INTERNATIONAL LINGUISTIC ASSOCIATION

ENGLISH—GLOBAL AND LOCAL

58th Annual Conference

Kingsborough Community College

April 12-14, 2013

On behalf of the International Linguistic Association, we extend a warm welcome to all the participants in this conference. We acknowledge with gratitude the generosity of Kingsborough Community College in hosting it and the College's Department of English in officially sponsoring it. We owe special thanks to Kingsborough's Associate Provost Reza Fakhari and Professor Martha Cummings for taking care of the on-site organization.

Alice Deakins
Cathy McClure
Kate Parry

Conference Co-Chairs

CONFERENCE OVERVIEW

Individual presentations are identified by abstract number. The numbers are listed in proposed order of presentation. The letters A, B, and C indicate rooms. Each presentation will last 20 minutes with 5 minutes for questions.

FRIDAY, April 12			
	A	**B**	**C**
2:30-3:45	LINGUISTIC LANDSCAPES 14, 90, 86	HISTORICAL PERSPECTIVES 38, 21, 27	ENGLISH IN HIGHER EDUCATION 22, 77, 6
4:00-5:40	DIGITAL DISCOURSE 9, 37, 18, 64	MORPPHOLOGY AND SYNTAX 69, 56, 33, 34	WRITING IN ENGLISH 30, 29, 31, 49,
6:00-7:00	**PLENARY - Luis H. Francia:** Philippine English: burden or benediction?		
7:00-8:30	**RECEPTION**		

SATURDAY, April 13			
	A	**B**	**C**
8:30-9:45	ROLE OF ENGLISH IN IDENTITY CONSTRUCTION 82, 40,,66	ENGLISH IN LINGUISTIC HYBRIDIZATION 63, 36, 53	TEACHER TRAINING FOR A GLOBAL WORLD 74, 4, 5
10:00-11:15	ATTITUDES TOWARDS ENGLISH 68, 57, 51	SEMANTICS AND PRAGMATICS 91,16, 35	VOICE AND IDENTITY IN THE ENGLISH CLASSROOM 26, 61 *(panel with two papers)*
11:30-12:30	**PLENARY** **Janina Brutt-Griffler:** Encounters with English: present-day English in a multilingual world.		
12:30-12:45	**BUSINESS MEETING**		
1:00-2:00	**LUNCH**		
2:15-3:30	ISSUES OF LINGUISTIC DOMINANCE 13, 50, 46	AMERICAN VARIETIES OF ENGLISH 10, 81, 78	LANGUAGE LEARNING SUPPORT PROGRAMS 88, 48, 67
3:45-5:00	POPULAR CULTURE 60, 73, 80	IDIOMS AND METAPHORS 12, 55, 72	CORPUS LINGUISTICS 19, 15, 71
5:15-6:45	**PLENARY – Jodi Nooyen, Mary Regan, Laurie Treuhaft, & Silke von Brockhausen:** English at the United Nations		

SUNDAY, April 14			
	A	**B**	**C**
9:30-10:45		SIGNALS Of INFORMATION STRUCTURE 70, 75, 7	89. X-WORD GRAMMAR GAMES
11:00-12:15		ASPECTS OF ACCENT 11, 58	89. X-WORD GRAMMAR GAMES *(continued)*

PLENARY PRESENTATIONS

Luis H. Francia   **Friday, April 12, 6:00-7:00**

Philippine English: burden or benediction?

Despite the fact that the Philippines had been a Spanish colony from 1565 to 1898, Castilian never grew to be the archipelago's lingua franca, unlike in Latin America, where it found more receptive soil and flourished. In contrast, American English took root even when formal colonial occupation was a mere half century, from 1898 to 1946.

How did this come about? In considering this question, I examine what the implantation of this linguistic seed has meant for Philippine writers in English in terms of a distinct Filipino sensibility that has evolved to reflect contemporary times but at the same time reveals layers of history and tradition rendering Philippine English unique. It partakes of the global but is also local, kin to other lower-case, though not lower-caste, englishes, whether in Singapore, Hong Kong, New Delhi, or Kuala Lumpur.

Part of my discussion of English in the Philippines will look at the debate between those who view it still as a colonial byproduct and those who think the language supersedes nationalist questions. Does it divide or unify? Certain writers will be briefly looked at in this light, among them, José Rizal, Nick Joaquin, Gina Apostol, José Dalisay, José Garcia Villa, Fatima Lim-Wilson, and Miguel Syjuco

Luis H. Francia teaches Philippine-American literature at Hunter College, language at New York University, and creative writing at the City University of Hong Kong. His memoir *Eye of the Fish: A Personal Archipelago* won both the PEN Open Book Award and the Asian American Writers award. He is in the Library of America's *Four Centuries of Immigrant Writing*. Among his poetry collections are *The Arctic Archipelago and Other Poems*, *Museum of Absences* and *The Beauty of Ghosts*. His poems have been included in numerous anthologies, including *Language for a New Century* and *Love Rise Up!*

His *A History of the Philippines: From Indios Bravos to Filipinos* was published in 2010. He is the editor of *Brown River, White Ocean: A Twentieth Century Anthology of Philippine Literature in English*, and co-editor of *Flippin': Filipinos on America* and *Vestiges of War: The Philippine-American War and the Aftermath of an Imperial Dream, 1899-1999*. In September 2012 Bindlestiff Studio in San Francisco gave his first full-length play *The Strange Case of Citizen de la Cruz* its world premiere. He writes an online column, "The Artist Abroad," for Manila's *Philippine Daily Inquirer*. He and his wife Midori Yamamura are proud members of the 99 percent, and live in Queens.

Janina Brutt-Griffler   **Saturday, April 13, 11:30-12:30**

Encounters with English: present-day English in a multilingual world

The epoch of "globalization" is characterized by the intensified transnational migrations of people, the products they make, and the languages they speak. In hurling nations into competition on the world market and people into collision on the job market, it throws languages into *contact*. The linguistic consequences of that *language contact* are as complex and multidimensional as they are profound and dramatic. On the one hand, speaking a second language opens up opportunities not merely for crossing societal borders temporarily but perhaps even permanently, permitting the exit from one social

identity and entry into another. No language confers such benefits more than English, called variously a world language, an international language, or a lingua franca to call attention to its unique role in a globalizing late modernity. On the other hand, scholars of what has come to be called *language endangerment* predict that anywhere from fifty to ninety percent of the world's more than 6,000 languages will disappear in the twenty-first century. My goal is to assess the validity of such claims using empirical data on language spread and offer another perspective. I suggest that the threat to the world's endangered languages stems from a very different source—locally dominant and particularly national languages. These findings offer a cautionary note to the uncritical adoption of political analyses in linguistics and applied linguistics, however seemingly compelling the cause they espouse.

Janina Brutt-Griffler is Professor of Foreign Language Education and Associate Dean in Graduate School of Education at Buffalo, The State University of New York. She has taught at a number of leading international institutions, including in the English Department at the University of Vienna and the University of York, England. Professor Brutt-Griffler's research program focuses on sociolinguistics of English and the understanding of language use in society. Her book *World English: A Study of its Development*, a detailed historical investigation of colonial language policy in the British Empire that explodes the myth of linguistic imperialism, won the Kenneth Mildenberger award from the Modern Language Association. A second volume, *English and Ethnicity*, explores the interrelation of identity and nation from the standpoint of language. Professor Brutt-Griffler edits *The International Journal of Applied Linguistics* (with Wiley-Blackwell).

Jodi Nooyen, Mary Regan, Laurie Treuhaft, and Silke von Brockhausen
Saturday, April 13, 5:00-6:00

English at the United Nations

The United Nations, an Organization with 193 member states and six official languages (Arabic, Chinese, English, French, Russian and Spanish) promotes "multilingualism", but due to budget and time limitations, most work and negotiations are conducted in English.

In such a global and highly political environment, with most using English as an L2, which "English" is used and why? What special challenges do we face in terms of vocabulary, pragmatics and register?

In short, what is unique about English at the United Nations?

We asked this question of several staff and diplomats, and will show a short video of their responses.

Also, the panelists, all United Nations staff (two language trainers, a translator, and a social media focal point) will show a few examples and quiz the audience. How fluent are you in a global dialect of English, UN-speak?

Jodi Nooyen has been teaching ESL, writing and communication skills courses since 1993, and before being hired by the United Nations in 2001, she taught Hmong refugees in Wisconsin; students of all ages in Japan; MA and PhD students at UCLA and English teachers in Venezuela. In her 11 years in the English Programme at the UN, she's noticed a growing focus on advanced-level work-related communication skills courses, online learning, and courses tailored to the needs of specific departments. Two courses she

helped design and currently teaches include "Writing for the Web" and "Social Media, English and the UN".

Mary Regan has been teaching English as a Second Language as well as writing and communication skills courses at the higher ed level since 1984, when she received a Masters in TESOL from Georgetown University. For the past decade, Mary has taught at the United Nations, where the courses run the gamut from "regular" level 1 to advanced writing courses tailored to specific departments.

Laurie Treuhaft was a translator at the United Nations for 25 years, working from French and Spanish into English. During that time, she traveled to Colombia, Costa Rica, the Dominican Republic, and Jamaica to service conferences, and to Geneva and Santiago on short-term assignments. She retired in November 2011 as a Senior Reviser. Before joining the UN, she was a translator at Marine Midland Bank for 6½ years and did occasional freelance translations, including for the Jacques Cousteau Society. She served two-year terms as President of the New York Circle of Translators and as a member of the Board of Directors of the American Translators Association and taught French Commercial Translation and Introduction to Translation at New York University, School of Continuing Education, for 10 years.

Silke von Brockhausen, a German national, began her UN career in 2007 in Bonn as Information Officer with the UN Regional Information Centre for Western Europe Since 2009 she has been working for UNDP, developing a social networking community and training UNDP senior managers and staff in the use of social media. She has created resources, strategies and guidelines on new media platforms and advised UNDP communications officers on how to use social media professionally. She also has more than eight years of experience in strategic communications for nonprofits, especially the planning and implementation of development-based global social media campaigns.

Posters are on display in the coffee area. The presenters are asked to be available during the breaks between sessions on Saturday morning to answer questions.

42. Action research on constructing a multi-functional concordancing system for college students of business in Taiwan – **Min-Yu Li, Pi-Ching Chen, & Jwu-Jeng Chen (Chan Jung Christian University).**

44. English and Spanish research paper abstracts: rhetorial variations and teaching implications - **Oscar Morales (Universidad de Los Andes, Veneuela/Universitat Pompeu Fabra, Spain), Daniel Cassany (Universitat Pompeu Fabra, Spain), & Néstor Díaz (Universidad de Los Andes, Veneuela).**

Friday, April 12

2:30-3:45 A	LINGUISTIC LANDSCAPES

Chair – JoAnne Kleifgen
14. English used in Spain's store front signs – **Elizabeth A. Martínez-Gibson (College of Charleston)**
90. Language in plain sight: charting the linguistic landscape in NYC neighborhoods - **Susan Price (BMCC, CUNY)**
86. Writing on the site: Atlantic Yards, the English of gentrification and Brooklyn's linguistic landscape - **Shonna Trinch (John Jay College, CUNY)**

2:30-3:45 B   HISTORICAL PERSPECTIVES
Chair – Kate Parry
38. The curious history of "Chancery English" - **Jonothon Songy & Malcolm Richardson (Louisiana State University)**
21. English in Hong Kong: a changing profile - **Martha C. Pennington (University of Hong Kong)**
27. Central Asian cultures and languages: linguistic background and present-day situation - **Shukry Marash-Ogly (Osh State University, Kyrgyz Republic)**

2:30-3:45 C   ENGLISH IN HIGHER EDUCATION
Chair – Josef Fioretta
22. English as a medium of instruction in UAE Higher Education - **Hassan Belhiah (ALHOSN University in Abu Dhabi, UAE)**
77. Linguistic imperialism in European higher education: tensions between economics and identity - **Chloe Hammett (Old Dominion University, Norfolk, Virginia)**
6. Is the Algerian university globalized? A case study. - **Zohra Labed (University of Mostaganem, Algeria)**

4:00-5:40 A   DIGITAL DISCOURSE
Chair – JoAnne Kleifgen
9. West African English in digital discourse - **Innocent Chiluwa (Covenant University, OTA, Nigeria)**
37. English in Flemish adolescent chat language: where global meets local - **Reinhild Vandekerckhove & Benny De Decker (Universiteit Antwerpen)**
18. Virtual code-switching: a study of the use of Kiswahili and English in texting - **Maybeth Seitz-Brown (Columbia College)**
64. The grammar of texting in "Girl World" - **Sarah Tully (Barnard College, Columbia University)**

4:00-5:40 B   MORPHOLOGY AND SYNTAX
Chair – Cathy McClure
69. The morphology of English borrowings in Polish - **Zuzanna Fuchs (College Group at the Met, Columbia University)**
56. Two nativized phrasal verbs in The Korea Times - **Jeomja Yeo & Jian Yang (Seattle University)**

33. Elicited imitation to measure L2 inflectional complexity - **Donna E. West (State University of New York at Cortland)**

34. Use of frequent phrasal verbs by Chinese EFL learners - **Jian Yang (Seattle University)**

4:00-5:40 C   WRITING IN ENGLISH
Chair – Alice Deakins

30. Grammatical errors in Saudi students' writing: a minimalist approach - **Mohammad Khatib (Taibah University, Saudi Arabia)**

29. Language production of ESL students and affective factors in a computer-assisted instruction environment for college composition - **Xiaozhao Huang (University of North Dakota)**

31. Creative writing in English as a second language - **Fan Dai (Sun Yat-sen University, China/University of Iowa)**

49. Writing for publication in English - a comparative study of research articles in linguistics written by native speakers and Polish authors - **Katarzyna Hryniuk (Indiana Center for Intercultural Communication, IUPUI)**

Saturday, April 13

8:30-9:45 A   ROLE OF ENGLISH IN IDENTITY CONSTRUCTION
Chair – JoAnne Kleifgen

82. How English is redefining social, linguistic and national identity in Beirut - **A. Michael Vermy (American University of Beirut)**

40. English language use and identity masking in the Korean EFL context - **Gene Vasilopoulos (Hankuk University of Foreign Studies, Korea)**

66. Place, globalisation, and language change: the case of Anglo-Caribbean enclave community, Mt Pleasant (Bequia, St Vincent and the Grenadines) - **Agata Daleszynska (Edge Hill University, UK)**

8:30-9:45 B   ENGLISH IN LINGUISTIC HYBRIDIZATION
Chair – Angus Grieve-Smith

63. Code mixing in Hindi: evidence from print and electronic media - **Rita Mathur (BVP University, Pune, India)**

36. Intellectualizing Ilokglish: codeswitching in colloquial style and its implications to language learning - **Prumel Estioko Barbudo (Tokyo Gakugei University, Japan)**

53. Global English and musical discourse: a Russian perspective - **Evgeniya Aleshinskaya (State University of Nizhniy Novgorod, Russia)** *To be presented as a video*

