



Dear distinguished guests, dear participants,

It would be “carrying coals to Newcastle”, to use a somewhat dated British metaphor at a time of green energy, to insist that English is the world’s most widely used *lingua franca*. English is ubiquitous, it’s everywhere, it is a *must*. Universities could not escape the drive to English to compete for excellency. Only recently did the German Rectors Conference pass a language policy recommendation for universities that aims at maintaining the national language, German, and a broader-based multilingualism beyond English. This university could and would not escape the globalization process and has attempted to assume a leading role in creating a global network university based on excellency and the use of English and other languages for inter-university communication.



Calling English a global lingua franca is a truism, then. What is less of a truism is that its present status and future very much depend on Asia. There are more users of English on this vast continent than anywhere else. The number of users of English is larger in India and China than the number of native speakers in the USA and Canada together. They generate an incredible volume of print and internet publications in English that may easily surpass those of the old and new world together. What is more, there are university and research networks in Asian that function in English and don’t involve many native speakers of English. English is becoming an intra-Asian lingua franca. Talking to Asia necessitates English.

If ‘carrying coals to Newcastle’ is a bit of a dated British English metaphor, the English in Asian countries is diverse in its own ways. What this means, I leave this to the experts at this conference. I do understand that one needs to ask which English for Asia. And there is another one still: What do we need beyond English to communicate successfully with Asia?

These questions are, I’m told, at the centre of this conference that assembles experts from over 14 countries. You will discuss what English is in Asia and what other languages or competencies are needed for talking to Asia. No doubt, answers will reach into the political domain and we look forward to hearing a report at the end of the conference.

Leaving these themes to the experts assembled here, let me turn to the field I am responsible for as Vice President of Freie Universität Berlin. As I mentioned earlier, Freie Universität aims to be a visible player in the field of global partnerships. It counts as one of the leading universities in *THE* and other assessment bodies. Its standing can be seen in its national and international recognition but also in the infrastructure it has built up to act and respond internationally:

successful in the Excellence Initiative:

5 Graduate Schools, 5 Clusters of Excellence

International Network University (Third funding line): e.g. Center for International Corporation, Dahlem Research School, Center for Cluster Development, 5 Focus Areas

FU hosts amongst the largest number of Alexander von Humboldt fellows.

Its international network encompasses partnership with more than 100 universities all over the world. It is deeply embedded in Erasmus Mundus and other programs of the European Union.

This conference benefits from the support of the DFG and Freie Universität Berlin. We are grateful to the German Research Foundations for supporting yet another big international event at FU Berlin.

We welcome that it has been possible to create a partnership with *Deutsche Welle*. We will be interested to hear of what the German international broadcaster sends out to Asian listeners.

I welcome the presence of the Ambassador of Malaysia as a sign that this event has not gone unnoticed in parts of Asia.

I welcome the participants to this conference that come from practically all regions of Asia. I note participants hailing from

- Israel and Iran in the west of Asia
- Pakistan and India in the south of Asia
- Malaysia, Singapore and Brunei in the south-east of Asia, and
- China, Japan and Russia in the east

Non-Asian participants come from

- Great Britain, the mother land of English
- Australia, a leading nation that aims for a geo-political association with Asia
- Romania and Bulgaria, new member states of the European Union, and
- Germany

With experts from 14 countries represented, we see the significance of the theme of this conference in academia and beyond. I welcome the fact that this conference unites leaders in the field concerned but has also attracted younger scholars and advanced students. It is, one might say, a model for integrating research, publication and teaching.

I wish you all, whether as speakers or listeners, an interesting and, hopefully, entertaining and rich conference. Interesting it will be, given the breadth of topics and talks offered. Socially enriching it may be no doubt with so many people meeting again or for the first time.

Prof. Dr. Werner Väth, Vizepräsident (VP2), Freie Universität Berlin

Dear distinguished guests, dear participants and colleagues,

Many of you have come a long way to attend this conference on “English in Asia’s languages habitats” and I would like to welcome you especially at the Faculty of Philosophy and Humanities of the Freie Universität Berlin. A warm welcome as well to those who have not had to travel that far.



This conference deals with substantial issues regarding communication across large regions. English is without a doubt the most significant *lingua franca* within Asia as well as a vehicle of communication with Asia. Like Portuguese, Spanish, Chinese, and other world languages, its texture is no longer shaped by any specific country, say France, China, or England, but shows the marks of the areas where it is used. This is a prominent theme for English Studies (or other related disciplines). The implications of this development go deeper. They bear upon the vast field of intercultural studies, education, and a range of policies. Languages like English are rarely the only language to consider in multilingual countries and regions with their complex patterns of cultures. To stay with this conference, Hindi and Mandarin, Malay and Tagalog and others come to mind. One needs to consider the Asia competence or – from the opposite angle – the Europe competence that is needed to communicate successfully across regions. These are important and challenging topics and I welcome your active participation.

The faculty you have come to is, I may say, an ideal location for such inter- and multidisciplinary conferences on particular regions. The faculty has a specific strength in regional studies. I may mention our Centre for Area Studies and various regional studies centres such as the Italy Centre or the France Center. The faculty is the host of major research clusters like that on Languages of Emotion that cross disciplinary as well as cultural boundaries. The department of Theatre Studies has a number of research projects dealing with intercultural phenomena in the performing arts and hosts an International Research Center on Interweaving Performance Cultures. The Department of Culture and Media Management has a major project on culture management in China.

The faculty is outward-oriented in many ways. It also attracts a very large number of students from abroad. I might mention that there is a considerable number of Chinese, Japanese, and Korean students who have come to pursue their studies or do PhDs at this faculty.

The faculty also fosters a climate that facilitates collaborative research and partnership. It is engaged in major European Union programs such as Erasmus Mundus that extend to Asian countries.

I wish you a very successful and inspiring conference and look forward to hearing of the outcome after the event.

Prof. Dr. Doris Kolesch, Dean of the Faculty of Philosophy and the Humanities

Dear participants and colleagues,

The perhaps decreasing, but certainly still discernible traditional European bias towards assuming the monolingual and monoethnic society as the norm occasionally still bars our view and understanding of the sociolinguistic reality in most areas and societies of the world, including, in fact, many parts of Europe.

In the context of present-day globalization, international and long-distance communication – all of which are central issues addressed at the conference – Europe is therefore still learning to understand and appreciate the (different types of) heterogeneity that exist in other regions of the world in linguistic, ethnic, and other respects. Studying the development, the use and the environment of the English language in Asia therefore provides an important key for triggering and reinforcing a discourse on Europe's *Asia competence*, which in turn will provide a key to further develop Europe's understanding of itself.



The conference reflects several traditions and discourses to which the Freie Universität and its Institute for English Language and Literature have been visibly committed. I would only briefly mention our research focus on Postcolonial English literatures and languages, another one on Australian and Southeast-Asian varieties of English. Both fields are inextricably connected with the name of Gerhard Leitner, the convenor of this conference, to whom the Institute is very grateful for his commitment and enthusiasm in designing and organising this conference.

The conference *English in Asia's Habitats and Europe's Asia competence*, with its core in sociolinguistics and its interdisciplinary spirit, opens prominently one of several events dealing with linguistic variation, language policies and other sociolinguistic issues. Probably a good number of participants will meet again when the Faculty will host the nineteenth *Sociolinguistic Symposium* in August, conferring under the motto *Language and the City* and in which a large share of contributions will address issues on multilingualism in Asian metropolises and megacities and other current sociolinguistic issues related to Asia. In this respect, the present conference also conveniently reflects one of the research foci of the linguistic section of the Freie Universität Berlin (institutionalized in the *Interdisciplinary Centre for European Languages*), linguistic variation including sociolinguistics and varieties of European languages outside of Europe.

For all these reasons, the Institute for English Language and Literature of the Freie Universität is proud of the opportunity to host the conference *English in Asia's Habitats and Europe's Asia competence* and to bring together scholars from various countries and cultures from several continents. I am convinced, the conference will prove to be a significant contribution to sociolinguistics and to several neighbouring disciplines in the humanities and in the social sciences. I would like to cordially welcome all our guests to Berlin and to the Freie Universität and I wish us all an enjoyable and successful conference.

Ferdinand von Mengden

Head of the Institute for English Language and Literature

Dear participants, colleagues,

The future of English has much to do with its status and use in Asia. The largest number of users of English comes from Asia and it seems to be growing. English is deeply embedded in Asia's multilingual language habitats and functions as a (first or second) official language, a foreign language or a *lingua franca*. English is an icon of social transformation processes in multilingual nations and regions.

As nation-building, globalization, and large regional bodies are making significant demands on modernizing traditional societies, communication and English gain a central role in mediating change. Particular demands are made of the educational institutions including those in professional formation.

The language and socio-political impact of these issues have become a key subject of inter- and multidisciplinary and applied research. What is less discussed is the external consequences of developments in Asia on, e.g., European nations and institutions. Likewise, the demands channeling the developments in Asia that come from Europe are rarely a matter of debate. Finally, Asian languages such as Mandarin, Malay and Hindi, to just mention the more widely spoken languages, are to be included in debates about the status of English. The European Union's policies have opened an avenue to such a debate.

Addressing these themes, this conference will highlight inter- and multidisciplinary research of language disciplines, of history, and politics and encourage a deeper cooperation between researchers and academic institutions in Asia and Europe. It will raise issues of special concern to Germany and Europe to develop an *Asia competence* from a language and communicational perspective.

I welcome the participants at this conference in Berlin warmly. There are speakers from 14 countries. Going from west to east, let me list them: United Kingdom, Germany, Russia, Romania, Iran, Pakistan, India, Malaysia, Singapore, Brunei, China, Hong Kong, Japan, and Australia. That diversity will promise a wide range of interesting discussions. The German international broadcaster Deutsche Welle will report on them and its own experiences with Asia.

The realization of this conference would not have been possible without the constant support and advice of many friends and colleagues around the world and the good will of speakers and participants. The decision was taken at University of Malaya, Kuala Lumpur, but the impetus of that conference carried us forward. I should not fail to mention the constant support and encouragement from the Freie Universität and the German Research Foundation (DFG).

Without the continuous support of the Freie Universität this conference would not have seen the light. My gratitude goes to the International Office, the Faculty of Philosophy and the Humanities, and the Department of English, but also to the management of lecture halls.

Special gratitude goes to the scientific committee and esp. to Azirah Hashim (University of Malaya), Matthias Hüning (Freie Universität Berlin), Lim Beng Soon (SIM University), Christian Mair (Universität Freiburg), and Hans-Georg Wolf (Universität Potsdam). I have also benefited from the advice and help of many colleagues I have had the pleasure and honour to meet at various locations. I will add



Honorarprofessor Dr. Wolfgang Mackiewicz (Freie Universität Berlin) for his assistance, though he had to cancel his active role. Last but not least I am most grateful to Frau Bonifacio-Migas, the secretary, who gave an enormous amount of generous help. Without her things would look very fragile today.

While this conference is not the first one to look at Asia from a language and communicational perspective, it is the largest one so far. It is hoped it will have follow-ups at the Freie Universität Berlin, a most hospitable place for research-based, international and multi-disciplinary events.

Prof. Dr. Gerhard Leitner FAHA (Hon., Australia), Freie Universität Berlin

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Time, Date	Speaker	Presentation	Speaker	Presentation
Wednesday, 9 May		Senatssaal		
2:00 p.m. to 4:00 p.m.	Registration			
4:00 p.m.	Dr. Herbert Grieshop, Executive Director, Center for International Cooperation (on behalf of the President's office) Prof. Dr. Doris Kolesch, Dean, Faculty of Philosophy and the Humanities	Opening addresses		
4:45 p.m.	Gerhard Leitner	Aims, perspectives, technicalities		
5:00 p.m.	Andrew Kirkpatrick	English as an Asian Language: Implications for International Communication		
18:30 -21:30 Reception at Henry Ford Bau				

Thursday, 10 May		Conference Centre L 115	Conference Centre L 113	
Chair: Andrew Kirkpatrick			Chair: Lim Beng Soon	
8:30 a.m.	Christian Mair	Globalisation and the World System of Englishes: Asian Perspectives		
9:10 a.m.	Amei Koll-Stobbe	English in urban domains: Case study Japan (Tokyo)	Muhammad Ali Khan	The Automated English Machines in Pakistan
9:40 a.m.	Karin Ebeling	Language, Globalization, and Imagination – A discussion of language choices by Kiran Desai and Aravind Adiga belonging to the third generation of Indian writers using English as their language of literary creativity	Michiko Nakano and Chris Bongartz	Doing English as a second language – cybercultural exchange in real-time
10:00 a.m. Break				
Chair: Azirah Hashim			Chair: Lim Beng Soon	
10.20 AM	Lim Beng Soon	Native and Foreign, the competing linguistic landscape of Modern Singapore & Malaysia: The continuing saga of Malay and English	Xueqing Jiang	The prospect of English in China: An ecological analysis
10:50 a.m.	Su Yon Yim	English as a lingua franca: beliefs and anxiety in Asian countries	Arup Kumar Nath	The emergence and status of Indian English: A typological study
11:20 a.m.	Joseph Lo Bianco Grahame Lucas Gerhard Stilz Andrew Kirkpatrick	Panel on Europe's Asia competency needs		
13:00 p.m. Lunch				

