghanaian English: A corpus-based analysis

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This contribution provides a qualitative analysis of Ghanaian English lexis based on the 600,000-word Historical Corpus of English in Ghana (HICE Ghana) currently being compiled (Brato, 2014). The corpus is a collection of written language covering the period from 1966-1975 and represents the variety at about 10-20 years after independence and the onset of the nativization phase in Schneider’s (2003; 2007) model of the evolution of New Englishes. It is in this period that processes such as borrowings, innovative word-formation strategies and collocational preference emerge most strongly (Schneider, 2007: 78–82). Following Dako’s (2001; 2003) methodology the classification will be twofold. In a first step, items are classified as to their linguistic Background: words and phrases of English origin (such as boo boys for people hired by a political party to boo and hoot at another party’s rally), words of Ghanaian or West African origin that have been integrated into the language, e.g. the labels for local kings which often end in –hene as in Gyasehene or Asantehene, and hybrid forms, as in Homowo day, the day at which the Homowo festival takes place. In the second step, a formal and semantic classification is carried out in order to identify the processes found in the creation of neologisms in Ghanaian English. Items listed in previous work (Sey, 1973; Kirby, 1998; Dako, 2001, 2003; Blench 2006) are searched systematically for their occurrence in HICE Ghana. In addition to that the corpus is also checked for new items or collocations not listed previously. The paper is rounded off with a small-scale real-time analysis of lexical productivity in Ghanaian English by comparing some of the word-formation processes identified in HICE Ghana to the written section of the Ghanaian component of ICE (e.g. Huber, 2012), the data for which largely stems from the early 2000s.

Keywords: Ghanaian English, nativization, lexis, corpus study
Foundations of an EIL-Aware Teacher Education

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EIL teacher education is challenging for reasons that are, to a large extent, related both to the fact that it encompasses different perspectives of theorising and analysing the spread of English around the world, and to teachers’ perceptions about Standard English and conflicting attitudes towards the role and status of non-native speaker communication. In this paper, we address these challenges and propose a series of principles to be considered by teacher educators who wish to integrate the EIL construct in teacher education programs. In addition, we discuss the advantages/strengths of making English language teachers around the world critically aware of the EIL paradigm; we also discuss implications of such awareness. We propose that an ideal EIL teacher education program should have two integral components: (a) comprehensive information about the current role of English worldwide and (b) an element of change in teachers’ perspectives about that role and the implications such a program can have for their own teaching context. In sum, the aim of an EIL-aware teacher education program should be: (a) to critically inform teachers about the EIL construct; (b) to prompt teachers to become conscious of their deeper convictions about teaching, learning, assessing etc. vis-à-vis English; (c) to prompt teachers to understand the implications of the EIL construct for their own teaching context; and (d) to assist teachers in applying the EIL construct in their own teaching context. To illustrate these points, we report and discuss the stages of the development of an EIL-aware in- and pre-service teacher education program (The Boğaziçi ELFTED Project) in an expanding circle context.

Keywords: ELF, ELF-aware, teacher development, ELF-aware teacher education

Polysemous Verbs and Modality in American, Philippine and Turkish Argumentative Writing in English

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The present study is a corpus-based analysis of a selection of polysemous lexical verbs used to express modality in three 100,000-word corpora of argumentative essays written in English by university students belonging to different concentric circles (1985) of the English language: American students from the Inner Circle; Filipino students from the Outer Circle; and Turkish students from the Expanding Circle. Concordances are used to determine the overall range and frequency of twenty-three lexical verbs, and to analyze their grammatical distribution, their function as hedges and boosters, and their use in personalized, impersonalized and depersonalized constructions. The results of the study indicate several notable differences among the three groups with regard to the use of lexical verbs to communicate modal meanings, especially in the figurative uses of lexical verbs and conveying varying degrees of certainty and writer commitment. The results also suggest that the three student groups have a limited repertoire of lexical modal devices at their disposal.

The study sheds light on the possible effect of cultural differences on argumentative writing and the influence of differing linguistic and rhetorical conventions on the written production of first-, second-, and foreign-language English users. Although these dissimilarities represent only general tendencies, they do give insight into how modality is expressed in three distinct varieties of English, providing “evidence of alternative patterns and understandings” (Hyland, 2003, p. 37) as manifested in writing.

References

Keywords: modality, lexical verbs, argumentative writing, corpus-based study
The Role of College ESL Instruction in Qatar in Preparing Students for Higher Education

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This presentation explores how English instruction in a foundation program in Qatar functions to fill an existing gap between the academic cognitive skills needed by students for ESL and future college classes, and skills they have been prepared to do in their high school studies. The presentation highlights a new role that English instruction plays in the expanding circle; i.e. preparing high school graduates for college classes. Building on literature about schema theory and background knowledge, this presentation of a mixed-method study compares the discourse of high school classrooms to that of college-level ESL classes in Qatar. It shows findings of 1) a qualitative analysis of a number of ESL college-level syllabi in a Qatari college to locate cognitive academic skills included in them, 2) a qualitative analysis of high school humanities textbooks to locate academic skills they include, 3) a qualitative analysis of interviews with a number of students and teachers to examine how the textbooks were used in the classroom, and 4) a quantitative analysis of a survey of a number of college ESL instructors in Qatar to measure their perceptions of the level of the preparedness of their students to meet the needs of their ESL classes and beyond. Findings of college ESL syllabi show a list of more than thirty academic cognitive skills such as making informed inferences, and using details to discuss and write predictions. Findings of textbooks analysis indicate that a) Arabic textbooks have more potential than Social Studies textbooks to prepare Qatari high school students to “succeed” in college. Interviews reveal that classroom teaching does not help students internalize academic cognitive skills needed for college success. Surveys with ESL teachers show that most teachers believe their students were not prepared to meet college classes prior to coming to their ESL classes.

Keywords: adult ESL classrooms, schema theory, background knowledge, cognitive skills, teaching and assessment

A Sociolinguistic Analysis of English Use in Moroccan Advertising

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For several decades, researchers have examined English use in advertising in countries in which English has had the status of a(n) additional/foreign language. Such studies have looked extensively at, for example, magazine, television, newspaper, and billboard advertising in Outer Circle countries like India (Bhatia, 1987, 1992, 2006). Other researchers have focused on European contexts such as France (Martin, 1998, 2002, 2006), Russia (Ustinova 2006; Amiri and Fowler, 2012), and Greece (Oikonomidis, 2003), which are part of the Expanding Circle. Today, the practice of using English in advertising remains popular and indeed is spreading further to new contexts. Within the Expanding Circle, one such new context is that of the developing country of Morocco in North Africa, a nation once subjected to French and Spanish colonial rule. The present study explores the relatively new linguistic practice of using English in advertising in the Kingdom of Morocco, a multilingual nation of 33 million people where already numerous dialects of Arabic and Tamazight are spoken as well as French and Spanish. Specifically, the presentation offers a qualitative analysis of functions of English in billboard advertisements, as illustrated in nine randomly selected ads on display in the city of Casablanca during the summer of 2014. Utilizing Martin’s (2002) cline of code-mixed advertising and Bhatia’s (2001) Structural Dependency Hierarchy, the presentation offers a structural analysis of the ads. It further demonstrates how English is used to convey a number of socio-psychological effects, including messages of innovation, superior quality, exclusivity, modernity, sophistication, efficiency, and utility. In conclusion, the findings are assessed with respect to their contribution to a preliminary understanding of the spread and growing impact of English within the country as a fifth major language of use.

Keywords: English, Morocco, advertisement, sociopsychological effects
Going Beyond “I am sorry I can’t make it”: Expanding circle values in speech act realizations

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As is highlighted by the scholars researching in the field of World Englishes, what is perceived as being appropriate and conventions for performing a linguistic behaviour in interaction reveal variation between the users of English language. Therefore, both speech act genres and strategies for realizing and interpreting them are often far from sharing a common sociocultural background which has fuelled great interest of research into the issue. However, so far, too little attention has been paid to this variety in the representations and realizations of speech acts in course books, which are one of the essential sources in language teaching. Hence, this study sets out to investigate the presence of discrepancies across the expanded circle countries in terms of the use of apologies and complaints in course books. Moreover it questions and further discusses whether such a discrepancy is addressed in EFL (English as a Foreign Language) course books apart from inner-circle counties norms or not. To this end, 17 EFL course books of different proficiency levels used in the countries of expanding circle were investigated by using the content analysis method. The findings indicated that the course books included in the present study did not give an account of the potential divergences in the Inner Circle use of the speech acts. The lack of acknowledging the variety may ignore the hotly debated argument that “English speakers do not represent a single speech fellowship” (Smith, 2015). The speech act strategies that were detected in the course books failed to reflect the presumed values of other communities in the expanding circle.

Keywords: speech acts, EFL course books, proficiency level, inner-circle countries, World Englishes

The English of company names: The commercial naming culture in Singapore

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The notion of indexing has received much attention in sociolinguistics (e.g. Ekert, 2008), and is key to the understanding of Singapore English as developed by Alsagoff (2010) and Leimgruber (2011). Choices that are made - such as the manner of articulation of particular vowels, consonants or words or the choice of particular words - are seen as contributing towards style which is meaningful at different levels. This is something that has been long established within the field of stylistics. Alsagoff, for example, suggests that these choices within Singapore English can index higher or lower levels of affiliation with the local. In this paper, I focus on the choices that are available in naming practice in Singapore. Naming in general is seen as a deliberate, purposeful and significant activity. Names - even more than language in general, I would contend - are therefore also seen as indexing a configuration of meanings and as contributing to its style. Wee (2015) also suggests that companies participate in organisational styling as a way of projecting themselves to the world. Names will certainly form part of that organisational styling.

In this paper, I focus on 50 commercial names nominated by the Enterprise 50 Awards: ‘local, privately-held companies who have contributed to economic development in Singapore and abroad’. These were the companies nominated for 2014.

Names are linguistic in nature (in that they need to conform to the structural constraints of particular languages). It would therefore be possible to analyse the names from these perspectives: the linguistic sources of the names; the choice of descriptive or creative elements; the internal structure of the names. All this I hope will throw light on the style choices and the meanings indexed, and ultimately an indication of the commercial naming culture in Singapore.

Keywords: commercial names, Singapore, indexicality, style
Modals and Semi-Modals of Strong Obligation and Epistemic Necessity in World Englishes: Evidence from the ICE family of corpora

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Recent research has shown that the system of modal auxiliaries in English has been undergoing significant changes in the last half-century or so (see, e.g. Mair, 2006; Leech et al., 2009). Particular attention has been paid to the decline in frequency of use of even some of the ‘central’ modals, including shall and must. Writing on the last-mentioned, Mair (2006: 100) notes that in British English must as a marker of necessity has in recent decades been losing ground to other markers, especially the semi-modals have to and have got to (see also Leech et al., 2006).

This paper focuses on what Smith (2003: 242) has dubbed as markers of ‘strong necessity’ (must, have to, (have) got to, need and need to) as opposed to those of ‘weak necessity’ (should, ought to, supposed to, etc.). Our aim is to find out to what extent the uses of the markers of strong necessity vary in different World Englishes, and how this variation relates to the trends reported for British and American English. Although the main focus of this study is on the deontic uses of modal auxiliaries, epistemic modality will also be examined in those cases where the verb permits epistemic use. The database used for this study consists of the private dialogue -components of the following ICE corpora: Hong Kong, India, Ireland, Philippine, and Singapore. In addition, the superstrate varieties, British and American English, have been included in the study as further points of reference; data for these varieties come from ICE-GB and the Santa Barbara Corpus of Spoken American English. The results suggest that the varieties studied display significantly divergent patterns in the expression of strong obligation and epistemic necessity. This speaks for a certain level of autonomy in different World Englishes even in this core area of grammar.

Keywords: modals, obligation, necessity, World Englishes

The Future of Translingual Practice in Turkish EFL Context: Views and attitudes

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Translingualism is a rather recent movement which sees L2 teaching as linking the L1 and L2 instead of putting the two languages in different mindsets (Kellman, 2000; Schwarzer et al., 2006). What makes this approach different from previous multilingual approaches is that the multilingualism-based approaches create an isolated and far from authenticity teaching atmosphere, on the other hand translingualism establishes a stress-free, culturally rich classroom environment by incorporating the first languages of students. Moreover, contrary to multilingualism, translingualism is a matter of process rather than product (Huang, 2010). Marsh (2002) mentions translingual classroom as an environment in which many languages are involved in. For instance; teacher may speak one language while students are responding in another. Kramsch et al. (2008) view translingualism as a must in teacher training programs in future’s globalized world where the teachers will have to deal with plurilingual and pluricultural classrooms. Based on this issue; this study is an attempt to explore the attitudes of future teacher trainers for tomorrow’s translingual and transcultural classrooms. For this purpose; the participants of this study are selected among graduate students studying at ELT department in a state university in Ankara. The participants are asked about their views on the L1 use, L2 use-only, the notion of translingualism, use of translingualism, willingness to use translingualism in their EFL teaching. A semi-structured interview form was used to collect the data. The interview questions are developed by the researchers through investigating the literature of translingualism. The data are analyzed through constant comparison analysis method. The results of this study reveals that especially in EFL contexts translingualism can be considered as a useful approach through which real-life language proficiency can be achieved.