8:30-9:45 C   TEACHER TRAINING FOR A GLOBAL WORLD
Chair –Cathy McClure

74. Preparing tomorrow's teachers for today's English - **Jason Litzenberg (Georgia State University)**

4. Teaching "local" preservice teachers "global" Englishes - **Burcu Ates (Sam Houston State University) & Zohreh Eslami (Texas A&M University)**

5. Inputs of the globalizing world on teaching English as a foreign language in the EU: the role of foreign language assistants - **Elisabeth Weber (University of Vienna, Austria)**

10:00-11:15 A   ATTITUDES TOWARDS ENGLISH
Chair – Kate Parry

68. Language attitudes on English in Uganda -- a language only for "learned people"? - **Julia Becker (Goethe University, Frankfurt)**

57. One English or many Englishes? Language attitudes toward Standard English and World Englishes - **Kyong-Sook Song (Georgetown University/Dongeui University)**

51. The role of English as a lingua franca in the cross-cultural communication between Chinese and Africans in Guangzhou - **Yucong Liu (The University of Hong Kong)**

10:00-11:15 B   SEMANTICS AND PRAGMATICS
Chair – Alice Deakins

91. One language – multiple meanings: how cultural context and intertextuality impact English texts from the US, the UK and Australia - **Jen Cope (University of Sydney, Australia)**

16. Uncovering English for European communication - **Agata Klimczak-Pawlak (University of Warsaw, Poland)**

35. Distinctive semantic features associated with the English variety spoken in Zimbabwe: implications for international English testing system - **Patricia Mabugu (University of Zimbabwe)**

10:00-11:15 C   VOICE AND IDENTITY IN THE ENGLISH CLASSROOM
Chair – JoAnne Kleifgen

26. Preventing mixed voices in academic writing - **Helen Chau Hu (California State University, Long Beach)**

61. Opening up the classroom to diverse Englishes - **Heather Robinson & Shereen Inayatulla (York College, CUNY)** *[Two papers]*
   - All Englishes are local: revisiting the problem of native speaker status
   - Acquisition, emancipation, assimilation and loss: false dichotomies of English in composition

2:15-3:30A   ISSUES OF LINGUISTIC DOMINANCE
Chair – Josef Fioretta

13. The emergence and development of resistance to language policy and planning in Ethiopia - **Mekonnen Alemu Gebre Yohannes (Mekelle University, Ethiopia) & Berhanu Bogale (Addis Ababa University)**

50. Global and regional lingue franche: English and Russian in Lithuanian education? - **Ineta Dabašinskienė & Aurelija**

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Tamošiūnaitė (**Vytautas Magnus University at Kaunas, Lithuania**)

46. The cultural political economy of English as a global lingua franca: A South African perspective - **Adnan Ajsic (Northern Arizona University)**

2:15-3:30 B   AMERICAN VARIETIES OF ENGLISH
Chair – Angus Grieve-Smith

10. American regional lexical survey: gender and age in lexical change in the South - **Carol Little (McGill University, Montreal)**

81. Baltimore, Bawlmer, or Baldamor? Exploring an African American variety away from The Wire - **Inte'a DeShields & Uzma Abdul Rashid (University of Maryland Baltimore County, UMBC)**

78. Motivations for maintaining the local variety: the case of Long Island, NY - **Ann Marie Olivo (Rice University)**

2:15-3:30 C   LANGUAGE LEARNING SUPPORT PROGRAMS
Chair – Kathleen O'Connor-Bater

88. Issues in integrating information technology in learning and teaching EFL in Saudi Arabia - **Yousef Hamad Al-Maini (Imam University, Saudi Arabia)**

48. The value of English in the material world - **Melanie Johnson (Zayed University, Abu Dhabi)**

67. The spread of English private tutoring in France: between European policies and a tax reduction program - **Noemi Ramila-Diaz (University of Rennes 2, in Brittany, France)**

3:45-5:00 A   POPULAR CULTURE
Chair – Kate Parry

60. Translation vs adaptation: framing American humor on Russian television - **Alexandra Laletina (Binghamton)**

73. Local English, local linguistic hierarchies: the structuring of class through language use in urban Tanzania - **Sabrina Billings (University of Arkansas)**

80. How a new variety failed to become enregistered - **Scott F. Kiesling (University of Pittsburgh)**

3:45-5:00 B   IDIOMS AND METAPHORS
Chair – Ninah Beliavski

12. Quantitative and qualitative aspects of L1 (Swedish) and L2 (English) idiom comprehension - **Monica Karlsson (Halmstad University, Sweden)**

55. Metaphors in American politics - **Andrew Gallagher (Walla Walla Community College, Washington)**

72. Political metaphor in global discourse - **Natalia Kasatkina (Yaroslavl' State University, Russia) & Dan Falcon (University of Arizona)**

3:45-5:00 C   CORPUS LINGUISTICS
Chair – David Barnhart
19. Enhancing ELF learners' lexical awareness through corpus-based reading-to-writing EBP instruction - **Pi-Ching Chen (Chang Jung Christian University, Taiwan)**
15. Using a specialized corpus to teach wine knowledge for hospitality professionals - **Hsiao-I Hou (National Kaohsiung University of Hospitality and Tourism in Taiwan)**
71. A representative corpus of Napoleonic theater - **Angus Grieve-Smith (St. John's University)**

Sunday, April 14

9:30-10:45 B   SIGNALS OF INFORMATION STRUCTURE
Chair – Josef Fioretta
70. Deconstructing English articles - **Jelena Vujic (University of Belgrade)**
75. The syntax-discourse interface in heritage language acquisition: topic marking in Japanese - **Oksana Laleko (SUNY New Paltz)**
7. Polysemy and translation challenges: a cross linguistic analysis - connectives between English and Kurdish - **Rashwan Salih (University of Leicester, UK)**

9:30-12:15 C   89. X-WORD GRAMMAR GAMES
Chair – Effie Cochran
Bonny Hart (New School), & Alice Deakins (William Paterson University) *Continues through two sessions; participants may come in or leave at any point.*
- Using noun boxes to enrich student writing
  Bonny Hart & Tamara Kirson (New School)
- Mastering sentence punctuation
  Alice Deakins & Julia Rhodes (International Education Consultant)
- Prepositions at work and play
  David Sloane (University of New Haven)

11:00-12:15 B   ASPECTS OF ACCENT
Chair – Josef Fioretta
11. "Jew eat?" Affrication across word boundaries in Canadian and Northeastern American English - **Thea Knowles & Carol Little (McGill University, Montreal)**
58. Linguistic, environmental, and biological determiners of a foreign accent - **Wei Zhang (The University of Akron)**
No presentation is scheduled for the third part of this session

ABSTRACTS

These abstracts are printed as the authors sent them so that they themselves illustrate some of the local variations in global English.

4. Teaching "local" preservice teachers "global" Englishes - **Burcu Ates (Sam Houston State University) & Zohreh Eslami (Texas A&M University)**
Saturday, April 13, 8:30-9:45 C

The colonial and postcolonial spread of English worldwide has created a number of varieties of World Englishes (WE). The global spread of English has increased opportunities for native English speakers (NES) in the United States (U.S.) to interact with other speakers of WE (Kubota, 2001). However, NES are rarely encouraged to develop the knowledge and skills necessary for intercultural communication, often resulting in a one-way communicative burden imposed on the WE speakers (Kubota, 2001). Demographics in the U.S. schools have changed and preservice teachers should be able to accept and value diversity (linguistic diversity being one of them) and convey this in their future teaching.

This presentation focuses on a study conducted in spring 2011 involving 215 preservice teachers in five ESL education courses at a university located in the Southwestern U.S. ESL education courses generally focus on language acquisition, ESL methodology topics, and fall short in including the topic of WE. The aim of the study was to create awareness among future teachers on WE and have them explore ways to communicate effectively with WE speakers they may have in their future classrooms.

The activities researchers created on WE consisted of four in-class sessions and two online sessions. Activities were taught and implemented every other week throughout the semester. A pre and a post survey were given to preservice teachers to evaluate the effectiveness of the activities used and to determine if preservice teachers' awareness towards WE has increased. Qualitative (written reflections by preservice teachers to given prompts, guest speaker reflections, researchers' field reflections) and quantitative (survey and attitude questionnaire on speech samples) data collection and analysis have been used. Ideas and practices in helping the future teachers understand WE in their journey to become global citizens are discussed in the light of the results of the data analysis.

5. Inputs of the globalizing world on teaching English as a foreign language in the EU: the role of foreign language assistants - **Elisabeth Weber (University of Vienna, Austria)**
Saturday, April 13, 8:30-9:45 C

In English as a Foreign Language (EFL) classrooms across Europe we find the situation today that the English native speaker is regarded as the ultimate authority of the language. This is consistent with the assumption that every language is the property of its native speakers. Such a view would support the current policy of employing Foreign Language Assistants as role models – for students and teachers alike – and guarantors of "authentic" information, not only of the language but also of the culture associated with it.

Although this may be appropriate for other foreign languages, in the case of English used as a global lingua franca, purposes and domains of use of the language are way beyond those of the native speaker. And if English as a Lingua Franca (ELF) is to be seen as relevant to how English is to be defined pedagogically as a subject this calls into question the assumed value and validity of native speaker assistants as informants in the English classroom.

The question then arises as to what kind of assistance would be appropriate in the EFL classroom. I suggest that it is people who are not native speakers but have experienced English as a lingua franca and who are most likely to be supportive of the teaching and learning of English in class. Accordingly, I propose that the present Foreign Language Assistant program might be replaced by one in which there is an exchange of pre- or in-service teachers of English from different lingua-cultural backgrounds. Such an exchange program could serve a number of purposes: not only would the assistantship strengthen an ELF perspective in students but could also enhance the understanding of plurilingualism as knowledge of language rather than individual languages and thereby help promote a sense of common global citizenship.

6. Is the Algerian university globalized? A case study. - **Zohra Labed (University of Mostaganem, Algeria)**
Friday, April 12, 2:30-3:45 C

Needless to say that science has effectively contributed in bringing numerous facts to light. Many seeming complexities have turned actually simple via comparison which is a scientific method. The fact of

unveiling similarities and differences between instances helps strikingly in achieving human understanding. Exemplary cases are countless. Although multilingualism and globalization are both worldwide phenomena, they still cover sharp differences. The former involves heterogeneity whereas the latter implies homogeneity. More precisely, while multilingualism encompasses the use of various varieties within a given speech community, globalization, however, may stimulate the emergence of one common global language. Algeria, among other communities, constitutes the meeting point for the two phenomena. It a typical model of a multilingual community where various Arabic varieties, in addition to French, have been employed for at least half a century. At the same time, she is no exception to the global events, and that is why she experiences different (economic, cultural and technological) impacts of globalization. Technologically, speedy and possible communication has been provided between Algeria and the globe, notably, through mobile phones and internet. It could be said that the chief internet users are probably computer specialists. Many Algerian university faculties of science claim that French is the science language in the country and that teaching scientific fields is undertaken in this language at the higher education level. Observable linguistic realities, however, demonstrate that young computer scientists, nowadays, tend to employ a considerable number of lexical items in English, the global language, while teaching computer sub-fields. On the basis of these items, a written questionnaire was built and distributed among some of them to check the extent to which they use English in comparison with French. The current paper attempts at describing the questionnaire and analyzing its attained results.

7. Polysemy and translation challenges: a cross linguistic analysis connectives between English and Kurdish - **Rashwan Salih (University of Leicester, UK)**

Sunday, April 14, 9:30-10:45 B

This paper examines and compares the polysemy and textual functions of the English connective *but* and establishes corresponding Kurdish connectives through translation. The methodology in analysing the functions of *but* is a combination between the polysemy approach toward pragmatic markers (c.f Doherty 1998, Gellerstam 1996 and Fischer 2006) and procedural theory towards the textual function of connectives (c.f Sperber and Wilson 1995). So, *but* is considered as pragmatic marker that contributes to the continuity of texts and is a vital element used for achieving communicative targets. The organisational role of the *but* and its Kurdish equivalents are examined and analyzed so as to establish the link between translation and linguistic studies. The importance of this paper lies at the fact that it is a contribution towards enriching cross linguistic and cross cultural approaches to discourse analysis and translation. The paper seeks to answer questions such as: what can translation add to linguistic studies? and what are cross linguistic issues that arise between English and Kurdish, especially in the case of *but*?

9. West African English in digital discourse - **Innocent Chiluwa (Covenant University, OTA, Nigeria)** **Friday, April 12, 4:00-5:40, A**

English like other languages that are used on the Internet is constrained by the technology of the new media; thus, some new styles of language use in communication are noticeable as users attempt to impose the techniques of the modern information technology on the old system of language (see Crispin, Lengel & Tomic, 2004). Nigerian English for example, has established itself in the cyberspace with unmistakable 'Nigerianness' that is unique to the social and cultural identity of its users (see Chiluwa, 2008a, 2010a; Ifukor, 2011). West African English (WAE), which in this study represents Nigerian English (NigE), Ghanaian English (GhaE), and Sierra Leonean English (SLEng) are noticeable in online discourse environments as (English) language must reflect its social and cultural contexts. As African users of English from different educational levels and backgrounds grapple with communication on the social media of the Internet, especially with the notion and style of 'computer-mediated language,' it is important to investigate what may be regarded as 'West African English in digital discourse' to establish whether there have been new developments in the use of English in West Africa since the earlier studies (e.g. Spencer, 1971), particularly on the Internet.

This study will adopt a sociolinguistic-discourse approach to attempt to provide answers to the following questions:
1. What features of NWE are common to WAE (i.e. in NigE, GhaE and SLEng?)
2. How do WAE manifest in some popular social/political blogs on recent events in Nigeria, Ghana and Sierra Leone
3. What constraints do the new media technologies place on WAE?

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4. What is the future of WAE in the face of the new information technologies

The data for this study will be blog posts and comments from popular social and political blogs/online forums hosted by Nigerians (e.g. *Nigerian Village Square*, *Nairaland* etc); by Ghanaians (e.g. *Kokoliko*, *iamaGhanaian* etc.); and by Sierra Leoneans (e.g. *Sierra Leon online club, Sierra Leone Forum, Sierra connection* etc) that have served as social media platforms for discussions, debates and responses to recent socio-political happenings in Nigeria, Ghana and Sierra Leone, for example the recurrent bombings and security challenges in Nigeria and the November 2012 general elections in Sierra Leone. The death of the Ghanaian president a few months ago, and the subsequent change of leadership, as well as the forth-coming (Dec. 2012) general elections has also attracted widespread discussions and responses. The various online reactions and interactions are most likely to reveal features of localized English in the West African sub-region.

10. American regional lexical survey: gender and age in lexical change in the South - **Carol Little (McGill University, Montreal)**   **Saturday, April 13, 2:15-3:30 B**

The South is a very distinctive region in the United States. Linguistically, its history has had several impacts. Firstly, Southern speech is stigmatized. Secondly, Southerners, aware of this stigma are linguistically insecure. Finally, increasing urbanization of the South brings people from many different dialect regions together. All these factors can motivate changes in Southern speech.

Using an online survey, this investigation aimed to test different lexical variants within the South. Each participant was given an index score that determined how Southern he or she is, i.e. how many Southern lexical items s/he uses.

