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Papers & Posters Presented
Abdou, Noura (University of Regensburg, Germany) ................................................................. 7
Ademola-Adeoye, Feyi (University of Lagos, Nigeria) ............................................................... 7
Amador-Moreno, Carolina (University of Extremadura, Spain) ..................................................... 8
Arcenas, Stella Marie G. (Ateneo de Davao University, Philippines) ........................................... 8
Barratt, Leslie (Indiana State University, USA) ............................................................................. 8
Bélanger, Christine (University of Augsburg, Germany) & Saraceni, Mario (University of Portsmouth, UK) ................................................................. 9
Beloglazova, Elena V. (St. Petersburg State Pedagogical University, Russia) ......................... 9
Bhatia, Tej K. (Syracuse University, USA) .................................................................................. 10
Biermeier, Thomas (University of Regensburg, Germany) .......................................................... 10
Botha, Werner (Nanyang Technological University, Singapore) ................................................. 11
Buschfeld, Sarah (TU Dortmund, Germany) & Schröder, Anne (University of Bielefeld, Germany) .... 11
Callies, Marcus & Hehner, Stefanie (University of Bremen, Germany) ...................................... 12
Davis, Daniel (University of Michigan-Dearborn, USA) .............................................................. 12
Dogancay-Aktuna, Seran & Hardman, Joel (Southern Illinois University Edwardsville, USA) ...... 12
Espino, Jovie D. (Ateneo de Manila University, Philippines) ...................................................... 13
Fernando, Dinali (University of Kelaniya, Sri Lanka) ................................................................. 13
Filppula, Markku (University of Eastern Finland, Finland) ......................................................... 14
Friedrich, Patricia (Arizona State University, USA) ................................................................. 14
Hehner, Stefanie (University of Bremen, Germany) ................................................................. 15
Hight, Katy (UCL Institute of Education, UK) ......................................................................... 15
Khedun-Burgoine, Brittany & Kiaer, Jieun (University of Oxford, UK) ..................................... 15
Kirk, John (University of Vienna, Austria) ................................................................................ 16
La Causa, Lucia (University of Catania, Sicily, Italy) ................................................................. 17
Lehnen, Lisa, Schulz, Ninja & Biewer, Carolin (University of Würzburg, Germany) .................. 17
Martin, Elizabeth (California State University, USA) ............................................................. 17
Matsuda, Aya (Arizona State University, USA) ....................................................................... 18
McCarthy, Michael (University of Nottingham, UK), Clancy, Brian (Mary Immaculate College Limerick, Ireland) & Vaughan, Elaine (University of Limerick, Ireland) ........................................ 18
McGarry, Theresa-Marie & Michieka, Martha (East Tennessee State University, USA) .......... 19
McHenry, Tracey (Eastern Washington University, USA) ....................................................... 19
McLellan, James (University Brunei Darussalam, Brunei) ....................................................... 20
Meierkord, Christiane (Ruhr-University of Bochum, Germany) .............................................. 20
Mohr, Susanne (University of Bonn, Germany) ..................................................................... 21
Moody, Andrew (University of Macau, Macau) ..................................................................... 21
O’Dwyer, Fergus (University College Dublin, Ireland) .......................................................... 22
O’Keefe, Anne & Mark, Geraldine (Mary Immaculate College Limerick, Ireland) ............... 22
O’Sullivan, Jack (Mary Immaculate College, Ireland) .......................................................... 23
O’Sullivan, Joan (Mary Immaculate College, Ireland) .......................................................... 23
Pakir, Anne (National University of Singapore, Singapore) .................................................. 24
Saenkhum, Tanita (University of Tennessee, USA) & Duran, Chatwara S. (University of Houston, USA) .................................................. 24
Schmalz, Mirjam (University of Zürich, Switzerland) .......................................................... 24
Schmied, Josef (Chemnitz University of Technology, Germany) ........................................ 25
Sewell, Andrew (Lingnan University, Hong Kong) ................................................................. 25
Song, Kyong-Sook (Dongeui University, Korea) ................................................................. 26
Tsantila, Natasha (Hellenic Open University/The American College of Greece, Greece) & Lopriore, Lucilla (Roma Tre University, Italy) .................................................. 26
Van Olmen, Daniel (Lancaster University, UK) ................................................................. 27
Van Rooy, Bertus (North-West University, South Africa) ...................................................... 27
Westphal, Michael (WWU Münster, Germany) ................................................................. 28
Wilson, Guyanne (Ruhr University Bochum, Germany) ...................................................... 28
Wilson, Guyanne (Ruhr University Bochum, Germany) & Westphal, Michael (WWU Münster, Germany) .................................................. 29
Yeh, Aiden (Wenzao Ursuline University of Languages, China) .......................................... 29
Zähres, Frederic (University of Bielefeld, Germany) .......................................................... 30

Friday 21st June 2019 ............................................................................................................. 31

Ahn, Hyejeong, Bolton, Kingsley & Botha, Werner (Nanyang Technological University, Singapore) .................................................. 31
Aimoldina, Aliya (Lomonosov Moscow State University, Kazakhstan Branch, Astana, Kazakhstan), Akynova, Damira & Akzhigitova, Assel (L.N. Gumilyov Eurasian National University, Astana, Kazakhstan) .................................................. 31
Akynova, Damira (L.N. Gumilyov Eurasian National University, Astana, Kazakhstan), Aimoldina, Aliya (Lomonosov Moscow State University, Kazakhstan Branch, Astana, Kazakhstan) & Akzhigitova, Assel (L.N. Gumilyov Eurasian National University, Astana, Kazakhstan) .................................................. 31
Asante, Mabel (City University of New York (BMCC Campus), USA) .................................. 32
Aseh, Fidelis (Catholic University Eichstätt-Ingolstadt, Germany) ......................................... 32
Bayyurt, Yasemin (Bogazici University, Turkey), İnal, Dilek (İstanbul University-Cerrahpaşa, Turkey) & Bektlaş-Yüksel, Sezen (Bogazici University, Turkey) .................................................. 33
Bergh, Gunnar & Ohlander, Sölve (University of Gothenburg, Sweden) ................................ 33
Bibi, Ayesha (University of AJ&K, Muzaffarabad, Pakistan) ................................................... 34
Blair, Andrew (University of Sussex, UK) .............................................................................. 34
Brato, Thorsten (University of Regensburg, Germany) ......................................................... 35
Brato, Thorsten (University of Regensburg, Germany), Meer, Philipp & Matute Flores, José A. (University of Münster, Germany) ........................................................................................................ 35
Cavalheiro, Lili (University of Lisbon/ULICES, Portugal), Guerra, Luís (University of Évora/ULICES, Portugal) & Pereira, Ricardo (Polytechnic Institute of Leiria/ULICES, Portugal) .................................................. 36
Chung, Bohyon (Hanbat National University, South Korea) & Bong, Hyun-Kyung Miki (Shinshu University, Japan) .................................................. 36
Coetzee Van Rooy, Susan (North-West University, South Africa) .......................................................... 37
Cowie, Claire & Elliott, Zuzana (University of Edinburgh, Scotland) .................................................. 37
Cushing, Ian (University College London, UK) & Saraceni, Mario (University of Portsmouth, UK) ........ 38
D’Angelo, James (Chukyo University, Japan) & Ike, Saya (Sugiyama Jogakuen University, Japan) ....... 38
Degani, Marta (University of Verona, Italy) University of Klagenfurt, Austria) & Onysko, Alexander (University of Klagenfurt, Austria) ................................................................. 39
Deneire, Marc (University of Lorraine, France) ....................................................................................... 39
Ehrenreich, Susanne; Boveleth, Judith; Hesper, Sabrina; Klammer, Marie-Sophie & Stache, Hinrika (TU Dortmund, Germany) ................................................................. 40
Fang, Nina (Monash University, Australia) ............................................................................................. 40
Farrell, Angela (University of Limerick, Ireland) ..................................................................................... 41
Fors, Nils-Olov & Soames, Carole-Ann (Jönköping University, Sweden) ............................................. 41
Gilner, Leah (Aichi University, Japan) ....................................................................................................... 42
Heps, Dominik & Himmel, Marie-Christin (University of Würzburg, Germany) .................................. 42
Hilgendorf, Suzanne (Simon Fraser University, Canada) ...................................................................... 43
Hino, Nobuyuki (Osaka University, Japan) & Oda, Setsuko Kinjo (Gakuin University, Japan) ............ 43
Inal, Dilek (Istanbul University-Cerrahpaşa, Turkey); Kerestecioğlu, Feza (Kadir Has University, Turkey); Bayyurt, Yasemin (Bogazici University, Turkey) & Akincioğlu, Mustafa (Cambridge University Press) .... 44
Jansen, Sandra (University of Paderborn, Germany) .............................................................................. 44
Kachoub, Bouchra (Simon Fraser University, Canada) ........................................................................ 45
Kiani, Zafeer Hussain & Bibi, Ayesha (University of AJ&K, Muzaffarabad, Pakistan) ....................... 45
Kurt, Yavuz & Bayyurt, Yasemin (Bogazici University, Turkey) .............................................................. 45
Lebedeva, Ekaterina (Lomonosov Moscow State University, Russia) .................................................. 46
Lee, Daniel Denian (Nanyang Technological University, Singapore) & Low, Ee-Ling (National Institute of Education, Singapore) ................................................................. 46
Leimgruber, Jakob (University of Basel, Switzerland) & Rüdiger, Sofia (University of Bayreuth, Germany) .................................................................................................................. 47
Lin, Benedict & Bolton, Kingsley (Nanyang Technological University, Singapore) ............................. 47
Lopriore, Lucilla & Sperti, Silvia (Roma Tre University, Italy) ............................................................... 48
Lynch, Sara & Neuenschwander, Christoph (University of Bern, Switzerland) ..................................... 48
Medfouni, Imene (University of Portsmouth, UK) ................................................................................... 48
Meierkord, Christiane (Ruhr-University of Bochum, Germany), Rottschafer, Stefanie (University of Bonn, Germany) & Bektas, Christine (Ruhr-University of Bochum, Germany) ............................................ 49
Mohr, Susanne (University of Bonn, Germany) & Jansen, Sandra (University of Paderborn, Germany) 49
Neubert, Cornelia (University of Regensburg, Germany) ................................................................. 50
O’Regan, John (UCL Institute of Education, UK) .................................................................................... 50
Onysko, Alexander (University of Klagenfurt, Austria) ......................................................................... 51
Peters, Arne (University of Potsdam, Germany), Siebers, Lucia (University of Regensburg, Germany) 51
Proshina, Zoya G. (Lomonosov Moscow State University, Russia) ....................................................... 52
Rajapakse, Agra (Arizona State University, USA) .......................................................... 52
Rivina, Alexandra A. (Higher School of Economics, Moscow) ........................................... 52
Röthlisberger, Melanie & Marianne Hundt (University of Zürich, Switzerland) ................. 53
Salazar, Danica (Oxford University Press, UK) .................................................................. 53
Schreiber, Brooke (City University of New York, USA) & Jansz, Mihiri (Open University of Sri Lanka, Sri Lanka) ................................................................. 54
Schröder, Anne & Schulte, Marion (University of Bielefeld, Germany) ............................ 54
Schulte, Marion (University of Bielefeld, Germany) & O’Dwyer, Fergus (University College Dublin, Ireland) ................................................................. 55
Schulz, Ninja (University of Würzburg, Germany) ............................................................ 55
Sempuuma, Jude (Bayreuth University, Germany) .............................................................. 55
Tishakov, Therese; Flögnfeldt, Mona; Tsagari, Dina & Surkalovic, Dragana (Oslo Metropolitan University, Norway) ................................................................. 56
Tobin, Deborah (Mary Immaculate College Limerick, Ireland) .......................................... 56
Tsantila, Natasha (Hellenic Open University/The American College of Greece, Greece) .... 57
Vaisekauskienė, Loreta (Vilnius University, Lithuania) ......................................................... 58
van den Hoven, Melanie (Emirates College for Advanced Education, UAE) ................... 58
Vida-Mannl, Manuela & Bongartz, Christiane M. (University of Cologne, Germany) ....... 58
Watanabe, Yutai (Hosei University, Japan) ................................................................. 59
Weekly, Robert (University of Nottingham, UK) ............................................................... 59

**Saturday 22nd June 2019** .......................................................................................... 61

Alanazi, Hasaa & Murray, Liam (University of Limerick, Ireland) ...................................... 61
Bong, Hyun-Kyung Miki (Shinshu University, Japan) & Tsuzuki, Masako (Chukyo University, Japan) ................................................................. 61
Borlongan, Ariane Macalinga (Tokyo University of Foreign Studies, Japan) ....................... 62
Isingoma, Bebwa (Gulu University, Uganda/ Freiburg Institute for Advanced Studies, University of Freiburg, Germany) ......................................................... 62
Lebedeva, Irina (Lomonosov Moscow State University, Russia) ....................................... 63
Leimgruber, Jakob, Lim, Junjie & Choo, Jessica (University of Basel, Switzerland) ............ 63
Li, Michelle ....................................................................................................................... 63
Maridevaru, Mahendra (Central University of Karnataka, India) ....................................... 64
Nguyen, Mai (University of Edinburgh, Scotland) & Sundkvist, Peter (Stockholm University, Sweden) ................................................................. 64
Patil, Akshay M. & Kumar, Rajesh (IIT Madras, Chennai, India) ........................................ 65
Punnoose, Reenu (Indian Institute of Technology Palakkad, India) .................................. 65
Quinn, Veronika, Dunková, Jiřina & Hovorka, Marek (Novotná Charles University Prague, Czech Republic) ................................................................. 66
Radaviciute, Jurate (Vilnius University, Lithuania) .......................................................... 66
Rodriguez, Maxine Rafaella C. & Go, Christian (National University of Singapore, Singapore) ................................................................. 67
Schneider, Edgar W. (University of Regensburg, Germany) ............................................ 67
Terrazas Calero, Ana Maria (Mary Immaculate College Limerick, Ireland) & Amador-Moreno, Carolina (University of Extremadura, Spain) ................................................................. 67
van den Doel, Rias (Utrecht University, Netherlands) ........................................................................ 68
Wong, Catherine (Hang Seng University of Hong Kong, Hong Kong) ............................................. 68
**Thursday 20th June 2019**

**Abdou, Noura (University of Regensburg, Germany)**

**Innovation and variation in varieties of English**

The lexis-grammar interface has been assumed to be liable to exhibit innovative constructions in world Englishes. One case in point at the lexico-grammatical level is the use of verb complementation clauses, where grammar and lexis intersect (Schneider 2007: 86). Olavarria de Ersson and Shaw (2003: 138) state that it is ‘an all-pervading structural feature of language and thus likely to be more significant in giving a variety its character than, for example, lexis.’ In similar fashion, Mukherjee and Hoffmann (2006: 149) describe verb complementation as an area ‘in which regional differentiation figures prominently.’ This considered, my present work will contribute to the field of clausal verb complementation patterns in world Englishes by studying two unusual constructions, namely hope to Ving and decide to Ving in British and American English (as reference corpora) and Indian, Singapore, Philippine, and Nigerian English (as nativized L2 varieties of English). The data are retrieved from a broad range of corpora i.e. ENL, ESL and historical corpora; such as GloWeB, NOW, COCA, BNC, COHA, CLMET, and OED quotations. Preliminary results from GloWeB and NOW suggest that hope to Ving as well as decide to Ving are observed in native varieties of English, which might suggest that it is not an ESL innovation. Findings also show that hope to Ving is a low frequency phenomenon in ESL varieties. It may be used with a slightly higher frequency in Indian and Singapore English than in Philippine and Nigerian English. The qualitative analysis shows that instances of this construction are frequently associated with first person subjects. The results are interpreted in light of cognitive processes that resulted in certain types of restructuring such as analogy, which is a possible candidate in the case of hope to Ving, given the clear parallel between hope to Ving and look forward to Ving.

**Ademola-Adeoye, Feyi (University of Lagos, Nigeria)**

**Cultural referencing and the intelligibility of online Nigerian humour**

Language as a strictly human endeavour interestingly presupposes that language is both at the centre of world development on the one hand and is key to the enhancement of humans who employ it for the purposes of communication on the other hand. This is, incidentally why, amongst other languages, English remains the language of wider communication. Its spread to over four continents since its ‘emergence’ has seen its engagement amongst at least 1 billion people in the world today. However, this exasperating journey has also taken its toll on the nature of the English language, its numerous varieties being one of them. In a strict sense, one finds that this term ‘variety’ is a summary of the evolution that necessarily takes place when a language with a certain cultural system meets with people with another cultural system. In essence, this variety is realised in the way these people communicate, one of which is what they may or may not find humorous. It is to this end that this paper investigates the language of humour in Nigeria with a view to understanding how the peculiarity of the Nigerian culture (as a sub-system of its language) underlie what may be defined as humourous. Using the Speech Act Theory and pragmatics, the paper examines thirty purposively selected Whatsapp humour skits collected over a period of six months.
A historical overview of embedded inversion in Irish English

This paper explores the attestation of embedded inversion in Irish English across time, by looking at patterns of use in CORIECOR, the Corpus of Irish English Correspondence, which contains emigrant letters written to and by Irish emigrants from 1760 to 1940. The paper will start by discussing previous research on embedded inversion, including Corpus Linguistics approaches that have focussed on the International Corpus of English, comparing Irish English with other varieties of English. The issues of vernacularity and angloversals (Meriläinen & Paulasto 2017) will be discussed in the light of the results that other more sociolinguistically varied corpora can provide (Farr, Murphy and O’Keeffe 2002). The second part of the paper will discuss the occurrence of this structure in CORIECOR and will compare it with other historical corpora covering roughly the same period. The Corpus of Late Modern English Texts (CLMET) and the Corpus of Modern English Prose both provide information on its attestation in British English, and the Corpus of Modern Scottish Writing (CMSW) allows us to compare Irish English and Scottish English. Other corpora such as the Corpus of Historical American English (COHA) and the Corpus of Oz Early English (COOEE) are also used in order to explore the connection between the varieties of English that emerged in certain regions in North America and in Australia after mass migration from Ireland to these parts of the world (Tagliamonte 2013: 18).

The linguistic features of English in Philippine classrooms

This paper arises from the issue of the kind of English that appears to be used by college professors of English in the Philippine classroom settings, particularly in a linguistically diverse city such as Davao, which is located in the Mindanao region of the country. This study attempts to describe, extracting from 18 hours of teacher-student interactions in a classroom setting, certain lexical and syntactic features which are persistently coming out and which seem to be suggestive of Philippine English. Specifically, particles such as na, no, di ba, o, and k, are often attached as tags and use of prepositions appear to deviate from the standard use and may often vary. The syntactic features of a shortened question and of a formal question structure are both evidently utilized by college teachers of English. With the basic notion that college professors teaching tertiary education English subjects use correct and standard English, these lexical and syntactic features that appear in their use of the English language implies the emerging use of Philippine English variety within language classrooms and the cascading of such use from teachers to students.

Strategies for infusing WE throughout education

World Englishes has been an important discipline for a number of decades but has not been included in many curricula around the world. That is, only approximately 40 universities out of over 28,000 worldwide (see CSIC 2018) report offering courses in WE at any level, and WE materials are not often adopted in courses outside of post-graduate linguistics, leaving many language students as well as the general public ignorant of the study of Engishes. This presentation will offer an alternative approach to WE
courses, i.e. that of infusing WE into the curriculum wherever and whenever the opportunity presents itself by creating lessons to demonstrate WE findings within existing courses of various kinds. Participants will learn to make use of teachable moments to bring WE into their classes with techniques to create simple activities for awareness raising and also deeper understanding of WE variation. Examples will come from EFL and ESL contexts at various levels from primary through graduate courses in a range of subjects, such as mathematics, legal studies, geography, food science, interior design, and health sciences, as well as the more obvious language classes.

Bélanger, Christine (University of Augsburg, Germany) & Saraceni, Mario (University of Portsmouth, UK)

English in public signage in Germany: Reflections on the irrelevance of Brexit and the rise of nationalism

The self-inflicted end of the United Kingdom’s membership in the European Union, nicknamed ‘Brexit’, in whichever form it materialises, can be viewed as a continuation of the same shift in the global political economy that has seen the Britain’s position in the world inexorably decline since the second half of the 20th century and the end of the British Empire. In many ways, one of the main tenets of the world Englishes paradigm is precisely that the weakening of Britain as a world power has coincided with the strengthening of local varieties of English. Accordingly, there has been some speculation regarding a possible change in the role of English in Europe after Brexit. Modiano (2017), for example, argues that, with Britain out of the EU, conditions will be mature for a Euro English to fully develop. Indeed, while it is difficult to predict whether the roles or even the forms of English in Europe might change as a consequence of Brexit, one thing that is factually true is that the language is deeply embedded within the communication practices of Europeans. This paper discusses this entrenchment by examining public signage in Germany and the degree to which English and German are intertwined with one another, suggesting a kind of linguistic symbiosis that no political change such as Brexit is likely to destabilise. At the same time, the analysis will provide an opportunity to reflect on how these kinds of borderless language practices might be an antidote to the rising of nationalism and the invocation and glorification of borders in Europe and beyond.

Beloglazova, Elena V. (St. Petersburg State Pedagogical University, Russia)

Foreign-culture-oriented English: Yet another in the family of world Englishes

The proposed talk is focused on yet another kind of world Englishes – foreign-culture-oriented Englishes (FCOE). The multitude of modern Englishes breaks down into two categories – national Englishes and the international varieties. The former category includes all the Englishes from all Three Circles as identified by B. Kachru. However diverse, they share one crucial feature – they are part and parcel of the culture within which they emerged, they reflect the peculiarities of the particular native speakers’ communities and they tend to be unintelligible to the speakers of other varieties of English. Thus, the Prime Minister of Singapore describes Singlish as ‘broken, ungrammatical English sprinkled with words and phrases from local dialects and Malay which English speakers outside Singapore have difficulties in understanding.’ Instead of bridging the language and cultural gap between nations, these Englishes actually add to it. FCOE is contrasted to the national varieties in that it strictly adheres to standard English, at that employing an array of strategies of introducing new notions, concepts and realia of the culture it is oriented towards. Aimed at rendering a culture understandable without losing anything of its uniqueness, FCOE is characterized by distinctive vocabulary, as well as specific syntax, text structure, genre
repertoire. The talk will focus on the Russian-culture-oriented English, providing relevant illustrations from other varieties proving the universal nature of principles underlying this kind of world Englishes, being a blend of central and peripheral features.

Bhatia, Tej K. (Syracuse University, USA)

Exploring taboo advertising in India

Due to regulatory, legal, and social restrictions, advertising of taboo products poses a formidable task for advertisers (Freitas 2008; Bhatia 2007). According to Wilson and West (1981) taboo products are defined as products that, for reasons of delicacy, decency, morality, or even fear tends to elicit reactions of distaste, disgust, or outrage when mentioned or when openly presented. For this reason, taboo products are subject to implicit or explicit legal or social restrictions on product advertising. Besides these constraints, given the fact that societies are hypersensitive to ‘bad’ language, how do advertisers resolve the intrinsic conflict between ‘socially-sensitive’ or ‘taboo’ products and taboo discourse? This paper addresses this key issue with special reference to cultural and language change in Indian advertising. The aim of this paper is:

- To investigate the discourse patterns of taboo product ads on social media;
- To isolate gender-based discourse differences;
- To offer a content analysis of taboo ads.