English in Asia's Language Habitats and Europe's Asia Competence
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Thursday, 10th May Continued				
Time, Date	Speaker	Presentation	Speaker	Presentation
Chair: Tan Ying Ying			Chair: Zhenjin Tian	
2:00 p.m.	Edgar Schneider	The Americanization of Asian and Pacific Englishes - Myth or reality?		
2:40 p.m.	Nasir Syed	Influence of Pakistani English (PE) on the acquisition of British English (BE) by adult Pakistani learners 34 Hiromasa Tan	Lina Mukhopadhyay	Can language projects monitor progress in the use of English for academic purposes in Indian learners?
3:10 p.m.	Marina Marinova	Interplay between Hindi and English in North India	Jim McKinley	Developmental Parameters of English Composition in a Japanese University
3:40 p.m.	Break			
Chair: Tan Siew Imm			Chair: Sabina Shah	
4:00 p.m.	Pramod Pandey	Prosodic Patterns in Indian English		
4:40 p.m.	Claudia Lange	The Syntax of Spoken Indian English: Word order and discourse organization in spoken Indian English	Claire Cowie and Anna Pande	Modelling international service encounters: a maptask experiment with Indian and American speakers of English
5:10 p.m.	Tariq Rahman	The Role of English in Pakistan with Special Reference to Tolerance and Militancy		

7:30 p.m.	Conf. Dinner at Galileo
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Friday, 11 May	Conference Centre L 115	Near Conference Centre KL 29/235
Chair: Edgar Schneider		Chair: Ee Ling Low
8:30 a.m.	Azirah Hashim and Gerhard Leitner	Arabic in contact in Malaysia: Arabic loans in English and Malay newspapers
9:10 a.m.	Hiromasa Tanaka and Bertha Du-Babcock	Communication Behaviors and Strategies between Intra-Asian Decision-Making Meetings: A comparison of Hong Kong Chinese and Japanese business professionals
10:20 a.m.	Stephen Evans	The decline and fall of English in Hong Kong's Legislative Council
		Faridah Noor and Fazleen Md Ruslan
		Of Malaysian Listeners / society and Hip Hop Phenomenon
10:50 a.m.	Break	
11:10 a.m.	Gu Yueguo	A Study of Learning English as Living Experience in the Chinese Habitats
11:50	Z.N. Patil	The New Habitats of the English Language: An Asian Perspective
1:00 p.m.	Lunch	

Friday, 11 th May Continued				
Time, Date	Speaker	Presentation	Speaker	Presentation
Chair: Hiromasa Tanaka			Chair: Z.N. Patil	
2:30 p.m.	Ee Ling Low	English in Southeast Asia: Features within and without		
3:10 p.m.	Tan Ying Ying	Intelligibility and attitudes: How Singapore English is perceived around the world	Tobias Bernaisch	Typological perspectives on focus marking with itself in South Asian Englishes
3:40 p.m.	Tan Siew Imm	Redefining grammaticality: Promoting access to English as an Asian Lingua Franca	Sabina Shah	Identity Construction in Television Reality Shows: An Analysis of Media Discourse
4:10 p.m. Break				
Chair: Hans-Georg Wolf			Chair: Geeta Patil	
4:30 p.m.	Mario Saraceni	English in the Southeast Asian linguistic matter: No more “communion with its ancestral home”	Nasim Shangarffam	The Relationship between Iranian Determinant Factors of Self-Regulation Strategies and four Language Skills
5:00 p.m.	Geeta Patil	Phonological Features of Indian English	Michael Percillier	Accent unites, syntax divides? Varying degrees of nativisation of English in Singapore, Malaysia and Indonesia
Saturday, 12 May Conference Centre L 115			Near Conference Centre KL 29/235	
Chair: Gu Yuego			Chair: Pramod Pandey	
9:00 a.m.	Zhenjing Tian	Errors or innovations: How exonormative standards function in English usage in China		
9:40 a.m.	Li Bing	The rebirth of English in China	Peter Siemund, Monika Edith Schulz, and Martin Schweinberger	How multilingual are Singaporeans really? A sociological and sociolinguistic analysis of the linguistic ecology of Singapore
10:10 a.m.	Roxana Doncu	Cold War's aftermath: English and Russian as two competing Asian lingua francas	Tatyana Vlasova and Victoria Jansen-Akulicheva	English nonverbal language in Asia: War or peace?
10:40 am Break				
Chair: Amei Koll-Stobbe			Chair: Gerhard Leitner	
11:20 a.m.	Hans-Georg Wolf	Understanding English(es) in Asia: The example of Hong Kong English		
12:00 p.m.	Robert Fuchs, Lilian Coronel, and Ulrike Gut	Intensifiers in Asian Englishes	Jakob Leimgruber	Language policies and acquisition planning in Asia and Europe: Two case studies
12:30 p.m.	Conference Closing			
12:45 p.m.	Closing Lunch			

Keynote speaker

Andy Kirkpatrick, Professor Dr.; Griffith University, Brisbane, Australia

English as an Asian Language: Implications for International Communication

It has been estimated that there are nearly one billion users of English in Asia, where its role as an Asian lingua franca is becoming increasingly important. For example, all ten countries comprising the Association of South East Asian Nations (ASEAN) ratified the ASEAN Charter in February 2009, which officially nominates English as the sole working language of the organization. This means, for example, that when Indonesians, Thais and Vietnamese meet in official ASEAN meetings, the language of communication is English. In almost all Asian countries, the perceived demand for English means that is being introduced into the primary curriculum, often at the expense of local languages.



In this presentation I shall consider the implications of the development of this ‘post-Anglo-cultural English’ for regional and international communication (and English language teaching), with a particular focus on East and Southeast Asia. I shall first review the developing roles of English in Asia and then argue that, as English is used as a lingua franca in Asia, it should be taught as a lingua franca. This means shifting the traditional model from that of a native speaker to a ‘multilingual model’. Instead, therefore, of deriving linguistic benchmarks, communication styles and pragmatic ‘norms’ from native speakers of English, these can be derived from successful multilinguals. This also means that multilingual English teachers provide appropriate linguistic and cultural models for their students. It will also require a radical re-interpretation of the curriculum to include in-depth studies of the cultures of multilingual speakers who use English as a lingua franca. I shall also consider the implications of this for Europeans who deal with Asian countries and contexts.

The presentation will conclude with predictions about the respective roles of English and Asian languages in East Asia and ASEAN.

Andy Kirkpatrick is Professor in the School of Languages and Linguistics at Griffith University in Brisbane, Australia. Immediately prior to that, he was founding Director of the Research Centre into Language Education and Acquisition in Multilingual Societies at the Institute of Education in Hong Kong. In addition to Australia and Hong Kong, he has taught in tertiary institutions in Burma, China, England and Singapore. He is editor of the Routledge Handbook of World Englishes (2010) and author of English as a Lingua Franca in ASEAN: A Multilingual Model (Hong Kong University Press 2010). He edits the journal Multilingual Education and the book series of the same name, both with Springer. His most recent book, co-authored with Xu Zhichang, is Chinese Rhetoric and Writing (2012, Anderson: Parlor Press and Colorado: the WAC Clearinghouse).

Plenary speakers

Azirah Hashim, Professor Dr., University of Malaya, Kuala Lumpur, Malaysia
Gerhard Leitner, Professor Dr., Freie Universität Berlin, Berlin, Germany

Arabic in contact in Malaysia: Arabic loans in English and Malay newspapers



A key component in the growth of new varieties of English is language contact. Research within the Englishes paradigm has mainly focused on the direct contact of English with other languages as a sign of localization. In the region concerned there is a considerable body of research on the impact of Malay, Chinese and, somewhat less extensively, Indian languages on English. The role of Arabic has been neglected almost totally – with regard to both English and Malay.



There is, of course, a considerable body of etymological research on the impact of Arabic on English and other European languages from Antiquity that has benefited the *Oxford English Dictionary on-line* and other major dictionaries. But there is little research on its contemporary role in other languages today (see Kees Versteegh, 2000. Contact between Arabic and other languages, *Arabia* 48(4), 470-508). As far as we can tell, there is none on its role in the formation of New Englishes. This paper will focus on contact with Arabic in Malaysia.

Given that historical evidence indicates considerable penetration of Islamic principles into much of Southeast Asia from the 14th century on, a study like ours must go beyond the contact with English. Especially Malays have been involved in transnational Islamic networks, so that the role of Arabic is most visible in Malay. A flow of religious ideas and influences between the Middle East and Southeast Asia has been moving in all directions. One of the consequences of this is that Arabic has long been in contact with languages in the region, especially in countries like Malaysia which have a large Muslim population. To take the obvious example, Malay was originally written in a modified Arabic script introduced in the 14th century; it wasn't until the 17th century that the Dutch and British colonial powers initiated a shift towards the Latin alphabet.

This study examines the contemporary contact of Arabic with English and Malay in Malaysia by analysing Arabic loan words in the public domain. Although classical Arabic is learnt by Malays who are defined as Muslims, Arabic is generally not used between them except for the group of Malays who have gone through an Arabic school education system. While some Arabic words are familiar to all ethnic groups as they are often used and have become naturalised, many are known only to just a section of the Malay population. It is thus interesting to study the spread and use of Arabic words in the daily newspapers which cater to Malaysians of various ethnic and religious groups.

We will report on the compilation of a glossary based on print media in both current English and Malay newspapers and a grouping according to semantic domains, word classes, and likely motivations for borrowing. A few Arabic loans are selected for a more detailed analysis of the general structure of the words, their etymology and related words and meanings. While Arabic loans play a non-negligible role in Malaysian English, they raise questions. If they are signs of the localization of English, are they divisive across ethnicity and religious communities? Does Malaysian English divide on a religious base? If Arabic loans are signs of localization in English, what about Malay? Are they signs of the Islamization of the region, as some searches have revealed their use even in the Anglophone press in Indonesia, Pakistan and English? Might they point to a level of Islamization in English or are they used as signals of a register?

Azirah Hashim is a Professor in the English Language Department, University of Malaya; former Dean of the Faculty of Languages and Linguistics, University of Malaya and current Dean of the Humanities and Ethics Research Cluster at the same university. Her research interests are English in Malaysia and in the Region, Language and Law, and Academic and Professional Discourse. Projects in which she is currently involved in include Language Contact in Malaysia and Southeast Asia,

English as a Lingua Franca in Asia and Language and Law and Society. Recent publications include *English in Southeast Asia: Features, Policies and Language in Use* (edited with Ee-ling Low), John Benjamins, 2012; *Contact Expressions in Today's Malaysian English* (with Gerhard Leitner), World Englishes, 2011 and *Language of the Legal Process: Interactions in the Syariah Court* (with Norizah Hassan), *Multilingua*, 2011. Azirah is an executive committee member of the Asia-Pacific Languages for Specific Purposes and Professional Communication Association and the International Association of Forensic Linguists. She is also a recipient of the Georg Forster Research Fellowship Award, Alexander von Humboldt Foundation, Germany for 2009-2010 and now a Life Member of the Foundation.

Gerhard Leitner is a Professor of English Linguistics at the Institut für Englische Philologie at the Freie Universität Berlin. He is the author of some 15 monographs, the most recent one being *English Today. Introducing the Varieties of English worldwide*. Paperback, Stuttgart: Reclam jun. Verlag, 2012. He has edited some 14 books, the most recent one being *The habitat of Australia's Aboriginal languages. Past, present and future*. Berlin: Mouton de Gruyter, 2007 (with Ian Malcolm, Perth), and has written over 90 papers. In 2006 he was made honorary member of the Australian Academy of the Humanities. He was a visiting professor at the University of Kuala Lumpur, Malaysia, and is engaged in collaborative research projects (with Azirah Hashim).

Ee Ling Low, Associate Professor, National Institute of Education, Nanyang Technological University, Singapore

English in Southeast Asia: Features within and without

Many models on World Englishes have been posited by scholars in the past twenty years (e.g. Kachru 1992, McArthur 1998, Schneider 2003 & 2007) specially on postcolonial Englishes etc. According to the seminal Kachruvian model (1992), English in Southeast Asia falls into two broad categories: the Outer Circle, made up of varieties in countries that were formerly colonized by English-speaking powers such as Singapore, Malaysia and the Philippines, and the Expanding Circle, comprising varieties of English primarily used as a foreign language, in countries like Cambodia, Indonesia, Laos, Thailand and Vietnam. There exists a considerable body of research about the Englishes in the outer circle but a relative paucity of research about those in the expanding circle. This trend is also observable with respect to feature-based empirical studies of these two groups of Englishes in Southeast Asia.



This paper draws on data from a recently published volume on English in Southeast Asia (edited by Low & Azirah 2012) and presents a comparison of the linguistic features documented and described in six varieties in the region: English in Singapore, Malaysia, the Philippines and Hong Kong (the outer circle postcolonial varieties, where English is used either as a second or even a first language), and English in Thailand and Brunei (which fall within the expanding circle, where English is used as a foreign language). A systematic comparison of the intra-similarities of the linguistic features in terms of vowel and consonantal inventory, prosodic features, unique syntactic and lexical features and differences (if any) that emerge will be discussed in terms of whether the varieties of English under investigation are moving away from global norms towards developing their own norms.

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Associate Professor Ee-Ling Low (PhD Cambridge, UK) is currently Associate Dean of Teacher Education and Associate Professor of English Language & Literature at the English Language and Literature Academic Group at the National Institute of Education. She is President of the Singapore Association for Applied Linguistics and publishes on feature-based descriptions of English in Southeast Asia.

