

## **GLAM: The case of intentional code switching in written genre**

### **Dr Sakina Suffian Sahuri**

**University of Malaya, Malaysia**

Code switching refers to the use of more than one language or variety in conversation. It is a natural phenomenon in multilingual countries such as Malaysia and Singapore where it is known as Manglish and Singlish respectively. It was commonly looked down upon as traditionally it is thought that the speakers lack the language ability of both languages. This line of thinking has changed over the years and code switching is now accepted as a natural product of spoken genre for bilinguals. This has led to the crossover of code switched forms into written genre. An example is the magazine known as GLAM which was first published in March 2004 by Blunc Media Sdn Bhd, Malaysia. The magazine is written in Malay with more than a sprinkling of English throughout the magazine. True to its title which suggests all things glamorous, rich and expensive, among other things the content of this magazine is focused on designer items and features on famous celebrities and socialites. The objective of this study is to look at the English words and phrases used in the written Malay texts and study its pattern. As the code switching is intentional, it is hoped that this will provide some insight into what are the common English words and phrases used in written Malay texts which contributes to an elevation of social status.

#### **BIODATA**

Dr Sakina Suffian Sahuri obtained her BA in Linguistics in 1984 and MA in TEFL in 1985 from Southern Illinois University, Carbondale, Illinois, USA. She obtained her PhD in Semantics in 2001 from the University of Malaya where she has been working since 1986. She has taught English, Semantics and Translation at the Undergraduate level and Semantics and Translation at the Postgraduate level. She is currently the Deputy Dean (Undergraduate & Development) of the Faculty of Languages & Linguistics, University of Malaya.

## **Performing g/local identities: codeswitching in African songs produced in Perth, Australia**

**Dr Ila n Zagoria**

**Curtin University, Australia**

#### **ABSTRACT (300 words)**

It is widely recognised that language is one of the most important markers of identity (Fishman, 1989) and that the use of more than one language or code, especially by bi/multilingual language users, is one way of signalling multiple identities (Gumperz, 1982; Auer, 2005). This paper considers how songwriters and musicians of African and non-African language backgrounds, who are involved in producing original and traditional African songs in Perth Australia, perform their multiple identities in the process of music making. Evidence from in-

depth interviews and discussion groups with band members, as well as from live recordings of concerts, will be used to explore key themes related to performing g/local identities: how languages are used performatively, referentially and non-referentially; how cultural spaces are created to empower speakers of minority languages; and how codeswitching can be used effectively in a largely monolingual (English) setting. The findings have implications for how languages can be disinvented and reconstituted (Pennycook, 2007), and how the 'linguistic imperialism' of World English(es) (Phillipson, 1992) can be resisted in the creative process of the performance of individual identities in particular contexts.

**SUMMARY** (100 words)

This paper considers how musicians of African and non-African language backgrounds, who produce original and traditional African songs in Perth Australia, perform their multiple identities in the process of music making. Evidence from interviews, discussion groups and live concerts, is used to explore key themes related to performing g/local identities: performative, referential and non-referential use of language, the creation of cultural spaces empowering to speakers of minority languages, and codeswitching in a largely monolingual (English) setting. The findings have implications for the 'disinvention and reconstitution' of languages (Pennycook, 2007), and for the notion of 'linguistic imperialism' of World English(es) (Phillipson, 1992).

**BIODATA** (50 words)

Dr Ilan Zagoria lectures at Curtin University in World Englishes and Applied Linguistics. He grew up in Zimbabwe, and taught English in France before migrating to Australia. His research interests include codeswitching, language and identity.

**Roles and status of English in Hong Kong – past and present****Dr LAI Mee Ling, Dr Alice CHOW****Hong Kong Institute of Education****ABSTRACT** (316 words)

English has been playing a prominent role in Hong Kong. Before the political handover in July 1997, English (language of the colonizer) and Cantonese (the local language) were the two spoken languages used in Hong Kong society. English was a prestigious language for the government, law court, education and business while Cantonese was the language used in families and for daily-life purposes. English was a language for higher and wider communication, while Cantonese was a language for solidarity among ethnic Chinese. Results of language attitude studies in the last thirty years consistently showed that English was highly valued by Hong Kong people for its instrumental values. Although it was considered unpatriotic to use English in the early 1980s, such sentiment no longer persisted in the 1990s, and the language was perceived as part of Hong Kong identity in the post-colonial era as a way to resist mainlandization. Although it was commonly believed that Chinese (Cantonese/Putonghua)

would become more important after the change of sovereignty, English remained parents' preferred medium of instruction for fear that the younger generation would lose its competitiveness edge in the process of globalization. After implementing the mandatory Mother Tongue Education policy for 10 years, the government is relaxing the restriction and allowing more extensive use of English as the medium of instruction in secondary schools. However, the status of English is not without challenges especially under the rapid growth of local identity and nationalism. In fact, Hong Kong has undergone language shift in the past decades when some major social functions of English were replaced by the local language (Cantonese) and the national language of China (Putonghua). Under the intense interplay between localization, mainlandization and globalization, this paper traces the changes of roles and status of English in Hong Kong and the underpinning social psychology, mainly through the presenters' studies in the areas of language education policy, language attitude and linguistic landscape.