There is a negative correlation amongst the women: the younger the woman is the less Southern she is lexically (r = -.61). Eckert (1990) argues that it is power that is the "most appropriate underlying sociological concept for the analysis of gender-based linguistic variation." Because of the woman's changing place in society and her increased participation in the work force, her need to assert her power is more salient thus she does this symbolically by using prestige (non-Southern) terms.

For men born between 1920-1979, the younger the man the *more* Southern terms he uses (r = .89). During this period (1920-1990) the influx of people born outside the Southern region has increased. Bailey et al. (1994) shows how increases of populations can amplify the spread of regional terms, as the residents want to show solidarity to the region by emphasizing regional speech.

For the last two generations (those born in 1960 and onwards) as age decreases, so does index of Southernness (r = -.64). Current trends in the United States are the increasing group of wives who earn more than their husbands and single twenty-something women who earn more than their male counterparts. This would suggest an impending threat to men's power in the workplace. Therefore, I argue that men in the youngest generation are using language to express prestige as there is more competition amongst men and women in the work force.

All in all, however, in the South of the United States, many regional Southern lexical items are not being used as much by the younger generations.

11. "Jew eat?" Affrication across word boundaries in Canadian and Northeastern American English - **Thea Knowles & Carol Little (McGill University, Montreal)**   **Sunday, April 14, 11:00-12:15 B**

The present study investigates affrication across word boundaries as an allophonic process that distinguishes Canadian and American English. Affrication is a postlexical phonological process that exists in most dialects of English. Our study investigates cases in which coronal stops become alveopalatal affricates when followed by a front glide. Previous reports on affrication mention no patterns of sociological or stylistic variation of affrication between word boundaries. There have been no comparisons of affrication between American English and Canadian English to date.

Ten Canadian English speakers and 10 northeastern US English speakers read aloud a monologue containing word final coronal stops followed by a word initial palatal glide (i.e. "did you"). We recorded the number of instances in which affrication occurred and compared results across the groups. The data shows that in the provided contexts American speakers affricate nearly twice as often as Canadian speakers. This pattern persists in distinct phonetic contexts as well. For both groups, affrication occurs more often with voiced stops than voiceless, and never occurs across sentential boundaries if there is a prosodic break. Affrication for both groups is also more likely to occur if the word final stop belongs to a

consonant cluster. Past studies (Clarke 1993) have suggested that there is a growing trend in Canadian speech towards a lower usage of glide retention, possibly leading towards a higher rate of affrication, thus contributing to a greater homogeneity of North American English. However, the results of this affrication study suggest that, if this is in fact an increasing trend, the speech patterns on either side of the American/Canadian border have a ways to go before this homogeneity is achieved. Clark (1993) and Woods (1999) both show great glide retention word internally in CE in words such as 'Tuesday' and 'news'. Thus we conclude that this also affects postlexical affrication because the word initial [j] is retained therefore it is less likely that a speaker of CE will affricate between word boundaries than a speaker of AE.

12. Quantitative and qualitative aspects of L1 (Swedish) and L2 (English) idiom comprehension - **Monica Karlsson (Halmstad University, Sweden)**
Saturday, April 13, 3:45-5:00 B

According to the Dual Idiom Representation Model (Titone & Connine 1994; Abel 2003), the number of idiom entries created in a learner's mental lexicon depends on the decomposability and frequency of the idiom and the time of exposure to the language in question. This is especially pronounced in a person's second language. When the idiom is comparatively opaque, the frequency relatively low and/or little time has been spent on acquiring/learning the language, i.e. little lexical information is available, the learner, when trying to interpret idioms, instead resorts to conceptual metaphors that exist across languages. L2 learners also make use of context to a greater extent than native speakers. (Liu 2008) L2 idiom comprehension thus appears to entail a more heuristic approach than L1 idiom comprehension. (Liu 2008)

In the present investigation 15 first-term university students were faced with 80 context-based idioms in English (L2) and Swedish (L1) respectively (30 of which focused on the source domain of animals which is commonly used in both languages) and asked to explain their meaning. The idioms were of varying frequency and transparency. Three main research questions were thus addressed.
1. How well do the subjects master idioms of approximately the same total frequency in their L2 as compared to in their L1?
2. How do a) degrees of transparency (full transparency, semi-transparency, no transparency), b) idiom frequency and c) the choice of source domain affect the subjects' comprehension in their L2 as compared to in their L1?
3. To what extent is context used when interpreting the idioms in the subjects' L2 as compared to in their L1?
4. Native speaker results were used as a point of reference for the L2 test. In addition, the students were also requested to evaluate their L1 and L2 knowledge

13. The emergence and development of resistance to language policy and planning in Ethiopia - **Mekonnen Alemu Gebre Yohannes (Mekelle University, Ethiopia) & Berhanu Bogale (Addis Ababa University)**   **Saturday, April 13, 3:45-5:00 A**

Monolingual language policy and planning (LPP) had been advocated and practiced for claimed reasons of uniting the multilingual Ethiopia with a "one-language one nation" nation building ideology. To this end, the use of the many nationality languages for education and administration was vigorously discouraged while the use of only one politically dominant nationality's language-Amharic was widely promoted for education and administration. In the light of these, this paper examines how and why language policy-resistance movement emerged in Tigray during the monolingual education policy sociopolitical context of Ethiopia, and what implications it has had to the post-1991 Ethiopian sociopolitical context. To this end, the study has employed qualitative data collection instruments such as in depth interviews and document analysis and thus critical discourse analyses (CDA) as a tool of data analyses. The study shows that the monolingual policy context in Ethiopia has resulted to unintended consequences. It has led to minority ethno-linguistic armed movements for their linguistic and cultural rights. Towards this end, the use of the subjugated language in education has marked the emergence of resistance language policy planning which has further served nonlinguistic ends to the armed struggle. Following the overthrow of the monolingual policy practicing government in the 1991, the resistance LPP during the armed struggle led to the promulgation of the Ethiopian federal constitution which among others have led to multilingual LPP context. As a consequence, Ethiopia has moved from a single party and monolingual political system into a multiparty and multilingual ethnic federalism which has resulted to the

use of no fewer than 30 among the more than 80 previously marginalized Ethiopian languages for education and administration.

14. English used in Spain's store front signs – **Elizabeth A. Martínez-Gibson (College of Charleston)**   **Friday, April 12, 2:30-4:45 A**

With the expanding globalization of the 21st century, the use of English in the linguistic landscape of non-native English speaking countries has become more and more common. Over the last decade, a number of studies around the world have addressed the use multilingual signs. Most of these found that the most extensively used language in signs is English. In Europe, English has become the *lingua franca*, the common language for this multilingual continent, therefore it is no surprise to find signs, especially store front signs, that portray this sense of internationalism in its linguistic landscape. Similarly, in Spain's linguistic landscape there is also an increasing presence of English and Spanish-English signs that have yet to be studied.

This paper addresses the use of English or Spanish-English in multinational store-front signs throughout different regions of Spain. A total of 140 signs were photographed from marquees, awnings, doors or windows at the entrance of establishments in cities and towns of various sizes and populations. The purpose of this paper is to investigate the different linguistic levels in which English or Spanish-English appear in these store-front signs. The results and discussion focus on the interesting manipulation of the languages at the levels of phonetics, morphology, syntax, lexicon and semiotics, particularly in the signs of non-native English companies.

15. Using a specialized-corpus to teach wine knowledge for hospitality professionals - **Hsiao-I Hou (National Kaohsiung University of Hospitality and Tourism in Taiwan)**   **Saturday, April 13, 3:45-5:00 C**

Hospitality education's most popular destinations have been in major English-speaking countries including US, UK, Canada, and Australia. This type of programs has drawn a huge number of international students because of a wide range of job opportunities in the global markets. Wine appreciation is a core course in most hospitality curriculum. Because of the language barrier, international students have difficulties in learning the language of wine (Chen, 2011). As Paquot (2010) mentions, students in higher education settings need to master three lists of vocabulary: a core vocabulary of 2,000 high-frequency words, plus some academic words, and technical terms, to achieve reasonable comprehension of a text. Technical terms are words whose meaning requires specific knowledge and they are typically characterized by semantic specialization, resistance to semantic change and absence of exact synonyms (Mudraya, 2006). These words are best learned through the study of the body of knowledge that they are attached to. In this presentation, a wine expert and an ESP instructor work together to demonstrate how to integrate a specialized-corpus consisted of 200 wine products reviews from the Liquor Control Board of Ontario in Canada to teach wine knowledge. By demonstrating two free linguistic analytical tools from the internet, the participants will have opportunities to engage in learning core vocabulary, academic words and technical terms generated from the corpus. In addition, interactive activities of analyzing lexical chunks and functional words to describe the characteristics of wines will be demonstrated. Contextual analysis of wine review genre will be discussed. The presentation will demonstrate how ESP teachers can gain from a teacher-made specialized-corpus and the process of corpus linguistics offer a powerful methodological tool in ESP teaching.

16. Uncovering English for European communication - **Agata Klimczak-Pawlak (University of Warsaw, Poland)**   **Saturday, April 13, 10:00-11:15 B**

The question central to the present study is whether English as spoken by Europeans can be assumed as the official language of the European Union and how such a proposed Euro-English relates to the pressures between the need to cultivate national languages and cultures and the effort of creating a community of European citizens.

The English for European Communication (EEC) proposed here is seen as an alternative view to English as a Lingua Franca as proposed by Jenkins (2000 and after), Seidlhofer (2001 and after) due to the discriminatory character of ELF. It is claimed here that Europe is in need of a uniting single code of communication which would foster the development of European identity and European culture seen as a

complex entity, combining diversity and unity. It is the main claim of this paper that the best solution to the EU language dilemma is the combination of the English code with the pragmatics of the way people from different EU countries use that code. In order to see whether such a solution is realistic a study of pragmatic strategy preference used to realize the speech act of apologizing was conducted.

The data were collected in Finland, France, Hungary, Macedonia, Poland, Slovakia, Spain and the UK, with the use of a paper-based, real-time completed written discourse completion test (WDCT). Responses from 466 participants were analyzed for this study. The coding system used was based on the system developed by Blum-Kulka, House and Kasper (1989).

The analysis of the tendencies of strategy preference provides evidence to claim that there is indeed a core of pragmatic realization of the speech act of apologizing true for EEC which in turn validates the continuation of studies aimed at uncovering the pragmatic core of the proposed English for European Communication.

18. "Virtual code-switching: a study of the use of Kiswahili and English in texting" - **Maybeth Seitz-Brown (Columbia College)** **Friday, April 12, 4:00-5:40, A**

In this study of text messages of 21 Tanzanians fluent in Kiswahili, the mixing of Kiswahili and English sees a departure from the oral power-centric dynamics of code-switching sketched in previous literature (Myers-Scotton 2006). Now, in the flat plane of virtual communication, where often language is used by dyads of fairly equal social status (friends, family, coworkers, etc.), a new set of rules has developed. Local languages are conspicuously absent, signaling that the paradigm for code-switching in East Africa is no longer a national Kiswahili versus local vernacular but a regional Kiswahili versus a global English. Each language influences the other. Examples are the common use of English *c* for Kiswahili negation morpheme *si*, or the Swahili phonetic transcription of English words like *dear* as *dia*. Beyond the phonetic level, switches to English often incorporate Kiswahili agglutinative morphology, as in *Ni-me-apologize* ('I have apologized'). These and other examples in the data show that written code-switching manifests itself in fresh ways when not restrained by rules of speech.

Kiswahili lexicon expands as these code-switches go viral, perhaps the first step towards a new category of permanent borrowings. Interestingly, there are two contrasting lexical spheres of code-switching. The first is similar to code-switching in other languages; when discussing technology or school life, speakers often insert English words. Sometimes these switches become borrowings that stick because of the lack of an appropriate Kiswahili lexeme, as in the *recharge* in *ni-ta-m-recharge* ('I will recharge it'). At other times, English is subsuming these lexical items because of their global associations. In the data, -*call* (as in *ni-ta-ku-call*, 'I will call you,') replaces the Kiswahili -*ita* because technological and bureaucratic functions become coded with English, just as a parents' *meeteng* at school replaces the Kiswahili alternative, *mkutano*.

On the other hand, there is another lexical sphere in which English is encroaching on Kiswahili. As Kiswahili has replaced local languages in the home, it has not brought with it terms of endearment and domestic terminology. That gap, which previously was covered by local vernaculars, seems to be filling up with English lexemes. And so words like *miss* (used both in *Miss U A lot* but also incorporated into the verb structure in *ni-na-miss*, meaning 'I miss'), *dear*, *husband* and *aunt* appear not just in text messages but the home as well. These words aren't coded with a global lifestyle but, in fact, the opposite: the intimacy of close relationships. As local languages fade from all areas, including the home, English is chosen over Kiswahili, a former trade language, when filling these gaps. Not only does code-switching in this data therefore signal indexical motivations to be part of a global culture through texting, it also indicates that the avenue for the creation of new words in Kiswahili may be narrowing to the process of incorporating English roots into Swahili morphology (as with -*miss, -apologize,* and -*recharge*). More broadly, English perhaps covers the cultural spheres or gaps which Kiswahili doesn't naturally extend to. This paper raises questions about the longer narrative of borrowing and lexicalization of English, and whether Kiswahili has a fighting chance in producing a growing vocabulary of its own.

19. Enhancing ELF learners' lexical awareness through corpus-based reading-to-writing EBP instruction – **Pi-Ching Chen (Chang Jung Christian University, Taiwan)**
Saturday, April 13, 3:45-5:00 C

The rise of English as a lingua franca (ELF) language implies a paradigm shift for English language teaching and learning in the non-native English speaking (NNES) world. The use of English for

intercultural communication among speakers of other languages poses a challenge to the norms and targets. English for business purposes (EBP) is regarded as a major category in the domain of English for specific purposes. The rapid development of information and communication technology has brought a great effect on the innovative instructional methods and materials in the English teaching and learning (ETL). For decades, the advent of online corpora and concordancers enables ETL practitioners to guide language learners to do autonomous and inductive learning. This presentation aims to explore a specific corpus-based reading-to-writing instruction for international business communication purposes.

To promote ELF college students' literacy for international business communication, the corpus-based instruction is defined as the integrated use of corpus, collocation, and concordancer which can be easily accessed online to cultivate EBP learners' lexical awareness. The use of authentic teaching materials is a most concern for successfully implementing any EBP instruction; therefore, a series of corpus-based learning tasks are designed to guide business college students to read and write EBP professional contexts. The participants are 50 sophomore students from the Department of International Business at a university in southern Taiwan. Through the integrated use of online corpus, concordancer, and collocation, they are trained to write various types of business letters for international communication. In consideration of specific genres applied in the business community, diverse learning activities for reading and writing business contexts for international communication are designed to foster business college students' literacy. The significance of this presentation would provide informative references for instructors and educators to design a more relevant EBP curriculum.

