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Dear Colleagues,

As Chair of the Local Organizing Committee, it is my distinct pleasure to host the 22nd Conference of the International Association for World Englishes at Syracuse University.

Syracuse University has been a focal point for higher education in New York State since the nineteenth century. The university is home to thirteen schools and colleges, with leading programs in architecture, arts and sciences, business administration, communications, engineering, information studies and library science, sports management, and public administration. SU is fortunate to have a diverse and vibrant community of students and faculty, with over 20% of its student body drawn from international backgrounds, and we are excited to host such a globally focused event.

The City of Syracuse is the home not only of the university, but also of an assortment of industries and businesses that grew in Central New York, following the path of the Erie Canal. The historic Armory Square district is not far from the university, and has restaurants and shops.

The conference is dedicated to the memory of Professor Braj B. Kachru, the founder and dominant scholar of the field of world Englishes, who passed away in July, 2016. The highlight of the conference will be a symposium in memory of Kachruji, and, as he would no doubt have wanted, the local organizing committee has prepared a program featuring challenging lectures on a broad array of stimulating topics, with special emphasis placed on language in general and English in particular, in various contexts and connections, with identity, with emotions, with other languages, and with the spaces between languages, as well as in sociolinguistic, historical, and academic perspectives. It is our wish that in this conference, you find joy in the panoply of different approaches to world Englishes.

Welcome to Syracuse, New York, and to IAWE 2017!

Sincerely,

Tej K. Bhatia
Professor of Linguistics and Director of South Asian Languages
Chair, Local Organizing Committee
Vice President and President Elect, IAWE
Dear Conference Attendees,

We are delighted to accept on your behalf the kind welcome extended by Professor Tej K. Bhatia and the faculty, staff, and administration of Syracuse University. Some of you will have been fortunate enough to attend IAWE 2004 Syracuse, and will remember the beautiful campus, the lively and historic city, the interesting lectures and conference papers, and the many opportunities afforded to meet and converse with fellow travelers in the study of world Englishes. Those of you who are new to Syracuse are in for a treat, as are those of you who are new to the International Association for World Englishes (IAWE).

The International Association for World Englishes (IAWE) aims to establish links among those who are involved with any aspect of world Englishes in research and/or teaching. The association focuses on global issues relating to language, literature, and pedagogy. IAWE is committed to the study of the forms and functions of varieties of Englishes in diverse cultural and sociolinguistic contexts. The plenaries, focus lectures, and other speakers arranged for IAWE 2017 admirably realize these aims.

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

Our meeting this year has an unexpected and more somber aspect than usual. Professor Braj B. Kachru, co-founder of IAWE, passed away in July, 2016. IAWE 2017 Syracuse will include a memorial session and a symposium of papers dedicated to the life and work of this inspirational academic.

The 22nd Conference of IAWE, hosted by Syracuse University in Syracuse, NY, 2017, is the latest in a long line of successful conferences in Asia, Africa, Europe, and North America. We are grateful to Tej and his team of local organizers, for their generosity of time, effort, and support in hosting our meeting. IAWE, founded and fostered by Braj B. Kachru and Larry E. Smith, continues a tradition of openness, inclusivity, creativity, and a joy in the plurality of Englishes past and present. It is in this spirit that we continue the work begun by our founders, and it is for this reason that we dedicate this conference in loving memory of Braj B. Kachru, 1932-2016

With our best wishes,
Cecil L. Nelson, President Daniel R. Davis, Executive Director
1AWE Leadership

President: Cecil L. Nelson
Vice-President/President Elect: Tej K. Bhatia
Past President: Suzanne Hilgendorf
Secretary/Treasurer: Aya Matsuda
Executive Director: Daniel R. Davis

2017 Conference Program Committee

Chair: Tej K. Bhatia, Syracuse University
Peter Koveos, Syracuse University
Margaret G. Hermann, Syracuse University

Local Organizing Committee (Syracuse University)

Chair: Tej K. Bhatia
Amanda Brown
Zachary Ambrose Driscoll
Maureen Edmonds
Emily Grenz
Matthew Hammill
Youmie J. Kim
Socorro Kosecki
Jaklin Kornfilt
Yingyi Ma
Mark Alan McGuire
Ian C. Mathewson
Erica Rae Miller
Catherine Nock

International Organizing Committee

Chair: Daniel R. Davis, University of Michigan-Dearborn
Yasemin Bayyurt, Boğaziçi University
Kingsley Bolton, Nanyang Technological University
Ravinder Gargesh, Jawaharlal Nehru University
Aya Matsuda, Arizona State University

Professor Braj B. Kachru Symposium Committee

Tej Bhatia
Eyamba Bokamba
Daniel R. Davis
Rajeshwari Pandharipande
S.N. Sridhar
Jonathan Webster

Conference Support Staff

Marie O’Leary
Colleen Kepler
Chris Palmer

Scientific Review Committee

Chair: Maureen Edmonds, Syracuse University
Azirah Hashim, University of Malaya
Yasemin Bayyurt, Boğaziçi University
Margie Berns, Purdue University
Kimberley Brown, Portland State University
Susan Coetzee Van Rooy, North West University
James F. D’Angelo, Chukyo University
Daniel R. Davis, University of Michigan – Dearborn
Shirley Dita, De La Salle University
Seran Doğançay-Aktuna, Southern Illinois University-Edwardsville
Patricia Friedrich, Arizona State University
Ravinder Gargesh, Jawaharlal Nehru University
Matthew J Hammill, Syracuse University
Suzanne Hilgendorf, Simon Fraser University
Nobuyuki Hino, Osaka University
Nkonko Kamwangamalu, Howard University
Youmie J Kim, Syracuse University
Andy Kirkpatrick, Griffith University
Jamie Shinhee Lee, University of Michigan-Dearborn
Isabel Pefianco Martin, Ateneo de Manila University
Aya Matsuda, Arizona State University
Andrew Moody, University of Macau
Anjali Pandey, Salisbury University
Zoya Proshina, Moscow State University
Denis Samburskiy, Syracuse University
Ali Fuad Selvi, Middle East Technical University
Anamika Sharma, Nagoya University of Foreign Studies
S.N. Sridhar, SUNY Stonybrook, New York
Bertus Van Rooy, North West University
Paola Vettorel, University of Verona
Jonathan Webster, City University Hong Kong
Session Chairs

Alexandra Rivlina, National Research University Higher School of Economics (Moscow)
Amanda Brown, Syracuse University
Andrew Moody, University of Macau
Asha Tickoo, University of Gothenburg
Aya Matsuda, Arizona State University
Azirah Hashim, University of Malaya
Bertus Van Rooy, North West University
Cecil Nelson, Indiana University
Cecilia Suarez, Ateneo de Manila University
Daniel Davis, University of Michigan – Dearborn
Eyamba Bokamba, University of Illinois
Irina Ustinova, Southeast Missouri State University
Margaret Hermann, Syracuse University
Jia-Ling Hsu, National Taiwan University
Kamal K. Sridhar, SUNY Stonybrook, New York
Kingsley Bolton, Nanyang Technological University
Margie Berns, Purdue University
Maureen Edmonds, Syracuse University

Nkonko Kamwangamalu, Howard University
Peter De Costa, Michigan State University
Rajesh Kumar, IIT, Madras, India
Rajeshwari Pandharpande, University of Illinois Urbana-Champaign
Ravinder Gargesh, Jawaharlal Nehru University
Richard Hallett, Northeastern Illinois University
Susan Coetzee Van Rooy, North West University
Ubong Josiah, University of Uyo University
Yasemin Bayyurt, Boğaziçi University
Ying Ying Tan, Nanyang Technological University
Yingyi Ma, Syracuse University
Invited Speakers
Plenary Speakers

**Salikoko S. Mufwene** is the Frank J. McLoraine Distinguished Service Professor of Linguistics and the College, Professor on the Committee on Evolutionary Biology, and Professor on the Committee on the Conceptual and Historical Studies of Science, at the University of Chicago. His current research is on language evolution from an ecological perspective, including the phylogenetic emergence of language and how languages have been affected by colonization and world-wide globalization, especially regarding the indigenization of European languages in the colonies and language birth and death. A leader in genetic creolistics, Mufwene has authored three books: *The Ecology of Language Evolution* (CUP, 2001), *Créoles, écologie sociale, évolution linguistique* (l’Harmattan, 2005), and *Language Evolution: Contact, competition and change* (Continuum Press, 2008). He has (co-)edited several other books, including *Complexity in Language: Developmental and evolutionary perspectives* (CUP, 2017), and authored close to 250 articles, book chapters, and reviews on the above topics and others. He is the founding editor of Cambridge Approaches to Language Contact. He was a fellow at the Institute for Advanced Study in Lyon (Oct. 2010-July 2011). http://mufwene.uchicago.edu/

**Patricia Friedrich** is Professor of Rhetoric and Composition/Linguistics and Associate Director of the School of Humanities, Arts and Cultural Studies at Arizona State University, where she teaches courses in Sociolinguistics, History of English, Forensic Linguistics, Peace Studies, Applied Linguistics, and related fields. She is the author/editor of six books—including *The Sociolinguistics of Digital Englishes* (Routledge, 2016, with Eduardo Henrique Diniz de Figueiredo), *English for Diplomatic Purposes* (Multilingual Matters, ed. 2016) and the award-winning *The Literary and Linguistic Construction of Obsessive Compulsive Disorder* (Palgrave, 2015)—and innumerous journal articles in such periodicals as *Harvard Business Review, English Today*, and *World Englishes* (for which she also co-edited with Margie Berns a special issue on English in South America). She was the recipient of the 2015 New College Faculty Research Award and serves as a board member for the Faculty Women’s Association and several journals. Her upcoming book (Routledge, 2018) will present an application of linguistic principles and frameworks to various areas of knowledge.
Plenary Speakers

S.N. Sridhar is the SUNY Distinguished Service Professor and Professor of Linguistics and India Studies, founding Director of the Matoo Center for India Studies, and founding Chair of the Department of Asian and Asian American Studies at Stony Brook University.

Distinguished Guest Speaker

Lav R. Varshney is an assistant professor in the Department of Electrical and Computer Engineering and the Department of Computer Science (by courtesy), a research assistant professor in the Coordinated Science Laboratory, and a research affiliate in the Beckman Institute and in the Neuroscience Program, all at the University of Illinois at Urbana-Champaign. He is also leading curriculum initiatives for the new B.S. degree in Innovation, Leadership, and Engineering Entrepreneurship in the College of Engineering there.
**Focus Lectures**

**Ng Bee Chin** works mainly in the area of bilingualism and multilingualism with a focus on the impact of language contact on individuals and the community they live in. Her research approach is to explore both cognitive and social aspects of language acquisition and use. Currently, she is working on language identity, attitudes and use and language and emotion in multilinguals. Together with an interdisciplinary team, she also works in the area of language as a source of intangible heritage with collaborators in art and design studies. She has extensive teaching and supervision experience in Linguistics in both Australia and Singapore. She founded the linguistics department in Nanyang Technological University and was Head from 2009 to 2012 and is currently the Associate Dean of Graduate Studies in the College of Humanities and Social Sciences.

**Mary Jane Curry**, associate professor at the Warner Graduate School of Education, University of Rochester, is co-author of A scholar’s guide to publishing journal articles in English: Critical choices and practical strategies (Multilingual Matters, 2013); Academic writing in a global context: The politics and practices of publishing in English (Routledge, 2010); and Teaching academic writing: A toolkit for higher education (Routledge, 2002). She is co-editor of Global academic publishing: Policies, perspectives, and pedagogies (Multilingual Matters, in press); Educating refugee-background students: Critical issues and dynamic contexts (Multilingual Matters, in press); and Language, literacy and learning in STEM education: Research methods and perspectives from applied linguistics (Benjamins, 2014). Her articles have appeared in journals including TESOL Quarterly, English for Specific Purposes, Written Communication, Education Policy Analysis Archives, and AILA Review. Curry is co-editor of the Brief Research Reports section of TESOL Quarterly and the book series Studies in Knowledge Production and Participation, Multilingual Matters. In 2014 she had a Fulbright fellowship in Chile.
Focus Lectures


Anita Pandey teaches at Morgan State University in Baltimore, MD. She serves on the Board of the National Association for Bilingual Education (NABE). She was selected as one of 10 global Ambassadors for Childhood by the Association for Childhood Education International and the Alliance for Childhood (their 2014-2016 cohort), and currently serves as ACEI’s U.S. Liaison. Also born and raised in a bilingual home in Africa, like Anjali, Anita developed an interest in languages early on. She picked up Hindi, English, Yoruba, Hausa, and Nigerian Pidgin in her childhood, and learned French and Spanish as a teenager--primarily from children, as documented in her first book, *The Child Language Teacher: Intergenerational Language and Literary Enhancement* (2010, Mysore: CIIL). A volunteer Education Advisor to The Unforgotten (www.unforgotten.org), Anita’s current research includes a focus on conceptology--culturally inclusive vocabulary instruction--and other strategies for young dual language learners; documenting lesser known languages spoken by Hispanic/Latina families, and ethnographies of undocumented children and their families.
Anjali Pandey is professor of applied linguistics at Salisbury University (Maryland, USA). Anjali has published in over 30 journals, most recently, The Journal of Linguistic Landscape (2017); World Englishes (2015); Critical Studies in Multilingualism (2014); The Journal of World Languages (2014); The Journal of Visual Communication (2014), and has chapters in volumes published by Georgetown University Press, Teachers College Press, and Oxford/Wiley. Her latest book is Monolingualism and Linguistic Exhibitionism in Fiction (Palgrave 2016). Anjali is recipient of several awards including the Maryland Higher Education Commission’s Welcome Fellowship and finalist for the 2012 Board of Regents, University System of Maryland, and service award. Anjali is author and Project Director of four competitive multi-million dollar projects sponsored by the United States Department of Education’s, Office of English Language Acquisition (OELA). Projects she has authored have provided linguistically-embedded teacher training to over 400 teachers in Maryland serving newcomer students from over 120 linguistic backgrounds.
Braj B. Kachru
Memorial Event
Braj B. Kachru Memorial Event
Grant Auditorium, Falk College
Syracuse University, Syracuse, New York
June 30, 2017, 9:45-10:30

Program

Moderator: Prof. Rajeshwari Pandharipande

Moment of Silence

Prof. Ayọ Bamgboṣe (tribute read by Moderator)
  Prof. Margie Berns
  Prof. Daniel R. Davis
  Prof. Nkonko Kamwangamalu
  Prof. Cecil Nelson
  Prof. Anne Pakir (video)
  Prof. Rajeshwari Pandharipande
  Prof. Tej K. Bhatia
  Prof. Eyamba G. Bokamba

Please see the Symposium Program on page 32.
Syracuse Sponsors

- Office of the Chancellor
- Office of the Vice Chancellor and Provost
- College of Arts & Sciences
- Office of Research
- S.I. Newhouse School of Public Communications
- Newhouse Center for Global Engagement
- IAWE
- Kiebach Center for International Business Studies
- Moynihan Global Affairs Institute (The Maxwell School)
- Center for Advanced Systems and Engineering
- Department of Languages, Literatures, and Linguistics
- Humanities Center
- Asian American Studies
- Department of Writing Studies, Rhetoric, and Composition
- Latino/Latin American Studies Programs
- Communication and Rhetorical Studies
- Office of Multicultural Affairs
- Department of Psychology
- SU Abroad and the Associate Provost for International Education
- South Asia Center
- Linguistic Studies Program
- School of Education
- Reading & Language Arts
- CNY Humanities Corridor (Salikoko S. Mufwene- Plenary Lecture)
Program Schedule
IAWE 2017 – The 22nd Conference of the International Association for World Englishes  
Syracuse University, Syracuse, New York  
June 30 – July 2, 2017

*Conference Venue: White Hall, Falk College*

**Day 1 (June 30), Morning**

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>8:15-9:15</td>
<td>Registration <em>(Grant Auditorium)</em></td>
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<td>9:15-9:45</td>
<td>Welcome Sr. Associate Dean Gerry Greenberg, Tej Bhatia, IAWE Board <em>(Grant Auditorium)</em></td>
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<td>9:45-10:30</td>
<td>Kachru Memorial <em>(Grant Auditorium)</em></td>
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<td>10:30-11:00</td>
<td>Coffee Break</td>
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| 11:00-12:00 | Plenary: World Englishes and the Contact History of English *(Grant Auditorium)* Salikoko Mufwene  
*University of Chicago, United States* |
<p>| 12:00-1:00 | Lunch, Second Floor Falk College                                         |</p>
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| 1:00-3:00 (Falk 100) | Colloquium: Issues in WEs/EIL/ELF-aware Teacher Education: Different Contexts, Different Perspectives
Yasemin Bayyurt, Seran Doğançay-Aktuna, Dilek Inal, Zohreh R. Eslami
Bogazici University, Istanbul, Turkey |
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<td>1:00-1:30</td>
<td>Critical Language Pedagogies for Critical Negotiations in Writing Classrooms</td>
<td>Morphosyntactic Variations in Nigerian English: Creativity or Deviation</td>
<td>The Role of Context on Comprehension of Nigerian English Idioms</td>
<td>From Harlem to the World: Local Concerns and Global Varieties in the Literature of James Baldwin and Beyond</td>
<td>World Englishes: Preservice Teachers' Perceptions of Effective Awareness Raising Activities</td>
<td>Uncovering Korean EFL Learners' Awareness of and Attitude Towards World Englishes</td>
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<td>Feyi Ademola-Adeoye University of Lagos, Nigeria</td>
<td>Yewande Ntekim-Rex University of Lagos, Nigeria</td>
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<td>Carolina Marques de Mesquita Arizona State University, United States</td>
<td>Stephanie Moody, Roya Pashmforoosh Texas A&amp;M University, United States</td>
<td>Hyun-Sook Kang Illinois State University, United States</td>
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<td>1:30-2:00</td>
<td>&quot;To Be and Not to Be&quot;: Mixing Copula and Zero Copula Constructions in Malaysian English</td>
<td>Swanglish: Examining Out of School Writing of African-Born, Multilingual, Refugee Adolescents</td>
<td>Manufacturing Authenticity in Media Englishes and the Englishes of Popular Culture</td>
<td>Palawan’s Prime Tourist Destinations’ Tourism Landscapes and Discourse</td>
<td>Palawan State University, Philippines</td>
<td>University of Macau</td>
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<td>Andrew Moody</td>
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<td>University of Macau</td>
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**IAWE 2017**

Room Falk 100

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"To Be and Not to Be": Mixing Copula and Zero Copula Constructions in Malaysian English

Swanglish: Examining Out of School Writing of African-Born, Multilingual, Refugee Adolescents

Manufacturing Authenticity in Media Englishes and the Englishes of Popular Culture

Palawan’s Prime Tourist Destinations’ Tourism Landscapes and Discourse

Andrew Moody

Janet Oab

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Sarah Lee

Stella Rwanda

Sarah Lee

University of Macau

Palawan State University, Philippines

Syracuse University, United States

Nottingham University, Malaysia

Buraimi University College, Oman

Palawan State University, Philippines
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<td>2:00-2:30</td>
<td>Utility and Bias in English Proficiency Assessment from the Expanding Circle: The Case of i-TEPS Eun-Young (Julia) Kim Andrews University, United States</td>
<td>World Englishes for Linguistic Justice Tan Ying Ying Nanyang Technological University, Singapore</td>
<td>Intonational Variation in Hong Kong English Toni Lam Chinese University of Hong Kong</td>
<td>The Development of Professional Identity among Multilingual and Multicultural English Teachers Amanda Brown Syracuse University, United States</td>
<td>Adult ESL Instruction in Qatar: Educator and Student Views on its Value and Future Radi Abouelhassan Community College of Qatar</td>
<td>Spice Across the Globe Marwa Nassser Ain Shams University, Egypt</td>
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<td>2:30-3:00</td>
<td>Grammatical and Pragmatic Features of Japanese English: an Analysis of 19 Essays <strong>Tomiko Komiya, Hiroshi Yoshikawa</strong> Okazaki Women's University, Japan</td>
<td>Translingual Practices in Two Arabic-English Multilingual Children’s Conversational Discourse <strong>Hajar Al Sultan</strong> Indiana University, Bloomington, United States</td>
<td>Language Contact: Towards a Diachronic Reconstructio n of Colloquial Singapore English <strong>Lijun Li</strong> University of Hamburg, Germany</td>
<td>Modeling Pluricentralizati on: A Complex Adaptive Systems Approach <strong>Valentyina Skybina</strong> Canadian Academy of Independent Scholars, Canada</td>
<td>Local and Global Imagery of Women in Russian Advertising</td>
<td>English as a Naturalized African Language: Implications for Language-in-Education Policies <strong>Nkonko Kamwangamalu</strong> Howard University, United States</td>
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<td>3:00-4:00</td>
<td>Coffee Break/Posters (Second Floor, Falk College)</td>
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<td>4:00-4:30</td>
<td>Fractal Recursivity and Languages Other than English (LOTE) in Travel Phrasebooks <strong>Richard Hallett</strong> Northeastern Illinois University, United States</td>
<td>Contextualizing Face in the Chinese Context: Using Yang Xianyi and Gladys Yang’s Translation of A Dream of Red Mansions <strong>Hanyang Fu</strong> Purdue University, United States</td>
<td>American English or Asian English?: Investigating the Organizational and Extra-Organizational Aspect <strong>Cecilia Suarez</strong> Ateneo de Manila University, Philippines</td>
<td>Should World Englishes Grammars Be Taught in “Outer Circle” Schools? Countering Linguicism <strong>Immaculee Harushimana</strong> Lehman College, CUNY, United States</td>
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<td>Formation Processes and ESL Teachers Attitude towards Philippine English <strong>Lexicon Nimfa Dimaculangan, Leah Gustilo</strong> Laguna State Polytechnic University, De La Salle University, Philippines</td>
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<td>4:30-5:00</td>
<td>A Corpus-assisted Discourse Study of the Sociopolitical Role of Language in a Maghreb Conflict Kamal Belmihoub Purdue University, United States</td>
<td>Metaphorical Expressions and Code-switching in Indian English: a Cross-Cultural Usage-based Study Shashi Naidu Ball State University, United States</td>
<td>Turn-claiming and Turn-holding Strategies in Outer and Expanding Circle Englishes Theresa Neumaier University of Regensburg, Germany</td>
<td>Local and Global Perspectives on the Pragmatics of Namibian English Anne Schröder Bielefeld University, Germany</td>
<td>Listener Judgments of Speaker and Speech Attributes in Varieties of English Jette Hansen Edwards, Mary Zampini The Chinese University of Hong Kong</td>
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<td>5:00-5:30</td>
<td>A Native-speaker or Localised English Pronunciation Goal? Jim Yee Him Chan The University of Hong Kong</td>
<td>Raising Awareness about World Englishes in a Teacher Education Program Zohreh R. Eslami, Roya Pashmforoosh Texas A&amp;M University, United States</td>
<td>The Case of the &quot;Innocuous&quot; Middle-Class Migrant Employee: English Language Use and Attitudes in Dubai, United Arab Emirates Suneeta Thomas Missouri State University</td>
<td>The NS English in ELT: A Study on EFL Stakeholders’ Perceptions in China Songqing Li, Xi'an Jiaotong-Liverpool University, Suzhou, China</td>
<td>Varieties of English in Foreign Language Teacher Education in Germany Stefanie Hehner University of Bremen, Germany</td>
<td>English - Globally and Glocally Yours Poonam Sahay Ranchi, India</td>
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<td>8:15-8:45</td>
<td>Bringing WE &amp; ELF into the EFL Classroom: the Importance of Diversifying Teaching Materials &lt;br&gt; Lili Cavalheiro&lt;br&gt; ULICES – University of Lisbon Center for English Studies / Universidade de Lisboa, Portugal</td>
<td>Stress and Rhythm in the Educated Nigerian Accent of English&lt;br&gt; Nkereke Mfon Essien&lt;br&gt; University of Uyo, Nigeria</td>
<td>English in Anglophone West Africa: Developments, Trends and Issues of Codification&lt;br&gt; Segun Awomusi&lt;br&gt; University of Lagos, Nigeria</td>
<td>Presentation of Queer Bodies, Queer Lives in China&lt;br&gt; Joshua M. Paiz&lt;br&gt; Shanghai New York University</td>
<td>Alignments and Misalignments between ESP Program Delivery and International Workplace Communication&lt;br&gt; Ngan Nguyen&lt;br&gt; University of Technology, Australia</td>
<td>The Use of English Accents by Korean Learners of English&lt;br&gt; Werner Botha&lt;br&gt; Nanyang Technological University</td>
<td>Perception and Judgement on English Accents by Korean Learners of English&lt;br&gt; Bohyon Chung, Miki H. K. Bong&lt;br&gt; Hanbat National University, Korea</td>
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<td>8:45-9:15</td>
<td>A Model of “My English” as an International Language&lt;br&gt; Tadashi Shiozawa&lt;br&gt; Chubu University</td>
<td>Emergence of English Rooted in Multilingual Ecology of India&lt;br&gt; Rajesh Kumar, Om Prakash&lt;br&gt; IIT Madras, India</td>
<td>ELF as a Perspective for a New ELT Curriculum in a Brazilian Context&lt;br&gt; Adriana Cristina Sambugaro de Mattos Brahim, Andressa Flavia da Silva, Eduarda Soares Bastos&lt;br&gt; Federal University of Paraná (UFPR) - Brazil</td>
<td>Language Studies and History: The Discourses of Memory, Forgetting, and Communal Politics&lt;br&gt; Priscilla Angela Cruz&lt;br&gt; Ateneo de Manila University, Philippines</td>
<td>Ghanaian English: A Convergence of Influences, Local and Global?&lt;br&gt; Mabel Asante&lt;br&gt; BMCC/CUNY, New York</td>
<td>Instrumental Analysis of Vowel Quantity in Acrolectal, Non-native English: the Nigerian Experience&lt;br&gt; Ema Utiam&lt;br&gt; Department of English&lt;br&gt; University of Uyo, Uyo Nigeria</td>
<td>An Exploratory Study of the Challenges Faced by Pakistani Non-English Speaking Scientists&lt;br&gt; Feroze Kasi&lt;br&gt; New York University</td>
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<td>9:45-10:30</td>
<td>Focus Lecture: Responding to Pressures for English-medium Scholarly Publishing: Strategies and Tactics of Multilingual Scholars Mary Jane Curry University of Rochester, United States</td>
<td>Focus Lecture: “Trending Now—Translanguaging”: Politics, Policy and Pedagogy in 21st Century Superdiverse Nations.” Anita Pandey, Anjalai Pandey Morgan State University, Salisbury University, United States</td>
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<td>10:30-11:00</td>
<td>Coffee Break (Posters in Grant Auditorium)</td>
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| 11:00-12:00  | **Plenary**: Beyond the Local and the Global: Where World Englishes is Going Next (Grant Auditorium)
               | Patricia Friedrich  
               | *Arizona State University, United States*                          |
| 12:00-1:00   | Lunch, Second Floor, Falk College                                    |
| 1:00-5:30    | Kachru Symposium (*schedule see page 32*) (Grant Auditorium)         |
| 7:00-9:30    | **Distinguished Guest Speaker** (Sheraton Syracuse University Hotel and Conference Center)
               | Lav Varshney  
               | Mismatched Crowdsourcing for Speech Transcription  
               | *University of Illinois at Urbana-Champaign, United States*       |
|              | Welcome address by Dr. Peter A. Vanable  
               | Associate Provost for Graduate Studies and Dean of the Graduate School  
               | Vice President for Research  

### Day 3 (July 2nd), Morning

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<td>8:15-10:30</td>
<td>Falk 100</td>
<td>Colloquium: The World Englishes Family Tree: Views on its Vitality and Viability (Falk 100)</td>
<td>Margie Berns, Purdue University, United States, Chair</td>
<td>Eduardo Henrique Diniz de Figueiredo, Universidade Federal do Paraná, Brazil</td>
<td>Tonya Eick, Arizona State University, United States</td>
<td>Patricia Friedrich, Arizona State University, United States</td>
<td>Yiyang Li, Purdue University, United States</td>
<td>Aya Matsuda, Arizona State University, United States</td>
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<td>8:15-8:45</td>
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<td>Evaluating Explanations for Past-time Reference with Unmarked Verb Forms in African Englishes Bertus van Rooy North-West University, South Africa</td>
<td>Building a Corpus of Taiwanese English-Mixing Magazine Advertising: Methodological Challenges and Implications Jia-Ling Hsu National Taiwan University, Taiwan</td>
<td>The English Language as a Medium to Teach World Literature: Present Day Challenges and Opportunities Jurate Radaviciute Vilnius University, Lithuania</td>
<td>A Force to be Reckoned with: Grandparents and English in Singapore Xie Wenhan Nanyang Technological University, Singapore</td>
<td>Towards a Pronunciation Teaching Curriculum for Ghanaian English and New Englishes Richard Jnr. Bonnie University of Hamburg, Germany</td>
<td>Setsuko Miyamoto, Yukinori Watanabe Sagami Women's University, Japan</td>
<td>Needs Analysis of Thai English as a Learning Target: Business ELF in the Tourism Industry of Japan</td>
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<td>Judith Mgbemena</td>
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<td>Larry Javier Ambion</td>
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<td>Charissa Che</td>
<td>Ani Pujiastuti, Anita Dewi</td>
<td>James Lambert</td>
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| 9:45-10:30 |          |          | Focus Lecture: New Emotions in World Englishes  
Ng Bee Chin  
Nanyang Technological University, Singapore |          | Focus Lecture: World Englishes Inquiry: Research Methodology and Topical Understanding  
Peter De Costa  
Michigan State University, United States |          |          |          |
| 10:30-11:00|          |          |          |          |          |          |          |
| 11:00-12:00|          |          |          |          |          | Plenary: Global Communication and Local Identities: the Explanatory Power of World Englishes (Grant Auditorium)  
S.N. Sridhar  
SUNY Stony Brook, United States |          |          |          |          |          |
<p>| 12:00-1:30 |          |          |          |          |          | Lunch Break |          |
| 1:30-2:00  |          |          |          |          |          | Business Meeting (Grant Auditorium) |          |
| Time       | Room  | Falk 100                                                                 | Falk 101                                                                 | Falk 104                                                                 | Falk 175                                                                 | Falk 200                                                                 | Falk 201                                                                 | Falk 204                                                                 |
|------------|-------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 2:00-2:30  | 2:00  | Academic and Social Integration among International and Domestic Students | Translingual Practice in Courtroom Talk in the Philippines              | Code-switching as a Communicational Strategy among Chinese in International | A Sociophonological Description of NigE within the Framework of WE Kofo  | The Spoken and the Heard: Wordplay and Phonological Force-fitting in    | Changing Role of English in the Contemporary World Azad Mammadov         | Insights on Teacher Identity from Four NESTs Not from North America      |
|            | 2:30  | Kyongson Park                                                           | Isabel Martin Ateneo de Manila University-Philippines                   | Falk Adeleji University of Lagos, Lagos, Nigeria                         | English in the Subway-transport Landscape of Beijing                       | Multilingualism and Multimodality in Philippine Schoolscapes Rogelio   | Nanyang Technological University, Singapore                          | Hohsung Choe, Seongyong Lee Hankuk University of Foreign Studies, Korea  |
| 2:30-3:00  | 3:00  | Multilingualism and Multimodality in Philippine Schoolscapes Rogelio    | Wei Zhang Peking University, China                                       | English in the Subway-transport Landscape of Beijing                       | Conditions for Future Language Shift?: Japanese Inclination Towards the   | “English as a Native Second Language”: the Problem of Taxonomy and     | Profiling English in Singapore in SG100 Francesco Cavallaro            |
|            |       | Panuelos Jr. University of the Philippines Los Baños                    |                                                                          |                                                                          | English Language in School Curricula and TV Commercials Tamami Shimada   | Identity in Nigerian English                                           | Nanyang Technological University, Singapore                          |                                                                 |
|            |       |                                                                          |                                                                          |                                                                          | Meikai University, Japan                                                  |                                                                          |                                                                          |                                                                 |</p>
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<td><strong>3:00-3:30</strong></td>
<td>Retreat or Bleed: Intersections of Metaphors, Micro-cultures, and World Englishes</td>
<td>Contextualizing English in the Chinese Context: Using Ha Jin’s <em>In the Pond</em></td>
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<td>Variation in the Use of <em>be Going to, Will</em>, and <em>Shall</em> to Mark Futurity in Ugandan English.</td>
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<td>Jill Hallett</td>
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<td><strong>3:30-4:00</strong></td>
<td>Anti-normative Paradigms in the English Classroom: Perspectives on Linguistic Identities</td>
<td>“Nobody’s Perfect”: on the Role of Native-speakerism in a Multilingual Framework for Teaching EIL</td>
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<td>English in the Kingdom of Saudi Arabia: What do Parents Think?</td>
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<td>National Research University Higher School of Economics (Moscow)</td>
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<td>Animal Symbolism in Igbo English Expressions</td>
<td>Performing World Englishes in Media References and Identity Construction in Everyday Conversations</td>
<td>Training for Intercultural Collaboration in Multicultural Team Teaching in TESOL</td>
<td>Soon Jeong Kwon Syracuse University, United States</td>
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<td>Indian English in the TV News Channels of India</td>
<td>Immigrant Workers’ Perception of Lingua Franca English (LFE) in a Multilingual Workplace</td>
<td>Indian English Terminography: How It All Began Natali Bytko Kryvyi Rih Department of Humanities affiliated with Zaporizhzhya National University, Ukraine</td>
<td>The Phonetics of Namibian English: Investigating Local Features in a Global Context</td>
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<td>Closing Ceremony (Grant Auditorium) IAWE Board, James K Duah-Agyeman</td>
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The International Association for World Englishes presents

A Symposium in Honor of Braj B. Kachru

Grant Auditorium, Syracuse University, Syracuse, New York
July 1, 2017, 1:00 p.m. – 5:15 p.m.