Joseph Lo Bianco, Prof. Dr., AM, The University of Melbourne

The Struggle for Asia “literacy” and the “problem” of English: Australia’s Investment in Asia Competence

“Asia engagement” has been priority aim of Australian political, economic and academic life for more than three decades. Since the late 1980s the efforts of Australian educators to promote Asia competence within the dominantly British-based conception of Australian education has been referred to by the shorthand term “Asia literacy”. While there is no precise and agreed understanding of “Asia literacy” in general it refers to widespread teaching of key national languages of Asian countries, especially modern standard Chinese, Indonesian, Japanese and Korean, either alongside European languages (French, German and Italian) or in preference to them. Another key element of Asia literacy is the “infusing” of Asian perspectives into the teaching of history, geography and other mainstream subjects. A clear example is the “national” curriculum for schools currently under preparation by the Australian Curriculum, Assessment and Reporting Authority. One of the three ‘cross curriculum’ perspectives in this new curriculum, alongside ‘sustainability of environments’ and ‘Indigenous studies’ is “Asia, and Australia’s engagement with Asia”.



However, despite the largely uncontested promotion of Asia competence, the achievements so far attained are disappointing; certainly there is less widespread mastery of the nominated Asian languages and less widespread inclusion of Asian content in history, geography and social studies specialisations than Asia literacy advocates anticipated. This talk will analyse the dilemma, achievements and problems of Asia literacy in Australia, with constant reference to the place of English in Asian socio-political, economic and educational contexts. What is exposed by this analysis is that policy formulations reveal a constant struggle against the problematic effects of America centred globalisation and the place of English in Asia. The talk will discuss the specific effects of the rise of China and the new discourse of the Asian, or Chinese, century, and its potential to dismantle Anglophone complacency. Some comparative remarks will be made with Europe and its language planning patterns in light of the vast transfer of economic power which is underway from the “west” to the “east” and Australia’s unique position as a western heritage nation at the edge of the Asian continent.

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He wrote Australia’s first National Policy on Languages in 1987, the first multilingual national language policy in an English speaking country. He was Director of the National Languages and Literacy Institute of Australia between 1989 and 2001. He has conducted research and undertaken language planning consultancies in many countries, specifically in the Asian context in China, Singapore, Sri Lanka, Thailand, Timor Leste and Vietnam.

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- Lo Bianco, J., J. Orton and G. Yihog (eds.). 2009. *China and English: Globalisation and Dilemmas of Identity*, (Multilingual Matters).

Christian Mair, Professor Dr., University of Freiburg, Germany

Globalisation and the World System of Englishes: Asian Perspectives

Globalisation has helped the spread and further entrenchment of Standard American and British English in many obvious ways. What is discussed less often is the fact that globalisation has also helped the spread of other languages, of selected New Englishes, and even of some vernacular varieties of the language. In my presentation, I will accordingly trace the transnational impact of selected New Englishes, such as Indian English, and vernacular varieties, such as Nigerian Pidgin. It will emerge that, expectedly, these forms of English spread in the wake of global currents of migration but also, and less expectedly, that the global media and entertainment industries and the participatory media of the Internet age have assumed a crucial additional role in the process, too. The upshot of the development is that many New Englishes have ceased to be merely "local" or "community-based" but have to some extent become deterritorialised, globally available sociolinguistic resources.



This leads to non-traditional modes of contact between dialects and varieties which are difficult to model in existing sociolinguistic frameworks. To account for them, I will adapt de Swaan's ideas on the World Language System to what McArthur (2003: 56) calls the "English language complex." The more dominant the English is globally, the more heterogeneous it becomes internally. The farther the language spreads, the more it is affected by the multilingual settings in which it is being used. "Natural" links between vernaculars and their territories and communities are becoming weaker, as migrations and media encourage the flow of people, languages and dialects. The "World System of Englishes" as proposed here allows us to refine the useful notion of the "English language complex." It makes it more inclusive by also accommodating mediated and performed language use, and it alerts us to complex and sometimes unexpected hierarchies among Englishes, both on the standard and non-standard levels. The "World System of Englishes" ultimately connects to the research agenda of the emerging sub-field of the sociolinguistics of globalisation, which Blommaert has recently defined as a "sociolinguistics of mobile resources and not of immobile languages" (Blommaert 2010: 180). The study of "varieties of English around the world", which started as an essentially monolingual enterprise in the 1980s, has much to gain from such an association.

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- Christian Mair was Assistant and, subsequently, Associate Professor in the English Department of the University of Innsbruck, Austria, before being appointed to a Chair in English Linguistics at the University of Freiburg in Germany in 1990. He has been involved in the compilation of several linguistic corpora (among them F-LOB and Frown, updates of the classic LOB and Brown corpora designed to make possible real-time studies of change in progress, and the Jamaican component of the International Corpus of English). His research over the past two decades has focussed on the corpus-based description of modern English grammar and regional variation and ongoing change in standard Englishes world-wide and resulted in the publication of several monographs (among them, with CUP, Infinitival clauses in English: a study of syntax in discourse, 1990, and Twentieth-century English: history, variation, and standardization, 2006) and more than 60 contributions to scholarly journals and edited works. In addition he has produced popular introductions to the field of English linguistics – e.g. Bachelorwissen: English Linguistics (2008) and a revised version of Ernst Leisi's classic Das heutige Englisch (8th edition, 1999). He has held guest professorships at the Universities of Massachusetts at Amherst, Santiago de Compostela and Zurich and, since February 2006, has been a member of the "Wissenschaftsrat", an advisory body to the German Federal Government and state governments.*

Pramod Pandey, Professor Dr., Jawaharlal Nehru University, New Delhi, India

Prosodic Patterns in Indian English

Indian English varieties have been known to have different patterns of prominence from other varieties, causing difficulties in their intelligibility (cf. e.g. Bansal 1962). Recent studies of phonetic manifestations of prominence in Indian English (e.g. Wiltshire & Moon 2003, Maxwell & Fletcher 2011) further underscore this point of difference.

As a variety with speakers having a syllable-timed speech rhythm, Indian English has other logical points of difference in its prosodic organization, such as low frequency of occurrence of reduced syllables, different phrasing from other varieties on account of more frequent pauses, and smaller range of pitch variation on account of weaker prominence.



The present paper is organized as follows. I first present an overview of research on the prosodic features of Indian English. Next I discuss the findings of recent studies of prominence and intonation in Indian English. Then I report on an investigation of the acoustic properties of some prosodic phenomena including prominence, rhythm and focus realization in Indian English. Finally, I take up for discussion issues of the prosodic organization of Indian English from the point of view of communicational difficulties.

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Pramod Pandey is Professor at the Centre for Linguistics, Jawaharlal Nehru University, New Delhi. His research interests include Phonetics and Phonology, Morphology, Linguistic Theory, Second Language Varieties, Writing Systems and Research Methodology. He is currently engaged in research on a phonetic lexicon in Hindi and prosodic interfaces in Hindi and Indian English. A manuscript entitled Sounds and their Patterns in Indic Languages is in press.

Tariq Rahman, Prof. Dr., HEC Distinguished National Professor & Professor Emeritus; National Institute of Pakistan Studies, Quaid-i-Azam University, Islamabad, Pakistan



The Role of English in Pakistan with Special Reference to Tolerance and Militancy

English was introduced in the areas now comprising Pakistan by the British colonial power in the nineteenth century. As it was the language of the domains of power – government, bureaucracy, judiciary, military, education, commerce, media etc. – at the elitist level, it became a preserve of the elite and a means of empowerment. It also became a status marker and a social asset, thus functioning as a class differentiator.

This role of English has become more pronounced in recent years because the elites of Pakistan – especially the armed forces and the bureaucracy – have appropriated English for themselves contrary to the state's declared policy of curtailing its role and replacing it with Urdu, the national language, as the official language.

This paper looks at the use of English in different institutions – schools, institutions of higher education, the state sector, the private sector and the entertainment sector with a view to understanding how English empowers and privileges an elite and what worldview, or ideological orientation, it encourages. This last point is important if we are to understand how English, an elitist preserve, seems to favour liberal values but may cause anger, frustration and violence in society if it is not 'democratized' i.e. disseminated to the under-privileged masses with a view to breaking the hegemony of the English-using elite on power in the state and the private sector. The possible negative, unintended consequences of such policies – the rise of lower-middle class male dominating values and further Islamic radicalization – is also discussed.

Tariq Rahman Ph.D is HEC Distinguished National Professor and Professor Emeritus at the National Institute of Pakistan Studies, Quaid-i-Azam University, Islamabad. From June 2007 till June 2011 he was also the Director of NIPS. He is a highly published scholar with over 93 articles in scholarly journals, 18 books, 6 encyclopedia articles, 32 contributions to books and several book reviews. His most famous book, Language and Politics in Pakistan, published by Oxford (Pakistan) in 1996, remains in print and has been published by Orient Blackswan in India. His History of language-learning among the Muslims of South Asia. Language, Ideology and Power (OUP 2002) remains a

landmark in the field and has also been published by the same Indian publisher in 2008. One of his books, *Denizens of Alien Worlds* (OUP 2004), connects the medium of instruction with world view, poverty and politics in Pakistan. His latest book *From Hindi to Urdu: A Social and Political History* is a social and political history of Urdu and has been published simultaneously by Oxford (Pakistan) and Orient (India) in 2011.

Dr. Rahman has been a guest professor in Denmark and Spain. He has been a Fulbright research scholar (1995-96) at U. T. Austin. He was also the first incumbent of the Pakistan Chair at U. C. Berkeley (2004-05). He has been a research fellow at the Oxford centre of Islamic Studies and the South Asia Institute at the University of Heidelberg. He has lectured or contributed conference papers in the U. K. – where he obtained his M.A. and Ph. D – as well as the U. S. A, Germany, France, China, Korea, India and Nepal. He also contributes columns and book reviews to the English language press in Pakistan.

Edgar W. Schneider, Professor Dr.; University of Regensburg, Germany



The Americanization of Asian and Pacific Englishes - Myth or reality?

The world is globalizing – and many complain this means it is getting increasingly Americanized, both culturally and linguistically. As is well known, except for the Philippines all of the Postcolonial Englishes in Asia can be traced back to British colonialism, and in almost all countries an external British norm is still upheld as the target of language education (cf. Schneider, *Postcolonial English*, CUP 2007). However, it has been frequently observed that the English spoken locally, especially by young people, has been increasingly influenced by American ways of speaking, putatively transmitted through modern media, and usually this observation meets with ambivalent attitudes. But is it true? Evidence is scant and anecdotal, and serious investigations of the process are missing.

This presentation sets out to systematically investigate the putative Americanization of Englishes in Asia and the Pacific region. I briefly discuss the basic notions of Americanization and globalization, and I show that the traditional assumption of clear-cut features distinguishing British and American English fails to recognize a much more complex reality: differences between the two major varieties of English consist of a vast array of subtle quantitative preferences of either variety for certain lexical choices, phraseological collocations, and grammatical patterns.

After looking into some exemplary linguistic observations and data on the putative Americanization of Asian and Pacific Englishes, closer attention is paid to a project which investigates the degree of American impact in these varieties. Based on the earlier studies, a set of word choices, “lexical bundles” and structural preferences distinguishing British and American English are selected, and their frequencies of occurrence in several Asia-Pacific Englishes are investigated and interpreted in the light of the putative Americanization process. I use corpus data drawn from the International Corpus of English (ICE) project (<http://ice-corpora.net/ice>). Specifically, ICE-GB (from Great Britain) and a roughly similarly composed corpus of American English texts (given that no ICE-US is available) serve as quantitative benchmarks, and the one-million word ICE corpora from India, Singapore, Hong Kong, the Philippines, and New Zealand, representing the respective varieties of English, are screened for variant forms to measure the relative frequencies of predominantly American versus British choices in lexis, phraseology, and grammar.

A subtle, differentiated picture of the varying degrees of the impact of American English on World Englishes emerges from these comparisons.

Edgar W. Schneider holds the Chair of English Linguistics at the University of Regensburg, Germany, after previous appointments as an assistant professor at the University of Bamberg (where he received his PhD in 1981), as a research associate at the University of Georgia in the USA, and as a Full Professor at the Free University of Berlin. He has written and edited several books, including American Earlier Black English (1989, a revised version of his dissertation, published in Alabama), Variabilität, Polysemie und Unschärfe der Wortbedeutung (2 vols, 1988), Introduction to Quantitative

Analysis of Linguistic Survey Data (1996), Focus on the USA (ed., 1996), Englishes Around the World (2 vols., ed., 1997), Degrees of Restructuring in Creole Languages (ed., 2000), Handbook of Varieties of English (2 vols., ed., 2004), Postcolonial English (Cambridge UP, 2007) and English Around the World. An Introduction (CUP 2011). He has also published many articles and reviews on the dialectology, sociolinguistics, history, semantics and varieties of English in leading journals, collective volumes, and international handbooks. He has lectured in many countries on all continents, served as a reviewer and advisor for universities, publishers and other academic institutions, and held a variety of academic functions, including Dean of his faculty. He is the editor of the scholarly journal English World-Wide and edited its associated book series, Varieties of English Around the World.