**SUMMARY** (86 words)

English has been playing a prominent role in Hong Kong in the past decades. Although it remains vital and prestigious after the change of sovereignty, it is facing challenges from the local language (Cantonese) and the national language of China (Putonghua). Under the intense interplay between localization, mainlandization and globalization, this paper traces the changes of roles and status of English in Hong Kong in the past decades, mainly through the presenters' studies in the areas of language education policy, language attitude and linguistic landscape.

**BIODATA** (50 words)

Dr LAI Mee Ling is an Assistant Professor of the Department of English at the Hong Kong Institute of Education. She has worked as an ESL teacher educator in Hong Kong for more than 15 years. Her main research areas include ELT Methodology, Language in Society and Learner Motivation.

Alice CHOW is an Associate Professor of the Department of English at the Hong Kong Institute of Education. Her research interests are in English language education, and teacher training and professional development.

**Teaching Postcolonial Literatures: The “Know-How”, the “Know-What” and the “Know-Why”****Dr Novita Dewi****Sanata Dharma University, Yogyakarta, INDONESIA****ABSTRACT:**

English Studies in Indonesia has undergone revision since the past decade with the inclusion of postcolonial literatures and popular culture in the curriculum. In addition to the teaching of Canon Literature, students are encouraged to become knowledgeable about literatures from

the neighboring Malaysia, Singapore, the Philippines, Sri Lanka, India and other countries in the region. At the same time, the students have to pay attention as well to the globalization and technologization of contemporary culture as in pulp fiction, TV and multimedia interfaces. Despite the developments, accountable evaluation and revision of the praxis is often ignored. This paper will discuss the necessity of balancing the *know-how* (skills, approaches, methods, techniques), the *know-what* (contents, subjects, materials) and the *know-why* (critical thinking, evaluation, reflection) in the English Studies when introducing literatures from the postcolonial countries. It is within this dynamic interplay of the above framework, this paper will argue, that the teaching and learning of English in Indonesia need to be reconstituted and situated.

**BIODATA:**

Dr Novita DEWI is lecturing at the English Language Studies, Sanata Dharma University, Indonesia. She earned her M.A in Humanities at Gadjah Mada University (1990); M.A (Hons) in English Literature at the University of New South Wales (1998); and PhD in Southeast Asian Studies at the National University of Singapore (2005). Her research interests include language education, postcolonial literature and popular culture.

## **Sinking or swimming in mainstream education: New Zealand case studies**

**Dr Roger Barnard**

**University of Waikato, New Zealand**

**ABSTRACT** (300 words)

Since the change in the national immigration policy in 1987, New Zealand schools are increasingly diverse in terms of language and culture, Many immigrant school children are faced with the 'languacultural' (Agar, 1994) challenge of learning not only a new language but a new culture of learning – to learn new classroom interaction skills (Barnard, 2005) as a route from Basic Interpersonal Communication Skills - those used in the street or playground - to Cognitive Academic Language Proficiency – those needed for school learning (Cummins 1981; 2000). This paper explores the challenges by referring to four young Asian learners in an upper primary school classroom (Barnard 2002, 2003, forthcoming). Brief profiles of each of these children are given and then transcript data of their classroom interactions are presented and interpreted. In conclusion, questions are raised about the respective responsibilities of schools, teachers, parents and students, to ensure that new immigrant learners swim rather than sink in the mainstream.

**SUMMARY** (100 words)

Many immigrant schoolchildren in New Zealand face the challenge of learning a new language and also a new culture of learning – to learn new classroom interaction skills as a route from Basic Interpersonal Communication Skills to Cognitive Academic Language Proficiency. This paper explores the challenges by referring to four young Asian learners in a primary school

classroom. Profiles of each of these children are given and transcript data of their classroom interactions are interpreted. Questions are raised about the respective responsibilities of schools, teachers, parents and students, to ensure that new immigrant learners swim rather than sink in the mainstream.

**BIODATA** (50 words)

Dr **Roger Barnard** is a Senior Lecturer at the University of Waikato, teaching graduate and undergraduate programmes in applied linguistics. His research focusses on: second language learning and acculturation of immigrant students; the introduction of second language teaching in primary schools; the professional development of teachers; and language-in-education policy and planning.

## **Staying Alive in English Teacher-Training: The Experience of a University-based ELT Center in the Philippines**

**Ms Ana Marie O. Fernandez**

### **Ateneo de Manila University, Philippines**

In this age of globalisation, when help for English teachers in lesson planning, teaching structures and skills or setting language learning tasks are readily available and just a computer click away, are ELT training programs still relevant?

The Ateneo Center for English Language Teaching (ACELT) is the outreach arm of the English department of the Ateneo de Manila University in the Philippines. Founded in 1981, it continues to be anchored on the the same basic principles that center on the language learner that its founders built it with. ACELT as an institution has survived for over 20 years, largely because it has responded to the needs of English teachers in the Philippines. What policies, decisions and circumstances have allowed ACELT to survive, and even at critical points to thrive, as a training center in this age of globalisation? How have periods in its history reflected English language teacher training in the Philippines?