The taboo products are classified into three groups: sex-oriented; health-oriented, and social-appeal oriented (e.g. beauty creams etc.). Our analysis of more than three hundred English and Hindi print, and social media ads reveal that in the globalization era (Bhatia and Ritchie 2013), the language of condom and feminine hygiene ads has undergone significant changes. The change is quite pronounced in the advertising of two ‘Taboo’ product types—condom and sanitary pads. The content and sentiment analysis of these two product-types will receive particular attention.

Biermeier, Thomas (University of Regensburg, Germany)

Word-formation in New Englishes revisited: New insights from GloWbE and the NOW corpus

Word-formation in the new varieties around the world has repeatedly been analysed in the past ten years. However, with the advent of the mega-corpus GloWbE (Global web-based English), even infrequent lexical innovations can be tracked down by corpus linguists. In my presentation, I will first focus on more frequent lexical classes such as nominal suffixation (nouns in –ee, –ism, –ness), but also on less frequent word-formation types such as synthetic compounds (holduppers, Saguijo-goers) and blends (budgetarian). As for the varieties under inspection, I chose three varieties each from L1 (the US, Great Britain, New Zealand), L2 Asia (India, Singapore, the Philippines) and L2 Africa (Nigeria, Kenya, Tanzania). Contrary to the widespread assumption that there are no differences between the varieties, my investigations show that we do find conspicuous differences, both quantitatively and qualitatively. While African Englishes or English in India, for example, tend to make new words using rather conservative word-formation types (e.g. suffixation), English in Singapore or the Philippines is more liberal and creative, and therefore frequently resorts to modern techniques of making new words (e.g. clippings, blends). In a number of cases, the L2 varieties come up with remarkable patterns of lexical productivity. Finally, particular importance will be attached to gender-marking morphology in the new varieties, which has scarcely been treated so far. I will look at gender-marking in initial (lady-, woman-, she-) and final position (-lady, -woman, -ress). I will show that gender-marking is productive but regionally variable.
Botha, Werner (Nanyang Technological University, Singapore)

‘leh’ as a feature of Singapore English

In the world Englishes paradigm, there has been much discussion on the use of particles as a key feature of Singapore English. In fact, Wong (2004) has pointed out that particles are essential in the Singapore speech community, and in order to pass as a functional member of the speech community a speaker needs to have a proficient knowledge of the meanings and functions of particles in spoken (and increasingly in texted) discourse. However, there appears still to be a lot we do not know about the functions and uses of many of these particles, specifically in the vernacular speech of Singaporeans. In a recent study (Botha, 2018) I proposed that that the particles ah, lah and eh are potential contenders for a generalized Singapore English ‘feature pool’ (Mufwene, 2001). In this presentation, I aim to present a description of the functions (both semantic and social) of the particle leh in Singapore English, and to argue that this particle is increasingly becoming a feature of the vernacular speech of Singaporeans in general. As few studies have attempted to correlate the use of leh with relevant social variables, this study, by contrast, investigates various social variables that co-occur with the use of this particle. This article also provides findings of extended uses of this particle in the vernacular speech of students in their respective social networks.

Buschfeld, Sarah (TU Dortmund, Germany) & Schröder, Anne (University of Bielefeld, Germany)

Investigating the present perfect in Namibian English

Whether English as spoken in Namibia can be considered a (second language) variety of English despite its non-postcolonial status or should rather be considered a learner English was first addressed in Buschfeld and Kautzsch (2014) and has since also been approached in a handful of other publications. The process of structural nativisation plays a central role in answering this question. The present paper investigates this issue drawing on a quantitative corpus analysis of the use of present perfect structures in Namibian English (NamE). The data come from 61 speakers of different ethnicities and ages, elicited by means of Labovian-style sociolinguistic interviews. We coded the data for the realization of present perfect and past tense morphology, analysing whether and in what way the present perfect has experienced extended readings in NamE, as reported for other world Englishes. Results suggest that this is the case but that realizations and usage frequencies vary according to sociolinguistic variables. The paper therefore offers two crucial insights: (1) results point towards proceeding structural nativisation in NamE, but (2) NamE is by no means a monolithic entity and discussions of its status and evolution should take into consideration its internal variability. More generally, our paper highlights a hitherto peripheral member of world Englishes research and shows that even varieties without an English postcolonial background can undergo feature nativisation and should therefore not be marginalized in the research paradigm.
Callies, Marcus & Hehner, Stefanie (University of Bremen, Germany)

*English as an International Language in teacher education in Germany*

English Language Teaching (ELT) and teacher education in Germany are still very much focused on ‘Standard English’, i.e. British/American English (Syrbe & Rose 2018). However, an emerging paradigm shift in ELT brought about by the worldwide expansion and diversification of the English language calls for a re-consideration of this practice. Addressing the diversity of Englishes in the classroom is still rare given that there are massive barriers to innovation in ELT (Galloway 2017: 17-21). While we are witnessing numerous initiatives that introduce English as an International Language (EIL) into teacher education around the world (Matsuda 2017), this growing body of conceptual work needs to be supplemented with practical suggestions to impact actual teaching practice in specific learning and teaching contexts. Against this background we have developed an innovative teaching format at the interface of world Englishes, foreign language pedagogy and teaching practice, introducing elements of EIL into the curriculum for future teachers of English in Germany. During the course of one semester, teacher students learn about world Englishes and develop small teaching projects on selected varieties of English for the classroom which are then implemented in a subsequent practical phase at local schools. We report on the design and evaluation of this new teaching format as a first step towards closing the gap between theory and practice in EIL. We also report on students’ reactions to the teaching format, present lesson plans and discuss possible implications for teacher education.

Davis, Daniel (University of Michigan-Dearborn, USA)

*An early example of Irish English*

This paper examines the context and significance of an early English poem from Ireland, using concepts from the World Englishes approach established by Braj Kachru. Kachru’s work describes and celebrates the reinvention of English in those societies that were themselves reinvented by colonialism, and later, by global capitalism. In a Kachruvian interpretation, competing historical narratives are replaced by the context of situation. This paper explores the context of situation of the Kildare poems in medieval Ireland with reference to the sociolinguistics of the Irish, English, and French languages. An argument is made for the relevance of Kachru’s approach to the Irish context.

Dogancay-Aktuna, Seran & Hardman, Joel (Southern Illinois University Edwardsville, USA)

*The competition of peripheral normativities and central norms in English language teacher education*

Understanding the development of world Englishes and English as a Lingua Franca is now seen as an important component of the education of English language teachers. Several frameworks have been developed to integrate a global Englishes perspective into English language teacher education (for example, Dogancay-Aktuna and Hardman, 2012, 2017; Bayyurt and Sifakis, 2015, among others), and we are now beginning to observe the impact of these new paradigms in teacher education on teachers’ attitudes and actions. In this presentation we adopt a management of innovation perspective to argue that in our transition to a post-normative, global Englishes paradigm in English language teaching, we have reached a juncture where we need to shift our attention from conceptualization/theorization to adaptation and implementation, and that we need to learn more
about the outcomes of adopting a global Englishes framework in teacher education. We use reflections of teachers, who are socialized and/or educated within Inner Circle contexts, at the completion of a course designed to raise awareness of the global forms and functions of English, to examine whether and how knowledge of the evolution of peripheral normativities and attendant changes in the nature of English language proficiency are perceived as a factor in teachers’ pedagogical decisions and actions. In our conclusion, we suggest steps that we view as critical in the adoption and implementation of a global Englishes paradigm in English language teacher education and in English language classroom procedures and materials.

Espino, Jovie D. (Ateneo de Manila University, Philippines)

Battling linguistic imperialism in Philippine schools

In a country like the Philippines where English linguistic imperialism can still be seen in various aspects of society, how will the Philippine English variety survive and prosper? Although recognized as a ‘legitimate nativized variety of English’ (Dayag, 2012), the journey of Philippine English into being widely accepted, promoted, and even celebrated especially in the academe still has a long way to go. This journey, though lengthy, is not impossible to overcome. While English linguistic imperialism exists in the country, efforts to resist and fight it are very much present as well. This paper looks into the various ways on how Philippine educational institutions combat linguistic imperialism in this day and age. In an era where centrality and peripherality are constantly shifting, the study hopes to further cement the legitimate status of Philippine English most especially in schools where the young minds of tomorrow can help further this cause.

Fernando, Dinali (University of Kelaniya, Sri Lanka)

Sri Lankan English in the classroom

Sri Lankan English (SLE) was adopted as the model for teaching and learning English by a state programme of teacher training and ELT development in the country, the English as a Life Skill (ELS) project, in 2009. With the slogan ‘speak English our way’, the programme aimed to develop a team of skilled teacher trainers selected from among the non-elite speakers of English, and to train teachers to teach the much-neglected speaking skills to all school children in Sri Lanka (Kahandawaarachchhi 2009). In this project, Standard SLE was identified as the linguistically and ideologically most appropriate model for the classroom, a decision that was lauded and criticised in almost equal measure in the country. Despite its acceptance as a valid variety of English in Sri Lanka by researchers (Mendis & Rambukwella, 2010) and its promotion by many local academics as the most appropriate pedagogical model for English education in Sri Lankan schools (Gunesekera, Parakrama, & Ratwatte, 2001), teachers of English are generally uncertain about the ‘correctness’ of SLE in the classroom. A decade after the launch of the programme, little is known about its outcome in the local schools. In particular, no study has attempted to find out if the views of teachers and trainers with regard to SLE since the programme was launched, reflecting what David Hayes (2005) calls the silence of non-native English educators’ voices in ELT research. This paper thus explores the views and experiences of three trainers from the ELS project on SLE as a pedagogical model for the Sri Lankan classroom through semi-structured interviews. The accounts of the participants reveal their training experiences, their own development as teacher trainers and as speakers of SLE, as well as their views on adopting SLE as a model for teaching. The participants’
views suggest possibilities as well as challenges faced when a local variety is promoted as a pedagogical norm within the current context of English education in a multilingual country like Sri Lanka. The paper concludes with some implications of promoting a World English as a pedagogical model.

Filppula, Markku (University of Eastern Finland, Finland)

The variable fortunes of the were subjunctive in varieties of English

Various studies have suggested that the were-subjunctive has declined in frequency in favour of indicative was. Leech et al. (2009: 63) provide comparative statistics from written British and American English, which shows that the were-subjunctive is losing ground in hypothetical conditional clauses to indicative was. According to them, this trend is more advanced in British English than in American English. Peters’s (1998: 100) study of Australian English reveals a similar shift in favour of indicative was. In this paper the present-day situation of the were-subjunctive is examined in the light of evidence from three varieties of English: British, Irish, and Indian English. For all of these, comparable data are available in the form of the International Corpus of English (ICE) corpus family. Existing studies of American and Australian English are used as further points of comparison to achieve a better global view of the rivalry between subjunctive were and was. Preliminary findings suggest that in British English the situation is roughly the same as in the latter period (i.e. 1990s) examined in Leech et al.’s study; the distribution between subjunctive were and was is fairly even, although there is a slight majority for the was option, possibly due to the inclusion in my study of both the spoken and written components of the ICE-GB corpus. In Irish English, by contrast, the were-subjunctive is a clear minority choice as compared with British English. Indian English is much like British English, retaining a solid place for the were-subjunctive in its grammar.

Friedrich, Patricia (Arizona State University, USA)

WE, IEL, and ELF: Where do you stand and where do WE fit?

The twenty-first century has witnessed the (further) development of a group of distinct but sometimes-overlapping disciplines, dealing with the role of English in different domains, parts of the world, dialectal manifestations, and media. In common, they have an appreciation for the role of so-called non-native users in spreading/changing the language(s) and an understanding that languages ‘belong’ to those who use it. They, however, have different histories, agendas, tenets, and foci. Nevertheless, they are often conflated and their perceived principles applied without there being necessarily a careful consideration of their foundations. This presentation will provide an abbreviated history of world Englishes (WE), English as an International Language (IEL), and English as a Lingua Franca (ELF); highlight the differences in how these theories are talked about/incorporated in different parts of the world; discuss the role of foundational scholars (e.g. Kachru and Smith) in the shaping of WE; and present suggestions for moving forward in light of new developments such as the crafting of a theory of translanguaging and the changing face of world-wide political forces and digital spaces. It will underscore recent work by Bolton (2018) and established work by Seargeant (2010) as springboards to these important considerations.
Hehner, Stefanie (University of Bremen, Germany)

Teacher students' cognitions regarding language norms and variation in the English language classroom

English language teaching (ELT) in Germany is still predominantly norm-oriented towards British and American English, despite growing awareness of the fact that variation should be dealt with in the classroom (Ehlerding 2010, Syrbe & Rose 2018). The German school curricula contain aspects of English as an International Language (EIL) in several implicit statements, but do not provide any practical guidelines. Therefore, the currently most promising approach to facilitate adequate implementation of EIL in future ELT is to equip teachers with the knowledge and ability to choose appropriate approaches and materials for their specific learners and purposes (Bayyurt & Sifakis 2017). However, as teachers function as gatekeepers of norms in ELT the necessary changes can only take place if teacher cognition, ‘the unobservable cognitive dimension of teaching – what teachers know, believe, and think’ (Borg 2003: 81), is considered, as it is an important factor influencing teachers’ actual practices (Ehrenreich 2009). In this talk I present exploratory case studies investigating two individual teacher students’ cognitions about language norms and variation in ELT in Germany. The data analyzed include semi structured interviews, language learning biographies and lesson plans developed by the students. I will share insights gained by means of a qualitative content analysis (Schreier 2014) about aspects such as the students’ opinions on correction in different teaching situations, their main goals for their learners in ELT, difficulties in bringing variation into the classroom as well as their thoughts on opportunities and ways of integrating EIL and world Englishes into ELT.

Hightet, Katy (UCL Institute of Education, UK)

Socioeconomic factors and their impact on perceptions of English in India

Since the conceptualization of the world Englishes framework (Kachru, 1985) Indian English has attracted widespread interest in the field of Applied Linguistics. Over time, it has done a great deal to help establish IndEng as a socio-culturally relevant, as well as increasingly legitimate, variety. Attitudinal surveys of IndEng suggest an increasing acceptance of the variety, and similar research in English as a Lingua Franca in Europe also notes the decline of Anglocentric attitudes (Jenkins, 2009, 2007, 2006; Seidlhofer, 2012). Yet, with the exception of scholars such as LaDousa (2014) and Vaish (2008), explorations of internal differences among English-speaking Indians are rare. To assume that experiences of English in India are homogenous is to overlook the myriad factors – such as socio-economic status – that impact upon the ways in which speakers are positioned to resist dominant discourses. Drawing on ethnographic fieldwork undertaken in an educational NGO in Delhi (2018), this paper presents prominent themes emerging from the data, notably: how the students reproduce and challenge hegemonic discourses surrounding English; the extent to which they perceive English to have a tangible impact on their lives; and how such perceptions are deeply entangled with notions of the neoliberal self that gloss over structural inequalities. In doing so, this paper gives a nuanced account of differing experiences of English that may be revealed when socio-economic factors are taken into consideration, in order to avoid the risk of essentializing the notion of ‘Indian English’ in the world Englishes framework.

Khedun-Burgoine, Brittany & Kiaer, Jieun (University of Oxford, UK)
How speakers of world Englishes mediate the forms and meanings of Korean kinship terms

With developments in communication brought on by smartphones and social media, the transcultural flow of languages now moves incredibly fast. The embrace of foreign language media is exemplified by the continuing global popularity of Korean pop culture – often dubbed the 'Korean Wave' or, in the age of social media, Hallyu 2.0 (Jin, 2015). The international K-Wave fandom have played a critical role in orthographic and semantic adaptations of Korean-origin words such as saranghae, annyeong and daebak which start as popular items of fandom lexicon before spreading to a more ‘mainstream’ audience. More interesting is the adoption of Korean kinship terms by speakers of world Englishes both online and offline. In this paper, we are going to pay special attention to the Korean kinship term unnie ‘older sister’, an intimate address term used by a younger female to address an older female sibling or an older female of a similar age – the age and gender sensitivity is critical to the Korean usage. As international fans are spread far across the globe with a notably high concentration in Southeast Asia, there exist countless variations: eonnie, eon, onni can all be frequently encountered on Instagram. Using data collected from social media, we aim to explore how speakers of world Englishes adopt an individualised approach to the orthographic and semantic rendering of unnie to best suit their needs, as described in the third wave by Eckert (2012). We aim to explore how fandom usage of unnie shows erosion of factors essential to the Korean usage. This will be supplemented with analysis of a specially designed corpus consisting of data collected from queer f/f English language fanfiction. We aim to assess how unnie is used in English and highlight specific semantic changes pertinent to the usage of unnie in a queer context.

Kirk, John (University of Vienna, Austria)

Second generation ICE corpora: Textual categories and changing language worlds

Second generation ICE corpora are now being considered. A recent review of the ICE project (Kirk & Nelson 2018) balances the need for conservatism in text choices to ensure comparability with first generation corpora (many of which are Inner Circle varieties) with an awareness of ongoing developments in Outer Circle countries as well as the World Englishes paradigm. For instance, Mair (2013) proposes a new theoretical model of a ‘world system of standard and non-standard Englishes’ (p. 264), claimed by him as ‘better equipped to handle uses of English in domains beyond the post-colonial nation state’ (p. 253). Furthermore, Saraceni (2015: 4) argues that the World Englishes framework is ‘lagging behind’ sociolinguistic developments of globalization in the twenty-first century which are better explained in terms of ‘super-diversity’, ‘hybridity’, ‘translanguaging’ and ‘metrolinguism’. He further argues, there is a need to consider ‘languages across borders’, and thus English in comparison with other languages, and thus issues such as language switching, hybridity, diversity and super-diversity. What is more, Saraceni advocates a shift from ‘world Englishes to language worlds’ (2015: 132-134) – a shift away from analysing varieties of English as structural sets (such as in Kortmann and Schneider 2004) or ‘decontextualized linguistic systems’ (Mair 2013: 254) to an approach which grapples with understanding ‘language borders and of how people manipulate them creatively’ (p. 132). An IAWE conference with the theme “World Englishes: Peripheries and Centres” offers an ideal as well as timely opportunity for discussion of this current planning dilemma.
La Causa, Lucia (University of Catania, Sicily, Italy)

*Egyptian English as a new English variety*

In a context in which English is the ‘Global language’ (Crystal, 2003), in which the world order continuously changes and the linguistic contacts are facilitated due to the reduction of spatial and cultural distances, in which language incessantly and inevitably evolves in time and space, it is not possible to give a proper definition of New English Variety and it is also rightfully thinkable to suppose the development of new-born varieties of English and to question their position inside the Three-circle Model of world Englishes (Kachru, 1985). This talk will focus on the English variety spoken in Egypt, one of the supposed New Englishes which is here labelled with the title Egyptian English. The main query is whether this label is legitimate or not and whether Egypt belongs to the Expanding or the Outer Circle communities. This study, which is part of a wider research project, aims at verifying the existence of this ‘new variety’ of English in Egypt through a sociolinguistic analysis and an infield research using some ethnographic instruments like questionnaires and interviews to Egyptian English speakers bearing in mind the diastatic, diatopic, diamesic and diaphasic linguistic variabilities. Concretely, an interview has been made to a little sample of Egyptian young boys and girls from Cairo, Luxor and Sohag in order to analyse the historical-social and cultural reasons that led English enter Egypt, the speakers’ attitude towards it, its use and functions in Egypt.

Lehnen, Lisa, Schulz, Ninja & Biewer, Carolin (University of Würzburg, Germany)

*English in the peripheries and centres of megacities: Exploring the case of Hong Kong*

Within a megacity, such as Hong Kong, urban sub-communities emerge and dissolve as residents move to, from and within the urban space trying to get access to “the symbolic centre of the city” (Saunders, 2011, p. 3) but possibly ending up at the periphery. These developments have an impact on the construction of individual and communal identities, which can be expected to become visible in language use on structural and discursive levels (Meyerhoff & Walker, 2007). With this paper, we would like to look more closely at the interrelationship of language and space in Hong Kong. Adopting a sociolinguistic perspective, we explore the languages and dialects known and spoken by the residents of the megacity. Furthermore, we take a discursive approach to make visible the thoughts and emotions of the newly arrived at the periphery as well as the views of the elites in the city centre, their sense of belonging and their construction of hybrid identities. Using a web-based questionnaire, we study sociolinguistic background and accent perception of inhabitants of different districts and elicit residents’ reports on their living conditions, position in society and aspirations. With its focus on a megacity as a particularly fast-changing space, we aim at revealing patterns in the urban dynamics and shed light on the interaction between local and global processes that shape World Englishes today.

Martin, Elizabeth (California State University, USA)
**English-to-French translation practices in international advertising**

This paper explores translation practices in international advertising aimed at francophone consumers in the Expanding Circle and the Inner Circle. Focusing specifically on France and the Canadian province of Quebec, this analysis illustrates how marketing communication strategies differ across regional and national boundaries while highlighting the shift of English from a foreign to an additional language of use in Europe. At the same time, this study examines how the center-periphery relations that typically characterize Quebec are reflected in their advertising. Given their proximity to their English-speaking neighbors, and their minority status in English Canada, one might assume that Quebec’s Francophone population is experiencing a greater degree of French-English language contact and, subsequently, substantial language mixing in advertising copy. The reality, however, is quite the opposite. As these latest research findings illustrate, advertising audiences in France have a much greater exposure to English as compared to Quebec, despite the similar status of French as an official language and legal restrictions on English in the media in both contexts. Furthermore, more global companies are now working with Quebec-based ad agencies to create messages specifically for the province. By comparing Inner and Expanding circle French-language advertising, this analysis underscores the cultural and linguistic autonomy of Quebec (despite its Inner-circle location) and the increasing currency of English in Expanding Circle countries, while highlighting the complexities of conceptualizing center and periphery relations.

**Matsuda, Aya (Arizona State University, USA)**

**Evolving roles of literature courses in EIL teacher preparation programs**

Teaching English as an International Language (TEIL), a newly emerged paradigm in English language teaching (ELT), draws heavily from the WE insights and incorporates the understanding of diversity and heterogeneity in forms, users and uses of English into ELT (e.g., Alsagoff, et al., 2012; Matsuda, 2012). The current work builds on the work on teacher preparation within this paradigm (Matsuda, 2017), focusing specifically on the role of literature courses. In many ELT teacher preparation programs, especially in the expanding circle countries, English literature courses are a required component of the curriculum. While the rationale and implementation of such requirements vary, these courses generally have traditional focus on British and/or American literature and are taught by literary scholars in a way appropriate for students majoring in literature. There is nothing wrong with such courses per se; it is, however, worth questioning the status quo in the light of the paradigm shift taking in the field of ELT. The presentation will start with a brief introduction of the TEIL paradigm and an overview of the roles literature courses currently play in various ELT teacher preparation curricula. Positioning such courses as the potential space to reinforce TEIL principles, I then suggest specific ways to re-conceptualize the goal and content of these courses so that they offer unique linguistic and cultural experiences that are meaningful to teachers and may not be available in other teacher preparation courses.