Gerhard Stilz, Professor Dr., Universität Tübingen, Germany

Indian English in Indian English Literature

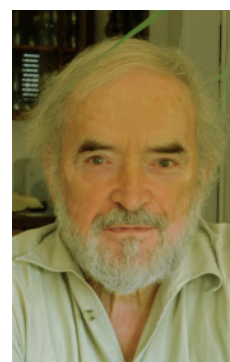
In my paper, I will discuss the role and expressive potential of English in South Asian English Writing under four aspects:

1. I will briefly recall the historical and political backgrounds and implications of English language policies and English language teaching in South Asia in order to assess and differentiate the emotional and educational frame conditions under which South Asian authors and readers have come to tolerate or appreciate English as a medium of creative expression.

2. I will discuss programmatic (i.e. both assertive and defensive) statements delivered by three generations of authors during the last century. This will help to trace and understand the gradual transformation of moral and educational issues involved in the spread of English as a colonial language and its eventual acceptance as a vital resource for global communication.

3. I will outline and compare the international horizons relevant for South Asian English writing on roughly three historical levels (Colonial, c. 1930-1940; Post-Independence, c. 1950-1960; the New Millennium, c. 2000-2010). Thus, the inter-cultural expectations provided by publishers, readers and critics, both favourable and unfavourable, will be envisaged.

4. I will finally present and analyse (or expose to our joint lively and conflictual analysis) a small choice of texts and textual excerpts where the specific conflicts and qualities of South Asian English writing (as previously outlined) may become apparent.



Basic Reading:

Gerhard Stilz and Ellen Dengel-Janic (eds.), *South Asian Literatures: Postcolonial Literatures in English: Sources and Resources*, vol. 1 (Trier: WVT [Wissenschaftlicher Verlag Trier], 2010).

GERHARD STILZ, Professor of English, University of Tübingen (Germany), b. 1940, studied English, Geography and Philosophy in Tübingen, Vienna and North Wales, held teaching positions at the universities of Tübingen, Bombay, Stuttgart, Northern Arizona, Adelaide and Halle/Saale. His book publications and research papers include English, Irish, Indian, Australian, New Zealand, Canadian, and comparative topics. Having started his academic career with a dissertation on modern English poetry (1968), he continued with a postdoctoral thesis on the rise and fall of the British-Indian colonial Short Story (1980, prepared during his two years' period of teaching at the University of Bombay), a field which he broadened with an introductory reader on Indian English Writing (1982). He then extended his energies to Australian Studies, organising several conferences and editing the joint efforts of the (German) 'Association for Australian Studies' in several volumes first published as 'German-Australian Studies' (Peter Lang, Berne), then as 'KOALAS' (Stauffenburg, Tübingen). Such volumes address "Australian Studies in Germany" (1989); "Man and Nature in Australia" (1991); "Travelling to Australia" (1995); "Gold - Money - Prestige" (1997). Being one of the pioneers in promoting 'Commonwealth Literature' in German universities (and a co-founder of ASNEL), he advised various academic support agencies such as the German Research Foundation, Humboldt Foundation, DAAD, or the German Rectors Conference, and thus helped to establish the recognition of the "New English

Literatures" as a legitimate and structurally relevant part of the subject of 'English' in German universities and schools. On German reunification, he became a co-editor (since 1991) and subsequently the executive editor of the (previously East German) ZAA quarterly journal (1995-2004), adding to this publication the 'ZAA Monograph Series' (which he has now been editing since 1997). Gerhard Stütz was Chair of 'Gesellschaft für Australienstudien' (1993-1996), he convened the 1999 EACLALS/ASNEL conference at Tübingen and served as EACLALS President (1999-2002). His recently edited books are: *Colonies, Missions, Cultures* (2001); *Missions of Interdependence* (2002); *Territorial Terrors* (2007), *South Asian Literatures* [Postcolonial Literatures in English: Sources and Resources, vol. 1], co-ed. with Ellen Dengel-Janic (2010).

Hans-Georg Wolf, Professor Dr., Universität Potsdam, Germany

Understanding English(es) in Asia: The example of Hong Kong English

In my talk, I try to weave together the two themes of the conference: English in Asia and "Asia competence." Surely, such competence not only implies awareness but also understanding of cultural differences. Traditional descriptivist approaches to varieties of English, arguably, do not or only insufficiently capture this cultural dimension. Using Hong Kong English as an example, I will show how the newly emerging paradigms of Cognitive Sociolinguistics and Cultural Linguistics can contribute to a more comprehensive linguistic description and hence to cultural understanding. My presentation is divided into three parts: The first part stresses the hermeneutic nature of intercultural communication in English. The second part demonstrates how cultural patterns expressed in Hong Kong English – specifically conceptualizations pertaining to money and related concepts – can be systematically elicited and analyzed. The third part offers a concrete lexicographic application of the insights discussed in the preceding parts, as realized in the recently published Dictionary of Hong Kong English (Cummings and Wolf, 2011).

Hans-Georg Wolf is Chair Professor for Development and Variation of the English Language at Potsdam University, Germany. His research interests include sociolinguistics, Cognitive Linguistics, corpus linguistics, pragmatics, colonial language policy, and lexicography. He has published widely; his most recent books are A Dictionary of Hong Kong English: Words from the Fragrant Harbor (2011, with Patrick J. Cummings), and World Englishes: A Cognitive Sociolinguistic Approach (2009, with Frank Polzenhagen).



Gu Yueguo, Professor Dr., Beijing Foreign Studies University, China

A Study of Learning English as Living Experience in the Chinese Habitats

Statements such as 'English is such-and-such', 'English does this or that' have been so much entrenched in our thinking of and talking about English that we have become totally blind to the fact that English exists only in the living experiences of living speakers. This paper attempts to drive home the message that it is the living speakers' living experiences that do this or that, and that the state of English as such-and-such is a gestalt emerging from the living experiences. Sampled as case studies are Chinese learners of English in Mainland China, ranging from 3-year olds to late adults. Chinglish, if there is such a variety of English, is an emergent property from the living experiences of Chinese learners learning and speaking English. The bulk of the paper focuses on the issue of how to study the learner's learning English as living experience. The experiencer-experiencing-experience model (EEE model) is presented. Learners' learning activities both in the classroom and online are videotaped and put to micro-analysis to the extent of millisecond accuracy. The living experiences of Chinese learners' learning English are framed and enabled by the local sociocultural environment as well as by the globalization process. The EEE model, though practicing methodological individualism, is able to account for gestalt properties of Chinglish. This is because experiencing and experience are only partly private, and partly shaped (i.e. framed and enabled) by the sociocultural environment.



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Zhenjiang Tian, Associate Professor, Hulunbeir University, China

Errors or innovations: How exonormative standards function in English usage in China

English has been upheld as the most valuable foreign language in China. Especially since the new century, social policymakers, academics and common people in China have seen English as a crucial panacea for social advance and personal development. The fast growth of the demand for English creates the seeding bed for the rise of different English usages from the English standards of native countries. There are roughly two claims on the different usages of English. Some believe that English must be the English way. English usages different from the standards of British or American English are regarded as errors that need to be corrected or avoided. Others do not think that the exonormative standards of English need to be promoted in English usage especially for non-native English users. It is natural for local English to have some particular features because of the influence of the local language, local social contexts, local speakers' cognitive conceptions, etc. Language, including English, is innovation in pragmatic uses. It becomes a controversy whether these differences are errors against the exonormative standards or innovations made by Chinese English speakers in the pragmatic context of China. With related previous work, this paper presents this topic with the data analysis of English used by some students of Hulunbeir University and some employees of Hulunbeir Air Control Station. It points out that English usage different from native English exists both in Chinese college students and employees and seemingly this phenomenon cannot be changed soon. Therefore, English teachers and students have to consider the criteria to distinguish innovations from mistakes. The author also advocates that English professionals in China need to codify Chinese English with some tentative principles for the smooth development of English in China and the efficient communication with the world.



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Conference speakers

Tobias Bernaisch, Research Assistant; Justus Liebig University Giessen, Germany

Typological perspectives on focus marking with itself in South Asian Englishes

The emergence of grammatical norms in postcolonial varieties of English has been argued to manifest itself in quantitative preferences rather than in categorical distinctions (cf. Schneider 2007: 46). Several studies on Indian English (IndE), however, have shown that this South Asian variety has developed innovative uses for the additive focus marker *also* and the restrictive focus markers *only* and *itself* as presentational focus markers (Bhatt 2000, Lange 2007, Balasubramanian 2009), e.g.

Since 7 am itself, schoolchildren started to reach the venue smartly dressed and armed with their queries and waited patiently for more than two hours for the programme to begin.

The grammaticalization of the focus marker *itself* to an invariant particle is indicated by examples where the form occurs with a plural antecedent, e.g.

He said the temporary peace achieved by leaders of the country was a victory for the Sri Lankan Security Forces itself as it was gained by the Security Forces at the expense of their lives.

The present study is concerned with variation and convergence in the use of focus marking with *itself* in South Asian Englishes, specifically in IndE and in Sri Lankan English (SLE). Although both are independent varieties of English in their own right, and even though there is a tendency for speakers of SLE to maximize the “abstand” (Kloss 1967: 29) to IndE, both varieties show a striking parallelism in adapting innovative patterns of focus marking.

On the basis of the South Asian varieties of English (SAVE) corpus, an 18-million word web-based newspaper corpus featuring acrolectal language use of the varieties under scrutiny (cf. Bernaisch et al. 2011), I will report on the pervasiveness of (presentational) focus marking with *itself*. Although the novel usage of *itself* as illustrated above certainly represents a feature of South Asian English, there is a clear pattern characterised by unity and diversity with regard to the individual varieties of English in South Asia.

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Tobias Bernaisch is a research assistant at Justus Liebig University Giessen. He is currently writing his doctoral thesis on “Emerging Norms in Sri Lankan English: The Nativisation of a Link Language”. His research interests include Sri Lankan English, corpus linguistics, lexicogrammar and sociolinguistics.

Li Bing, Foreign Language Education School, Jilin University

The rebirth of English in China

China English is a serious concept now. Most scholars think that China English is a variant of the English which has standard English as the core, used to express the specific things in China. This unique blend of English and Chinese social culture is the type of English used in international communication.

Each language contains a unique view of the world. Language acquisition is the sign of a certain thinking formation. Once a person first learns Chinese, he forms the Chinese way of thinking, he will inevitably use English in Chinese thinking way.

Due to the differences between English and Chinese culture, when we use English to express some of the unique things or phenomena in Chinese society, we often find nothing to express them, that is, there is no corresponding expression in English. Then people often use the transliteration, translation, semantic regeneration to make Chinese vocabulary enter English communication. Thus, the main characteristic of China English is determined by Chinese inherent thinking mode and the unique Chinese social culture.

Bing Li has been a lecturer in Jilin University for 11 years, teaching English in China.

Claire Cowie, Anna Pande; University of Edinburgh

Modelling international service encounters: a maptask experiment with Indian and American speakers of English

In this study speakers of Indian English complete a maptask (Anderson et al. 1991, Brown 1995, Lindemann 2002) on the telephone with a speaker of American English, in order to determine whether they converge towards American English variants. Two phonological variables for which there is a distinct American English variant and a distinct Indian English variant are tested: the BATH vowel and postvocalic /r/. These variables appear in the landmark names of the maps (staff room, pool of water etc.). Sixteen Indian participants from an IT company based in Pune described a route around a map to an American (based in the UK) and a fellow Indian in the control (Pande 2010). Half of the Indian participants regularly deal with customers or colleagues in the US on the telephone, and the other half do not work with Americans at all. For each Indian-American call the American English speaker read out a list of the landmarks prior to the task to prime the Indian participant.

Our results show that Addressee is significant for both variables. The token in both variables is highly influential. For the BATH vowel, convergence to the front American variant depended more on word frequency than following consonant, with low frequency words being more susceptible to convergence. Where the American variant of postvocalic /r/ (approximant rather than a trilled /r/) does appear, it is predominantly in stressed positions, following the pattern for this variant in other varieties.

Individual differences do not pattern, as expected, according to Experience (regular contact with US on the phone). We infer that convergence is determined by a more complex set of attitudinal factors that are elicited through questionnaires and interviews. We believe that this relatively neutral experimental setting allows us to assess convergence in the absence of any explicit instructions to adopt American pronunciation, which are sometimes directly or indirectly present in Indian call centres (Cowie 2007, Cowie and Murty 2010, Poster 2007). There is also value in determining whether convergence is likely in an essentially co-operative encounter between these two groups of speakers.

Convergence in accent by the Indian agents is of particular interest as they have limited or no exposure to the American accent. Classic studies of accent convergence in single encounters assume extensive exposure to the target through membership of the community. Other studies explore adoption of accent features through immigration (Sharma 2005).

Claire Cowie has been researching language attitudes and sociolinguistic variation in the Indian call centre industry since 2004. Her latest work uses experimental methods in sociophonetics to understand accommodation among Indian call centre agents to their customers.

Anna Pande lives in Pune where she works for a company that provides IT and IT enabled services for a health provider in the US. She completed her Masters dissertation at the University of Edinburgh in 2010.