Program

Moderator: Prof. Daniel R. Davis

1:00-1:05 Word of Welcome: Prof. Rajeshwari Pandharipande

Moment of Silence

1:10-1:25 Special Address: Prof. Chin Kim: “On the Globalization of English”

1:30-1:45 Prof. Eyamba Bokamba: “The Demystification of the Native Speaker of English”

1:50-2:05 Prof. Kingsley Bolton: “Braj Kachru and Asian Englishes”

2:10-2:25 Prof. Ravinder Gargesh: “The Dynamics of Indian English in the Backdrop of
Kachruvian Perspective on World Englishes”

2:30-2:45 Prof. Salikoko Mufwene: “World Englishes and the Differential Evolution of
English: Braj B. Kachru as a Uniformitarianist”

2:50-3:05 Prof. Anita Pandey: “A Fourth Circle of English?: Selling to Youngistan”

3:05-3:30 Coffee/Tea

3:30-3:45 Prof. Anjali Pandey: “Multilingualism-lite in the Age of Post-Globalism: Re-
Englishing ‘Flat-world’ Fiction”

3:50-4:05 Prof. S.N. Sridhar and Prof. Kamal K. Sridhar: “The Intellectual Trajectory of
Braj B. Kachru”

Work on Englishes in Their Multilingual Ecologies”

4:30-4:45 Dr. Yvonne P. Velasco: “The Kachruvian Connection: How English Language
Teachers in the Philippines Consider the Notion of the World Englishes Paradigm
and its Impact on Their Pedagogy”

4:50-5:05 Prof. Tej Bhatia: Popping-up World Englishes

5:10-5:15 Closing Words
Virtual Presentations

*Virtual Presentations are video presentations developed by conference presenters who were unable to attend in person. You may find these videos on our conference website:*

*iawe.syr.edu*

Comparison of the Effect of Vocabulary Learning Using SMS Versus Traditional Method (Flashcards) on Reading Comprehension of Dentistry Students

Giti Karimkhanlooei

*Zanjan University of Medical Sciences, Iran*
Poster Presentations: Friday June 30th

The Attitudes of Japanese and Korean EFL Learners toward Four Native Varieties of English
  Miki H. K. Bong, Bohyon Chung
  *Shinshu University, Japan*

Caribbean English and the Kachruvian Model
  Shauna-Kaye Jones
  *Salisbury University, United States*

Dealing with Cultural Aspects in World Englishes Oriented Textbooks Comparison with Asian Countries
  Miho Kato
  *Tamagawa University, Japan*

Influence of Social Media on Indian English
  Shamim Fatma
  *Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, India*

The Impact of Service Learning on Pre-service EFL Teachers' Language Learning
  Roza Kazakbaeva
  *University of Central Asia, Tajikistan*

Cues and Curves: a Cognitive Study of Native Bias in Language Instruction
  Ling Tzu Kuo
  *Syracuse University, United States*

Upcoming Opportunities for the Design of Language Standards in the United States
  Lynn Shafer Willner
  *WIDA, United States*
Poster Presentations: Saturday July 1\textsuperscript{st}

High-Stakes Writing Assessment: Changing Testing Orientations and Current Instructional Practices

Abdelbaset Haridy, Antar Abdellah

\textit{University of New Mexico, South Valley University in Egypt/ Taibah University in Saudi Arabia}

The Intercultural Competence of Japanese University Students

Yoko Kurahashi

\textit{Tokai Gakuen University, Japan}

Upcoming Opportunities for the Design of Language Standards in the United States

Lynn Shafer Willner

\textit{WIDA, United States}

English Words Adapted from the Brazilian Portuguese Speaking Gamer Dialect Group

Filipe Lemos

\textit{Syracuse University, United States}
Abstracts: Invited Speakers

Patricia Friedrich  
*Arizona State University, United States*

Beyond the Local and the Global: Where World Englishes is Going Next

World Englishes as a field (and a way of seeing the world) has traveled everywhere—from speech communities in outer-circle countries such as India and Malaysia; to the pages of magazines in the expanding circle, for example, in Japan and Brazil; to the Creoles of Jamaica and Papua New Guinea; and classrooms of the inner circle, in the US and Australia. Spanning the local and the global, we have researched, investigated, profiled, inspired and changed attitudes about Englishes and their users. It is now time for a broad, lateral move. In this presentation, I will argue that world Englishes as a teaching and research enterprise has outgrown its own boundaries and is ready to take leaps beyond the local and the global to forge partnerships with disciplines as distinct as forensics, disability studies, and diplomacy to help solve the pressing problems of our time. I will start by arguing for the role of the language expert in a world overloaded with information, then take us through the importance of WE in this scenario, and give examples from my own scholarship in instances where I used my WE knowledge to answer what I consider to be demanding questions in other fields. I will conclude with a discussion of the possible avenues for contribution that benefit from world Englishes knowledge across the (inter)disciplinary continuum.

Salikoko S. Mufwene  
*University of Chicago, United States*

World Englishes and the Contact History of English

The literature on World Englishes has been exceptionalist, focused more on the Kachruvian Outer and Expanding Circles than on the Inner Circle and suggesting that only these varieties emerged from language contact. This is most evident from the earlier denominations of the varieties of former exploitation colonies as “Nonnative,” “New,” or “Indigenized Englishes.” To be sure, they sometimes also apply to acrolectal varieties spoken in former English plantation settlement colonies, where populations that are not (fully) of European descent are the demographic majorities and an English creole is the dominant vernacular.

In this paper, I wish to show why it is impossible to explain the emergence and the differential evolution of English without invoking language and dialect contacts at every stage of the speciation of this imperial language. I wish to highlight the diversity of the ecologies that account for the ways in which different Englishes spoken today vary from each other, on the family resemblance model. I submit that all modern Englishes are new, none older than the
others. I also wish to underscore the role played by nonnative speakers, learners appropriating the colonial language (even in the British Isles), as the actuators of the speciation process. Quite critical is also the variation in population structures that have influenced this differential evolution, as it controlled not only access to the target language but also the changing patterns of interaction.

**S.N. Sridhar**  
*Stony Brook University, United States*

**Global Communication and Local Identities: the Explanatory Power of World Engishes**

The unprecedented cultural phenomenon of the spread of English around the world in the last three hundred years poses challenges to received paradigms in many humanistic and social science disciplines. These include advertising and media studies; cultural anthropology and language planning; literary theory and cultural studies; linguistic theory and description, sociolinguistics and multilingualism; applied areas of lexicography, discourse analysis, second language acquisition and foreign language teaching, to cite a few. These are not just academic disputes, but involve issues of power, control, ideology, individual and national identity, cultural policy, and economics. In recent years, the inadequacies of the prevailing paradigms exposed by scholars working in the World Engishes paradigm (in the studies by Braj Kachru and associates) have been acknowledged but this paradigm itself has been challenged and alternatives proposed. In this talk, I will analyze and evaluate these issues with reference to the range and depth of the cross-cultural phenomena that needs to be accounted for and conclude that of all the alternatives, it is only the World Engishes paradigm that has the intellectual and cultural attributes best suited to explain this complex phenomenon.

**Lav R. Varshney**  
*University of Illinois at Urbana Champaign, United States*

**Mismatched Crowdsourcing for Speech Transcription**

Automatic speech recognition (ASR) technologies can have significant social and economic impact, yet must be trained using hundreds of hours of speech, with synchronized text transcriptions. Transcribing that much speech is beyond the means of most language communities; therefore ASR systems do not exist for most languages. We discuss a method called mismatched crowdsourcing to overcome this limitation, by asking people that do not know a particular language to transcribe it as if they were listening to nonsense syllables. Of course, when people transcribe speech in a language they do not understand, they make mistakes. Yet there are patterns to those mistakes which can be learned using techniques from modern machine learning, and further modeled using ideas from phonology and implicit error-correcting codes in information theory. Resultant decoding strategies enable recovery of correct transcriptions. Interestingly, the engineering problem of mismatched crowdsourcing also provides insight into the neuroscience of language perception and further into the phonology of
world languages itself. Thus in closing, we also discuss speculative insights from this line of investigation into the phonology of World Englishes, including phenomena such as phonological interference.

Ng Bee Chin
Nanyang Technological University, Singapore

New Emotions in World Englishes

The intersection between language and emotion is a topic that has generated strong interest in the last two decades. While psychologists have been mainly concerned about the nature of emotion and how it is expressed through language, linguists and anthropologists have been following a different track. Their attention has turned predominantly to looking at how culture and language shape our emotional world. The fact that culture has a significant impact on emotion is less debatable but questions regarding the issue of how language affects emotion independently of culture continue to be asked. This focus lecture will present a collection of studies on five main emotions - Anger, Pride, Shame, Guilt and Disgust in Chinese-English bilingual Singaporeans and seeks to tease out the effects of language and culture. By studying bilinguals’ use of emotion terms and their responses to emotive scenarios, we can draw conclusions on a bilingual emotion world where individual bilinguals are neither like their monolingual Chinese counterparts from the PRC or their monolingual English-speaking peers from Australia. The findings show a profile of emergent bilingual emotion that is dynamically shaped by the language history, proficiency and patterns of use of each individual bilingual. This phenomenon is by no means unique and is possibly typical of any language contact situation. However, the findings point to the importance of not treating bilinguals of any community as a homogenous group. While large emotion category demarcations can be observed across the same bilingual groups, interpretations need be nuanced and different, and it is precisely these differences that inform our research and help us to look for better explanations. While there are new emotions in Singapore English, we need to be circumspect in our discussion as multilingualism necessarily calls forth a heterogeneous array of experiences.

Mary Jane Curry
University of Rochester, United States

Responding to Pressures for English-medium Scholarly Publishing: Strategies and Tactics of Multilingual Scholars

In the past 20 years, academic evaluation systems around the world have markedly begun to privilege scholars’ English-medium journal publications through the use and codification of mechanisms such as the impact factor and inclusion of journals in prestigious indexes. In the context of these global trends, this talk highlights findings from more than 15 years of text-ethnographic research conducted with Theresa Lillis on the experiences and perspectives of multilingual scholars with writing for publication in eastern and southern Europe as well as my
own newer data from scholars in Chile. The theoretical notions of strategies and tactics (de Certeau, 1984) enable us to explore some of the ways that scholars manage competing and often contradictory demands and interests in writing for publication. Scholars both adopt strategies that align with official policies and use tactics that support their own competing agendas, depending on the context and moment. Strategies include publishing in English-medium “international” journals, particularly those listed in high-status indexes and with impact factors; engaging with “literacy brokers,” people who support them pre- and post-submission to journals; and participating in local and transnational academic research networks. Their tactics include publishing in a range of communities, languages, and genres; contributing to the production of English-medium national and regional journals; and engaging in ‘equivalent’ or ‘dual’ publication. Thus scholars may embrace, accommodate, or resist the current perceived dominance of English in knowledge production regimes and the ways English is embedded in evaluation systems. Depending on their interests and priorities, scholars may engage in both strategies and tactics at different moments. I conclude by summarizing the value for research and practice of drawing on notions of strategy and tactics in an era of increasing visibility of, and debates over, academic evaluation systems.
Peter I. De Costa  
*Michigan State University, United States*  

**World Englishes Inquiry: Research Methodology and Topical Understanding**

In light of the increased global nature of English usage, there has been a push to rethink and rearticulate the current approaches towards World Englishes (WE) research (Kumaravadivelu, 2015; Saraceni, 2015). One approach towards doing so has been to view WE from a more global perspective (Pennycook, 2007), which as a whole would now encompass WE along with both English as a lingua franca (ELF) and English as an international language (EIL; Baker, 2015; Galloway & Rose, 2015). With this definition serving as a basis, I approach WE research from a methodological standpoint, considering topics of empirical interest in relationship to the methodological tools commonly utilized. Such a methodological consideration is significant for two reasons. First, much like the global spread of English, the regional contribution of empirical research on WE has both deepened and widened, with research now coming out of Asia (Kirkpatrick & Sussex, 2012), Europe and Australia (Kramsch, 2015), and Africa (Makalela, 2013; Wiebesiek, Rudwick, & Zeller, 2011). Second, while a number of volumes on WE now exist, few have focused specifically on the research methodologies that underscore the work presented. Focusing on this methodological dearth in WE research, I begin my talk by briefly discussing the different research paradigms that exist more broadly in applied linguistics research before moving on to unpack the methodological tools that have been adopted to examine a range of topics in WE. In particular, I explore the use of corpus, ethnography and surveys in WE research. In addition, I analyze classroom-based approaches in WE work. In foregrounding methods and methodologies used in WE inquiry, I hope that my talk will raise awareness of the need to enhance methodological rigor in interpreting prior WE research, as well as in conducting future research in this important area of sociolinguistic investigation.

Anjali Pandey and Anita Pandey  
*Morgan State University, Salisbury University, United States*  

**“Trending Now—Translanguaging”: Politics, Policy and Pedagogy in 21st Century Superdiverse Nations.”**

The first part of this presentation investigates how emerging trends in translanguaging theorizations (García et. al 2016; García & Wei 2014) work in practice in classrooms of hyperglobalized in-migration countries (Hélot & Barni 2013; Saxena 2016). The second half of the presentation focuses on schooling practices in the era of political authoritarianism (Pandey 2017) in superdiverse nations such as the United States, with approximately 300 languages represented per annum (Little 2012). Investigating the impact of translanguaging praxis in enhancing teacher efficacy and ensuring student inclusion in superdiverse speech communities (Blackledge & Creese 2010; Blommaert 2016; 2013), the paper explores how emerging shifts in faddistic nomenclature and concomitant emphases on English acquisition, accentism, and linguistic triumphalism (Kachru 2017) translate into actual pluralingualist orientations--recognition and actual use of World Englishes. Using evidence
from ethnographic studies conducted by both in-service and pre-service educators deploying pluralingualism, this presentation demonstrates how macro-translanguaging stances (García et al., 2016) stand poised to instigate micro-translanguaging acts on the part of newcomer students in predominantly monolingual teacher-fronted classrooms. The session furthermore proposes that monolingual teachers deploying translanguaging strategies be provided with professional development on the cline of possible options available if long-term pluralingual proficiency is to actually ensue in newcomer learners. Such strategies focus on causal linguistic outcomes which limit learning to superficial and cosmetic uses of “linguistic exhibitionism” (Pandey 2016) to instead, translanguaging encounters premised on “deep multilingualism” (Ibid). Situating theorizations of translanguageing within emerging World English paradigms of linguistic plurality versus singularity (Pandey 2015), the presentation makes a case for the need to move beyond reductionist-oriented strategies-based instructional models to intentional pedagogies in which specific translanguaging strategies aim for long-term World English plurality and multilingual sustainability. To this end, the paper showcases the language-building-blocks cultural competency model as a useful professional development tool (both for pedagogical tracking and instructional enhancement) and examines the epistemological, political, and pedagogical ramifications of the emergent translanguaging turn.
On the Globalization of English

English sits atop in de Swaan’s (2001) language pyramid as the only “hyper-central” language or the international language. How did English, which Richard II lamented as “no more useful than an unstrung viol” (in 1595 in Shakespeare’s words) become the language of the world today?

It is true that external factors such as the spread of British industrialism and the expansion of British imperial powers that established colonies world-wide in the 17th-19th centuries (creating a saying that “The sun never sets on the British Empire), and the American economic, military, and cultural dominance in more recent years played an undeniably huge role in making English global.

This presentation examines and illustrates the language-internal factors that have contributed in making English the world language it is today.

The first factor is “generosity”: English has been generous in accepting foreign words. English is a hodge-podge language (“a gallimaufry” in Edward Spencer’s words in 1579). English lexicon consists roughly of one third native Anglo-Saxonian, one third words of French origin, and one third other foreign words. Unlike some other languages, English did not insist on keeping language “pure” but generously accepted the influx of foreign words.

The second factor is “simplicity”: English grammar has been simplified. Compared to other languages (e.g., French, German, Latin, Spanish, Russian, etc.), English grammar is simple in articles, agreements in case, gender, and number, verb paradigms, honorific systems, etc. In Definite Article, for example, English has only one (the) while German has 6 (der, die, das, den, dem, des). In verb paradigm, English has an average of 4 forms (e.g., walk, walks, walked, working) while German has 16, Spanish has more than 50.

The third factor is “flexibility”: English is quite flexible in conversions in lexical categories, in the formation of compounds, etc. For example, English water, house, lunch, face, drink, look, drink, etc. can be both N and V without any affix, while rich, poor, high, dark, dead, etc. can be both A and N. Long compounds with juxtaposition is also common, e.g., Syracuse University Linguistics Department Tenure Evaluation Committee Chair Election …

The presentation also examines some social and linguistic problems that globalization of English entails (e.g., standardization, linguistic imperialism) before closing it with speculations on the future prospect.
Tej K. Bhatia  
*Syracuse University, United States*

**Popping-Up World Englishes**

In addition to my personal tribute to Professor Kachru, who inspired me to explore World Englishes in global advertising, the aim of this pilot study is to examine the linguistic and non-linguistic dimensions of popcorn advertising in North America and in Asia. For comparative and contrastive purposes, advertising from other international drivers of the food industry—McDonald’s, Pizza’s Hut—will also be considered. The paper will explore new opportunities of advertising and marketing made possible by the intrinsic choice of packaging coupled with the content and semantic analysis of popcorn advertising at both the global and local level.

Eyamba G. Bokamba  
*University of Illinois at Urbana-Champaign, United States*

**The Ecstasy and Agony of Memories**

This tribute attempts to present a tapestry of the many moments of joy, ecstasy laughter, and enlightenment in working and living with Kachruji for over four decades, and of the eventual agony of losing such a role model who occupied many indelible spaces in my life: Head of department, faculty mentor, inspirator, confident, and big brother. The tribute addresses also Kachruji’s inspirational modeling to students, young scholars, and even occasional acquaintances at conferences.

Kingsley Bolton  
*Nanyang Technological University, Singapore*

**Braj Kachru and Asian Englishes**

This talk will assess the contribution of Professor Braj B. Kachru to the study of English language and linguistics throughout the world, with particular reference to his contribution to scholarship on English in the Asian region and the study of Asian Englishes. As is well known, one important point of departure for Kachru’s scholarly re-imagining of English studies was his PhD thesis on English in the India, which then contributed to his 1983 volume for Oxford University Press on *The Indianization of English: The English language in India*. Professor Kachru’s scholarly analysis of Indian English provided the intellectual starting point for his paradigm-shifting formulation of the world Englishes (WE) framework. Throughout his career, Asia as a site of linguistic diversity and language contact served as a major source of intellectual inspiration for Professor Kachru’s research and publications, including such book-length studies.
This presentation will set out to provide an overview of Professor Kachru’s lasting and ongoing impact on the study of Asian Englishes, as well as the importance of Asian perspectives in contributing to the world Englishes enterprise.

**Ravinder Gargesh**  
*University of Delhi, India*

The Dynamics of Indian English in the Backdrop of Kachruvian Perspective on World Englishes

The Three-circle Model of World Englishes, developed by Kachru in 1985, is still a vibrant influential model for grouping the varieties of English in the world. Kachru (1985) described the spread of English in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. These circles represent "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages" (Kachru, 1985, p.12). Though this model is still an important stepping stone for the division of Englishes, there is no inherent mechanism in it to differentiate between varieties within a country in a circle. Multilingual India, despite the general perception of a standard educated variety of English, manifests both centripetal and centrifugal tendencies in the use of English in the lower strata of society to the extent that at times the various resulting varieties appear to be distinct due to the strong influence of their respective mother tongues. Thus, one could speak of Indian Englishes with the urban elite variety forming the inner social circle, the remaining non-elite urban and semi-urban areas constituting the outer circle and the vast rural areas exhibiting the expanding circle. Indian English could still be used as a cover term that represents the common linguistic features of India as a linguistic area. The present paper looks at the dynamics of Indian English in the form of a micro model based on Professor Braj Kachru’s macro model for the various Englishes across the globe.
**Anita Pandey**  
*Morgan State University, United States*  

A 4th Circle of English?: Selling to Youngistan  

Kachruji’s concentric circle model of English is directly applicable to the field of business communication, specifically marketing in India. It comes to life when one examines the hybrid language employed by youngistan, which is neither solely Indian English nor a distinct or predominantly Inner Circle brand. This paper will examine code-mixing and Englishization in advertisements aimed at selling U.S. products and services to "young" Indians.

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**Anjali Pandey**  
*Salisbury University, United States*  

Multilingualism-lite in the Age of Post-Globalism: Re-Englishing “Flat-World” Fiction  

This paper situates pioneer Kachruvian frameworks in literary linguistics (Kachru 1990) within a diachronic analysis of shifting trends in the uses of multilingualism in the works of emerging prize-winning authors from post-colonial contexts engaging with the materiality of multilingualism. Data from multiple authors analyzed demonstrates that unlike the deep multilingualism and de-Englishing strategies hallmarking the textuality of author-works from the prior-century, literary creations of the 21st century demonstrate a clear trending towards shallow, cosmetic multilingualism and re-Englishing—indeed, a multilingualism-lite—the market benefits of which, particularly for the translation industry, form key discussion points.

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**S.N. Sridhar and Kamal K. Sridhar**  
*Stony Brook University, United States*  

The Intellectual Trajectory of Braj B. Kachru  

In this brief presentation, we attempt to outline the cultural background, academic influences, theoretical models, methodological concerns, and ideological positions that shaped the evolution of Braj B. Kachru as a scholar, leader of the profession, and intellectual in his half-century long preoccupation with the way English is learned, taught, used, and represented around the world.
Bertus van Rooy  
*North-West University, South Africa*

Beyond the Three Circles: Reconsidering Kachru’s Work on Englishes in Their Multilingual Ecologies

Kachru’s original proposal for the three concentric circles was directed at pedagogical concerns with the native-speaker model in TESOL, in opposition to the dominant view at the time that only exonormative models based on (the) standard native-speaker variety/varieties should guide teaching and assessment in former British colonies. As alternative, Kachru offered an argument for the acceptance of a multimodel approach to English. Kachru (1986: 84-96) argues that, for each specific context, diversity within a country is recognised on a cline of bilingualism, and local educated usage should be afforded more weight in guiding pedagogy, as opposed to an exclusive affirmation of an idealised native norm in these non-native contexts. Kachru (1985) argued against a fixed concept of “English” that is given in advance, to a multiplex object that allows for variability, especially to the extent that “English” is localised and embedded in local linguistic ecologies. The work that Kachru did on conceptualising the relationship between English and other languages have not been “canonised” to the same extent as his concentric circle mode. In an attempt to offer a different kind of appreciation for the scholarly heritage of Braj Kachru, I revisit some of his earlier thinking about multilingualism to see what we can learn for current debates that cast Kachru mainly on the side of those that promote English in opposition to local languages.
The Kachruvian Connection: How English Language Teachers in the Philippines Consider the Notion of World Englishes Paradigm and Its Impact on Their Pedagogy

The higher education institutions in the provinces of the Philippines have relatively little exposure to other varieties of English due to limited contact with other foreign nationals who speak or are learning to speak the language. With the current global context of English language teaching, the non-native speakers as teachers of English who have limited exposure to other varieties of English may find themselves unable to fully appreciate the need to accommodate other cultures and to facilitate multicultural communication. Using Kachru’s (1985) Concentric Model of World Englishes as a framework, this study investigated the interface of teachers’ notions about World Englishes as a concept, which varieties the teachers in the provinces are aware of, which standard should be taught, and the response of educational practitioners in terms of their beliefs about, attitude towards, and knowledge of the applicability and implications of these concepts. With the reality of varieties of English proliferating within the purview of World Englishes, the results of this study has implications for language teaching that engenders non-native teachers to rethink their orientations towards English and how they situate themselves in the current landscape for teaching English as an international language.
Abstracts: Colloquia

Yasemin Bayyurt, Seran Dogancay-Aktuna, Dilek Inal
Bogazici University, Turkey

Issues in WEs/EIL/ELF-aware Teacher Education: Different contexts, different perspectives

The teaching and learning of English from a World Englishes (WEs) or English as an international language (EIL)/English as a lingua franca (ELF) perspective should be planned in such a way that learning outcomes of such programs will be different from EFL and ESL oriented programs (Matsuda 2002, 2012). This necessitates teachers, teacher educators, learners, and program administrators to be ready to conceptualize English as a pluralistic language that can be taught in different ways. Teacher education programs should be the starting point for the development and implementation of a WEs/EIL/ELF-aware pedagogical practice. This includes training of teachers to become WEs/EIL/ELF-aware practitioners, who are able to implement a WEs/EIL/ELF-aware perspective in their classrooms by designing appropriate language teaching materials to prepare English language users who will function successfully at a global level (Bayyurt & Sifakis, 2017; Doğançay-Aktuna & Hardman, 2017). In this colloquium, the presenters will share their experiences training WE/EIL/ELF-aware teachers in different contexts and discuss the outcomes of such training.

**Presenter 1** will report on two courses oriented towards promoting the examination of WEs/EIL-related issues and convey the experience of sensitizing prospective teachers towards WEs and EIL through materials and activities that contain manifestations of English that as a pluralistic world language.

**Presenter 2** will discuss critical reflections of native English speaking preservice teachers on how awareness raising activities on different varieties of English impacted their attitudes regarding cultural and linguistic diversity and which one of the six activities used during the intervention was the most powerful one in changing their perspective regarding the cultural and linguistically diverse students and possible reasons/justifications.

**Presenter 3** will discuss the critical reflections of MA TESL candidates (native and non-native speakers of English) who are preparing to teach English in and outside of the US, on how their awareness of EIL, ELF and WEs would impact their pedagogical practices in their particular contexts of teaching.

**Presenter 4** will discuss the contribution of WEs/EIL/ELF-awareness to professional development of pre-/in-service English language teachers in Turkey. She will give examples from an ongoing project focusing on teachers’ opinions on the involvement of a WEs/EIL/ELF-aware perspective in English language teaching materials.
Berns Colloquium: Overview

The WE family tree: Views on its vitality and viability

If Braj Kachru’s earliest work on English in India is considered the root stock of what would become the Kachruvian paradigm of world Englishes (WE), then it can be said that WE was at least a twinkle in the eye some 60 years ago. In the intervening years, interest in the sociolinguistic of English spread and use in one South Asian country has grown into a discipline that attracts specialists from around the world from a range of such language and communication related fields as pedagogy, policy, ideology, diplomacy, lexicography, and literature. This colloquium consists of papers which represent the branching out of WE into new territory, whether geographical, ideological, or practical. As a whole the papers demonstrate the vitality of the field and point to future directions of growth in the WE family tree.

The papers are grouped into three sections. Section one has two “big picture” papers: one describes how WE themes and concerns can be clustered into four generations of scholars, starting with its conceptualization in the late 1970s and ending with some estimations of where the fifth generation may take us; the other provides an historical overview and analysis of the relationship between WE and English language teaching (ELT) and also research on WE-informed ELT to show how variously the field has grown and the importance of work from all circles for its continuation. The second section illustrates three applications of theory: a description of the importance of World Englishes concepts for the planning and development of a research project which addresses the current push for internationalization in Brazilian higher education; potential applications of World Englishes to English for Specific Purposes pedagogy; and a critique of the debate surrounding the suitability of “China English” over “Chinese English” as the label for the conceptualization of English in China. The third section’s paper considers the efficacy of critiquing work that is seen to distort or co-opt the WE paradigm and questions the value of such engagement for the maintenance of the field’s integrity and its legacy.
Margie Berns
Purdue University, United States
“Academic nit-picking” and the integrity and legacy of world Englishes

As the world Englishes paradigm has grown in visibility over the years, recognition of its relevance to an ever-widening circle of areas of human activity has expanded. This branching out has been regarded as a good thing because the intellectual foundations of the discipline which represent humanist and liberalist thought, most notably the equality of social liberalism, can have a positive impact on society. This influence is exemplified in such areas as peace sociolinguistics, diplomacy, language education reform, and language rights. World Englishes has also been claimed, most notably in language teaching contexts, as underlying support for initiatives in language-related research (e.g., English as a Lingua Franca)and instructional practices (e.g., translingual writing). However, the application of WE in these endeavors has not always been well-received due to what can be described, at best, as a facile understanding of the paradigm and its basic concepts and principles and, at worst, as a misappropriation and distortion of the aims of WE scholarship. A lot of ink and paper have been used in attempts to set the record straight. But have these attempts more often generated more heat than light and thus may not be worth the effort? This question is one frequently asked by participants in a graduate seminar in World Englishes that I have taught over the past 30 years. As someone who has engaged in responses to appropriations of WE that I regarded as superficial or misrepresentative and has attempted to explain to young scholars that doing so is more than “academic nitpicking”, I will in this paper take a closer look at the efficacy of such engagement. I will consider its value for the maintenance of the integrity of the foundations of the field as well as for the legacy of WE that generations of scholars have been building.