**McCarthy, Michael (University of Nottingham, UK), Clancy, Brian (Mary Immaculate College Limerick, Ireland) & Vaughan, Elaine (University of Limerick, Ireland)**

**Understatement in British and Irish English conversations**
This paper looks at understatement in corpora of spoken British and Irish English and challenges the notion of peripherality by stressing the commonality of rhetorical strategy in the two varieties. Understatement presents general problems to researchers in the fields of pragmatics and in corpus linguistics; here we address some of those problems by using corpora to underpin pragmatic analysis. Foremost among the problems is defining understatement and its place in relation to previously more thoroughly researched areas of pragmatics such as overstatement and irony. While we follow the general principle that both hyperbole and understatement involve some distortion of the truth or factuality, we see no reason to presuppose that Leech’s (2014) view that hyperbole should generally correlate with polite beliefs and understatement with impolite ones holds firm, since evaluations are context-sensitive and may depend on other factors such as humorous intent or sarcasm. With regard to corpus linguistics, the main problem is the non-automatic retrieval of acts of understatement, a problem which has been addressed with some success in the study of hyperbole and types of idioms. Two recourses are open to the analyst: ‘reading’ the corpus data with manual retrieval of instances of understatement, and searches for lexical items likely to signal understatement, such as downtoners. We report on results of both types of analyses and further look at meta-pragmatic utterances indicating speakers’ awareness of understatement. We also bring listener reception and response to the fore.

McGarry, Theresa-Marie & Michieka, Martha (East Tennesse State University, USA)

First person plural in letters to the editor in two post-colonial contexts

In writing letters to the editor, speech community members position themselves in a way that simultaneously helps construct both the public discourse on certain issues and the writer’s identity. An important tool in such identity construction in various contexts has been shown to be the first-person plural pronoun. The purpose of this study is to explain writers’ uses of first-person plural pronouns to construct identity in letters to the editor in the 21st-century post-colonial context in a Kenyan and a Sri Lankan newspaper. Assuming a variational pragmatics perspective, we analyze the pronouns to determine the intended reference and the relation to structural features of the letter and assigned responsibility for situational problems and solutions. The results indicate that despite marked variation between the Kenyan and Sri Lankan letters in how explicitly solutions are called for and responsible actors are named, first-person plural pronoun usage exhibits strong similarity. In both datasets, slightly over half the pronouns reference a national identity, which accords with the most prominent topic area by far being government form, policy, and services and the behavior of politicians and government officials. Among the other half, ambiguous reference is the most prominent category. Ambiguous and shifting use can mitigate directness in assigning blame and expectation, thus avoiding the construction of an identity judged unacceptable confrontational by local norms. Moreover, since interpretation of ambiguous language requires more participation from the reader, the assignment of responsibility becomes a more collaborative activity, reinforcing the community membership of the writer.

McHenry, Tracey (Eastern Washington University, USA)

World Englishes and tourism

World Englishes scholarship has long been interested in English in new contexts (such as countries like Thailand or Saudi Arabia), and much tourism scholarship broadly addresses many different countries and
language situations, so there is a natural shared area of interest. However, I will argue that there is an underlying tension between these two areas focused on the idea of speaker agency, and this tension prohibits an easy conversation between these two scholarly fields. This tension can first be seen in the distinction to be made between the terms ‘English OF tourism’ (which is a discussion of the topics and foci involved in tourism) and ‘English FOR tourism’, which is a discussion of the language taught for the purposes of tourism. While this distinction is important, a world Englishes-informed approach suggests that it’s not practical nor often beneficial to separate these two focuses, as we should be looking as the users and uses of the English language in these new contexts. Some scholarship frames English as a new ‘identity’ whereas many world Englishes scholars would discuss English as a ‘commodity’ instead. Some of this scholarship includes Canagarajah, (2013) and Korstanje (2010) and Waters (2008). This ‘language as a commodity’ framework will be the basis for my discussion of the political aspects of English for Tourism. Lastly, I will end by discussing the role of what Jakubiak (2012, 2016, & in press) calls ‘voluntourism’ as I consider the role of English ‘volunteer’ (untrained, often) teachers in a country’s self-determined English-language education.

McLellan, James (University Brunei Darussalam, Brunei)

**Brunei English: An endangered variety?**

This presentation addresses the existence of Brunei English as a distinct (‘Outer Circle’) variety within the world Englishes paradigm. Negara Brunei Darussalam (Brunei), although spatially central in the South-East Asian region, is peripheral compared to the Englishes of Singapore, Malaysia and the Philippines. As a former British Protectorate, never a colony, from 1888 to 1984, Brunei’s history of (dis-)engagement with English is distinct from that of neighbouring polities in the Malay world. The presentation outlines how from the earliest research publications, e.g. Ożóg’s (1990) ‘Brunei English: A new variety?’, its existence has been challenged, not least by prominent Bruneians. Brunei English can be considered as endangered on two fronts:

- the denial of its existence by Bruneian stakeholders fearing that recognition implies a lowering of standards in the current Malay-English bilingual education system;
- the development of a common Southeast Asian ELF, propelled by the 2009 declaration of English as the working language of the 10-member Association of Southeast Asian Nations (ASEAN).

Denial may be a reason for considering Brunei English to be endangered, especially if it is not considered as prestigious, compared to other Englishes, by its Bruneian users. Increasing interactions through English between Bruneians and nationals of other Southeast Asians countries generate a need for maintenance of international intelligibility which constrains the development of the local variety. The presentation includes both textual and interview data, and concludes with the suggestion that, far from being endangered, Brunei English is developing both an intranational code-mixed variety and an internationally intelligible variety.

Meierkord, Christiane (Ruhr-University of Bochum, Germany)

**Perceptions of ‘central’ and ‘peripheral’ in Uganda and Rwanda**

Notions of centrality and peripherality developed from within the Western world tend to place Europe and/or America at the centre. In the case of world Englishes, centrality has often been associated with the inner Circle countries, based on the history of the spread of English (e.g. Quirk et al. 1985) or the
demographic and economic weight of its speakers (Mair 2013). This paper looks at Uganda and Rwanda – at first sight two countries at the periphery, given their populations (40.8 and 12.2 million) their economic weight (GDPs $89.19 billion and $24.68 billion) and the impact their varieties of English make on others. However, a closer look at the sociolinguistic realities in Uganda and Rwanda indicates that, within the geographic context, Uganda may be perceived as ‘central’ for its neighbouring country. During the time of the civil war from 1990 to 1994, large parts of Rwanda’s population fled and sought refuge in Uganda (see Samuelson & Freedman 2010). Many of them acquired English in Ugandan schools, raised their offspring in Uganda and continue to send their children to Uganda for secondary and/or tertiary education. To these individuals, the model of English has clearly been Ugandan English. The so-called ‘periphery’ has in fact been much neglected in theorising world Englishes. The example of Uganda and Rwanda will be taken to discuss how such constellations may be accounted for in theorising the ‘centre’ and the ‘periphery’ in world Englishes.

Mohr, Susanne (University of Bonn, Germany)

Motivations for language choices in tourist-host interactions in Zanzibar

The adaptation of language to new cultural contexts as a result of globalization causes fascinating sociolinguistic effects that have only recently come to the increased attention of linguistics. One central issue in this regard is tourism, whose relevance has also been acknowledged for world Englishes research (Buschfeld & Kautzsch 2017). Touristic contexts, where English is often used at the grassroots level by hosts and tourists, thus provide the opportunity to investigate English away from traditionally studied academic circles (Kubota 2018). It has been argued that English is chosen for practical reasons in these encounters (Schneider 2016), while others have stressed its relation to economic gain (Nassenstein 2016) or language play (Storch et al.). This paper analyzes languages chosen for interaction between hosts and tourists in Zanzibar. Previous research has shown that English plays a central role in this regard and the paper’s aim is to document both parties’ motivations for choosing it over other languages. A multidisciplinary design is employed, including ethnographic data from interviews and participatory observation, as well as data from Q-methodology, originating in psychology. The results show that language choices are strongly situation-dependent and motivations for these choices cannot be analyzed at a general level. Importantly, motivations themselves are intricate, including several factors like practicality and commodification alike. Altogether, the paper contributes to the investigation of English(es) away from academic contexts, in a peripheral location of the Global South, offering insights into motivations and ultimately ideologies underlying the use of English globally.

Moody, Andrew (University of Macau, Macau)

American and English voices in British popular music

Peter Trudgill’s (1983) landmark analysis of the influence of American English upon British pop song pronunciation argues that British pop/rock acts in the 1960s — especially The Beatles and The Rolling Stones — had progressively changed their pronunciation styles from ‘American English’ to ‘British English’ over the decade. This paper will report on an attempt to replicate Trudgill’s original phonetic data and critically examine Trudgill’s conclusion that the shift in pronunciation style represented a development of British identity within popular music and suggest alternative understandings related to the shift. As an update to Trudgill’s examination of British pop, this essay will also examine the pronunciation styles of
several contemporary British popular music performers. While pronunciation styles might be characterised broadly by the two national varieties that Trudgill (1983) uses, the level of generality related to the 'British' or 'American English' is so great that that the characterisation loses much of it explanatory power. Instead, it will be shown that accent performance is related to a much more complex range of factors, such as musical genre, performer's identity or fans' perception.

O'Dwyer, Fergus (University College Dublin, Ireland)

The functions of collegial humour in Irish English

This paper examines collegial, solidarity-based humour used in male-only interactions in a suburban Dublin sports club. My discourse analysis-informed interpretations of interactions examine how males express closeness in homosocial settings, and the multifunctionality of humour. This type of humour is an important politeness strategy to mitigate the face threatening nature of the constructive criticism that leaders of the club teams employ, for example. Humour in this peripheral case is locally determined, simultaneously challenging and aligning with norms in Irish communication. Sociopragmatic studies of Irish English (Kallen 2013) often foreground views about the indirect nature of discourse, and avoidance of the demonstration of power or referring to hierarchical relations in conversation. Despite all speakers coming from similar backgrounds and engaging in shared enterprises together, members regularly engage in status and hierarchy work. While jovial face threatening acts, or 'slags', are often performed in a mischievous way to create a bit of fun and express solidarity, other purposes include hierarchy-maintenance and one-upmanship. Ultimately the humour employed forms a central part of the social glue of the club that keeps teams working together in a friendly way, with members valuing the inventiveness involved in sharing and collaborating on humour. Speakers in this context are quick to perform the 'real man' persona in training in order to command respect and communicate important messages: they use humour to mitigate face threats.

O'Keeffe, Anne & Mark, Geraldine (Mary Immaculate College Limerick, Ireland)

Adjectives in varieties of spoken English

As one of the four major word classes in English, adjective use has received relatively scant coverage. Some adjectives in contemporary varieties of English have been examined using corpus data but, overall, work on adjectives has largely focused on single word items. Intensification patterns with the 'non-standard' use of well as a degree modifier in teenage speech has received most attention, e.g. well weird (Ito and Tagliamonte 2003). Work on adjective modification within the Corpus of London Teenagers includes social class outcome variables (see Stenström et al. 2002). Recent work also looks at well as an adjective intensifier in the British television comedy, The Inbetweeners (Stratton 2018). Using Part-of-Speech tags for total retrieval, the present study will examine high frequency forms and functions of over 60,000 adjective tokens in Irish English (IrE) from the one-million-word Limerick Corpus of Irish English (LCIE) (Farr et al. 2004). Corpora of other Englishes, such as the Spoken BNC1994, BNC2014 and CANCODE, will be used as comparative data. The paper will characterise the most frequent adjectival forms, their collocational patterns and attributive versus predicative positioning. It will also look at some of the discourse and pragmatic functions of the high frequency patterns in IE in comparison with other varieties of spoken English. This will include variety-specific forms and uses in IE and other varieties, such
as the evaluative function of adjectives e.g. the poor auld devil, and intensifier patterns such as a good few, fierce cold, awful bad, dead good, super-fast.

**O'Sullivan, Jack (Mary Immaculate College, Ireland)**

**Identity construction in Limerick rap music**

This paper examines the performance of Limerick City rap music and the use of local and external accent and dialectal features in constructing identity within the context of this music genre. The study exploits a corpus of selected lyrics from Limerick rap tracks and analyses them through the use of particular corpus tools. The framework on which the analysis is based is that of referee design (Bell 1984). The use of non-standard features which are associated with Irish English and, more specifically in some cases, with Limerick city (i.e. accent features, grammatical structures, slang, colloquialisms, taboo language and Irish language words and expressions) are interpreted as in-group referee design, whereas the use of external varieties (for example, features of African American Vernacular English (AAVE)), can be classified as out-group referee design. The findings, which are cross-verified using data obtained from semi-structured interviews with rappers native to Limerick city, show that although out-group referee design is evident in instances of appropriation of external varieties present in the Limerick Rap corpus, this does not dominate in the corpus, and is mainly evidenced through grammatical rather than lexical and phonological features. Overall, the corpus demonstrates in-group referee design through the use of local accent and lexical features, suggesting a role for this strategy in constructing a unique Limerick rap identity. The concepts of centrality and peripherally, in relation to the positioning of Limerick rap music within a global rap context, are explored in light of these findings.

**O'Sullivan, Joan (Mary Immaculate College, Ireland)**

**Making the vernacular spectacular? Indexicality in radio advertising in Ireland**

The notion of vernacularisation (Coupland 2014) and conversationalisation (Fairclough 1989) as patterns of sociolinguistic change has been highlighted (Androutsopoulos 2017a: 409). The conversationalisation process refers to a leaning towards the use in the public forum of less formal forms of discourse than have been traditionally associated with public discourse. Similarly, vernacularisation is a process by which vernacular linguistic styles, features and genres ‘gain access into domains that have been the preserve of standardness’ (Coupland 2014: 87). Vernacularisation can be understood as an aspect of conversationalisation (Androutsopoulos 2017a: 409); however, while conversationalisation is concerned more with informality, the focus of vernacularisation is on elements of regional or social varieties which are non-standard, or even stigmatised (Bell 2011: 180). Coupland (2014b: 38) observes how ‘mediation potentially makes vernacularity spectacular, and lifts it out from its older associations of social class and stigma’; however, vernacularisation does not mean ‘a simple inversion of language-ideological polarities’, and as Coupland cautions, such meanings need to be ‘reflexively constructed in situ’ (2016: 425). This paper examines how vernacularity is used indexically in a corpus of radio ads, broadcast in Ireland between 1977 and 2017. By examining accent and dialect features in the ad corpus, using corpus linguistics tools, the paper examines the social meanings ascribed to vernacular forms across the decades, and the way in which this can reflect sociolinguistic change.
Pakir, Anne (National University of Singapore, Singapore)

*English in Singapore: Global on the periphery and the local in the centre*

English in Singapore has steadily risen in status and importance after being promulgated in 1987 as the Medium of Instruction (MOI) for the entire education system in the country. After twenty years of its adoption as a MOI, it is worthy of scrutiny precisely because it was traditionally classified within the Kachruvian Three Circles as a peripheral Outer Circle variety (OCE) but is it how it should be perceived now? The development and use of English in present-day Singapore indicate that it is neither truly a peripheral OCE nor a central Inner Circle English (ICE). Singaporeans are focused on mastering English for global competency and yet, in reality, are using it differently in local contexts. This case study of 20 English-educated Singaporean speakers (who work in the public sector in senior positions) examines their use of English in different domains - Home, School, Work, Social Media, and Church - and their perceptions of how central English is to their lives. Our findings suggest that in terms of global competencies, Singapore English speakers are aware of the importance of English proficiency for global competency in a networked community and possess sufficient English proficiency to serve the global self – for studies and work abroad. In terms of local realities, the findings reveal that Singapore English speakers are not only aware of usage of different spoken and written Englishes, but also aware of the fluidity and context-based nature of communication and are cognizant of the formality cline.

Saenkhum, Tanita (University of Tennessee, USA) & Duran, Chatwara S. (University of Houston, USA)

*Language ideology and native English speaker privilege in academia*

Through a longitudinal autoethnography of two Southeast Asian applied linguists, this presentation examines ways in which ideology of language that privileges native-like forms and native speakers of English affect how they participate in western-based academia, including being trained in U.S. higher education, college-level teaching, and contributing scholarly works. Utilizing theoretical lenses of language ideology (Woolard & Schieffelin, 1994) and language socialization in higher education (Duff, 2010), this presentation reports on findings obtaining from the two authors’ three series of in-depth interviews as a social practice (Talmy, 2010) and reflective written responses. The findings highlight two major professional components: teaching that leads to students’ perceptions of non-native-English-speaking instructors, and publications that involve peer-review processes, including comments about non-native features in writing from reviewers and editors. The data excerpts and thematic analysis demonstrate that English language norms generated by native speakers of English are commonly privileged. Such practices continue to create negative attitudes toward non-native English usage, albeit users of English are equipped with academic knowledge and skills. Additionally, non-nativeness of English remains stigmatized and is considered unacceptable. These findings suggest that the native-nonnative dichotomy still exists even in the diversified multilingual-multicultural world. Implications for pedagogy, policy, and practice for the fields of world Englishes, Applied Linguistics, and TESOL will also be discussed.

Schmalz, Mirjam (University of Zürich, Switzerland)
The interplay of language perceptions and education in St. Kitts

St. Kitts belongs to the smaller of the English-speaking islands within the Caribbean and consists of a multilingual community with St. Kitts English and St. Kitts Creole present within the society. However, while tendencies towards an endonormatively oriented standard language development can be seen in bigger communities of the English-speaking Caribbean, such as Jamaica or Trinidad (Westphal 2017), the exonormative orientation is still more pronounced in St. Kitts itself, which underlines its special status within the area. Furthermore, as ‘changing language ideologies can build pressure for language change’ (Coupland 2014: 283), local attitudes and perceptions need to be investigated in times of supposed re-evaluations of non-local and possible local standards (Hackert 2016). Moreover, within the field of perceptual research special attention should be paid to children, as it is at this young age that speakers ‘realize that there is a correlation between language variation and societal prestige’ (De Vogelaer and Toye 2017: 117). Thus, drawing from data collected in St. Kitts in 2018 and 2019 in the form of sociolinguistic interviews and perceptual experiments, as well as the analysis of local curricula and text books, this paper looks at younger informants’ perceptions and how they are influenced by the education system. Based on these data, this paper suggests that children’s perceptions are influenced by education towards exonormatively oriented standards, away from locally spoken varieties, especially the locally spoken Creole, which in turn arguably also influences the perceptions present in adults.

Schmied, Josef (Chemnitz University of Technology, Germany)

Comparing non-native metalanguage developments in Chinese English MA and PhD theses

This contribution is an empirical investigation based on a unique corpus collection of over 500 MA and PhD theses in English from Chinese universities over the last 10 years. It analyses the usage of metalanguage, especially modal auxiliaries (with epistemic functions) and conjunctions (as cohesive devices) on a systemic functional perspective. In an apparent-time comparison, it discusses research questions like ‘Do Chinese students use more epistemic auxiliaries as hedges (like may) or boosters (like must) in their PhD theses than in their MA theses? Are there differences between various types of universities, research areas (like linguistic and cultural studies), or students (like male vs. female students)?’ or ‘Do PhD students use more specific and sophisticated clause connectors (like causative vs. temporal) than MA students in general? Are there differences between various types of universities, research areas (like linguistic and cultural studies), or students (like male vs. female students)?’ The interpretation of significant results to these research questions also raises corpus-compilation questions related to the stratification of corpora in general. Finally, this contribution tries to falsify the hypothesis that non-native speakers do not master metalanguage even at advanced stages of university English and discusses more sophisticated differentiations as alternatives to the old, crude native – non-native model.

Sewell, Andrew (Lingnan University, Hong Kong)

Kongish: The real Hong Kong English?

The story of the different names given to English in Hong Kong (including Hong Kong English, Chinglish, and Kongish) reflects several tensions: between exonormative and endonormative orientations, between the top-down descriptions of linguists and the bottom-up language practices of lay users. In this talk I will take an additional perspective by arguing that these tensions reflect an epochal and unfinished shift from ‘modernist’ to ‘late modern’ views of language. To make this point I briefly review
some recent positions on Hong Kong English, characterising identifications and codifications of it as representing fundamentally modernist preoccupations. I then introduce the phenomenon of Kongish, a form of online communication involving creative combinations of Cantonese and English. It is certainly possible to argue that Kongish – unashamed of its hybridity, unconcerned with intelligibility, rooted in local identity and local linguistic practice, and free of attempts by linguists to codify its protean nature – is a more democratic and ultimately more representative counterpart of Hong Kong English. But to make claims for greater representativeness would simply be a continuation of modernist conceptualisations of ‘more’ and ‘better’ languages. In this talk I wish to rest in the tension between modernism and late modernity, between fixity and fluidity, observing the implications not only for world Englishes and the study of language in Hong Kong, but also for language studies more generally.

Song, Kyong-Sook (Dongeui University, Korea)

Peripherality and centrality of world Englishes in ESP

English has gained the global predominance not only because that today non-native speakers of English outnumber its native speakers, but also because that speakers of English have gained and exercised economical, political, and socio-cultural powers (Crystal 2003, Graddol 1997, McKay 2003). In the era of globalization, new forms of English, born of new countries with new communicative needs, should be accepted into the marvelously flexible and adaptable galaxy of ‘Englishes’ (Strevens 1980: 90). An approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning is ESP (Hutchinson & Waters 1987: 19), and one of sub-branches of ESP is Tourism and Convention English. Korean university students encounter global citizens of a wide variety of socio-cultural backgrounds, and consider their proficiency in English as a key to their social moves and career success. This paper explores peripherality and centrality of world Englishes in ESP, Tourism and Convention English Capstone Design classroom. This paper discusses how to expand horizons of world Englishes by utilizing various multimedia resources, and how to empower English non-native speaker’s global awareness and intercultural communicative competence. This study confirms that not only educational goals and changing needs of learners, but also peripherality and centrality of world Englishes need to be incorporated in the ESP Capstone Design course design and development.

Tsantila, Natasha (Hellenic Open University/The American College of Greece, Greece) & Loprierore, Lucilla (Roma Tre University, Italy)

A WE perspective on listening activities from classrooms in the periphery

The new emerging lingua-cultural and migratory realities, latest developments and research in WEs and ELT call for ELT practitioners’ reflection upon and reconsideration of their hitherto instructional practices according to their specific contexts. A central part of these practices is connected to adapting class materials which portray interactions among speakers of English from diverse settings. Listening, in particular, closely connected with intelligibility and effective communication, is a crucial component in this process. Hence, teachers need to carefully monitor both the listening input selection and the design of activities which expose learners to authentic discourse and enable them to develop a deeper appreciation of the function of English as an effective means of cross-cultural communication. This paper addresses the above need in three ways. Focusing on the notion of authenticity, we first developed criteria according to which listening inputs and tasks would better echo aspects of WEs from
contexts reflecting both the centre and the periphery. These criteria are used to describe different facets of authentic input selection and task design. Secondly, collaborating with ELT teachers from geographically diverse Greek and Italian schools, we applied these criteria when critically appreciating listening inputs and tasks in EFL course-books used in the above contexts. Thirdly, working closely with teachers, we adapted listening inputs and tasks, monitoring their implementation. In this presentation, we report findings from student questionnaires and practitioners’ feedback, received through interviews and reflective narratives, on the implementation of modifications as well as their ongoing process of reflection, self-discovery and development.