21. English in Hong Kong: a changing profile - **Martha C. Pennington (University of Hong Kong)** **Friday, April 12, 2:30-3:45 B**

Issues of global and local language are illustrated in the changing profile of English in Hong Kong. In precolonial times, English was in a marginal position in China, occupying a tiny niche reserved for pidgin-speaking traders and a highly specialized group of translators. In the Hong Kong colony, a pattern was set of diglossia, with English the "high" language of government, education, and law, and Cantonese the primary "low," or vernacular, language. The situational and functional differentiation of the two languages meant they were largely used by different populations of Westerners and Chinese, with a small but gradually increasing number of intercultural, interlingual mediators such as teachers in English missionary schools and their pupils, who often became bilingual brokers for trading companies. Over time, a "bilingual pyramid" developed, as English knowledge "trickled down" from the top to the bottom of the social hierarchy, creating widespread code-mixing at the bottom and limited code-switching at the top. The late colonial period of the 1960s to 1990s was one of increasing local language power concurrent with rising Chinese patriotism, Hong Kong Chinese identity, economic prosperity, and middle class status. These strengthening aspects of the local population and language at a time of Britain's declining influence co-occurred with the rise of American power and English as a global language that served to strengthen not diminish the influence of English at the eve of the handover. In the current phase of realignment with China, questions of language rights (in law and education) and identity are highlighted, as Hong Kong people are increasingly bilingual and international and yet also increasingly attached to their own unique varieties of English and Cantonese. Hong Kong thus faces complex issues of globalization and localization of language further complicated by interactions with the Mainland Chinese and their languages, especially Putonghua.

22. English as a medium of instruction in UAE higher education - **Hassan Belhiah (ALHOSN University in Abu Dhabi, UAE)** **Friday, April 12, 2:30-4:45 C**

In recent years, countries in the MENA Region (i.e., Middle East and North Africa) have been knee-deep in major education reforms to salvage the low-levels of literacy and the obsolete methods of instruction. For the UAE, literacy presents a serious challenge as literacy rates are extremely low in English – a language that is gradually seen as vital in maximizing UAE nationals' educational and career opportunities in a globalizing economy. To this effect, the country has decided to implement English as the medium of instruction (EMI) in virtually all colleges and universities. This trend has also been seen in private institutions of higher education, which offer instruction almost exclusively in English. This study explores the effectiveness of EMI in UAE higher education by examining teachers' and students' perceptions about the use of English to teach the subject matter. The study is undertaken at six universities in Abu Dhabi, Dubai, Sharjah, and RAK. The data consist of students' and teachers' perceptions gleaned

by means of questionnaires and semi-structured interviews. Results suggest that the current EMI situation leaves much to be desired. For one thing, students are painstakingly struggling to learn the subject matter because of their low-proficiency in English. Several teachers have reported the necessity to use Arabic in class if any learning is going to take place. Another major issue raised by students and teachers alike is the potential adverse effects of the EMI on students' identity and mastery of Classical/Literary Arabic, the language of literature and religion. The study has implications for language policy and language planning issues in the MENA region and the role of bilingual education as a catalyst to improving students' mastery of English, while preserving their identity and indigenous culture.

26. Preventing mixed voices in academic writing - **Helen Chau Hu (California State University, Long Beach)** **Saturday, April 13, 10:00-11:15 C**

The so-called "process" approach to academic writing has student-writers acquiring skills and coincidental knowledge primarily through peer collaboration and repeated revisions of drafts. Their instructor plays but a secondary, almost passive role (Hyland 2003: 19). The wishful presumption is that working together in a relaxed atmosphere, the students and instructor will see expressive capacities emerge. Unfortunately the handling of many thorny problems, such as rhetorical and syntactic complexities, is de-emphasized and delayed, being "tacked on to the end of the process as 'editing'" (Hyland 2003: 19). In that setting, also becoming pervasive are "coached performance " (MacDonald 1993: 482; italics removed), non-academic "belletristic" (Trimbur 1994: 110) usages, and indiscriminate, wholesale transfers from the internet. Thus the true measure of a given student's competence and accomplishments is impossible to verify or determine. Put in another way, quite apart from the issue of independent credit, the pedagogical and intellectual objection is that often a haphazardly configured composite speaker is moulded. Since voice is a concept difficult enough for the average student of today to grasp, a confusion of voices only makes matters irredeemably worse. Contrast that with timed classroom writing, which not only fosters self-reliance and integrity, but also allows the use of time-honoured and reliable assessment tools (White 1995: 36; Hamp-Lyons and Condon 1993: 189). Most importantly, it prevents insensitivity from developing over narrative stances, thereby making it possible for students to recognize, as learning advances, the existence of distinct personae, proceeding in due course to appreciate the functions of individual voices. Indeed, classroom experience confirms that a return to the more traditional practice is much more profitable on all fronts.

27. Central Asian cultures and languages: linguistic background and present-day situation **- Shukry Marash-Ogly (Osh State University, Kyrgyz Republic)**
Friday, April 12, 2:30-3:45 B

Central Asia has seen an immense amount of upheaval. The entire region is multilingual, multiethnic, multifatih and multicultural.

In recent times the most painful experience was the process of "Russification" when Russian was imposed as a linguistic force and a "command economy".

The process of Russification and assimilation did not permeate deep enough. Central Asia retained its cultural and religious life. After the collapse of the Soviet Union and the end of the 'Cold War' of isolation, we are beginning to enter a process of democratisation and a global market economy with English as the *lingua franca* for global communication.

As a linguist and a teacher of English, I have had to explore not only innovative methods of teaching but also (a) to explore critically the historical origin and the influences that contributed to the development and spread of certain languages, (b) to compare the commonalties, if any, between Russification and the notion of "the New English Empire".

In looking at language learning and teaching in a multilingual context we need to be reminded that an official or national language does not necessarily incorporate all the varieties of language used in the society. Where the society comprises of distinct ethnic groups, the choice of an official or national language invariably excludes some speech communities. This might be the case in the Kyrgyz Republic. It is possible also, that the official language is not the one spoken by the majority of people in the society. Loss of identity is blurred when the national language evolves over centuries, but when adopted by new or emerging states, there can be tension. The situation is further complicated when an 'external' language is adopted or introduced. In this case it is English in the Kyrgyz Republic.

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ABSTRACTS

29. Language production of ESL students and affective factors in a computer-assisted instruction environment for college composition - **Xiaozhao Huang (University of North Dakota   Friday, April 12, 4:00-5:40, C**

This paper examines the language production of ESL students in a computer-assisted instruction environment that gains popularity increasingly in different types of classrooms in higher education. Most of the research in this area, however, focuses on either the use of the equipment including software used in this environment (e.g., Bolter 1991; LeBlanc 1993) or instructional issues from a teacher's perspective(e.g., Kaplan 1991; Monroe 1993). The analysis of the linguistic performance of students in this learning environment is rare, if not ignored.

Thus, this study focuses on the language production of non-native speakers of English (NNS) or ESL students in terms of their choice of registers and frequency of responses made synchronously in comparison with those of native speakers (NS) in collect composition classes taught in a computer-assisted writing environment over a semester. The analysis of their language production shows that students of NNS used certain registers differently from those of NS in a consistent manner. The difference of the registers and the frequency of the use of registers in concern between the two groups of students seem to be linked not only to this networked CAI environment, but also to the heterogeneous nature of the classroom where students of NNS and NS participated in the learning activities together. The paper examines the difference of their linguistic performance, explores the affective factors and causes behind such differences, and makes suggestions for instructors to adapt their teaching successfully to this particular environment.

30. Grammatical errors in Saudi students' writing: a minimalist approach - **Mohammad Khatib (Taibah University, Saudi Arabia)   Friday, April 12, 4:00-5:40, C**

This empirical study is an analysis of EFL writing by third year university students. There are three aims of the current work; (1) to find out the kinds of grammatical errors Saudi students make in their writings; (2) to explicate ungrammaticality of the students' errors employing the Minimalist Program; (3) to evaluate the contributing factors that cause grammatical errors. Data was derived from compositions written by a stratified random sample of twenty junior students majoring in English department at Faculty of Arts and Humanities in King Abdul Aziz University, Jeddah, Saudi Arabia. Actually, these compositions are an assignment given by their lecturer as a kind of critical writing about the play Trifles by Glaspell. The study is qualitative in nature as it primarily focuses on analyzing the types of grammatical errors no matter how frequent they occur. Findings revealed that most of the grammatical errors are in sentence structure, prepositions, subject-verb agreement and wrong use of words. The results demonstrated that Saudi juniors do not completely fulfill the requirement for lexical information of an English sentence in the sense they still do not fully understand how many arguments a verb must have, what features a verb may have in terms of transitivity, intransitivity or even what kind of phrase that a verb subcategorizes for. With regard to factors causing ungrammaticality, intra-language errors were the majority of the grammatical errors in the writings whereas mother-tongue interference has no great influence on the students' writing. Saudi EFL students seem to over-generalize English rules to other positions in sentence structure. Also, they are not aware, sometimes, of the exceptions or restrictions of a rule which results in ill-formed structure. Findings of the study and its pedagogical implications are discussed in detail in chapter five.

31. Creative writing in English as a second language - **Fan Dai (Sun Yat-sen University, China/University of Iowa)   Friday, April 12, 4:00-5:40, C**

This paper presentation is based on the creative writing course in the Department of English, Sun Yat-sen University in China. As one of the very few such course in the country, it replaces the traditional genre-based writing courses for English majors to give students the freedom to write creatively about their lives, instead of writing genre-based pieces such as argumentation, business letters, etc. that they cannot relate to. It aims to not only improve the language proficiency of the students but also for them to learn the craft of creative writing. As a result, students learn the language as well as learn to use it to tell the insiders' story about China and life in China, a perspective that is largely missing in the majority of the current writings about China.

This presentation focuses on some of the linguistic features revealed in students' writing and examines in particular the rhetorical devices they employ, the expressions they coined in the specific contexts as well as ones that are culturally significant and interesting. Such expressions can be sources to explain how the

narrative voice works, or whether the writer is in good control of the text. The paper argues that linguistic analysis can not only demonstrate how effective a student writer is in using English as a foreign language but also help him/her in understanding how his/her narrative techniques can be improved.

33. Elicited imitation to measure L2 inflectional complexity - **Donna E. West (State University of New York at Cortland)**   **Friday, April 12, 4:00-5:40, B**

While the ceiling for number of syllables for intermediate to advanced L2 Working Memory (WM) has been established at approximately 15 (Munnich, Flynn, and Martohardjono, 1994; Erlam, 2006), the ceiling for number of morphemes in WM at distinct developmental levels is still under investigation. West (2010, 2012) has found that increases in number of morphemes within a string (7-11 syllables) depresses L2 performance across proficiency groups, and that advanced groups' proportions of inflectional errors would significantly exceed those of the elementary group. Precisely which types of grammatical categories represented inflectionally (person, number, gender) contribute to a greater burden on WM at distinct L2 developmental levels remains undetermined.

Elementary and more advanced L2 adult learners of Spanish individually imitate the same twenty-four recorded stimulus sentences systematically varied in syllable count (7 – 17) and in morpheme count (6 - 16). Morphemic complexity is varied while syllable length remains constant. Each stimulus sentence featured one verb in the present tense (either preterite or imperfect), which were imbedded in a story to preserve meaning consequent to contextual cues. Contextualization is paramount to elicit processing for meaning, rather than eliciting verbatim chunks which other designs (Erlam, 2006) have encouraged (West, 2012). One or two way ANOVAs determines significance between mean proportions for each L2 proficiency group.

Findings are: 1) the elementary versus the advanced groups produced higher proportions of inflectional deletions versus substitutions, 2) the elementary versus the advanced groups produced higher proportions of person versus gender and number errors given less means to recall units which draw connections across constituent boundaries, and 3) response accuracy for both L2 groups was depressed with an increase in number of morphemes, given effects of L1 negative transfer and input processing constraints of gender and number redundancy.

34. Use of frequent phrasal verbs by Chinese EFL learners - **Jian Yang (Seattle University)**   **Friday, April 12, 4:00-5:40, B**

This paper reports on a study investigating the five most common American English phrasal verbs used in a 311,000 word corpus of compositions by Chinese college EFL learners. The data was analyzed in comparison with two native speaker corpora, the COCA magazine genre section and MICUSP.

A notable finding is four of the items are far more frequent in the Chinese learner corpus than in COCA magazines, with *come back* and *go back* being over 300% and 200% more frequent. The single exception is *come up*, being only 10% more frequent in the learner corpus than in COCA magazines.

The phrasal verb frequencies in the learner corpus seem to vary by tense and aspect, in ways different from native speakers. The past tense forms of *go on, come back,* and *go back* all make up a higher percentage of all their forms in the learner corpus than in MICUSP. In contrast, the third person singular forms of *go on* and *come back* constitute 46.8% and 21.2% respectively of all their MICUSP forms, significantly higher than the 3.2% and 0% in the Chinese learner corpus.

The learner corpus also differs from MICUSP in the phrasal verb senses represented. For instance, when followed by an infinitive phrase, *go on* means "to proceed," which accounts for 55% of its occurrences in the primarily academic MICUSP papers, but is nonexistent in the Chinese learners' mostly narrative writings. Additionally, only four of the extremely polysemous *pick up's* 14 senses are found in the learner corpus.

The unique use of phrasal verbs by the Chinese EFL learners may be attributable to their insufficient vocabulary knowledge, insensitivity to registers, and L1 absence of phrasal verbs. Explicit teaching of phrasal verbs conducted from a cross-linguistic perspective may benefit such learners.

35. Distinctive semantic features associated with the English variety spoken in Zimbabwe::implications for international English testing system - **Patricia Mabugu (University of Zimbabwe)**   **Saturday, April 13, 10:00-11:15 B**

ABSTRACTS

This research seeks to investigate the semantics unique to the English spoken in Zimbabwe and their possible effect on Zimbabwean students' performance in the International English Language Testing System (IELTS) examinations. The IELTS tests is an internationally recognized English assessment tool which are a prerequisite for non native English speakers intending to study or work in most European countries and in America. It is a test of all the English skills of Writing, Reading, Listening and Speaking. The IELTS examinations are however largely influenced by Received Pronunciation which is considered Standard English as they have roots in British style education. The semantics expected in IELTS writing and speaking tests are that of Received Pronunciation hence creating a conflict when a testing system adopts British style standards but is taken by people using different semantics in their variety of English. Basing a test on monolingual premise has disadvantages given that the varieties differ. This discord is likely to impact negatively on Zimbabweans sitting for the IELTS examinations and may lead to low IELTS band marks and even poor pass rates in other exams such as University of Cambridge set English examinations as the semantics they write in their essays will not be known and acceptable to the markers who grade according to competence in Received Pronunciation grammar, syntax and semantics among other factors. The existence and subsequent use of unique Zimbabwean English semantics by students in the country may therefore have detrimental effects on their performance in International English examinations. This in other words is an analysis of the politics associated with international English testing boards within the New Englishes debate.