Eduardo Henrique Diniz de Figueiredo
Universidade Federal do Paraná, Brazil

World Englishes and the internationalization of higher education in Brazil

In this paper I will show how notions of World Englishes have been important for the planning and development of an undergoing research project which addresses the current push for internationalization in Brazilian higher education. At first, I will contextualize such push, and show some of the problems that it has presented in terms of policy and practice nationwide. This will be followed by a presentation of the project itself, which focuses on how different agents (all part of graduate programs in a number of different fields) in a federal university in the south of Brazil conceptualize internationalization and the English language, as well as on the ideologies that are reflected in such conceptualizations. I will give specific emphasis to the results of a university-wide survey with one group of these agents (graduate students), as well as to the current phase of developing and conducting semi-structured interviews with selected participants. I will then show preliminary results, focusing on how the participants' overall understandings of internationalization relate to their conceptualizations of English, and on how the analysis of the latter may thus inform future policies concerning internationalization in
Brazilian universities. Finally, I will show how the understandings of multiple Englishes and of multilingualism as a whole must be at the center of current and future discussions regarding the internationalization of universities in Brazil and elsewhere, and will then conclude with a consideration of the several ways in which World Englishes scholars may further contribute to such discussions.

Tonya Eick  
*Arizona State University, United States*

Potential Applications of World Englishes to English for Specific Purposes Pedagogy

This conceptual study begins an exploration into the potential usefulness of World Englishes (WE) principles to improve English for Specific Purposes (ESP) programs in higher education for user-learners from the Expanding Circle (EC) who will not necessarily engage in contexts supported by the inner-circle dominated pedagogical frameworks currently available to them through higher education. The goal of this presentation, then, is to explore how WE approaches to pedagogy, addressing identity, and curricular development mediate gaps in ESP ELT practices.

ESP frameworks are predicated upon needs analysis, yet genre- or field-specific varietal concerns have been undervalued or underserved. Well-established gaps between intended outcomes in ELT design, including those curriculums focusing on ESP objectives, and linguistics competencies needed by learner-users outside of the classroom environment are perpetuated by traditional inner-circle pedagogical frameworks and perceptions. Such perceptions should not be universally applied to EC user-learners whose needs lie outside of purview of those frameworks. Essentially, ESP pedagogy often fails to consider the question “Who are these English language learners, with whom are they interacting, and for what reason?”

WE research can provide these missing components to current ESP pedagogy. Teaching practitioners who tap into the compatible features in each discipline's current higher education applications could better equip EC students to engage in ESP contexts across the three varietal circles. In this presentation, I will compare and contrast the WE and ESP approaches to language pedagogy and curriculum development and illustrate that compatibility as well as the ways WE insights complement ESP pedagogy. Findings of the analysis will be relevant and useful for language teaching professionals--teachers, administrators, and curriculum developers--who are interested in meeting diverse and complex needs of English users-learners, particularly through the ESP approach.
Patricia Friedrich  
*Arizona State University, United States*

The Spread of World Englishes: a generational approach

In its fourth decade as a framework, a disciplinary orientation, a field of study, and, increasingly, as a way of seeing and conceptualizing socio-political relations through language, World Englishes has proven not only to be a productive area in itself but also to have the potential to influence and to further investigations and practice in areas as diverse as diplomacy, language education, and even forensics. Given this fruitful history, it is now possible to think generationally in terms of trends, contributions, and directions in World Englishes. In this paper, I will describe how themes and concerns in World Englishes can be clustered through four generations of scholars, starting with its conceptualization in the late 1970s; the formation of a dedicated committee in the 1980s; the creation of the International Association for World Englishes in the 1990s; the proliferation of linguistic profiles in the 2000s; and the development of a full-fledged discipline, capable of influencing other fields, having dedicated university programs, and expanding beyond even English subsequently. I will use the concentric circles model as an analogy for the spread of the discipline itself. In that sense, the Inner Circle of the discipline is World Englishes proper, with its frameworks and focus on uses and users; the Outer Circle reflects its expansion to and close association with sister disciplines, such as Teaching English to Speakers of Other Languages, Sociolinguistics, and Language Planning and Education; and the Expanding Circle houses the ever-growing pool of areas as distinct as forensics and engineering that benefit from a WE knowledge base. I will conclude with some estimations of where the future, the fifth generation, might take World Englishes.

Yiyang Li  
*Purdue University, United States*

“China English” through the lens of the Kachruvian paradigm

As the cornerstone of world Englishes studies, the Kachruvian paradigm has provided frameworks of conceptualizing different English varieties around the world. It enables researchers from different places to present the sociolinguistic realities that are essential components of explorations of English varieties. The paradigm also engages scholars from various disciplines in theoretical debates that expand the boundaries of world Englishes. In this paper, I intend to shed light on one particular debate – that of the status and nature of the variety of English associated with China.

The term “China English” has been proposed to name the English that expresses Chinese sociocultural realities and to replace “Chinese English” or “Chinglish”. This replacement, it is argued (Wang, 1991; Li, 1993; He & Li, 2009), is necessary if English as used by Chinese is to gain recognition as something other than “bad” English. Although no consensus has yet been formed among those who argue for “China English”, its characteristics can be inferred (e.g., such lexical items as “paper tiger”, “four modernizations”). These characteristics serve to confirm that China English does exist, that it contains features of linguistic creativities rather
than interference, and that it represents the nativized educated variety (Berns, 2011). However, arguments in favor of a new term have more to do with renaming and rebranding the Chinese English variety and less with providing new insights into the nature of this English.

This paper presents the development of the debate surrounding the suitability of “China English” over “Chinese English”, reviews various definitions that have been offered for the conceptualization of China English, and lays out an analysis of the “baits and hooks” of the proposals. Finally, it argues for skepticism regarding the broader implications of the terminology replacement and for a closer look at the proposals through the lens of the Kachruvian paradigm.

Aya Matsuda
Arizona State University, United States

A Growing Tree: Examples from Studies on WE-informed Language Pedagogy

In two decades that I have been in the field of World Englishes (WE), I have witnessed so many changes; the field not only matured by broadening and deepening the scope of WE studies but it also gained more recognition and established its place more clearly in relation to the rest of language studies. In this session, I will take Friedrich’s use of the concentric circles model as an analogy for the growth and spread of the discipline, and explore the analogy in more depth using the work on WE-informed language pedagogy as an example. More specifically, through the historical overview and current analyses of the disciplinary relationship between WE and English language teaching (ELT) as well as the research on WE-informed ELT, I intend to show that there are not only different ways in which the field grows but also how the work from all circles is important for the field to continue to thrive. I also argue that the three circles in this analogy have multi-directional and multi-dimensional relationships among themselves, which push the field to develop in a dynamic and non-linear way. In other words, Friedrich’s analogy does not only captures different types of research that occur in the field and how they collectively move the field forward and define its relationship with others; it also illuminates the diversity in work needed for the growth of both a scholarship of a particular focus and of the field as a whole and the complex ways in which such growths take place. I conclude with thoughts for the future, including the importance of finding the right balance between being inclusive and maintaining the integrity of the field as it grows.
Abstracts: Individual Presentations

Radi Abouelhassan
Community College of Qatar

Adult ESL Instruction in Qatar: Educator and Student Views on its Value and Future

The status of adult English teaching in Qatar is debated and highly scrutinized. In February 2016, the Qatari government proposed a law enshrining Arabic as the sole medium of instruction in all government educational institutions. If passed, this new law will contradict the current requirement that students attend a minimum of one year of foundational English prior to joining a higher education institution. Key educational policy officials in Qatar celebrated the law as a victory for the “challenged” cultural identity of Qatar. News reports and social media interactions suggest that the law is also welcomed by a large population of Qatari students who seek college degree for career purposes. My previous research, which I presented in the 2015 World Englishes conference, suggests that Qatari high school graduates are not prepared to meet the academic skills needed for success in higher education. This research investigates college ESL and humanities instructors and Qatari college students’ views of the value of foundational English instruction as well as their views on the future of adult English instruction in Qatar. Data for this research are collected from semi-structured interviews with content area and foundational English instructors at Qatar University and the Community College of Qatar to investigate their perceptions on the value of adult ESL instruction as well as their views on the future of the ESL profession in Qatar. I also surveyed college students at both institutions to investigate the same concepts. Preliminary findings reveal that English track college instructors in both institutions value English foundation programs for preparing students for their college classes linguistically. Arabic track instructors also value it for equipping students with basic academic skills needed for success in college. Student surveys, however, suggest that English foundation programs are valued only by English track and advanced English proficiency students.
A Sociophonological Description of NigE within the Framework of WE

It is widely acknowledged that phonetic/phonological processes are accent specific. However, the larger part of research on Nigerian English phonology has been on general descriptions of the segmental and suprasegmental features of this accent variety with only a handful providing qualitative and quantitative sociolinguistic validation of observed phenomena. The absence of vital sociolinguistic statistics makes it difficult to draw significant generalizations regarding phonetic/phonological processes within the Nigerian accent of English. The present study differentiates itself from similar ones as it focuses on connections between the use of the phonological processes and salient sociolinguistic variables. Data is sourced from three English Nollywood movies produced by the Nigerian film industry, with each video film representing one major indigenous language group of Hausa, Yoruba or Igbo. Additional data is provided by a group of fifteen Nigerians who read out a passage containing embedded test words. The population is educated ESL Nigerians with comparable educational status, but with different indigenous language backgrounds – specifically Hausa, Yoruba and Igbo – covering the three major native language groups in the country. After the phonetic transcriptions of the speech samples, stratification of the data is done according to frequency of variants using a modification of Meade’s model of frequency groupings (Meade 2001), which provides quantitative information on the use of phonological processes and their variants. The diverse realizations and the regional/geographical origins as well as linguistic background of the informants are some of the sociophonological correlations which are drawn from the informants’ use of the following selected phonological processes: consonant cluster simplification, patterns of use of epenthetic sounds, h-dropping and rhoticity. Furthermore, the features which are found to characterize these phonological processes are juxtaposed with evidence from other varieties of World Englishes, particularly the British and American varieties.
Feyi Ademola-Adeoye  
*University of Lagos, Nigeria*

Morphosyntactic Variations in Nigerian English: Creativity or Deviation

According to Adetigbo (1977), English language usage in Nigeria has its own characteristics that set it apart from any native variety. The differentiating features occur at various levels of grammatical structure. These features are not simply deviations from the norms of Standard English but features which characterize standard Nigerian English. In the last three decades, interest in the study of the variety known as Nigerian English reached such heights that we now talk about the nativisation of English in its second home. (Kachru 1982). Jibril (1982), Awonusi (1987), Stevens (1965), Banjo (1969), among others have found that one could identify features we can call Eastern, Western, or Northern in the English spoken in these areas depending on the speaker’s degree of exposure to the language. Some Linguists (Dadzie 2004, Okoro 2004) have argued that while phonological realization of many sounds may move along different directions and new words may enter the language, as well as some differences in the meaning of old ones as a result of narrowing or enlarging the semantic fields of these words may occur, the common core of the language, its grammar, should essentially remain unchanged. In other words, it is expected that at the lexical and syntactic levels, there should be a monolithic standard. It is in the light of this that this paper examines the lexical and syntactic patterns of purposively selected minutes of official meetings, with a view to distinguishing between standard forms, non-standard forms (outright errors) and expressions that reflect the vibrant local colour of English in Nigeria.

Keywords: Nigerian English, deviation, Standard English, Creativity

Hajar Al Sultan  
*Indiana University Bloomington, United States*

Translingual Practices in Two Arabic-English Multilingual Children’s Conversational Discourse

In this small-scale ethnographic study, using observations, audio-recordings, field notes, and two semi-structured interviews, the researcher examines Arabic-English code-switching (CS) and code-mixing (CM) practices of two multilingual children’s conversational discourse within their familial space. CS and CM instances were identified and analyzed in relation to English and Arabic grammatical constraints and in light of translingual negations strategies. Findings demonstrated that CS and CM practices characterized children’s casual conversational discourse and exhibited more-native like patterns and regular, systematic, and purposeful practices. As the two multilingual children blended and play with their languages at different levels, including the morphological level, the lexical level, and sentential level, they displayed a sensitive language choice according the other addressee, the topic, and the context of the conversation. The current findings suggest rich possibilities for further investigation into the experiences of
bi/multilingual families and children as well as the implications for bilingual education in the US.

Larry Javier Ambion  
*San Beda University, Philippines*

Asian Englishes: Bridging the Language Gaps

This paper outlines the dimensions of Southeast Asia's English, which constitutes a world of its own in the linguistic aspect. This experimental study aims to investigate the use of English language in the speaking and writing engagement among Asian delegates as evidenced in their participation in the Social Enterprise for Economic Development (SEED) Program in the Philippines. SEED, a primary program of the ASEAN Learning Network, provides structured opportunities for international students to converge, interact and conduct on-site research as basis for development of real-time business plans. The study was conducted with 49 Asian students, observers and lecturers who participated in the SEED Program. The researchers examine their skills on the use of the English Language. To explore the delegates' views and skills on the use of the English Language, all the delegates were required to complete a learning journal, interact with fellow delegates, organizers, and facilitators during discussions, interview locals in the community of Bauko during data gathering, and present their SEED papers at the end of the program. Also, they were requested to accomplish the questionnaire on the last day of the program. The data were analysed by frequency and content analysis. The findings reveal the joys and struggles of the delegates' speaking and writing performance and the positive feedback from them on the use of English Language. The study provides a number of pedagogical implications and suggestions for further investigations.

Mabel Asante  
*BMCC/CUNY, United States*

Ghanaian English: a Convergence of Influences, Local and Global?

Ghanaian English is used to regulate the public and interpersonal spheres of life, and for a section of the Ghanaian population, it is used to regulate personal aspects of life. As a result of acculturation, Ghanaian English (GhE) is characterized by structural and semantic features that are the result of language contact and second language acquisition processes (Sey 1973; Bokamba 1981; Tingley 1981; Gyasi 1991; Asante 1996; Ahulu 1998). Those features characterized the variety in the last two to three decades of the twentieth century, a period when an exo-normative model, British English, was the target of emulation and, supposedly, of instruction. Critical observations supported by research in the first one and a half decades of the twenty-first century reveal the presence of multiple World Englishes, which occur in the form of popular media, such as movies, soap operas, and works of fiction, all of which are available to Ghanaian English users on a continual basis (Bobda 2000; Dalp 2002; Huber and Dako 2008). In an unpublished study conducted by the present author in 2012, teachers and students in an
urban locality who were surveyed, were aware that aside from the endo-normative model, Ghanaian English, and the perceived target of emulation, British English, other World Englishes occur in the Ghana linguistic environment; these include Ghanaian Pidgin English, Nigerian English, Indian English, South African English, as well as American English. The presentation will highlight salient features of Ghanaian English, describe other World English models that occur alongside GHEn, and based on the findings of the study, explore possible influences that those varieties may have on Ghanaian English.

Segun Awonusi
University of Lagos, Nigeria

English in Anglophone West Africa: Developments, Trends, and Issues of Codification

The identification and recognition of country-based lects of English in West Africa has led (within a polylectal construct) to their taxonomy: regional varieties like West African English and national varieties/Englishes like Ghanaian English or Nigerian English. One ready example is moving from the use of descriptive label The English Language in Nigeria to Nigerian English. While many linguists have attempted the linguistic characterisation of such Englishes in the last four decades, the issue of their codification remains contentious. Against this background, the paper presents an excursus into the National Englishes of West Africa as well as an examination of the issues of standardisation and/or codification associated with them in the bid to move characterisation from descriptive to explanatory adequacy as the grammars of such lects emerge.
Kamal Belmihoub  
*Purdue University, United States*

A Corpus-assisted Discourse Study of the Sociopolitical Role of Language in a Maghreb Conflict

Divisive language is used by both Moroccans and Algerians to characterize the other over the Western Sahara conflict between the two Maghreb countries. The Peace Sociolinguistics Framework is used to highlight the sociopolitical impact of such divisive language use and puts forth suggestions on how to overcome it. This study shows that language reveals a negative stance by its users and divisiveness over an international conflict. A small corpus of English and French online news is designed to examine Algerian and Moroccan journalists’ stance towards their neighboring country, their potential use of divisive language, and how English and French might be used differently to write about a divisive conflict. The software AntConc is used to look at collocates of ALGERIA and MOROCCO. Frequencies, together with MI scores, were looked at to identify the words that are most associated with each country. KWICS were then looked at using a semantic prosody framework to reveal what stance the lexical items reflect. It is found that many words with unfavorable prosody are used by both Algerian and Moroccan journalists, while Reuters uses negative words only regarding Morocco, possibly because Morocco is directly involved with the Western Sahara conflict while Algeria plays a support role, albeit a major one. Also, while Algeria relies heavily on French, Morocco uses English more in their official press agencies’ websites. Finally, the pronouns We and They reflect how journalists could foster divisiveness. Suggestions are made to improve awareness and use language in a way that helps solve the Western Sahara conflict and promote peaceful dialogue rather than divisive language use that worsens the conflict.

Eyamba G. Bokamba  
*University of Illinois at Urbana-Champaign, United States*

The Demystification of the Native Speaker of English

The learning of English by speakers of other languages has held a hegemonic place in informing theories of the acquisition of additional languages variously termed “second language acquisition (SLA)”,” “English as a second language (ESL)” or “English as a foreign language (EFL)”. This paper examines the impact of Prof. Braj B. Kachru’s “World Englishes” or what I have termed here “the Kachruvian” paradigm, on the conceptualization of theories of SLA. It interrogates the notion of “native speaker of English” as the metric against which learners’ achievements, the so-called “ultimate attainment” (Birdsong, 1992), are measured and evaluated, and how this criterion is utilized to formulate such theories. The study argues that while English is undoubtedly the most studied language in the world (Fishman, Conrad & Cooper, 1977) surpassing the learning of the “prestige languages” (i.e., Latin, Greek, and French) (Kahane, 1982), the evaluation
metric is ill-defined. Consequently, the theories entailed by it (e.g., interlanguage, fossilization/stabilization, L1-transfer) are flawed on general grounds and on the basis of the Kachruvian paradigm. The paper suggests a reconceptualization of the pivotal notion of “native speaker” and a reformulation of the above-mentioned theories in light of the WE and the third language acquisition (TLA/L3) models that are grounded in the realities of additional language learning by multilingual speakers in multilingual contexts.

Richard Jnr. Bonnie  
University of Hamburg, Germany

Towards a Pronunciation Teaching Curriculum for Ghanaian English and New Englishes

There have been numerous linguistic descriptions of New Englishes since a few decades particularly its morphosyntactic features, but also its phonology. Schneider et al’s (2004) A Handbook of Varieties of English for instance compiles a number of these phonological descriptions across the continent. Since Kachru’s (1985, 14) proposal that English now comprises “a unique cultural pluralism, and a linguistic heterogeneity and diversity”, the usage of inner circle Standard English (British or American) particularly its pronunciation in at least the regions and countries of New Englishes have come under scrutiny. Linguists have been concerned with describing these varied New Englishes and highlighting how similar they are, but also how they differ from inner circle Standard English.

What is common among and motivates most New Englishes stakeholders, linguists and non-linguists alike include the description, recognition, legitimatization, and implementation of these Englishes. Perhaps, this does not hold true for all varieties of English, but post-colonial contexts like Ghana, Nigeria, Kenya, India and Singapore for whom English is arguably a “new native” language have long reached these steps albeit to varying degrees. These stages are not necessarily sequential, instead, they reinforce each other and thus, it is important to focus on all of them in world Englishes.

This study seeks to bridge the gap between the description and implementation stage. It proposes a curriculum for teaching New Englishes using the Ghanaian context as a case study and presents first results of how a curriculum of New Englishes in Ghana should look like and what it should contain using the senior high school educational level for its case study.

The study concludes that the benefits of such a curriculum are manifold with two key among them being a fairer form of assessment for students in New Englishes contexts, and the recognition and legitimatization of “new native” accents and other accents in a global world of Englishes.
Werner Botha  
*Nanyang Technological University, Singapore*

The Use of Particles in the Social Networks of Singapore University Students

In the field of world Englishes a great deal of attention has been given to macro (socio)linguistic analyses of English worldwide. Indeed, macrolevel sociolinguistic research on language variation in the discourse patterns of Singapore university students has shed some light on how these students use English and other language varieties in many contexts outside of their formal studies. However, very little is known regarding the patterns of language use among these students and the social factors that interplay with their linguistic behaviour. In this presentation I discuss the preliminary findings of a research project on language and social networks among university students in Singapore. One important aspect of this study involves language variation research and considers how meaningful social information is conveyed through the use of particles in the social networks investigated in this study. One key argument made in this talk is that the social meanings of these particles are a potential for indicating speaker identity in Singapore. The research presented in this talk draws on an adapted form of social network theory, and uses vernacular data to capture the dynamics underlying particle variation. This study tentatively considers such social constraints as gender, modality (medium of communication), and ethnicity as influencing the distribution and use of particles in ‘Singapore English’.

Amanda Brown  
*Syracuse University, United States*

The Development of Professional Identity among Multilingual and Multicultural English Teachers

NNESTs (non-native English speaking teachers of English) outnumber NESTs (native English speaking teachers of English) (Canagarajah, 2005), and much academic and professional work has focused on the distinction (Selvi, 2014). Despite research and advocacy, L1 discrimination continues in professional practice (Mahboob & Golden, 2013; Ruecker & Ives, 2015). However, inequities can emerge much earlier, e.g. in teacher preparation programs (Brady & Gulikers, 2004). Such early marginalization may have a profoundly negative impact on the emergence of professional identity (Braine 2004), and has been noted as a critical area of inquiry (Cheung, 2015; Varghese et al., 2005).

This study traces the development of professional teacher identity, contrasting MESTs (multilingual / multicultural English speaking teachers) with NESTs, in a teacher education program without L1-based barriers to participation. In an innovative model, trainee teachers completed their TESOL practicums within multilingual and multicultural teaching teams that leveraged complementary backgrounds in language and learning. Teacher identities (Johnson, 2003; Norton, 2000) were examined through journaling and responses to pre- and post-
assignment questionnaires. Furthermore, alumni described their professional identities post entry into the field.

Analyses revealed initial differences in MEST and NEST identity construction that diminished over time, with declining importance ascribed to native English-speaking status, an increasing sense of agency, and a proactive ‘claiming’ (Buzzelli & Johnston, 2002) of MEST identities in particular. Alumni described experiences of L1-based prejudice/discrimination, but successful job searches and attempts at advocacy. In the context of continuing professional inequities based on L1 background particularly in TESOL, we discuss how early inclusive and collaborative assignments in teacher preparation programs may positively impact the development of teacher identities, MESTs and NESTs, and help combat bias in the profession. [275]

Natali Bytko
Kryvyi Rih Department of Humanities affiliated with Zaporizhzhya National University, Ukraine

Indian English Terminography: How It All Began

Lexicography in India has a rich tradition, primarily in the description of Sanskrit, but also other local languages, e.g. Marathi, Malayalam, Kannada (see Misra 1980; Ghatage, Dandekar, Mehendale 1973). With the establishment of imperial rule, compilation of glossaries and lexicons aimed at defining lexical innovations in English in India began. Of primary importance for the user (British and their local allies) was the terminology of law, revenue, administration. The aim of this study is to evince the specificity of the nascent terminography of English in India. The method applied consists in critical analysis of the earliest dictionaries of terms (Gladwin, 1797; Rousseau, 1804; Wilson, 1855) in a broad socio-cultural context. The study showed that the specificity of the early English terminography in India consists in the overloading of the dictionaries with encyclopedic data, which is reflected in entries selection and in definitions. The study revealed a positive correlation between the socio-cultural situation and characteristics of the lexicographic products. It showed that the needs of British administration in India determined all parameters of the dictionaries analyzed.

Lili Cavalheiro
ULICES – University of Lisbon Center for English Studies / Universidade de Lisboa, Portugal

Bringing WE & ELF into the EFL classroom: the importance of diversifying teaching materials

Learning English as a Foreign Language (EFL) in the Expanding circle (Kachru, 1985) has long been associated with two major standard varieties/cultures: the British and American. As a result, teaching materials have centered their attention on these two varieties/cultures, especially textbooks published internationally by well-known publishers, but also locally produced text books that tend to follow this exornormative native-speaker (NS) model.
The reality, however, is that nowadays most interactions take place between non-native speakers (NNS) (Crystal 2003), therefore, it is imperative that EFL teachers maximize their students’ communicative potential, instead of limiting their contact to only NS varieties. Bearing this in mind, a World Englishes (WE) (Sharifian 2009, Matsuda 2003, 2009) or English as a Lingua Franca (ELF) (Jenkins, 2006, 2007; Kirkpatrick, 2010; Seidlhofer, 2011) approach seem to better prepare learners for society’s current needs. The issue though is that many EFL teachers are unaware of how to apply a WE/ELF approach in the classroom or how they can create their own WE/ELF-based materials when the textbook fails to take on such issues. Bearing this in mind, this paper takes into consideration the Portuguese context as an example. It begins by analyzing to what extent different English varieties are represented in Portuguese ELT textbooks (8th-11th grades). However, seeing as the range of varieties is quite limited, several suggestions are put forth on how EFL teachers can develop their own materials when considering a WE/ELF approach with their students. In order to do so, several suggestions are put forth so as to increase the diversity of varieties learners come into contact with, namely through different activities and resources (e.g. published books, audio files, websites, online apps). By developing their own materials, teachers will not only increase their learners’ awareness of different Englishes, but also contribute to developing/stimulating their intercultural communicative skills.

Francesco Cavallaro
Nanyang Technological University, Singapore
Profiling English in Singapore in SG100

With active language planning policies in force since its independence as a nation, the linguistic situation in Singapore has undergone dramatic changes in its 50 years of history. A number of linguistic issues have arisen as a result of these policies. These include a rapid shift in the languages used by Singaporeans to English only. After 50 years of language policy and language changes, Singaporeans are still bilingual. But we now see a difference between generations. The older generations are multilingual like the norm used to be, while the younger generations are bilingual, with English and one “mother tongue”. At the same time, proficiency in second languages has declined. While attending school compels Singaporeans to be proficient in two languages, this changes when they get older. Many stop using their “mother tongue”, especially when they reach university emphasizing the role of English their life. This presentation tracks the changing repertoire of Singaporeans across the three main ethnic groups over the last 50 years and makes projections of language needs and practices in the decades to come with a particular focus on English. The presentation will describe the language policies, planning and implementation in Singapore and discuss the impact of such policies. This presentation draws data from past and ongoing research on the attitudes and use of the varieties of English and on bilingualism in Singapore.
Jim Yee Him Chan  
*The University of Hong Kong*

A Native-speaker or Localised English Pronunciation Goal?

The emergence of new English varieties in the era of globalisation has focused scholarly attention on the choice of pronunciation targets in English language teaching (ELT). While this target is traditionally based on inner circle English varieties, World Englishes scholars have advocated the adoption of localised models in local classrooms because of their high attainability and greater relevance to local multilingual societies (Kirkpatrick 2007). This study used a mix-methods approach (including a questionnaire survey and interviews) to examine Hong Kong secondary school students’, teachers’ and professionals’ attitudes towards English varieties and, more importantly, their choice of pronunciation learning goals. The first stage of the research, namely a large-scale questionnaire survey (n=1893), is reported in Chan (2016), who provides a broach-bush picture about the participants’ differing experiences of real-life language use, knowledge of English globalisation, preferences of English varieties, perceptions of pronunciation teaching/learning and local cultural identity. Building upon these findings, this paper reports the results of 56 individual/focus group interviews with a specific focus on their choices among three goals for English pronunciation: (1) the NS standard, (2) an educated localised target and (3) an intelligibility-oriented goal. Although the findings indicate an overall Anglophone-centric attitude among the participants, they also reveal differences in factors affecting their choices (e.g. social status, cultural identity, learnability/teachability, intelligibility, language use experience, practical needs) depending on their education level, age and occupational background. Furthermore, the findings also suggest that the participants’ greater awareness of English use in international communication do not necessarily lead to a greater acceptance of the localised English learning target. By comparing the responses of various participant groups, the paper discusses the implications of these findings for contemporary ELT and the directions for future attitudinal research.

Charissa Che  
*The University of Utah, United States*

English, Denaturalized: Engaging Chinese Voices in the Composition Classroom

Our increasingly globalized world provides impetus for composition pedagogies that engage diverse student voices and reveal nuances within intercultural communicative practices. Yet given dominant English language ideologies, Chinese speaking ethnic minorities in particular are often considered deficient English users, and their heritage languages frequently go unacknowledged in the classroom. Research on these minorities’ acculturative experiences has so far predominantly targeted children and adolescents. This presentation investigates the language and identity practices of college-aged Chinese speaking ethnic minorities in the U.S., and suggests using the World Englishes paradigm as a heuristic for more inclusive English composition pedagogies (Kachru 1998).
A pilot study focuses on Chinese-speaking students attending an R1 university: Chinese, Vietnamese, and Taiwanese participants consider generations “1, 1.5, and 2.” Their everyday experiences reveal the subtle effects of institutionalized language ideologies on self-identity; heritage and Western ideals of education often clash, given our universities' adherence to a “correct,” monolithic English language (Horner 2014). The stigmatization of their English usage might compel them to disavow their heritage identifications. Integrating World Englishes – specifically, Asian Englishes – in our teaching may aid in heritage identity maintenance and foster engagement among native and non-native English speakers (Kachru 1998). A denaturalized English pedagogy would level students’ perceptions of global English varieties (Canagarajah 2012). As a guide, we may observe local “third places” where Asian youths have claimed agency over the language, built solidarity among their marginalized student communities, and fostered language invention (Kramsch 2006). Min-Zhan Lu writes in “Professing Multiculturalism,” “How to voice and talk to rather than speaking for or about the voices of the ‘other’ within and among cultures is…not a question which can be resolved prior to or outside of the process of negotiation…It must remain a concern guiding our action as we take part in it” (1994).