Van Olmen, Daniel (Lancaster University, UK)

Adverbs of weak epistemic possibility in world Englishes

Modality is a well-studied phenomenon for world Englishes. The research has, however, primarily focused on verbs and particularly (quasi-)modals of necessity (Collins 2009, Noël et al. 2014, Mair 2015). Little attention has been paid to non-verbal markers of modality. This paper aims to be a first step toward filling the gap, by examining Huddleston & Pullum’s (2002: 768) adverbs of weak epistemic possibility – maybe, perhaps, possibly and conceivably – in British, Indian, Irish, Hong Kong and Singapore English. The data comes from the dialogues in the International Corpora of English and is analyzed – following Suzuki’s (2015, 2018) research – in terms of (i) frequency, (ii) clause-initial/medial/final position, (iii) (non-)cooccurrence with modal verbs and (iv) (non-)cooccurrence with first and second person pronouns. One of the initial results is that BE shares its preference for maybe to perhaps only with InE. Maybe eclipses perhaps everywhere else. InE is also the sole variety in which the set of modal adverbs occurs less often than in BE. The adverbs are particularly frequent in HE and SE. The explanation for these facts may lie in a cross-linguistic tendency to convey epistemic possibility non-verbally (van der Auwera & Ammann 2013) and/or an L2 penchant for ad-verbs to express epistemicity because of their explicitness (Salsbury & Bardovi-Harlig 2000). A final preliminary result is that maybe and perhaps have more pragmatic uses in BE and IrE than in the other varieties, as indicated by their frequent clause-initial/final position and cooccurrence with I, we or you.

Van Rooy, Bertus (North-West University, South Africa)

Are we done with world Englishes, or has it still something to say?

Recent developments in the study of English across the world potentially point to the conclusion that world Englishes paradigm has run its course and has little more to say. Some developments, such as Schneider’s (2007) dynamic model, are still compatible with the foundations of world Englishes and can be interpreted as refinements and improvements of the paradigm. Other developments call into question whether world Englishes can continue to offer valuable insights though. Two major challenges are identified and teased apart in this presentation: the challenge posed by a changing world of transnationalism (or globalisation or superdiversity – see Blommaert 2010, Buschfeld et al. 2018, Schneider 2014), which questions whether a concept of a national variety of English, or any variety that is construed in geographic terms has continued validity; and the ontological challenge of construing a named language (Seargeant & Tagg 2011), challenging whether a set of linguistic practices can be called ‘English’ in order to describe those practices and understand how innovation and diffusion of new linguistic forms (akin to Kachru’s notion of indigenisation) take place. The nature of each challenge is identified, before returning to foundational concepts in world Englishes to establish to what extent the challenge can(not) be met, and to what extent the paradigm has to be adjusted, or more fundamentally be redefined, in order to offer a fruitful conceptual framework for the understanding of
English in the complex world characterised by the identified challenges. If there still are world Englishes to speak of.

**Westphal, Michael (WWU Münster, Germany)**

**Question tags across Englishes and text types: A corpus-pragmatic analysis**

The International Corpus of English (ICE) with its many national components, diverse text types, and large spoken part is an excellent tool to analyze variation between and within world Englishes on several levels of linguistic variation (Greenbaum & Nelson 1996). However, most ICE-based research has focused on morpho-syntax (Hundt & Gut 2012), while there are only some phonetic studies (Rosenfelder 2009), and hardly any investigations on pragmatic variation (Aijmer 2013). Furthermore, most cross-variety comparisons either pool text types together or merely use face-to-face conversations (Hundt & Gut 2012). This corpus-pragmatic study (Aijmer & Rühlemann 2015) investigates the use of question tags (QT) as one set of discourse markers in three New Englishes (Trinidadian, Philippine, Nigerian English) through the three respective ICE corpora. I investigate both variant and invariant QTs in these varieties and across four text types: conversations, phonecalls, classroom lessons, and legal cross-examinations. The analysis shows that all three varieties prefer invariant to variant QTs in all text types. There are certain variety-exclusive invariant QT forms (e.g. Tagalog tags in Philippine English), but the majority of QT forms (e.g. right, you know, eh, or OK), are shared. Text type influences the overall frequency of QTs, the distribution of forms, and the pragmatic function in similar ways across the varieties. This pragmatic and context-sensitive perspective shows the internal variability of New Englishes, combines an analysis of form and function, and has the strength to pinpoint similarities and differences across World Englishes in close detail.

**Wilson, Guyanne (Ruhr University Bochum, Germany)**

**Agreement with collective nouns in Caribbean Englishes**

English collective nouns such as government exhibit both singular and plural agreement. Typically, singular agreement is associated with American English, and plural agreement with British English. Hundt (2006) finds differences in collective agreement between Singaporean and Philippine English, and between these varieties and inner circle Englishes. She further reports differences between spoken and written registers in both Southeast Asian varieties. Otherwise, this variable is widely overlooked in studies of Outer Circle Englishes. This paper investigates grammatical and pronominal agreement with collective nouns in Grenadian, Trinidadian, and Jamaican Englishes. It uses the Jamaican and Trinidad and Tobago components of the ICE corpus, and a 250,000-word Grenadian English corpus to look at agreement with 32 different collective nouns. By comparing the Caribbean varieties to one another and to Inner Circle Englishes, it interrogates the relationship between peripheral and central varieties by examining whether the Caribbean varieties align more with historically dominant British English, or with increasingly influential American English. Furthermore, it considers how Caribbean Englishes compare to other Outer Circle varieties. Initial results suggest that, for grammatical agreement, Caribbean Englishes use more singular agreement, though whether this is due to alignment with American English or substratal influence from Creoles is unclear. Pronominal agreement, however, shows mixed singular and plural agreement. The paper goes on to examine whether stylistic differences between spoken and written registers exist, and the influence of specific lexical items on the use of singular or plural agreement.
Wilson, Guyanne (Ruhr University Bochum, Germany) & Westphal, Michael (WWU Münster, Germany)

New Englishes new methods: Language attitude research on Caribbean Englishes

Language attitude research is crucial for a deeper understanding of New Englishes, as it illustrates the users' perspective on language use. The most commonly used attitude research methods have their origin in Western contexts and are transferred to non-Western New Englishes contexts. In this paper, we problematize this methodological bias and illustrate new approaches by presenting findings from two language attitude studies on Caribbean Englishes. Conceptual variety labels are widely used for language attitude research on New Englishes (Kiko & Muthwii 2003; Bernaisch 2012), but they are problematic because they present acontexual idealizations incapable of capturing local variability (Coupland & Bishop 2007: 84). Informants might also understand these labels very differently from intended by the researcher. In a study on the perception of variation in Standard English in Jamaican newscasts (Westphal 2017), we show the benefits of using authentic source material that captures fine-grained variability and the informants' context-sensitive attitudes. Written questionnaires are the mostly widely used data collection tool but exclude many informant groups who are not familiar with filling out complex questionnaires. Thus, language attitude studies on New Englishes have most commonly relied on convenience samples of university students. In a language attitude study on linguistic variation in Trinidadian choral singing (Wilson 2014), we show the benefits of using semi-structured interviews. Such interviews are capable of including a wider range of informants and showing linguistic complexities from the users' point of view. Both studies show the benefits of mixed methods approaches in language attitude research on New Englishes.

Yeh, Aiden (Wenzao Ursuline University of Languages, China)

The intelligibility of Taiwanese English using web-based automatic speech recognition software

This paper deals with the intelligibility of Taiwan English (TE) using automatic speech recognition (ASR) online programs when running a speech to text transcription. In Kachru’s (1985, 1992) circles of world Englishes, TE is located on the periphery, and according to Chung (2006), it has a unique set of lexicon, phonetic, and grammatical features that are common among Taiwanese students (Chang, 1991; Gao, 1995; Yang, 2012). Chung argues that in TE certain words are frequently ‘mispronounced, confused, or merged in Taiwan English’ (p. 1). However, there appears to be a gap in research that looks into the intelligibility of TE using ASR. Using online speech-to-text recognition software, audio recordings of Taiwanese university students were uploaded for automatic orthographic transcription that uses voice recognition algorithms. While the algorithms do not produce foolproof transcriptions, the system is accurate enough to help users pick out which passages were transcribed incorrectly. The initial findings suggest that TE viewed as a peripheral variety of English consists of sub-varieties bordering from basilect, which is perceived to be less prestigious, to the cultivated/educated acrolect form which is closer to the standard American English (SAE). The (in)accuracy of the ASR transcription gave the students the opportunity to reflect on their English pronunciation and to consider how intelligible and comprehensible they sound. A general consensus was that instead of aiming to mimic SAE, they now strive ‘to own’ their English as part of their Taiwanese identity, and to embrace this localized variety of English as a new norm.
Namibian English(es) on YouTube

English, despite its limited history within the country, gained significant ground in Namibia over the last 30 years, which has become evident through recent quantitative and qualitative research on English in Namibia (Buschfeld & Kautzsch 2014; Kautzsch & Schröder 2016, Stell 2016). This research also suggests that English is moving from foreign to second language status with nativization being observable on several linguistic levels. Additionally, in Namibia’s urban center, the former Afrikaans-dominated diglossic situation is progressively changing towards a ‘triglossic pattern dominated by English’ (Stell 2016: 326). What could complement this traditional picture, and is missing thus far, is a digital perspective: Young Namibians use online social media services in all their facets, including content creation on the video-sharing platform YouTube. Since the audience of these channels transcends national and ethnic boundaries, this data could shed light on general questions of Namibian sociolinguistic standards and identities as well as details of the role and features of English in Namibia. The majority of Namibian YouTubers use English for their broadcasts from the periphery and almost exclusively produce natural videos, according to the typology proposed by Schneider (2016), which renders this digital content a valuable yet largely unexplored resource in the world Englishes context. The present paper aims to address this methodological gap by using a corpus consisting of five hours of YouTube data to scrutinize recent hypotheses on the status and features of Namibian English, focusing on phonological aspects such as splits in the lexical sets NURSE and KIT as well as mergers of the DRESS, TRAP, and NURSE vowels (Kautzsch et al. 2017).
English-Medium Instruction (EMI) in South Korean higher education

In recent years, a number of universities in South Korea have made efforts to introduce and promote the use of English-medium instruction (EMI) in leading institutions in the nation. In part, this has been motivated by the government policy of internationalizing South Korean higher education, and improving the performance of their universities in international rankings. This initiative has produced varying responses, with a number of commentators focusing on the difficulties faced by both teachers and students. The present study reports on the experiences and attitudes of South Korean students to EMI education at four leading universities in South Korea. In this research, we employed a mixed-method approach including surveys and semi-structured interviews with in English-medium programs at the universities in question. The findings suggest that although some students find certain aspects of EMI education problematic, the attitudes of the majority of students at these universities to English-medium instruction was surprisingly positive, given the plethora of earlier research focusing on the difficulties and disadvantages of EMI in the Korean context.

English in the linguistic landscape of Kazakhstan

Linguistic diversity has always been a usual phenomenon in Kazakhstan due to a complex ethnolinguistic situation leftover from the Soviet period. Demographically and communicatively unequal languages of ethnic groups create the unique ethnolinguistic landscape of the state and reflect the multi-faceted history of different groups who migrated to Kazakhstan over the course of history. In the modern period in Kazakhstan, multilingualism has become the trend with Kazakh as the only official language, Russian widely used as a language of interethic communication, and English recently gaining growing popularity in the country. Proficiency in these three languages (see Cultural project ‘Trinity of Language’ 2007) is considered to be an integral component of personal and professional development of a person and has become one of the priorities of the state multilingual education policy (cf, Roadmap for the Development of Trilingual Education for 2015-2020). However, among the Kazakhstani people there still are some concerns regarding the role of English, along with Kazakh and Russian in the development of linguistic balance in Kazakhstan. In this paper, a survey questionnaire and a set of semi-structured interviews with Kazakhstani citizens from different types of social groups were conducted to identify a real usage of Kazakh, Russian, and English in a variety of settings, as well as challenges and prospects associated with their usage. The tension between the necessity of finding the most progressive and optimal solutions to succeed in the contemporary world community and the desire to maintain and develop the state language in Kazakhstan context is of central importance in understanding current language policy in Kazakhstan.
English in Kazakhstan’s tertiary education

The entry of the Republic of Kazakhstan into the world community as well as the influence of political, economic, social, and cultural globalization on communication requires a determination of the role and place of English in social-communicative space of the country, and the complex development of its functioning in different spheres. As the part of the Expanding Circle in the Kachruvian concentric circles model, English has no official status in Kazakhstan. However, there has been dynamic development of English in Kazakhstan after the collapse of the Soviet Union, which, in turn, has affected all spheres of life. The educational sphere of Kazakhstan has also been changed significantly owing to general trends in the world. One of the priority directions of language policy in Kazakhstan is the overall development of the English language, and broadening the sphere of its functioning. This can be illustrated by the project ‘Trinity of Languages,’ which was introduced by the Government of Kazakhstan in 2007, and within which English has been assigned a special status as the language of integration into the global economy. The paper presents research on the analysis of modern state of English in the educational space of Kazakhstan. The study examines the place, role and peculiarities of the functioning of English in the higher educational system. The participants in the research are Kazakh-speaking students and teachers of four Kazakhstani universities. Based on the overall findings of the study some recommendations for future studies and solutions are discussed.

Domains of language use by English language learners and educators in a Ghanaian metropolis

In an unpublished questionnaire study of use of English in Ghana, insight was gained about English language learners’ forms of input and target of emulation. Additional insight from the study relates to domains of language use by the ELLs and educators in that study. Both groups of subjects, the ELLs and the educators, appear to ascribe complementary roles for the languages in their linguistic repertoire: English is used for the public sphere of life and the indigenous languages for the personal sphere of life. The presentation will discuss the findings of the study with respect to domains of use of language at the interpersonal level. Moreover, implications for language planning and world Englishes’ research will be explored.

Outer and Inner Circle rhetoric specificity in political discourse

The current study seeks to explore the distinctive linguistic patterns in selected political discourse drawn from outer circle (Cameroon and Ghana) and inner circle (USA and South Africa) varieties (Kachru 1991;
Crystal 2003; Schneider 2007), using a corpus-based approach. The chief hypothesis which underpins the study is predicated on the assumption that certain linguistic forms or patterns will be entrenched within specific varieties, at least on a relative scale. If such a hypothesis turns out to be true, then this is likely going to bring more cognitive insights on the nature of variation across various varieties of English. To this effect, the study relies on mainstream theories of frame semantics (Fillmore 1976; Fillmore and Baker 2010) and conceptual metaphor (Lakoff and Johnson 1980; Charteris-Black 2004; Kövecses 2006, 2010). Based on these theories, the study draws on FrameNet (Ruppenhofer et al 2016), an online lexicon of over 13000-word senses (https://framenet.icsi.berkeley.edu/), in conjunction with MetaNet (Dodge et al 2015), an online repository of formalised conceptual metaphors (https://metaphor.icsi.berkeley.edu/pub/en/), to explore two linguistic units of analysis, viz; pronouns and metaphoric expressions. The method used for the identification and analysis of these linguistic units combines semi-automatic deep semantic parsing techniques with corpus-based methods of information extraction in large-scale corpora.

Bayyurt, Yasemin (Bogazici University, Turkey), İnal, Dilek (Istanbul University-Cerrahpaşa, Turkey) & Bektaş-Yüksel, Sezen (Bogazici University, Turkey)

Changing linguistic landscapes and the need for an ENRICHed WE/ELF-aware pedagogy in Turkey

Saraceni (2017) marks that one area towards which the field of world Englishes has recently broadened its scope of research is that of urban linguistic landscapes exhibiting language hybridity. Turkey is a country in the Expanding Circle, in the periphery of the English-speaking Europe, where such linguistic landscapes have become fascinating to linguists. This is not only because the setting has become multilingual as never experienced before, but also the communicative practices have dynamically changed. The influx of immigrants has created a sociolinguistic milieu where English has been repositioned, merging into and enlarging the available semiotic resources of interlocutors. Established as the primary foreign language in the Turkish setting, English has now become a translingual and transcultural tool, stripped of its 'foreignness'. This presentation aims to explore how diversity brought about by globalization and migration has generated an interesting mix of languages, scripts and modalities led by English in the Turkish context by reporting the preliminary findings of an Erasmus+ project entitled 'ENRICH: English as a Lingua Franca Practices for Inclusive Multilingual Classrooms’ (Project number: 2018-1-EL01-KA201-047894). The data collected from wall signs, shops names, shop signs, commercials, and other written documents in the streets of various districts in Istanbul indicate an interplay of Turkish, English and Arabic, and a sociolinguistic analysis reveals practices of code-switching and translanguaging. The pedagogical implications highlight the importance of promoting a WE/ELF-aware English language teaching through a framework that considers both the plurilingual view of English and the entailing sociolinguistic processes.

Bergh, Gunnar & Ohlander, Sölve (University of Gothenburg, Sweden)

A special kind of world English: Football language as a global lingua franca

The notion of world Englishes is not static. While Kachru’s well-known three-circle model captures the diffusion of English as a native, second and foreign language, there is also a need to discuss special languages in a global context. This paper addresses two interrelated aspects of what is arguably the world’s most widespread special language: football English. Football and English represent two early
waves of globalization – two massive cultural exports from the British Isles. In virtually all languages, the special language used in communication about football, the world’s most popular game, derives primarily from English, as witness their adoption of loanwords (Bergh & Ohlander 2017). It is therefore of interest to consider in more depth the influence of English on international football vocabulary. Our study shows that while both direct loans (offside) and loan translations (German abseits) are common, there is considerable variation between the 16 European languages investigated. Further, football cuts across barriers related to language, ethnicity and culture (Giulianotti 1999). A parallelism is discernible between the early social history of British football and the potential of today’s football and football language to bridge sociocultural and linguistic gaps, promoting integration between people in 'superdiverse' environments in Britain and elsewhere (Bergh & Ohlander 2018). Thus, the ‘imagined community’ (Anderson 1983) of people interested in football may transcend societal divisions, creating a sense of shared identity. In this, we argue, football language is instrumental, as evidenced by the game’s role in providing opportunities for translingual interaction, facilitated by even a limited familiarity with English football language.

Bibi, Ayesha (University of AJ&K, Muzaffarabad, Pakistan)

Problems in learning English at intermediate level in Pakistan: A case of District Hattain, AJK

No one can argue about the firm position of English as a communicative language. It is enjoying the status of medium of instruction as well as compulsory subject in all provinces of Pakistan including AJK. But there are various difficulties in learning English as an L2. The failure rate of learners is terribly increasing. The current study is an effort to probe into the alarming situation that has been conducted in one of the female colleges of public sector of District Hattain, AJK. The present study profoundly examines the problems confronted by the intermediate students in learning English. One out of three public sector colleges of district Hattain has been selected to get genuine and reasonable data in this connection. The study has inspected the position of English in the presence of Urdu, Hindko and Kashmiri, the native languages of learners. Numerous causes have been specified that are accountable for creating hindrances in learning English. Results indicate that learners of the context wish to learn English but several aspects stand on their way of development that need to be eliminated for the better future of English language. The complex educational policies, the bias attitude towards English, the behavior of parents and teachers, the unavailability of contemporary teaching technology to the public sector, the dearth of English teachers particularly in the farthest located colleges, the examination system, lack of teaching training and the disadvantaged place of teachers are the main factors that are creating difficulties in learning English.

Blair, Andrew (University of Sussex, UK)

Competence and norms in English language pedagogy

‘Competence’ and ‘norms’ are arguably loaded and contested concepts, whose definition and relevance for language learners and teachers are challenged by the social realities of multilingual communication. In world English terms, constructs such as ‘centre’, ‘periphery’ and ‘normativity’ can also create tensions for pedagogy and teacher education; attitudes towards language standards, models, variability and change can affect professional identities and priorities. As one teacher participant in this study claimed: ‘it’s a perspective shift, an ideology... it’s like challenging racism’. What
does it mean today to learn and use English globally and locally, and how can teachers support students in achieving their functional goals? How are the needs of effective lingua franca or intercultural communicators addressed in pedagogical approaches? What are the roles of ‘native-speaker’ intuition and norms, expertise, confidence and experience in teaching or learning a ‘global language’? What, in practice and in context, can teachers do to enhance their own pedagogy, and the skills of their learners as English-using multilinguals? As part of their continuing professional development, and arguably initial training, teachers should be aware of these questions, and reflect on how best to respond. This paper discusses issues emerging from an approach to English language teacher education which is aimed at developing both awareness and application of different sociolinguistic and pedagogic perspectives, potential future research directions and implications. Findings are presented from a continuing study of experienced practitioners, exploring how beliefs and practice can be influenced by engaging with complex and sometimes challenging ideas, based on these central but shifting constructs of ‘competence’ and ‘norms’.

**Brato, Thorsten (University of Regensburg, Germany)**

**The vowel system of Botswanan English**

Structural features of Botswanan English (BWE) have so far received very little attention in the context of world Englishes research, but see Letsholo (1995) – an unpublished MLitt thesis – for an auditory analysis of the vowel system. The current study picks up on these findings and presents an acoustic-phonetic description of the vowel system of BWE based on the analysis of approx. 6,600 tokens of the speech of 15 (6F/9M) university students and recent graduates. The data was subjected to DARLA (Reddy & Stanford 2015) for automatic segmentation and formant extraction. As DARLA uses the North American vowel labels, the data was converted to lexical sets prior to further analyses. All results are reported for Lobanov-normalised vowels. The paper provides a first overview of the acoustics of the BWE vowel system. In addition, using Pillai scores, Bhattacharyya’s affinity and contour maps along with more traditional vowel plots, it challenges the assumption that most African Englishes operate mainly on a basic five-monophthong system /i ɛ a ɔ u/ (Mesthrie 2004). In the context of this study there is ample support for assuming a more complex system in BWE. The findings show an ongoing split in kit/fleece, and potentially in dress/nurse. They also provide evidence for lexically conditioned variation in the bath set. face, square, goat and cure show a diphthongal offglide, while near should be considered fully diphthongal. The results are discussed against the background of other (Southern) African varieties. The paper is rounded off with a brief discussion of using DARLA in the context of an African variety of English.

**Brato, Thorsten (University of Regensburg, Germany), Meer, Philipp & Matute Flores, José A. (University of Münster, Germany)**

**The study of vowels in New Englishes: A comparison of different methods**

Recent advancements in the (semi-)automatic segmentation and formant analysis of vowels using tools like FAVE, DARLA or WebMAUS allow for larger-scale analyses of vowel data. Both FAVE and DARLA are solely based on American English speech models, WebMaus in addition includes models for British, Scottish, Australian and New Zealand Englishes. As none of the tools is calibrated to work with data from African, Asian or Caribbean Englishes, it is not clear how well they perform in segmenting and analysing vowels from these varieties. This paper compares three automatic methods for vowel formant extraction.
against manual measurements of vowels of Trinidadian English as a baseline. In total, about 1,800 vowel tokens from 13 speakers of different age ranges and from three styles were analysed. Euclidean distances to the manual baselines for F1 and F2 at 20%, 50%, 80% were calculated for the automatic prediction methods across all conditions and compared using mixed-design ANOVAs. The results show that all methods perform significantly better than default formant parameters often used in speech analysis packages, and that a Bayesian formant tracker calibrated with American (US-FAVE) and Trinidadian English (TRINI-FAVE) generally provides better results than an automatic procedure that optimizes formant ceilings on a vowel- and speaker-specific level. TRINI-FAVE measures vowels characteristic of Trinidadian English most accurately. Sociophonetic studies of vowels in New Englishes can benefit from these methods.