Keywords: translingualism, teaching writing, culture, teaching methods
Attitudes and Reactions Towards English in the Baltic States: From lingua aliena to lingua franca

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Approximately three decades ago, the presence of English in the Baltic states was rather limited to a few academic circles. Nowadays, however, as in many other expanding circle countries (Kachru 1992), English has become a widely known language by a growing number of the population in the Baltic states too. In this paper, I focus my analysis in the Estonian context and explore the attitudes associated to the English by young Estonian and Russian speakers.

Situated in post-communist Europe, the Baltic states provide a fertile ground to investigate the glocal impact of the English language. On the one hand, English has been associated with values of freedom and modernity (Fonzari, 1999), a symbol of these countries’ ‘return to the Western world’ (Kasekamp, 2010). Previous research has found very positive attitudes towards English in instrumental terms by adolescents (Tammemägi & Ehala, 2012). On the other hand, English has also been perceived as a threat and a homogenizing tongue (Liiv & Laasi, 2006). This double sided view of the English language coexists with another layer of complexity: the possibility for English being used as a lingua franca intra-nationally, i.e. within members of the different ethnolinguistic groups that are present in the country (in this case, Estonia). In the paper, I report on the findings of a language attitudinal study conducted to find out more about the possibility of English being used as a lingua franca in Tallinn. Although not the most frequent option, this is a possibility that works when none of the linguistic resources available to the interlocutors is sufficient to allow them get by. In conclusion, English in such context can be regarded as an extra intercultural resource that speakers may use to overcome ad hoc communicative difficulties and aid in their face-to-face interaction.

**Keywords:** baltic states, English, Estonia, language attitudes, lingua franca

Classroom Practices in Training Graduate Students to be EIL teachers: 1981 to 2015

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This paper mainly reports on the author’s classroom practice since 1994 at Osaka University in Japan in training graduate students to be EIL teachers, in which the significance of the following three points are highlighted: 1) Selecting an appropriate EIL paradigm for local contexts as a guiding principle 2) Bridging the gap between theory and practice in EIL 3) Providing the trainees with opportunities for experiencing authentic EIL communication. Results of interviews with two alumni (a senior high school teacher and a university professor) are also summarized, which show that this course made them aware, among others, of the need for demonstrating the Japanese teacher’s own English as a sample model for the students.

As a background for this classroom practice, and partly as a tribute to the first IAWE president Larry E. Smith who passed away last December, the present paper also briefly describes Smith’s graduate class at the University of Hawaii at Manoa in 1981 entitled “English as an International Language,” in which the author was enrolled as a student. Smith’s practice in this pioneer course in EIL teacher training 34 years ago helped the author to recognize the importance of the above three considerations, when it was rather uncommon, as investigated by Richards and Hino (1983), even to incorporate the issues of varieties of English into a TESOL program. Based on these pedagogical practices, several key issues in EIL teacher education are discussed in this paper, with reference to the Japanese context as a part of the East-Asian Expanding Circle.

**Keywords:** EIL, teacher training, TESOL program, classroom practice
Practices of Teaching Englishes for International Communication

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Teaching English as an International Language (EIL) does not seem to be an unfamiliar perspective or concept to many English language practitioners and teacher-educators. For the last three decades, EIL and World Englishes (WE) scholars have called for the need to base the teaching of English language on the changing sociolinguistic reality of English. However, this call still remains at a theoretical level. Thus, this paper aims to illustrate how this call can be ‘practicalised’ especially in a teacher-education program. Specifically, it discusses how a course, ‘Practices of Teaching Englishes for International Communication’ – POTEIC, taught within the Master of Applied Linguistics program at Monash University, equips pre-service and in-service teachers with knowledge, attitudes, and skills to teach English as an International Language. POTEIC aims to give students a hands-on experience of teaching EIL. In this 12-week course, students are engaged in learning how to develop language teaching materials, to teach macro/micro-skills, and to test or design a language test in the light of the current of English as an international language. In addition, they are also provided with an opportunity to observe teaching EIL in action, to experience teaching EIL, and to critically reflect on these teaching experiences. Therefore, classroom observation, teaching practica, and an action research project are the main assessment activities of POTEIC. It is hoped that the curriculum of POTEIC described in this paper provides TESOL teacher-educators with an example of how to prepare teachers to teach EIL.

Keywords: English as an International Language, World Englishes, curriculum

Mock English(es) in Popular Culture: Appropriating English as a language of popular culture

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Popular culture, for a long time, has had a love affair with the sound of English. Singers try to work English-sounding lyrics into their pop music — sometimes with success, but often with amusing results. Advertisements in various languages are laced with English texts that are no more intelligible than they are communicative. Television shows demonstrate English-language interactions as both sources of instruction and amusements. And this devotion to English can be found throughout the world in almost every popular culture. English is used to decorate advertising, television shows and T-shirts not for communicative purposes, but because of the cultural values and ideologies that are suggested by the language. An examination of the range and history of mock English suggests that the phenomenon is neither new nor innovative. While the use of mock English has little communicative value, what, then, are the purposes of mock English and what does its use suggest about the roles and conceptualisation of English generally? This paper will attempt to develop a general theory of mock English to explain why it so frequently appears in popular culture. While mock English may be used to promote better English language learning, more often it is used to suggest a way of life or a set of images related to modernity and the presence of English. By controlling the contexts and function of mock English, speakers empower themselves to become speakers of a language that might otherwise prove threatening.

Keywords: popular culture, identity, mock English, modernity
Tensions within and beyond EIL Teacher Education: Reflections, implications and future directions

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The unprecedented global demand, use, and appropriation of English as an international language (EIL) necessitate immediate and sustainable responses in various domains of the English language teaching (ELT) enterprise (Alsagoff et al., 2012; Matsuda, 2012; McKay, 2002; McKay & Bokhorts-Heng, 2008; Selvi & Yazan, 2013), and teacher education is no exception (Dogancay-Aktuna & Hardman, 2008; Matsuda, 2006). Departing from this premise, and in order to address the dearth of and need for presentation of teacher education practices within the growing EIL literature, this presentation offers reflections from a course which examines the linguistic, social, and political impact of the spread of English around the world with specific emphasis on the set of implications for English language teachers. More specifically, the presentation begins by providing an overview of the specifics of this course (e.g. context, participant profile, scope, objectives, tasks and assignments etc.). Then, it identifies tensions and challenges embedded in the local teaching-learning context vis-à-vis the principles of ELT and EIL. Finally, it discusses critical roles and responsibilities to be shared by teacher educators and teacher-learners throughout and even beyond the course. Ultimately, it is hoped that this presentation underscores the vitality of the link between EIL pedagogy and EIL teacher education, and contributes to the emerging discussions of teacher preparation through constant negotiation with glocal needs, realities and challenges at multiple levels (Tudor, 2003).

Keywords: teacher education, EIL, glocalization, pedagogy, TESOL/ELT

‘Departments Reporting to Rectorate’: Turkish English as manifested on the official websites of the state universities in Turkey

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Turkey is an Expanding Circle country where Turkish users of English as a foreign language (TUEFLs) have scarce opportunities to use English. Most TUEFLs are predominantly taught grammar, and generally lack the competence to appropriately use English collocations, and figurative language. Furthermore, the typological differences between Turkish (synthetic) and English (analytic) cause further difficulties. In a way, TUEFLs develop a Turkish English with marked characteristics in syntax, semantics, and pragmatics. In this study, I investigated the English translations of a specific Turkish phrase on the official websites of 103 state universities in Turkey. In Turkish university system, the phrase ‘Rektorluge Bagli Bolumler’ originally refers to the common courses required of all undergraduates (e.g. Turkish Language), and should be translated into English as ‘Compulsory Common Courses’ so that anybody reading it in English can understand it that way. I downloaded and categorized the translations of the phrase, and found that the phrase is translated in 32 different phrase formats, totaling 52 translations. For example, five university websites posted it as ‘Departments under Rectorate’, four as ‘Departments Reporting to Rectorate’, and three as ‘Rectorate Affiliated Units’. After this, I gave 10 native and 10 nonnative (non-TUEFL) English speakers a task sheet including six of the posted English phrases (e.g. ‘Departments Reporting to Rectorate’). I told them that the phrases are from a material giving information about universities and asked them to write what they understand from the phrases. The results show that almost all of the participants interpreted English phrases differently from ‘Compulsory Common Courses’, and that they either paraphrased the phrase (e.g. ‘departments immediately subordinate to the rectorate’) or produced phrases like ‘secretary’, ‘campus safety’, and ‘residential life’. Preliminary results show that Turkish English is a reality, and that it may cause communication problems in promoting Turkish institutions internationally in English.

Keywords: Turkish English, English websites of state universities in Turkey, translation
Conceptualizing and Approaching Education for Glocal Interaction beyond Essentialized Categories of Identity: One example from Japan

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Within Japanese society, dominant discourses of being and doing have constructed education for interaction with the “Other” as English language education predicated upon an idealized Caucasian, Western and male native speaker (NS) (e.g., Kubota, 1998). Concomitantly, dominant discourses of identity within society and English language teaching (ELT), have established essentialized, linguistic, cultural, economic, political, ethnic, and geographical “borders” of Japaneseness. The construction, perpetuation and patrolling of such borders has resulted in the limitation and/or elimination of personal and professional discursive space for being and becoming, in Japanese society and ELT therein. Recent postcolonial, postmodern and poststructural scholarship has challenged essentialized binaries of identity, including NS/NNS, NEST/NNEST, and Japanese/not-Japanese, for reasons critical and practical (e.g., Houghton & Rivers, 2013). Such work contends that both communities and interaction are characterized by movement and hybridization, within and beyond borders (Rudolph, Selvi & Yazan, 2015). This has prompted ongoing reconceptualizations of language ownership, use, and instruction, and of identity and community membership. In ELT, scholars have in turn focused on contextualized, glocal (fluidly local and global) negotiations of identity and interaction. In the classroom, contextualization includes attending to learners,’ users’ and teachers’ ongoing negotiations of identity, to who they may interact with, where, and for what purposes, and therefore to what linguistic, sociocultural, and other knowledge and skills might be prioritized (Selvi, Rudolph & Yazan, forthcoming). Drawing on a recent study, the presenter contends that conceptual and pedagogical shifts beyond essentialized categories of being and doing may result in tensions in the classroom, as learners and teachers both explore the individuals, ideas and information involved in contextualized, glocal movement and interaction within and across borders, and confront dominant constructions of “Self” and “Other.” This presentation concludes by approaching the potential implications of moving beyond essentialized categories of being and doing.

Keywords: identity, education, postmodernism, poststructuralism

Conyo English: Explorations on Philippine English sociolects

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Socioeconomic status has always been a strong predictor of access to English-medium education as well as English language proficiency in the Philippines (Gonzalez & Sibayan, 1996). The resulting pattern of use then is that Filipino users of English who belong to higher socioeconomic status are the ones who are proficient in English and who use English in more domains and verbal activities, particularly the more personal and less controlling domains. These users of Philippine English have also restructured English and have emerged a Philippine English sociolect, even known more commonly as ‘Conyo English’. This paper explores a sociolinguistic phenomenon earlier documented by Perez (1993) in a more specific speech community (i.e. female students of convent schools). The dataset used in the analysis reported in this paper includes male and older respondents. The present description of the sociolect also allows for a ‘quasi-diachronic’ comparison with Perez’ findings. More importantly, this paper is a documentation of how Philippine English is developing and evolving as a new English not only along the historical timeline but also with reference to socioeconomic cline, which has always been a crucial factor in English language acquisition, learning, and use in the Philippines.

Keywords: Philippine English, sociolects, code-switching
English use in Shop Signs and the Perspectives of Shop Owners and Customers on Business Naming Practices: The Trabzon case

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While English has no official status in Turkey, a country in the expanding circle according to Kachruvian circles, its growing popularity all over the world seems to reveal itself in different domains from media to business. Analyzing the extent and shop owners’ and customers’ perceptions’ of English use in shop signs could be useful to determine some assigned roles or functions of English in business discourse in Turkey. From a theoretical standpoint, our understanding of the language preferences in shop signs could promote our understanding of the linguistic landscapes since language is not limited to the linguistic units in spoken interactions or written texts, but linguistic environment also counts as language, and the language in our linguistic environment in turn has significant impacts on us. By examining the shop signs and individuals’ perceptions of these shop signs in the linguistic landscape of Trabzon, a northeastern Turkish city where varying archaic dialects of Turkish exist, this study attempts to examine how English is deconstructed and reconstructed. This is a mixed-methods study combining qualitative and quantitative research traditions by covering the frequency of shop signs and the perspectives of individuals towards English use in shop signs. In order to see the sociolinguistic impact of English spread in the city, the current study takes exploring shop names taken from the Chamber of Merchants and Craftsmen as a starting point and aims to see its widespread reflections on the society by addressing the perspectives of 10 shop owners who preferred to use English names for their stores and 20 customers who preferred a particular shop with an English sign. As for the analysis part, the store names are classified into (a) foreign signs, (b) hybrid signs, and (c) Englishized Turkish signs and the interview data is analyzed via content analysis.