Hohsung Choe, Seongyong Lee
Hankuk University of Foreign Studies, South Korea

Insights on Teacher Identity from Four NESTs Not from North America

Teacher identity is an area of increasing interest to researchers. Research on teacher identity first focused on non-native teachers from the Outer Circle, and then it expanded to teachers from the Expanding Circle. Native English-speaking teachers (NESTs) have thus far been under-researched. Because of the notion that native speakers of English make better English language teachers, NESTs have enjoyed a special status that non-NESTs can only covet. Is there no discrimination among NESTs then? The answer is “yes,” at least in Korean English language teaching (ELT). NESTs in Korean ELT are usually labeled depending on which variety of English they use. Koreans prefer American English over others due to the country’s strong economic and political ties with America. Accordingly, teachers who are not from North America tend to be treated as teachers with deficiencies. This study investigates the identity construction of four NESTs from Britain (Ben and Ryan), Australia (Alex), and New Zealand (Nathan), who are currently teaching at Korean universities. We interviewed each participant two times, with each interview lasting 60 to 75 minutes, and interview data were transcribed verbatim. Because of the Koreans’ preference for American English, they often had to adapt their pronunciation and vocabulary in order to teach and communicate effectively. They recalled that Korean recruiters were usually puzzled by their nationalities and that they were rejected after a job interview quite a few times. They never expected that their accents would be marked before teaching in Korea. Ben and Ryan were confident enough to use American English, but at the same time they showed resistance to it. Alex viewed his adaptation to American English positively, which he thought was very helpful when teaching in Korea. Nathan felt marginalized due to his accent although he believed the national obsession with American English made no sense.
Bohyon Chung, Miki H.K. Bong
Hanbat National University, South Korea

Perception and Judgement on English Accents by Korean Learners of English

This talk explores how Korean learners of English as a Foreign Language (EFL) perceive British English and American English accents, testing the hypothesis of what is taught is what is learned. It predicts that the limited input should cause difficulties and that Korean EFL learners should exhibit familiarity because they have been exposed to predominantly American speech and usages during their schooldays. This talk examines the experimental study on the perception and judgment on English accents conducted with 121 undergraduate students in Korea who participated in the various tasks. The collected data were analyzed according to frequency count and using Two-way ANOVA and MANOVA. Results indicate that Korean EFL learners are likely to have recognized that one privileged English accent exists in Korea and they share this English accent with classmates. They show a less confident attitude when they self-report their English accent identification level and when they think about the proposition that one standard English accent is used across the globe. In addition, the main factors affecting familiarity of their English accent and the reasons are discussed, examining the results from the task of English accent identification assessment. We also examine other possible causes such as gender and English listening proficiency level. Findings call for the properties of various English accents to be included in the learning-materials or stimuli for students, in response to the present world Englishes context. However, we conclude that these findings do not well support the hypothesis of what is taught is what is learned.

Susan Coetzee-Van Rooy
North-West University, South Africa

Being English in the Multilingual Outer Circle of South Africa: A Language Repertoire Study

There is very little empirical research that describes the language repertoires of monolingual speakers. The same is true of the language repertoires of English home language speakers in South Africa, which are assumed to be primarily monolingual. The paucity of research is probably due to widely held assumptions that English home language speakers in South Africa are primarily monolingual, and therefore that it is unnecessary to investigate their language repertoires. However, if one argues that the "sociolinguistic mode" of an environment influences the nature of the language repertoires of people, then one should at least consider to investigate if the language repertoires of English home language speakers in the multilingual Outer Circle of South Africa are not influenced by the deeply multilingual nature of the society. It is the aim of this paper to focus on a description of the language repertoires of English home language speakers in a specific urban region (the Vaal Triangle region) in South Africa. The
The lack of empirical engagement with monolingualism in the context of language repertoire studies could result in less powerful, less complete and less precise theoretical frameworks within which issues such as language acquisition, language mai.

**James Corcoran**  
*OISE/University of Toronto, Canada*

I ideologies of English(es): North American Editor vs. Latin American Author perspectives

Recent analysis of international citation indexes such as the Web of Science highlight the domination of English as a global lingua franca of scientific communication. While this may be a positive development for some, plurilingual scientists from across disciplines using English as an additional language (EAL) report conflicting sentiment about this state of affairs. Some have suggested that, beyond the myriad challenges of writing for publication in an additional language, plurilingual EAL scientists also face systemic bias against them at international scientific journals based on their names, the periphery institutions at which they are based, and the non-standard Englishes they use. Empirical evidence as to the veracity of these claims is inconclusive. This presentation outlines findings from a mixed methods study of emerging and established plurilingual EAL scholars’ experiences with scholarly writing for publication. Survey and semi-structured interview data collected from 54 Latin American health and life scientists and 7 North American scientific journal editors connected to an intensive writing for publication course indicate scientists’ widespread perceptions of bias against them in adjudication of research article submissions at international scientific journals while journal editors strongly refute such claims. Critically analyzing this divergence of perception amongst the two groups, I suggest that both editors and authors influence and are influenced by ideologies of English(es) and science particular to their geo-linguistic and socio-cultural contexts. I argue that study findings suggest a need for pedagogical and policy initiatives aimed at achieving greater equity in scientific knowledge production as well as greater research into journal gatekeeper perspectives regarding plurilingual EAL scholars’ English(es). I conclude with an assertion that tensions caused by perceptions of bias (the bias gap) should be addressed in order to achieve equity regardless of whether or not empirical evidence of bias can be clearly attained.

**Priscilla Angela Cruz**  
*Ateneo de Manila University, Philippines*

Language Studies and History: The Discourses of Memory, Forgetting, and Communal Politics

How can a people be made to forget their past? This question is of special importance to the Philippines today as competing discourses regarding dictatorship and Martial Law are prevalent in all forms of media in the country. These competing discourses are representative of different communities divided across ideological and political lines. The resulting political cacophony is rife with historical revisionism and the large scale forgetting of a brutal chapter of the country’s
past. This paper is concerned with exploring how language is complicit in the process of manipulating communal memory. It comes from the position that “we use language to build up a picture of the world in which we live” (Halliday, 2004, p. 317). As such, it argues that the process of collective forgetting occurs in the very ways by which language is used to ‘build a picture’ of a world that (re)makes the past in order to serve varying political agendas in the present. More specifically, it argues that ‘revising’ the past is a matter of manipulating language systems that can be exploited to align communities around meanings that are presented as ‘truths’ while silencing or denigrating others. In examining ‘discursive sleight of hand’, how texts and combinations of texts are configured to package a horrific part of history into acceptable ways will also be discussed. In exploring the role that language plays in manipulating memory, this paper can contribute to studies that examine the discourses in English in an Outer Circle context like the Philippines where the language itself is implicated in issues of social stratification and nation-building at the same time. This paper, furthermore, can also be of value to researchers interested in studying the community-building power of discourse.

Nimfa Dimaculangan, Leah Gustilo
Laguna State Polytechnic University, Philippines, De La Salle University, Philippines

Formation Processes and ESL Teachers’ Attitude Towards Philippine English Lexicon

This paper inspired by Bautista’s (1997) lexicon study and Salazar’s (2013-2014) big lexicographic project aims at producing a word list of early 21st century Philippine English (PhilE) lexicon, analyzing the formation processes that operated in the creation of the lexical patterns, and determining university ESL teachers’ attitude of acceptance towards PhilE lexicon. The lexical items were culled from a newly-built 400,000-word corpus of printed texts written from 2005 to 2015. Criteria and parameters were set to help the researchers identify PhilE neologisms from their surrounding L1 English lexical items and analyze them. The characterizing marks were based on Bambose’s (1998) first two measures of ESL Englishes well-motivated innovations and D’Souza’s (1998) first three criteria in standardizing usages in new Englishes. A descriptive approach to language was observed in the treatment and analysis of the items.

Analysis revealed a total of 681 linguistically acceptable expressions developed through existing processes and 178 new lexical items formed through creative expansions or modifications of the traditional processes and through the deliberate integration of figures of speech in the formation processes. A tentative modified word-formation framework for early 21st century PhilE writing was then proposed based on the research findings.

The attitude test revealed the 200 ESL teachers’ ambivalence towards the legitimacy and prestige of PhilE lexicon. The Likert-scale statements divulged healthy attitude; whereas, the acceptability test revealed unhealthy and negative attitude. Out of the 99 lexical items subjected to acceptability test, only five were accepted for formal writing, and only two were accepted for informal writing. Not even one of the lexical items was accepted for formal oral context, and only 33 were accepted for use in informal oral contexts; nonetheless, only 20 were judged unacceptable PhilE lexicon for use in any of the four given domains.
Francisco Dumanig  
*Buraimi University College, Oman*

**Varieties of English as a Resource in Intercultural Communication**

The emergence of the varieties of English has resulted to a number of different perceptions of Engishes among speakers and learners of English in the outer and expanding circles. In many countries where English is used as a foreign language or second language, communication between foreigners and the locals in English becomes challenging. However, it is argued in this paper that the use of two or even more varieties of Englishes can be helpful to achieve better and successful communication. Using the Intercultural Communicative Competence ICC as its theoretical framework, this study would like to examine how the foreign or second language speakers of English integrate the varieties of English as a resource in achieving their goals to communicate clearly with one another. This study will examine particularly the verbal interactions between Filipinos who speak Philippine English variety and Omanis who speak the Middle Eastern variety of English. Twenty (20) conversations will be recorded from a variety of domains of communication. The conversations will be analyzed using the Conversation Analysis (CA) as the analytical framework of the study. The findings of the study will be useful in explaining how the varieties of English is used as a medium towards better intercultural communication rather than looking at the varieties as barriers in intercultural communication.

Eventus Edem  
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**Language and National Identity: a Case of Nigerian English Based Pidgin**

Language is a social construct that identifies its speakers. Nigeria with its current language situation that is characterized by multiplicity of languages used by different ethnic groups has no single language that its people can be identified with. Through an objective assessment of the sociolinguistic and political factors that should inform the choice of a suitable language to fill the gap of a lingua franca. This paper supports the call for the adoption of Nigerian English based pidgin for the purpose. Previous suggestions for the adoption of the three major languages (Hausa, Igbo and Yoruba) have generated ethnic and political sentiments. Nigerian English currently plays official and educational roles and cannot be said to have effectively functioned as a lingua franca. It’s the position of this paper that following Nigerian English pidgin’s general acceptability (being used by majority of Nigerians) its’ detribalized and non-ethnic nature as well as its’ function as a bridge between the educated and the non-educated, hence Nigerian Pidgin English invariably remains the most appropriate language for our national identity. The paper recommends the development of an indigenous sound based orthography, an official recognition by Nigerian Language Policy Makers and the Teaching of Nigerian Pidgin English.
to School Children in its mother tongue as part of measures of repositioning it to effectively play the role of a National Language for Nigeria.

Zohreh R. Eslami, Roya Pashmforoosh
Texas A&M University, United States

Raising Awareness about World Englishes in a Teacher Education Program

Despite the prominent status of world Englishes and its recognition by researchers, only few studies have been done to promote the awareness of pre-service teachers of the linguistic and cultural diversity that exists in English and its users today (e.g., Kubota, 2001; Suzuki, 2011). To bridge this gap, this study sought to reflect on how pre-service teachers’ awareness can be enhanced regarding the emerging varieties of English. The participants were pre-service teachers who were enrolled in an undergraduate university course entitled “Language Acquisition and Development.” Accordingly, a series of eight awareness-raising activities throughout the semester were used to promote the teachers’ understanding of World Englishes. The second group received regular curriculum without any instruction pertaining to World Englishes. For the first group of teachers, four in-class activities and four online activities were used via the synchronous online discussion forum, which were implemented in alignment with the curriculum and the course instructor’s syllabus. Classroom observations and checklists, post-study interviews, and follow-up reflection practice were used to assess pre-service teachers’ awareness. Inductive analysis of the reflection papers yielded information regarding which activities were more successful in promoting equity for speakers of non-native and/or non-“standard” varieties of English. The incorporation of awareness-raising activities helped pre-service teachers (re)shape their perceptions of different varieties of English and English speakers. The intervention promoted: (1) pre-service teachers’ awareness of the status of EIL; (2) pre-service teachers’ sensitivity toward cultural and linguistic diversity; and (3) pre-service teachers’ recognition of the legitimacy of emerging varieties of Englishes. The findings contribute to reappraisal of ELT practices and the premises underpinning teaching World Englishes.
Stress and Rhythm in the Educated Nigerian Accent of English

Abstract—This paper examines stress in the Educated Nigerian Accent of English (ENAE) with the aim of analyzing stress and rhythmic patterns of Nigerian English. Nigerian stress and rhythmic patterns are significantly different from the British English stress and rhythmic patterns; consequently, the Educated Nigerian English (ENE) features more stressed syllables than the native speakers’ varieties. The excessive stressed of syllables causes a contiguous “Ss” in the rhythmic flow of ENE and this brings about a “jerky rhythm” which distorts communication. To ascertain this claim, twenty Nigerian speakers who are educated in the English Language were selected by a Stratified Random Sampling technique from two Federal Universities in Nigeria. This category of speakers belongs to the educated class or standard variety. Their performances were compared to that of a Briton who was the control in the study. In analyzing their performances, the Optimality Theory analysis was used. The analyses revealed that the Educated Nigerian English speakers feature more stressed syllables in their realizations. They spend more time in pronouncing stressed syllables and occasionally lesser time in pronouncing stressed syllables and their overall tempo was faster. We concluded that the stress pattern of ENE speakers was significantly different from the native speaker’s variety represented by the control.

Animal Symbolism in Igbo English Expressions

Animal symbolism has been deployed for various pragmatic purposes in many cultures in Nigeria especially among the Igbo speaking people in South East Nigeria. It has been widely applied in discourses as proverbs, face-threatening acts and positive politeness strategies, titles of essays, texts and so on. The trend in using animal symbolism has also become popular in the English language usage in not just in the English language usage of Igbo speaking people but in Nigeria English in general. However, this study investigates the connotations of animal symbolism in popular Igbo English expressions as face threatening acts and praise to prove how the local context affects the development of the English Language in Nigeria. Thirty animal symbolism and their semantic imports are analyzed using the pragmatic approach of Face propounded by Goffman 1967 to establish that though the names of the animals in English are not indigenous but universal, the connotations have developed in the target language and have contributed to the English language pedagogy in Nigeria. The interpretations of the animal symbols in the various contexts of use are not required when they are used. Findings from the study proves that in Igbo context, the pragmatic application of animal symbolism can equate ‘animal as person’, ‘animal as event metaphor’, ‘animal as quality’, ‘animal as omen’, ‘animal as character assessment’. The study concludes that animal symbolism or metaphor is a form of
communication that has enriched language in the local context, it has contributed also in the transmission of societal norms and values. The transfer of the connotations in English has contributed to the development of English in Nigeria. The study has further demonstrated the expressive function of language in providing the ingredients of language of alteration.

Nina Fang

Monash University, Australia

Crossing Cultures and Blending Worlds in Second Generation Migrant Writing: Transcultural Creativity

This paper investigates the transcultural creativity of Second Generation Migrant writing in Australia. As writers from the Inner Circle, Second Generation Migrant Writers (SGMW) do not seem to fit the category of writing in World Englishes even though many may be bi/multilingual or possess schemas highly saturated in their heritage cultures, although they may only speak English. SGMW are ‘insider-outsiders’ with one foot in each door, needing to carve their place somewhere in between. In previous studies in World Englishes, scholars argue that non-native writers claim the English language through their bilinguals’ creativity, translanguaging ability and self-translation. Texts from these studies are sourced from the Outer or Expanding Circles (Kachru, 1982) where the relationship between English, varieties of English and the local are complex and diverse.

With the transcultural flows of migrants across the globe, countries within the Inner Circle are no longer primarily ‘monolingual’. Countries like Australia are, in a sense, hosting many World Englishes (Sharifian, 2009). Therefore, if countries like Australia have the potential to host a variety of Englishes, research needs also to address and examine from a World Englishes and Cultural Linguistics perspective the creative potential of writers in such globalised local contexts.

The data for this paper were sourced from selected texts from Australian SGMW: Alice Pung, Benjamin Law, and Randa Abdel-Fattah. This paper examines what linguistic strategies these authors use to creatively manipulate the language to depict culture-specific situations and blend multiple worlds together. Such strategies include idiomatic transfer across home to host culture, use of home culture proverbs, language play to create humour, and how varieties of Englishes are represented in the text. It also investigates how authors use the English language to conceptualise culture-specific concepts such as Death, Family, and Ancestor Worship/Religious Worship.
Contextualizing Face in the Chinese Context: Using Yang Xianyi and Gladys Yang’s Translation of *A Dream of the Red Mansions*

Driven by the force of globalization, English is in frequent contact with the Chinese language and culture in recent years. Both Chinese linguistic features and cultural elements have contributed to an increasing of context-determined linguistic innovations in English (Kachru, 1983), which marks the emergence of a new variety of English, China English. As a common cultural element in the Chinese context, the concept of face has already been transferred into English. Expressions related to face and its related behaviors, such as losing face, gaining face, giving face, having face, and so on, are familiar to the general public and can be found in a considerable body of literature describing lives in China.

Although some scholars (Brown & Levinson, 1978/1987; Goffman, 1967) argue that face is a universal concern in social interaction, the conceptualization and practice of face vary considerably across cultures (Cheng, 1986; Ho, 1976; Jia, 1997; Ting-Toomey, 1988). For the purpose of understanding face and its practice in the Chinese context, this study adopts Kachru’s (1983) discussion of cultural units. Four contextual parameters, including social status, social relationship, seniority in a family/clan, and gender, are identified to mark the contextual unit of face. Through investigating Yang Xianyi and Gladys Yang’s translation of *A Dream of the Red Mansions*, this study demonstrates how the concept of face in the Chinese context has been transferred into the English language through retaining the Chineseness of the original text, also known as a foreignization approach in cultural translation. The purpose of this study is threefold: (1) to study the conceptualization and practice of face in the Chinese context; (2) to analyze the transfer of face and its practice in language-contact situations; and (3) to demonstrate the contribution of an foreignization approach in cultural translation to the development of China English.

Indian English in the TV News Channels of India

The paper will focus on Indian English that is currently in use in the TV news channels of India. Present day discourses reveal, in addition to neologisms like ‘notebandi’ (for demonetization) or puns like ‘modification’ (for changes initiated by Mr. Modi, the Prime Minister of India), a great variety of English as speakers hail from different parts of India with different socio-political backgrounds. The paper will look at instances of coinages, forms of address, use of allusions, syntactic devices inclusive of code mixing and code-switching, and moves and strategies employed by the interlocutors, particularly in political discourses, in their attempt at making their observations more logical and impressive for the audience.
Negin H Goodrich  
*Purdue University, United States*

**Ideo-Political Messages; an Investigation on English Textbooks in Iran**

The status of English as an international/foreign language is improving in Iran; a Middle-Eastern country located in the expanding circle of Kachru’s World Englishes (1982). Along with the increasing number of language institutions and private classes, the Iranian formal educational system offers English courses to the middle and high school students from 6th to 12th grade. Like all the courses, however, English textbooks have also been revised and re-designed under the so-called “Islamization of education” process after 1979 Islamic Revolution.

Exploring 9th grade English textbook from an ideo-political aspect (Santos, 1992; Benesch, 1993), this study identifies the types of ideolological beliefs and political views which have been implicitly embeded or explicitly presented in this textbook. To do so, the textbook’s “multimodal resources” (Chen, 2010a) or its “verbal” and “visual” semiotic modes (such as illustrations, maps, texts attached to images and texts) will be investigated to draw emerging themes, which will help answering the following questions:

1. Are the images/texts of the 9th grade English textbook loaded with a certain ideology and/or politics?
2. What types of ideological and political views do the images/texts convey?
3. What are the ideo-political functions of the images/texts used in this English textbook?
4. Does the “Islamization” of the Iranian English textbooks equate with the “localication” of their content?

I will apply both quantitative (frequency distribution and percentage measurement) and qualitative (emerging themes) methods to elicit, analyze and interpret data.

Jill Hallett  
*Northeastern Illinois University, United States*

**Retreat or Bleed: Intersections of Metaphors, Micro-cultures, and World Englishes**

Metaphor in translation relies on some degree of shared cultural and conceptual understanding (Lakoff and Johnson 1980). Metaphor in news discourse has been discussed in Medhurst and DeSousa (1981) and Author (2011) in terms of political cartoons; the latter notes differences in metaphorical salience among English language readers in India and the US. A recent World Englishes issue focused on language contact, including metaphor in contact. Pitzl refers to metaphor for ELF speakers as a “shared (inter)/transcultural territory” (2016: 300), and Onysko (2016) illustrates the metaphorical nature of world Englishes models.

What, if any, metaphors are employed in international English US local story, and how does this metaphor use compare to coverage in situ? How do news wire services use metaphor in international coverage of the same story?
This research focuses on the 2012 Chicago Teachers Union strike, the first in 25 years, in a city in which education discourse tends to be fraught with hostility. To address the above questions, a LexisNexis search was conducted for strike coverage by international news outlets during September 2012, which includes the strike dates and those immediately preceding and following the strike. It was hypothesized that international (especially wire) coverage of the strike would avoid the use of metaphor, given that it is culturally bound. This hypothesis was wrong; metaphor was employed in all of the international articles. Comparison among prevalent metaphor types in English micro-cultural linguistic differences in how this story is commonly understood. The research presented here highlights two particular metaphor types: JOURNEY and CONFLICT. Examining metaphor across English for more Cultural Linguistic exploration in world Englishes in order to uncover deep-rooted cultural conceptualization systems.

Richard Hallett
Northeastern Illinois University, United States

Fractal Recursivity and Languages Other than English (LOTE) in Travel Phrasebooks

That linguists and non-linguists often (and unconsciously) have strong opinions about other languages and, arguably, their speakers in sociolinguistic studies is a given. Most work on the topic of people’s language attitudes has focused on dialects/varieties and non-‘standard’ forms (See Edwards 2009; Giles and Edwards 2010; inter alia). As ‘transcultural texts’ (Gilbert 1999), travel phrasebooks reify and reinforce attitudes toward languages other than English (LOTE). In so doing, they bolster the hegemonic positioning of the English language in opposition to other languages and their speakers through fractal recursivity (Irvine and Gal 2000). This paper addresses language attitudes towards LOTE, mostly non-Western languages, in the phrasebooks published by Lonely Planet for English-speaking travellers to multilingual regions of the Global South. Specifically, this paper examines attitudes toward the languages exemplified in Lonely Planet’s second edition of Africa: Phrasebook and Dictionary (2013), second edition of India: Phrasebook and Dictionary (2014), fourth edition of Pidgin: Phrasebook (2015), third edition of Hill Tribes (2008), second edition of South Pacific Phrasebook (2008), and third edition of Southeast Asia: Phrasebook and Dictionary (2013). This research argues that these phrasebooks describe these languages and their speakers as exotic, monolithic, simplistic, and deterministic; and construct the traveller’s efforts to use these languages as acts of benevolence that will be unquestionably well-received by the natives.

(1) Madagascar’s language is just as colourful and fascinating as its wildlife, landscapes and people
(2) it’s as though every Shona speaker is a poet
(3) Try your hand (or rather tongue) at Assamese – this will surely endear you to its proud owners!

Consumers of these phrasebooks are assured that they will encounter other English speakers in their travels, that the languages are ‘easy’ and relatable, and that the speakers, while exotic, embody favorable characteristics.
Listener Judgments of Speaker and Speech Attributes in Varieties of English

This talk will examine listener perceptions of varieties of Asian and American English. Previous studies of this type have focused on the relationship between intelligibility, accentedness, and comprehensibility. More recently, researchers have begun to examine listener factors that affect speech perceptions. This talk will contribute to this line of research through an examination of listener ratings in speech samples produced by speakers of Hong Kong English, China English, Singapore English, and American English. Listeners from the same backgrounds rated the speech excerpts on several criteria related to speaker attributes (e.g., education level, intelligence, friendliness, etc.) vs. speech attributes (e.g., accentedness, comprehensibility, fluency, correctness, etc.). A principal components analysis conducted on each set of attribute types revealed that almost all of the variance could be found in the first principal component, which averaged the scores of the attributes together, indicating that the listeners did not rate individual attributes of a particular type (speaker vs. speech) differently.

However, the analysis also found that all listener groups gave American and Singapore speakers significantly higher ratings on the speaker attributes than Hong Kong speakers. Regarding the speech attributes, accentedness and comprehensibility were rated somewhat differently than other speech attributes. Like the speaker attributes, the American and Singapore speakers also received significantly higher ratings for the speech attributes overall. Additional analyses will examine these findings more closely by looking for correlations among different attributes. Finally, pedagogical implications for models and methods for teaching English in Asia will be discussed in relation to the findings.

Should World Englishes Grammars be Taught in “Outer Circle” Schools? Countering Linguisicism

Research and scholarship on World Englishes (WE) tend to focus on either the descriptive and comparative aspects of World Englishes or the historical evolution of English as a world language. Yet, World Englishes shape the conversation around the state of education and literacy in outer circle contexts. There are serious concerns over the quality of instruction delivered by WE speaking teachers with limited proficiency in Standard English. It, therefore, reveals important to pay attention to the uses of World Englishes in the school context. This presentation will draw from Schmied’s corpus analysis of statements that have been agreed upon by Kenyan academics as typical Kenyan English, to highlight the need for explicit teaching of the structure of World Englishes side by side with Standard English in upper elementary and secondary classrooms, as well as in teacher education programs, in English-speaking sub-Saharan Africa. The presentation consists of four components. First, a survey of the literature will help define and clarify the nuance between key concepts related to World Englishes.
Additionally, the concept of East African Englishes (AfE) will be discussed using Kachru’s Inner Circle, Outer Circle and Expanding Circle framework. Second, Second Language acquisition (i.e., interlanguage and fossilization) and sociolinguistic concepts (i.e., localization, codemixing, pidginization/creolization) will be explored within WE historical context. Third, Kenyan English will be used to demonstrate the deviating nature—syntactic, grammatical and semantic—of World Englishes from Standard English. Finally, a critical perspective will be applied to the understanding of the linguistic stigma attached to the use of World Englishes in inner circle environments. The conclusion will discuss the advantages and challenges of applying a side by side approach to the distinction of World Englishes from Standard English.

Stefanie Hehner  
*University of Bremen, Germany*

Varieties of English in Foreign Language Teacher Education in Germany

Traditionally, English as a foreign language in Germany has focused on “Standard English”, i.e. either British or American English, both in English language teaching (ELT) and teacher education. The increasing linguistic diversity of English and its use as a global lingua franca has stipulated significant changes in ELT. Nevertheless, addressing linguistic variation and second-language varieties in the classroom is still rare (see Bieswanger 2008), even though some inner and outer circle countries, such as Australia, India or South Africa, are dealt with in terms of literary and cultural aspects. Concerning possible barriers to innovation in ELT, Galloway & Rose (2015) point to a theory-practice divide, teacher education and teachers’ ambivalence to change. Additionally, there is still fairly little research on how this diversity is integrated into teacher training programs (but see e.g. Vavrus 1991, Matsuda 2009 and Suzuki 2011).

Against this background we are developing a new kind of teaching format in which teacher students learn about descriptive linguistic facts about varieties of English and English as a lingua franca, and also reflect on their own language learning biographies as well as their attitudes and beliefs about English in order to make informed choices in the classroom (e.g. Kirkpatrick 2007). They develop small teaching projects to introduce varieties of English to the classroom and to raise awareness for variation. Students then have the opportunity to put these projects to the test and co-operate with in-service teachers, receiving feedback and evaluation after their teaching.

This talk reports on the development and evaluation of this new teaching project at the interface of English linguistics and foreign language pedagogy that aims at introducing aspects of linguistic variation into the curriculum for future teachers of English in Germany.

Jia-Ling Hsu  
*National Taiwan University, Taiwan*

Building a Corpus of Taiwanese English-Mixing Magazine Advertising: Methodological Challenges and Implications
In response to Moody's proposal to build “The Corpus of Asian Magazine Advertising” (2005), a corpus of Taiwanese English-mixing magazine advertising was built in 2009, by collecting a total of almost 1500 ads from 57 magazines in 10 genres such as women, men, news, and sports. In the building of this corpus, two major challenges have been encountered. First, it is difficult or sometimes impossible to identify the positions of English occurrences by following the structural domains defined by Bhatia (2013) and Martin (1998) since Taiwanese copywriters do not follow the typical copy design evident in Western (American and French, for example) or Indian ads. That is, they tend to fill in all the space of the copy and sometimes extend the coverage of ads to six pages. Secondly, due to the huge amount and wide variety of English-mixed linguistic features employed by Taiwanese copywriters, it is labor-intensive, time-consuming, and often difficult to identify the linguistic categories of English tokens. Many of the items require a Google search to determine their categories as company names, product names, or terms, especially when the register of 50 product types is involved in the corpus. Some of the linguistic forms can be categorized differently depending on the contexts in which they occur. Furthermore, it is difficult to categorize nativized English or grammatical mistakes regarding their parts of speech, for example, “driving cool.”

In spite of the challenges in identifying these English tokens, this corpus shows how Taiwanese advertisers respond to “…English, and globalization of local markets” and “offers new opportunities to study lexical innovation,” an important linguistic strategy in advertising, “…in Asian languages” (Moody 2009). It also provides a synchronic snapshot of the influential development of English on advertising in Taiwan in the first decade of the new millennium. Moreover, this corpus can show the diachronic linguistic change in a decade by being compared with another corpus of Taiwanese English-mixing magazine advertising built in 1999.

Abdelaziz Hussien, Starr Ackley
University of Bahrain, Bahrain Teachers College

Critical Extension of World Englishes to World Arabics

This study investigates the impact of a critical view of variation in English on developing a critical view of variation in Arabic among Bahraini teacher candidates. The main focus was to clarify whether or not these critical views of World Englishes transfer to and develop critical views of Arabic (L1) in four major dimensions; (1) identity as a speaker of Bahraini variety and as a member of a greater Arabic speaking community of practice, (2) teacher role as a language expert in Bahrain, (3) view of the Arabic language, and (4) transfer effect on understanding of variety in Arabic from exposure to variety in English. Bahraini teacher candidates (English specialization) completed the authors-developed survey and participated in a focus group. Interestingly, the results revealed positive criticality of Arabic as a consequence of training in World Englishes. Most noticeable, participants show a critical view towards identity as speakers of Bahraini variety, and a new understanding of variety in Arabic language from exposure to variety in English. The results have important implications for diglossic situation in Arabic, codification of varieties in Arabic, and balancing between English and Arabic, professional bilingualism.
ELF Speakers and Communication Intelligibility

My presentation concerns the EFL interactions among NNS (non-native speakers) of English representing various L1s such as Polish, German, Greek, Mandarin and Thai. I will discuss the qualitative study whose main objective was to analyze the recorded ELF interactions from the linguistic point of view, focusing on lexicogrammar and pragmatic features in order to establish whether the identified ELF features contributed to communication intelligibility.