36. Intellectualizing Ilokglish: codeswitching in colloquial style and its implications to language learning - **Prumel Estioko Barbudo (Tokyo Gakugei University, Japan)**

Saturday, April 13, 8:30-9:45 B

The modern day-to-day life of the urban Filipino sustains the emergence of colloquialism which makes his language undeniably distinctive. Traces of English structures are prevalent in everyday colloquial Iloko usage as in *"Magil-**guilty**-ak,"* or in *"Agtakderka ah **please**?,"* or still in *"**I'm sorry**. Nalipatak gamin."*

This paper presents a discourse analysis of grammatical innovations employed by the mixing of two languages, English and Iloko. A member of the Austronesian language family, Iloko is a major language widely spoken in the Philippines and even in Hawaii (Agcaoili, http://manoa.hawaii.edu). The study directly highlights Iloko as a matrix language, utilizing colloquial usage, thus, a first of its kind. It identified admixtures, analyzed the lexical categories of these admixtures, and provided a lay-out of the linguistic patterns and morphemic changes that occur when English structures are mixed with colloquial Iloko.

Qualitative-descriptive in design, the study culled sentences and discourses which served as the corpus of the study. Data were gathered from articles in magazines and discussions on an website using Iloko as the medium. In interpreting the data, descriptions were provided following an ethnographic approach (Lim, 1991). Textual deconstruction of patterns of English-Iloko admixing were employed through an analytic rubric.

Findings reveal that colloquial Iloko is replete with English admixtures. Borrowings, codemixings, and codeswitchings were classified and most frequent lexical categories and sentential patterns were analyzed.

Data suggest that morphemic changes provide three types of Iloko affixes which were found to attach with English words and thus were categorized accordingly. Indigenization is found to be marked by phonologically and orthographically restructured English words that transformed into new Iloko words.

Findings of this study attempt to elucidate the view that sentential patterns of English-Iloko admixtures *can be* feasibly used in learning and teaching content-based instruction other than using plain English (Pitpit, 2004).

37. English in Flemish adolescent chat language: where global meets local - **Reinhild Vandekerckhove & Benny De Decker (Universiteit Antwerpen)**

Friday, April 12, 4:00-5:40, A

The research we want to report on is based on an extensive written chat language corpus (±955,000 words) produced by Flemish teenagers, all of them living in Dutch speaking northern Belgium. It focuses on the presence of English in Flemish chat language and combines a quantitative and qualitative approach (cf. De Decker & Vandekerckhove 2012).

The dominant variety in the chat discourse of the teenagers is a mixed code that combines several varieties of Flemish Dutch. In addition, most chatters insert English words and phrases in their chat discourse. Although Dutch always remains the matrix language, the impact of English appears to be considerable in quantitative terms: 13% of the posts contain one or more English lexemes. That is all the more striking considering that Belgium's second national language (apart from (Flemish-)Dutch), i.e. French, remains almost completely absent in the chat corpus. In no more than one or two generations the linguistic orientation of most Flemings with respect to second language use appears to have shifted radically from French to English. Flemish dialects contain many (old) loans from French but French clearly does not function as a source language anymore for present day young Flemish Dutch.

The paper deals with the relative presence of several word categories amongst the English loans, with the switch types, and with the way the loan words are integrated into the chat discourse, since in many cases the adolescents appropriate and "localize" the English loans through graphematic, morphological and semantic adaptations (cf. Androutsopoulos 2010), the result being micro-linguistic 'glocalisation'. While intensity and unidirectedness of the borrowing process is symptomatic of the strong attraction of English, the playful manipulations illustrate how the 'foreignness' of English is both fostered and neutralized.

38. The curious history of "Chancery English" - **Jonothon Songy & Malcolm Richardson (Louisiana State University)** **Friday, April 12, 2:30-4:45 B**

Arguable the most widely accepted theory about the origins of modern standard written English was that its chief ancestor is a written variety created by the clerks of the English royal chancery in the fifteenth century. The idea was first proposed in the 1960s but fully developed in the 1980s chiefly through the work of John Hurt Fisher, notably in an article in *Speculum* (1979) and in *An Anthology of Chancery English* (1984). Since then the theory has appeared with few reservations in prestigious histories of the language and in numerous textbooks on the subject. The present paper examines the history of the idea of "Chancery English" or "Chancery Standard" and its acceptance in mainstream histories, and shows that, despite this widespread acceptance, it is a theory which has been not been sufficiently tested or, when challenged, the challenge has been largely ignored, especially in the U.S. Its well-rounded narrative is currently enshrined in sources ranging from *The Cambridge History of the English Language* to *Wikipedia* and is essentially what American university students are taught in standard History of the Language textbooks. This paper traces the surprisingly rapid acceptance of the Chancery English narrative from the 1980s to the present and looks at some the various scholarly attempts to show how different texts conform or vary from what is sometimes called "Chancery Standard." At the same time, the paper shows how most histories ignore or downplay qualifying or negative theories which arose almost immediately, mostly in the UK and Europe (Laura Wright, Jeremy Smith, and others). The paper illustrates how a convincing narrative about language development has largely been able to resist truly rigorous testing and remains enshrined as a widely accepted "fact" about the history of English both in scholarship and popular accounts.

40. English language use and identity masking in the Korean EFL context - **Gene Vasilopoulos (Hankuk University of Foreign Studies, Korea)** **Saturday, April 13, 8:30-9:45 A**

Most research on language and identity has been conducted in contexts where English is an official language. As a result, the Western derived framework guiding identity research may not be representative for L2 learners/speakers in localized settings. To address this disparity, this qualitative study examines the significance of English in L2 identity construction and negotiation in the local EFL context of Korea. More specifically, it investigates how language shapes self and social identity with the actual use of English in "real communities" through day-to day interaction and in "imagined communities" through perceived future use. Using purposive homogenous sampling techniques, open-ended questionnaires and in-depth interviews were conducted with 6 Korean university students. Participants were selected on the basis of two criteria: (1) majoring in English Interpretation and Translation; and (2) having lived abroad for over 5 years-a criterion which assumes the formation of self and social identity aside from their native Korean L1. Analysis of the interview and questionnaire data reveals the prevalence and extent of opportunities to reconstruct and renegotiate L1/L2 identities locally in day to day, face to face interactions. More specifically, findings uncover identity masking through the modification of L1/L2language use to suit the immediate context and the ability to transition between L1/L2 identities. These results attest to the

complexity of language on identity construction in local contexts and begs for further exploration into the conscious and, or subconscious process of social repositioning by shifting between L1/L2 selves.

42. Action Research on Constructing a Multi-functional Concordancing System for College Students of Business in Taiwan - **Min-Yu Li, Pi-Ching Chen, & Jwu-Jeng Chen (Chan Jung Christian University)**   **Poster presentation**

With the increase of English speaking population, it is confirmed that the English language is an essential tool of communication in multinational settings and a fact of life for many business people by researches. The fact that English is used as a lingua franca in international business contexts has greatly impacted on how the English language is taught and learned. Nowadays, college students have grown up in a new digital landscape and communicate with people in a way or style differently from the previous generations. The gap of understanding between young learners sitting in the classrooms and their teachers who teach and make decisions about what, when and how the learners will learn has therefore appeared. Data-driven learning (DDL) involves learners to explore corpora inductively to acquire the linguistic knowledge of the studied language. This learner-centered approach also helps language learners develop their learning autonomy. The purpose of the study is to present a pedagogical application of an online concordancing system in supplementing the teaching and learning of English for business and management purposes. To achieve the objective of the study, a faculty profession development community was formed. Members of this cross-disciplinary community, with expertise in TESOL, business and management, as well as information technology, approached the ultimate goal through the activities of brainstorming, discussions, and lectures relevant to corpus design and application. Basically speaking, this study adopted a self-compiled specialized corpus to develop a learner friendly concordancing system by a faculty profession development community to assist students' learning in English for business and management purposes. The process of development of the system will be presented, and the perceptions on the effectiveness of this online concordancing system from students' and teachers' perspectives will also be collected. Pedagogical implications regarding corpus-based program design will be made in the presentation as well.

44. English and Spanish research paper abstracts: rhetorial variations and teaching implications - **Oscar Morales (Universidad de Los Andes, Veneuela/Universitat Pompeu Fabra, Spain), Daniel Cassany (Universitat Pompeu Fabra, Spain), & Néstor Díaz (Universidad de Los Andes, Veneuela).**   **Poster presentation**

Abstract is an important part of research papers. Frequently it is the only part of papers Latinamerican-scholars read, because they have no time to read everything published in the area or no full-text- access. This part-genre has been investigated in different languages, cultures and fields; however, to date, no study has been reported in English or Spanish Dentistry. So, this paper describes the rhetorical variations in abstracts published in dental journals (1999-2011). **Methods:** We adopt a genre analysis approach, combining textual, contextual and corpus analysis. 600 dental research paper abstracts were selected at random from 4 Anglo-American and 4 Hispano-American journal: 200 (Spanish), 200 (English, pairs of the former) written by Hispano-American authors, and 200 (English) written for Anglo-American journals. **Results:** The 3 groups exhibit rhetorical variations. Hispano-American journals use nonstructured abstracts and Anglo-American ones, structured abstracts. Spanish abstracts do not follow the standard format (*Introduction-Methods-Results-Conclusion*), which constitutes the different sections of the underlying papers. English abstracts written for Hispano-American journals do not use Anglo-American rhetorical strategies, but they tend to transfer Spanish structures by translating their pairs. The four components were present to some degree in the Anglo-American abstracts. The *Introduction* is the most frequent unit in the 3 groups. The frequency of occurrence of the *Methods* unit is also similar. However, the *Results* and *Conclusion* units tends to be higher in Anglo-American abstracts. Hispano-American abstracts neither justify their research as a way of creating a niche, nor include the *Results* and *Conclusion* units. They do not summarize the findings of the accompanying paper but function as an introductory section. **Conclusion:** Rhetorical variations found could be explained by the expectations and levels of competitiveness of members of the dental communities. Results have implications for the teaching of academic writing in Dentistry.

ABSTRACTS

46. The cultural political economy of English as a global lingua franca: A South African perspective - **Adnan Ajsic (Northern Arizona University)**

Saturday, April 13, 2:15-3:30 A

At the turn of the 21st century English "has at last become of age as a global language" (Graddol 2006: 12), dominating practically all functional domains of consequence, from maritime navigation and aviation to international politics, business, media, and technology to academic research (Crystal 2003a). Although English is only the latest in a long line of historical regional and supraregional linguae francae, its position of global reach and domination is unprecedented and raises questions about the implications of a hegemonic *global* lingua franca. The current paradigms theorizing world English(es) show a partisan sensitivity to the geopolitical implications of a global lingua franca, while challenges to the global hegemony of English seek accommodation rather than radical change. Following Fairclough (2006) and Harvey (2006) I adopt a transdisciplinary approach with insights from socio- and applied linguistics, social theory, and developmental and globalization studies in an attempt to understand the role of English in what Harvey calls 'uneven geographical development' of the world. On account of its post-apartheid transformation as well as its history, South Africa represents a comparatively rare ecology which provides insights into the full range of phenomena related to global English. Similar to the constitution in an earlier historical period of a distinct cultural political economy of the nation state primarily on the basis of a standardized national language, we may be witnessing the constitution of a global cultural political economy on the basis of English as a global lingua franca (EGLF) as a de facto global standard language, playing a role similar to that of the national standard languages, on a larger scale. I suggest that post-apartheid South Africa, extrapolated to the scalar order of the globe, exemplifies a larger trend of neoliberal unification of global capitalist elites on the basis of a common language – English, or rather EGLF.

48. The value of English in the material world - **Melanie Johnson (Zayed University, Abu Dhabi)**

Saturday, April 13, 2:15-3:30 C

The ability to communicate in English is seen as valuable capital around the world. Yet the perceived value of the courses that deliver these highly desired English language skills appears to be somewhat debatable. How are English language teaching programs perceived by the students who enroll in them, the teachers who deliver these programs, and those faculty and staff who are not directly involved in English language teaching courses? In what way does the role of English as a lingua franca in an increasingly globalized world affect perceptions of English language teaching and learning? Do these perceptions have an impact on the quality of course provision and student experience?

This paper presents the results of a survey of faculty and students involved in an English language support program at a university in Abu Dhabi, United Arab Emirates (UAE), where English is the language of instruction for most classes. The majority of the students attending these classes are local students who are Arabic native speakers. While some of these students have travelled widely around the world, a significant number of them have not gone far beyond the borders of the UAE. Yet all of these students are expected to gain a similar level of English language competency prior to being allowed to enroll in main university courses. This research examines the attitudes staff and students involved in these English language support programs have in terms of the value, prestige and effectiveness of the program, and offers some analysis of these attitudes, with a view to issues of language, culture and identity. Finally, it makes suggestions on how to better integrate language support programs into higher education and other educational contexts.

49. Writing for publication in English -- a comparative study of research articles in linguistics written by native speakers and Polish authors - **Katarzyna Hryniuk (Indiana Center for Intercultural Communication, IUPUI)**

Friday, April 12, 4:00-5:40 C

The aim of this paper is to present a study concerning challenges encountered by Polish writers of scientific articles when writing in English as a Foreign Language (EFL). For this purpose, texts written in English by native speakers will be compared with such articles written by Polish writers - specialists in the area of linguistics. The issue is increasingly significant due to current scientific advancement and globalization, as it has become necessary to share research findings in all fields of science in English as the international language.

Authors of such comparative studies (Duszak 1994, Gołębiowski 1998, 1999), who analyzed the differences between Polish and English scientific texts, found out that that the variations between schematic rhetorical structures used are very significant, making even the application of the same investigative tool impossible. Content is much more important than form in Polish scholarly writing. Therefore, while Anglo-American writers communicate their findings effectively through the use of clear article structures, Polish writers tend to present broad contextual background information. Moreover, as the previous comparative studies analyzed psychology research articles, the conclusions relating to it were that discourse rules governing writing are less definable, there are less rigid textual patterns used, and this field may be more tolerant of innovative, varied approaches to expressing knowledge in writing. Similarly, in humanities there is less agreement concerning research article structure than in physical sciences.

In the present study 36 research articles in English from the field of linguistics were analyzed to discover differences and similarities in their structure and linguistic features. My findings indicate that alongside differences there are many common characteristics of articles from the same field despite the authors' distinct native cultures. It has important implications for teaching academic writing for publication in EFL settings by enabling formulation of clearer instructions for novice scholars.

50. Global and regional lingue franche: English and Russian in Lithuanian education? - **Ineta Dabašinskienė & Aurelija Tamošiūnaitė (Vytautas Magnus University at Kaunas, Lithuania)** **Saturday, April 13, 3:45-5:00 A**

Knowledge of foreign languages in the modern world facilitates international flow of work force and tourism, enables people to draw on the cultural heritage of mankind, and opens up possibilities for economic and political cooperation between countries. The institutionalized policy of language planning at the European Union and national levels has provided reliable tools for observing changes of the linguistic landscape in Lithuania during the last years.

The fact that a significant part of Lithuanians learns foreign languages at school highlights the crucial role of education systems, language teaching in particular, in promoting multilingualism. Following the EU recommendations the new Curriculum framework for primary and basic (lower secondary) education in Lithuania was approved in 2009 and since then teaching a first foreign language starts from the second grade and a second foreign language is introduced in the fourth grade. The observation of previous years statistics and current situation demonstrates strong preferences towards English. English is the preferred option for learning a first foreign language; if two foreign languages are to be taken up, the choice falls on English and Russian.