**Keywords**: shop signs, shop owner perspectives, customer perspectives, world Englishes

Towards a Transformative EIL, WE and ELF-Aware Teacher Education: The case of the ‘ELF-GATE Project’

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The purpose of this paper is to describe a four-month-long e-learning professional development programme currently undertaken in Greece which aims at raising in-service teachers’ awareness of the theoretical and pedagogical implications of English as an international language (EIL), World Englishes (WE) and, especially, English as a lingua franca (ELF). Being an essential part of doctoral research investigating the transformative potential of ELF-aware teacher education from a constructive-developmental perspective, this programme is called the ‘ELF-GATE Project’ after the initials of the key concepts it revolves around, namely, Globalisation and Technology in English language teaching and ELF, a term viewed, in this case, as encompassing the use of English across Kachru’s circles, among speakers with different lingual linguistic backgrounds. More specifically, considering that effectively incorporating EIL, WE and ELF into teaching primarily entails being capable of recognizing and evaluating one’s deepest assumptions regarding English and English language teaching, this programme takes place in two broad phases. The first phase involves providing the participants with appropriate amounts of challenge and support so as to uncover, question and, eventually, transform their assumptions about crucial EIL/WE/ELF issues, such as the legitimacy of non-standard varieties; in this regard, the participants are required to study selected extracts of EIL/WE/ELF literature, watch videos illustrating authentic WE/ELF use and, in this light, to reflect critically on the nature and appropriateness of their own convictions as users and teachers of English based on gradually more demanding reflective questions. The educator’s role as a mentor facilitating the participants’ transformative journey is highly significant in order for them to be able to proceed to the second phase of the programme; this involves action research in one’s class to realize how exactly EIL, WE and ELF can be incorporated in teaching and how modern technology, including the Internet, can be employed to that end.

**Keywords**: teacher education, English as an international language, World Englishes, English as a lingua franca, transformation
Integrating EIL, WE and ELF in Primary School Classrooms: Two action research studies in Turkey and Greece

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The overall purpose of this paper is to explore the pedagogical implications of the research conducted in the field of English as an international language (EIL), World Englishes (WE) and English as a lingua franca (ELF) and provide an insight into the possible ways such perspectives can be effectively integrated in primary school classrooms in expanding circle countries. To that end, two independent yet complementary action research studies carried out in Turkey and Greece are presented. More specifically, these studies involved 8- and 12-year-old learners respectively and were both undertaken in the framework of the ‘ELF-TEd Project’, a pioneer teacher education programme conducted at Bogaziçi University aiming at raising in-service teachers’ awareness of the current complex reality in English language use around the world and, especially, of the role of English as a global lingua franca. Acknowledging, therefore, that the successful incorporation of EIL, WE and ELF in the teaching practice is largely determined by the particular requirements of the context within which teaching and learning occurs, this paper provides a contrastive analysis of the two teaching situations illustrating their similarities and differences. In this regard, it is highlighted that, given the learners’ very young age and the native-speaker-oriented school culture, the Turkish study focused on multicultural issues, raising their awareness of the linguistic and cultural diversity characterizing the English-speaking global community nowadays. On the other hand, taking into account that the learners were older and more experienced in English-medium communication, the Greek study aimed at promoting communicative strategies that are essential in establishing mutual understanding in situations involving speakers with different linguacultural backgrounds. The paper concludes with the lessons learned out of these studies, arguing that incorporating EIL, WE and ELF in the teaching practice is a difficult yet absolutely necessary task in the era of globalisation.

Keywords: action research, World Englishes, English as a lingua franca, multiculturalism

On language Attitudes in a Former Anglophone Community in Paraguay

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Around the turn of the 20th century, over 600 English-speaking colonizers settled in Paraguay with the aim of establishing a completely socialist society called New Australia. The project failed, however, and the settlers either left Paraguay or gradually integrated into rural Paraguayan society. Given that the descendants shifted from English to Guarani, New Australia is the only case we know of where a sizeable group of English speakers shifted from their prestigious European language to a local indigenous language. It is, nevertheless, not surprising that this case occurred in South America, the ‘forgotten continent’, where English only plays a marginal role vis-à-vis Spanish and Portuguese (Friedrich & Berns 2003). Even though the descendants belonging to generation five have little knowledge of their forefathers’ language and culture today, they might nonetheless wish to learn English. Their motivation to do so could either be tied to their ancestral identity or the fact that English became the most important world language, i.e. for either integrative or instrumental reasons, respectively (cf. Gardner 2010: 85). To shed light on language attitudes among New Australians could thus add to our knowledge on the role of English in rural South America, a still widely underresearched region in English linguistics. The present paper presents unpublished data from 71 questionnaires collected among New Australian students in December 2014. The results indicate that even though English is their heritage language, students rather wish to learn English for instrumental reasons, which suggests that the ancestral bridge from Australia to Paraguay has ceased to exist.

References

Keywords: attitudes, South America, language shift
Pedagogical Insights from Comenius Experiences of Turkish Pre-Service Teachers of English from ELF and WE Perspective: A case study in the Turkish context

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This exploratory case study aims to investigate the impact of involvement in Comenius assistantship program on the sociolinguistic meaning perspective of pre-service teachers of English in Turkey, an expanding circle country, regarding their pedagogical practices and learning processes in different cross-cultural educational contexts with speakers from a variety of linguacultural backgrounds. It also sheds light on the participants’ prior sociolinguistic background and the deeply embedded assumptions they brought to these contexts from the perspective of World Englishes. It examines how these prospective teachers’ beliefs about English language learning and teaching can be explained by their stories of study abroad experiences in ELF communities. The theoretical framework in the study is Mezirow’s (1991) transformative learning theory. Participants, were 15 Turkish pre-service teachers of English, advanced non-native speakers of English who voluntarily joined the Comenius assistantship program between 2011 and 2014, an exchange program, ranging from 13 weeks to 45 weeks, that provides teaching opportunities for preservice teachers in a multicultural school environment. The data was collected via semi-structured interviews prior to and following their experience and reflective journals. Findings indicated that the involvement in the program brought about changes in their sociolinguistic meaning perspective, to some extent, pointed out by Mezirow, concerning the way they interpret their own experiences in pedagogical settings. Following themes emerged in the data: their pedagogical characteristics, the nature and degree of cross-cultural interactions with ELF communities, and most importantly, their interpretations of cross-cultural encounters with members of these communities. The study underscored the necessity of integration of an intercultural-awareness component into university language teacher education programs to familiarize prospective language teachers with cultural diversity, cross-cultural communication, compensation and accommodation strategies.

Keywords: pre-service teachers, English as a Lingua Franca (ELF), transformative learning, sociolinguistic meaning perspectives, World Englishes

Illegal Englishes: Undocumented language use and social justice

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This paper reports on an ongoing project designed to examine the language use of a so-called World Englishes setting with the aim to bridge the gap between privileged and underrepresented cultures and contexts. The project is based on the idea that language research is discourse that constructs and valorizes language use, and that socially responsible language research should seek to be transformative (e.g. Deleuze & Guattari, 1987; Giroux, 2003; Meinhof & Galasinski, 2005; Sung, 2012). The purpose of the project is to better understand the role of language research and pedagogy in contexts where changes in demographics, migratory patterns, and geopolitical power are creating what Luke and Dooley (2009) describe as “complex new demographic and cultural conditions for linguistic and socioeconomic inclusion and marginalization” (p. 3). The author and some of his graduate students in a Korean TESOL program documented the sociolinguistic context of foreign workers in a Korean manufacturing plant and analyzed the language use of the workers and their host community. The data and analysis were then used to determine how and to what extent the workers’ language use and their sociocultural context are represented and explained in mainstream TESOL/ELT research and pedagogy. The paper outlines the framework for socially just language research on which the project is based, describes how qualitative and quantitative data were collected, presents preliminary findings of the analysis, and discusses reactions to the project from participants. The paper also lists principles and strategies for critical education research and considers how such research might contribute to our understanding of multilingual language use in our communities, and how such language use can be included in research and classroom teaching.

Keywords: language use, social justice, critical
Russian English via Instagram

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The present paper focuses on how Russian English functions within the landscape of Instagram which is, to great extent, dominated by the global communication medium, the English language. For this purpose, 55 Instagram accounts belonging to Instagram users of Russian origin residing in Russia as well as overseas have been analyzed. In order to gain extensive popularity worldwide, many Russian Instagram users (similar to their overseas counterparts) tend to utilize English, the global language, simultaneously with their native language, Russian, when writing posts. However, Russian users are prone to rely on the Russian variety of English which is characteristic of Russia that belongs to the exonormative Expanding Circle.

Despite the fact that the status of Russia(n) English is a subject of domestic debate, many academicians agree on the existence of the Russian variety of the English language that can be identified by the set of the distinctive features easily recognized by the majority of Russians (Proshina, 2014). Moreover, Russian English acts as a means of expressing Russian identity. Nevertheless, Instagram Russian English, being the subject of present paper, has been left out of scholarly research. Are Russian Instagram users likely to employ Russian English more or less often than Russian? Which language does come first in order of sequence when users write bilingual posts: Russian English or Russian? What cultural domains or topics, reflecting the Russian mindset, does the Instagram Russian English verbalize? What lectal zones (basi-, meso- or acrolectal) are employed by Instagram Russian English users? What are the typical lexical, grammatical and stylistic features of the Instagram Russian English? These key issues and problems will be explored in the present paper.

Reference

Keywords: Instagram Russian English, linguaculture, lectal zones, cultural domains, linguistic features

Global Englishes and SLA: Establishing a dialogue and common research agenda

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While earlier debates within World Englishes (Kachru, 1991) and SLA (Firth & Wagner, 1997) have established the need to look beyond native speakerism, calls to bring together the subfields of Global Englishes and SLA (Jenkins, 2006; Schneider, 2012) have met with limited success. An interdisciplinary alliance between Global Englishes, which includes World Englishes and English as a Lingua Franca (ELF), and SLA researchers would also be consistent with recent moves to bridge the gap between cognitive and social approaches to SLA (Hulstijn et al., 2014). In a similar vein, a crossing of the borderlands of Global Englishes and SLA is made possible by several developments that have taken place over the last decade. First, both applied linguistic subfields have experienced a practice turn as seen within Global Englishes (Canagarajah, 2013; Park & Wee, 2015) and SLA (DeKeyser, 2007; Young & Astarita, 2013). Next, dynamicity and complexity have been examined in World Englishes (cf. Schneider’s [2014] Dynamic Model), ELF (Mauranen, 2012; Seidlhofer, 2011), interactionist approaches to SLA (Gass & Mackey, 2015), and usage-based linguistics (Ellis, 2015), all of which recognize the emergent nature of language. Third, scholars from both spheres of applied linguistics have advocated an expansion of their respective research agendas. Moving beyond instructed SLA settings toward naturalistic inquiry, Bayley and Tarone (2012) called for an investigation of the widest possible range of social settings and learner types. Relatedly, there has been a notable shift to explore the development of pedagogy for EIL (Matsuda, 2012) and ELF (Bayyurt, 2015). Working on the premise and promise of greater collaboration, this position paper argues and illustrates how a dialogue and a common research agenda can and should be established between Global Englishes and SLA researchers in order to better account for the multilingual realities of language learners today (Ortega, 2015).

Keywords: Global Englishes, SLA, pedagogy, multilingual language learner, practice
Backchannels in Japanese English and Australian English: Listening, sharing, and negotiating

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Our ongoing study of backchannel behaviour across a range of English varieties has identified differences including frequency, types, contexts, and initiation strategies. In particular, in Japanese English (JE) backchannel behaviour can be characterised not only by the occurrence of backchannels which are in response to the primary speaker’s backchannel cues but also by both extended loop sequences (Iwasaki, 1997) and a high frequency of back channels which are offered without the speaker’s invitation. These differences set JE apart from varieties such as Australian English (AusE), American English, and British English, where, for instance, only minimal loop sequences are found. This distinctive backchannel behaviour in JE is hypothesised to originate from the unique backchannel behaviour in Japanese called aizuchi (Mizutani 1985), as well as other discourse differences such as topic development strategies in Japanese (Otani, 2015). Loop sequences in JE conversations have multiple functions including showing understanding, sharing mutual emotional status (rapport building), and negotiating turns. Specifically, lengthy loop sequences provide an opportunity for interlocutors to negotiate the next speaker and/or a topic change, while not threatening each other's face, and establishing a strong rapport. The current study investigates such loop sequences in more detail, and identifies how speakers initiate turns and topic changes in EIL communications, where speakers differ in their backchannel behaviour. The data consist of a total of approximately six hours of video-recorded dyadic conversations: between two JE speakers, between two AusE speakers, and between a JE speaker and an AusE speaker.

Through a multimodal analysis of loop sequences and turn taking strategies, this paper provides further insight into our understanding of the functions of this aspect of backchannel behaviour in both intra-cultural (JE and AusE) and inter-cultural (JE-AusE) communication settings.