The emerging trends in ELF interactions observed worldwide could be also noticed in the investigated speech samples. The subjects in the study omitted articles, and used universal question tags. In terms of lexis, they frequently overused general verbs and adjectives. With regard to pragmatics, the ELF speakers in the study used back-channels, cajolers, repetitions, silent and filled pauses, and utterance completions. Interestingly, all these processes were observed in both European and Asian subjects, which might be the evidence for ELF being a universal global phenomenon and a functional tool typical of the linguistic repertoire of the 21st century multilinguals.

What is worth noticing is that the use of all the above mentioned ELF features did not interfere with effective communication between interlocutors. Interestingly enough, in the case of the pragmatic features the errors made by NNs of English even facilitated communication. The ELF features I identified overlapped with the ones listed by Seidlhofer. However, the studies like mine should be continued since ELF evolves continuously, in a sense that an increase in the number of ELF speakers correlates with emergence of new ELF features. In a follow-up study I’m planning to examine the collected ELF samples once again, yet this time in terms of phonetics (particularly prosody), which, as Jenkins (2009:147) noticed, are ‘intriguing and worthy further examination’.

Investigating Musical Patterns in Nigerian Poetry: A Phonoaesthetetic Analysis of Select Works of Two Nigerian Poets

Most poetic renditions are inherently musical in nature and are meant to be sung. In Nigeria, in particular, and in Africa generally, form and content in written poetry are juxtaposed with cultural beliefs and practices since most of the poets are primarily interested in the socio-cultural and philosophical concerns of such poems, beside artistic embellishments. Some analysts, too, spend more time on socio-cultural features than the aesthetic and/or sound devices displayed in the poems. This is what informs the present study – an attempt to analyze specific sound patterns that uniquely characterize most Nigerian poems. Adopting linguistic stylistics and the metrical theory as its framework, the study elaborates on the phonoaesthetic properties that are prominent in select literary works of two Nigerian poets: Niyi Osundare and Imo Okon, both representing
an older and a newer generation of Nigerians respectively. Select poems of Osundare’s Village Voices and Imo Okon’s Detections are discretely analyzed. Five poems from each of the collections are discussed and sound elements such as assonance, alliteration, rhythm, rhyme, meter, accentuation and intonation are meticulously examined. Time signature and some musical notations that correlate with Nigerian traditional musical symphony, where necessary, are equally discussed. The tone and mood of the poems are determined, too. Through a comparative analysis, the study reveals that the two poets are largely similar, and minimally different, in their phonoaesthetic concerns and deployment of both segmental and non-segmental features. The authors conclude that, in analyzing Nigerian poetry, the musical composition forms a major consideration for proper interpretation. They suggest that scholars should be sensitive to the sound elements inherent in poetry, if its essence is to be achieved; and that critics should ensure a balance in their appraisal of the aesthetic and semantic values of artistic compositions, particularly in analyzing Nigerian or other African poems.

Nkonko Kamwangamalu

Howard University, United States

English as a Naturalized African Language: Implications for Language-in-Education Policies

In his (1998) paper titled ‘English as an Asian language’, Braj Kachru asks, “What conditions must a transplanted colonial language satisfy to be accepted as part of the colonized's linguistic repertoire? Why not consider .. English a part of our local pluralistic linguistic heritage?” In response to these questions, Kachru (1998: 92) proposes redefining the concept of «nativeness», and advances this proposal by distinguishing between «genetic nativeness» (i.e. the historical relationship between languages) and «functional nativeness» (i.e. the domains of function of a language in a society). Drawing on Kachru’s framework, especially his concept of ‘functional nativeness’, this paper discusses the pragmatic realities of English in Anglophone Africa against the perennial debate over the issue of the medium-of-instruction in public schools in the region. It makes the case for English to be viewed as a naturalized African language, considering both its forms and functions. In terms of the forms, speakers of English in the region have appropriated the language and have made it their own (Mufwene 2001, Achebe 1975, Soyinka 1993): The speakers have introduced features, both lexical and syntactic (Bokamba, 1992), that not only distinguish English from the varieties of English spoken elsewhere in the world, but also make the language bear the burden of the speakers’ cultural experience (Zabus 1991, Ashcroft et al. 1989). In terms of the functions, perhaps more than any native African languages, English plays a pivotal role in virtually all state institutions, including the government and administration, media, economy, and education, and is used as a link language between speakers of various languages in a complex and multilingual region. Against this background, the question arises whether the region should continue to treat English as a foreign language, especially in the educational systems, where it is often pitted against native African languages as the medium of instruction. I argue that Africa must come to terms with its colonial linguistic heritage; it must seek ways in which it might promote native African languages as the medium of instruction in schools alongside English; and must recast the “either (English) or (African languages)” approach within which the debate over the medium of instruction in African schools has been conducted. Suggestions will be made as to how this debate can be rekindled for the benefit of both the English language and its local counterparts, the indigenous languages.
Hyun-Sook Kang  
*Illinois State University, United States*

Uncovering Korean EFL Learners’ Awareness of and Attitude towards World Englishes

This study examined Korean EFL learners’ perceptions of and attitudes toward different varieties of World Englishes (WE). While a growing body of research has addressed the need to be aware of the emergence of different WE varieties as a result of the worldwide spread of English, and to explore ways to promote communication between speakers of different WE varieties (Kubota, 2001; Lindemann, 2005), we still know little about the perceptions of language learners in the EFL context, where English is not institutionalized, with respect to the different WE varieties and their speakers. This study set out to fill the void. One-hundred-four Korean college students enrolled in English-language classes as part of their degree requirements completed a country-rating task in which the learners rated English speakers from 58 countries in terms of friendliness, pleasantness, correctness, and familiarity, and a 30-item questionnaire tapping into their perspectives of learning English, perceptions of different WE varieties, and desire to communicate with speakers of WE varieties. Results of k-means cluster analysis on the Korean EFL learners’ country ratings reveal four clusters of 58 countries on the friendly, pleasant, correct, and familiar ratings, influenced by non-linguistic factors, such as geographic proximity and historical or cultural ties to Korea. The highest-rated group unsurprisingly consisted of the five countries of native speakers and Korea, and the second-highest group was composed of France, Germany, the Philippines, Singapore, and Sweden. All other countries, including South Africa, Ireland, and countries in Latin America, Africa, and South East Asia, fell into the bottom two clusters. Results of the perception questionnaire indicate that despite the presumed EFL learners’ preference for so-called Standard English, the Korean EFL learners shared a high degree of their awareness of the global spread of English, and relatively positive attitudes towards the emergence and learning of different WE varieties.

Giti Karimkhanlooei  
*Zanjan University of Medical Sciences, Iran*

Comparison of the Effect of Vocabulary Learning Using SMS Versus Traditional Method (Flashcards) on Reading Comprehension of Dentistry Students

Amid numerous rudiments which make specific English distinct from general English, vocabulary is taken as a spinal column for all stratums or purposes. It is assumed that the customary ways of developing English proficiency have been unproductive, and new ways of enhancing this process should be explored. Using novel technology such as mobile services can be of pronounced assistance in the advancement of different aspects in language learning/teaching. The purpose of this study is in twofold. First, it set out to compare the effectiveness of learning new vocabulary via SMS versus a customary method of language learning (using flashcards) on ESP students’ reading comprehension. Furthermore, ESP students’ attitudes toward learning new vocabulary via SMS were evaluated. To this end, 35 students in the field of dentistry were selected who were then randomly assigned to two groups.
For two months over the treatment procedure, the experimental group received the specific vocabulary through short message system while the control group was asked to learn them using flashcards prepared for them by the researcher. To collect the data, two vocabulary and reading comprehension tests were administered. A pair sample t-test and independent t-test were used to analyze the data. The obtained results revealed that the experimental group outperformed the control group. Also, the analysis of the items in the questionnaire unveiled that even though the participants had tendency to continue and receive such program on vocabulary learning for their following English course, but the overall mean score of 3.58 from 1 to 5 scale indicates that their affirmative attitude was not statistically significant.

Feroze Kasi  
New York University, United States  

An Exploratory Study of the Challenges faced by Pakistani Non-English Speaking Scientists

It has been widely claimed and asserted that non-English speaking scientists from “Expanding Circle” (Kachru, 2001), face various discursive (linguistic and rhetorical) (see e.g., Belcher, 2007; Flowerdew, 1999a, 1999b, 2000; Hanauer & Englander, 2011; Hutchinson & Waters, 1987; Kasi, 2010; Mansoor, 2002; Rahman, 1997; Shamim, 2008; Swales, 2004) and non-discursive (Canagrajah, 1996, 2002; Curry & Lillis, 2004, 2006, 2010, 2013, 2014) challenges while performing their academic and professional activities in English to keep their membership in the national and international scientific communities. However little or no attention has been paid to their personal and professional lives which might have been affecting their professional and academic activities. However, all the above reviewed research and scholarships on discursive and non-discursive analysis seem to be missing important factors of personal and professional accounts which could help the researchers to dig deep into issues of scientists which might be affecting their professional and academic activities. Using narrative inquiry research method, this research study explores the lives and work of non-English speaking Pakistani scientists presently working in Saudi Arabia and presents a broader picture of their personal and professional trajectories highlighting important moments and events which have played significant in their personal and professional lives.
Alexander Kautzsch, Anne Schroeder, Frederic Zahres
University of Regensburg, Bielefeld University

The Phonetics of Namibian English. Investigating Local Features in a Global Context

The linguistic situation in present-day Namibia is characterized by the co-existence of many languages, e.g. English, Afrikaans, and German, as well as a host of indigenous languages. Despite this linguistic diversity and although Namibia was never under direct British rule, English was introduced as sole official language with independence from South Africa in 1990. In terms of linguistic description, Namibian English (NamE) – if it is described at all– is frequently described as an offspring of (white) South African English (SAfrE) (e.g. Gramley 2012: 308, Trudgill & Hannah 2002: 28). But more recently NamE has attracted the attention of researchers who try to describe it as a variety in its own right. Thus, Buschfeld & Kautzsch (2014) give a first tentative description of NamE on several levels of description; Kautzsch & Schröder (2016) describe several vowel mergers and splits, which seem to be specific to NamE as they are unattested in other (South) African Englishes.

This paper takes up a number of these recent findings and provides further evidence for Namibian-specific realizations of vowels. We will do so by investigating, for example, a supposedly NamE-specific NURSE-WORK split based on recordings of different speech styles produced by speakers of different linguistic backgrounds. These findings are compared to realizations of the TRAP-DRESS merger, also attested in some varieties of SAfrE (cf. Bowerman 2004, van Rooy 2004).

By this we first show that NamE vowels exhibit peculiarities not paralleled in SAfrE’s and claim that NamE therefore needs to be seen as a variety of its own in the context of global English. Second, our data demonstrate that - similar to SAfrE’s - the pronunciation of English vowels in Namibia differs by ethnic group, which in turn suggests that NamE cannot be seen as a monolithic whole but rather as a bundle of local sub-varieties.

Jieun Kiaer, Anna Bordilovskaya
Oriental Studies, University of Oxford

English Influence on Contemporary Japanese and Korean: Multi-layered Lexicon and Foreign Phenomenon

Among a number of similarities between Japanese and Korean, contemporary lexicons of both languages mainly incorporate words of three etymological strata: native, Sino-origin and foreign (primarily English-based). This results in numerous near synonyms of different origin. Loveday (1996) suggested that the occurrence of the near synonymic pairs among native/ Sino-Japanese vs. English-origin words as in the case of gohan vs. raisu is the result of the “Westernization of Japanese culture” and these pairs exist “in semantic opposition where a word referring to a Western phenomenon is English-based and ‘complementary’ with a word deriving from (Sino-) Japanese and referring to a related version of the phenomenon belonging to native culture” (Loveday 1996:81). Similar opposition and numerous examples like bap vs. raisu are found in contemporary Korean lexicon. Such pairs are especially rampant among culinary terms, daily life and fashion (See Kiaer 2014, Bordilovskaya 2015).
However, this phenomenon is not as straightforward as Loveday’s argument. Excessive at first sight borrowing allows of fine-grained differentiation not only between native and loan pairs, but also between their qualities. For instance, Japanese having a long-running and elaborated color terminology still borrowed English color terms not only for newly introduced and fashionable colors, such as indigo (‘indigo’), vainreddo (‘wine red’), but also for basic color terms like ‘black’ (burakku), ‘grey/gray’ (guree/gurei). Some of English loanword color terms are now more common than native ones, others found their niche in semantic domains related to Western lifestyle, clothing or technology. English loanword modifiers are found across semantic domains and include such basic adjectivals like hotto (‘hot’), biggu (‘big’), abusutorakuto (‘abstract’), orijinaru (‘original’), rongu (‘long’), etc. (Bordilovskaya 2012, 2015). Compared to Japanese, Koreans do not have many adjectival borrowings yet, but it is happening gradually. For instance, adjectival modifiers like pik (‘big’) are entering Korean lexicon and often replace the traditional Sino-Korean prefix tae (‘big’).

This study investigates similarities and differences of the use of English-origin adjectival modifiers (EAMs) - adjectives in the donor language – English, and often used as modifiers in recipient languages – Korean and Japanese. For the purpose of the present case study seven EAMs widely used in contemporary Korean and Japanese were selected. They are ‘hot’ (hotto; hat), ‘silver’ (shirubaa; silbeo), ‘green’ (guriin), ‘blue’ (buruu; bleu), ‘big’ (biggu, pik), ‘cool’ (kuuru; kul), and ‘smart’ (sumaato; seumateu). Based on the available newspaper and written text corpora (Yomidasu – Yomiuri newspaper, Kikuzo – Asahi newspaper, BCCWJ for Japanese and Kyunghyang and Dong-A for Korean) the collocations of EAM modifying nouns were compared.

The differentiation and appropriate use of EAMs as opposed to near synonymic native or Sino-modifiers presents a big challenge for learners of Japanese and Korean, since in most cases their knowledge of EAMs in English is not enough, and simple substitution by native modifiers, as in hotto kooohii ‘hot coffee’ is not often appropriate. Present research gives a deeper insight into the role of EAMs in the systems of multi-layered lexicon found in Contemporary Korean and Japanese and demonstrates their collocation tendencies found in newspaper and written language corpora.

Eun-Young (Julia) Kim
Andrews University, United States

Utility and Bias in English Proficiency Assessment from the Expanding Circle: The Case of i-TEPS

Major tenets of the enterprise of acknowledging world Englishes include abolishing the notion of fixed standards, acknowledging joint ownership of English as a global language of communication, and rejecting the traditional inner-circle paradigm assigning authority to native speakers as gatekeepers of English standards and practices. Although progress has been made in incorporating these perspectives into various aspects of English language learning and teaching in the last several decades, a powerful form of gatekeeping is still being perpetuated in the form of standardized English proficiency tests such as the Test of English as a Foreign
Language (TOEFL), which is designed, administered, and assessed by agencies in inner-circle countries. Consequently, we argue that one tangible way of breaking the inner-circle dominance is to recognize English proficiency tests designed in and assessed by outer and expanding circle countries. As a case in point, we examine in this presentation how i-TEPS, an integrated English proficiency test designed by Seoul National University in Korea, has moved ownership of standardized English language assessment from inner-circle to the expanding circle. Based on analysis of two sets of recently administered i-TEPS, we argue that i-TEPS can be a robust, affordable, and localized alternative to the TOEFL despite the fact that some topics, proper noun usage, and grammatical and vocabulary items still reflect a discernable level of dependence on Anglo-American norms. To that end, we also discuss in this presentation additional measures that can be taken to help locally developed and administered tests such as i-TEPS fulfill its potential as recognized alternative with local contexts in mind.

Tomiko Komiya, Hiroshi Yoshikawa
Okazaki Women's University, Japan

Grammatical and Pragmatic Features of Japanese English: an Analysis of 19 Essays

Smith and Bisazza (1982:269) argues; “The assumption that non-native students of English will be able to comprehend fluent non-native speakers if they understand native speakers is clearly not correct. They need exposure to both native and non-native varieties in order to improve understanding and communication.” It means that they need exposure to both Inner, Outer and Expanding Circle varieties (or uses) of English.

Although ELF researchers suggest that sociolinguistics approaches to the study of English in the world are tending to be ‘post-variety’ and ‘post-community’ (Baker 2015), the concept of ‘transcultural identities’ that transcend one’s native language, ethnicity or place of birth (Pennycook2010:85, Canagarajah 2013b:199) seems to lack definiteness and is not convincing enough.

The purpose of the present research is, through qualitative analysis of 19 English essays written by Japanese high school teachers, to identify grammatical features characteristic of Japanese English, and to compare them with common grammatical features of non-native Englishes (Y. Kachru & Smith 2008:85-101).

Characteristic features of Japanese English such as thematization, frequent use of the definite article/ empathic expressions/ there construction, preference of verb-adverb combinations over adjective-noun combinations, and mixture of formal and informal styles etc. were identified. We also noticed common grammatical and pragmatic features with other Outer Circle and Expanding Circle varieties.
Emergence of English Rooted in Multilingual Ecology of India

English has become a global language with local identities (Kachru 1996), and has changed the face of the world with the largest number of speakers. Different Englishes that exist around the world consist of identifying varieties of English language in diverse sociolinguistic and functional contexts. ‘English of India’ is one such example. English occupies a very significant space and offers economic, social, and political advantage to its speakers in linguistically diverse country like India. Kachru (1978), Singh (2012), Agnihotri (2007), Bhatt and Mesthrie (2008), and Bhatia (2014) among others conclude that English, in India symbolises a reflection of modernity, higher social prestige and ‘believed’ to be instrumental in upward social mobility. Agnihotri & Khanna (1997) conclude after an extensive survey that the needs of globalization and the market economy are such that every child requires learning English and at present more than 75% of the states in Indian Union have made learning English compulsory from class one (Agnihotri, 2007: 05). Thus, we find emphatic presence of English negotiating with other Indian languages as a dominant partner. It is imperative to note that Indian English is not one variety but a composite of many variations based on region, culture, and competence. There are speakers with just a smattering of English and there are also speakers with a near native competence; between the two extreme points there are number of variations in speakers’ speech. This phenomenon of influence and mixing between languages is not just code mixing and code switching; it has moved beyond that level. Indian English is not a deviant form of any variety of English, but a language in its own. The nature and structure of English in India are heavily influenced by the languages in the linguistic ecology of India. It is in the process of making of New English of India, creating a continuum throughout India.

This paper presents the changing linguistic patterns in ‘English of India’ in the several domains of language use such as literature, mass media, popular culture, entertainment and cultural expressions and in turn, demonstrates the development of English language as a New English in Indian speech community. The indigenization and Indianization of English have customized, changed and rooted it so deeply that it has become one of the languages of the land. Finally the study outlines the language continuum of English in India rooted in multilinguality and claims that ‘Indian English’ has negotiated with other Indian languages to such an extent that it has created a unique space to locate itself as a newly emerged language in the multilingual ecology of India, thus it should be treated as ‘English of India’.
Soon Jeong Kwon  
*Syracuse University, United States*

Training for Intercultural Collaboration in Multicultural Team Teaching in TESOL

Co-teaching in TESOL is increasingly being implemented, yet limited research exists on effective training for intercultural team teaching. This study investigates the effects of training in intercultural conflict management on trainee teacher performance in a multilingual, multicultural, team-based TESOL practicum. Implications for teacher education will be discussed. [47]

This study examines the effects of embedding training on intercultural communication, intercultural conflict management, interest-based problem solving and assertion in a multilingual, multicultural team-based TESOL practicum (Brown & Ruiz, 2016). Teaching groups were observed during planning meetings, and the training group received training based on the interdisciplinary application of resources from the discipline of conflict studies.

Growing attention is being paid to teacher collaboration in TESOL. Descriptions of successful implementations of co-teaching have suggested such benefits as improving relationships among students, between teachers, and among students and teachers in the classroom (Bahamonde & Friend, 1999). However, co-teaching is challenging and little investigation was conducted on how co-teaching is implemented in professional contexts and where the sources of conflict lies. While co-planning outside of the classroom is considered key in collaborative work, researchers have observed challenges in intercultural and interpersonal communication among teaching partners during that stage (Dove & Honigsfeld, 2010; Tajino & Walker, 1998).

This study examines professional collaborations in teacher education and investigates the following three research questions. First, what difficulties are observed in interactions around co-teaching? Second, does embedding training in intercultural and interpersonal collaboration have any effects on trainee teacher performance and attitudes in co-teaching? Third, what factors appear to contribute to successful collaboration or result in ineffective collaboration?

Preliminary findings demonstrate that teachers may collaborate effectively without any intervention, but also that the practice of accommodation may be a default interactional strategy and that baseline cross-cultural differences in engagement in interactions may exist, which may be addressed through teacher training.

Additionally, power inequality, a major conflict escalator, was manifested during the interaction as linguistic inequality. Native speaker teachers in both groups have shown highest conversation involvement, while some of non-native speaker teacher choose lack of English ability as one the biggest challenges in final reflection survey. [300]
Intonational Variation in Hong Kong English

Research into intonation of non-native varieties of English in the World Englishes paradigm often has a strong focus on describing typical features at the expense of variation. The varieties-based approach also fails to recognise the sociolinguistic issues brought about by globalisation. Combining Blommaert’s (2010) global English approach, Eckert’s (2008) indexical approach and Alsagoff’s (2007) Cultural Orientation Model, the present study employs a unified approach to elicit and analyse intonational variation in Hong Kong English (HKE), involving two distinct accents: HKE with global orientations (HKE-gl) and HKE with local orientations (HKE-lo). A closer look at HKE-lo, including the use of Cantonese sentence-final particles (SFPs), has contributed to the revision of the existing phonological rules of HKE intonation (Gussenhoven, 2014). The study also examines how speakers of HKE style-shift between HKE-gl and HKE-lo intonation in various speaking styles, on different topics, and with local and non-local interactants. The results show that only speakers of advanced L2 intonation talent (not proficiency) have access to both accents; the rest display exclusively HKE-lo features. For those with a wider repertoire, the stigmatised status of HKE-lo limits its use significantly. Whether one employs HKE-gl or HKE-lo intonation involves negotiating within the multi-dimensional space between two cultural orientations (global and local), including sociolinguistic dimensions such as polycentricity, global/local identities, experiences, formality, etc. The co-occurrence of both HKE-gl and HKE-lo features in the same utterances alludes to polycentricity. Due to its taboo status and pertinence to local culture, the use of the local prosodic features is found to perform sociolinguistic, indexical functions. The study of intonational variation in HKE has immense implications as not all intonational features that deviate from the native norms are mistakes, speakers of HKE may consciously and unconsciously employ variation in HKE intonation in a specific situation to perform social marking and construct identity.

English Language Lexicography in Asia

The English language has maintained an ever-growing presence in Asia since the 17th century, the result of which is the diverse range of Asian Englishes we see today. Lexicographical interest in the region dates back to the 18th century and experienced a heyday in colonial times. Post-colonially the story is quite different and lexicographical coverage of Asian Englishes is today less extensive despite the undoubted scholarly interest in local varieties. The lexicographers at Macquarie Dictionary (located in Sydney, Australia) published a small number of competent dictionaries in 1999-2000 covering the Southeast Asian region. These were favourably reviewed and lauded as ‘likely to strengthen regional pride and regional identities as expressed in English’ (Schneider 2002: 165). However, some 15 years later, those dictionaries are long forgotten and...
their potential impact as trailblazers appears not to have been realised. Indeed, today, there are very few if any dictionaries for most Asian varieties of English, while those dictionaries that do exist are of limited scope and/or quality. Even the mighty Oxford English Dictionary’s recent foray into Asian Englishes can best be described as modest. This presentation provides a systematic overview of all the dictionaries available for each variety of Asian English, giving an indication of the depth and breadth of coverage, and comments on potential ways forward for future lexicographers.

Sarah Lee  
Nottingham University, Malaysia

"To Be and Not to Be": Mixing Copula and Zero Copula Constructions in Malaysian English

One frequent observation of the way information is packaged (Lambrecht 1994, Chafe 1976) in the Englishes of multilingual environments, e.g., Singapore and Malaysia, is the use of discourse-level patterns such as topic prominence structures (Bao & Lye 2005, Lim 2004, Bao 2001, Platt & Weber 1980). This is in line with areally-dominant strategies of languages in the region; yet at the same time, in such post-colonial sites, grammatically-encoded structures of educated (Standard) Englishes are also entrenched. Using conversational data from Malaysian English, I focus on copula and zero copula constructions. Both constructions are functionally similar in that they represent different linking strategies; in the first, context links the two elements, and in the second, BE overtly achieves this. Explanations for such blended structures or the appearance of discourse-grammar variants within a speaker, are often external to the discourse context, for instance, ‘leakiness’, when usage patterns of other languages in the contact find their way into English (Gupta 2006:22), or indexicality reasons (Leimgruber 2013). I demonstrate that co-participants can blend, and ‘switch’ between, discourse and syntactic level structures within an exchange or even an utterance, for interactional reasons, e.g., stance-taking. I argue that these co-occurrences are non-random, and explore the discourse contexts in they jointly co-occur. Furthermore, in situating usages of such mixed structures as information structuring strategies, it seems possible that constructional patterns from educated English are called upon just like other ‘local’ linguistic resources; they are within the purview of contact variety speakers, and in combination with grammatical strategies, perhaps represents nothing more than usage patterns that are used to effect certain communicative goals.

Maredil Leon  
The University of Arizona, United States

Anti-normative Paradigms in the English Classroom: Perspectives on Linguistic Identities

Anti-normative paradigms have taken major precedence in the ELT field in the past few decades. Authors like Kirkpatrick, (2007), Matsuda (2012), and Canagarajah (2013) have dedicated their
work to study the marginalization of English users as a result of the normative/Western centric paradigms that have historically hold power of the ELT industry. However, most of the work being done at this point is mainly theoretical and rarely contains empirical approaches to anti-normative paradigms in classroom use. Furthermore, speakers in the Expanding circle, outside of the Asian region, are rarely a focus of study. Drawing a connection between World Englishes and Social theories of Identity (Norton, 1995), the present study intends to understand international students’ linguistic identity constructions as they become familiar with scholarly work related to language variation and World Englishes. The participants for this study were 16 International students coming from Expanding Circle countries enrolled in a freshmen English composition class at a US University. As a part of the curriculum, they engaged in conversations about World Englishes and language variation scholarly work. The data was collected using two semi-structured interviews (one at the beginning of the semester, and one at the end), four written journal reflections, and 9 classroom observations. The findings shed light on the tensions international students face when adapting to Inner circle varieties of English in academic contexts. Moreover, the participants demonstrated to have a more nuanced perspective on language use after developing familiarity with World Englishes and language variation concepts. Pedagogical implications will be discussed focusing on the importance of making “non-native” English speakers, especially those from the Expanding Circle, aware of the existence of anti-normative paradigms as a way to empower them and provide them with a clearer perspective of current language use realities.

Lijun Li
University of Hamburg, Germany

Language Contact: Towards a Diachronic Reconstruction of Colloquial Singapore English

When Singapore English, often simply called Singlish, is mentioned, it seems that many people are aware of its unique pronunciation that is very different from mainstream varieties of English i.e. American English or British English. Much scholarly research of varieties of English has focused on its soundings (vowels, consonants, prosodic features), its syntactic features (pro-drop, number and agreement, verbal cluster), and discourse particles (lah, ma, wat, meh, leh, lor, etc.). Although many grammatical phenomena of Singapore English are well researched, a general picture on the development of Colloquial Singapore English (CSE) over the past few decades has yet to be established. While the government of Singapore has launched several language programs to promote Standard English in the past five decades, the use of CSE seems unaffected by these campaigns and appears to become even more popular. Does this tendency really hold true in this multilingual city-state? Are there any changes in the use of Singlish between the 1900s and 2000s?

My current research project intends to develop answers to these questions by conducting a diachronic research into the Oral History Interviews (OHIs) by the National Archives of Singapore (NAS). The speakers in the OHIs come from all walks of life, and all ethnic backgrounds – including Chinese, Malay, Indian, Iraqi and British. Such a diachronic study opens a new front of varieties of English, especially in Singapore English, since synchronic research currently dominates the relative fields of studies. By researching the unique use of five minor words in OHI, namely what, already, also, ever, and one in Singapore English which are
heavily influenced by the Chinese substrate on both semantic and syntactic level, the project with the case study of Singapore offers a new perspective in the development of varieties of English in a multilingual setting.

Songqing Li
Xi’an Jiaotong-Liverpool University, Suzhou, China

The NS English in ELT: A Study on EFL Stakeholders’ Perceptions in China

Faced with the glocalization of the English language and the scholarly arguments against the adherence to the NS English standard in ELT tradition, this study is to investigate Chinese ELF stakeholders’ perceptions of 1) whose/which English is the Standard English, 2) whose/which English should be taken as the teaching and learning target, and 3) whether the support of the NS English entails discriminations against the NNS English. 679 non-English-major undergraduate students, 68 EFL teachers and eight EFL program administrators participated in the study. They were all Chinese and came from six universities in North China. Data were collected through questionnaires administered to the students and teachers, as well as interviews conducted with 14 teachers and the eight administrators. Data analysis indicates the NS English, particularly British and/or American English, was regarded as the Standard English by most of the students and teachers and all the administrators. The most frequently stated reason was that the NS English is more authentic, grammatical and applicable than the NNS English. Meanwhile, the majority of the students and teachers expected the NS English to serve as the learning and teaching target. Common reasons were found related to the assumed linguistic superiority and practical value of the NS English. Nevertheless, those administrators considered it uncessary to adhere to the NS English due to the instrumental objective of the EFL program for non-English-major students in China and the low English proficiency of most Chinese EFL teachers. In addition, most teachers and administrators considered the support of the NS English not a sign of linguistic inequality, but a representation of personal choice based on the actual differences between the NS and NNS Englishes. All these findings suggest that Chinese EFL stakeholders seem to be unaware of the diversity and fluidity of the English language in the current world.

Azad Mammadov
Azerbaijan University of Languages

Changing role of English in the contemporary world

The goal of my paper is to focus on the issues related to the contemporary role of English in the world from the perspectives of globalization, European integration, on one hand and the trends of isolation and disintegration, on the other hand. Despite the numerous researches in this field, I have decided to revisit this topic also partly due to the recent Brexit referendum results and the
US 2016 Presidential campaign rhetoric, which bring an element of intrigue vis a` vis the role of English in Europe and in the rest of the world.
The paper explores the correlation between globalization and language as one of its cultural codes (Blommaert, 2010) and gives various views on the unique status of English as a global language (Crystal, 2003) and on its subsequent wide spread in Europe (Phillipson, 2008) and beyond.
The emphasis on growing communication in English is motivated by increasing opportunities for interaction and employment leading to economic and academic mobility. The global status of English has also serious impact on language education. (Widdowson, 2003) The increasing focus on English language proficiency is reflected in the goals of education in Europe and in the rest of the world.
The paper gives some clues to understand better why global English and, in general terms, global language matter in the contemporary world and how, first of all, various political developments such as the trends of disintegration and isolationism can influence this process. It will also shed a light on those core issues in the study of the role of English in contemporary social life, which can contribute to understanding a number of complex phenomena and processes in society, such as the correlation between language and power and the role of language in constructing social meaning, as well as personal and group identity.