Cavalheiro, Lili (University of Lisbon/ULICES, Portugal), Guerra, Luís (University of Évora/ULICES, Portugal) & Pereira, Ricardo (Polytechnic Institute of Leiria/ULICES, Portugal)

Portuguese students’ and teachers’ perceptions and practices in multilingual classrooms

The prevalent use of English worldwide in a variety of domains has contributed to its status of an international language or even lingua franca. Its use is no longer circumscribed to the centrality of the Inner circle context with native speakers of the language, but has transcended to peripheral settings, characterized for their fluidity, where native and non-native users of the language interact in a variety of situations. This talk will discuss the findings of an Erasmus+ project entitled ENRICH (English as a Lingua Franca Practices for Inclusive Multilingual Classrooms), which aims at assessing English language teachers’ and students’ perceptions of teaching and learning English, in general, and in multilingual contexts, in particular, focusing on the possible diverse linguistic and cultural classroom practices. This project collected data through questionnaires targeting English language teachers and secondary school students from five countries (Portugal, Italy, Greece, Norway and Turkey) of the Expanding circle, however, this talk will only focus on the data from the Portuguese context. The results highlight Portuguese teachers’ awareness of the global role of English in its linguistic and cultural diversity and the consequences to their teaching practices; and secondly, Portuguese secondary education learners’ views of English as a lingua franca (ELF) as well as their motivations to learn and use the language in and outside the classroom. The ultimate goal of this project is to allow teachers to exploit the benefits of an ELF/world Englishes-approach in adopting inclusive pedagogical practices in multilingual classrooms.

Chung, Bohyon (Hanbat National University, South Korea) & Bong, Hyun-Kyung Miki (Shinshu University, Japan)

What will learning/teaching world-English(es) be like in the future?

What is learning/teaching world-English(es) like for the so-called smartphone generation? For the smartphone generation (i.e. iGeneration), it is so common to communicate with AI (Artificial Intelligence): e.g. iGeneration: Hey Siri! What time is it now? AI: It’s nineteen oh eight. Instead of travel guide books, they travel abroad with their mobile device, a very private personal tour guide. We have formulated research questions on the effects of implementing AI such personal assistant applications as Google Assistant or Apple’s Siri in English education: (1) whether the smartphone generation’s strong affinity with AI facilitates learning of English language, and (2) whether the acquisition of speaking
(production) skills is interrelated with that of listening (perception) skills. A quasi-longitudinal experimental study has been carried out with Korean-speaking undergraduates sampled as the smartphone generation. Sixty-four Korean undergraduates participated, being divided into three groups: two experimental groups who used AI to practice speaking/pronunciation (production) for thirty-minute every two weeks for eight weeks in total, and a control group (N = 14) without implementing AI in class. Equivalent listening (perception) tests (pre and post) including one hundred minimal pairs were administered ten weeks apart. The results show that the two experimental groups using AI performed better than the control group in the post-listening test scores and the former showed statistically significant improvement in listening skills (test scores) while the latter did not show any considerable enhancement. In addition, of one hundred minimal pairs, thirty items showed significant increases from pretest and each of their core features aligned with those practiced with AI. We conclude that incorporating AI into English education facilitates the acquisition of English listening skills, suggesting an affirmative answer to questions (1) and (2), discussing implications for world-Englishes pedagogy for the iGeneration and making predictions about what English communication will be like in the future. [Poster]

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

Exploring the alchemy of English via the language portraits of multilingual South African students

The growing importance and esteem of English as a language used in many local and global communities are undisputed. The increasing power of English when used as a local and global language was described by Kachru as a form of ‘alchemy’. This metaphor captures the unshakable view by the users of different varieties of English that knowledge and competence of the language will transform and/or reincarnate its user. There is evidence that the multilingualism of urban South Africans is maintained in the presence of prestigious English. Indigenous languages remain important indicators of cultural identity, often perform lingua franca functions in the community and at the workplace and are used in various forms in education and entertainment. Evidence from a long-term language repertoire survey among urban South African students indicate that they hold positive attitudes towards indigenous languages, English and multilingualism in general. Yet, there is no widespread evidence that these urban students are enthusiastic about expanding the role of African languages in high-status domains such as education. In this paper, the language portraits of 100 urban multilingual South African students will be analysed with a view to understand the complex attitudes towards English in these multilingual repertoires. This methodology is not often used in larger scale studies and this paper hopes to unearth new vantage points with this relatively new methodology to better explain the alchemy of English, in symbiotic existence with indigenous languages, in this Outer Circle context.

Cowie, Claire & Elliott, Zuzana (University of Edinburgh, Scotland)

Lexical set membership in contact varieties of English: BATH and TRAP in Indian English

In this study we test the BATH-TRAP contrast in a cohort of 50 English-medium educated speakers of Indian English in their early twenties, at the start of their studies at the University of Edinburgh. The group
of English-medium educated speakers of English has expanded dramatically in India in recent decades. The English target was once represented by the RP-focused ‘Educated Indian English’ with a clear BATH-TRAP contrast (Mesthrie and Bhatt 2008, Nihalani et al 2004). However, increasingly varied models of English have helped more centralised substrate-driven TRAP and BATH variants (Wiltshire and Harnsberger 2006) and AmE style fronted BATH /æ/ vowels (Hansen Edwards 2015, Tan 2016) gain wider acceptance. Membership of the BATH set is arbitrary (gas vs grass) and it is assumed that NS of a dialect with the contrast will control the set; less is known about functionally native speakers in a contact setting. Speakers were recorded producing BATH vowels in a diapix task (Baker and Hazan 2009), a word elicitation task, and two reading tasks. Overall the IndE speakers demonstrate a contrast in F2, but much less so than the SSBE control group. BATH words of lower frequency are more likely to be assigned to the TRAP space. Gender is the only social factor that play a role, with women more likely to have the contrast. We explain this with reference to divergent course choices in this particular group of international students.

Cushing, Ian (University College London, UK) & Saraceni, Mario (University of Portsmouth, UK)

Metaphors of English: A metalinguistic analysis of the spread, reach and life of English

Language is a very complex social practice and is hence often described using metaphor. This is especially true for English, given its extraordinary geographical reach and the consequent increase in the number of its speakers over the last four hundred years. Expressions such as the spread of English, the expansion, or the transplanting of it are routinely employed to refer to this phenomenon. Braj Kachru himself called it the ‘alchemy’ of English and made extensive use of metaphor in his theorization of world Englishes throughout his work (see, e.g. Kachru, 2001). Also, when the global spread of English is seen negatively, English is accordingly described as a killer, a Hydra and the like. The use of metaphor in conceptualizations of English has been discussed by Eggington (1997) and Yajun (2002), who have proposed taxonomies of metaphors and their implications for language planning and pedagogy respectively. Given that metaphors are deemed to have ideological potential (e.g. Musolff 2016), the question we address in this paper is how the pervasiveness of very deep-rooted and well-established metaphorical representations of English, both in academic and popular texts, are central to specific ideological stances and may be exploited in order to advance particular agendas. As a sub-question, we explore whether common representations of English in academic texts may lend themselves to ideological exploitations. Our discussion is based on a systematic extraction and analysis of metaphor using the Metaphor Identification Procedure (Pragglejaz Group 2007), in texts ranging from academic papers to readers’ comments posted online, representing different perspectives and beliefs towards English. These are texts by Braj Kachru, Robert Phillipson, David Crystal, a document by the British Council, a ‘long read’ article in the Guardian newspaper, and comments below the line about a Daily Mail article on the ownership of English.

D’Angelo, James (Chukyo University, Japan) & Ike, Saya (Sugiyama Jogakuen University, Japan)

English in Japan: The applicability of the ELF model
The model of Extra-and Intra-territorial Forces (EIF model)—proposed by Buschfeld and Kautzsch (2016)—attempts to re-conceptualize the 5-phase dynamic model (Schneider, 2007) by including both post-colonial Englishes (PCEs) and non-post-colonial Englishes (non-PCEs), enabling world Englishes theory to more accurately reflect today’s complex global sociolinguistic environment. The paper builds on our presentation at the 23rd IAWE Conference, as expressed in an upcoming book chapter (Ike & D’Angelo forthcoming). The paper will present the case study of English in Japan in relation to the five Extra-territorial and five Intra-territorial forces proposed in the EIF model. The review of the historical context indicates that the first phase is clearly traceable. The analysis of the second phase, where Japanese English currently seems to be situated, suggests that gestation/incubation period is less important, whereas sociolinguistic forces such as language policy, attitudes and globalization play a much larger role in the variety development. The paper discusses the potential third and fourth phases of the EIL vis-a-vis Japan. It is argued that, while the EIF model works well in non-PCE settings, the variety development remains quite different to that in the PCE settings, and multiple models including English as a Lingua Franca (ELF) need to be taken into account in viewing the present and the future of English in the Expanding Circle. The authors conclude by outlining areas of the EIF model which need further elaboration, and propose their own preliminary enhancements to the model.

Degani, Marta (University of Verona, Italy/ University of Klagenfurt, Austria) & Onysko, Alexander (University of Klagenfurt, Austria)

From Māori English to Aotearoa English

Among Englishes in New Zealand, the variety called Māori English has remained difficult to define. Thus, Holmes (2005: 93) argues that Māori English relates to Pākehā (i.e. New Zealand European) English on a continuum from colloquial to Standard New Zealand English. Similarly, when discussing Englishes in New Zealand, Bell (2000: 222) points out that ‘few if any features are likely to be unique to Maori English’. At the same time, previous research has discussed phonological differences of Māori English such as devoicing of final /z/ (Holmes 1996; Maclagan, King, and Jones 2003), the occurrence of unaspirated /t/ (Holmes 1997; Bell 2000), a less centralized KIT vowel (Bell 2000; Warren and Bauer 2004), the fronting of back vowels (Bell 2000), a more syllable-timed rhythm (Holmes and Ainsworth 1996; Warren 1998; Szakay 2008), and the use of the pragmatic device of high rising terminals (Allan 1990; Britain 1992; Szakay 2008). To add to that, King (1995, 1999) has reported a more frequent occurrence of Māori terms and the function of Māori English as a marker of ethnic identity (also cf. D’Arcy’s 2010 description of Māori English as an ethnolinguistic repertoire). Based on data from a story-telling task performed by Māori and non-Māori participants, our research adds a new facet to the discussion of Māori vs. New Zealand English. Taking the expression of culturally specific contents as a point of departure, the mention of Māori knowledge, concepts, and ways of thinking calls for a reconceptualization of Māori English into Aotearoa English, the English that draws on a New Zealand indigenous cultural view of the world. Our talk will exemplify Aotearoa English by discussing semantic and conceptual differences between stories following from Māori and non-Māori thinking.

Deneire, Marc (University of Lorraine, France)

ELT in France: Serving cultural, social, and educational Jacobinism
This paper will show how English is used as part of a selective process in secondary and higher education in France, thereby contributing to social reproduction and even exacerbating the difference between the elite and the rest of the population, between the cultural, social, and educational center, and the periphery. Sociologists (Boudon, Bourdieu) have long demonstrated that the French educational system is based more on selection than on education for all. They have further highlighted the role of the linguistic norm as both the only authorized language and the language of authority in that selective process. My argument in this paper is that English is often perceived as a new norm (in the sense of ‘normal’ and ‘normative’) in the internationalization of higher education and in globalization. Therefore, it is not surprising to see that the French Grandes Ecoles invest heavily in internationalizing their staff and their students, favoring education in English in the process. Conversely, because have a different student population, a much lower budget, and a predominantly national staff, they are increasingly perceived as the local end of glocalization and uncompetitive on the international market. To verify these hypotheses, I will first describe the use of English in the selection process in secondary and higher education. Further, I will conduct a survey among undergraduate students (licence), master’s students and staff in the Grandes Ecoles, in engineering schools, and in science, social sciences and humanities departments in universities. I hope that these results will also be instrumental in comparing the penetration of English in French higher education with that of other countries.

Ehrenreich, Susanne; Boveleth, Judith; Hesper, Sabrina; Klammer, Marie-Sophie & Stache, Hinrika (TU Dortmund, Germany)

Introducing students to the world of EIL and ELF: IAWE 2019 as part of teacher education and professional development

In this presentation we report on an innovative university course in ELT at a German university that aims to encourage students to use academic conferences as a resource for their future professional development. In this course students are first introduced to English as an International Language (EIL) and English as a Lingua Franca (ELF) as conceptual, empirical, as well as pedagogical perspectives that more adequately represent the realities of the global spread of English today. In a next step they are familiarized with the format of academic conferences as a site of knowledge exchange and debate in its various formal and informal guises. Observation and reflection tasks as well as interview guides are prepared to foster students’ active engagement with the topics discussed at the conference and the scholars present on site. This first-hand experience of reports on how English is used in various corners in the world and of the multiplicity of pedagogical perspectives that have been developed in response to local and global contexts of use will hopefully encourage students to attend conferences such as IAWE again in the future as part of their professional development as English language teachers. Initial insights into the student experience will be provided as part of the presentation by the protagonists themselves.

Fang, Nina (Monash University, Australia)

Diverse realities in second generation migrant writing in Australia

With the transcultural flows of migrants across the globe, Inner Circle countries (Kachru, 1982) are no longer ‘monolingual’. Host to many varieties of world Englishes, Australia is one such example (Sharifian, 2009). Australian migrant communities have expanded and further developed unique varieties of English that are a blend of home and host varieties, which are in turn carried over to the next generation (Burridge, 2010). Writers from the Inner Circle have creative potential to shift trans-spatially in the choices
they make with language, across both languages and cultures, to best portray their diverse realities in writing. Data is drawn from two specific second generation migrant writers (SGMW) in Australia and their works: Benjamin Law and Randa Abdel-Fattah, and respectively, The Family Law (2010) and Does My Head Look Big In This? (2005). Through the lenses of world Englishes and Cultural Linguistics, this paper uses qualitative measures (close reading and semi-structured interviews) to examine how the selected writers portray their cultural realities. The results of a close reading of their texts show that linguistic strategies used by the writer (e.g. terms of address, cultural references and inferences to cultural conceptualisations, and humour) are used to play with and offset dominating discourses of race and cultural expectations within the writers’ sociocultural realities. The results of the interviews highlights the writers’ relationship with the English language, their ‘blended’ world as cultural ‘insider-outsiders’ living in a central English dominant country, and how it influences their language choices.

Farrell, Angela (University of Limerick, Ireland)

The varieties of English used as implicit target models in the EFL classroom in Ireland

Against the backdrop of the shift towards world Englishes and on-going challenges to the Anglo-American target model status quo in the English language teaching world (ELT), this paper explores the varieties of English used by teachers of English as a foreign language (EFL) from the Irish English (IrE) background in their interactions with learners in the local, classroom context. The EFL classroom in Ireland offers an intriguing sociolinguistic venue in which to explore current trends in the varieties of English used by EFL teachers, which serve as implicit target models for learners in this educational context alongside the modules explicitly taught in EFL course books. This is significant in the context given the historic, disfavoured position of IrE in the ELT world for reasons pertaining to language ideology. The research is multidisciplinary in nature and draws on complementary approaches from corpus linguistics, discourse analysis, sociolinguistics, pragmatics and second language acquisition. It seeks to address two main aims. The first is to provide an accurate, statistical account of the extent of the teachers’ use of IrE versus Standard British English (SBE) as represented by specific linguistic items, drawing on a 60,000-word corpus of English language classroom data; and the second is to explore issues pertaining to the suitability of the usages observed using more qualitative approaches. Results indicate a closer relationship between the teachers and SBE than IrE as well as evidence of variability in the extent of use of the local variety by the participating teachers. The research further uncovered a wealth of insights concerning the interactional and sociopragmatic role/s played by IrE in this discourse context. The findings can assist the development of a more finely nuanced understanding of the model of English used by teachers in an IrE context, and help to inform future directions in English language teacher education (ELTE) in Ireland and more widely.

Fors, Nils-Olov & Soames, Carole-Ann (Jönköping University, Sweden)

The academic communicative practices of international students at a Swedish university

The intensified competition for international students has led higher education institutions (HEIs) in non-English speaking countries to offer more programs using English as the medium of instruction and to recruit students from a wider range of backgrounds and abilities (Chouhada, 2017). As a result, the
localized use of English in a peripheral context is problematized: it is no longer adequate to understand the language use as a homogenous, stable practice with well-established linguistic and cultural links to a single center (e.g. Pennycook, 2010; 2012; 2016). New and fluid constellations of language use, communicative practices, and interim literacies create challenges and opportunities for students and faculty alike. In this paper, we report on a project designed to provide better training and support for international students and faculty at Swedish university programs where English is used as the medium of instruction. Following Canagarajah (2018) and Kaufhold (2018), we documented and analyzed the language use and writing practices of two groups of international students enrolled in a foundation English course and an introductory economics course. The students were asked to record their language use, and they were interviewed at the beginning and end of the study. Interviews were also conducted with the course instructors. We then compared the observed practices and the communicative and writing practices taught in preparatory and support language classes. Our preliminary analysis suggests that there are significant differences between observed practices and those imagined by traditional TESOL/ELT and EAP courses.

**Gilner, Leah (Aichi University, Japan)**

*A functional assessment of vowel systems of several varieties of world Englishes*

This presentation will review findings of functional load (FL) analyses conducted on the vowel systems of several world English varieties, namely, Canadian English, East African English, Irish English, and Jamaican English. Findings obtained from this method of analysis across various domains of linguistic inquiry have revealed that FL plays a role in conserving linguistic forms, in shaping of cognitive categories, and in processing the speech stream. This approach yields data that is becoming increasingly relevant to theorizing about relationships between language, communication, and cognition among scholars exploring the insights and potential explanatory power of functionalist, exemplar-based perspectives (Langacker, 2008; Pierrehumbert, 2012; The Five Graces Group et al., 2009; Wedel, 2012). The investigation reported here extends the scope of application to the study of world English varieties and thus provides the field with descriptive data that is currently unavailable. A discussion of the vowel systems under investigation from the perspective of vowel dispersion (Liljencrants & Lindblom, 1972; Schwartz, Boé, Vallée, & Abry, 1997), a fundamental framework in studies of linguistic typology, is also provided. Subsequently the FL results are used to add dimensionality to the typological descriptions.

**Heps, Dominik & Himmel, Marie-Christin (University of Würzburg, Germany)**

*The case of /r/ in the Philippines*

Although studies on /r/ in the standard English varieties offer fine-grained investigations of the social and structural factors that influence the realization of /r/, research on New Englishes lacks such detailed studies. Moreover, most data on /r/ in New Englishes comes from former British colonies, and deviations from the British norm particularly with regard to /r/ are often interpreted as shifting norm orientation towards American English. We address these issues by investigating the structural and social factors which influence the realization of /r/ in an American English (AE)-based variety, namely the English spoken on the Philippines. In our study, young speakers of English residing in Davao del Norte, Philippines (N = 19, 13-21 years) were recorded reading a text containing of /r/ in various structural contexts and
answered a questionnaire covering language preferences and usage, attitudinal and motivational factors to elicit their sociolinguistic profiles. Our results show that speakers deviate from the AE norm across structural contexts which follow a distributional pattern also present in standard Englishes and is furthermore guided by the influence of social factors. In particular, our analyses show that high-frequency users who resort to English as home language show less American-like realizations of /r/. We take these results to indicate the emergence of a local norm which, in contrast to other emerging varieties, lacks an orientation towards AE, suggesting that changes in New Englishes may fall out from an increase of distance to the colonial norm rather than a direct shift in norm orientation towards AE.

Hilgendorf, Suzanne (Simon Fraser University, Canada)

*Peripheries and centers, or plurality with inclusivity?*

This paper revisits the early scholarship of Larry E. Smith and Braj B. Kachru in world Englishes (WE) to consider the IAWE 2019 conference theme of Peripheries and Centers. Focusing on the social reality of English use (Kachru 1981, Hilgendorf 2015), Smith (1976, 1978, 1981) and Kachru (1965, 1966, 1983, 1985, 1990) established the foundation for the WE paradigm, with an immediate goal of recognizing the language’s plurality around the world. They challenged the prevailing tripartite conceptualization of English as a Native, Second, and Foreign Language, arguing instead for greater inclusivity by recognizing the distinct forms and functions of English use also within speech communities where the language historically had been a foreign code. In spite of its alien status, English could gain de facto range and depth of use in such contexts. One unintended consequence of focusing on plurality has been that pluralism in and of itself broaches an occasion for drawing comparisons, which can lead to hierarchies of power and privilege as well as marginalization and disadvantage. At this stage, WE studies must go beyond simply recognizing plurality to more explicitly address center-periphery dynamics between varieties in all Three Circles (Hilgendorf 2018). An accompanying stronger commitment to inclusivity is necessary, something Smith and Kachru indeed demonstrated in practice when establishing and overseeing the IAWE (Hilgendorf subm.). In focusing on plurality with inclusivity, WE studies can better ensure all voices are recognized and not ignored, heard instead of silenced, and engaged with rather than marginalized (Hilgendorf 2018).

Hino, Nobuyuki (Osaka University, Japan) & Oda, Setsuko Kinjo (Gakuin University, Japan)

*Struggling with the peripherality of the Expanding Circle toward equality*

This paper discusses what efforts may be made to overcome the peripheral status of varieties of English in the Expanding Circle, vis-à-vis the other two circles, toward equality among users of world Englishes. The concept of world Englishes (Kachru, 1985), with the three-circle paradigm as its central tenet, has dramatically deconstructed the prevalent belief in the supremacy of conventional native speaker English. However, as was pointed out as a concern over three decades ago by Hino (1987), while the status of Englishes in the Outer Circle as endonormative varieties has been significantly raised by the world Englishes paradigm, Englishes in the Expanding Circle as exonormative varieties have been largely left behind, though by no means left out. In fact, when original English produced by the Outer Circle is accepted as legitimate, unique English invented by the Expanding Circle tends to be regarded as erroneous. Various viewpoints relevant to the future prospects of Englishes in the Expanding Circle have now been proposed, with useful implications for struggling with their peripherality. For example, some
theories de-emphasize the notion of ‘variety’ itself, especially as to nationally-defined varieties, which include a range of perspectives from Seidlhofer (2011) to Schneider (2014). In Japan, on the other hand, the development of Japanese English as an Expanding Circle variety has been discussed, also encompassing varied standpoints from Hino (2012) to Ike (2014). After examining these differing positions, the present paper proposes the need for an eclectic and integrative approach toward egalitarianism among all users of world Englishes.

İnal, Dilek (Istanbul University-Cerrahpaşa, Turkey); Kerestecioğlu, Feza (Kadir Has University, Turkey); Bayyurt, Yasemin (Bogazici University, Turkey) & Akıncioğlu, Mustafa (Cambridge University Press)

Problematizing EMI programs in Turkish higher education

Located in the Expanding Circle, Turkey is among countries where English is enthroned in the educational context with an increasing number of English medium instruction (EMI) universities. This phenomenon appears as a reflection of how powerful English has become in shaping the policies of higher education, replacing or adding to the ones that are based on Turkish, and offering individuals opportunities of internationalization. In the absence of a local variety, it is conventionally assumed that these prestigious programs will be delivered through either British or American English varieties- the two most common varieties in Turkey. However, EMI brings forth different problems. Offering academic content in English to students who are not proficient in English with instructors who are not competent in using any variety as a medium of instruction is likely to jeopardize the proposed outcomes of the EMI programs. In addressing problems arising in a context affected by so many stakeholders, the focus is directed towards the English Preparation Schools of EMI universities. However, EMI instruction presents various challenges for different stakeholders. These programs are the responsibilities of senior administrators but are proceduralized by instructors who are supposed to teach course content in English to both local and international students. This presentation will discuss the current state of EMI with reports from administrators, English teachers, content instructors and students. It will draw from them a discussion focusing on how English is allocated more academic space in the Turkish setting and how these programs could benefit from WE paradigm.