Keywords: backchannel, EIL, negotiation, loop sequence, turns

Bridges Towards the Evolution of New Contact Varieties in the Multilingual, Multicultural Knowledge Economy

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What factors prompt the evolution and stabilisation of a new contact variety? It has been argued that, for a new English to genuinely qualify as a variety with internally driven norms, it has to be used widely and spontaneously in a society. In a context such as Hong Kong, which is essentially Cantonese-dominant, and where, for the majority of Hongkongers, English, despite its co-official status, is really only used in education, how is Hong Kong English (HKE) -- a variety whose existence has been questioned -- meant to develop? This paper discusses, based on recent primary data, the mechanisms of three factors characteristic of the global knowledge economy involved in advancing the evolution of linguistic practices in HK. First, computer-mediated communication (CMC) favours English use, promotes code mixing and Cantonese-English calques, e.g. ‘add oil’ from Cantonese gayau ‘add oil = to work hard, persevere’, and prompts subsequent spread to other domains. Second, popular culture and the media assist the spread of cultural concepts and their associated terms, e.g. hea’relaxed, lenient’ and bingsutt ‘Hong Kong coffeeshop’, and the consequent dissemination of innovations. Finally, education (and human capital) brings about deep learning and transformation in the users themselves, such that any linguistic insecurity and self-censorship in the use and thus the spread and penetration of the New English – a common hurdle in such communities – are overcome. Thus, what might be shortfalls in everyday spoken domains for the evolution of a local, norm-developing English are bridged by the factors of CMC, popular culture and new media, and education, which together help drive the evolution of new contact varieties in the multilingual, multicultural knowledge economy. This also holds implications for the form of New Englishes, such as HKE, as used and owned by the new multilingual speaker of today’s knowledge economy.

Keywords: language contact, computer-mediated communication, multilingual ecology, New Englishes, Hong Kong English
China as an Emerging Destination for International Students: A sociolinguistic case study

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China has recently started marketing itself as a destination for international higher education, and the Chinese government has been attempting to attract a large number of international students to the country’s universities. However, as an ‘emerging destination’ for foreign students, a majority of around two-third of its foreign student population is currently from the Asian region. Although the largest number of international students in China studies Chinese language programs, an increasing number is drawn to such programs as Engineering and Medicine. These courses are also being promoted as English-medium programs, with whole degrees offered from undergraduate to postgraduate levels through the medium of English. Little research has been done on how these programs are being conducted and how they have been received by foreign students in China. This paper reports on the reception and use of English by international university students in one such international degree programme: The Bachelor of Medicine and Bachelor of Surgery (MBBS) program at one of China’s leading universities. This sociolinguistic case study provides insights into how English-medium programs are currently being used to attract international students to China’s universities, primarily for these universities to promote themselves as ‘international’ higher education institutes.

Keywords: English-medium education, language policy, international students in China, language contact

ELF-aware Classroom Practices: An action research on raising ELF-awareness in pre-service foreign language teacher education

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‘English as a lingua franca (ELF)’ or ‘the world’s first truly global language’ (Crystal, 2004, p.4) has inevitably many implications in the agenda of foreign language teaching and teacher education. In this respect, the role of language teacher education programs is crucial to well prepare pre-service teachers to create an environment in which World Englishes are valued and English is perceived as a world language belonging to all who speak it (Romney, 2010). As Sifakis (2014) emphasizes one of the implications of the ELF paradigm is the need to review and change ELT teacher education programs to trigger pre-service teachers to critically consider and ultimately transform their deeper convictions about ELF instead of being merely exposed to principles on language teaching. The current research aims to explore the value of ELF integration into ELT pre-service teacher education programs. It evaluates the effect of a fourteen-week ELF training program in which the participants raise awareness on five ELF-related issues such as the dichotomy of NEST and NNEST, ELF and EFL, Standard English or World Englishes, cultural aspects in language teaching, ownership of English. Before the training program a great majority resisted adopting ELF approach in their teaching because of their pre-occupied assumptions which they have never questioned. However, over the course of ELF training which was a transformation process, it was observed that the participants started to question their assumptions and construct new perspectives. Immediately after being exposed to ELF-training program, they take a practicum course in which they go to schools to observe mentor teachers and occasionally have teaching experiences. Throughout this process, they are also asked to design ELF-aware lesson plans and implement ELF-aware teachings. In this research, the ultimate goal is to find out how pre-service language teachers integrate their ELF-awareness into their teaching context at practicum.

Keywords: World Englishes, English as a lingua franca (ELF), pre-service language teacher education
Images of “English” in Three Expanding Circle Countries: Japan, Vietnam and Sweden

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While various studies have examined attitudes toward particular varieties of English, little is known about attitudes toward “English” as a general entity. Nevertheless, how English is viewed across cultures is related to its differing functions and patterns of acquisition as an international language. In this paper, the presenter will share results from an exploratory survey that he has been conducting among university students in three countries with vastly different cultures and histories of English use: Japan, Vietnam, and Sweden. An open-ended questionnaire was designed, and administered in three bilingual versions—English plus Japanese, Vietnamese, or Swedish, depending on the context—in order to elicit images associated with the English language, its speakers, and English education. The questionnaire used a free association technique roughly based on Yamamoto’s (2001) research on Japanese images toward bilingualism. In the present study, a total of 200 participants were asked to provide, either in English or the local language, the “first association that comes to mind” in response to seven keywords or phrases: English, English-speaking cultures, People who speak English, English education, English teachers, Secondary school English, and University English. Tentative analysis suggested a tendency of Japanese and Vietnamese respondents to view English and its speakers in terms of its exoticism and the “coolness” factor; in other words, focusing on “emblematic” aspects (Hyde, 2002). In contrast, Swedish respondents tended to present more utilitarian images of English as a functional language for travel or work. Related to this, Swedish participants were more likely than the Asian participants to select English, rather than their native language, as the medium for their responses. The study is ongoing, with the possibility of additional cultures being added at a later date.

Keywords: images, attitudes, English education, Expanding Circle

Monolingual Inhabitants in a Multilingual Mankind

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According to a European Commission survey, Hungary occupies the bottom position among the 28 member states of the EU when it comes to speaking foreign languages (http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf.). One of the consequences of prevailing monolingualism is that thousands of students cannot obtain their degrees due to a regulation which requires that graduates should speak at least one foreign language. The paradox is that in many places in Hungary and Budapest in particular, where most universities can be found, languages other than Hungarian are ubiquitous. This paper intends to find out what may cause university students’ lack of awareness and noticing (Schmidt, 1990) of the multilingual linguistic landscapes that surround them. The data comprise the pictures of fixed multilingual signs in the city/tourist centre and an area of a similar size in a suburb of Budapest. The quantitative phase constitutes the comparison of the amount and ratio of languages, while the qualitatively-driven analysis investigates the differences in the domains and the ratio of signs fulfilling an informational function in the two locations. The investigation of the underlying symbolic function is complemented with the pragmatic analysis of the context of situation (Firth, 1957) to gain a deeper insight into the assumed participants and effect of multilingual signs. The findings are then compared with the subjective views of university students regarding the function and target audience of multilingual signage; the discrepancies found may provide some explanation for the paradox above. Ways of utilising linguistic landscapes (Sayer, 2009) in language teaching to remedy the situation in Hungary are also suggested.


Keywords: linguistic landscape, capital of Hungary, English language teaching
Bridging Cultures in the EFL Classroom: The pedagogy of World Englishes in the Expanding Circle

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Applied linguists and language educators have been promoting lively debates over how globalization has been affecting the English language and how English has been influencing globalization. The increasing numbers of non-native speakers, the emergence of World Englishes, the use of English for intercultural communications, the intelligibility of standard and non-standard varieties of English, are just a few of the most talked about topics. Over the past decades, several applied linguists have reported on significant changes to be introduced in teaching the language. If we are to accept English as an international language of communication and incorporate these characteristics into the classroom, educators in the field of English language teaching will have to take on some responsibilities. According to Modiano (2001), in order to promote cultural equality, “a multiplicity of teaching practices, and a view of the language as belonging to a broad range of peoples and cultures, is the best that language instructors can do” (340). Moreover, Kirkpatrick (2007) suggests that “courses in World Englishes are becoming ever more popular and are seen, especially among ELT practitioners and professionals, as relevant for those who plan to become English language teachers” (1). Kirkpatrick believes that “the curriculum should comprise the cultures of the people using the language for cross-cultural communication rather than Anglo-American cultures” (3), thus questioning the appropriateness of the American and British native speaker models and their cultures. This presentation aims at discussing the advantages and possibilities of teaching native and non-native English varieties in the foreign language class. To do so, it presents some data which attempted to integrate linguistics and translation by analysing the features of Singapore English, Indian English and Australian English in terms of their phonological, morphological, lexical and syntactic levels.

Keywords: World Englishes, native/non-native varieties, Expanding Circle

The Frequency of the Present Perfect in English World-Wide

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This paper investigates the frequency of the present perfect (PP) in 20 national varieties of English, many of which have so far rarely been studied from a corpus-linguistic point of view, with data from the 1.9 billion word GloWbE corpus (Davies & Fuchs 2015). PP frequency was measured (1) per million words and (2) as a percentage of all past references. Linear regression models were used to determine which of the factors identified in previous research can account for differences in PP frequency across varieties. The results revealed that a major factor is geographic proximity: Varieties spoken in the same region tend to be similar in PP frequency. Other factors such as degree of formality or the classification in the Circles Model (Kachru, 1985) and the Dynamic Model of Postcolonial English (Schneider, 2007) appear to have little or no influence on the frequency of the PP. The paper concludes with a discussion of other factors that might be influential, such as substrate influence, the heterogeneous superstrate, national identities and the degree of cultural contact between varieties.

References

Keywords: Corpus of Global Web-Based English, Dynamic Model, Circles Model, varieties of English, present perfect
Does What We Teach in Japan Meet Students’ and Society’s Future Needs?

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This is part of a case study which investigates post-graduation professional needs of students who graduated from the College of World Englishes, and the degree to which the education they received equips them for the type of needs they have experienced in their own varied work and personal lives. The study also looks at the language education/needs within the larger context of Japan’s explicit and implicit language policy and planning goals. Students who graduated between 2006 and 2014 answered an open-ended qualitative survey instrument, commenting on both their specific needs for English (primarily in the workplace), and their attitudes towards the coursework they took as undergraduates vis-a-vis their real-life needs. The data was then thematically coded into categories and clusters in order to better analyze the responses, in an effort to draw conclusions as to their needs, priorities, and educational experience. This is part of a larger study which also looks at teacher beliefs regarding language learning, along with a series of classroom observations of those teachers, with an ultimate goal to assess the extent to which current practice may (or may not) meet the students’ long-term needs, viewed within the context of English language policy in Japan. Ultimately, the inquiry addresses whether systematically introducing a world Englishes- and English as a Lingua Franca (ELF)-informed pedagogy could better serve the long-term needs of Japanese students, than more traditional native-oriented ELT approaches. Analysis of the data indicates that there are significant opportunities to mesh the more effective aspects of current pedagogical practice, with some enlightened methods which draw on the insights gained from WEs and ELF, in order to implement more effective form of ELT to achieve Japan’s stated goals.

Keywords: World Englishes, ELF, language policy and planning, attitudes, teacher beliefs

De-mystifying World Englishes in English Language Teacher Education

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English in its present state is a global lingua franca that is spoken by people in different sociolinguistic landscapes of the world to fulfill a wide range of functions. Allowing its non-native speakers “ownership” and, thereby, flexibility and changes in its usage, it has become language that has been transformed and multiplied. Its non-native varieties have appeared in different communities of practice that adopted them and gained currency. “World Englishes” is an encompassing term that refers to these Englishes in use around the world today and it has been approached by a significant number of scholars for definition, categorization and investigation of present and future implications. These endeavors have not resulted in exact and clear-cut definitions and classifications, however. What has emerged, instead, are discussions regarding the legitimacy, treatment and the future of non-native varieties of English placed next to the native ones.

Aligning with the premise that the reality of World Englishes calls for an acknowledgement and scrutiny in any applied linguistics study concerning English, thereby, English language teacher education, the purpose of this study is to offer pedagogic tasks to create critical awareness of the controversial issues surrounding the reality of “World Englishes” for pre-service English teachers. To this end, it suggests ways these issues can be explored through reflective tasks that are based on various areas of concern from a World Englishes perspective (i.e. “standard” English, learners’ local linguistic needs, “nativeness”). It is believed that such awareness will unpack the World Englishes paradigm for prospective English teachers and provide for the emergent need to integrate it as a perspective into the “default curriculum” (Matsuda, 2009) of teacher education programs.


Keywords: World Englishes, paradigmatic changes in English, English language teacher education
I Love Singapore leh! - a Revaluation of Singlish in Times of Celebrating Singapore’s 50th Anniversary

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Singapore Colloquial English, also known as Singlish, is a contested variety on the sociolinguistic market of Singapore. On the level of officially endorsed language policies and hegemonic ideologies, Singlish has usually been measured against ‘good English’ (most strongly articulated in the Speak Good English Movement), and is often disqualified as ‘poor’ or ‘broken’ English. Nevertheless, quite a few counter-movements and acts of sociocultural resistance have aimed at reconfiguring the officially recognized (albeit already unequal) linguistic quadruplicity in the country (English, Mandarin, Malay and Tamil) through discursive revaluation and reconfiguration of Singlish as an acceptable and desirable variety and cultural trait worth cherishing, primarily as an identity marker of/for all Singaporeans. Recently, and especially during the preparations for the celebrations of the fiftieth anniversary of Singapore’s independence, these pro-Singlish trends seem to have gained a new momentum, not only among the ‘ordinary’ citizens and Singlish enthusiasts, but also among various businesses. Even the governmental media campaigns exhibit a degree of ambivalence toward Singlish larger than before.