Carolina Marques de Mesquita
Arizona State University, United States

From Harlem to the World: Local Concerns and Global Varieties in the Literature of James Baldwin and Beyond

Post-colonial authors writing in English have often employed local varieties of English in their work as a way of asserting the social, historical, and artistic power of their communities. While colonial powers may have encouraged or enforced the use of standard varieties of English, these authors maintain that the representation of local varieties of English is critical to affirming the identities and power of their people. These authors have even exaggerated the use of social varieties of English by representing accents or dialects phonetically, or by using words and phrases belonging to local indigenous languages. Yet other authors, also concerned with the experiences of post-colonial populations and societies, have instead elected to write in standard varieties of English. James Baldwin, for example, is frequently concerned with the experiences of black men in midcentury Harlem. Nonetheless, he rarely represents African American English phonetically, as other authors of his generation often do, or otherwise concerns himself with the linguistic representation of racialized experiences. Instead, his writing employs a standard American variety of English almost exclusively. In this presentation, I will examine Baldwin’s work, in particular Sonny’s Blues, to demonstrate why post-colonial authors may decide to rely on standard varieties of English in their writing while still remaining faithful to the concerns of their speech communities. I will argue that the use of standard varieties of English may better enable authors to reach a more global readership and thus share their anxieties with a broader audience. I will provide examples of other authors, including Nigerian
author Chimamanda Adichie, who have been able to combine local problems and global varieties to take their literature to all corners of the world.

Isabel Martin
Ateneo de Manila University-Philippines

Translingual Practice in Courtroom Talk in the Philippines

This presentation explores the concept of translingual practice in courtroom talk in the Philippines. Specifically, the study documents and investigates translingual communicative practices of judges, witnesses, lawyers, and other participants in courtroom proceedings. The translingual paradigm that I wish to utilize is that of Canagarajah’s (2013), which he applies to literacy and pedagogy. I propose that given the Outer Circle, multilingual context of the Philippines, a translingual orientation may be considered in approaching courtroom talk, especially where various forms of English are used.

In the Philippines, the English-only policy continues to dominate the legal domain despite the fact that there are at least 175 different languages in the country. As English remains the language of the educated elite, many Filipinos who do not belong to this circle are unnecessarily marginalized by this English-only policy. Whether they are proficient or not in the form of English that is expected in courtrooms, these Filipinos participate in courtroom proceedings with whatever linguistic resources or codes available to them. I argue that translingual practice takes place in these courtrooms, despite the expectation that proceedings be conducted in English only.

How is communication negotiated in courtroom talk? What are the social values that determine the choice of language resource to use? Is meaning co-constructed between and among participants of courtroom talk? These are some of the questions raised by this study. By taking a translingual orientation in investigating courtroom talk, I hope to explore possibilities for formulating a more inclusive language policy for the Philippine legal domain.

Mark McGuire
Syracuse University, United States

What English Word Sounds are Most Perceptible to Chinese Learners?

Learning English pronunciation as an adult native speaker of Chinese can be challenging, as the sounds of a language are generally easier for younger learners to acquire in what has been described as a “sensitive period” of learning if they have immersive exposure (Ellis, 2015). What aspects of the unique sounds of English words are adult Chinese learners of English most likely to perceive and say correctly?

24 Chinese college-student learners of English participated in this study. The method for the study involved a two-part process. First, learners completed a listening test to determine what sounds they perceived. It suggested that while pronunciation of individual sounds may not be
recognized, extra syllables and unusual word stress tended to be perceived. The second part of the test built off of the first: the learners then heard recordings containing errors of letter pronunciation, syllable number and stress and were asked to repeat what they heard, with the errors, using an “elicited imitation” paradigm in which spontaneous corrections in learner repetitions were interpreted as reflecting structural knowledge. The stress pattern and number of syllables in words, which tended to be perceived in the previous test, were still corrected most of the time. The letter pronunciation mistakes that had not tended to be perceived in the first test tended again to not be perceived. These learners, college students in a study abroad setting, learned word stress patterns and correct syllabification, but struggled to even hear some of the unique letter sounds of English. Teachers should understand that their adult students are more likely to acquire correct syllabification and word stress than correct pronunciation of unique letter sounds. Further pedagogical implications will be discussed.

Tracey McHenry, Omnia Aloffi
Eastern Washington University, United States

English in the Kingdom of Saudi Arabia: What Do Parents Think?

The study of English in the Kingdom of Saudi Arabia is relatively recent, and, as Mahboob and Elyas begin their 2014 article, “English in the Kingdom of Saudi Arabia is not a ‘neutral’ language” (p. 128). From an early World Englishes informed chapter in Fishman, Conrad, and Ruble-Lopez’s 1996 Post-Imperial English: Status Change in Former British and American Colonies, Saudi Arabia has been an infrequent subject of applied linguistics and World Englishes scholarship. The reasons for this are many but we will focus on the concern, voiced clearly in 2005 by Karmani in his article in Applied Linguistics called “English, Terror, and Islam,” that English is being used to promote Judeo-Christian values and to demote Islamic values. This perspective challenges us to find ways that we can show the interconnectedness of English and Arabic by focusing on the languages themselves and their historical interactions, vis a vis Mahboob’s 2009 article in World Englishes “English as an Islamic Language.” In our research, we briefly consider the history of English in Saudi Arabia, the status of English today for K-12, higher education, and the workplace before we address current attitudes towards English, especially the question of whether English can be seen as an Islamic language. We focus primarily on data gathered asking Saudi parents about their attitudes for their children’s English language learning.

Judith Mgbemena
Federal University Wukari, Nigeria

The Sociolinguistics of Ideophone in Nigerian English

The English language in Nigeria’s extremely linguistically diverse ecology constantly evolves as it attempts to serve multifarious functions in the context of usage. The dynamism of English
as a second language in Nigeria has contributed to its spread and dominance. Thus, in contemporary society, various categories of users are able to manipulate the resources available in the linguistic repertoire of their source language to achieve communication in English in different contexts – formal and informal. Literature abounds on the influences of the local contexts on the evolving forms of this variety of World Englishes, which has long been established in scholarship as Nigerian English, NE. However, a peculiar feature of NE, which appears not to have received adequate attention, is the use of ideophone – the invention as well as transfer of ideophones from the source language to the English language. The use of ideophone in NE is significant. Beyond communication, the expressions have sociolinguistic and stylistic imports. This study, therefore, aims to examine the forms and functions of some of the identified expressions that represent sounds with particular focus on ideophones. The study adopts sociolinguistic orientation in its collection and analysis of data. The sampling technique is employed to derive data from samples of expression in English from the mass media – in advertorials, news reporting, documentaries and performing arts. Analysis of data from this study involves the examination of the strategies that are used in inventing the forms, the myriad sociocultural factors that influence the creation and usages as well as various ends which the forms are meant to achieve. Insights from the study contribute to data on the current trends in the development of English in Nigeria. Information from the study also contributes to the data base on the forms and features of global Englishes.

Setsuko Miyamoto, Yukinori Watanabe
Sagami Women's University, Japan

Needs Analysis of Thai English as a Learning Target: Business ELF in the Tourism Industry of Japan

This study aims to analyze the needs and identify the potential benefits of the inclusion of an English variation spoken by Thai native speakers (ThaiE) in learning materials designed for the learners in Japan’s hospitality industry. Although the importance of English as a lingua franca (ELF) has been widely shared among hotel employees and hotel business operators, their communication with ThaiE speakers has not yet been explored in ELF studies. The number of Thai visitors to Japan in 2014 reached 657,000, which is more than fivefold in the period from 2003 to 2013, and according to the Japan National Tourism Organization (JNTO, 2015) only Asian tourists from China, Korea, Taiwan, and Hong Kong exceeded this number. It is worth noting that the industry and the government have been quick in offering multilingualized services for Chinese and Korean speaking visitors. Therefore, except for Chinese and Korean, Thais constitute the largest group of the speakers of the Expanding Circle varieties among inbound visitors. The questionnaires and interviews for tourism/hotel operators and in-class surveys on language attitudes toward non-native varieties revealed that ThaiE was less familiar, intelligible, and comprehensible than other Expanding Circle English varieties, and yet no educational or training measures have been taken. Although ThaiE has been categorized to be essentially exonormative in the Kachruvian framework, the clear needs for ThaiE as learning targets were confirmed. A curricular change in English for Specific Purposes programs in tourism oriented schools is necessary so that learners can be better prepared for an ELF interaction with the increasing number of Thai visitors to Japan. In order to facilitate
achievement of their specific purposes, increasing exposure to ThaiE in the form of situation-based listening material could be one method of increasing familiarity and positive attitudes toward ThaiE.

Andrew Moody  
*University of Macau*

Manufacturing Authenticity in Media Englishes and the Englishes of Popular Culture

'Authenticity' has long been a primary concern of sociolinguistic analyses. Early sociolinguistic work insisted that data collected should be 'spontaneous and naturally occurring', a methodological dictum that was, in large part, borrowed from dialectology's search for 'authentic' Englishes that were thought to be endangered by modernization and, later, urbanization. In many ways, authentic Englishes are imagined to represent both literally and imaginatively 'authentic identities' of the speakers of those languages. The emphasis on 'authentic' Englishes significantly coincides with the development across a number of English-speaking communities of a 'Standard Language Ideology', which promotes myths of 'purity' and 'timelessness' of the standard language. As standardized Englishes are usually adopted as media languages -- and frequently named after the media that use them, such as 'BBC English' or 'American Broadcast Standard' -- these media languages risk losing features that may signal 'authentic' language or identities. And the pursuit of authenticity in media Englishes is amplified in Englishes of pop culture, where authenticity must be manufactured as part of the process of creation. This essay will explore the historical basis for the processes that manufacture authenticity in English varieties as normal recurring process of standardization in a pluricentric model of world Englishes.

Stephanie Moody, Roya Pashmforoosh  
*Texas A&M University, United States*

World Englishes: Preservice Teachers' Perceptions of Effective Awareness Raising Activities

As English grows in popularity and usage around the world, so too does the diversity of English increase. No longer are there just two varieties of English, American and British; we now have Indian English, Chinese English, and many others. However, students and educators in the United States are still relatively unfamiliar with these varieties, also called World Englishes (WE) (Qiong, 2004). Pre-service teachers must be made aware of the prevalence and legitimacy of WE so that they will become culturally responsive and respectful educators (Castro, 2010). In this study, we will describe six different activities to promote the understanding of WE and the status of English as an International language that pre-service teachers completed during one undergraduate course entitled ‘Language Acquisition and Development’. Three of the activities were completed during class time, while the other three were online activities that the participants engaged in independently. The effectiveness of these activities was examined based on participant’s written reflections and the results of pre- and post- intervention assessments. The data indicated that while all activities were beneficial to the participant’s understanding of
WE, the ones delivered in-class were the most impactful. Specifically, the pre-service teachers cited activity six, the American Tongues documentary, as the most effective in raising their awareness, tolerance, and respect of WE. The pre- and post- assessments show that participant’s beliefs about the importance of introducing WE to students increased, as did their desire to educate themselves further about WE. This study emphasizes the importance of creating classroom interaction that is conducive to a critical examination of WE. Educators should also use experiential approaches when exploring cross-cultural communication strategies and incorporate instruction related to cross-cultural and linguistic awareness in ESL methodology courses.

Shashi Naidu  
*Ball State University, United States*

**Metaphorical Expressions and Codeswitching in Indian English: A Cross-Cultural Usage-based Study**

This exploratory study on the use of metaphors in an indigenized variety of English--Indian English--sought to discover the degree to which the language varied or stayed close to the norm-giving parent language, British English, in terms of the use of metaphorical expressions (MEs). One of the main tenets of Conceptual Theory of Metaphor (CMT)--that metaphor is a cognitive mechanism and not a literary device--served as the main theoretical framework of the study. Adopting the discourse approach, and drawing on discourse studies (Cameron, 1999, 2003; Deignan, 2005; Moder, 2004, 2008), MEs were identified and analyzed in terms of their density, frequency, and distribution, in naturally occurring discourse. Case studies were conducted to analyze the domains of the MEs identified in the corpora. The corpora used for the study were news stories from leading newspapers, the Times of India (TOI) and Times on Line/London Times (LT).

The findings indicated that the Indian news stories used twice as many MEs as compared to LT. The frequency ratios showed that the TOI news stories used not only more types, but these types also appeared twice as frequently (more tokens). In addition, the frequency ratios of the lexical forms of MEs indicated that both varieties used twice as many verbal MEs as nominal MEs. The domain analysis indicated that although the source domains overlapped in the two varieties, Indian English exhibited unique characteristics, especially, in the distinctive extension of the mapping of the source domain “fire,” and in its culturally specific way of using expressions such as creamy layer. Additionally, Indian domestic news stories code-switched a number of expressions, which were metaphorical from English to Hindi, highlighting culturally distinct aspects in the indigenized variety of English.

In the presentation, I will be focusing on two main aspects that include the domain analysis of “fire” and code-switching to Kannada and Hindi, and discussing the pedagogical implications of the study.
Marwa Nassser  
*Ain Shams University*

**Spice Across the Globe**

The proliferation of English all over the globe is a matter of satisfaction for all those who work with it and in it. The spread of English to all the parts of the globe means more users of the language but it also means more and more varieties. Once upon a time, the word ‘Englishes’ was questioned by the puritan scholar. Today, it is accepted that every culture will add its color to the global model of English. Teaching its varieties works out well for most classrooms of Linguistics but this enormous range of Englishes can terrify the ELT policy maker and teacher. The selection of a variety for a curriculum is a challenge. This presentation examines this dilemma through the opinions of a group of teachers from various parts of the world while presenting the features of English from their countries.

Marwa Adel Eissa Nasser will describe the features of Egyptian English. She will also talk about the dilemma of selecting a variety of English that each teacher faces and how she made her choice in her pedagogy and classroom.

Theresa Neumaier  
*University of Regensburg*

**Turn-claiming and Turn-holding Strategies in Outer and Expanding Circle Englishes**

To a large extent, human social interaction consists of informal face-to-face conversations. Their underlying framework, the rules of turn-taking and speaker change, has already been described in great detail by Conversation Analysis (CA). However, research has mainly concentrated on interactions involving British and American speakers, thus neglecting other cultural surroundings. The fact that Stivers et al. (2009) were able to trace noticeable quantitative differences in the interactional tempo of ten major world languages further stresses the need to expand the scope of CA to the study of “talk-in-interaction-in-culture” (Carbaugh 2005). This is particularly relevant with regard to Outer and Expanding Circle varieties of English, where in-depth analyses of interactional patterns are still lacking.

To close this research gap, the paper at hand combines two approaches, the study of World Englishes and CA. The data consist of several hours of unscripted face-to-face interactions taken from the Asian Corpus of English (ACE 2014) and the Jamaican component of the International Corpus of English (ICE-JA 2008). The conversations were first transcribed and then tagged with respect to turn-allocation and the use of turn-holding or -claiming strategies. A combination of both quantitative and close qualitative analysis allowed for a more holistic treatment and a systematic comparison of the data.

The results clearly show that the turn-taking model as described by CA applies to the Southeast Asian and Caribbean contexts. However, whereas both groups employ a number of phonetic, lexical, and syntactic turn-holding and -claiming strategies, there are differences with respect to how these strategies are realised: Jamaican speakers, for instance, use lexical turn-claiming to a much greater extent than their ACE counterparts. The preferences observed further illustrate the
fact that the concrete realisation of the conversational framework has to be regarded as culturally sensitive.

**Thuy Nguyen Thi**  
*Hoa Sen University, Vietnam*

Vietnamese EFL Students’ Perceptions of Extensive Reading Program: A Case Study at Hoa Sen University

There have been numerous studies of benefits and getting students involved in extensive reading (ER) practice, but limited research has been conducted in Vietnam, to explore the follow-up activities of extensive reading such as reading graded readers and especially doing online quizzes using M-reader program as a tracking system fostering students to learn English. This paper aims at exploring Hoa Sen university (HSU) students’ perceptions of the extensive reading program. The research used a convenience sample of 150 English major students who were invited to complete the questionnaire survey regarding their perceptions of their reading frequency and follow-up activities such as book reports, quizzes on M-reader and their expectations of the ER program. The results show that the students considered the extensive reading important and beneficial in not only improving their English competence but also in enhancing their cross-cultural understanding and global issues. The results also suggest that they had difficulties in doing quizzes and expected to have more graded readers, supports, collaboration and organization from the stakeholders.

Key words: Extensive reading, M-readers, graded readers, learners’ attitudes, perceptions, benefits

**Ngan Nguyen**  
*Queensland University of Technology, Australia*

Alignments and Misalignments between ESP Program Delivery and International Workplace Communication

Vietnam’s customs and import-export services are growing rapidly, demanding high levels of English communication as personnel interact with clients from across the globe. English language training is offered in industry-specific English for Specific Purposes (ESP) courses, but concerns exist that the courses are not meeting the communication demands of these workplaces. This study drew on Blommaert’s (2010) sociolinguistics of mobility to investigate the language resources need for communication in Vietnam’s customs service and a large import/export company. To investigate the communicative practices used in the two workplaces, an ethnography of communication approach (Hymes, 1974) was used. The study employed methods of observations, semi-structured interviews and document collection to collect data.
The findings indicated an increasingly valuable variety of English, English as a lingua franca (ELF) was identified in the particular genres with different choice of registers and stylistic features adapted to communicative conditions in the fluid globalized workplaces. Given the agility and unpredictability of work in globalized settings, analysis showed how the workers’ mobile language repertoire was not tied to the criterion of linguistic accuracy, but rather favored achievement meaning and function. However the adaptable, truncated ‘good enough’ language observed in the workplace did not align with the lexicogrammatical focus of the ESP courses. The study contributes to the field of ESP pedagogy, by demonstrating the nuances of mobile language resources in effective communicative practices in these specialized contexts. The mobile language perspective also helps rethink the alignment between ESP courses and workplace needs, and how ESP curriculum, pedagogy and assessment need to reflect the authentic language practices of the workplace.

Yewande Ntekim-Rex  
*University of Lagos, Nigeria*

The Role of the Context on Comprehension of Nigerian English Idioms

Context interacts with other factors to determine the point at which idiomatic meaning is activated and integrated as well as the distinction between local and global contexts. The research is hinged on the hypothesis that comprehension of Nigerian English (NE) (a variety of English) idioms would be better when the learner could make use of contextual information in order to figure out what idiomatic expressions mean as established in English native speaker situations. This is studied under two conditions; idioms embedded in a linguistic context consisting of a short narrative and idioms presented alone out of context. Two groups of familiar and unfamiliar idioms are used within a problem-solving narrative formed by a setting with characters, an initial event, and a solution (containing the idiomatic expression). Participants are also given a multiple-choice test (MCT) which has questions about the meaning of each of the listed idiom. The result shows that the level of familiarity of the idioms affect the speed of identification and those that are less familiar and unfamiliar are easier to comprehend when used within contexts. This also shows that even though context contributes to comprehension of NE idioms by these participants an idiomatic response is determined by the participants' ability to process linguistic information that surrounds the idiom and to identify the most plausible responses given the context. In addition, knowledge of the language itself plays a fundamental role in the comprehension of these idioms by the participants. This implies that in order to really facilitate the knowledge and use of Nigerian English and especially its idioms in this case, there a need to teach different aspects of Nigerian English and carry out more researches in the field. Moreover, the study validates NE idioms as researchable variety of English idioms.

Keywords: Nigerian English, variety, comprehension, idioms, context
Janet Oab  
*Palawan State University, Philippines*

**Palawan's Prime Tourist Destinations' Tourism Landscapes and Discourse**

This study will investigate Palawan’s Prime Tourist Destinations’ Tourism Landscapes and Discourse. This will employ Pennycook’s (2007) Language as a local practice, which will highlight the relationship between language, locality, and practice; as to the determination of locale’s identity through discourse, Quakenbush’s (1989) language use and proficiency in a multilingual setting will be used and Bourdieu’s (1992) concept of linguistic capital and market will also be included.

To comprehensively analyse the discourses present in the tourism landscapes, the study will be using quasi-descriptive quantitative and descriptive qualitative design employing casual interviews with tourism officers, observations, photo taking, and textual analysis. Specifically, the study will be using 150 photographs or 50 photos taken from the three prime destinations in Palawan as the primary sources of data.

Informed by Pennycook’s (2007) Language as a local practice in the tourism landscapes, it will look into the tourism landscapes as to the language choice, English language and the combination of both English and local languages. Moreover, textual and multimodal properties in will also be analyzed in terms of aesthetic presentation and linguistic efficacy.

Joshua M. Paiz  
*Shanghai New York University*

**Presentation of Queer Bodies, Queer Lives in China English**

Ha Jin and his works have both contributed significantly to world Englishes knowledge, both through direct scholarly work on contact literatures and linguistic creativity (Jin, 2010) and as a site of scholarly inquiry (e.g., Zhang, 2002). However, underexplored are how local varieties of English as used to create queer identities and to explore queer bodies. This presentation will seek to address this gap by exploring how Ha Jin created queer spaces in his short story “The Bridegroom.” This investigation will utilize a queer Marxist (Liu, 2015) and world Englishes framework. The use of Queer Marxism will allow for a contextually sensitive understanding of the queer experiences in China. This reading is then synthesized with a world Englishes examination of “The Bridegroom” to explore how Ha Jin utilized the rhetorical and linguistic markers of China English to explore historical attitudes towards queerness during the cultural revolution. The presenters will argue that incorporating queer Marxist reading can deepen both an understanding of queer identity options in China and how those identities may be textually represented in contact literatures. They will then discuss ways in which this work can be used to queer the university classroom using world Englishes informed pedagogy in the undergraduate humanities classroom.
Rogelio Panuelos Jr.

Multilingualism and Multimodality in Philippine Schoolscapes

While there is sustained scholarly interest on the dynamics between languages and education in the Philippines, there seems to be a dearth of sociolinguistic investigation on the languages present around the educational institutions. Studies of this nature are recently categorized under the label Linguistic Landscape (LL) research. There exists a surfeit of LL literature today thanks to the documented LL researches undertaken in countries such as Japan (MacGregor 2003; Backhaus 2006), Rwanda (Rosendal 2009), Botswana (Akindele 2011), Korea (Lawrence 2012), China (Jingjing 2013), Oman (Buckingham 2014, 2015) and Nigeria (Adetunji 2015); no studies on the Philippine context, however, had been recently reported. Further, the tendency of LL studies today to concentrate on ‘multilingual cityscapes’ (Gorter 2006:83) is unabating. This study, thus, fills a pronounced gap in the current pool of LL knowledge by reporting an account from the Philippines and by investigating linguistic landscape specifically visible within the confines of educational institutions.

Building on Yamuna Kachru’s significant theorization on LL research, this study examines how armchair graffiti and latrinalia in the University of the Philippines Los Baños serve as indexifications of the LL actors’ multilingual competence as manifested in various types of multilingual and multimodal writing in the schoolscapes. Central, therefore, to the chief aim of this paper are two questions: (1) what are the types of multilingual writing present in armchair graffiti and latrinalia and what do these say about the schoolscape actors’ multilingual competence; and (2) how does multimodality affect meaning(s) of schoolscapes? By analyzing pertinent photographic data, the study has sought to describe how English and other languages in the linguistic repertoire of the schoolscape actors are ‘distributed’ (Stroud & Mpendukana 2009:363) in multilingual schoolscape contexts.

Emily Palese, Lauren Harvey

University of Arizona, United States

Promoting Peace or Propaganda? An Inside Evaluation of Linguistic Imperialism in the Peace Corps

TEFL programs around the world are faced with the challenge of reconciling increasing global consumption of English instruction with the very real implications of linguistic imperialism, as defined by Phillipson (1992). Such programs may inadvertently promote linguistic imperialism, forcing particular English varieties and ideologies of Inner-Circle countries on those of the Outer- and Expanding-Circles. The United States Peace Corps is one program that has received such accusations. Some, such as Phillipson, argue that the Peace Corps (particularly its TEFL programs) promotes linguistic imperialism and that such organizations use English as a tool for perpetuating the hegemonic tendencies of Inner-Circle political agendas.

While Peace Corps’ TEFL initiatives may be criticized as being extensions of colonialist impositions or linguistic imperialism, the authors of this paper take a more nuanced view of the
issue. As Returned Peace Corps Volunteers (RPCVs), the authors provide an inside perspective of volunteer TEFL training and instruction, a perspective that is often lacking in the aforementioned accusations. By using this unique positioning of being both RPCVs and PhD students of L2 acquisition and teaching, the authors are able to apply critical World Englishes concepts to their experiences with the Peace Corps in Panama and the Philippines.

In this paper, first a brief description of the Peace Corps and its goals will be given, followed by the authors’ experiences as trainees, trainers, and teachers in Peace Corps’ TEFL programs. Based on these experiences, the authors will offer recommendations and strategies that can be used to promote World Englishes, thereby minimizing the effects of American English hegemony in similar TEFL instruction. These ideas can be applied to related teaching contexts worldwide to more effectively guide TEFL program administration and English instruction abroad.

Rogelio Panuelos Jr.
Candidate, MA ELLT, Ateneo De Manila University; Instructor, University of the Philippines Los Baños

Multilingualism and Multimodality in Philippine Schoolscapes

While there is sustained scholarly interest on the dynamics between languages and education in the Philippines, there seems to be a dearth of sociolinguistic investigation on the languages present around the educational institutions. Studies of this nature are recently categorized under the label Linguistic Landscape (LL) research. There exists a surfeit of LL literature today thanks to the documented LL researches undertaken in countries such as Japan (MacGregor 2003; Backhaus 2006), Rwanda (Rosendal 2009), Botswana (Akindele 2011), Korea (Lawrence 2012), China (Jingjing 2013), Oman (Buckingham 2014, 2015) and Nigeria (Adetunji 2015); no studies on the Philippine context, however, had been recently reported. Further, the tendency of LL studies today to concentrate on ‘multilingual cityscapes’ (Gorter 2006:83) is unabating. This study, thus, fills a pronounced gap in the current pool of LL knowledge by reporting an account from the Philippines and by investigating linguistic landscape specifically visible within the confines of educational institutions.

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Indianization of English: Impact of Global on the Local and Seeing Culture in the Local

Deleuze challenged Plato’s idea of truth through the concept of “detrimentalization”; he famously said “My Philosophy is an inverted Platonism: the farther removed from true being, the purer, the finer. The better it is. Living in semblance as goal.”. I wish to see important connections between Deleuze’s idea of “detrimentalization” – where the production of the local is inflected by nexus of activities taking elsewhere and in the writings of and World Englishes where we find the point of intersection for the global images and the local strategies – literary texts, films, and other cultural productions.

Going back to Adorno and Horkheimer who raised their voice against the cultural industry/homogenization of culture – culture is seen in global terms – under capitalism, I want to see how the English language/ target language is reinvented in local environment and culture is seen in local terms. WE is the space where constant flux of global forces and local communities gets articulated and offers representational spaces in which an incessant contestation of meaning is taking place; in other words, local is the site of resistance to the global.

Through Indian English Literature, especially Amitav Ghosh’s Shadow Lines, to demonstrate how these literary creations demonstrate that all cultures are polysemous and impure texts, and that the ever-increasing inter- dependence of countries makes it imperative that we abandon the notion of cultures as homogeneous and self-contained, and embrace the idea that they are porous, interactive, and dynamic.

Code-switching as a Communicational Strategy among Chinese in International Corporation

The interpersonal function of English in China has been overlooked by World Englishes researchers due to its restricted functional domains. However, code-switching in China, defined as “embedding English words, sentences, or constituents in a Chinese-based interaction” (Chen, 1996), is a commonly observable communicational strategy used in the context of international corporations. It is considered that these sociolinguistic realities are crucial revealing the forms and function of Chinese English varieties. Moreover, it helps better understanding the users’ attitudes towards English in China.

Thus, this study explores the verbal strategies using code-switching in the speech community of an international corporation stationed in Shanghai, China with an qualitative method to collect, describe and interpret data. The data was collected through recording work-related conversations between two Chinese employees in the corporation. The data was analyzed to probe how the interlocutors use code-switching and how their language used in the conversations descriptively demonstrate particular linguistic features in lexical, syntactic,
semantic aspects. Then interviews with the interlocutors were conducted to understand their motivation and purposes of using code switching. Preliminary results show that code-switching is applied in various linguistic aspects and serves for different communicative purposes for the interlocutors. This study adds its contribution to the limited research of examining English in China and its uses under specific functional domains, which would consequently contribute to a clearer view of the nativization of English in Chinese sociocultural contexts and a comprehensive sociolinguistic profile of English in China.

Kyongson Park

Purdue University, United States

Academic and Social Integration among International and Domestic Students

Current work on international student integration on US campuses has often addressed academic rather than social integration (Baker et al., 1985; Baker & Siryk, 1989; Gerdes & Mallinckrodt, 1994; Lewthwaite, 1996) and focused more on results than process of academic adaptation (Lee & Wesche, 2000; Schutz & Richards, 2003; Senyshyn et al., 2000). In this study, which examines the relationship between academic and social integration from a process-oriented perspective, undergraduate students (n=200) from the first-year writing program at a large public university (2016-2017) participated in a survey on their interaction with both peers and instructors, and three international students were then interviewed by the researcher. The majority of the international students from this study spoke an Asian language as their L1. Although there were similarities between international and domestic students, the results revealed international students had more opportunities to interact with peers from diverse language backgrounds in formal academic and social contexts, including classroom activities, peer-group work, and language partner programs. However, in informal contexts, neither international nor domestic students interacted with each other. Encouraging domestic and international students to collaborate utilizing mutual understanding of language adaptation (Smith, 2006; Smith & Christopher, 2001) can lead to better integration and success. From these preliminary results, I suggest that curricula and diverse group activities which enhance sociocultural competence (Savignon, 2002) be implemented to support the academic and social integration of both domestic and international students.

Keywords: international students, US campuses, language adaptation, academic integration, social integration, internationalization.
Ani Pujiastuti, Anita Dewi
Monash University, Australia

Constructing, Reconstructing and Negotiating Identities in Thesis Writing: a Study of Indonesian HDR

English medium instruction (EMI) is not a new topic in “Inner Circle”, “Outer Circle” and “Expanding Circle” contexts. While it is frequently assumed that research on EMI at tertiary education is focused on undergraduate students, there are needs to also conduct studies at a postgraduate level. This includes the need to conduct studies in higher degree research (HDR) context, where students are socialised to and through the use of English in their research activities. Thus, it is the aim of this study to investigate non-English speaking background HDR students’ perceptions of EMI in L1 settings. In particular, the study addresses the construction, reconstruction and negotiation of identity in the process of writing theses/dissertations in English. Employing a mixed-methods approach with emphasis on qualitative data, the study involves HDR students of Indonesian background who are currently pursuing PhDs or Masters by Research degrees in “Inner Circle” contexts. Data collection is conducted at two universities, in Australia and the United States, through questionnaires, individual interviews, and document studies. The quantitative data gained is used as a snapshot of the situations, which provide a background for qualitative explorations. As such, it is not the aim of the study to provide a general representation of how HDR students of Indonesian background perceive the correlation between thesis/dissertation writing in English and identities. Instead, results of the study reveal patterns of the participating non-English speaking background HDR students’ perceptions of EMI in L1 settings, particularly in relation to their identities.