Roxana Doncu, Junior Lecturer, University of Bucharest, Romania

Cold War's Aftermath: English and Russian as two competing Asian lingua francas

Whereas scientific research in Europe tends to concentrate on the importance of English as a means of intercultural communication in Asia, my paper intends to highlight the importance of Russian as an Asian lingua franca and proposes to explore the history of the emergence of both English and Russian as Asian lingua francas as closely tied with British and Soviet imperialism. There are many Asias in Asia: while English emerged as a lingua franca in those parts of the continent affected by British colonization, attention should also be paid to those countries, former parts of the USSR, where Stalin's policy of russification imposed Russian as an official language. After the fall of the Berlin Wall and the end of the cold war, these countries continue to use Russian as a lingua franca, especially in economic and academic exchange. Russian can thus be viewed as a major challenge to English as an Asian lingua franca, although, for historical and geopolitical reasons, this fact is often downplayed in contemporary research. Any efforts to develop an Asia competence should include a preoccupation with the understanding of the major role of Russian as a lingua franca in those parts of Asia still affected by relations with the former Soviet empire.

Roxana Doncu is a junior lecturer at the University of Bucharest, with a PhD in Postcolonial literature (South Asian literature), an M.A. in Russian literature and history and a B.A. in Russian and English languages and literatures.

Karin Ebeling, Universität Magdeburg, Germany

Language, Globalization, and Imagination – A discussion of language choices by Kiran Desai and Aravind Adiga belonging to the third generation of Indian writers using English as their language of literary creativity

In India, first attempts of literary creativity in English can be traced back to the 1830s, to a time when India had not yet been colonized by the British. Since then Indian writers of fiction and poetry have experimented with the English language and have developed strategies that make their English suitable for the new contexts of use, for an Indian readership as well as for non-Indian and increasingly global readers.

In this paper, I will discuss features of English in Kiran Desai's novel *The Inheritance of Loss* and Aravind Adiga's novel *The White Tiger*, i.e. novels for which the authors were awarded the Man Booker Prize in 2006 and 2008, respectively. I will investigate in how far language choices have contributed to the fact that these books have been considered the very best novels written by authors of the Commonwealth of Nations and the Republic of Ireland in the respective years. Both, Kiran Desai and Aravind Adiga, have a diasporic experience of India, England and the United States. Whereas some of the places they describe in their books are real, all their characters are fictional, imagined as either multilingual or at least bilingual speakers, facing issues of globalization, economic inequality, multiculturalism and terrorism. In these and other circumstances they act with the help of language.

Strategies of the authors concerning language choices in their narrating texts and language forms used by the literary characters in conversations, imagination and dreaming will be comprehensively discussed and interpreted. The distinctiveness will be considered on all levels of linguistic description ranging from language choices marking pronunciation and special accents to choices indicating textual features. For illustration, I will refer to examples from both novels.

Finally, I will evaluate directions the two comparatively young Indian authors have, to my mind, set for the 21st century literary creativity in English.

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Stephen Evans, Associate Professor; Hong Kong Polytechnic University, Hong Kong

The decline and fall of English in Hong Kong's Legislative Council

This paper presents the findings of a corpus-based study of the use of English vis-à-vis Cantonese and Putonghua in Hong Kong's Legislative Council in the past four decades. The objective of the study was to track the changing fortunes of the three codes in a key government institution during a period of unprecedented political, economic and social change. This was accomplished by compiling a corpus of Council proceedings from Hong Kong Hansard, which is the official verbatim record of Council meetings. The corpus, which is being employed to explore a range of language-related issues, spans the period between January 1858 and June 2011, and consists of 84,071,652 words.

For the greater part of the colonial era (1842-1997), English was the sole medium of communication in the legislature. It was only in 1972 that Cantonese-speaking members were permitted to use their mother tongue in the Council's proceedings. This paper therefore focuses on the period since 1972. The end-point of the analysis is 2009; that is, twelve years after the transfer of sovereignty from Britain to China. The use of the three codes during this period was tracked by conducting name searches of the corpus using Wordsmith Tools 5.0. These names were compiled from the lists of Council members in the Hong Kong government's Year Book. These searches indicated which language a member used when making a contribution to the Council's proceedings (e.g. asking or responding to a question, making a speech). It was therefore possible to calculate the number of contributions that were made in each language by each member and from this derive the overall proportions of English, Cantonese and Putonghua used in each year and therefore the period as a whole.

In 1972, every contribution was in English; in 2009, only 0.60% of the contributions were in English, the overwhelming majority being in Cantonese (99.36%) (with only a handful in Putonghua). This paper describes and discusses the decline and fall of English in the Council in the past four decades, focusing on the transitional 1990s, and speculates on the roles of Cantonese and Putonghua in the legislature in the years ahead.

The work described in this paper was wholly supported by a grant from the Research Grants Council of the Hong Kong Special Administrative Region, China (Project No. PolyU 542610).

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Faridah Noor, Assoc. Professor, University of Malaya, Kuala Lumpur, Malaysia; Fazleen Md Ruslan

Hip Hop Language and Culture among Malaysian Listeners

Cultivation theory (Gerbner and Gross, 1967) suggests that a gradual change takes place in people once exposed to media content over time. This theory suggests that exposure to television, over time, subtly cultivates viewers' perceptions of reality and can even have an impact on light viewers of television. This study provides an insight of the sociological impact of the hip hop music genre that uses slang terms, alternative pronunciations and lexicon drawn from African American Vernacular English (AAVE). Hip hop music came into the Malaysian music scene in the 1990s. Malaysian youths seem to have adopted this particular music genre and its rapping culture has become mainstream in the local music scene. Today local 'rap groups' such as KRU, Poetic Ammo and Too Phat produce English and Malay hip hop songs for listeners in Malaysia and Participants of the study were urban listeners of the English hip hop music and representatives of the local hip hop industry. Their attitudes towards the language and culture of the hip hop genre were compared. This presentation will present the study's findings on the interpretations and attitudes of the Malaysian audience regarding the variety of language used and the culture in hip hop songs.

***Fazleen Md Ruslan** received her Master of English as a Second Language from University of Malaya, Malaysia, in 2010 and her Bachelor of Mass Communications (Hons.) in Public Relations from the MARA University of Technology (UiTM), Malaysia, in 2011. Fazleen's work experience primarily encompasses the media industry, involving public relations and advertising. Currently she is a copywriter for Malaysia's premier group buying website.*

***Faridah Noor Mohd Noor, PhD.,** is an Associate Professor at the Department of English Language, Faculty of Languages and Linguistics, University of Malaya. Her research areas are academic discourse, intercultural communication and sociolinguistics with a focus on culture, gender and media. She was a recipient of the Friedrich Ebert Stiftung (FES) research award in 2006. She was a visiting lecturer at the Free University of Berlin in 2006 and Ludwig Maximilian University of Munich in 2011. Presently, she is the Chair of the eCulture Working Group of Asia-Pacific Advanced Network (APAN) and the Chief Editor of Social Science at ULPA, University of Malaya.*

Robert Fuchs, Research Assistant; Lilian Coronel, Research Assistant; Ulrike Gut, Professor; University of Münster and University of Augsburg, Germany

Intensifiers in Asian Englishes

This study aims to describe the emerging norms that determine intensifier usage in three Asian varieties of English and which of these patterns are common to all varieties. Intensifiers are adverbs expressing the speaker's/writer's commitment towards a proposition. There is a growing body of evidence showing that patterns of intensifier usage differ between varieties: Biber et al. (1999), for example, report differences in intensifier usage between British and American English. De Klerk (2005) observes that Xhosa speakers of English use a lower number of both types and tokens of intensifiers compared to New Zealand English speakers, while Coronel (2011) shows an overall lower rate but a wide lexical range of intensifiers in spoken Philippine English. Apart from Philippine English, however, none of the Asian Englishes has so far been investigated with regard to intensifier usage.

This study charts the usage of 66 maximizers, boosters, compromisers and approximators in four components of the ICE corpus project: (Philippines, Singapore, and India as well as, for comparison, Great Britain). The results show a lower overall rate of intensification in the nativised Asian Englishes

compared to British English. Apart from this, we find more evidence for diversity than unity in the three Asian Englishes. Some intensifiers can be considered characteristic of a given variety as they occur considerably more often in this than in the other Englishes. *Very*, for example, is a frequent booster in Indian English, and *hardly* is a minimiser that is particularly popular in Philippine English. Also, differences in stylistic variation and collocational patterns of individual intensifiers were found across all varieties of English.

Finally, we offer explanations for our findings. Differing patterns may be explained by the use of intensifiers as identity markers. Rate of intensification, on the other hand, seems to correlate with the current stage of a variety in the dynamic model of postcolonial English (Schneider 2007).

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Debbie Guan Eng Ho, Professor Dr., Universiti Brunei Darussalam, Brunei

Investigating the syntactic constraints in Brunei Malay-English code-switch in Brunei

This paper aims to look at syntactic constraints in code-switching (CS) among bilingual speakers in Brunei. Moreover, it moves beyond looking at CS from a purely prescriptive standpoint to a sociolinguistic one. Essentially, the paper attempts to address three questions about CS in Brunei. One is whether the syntactic constraints found in a CS questionnaire/survey are also found in actual spontaneous CS conversations among fluent code-switched Brunei Malay-English speakers in Brunei, and if so, to what extent there is a consistent and systematic pattern to these constraints. The second is to find out the extent to which there is intra sentential CS in the speaker's speech behavior. The third is to gauge code-switched Brunei Malay-English speakers' attitudes towards this particular variety of language. The paper involves over a hundred and fifty bilingual Brunei Malay-English speakers in the predominantly native Malay speaking sultanate of Brunei. Data was collected via a questionnaire, a syntactic constraint judgment test and transcripts of CS speech of a fluent Brunei Malay-English speaker. It is hoped that this paper will shed more light on what is perceived a common but largely unexplored linguistic phenomenon in Brunei.

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Tan Siew Imm, Associate Professor; Nanyang Technological University, Singapore

Redefining grammaticality: Promoting access to English as an Asian Lingua Franca

In spite of the emergence of new Englishes, the notion of grammaticality in English has continued to be largely defined based on empirical observations of inner-circle English usage. This paper argues for the need to redefine grammaticality, especially in the context of English language instruction in Asia, in view of the changing demographics of the 21st-century English user. Using data extracted from the Malaysian English Newspaper Corpus (5 million words), this study examines the contexts of innovative multi-word verbs in Malaysian English for processes of structural nativisation. Although traditionally regarded as non-standard (e.g. Turton and Heaton 1996), these multi-word verbs (e.g.

demand for and *raise up*) are relevant because they allow ME users to be maximally transparent in articulating the actual meaning of the verb and its relationship with other components of the clause. These features also maintain consistent syntactic patterning that makes them indistinguishable from more established multi-word verbs. The logic underlying these processes of nativisation means that these multi-word verbs do not generally disrupt comprehension and are highly transmittable. Many of them have in fact been reported in the discourse produced by inner-circle speakers of English. Even quality media in these countries, often regarded as one of the strongest proponents of ‘the standard language ideology’ (Lippi-Green 1994), have been observed to use creative multi-word verbs.

To define grammaticality in terms of adherence to perceived inner-circle norms is to marginalise the vast majority of English speakers in the world today. Any attempt at codifying English must therefore take into account the diverse and hybrid backgrounds of its speakers. Linguistic variants, such as the multi-word verbs examined here, are prime candidates for codification because they are widespread and relevant to the needs of many multilingual English-speaking communities. More crucially, they always occur in stable syntactic environments due to the fact that they are the products of legitimate syntactic operations. Redefining grammaticality is a crucial step forward if the hitherto ‘communicative inequality’ (Ferguson 2007) produced by the perceived dominance of inner-circle users of English is to be fruitfully addressed.

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Xueqing Jiang, Associate Professor; Beijing University of Communications, China

The prospect of English in China: An ecological analysis

This paper explores the ‘fate’ of English in China by adopting an ecological analysis. English is an inherited living organism in the sense that its speakers are living social beings. Whether English in China thrives or dies depends on the Chinese living users. The fate exploration of English in China thus means the analysis of its Chinese speakers in their local native environments. Interestingly enough, the biggest user of English in China is the Chinese social-political-cultural system. The way English is perceived and responded to by the System is shaped by the global environment in which the System is situated. In the early 50s of the last century, Russian was the major foreign language taught and learned in China. Following the fall-out of Sino-Soviet relations, English took Russian’s place. The System’s perception of English, and its behavior towards English (e.g. national curriculum, educational policies) become the socio-cultural environment for individual users/learners, whose perception of English and response to it are both framed and enabled by the System. What has made the situation extremely complicated is the fact that the globalization process, access to the Internet, and international traveling have created another environment (i.e. the Global System), running in parallel with the Chinese System, which also frames and enables the Chinese users/learners of English. In a word, the fate of English depends on the interactions between the Chinese System, the Global System and the User/Learner, and looks very bright!

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Standard English in the development of world Englishes *Journal of Hebei Normal University* 11/2007

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English in urban domains: Case study Japan (Tokyo)

Does English have a high social prestige or should we take studies on the decorative functions of English in urban communicative contexts in Japan more seriously? Can a *gaijin* user of English communicate effectively in Japan? My paper shall examine aspects of communicative competence and literacy practices with the help of the socio- and contact-linguistic methodology of linguistic landscape research. My analysis of authentic use of English in the urban (fairly westernised) Tokyo district of Shibuya is based on P. Backhaus (2007): *Linguistic Landscapes. A Comparative Study of Urban Multilingualism in Tokyo*, Clevedon, and: Stanlaw, J. (2004).