Building on previous studies on the Singapore language policy and controversies surrounding Singlish, as well as on my research on the enregisterment and commodification of Singlish and its occasional transformation into a marketable ‘linguo-cultural object’, I here focus on the current exploitation of Singlish in the campaigns preceding the celebration of the Little Red Dot’s fiftieth birthday. The data are comprised of video clips, texts and ‘Singlish objects’ that have been in circulation. I argue that, in most cases, it is not Singlish as a variety that is being revalorized; rather, it is certain ‘chunks’ of Singlish, its particular features, such as discourse particles, that are being utilized metonymically in the processes of enregisterment and commodification, serving two main sets of purposes – economic (market-driven) and ideological (befitting the larger discursive nation-building project).

Keywords: Singapore Colloquial English, Singlish, enregisterment, commodification of Singlish, Singapore language policy

Global Englishes for Language Teaching on an MSc TESOL

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The growing importance of global Englishes has important ramifications for English Language Teaching (ELT). Several scholars have suggested ways in which a global Englishes perspective can be incorporated into the ELT classroom, which can be grouped together into a Global Englishes Language Teaching (GELT) framework (Galloway, 2011; Galloway & Rose, 2015). GELT is not a prescriptive model for ELT, but a student-centered framework for curricula that aims to enable TESOL practitioners to critically evaluate their curricula. GELT, however, requires a conceptual transition, in terms of both how the language itself is viewed and how it is taught. This may be rather daunting for TESOL practitioners. Galloway & Rose (2015) identify a number of possible barriers to achieving Kumaravadivelu’s (2012) ‘epistemic break’ (p. 14) from native English speaking norms. One of these is teacher education, although this is an area where change is beginning to occur in recent years. Global Englishes-related subject matter is being increasingly integrated into teacher training programs and postgraduate courses in language education and applied linguistics. This presentation describes a Global Englishes for Language Teaching option course on the MSc TESOL programme at The University of Edinburgh. It begins with an overview of the programme, followed by a detailed description of the course, including a rationale, course content, structure and assessment. It then outlines how it differs from more traditional TESOL practitioner courses and ends with an examination of the challenges of courses such as this. This presentation will be of interest to those who are interested in ensuring that their TESOL practitioner programmes reflect the growth in ELF usage worldwide.

Keywords: Global Englishes, ELT, Teacher Training
Student Teachers’ and Teachers’ Perceptions about Teaching Culture in EFL

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The connection between language and culture has drawn for many years the attention of researchers specifically who deal with applied linguistics. The issue becomes more complicated for the case of English due to its varieties regarding World Englishes function. Relevant studies dealt with which culture should be taught in English classes, specifically at expanding circle settings. Despite the existence of contradictory findings, recently, developing intercultural communicative competence rather than native-like competence is privileged from the perspective of teaching ELF. Thus, by considering their vital role in the teaching process, this study aimed to determine student teachers’ and teachers’ perceptions about teaching culture in English at expanding circle settings. For this purpose, 40 senior students at the department of English Language Teaching (ELT), Çanakkale Onsekiz Mart University (COMU) and 35 teachers of English from different regions of Turkey were surveyed. The reason for dealing with COMU ELT seniors was related to the elective course of ‘Intercultural Communication’ that the BA programme offered. An adapted version of Yılmaz’s (2006) instrument was used to collect data about ‘demographic information’, ‘course content’, ‘teacher qualifications’ and ‘course books’. Semi-structured interview sessions were administered to 14 teachers, representing each region of Turkey; and 4 teacher candidates who were randomly chosen with reference to their GPAs. Gender homogeneity was established and they answered five questions on their perceptions about teaching culture in EFL setting. The results highlight the necessity of a road map for better development of intercultural skills. EFL teacher training departments should incorporate more courses in their curriculums. In addition, Ministry of Education is also expected to provide in-service training regarding the development of intercultural skills for those who are currently employed as EFL teachers. This is believed to contribute to raising learners who can welcome cultural differences in peaceful manner.

Keywords: EFL teacher training, intercultural communicative competence, teaching culture, World Englishes

Plagiarism in Academic Writing in English Medium Universities

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Academic writing is regarded complicated by several higher education students. The challenges in academic writing become tighter in the case of learning ELF. Such challenges increase the risk of plagiarism specifically for freshmen who are prone to plagiarism more than the others due to their inexperience in academic writing, even in L1. The majority of plagiarism studies in the literature deal with the incidents in English with regards to its lingua franca role concerning World Englishes notion. Plagiarism incidents in expanding-circle settings are more common, in comparison to inner- and outer-circle settings. Respectively, this study aimed to investigate the issue of plagiarism in English academic writing in an expanding-circle setting by considering plagiarizers’ experiences in L1 writing. This enabled to reveal the role of L1 writing in developing English academic writing skills in an expanding-circle setting. To do this, L1 writing background of freshmen who enrolled in Advanced Reading and Writing Skills course in 2014-2015 academic year spring semester were identified. Originality reports from a plagiarism detector were carefully examined and the students who plagiarized were interviewed by the lecturer, also the researcher of this study. Since plagiarizers mainly complained about their weaknesses in paraphrasing skills in a previous study conducted by the researcher, during the interview the main concern was encouraging students to consider their capability in L1 paraphrasing skills. In this way, the researcher aimed to reveal whether plagiarism incidents occurred due to insufficient linguistic knowledge in English or incapability of paraphrasing either in L1 or English. Concerning the huge number of international students in inner- and outer-circle countries, the comparison of results with plagiarism incidents in inner- and outer-circle settings is essential in order to develop more effective curriculums for teaching of academic writing with specific emphasis on its World Englishes function.

Keywords: academic writing, L1 writing skills, plagiarism, plagiarism detectors, World Englishes
Exploring English Language Teachers’ Identity Construction/Negotiation in a Graduate School Course in South Korea

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This case study explores a graduate class of 17 MA TESOL students/inservice teachers enrolled in a “Teacher Collaboration and Co-teaching” course at a TESOL graduate school in a suburb of Seoul, South Korea. The study utilizes critical discourse analysis to investigate how the students of various backgrounds constructed, negotiated, and expressed their own and each other’s language teacher identities. Using a positioning theory lens, I examine the ways the graduate student teachers constructed and positioned themselves within various imagined communities of language teachers, the ways they positioned each other and the ways they resisted and negotiated these various positionings. Data were collected through analyzing students’ written reflections, blog postings and assignments, as well as classroom discussions, observations and the researcher’s field notes. Results indicate grouping focused primarily on imagined communities of in- and out-groups which formed primarily based on perceived linguistic proficiencies (particularly perceptions of “native” and “non-native” English speaking teachers). Though difficult to clearly define, these strong identifications with being “native speakers/teachers” or “Korean teachers” had significant influences on how the teachers’ positioned themselves and one another in the class, as language teachers, and to the extent they expressed ownership of English. This presentation juxtaposes the ways in which the various individual graduate student teachers’ self-position with the ways others position them. This study highlights the complexities of language teacher identity and the role perceived language proficiency plays in influencing teachers’ perceptions and positioning. Results indicate an increased awareness of the positioning may be valuable in bridging cultural and contextual differences in co-teaching in the English language classroom. The study offers implications emphasizing the importance of considering language teacher identity construction within a World Englishes paradigm and the role teacher identity construction plays in the co-taught language classroom and teacher education programs.

Keywords: teacher collaboration, co-teaching, discourse analysis, South Korea, positioning theory

English in Santiago de Chile: Setting the sociolinguistic grounds for a socio-phonological study

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In the last three decades, we have witnessed a proliferation of studies on second-language varieties of English in the field of World Englishes. In spite of this, little work has focused its attention on the Chilean context. English in this Expanding-Circle country is not an official language and most Chileans who are in contact with it have accessed it primarily in secondary-school classroom contexts. However, in the last fifteen years, the role of English has gained a predominant position in the Chilean society and culture due to the signing of free-trade treaties with the US and China as well as the implementation of a number of related educational policies. This predominance stands in stark contrast with the scarcity of investigation devoted to the forms and functions of this performance variety. This presentation aims to share the first steps that have been taken towards the beginning of a research line which has as its main objective the sociolinguistic description of Chile English’s forms and functions. Most specifically, I will present a general sociolinguistic profile of this English variety which will set the grounds for a PhD dissertation project about the most salient sociophonological features in the speech of five groups of speakers from Santiago de Chile, namely, a) adults who use English as a work, commercial or academic tool; b) university teachers of English who train future translators, interpreters, English teachers and English bachelors; c) translators, interpreters, English teachers and English bachelors; d) adults who use English for entertainment and, finally, e) last-year university students of translation, interpretation, English teaching and English B.A. programs. As a result, we expect to see the main sociophonological features of this variety’s accent emerge and characterize the sociocultural variables of these groups’ members.

Keywords: World Englishes, sociophonology, Chile, performance variety, Expanding Circle
Bridging Cultures Through Polycentricity in a U.S.-Based Cleaning Company

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The literature citing the influential role of English in a globalized world is vast, including reflections on its hegemonic nature (Phillipson, 1992) as well as its classification as the hypercentral language at the top of De Swaan’s (2001) hierarchy of world languages. This impact of English is especially prominent as it is largely discussed in EFL settings. With an understanding of the language’s dominance in these settings, it is reasonable to predict a larger space for English in ESL settings like the United States, where English (according to De Swaan’s classification) is simultaneously a hypercentral, supercentral, and central language. An investigation into the language choices and ideologies of Portuguese and Spanish-speaking workers at a Brazilian-owned cleaning company in New Jersey, U.S.A., however, suggests that there is still considerable space for languages other than English even within the world’s English-speaking superpower. Data collection consisted of semi-structured interviews with two principle groups: workers of Portuguese [N=10], Brazilian [N=4], Ecuadoran [N=3], and Honduran [N=1] descent and their Anglophone clients [N=20]. Analyses of the linguistic landscape of the Ironbound District of Newark, NJ – home to the majority of the workers – helped to inform the interview data. The results indicate a higher value for Portuguese than for English among most of the workers. This finding can be explained in terms of the workers’ polycentric (Blommaert, 2010) environment that mitigated the influence of English. Key Portuguese-dominant centers included the majority Portuguese-owned Ironbound District (Gonçalves, 2012), the Brazilian-owned and operated cleaning business, tight Portuguese-language social networks, and (for the Brazilian and Portuguese workers) the diasporic reconstructions of a Portuguese-language home.

Keywords: English as a Global Language, language ideologies, polycentricity

When is English an Ingroup Language? Language Accommodation in a Multilingual Setting

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Working within the Communication Accommodation Theory (CAT) framework (Giles et al., 1991), the following report focuses on the use of English as an ingroup language by Malay, Chinese and Indians Singaporean bilinguals. Singapore is well known for its ‘English-knowing’ bilingualism and the common assumption is that English is a lingua franca in public spaces. While there have been multiple reports about the fluidity of multilingualism in Singapore, there have been no large scale studies on how the different competing varieties are used and deployed in a dynamic one-to-one interactional setting. The amount and type of English used has been a source of speculation, often anecdotally validated. To address this, a study was designed using a random rapid anonymous survey. In total, 2000 participants from three ethnic groups were surveyed by trained research assistants. As ingroup members, the research assistants approached each participant (a stranger) individually with a set of simple questions about directions in English. They then jotted down the biographical information and details of the language used in the response. The degree and type of convergence or divergence is the dependent variable. The participants were stratified according to gender, ethnicity and age bands post priori. Log-linear Poisson regression models were used to determine the effects of language, gender, age and ethnicity on the different patterns of accommodation. The findings indicate ethnic differences in convergence to and divergence from English with the Tamil speakers showing the strongest convergence and Chinese speakers the weakest convergence. Malay speakers are significantly more likely to show divergence to Malay when the speaker is using English. In general, the patterns of accommodation provide an insight into whether English is an ingroup language among Singaporeans within group. The study highlights how CAT is a useful tool to capture interactional language dynamics in a multilingual setting.

Keywords: language accommodation, interactions, ingroup, Singapore
Measuring Language “Attachment” in Singapore: A direct and an indirect approach

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This study evaluates the issue of language identity in Singapore and highlights the problems surrounding the measurement of language attitudes. When discussing the Singapore identity, one is faced with several challenges. Singapore’s short history makes it difficult to collectively identify a moment that is representative of the nation. Singapore’s multiracial composition precludes a particular tradition or practice that can be said to be shared by all and Singapore has no common national religion. However, language has always been seen as an important component of identity. Therefore, a commonly valorised variety is ‘Singlish’, the vernacular English spoken locally. It is anecdotally exalted but it is also repudiated by official agencies. Indirect methods of investigations such as the matched-guise technique employed in previous studies have provided weak support for the valorised view (Cavallaro & Ng 2009, Cavallaro et al., 2014). To examine the role of Singlish in the construction of Singapore’s national identity, a survey was developed and administered. 300 respondents were asked to rank, from a list of 10-11 items, which aspects they consider to be the most important to being a Singaporean. Embedded in the list were three items related to the languages spoken in Singapore. The survey also included two questions aimed at investigating the attitudes towards Singlish in comparison to Standard Singapore English (SSE). The results show that Singlish is significantly ranked to be more important than both SSE and the participants’ own mother tongue. The discussion evaluates the attitudes towards the Singaporean Englishes and seeks to explain the departure between these findings and those from previous studies. “Singlish” is clearly held to be a key symbol of identity for Singaporeans, and it still has high level of symbolic function in Singapore. This discrepancy in findings reflects critical methodological concerns in the field of attitudes and identity.