Jansen, Sandra (University of Paderborn, Germany)

The obsolescence of traditional local structures in the periphery

Sound changes seem to initiate in urban areas in Britain today. Peripheral areas, on the other hand, are mainly absorbing supralocal features while local features are declining. This leads to the loss of linguistic distinctiveness between different communities but very little is known about the process of obsolescence of local features (exceptions are e.g. Tagliamonte 2012; Smith and Durham 2012). However, investigating language change in peripheral communities can provide us with insights into processes which are completed in more urban varieties of English. In this talk I investigate the loss of taps in prevocalic /r/ position in Maryport English. While historically this variant was more widespread across England, it is only found in the very far north today. One of the communities where taps as variant of prevocalic /r/ still exist is Maryport, a town in West Cumbria, England, which is about 500km away from London. Strong neighbourhood ties and low dialect contact led to the retention of local features for much longer than in high dialect contact communities. However, recently we see an erosion of local forms which are replaced by more supraregional forms. Based on a spoken corpus of Maryport English, I conduct a quantitative analysis of prevocalic /r/ in the community. The results show that constraints such as the
topic the participants talk about as well as the stance towards the community seem to influence the use of this local feature.

**Kachoub, Bouchra (Simon Fraser University, Canada)**

*English use in Moroccan media*

The northern African country of Morocco is home to a historically multilingual speech community known for acquiring languages with which it has had significant contact. Speakers within this Expanding Circle context (Kachru, 1984) maintain a vibrant linguistic repertoire that includes Moroccan Colloquial Arabic, Standard Arabic, varieties of Berber, and the European languages of French and Spanish (Ennaji, 2005; Alalou, 2018). With the recent remarkable diffusion of English that is taking place on a global level, English, too, has inevitably become an additional code employed in a number of domains of this multilingual nation. These include business, popular music, education (Kachoub forthcoming), and advertising (Kachoub and Hilgendorf under review). This study explores the domain of media to gain further insights into the creative functions of English in contemporary Morocco. The qualitative, macrosociolinguistic analysis takes traditional media (television and radio) and Internet-based social media (Twitter, YouTube, and Instagram) as subjects of scrutiny. Traditional media content that is considered for analysis comprises Moroccan films, radio programs, tv shows, and locally produced music genres. Additionally, videos and written posts displayed on online social networking platforms are also included. These examples allow this study to illustrate the proliferation of Moroccan users who are creating media content that employs the English language, with proficiency levels ranging from modest lexical borrowing to discourse-level fluency. As such, this study provides further insight into how English increasingly is being used as an additional language in domains within this Expanding Circle context.

**Kiani, Zafeer Hussain & Bibi, Ayesha (University of AJ&K, Muzaffarabad, Pakistan)**

*Phonological variation in Pakistani English: An acoustic analysis of English phonemes*

English is official language of Pakistan and the medium of instruction at private sector schools and universities. Much research has been conducted on the recognition of variety of English used in Pakistan and it is now considered Pakistani English (Rahman, 2010) which has certain features, forms and functions different from other world Englishes like Indian English, Sri Lankan English, Singaporean English and Hong Kong English (Kachru, 1992; Mahmood, 2009; Schneider 2007). This study aims to explore the phonological variations found in Pakistani English. The main concern of the study is to sort out the problems faced by Pakistani ESL learners in learning English phonology with a particular focus on learning English phonemes by Pakistani ESL learners. The data was collected from twenty ESL learners (i.e. 10 males and 10 females) at advanced level. The subjects were given certain English words to pronounce. The target words contained all English phonemes including consonants, vowels and diphthongs. The recorded words were analysed in Praat software to compare and contrast the acoustic features with those of English phonemes. Only those sounds were considered which yielded considerably different acoustic features. The results showed that Pakistani EFL learners could not pronounce dental fricatives /θ /ð/, tap /r/ and labial-velar semi vowel /w/. The learners were also found unable to pronounce certain English vowels such as /ɒ /ɔ:/ /eɪ/ /ɒt/ & /əʊ/. Through the acoustic features, the resultant sounds were found to be the relative Urdu phonemes.

**Kurt, Yavuz & Bayyurt, Yasemin (Bogazici University, Turkey)**
English language education in higher education institutions in Turkey

As in many countries around the world, higher education institutions in Turkey offer increasingly more programs through the medium of English. This situation creates a setting where English serves as the lingua franca for those who come from different linguistic backgrounds. Language education offered in preparatory schools of universities in Turkey needs to take into account the diversity of English users in academia. This study is part of a larger research that investigates university language instructors' conceptualization of English and their teaching practices, as well as student attitudes and language aims regarding different varieties of English. This paper reports on a set of semi-structured interviews conducted with six language instructors working in preparatory schools of three different private universities in Turkey. It explores how teachers evaluate and what position they take regarding the central and peripheral varieties of English as traditionally categorized, as well as the relevance of these varieties in their own teaching context. Teachers' views are especially important given that on one hand they are the ones to bring learners' attention to the diversity of English users in international settings, on the other hand, as previously shown, their views regarding English medium instruction are shaped by a number of factors including learners' proficiency level and a willingness to benefit from the advantages of internationalization (Bayyurt, Özata, & Gülle, 2015).

Lebedeva, Ekaterina (Lomonosov Moscow State University, Russia)

Creative translilingualism: The Russian English of Olga Grushin's novels

The paper addresses the issues of translingsual creativity in the framework of the world Englishes paradigm. Olga Grushin's novels (The Dream Life of Sukhanov, 2005, The Line, 2010, and Forty Rooms, 2016) are of great interest to study as they stand out from other Russian-American immigrant fiction for the author positions herself firmly as a ‘Russian writer’. Grushin’s writings are imbued with Russianness that is reflected in her language both on the lexical and syntactical levels. This study is intended as a description and analysis of some of the ways translingsualism is productively inscribed in Russian English literature. Such techniques as code mixing, code switching, calque translation, borrowings, explicatory translation, and how they are used by the writer to render her Russian identity through the English language. The combination of English and Russian creates a linguistic product where Russian underlies and affects the English of the text. These writings reflect translingsual experience of the contemporary Russian writer in the USA, for whom translingsualism has become both form and substance.

Lee, Daniel Denian (Nanyang Technological University, Singapore) & Low, Ee-Ling (National Institute of Education, Singapore)

Examining the acoustic reality of an Outer and an Expanding Circle variety

This paper compares the phonetic features that pattern across two peripheral varieties, known as the Kachruvian Outer and Expanding Circles i.e. Brunei and Vietnamese English. An acoustic comparison is made of the monophthongs and rhythmic patterning of the speech of 10 speakers of Brunei English and 10 speakers of Vietnam English. At the segmental level, measurements of frequency values of the first two formants of vowels recorded for each variety are taken and compared and plotted using the bark transform scale. The vowel quadrilaterals for each variety will then be overlaid for comparison to check for overlaps in vowel quality realisations and ascertain similarities and differences between the two varieties. Additionally, vowel length is also measured and compared in order to ascertain whether there exists a statistical durational difference between long and short vowels in each variety studied. At the suprasegmental level, the pairwise variability index (Low et al., 2000) is applied to both varieties to compare their rhythmic patternings and establish whether each variety veers closer towards stress-
based or syllable-based-timing. Brunei English, being a traditionally classified Outer Circle variety has been described as norm-developing and Vietnamese English has hitherto been classified as a norm-dependent variety. Empirical findings will be discussed against the backdrop of paradigms and models used to describe the spread and use of world varieties of English and so doing, provide the evidence-base to either question or support the original Kachruvian classification of both these varieties of English.

Leimgruber, Jakob (University of Basel, Switzerland) & Rüdiger, Sofia (University of Bayreuth, Germany)

From Korea to Taiwan: Research on peripheral East Asian Englishes

English has established a strong presence in Asia (Schneider 2014), to the extent that it has become a language of wider intra-Asian communication (Kirkpatrick 2008; Ansaldo & Lim 2012). In particular, the post-colonial settings of Singapore, Malaysia, and the Philippines have had their ‘Outer Circle’ (Kachru 1985) Englishes subject to scholarly attention (see, inter alia, Gupta 1994; Baskaran 2005; Bolton & Bautista 2004). Varieties of English in the Asian ‘Expanding Circle’, on the other hand, have only recently begun to attract attention within the world Englishes community. While research on English in Japan focused prominently on loanwords (e.g. Scherling 2012), some have started to explore Korean English forms from a corpus linguistic perspective (e.g. Hadikin 2014; Rüdiger 2014, 2017). English in Taiwan remains comparatively under-researched, even though e.g. Seilhamer (2015) reports active use among at least some sections of the community. This paper reports recent research on English in Korea based on a corpus compiled in 2012. Particular attention is drawn to hitherto unnoticed syntactic features of the variety. Based on these findings, we further describe ongoing efforts to compile a comparative corpus in Taiwan. While the two settings are sociolinguistically rather different, they constitute exemplars of other East Asian Englishes in the ‘Expanding Circle’ that, we argue, deserve to be described and analysed more thoroughly in order for more inclusive models of world Englishes to be developed.

Lin, Benedict & Bolton, Kingsley (Nanyang Technological University, Singapore)

English-medium instruction in Cambodian higher education

An important area of study in Developmental world Englishes (DWE) (Bolton et al 2011) – that is, WE scholarship in developmental contexts – is to examine how English is positioned in such contexts. This is a complex issue, where centrality and peripherality are not just temporally or spatially defined, but vary more fundamentally according to spheres of use. One major trend in developmental contexts in Asia is the growing use of English as a medium of instruction (EMI) in higher education (HE). This trend moves English from the periphery as merely a foreign language to be studied (even if the most important), towards a more central role in educational and societal development. However, even here, the relative centrality or peripherality of English is dependent on specific factors, such as disciplines of study or resources available. This paper presents a case study of this, through evidence drawn primarily from in-depth interviews with STEM and non-STEM students at a top Cambodian university. The interviews constitute part of an ongoing DWE-related study and the paper expands on earlier work reported at IAWE 2018. It seeks to determine more precisely the different ways in which English may be central or peripheral in the academic lives of the students, and to explore the reasons for these different ways. It concludes by briefly discussing some educational, pedagogical and socio-cultural implications of the findings, and indicating directions for future work.
Lopriore, Lucilla & Sperti, Silvia (Roma Tre University, Italy)

Teachers’ and learners’ emerging needs in multilingual classrooms

The social fragmentation processes due to the recent tidal migration flows, together with the diffusion of technologies and social networks, have created new sociolinguistic environments where languages are undergoing a transformative process widening centres and reaching out peripheries. As a result of increasing global mobility, the sociolinguistic reality of English, and its different realisations, the growing diffusion of world Englishes and of English as a Lingua Franca (ELF) have become much more complex and controversial than those of other languages in the world. Issues of identity, standards, proficiency levels, intercultural communication and language awareness of English language learners and teachers, demand for a paradigmatic orientation and a reconsideration of English language education and classroom practice. The purpose of this presentation is to report the preliminary findings of an investigation of English language teaching practices in Italy as well as of teachers’ and learners’ awareness of and attitudes to current realizations of English. The study is part of the Erasmus+ project ‘English as a Lingua Franca Practices for Inclusive Multilingual Classrooms’ (2018-1-EL01-KA201-047894), a research project investigating realities of English language teaching and learning in five different countries. The needs analysis carried out among Italian English language teachers and learners via individual questionnaires and focus groups in diverse multilingual school contexts and age levels, has unveiled the widening of traditional teachers’ and learners’ needs in the emerging periphery of a new multilingual society where new forms of English are demanding for new approaches in ELT classrooms and in teacher education.

Lynch, Sara & Neuenschwander, Christoph (University of Bern, Switzerland)

The presence of Hawaiian English on Kosrae

The peripherality of sites are generally defined by their geographic and economic relationship with a centre. These peripheries and centres are in constant shift and delimited in respect to various factors, mainly focussed around power and development (Pietikäinen & Kelly-Holmes, 2013). In this paper, we argue through the lens of Modern World Systems (Wallerstein, 1974) that for the island of Kosrae, Hawai’i is constructed as a central commercial site and thus, as a central linguistic site. Kosrae is the smallest and most remote of the four Pacific island-states that make up the Federated States of Micronesia (FSM), 600km north of the equator, thousands of kilometres from the closest large urban centres of Guam or Hawai’i. The island has endured a complex colonial past, and instability continues in terms of its economic and political future. Pacts including the US education Pell Grant established in 1979, and the Compact of Free Association of 1986 allowing freedom of movement, have contributed to mass emigration. Hezel’s (2012) migrant survey results state one-third of FSM citizens are residing in the US, and most Kosraeans choose to move to Hawai’i. The data to support the study comes from a corpus of sociolinguistic interviews recorded during an ethnographic fieldtrip to Kosrae over three months, in 2015. Despite virtually no Hawaiian immigration to the island of Kosrae, evidence of Hawaiian English features in Kosraean English appear across phonological, morphosyntactic and lexical domains. Here, we explain the linguistic centralisation of Hawai’i due to economic and social effects and power dynamics.

Medfouni, Imene (University of Portsmouth, UK)
A new model of the expansion of EMI from the perspective of world Englishes

Recent research has acknowledged the rapid and global expansion of English as a Medium of Instruction [EMI]. At the same time, there are many concerns raised about the contested nature of EMI and lack of research on its benefits and practices (Dearden 2014; Kirkpatrick 2014; Macaro et al., 2018). While existing accounts have explored the expansion of EMI from a geographical perspective, focusing on individual countries, scant attention has been given to understanding this notion from a broader perspective. With specific references to various contexts in the world, this paper explains and develops a new Model to explore the expansion of EMI, which I call ‘The Spectrum Model.’ This Model is inspired by Braj Kachru’s (1985) Three Circles of English. My Model offers a new flexible way to understand the expansion of EMI by combining both the perspective of world Englishes and these contextual variables: colonial history, linguistic makeup and developmental stage of countries. These variables have played a role in shaping the different forms of ‘teaching via English’ including EMI. The Spectrum Model embodies five main Spectra: The Inner Spectrum (Anglophone countries), the Outer Spectrum (postcolonial former British colonies), the Expanding Spectrum 1 (postcolonial non-British colonies), the Expanding Spectrum 2 (non-postcolonial developing countries) and the Expanding Spectrum 3 (non-postcolonial developed countries). This paper illustrates the innovative and fluid nature of the Spectrum Model and its contribution to a better understanding of the spread of EMI throughout the world.

Meierkord, Christiane (Ruhr-University of Bochum, Germany), Rottschäfer, Stefanie (University of Bonn, Germany) & Bektas, Christine (Ruhr-University of Bochum, Germany)

Attitudes towards accents of ‘central’ and ‘peripheral’ Englishes in Uganda

Uganda has historically been a country whose population was exposed to British English during the time of the British protectorate, from 1894 until 1963. Today, Uganda’s education system continues to follow British English, whilst at the same time exposure to American English and various African varieties via personal interaction or via the media abounds (cf. the papers in Meierkord, Isingoma & Namyalo 2016). This paper reports on the findings of attitudinal tests carried out in the city of Gulu, Kampala and Mbarara. Female voices of British (RP), General American, Indian, Nigerian, Kenyan and three different Ugandan English accents (of Acholi, Luganda, and Runyankole first language speakers) were played to 180 informants who were asked to rate these on 5-point Likert scales. Informants were upper secondary students, university students and professionals from various backgrounds. Results so far indicate that the General American and Kenyan voices are ranked highest in terms of likeability and perceived education, followed by those from Western Uganda and the RP speaker. However, informants typically failed to correctly identify the American and British accents, confusing the two or identifying them as European. The only accents correctly identified by the majority of informants were those of the Western and Northern Ugandan speakers. The Ugandans’ attitudes will serve as an exemplary case to discuss how such attitudinal data from the ‘periphery’ can be interpreted and accounted for in a truly pluricentric model of world Englishes.

Mohr, Susanne (University of Bonn, Germany) & Jansen, Sandra (University of Paderborn, Germany)

Prescriptivism in English language academic publishing

In world Englishes research, the issue of questioning British and American English as standards for teaching and academic writing has been a central concern since the beginning of the discipline (Bhatt
(1995) and the systematic distinction between errors and innovations among non-native speakers has been addressed frequently. Even though many linguists are amply aware of the controversial nature of holding on to those standards, this awareness does not seem to apply to publishing practices to disseminate research. Thus, academic editorial practices have recently been shown to be ideologically biased towards ‘traditional’ standards (e.g. Kruger & Van Rooy 2017). This paper presents an analysis of editorial instructions for English language related journals with respect to the acceptability of different standards. Based on a sample of 15 journals, the results show that British and American standards are still most highly valued, e.g. especially publishing houses based in Britain specifically mention that articles not written by native speakers should be proofread by one. This hints at the fact that traditional standard ideologies are still very much upheld in academic publishing in English language related journals. Altogether, the paper shows that the English language publishing world has not yet been decolonized as it upholds traditional language standards. We make a point to change these in favour of emerging standards, and thus abolish the disadvantage of non-native speakers who might not be judged upon their research but their language use.

Neubert, Cornelia (University of Regensburg, Germany)

The vowels of Black South African English: Results from a sociophonetic study

Black South African English (BSAE) is the most widely spoken English variety in South Africa. This paper investigates the vowel quality and length of stressed monophthongs in a socially stratified sample of 44 BSAE speakers. Around 14,000 tokens of Lobanov-normalised formant values were extracted and subjected to descriptive and analytical statistics. Vowel overlap was calculated with the Bhattacharyya coefficient. Vowel length was compared by normalised vowel duration. The regression analysis was carried out with linear mixed effects models. The variables under scrutiny were age group, sex, speech style, pre- and postvocalic context and L1 language family. Across all variables, the results show a general absence of tense/lax contrast. This is in line with former findings and suggests a relatively homogeneous variety. A closer look, however, reveals more diversity: The social variable age group has the biggest influence on vowel quality and quantity. The young age group show the greatest variation ranging from complete overlap to clear vowel distinction. Moreover, some young speakers produce a centralised KIT or a DRESS-like variant, which are features of White SAE. Another outcome is GOOSE fronting in the context of preceding /j/ and can be observed in all age groups. Of the linguistic variables, speech style is the most decisive, showing that most participants differentiate between formal and casual style. The variables sex and language family yielded no significant results.

O’Regan, John (UCL Institute of Education, UK)

Capital and the hegemony of English in a capitalist world-system

When considering the historiography of world Englishes, or the abstract notion of English as a global language, it seems evident that we have been dealing with core-periphery forms of English in a core-periphery world-system since at least the sixteenth century. The putative division of Englishes into inner, outer and expanding circle forms first appeared in the 1980s. This development was prefaced and accompanied by the critique of English as the language of colonial-orientalism and imperialism. Complementing these critiques there has since the late 1990s been a steady growth of approaches which challenge the concept and notion of native-speaker models of English as the dominant signifieds for English in the world. They include, among others, English-as-a-Lingua-Franca (ELF), superdiversity and translanguaging, all of which have as their principal time-reference the quite recent past. In keeping
with a world-systems perspective, this paper presents an historically-framed overview of the global spread and diversification of English as this is connected to the global spread of capital and the rise of a capitalist world-system since approximately 1600. The paper argues that the global spread of a standardized English and its ongoing dominance needs to be understood in relation to the global spread of capital, in which the nativized model has acted as a free rider on capital. By means of capital’s global spread, English in its standard form has become ‘structured in dominance’ in the world-system, thus placing it in a position against which periphery forms – however these are demarcated – find it difficult to compete.

**Onysko, Alexander (University of Klagenfurt, Austria)**

**Centers and peripheries? A view from the language contact typology of world Englishes**

Models of world Englishes have often established distinctions between central and peripheral varieties. Such hierarchies emerged implicitly as part of geopolitical models (McArthur 1987; Görlach 1988) or in Kachru’s Three Circle Model (1985, 1988). More explicitly, Mair’s (2013) model, The World System of Englishes, uses De Swaan’s (2002) language systems theory to categorize Englishes in hyper-central, super-central, central and peripheral varieties roughly reflecting political and economic power relations in the English-speaking world. Even though discourse on the break-up of ideological divisions of Englishes in centres and peripheries (i.e. the egalitarian view of Englishes), contributed to how the field of world Englishes emerged in the first place, forty years on much of the theoretical discourse is still framed in an implicit and explicit view of central vs. peripheral Englishes, which is also perpetuated in the use of often criticized terminological distinctions (e.g. ENL / ESL / EFL). Recently, the Language Contact Typology of world Englishes (Onysko 2016) was put forward as a model that, by relying on macro scenarios of language contact, does not imply a hierarchical categorization of Englishes. However, the question arises whether this model can fully avoid the conceptualizations of center and periphery as it operates with the notion of prototypical contact scenarios. The present paper will critically discuss the implications of the Language Contact Typology to assess how far language contact can serve as a key mechanism in describing Englishes around the world apart from a discourse on centers and peripheries.

**Peters, Arne (University of Potsdam, Germany), Siebers, Lucia (University of Regensburg, Germany)**

**Syntactic and cognitive sociolinguistic constraints on left dislocation in Black South African English**

The aim of this paper is twofold: Firstly, we seek to take a fresh look at various left dislocation structures, frequently identified as a typical feature of Black South African English (BSAE) (e.g., Wade 1995, van der Walt & van Rooy 2002; de Klerk 2006), and analyse their use across the lectal continuum. Secondly, we will introduce a cultural linguistic perspective and argue that left dislocation structures may represent cognitive transfer of a cultural conceptualisation of respect (see Sharifian 2015). Our analyses of two corpora on spoken Xhosa English (de Klerk 2006, Siebers 2007) and ethnographic interviews (Peters 2019 fc.) yield a detailed picture of the morphosyntactic uses of left dislocation. Examples such as Our fathers they work as well, which Mesthrie (1997:132) labels ‘neutral predicate’ with no obvious function, are the most frequent type in our analysis (65.8%). Considering the underlying syntactic structures in the Bantu languages in more detail, substrate influence seems plausible (Wade 1995; Makalela 2004) but is only part of the picture. From a cognitive linguistic perspective we argue that some types of left dislocation are the result of cultural conceptual constraints that are at work in the contact of English with Bantu languages, which express horizontal and vertical relations of social power within the ‘kinship-based model of community’ through both conventionalised terms of address and respect (Wolf and Polzenhagen 2009). The tendency to use appositional pronouns such as fathers they is even reinforced
when the structures are culturally meaningful and hence fulfil the additional function of showing respect towards fellow members of the cultural group.

Proshina, Zoya G. (Lomonosov Moscow State University, Russia)

Challenges in describing one’s own variety

The presentation will analyze challenges the team of authors and editors faced in compiling a book ‘Russian English: History, features, functions’ (2016). The challenges can be grouped into organizational (writing a project, creating a team, cooperating with the publisher), ideological (approving the title and conception of the book), psychological (working with authors), crosscultural (comparative relevance of objects for description), and linguistic (international comprehensibility). The experience we have gained might be interesting for other scholars, as well as book authors and editors who combine the effort of writers from different countries, even though they might represent the same culture as it happened in our case.