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Claudia Lange, Professor Dr.; Justus-Liebig-Universität Gießen, Germany

The Syntax of Spoken Indian English: Word order and discourse organization in spoken Indian English

It has frequently been argued (e.g. Schneider 2007, Sedlatschek 2009) that the actual linguistic differences between the New or Outer Circle Englishes and the 'Old' or Inner Circle Englishes are quantitative rather than qualitative, with spoken language naturally allowing for more variation than written registers. This paper presents evidence for contact-induced language change in spoken Indian English in the realm of word order and discourse organization. The data to be analyzed come from the conversation files of the International Corpus of English, Indian component (ICE-India), a corpus representing the standard variety of Indian English. A quantitative as well as context-sensitive analysis reveals that syntactic features which cluster at the syntax-pragmatics interface, namely topicalization, left dislocation and the non-initial existential there-construction, are frequently motivated by topic continuity or 'elliptical repetition' (cf. Subbarao et al. 1991). These constructions serve to repeat an immediately preceding topic NP, a pan-Indian politeness device which has been identified by D'Souza (1988) as belonging to a common South Asian 'grammar of culture'. The preference for these constructions correlates with speakers' age and gender, but not significantly with educational level and speakers' mother tongues: that is, we are dealing with a supraregional pattern in spoken Indian English which might constitute an ongoing change from below.

Thus, this paper demonstrates that New Englishes display not only quantitative, but also qualitative differences, and that discourse-pragmatic constraints play a crucial role in contact-induced language change.

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Jakob R. E. Leimgruber, wissenschaftlicher Mitarbeiter; University of Freiburg, Germany

Language policies and acquisition planning in Asia and Europe: Two case studies

Both Singapore and Switzerland are metaphorical islands in their respective regions, primarily for linguistic reasons. Boasting four official languages each, the ways in which this official policy is handled on the ground show considerable differences. While in Singapore, English is heavily promoted at the expense of the other three official languages, the territorial principle of multilingualism in Switzerland ensures the predominance of a single official language in their respective linguistic regions. As a result, Singaporeans are mostly 'English-knowing bilinguals' (Pakir 1991), whereas the Swiss are usually monolinguals within a multilingual nation-state. The education policies in place in these countries are narrowly intertwined with the respective language policies. While in Singapore the emphasis on English means that it is the single available medium of instruction in government schools, with the other official languages being taught as L2s, in Switzerland the territorially defined official language acts as the medium of instruction, complemented by another official language as L2, and English as a subsequent L3. Recent attempts to reverse that order showcase the competing concerns of national cohesion (in Switzerland through the learning of a second national language) and international competitiveness (through the world-wide lingua franca English), a conundrum Singapore solved by elevating English to its status as a national lingua franca (the 'working language'). In this paper I explore the ways in which the two countries' internal linguistic diversity has influenced their language policies, especially their educational policies. I argue that the traditional linguistic choices in education, which carefully account for the top-down balancing act between international competitiveness and the valorisation of national multilingualism (a multilingualism that is celebrated in both countries), are not always replicated at the grassroots, where the values dictating language use consist primarily of pragmatism (focussing on communicative efficiency) and emotional attachment (to a local or ancestral variety).

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Jakob Leimgruber has a licence ès lettres from the University of Fribourg, Switzerland, and a DPhil from the University of Oxford. His research has thus far focused on the language situation in Singapore, with a particular emphasis on the modelling of variation between Colloquial and Standard Singapore English. Since late 2009 he has been an Assistant Professor at the University of Freiburg, Germany, where his post-doctoral research concentrates on the sociolinguistics of English in multilingual settings. His other research interests include contact linguistics, language policy, and World Englishes.

Beng Soon Lim, Dr, Head of Malay Studies; Singapore Institute of Management University, Singapore

Native and Foreign, the competing linguistic landscape of Modern Singapore & Malaysia: The continuing saga of Malay and English

In this paper, I will consider the language policies of two countries in South East Asia where Malay is the national language whilst English is considered an important working language. In Singapore, English is the principal working language and one of the four co-official languages while it is an

important second language in Malaysia. English has a large number of first and second language users in both countries. I will analyse the origins of English in Singapore and Malaysia from its early days as the language of British Raj when both territories were one under the erstwhile Crown Colony of the Straits Settlements and the British Protectorates of Malay States. I will then discuss the position of Malay, which has hitherto been the lingua franca of the Malay Archipelago and has always been in the background even at the height of colonial power. I will discuss how Malay was perceived by the different native, immigrant and colonial communities in British Malaya and the newly independent states of Malaysia and Singapore and how these perceptions of Malay have always coloured the linguistic developments in these two key dynamic economies of South East Asia.

I will begin the discussion with the de jure and de facto roles of English in the world of commerce, education, justice and administration in both territories from its unplanned colonial beginnings to the current language planning issues faced by the modern states of Malaysia and Singapore. The impact of deliberate and markedly different language policies and planning since independence have resulted in both countries adopting different language development trajectories culminating in the demise and split of a shared variety of English termed Singapore-Malaysian English (SME) described by Platt, Tongue and Weber in the 1970s and 80s. Finally, this paper will posit how differing language paths and policies have impacted the economic, societal and political landscape of the two countries.

Associate Professor Dr Lim Beng Soon's major research areas are Pragmatics, in particular Malay and English politeness and spoken/written discourse, translation, contact languages (namely, Baba Malay and Penang Peranakan Hokkien) and applied linguistics.

Prior to his appointment as Head, Malay Programme, School of Arts and Social Sciences, SIM University, he held the position of associate professor at the Faculty of Languages and Linguistics at the University of Malaya in Kuala Lumpur. From 200 to 2007 he served as language specialist to the South East Asian Ministers of Education Organization's Regional Language Centre in Singapore (SEAMEO, RELC). His appointment to SEAMEO RELC required him to conduct courses for language professionals around South East Asia. He sits on the editorial board of the RELC Journal and was the co-editor of the SEAMEO publication for language teaching, Guidelines with Jack C. Richards. Prior to his appointment at SEAMEO RELC, he was an assistant professor at the National Institute of Education, Nanyang Technological University, Singapore.

Grahame Lucas, Deutsche Welle, Bonn, Germany

panelist on „Germany's and Europe's Asia competence needs“

Grahame Lucas has been head of the South Asia Service at Deutsche Welle since 2007 and is in charge of the multi-media presentation in English for Asia, Hindi, Bengali, and Urdu. Previously he was deputy head of English radio programming and head of the news and current affairs desk. His responsibilities included radio broadcasting in English to Asia.

Marina Marinova, Lecturer, Universität Hamburg, Germany

Interplay between Hindi and English in North India

Two distinct trends in language culture development in modern India are observable:

- Strengthening the position of native languages and vernaculars
- Increasing the number of English loan words and collocations in native languages and vernaculars, and integration into the respective phonetic and morphosyntactic systems.

The latter has an impact on 'Indian English' on all levels and results in its development as a variety of its own right. Deviations from standard forms (BE, AE), may no longer be seen as 'wrong'. Structures with more than 90 % English loan words are perceived as Hindi when following Hindi rules of syntax. Literal translations of English fixed and semi-fixed collocation structures achieve the status of high-frequency collocations. Complicated patterns of intentional and unintentional code-switching can be observed. Based on a corpus of approximately 1,500,000 words of written Hindi (media, literature) and pseudo-spoken Hindi (film, broadcasting), I investigate the genre and register specific integration of English structures in Hindi, focusing on mechanisms of integrating verbs and verb phrases. The results are compared with a corpus of English as spoken by adult speakers from Central North India,

mostly spontaneously bilingual individuals speaking Bundeli (the vernacular) and standard Hindi (the State language of Madhya Pradesh). The main focus of the evaluation is morphosyntax, with some observations on the Hindi Phonetic system and the impact on 'Indian English' pronunciation.

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- Born in 1966 in Varna, Bulgaria, Marina Marinova studied at Climent Ochridski University, Sofia and graduated at Hamburg University in 1994 (M.A., Institute of History and Culture of India and Tibet). She is employed at Hamburg University, working on Linguistic Diversity Management in Urban Areas in Lima.*

Jim McKinley, Assistant Professor; Sophia University, Tokyo

Developmental Parameters of English Composition in a Japanese University

This paper will report findings from my PhD research in which I observed four teachers' classes on English Composition over a period of one academic year at a university in Japan. The focus of the analysis is on the five major reasons raised by Aspinall (2003) as to why EFL education has been unsuccessful in Japan, namely:

1. There is a great linguistic disparity between Indo-European languages, such as English, and Japanese, which is an Altaic language.
2. There is a lack of real need for English in a monoglottal society such as Japan.
3. The predominant ELT methodology has been grammar-translation, which is not an effective way to teach communicative skills.
4. The culture of the language classroom in Japan precludes effective language learning.
5. There is an exotic and fashionable image of English that emphasizes entertainment value rather than the hard work necessary for effective language learning.

First, an analysis of Aspinall's reasons is done through a discussion of Japanese to English contrastive rhetoric, which will highlight the challenges faced by Japanese students, particularly in displaying critical thinking when writing in English in a foreign language context. This will be followed by a cross-analysis of the observation data and the students' written texts, along with supporting interview

data, in order to provide a description of the developmental parameters involved in Japanese university students learning to write academic English papers. The analysis of the observation data was done using Ivanič's (2004) 'Discourses of Writing' framework. The analysis of the students' written texts was done using Martin's (1997) Appraisal framework from Systemic Functional Linguistics. Through the study, it was discovered that the students did experience difficulty with L1 to L2 language transfer, particularly in the form of awkward language constructions. Some students also struggled with meeting their teachers' expectations of the task. No teachers in this study used grammar-translation methods, but grammar was the focus skill for two of the four teachers. The classroom culture was found to be supportive of effective language learning in the form of peer exercises and other activities, but unsupportive in the form of worksheets and presentations. Finally, there was no evidence that English was seen as more fashionable or entertaining than a practical skill.

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Jim McKinley has recently completed his PhD in Applied Linguistics through Victoria University of Wellington in New Zealand. He is currently an Assistant Professor of English in the Faculty of Liberal Arts, Sophia University, Tokyo. His research interests include argument and identity in EFL university academic writing in Japan, rhetoric in English composition, and Appraisal Theory in discourse analysis.

Lina Mukhopadhyay, Assistant Professor; The English and Foreign Languages University, Hyderabad, India

Can language projects monitor progress in the use of English for academic purposes in Indian learners?

In India, a multilingual country, English enjoys the status of an official language and is widely used as the language of administration, business and higher studies. Multiple uses of English make it one of the most powerful link languages of communication within the country and helps to foster global links with English speaking countries and the world at large. Hence, developing a high level of English proficiency is not only desirable but also a prerequisite to success for young Indian learners. With such widespread use of English in India, we also need to monitor progress and help learners become proficient users of the target language. One way in which progress can be monitored is to use language projects in the second language (SL) classroom (Gottlieb 2006).

In this paper, we report on a preliminary study on Indian learners enrolled in a research programme in English at an Indian university. The learners were offered a course on SL testing. A language project was used as end-of-term assessment. A linguistic analysis of the learners' project reports reveals that they have improved in academic writing skills with specific growth in argumentation skills, organization and cohesion and coherence of ideas. The learners also had to respond to a questionnaire about the usefulness of language projects to monitor SL performance (McNamara 2000). An analysis of these responses shows a positive attitude towards the use of language projects to monitor success in use of English. This positive attitude towards using projects is found to correlate with learners' level of success in writing the reports.

The findings of the study bear implications for teachers in using projects to: (a) help learners improve English language proficiency, (b) monitor progress in on going manner, and (c) encourage a concomitant growth in critical thinking abilities and collaborative learning (Paul 1995). Performing in such projects will, we hope, help Indian learners cope with the challenges of communicating in English, a crucial link language in the world. It will further their prospects of jobs and/ or academic careers and help them to get an edge over other non native users of English from other Asian countries.

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Dr Lina Mukhopadhyay is Assistant Professor at the Department of Testing and Evaluation at The EFL University, Hyderabad, India. She has taught at Technical University of Dresden for a semester and will be teaching at Justus Liebig University, Giessen this year. Her research interests are applied linguistics, second language acquisition, language testing, bilingual education and academic writing.

Michiko Nakano, Professor Dr.; Waseda University, Japan
Chris Bongartz, Professor Dr.; Universität Köln, Germany

Doing English as a second language – cybercultural exchange in real-time

In this presentation, we report on two types of cyber interactions: one among German graduate students and Japanese graduate students, and the other among Asian undergraduates.

For the first type of interaction, we draw on experiences from a jointly developed cyber-course which was taught in real-time simultaneously by both authors in Tokyo and Cologne (15 students at Waseda University, 28 at Cologne University). The class focused on presentations given by individual students or student groups. The topics given by Japanese students included Educational reforms of English in Japan, washback effects, implicit teaching vs explicit teaching, pedagogical values in self-evaluation and peer-evaluation, automatic assessment of read aloud speech, predictor valuables in group oral and initial attempts in automatic syntactic complexity. As these topics indicate, Japanese graduate students reported on their classroom-oriented experiments and on testing. The German graduate students dealt with more general academic content and presented on work in the areas of code-switching, second language acquisition, and cognitive linguistics. Each class session had two presentations followed by an extensive question and answer session. Lively discussions ensued about the research traditions at each site, testing and teaching philosophies, and the educational systems in general.