Keywords: language identity, attitudes, Singapore, English

The Lexicon of World Englishes in the Oxford English Dictionary

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The Oxford English Dictionary (OED), first published more than a hundred years ago, is today widely regarded as the most authoritative dictionary of the English language. The dictionary contains information on the meaning, history and pronunciation of over 600,000 English words, exemplified by nearly three million quotations taken from a wide variety of sources.

Although the OED has always been hospitable to words of non-British origin, its coverage of English varieties beyond the British and American standard has so far been patchy and imbalanced. This presentation will focus on editorial work currently being carried out at Oxford University Press that aims to address the underrepresentation of the lexicon of World Englishes in the OED by supplementing existing entries with new words and meanings that more accurately reflect the global reach and diversity of the English language.

The dictionary’s efforts to improve and widen its coverage of World Englishes involve implementing changes to its inclusion criteria to better accommodate words from varieties outside the Inner Circle, refining its labelling system for national and regional varieties, collaborating with local vocabulary experts, adding to its existing research databases and language corpora to include resources that contain more and better linguistic evidence for World Englishes, and experimenting with various crowdsourcing methods for gathering lexical data.

The early results of these projects will be illustrated with some examples from the dozens of World English items published in the latest quarterly update of OED Online, which comprise linguistic innovations from Outer Circle varieties created using a range of linguistic mechanisms, from borrowing, calquing and loan blending, to semantic expansion and re-interpretation, to adapt English vocabulary to the unique cultural and social milieu of its millions of speakers around the world.

Keywords: Oxford English Dictionary, lexicography, World Englishes, historical dictionary, crowdsourcing
A Comparative Phraseological Study of “make” in Chinese and Swedish English

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In recent years, formulaic language and phraseology has gained increasing attention within research on language use. This is the result not only of a general shift of focus to user-based models of grammar but also the fact that the topic lends itself well to corpus study, where empirical evidence may be gained through the constantly expanding set of available corpora. A fair amount of inquiry has focused on verbs such as MAKE, GIVE and TAKE and their phraseological patterns, not simply because of their high frequency of occurrence but also their complex polysemous nature and their rich potential for variation across varieties of English.

This paper investigates the verb MAKE as used in two Expanding Circle Englishes. The aim of the study is to examine commonalities as well as differences between Chinese and Swedish English as reflected by the phraseological patterns of MAKE. Two comparable corpora are employed in the study, comprising essays written by advanced Chinese and Swedish speakers of English, on the same set of topics. Linguistic software tools are used to extract all the instances of the lemma MAKE in the two corpora, which are analyzed on the basis of formal and semantic characteristics. After comparing the overall distribution of the different uses of MAKE in the two corpora, the most distinctive uses of MAKE, viz the delexical and causative uses, are analyzed in greater detail. The results shed light on universal features that are shared by the two varieties, and those that are peculiar to each group, and more likely to reflect the L1 of the two communities respectively.

Keywords: phraseological patterns, high frequency verb, Swedish English, Chinese English, corpus study

Situating English aunty in an Asian social space - the case study of Kuala Lumpur

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This paper examines usages of the lexical English item aunty in cosmopolitan, multilingual Kuala Lumpur (KL), Malaysia, and demonstrates that they can be understood as blended units (Fauconnier & Turner 2002) that have emerged and can only be understood fully in its local social environment. Apart from being the diminutive form for one’s parent’s female sibling, aunty is widely used as a fictive term of address for ‘an older woman’. It also appears as what Wong 2006 calls a cultural category, used to describe particular types of females or female behaviors deemed as traditional, old-fashioned, unsophisticated, or just old.

In examining aunty usages in Kuala Lumpur, it is argued that they cannot be treated merely as borrowings from British English, nor is the lexical item exclusively in the domain of any variety of Malaysian English. This is especially apparent in multilingual Kuala Lumpur, where the lexical item in its polysemous usages appear regardless of the language(s) of interaction, and meaning is nuanced for ethnicity. We suggest that these patterns are blended multilingual units, with input sources comprising local, original (British) English, and also transnationalist Asian, particularly in ex-British-governed spaces where aunty is also present in a similar range of usages. Shared sociohistorical (but not the same) practices across these international Asian social networks further suggest that aunty’s “social life” (Agha 2003) as a cultural value is on a trajectory very different from the original English source, with future innovations open to further multilingual blending.

References

Keywords: Asian English, Malaysian English, transnational English, sociocultural form
“Incorporating Alternative Assessment and EIL in the EFL Multicultural Class: The teachers’ perspectives”

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For many years, in expanding circle countries such as Greece, teaching English as a foreign language (TEFL) has been the predominant teaching paradigm and assessment has been synonymous with standardized testing, based on exonormative standards. In other words, it has been the native speakers’ language norms and standards that English language teaching (ELT) and assessment have focused on. In recent years, however, the Greek educational context has been witnessing considerable changes as the number of multicultural classes is steadily increasing and the role of English as an international language (EIL), involving the emergence of World Englishes (WE) and the spread of English as a lingua franca (ELF), is a reality that teachers cannot disregard. Apparently, there are pedagogical implications for both English language teaching and assessment and the need for a paradigm shift towards endonormative standards, negotiated by nonnative speakers, is more urgent than ever before. In this light, the purpose of the present paper is to provide an insight into the ways learner assessment can be re-directed in response to the current reality of English language use around the world. In view of the inherent incompatibility between standardized testing and EIL, WE and ELF, alternative assessment is being proposed as the most appropriate form of assessment when it comes to assessing skills and competences that are essential in establishing effective communication with speakers from various linguacultural backgrounds. In this regard, the findings of a research study exploring the views and attitudes of Greek EFL teachers towards issues related to EIL, WE, ELF and alternative assessment are presented, illustrating a mismatch between teachers’ positive attitude towards EIL and alternative assessment on the one hand and their actual classroom practices on the other. The paper concludes highlighting the significance of teacher education in terms of assessing oral performance nowadays.

Keywords: EIL, alternative assessment, teachers’ perspectives

The Intelligibility and Comprehensibility of Philippine English to EFL Learners

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With the emergence of the different varieties of English, the question of intelligibility and/or comprehensibility has stirred the interests of considerable number of scholars. Intelligibility, according to Kenworthy (1987), is “being understood by a listener at a given time in a given situation” (p.13). Smith (1992), on the other hand, contends that intelligibility is understanding the word or recognizing the utterance, whereas comprehensibility is understanding the word or utterance meaning. Taking off from Dayag’s (2008) findings that Philippine English (PE) is least intelligible to the Expanding circle, as compared to the outer and inner circles; and Dita’s (2013) conclusion that linguistic context heavily influences intelligibility, this paper is set off to investigate the intelligibility (and comprehensibility) of Philippine English (PE) to EFL learners. Twenty EFL learners, whose length of stay in the Philippines is no more than 12 months, are asked to listen to a semantically anomalous script read by a low- and high-proficient PE speaker. Findings suggest that intelligibility is indeed influenced by the linguistic context and the speakers’ pacing more than their pronunciation. Also, the exposure of listeners to the speakers’ accent does not guarantee intelligibility. Comprehensibility, on the other hand, seems to be immensely affected by linguistic predictability, as opposed to intelligibility. Finally, a list of recommendations for EFL classrooms concludes the presentation.

Keywords: intelligibility, comprehensibility, Philippine English, EFL
The arguments on teaching varieties of English in the Expanding Circle communities lead teachers and teacher educators to think about possible ways for integrating varieties of English into the actual classrooms. The idea of such integration calls for serious consideration in terms of plausible options for syllabus design, teaching procedures and assessment and in terms of students’ orientations towards English as a Lingua Franca, i.e. ELF. The orientation of learners towards varieties of English can be context-sensitive and we need to look at students’ decisions and preferences in that specific teaching context. Before we step forward with some suggestions and implications for teaching ELF in such contexts, we need to know how the learners perceive ELF and what they actually want. It becomes quite important to be aware of their perceptions and find out how far they want to conform to native-speaker norms and to other World Englishes. Is it comprehensibility or conformity to native-speaker norms? For this purpose, the current study aims to explore learners’ perceptions in an Expanding Circle context, i.e. in Turkey, and then discusses the feasibility of such instruction in order improve learners’ and teachers’ awareness of the other varieties of English used around the world. It investigated perceptions of ELF among Turkish EFL students at high schools in order to find out to what extent they were oriented towards “native-speaker” standard and other varieties of English. Data for the study was collected through a questionnaire and focus group discussions. The study illustrates that the key to answer how and which variety of English should be taught is conducting classroom research with needs analysis and task analysis. Local educators may explore important issues related to ELF in their own contexts through surveys, case studies, observations, ethnography or action research.

Keywords: Expanding Circle, Turkish context, learners’ orientation

Variational pragmatics and the specificity of English in Namibia

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Variational pragmatics is the study of pragmatic differences between regional or social varieties of a language, is defined as the intersection of pragmatics and variational linguistics (Schneider, 2014), and has only recently been established as a field of research in English linguistics (cf. Schneider, 2010, 2012; Schneider & Barron, 2008). However, the focus of most publications so far has been on what could be referred to as ‘established’ or L1-varieties of English, most notably on the differences between American, British and/or Irish English (e.g. Schneider, 2005, 2007, 2014), mainly due to the lack of comparable data from other varieties of English. Therefore, the present paper will introduce the study of variational pragmatics into the field of World Englishes by presenting first results from a larger comparative study on a number of pragmatic variables in Namibian English (NamE), a hitherto neglected variety of African English (see Buschfeld & Kautzsch, 2014 for a first tentative description, which – however – makes no reference to pragmatic features of NamE). For this study, a questionnaire specifically designed to elicit comparable data for seven different speech acts was employed (cf. Schneider, 2005: 110-111 for details), and the results for NamE can therefore be compared to previous studies on American, British and Irish English. For this presentation, we will particularly focus on responses to thanks in NamE in comparison to AmE, BrE and IrE, which will help to establish cultural and contextual differences between these and possibly other varieties of World Englishes.

Keywords: variational pragmatics, Namibian English, contrastive linguistics, responses to thanks
World Englishes in English Preparatory School Context

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An observed characteristic of preparatory school curricula in Turkey is to employ course books provided by the ELT sales market, promoting mainstream topics with audio recordings for listening practice which are mostly to be recorded by native speakers. These dominating publishers and their writers can claim that the course book tasks foster higher order thinking skills in learners, yet it can be questioned how this is made possible with a native speaker approach while the global use of Englishes is on the rise. It can be discussed that English is being shaped at least as much by its non-native speakers as by its native speakers. For the majority of its users English is a foreign language yet the vast majority of verbal exchanges in English do not involve any native speakers. This qualitative study presents an example of critical literacy practices in which learners in a state preparatory school engage in questions and activities that go beyond the course book tasks. It aims to portray a class where learners are engaged in critically analyzing and engaging in some video tasks, which finally lead to a deeper understanding of the World Englishes. The study aims to equip and empower learners via the details of a critical literacy module in which both the teachers and the learners ask critical questions, explore alternative perspectives, reconstruct and negotiate meaning to gain a deeper understanding of the World Englishes to a possibility of breaking the glorification of native speakerism in English language teaching and learning contexts.

Keywords: World Englishes, preparatory school curricula, critical literacy, Turkey

Non-Native-Speaker Teacher Candidates and Native Speakerism

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Native speakerism, as defined by Holliday is ‘an established belief that ‘native-speaker’ teachers represent a ‘Western culture’ from which spring the ideals both of the English language and of English language teaching methodology’ (Holliday, 2005, p.6). The aim of this small-scale work in progress is to explore the perceptions of non-native English speaking teacher candidates in an EFL context towards native speakerism in the ELT profession and specifically in teacher hiring practices. The common perception that native speakers are better teachers is internalized by many non-native speaker teacher candidates resulting in lack of self-confidence even before they start teaching. Teacher candidates studying at the department of foreign language teaching in Istanbul, Turkey doing their practicum at various private and public schools participate in the study. The data for the study is collected through essays written by student teachers as a response to a prompt. The essays will be analyzed and preliminary results will be presented. The findings are believed to be of interest to teacher educators and teacher candidates in both ESL and EFL contexts.

Reference:

Keywords: Native and nonnative English speaking professionals, ELT, World Englishes, teacher candidate, native speakerism
The Configuration of the Phonological Knowledge in Bilinguals. Should we address it as “Foreign Accent” in L2 speakers of English or just speakers of English as an International language?