In sharing the ACELT experience, the presenter will show the challenges of teacher training in the country, even as the center continues to serve English language teachers around the nation with its focus on the ultimate beneficiary of every language teacher training program---the student.

### **BIO-PROFILE**

Ms Ana Marie O. Fernandez is assistant professor at the English department of the School of Humanities, Ateneo de Manila University She has a Masters' degree in education with specialization in Drama Education and Theater Arts from the Philippine Normal University, a diploma in Teaching English as a Foreign Language from the University of Sydney (with distinction) and a bachelor of science in education degree, major in English (magna cum laude)

from the University of Santo Tomas. After a 13-year hiatus from academe when she lived in Japan with her family, she has returned to the university to head the Ateneo Center for English Language Teaching (ACELT) and teaches in special English programs for Philippine Ford scholars and University for Peace students.

## **Degrees of Learner-centredness in Thai Tertiary English Courses** **Dr. Saowaluck Tepsuriwong & Ms Thanaporn Srisunakruea**

**King Mongkut's University of Technology Thonburi, Thailand**

### **ABSTRACT** (253 words)

'Learner-centredness' is one of the most influential concepts that prevail in the realm of English language learning and teaching. The approach has the ultimate aim of empowering learners to actively involve themselves in the learning process. It assumes a more active and self-directive role for learners as a requisite for life-long learning. In Thailand, learner-centredness is clearly stated in the National Education Act of 1999 as the direction towards which all levels of Thai education should aim. Section 8 of the Act indicates principles for the provision of lifelong education for all and continuous development of the bodies of knowledge and the learning processes. Section 24 of the Act also provides clear guidelines for educational institutions and agencies concerned in organizing the learning process in line with learner-centredness.

As higher educational institutions, universities are expected to be at the forefront of this move towards learner-centredness. The top ten leading Thai universities awarded by the Office of Higher Education for the best qualities in teaching were chosen for investigation. Their fundamental English language courses were analyzed to identify the degree of learner-centredness reflected in the courses. The methodology involved document analysis of the course descriptions, outlines, objectives and learning activities, as well as evaluation schemes, followed by interviews with course coordinators or heads of department to see how the documents are put into practice. Features of learner-centredness were identified and analyzed based on the guidelines provided in the National Education Act to see the extent to which the legal guidelines are implemented in practice.

### **SPEAKERS**

Dr Saowaluck Tepsuriwong is an assistant professor in the Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology, Thonburi (KMUTT), Thailand. She got a Ph.D. from the University of Reading and a Master's degree in Applied Linguistics (EST) from KMUTT. Her interests include task-based learning, language learning strategies and autonomous learning.

Ms Thanaporn Srisunakruea is a lecturer in the Department of Language Studies, School of Liberal Arts, King's Mongkut's University of Technology Thonburi, Thailand. She has a Master's degree in Applied Linguistics (ELT) from King's Mongkut's University of Technology Thonburi.

She teaches at the undergraduate level. Her interests are in the area of producing interactive materials for language learning, using technology in language learning, and promoting life-long learning.

## **ENGLISH IN BRUNEI: 'SHE SPEAKS EXCELLENT ENGLISH' – 'NO, HE DOESN'T'**

**Dr Alistair Wood\*, Dr Alex Henry, Dr Adrian Clynes & Dr Malai Ayla Surya Malai Hj Abdullah**

**Universiti Brunei Darussalam**

### **ABSTRACT**

This paper looks at the current state and status of the English language in Brunei on the basis first of all of a corpus of written English from secondary school English learners in 3 different parts of Brunei. On the basis of this corpus it is demonstrated that there is a wide variation in levels of control of standard English among learners in Brunei. What this corpus shows about the extent of control of the standard is then compared with other views of how well English is spoken and written in Brunei ranging from laments at the low pass rate at O-level to calls for English no longer to be a university required subject at Universiti Brunei Darussalam. It is argued that different parties have focused on one particular aspect of the overall picture of English in the country and that the picture is so fragmentary and varied that a focus on one particular part can be used to buttress almost any opinion about the extent of English knowledge. The overall sociolinguistic complexity is such, however, that policy made on the basis of such partial appraisals is bound to fall short in one respect or other.

### **SUMMARY (100 words)**

This paper looks at the current state and status of the English language in Brunei on the basis first of all of a corpus of written English from secondary school English learners in 3 different parts of Brunei. On the basis of this corpus it is demonstrated that there is a wide variation in levels of control of standard English among learners in Brunei. The picture is so fragmentary and varied that a focus on one particular part can be used to buttress almost any opinion about the extent of English knowledge.

### **BIODATA (50 words)**

Dr Alistair Wood is a Senior Lecturer in the Department of English Language and Applied Linguistics, Universiti Brunei Darussalam. He has been teaching applied linguistics and EAP for over twenty-five years, mainly in Central Europe and East Asia. His main areas of research are scientific English and English in Brunei.