Rajapakse, Agra (Arizona State University, USA)

The scale of phonetic variation as a research tool for describing phonetic variation in Sri Lankan English (SLE)

Sri Lankan English (SLE) has grown in variation in recent years due to the increase in the number of speakers adopting it as a second language for various practical purposes. The ways in which these speakers have changed the Inner Circle variety of world Englishes known as SLE have been largely undocumented. Although a few attempts have been made to describe phonetic variation in SLE, they define all forms that deviate from Standard Sri Lankan English (SSLE) as non-standard, error-ridden and inferior. The current study proposes a research tool (scale of phonetic variation) that would help describe and categorize phonetic variation in SLE based on variant forms of a set of six phonemes which existing literature has defined as ‘problem sounds’ for ‘non-standard’ speakers of SLE. The scale of phonetic variation assigns a numerical value to each variant of each phoneme in this set of phonemes. It thereby attempts to identify each speaker of the sample population by a cumulative numerical value which would reflect their pronunciation of the six phonemes selected. The cumulative numerical value assigned to a speaker is uninfluenced by standard language ideology and seeks to provide a bias-free description of their pronunciation of the selected phonemes. The objective of the study is to provide a research tool that could help describe all varieties of SLE, including those that have been traditionally defined as peripheral, without subscribing to standard language ideology.

Rivlina, Alexandra A. (Higher School of Economics, Moscow)

English-Russian interaction in Runet domain names

The question in what language an Internet domain is named is not always as simple as it seems to be. Overall, this paper argues that the attempts to distinguish languages, to calculate them and to delineate national segments in computer-mediated communication are informed by the traditional linguistic ideology of monolingualism and separate multilingualism as a norm. For example, different approaches to estimating the share of Russian online and to outlining the Russian segment of the Internet (commonly referred to as ‘the Runet’ in Russia) yield contradictory results. In addition to some non-linguistic factors, it is due to the fact that such attempts typically ignore the issues of multilingualism and translanguaging,
which are crucial in the context of the English language globalization. Regarding the Runet, fully Cyrillic Russian domain names, such as правительство.рф, are few, though technically possible since 2010. The overwhelming majority of the Internet domains targeting Russian-speaking audience employ the resources of the English language and various bilingual or translingual strategies in their names. Drawing on the studies on dynamic/flexible bilingualism and translingualism, the paper discusses a) the cases of English-Russian duplicating and complementary bilingual domain names; b) Latinized Russian names rooted in mass Latin-Cyrillic digraphia in Russia (‘anglography’ of Russian); c) the Runet names exhibiting code-switching and code-mixing of English and Russian, or rather English and Latinized Russian; this includes the cases of English-Russian bilingual language play; and d) English-Russian ‘code-meshing’ and ‘code-ambiguation’, which result in ‘linguistically neutral’, bivalent Runet domain names.

Röthlisberger, Melanie & Marianne Hundt (University of Zürich, Switzerland)

Filling the historical gap: Situating prepositional complementation in early New Zealand and early Australian English in its historical and contemporary context

The present study aims to track variation in prepositional complementation (e.g. John wrote the letter with a pencil and sent it to Mary) along both a diachronic and synchronic dimension. To that end, the study compares patterns of variation (e.g. viz noun phrases) across three sets of data, namely Late Modern British English viz. early NZE and early AusE (the synchronic dimension) viz. present–day NZE and AusE (the diachronic dimension). For Late Modern British English, prepositional complements of verb phrases were extracted from the PENNParsed Corpus of Modern British English (PPCMBE; see Kroch, Santorini & Diertani 2016). For the early NZE and early AusE varieties, we made use of the Corpus of Early New Zealand English (CENZE; see Hundt 2012) and the Corpus of early Australian English (COOEE; see Fritz 2007), which contain private letters, fiction, scientific writings and newspapers dating from 1868 to 1960 (CENZE) and speech–based and private writings, and government documents dating from 1788–1900 (COOEE). For present–day NZE and AusE, data was sampled from the corresponding registers in a parsed version of ICE–New Zealand and ICE–Australia. The variety–specific corpora (AusE and NZE) were parsed with the Dependency parser developed by Schneider (2008). Results of this study will be discussed against the historical backdrop of each variety by pointing out variety–specific developments and by situating the findings within the more general changes in prepositional complementation in British English (Hundt & Zehentner 2018). [POSTER]

Salazar, Danica (Oxford University Press, UK)

World Englishes in the Oxford English Dictionary

The first edition of the Oxford English Dictionary (OED) was written in the late 19th and early 20th centuries, a time when it was generally accepted that the lexical centre of the English language consisted chiefly of words belonging to Standard British English, with dialectal words and words of foreign origin being considered as peripheral, lying outside this common core. Now in its third edition, the OED has had to respond to a paradigm shift that occurred in the ninety years since the publication of OED1. The past nine decades have seen the emergence of new centres of English around the globe, each developing their own standards of grammar, pronunciation, and lexis. OED3 now acknowledges that British English is just one of the many individual varieties of the language that need to be documented by a historical dictionary of the OED’s prestige and scope. This presentation will highlight the targeted editorial projects that the OED has undertaken to include more words from world Englishes, publishing batches of new entries for varieties spoken in Hong Kong, India, Malaysia, the Philippines, Singapore, and South Africa. The talk will describe the changes that the OED has made to its policies and practices in order to more
accurately record the distinctive vocabulary of speakers across the Anglophone world, and will conclude with some remarks on how the OED’s more diversified coverage of the English lexicon can help bring world Englishes from the periphery to the centre of lexicography.

**Schreiber, Brooke (City University of New York, USA) & Jansz, Mihiri (Open University of Sri Lanka, Sri Lanka)**

**Breaking down native-speakerism through online intercultural collaborations**

Research over the past thirty years has demonstrated the harmful effects of native-speakerism, an ideology which holds up monolingual, Inner-Circle speakers as the target for language learning (Holliday, 2006). Though there have been increasing calls for incorporating world Englishes into language education and language teacher training (Galloway and Rose, 2017), there may be strong resistance to this shift especially in Outer Circle settings, where a ‘pure’ British or American accent is still considered an important source of social and economic capital (i.e. Bernaisch, 2012). Thus, teacher-training programs are seeking out opportunities for students to reflect on and challenge their assumptions about native speakers, often by communicating with speakers of diverse Englishes. The presentation discusses a study of a multimodal online intercultural exchange in which MA TESL students in Sri Lanka communicated through digital platforms with undergraduates in New York City. Students discussed language variety and shared images of diverse Englishes in their surroundings as part of a ‘linguistic landscape’ project (Gorter, 2006). Drawing on data from interviews and students’ online writing, this study suggests that as the MA TESL students in Sri Lanka confronted the linguistic and racial diversity within the United States, they were able to gain confidence in communicating internationally, and push back on a key facet of native-speakerism by questioning assumptions about the superiority of Inner Circle speakers. The article concludes by considering the potential benefits of these shifts in encouraging teachers to adopt WE-based pedagogy.

**Schröder, Anne & Schulte, Marion (University of Bielefeld, Germany)**

**Namibia’s linguistic landscapes in Windhoek and Swakopmund**

Namibia is a multilingual and multi-ethnic country. Although the sole official language of the country is English, only approximately 3.4% of the population use English as their primary home language (NSA 2012). At home, most Namibians use one of the 20-30 indigenous languages, which are strongly connected with different geographical areas (Maho 1998). Previous studies have shown that English is making inroads in many private and public domains (e.g. Buschfeld & Schröder fc.2019; Kautzsch & Schröder 2016; Buschfeld & Kautzsch 2014). As a study on the linguistic landscape in Windhoek shows, English also seems to dominate inter-ethnic communication in public use in the country’s capital (Schulte fc. 2019). However, language use in more peripheral areas of Namibia might differ considerably from the situation in the centre. Therefore, this paper compares the linguistic landscape of Windhoek to the one in Swakopmund, a small coastal town in the West of the country. Linguistic landscaping presents itself as a particularly useful technique as it can show ‘the relative power and status of the different languages in a specific sociolinguistic context’ (Cenoz & Gorter 2006: 67). We investigate written language use, e.g. official and unofficial signage, posters, graffiti, and notes, and concentrate particularly on language use in shopping malls, restaurants and cafes in order to make direct comparisons between the two localities. We show in how far and in which ways language choice in public is closely tied to place in Namibia. The linguistic landscape in Windhoek is characterised by a strong preference for English. In Swakopmund, English is also used but other languages spoken in this area, notably German, also have a prominent place in the written linguistic landscape.
Schulte, Marion (University of Bielefeld, Germany) & O’Dwyer, Fergus (University College Dublin, Ireland)

A sociophonetic study of word-final /t/ in Dublin English

Word-final /t/ is realised in a number of different ways in Irish English. Realisations in Dublin include a slit fricative [t̝], aspirated and unaspirated alveolar stops [t], tap [ɾ], glottal realizations ranging between a glottal fricative [h], a glottalized [ʔt], glottal stop [ʔ], and deletion. These variants are influenced by phonological context, but also by sociolinguistic factors (Kallen 2013, Lonergan 2013). Previous sociolinguistic investigations connect individual realisations with particular speaker groups, but the present paper suggests that the realisation of word-final /t/ is not only associated with macro-social factors like gender or social class but also interactional factors, including stances taken by speakers and the context of the utterances. On the basis of extensive ethnographic observations and 30 hours of recorded sociolinguistic interviews we provide a sociophonetic study of word-final /t/ in Dublin English in different speech communities. A glottalised realisation is the default variant used in a sports club, while other speakers use the fricated realisation in most contexts and glottalise either to distance themselves from a topic or to take on a working-class persona. Pronunciation and conversation norms in Dublin are thus determined locally and phonetic realisations change based on context. We connect this contextual variation with constantly shifting norms in speech communities and patterns of macro-level sociolinguistic variation.

Schulz, Ninja (University of Würzburg, Germany)

“I did try it… Tried it” – The use of auxiliary DO in affirmative declaratives in Asian Englishes

In present-day (British and American) Standard English, the auxiliary DO in affirmative declaratives (DO+) is used to express emotive or contrastive emphasis (Quirk et al. 1985). The latter use is the more common one, expressing a speaker’s stance towards some proposition, presupposition or opinion. This function is closely related to ‘discursive DO’ (Nevalainen and Rissanen 1986) which does not necessarily bear stress and which has, to some extent, lost the adversative meaning. The versatility of DO+ might be one of the reasons for its less frequent use in Outer Circle varieties compared with Inner Circle varieties, as a preliminary case study based on ICE has shown. In addition, preverbal DO can occur in the learning process, e.g. as tense carrier or as result of overgeneralising its use in negative clauses and clauses with subject verb inversion. Being aware of these non-canonical uses might result in the avoidance of DO+ even in contexts where it is perfectly acceptable in Standard English. Based on four ICE components (ICE-HK, ICE-Sin, ICE-Ind and ICE-Phil), the present paper assesses the use of DO+ in Asian Englishes. In order to explain the differences in relative frequency, the occurrences of DO+ are categorised and analysed in terms of a) the functions attested for Standard English, i.e. whether specific functions are avoided or whether all functions are used less frequently, and b) variant uses, i.e. whether Asian Englishes show similar tendencies in this respect or whether variety-specific, innovative uses can be identified.

Ssempuuma, Jude (Bayreuth University, Germany)

Left dislocation in Ugandan English
Left dislocation is a syntactic construction whereby a noun phrase or a prepositional phrase is put in an initial position with a corresponding pronoun or adverb occupying its relevant position in a sentence. In Standard English, this syntactic construction occurs more in colloquial or informal than formal contexts (Greenbaum 1996: 230). Bokamba (1982: 83) and Huber and Dako (2008: 377) argue that the use of this syntactic construction – most especially in L2 varieties on the African continent – is a result of cross-linguistic interference from indigenous languages which have the same syntactic structure. This paper will illustrate the structure of left dislocation according to noun phrase and discourse functions in the three indigenous Ugandan languages, that is, Luganda, Runyankole-Rukiga, and Acholi-Lango. It will then show how speakers of Ugandan English with the three indigenous languages use left dislocation. The spoken Ugandan data used for the analysis consists of 74,545 words of orthographic transcription of semi-structured interviews produced by 23 Ugandan graduates and undergraduates. The findings show that in Ugandan English, left dislocation occurs with a frequency of 5.19 per 1000 words. This is relatively higher than that reported in other varieties of English, for instance, 0.16 for British English and 1.42 for Indian English (Lange 2012: 160). The high frequency of left dislocation in Ugandan English therefore seems to point at the substrate influence from the indigenous Ugandan languages, which have this syntactic construction.

Tishakov, Therese; Flognfeldt, Mona; Tsagari, Dina & Surkalovic, Dragana (Oslo Metropolitan University, Norway)

Multilingual competences and English language learning/teaching in Norway

In the Oslo school district, 39% of all pupils attending primary schools have a minority language background, ranging from 99% to 4% of all pupils at any given school from over 150 different language backgrounds (Oslo Kammune, 2017/2018; Surkalovic, 2014). Such large numbers of migrant children in the Oslo schools means that every classroom is a multilingual classroom within a highly diverse multilingual context in the Oslo metropolitan area. Efforts to aid inclusive education practices are supported at the EU and national levels, where inclusion is encouraged in the diverse Norwegian society. However, research from Norway and beyond states the English language teachers (ELT) need to increase their competence of multilingualism to meet the needs of the multilingual classroom and to make a paradigm shift towards multilingualism. ELF, as a multilingual means of communication, plays a key role in this effort. This presentation reports findings of a study conducted in the framework of the EU-funded Project entitled ‘ENRICH’ (‘English as a Lingua Franca Practices for Inclusive Multilingual Classrooms’, 2018-2021). These findings, illustrate: a) the extent to which EFL teachers in Norway are aware of the multifaceted dynamics of the global spread of English and its impact on their own teaching practices, and b) the perceptions secondary-school learners in Norway have about English used as a Global language and the possibility of integrating this awareness in formal EFL teaching. The results, interpreted through recent research in multilingualism and ELF, aim at informing the development and delivery of professional course for ELTs.

Tobin, Deborah (Mary Immaculate College Limerick, Ireland)

A critical discourse analysis of self-perceptions of teachers within the private English-language school sector in the Republic of Ireland
The global expansion of English has led to an increased international demand for suitably qualified, experienced English-language teachers amongst non-native speakers (Phillipson 1992; Kelly-Holmes and Wallen 2006; McCrum 2010; Murphy 2011). This places Ireland, being one of two remaining EU English-speaking countries post-Brexit, in a favourable position for learners seeking English-language instruction (O’Brien 2016: 9; Hassey 2017). However, the Irish media have recently highlighted ‘precarious’ work conditions for teachers (Hassey 2017) within Ireland’s private-ELT sector such as low pay, job insecurity and lack of benefits (Ní Aodha 2017; Hassey 2017; Pollack 2018), in truth issues of local and international concern for a number of years (Centre for British Teachers 1989; Phillipson 1992; O’Keeffe 2001). The ELT industry is lucrative. The previous Minister for Education pledged to grow its value by 33% to €2.1 billion by the year 2020 (Bruton in Department of Skills and Education 2016), yet teachers do not reap financial rewards on an equitable scale (Hassey 2017). Nevertheless, employers demand postgraduate qualifications, participation in Continuous Professional Development, measurement of professional credentials against a range of descriptors (North, Maleva and Rossner 2007) and adherence to standards of excellence in the workplace (Edwards 2017; Hassey 2017). These discrepancies received intense media scrutiny during 2017 (Hassey 2017; Ní Aodha 2017). Applied Linguistics concerns the analysis of discourse to address specific, language related, real-world problems (Brumfit 1995), hence is an appropriate medium to investigate self-perceptions of ELT teachers in Ireland as part of a profession, vocation or industry. This study seeks, through a mixed-methods’ approach using a questionnaire and interviews (Dornyei 2007; Leedy and Ormrod 2015), to gain insight into factors within the Irish private ELT sector influencing such perceptions.

Tsantila, Natasha (Hellenic Open University/The American College of Greece, Greece)

*Enriching EFL Multilingual Classrooms: Teachers’ and students’ insights from the expanding circle*

Research shows that, due to globalization, intra-country mobility and unprecedented migration, the number of multilingual classrooms in most European countries has recently increased rapidly (Eurostat, 2017). Meanwhile, English is extensively used as the main vehicle of communication among different people, most importantly students themselves, with different L1s, in various multilingual and spatially diverse settings. Influenced by these emerging global realities, EFL practitioners are required to consider their learners’ globally determined needs and language use, usually transcending classroom boundaries, and eventually reconsider their pedagogical practices in order to assist their learners to cope with their individual lingua-cultural needs. This presentation aims at offering research-based evidence to the above concerns. It reports findings of a study conducted in the framework of the EU-funded Project entitled “ENRICH” (“English as a Lingua Franca Practices for Inclusive Multilingual Classrooms”, 2018-2021) which involved students and EFL teachers in five geographically peripheral countries. These findings, illustrate: a) the extent to which EFL teachers in Greece are aware of the multifaceted dynamics of the global spread of English and its impact on their own teaching practices, and b) the perceptions secondary-school learners in Greece have about English used as a world language and the possibility of integrating a WE/ELF-aware pedagogy in formal EFL teaching. These findings will feed into the development of a relevant and sustainable online Continuous Professional Development course for teachers of multilingual classes, where emphasis will be placed on how typical teaching practices may be enriched to address learners’ diverse lingua-cultural challenges to central norms.
Vaicekauskienė, Loreta (Vilnius University, Lithuania)

Global English as part of indexical field of local linguistic resources

While establishing itself on the global scene, the English language has been accumulating symbolic capital on local linguistic markets as an enabler of societal progress and social mobility. In his interesting perspective Stig Hjarvard (2004) sees this process as an ideological continuum, progressing from dialect to the standardized national language, and on to the lingua franca of High Modernity, English. English is thus approached against the backdrop of European nation-state ideology – as an extension of the Early Modern social hierarchies (ibid. 85-86). In my paper I follow up this perspective and examine the values of global English as an integral part of a community’s language ideology. However, rather than placing linguistic resources in a linear hierarchy I apply the notion of indexical field - a fluid constellation of social associations (Eckert 2008). The aim is to find out how value attribution to English connects to evaluation of other resources such as SL, dialects, youth and urban speech. The research is based on a number of attitudinal studies conducted in Eastern European community of Lithuania during the last decade (2008-2018), i.e. large-scale surveys, qualitative interviews, focus group discussions, speaker evaluation experiments, and Facebook ethnography. The findings indicate that associations of English with social types and styles are subject to the same social order that governs general social meaning-making with language of the community on a number of interrelated axes such as age, success, political orientation, We-They opposition and others.

van den Hoven, Melanie (Emirates College for Advanced Education, UAE)

English-medium policies and English conversational patterns in the UAE

English-medium policies in the Arabian Gulf has generated interest in the development of a Gulf variety of English. In Abu Dhabi, the United Arab Emirates (UAE), and the site of this study, both English and Arabic are recognized as important lingua francas among residents (Badri & Al Khaili, 2014; van den Hoven & Carroll, 2017). Within higher education, however, English is featured prominently as a medium of instruction (Cook, 2016) creating a context where Emirati students experience a range of communicative encounters in English. This paper bridges reports of a linguistic shift in the UAE (Findlow, 2006; Gallagher, 2011, Graddol, 1997) with accounts of where and how Emirati students report using English in relation to Arabic, and in respect to linguistic practices in English-medium contexts globally (Macaro, Purle, Pun, Jiangshan, & Dearden, 2017; Dearden, 2014, Doiz, Lasagabaster & Sierra, 2013). Relying on ethnographic methods and current understandings of translanguaging and English language variation (Gracia & Li, 2014; Mahboob, 2014; Pakir, 1991, 2004), this study describes a range of conversational patterns supported by English in - and around - a higher educational domain in Abu Dhabi. The findings offer descriptions of the complex and diverse ways of using and modifying English alongside Arabic. In documenting five modes of conversational activity in an EMI setting, this study highlights linguistic complexities of students' language use and challenges prevalent assumptions of a singular variety of Gulf English and claims that English-medium policies give rise to an outright rejection of Arabic (Solloway, 2017).

Vida-Mannl, Manuela & Bongartz, Christiane M. (University of Cologne, Germany)
English as a common denominator? Englishes in higher education in the divided island of Cyprus

In our talk we explore specific dynamics that hold between center and periphery in terms of ‘stake-holding.’ We show how these concepts blend easily where access to English language learning proves essential to upward mobility. In Cyprus, local students and international students alike enroll in English language university programs as stake-holders; i.e. they invest resources such as time and money hoping for future returns in terms of job perspectives and earning potential. In this way, university degrees become gate-openers from the periphery to the center for those growing up in Cypriot villages, as well as those arriving from former Soviet republics or from African countries. Both Cypriot territories, the Republic of Cyprus (part of the European Union) and the so-called Turkish Republic of Northern Cyprus (recognized officially only by Turkey) share a common history as a British Crown Colony; however, English did not blossom into a variety in either part before or after the division in 1974(cf. Buschfeld, 2013). Access to English has remained a valuable asset for economic success and global participation for citizens in either part of the island. Our study is based on questionnaires (N=205) and interviews (N=51) provided by students at three universities (EMU, UCLan, UofC). We show how stake-holding supersedes models of English as Lingua Franca and point to its deep economic embeddedness in the marketplace of Cypriot higher education.

Watanabe, Yutai (Hosei University, Japan)

Perfectionism: A Japanese ideology towards a native-like accent in the EIL paradigm

The idea of English as an international language (EIL) has yet to be universally defined. This paper is concerned with the adaptation of the EIL paradigm in Japanese education policy while speculating on how EIL and the native speaker norm may not conflict on the periphery of the Expanding Circle of English. In the official teaching guide, the Ministry of Education (1947, 1951) referred to the native and non-native speakers’ shared ownership of English. At the same time, they adhered to American and British English as the model in teaching pronunciation. The juxtaposition of seemingly contradictory values in the same guide has not been seriously questioned. A questionnaire and a semi-structured interview with advanced learners of English reveals that despite their awareness of the expansion of English as a lingua franca, they still wish to sound like an Inner Circle speaker by getting rid of their Japanese accent. Learners are not content with just achieving a high level of proficiency, there is also the aim of acquiring native speech as the ultimate goal for an EIL user, even if it is unattainable in practice. A Japanese stoic perfectionism is also manifested in the phrase eigodo, or ‘the way of English.’ This analogous term, drawing parallels with bushido or ‘the way of samurai’, is often found in the titles of books and blogs on learning English. The ideological relation between EIL and native-speakerism should be explained in the socio-cultural context of each country.