Ani Pujiastuti
The Ohio State University, United States

Immigrant Workers’ Perception of Lingua Franca English (LFE) in a Multilingual Workplace

Drawing on data from a larger ethnographic study of the immigrant workers’ language practice within a multilingual workplace in Ohio, this study describes the participants’ shifts in perceiving Lingua Franca English (LFE), their communicative ability, and their status as Non-Native English Speakers. Blending ethnographic and interactional sociolinguistic approaches through participant observations, interviews, and document studies reveal how immigrant workers who work as housekeepers engage in sense-making together and learn about the rules, norms, and expectations of their workplace. In the multilingual workplace, workers from different language backgrounds and ethnicities engage in cooperative sense-making in workplace Communities of Practice (CoP) where they participate in joint activities, learn the dominant languages in the workplace and create new ways of using language together. The findings revealed that English gradually develops into an intrinsic part of global professionals’ work, even when it is not the dominant language spoken in the workplace. The findings lend support to the widely acknowledged establishment of English as an international language and as a lingua franca in a multilingual workplace (Seidlhofer, Breitender & Pitzl, 2006). For the immigrant workers in this study, English language manifested itself as not only
a language of the international posture (Yashima, 2000) but also as a language embedded in processes of globalization (Pennycook, 2007), processes. For the housekeepers who are categorized as non-language workers (McAll, 2003), English emerged as a language tied to particular professional positions and possibilities of development; it clearly created barriers as much as it presented possibilities (Pennycook 2007; Heller 2002).

**Jurate Radaviciute**

*Vilnius University, Lithuania*

The English Language as a Medium to Teach World Literature: Present Day Challenges and Opportunities

Local languages have long been the main medium to teach World Literature in different countries; however, with the globalisation of the academic community and the internationalisation of students, teachers of World Literature come to face a challenge of teaching the course to the international classroom. This pushes forward the role of the English language as an emerging medium to teach World Literature, which poses both challenges and opportunities to the teachers of literature worldwide. The research explores the possibilities of the transformation of a traditional programme of World Literature with the view to the theoretical framework of Cultural Literacy and the role the English language plays in this context. CL is an approach to the literary criticism and teaching literature proposed as a result of extensive academic discussion since 2007 when the ESF Standing Committee for the Humanities raised a concern about what was happening in and to literary studies. In brief, Cultural Literacy as an approach to literary studies questions not only the ways of research but also the object of studies which has traditionally favored major languages and literatures over minor ones. The case study presented in the research overviews the application of the approach of Cultural Literacy to the teaching of the course in World Literature to ERASMUS students at Vilnius University Kaunas Faculty of Humanities. The study explores both benefits and challenges of the approach in the discussion of the inclusion of contemporary Turkish literature in the course programme of World Literature.
Alexandra Rivlina
National Research University Higher School of Economics (Moscow)

Russian “Mock English”

Mock language, as opposed to authentic language use, attracts increasing attention in World Englishes studies. ‘Mock English’, which implies spoofed localization of English or, vice versa, deliberately exaggerated Englishization of local languages, is a widely employed type of bilingual creativity in non-English speaking communities worldwide, with similarities and peculiarities in forms and functions conditioned by linguistic and sociolinguistic circumstances. This presentation will provide a detailed account of Russian ‘mock English’ as a multifaceted phenomenon, including the cases when the features of the developing Russian English variety are mimicked and parodied (‘mock Russian English’) or when loans from English into Russian are excessively and erroneously Russianized (‘mock Englishization of Russian’). Regarding the theoretical discussion of ‘mock English’, in addition to the existing approaches (within the traditional framework of “variety humour” in stylistics, or in connection with Rampton’s “crossing” and “styling the Other”, or Bakhtin’s “heteroglossia”, “double voicing” and “carnivalization”), this presentation will attempt to reveal the significance of mock language investigation for the current translanguaging debate in sociolinguistics and contact linguistics. It will be argued that mock language, which cannot be fully attributed to either of the two languages in contact, exists “between and beyond” separate languages. Moreover, it blurs the opposition between monolingualism and bilingualism, being used not only by bilinguals, but also by people with a limited knowledge, if any, of the language they mock. However, like any other form of bilingual language play, mock language attests to the relevance of separate languages as constructs or models with established sets of features and indexicalities, which are oriented to, challenged and re-negotiated in the process of communication in different contexts. In modern Russia, English-related translingual practices, Russian ‘mock English’ in particular, illustrate how Russian speakers embrace English as an additional linguistic resource and resist it at the same time.

Esther Robert
University of Uyo, Nigeria

A Stylistic Study of Selected Comments on Nigeria’s Economic Recession

This paper examines selected comments on Nigeria’s economic recession. Following a purposive sampling technique, data for this study were drawn from Nigerian newspapers published between 2015 and 2017. The theoretical point of reference for the paper is Halliday’s Systemic Functional linguistic model which enables analyst of language in use to account for how speakers deploy language to achieve their goals and objectives. Investigations reveal the malleability of language as a tool that is tailored to suit users need. In some comments, language has been crafted to show hopelessness of the citizenries while others use language to abuse, mock and indict leaders who actually fought and replaced former leadership for their inability
to save the nation from recession. In addition, in some comments, language is to fool the ignorant citizens of current happenings while others do so to educate. On the other hand, some commentators adopt high sounding economic jargon and acronyms that are quite incomprehensible while others use a mixture of simple and technical terms to explain and proffer solution for the way out of the prevailing economic situation. Other noticeable stylistic features include figures of speech, prosodic features and proverbial expressions. Language as an essential part of almost every aspect of the people lives could be used to raise hope or stir hopelessness, especially in a time when Nigeria is facing a terrible economic pressure. Therefore, this paper takes the position that people within the same society should be concerned with how to cautiously use language to address daunting issues that affect the nation in order to build hope rather than enforce despair.

Stella Rwanda  
*Syracuse University, United States*

**Swanglish: Examining Out of School Writing of African-born, Multilingual, Refugee Adolescents**

As a multilingual African-born woman, my research interests relate to translanguaging---the ways in which the multilingual learners blend their social, cultural, linguistic, and historical knowledge in their writing in out-of-school spaces. This study examined the writing of female, African-born, multilingual, refugee adolescents who have experienced interruptions in formal education in their country of origin prior to immigrating to the U.S. The goal was to better understand how these adolescents draw from their multiple social, linguistic, and cultural repertoires in their production of authentic, multilingual texts. The research question was: how do the participants draw from their diverse linguistic and cultural resources, such as translanguaging, in their production of authentic expository and narrative texts outside school? This study employed qualitative and quantitative methods of data collection and analysis. Data sources included: interviews, written artifacts, observations, and researcher’s field notes. There were eight cases drawn from a refugee community center in the Northeast U.S. A qualitative analysis of written texts revealed that these multilingual adolescents draw from their: multiple Englishes (Congo and Uganda), Swahili, social and cultural repertoires in their composition texts that mixed English and Swahili. The results illuminate the role of translanguaging and World Englishes for multilingual adolescents’ text production. The work contributes to theories at the intersection of multilingual language/literacy learning and World Englishes. The educational implications of engaging students in hybrid learning spaces such as translanguaging are considered; specifically, those safe-spaces, where adolescents, especially those at-risk for educational failure, can deploy all of their cultural and linguistic resources to literacy tasks. Sociocultural theory, as applied to education (Vygotsky, 1930) is the theoretical framework for data analysis and interpretation: identities are perceived as multiple and are created and expressed through language---both oral and written (Gee, 2000).
In this paper, I would seek to address the interaction between the global and the local languages, how they boost each other, while employing appropriate strategies to delineate firmly their respective identities. Language growth, interaction, their expansion and contraction is of relevant and immediate concern to linguists. Languages, all over the world, are experiencing a great pressure, on account of various factors like global commerce, tourism, technology as well as the inescapable influence of a language like English in particular. Linguists (Krauss, Wurm) predict that by the year 2100, almost half of the languages of the world might become extinct. Thus, as on date, thousands of minority languages cling precariously to their shaken existence. Apart from their dismal future, they also face a strong confrontation with English. The multilingual, multiethnic and multicultural environment of India provides a living example of such disparities and a fertile ground for such observations, studies and research. A large number of people here speak one or the other of the major Indian languages, besides English; yet other languages exist side by side, symbolizing a cultural tradition and an importance of their own. People forget in this mad race for globalization that though the global fact is paramount, yet it is the local side really that is eessar, i fat, hard to oe , these das. “steiall, there a e pressures in both directions- both epasio ad otratio. It is precisely at this juncture that the gloal ipat oes i, like a essiah, helpig the laguages to sustai ad reai viable inspite of the pressure eerted o the.

Adriana Cristina Sambugaro de Mattos Brahim, Adressa Flavia da Silva, Eduarda Soares Bastos

Federal University of Paraná (UFPR) - Brazil

ELF as a Perceptive for a New ELT Curriculum in a Brazilian Context

This paper intends to present a research that has been developed in the context of English Teaching in an Undergraduate Course, called “Institutional Communication” at Technological and Professional Education Sector – Federal University of Paraná – Brazil (SEPT/UFPR). The main goal of our research was to identify the language competencies the students need when they become “communicators” - who use English as a professional tool - and also relates the implications of this “use” in the development of a new English Language Teaching Curriculum. In other words, we first intended to identify the language competencies that communicators of institutions (public and private ones) need, and then to develop a proposal based on the perspective of ELF. This paper, therefore, intends to present the first conclusions of our research and also the motivations and the assumptions, based on those conclusions, which might help us to develop and justify a proposal of a new English Language Teaching Curriculum to the Institutional Communication Undergraduate Course, based on the perspective of English as a Lingua Franca. Our research has been theoretically based in the work of some authors like Jenkins (2011; 2012), Jenkins, J., Cogo, A., & Dewey, M. (2011), Pennycook (2008; 2010) and Canagarajah (2007; 2014), who reminds us that, “in the context of more diverse communicative practices and social relations in globalization, scholars are increasingly defining English as constituting socially constructed situational norms in specific contexts of interaction, and not a
homogeneous language or even discrete varieties of English” (2014, p. 767). Thus, English as a “non-homogeneous” language is a key concept of our research.

**Anne Schröder**  
*Bielefeld University*

Local and Global Perspectives on the Pragmatics of Namibian English

In variational pragmatics, i.e. the study of pragmatic differences between regional or social varieties of a language, studies of English have overwhelmingly concentrated on first language varieties, most notably American, British and/or Irish English, mainly due to the lack of comparable data from other varieties of English (cf. Schneider 2010, 2012). Hence, systematic differences between L1- and L2-speakers of English (not to speak of learner varieties) have so far received comparatively little attention. The present paper addresses this gap by focusing on Namibian English (NamE), a hitherto neglected variety of African English (cf. Buschfeld & Kautzsch 2014 and Kautzsch & Schröder 2016 for first tentative descriptions, which, however, make no reference to pragmatic features of NamE).

Namibia is a particularly interesting case, as English is the only official language of that multi-ethnic country even though it never was a British colony. Its variety status can thus be placed between that of a L2 and possibly a learner variety (cf. e.g. Buschfeld 2014 for a discussion). It also has been described as an offspring of South African English (Trudgill & Hannah 2002), although this view has been challenged by recent findings on its phonetic features (cf. Kautzsch & Schröder 2016).

This presentation aims at contrasting the pragmatics of NamE to pragmatic practices in other varieties of English. Specifically, the focus will be on responses to thanks and the requesting behaviour of Namibian speakers who are compared to speakers of American, Canadian, English, Irish, South African, and Ghanaian English. For this study, the same mixed-task multi-focus questionnaire was employed (cf. Schneider 2005: 110-111 for details), warranting immediate comparability. This will allow us to determine in how far NamE follows global trends, such as the Americanization of learner and L2-varieties (cf. Modiano 2007), possibly exhibits features common to (Southern) African Englishes, or develops distinctively local pragmatic practices. This study thus helps to establish pragmatic differences between varieties of English around the globe and also to reconceptualize the distinction between first, second and foreign language varieties of English.

**Tamami Shimada**  
*Meikai University, Japan*

Conditions for Future Language Shift?: Japanese Inclination towards the English Language in School
One may believe that the Japanese language will never be endangered. A growing threat of English in globalization, however, challenges this belief. English, in Japan, becomes more attractive in the mood of getting ready for Tokyo Olympics in 2020. It seems that more parents, acting as the promoter of English, are interested in putting their children in English-speaking environments from an early age. This paper addresses the current Japanese inclination towards English, especially focusing on the earlier introduction of English education, reflecting language policies, and on the increasing use of English on a bilingual basis in TV commercials, reflecting a contemporary climate and public attitudes towards English.

The paper presents trends in the education policy, including a report submitted this December by the Central Council for Education, an advisory panel to the education minister. The report, on which the national curriculum guidelines are to be revised for the 2020 academic year, suggested that English becomes an official subject with 70 hours a year in the fifth and sixth grade of the elementary school. The paper assesses the impact of the revision in the curriculum with the growing public acceptance of the English language. Examples from Japanese TV commercials are examined in terms of symbolic values of English and effects produced by bilingual texts and images. The findings are discussed with reference to studies concerning the choice of English in other parts of the world (e.g. Hashim 2010, Ustinova and Bhatia 2005).

The paper investigates how public acceptance and positive attitudes towards English are formed and they can change the linguistic landscape in Japan. This investigation leads to further consideration on conditioning factors of language change and language shifting in the community.

Tadashi Shiozawa  
Chubu University, Japan

A Model of “My English” as an International Language

There have been a number of excellent attempts to create a model to describe the spread of English such as Kachru’s three circle model (1985), McArthur’s “Circle of World English” (1987), Svartvik and Leech’s three-dimensional model of World English (2006), and Modiano’s “Centripetal Circles of International English model” (1999). They look at World Englishes from regional, historical, and social perspectives.

The presenter would like to look at English from a pedagogical perspective, i.e. how we grow to become proficient speakers of English as an international language. Here he would like to propose a “Model of ‘My English’” as an international language.

Whatever the model of English we learn, it seems that we eventually acquire an English reflecting some regional, social, or even idiosyncratic features that we already have. Therefore, we could say that the process of learning English is a process of reaching our “best possible English.” This is especially true with non-native speakers of English since the goal of learning English for most them is not to become a native or World Standard English Speaker (idealistic speaker) but the best possible non-native English speaker that they can become.

The model of “My English” is a cylindrical model with the apex of “My ideal English” at the top and the three following layers of “My best possible English (educated),” “My better English (globally intelligible),” and “My English (often unintelligible)” respectively. The closer to the center axis of the cylinder, the higher the intelligibility and the
closer to the top of the cylinder, the higher the proficiency. The presenter would like to argue why this cylindrical model of My English is meaningful and significant in depicting the process of learning English as a global language and how different it is from the Interlanguage or other WE models.

Mojisola Shodipe  
*University of Lagos, Nigeria*

Son of the Soil: The Sociolinguistics of Identity in the Language of Electioneering Campaigns in South West Nigeria

The political landscape in post-independence Nigeria has witnessed series of significant changes which have defined the past and present character of governance as well as the tenor of political discourse in various fields of scholarship. From the string of military dictatorships to the fledgling democratic dispensation in the country, Nigeria’s political actors have constantly provided a vibrant avenue for the interrogation of the dynamics of leadership, governance and politics within the ambience of a constantly evolving socio-political climate. The various scholarly discourses on Nigerian politics provide a fertile ground, not only for the exploration of politics as social practice (Lemke, 1995; Soontag, 2003) but more crucially for the potential to unearth significant aspects of the indigenous character of political discourse. This paper presents a sociolinguistic perspective (Reyes- Rodriguez, 2008; De Cillia, & Wodak, 2005) to the interrogation of contemporary political discourse in South-West Nigeria by examining the role of language in the explication of the socio-cultural features of electioneering campaign messages. Specifically, this paper explores the ethnographic dimension (Hymes, 1964; Saville-Troike, 1989; Ulrich, 2005) in the investigation of the systematic deployment of English (the language of official communication) and Yoruba (the indigenous language of South-West Nigeria) in the dissemination of electioneering campaign messages in the South-west geopolitical area. The study relies on the media monitoring technique for a multi-themed corpus of ‘bilingual’ data obtained from both print and electronic media. It is argued that the various articulations of the heteroglossic and inter-cultural repertoires of the Nigerian society in these electioneering messages reflect, to a large extent, the varied ethno-linguistic identities which inform the sociolinguistic content of political discourse in Nigeria. The exploration of the Yoruba-English axes in this kind of culture-oriented political discourse has the potential to shed light on the Nigerian sociolinguistic environment as a veritable indigenous context within the global trend of World Englishes.

Keywords: sociolinguistics, ethnography, political discourse, ethno-linguistic identities.
Performing World Englishes in Media References and Identity Construction in Everyday Conversations

This study on intertextuality in everyday conversation (e.g., Gordon 2009; Sierra 2016; Tovares 2012) investigates audio-recorded everyday talk of European-American friends using ‘depictive delivery’ (Clark & Gerrig 1990) to perform foreign-accented Englishes and World Englishes appropriated from media such as films, video games, and online memes. In the example below, four speakers have been discussing their cat, Gaia, and here, they reference the ‘Strong black woman who don’t need no man’ meme, performing AAVE features from the meme:

1 Fred [Gaia knows only-
2 Lana [Sh- hey, she’s “a stro:ng independent..African woman.”
3 Sara mh!
4 Daveà[Damn right she is.
5 Lanaà([“She don’t need no man”)
6 Fredà [ (“Who don’t need no man”)

In response to Lana’s reference (2), Dave uses the emphatic affirmative “Damn right” (4), possibly associated with AAVE, while Lana and Fred complete the meme’s template, repeating AAVE’s double negation with “don’t need no” (5,6). In appropriating this meme and its AAVE features, these speakers playfully mock their cat, but they also activate and reinforce the meme’s linguistic and social stereotypes. They also ‘give off’ (Goffman 1978) their own identities as white “Standard” American English speakers. While the humourous key of such playful intertextual interactions serves various social functions (see Sierra 2016), Kotthoff (2006) discusses how stereotypes in jokes can bring forth sensitive issues – in affirmative or subversive ways. My analysis reveals how speakers activate, reinforce, and sometimes, through irony, subtly reject the linguistic stereotypes of World Englishes represented in media. I also demonstrate how these moves index the speakers’ individual, cultural, and national identities vis-a-vis the ‘others’ they voice. This study contributes to our understanding of the circulation of World Englishes, how and why speakers invoke media-embedded linguistic stereotypes, and how everyday interaction serves as a site for reinforcing, negotiating, and perhaps even dismantling such stereotypes.

Phonological overlap across languages opens up possibilities for wordplay that can be creatively exploited in multivocal, code-mixed contexts. Homophones have played an important role in many advertising campaigns in India, most notably for Amul Butter (Kathpalia and Ong, 2015).
Much of the copy written for these advertisements relies on phonetic overlap of vernacular and English words to allow embedding of bilingual puns from one language into a matrix of the other. Deriving meaning from such wordplay assumes a certain degree of sophistication, with the perceiver able to tap into hybrid local and global identities (Bhabha, 2004). Another form of wordplay that has emerged from phonological overlap is the force-fitting of English words to utterances in other languages. From the colonial days of local word borrowing, to contemporary music spread globally via the internet, the sounds of one language heard through the auditory filter of another have provided material for cross-lingual lexicons like ‘Hobson Jobson’ (Yule and Burnell, 1903), cricket controversies over perceived insults (Singh, 2010), as well as humorous subtitles for song lyrics, leading to the creation of a new genre of YouTube video called ‘Buffalax’. Related to the perception of Mondegreens and Soramimi (Beck, Kardatzki and Ethofer, 2014), the knowledge of multiple phonological systems allows phonetic ambiguities to be resolved, often in intentionally deviant ways leading to mismatches in what was meant, said, heard and understood. In this paper, wordplay and meaning derivation based on sound coincidences with English is reviewed from the perspective of Indian languages and listeners at home and abroad.

Valentyna Skybina

*Canadian Academy of Independent Scholars, Canada*

**Modeling Pluricentrization: a Complex Adaptive Systems Approach**

A number of theories aimed at describing and explaining variation of English have been developed (see, for example: Allerton, Skandera, Tschichold 2002; Clyne 1991; Hoffman & Siebers 2009; Kachru 1986; Loiter 1992; Skybina 2000; Wolf & Polzenhagen 2009), however, there is still no consensus as to the mechanisms of the English language transformation from a monocentric into a pluricentric entity.

The purpose of this study is to advance understanding of the dynamics of the English language under the conditions of dissemination and to characterize some mechanisms of its transformation into a pluricentric language.

The study consists of two parts. In the first part, a theoretical model of the English language transformation into a pluricentric entity is developed. Theoretical positions are based on the results of the investigation of the conceptual and lexical systems transformations in native and non-native varieties of English. In the second part, some socio-political aspects of “pluricentrization” are discussed.

The methods used are those of the Complex Adaptive Systems (CAS) (Beckner et al. 2009; Ellis & Larsen–Freeman 2009; Yin Shan & Ang Yang 2008), primarily the Method of System Potential (MSP) (Pushnoi & Bosner, 2008), of semantic analysis of lexemes’ meaning, and of the pertaining literature review.

The model developed suggests that “pluricentrization” is the result of mutual adaptation and co-evolution of at least three complex adaptive systems – language, language-speaking community, and habitat. The study implies that the adaptation mechanisms operate mostly in accordance with the internalized patterns, that is why new natural and cultural conditions cannot violate the language homeostasis but promote alteration of the variation type. Changes in the attitude towards the varieties of English from purism to the codification of regional standard characterize the socio-political aspect of “pluricentrization”.

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Jude Ssempuuma  
*Ruhr University Bochum*

**Variation in the Use of *be Going to*, *Will*, and *Shall* to Mark Futurity in Ugandan English**

In the English language, the future time is rendered by means of modal auxiliaries will and shall and semi-auxiliaries be going to (Quirk et al. 1985: 213). The inherent meaning of these future marking is that will is associated with conditionals, whilst be going to is associated with imminence (Nicolle 1997 and Brisard 2001). In addition, will/shall mean that not all conditions for the future event have necessarily been met, whilst be going to has the implication that there are present indications or circumstances which suggest that something will happen (Haegeman 1989: 299). Furthermore, Williams (2013) argues that shall seems to be reduced to formulaic and legal uses. Researchers have pointed at an increasing use of be going to as a future marker over time (Mair 1997 and Poplack and Tagliamonte 1999). Corpus based research has indicated higher rate usage of be going to in North American English than in British English as well as more use of be going to in press reporting and spoken data than in other registers (Mair 2006 and Leech et al. 2009).

This presentation explores variation in the use of be going to, will, and shall to mark futurity in Ugandan English among the three Ugandan first languages speakers in order to investigate possible substrate influence.

The spoken Ugandan data used for the analysis consists of 74,545 words. The findings indicate that will is the most frequent marker of futurity in Ugandan English. In addition, be going to is more used among Luganda and Runyankole-Rukiga L1 speakers whose first languages have the equivalent of be going to construction (Chesswas 1967 and Morris and Kirwan 1957) than among Acholi-Langi L1 speakers whose first language lacks the equivalent of such construction (Noonan 1981: 36). This seems to point at possible substrate influence.

Cecilia Suarez  
*Ateneo de Manila University*

**American English or Asian English?: Investigating the Organizational and Extra-Organizational Aspect**

Kachru’s characterization of English users in the Outer Circle reflects cultural diversity and linguistic creativity (B. Kachru & Nelson, 2006). Specifically in the Philippines where the linguistic situation is so complex, teaching writing—especially teaching writing in English—can be very challenging. In fact, the teaching of ESL writing is considered by many teachers in the country as one of the most difficult skills to teach because it does not only entail transfer of skills but also transmission of socio-political and cultural ideologies. Given this, it is crucial to investigate how ESL teachers put their positions forward in a written text. What kind of organizational patterns do they employ? Since most academic resources and instructional materials available to teachers in the Philippines are either US-published and American-
influenced, is it safe to assume that they also write the way the Americans do (Y. Kachru, 1997; Adel, 2008)? Or because Filipino teachers of English are geographically and culturally Asians, will their writing reflect a distinct variety of Asian English (Garapati, 1991; Liu, 1996; Feng, 2008)? Aside from analyzing the organizational aspect, it is also essential to investigate what the extra-organizational aspects of their writing reflect about their cultural influences? This paper analyzes academic essays written by ESL teachers in the Philippines. It focuses on how the organizational and extra-organizational aspects, specifically the cultural facet, of their written texts reflect (or does not reflect) specific patterns consistent with observations common in American and Asian rhetoric.

Mona Syrbe
Trinity College Dublin, Ireland

Exploring English as an International Language in the Classroom: Textbook Case Studies

The global use of English has been acknowledged widely and its implications for the way English is taught have been explored thoroughly. However, these discussions have remained largely theoretical and advisory. To understand the realities of classroom teaching, it is paramount to direct ones attention to actual teaching practice. This research explores globally used textbooks and tests regarding their representation of English language and English language use. Through content analysis this study extracted specific patterns from these materials that allowed the identification of a framework of reference, distinguishing between traditional ELT and a globally oriented approach to ELT. The analysis found a strong attachment to the notion of Standard English and linguistic accuracy and the traditional native speaker, who is positioned as the target interlocutor, role model, and owner of the language. This representation of English and English language use neglects the large number of nativized varieties and the frequent use of English as a Lingua Franca. Accordingly, these textbooks cannot adequately prepare students for their future use of English as an international language. The data gathered through this research contributes to the field of Applied Linguistics greatly by revealing shortcomings regarding learners’ preparation to use English internationally but also by identifying positive trends in the representation of English as a plurithic language in contemporary English language teaching classrooms. This will allow future research to develop strategies and methods to successfully realize the necessary changes in ELT to better prepare students for their future use of English as an international language.

Ying Ying Tan
Nanyang Technological University, Singapore

World Englishes for Linguistic Justice

When scholars and governments talk about models of language management for linguistically diverse societies, states such as Switzerland, Canada, and Belgium are often invoked as key
exemplars. Language policy experts especially look to these few Western nations as they seemingly embrace their linguistic diversity by according far-reaching language recognition and language rights to the various existing language groups, thereby realizing linguistic justice. Linguistic justice, according to Van Parijs, is defined as the condition in which the languages of linguistic groups are accorded official recognition, and that the speakers do not suffer from social, economic, and dignity inequality on the basis of their language. So far, Singapore, as well as many Asian postcolonial states, have largely been left out of many of these discussions found in the literature about language management in sociolinguistics and in analyses of linguistic justice in political philosophy. This paper seeks to provide a view of from Singapore, based on sociolinguistic data elicited from over 400 Singaporeans, to show how language, specifically English, is being negotiated in the constructions of their identities, and how their rights to language are being exercised. This paper argues that world Englishes can provide a new avenue, and therefore open up a new insight, into the theorizing of linguistic justice in postcolonial states.

Kenneth Tanemura, Hanyang Fu
Purdue University, United States

Contextualizing English in the Chinese Context: Using Ha Jin’s In the Pond

With the development of globalization, cross-cultural communication has increased drastically over the last decades, which has become the main driving force behind the rising of a new variety of English, China English. According to Kachru (1983), the process of transfer in language-contact situations is two-folded, including the transfer of linguistic items from L1 to L2 and the transfer of cultural elements from C1 (the culture of L1) to L2. The transfer of linguistic items can happen at all different linguistic levels. Over the last two decades, many studies (Deterding, 2006; He & Li, 2009; Jiang, 2002; Pei & Chi, 1987; Yang, 2005) have been dedicated to the investigation of linguistic transfers from Chinese to English. However, not much research has been done to examine the transfers of cultural elements from Chinese culture to the English language. The present study seeks to address this gap in the literature with an inquiry into the transfers of cultural elements in Ha Jin’s In the Pond.

As Kachru (1983) points out, the transfer of cultural elements is achieved through the transfer of contextual units that exist in local cultures but are missing in Anglo-American culture. Through examining the text of Ha Jin’s In the Pond, we find four contextual units unique in the Chinese context at the time of the Cultural Revolution, including modes of address/reference, abuse/curse words, political propaganda, and traditional Chinese values. Then related contextual parameters, such as political status, social relationship, social settings, gender, and so on, are identified to mark these unique contextual units. In order to understand and appreciate the Chineseness in Ha Jin’s language use, a study of the transfers of cultural elements is deemed necessary.
The Case of the “Innocuous” Middle-Class Migrant Employee: English Language Use and Attitudes in Dub

Recent literature on the presence of English in the United Arab Emirates has shown an increasing change in focus from the English Language Teaching (ELT) domain, to a more sociolinguistic and economic one (Boyle, 2012; Karmani, 2005; Randall & Samimi, 2010; Weber, 2011). While these studies have been significant to the field of World Englishes, no study has particularly observed the “innocuous” middle class migrant workforce hailing largely from Outer Circle countries, in an Expanding Circle context such as Dubai. This case-study thus, charts new ground by observing a small group of middle class Outer Circle migrant employees’ use and attitudes towards the English language in the workplace and daily spheres of life. It also provides a brief sociolinguistic backdrop of the emirate.