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Linguistic variation comes in many, varied forms. Languages display a daunted phonetic variation, which makes the task of learning an L2 quite difficult. Pierrehumbert (2001) claims that, “Data [...] are fraught with variation amongst speakers, reflexes of undiscovered factors”. L2 learners are thus constantly listening to new and known contrasts challenging their already acquired knowledge. Those linguistic stimuli, however, aren’t always transformed into clear-cut perceived categories, thus posing a learning problem. Consequently, it shouldn’t be surprising that foreign-accented speech is a psycholinguistic factor, being rooted in the interaction between variation and perception. Research has proved that the foreign accent problem can be accounted for empirically. Theoretical approaches working on the problem of L2-accented speech keep proving the existence of a merged phonological space, aka common phonological space (Flege, 1995). Phonetic learning is thus available throughout the life span (Flege, 1981, 1995; Pierrehumbert, 2003) and we need to account for it. Pierrehumbert (2001) says: “[t]he standard scientific tool for assessing theoretical progress in the face of such variability is probability theory”. Based on frequency of a sound and how it is perceived by the listeners, we can attempt to relate those factors to cognitive mechanisms that operate in native and non-native speakers. Best (1991, 2001) and Flege’s (1995) speech learning models, the Perceptual Assimilatory Model and the Speech Learning Model, classify the learner’s mechanisms according to how the L2 sounds are perceived. On the one had, categorizations and/or blocking of new L2 categories; on the other, possible modification of existing categories. Finally, my proposal is to add an explanation to the phonological behavior of language, rooted on perception and production along with the influence of the written systems. Teachers can thus be better informed about the relation between the orthography and the basis of the foreign accent and then develop new class materials.

Keywords: perception, category assimilation, category dissimilation, coarticulation, orthography

World Englishes Through the Eyes of Non-Native Pre-Service English Language Teachers

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In the present study, we attempted to replicate an earlier study (Kawanami & Kawanami, 2009) that aimed to investigate Japanese learners’ evaluation of World Englishes. To further our understanding of World Englishes from the perspectives of non-native pre-service teachers, we sought to explore how non-native pre-service teachers perceive and evaluate World Englishes. In line with this aim, the study addressed the following research questions: (i) How do non-native pre-service teachers express their attitudes towards varieties of English from Inner, Outer and Expanding Circle contexts? (ii) What are the reasons they stated when they evaluate certain varieties positively or negatively? The participants of the study involved twelve non-native pre-service English language teachers from the English Language Teaching Program at a university in Istanbul, Turkey. Participants were selected based on purposive sampling. For ethical considerations, written consents were collected from the participants and participants were promised anonymity for their participation. Recordings of six different speakers from different nationalities were played to the participants of the study. The listeners, who were not informed about the nationalities of the speakers, were asked to discuss in pairs which English variety they were familiar with and which one they would prefer, as well as to decide which of the speaker in the recordings would be their ideal teacher. The conversations that took place between the pairs were audio-recorded and later analyzed.

For the analysis, first we transcribed each interview verbatim. Second, we read these transcriptions several times and selected excerpts which contained evaluative comments. We focused on the recurrent features emerged in these evaluated comments. Details of the analysis will be discussed in the light of related literature.

References

Keywords: World Englishes, pre-service teachers, expanding circle
Morphosyntactic Variation in Spoken English as a Lingua Franca (ELF): Revisiting linguistic variety

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It is now well-known that in ELF settings, we have complex language contact situations with high linguistic heterogeneity. The linguistic diversity present in ELF settings naturally manifests itself in several areas, including variation in morphosyntactic use. While the conventional wisdom has been that non-standardness is associated with a speaker’s L1, ELF research has shown repeatedly that this variation is not (solely) due to speakers’ L1 backgrounds (e.g. author, 2013a and 2013b; Ranta, 2013), and that there are too many non-standard forms shared by a wide spectrum of L1s that may be considered commonalities. ELF research has revealed several processes of syntactic variation in ELF usage, such as reducing redundancy (e.g. ‘not marking the plural on the noun’, author 2013a), and creating extra explicitness (e.g. ‘unraised negation’ in author 2013a; see Schneider, 2012 for an overview of the processes of variation). When it comes to morphology, similar trends have been observed (author, 2013a), namely non-standard word forms with semantic transparency (e.g. discrimization, levelize), analytic comparatives (e.g. more narrow), and non-standard plurals (e.g. how many energy). The present paper focuses on morphosyntactic variation in 15 hours of naturally-occurring speech from a Swedish higher education setting and reports research conducted by the author (2013a, b and in preparation) where s/he approaches variation in ELF with reference to the World Englishes (WE) paradigm, Second Language Acquisition (SLA) and creole studies. Included in the discussion are other ELF studies on grammatical variation (e.g. Ranta, 2013). Following major studies that problematize variation and variability in ELF usage (e.g. Ferguson, 2009; Schneider, 2012; Seidlhofer, 2009), the present paper aims to offer new perspectives on the theoretical construct of ‘variety’. The paper also argues that WE and ELF paradigms have much to gain from each other (see Seidlhofer, 2009) while addressing the sociolinguistic realities of the world today.

Keywords: linguistic, morphosyntactic variation, ELF

Chinese English in Academic Writing: New corpus-linguistic analyses of metadiscourse to bridge national and disciplinary cultures

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This contribution is based on a 7-week teaching and research visit in April/May 2015 at a Chinese partner university and discussions and presentations at a TESOL conference with participants from many different Chinese universities in May 2015. After a brief overview of various data collection attempts by colleagues from Beijing, Shanghai and Guangzhou, I will focus on our own data from student papers to MA thesis at Sun Yat-sen University and their comparison to a similar German corpus. The analysis of metalinguistic features in a functional perspective (from Halliday to Hyland) shows that culture-specific choices can be discovered in the usage of modal auxiliaries, for example. New meanings of may and will can be found in certain contexts and partly explained by cultural conventions on the national but also disciplinary level. Overuse of certain cohesive devices can be found in similar non-native genre conventions, thus challenging the native-speaker model in advanced TESOL settings. This leads to a discussion of standards in academic genres in international competition in China, an important, but vast under-researched country in the outer circle.

Keywords: China, academic writing, metadiscourse, non-native conventions
A Case Study on Attitudes and Perceptions Towards English-Medium Instruction And Internationalisation of Higher Education

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The increasing use of English as a medium of instruction at universities in both Turkey and European countries has generated considerable interest in doing research on the outcomes or effects of English medium instruction (EMI) on students and instructors during the last decade (Güler, 2004; Jenkins, 2014; Jensen et al., 2013; Jensen & Thøgersen, 2011; Kırkgöz, 2005; Mortensen, 2014; Saarinen, 2012). The present study reports the initial findings of a research project based on the attitudes and perceptions of students and instructors towards English medium instruction (EMI) in two Turkish state universities. The primary objective of the study is to investigate attitudes and perceptions of lecturers and students towards language policies in English-taught higher education programs, the academic English needs of students as well as their definition of an international university. The respondents were lecturers and students in the engineering faculties of two state universities in Istanbul. These universities differed in terms of their English language education policies. The investigation was carried out primarily through questionnaires, interviews with lecturers and analysis of the curricula of the programs that we investigated over a four-month period in 2013-2014 academic year. A lecturer-interview was conducted individually with each lecturer and student-focus-group interviews were also administered. The data were analyzed both qualitatively and quantitatively. The findings revealed that overall in these universities both lecturers and students had different attitudes towards English-medium-instruction (EMI). Students’ level of proficiency was also detected as an important factor influencing their perception of EMI. Furthermore, both lecturers and students stated that they would prefer instruction in Turkish for subject courses while stating that English instruction provided students with more advantages such as finding a better job, being able to read extensive literature in their fields to be able to carry out further studies and similar. This study had important implications for revising EMI curricula of universities and bringing the international lingua franca status of English to the attention of both university students and instructors.

Keywords: English Medium Instruction (EMI), Internationalisation, education

Significance of Intraculturality for Preparedness of International Sojourners for Global Communication

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Focusing on intercultural communication and competence and drawing on Deardorff’s (2006) process oriented model of intercultural competence development, the present study is based on the responses of a class of ten students gathered during an 8-week long World English course offered as part of their study-abroad English preparatory program designed for their readiness to undertake their graduate programs in English L1 countries. The subjects stated that the enhancement of their awareness in their L1 cultures/subcultures made significant contribution to their overall understanding of other cultures and World English varieties indicating the improvement gained by deeper intracultural knowledge made positive impact on their attitudinal changes and boosted their confidence and consciousness for their interaction in cross-cultural encounters. The subjects’ responses posit Deardorff’s view on the significance of self-awareness, and indicate that intraculturality is a fundamental pedagogical issue and it needs to be addressed as an essential element of the development of the attitude of global citizenship and culture. The subjects’ responses also have some pedagogical implications in that the development and spread of global citizenship and culture require earlier attention on the development of self-concept and intracultural awareness, perhaps during secondary and tertiary education, instead of when needs arise merely for international training or study-abroad preparation.

Keywords: self-concept, intracultural competence, intercultural competence
POSTER
PRESENTATIONS
Socio-Historical and Political Influences on the Use of English in Saipan

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Saipan is the largest of 14 islands in the Commonwealth of the Northern Mariana Islands (CNMI), located in the northwestern Pacific Ocean. The emergence of English in Saipan is being examined in the complex context of its colonial past: Saipan was first colonized by Spain in the 16th century, by Germany at the beginning of the 20th century, by Japan between 1914 and 1944, and finally, by the USA, initially under the Trust Territory of the Pacific Islands before becoming a Commonwealth in 1978. The focus lies on the influence of the American era on the linguistic outcomes in Saipan: The ongoing change from English as a second language to English as a first language and whether a distinct English dialect is evolving are both investigated. This development is examined according to Schneider’s (2007) ‘Dynamic Model’ of postcolonial English formation. Saipan is an interesting case study in so far as the model mostly has been applied to Englishes that emerged due to British rather than American colonialism.

The data is based on recorded informal conversations with indigenous Chamorros and Carolinians in Saipan ranging in age from 12 to 80. The English spoken by the local people presents an interesting transitional phase of English becoming a first language with unique local ‘island’ features in terms of phonology, morphosyntax and lexis.

Finally, this presentation outlines the socio-historical and political context in which the English of Saipan has developed and provides a brief linguistic overview of the main characteristics of Saipanese English, which are put into perspective with other Englishes spoken around the world including similarities and differences to other previously described World Englishes.


Keywords: Micronesian Englishes, Postcolonial Englishes, ‘Dynamic Model’, Socio-historical and political influences, Language description

Brand Naming Practice From A Linguistic Perspective: A Case In Turkey

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Brand value influences customer choices to buy products. In this context, brand naming is one of the important steps that gives the product the visibility and commands a premium in the market. In brand naming, language, which is closely related with culture, plays an important role when deciding a name for a given product. Little is known how language is used in brand naming in the Turkish context, indicating a need to understand the process. The aim of this study is to investigate the linguistic features of brand names preferred by two major Turkish food companies and their ways of adapting their local products for global uses and users. The content analysis is used to examine 116 product names in the online catalogues of the companies in question and to understand the brand naming in terms of linguistic features. These features include rewriting words in Turkish as they are pronounced in English, novel compounding through blending, and novel word formations (neologisms). The most obvious finding to emerge from this study is that English is highly valued for brand naming purposes.

Keywords: Brand naming, linguistic, Turkey
Re-examining Impoliteness in Language Use: A Study of Some University Undergraduates

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It is common for people to take offence over what is said and how it is said. These actions often cause conflict and clash of interest in the use of English Language in the Nigerian society. Compared to politeness, impoliteness is a study in Linguistics that scholars pay less attention to. This paper therefore seeks to fill the gap in knowledge by conducting a research on impoliteness among undergraduates of the Nnamdi Azikwe University Awka, Nigeria, West Africa. The paper observes that impoliteness is an intended face attack to hear with the intention of causing offence. It equally notes that certain language use which may have superficial impoliteness such as banter or a joke should not be considered as outright impoliteness because it is not done to spite the hearer or to cause an open insult. To this purpose, an unobstructive participant observation method was used to ascertain the impolite strategies that the students employ mostly. The analyses were done using leech impoliteness strategies which are derived from the Gricean Framework of politeness maxims. The paper concludes that studies on politeness should be part of the students’ curriculum in order for them to understand clearly how to avoid conflict in language use in the University system.

Keywords: impoliteness, power relations, face threatening acts, impoliteness strategies, conflict

Does the Erasmus Exchange Programme Promote a Genuine International Approach to English?

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Despite the changing sociolinguistic landscape of English and marginal changes mushrooming in both theoretical and practical levels, the favouritism towards native-speaker paradigm still survives. This, however, leads students to have stereotypical images and prioritise so-called standards rather than high-quality communication. Supporters of a paradigm shift in the current Anglo-centric ELT, WE/ELF/EIL favours exposure to English varieties to help build an awareness and tolerance and avoid any possible communication breakdowns in the international community. Thus, this study aims at extending our understanding of students’ pronunciation priorities and their perceptions of good/bad English, and the role of this exposure, via the Erasmus Exchange Programme in this case, in perception change, if any. To these ends, a qualitative framework was opted. A total of 60 third and fourth grade English-majoring students, 28 of whom had Erasmus experience, at a middle-size public university responded to an open-ended questionnaire on a voluntary basis. A thematic content analysis was conducted to quantify, explore, and interpret the findings. Among the findings is that both groups set native-like accent as their goal. Equating ELF with the spread of Standard English, the participants did not show a proper understanding of the concept. A few favoured communication rather than standards, still surprisingly most with abroad experience admired native-speaker accent due to difficulties in understanding students with heavily-accented Englishes during their visit. These findings need to be read as meaning that a real exposure to varieties may not necessarily ensure a genuine international approach to English. Rather, a conscious exposure equipped with meta-knowledge about the sociolinguistic landscape of English and a meta-cultural competence is needed to overcome these stereotypical lingua-centred tendencies that would otherwise marginalise the users in their integration into the international community.