The second type of cyber interaction, called World Englishes and Miscommunication, takes place five times in the fall term facilitated by Waseda University. Japanese undergraduates report what they learned from on-demand lectures, followed by their discussion topics. There is some discrepancy in English proficiency; the students in the outer circle environment such as Malaysia, Singapore and Manila speak naturally and effortlessly, while the students in the expanding circle are poorer at speaking. For the latter group of students in Korea, China, Taiwan, Macau and Japan, the cyber interactions provide authentic communication situations in English. They get used to using English as a lingua franca. The on-demand content is highly specialized in Asian Englishes and the graduate students in the outer circle countries seem to appreciate contact situation with the expanding circle students.

Michiko Nakano is Professor at the Faculty of Education and Integrated Arts and Sciences, Waseda University, Tokyo. Chris Bongartz is Professor of English Linguistics at the Department of English, Cologne University.

Arup Kumar Nath, Dr.; Tezpur University, Assam, India

The emergence and status of Indian English: A typological study

Indian English (IE) has emerged as one of the distinguished and independent varieties of the English language. Like other varieties of English, IE also stands prominently with its own idiosyncrasies. Although linguists such as Braj and Yamanu Kachru (1990), Gupta (1991) etc. have dealt with the issue of IE from varied linguistic perspectives, this variety has different manifestations in different regions in India.

The term *Indian English* refers to the varieties of English spoken primarily in India and by the first generation Indian Diaspora elsewhere in the world. It is used as an umbrella term to encompass all

varieties of English in India. In India, almost 11% of total population speak English in their day to day activities, and this number is increasing every day. That is why India counts as world's second largest concentration of English speakers just behind the United States of America.

At the syntactical level, Indian English has enough instances of the Pro-drop phenomenon, using two clausal conjunctions instead of one such as *although-but*, *though-yet*, even *if-then*, *as-but*, etc., using stative verbs such as *knowing*, *believing*, using incorrect modality, having an adverb as sentential adverb, incorrect usage of direct and indirect narration, etc. At the morphological level, words such as *sidey*, *filmy*, *cousin brother*, *britishers*, *pass out*, *freak out*, *upliftment*, *many years back*, *cope up with* etc. are always used as correct usage of the English language. Reduplicated words like *good-good*, *slowly-slowly*, *hot-hot*, *small-small* type of expressions are very much common even in the academia. Similarly, there are huge differences in pronunciation from American or British English.

Although Indian English is seen as a member of the 'outer circle' of the English, where English is not the mother tongue of the speakers, there have been some historical links with the inner circle: English has been in the country since the early days of British colonialism, i.e. from the early 17th century. Later on, this language was also included in the Constitution of India as the National Associate Official Language. In India, social prestige and mobility are immensely associated with this language, which is why this language has attained the status of elite language. In this scenario certain conclusions can be drawn:

- (a) With the ever-increasing number of Indian English speakers, will this variety become more and more robust mode of communication in the coming days?
- (b) Will IE seriously posit challenges for the other Indian languages for their vitality and sustenance? Or will it emerge as a killer language in this Asian sub-continent?
- (c) Keeping this in mind, should the Govt. of India promote Multilingualism more effectively by facilitating other languages such as German, French, Dutch, Mandarin or Spanish languages to flourish in India to strike a balance?

This paper will try to go beyond these concerns and describe various linguistic facets of Indian English from a functionalist perspective.

Dr Arup Kumar Nath is a graduate scholar of Linguistics based in India. He has graduated from Jawaharlal Nehru University, New Delhi and done his Masters and PhD in Linguistics from this University. His research areas of interest are Language Typology, Language Endangerment, Tribal Languages, Multilingualism, Sociolinguistics and Historical Linguistics. Currently, he is working as a Research Associate in the Centre for Assamese Studies at Tezpur University, Assam, India.

Geeta M. Patil, Dr.; Deogiri College, Aurangabad, India

Phonological Features of Indian English

Language, like a river, changes its course as it enters into an alien culture. The 'refraction phenomenon' explained in the physical sciences is applicable to English in India. After having entered into Indian culture four hundred years ago, it has changed its course in a variety of ways: lexical, syntactical, phonological, etc.

India has many ethnic groups using 1,652 languages of which 23 are considered as major Indigenous languages and listed in the 8th schedule of the Indian constitution. This fact indicates that variety of languages including English sharing the same space is the common phenomenon in India. Therefore language contact and language change is a recurrent phenomenon in the Indian socio-linguistic situation. English, as a neutral language coming from outside India, has rooted into Indian culture. It has also come into contact with alien languages and cultures and consequently changed its nature. For a variety of reasons, including the ever-expanding functional domains of this international language, English has been absorbed into Indian culture. For this reason it is known as 'twice born' English. Indian English, thus, is a legitimate variety of English recognized all over the world. A product of an alien cultural ethos and multilingual scenario, Indian English is emerging as a lingua franca on the Indian sub-continent. The variety has its own distinguishing characteristics that demand scholarly

attention. The most marked are the phonological features that distinguish Indian English from other varieties of English in the world. It differs from the RP English in terms of its vowel and consonant systems as well as stress and intonation patterns. For many years Indian scholars dubbed these features as interference, deviations or even aberrations. Having realized that they are the inevitable products of a rich socio-linguistic scenario, Indian scholars and researchers have started treating them respectfully. The main aim of the present paper is to identify and contextualize some of these marked features.

The most glaring phonological features of Indian English are phonemic, syllabic, accentual and in the matter of intonation. For instance, English phonology contains 20 vowels. No Indian language has as many. Indian English has only one phoneme /a/, corresponding to RP /æ/, /ɑ:/ and /ɑ/. The same is true of consonants, stress and intonation. The paper attempts to study prominent phonological features of Indian English and their relation to the intelligibility of English in general.

Bio

Z. N. Patil, Prof. Dr.; The English and Foreign Languages University, Hyderabad, India

The New Habitats of the English Language: An Asian Perspective

The present paper is divided into eight sections:

1. introduction
2. the global diffusion of English
3. perceptions of the new varieties
4. the issue of intelligibility
5. features that cause unintelligibility
6. the need for a broader pragmatics and pedagogical implications
7. conclusion
8. references

Not surprisingly, the global spread of English has generated varying perspectives on the nature and functions of its acculturated varieties. Broadly speaking, the debate has divided scholars into two camps holding diametrically opposing views on the multiple versions of English. On the one hand, some scholars view variations as symptoms of linguistic degeneration and deterioration; on the other hand, some scholars legitimize them as inevitable manifestations necessitated by the demands of the new cultural contexts. The normative view of the former camp stems, at least partly, from the problems the new forms of English pose in terms of international intelligibility. It is in this context that the paper examines the traditional, one-sided, native speaker-centred idea of intelligibility and the recent two-sided view of intelligibility that places the onus on both the native speaker and the non-native speaker. The argument of the latter camp is based on the premise that the new varieties require a broader pragmatic framework, because universal pragmatics is inadequate to describe them satisfactorily. Thus, the camp advocates a need for a language-specific pragmatics, and a comparative pragmatics, in addition to the traditional universal pragmatics. Logically, the debate on phonological, lexical, grammatical and discourse structure variations and their legitimacy has prompted English language teaching specialists to have a fresh look at the goals and objectives of teaching English in the countries of the outer and expanding circles, and accordingly prioritize the teaching of national and regional varieties over that of the so-called native varieties. Thus, the paradigms of independence and centrality of the new varieties are replacing the paradigms of their dependence and marginality.

Dr. Z. N. Patil is a Professor of English in the Department of Training and Development, School of English Language Education of The English and Foreign Languages University, Hyderabad, India. Besides teaching English for specific and practical purposes, he organizes consultancy workshops for government and private firms in India. He taught English to pre-service diplomats and in-service seaport officers in Vietnam from 1999 to 2002 and served as Senior English Language Adviser in Japan from 2003 to 2006. His major publications include Style in Indian English Fiction: A study in

politeness strategies (*New Delhi: Prestige Books, 1994*) Spoken English for Vietnamese Learners (*Hanoi: The World Publishers, 2002*), Indian English Novel: A stylistic approach (*New Delhi: Prestige Books, 2010*), and Innovations in English Language Teaching: Voices from the Indian classroom (*Hyderabad: Orient Black Swan, 2011*). He is associated with online Asian EFL Journal (*Associate Editor till October 2007; Regional Advisor since then*), Asian ESP Journal (*Senior Editor*), The Linguistics Journal (*Senior Associate Editor*), TESOL Law Journal (*Regional Advisor*), Journal of English as an International Language (*Senior Advisor since 2007*), Iranian Journal of Language Studies (*Regional Advisor/Editor since 2006*), Journal of Educational Technology (*Member of Editorial Team*), and Journal of Research Practice (*Reviewer since 2005*).

Prof. Patil has delivered plenary speeches and keynote addresses at international conferences in Bangladesh, China, India, Indonesia, Japan, Korea, and the Philippines. He has been invited to deliver a special invited talk on ESP at TESOL Arabia international conference in March 2012.

Michael Percillier - University of Freiburg

Accent unites, syntax divides? Varying degrees of nativisation of English in Singapore, Malaysia and Indonesia

The diverse constellation of Southeast Asian nations with different colonial backgrounds allows for a comparative analysis of English in neighbouring ESL and EFL countries. Besides giving insights on the differences between ESL and EFL forms of English, this type of analysis can shed light into the genesis of postcolonial varieties of English. This is particularly the case for countries which do not share a colonial history but share a substrate language, e.g. Malay, which is spoken in the ESL countries Singapore and Malaysia and the EFL country Indonesia.

By performing a comparative analysis of two postcolonial varieties of English and a neighbouring variety of learner English, the study aims to provide an insight into the genesis of postcolonial Englishes and to question the current ESL/EFL distinction in light of structural differences. A majority of non-standard features observed are common to all three varieties, however certain features prove to be virtually unique to the learner variety, while others display a substantially larger range of realisations in the EFL variety than in the ESL varieties. With respect to overall frequencies of phonological, morphological and syntactic features, a clear divide can be observed between the syntax of ESL and EFL varieties, while the accent of Malaysian English is clearly more marked than the accents of both Singapore English and Indonesian learner English. While the comparison of the ESL varieties fits the established truism of variationist studies “Accent divides, but syntax unites”, the inverse appears to hold true when contrasting ESL and EFL forms of English, in particular with regard to syntax, which clearly “divides”. The major conclusions drawn from the comparative analysis are mainly concerned with the genesis of postcolonial Englishes, the structural differences between ESL and EFL forms of English as well the extent of their register variation. The comparison of nonstandard features across the three varieties suggests that many ESL features originate in learner errors, which enter a *feature pool* from which they are either selected in the process of nativisation or discarded. Furthermore, the selection process appears to be more subtle than a simple retention/discarding of a given feature, as it also reduces the range of realisations of certain retained features. As regards the ESL/EFL distinction, the frequencies of non-standard features suggest a clear structural divide when it comes to grammar, syntax in particular.

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Mario Saraceni, University of Portsmouth, Great Britain

English in the Southeast Asian linguistic matter: No more “communion with its ancestral home”

The poem “May 1954” by Edwin Thumboo was an exhortation for the British to leave Malaya and grant it independence. The verse “we know your language” alluded to the fact that knowledge of English enabled the colonised to provide a counterdiscourse to the colonizers’ agenda. In this sense, English played a conflictual role in the struggle for independence. The ambivalence and complexity of the attitudes towards English in postcolonial settings are evident in an essay by Nigerian writer Chinua Achebe, who chose to use English in his literary work even though it was the language of Nigeria’s former colonizers, arguing that it needed to be “a new English, still in full communion with its ancestral home but altered to suit its new African surroundings” (1965: 30). This was highly symbolic of how English was caught between post-imperial anxieties and pragmatic necessities.

Half a century later, the scenario is very different. On the one hand, English has continued to spread, and begun to set root, in territories in the so-called ‘expanding circle’. On the other hand, the ‘object’ English is relatively less controversial than it was a few decades ago. As political, social and cultural boundaries are getting blurred, so are those of the English language. No longer exclusively associated to specific nations or cultures, English is becoming a de-anglicized part of the linguistic repertoire available to a large number of people around the world.

Southeast Asia is a region where this is particularly evident, and in this paper I will discuss the disconnection of English from its ‘ancestral home’ as well as its amalgamation within hybrid broader linguistic matter, with particular reference to the language of social networks (forthcoming 2012) used by Thai, Malaysian and Indonesian users. This will also be done in conjunction to (a) a critique of analytical methods that have tended to adopt a “spot the difference” approach to the study of English in the world, and (b) a proposal for reconceptualising English and language in general in a post-nation-state era.

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Mario Saraceni is a Principal Lecturer in English Language and Linguistics in the School of Languages and Area Studies at the University of Portsmouth. His main academic interest is in the ideological, cultural and pedagogical implications of English in the world. His latest monograph is The Relocation of English: Shifting Paradigms in a Global Era (Palgrave, 2010).

Sabina Shah, Assistant Professor; Hazara University, Mansehra, Pakistan

Identity Construction in Television Reality Shows: An Analysis of Media Discourse

The study is carried out for the analysis of identities of media discourse in reality shows. The world is full of cultures, languages and social activities. The identities are constructed with the help of linguistic, paralinguistic, extra linguistic and self-reference choices and strategies. This research is carried out to study the way interactional activities complicate identity construction process. It attempts to find the extent to which participants of reality shows represent individual and group identities. The two major perspectives of constructional and institutional genres are taken to analyse the notion of how identities are emerging and merging in our daily life, how people are depicting themselves in rush hour of life and society. This study is considered important because it helps in finding how one can deliberately and unwittingly present their identities like linguistic, regional, racial, ethnic, national and religious.