The project employed mixed methods (observational accounts, field notes, a survey, and interviews) to garner data. It surveyed a convenience sample of 128 participants (comprising of Indian, Filipino, and Pakistani origin) and interviewed a subset of 13 participants to understand their attitudes towards English, and their impression of the Arabic language. Findings reveal: a sense of English occupying a ‘default’ space in these employees’ lives, rather than a nefarious, or an empowering role; Arabic language is seen as beneficial but not an indispensable asset; and possibilities of Hindi developing as a lingua franca in the emirate. This study provides not only particular descriptions of English language use by these migrant workers, but also pushes for a new theory where the presence of English is no longer dominated by the vestiges of linguistic imperialism, but has become an important part of participants’ identity, existing in a parallel realm with their first languages, without necessarily encroaching it.
Asha Tickoo
University of Gothenburg

Narrative Retrospects on the English Experience in an Expanding Circle Context: Understanding Self-Ascribed Identity

This paper will examine first-person English narratives on the English-learning experience of L1 users of Mandarin: 34 from Year II, 32 from Year III, and 16 from Year IV of a BA in English program at a Sino-British university in China (On learner narrative and identity cf. Coffey & Street, Liu, Besser & Chik, amongst others) It will study students’ assessment of this ten-to-fourteen year experience to explore the emergent self-ascribed identity evident in 1) the explicit message component, and 2) the implicit meaning captured in the realization given to certain macro- and micro-discoursal features:

Macro-features:
· degree of conformity to prototype story format in tracing the learning experience: a development from the mundane, via a crisis, to a resolution to a new normal order (Labov)
· degree of conformity to the ‘Narrative-in-support-of-an-end-state statement’ format (Tickoo): a development via a single coherent progression, seen from the vantage point of its end-condition

Micro-features:
· selection of the transitivity of successive clauses (Hopper), specifically, the lexico-semantics of verbs and accompanying arguments, to suggest degree of learner’s agency in the learning
· selection of the narrator’s role as Author or Principal (Gothman), to record speaker’s personal convictions about the learning
· selection of the cognitive definition given to the learning, to capture the character of the learner’s perception of it

The assessment of the explicit and implicit meaning components, both in the learning-progress recorded in individual narratives, and across the three proficiency levels, shows self-ascribed identity change dramatically from
1) learner as victim, without agency or individual voice, responsive to the English-learning as enforced, essentially foreign, and unrewarding, to
2) learner as agent with a clear individual voice, responsive to the English-learning as life-changing in both personal and educational-cum-professional spheres, facilitating escape from the exclusively local and insular, and enthused entry to the broader global community.

Esther Titilayo Ojo
University of Lagos, Nigeria

Wole Soyinka’s Translation of Yoruba Proverbs into English: A Study of D.O. Fagunwa’s Ogboju Ode Ninu

While proverbs are universally acknowledged as repositories of a people’s collective social, religious, philosophical and cultural wisdom, employed for the propagation of culture and ideologies, the act of translation requires the transfer of meaning from one language to another.
However, the challenges of proverb translations from one language to another, has not received sufficient attention. This paper therefore, investigates and evaluates the accuracy of Wọlé Šọyínká’s translation of Yorùbá proverbs into English in the literary text of D.O. Fágúnwà’s Ọgbójú Ọdẹ Nínú Igbó Irúnmọlè. This is in order to determine the strategies used in the translation of some semantic and cultural aspects. For this purpose, twenty proverbs were purposively selected and analyzed within the purview of Halliday’s Systemic Functional Theory; a contextual and sociological model. The results reveal that Yoruba proverbs lost some of their cultural and religious values in the target language. Translation problems occur such as ambiguity of Yorùbá cultural expressions. Sometimes, Šọyínká lacks equivalence of English words, and translation techniques/strategies. Also, problems of lexical adequacy and semantic equivalence occur. Stylistic devices in the literary text which contribute to stylistic elegance include repetition, parallelism, wordplay, metaphor, personification, and hyperbole.

Inyang Udofot
University of Uyo, Nigeria

Internet Language and Literacy in Nigeria

This study investigates ‘Internet language and literacy in Nigeria’. The objectives of the study include determining how internet language influences students’ English language skills, particularly their reading and writing skills in Nigeria; determining whether there is a distinction between formal and informal use of language on the internet by Nigerian students; and suggesting a framework for the teaching and learning of English in Nigerian schools to address identified negative influences without losing the benefit that the internet provides. The justification for the study derives from the general belief in Nigeria that the standard of education is falling particularly in English language and also because literacy in Nigeria is associated with English language proficiency. The study adopts a descriptive survey design method using data from a total of 250 first and third year students selected from 4 federal universities in 4 geopolitical zones in Nigeria and the federal capital, Abuja. Facebook and WhatsApp internet sources as well as the E-mail and Blog platforms provided the sources of data. The three research instruments used were Google online questionnaire, a concordance programme which is a text harvesting analysis tool and the Statistical Package for Social Sciences (SPSS) software. After the analysis, the impact of internet language on literacy due to the number of internet language codes found in the written texts of the subjects was determined. The result of the analysis showed some of the subjects’ inability to make a clear distinction between when to write formally and when to write informally. The subjects’ responses to the questionnaire showed that in addition to other internet sociolinguistic factors, the students use language the way they do mainly due to the informal nature of internet communication. This gave an input into the formulation of a framework that will address the observed negative influences of internet language on literacy.
Kingsley Ugwuanyi  
*Northumbria University, Newcastle, UK*

“English as a Native Second Language”: The Problem of Taxonomy and Identity in Nigerian English

This paper seeks to examine an emerging sociolinguistic reality in Nigerian English: the growing number of Nigerian youth whose only language is English. Nigeria’s sociolinguistic topography is uniquely complex. The expression “English as a native second language”, appears unsatisfactory, at least in terms of the taxonomy of the field; and demonstrates how complex the language situation in Nigeria is. With over 500 languages spoken in Nigeria and over 250 ethnic groups, any mix (of the peoples and cultures) implies that the language of compromise should be English, since most of these languages are mutually unintelligible. One of the consequences of this is that many families now speak English, resulting in their children being monolinguals of English. This study firstly examines Kachru’s model of ‘three concentric circles’ in light of the emerging sociolinguistic realities in Nigeria and evaluates the extent to which the model encapsulates the new realities. It also aims to find out if there is a need for taxonomical expansion of the model. Second, and perhaps more intriguingly, is the question of identity these realities raise. More specifically, how do these youths define themselves linguistically in relation to the overriding linguistic identity of their immediate environment? With borders shifting, and time and space changing, more broadly, especially in the face of globalisation, is it therefore possible to reconcile the divide between a mother tongue and English (a language which was originally intended to be learned for some other purposes) as the language of identity among these people, and indeed among other Nigerians? Hence the thrust of this paper is to examine this situation, and to propose a taxonomy to capture this new identity.

Irina Ustinova  
*Southeastern Missouri State University, United States*

Local and Global Imagery of Women in Russian Advertising

The correlation exists between the language use and female ‘glocal’ identity in Russian ads and TV commercials. The images of women are described on the basis of the characteristics, such as types of promoted products and services, physical appearance and characteristics, target user of the product, and language, Russian only or an English-Russian mix. The local imagery of women such as housewife, mother, national heroine are visually presented by Slavic appearance, written in Russian language only, promote goods produced locally and reflect the traditional Russian values, such as compassion and loyalty. The global imagery of women such as business lady, celebrity and sex object employ code-mixing and code-switching of English and Russian in the product name, label and trade brand, in text, slogan, attention getter, and ending lines. The visual images are typical for models or celebrities who promote foreign made goods, reflect changing social concepts and values.
Appeals to individualism and collectivism coexist in the advertising discourse and the gender messages sent to women are dual; while some messages encourage the dependence on men, others target the sexual attractiveness or independence and success. Various efforts to limit the public exposure to English resulted in a certain dynamics of gender representation in Russian ads and language use. During the first decade of the century, there was a remarkable increase in proportion of such images as “Business Woman” and “Celebrity” that evoke modernity and are indexed with the use of hybridized English. Recently, the emphasis is on a more traditional Russian women cultural patterns expressed in the Russian language only.

Ema Utiam, Ubong Josiah
Department of English University of Uyo, Uyo Nigeria

Instrumental Analysis of Vowel Quantity in Acrolectal, Non-native English: the Nigerian Experience

The vocalic system constitutes one of the most unpredictable phenomena in L2 spoken English. Specifically, vowel quantity is one of the areas in English phonology where major distinctions can be easily noticed between standard, exonormative English and non-native Englishes in many multilingual environments globally. Even at acrolectal or sophisticated levels where approximations to native speakers’ varieties are occasionally expected, countless durational modifications of vowels are consistently noticed in non-native speakers’ utterances. In Nigeria, a multilingual society, durational variations in vowel quantity are evident in most utterances because of the absence of contrastive vowel length in most indigenous languages. This study adopts both perceptual and acoustic approaches to verify the extent to which vowel quantity determines intelligibility of the spoken English among Nigerian bilinguals. It adopts optimality theory and acoustic software, Praat, in analyzing the spoken corpus of one hundred final-year university undergraduates from varying sociolinguistic backgrounds. It also adopts One Way Analysis of Variance (ANOVA) as the statistical tool to provide empirical evidence of vowel variations discovered in the study. The corpus was read by two sets of respondents: a native speaker (for the purpose of interpolation) and an experimental Group (EG). The findings revealed that Nigeria’s indigenous languages were the predominant factor to the type of vowels realized by the respondents. It was discovered that many of the respondents realized most nucleus elements with high tones than low tones, resulting in the lengthening of many English short vowels. In some cases, too, long vowels became neutralized in contrastive positions where low tones were encountered. The researchers, therefore, conclude that the respondents’ performances result from the fact that most Nigerian mother tongues are tonal in nature, thus, utterances are tone-timed rather than stress-timed resulting simultaneously in durational adjustments of vowels in most utterances, including the acrolectal variety.
Bertus van Rooy  
North-West University, South Africa

Evaluating Explanations for Past-time Reference with Unmarked Verb Forms in African Englishes

Unmarked finite verb forms are conventionally interpreted as present tense for non-third person-subjects. This is not so straightforward in African Englishes, though. Mesthrie and Bhatt (2008:58-61) note the past tense is not always marked in Outer Circle varieties, due to various possible reasons, such as (i) phonological reduction of the past tense inflection, especially, where its use would lead to the formation of obstruct clusters, or (ii) contextual predictability, where either a main clause with marked past tense form or an adverbial already indicates that the event is situated in past time. While previous research has identified a range of possible reasons, which will be reviewed in this paper, it appears as if the relative strength of the various explanations and the possible interaction between these factors have not yet been established. The first aim of this paper is to develop criteria for deciding when an unmarked form should be classified as semantically similar to the past tense. Secondly, I aim to operationalise the various explanations as explicit predictions about corpus data. Finally, a corpus analysis is undertaken to yield quantitative data that are fed into a linear model in R to determine the strength of and interaction between the various explanatory factors for unmarked verb forms with past time reference in African Englishes.

Stefan Vogel  
University of Arizona, United States

“Nobody’s Perfect”: on the Role of Native-Speakerism in a Multilingual Framework for Teaching EIL

While inherently ambiguous (Davies, 2004), the concept of native proficiency has been typically understood in a rather rigid way in English language teaching (ELT) and beyond, focusing on aspects such as monolingual competence or national origin (Medgyes, 2011; Kirkpatrick, 2007). As the ideal of the native speaker has been repeatedly abused to implement political, cultural, ideological, and economic agendas (Pennycook, 1994; Phillipson, 1992; Mahboob, 2011), learners to date suffer from marginalization, discrimination, and oppression (Kramsch & Whiteside, 2007; Matsuda, 2003; Norton, 1997). For this reason, and because of the changing landscape of global communication, many educators and scholars now consider native-speaker norms to be invalid (Cook, 2007; Hodgson, 2014; Kuo, 2006). We should not overlook, however, that the call for more diversity and inclusiveness of non-standard varieties in the English classroom (Matsuda, 2012) cannot override the goal of many students to become native-like (Timmis, 2002; Saito & Hatoss, 2011; Sung, 2013). Our pedagogical responsibility to promote diversity in language teaching (Edge, 1996) rather urges us to acknowledge that all varieties of English, both non-dominant and dominant, should be considered legitimate (Matsuda & Friedrich, 2012).
In response to these tensions, this presentation, following fundamental ideas about linguistic norms, communication, discourse, identity, and symbolic competence put forth by Blommaert (2010), Canagarajah (2007), Davies (2004), Kramsch (2006), and Norton (2010), proposes the reconceptualization of native-speakerism as imperfect, individual, local, and fragmented performance (Butler, 1988) which should be understood in terms of a socio-symbolic repertoire of shared and emergent communicative norms.

Addressing both theoretical foundations and pedagogical implications, this talk will redefine English proficiency as an integral component of a multilingual approach to language teaching (Cenoz, 2013) in which English is just one of many valid international lingua francas (Kubota, 2012). In doing so, the presenter will show how such a flexible view of native-speakerism allows students to exercise agency and to better communicate across linguistic and cultural boundaries.

**Chelsea Walter**  
*Colorado College, United States*

**Innovative Pedagogies for Post-Secondary English Learners**

This presentation will describe the creation of a college course that targets challenges international students encounter stemming from contrastive rhetoric. Although many college-level students have been learning and using English for years, the ways in which they are asked to employ it in an American college context can be unique and confusing. The purpose of the course is to provide exposure to varieties of English and their usage in academic contexts. Social varieties and contexts were explored secondarily. Through the use of National Public Radio’s (NPR) podcast Serial, culturally and linguistically diverse college students explored the nuances of western academic reading, writing, speaking, and listening. Drawing from existing strengths, students were introduced to discursive and pragmatic tenets of western writing (genre-specific writing and lexicon, citation and formatting, etc.) via engaging listening (podcast episodes) and reading pieces (contemporary news articles on Serial, fan-based writing, additional information not included in the podcast, etc.). The exploration of language via this podcast also led to culturally informative discussions and assignments (the American judicial system, minority perspectives, social life commonalities). Students were then given space to practice their new understandings with peer and academic support in the classroom.

Discussion for this presentation will focus on practical applications of this course and its materials for attendees’ use with their own student population.

**Wenhan Xie**  
*Nanyang Technological University, Singapore*

**A Force to Reckoned With: Grandparents and English in Singapore**

This study examines the role and status of English among Chinese Singaporeans with a special focus on the nexus between beliefs, ideology, and practices with the various members of the family and their roles. Foregrounded by the dramatic shift in language use to English in the last 50 years in Singapore (Cavallaro & Ng, 2014), census data suggests a growing presence of
English as the dominant household language among the Chinese Singaporean majority. English is now the language spoken by more than 50% of Chinese homes in Singapore (Singapore Department of Statistics, 2011), and approximately 60% of Chinese children were reported to speak English at home (Ministry of Education, 2009). While the census provides broad-brush estimations of home language use in Singapore, it is valuable to examine the use of English in the Singaporean household with greater resolution given the ubiquity of language-mixing in Singaporean households (Curdt-Christiansen, 2015; Li, Tan & Goh, 2016). A language belief and practice survey involving 192 participants stratified into in four age groups was conducted to shed light on the status and role of English in the minds of Chinese Singaporeans. In addition, three families with young children were observed over a period of 6 months to augment survey data and provide a nuanced understanding of the status and role of English in the family. Our findings highlight the crucial role of beliefs and attitudes in shaping practice and identity. They reveal the continued entrenchment of the belief that English is the key language to acquire and master, despite parental or grandparental recognition of the benefits of bilingualism and multilingualism. Both individuals and families display a high level of awareness of state language policies and within some families these policies are even overtly discussed and implemented. The crucial role of beliefs and attitudes about the status and benefits of English significantly shape family language policy and practices, especially as agentive grandparent caregivers influence and insert their ideologies into the day-to-day linguistic practices of both parents and their young children.

Wei Zhang
Peking University, China

English in the Subway-transport Landscape of Beijing

To understand the role of English(es) in various societies amidst the flux of glocalization, Bolton, Graddol and Meierkord (2011) have advocated that world Englishes research extend the feature-based research tradition by engaging with important economic and social realities in local contexts. Graddol and Danielewicz-Betz (2015) have illustrated this approach in their analysis of the borderland signage in Hongkong and Shenzhen. Combining methods of ethnography and discourse analysis, this study first provides an overview of the features of English in the subway-transport landscape of Beijing, and then, using analytical concepts such as indexicality and emplacement (see Scollon & Scollon 2003; Silverstein 2003), focuses on the examination of the functions of English in a particular bilingual public sign placed at the entrance of every subway station in Beijing, the capital city of People’s Republic of China. Situating the study in the broad cultural, economic, historical, political and social contexts, preliminary findings, grounded in the analyses of the data collected from observation, interviews, media reports, and historical documents, reveal how subway-transport signage reflects and constructs social identities and relationships, and how English is appropriated as a semiotic resource to enhance the authority and legitimacy of certain public management practices in current dynamics between the local government and citizens in Chinese society.
Presentation Abstracts: Posters

**Miki H. K. Bong, Bohyon Chung**  
*Shinshu University, Japan*

The Attitudes of Japanese and Korean EFL Learners toward Four Native Varieties of English

This experimental study explores how the limited range of English varieties encountered in the current practice of English language learning in Japan and Korea affects the learning and development of English as a foreign language (EFL). The main focus is on so called ‘native varieties of English, such as British English, American English, Australian English, and Canadian English. The research questions addressed are (1) which of the four is selected by undergraduates as a ‘privileged’ one to use, and as a ‘preferred’ one to acquire in Korean and in Japan, (2) whether the perception and the intelligibility by EFL learners vary among those four native varieties of English, (3) what are Japanese and Korean students’ attitudes toward the four native varieties of English accents, and (4) whether they can distinguish among the four native varieties of English accents. To pursue these questions, we have been carrying out the experimental study with Korean and Japanese undergraduates. The experimental study consists of a questionnaire for demographic inquires, a survey on preference, awareness and familiarity, and a task on identification and intelligibility. The data selected for the talk are analyzed using ANOVA and MANOVA. Results obtained from Korean participants indicate that Korean EFL learners are more likely to have recognized one particular variety, and they believe that one privileged English accent exists in Korea, and they share this English accent with classmates. However the results from Japanese participants are different from those from Korean participants in some aspects: for example, different degrees of recognition, preference, and interpretability. Interestingly Korean EFL learners show gender effects in discerning the four native varieties of English: in particular American English. We discuss Japanese and Korean EFL learners’ attitudes (affective, conative, cognitive), and intelligibility of four native varieties of English.

**Shauna-Kaye Jones**  
*Salisbury University, United States*

Caribbean English and the Kachruvian Model

This paper will aim to define the status of Caribbean Englishes in relation to the Kachruvian model of World Englishes. There is currently a plethora of research on formally colonialized multilingual nations (e.g. Nigeria and India) regarding their status within the Kachruvian model; however, there are few debates on the characterization of Caribbean English nations in relation to Kachruvian Model. Within the discourse of the categories of World Englishes, few debates have aimed to categorized Caribbean Englishes, but are incongruous due to fact that scholars have characterized Caribbean Englishes as both inner circle and outer circle Englishes. Thus, this paper aims to gain a true understanding of where Caribbean Englishes should lie within the
Kachruvian model. By utilizing the research of scholars such as Kachru, Bhatt, Schmitz, and Jenkins to define each of the circles (the inner, outer, and expanding) of the Englishes, implications can then be made about the placement of Caribbean Englishes based upon the definitions and descriptions of the characteristics within each circle of the Kachruvian model. Defining the characteristics of Caribbean Englishes is necessary in order to understand where Caribbean Englishes lie before moving on to the discussion of linguistic imperialism and the fact that models such as the Kachruvian Model indirectly bolsters “standardized” English. Hence, the proximate purpose of this paper is to clarify the categorization of Caribbean Englishes, while the remote purpose is to mitigate the valorization of “standardized” English and take into consideration Park and Wees’ (2009) argument that it is up to the people to deconstruct the norm/marginalization of Englishes.

Miho Kato
Tamagawa University, Japan

Dealing with cultural aspects in World Englishes oriented textbooks Comparison with Asian countries

In any language classes, it is important to teach culture because it connects person to person. Brown (2006) suggests that “Language is a part of culture, and culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.” Language is a tool of communication and thus it is for interpersonal relationship. Therefore, culture is a crucial element to teach a language. Above all, textbooks are familiar with students to expose culture.

In Japan, issues as textbooks have been a topic of special interest to English teaching professionals, especially research that involves topics at textbooks often focuses on intercultural understanding. In modern globalizing world, we cannot assume and understand others by just glancing at the surface. Instead we need to not only to understand others but also ourselves (Schmidt and Finkbeiner 2006). The presenter believes in order to promote peace, the students have to not only understand other culture but also comprehend their own culture well enough and transmit them using English.

The presenter examines how Japanese EFL secondary textbooks deal with subjects of their own culture in comparison with examples from other Asian countries. Utilizing six Japanese textbooks and those of Asian countries, this study compares amount of their own culture topics as well as their contents appeared in the textbooks. A special attention is paid to how these textbooks attempt to make the learners understand their own cultures and transmit them using English.

The presenter points out the advantages and disadvantages of Japanese government approved textbooks by comparison of Japanese ones and Asian ones. Then, the author will suggest the effective subjects of textbooks to transmit Japanese culture using English. The author hopes to discuss this topic with other researchers.
Shamim Fatma  
*Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, India*

Influence of Social Media On Indian English

Technology beginning with mobile handsets to a free access to internet has resulted in creation of new phrases and incorporation of cultural and technological words from the languages in contact. Beginning with a common impression to *miss calls* to net connection free access to *facebook*, *whatsapp* like social media has encouraged the usage of Hindi and other Indian regional languages anchoring *Hinglish* to expand the linguistic expressions in English and other Indian languages. The free access of social media has increased the speed and volume of our daily communication which has changed the way language is looked at and used. Some serious topics concerning the society at large are usually written in well framed English, whereas other emotional expressions of Hindi would find their way through some standardized slangs and some words to Indian English for example *a perfect dulhan, mehndi night, Ohh! Shit Yaar, what a Bakwaas show* etc. This has resulted in a movement sort of freedom from the language formalities set up mostly by literary world as well as becoming the reason of change in Indian English because of ease of expressions.

This study is an attempt to account for such facts by evaluating samples from social media to examine the direction in which Indian English is getting influenced and changed.

Roza Kazakbaeva  
*University of Central Asia*

The impact of service learning on pre-service EFL teachers' language learning

The purpose of the study was to determine the impact of a service-learning, a pedagogical approach, on EFL pre-service teachers’ motivation to improve their target language skills by providing with the opportunity to use what they have learned in the classroom in a real context. The results demonstrated that the service learning project positively affected participants’ attitudes toward learning English and their perceptions of contributing to the local community. Twenty two pre-service teachers participated in the study. The study was guided by two research questions. The first included if service learning changed teacher and students attitudes toward volunteerism. The second question concerned how students became motivated to improve their English. To collect data, the researchers chose observations, questionnaires and interviews. After the project’s completion, all participants were interviewed and their reflection journals were analyzed.

Analysis of interviews and questionnaires revealed that blending service and learning impacted on participants’ target language learning and strengthened their civic responsibility.

The study also demonstrated that pre-service teachers gained hands-on experience in teaching English prior to their practicum by developing their lesson plans and teaching lessons. This was a valuable opportunity for them because at the time of Soviet power, most pre-service and in-
service teachers were routinely sent to Moscow to polish their teaching skills where they learned new methodologies and motivational techniques to teach foreign languages; however, today, with the demise of the Soviet Union, teachers have few or no outlets for professional development. Therefore, application of their knowledge in the target language while serving their communities provided these pre-service teachers with the opportunity to reinforce and apply in practice their classroom learning as well as sharpening their teaching skills before they start their actual teaching.

Ling Tzu Kuo
Syracuse University, United States

Cues and Curves: A Cognitive Study of Native Bias in Language Instruction

Empirical research has identified a positive and consistent native-speaker bias, among both students and employers, for English language instructors. Extant theory posits a sociological explanation—the cultural dominance of the English speaking community—for this bias. I argue that this explanation is incomplete. It does not provide expectations for other, non-English, language environments and it cannot explain variation in expressed bias when conditioned on level of instruction. Instead, I propose a general explanation of bias in language instruction that is grounded in theory on cognitive heuristics and perceptions. Specifically, I argue that native-speaker status serves as an informational shortcut in low information choice settings. Consequently, I expect that increasing information will dilute observed biases for native-speaker instructors. Similarly, I argue that an individual’s perception of a foreign language’s linguistic distance, from that of their own mother tongue, will inform the qualities they value in their instructor. Accordingly, I expect that students seeking to learn languages, perceived as profoundly distant from that of their own, may in fact prefer non-native-speaker instructors who share a common mother tongue. Likewise, this preference should change as perceived distance is reduced, such as when a student advances in the foreign language. I test my theory using an original survey experiment based on a large sample of Chinese and American students seeking to learn the other’s respective language. Utilizing the experimental setting, I am able to manipulate the information environment as well as level of instruction. It is my hope that the forthcoming results of this analysis encourage scholars on foreign language instruction to incorporate cognitive biases more seriously and more generally into their research.

Yoko Kurahashi
Tokai Gakuen University, Japan

The Intercultural Competence of Japanese University Students

The intercultural competence of Japanese people has been discussed since the 1980s when the number of Japanese students who studied abroad exceeded 20,000 and Japanese companies began to expand globally. The purpose of this study is to investigate the intercultural competence
of Japanese university students, researching their attitudes in verbal and non-verbal communication towards both people from different cultures and Japanese people. The study of intercultural competence by Byram (1997) was helpful in making the questionnaire for this study. The questionnaire consists of questions about the attitudes of Japanese university students towards time keeping, seniority, rule keeping, job priority, humility, and collectivism: values highly regarded in Japanese culture. Seventy two students answered the questionnaire in writing. The hypothesis was that Japanese university students are more tolerant of people from different cultures than Japanese people, when they behaved differently from what is expected in Japanese culture.

To analyze their answers, the students were divided into four groups (male and female, and those with or without the experience of going abroad respectively). The hypothesis was proved on time keeping and seniority. However, they were not tolerant of both people from different cultures or Japanese people on rule keeping. On the other hand, they were tolerant of both of them on job priority, and humility. They also expected both of them to identify with and work well collectively in groups.

The following is proposed to develop the intercultural competence of Japanese university students:

1) When they feel uncomfortable or embarrassed, they should attribute it to cultural differences.

2) When they feel unfairly disadvantaged, they should communicate verbally or nonverbally.

3) They should have some knowledge about what exemplifies prejudice.

Filipe Lemos
Syracuse University, United States

English Words Adapted from the Brazilian Portuguese Speaking Gamer Dialect Group

Since the beginning of the 20th century, Brazil has been under the political and cultural sphere of influence of the United States. It is possible to notice the impact of American culture on Brazilian society by the number of English Schools, American fast food restaurant chains, American TV series, movies, songs, and most recently, video games. In the video game universe, English is the first language. For many Brazilians video games are the only environment where they have contact with the English language in a more complex and applied way. The dialect group grammar of the different gamer communities has incorporated many words adapted from the English Language. For example the English word “defuse” is adapted to "defusar," but the literal translation in Portuguese is "desarmar." Although many games have been translated to Portuguese, the Brazilian community continues to use these adapted words.

This work aims to collect the words adapted from the Brazilian Portuguese speaking gamer community and analyze the grammatical gender, part of speech that they belong and how they were created.
These words were collected in three ways: through interviewing players, reading game forums, and viewing internet videos of game play. Words were categorized by gender, part of speech, and the frequency of usage within each genre.

The words adapted by the gamer community resemble the pidgin languages in the crude way which they developed. Unlike words that have already been formally integrated into the Portuguese language from the English language, these adapted words of the gamer community tend not to follow Portuguese grammatical rules. Further studies in this area can clarify the process behind the formation of these new words.

**Rajendra Panthee**
*Syracuse University, United States*

Critical language pedagogies for critical negotiations in writing classrooms

Kubota and Lin (2009) argue that if knowledge privileges the dominant white male middle-class heterosexual culture and it gets deeply ingrained in curricula and instruction, critical pedagogies would “help students identify and analyze hidden racialized and racist discourses that shape our social structures and world-view” (p. 12). According to them, critical pedagogies help students understand unjust social practices and encourage them to question those practices in order to create a just society where there is no discrimination on the basis of race, gender, class, culture, and language to name just a few. Canagarajah (1999) questions and challenges the English imperialism and advocates for critical negotiation which is known as “third way” that creates new knowledge about language teaching. On the other hand, Pennycook (2007) questions and challenges the notions of Global Englishes and asks for critical negotiation. Canagarajah’s (1999) critical pedagogy helps us to understand language and power assumptions whereas Pennycook’s (2007) critical approach to globalization and English and critical linguistic helps us understand the language and linguistic power in the world. Therefore, their use of critical in their discussion illustrate that language and power are complicated issues and they hegemonize people in the society. However, they also suggest how we can use counter hegemony against them in order to create a democratic and just society. In this presentation, I argue how the use of critical language pedagogies recognize and validate World Englishes in writing classrooms as they encourage writing students to question, challenge and negotiate with the issues related to the notion of standard English language and its power. I will conclude my presentation arguing how the use of critical language pedagogies have contributed to our understanding of the nature of language and power and other social issues in writing classrooms.
Rachel Weber  
*Teachers College: Columbia University, United States*

**Sounds of Learning: Teaching Pronunciation through Song to ELLs in Vietnam**

Quynh Thanh, a rural village on the north central coast of Vietnam, is home to many underserved and impoverished adolescence. The Vietnam Education Project (VNEP), a start-up organization that consists of American public school teachers and Vietnamese student-teachers, created and implemented educational resources and opportunities for middle and high school aged children during a one month long English language summer program. This poster presentation focuses on the pedagogical implications, cultural learning experiences, and fundamental challenges of teaching beginner high school ELLs in Quynh Thanh. Pronunciation lessons using popular American music will be showcased in the presentation and will demonstrate the effectiveness and limitations of specific classroom learning strategies such as: call and response, total physical response, task-based learning, and scaffolding assignments. The unique cultural experience, school setting, and classroom dynamic will be described and sample lessons and data collected from student work will be provided. Techniques for addressing challenges such as assessing learners' needs, accessing resources, and overcoming environmental limitations will also be presented.
Upcoming Opportunities for the Design of Language Standards in the United States

This poster provides analyses of the framing of Standard English in language standards used in the United States, implications for local Englishes, and future options for standards design. The creation of English language proficiency/development (ELP/D) standards emerged from calls for improved attention to the academic language development of English learners (ELs), most famously initiated by Cummins’ BICS/CALP work (Bailey, 2013). Using recent legislative reauthorizations of ESEA (NCLB of 2001 and ESSA of 2015), equity advocates have appropriated the academic language construct as a desired target while promoting accountability for EL achievement through student participation in annual standards-aligned assessments of reading/language arts and mathematics and language proficiency. The initial two waves of state ELP/D standards employed cognitivist approaches, framing language development as a progression of decontextualized, static stages. A second wave (e.g., CA, NY, and ELPA21) borrowed heavily from the CCSS for English Language Arts (ELA) (Bailey & Heritage, 2014), further reinforcing the perception of ELP/D standards as “junior” ELA standards and ELs as failed native speakers. ELD standards created by WIDA (adopted by 39 SEAs within the U.S. and its territories and by a growing number of international schools) do employ performance definitions with a cognitivist orientation, but have attempted to also focus attention on language of science, of social studies, and of mathematics. In 2012, WIDA introduced framing to focus assets-based attention on socio-cultural influences to language acquisition. While WIDA standard descriptions provide maximum flexibility to meet members’ local control philosophies, the annual WIDA assessment still measures Standard English development. Over the past decade, cognitivist views of language acquisition have been challenged and complemented by socio-cultural and multilingual turns (Douglas Fir Group, 2016; Lantolf, 2011; Ortega, 2013). Implications explores possible integration of socio-cultural approaches, translanguaging practices, social justice, and multiple literacies/modalities into language standards and implications for local Englishes.
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