In our presentation we will tackle the reasons underlying the language choice in the realm of education. Preliminary investigations indicate that the preferred English – Russian combination has emerged at the expense of traditional linguistic diversity of foreign language teaching and learning. More research is needed in order to explain this situation but it seems that economic factors and the prestige of English may play a crucial role here; whereas popularity of Russian is determined by historical and political reasons.

51. The role of English as a lingua franca in the cross-cultural communication between Chinese and Africans in Guangzhou - **Yucong Liu (The University of Hong Kong)** **Saturday, April 13, 10:00-11:15 A**

With China's economic take-off from the late 1990s, the past decades have witnessed a rapid growth of trade between China and Africa. The flourishing development of bilateral trade and cooperation attracts numerous Africans to come to China. Guangzhou, the commercial and trading center of south China, has become the host of more than 100,000 Africans. Together with the emerging African trading community in Guangzhou is the increasing interaction and communication between Africans and Chinese. Generally speaking, Guangzhou people do not speak many foreign languages while very few Africans are able to speak Chinese upon their arrival. Such being the case, English, to a certain extent, has become the lingua franca in this cross-cultural communication between Chinese and Africans.

This paper reports on the findings of a quantitative questionnaire survey about language and communication between Chinese and Africans in Guangzhou, focusing on whether English is an efficient lingua franca in this cross-cultural communication. It first provides socio-linguistic profiles of both the Africans in Guangzhou and the Chinese who have contact with the Africans. It addresses issues such as the most frequently used language between Chinese and Africans, the level of English language proficiency of

both side, the efficiency of English as a lingua franca in facilitating interactions, the frequency of encountering communication problems and the common strategies or solutions to deal with such problems. At the same time, this paper compares and contrasts the language attitude from both the African and the Chinese sides and makes predictions of the possible language develop trend in the future.

53. Global English and musical discourse: a Russian perspective - **Evgeniya Aleshinskaya (State University of Nizhniy Novgorod, Russia)** *To be presented as a video*
Saturday, April 13, 8:30-9:45 B

Musical discourse has long comprised 'global' and 'local': since the 1590s Italian opera has been dominant in classical music, and this 'global' format allows local content, while retaining the main features of the genre. Undoubtedly, Italian can be called the global language of classical music. The rise of originally African-American musical styles (jazz, blues, rock'n'roll, rock, soul, hip hop), and new information and media technologies brought about a new global language of music. Musical discourse in its various genres, including song lyrics, international musical projects and concerts, television shows, musical channels, journals and Internet sites, offers influential means of spreading the English language globally.

Due to political reasons, Russia remained closed for the English-language international music and consequently the spread of the global language of modern music, until perestroika and the disintegration of the USSR. On the contrary, today musical discourse in Russia is strongly influenced by the global tendencies, which results in code-switching as a form of language contact involving English and Russian. Such code-switching is conditioned by three motives: (1) filling of lexical gaps; (2) actualization of more stable lexemes; (3) aesthetic value (social prestige). Borrowed from the English language, musical terms either preserve their prestigious 'foreign' form or enter the system of conjugation and declension in the Russian language to create a special jargon that highlights the uniqueness and progress of local musical genres. Another characteristic of today's musical discourse in Russia is copying the global format of the style and introducing local features that match the global format. Thus, Russian rappers are engaged in identity construction through performing mainly in the Russian language while retaining such global hip hop characteristics as public swearing, and dealing with social, economic and political issues.

55. Metaphors in American politics - **Andrew Gallagher (Walla Walla Community College, Washington)**   **Saturday, April 13, 3:45-5:00 B**

It has been more than three decades since Lakoff and Johnson published their seminal work, *Metaphors We Live By* (1980). Their groundbreaking research led to the development of the Conceptual Metaphor Theory which entails that metaphor usage is cognitive and based on embodied experience. There has been great progress in research on metaphors and their usage in politics. However, there have not been any reference materials published that compile political metaphors. Such a reference would be useful for linguists, English teachers, and English language learners in the U.S. and around the world. The current research project collected, analyzed and categorized metaphors commonly used in American politics by analyzing metaphor usage in hundreds of political speeches, magazine articles, and television news broadcasts. The data indicate that political metaphors are used not only in discussions of elections, such as *the candidates are neck and neck*, but also in many other areas of public policy such as economics as in *a bull market,* or in immigration, as in *a wave of illegal immigrants.* The database includes more than 2000 metaphors in 54 different categories. In addition to the expected horse racing and other sports metaphors, the research uncovered metaphors from various concepts such as a journey, as in *the road to the White House*, sailing, as in *charting a new course,* or medicine, as in *the cure for the economy*. There are also hundreds of metaphors based on body position and physical forces such as *standing up to Iran* or *cracking down on corruption.* The research clearly supports Lakoff and Johnson's Conceptual Metaphor Theory. Questions for further research include how native English speakers understand political metaphors and if the lack of understanding of these metaphors prevents foreign-born naturalized citizens from participating in the American political process.

56. Two nativized phrasal verbs in The Korea Times - **Jeomja Yeo & Jian Yang (Seattle University)** **Friday, April 12, 4:00-5:40, B**

This paper reports on a study examining the nativization of two frequent phrasal verbs *go on* and *pick up* used in a 1,873,000-word corpus from *The Korea Times*, Korea's best-known English newspaper. The data was analyzed in comparison with MICUSP and the COCA newspaper section.

A notable finding is the two items occur 18% and 25% more frequently in the COCA newspapers than in *The Korea Times*. The phrasal verb distribution by tense and aspect also seems to vary. For both items, the past tense form constitutes a higher percentage of all verb forms in this newspaper than in MICUSP: 35.4% vs. 15.1% for *go on*, and 34.7% vs. 29.8% for *pick up*. In contrast, the third person singular form of *go on* represents a much higher percentage in MICUSP (46.8%) than in *The Korea Times* (11.8%).

Another finding concerns transitivity. *Pick up* is the most frequent transitive phrasal verb, despite its occasional intransitive use. However, its 36.8% intransitive occurrences in *The Korea Times* are unusually frequent, compared with 6% in MICUSP. Also, the intransitive instances are mostly limited to one sense, "to recover or improve."

Finally, the two corpora also differ in the phrasal verb senses used. When followed by an infinitive phrase, *go on* means "proceed," which accounts for 55% and 30% of its occurrences in MICUSP and *The Korea Times* respectively. Additionally, while the extremely polysemous *pick up* has about 17 senses, 80% of its instances in the newspaper are covered by only five senses, with the rest by seven others.

The use of the two nativized phrasal verbs in *The Korea Times* may be attributable to lack of phrasal verbs in the Korean language, influence of American English in Korea, and Korean bilingual English speakers' preference for the intransitive use requiring a lighter processing load.

57. One English or many Englishes? Language attitudes toward Standard English and World Englishes - **Kyong-Sook Song (Georgetown University/Dongeui University)** **Saturday, April 13, 10:00-11:15 A**

Because of the global predominance that English has gained over the last few decades, today non-native speakers of English outnumber its native speakers (Crystal 2003, etc.). Also the model of English that should be used in classroom in Outer and Expanding Circle countries (Kachru 1992, Kirkpatrick 2006, Song 2007, etc) has been a subject of debate. Based on the questionnaires and interviews in Korea and the United States, the present study explores university students' language attitudes towards standard English and World Englishes. This study attempts to answer to the following research questions: (1) What is standard English? (2) What are reflected in the university students' language awareness and attitudes toward standard English? (3) What are reflected in the university students' language awareness and attitudes towards varieties of English, World Englishes? (4) Which model of English do university students consider as appropriate in various contexts? (5) What are the implications for teaching English as an international, global English? What are the implications for cross-cultural communications? It was observed that concerning standard English, varieties of English, and World Englishes, university students have prejudice as well as open-mindedness, and their language awareness and attitudes are not free from language imperialism and language pragmatics.

58. Linguistic, environmental, and biological determiners of a foreign accent - **Wei Zhang (The University of Akron)** **Sunday, April 14, 11:00-12:15 B**

This paper explored the linguistic, environmental, and biological factors in Chinese-accented English in a large-scale comprehensive acoustic study of English fricatives and affricates produced by 20 native and 20 Chinese L2 (second language) speakers of English in two syllable positions (onset vs. coda) and two speech contexts (in isolation and in continuous speech). A total of 5,880 tokens of English fricatives and affricates were analyzed for differences in place of articulation (POA) and voicing. Three levels of comparisons were made: 1) contrasted variants with fricatives and affricates produced in onset position (except for /ʒ/) before the six vowels /i e æ a o u/ in isolation; 2) non-contrasted variants with fricatives and affricates produced in onset and coda positions in isolation; and 3) contextual variants with fricatives and affricates produced in isolation and in continuous speech. Experimental results converged in the finding that the native speakers were able to manipulate both contrasted (phonemic) and non-contrasted (context-sensitive phonetic) variants; the Chinese speakers were only capable in producing contrasted variants, resulting in uniformed or less distinct phonetic tokens. These acoustic differences in the speech of

the Chinese speakers were constrained by linguistics (e.g., different sound inventories), environmental (e,g, learning context and age), and biological (e.g., less plasticity in perception and articulation) factors and contributed to the perception of a foreign accent. Therefore, acknowledgement of the linguistic, environmental, and biological determiners of a foreign accent will facilitate mutual understanding between all speakers of English, and shed light on the origin and development of variations of English as well as on language policy making.

60. Translation vs adaptation: framing American humor on Russian television - **Alexandra Laletina (Binghamton)** **Saturday, April 13, 3:45-5:00 A**

The spread of English as a global language involves more than an increase in the number of speakers using it as second or foreign language. Moreover, it does not happen by itself. Popular American media genres are thought to be the vehicle of American cultural imperialism aimed at cultural homogenization of the world (Phillipson 1992). The paper analyzes Russian adaptations of American sitcoms to find out to what degree the two types are similar or different both linguistically and contextually. The primary data is derived from the American sitcom "Everyone loves Raymond" and its Russian counterpart "Voroniny" ("The Voronins"). The goal of the analysis is threefold: what are the main principles of adapting humor to a different cultural setting; to what extent do adaptations follow the original script; and what are the global and the local foundations of humor in everyday life as presented in a sitcom. Drawing on Glick's (2007) methodology of linguistic contextualization of humorous behavior, a two-step mixed methodology was designed. Random samples of episodes from both sitcoms are analyzed qualitatively with the purpose of identifying types of jokes: character jokes, including jokes based on gender and age references; contextual jokes, and cultural jokes (allusions to other humorous phenomena in the given culture). Statistical analysis of the data is employed to triangulate the comparison of humor across sitcoms.

61 Opening up the classroom to diverse Englishes - **Heather Robinson & Shereen Inayatulla (York College/CUNY)** *Two papers*.

Saturday, April 13, 10:00-11:15 C

In this panel presentation, the presenters seek to revise long-held assumptions that arise when teaching speakers of diverse Englishes at the college-level. This pair of talks starts a conversation in which the audience is asked to explore the consequences of imposing "global" English standards on individual speakers in the classroom. What do speakers and writers lose when they are asked to fit into the global "standard" English paradigm? What modes of thinking can educators use to mitigate these losses? How can they help students assert their own linguistic identities, which are always rooted in local contexts of use? These questions form the starting point for the two presentations described below.

All Englishes are Local: Revisiting the Problem of Native Speaker Status
This speaker asks the audience to conduct a thought experiment: what happens if we decide on native speaker status based on how speakers identify themselves, rather than based on external linguistic characteristics? What are the consequences of treating all Englishes as bound to a particular context, including standard English?

Several authors have contested the adequacy of the labels "native speaker" and "non-native speaker" for describing the lived experience of many English users (e.g. Ben Rampton, Bonny Norton and Braj Kachru). Furthermore, even labels like "Metropolitan" and "World" English (Canagarajah, 2006) still divide speakers in ways that do not adequately capture their own self-perceptions or how they function in day-to-day contexts. For instance, a speaker may identify as a Metropolitan English speaker (i.e, speaking a variety of English associated with the seat of power of the language), and yet be perceived to be an English-as-a-Second-Dialect speaker. On the other hand, a speaker may speak the local standard variety of English, and yet, because of an accent that associates her language with a World English, may be accorded non-native speaker status if she emigrates. This mismatch between self-identification and "official" categorization is particularly acute in educational contexts, where students are all asked to work towards a singular "global" standard.

The speaker discusses the consequences of this discrepancy between students' self-perception and "objective" measures of native speaker status in the classroom. She argues that native-speaker status is as much about identity as race or ethnicity is, and that we, as educators, have a duty to work with students' claims of their linguistic identity, rather than externally-imposed categories as we develop our pedagogies

for reading and writing in English. The authenticity of a label is not as important as how an individual speaker performs a particular, contextually-bound form of the language.

Acquisition, Emancipation, Assimilation and Loss: False dichotomies of English in Composition

This speaker examines some ways in which critical literacy and postcolonial theories can shape writing instruction for students who use a diverse variety of Englishes. To define these diverse Englishes, the presenter draws upon research by Suresh Canagarajah, David Bartholomae, and Min-Zhan Lu and identifies "academic" discourses as rich, multidimensional modes of conveying meaning. Starting from the premise that language acquisition brings with it an "identity kit" or set of discursive practices (to use James Paul Gee's terms) that shape who we are and how we present our ideas using the written word, this paper examines what is simultaneously acquired and lost when students write using common or shared "college-level" conventions. Since discussions of literacy and written competency often rely upon the term "acquisition" both in an abstract and material sense, this presenter considers how critical examinations of "loss" might contribute to understanding the challenges, anxieties, and advantages students face when developing academic writing skills. What is revealed is a complex interplay between an acquisition and loss of English literacies toward a blurred and often productive state of "emancipation."

63. Code mixing in Hindi: evidence from print and electronic media **- Rita Mathur (BVP University, Pune, India)** **Saturday, April 13, 8:30-9:45 B**

In a multilingual, multicultural plural society, mixed codes cannot be considered as inappropriate. Native speakers are more adept towards mixing the codes between their L1 and L2, which they use extensively at work. In India, for most of the Hindi speaking people, L2 is English, which is a dominant language. Thus the evidence of code mixing between Hindi and English are in abundance.

The paper presents a quantitative analysis of code mixing, between Hindi and English. Data has been procured from print and electronic media. The amount of mixing was quantified for the analysis. Statistical analysis of the data concludes that bilingual people are more adept towards mixing between two languages. That means a greater degree of functionality is more important than that of keeping a purist attitude towards the language. Media also observes emerging trends of code mixing at the lexical level. Results are indicative of the fact that on one hand media tries to replicate people's choice whereas on the other hand media owned by the government agency, tries to keep a standard statusquo and consciously tries to valorize the language.

64. The grammar of texting in "Girl World" - **Sarah Tully (Barnard College, Columbia University)** **Friday, April 12, 4:00-5:40 A**

In this paper I argue that text messaging is a form of communication that has its own grammar, dependent on prescriptions specific to each social group or 'group of friends' and by extension, demographic. Texting is an extremely stripped down form of communication. Texters are forced to express and understand emotion without the voice prosody one is afforded in a voice phone call, or the prosody and body language of face-to-face communication. Because of this, texters have developed rules for understanding emotion and conveying their ideas in text messaging. These rules are in a sense subconscious, in that the average texter does not realize she is adhering to a specific grammar and etiquette when in fact, she is.