Weekly, Robert (University of Nottingham, UK)

Examining the corrective feedback practices of EAP teachers in a Sino-British university

This paper focuses on the corrective practices of EAP teachers in a Sino-British university based in China. Education has been exported from the centre to periphery by outsourcing educational resources to cope with the rising demand for an international education. However, as Jenkins (2014) has noted, while many of these universities claim to be international and diverse, this does not apply to language in these
Universities implicitly have language policies that require adherence to a Standard English. Despite research demonstrating the considerable variation in the way English is spoken, many teachers continue to correct students’ spoken language in relation to ‘native’ models of English. We are currently conducting a long-term exploratory study of corrective feedback with four classes of Chinese students on an English for Academic Purposes (EAP) undergraduate preparatory course, which included classroom recordings, student and teacher interviews, and focus groups. While the language policy of the University conforms to British English norms, the corrective feedback practices of the teachers suggest that they have tacit acceptance of spoken variation in English in determining what they chose to correct. Therefore, while macro language policies give an indication of an institutions’ belief system, it is also necessary to consider micro language policies in the classroom.
The training of Saudi pilots, world Englishes, and personal motivation in SLA

There are around more than 6809 languages spoken in the world, with English enjoying a highly prominent position among them (Anderson, 2004). Throughout the world, many nations support their citizens in learning English to communicate on a global scale, yet this support is very uneven (Crystal, 2012). Language teachers and scholars are typically interested in finding innovative and proven methods to motivate and engage learners in acquiring English as a second or other language (Sharples et al., 2016). Central to many, if not all, pedagogies is the notion of motivation. Motivation is both a tool and a framework which greatly helps language professionals in enhancing the language learning process (Gardner, 2001). Indeed, it is considered by many to be one of the most essential elements in learning a target language (Dörnyei, 2018; Dörnyei, Henry, & Muir, 2015). One of the purposes of conducting our research is to identify the role of motivation and other factors in foreign language learning, in this case, English. The main researcher has already adopted and adapted the theoretical framework of Dörnyei’s (2009) theory of the L2 motivation self-system to determine the motivation aims of a select and unique cohort of Saudi student military pilots who are learning English. This paper will explore the role of motivation in the context of Saudi Arabia where a number of other important factors are also at work. These factors include cultural norms as well as certain socio-economic and indeed political issues, which come to the fore. The reported data emerges from trainee aviation pilots at the military school in Riyadh, the capital of Saudi Arabia and with that, we aim to show how these students are unique in their English language acquisition. These trainees migrate from an inherent necessity to communicate and perform with their English lingua franca in a global arena, to achieving a distinctive and matchless status among their Saudi fellow citizens. In achieving such a near-peerless position, we will argue how this extends the notion of ‘motivation’ in SLA and ultimately reveals the cultural impact (Jenkins, 2014) and exceptionality of the aviation culture of Saudi pilots and trainee pilots. Their special status certainly does not exist within the traditional Inner and Outer Circles of world Englishes (Belaid, 2015), as we will show, because these trainees challenge and add to our understanding of the diverse cultural and sociolinguistic contexts in which they learn and function.

Bong, Hyun-Kyung Miki (Shinshu University, Japan) & Tsuzuki, Masako (Chukyo University, Japan)

Observing English from a slight distance and The Remains of the Day by Kazuo Ishiguro

This paper investigates transcendent cultural and linguistic creativity of first generation migrant authors in the Inner Circle, for whom English is intellectually dominant. Such authors have been educated in English, although their mother-tongue first language is not English. Bong (to appear) claims that the English language of such bilingual migrant authors can be especially creative when such an author can sometimes blend two worlds but keeps a distance from both languages and cultures. The author then acquires what may be called a transcendent cultural and linguistic ability (Bong to appear). The data for this paper are taken from the novel The Remains of the Day (1989) by the Japanese-British writer, Kazuo Ishiguro. Although he was educated in the Inner Circle, he was born in Japan; his family moved to the UK when he was five. He has been a Japanese living amongst the English and educated entirely in Britain, speaking Japanese at home and having probably the attitude of an immigrant, observing
English from a slight distance. This paper describes how Ishiguro uses adverbs (i.e. indeed, in fact), phrasal verbs, prepositions and adverbial particles: for example, we have identified 108 instances of indeed in his 259 page book. This paper argues that Ishiguro uses certain linguistic strategies to creatively manipulate the English language, allowing him not only to depict culture-specific situations (sometimes blended fictional situations), fictional historical-setting, nuances of atmosphere and so on, but also to conceptualize temporal, aspectual, spatial, or culture specific concepts.

Borlongan, Ariane Macalinga (Tokyo University of Foreign Studies, Japan)

A diachronic investigation of Philippine English in relation to American English

Philippine English is among the very few American-lineage Englishes. As such, unlike most other Englishes, the exonormative standard for Philippine English is American English. But as Englishes progress further in Schneider’s (2003, 2007) evolutionary model, they develop their own distinctive patterns of use. Since claims have been made regarding the movement of Philippine English towards endonormativity (Borlongan, 2016), Collins and Borlongan (2017) ask the question, ‘Has Philippine English attained linguistic independence?’ While they attempted to answer the question through an assessment of previous studies, it is compulsory that Philippine English be analyzed with reference to the proportions of American usages it has retained and removed. Schneider (2019) provides an exemplary means of comparing Philippine English with American English using synchronic corpora. This investigation furthers such endeavor by including diachronic corpora in the comparative investigation. Lexis, morphology, syntax, phraseology, and spelling are explored in the Philippine parallel to the Brown corpus as well as the Philippine component of the International Corpus of English to be able to tell of the trajectory Philippine English is taking in its development and also to determine if it is becoming more or less American than its earlier forms.

Isingoma, Bebwa (Gulu University, Uganda/ Freiburg Institute for Advanced Studies, University of Freiburg, Germany)

Politeness strategies in Ugandan English

While there are some studies on the pragmatic aspect of Ugandan English (e.g. Meierkord 2016), there is a need to further this aspect and uncover the full spectrum of the nativization process of English in Uganda, a variety that had been in near-oblivion for long in academic circles. This study examines different politeness strategies that Ugandans employ when communicating in English. Clearly, there are differences from exonormative standards, ranging from loans from indigenous/endogenous languages to special usage of certain expressions (e.g. Mr, well done) and grammatical devices like modality and other forms of indirectness observable in L1 Englishes (Anchimbe & Janney 2011). Using the written component of the ICE-Uganda and spoken data collected in 2018 and triangulating them with participant observation, the study shows the functionality of Ugandan English as a resourceful tool for immortalizing indigenous societal values and norms despite the ubiquitous use of English, which naturally comes with its own conventions. Crucially, preliminary results indicate some convergences with other L2 Englishes, especially African Englishes. Hence, the study also examines the extent to which some African Englishes influence each other or share underlying cultural and linguistic conceptualizations.
Lebedeva, Irina (Lomonosov Moscow State University, Russia)

*Instagram Russian English as a mirror of Russian linguacultural identity*

The paper analyzes the strategies that Russian speakers of English rely on – consciously and subconsciously – in order to retain and transmit their linguacultural identity within such multicultural domain as Instagram. First of all, when creating their Instagram accounts Russian Instagram users utilize Russian variety of English which is characterized by a number of distinctive linguistic and extralinguistic features that stem from the transference of the Russian language, Russian culture as well as its communicative patterns. Second, Russian Instagram users deploy the creative potential of English-Russian language play which is manifested through transliteration, code-switching and hybridization. The prime example of this strategy is the Instagram usernames (@mashka_ponymashka, @photostrana, @s4astlivayaira) that reflect the linguacultural identity of their Russian creators and, therefore, are impossible to decipher for non-users of Russian English. Third, Russian speakers of English when creating Instagram posts use Russian English predominantly as a vehicle for intracultural rather than intercultural communication. Hence, they target the representatives of their own Russian linguaculture who they view as graphic bilinguals able to decode ambiguous texts. Due to this, Instagram Russian English acts as a mirror of Russian linguacultural identity.

Leimgruber, Jakob, Lim, Junjie & Choo, Jessica (University of Basel, Switzerland)

*(bo)jio and its variants in Singlish WhatsApp messages*

Colloquial Singapore English (Singlish), while discouraged by official language policy, has become a marker of national identity. This is particularly true for loanwords and discourse particles (see e.g. Lim 2007, Leimgruber 2016, Botha 2018). In the realm of computer-mediated communication, innovative uses of Singlish can be readily observed (Deuber et al. 2018: 82). We here consider a comparatively recent phenomenon using the Corpus of Singapore English Messages (CoSEM): the expression *bojio* (Hokkien bô ‘not’ and chio ‘to invite’). Its meanings include a jocular complaint about not having been invited, an interjection signalling willingness to join, or a request to join a given enterprise. Innovations in the form of bare verbal *jio* are also found, often negated. Regardless of polarity, bare *jio* can appear both in its original meaning ‘to invite’ and in nominalised form, and can optionally undergo morphological marking. Additionally, the existence of new morphologically derived forms is attested (jioness). *(bo)jio* is now fully part of Singlish, and highly indexical of informality and playfulness.

Li, Michelle

*When Chinese Pidgin English took centre stage*

The emergence of Chinese Pidgin English (CPE) was a direct result of China-West contact, particularly trading in the 18th century. Though only used in restricted domains, CPE was an essential language for anyone who wanted to do business in China. There were even phrase books of various sizes available for learners. It can be said that it was the pidgin rather than standard English that took the centre stage in interethnic communication, though social and political changes in the 20th century saw a shift in favour of learning the standard variety. While CPE is no longer spoken, traces of its influence can still be seen in the lexicon of English and Cantonese, the two main contributing languages of CPE. Famous examples of pidgin-English words in English are chop-chop ‘quick(ly)’ and pidgin ‘business’. This study
examines borrowings in English and Cantonese which were plausibly transmitted into the recipient languages via CPE, for example words of Cantonese origin like taipan, sycee, samshoo, hong in English and fu2lik6 (< coolie), maa1zin2 (< merchant), faa1san5 (< fashion) in Cantonese. The significance of this study is that in addition to the directionality of borrowing like: English < > Cantonese, another possible route of borrowing in certain contact situation could be represented as English < > CPE < > Cantonese. That is, the pidgin acted as an intermediary in the transmission of words between English and Cantonese.

**Maridevaru, Mahendra (Central University of Karnataka, India)**

*English in the Dalit context*

The paper entitled 'English in the Dalit Context' is an attempt to study the role of English language education in the Dalit context. Ever since the English was introduced in the Indian subcontinent, it has remained a site of debates and a subject of political discourse for varied reasons. The presence of English in India has altered the thoughts and lives of disadvantaged groups and marginalised communities in an unprecedented manner. This huge transformation among the Dalit communities made the English language acquire a new status in the postcolonial era and it is addressed to as ‘Dalit Goddess’. English language is not just a language of communication among these sections of people, mastering English promises liberation and hope. This paper through an opinion survey among the educated Dalits of the Central University of Karnataka provides the analysis on the role of English in the Dalit context. At the outset, it presents a brief overview of Dalit education in pre and post independent India, further of Indian education policies for language learning/teaching.

**Nguyen, Mai (University of Edinburgh, Scotland) & Sundkvist, Peter (Stockholm University, Sweden)**

*English in Vietnam: Past, present, and future*

In terms of Kachru’s (1985) Circles of English model, Vietnam is an Expanding Circle country. English is a foreign language in Vietnam, with no official status in government and law. It was once considered the language of the enemy and lost its importance to political prejudice. Since the country’s major economic reform in 1986, English has assumed a greater role and is presently well-recognized in international communication, education, and some other areas of Vietnamese society. Vietnam therefore represents an interesting case of peripheral use of English. This presentation deals with various aspects of the use and role of English in Vietnam. It begins with a summary of Vietnam’s linguistic and ethnic diversity. The history of English in Vietnam will then be reviewed and contrasted with that of other foreign languages. The current position and role of English in Vietnamese society and the Vietnamese education system will also be discussed. Most importantly, the focus of the presentation will be on outlining distinctive linguistic features of Vietnamese English, regarding pronunciation, grammar, vocabulary and pragmatics. A general observation is a majority of the linguistic features encountered in Vietnamese English constitute transference features from Vietnamese, explicable with reference to its structure. The presentation concludes with recent changes in English use and English education policies.
in Vietnam, with special consideration of future prospects for English in Vietnam, particularly the debate around whether or not ongoing or future developments are likely to lead to the emergence of a local ‘variety’ of Vietnamese English.

**Patil, Akshay M. & Kumar, Rajesh (IIT Madras, Chennai, India)**

**The use of English in Bengaluru's Kannadiga identity**

English has always amalgamated with the local (language) despite its global status. It broadens its sphere of influence because it assimilates into the native space. In this paper, we examine the specific ways in which English usage aids in the reconstruction of a new Kannadiga identity in Bengaluru. We analyze the role of new-age media and its employment of the hashtag and rap cultures in producing norms of linguistic identity vis-a-vis English. We observe in the ‘outer circle’ of English that speakers and users of English do not take serious offence when their usage is questioned for its non-compliance with the standards set by the ‘inner circle’. In contrast, speakers and users of a language like Hindi, are seriously offended upon similar questioning. In the same line of argument, we observe that English does not pose threat to anybody’s linguistic identity at least in India. This assessment raises questions on the various ways in which English interacts with languages in the peripheries. Bengaluru, in particular, is a treat for observers of globalizing trends as the city is an evolving example of the effects of globalization and glocalization. Along with an increase in intra-nation immigration, the IT sector boom of the 1990s created a space for a confrontation of multiple linguistic identities. While the economy of Bengaluru thrives on its cosmopolitan culture, calls for rooting the city in a homogeneous linguistic population have marked the rise of strong sub-nationalist sentiments. The recent pro-Kannada protests over Hindi signage in Bengaluru Metro witnessed an unprecedented coming together of organizations such as the Karnataka Rakshana Vedike and the Dravida Munnetra Kazhagam which share a common suspicion against the hegemonizing (nationalizing) tendencies of Hindi. Over the years, attempts have been made to synonymize the Bengalurean identity with Kannadiga identity. In this process, little or no attention is drawn towards the penetrating presence of English as a language of technology, education and social mobility.

**Punnoose, Reenu (Indian Institute of Technology Palakkad, India)**

**Effects of gender and school type on rhoticity in urban Indian English**

Indian English is at a sociolinguistic threshold: The economic liberalisation reforms initiated in the early 1990s and the consequent restructuring of India’s socioeconomic fabric (Ghosh 2014, Rai 2016) combined with an increased demand for English proficiency owing to increased globalisation paved the way for an unprecedented growth not only in the number of English speakers in India but more interestingly in the types of Englishes spoken in the country. While regional differences in Indian Englishes have been studied before, class-based variations have received little or no attention mainly because English was not as accessible across social strata as it has become in the last three decades. This paper examines the post-vocalic and pre-consonantal rhotic productions in English of 21 urban Indian adolescents (11 girls, 10 boys) residing in Bengaluru and attending three different school types that cater to different income groups. School types were selected based on tuition fee differences as well as their perceived status in the city. Gender and school type were found to significantly predict the degree of rhoticity (zero/null- approximant-tap-trill). The participants of the lower middle class and middle class
schools produced a wider repertoire of rhotic variants in post-vocalic and pre-consonantal positions than their upper class counterparts with male members showing more variability than their female counterparts.

Quinn, Veronika, Dunková, Jiřina & Hovorka, Marek (Novotná Charles University Prague, Czech Republic)

Literary creativity in the age of globalized English

With the globalization of English, multilingual speakers of other languages have started to influence it not only linguistically, potentially challenging its established norms and standards, but also culturally. When it comes to 'new' / contact literatures from the former English peripheries, we are slowly beginning to observe a shift towards a broader conception of the English literary canon. Authors who in the past were kept 'at the gate' are now prime examples of global 'large C' culture and true representatives of fluid identities and mixed cultural linguistic and cultural backgrounds. This generates a question if practicing English teachers are ready to embrace hybrid / transcultural literary texts which they had previously not been exposed to. This paper first reviews the current research or lack thereof into literary creativity within the area of world Englishes and ELF. Secondly, we summarize findings from a small-scale study conducted at academically oriented high-schools in the Czech Republic which revealed that local English teachers still seem to associate 'English' literature with native speaker / inner circle creative production. Finally, in light of these findings, we discuss if the time has come, to open our high-school and university curricula to a wider scope of cultural resources, SL and NN literature(s) being a chief source in that respect. To fully implement intercultural awareness in ELT practice we suggest English teachers should receive instruction and methodological help to implement transcultural literary texts previously not utilized within their curricula as a source of target language and cultural content.

Radaviciute, Jurate (Vilnius University, Lithuania)

Devoid of (e)motion: Farah’s story

This research investigates the theme of emotionlessness in Salman Rushdie’s novel Shame; the research is carried out within the theoretical framework of postmodernism. In the novel, otherwise filled with strong emotions such as love, hate and shame, one character, Farah Zoroaster, can be singled out as a person characterised by a lack of emotion. The question raised in this research is about the place of emotionlessness in the narrative of the novel and the use of the Urdu English language to reveal the complexities of relationship within the local community. The role of the language is consistently emphasised in the novel as a tool to uncover cultural specificities of the topic discussed. In the research it is discovered that although Farah has a unique position in the novel, her story is intertwined with those of other migrant/peripheral characters such as Bilquis Hyder, Eduardo Rodrigues and Omar Khayyam Shakil as opposed to the protagonists of the novel Iskander Harappa and Raza Hyder, who are local/central characters of the novel. However, alongside the narrative lines of her father and Eduardo Rodrigues, Farah Zoroaster’s story explores the topic of migration from a perspective of personal freedom and spirituality, which is different from other migrant narratives in the novel. The postmodern nature of the narrative plays with the reader by offering the contrasting connotations of freedom and spirituality attributed to the emotionlessness of Farah, such as narcissism.
Rodriguez, Maxine Rafaella C. & Go, Christian (National University of Singapore, Singapore)

A semiotic approach to the marketing of Lego in Singapore

Toys perpetuate dichotomization of gender, as evidenced by a multimodal analysis of Lego marketing. Employing multimodal critical discourse analysis (Kress and van Leeuwen, 1996) and geosemiotics (Scollon and Scollon, 2005) as frameworks, this study answers the research question: 'How does Lego (re)produce gendered discourses vis-à-vis toy marketing in Singapore?' While Lego does not present sufficient textual evidence of marketing their products as either and exclusively for girls or boys, semiotic resources of color, space, product design, type fonts, and suggested activities for play on toy packaging, on the website, and in Bricks World Singapore, collectively index which gender the manufacturer positions as its target consumer. Lego is primarily targeted at boys, indexed as 'default', while those targeted at girls are 'marked variants'. Such a gendered discourse is detrimental to the toy consumer as LEGO claims to be 'committed to the development of children and aims to inspire and develop the builders of tomorrow through creative play and learning' (The LEGO Group, 2018), thereby propagating gender stereotypes and gender segregation among young and impressionable toy consumers. The study recommends the consumption of gender-neutral toys to lessen chances of gendering childhood socialization and play, bullying, and gender policing especially among children.

Schneider, Edgar W. (University of Regensburg, Germany)

Artistic re-creation of grassroots English: Ideologies and structures in English Vinglish

Framed in a tradition of investigating literary dialect and artistic re-creations of varieties of English, I investigate the representation of grassroots English in a recent (2012), successful Bollywood movie, English Vinglish. The plot focusses upon Shashi, a young Indian mother who speaks hardly any English, a fact which is hugely embarrassing to herself and her family. During a stay in New York City she secretly takes beginners' English lessons in a language school. There she meets an international group of other learners who are equally incapable of speaking fluent English but extremely motivated to acquire it as quickly as possible for communicative purposes, usually associated with a job's needs. The movie reacts to and portrays linguistically interesting issues which are relevant for world Englishes research and illustrative of settings and usage conditions which may appear to be peripheral in the overall concert of varieties. Two different approaches will be documented and investigated. One is language attitudes and ideologies held by the characters in this movie, both the fluent and the learner speakers, concerning the social value and roles of English and the need to acquire it. The other one concerns the linguistically descriptive perspective, analyzing and interpreting the basic syntactic patterns employed by Shashi and her classmates. These reduced but communicatively sufficient structures are characteristic of early adult learners' usage, and similar to what has been found in other grassroots usage settings and also in pidgins.

Terrazas Calero, Ana Maria (Mary Immaculate College Limerick, Ireland) & Amador-Moreno, Carolina (University of Extremadura, Spain)

Indexing identity through pragmatic markers in Irish fiction
The constantly changing nature of pragmatic markers (PMs), which is motivated by the speaker’s desire to sound linguistically original and, therefore, reliant upon unpredictable linguistic trends, makes them key indexes of speaker identity. Upcoming yeah no is a perfect example of such identity markers. Despite having been observed in several varieties of English (see Burridge and Florey 2002), where non-specialist language observers have condemned its use, this highly versatile marker remains largely unexplored, particularly in Irish English (IrE), where it has not been studied before. Thus, this paper examines the way yeah no is used in contemporary IrE as portrayed in Paul Howard’s incredibly successful Ross O’Carroll-Kelly (RO’CK) series, which has garnered critical acclaim for its portrayal of Dublin orality. By means of quantitative and qualitative analyses of a corpus of eight RO’CK novels, comprising 700,000 words, we explore the use and pragmatic functions this PM serves in Dublin English in detail, revealing its nature as a marker of urban sophistication among young, affluent Southside Dubliners. In order to corroborate the validity of Howard’s fictionalized representation when compared to other varieties, our results will be contrasted with BNC2014 and the Corpus of Contemporary American English. Finally, we argue that Howard’s use of this PM is a conscious effort at mirroring spontaneous Dublin English and at indexing contemporary Irish identity in text.

van den Doel, Rias (Utrecht University, Netherlands)

Investigating Dutch Englishes: A diachronic perspective

English and Dutch have had a long history of interaction both in Europe and in other continents. While, at least historically, the use of English within the Low Countries has been largely restricted to exonormative EFL settings, less is known about the English used by Dutch speakers elsewhere, in terms of indigenisation, identity construction and normativity. This presentation seeks to examine the potential and importance of exploring the different incarnations of such ‘Dutch English’ around the globe – with the explicit inclusion of non-European contexts such as Southern Africa, South-East Asia and the New York area – based on investigations of language contact, norms, use and attitudes, as well as the examination of any shared features. The ultimate goal would be to provide a framework, drawn from sociolinguistic history, for the study of possibly interconnected ‘Dutch Englishes’ on a par with other varieties which are beginning to receive the same treatment (such as Chinese Englishes). As in similar studies, early travel writing, personal letters and historical teaching materials may be used to the flesh out the ‘historical tradition that has contributed to the formation of the variety’ (Bolton, 2012, p. 181). In order to place this approach on the research agenda, it would be expedient to discuss not only scope and objectives, but also to take stock of corpus materials and resolve issues of methodology. This presentation is intended as a first step towards facilitating this discussion.

Wong, Catherine (Hang Seng University of Hong Kong, Hong Kong)

The Singlish rewriting of ‘The Three Little Pigs Lah’ and ‘The Red Riding Hood Lah’

Singapore’s colonial history and bilingual education policy have made the country prominent in the ASEAN Anglophone culture. While Singaporean English is generally treated as a localised version of English, the English variation has its own linguistic variability split according to contexts and registers: 1. English, the official language, is the main language complying with Standard English, 2. English, the home language, or Singlish, is an English-based creole mixing English with other languages such as Malay, Tamil, Hokkien and Teochew. Singlish has been regarded with low prestige. In recent years, however, Singlish
begins to gain more recognition within Singapore (Chew, 2017). This paper discusses linguistic variations in Casey Chen’s The Three Little Pigs Lah (2013) and The Red Riding Hood Lah (2015). It aims to explore the use of Singlish in rewriting Grimm’s fairy tales to expound an ethnolinguistic identity unique to the country – how this Singaporean-English dialect demonstrates interplay between the nation’s ethnicity, racial diversity and cultural literacy. These code-switching and style-shifting variations are measured in three aspects: 1) grammatical components (e.g. ‘lah’ and ‘liao’) as sentence final particles serving not just as superficial Singlish markers but also an English modal substitute, 2) romanisation of other languages (e.g. ‘makan’ and ‘Ah Cik’) revealing Singapore’s multiracial characteristic, 3) cultural markers (e.g. ‘HDB’ and ‘kopitiem’) embedded in the lexical choice symbolising cultural experience exclusive to Singaporeans. Harnessing Singlish’s linguistic variability, the study will lead to better understanding of the linguistic embodiment of multiracialism and cross-culturality in Singaporean identity.