I'm a teacher by profession with over 8 years of experience and currently Assistant Professor at the Hazara University Pakistan. It is also worth-mentioning that a book authored by me "Selected Poems of Sylvia Plath: An Archetypal Reading" has been published by Lambert Academic Publishing,

Germany (ISBN-13 NO: 978-3844397178). In addition, I took part in an **international ELT conference** in Islamabad, Pakistan held at the National University of Modern Languages in 2006, and presented a paper entitled “Paklish: Present and Future.” This implied my own acquiescence in a linguistic fait accompli in this part of the world. Besides my presentation “Cultural Invasion through Media War: Islamic Civilization and the Challenge of Postmodernity” in the **International Conference on Islamic Civilization: Potentials & Challenges** on 28-29 Mar 2011 is of worth mentioning here.

The geographical extent of my PhD research at Freie Universität Berlin is the Hazara region in the North-West of Pakistan with special focus on the city of Mansehra and its environs. The academic interest is the socio-economic and cultural effects of English on the women of this region, many of whom traditionally have been denied access to modern knowledge, to which English is the key. The overall purpose is to bring primary factors to light in the hope of making a small contribution to gender equality and the establishment of an equity and justice in this part of Pakistan, with possible ramifications for other parts as well.

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The relationship between determinant factors of self-regulation strategies and the major language skills in Iran

In this study, it was hypothesized that determinant factors of self-regulation strategies as predictor variables have a relationship with the four main language skills and the overall proficiency of EFL learners as predicted variable. The social cognitive perspective of self-regulation (Bandura 1986, Zimmerman 1989), which identifies the significant roles of personal, behavioural and environmental as three determinant factors of self-regulation, was the basis of this study. The Academic Self-Regulated Learning Scale (A-SRL-S) and the IELTS Test – the academic module – were administered to 150 EFL learners in Iran who participated in an authorized IELTS examination. In order to test the hypotheses of this study, the researcher collected two sets of data: the first set of data of A-SLR-A the questionnaire was computed according to the four Likert scale and the second set of data was learners' scores of IELTS examination. In order to clarify the possible relationship between the variables of this study, Spearman Coefficient and Regression analysis were established. The results of correlational analyses showed that:

1. Behavioural self-regulation strategies significantly correlated with reading, writing, speaking.
2. Environmental self-regulation had a positive relationship with speaking.
3. In addition the regression analyses indicated that reading was the only language skill which could be predicted by behavioral self-regulation.

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How multilingual are Singaporeans really? A sociological and sociolinguistic analysis of the linguistic ecology of Singapore

Singapore has attracted an enormous influx of predominantly south-east Asian immigrants and has been a multicultural and multilingual island-state ever since it was established as a trading post of the British Empire in 1819 (Deterding 2007: 3-5). The linguistic situation in Singapore has received a

substantial amount of scholarly attention since the 1980s, as Singapore English is a particularly interesting and fast-moving member of the New Englishes. The focus has traditionally been on its structural features (e.g. Cavallaro & Serwe 2010, Pakir 1991), while issues regarding the relationship between English and other official languages of the republic within the individual speaker have attracted much less interest. Moreover, while Singapore is highly interesting with regard to the analysis of language shift and policy, only little empirical data exist on the actual linguistic ecology of individual Singaporeans (Deterding 2007: 6-7).

To address this shortcoming, the present study explores the results of detailed language background questionnaires eliciting the linguistic and sociological background of 300 Singaporean university and polytechnic university students. The questionnaires assess not only how many languages a speaker is proficient in, but also when and how they acquired each language and how often and in which contexts speakers make use of which language. In addition, the questionnaires elicit information on the socio-economic status of the speakers and trace the linguistic behavior of speakers within their families.

The data depict a fine-grained picture of language use in Singapore that seriously challenges the notion of the typical multilingual Singaporean. While Singaporean society as a whole is linguistically diverse, diversity comes in the form of ethnically and linguistically distinct, predominantly bi- and trilingual subgroups. The Malay community, for example, is predominantly bilingual with Malay being the dominant and English the second language. Speakers having a Chinese background, on the other hand, are commonly trilingual speakers of English, Mandarin, and another Chinese dialect such as Hokkien, Cantonese or Teochew. This is particularly remarkable given that according to census data from 1960, Mandarin and English were the household languages of only 0.1% and 1.8%, respectively, of the Singaporean population.

This finding ties in with previous claims according to which the *Speak Mandarin* Campaign, which started in 1979, has caused a dramatic language shift situation that extenuates multilingualism in favor of bi- and trilingual speakers (Cavallaro & Serwe 2010: 133).

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Influence of Pakistani English (PE) on the acquisition of British English (BE) by adult Pakistani learners

The English spoken in Pakistan has become a variety of the English language (Rahman 1990). In Pakistani English (PE), the dental fricatives [θ, ð] of British English (BE) are substituted with dental stops (Ibid 1991). The current study aims to analyze the influence of PE on acquisition of BE by adult Pakistanis living in and around London. For this purpose, a group of 30 Pakistanis learning British English in the UK were selected for experiments. The participants had been living in the UK for an average of six years. They had already learnt PE in Pakistan before coming to the UK. After coming to the UK, they had been acquiring BE.

A series of identification, discrimination and production test was arranged for the participants. The production test was based on word-reading task which was recorded. The recordings were analyzed at

two levels. First, native speakers of BE were asked to judge the accuracy of the participants in the target sounds on a Lickert scale. The results obtained on the basis of the opinion of the native judgments and those obtained in identification and discrimination tests show that the participants had not been successful in acquiring English dental fricatives which exist in BE but not in PE. For understanding the nature of errors in the production of the participants, all recordings were analyzed acoustically using Praat. Acoustic analysis was focused on two things, firstly VOT of the sounds produced by the participants and secondly, on whether the dental fricatives of BE had been produced as fricatives or stops by the participants. The acoustic analysis further confirmed the results already obtained in the native-evaluation that the participants had not acquired the target sounds of BE. The target sounds (dental fricatives of BE) had been produced by the participants as stops the way these sounds are produced in PE.

On the basis of these results, it is argued that although a suitable environment for acquiring dental fricatives was available to the learners, still they could not acquire new sounds because they had already acquired a phonetic representation (dental stops) for English dental fricatives during their acquisition of PE. Thus, the already acquired variety of English (PE) did not allow the learners to acquire a new representation for the sounds of BE. The findings of the study confirm strong influence of PE on the acquisition of BE by adult Pakistani learners.

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Communication Behaviors and Strategies between Intra-Asian Decision-Making Meetings: A comparison of Hong Kong Chinese and Japanese business professionals

This study aims to contribute to the exploration of Asia competence by the examination of communication behavior and strategies from a socio-linguistic perspective. Past research in the area of communication behavior has laid a solid foundation in examining turn-taking behavior in cross-cultural business meetings (Du-Babcock 2005). However, little research to date has examined the differences between communication behavior and strategies used by individuals from culturally similar Asian backgrounds. The current study addresses this discrepancy by analyzing discourse patterns in small-group communication amongst 26 Japanese and 17 Hong Kong Chinese business professionals. Data from five inter-cultural and two intra-cultural business decision-making meetings were transcribed and subjected to interaction analysis. Both quantitative and qualitative research methods were employed. In the quantitative data analysis, similarities and differences in the communication patterns were defined by: (a) the number of turns taken by individuals; (b) the length of speaking time of each group member; and (c) the number of words spoken. In regard to the qualitative data, three aspects of discourse patterns were coded and analyzed in relation to socializing / small talk, turn-taking and floor management, and disclosure of disagreeing opinions. In regard to the qualitative data, three aspects of discourse patterns were coded and analyzed: (1) socializing / small talk; (2) turn-taking and floor management; and (3) the disclosure of disagreeing opinions. The overall findings indicate that in spite of the presumed cultural similarity between Hong Kong Chinese and Japanese, distinctive differences were observed in turn taking behaviors. Quantitative analysis showed that, in general, Hong Kong Chinese participated more actively than did Japanese business professionals. The results of qualitative analysis indicated that Hong Kong Chinese and Japanese exhibited both similarities and differences; each cultural group striving to achieve an atmosphere reflecting group harmony. In disclosing opinions, Japanese and Hong Kong Chinese exhibited differences. Disagreements were expressed differently; Hong Kong Chinese had previously suggested and implied that there could be slight variations in the meaning. The overall findings of the current study challenge the widely accepted use of concepts such as 'collectivist-individualist' or 'high context-low context' as dichotomies when observing business communication interactions within Asia. This analysis indicates the possibility of understanding such categories as being located on a continuum rather than existing as opposites.

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English nonverbal language in Asia: War or peace?

Nonverbal behavior is a national phenomenon as much as verbal languages. By learning gestures peculiar of some culture we master the essence of that culture. But as verbal languages differ from each other, so do their nonverbal codes. Therefore, if we want to succeed in cross-cultural communication, we should study the cultural peculiarities of the country whose representatives we are going to deal with. Internationally, body language takes many baffling nuances, that is why nonverbal information is considered the hardest to interpret (Bovee 1992, Persikova 2002). The comparative analysis of national nonverbal behavior shows that various nations demonstrate varying degree of commonality and difference. Moreover, there is an obvious distinction between Eastern and Western types of communicants. Nonverbal behavior can be considered from many aspects, but in this presentation the authors concentrate on American (a typical Western communicative type) and Chinese (typical Asian) gestures, touching upon some instances of similarities, peculiarities, coincidences, borrowings, and uniqueness in one of the cultures. Special effort is made to classify the wide-spread American and Chinese gestures. A live presentation of the most typical gestures accompanies the talk. The cross-cultural analysis demonstrates that some gestures are identical in both countries. So, they help the intercultural communication greatly. Another group of gestures show substantial differences in both the meaning and the way of presenting. So, they may create a certain misunderstanding and should be paid special attention. Generally, Chinese gestures tend to be more reserved, less broad and hasty than American ones. These peculiarities are determined by Chinese history and culture typical of Asia.

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English as a lingua franca: beliefs and anxiety in Asian countries

This paper attempts to identify Korean teachers' beliefs on English which contribute to levels of anxiety in teaching English to young EFL learners. Teachers' beliefs are likely to affect teachers' pedagogical practices and consequently affect students' learning. The study focuses mainly on unrealistic beliefs about English, on the assumption that such beliefs provoke more anxiety amongst teachers and have a deleterious effect on language teaching.

Quantitative data was collected from a total of 357 primary school teachers in Korea, using three types of questionnaire: beliefs about language learning inventory (Horwitz 1987), Teacher Foreign Language Anxiety Scale (Horwitz 2008) and a background information survey, which includes four variables such as teachers' age, perceived level of confidence, experience of overseas experience and teaching English. The data analysis demonstrates that more than 80 percent of the participants feel anxious when teaching English to young learners, regardless of their teaching experience. Of the

beliefs identified, one in particular, related to English speaking performance, seems to lead to generate anxiety amongst Korean primary school teachers: More than thirty percent of primary school teachers think that good pronunciation is a very important factor in having a good command of English. Although English is used as a lingua franca in a globalized society, a majority of participants still treat English as language owned by people in English speaking countries. The pedagogic implications for teacher education are that teachers need to be aware of a variety of English pronunciation, and to treat English as a medium of communication in a globalized society.

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Intelligibility and attitudes: How Singapore English is perceived around the world

This paper investigates international responses to Singapore English (SgE), in terms of both intelligibility and attitudes toward the speaker, and compares the results with responses to American English. One of the biggest concerns of educationists and language policy makers in Singapore is that SgE is not an ‘internationally acceptable English’ (Singapore Ministry of Education 2001), and is thus not intelligible to the other English speakers. The question however is: is SgE really unintelligible outside of Singapore? If SgE is to be viewed negatively, is it due to unintelligibility or could it be attitudes and perceptions toward this variety of English? There is, at present, very little research to show how well SgE is understood in international contexts, and even less investigating international attitudes towards the variety. Many studies on the intelligibility of Englishes have tended to focus on ‘native’ (usually American) English speakers’ evaluation of the English spoken by those who have acquired it as a second or foreign language (e.g. Derwing et al. 2002, Field 2005). Few studies, if any, have paid attention to the intelligibility of SgE, and in particular, to English speakers (‘native’ and ‘non-native’) across the world. It is therefore the aim of this paper to address the following: (1) How intelligible is SgE internationally and how does SgE compare to AmE in terms of intelligibility? (2) What is the attitude toward SgE internationally and how does SgE compare to AmE in terms of attitudes toward these two varieties?

This paper investigates the impressions of over 200 respondents from over 20 countries as they listen to a set of 15 sound recordings, including read SgE, spontaneous SgE, and read American English. The participants were asked to transcribe the sentences orthographically, as well as complete a set of attitudinal questions. The results suggest that the intelligibility of SgE and AmE does differ between informants from different regions. However, the intelligibility of the test stimuli does not correlate simply to positive and negative attitudes. While SgE elicits generally positive attitudes, what is interesting is that the judgments of respondents from Southeast Asia and East Asia are often more negative than those of English speakers of Inner Circle varieties. This seems to suggest not only an impenetrable mindset of these traditionally ‘non-native’ English speakers, who seem to be still clamoring to speak an idealized ‘standard’, but also an inferiority complex over their own varieties of English.

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