Keywords: ELF, native-speaker paradigm, exposure, accent, Erasmus
Is English Medium Instruction (EMI) a Motive for Students in Choosing Which University to Study in Turkey?

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Becoming a primary language in every field of life such as commerce, education, science and communication, English has undoubtedly assumed an unrivalled worldwide status. As the most common and prominent language of international relations, English has also been adopted as the language of instruction in higher education of many countries. Nevertheless, this issue has raised several questions and there have been opposing views concerning this choice of language of instruction in higher education. In our study, we investigated whether EMI (English Medium Instruction) had been a reason for the current university students to prefer two private Turkish universities among other university options. We sent out an online survey link to the students who are studying in the English prep programs at both universities. The only drawback of the online survey was that out of 100 students that we had emailed, only 45 responded. Survey results illustrated that students from the English prep programs of both universities were motivated to study their departments in English as they thought this would enable them to find better jobs and seize international education and job opportunities. Not only do students, but also universities prefer to take a role in the international realm. Of all the options, students strive to be admitted to those that provide education in English regardless of the difficulties that they may encounter. As an expanding circle country, Turkey has also changed in the last 20 years with respect to foreign language education requirements and expectations, and it is not surprising to see that attitudes of universities are shaped accordingly.

Keywords: English medium instruction (EMI), online survey, Turkish prep programs, student preferences, ELF

Japanese University Students’ Perceptions of “English”

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English language teaching in Japan is based on a native-speaker (NS) centric view: the view that Western, Caucasian males are the owners of “correct” English (Kubota, 1998). Recently, however, there are increasing calls for moving beyond this view and attending to the diversity of Englishes and users (Canagarajah, 2007). Some in Japan have recognized such diversity, but the NS centric view yet influences their conceptualization of “correct” English (Matsuda, 2009). In the interest of illustrating current student perceptions of World Englishes (WE), I conducted a questionnaire survey in 2015 wherein approximately 200 Japanese university students participated. To date, little data exists regarding such students’ perceptions of WE, although Matsuda (2003) provides secondary school students’ perceptions. The results of my study show that the majority of the students want to acquire American English because they consider it both most desirable and correct English in the world. Some students think that American English is, in fact, “Standard English.” The students know that in business they will primarily communicate with people using English as a lingua franca, but they nevertheless want to own American English for themselves. These results clearly illustrate that while students have recognized the diversity of English and its users, their perception of “correctness” and desirability is Amero-centric. Therefore, my study results provide evidence that the NS centric view remains dominant. Moreover, while students in my study have acknowledged the concept of WE, this acknowledgement does not lead them to move beyond the NS centric view. This suggests that what is necessary to promote WE in the classroom in Japan is not simply to cultivate student acknowledgement of the diversity of types and users of English, but also to be concerned about the issue of student association of American English both with status and correctness.

Keywords: University students, Perceptions of English, English language education in Japan, A native-speaker centric view
Investigating the Influence of Pragmatic Rules in Negotiating Meaning between Turkish and British University Students

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Today, English is spoken by billions of people all around the world. Developing an understanding of the pragmatics of a language is a necessary prerequisite for successful communication in a second/foreign or an international language. In this respect, using a language appropriately (pragmatics) among people from different L1 backgrounds becomes an important issue to avoid potential misunderstandings between them. In this study, we investigate how Turkish university students perceive and use pragmatic rules of English while communicating with British university students in an online social media platform (Facebook). 5 university students from Turkey and 5 university students from Britain participated in the study. Initially, the participants were given instructions to talk about their demographic characteristics, academic background and so on. They were then asked to exchange information about their daily routines, culture, thoughts and comments on stereotypes or biases in the movies and similar. In addition, interviews with the participants were carried out. The findings of the study revealed that both groups used their own pragmatic conventions and presuppositions in negotiating meaning during interactions. They asked for clarification in the case of ambiguity in meaning. The preliminary results of our data analysis showed that while British participants were following the pragmatic rules of English in their interaction with Turkish participants, Turkish participants were approximating the pragmatic rules by referring back to Turkish pragmatic rules. This showed that both groups were successful users of English as there was no communication breakdown except a few misunderstandings between the groups. We concluded that further research should be carried out with more participants from both groups and other countries to see how pragmatics of language can be negotiated among native and nonnative speakers of English in English as an International Language and/or World Englishes contexts.

Keywords: pragmatics, speech acts, transfer
ELF-Awareness in ELT Pre-Service Program

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“What experience you accumulated is more important than where you were born.”  
Enric Llurda

English is a network language of world communication including a variety of people from all corners of the earth. The number of non-native speakers of English is increasing every moment, which leads English to get the biggest slice of the cake. Therefore, their way of production becomes as important as the language use of native speakers. That is to say, the significance of the way English is used cannot depend on the place where one was born. However, the inferiority feelings of non-native speakers hinder their motivation to use English without hesitation. What is worse is that such feelings are obstacles to non-native English speaking teachers’ (NNEST) educational efficiency.

The education program led by Bayyurt and Sifakis (2013) is designed for informing pre-service NNESTs and raising their awareness about ELF-related concepts. It aims to enlighten them about the issue that English is an intercultural communication tool affected by all the users of it. As NNESTs exposed to this pre-service education program, the points we would like to address are our perceptions of the ELF-concept, the transformation of our ideas and feelings of exposure to and the application of the perspective we have gained to teaching with examples from our lesson plans prepared for this program.

As for our experiences, this ELF-aware program has increased our motivation and interest by offering opportunities to discuss the concept of ELF deeply and raise our thoughts about the non-native speaker reality to the surface in a friendly class environment and the online teacher development portal.


Keywords: ELF, pre-service NNESTs, ELF-aware, self-education program

Politeness In the Requests of American and African American English

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The way speech acts - such as requests - are produced may appear acceptable to some people but be rejected as inappropriate for others (Green 138). In other words, it might be perceived by some cultures as polite, and it might be impolite for some others. So, speech acts, such as politeness, may differ from one culture to another, and also from one social group to another. Politeness, defined as “showing awareness and consideration of another person’s face” (Yule 135), plays a crucial role in any communication.

According to Charity African American English (AAE) differs from the “standard English” of the United States lexically, phonologically, syntactically, and pragmatically (33). Regarding pragmatic differences, it has been found that AAE speakers may understand requests that have been produced indirectly as a suggestion. For example, when a coach says to his team “let’s get line up,” instead of “line up now,” the players do not obey such request (Smitherman 55). So, I would argue that AAE would be different in request from the “standard English” of the United States.

This study compares politeness in requests made in African American and non-African American English. It discovers how each group of speakers makes requests in certain scenarios that include requests from in-group and out-group people. For the purpose of the study participants were asked to make requests in specific situations; for example, how they would ask another passenger in an airplane to move from your seat.” The study traces the similarities and differences in request between both groups. The results show that there are similarities and differences between both groups, and in some situations both groups make requests in the same way. However, when it comes to request from parents, it appears significantly that African American request directly with their parents.

Keywords: Politeness, Request, African American English
Bridging Cultures and Ethnolinguistic Fragmentation in Namibia?

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The linguistic situation in present-day Namibia is characterized by the co-existence of a multitude of languages, e.g. English, the ‘Afrikaans’, and German, as well as a host of indigenous African languages. Despite this linguistic diversity and although Namibia was never under direct British rule, English was introduced as the only official language with independence from South Africa in 1990 (The Constitution of Namibia 1990, Art. 3 Language). This decision for English as an official language was primarily based on ideological grounds and meant to replace Afrikaans as the ‘language of the oppressors’ and thus to overcome the ethnolinguistic fragmentation caused by South Africa’s language policy (Frydman 2011). As it seems, the choice for English was positively evaluated by many ethnic groups at that time, although “[e]specially the Afrikaans-speaking community appear[ed] to be extremely sensitive about language issues in connection with cultural identity.” (Pütz 1995: 270)

Drawing on recent findings from ongoing field research and elaborating on some of the facts presented in Buschfeld & Kautzsch (2014), the present paper will report on the use, role and function of English in the multi-ethnic context of Namibia 25 years after independence. It will thus address questions concerning language attitudes towards this language and establish in how far this language has been able to bridge ethnolinguistic fragmentation and create a sense of national identity.

Keywords: English in Namibia, language and national identity, language attitudes


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This paper sought to investigate aspects of gender in one of the currently used English language series, namely New Headway Plus: Special edition from a Critical Discourse Analysis (CDA) perspective. The series is used for adult language learners from beginner to intermediate levels in the King Abdulaziz University, Saudi Arabia at the foundation year program. In effect, the research analysed the images in series in terms of gender positioning in images. To this end, Giaschi’s (2000) analytical technique – an adapted technique of CDA- is used in order to extract the ideologies behind the images in the series. The findings revealed that that the series is biased in terms of gender representation First, there was a huge gap between the number of male and female images in the series. Second, men were depicted in a wide range of contexts in their single images compared to women. Third, men had a higher status than women in the single images in all the books of the series. Finally, the body language of men in the series indicated a laboriousness in the work environment, while women's body language communicated a combination of relaxed and dreamy gestures. The paper then identifies a number of discursive and multimodal features of the series adapted towards Saudi English that are much more locally oriented and reflect local cultural norms and practices.

Keywords: Critical Discourse Analysis (CDA), EFL, Ideologies, Images, Saudi English
Intelligibility of Japanese Accented English for Korean Native Speakers

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In the field of ‘international intelligibility’, some studies (Tsuzuki & Nakamura (2009), Nishio & Tsuzuki (2015) among others) have identified various phonological errors of the English spoken by Japanese EFL speakers and have discussed intelligibility. We have analyzed the transcription data obtained from English native speakers (ENSs) and have argued that the main four types of errors (i.e. (1) mispronunciation of consonants, (2) vowel length alternation, (3) misplacement or absence of stress and (4) improper segmentation) seriously impede ‘intelligibility’ and ‘understandability’ (see Tsuzuki & Bong 2010). However, these studies discuss which phonological errors are crucial for intelligibility and understandability in a limited context. In reality (e.g. international conferences), Japanese EFL speakers do not solely communicate in English with ENSs but also with non-native speakers of English, such as Korean native speakers of English (KNSs) and Spanish native speakers of English.

Moving forward from our previous studies we have conducted an experiment, which consists of two tasks (dictation and understandability rating) with KNSs with a high English ability (TOEFL 550 and over). This study attempts to determine (I) how intelligible and understandable Japanese- accented English is for ENSs and for KNSs, (II) whether there are any differences in intelligibility and understandability of Japanese-accented English between ENSs and KNSs, and (III) what factors may be involved in facilitating the communication of KNSs with JNSs in English.

Drawing on the results of the experiment, we argue that (1) Japanese-accented English is often not readily intelligible to KNSs, (2) such phonological errors as weakening of plosives and fricatives, and vowel length alteration might reduce intelligibility for both ENSs and KNSs, and (3) mispronunciation of liquids and lack of stress may not decrease intelligibility for KNSs so crucially as for ENSs. This study will contribute to effective teaching, especially the prioritization of phonological instruction.

Keywords: Intelligibility, Japanese accents, Korean Native Speakers of English, English native speakers

Politeness in the British and the American Culture

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According to the Merriam Webster Learner’s Dictionary, the word ‘polite’ is defined as: “having or showing good manners or respect for other people” It is an adjective and the word ‘politeness’ is the noun form of it. (http://www.learnersdictionary.com/definition/polite) Politeness differs in every culture. Although English is the official language in many different countries, there are some differences in their cultures. In the UK and in the USA, the official language is the same. It is English, but there are crucial differences in politeness in these countries.

Politeness is an important issue in both business life and daily life. It is also essential in formal and informal language. Successful people are people who know how to use polite language in business life and in daily life.

In this paper, the differences in politeness in the British culture and in the American culture will be handled. Sample conversations and dialogues will be shared. Useful videos, websites and books on politeness in the British culture and in the American culture will be suggested. Quotes about politeness and manners will be shared. Games on politeness and rudeness will be explained. The importance of good manners and politeness will be highlighted. English and American idioms which are related with politeness and manners will be shared. Classroom activities which can be used in the ESL, EFL and in the ELT classes will also be told. Comments on politeness which were done by the British and the American speakers will be shared.

Keywords: politeness, idioms and games on politeness, useful websites and books on politeness
How do Arab Speakers Sound? Perception and Attitude from the Inner Circle and the Periphery

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The purpose of this research is to explore the attitude of native and non-native speakers of English towards pre-intermediate learners of English. 76 native and non-native speakers of English listened to speech samples of Gulf Arab learners at post-secondary level and rated their speech samples using a 5 point Likert scale questionnaire covering three major areas: understandability of 15 speakers' recordings, strength of accent, and the listeners' perceptions and expectations of successful communication. The quantitative data reveal that although the Arabic accent while speaking in English was noticeable to 87.72% of the listeners, 70.82% of them could understand the words of the speakers either 'easily' or 'very easily'. The quantitative data were triangulated by semi-structured interviews. The findings revealed that although the speakers confirm that understanding the interlocutor is prioritized in communication, they rated their expectations for successful communication negatively when the speaker's accent was strong. It also showed that non-native speakers are not always more tolerant towards their counterparts' varieties than native speakers. The data of the research were interpreted through entholingusitic theory considering the multilingualistic and multicultural nature of the Gulf States.

Keywords: Native and non-native speakers of English, Arab Learners, attitude, identity
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