This paper is an introspective analysis into the texting habits, rules, and grammar of my specific demographic: 20-21 year old, college-educated, mainly white women from middle-upper class backgrounds; privileged girls who fall under the stereotype of 'girl world' popularized by Tina Fey's 2004 movie, *Mean Girls* and characterized more specifically in Lena Dunham's HBO series *Girls*.

Using my own texting behaviors and those of my social group, I explore answers to questions such as: why and when do we text instead of use a voice call to communicate, how does one convey emotions while adhering to the rules they subconsciously implement, what is the significance of response time in text messaging, what are the meanings of text acronyms and expressions and how are they really used, what is the significance of spelling differentiation, how is passive aggression and sarcasm communicated, and how do individual and group "speech personalities" develop.

To help validate my analysis, I surveyed 50 of my specific group of friends on their texting habits and will conclude my presentation with some brief findings from these data.

ABSTRACTS

66. Place, globalisation, and language change: the case of Anglo-Caribbean enclave community, Mt Pleasant (Bequia, St Vincent and the Grenadines) - **Agata Daleszynska (Edge Hill University, UK)** **Saturday, April 13, 8:30-9:45 A**

Recent studies portray the Caribbean as a region heavily impacted by processes related to globalisation, such as increased mobility and economic growth. In this talk I will focus on the influence of these global changes, next to local place identities, on the patterns of language variation and change in Mt Pleasant, an Anglo-Caribbean enclave community located on Bequia (Eastern Caribbean). Specifically, I investigate the process of dialect levelling hypothesising that the local creole variant forms of past temporal reference (e.g. I go yesterday) are being replaced with standard English inflected verbs (e.g. I went yesterday) among adolescents in this community.

The hypothesis has been put forward based on adolescents' recent exposure to non-local linguistic varieties through the media, as well as face-to-face contact induced through increased in- and outward mobility. Using a combination of quantitative and qualitative methods I demonstrate that this exposure goes hand in hand with gradual adoption of inflected verbs by adolescents in Mt Pleasant with simultaneous decrease in the use of local bare verb forms. Interestingly, this change is apparent only in Mt Pleasant, and not in the other Bequia communities. However, I argue that globalisation-induced language contact is not the only factor influencing language change in Mt Pleasant, and that an insight into local ideologies related to place is crucial to understand this pattern. In Mt Pleasant these ideologies are built around the perceived distinctiveness of this community stemming from its assumed British heritage, and high socio-economic status.

Based on these results, I argue that globalisation has an indirect influence on language change. The example of Mt Pleasant adolescents suggests that speakers do not blindly adopt supra-local linguistic patterns but rather, globalisation-induced socio-economic changes force individuals and communities to renegotiate their local identities to fit the transnational norms. The issue is particularly relevant to enclave and isolated communities which are often considered to be under threat of levelling the local linguistic norms in favour of macro patterns of variation.

67. The spread of English private tutoring in France: between European policies and a tax reduction program - **Noemi Ramila-Diaz (University of Rennes 2, Brittany, France)** **Saturday, April 13, 2:15-3:30 C**

Research on the new economy has revealed that globalisation has changed the value of actors' linguistic resources, modifying at the same time the linguistic market (Bourdieu, 1982, Heller 2003). In Europe, English has known an outstanding development over the past ten years which has led to changes in educational systems not only at the public level but at the private as well. More specifically, in France, even if today foreign languages are studied as a compulsory subject at school, many students look for an alternative way of learning English.

In this scenario, there is an increasing offer of private supplementary schools of languages in order to cope with the demands of students and parents. Despite the fact that the development of English has been studied in relation with formal education, little attention has been given to private tutoring of English in Europe in general and in France in particular. This presentation would fill the blank drawing on a study conducted in a Parisian private tutoring school of English, where data have been collected through a sociolinguistic enquiry.

The findings suggest that the spread of English private tutoring companies would be linked, on the one hand, to the European macro level policies that foster the learning of three languages and on the other, to the micro level of the enterprise that benefits from a national tax reduction program.

68. Language attitudes on English in Uganda - a language only for "learned people"? - **Julia Becker (Goethe University, Frankfurt)** **Saturday, April 13, 10:00-11:15 A**

Due to the British Colonial Empire, English has spread on the African continent and still plays a vital role in the countries' language situation today. After independence many of those countries decided in favor of an exoglossic language policy, i.e. maintaining the language of the former colonial power such as English (cf. Lodhi 1993).

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This paper focuses on the people's language attitudes towards English in Uganda. English has a high impact on the language situation and the language conduct of Ugandans. Referring to the threatening role of English to indigenous languages in Africa (cf. Lodhi 1993, Mazrui 2004, Schmied 1991), the paper deals with the following questions: How do the people of Uganda perceive and evaluate English? Do they see English as a threat to their mother tongue? And what kind of prestige is ascribed to English?

English in Uganda still is the language of power. Thus, parents want their children to be educated and schooled in English, although the government tries to implement local languages in the curricula to improve children's performance in school (cf. NCDC, McGregor 2002). The local languages are often characterized as a symbol of being "backwards". In addition, the "Ugandan-English" is seen as an own variety of English and Ugandans judge their own command of "their" language very positively.

The paper investigates the multifaceted role of English in regard to these aspects, referring to original data gathered during two extensive field trips to Uganda in 2008 and 2009. It is argued that people's language attitudes will reveal a new perspective on English in Uganda.

69. The morphology of English borrowings in Polish - **Zuzanna Fuchs (College Group at the Met, Columbia University)**   **Friday, April 12, 4:00-5:40, B**

Since the fall of the Soviet Union, Poland has experienced a sharp increase in communication with the Western world, particularly with the United States and its culture. As a result, the Polish lexicon has also increased – and continues to do so – with the addition of many English lexical items. In the case of noun borrowings, contact between these two languages is particularly interesting, as Polish has rather complex noun declension paradigms based on gender, phonological shape, and even in part on animacy. Further, these declension systems are in several cases unnatural, based on the naturalness scale put forth by Dressler (1987), in that they require the alteration or even the deletion of part of the root. This paper will analyze how native Polish speakers adapt English words to this declension paradigm. Specifically, it will consider how gender is assigned to English borrowings and whether the animacy distinction in Polish masculine nouns extends to English borrowings, as well as whether the unnatural aspects of the declension paradigms continue to be productive when applied to new words of a different phonological shape than native Polish lexical items. Work completed to date suggests that English vocabulary is treated uniquely in terms of animacy, in a rather unusual path of analogical extension, making English nouns a possible new subsystem of nouns in the Polish language

70. Deconstructing English articles - **Jelena Vujic (University of Belgrade)**
          Sunday, April 14, 9:30-10:45 B

English articles have been in the scope of both theoretical such as Huddlestone and Pullum, (2002), Pittman (1972), Fodor and Sag (19820 and Heim (1991) and applied research Ionin, (2003 a, b, 2004, 2010, 2011). Although in traditional descriptions of English and in most grammar-books articles are typically presented as grammatical function words, their semantics can hardly be neglected. ESL speakers coming from article-less languages know this too well. Even though a portion of research and a number experiments were conducted on the way ESL speakers (from article-less languages) interpret the meaning of *a* and *the* in English, majority of them focused on meanings and features of [+/- specific] and [+/- definite] that articles attributed to the nouns in given contexts (Ionin, 2004; 2010; 2011). While we agree that the semantics of the articles is crucial for their proper usage in L2 speakers we believe that for their proper acquisition a pairing of concrete form and concrete meaning must take place. In other words, a schema must be created for various meanings of articles. Therefore, in this paper English articles will be viewed from the aspect of Construction grammar/Morphology. Working within the framework of CG/M we will perceive the noun phrases of the type *a/*the+ N as lexico-syntactic meaningful constructions where the articles attribute a particular meaning to the noun. Each particular meaning of the articles can be conceptualized and adequate abstract constructional schemas and subschemas as a schematic pairing of form and meaning can be created. To denote (in)definitenesss as in *a man* vs. *the man with glasses,* is the prototypical meaning of the English articles for which the schema is exists even in beginner learners. However, the semantic variation in the articles as in *a Venice, an Einstein, a Moon,* or *the dying* requires that constructional subschemas be established.

In this paper we will use the Serbo-Croatian translational equivalents of English articles such as indefinite pronouns *neki, poneki, koji, kakav,* numerals *jedan, ijedan* , adverbs *nekako* and *makar,* demonstrative determiners *onaj,* adjectives*,* negative forms *ni, nikakav,* possessive pronominals, and many

more. They will serve as a starting point for offering possible constructional schema models for meaningful constructions *a/the +N*. In addition, other meanings and usages of the articles will be treated in the same way.

We believe that by initializing the conceptualization and encouraging schema development in ESL/EFL students whose mother tongue is Serbo-Croatian we can provide reasonable strategies for article choice in English. This is aimed at enhancing their learning process and facilitating acquisition of articles through their understanding and association with concrete lexemes (which would ideally lead to their conceptualization) rather than through abstract concepts of specificity and (in)definiteness as previous studies have done.

71. A representative corpus of Napoleonic theater - **Angus Grieve-Smith (St. John's University)** **Saturday, April 13, 3:45-5:00 C**

Linguists use text corpora to investigate hypotheses about language, but to generalize from a sample of anything in science to a wider range of phenomena, the sample must be in some way representative of that wider range (Laplace 1814), and corpora are no exception.

Linguists have tried various methods to ensure that their corpora are representative, including "balanced" corpora like FRANTEXT (Dendien et al. 1988) drawn from specific registers, and corpora like CORPTEF (Guillot and Lavrentiev 2008) that simply aimed to assemble the greatest diversity of texts possible, but the simplest approach to representativeness is to compiled random samples based on lists of publications as was done with the London-Lund and Lancaster-Oslo-Bergen corpora of English.

Random samples of texts are impossible without a catalog enumerating all of the texts that the sample is intended to represent. In part, the balanced approach acknowledges the scarcity of such catalogs and the difficulty of finding texts, particularly from periods where relatively little was written and less preserved.

In recent years, the situation has begun to change. Archivists have compiled more catalogs of texts, and expanded existing ones. Millions of texts are now available in digital form, and advances in scanning and optical character recognition have made it easier to convert paper texts to digital. This has enabled the compilation of new corpora from random samples.

In particular, conditions are right for a corpus of nineteenth-century Parisian theater. I have compiled the first nine texts sampled from the 1,864 plays that premiered during the Napoleonic period (1800-1815). The sample includes representative texts from a number of subgenres, including melodramas, comedies, vaudevilles, operas and comic operas. The texts show evidence of changes that were in progress in French at the time, such as the change from *ne* to *ne … pas* to *pas*.

72. Political metaphor in global discourse - **Natalia Kasatkina (Yaroslavl' State University, Russia) & Dan Falcon (University of Arizona)** **Saturday, April 13, 3:45-5:00 B**

Political metaphor is the strongest means of manipulation with consciousness of the society, and the intricacy of it lies in its latent influence, which only an expert is able to feel and resist.

The present paper is concerned with exploring metaphors used to create the image of an immigrant from the former Soviet Union to Russia. The analysis is done on a corpus of 220 metaphor contexts used in metaphorical representation of an immigrant interconnected with the concept of language, drawn from Russian periodicals namely the newspapers Golden Ring, Weekly Paper, Komsomolskaya Pravda, and others. The investigation has been conducted in the framework of the conceptual metaphor theory as well the frequency count principle. The metaphors are grouped according to common themes.

The newspapers form an image of an "enemy" and impose negative attitudes towards migrants. Mess media use exclusively military, health, and criminal metaphors when writing about immigrants. Responses to the papers are studied as well. Permanent residents of Russia reply to the aforementioned articles using mainly prison and tongue (as a body part) metaphorical models. All these groups follow a subtractive model when immigrants are considered as a burden to the society. In this sense, the main objective is to draw attention to the role of a metaphor within a political discourse and the ways we can reconstruct the language identity by analyzing the metaphors used in this discourse. Given that the term migration is associated with conflict, we assert that the metaphors that have to do with migration carry with it a deeply negative flavor, moreover, form an image of an immigrant as a threat to a future successful society. Metaphors used in this discourse distort our vision of contemporary global migration processes happening in the world.

73. Local English, local linguistic hierarchies: the structuring of class through language use in urban Tanzania - **Sabrina Billings (University of Arkansas)**

Saturday, April 13, 3:45-5:00 A

In this paper I discuss language use in the context of Tanzanian beauty pageants, extremely popular, urban events in which English use is a critical indicator of crown-worthiness. The analysis presented here – based on extensive fieldwork data - argues that while English decidedly 'belongs' to contestants and fellow urban Tanzanians as a local language, it also remains out of grasp, an elite language whose 'real' speakers reside elsewhere. But rather than a dichotomy between local and global, the critical issue is one of class, whereby access to and control over standard English signifies one as a member of the tiny Tanzanian elite.

Like Tanzanians at large, most contestants do not speak English fluently. While English is co-official with Swahili as the nation's – and the pageants' – co-official languages, and English is the medium of instruction in secondary and tertiary education, limited opportunities for post-primary schooling mean that most Tanzanians do not have access to the language. Yet pageant-savvy participants, aware of judges' preference for English, are able to memorize speeches in advance, and most pageant winners speak English rather than Swahili onstage. Though their speeches are typically fraught with errors, they nonetheless 'count' as English and frequently secure competitors a crown. The fact that these events are part of the Miss World hierarchy does not factor directly in the primacy of English; instead, what matters is the fact that in Tanzania today, one's ability to speak English, more than anything else, distinguishes oneself from the under-educated majority. Since most judges themselves may not have robust command of English, a contestant's ability to 'fake it' onstage often serves her well.

In summary, this paper argues that even in globally-oriented contexts, English need not necessarily be understood within a frame of the global but instead with reference to local hierarchies of language use.

74. Preparing tomorrow's teachers for today's English - **Jason Litzenberg (Georgia State University)** **Saturday, April 13, 8:30-9:45 C**

Language teacher training programs are an integral part of socializing future English teachers to the theories and practices of the field. Yet despite the decreasing relevancy of traditional inner circle standards in global communication, numerous manifestations of these inner circle orientations persist in English language teaching. In order to foster greater acceptance of more modern, non-traditional standards among English users, it is imperative to understand how teachers of the language perceive the varieties their students will most likely be using -- the attitudes of teachers inevitably influence those of their students. This presentation reports on a project investigating the attitudes of North American pre-service English as a second language (ESL) and English as a foreign language (EFL) teachers towards non-native language-in-use. The goal of the project was to capture changes teacher training programs may exert upon pre-service teachers during their training. The study utilizes both quantitative and qualitative data: an online survey involving four listening activities, focus group interviews, and publically-available training program documents (e.g., program curricula and syllabi). Preliminary results suggest a discrepancy between the implicit attitudes (as measured in the survey) and the explicit attitudes (as measured in the focus groups) in the willingness of the pre-service teacher participants to include non-native language models in their classrooms. These results are considered in relation to how the curricula of teacher training programs may be developed in order to foster greater acceptance of non-traditional standards among pre-service teachers and, ultimately, to more appropriately prepare them to address the needs of contemporary language learners.

75. The syntax-discourse interface in heritage language acquisition: topic marking in Japanese - **Oksana Laleko (SUNY New Paltz)** **Sunday, April 14, 9:30-10:45 B**

Heritage speakers (HSs) are subtractive bilinguals whose dominant language differs from the language to which they were natively exposed in childhood. Existing studies on the nature of linguistic deficits in heritage grammars point to systematic difficulties in various areas, most notably morphosyntax (Montrul, 2004; Polinsky, 2009). Recent work has suggested that linguistic phenomena mediated at the syntax-discourse interface, often characterized by optionality of marking and interpretation, present special

difficulties even for advanced HSs, likely due to excessive ambiguity that takes HSs above the threshold of efficient processing (Laleko, 2010; Laleko & Polinsky, 2012).

This paper examines topic (TOP) marking in heritage Japanese, a language that has a dedicated TOP projection. The TOP marker *wa* appears when the referent of a DP is interpreted as an anaphoric, generic, or contrastive topic in the main clause. In non-contrastive contexts, *wa* is optional in spoken registers and may be omitted under certain discourse-pragmatic conditions (Kuno, 1973). In embedded clauses, TOP-marked DPs only allow for contrastive interpretations, and no omissions are possible.

If contexts that allow for optionality (the syntax-discourse interface) are indeed more difficult for HSs than contexts in which such optionality is absent, we expect HSs to exhibit greater differences from baseline controls on conditions that involve TOP in non-contrastive contexts (matrix clauses). Analysis of acceptability ratings data from 30 adult HSs of Japanese reveals that HSs indeed experience greater difficulties with TOP in matrix clauses, particularly in contexts where the markers are omitted. This corroborates previous observations on the general difficulty of null elements and preference towards overt elements for HSs (Polinsky, 1995) and suggests that a tendency towards over-marking may be a strategy to resolve excessive optionality at the syntax-discourse interface.

77. Linguistic imperialism in European higher education: tensions between economics and identity - **Chloe Hammett (Old Dominion University, Norfolk, Virginia)**

Friday, April 12, 2:30-4:45 C

Linguistic imperialism is a topic that has been discussed, analyzed and researched by experts in the field for many decades. In recent years, discussions have been extended to the effects that the rise of English is having within the world of European higher education. Some praise the seeming streamlining of processes that the introduction of English brings; others very understandably lament what they fear is a serious threat to other European language use in higher education. In order to better understand the phenomenon, this paper will follow a specific structure in its analysis of linguistic imperialism within European higher education. First, current views on the prevalence of English within European higher education will be examined. Then, this analysis will turn to an investigation of the forms linguistic imperialism takes within

European higher education: for example, what sorts of activities give evidence to English hegemony. Third, a good amount of attention will be given to some of the possible factors that may be contributing to the situation. Finally, this paper will illustrate some responses to linguistic imperialism within European higher education and thus evaluate whether English constitutes a true threat to other European languages in higher education. This paper will therefore examine the validity of the English-as-threat thesis by looking at the major factors that are contributing to linguistic imperialism in higher education within Europe and how existing languages are dealing with its rising force.

78. Motivations for maintaining the local variety: the case of Long Island, NY - **Ann Marie Olivo (Rice University)**   **Saturday, April 13, 2:15-3:30 B**

This paper explores the ethno-historical basis for the local variety of New York City English (NYCE) as spoken in the suburbs of Long Island, NY. The study of NYCE has played a foundational role in modern dialectology and sociolinguistics (Labov 1966), and current research suggests that younger speakers in New York City are moving away from the traditional variants preferred by their parents' and grandparents' generations (c.f. Becker 2010, Wong 2007, Becker and Coggshall 2008, Becker and Wong 2010, inter alia).

Through a sociophonetic analysis of three generations of Long Islanders, this paper shows that the usage of traditional NYCE features correlates with age, gender, and an ancestral connection to the boroughs of New York City. Those who speak with the most classic features have a strong familial connection to the "white ethnic" immigrant groups of New York City of the early twentieth century—the Italians, Irish, and Jews—who later moved out to the suburbs of Nassau and Suffolk Counties on Long Island. Those who speak with fewer features have ancestral ties to the early English settlements of east end Long Island. People within this community vary their language according to *local ethnic categories*. These local categories themselves, however, do not depend solely on ethnicity, but also on regional affiliation with New York City, blurring the line between ethnolect and regional dialect on Long Island.

A corresponding discourse analysis of the interviews shows how Long Islanders construe their ethnicity in local terms specific to their community. As one respondent described it, "We [Long Islanders]

are the original New Yorkers". In this way, the maintenance of this local variety of English is driven by Long Islanders' desire to identify themselves as New Yorkers.

80. How a new variety failed to become enregistered - **Scott F. Kiesling (University of Pittsburgh)** **Saturday, April 13, 3:45-5:00 A**

The ways in which new varieties become enregistered (Agha 2003) has been an increasingly important subject in recent years (see especially Adams 2009 and the special issue of *American Speech* he introduces), especially with respect to varieties of English. However, little attention has been paid to English varieties that are objectively describable by linguists but have not become enregistered. Enregisterment is the process whereby a way of speaking becomes relatively solidified as a linguistic object in popular discourse. In this paper, some conditions for the enregisterment of a variety are present: There is a group of people who can be heard as speaking differently from another group with which they regularly come in contact. However, in this case, there is little if any enregisterment.

This paper describes a variety of Australian English that has been variously described by linguists and non-linguists as 'Wogspeak' (Warren 2001, Kiesling 2005) and 'Lebspeak' (Rieschild 2007, Tabar 2007). Data come from web searches using the terms, in which Wogspeak shows a very small peak in the late 1990s, but then all but disappears, while Lebspeak rises significantly at the middle of the 2000s. I show that the lack of enregisterment of Wogspeak and the likely current enregisterment of Lebspeak is due to the possibilities of specific personae which are attached to the potential new varieties; these kinds of specific personae or stereotypes have been present in other enregistered varieties, and are lacking for Wogspeak but present for Lebspeak. I also argue that Lebspeak tied itself into other valuable cultural styles such as hip-hop. This analysis is significant because it suggests some of the preconditions that must exist linguistically and culturally for enregisterment to occur.

81. Baltimore, Bawlmer, or Baldamor? Exploring an African American variety away from The Wire - **Inte'a DeShields & Uzma Abdul Rashid (University of Maryland Baltimore County, UMBC)** **Saturday, April 13, 2:15-3:30 B**

The American linguistic landscape has been studied extensively from different perspectives, but there are some areas that have received continued focus and intrigue when it comes to regional and ethnic language varieties; New York, Louisiana, New England, Southern, African American, Gullah, and Spanglish are among the most researched. This paper presentation will explore the African American variety of Baltimore, which is a variety that is not only unique in the broader landscape of American English but also stands out with a variably unique pronunciation in the scope of African American English. The African American variety of Baltimore has not received much attention outside of popular culture (ex. The Wire, Hairspray, etc.) and few scholars have documented aspects of its uniqueness. Little is known about the way native speakers of the variety or listeners view it. We will share findings of a small-scale study that was aimed at exploring the use of the African American variety of Baltimore, focusing on the pronunciation of words in which the centralized schwa is utilized to produce unique phonetic and morphological pronunciations. This study will offer insights into the ways in which the identities of African American speakers in Baltimore are constructed and perceived by non-native residents. Finally, implications will be drawn from this case study for a deeper analysis of how identities of marginalized populations in the local context are navigated in relation to cultural expectations and the use of standardized English.

82. How English is redefining social, linguistic and national identity in Beirut - **A. Michael Vermy (American University of Beirut)** **Saturday, April 13, 8:30-9:45 A**

Language has been called a powerful metaphor for identity (Jaffe, 1999). Be they cultural (Duranti, 1997), ethnic (Fought, 2006), linguistic (Edwards, 2009), national (Suleiman, 2004, 2011), social (Woodward, 1997), or religious (Joseph, 2004), various studies have addressed the intricacies of identity and language. The process of choosing one language (or dialect) over another affiliates us with one particular social group and disassociates us from others—this is especially evident in multilingual cities or environments. This paper will contemplate the significance of English vis-à-vis French and Arabic and how it shapes social, linguistic and national identity in Beirut, Lebanon. It will discuss how language ideologies and language socialization influence language attitudes and, ultimately, language choice.

Drawing comparisons from previous research, the paper will demonstrate how the attitudes one has towards language assigns it a certain value and how these attitudes determine the market value in the linguistic market. In many domains in Beirut, the market value of English outweighs both French and Arabic, the national languages of Lebanon—the significance of this will be considered. Preliminary findings show that certain residents are less than pleased with the frequency of English (and French) use in exchange for Arabic (whether Modern Standard, or the Levantine variety), and some have even gone so far as to say that they fear Arabic will be lost due to the prominence of English.

86. Writing on the site: Atlantic Yards, the English of gentrification and Brooklyn's linguistic landscape - - **Shonna Trinch (John Jay College, CUNY)**

Friday, April 12, 2:30-3:45 A

Brooklyn, NY, has a complicated linguistic landscape that marks the diversity of its population as well as the demographic changes it's experiencing. And English varieties and registers play a significant role in this diversity. In studies of linguistic landscape (LL), the phrase refers to the linguistic objects found in a geographic space. Language on signs marks the land on which they stand as belonging to or being inhabited by certain groups of people. Additionally, linguistic landscape refers to the notion that signage is a picture of the social situation in which those groups and their languages find themselves.

I study Brooklyn's linguistic landscape around one 22-acre swath, known as Atlantic Yards (AY). Atlantic Yards is the proposed site of the largest redevelopment in NYC in 50 years. I conduct a photo-ethnography and a linguistic analysis of the signage in the two neighborhoods that abut this redevelopment site. "The making" of AY can be understood as the remaking of Brooklyn, and Brooklyn's linguistic landscape in these neighborhoods is in a state of flux for two reasons. First, the borough itself is undergoing a shift from its industrial past to a post-industrial future, and second, gentrification has an impact on people at the intersections of class, race, ethnicity and gender. While most LL studies focus on the extent to which one language dominates the land over others, this study shows how English-language signage is marked for class, race, ethnicity and religiosity. Remaking the land uses discursive meanings of nostalgia and promise, of the local and the global and of the borough of Brooklyn and its Manhattanization. By highlighting how language is both reflective and constitutive, this work illustrates that landscapes are ephemeral as people contest the meaning and use of space.

88. Issues in integrating information technology in learning and teaching EFL in Saudi Arabia - **Yousef Hamad Al-Maini (Imam University, Saudi Arabia)**

Saturday, April 13, 2:15-3:30 C

The Saudi education system is facing a climate of change characterized by an interest in integrating new technology and educational approaches to improve teaching and learning. In this climate, the present paper explores the issues in integrating information technology in lerning and teaching EFL in government secondary schools in Al-Riyadh, Saudi Arabia.

The background to information technology use in Saudi education is introduced, with specific reference to the Watani project for integrating computer and Internet use into educational administration and teaching. Based on interpretive research in Riyadh, the capital city, drawing on case studies of two intermediate schools, the author offers insights into the current status and use of ICT facilities in the schools and identifies a discrepancy between intention and practice. These issues are highlighted that contribute to the failure to exploit fully the potential of ICT: teacher resistance, lack of training, and budgetary or resource constraints.

The author concludes that the wider exploitation of information technology in learning English, supported by appropriate training, could benefit both students and teachers and offers recommendations for its implementation.

89. X-word grammar games - **Bonny Hart (New School), & Alice Deakins (William Paterson University)** **Sunday, April 14, 9:30-12:15 C** **Bonny Hart (New School) and Tamara Kirson (New School)Alice Deakins (William Paterson University) and Julia Rhodes (International Education Consultant)David Sloane (University of New Haven)**

ABSTRACTS

90. Language in plain sight: charting the linguistic landscape in NYC neighborhoods - **Susan Price (BMCC, CUNY)** **Friday, April 12, 2:30-4:45 A**

Linguistic landscape, the public use of language in signage in multilingual communities, is being mapped in order to better understand, among other things, language use and attitudes in a variety of (largely urban) settings. And while we have learned a great deal about how language is represented and considered in such places as Israel, Canada, Sweden and India, relatively little work has been done in the United States, and even less in New York City, one of the most ethnically and linguistically diverse cities in the world. One notable exception is a small study (Ratsch, 2012) that was reported on in last year's ILA Conference at Borough of Manhattan Community College, in which the researcher charted the linguistic landscape in four distinct neighborhoods on Broadway. By photographing signs on storefronts and other public places, she was able to show that public language choice often mirrors private language use and how this varies among neighborhoods, even those that are adjacent.

Both this presentation and Elana Shohamy's keynote presentation on linguistic landscape in Tel Aviv sparked my interest in this new subfield in sociolinguistics. In preparation for undertaking a study of public language display in multilingual communities throughout the US, I am incorporating a language observation project on linguistic landscape that the 50 students in the 2 linguistics classes I am teaching will be required to complete in the communities in which they live. Students will photograph signage in their own neighborhoods and consult survey data in order to highlight the degree to which languages spoken are represented in the linguistic landscape. But because students have neither collected nor analyzed data yet, it is impossible to predict what they might uncover. Nevertheless, I am proposing a presentation in which I will provide a brief overview of work in linguistic landscape in the last 15 years before several students report on their own research in communities in New York City. Results should enhance our understanding of written language used in public as well as featuring work done by novice linguists.

91. One language – multiple meanings: How cultural context and intertextuality impact English texts from the US, the UK and Australia **Jen Cope (University of Sydney, Australia)** **Saturday, April 13, 10:00-11:15 B**

It is often implicitly assumed that countries which share English as the main language, such as the US, the UK and Australia, also share cultural contexts. However, the language of English and associated cultural context can evolve differently in each country. This may be due to contact with other languages or varieties, or because of the impact that changes in the social and cultural contexts (Kay, 2004) have on the use of English. The writer's choice of words and intertextual references, however, are generally informed by the cultural context in which they are written and, in turn, contribute to perpetuating the national identity of that country. The variation in the use of English in discussions or written texts about significant events can impact on readers' understanding and have implications in particular for migrants, students, English language learners, and those directly or indirectly involved in business or other organisations with the US, UK and Australia.

This presentation examines the extent to which contextual factors and intertextual references may have an impact on writers' use of English language expressions of blame and responsibility in newspaper commentaries from the US, the UK and Australia on the Global Financial Crisis. Data, taken from a study in progress, are discussed to show how the meaning of texts can vary according to the cultural context in which the text is written and received, as a result of expressions and references included in the text. The additional challenge this presents for English language learners or those from a language background other than English, who require access and ability to critique both cultural and linguistic resources to be truly empowered (Hammond & Mackin-Horarick, 1999), are also acknowledged by modelling a possible pedagogical tool to help learners develop techniques for reading and understanding texts.

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