

Internationalization of 'English' Language and Literature

Friday, 7.6.2013, 10:00 to 17:15

Universität Regensburg

Programme

- 10:00 to 11:00** **Lecture** Großer Sitzungssaal der Philosophischen Fakultäten (PT 3.0.79)
World Englishes: New Language Forms Mushrooming in New Contexts
Edgar W. Schneider
- 11:15 to 12:45** **Workshops** (rooms tba)
- (1) A British accent? An American accent? A German accent? As if it mattered!
Second Language Acquisition and the English as a Lingua Franca Perspective
Alexander Kautzsch
 - (2) Exploring the Structure and Variability of Language:
A Hands-on Introduction to Corpus Linguistics
Thomas Brunner
 - (3) World Englishes: Focus on Southern Africa
Lucia Siebers and Sarah Buschfeld
- 12:45 to 14:00** **Lunch Break**
- 14:00 to 15:00** **Lecture** Großer Sitzungssaal der Philosophischen Fakultäten (PT 3.0.79)
The Internationalization of 'English' Literature
Jochen Petzold
- 15:15 to 16:45** **Workshops** (rooms tba)
- (4) Making South African Culture Happen in the English Classroom
Sandra Stadler
 - (5) Food in Anita Desai's *Fasting, Feasting*
Julia McIntosh-Schneider
 - (6) Laughing at Racism or Laughing with the Racists?
The Humour of *Goodness Gracious Me*
Jochen Petzold
- 17:00 to 17:15** **Abschlussrunde** Großer Sitzungssaal (PT 3.0.79)

Programme with Abstracts

10:00 to 11:00 **World Englishes:
New Language Forms Mushrooming in New Contexts**

Edgar W. Schneider

Großer Sitzungssaal der Philosophischen Fakultäten (PT 3.0.79)

The last few decades have seen an unprecedented growth and expansion of the English language all around the globe – originally as postcolonial heritage in countries such as India, Singapore, The Philippines, Nigeria, or South Africa, but increasingly also outside of such domains, e.g. as the sole working language of ASEAN, the Association of South-East Asian Nations. In close to a hundred countries, mostly in Asia and Africa, new local varieties of English have emerged and become established, so an international traveler is exposed to a bewildering range of new accents and dialects today. A new sub-discipline of linguistics has grown to investigate these processes and language forms, as well as associated issues of identity expression, multilingualism, language policy and pedagogy, language contact effects, etc.

This lecture will introduce the audience to some of these phenomena and new varieties of English, based on a short historical and geographical survey of the processes which stand behind it, a discussion of few political, cultural and linguistic issues that have been raised in this context, and, most importantly, the presentation and characterization of a few audio and text samples of select varieties in question.

11:15 to 12:45 **Linguistic-Workshops** (rooms tba)

You can choose ONE of the three workshops offered.

(1) A British accent? An American accent? A German accent? As if it mattered! Second Language Acquisition and the English as a Lingua Franca Perspective.

Alexander Kautzsch

In a globalized world, acquiring a good command of English is a set goal in curricula for all school types. But what defines a good command of English? Does it entail native-like usage on all levels of language and, with British and American English being the two most widely recognized standards, the imitation of an American or British accent? To address this issue, the present workshop will first focus on how successful German learners of English are in the acquisition of a (near-) native sound system. Audio recordings will serve to show that even for advanced learners it is very difficult to be consistent in the pronunciation of their self-chosen variety. Then, a popular new branch of linguistic research, English as a Lingua Franca, will be briefly introduced. Proponents of this approach assert, among other things, that since most users of English these days are non-native speakers, the goals of teaching English pronunciation are mutual intelligibility and the retention of the speakers' identities through their accents. In other words, the aim of language learning is not to sound like a native speaker but to communicate successfully with other native but mostly non-native speakers of English. This will be taken as an incentive to discuss teaching models in Bavarian schools and the teachability of a native-like accent in the classroom.

(2) Exploring the Structure and Variability of Language: A Hands-on Introduction to Corpus Linguistics

Thomas Brunner

In recent decades, corpus linguistics has turned into one of the most vibrant fields of linguistics. The basic idea of corpus linguistics is simple: Rather than relying on their intuition, corpus linguists base their research on authentic data taken from electronic linguistic corpora. A corpus is a carefully sampled set of texts, which is representative for a particular language or a variety of it.

An area of linguistics where corpus-linguistic methods can be used in a particularly effective way is the study of new international varieties of English. Linguistic innovations developed in such varieties include, for instance, the use of plural endings with noncount nouns (e.g. *furnitures* in Indian English), or article usage which does not follow British and American norms (e.g. in Singapore English). By means of text corpora representing such varieties, the variability of English worldwide can be examined in a systematic way. From a TEFL perspective, such corpus analyses of varieties of New Englishes, which can be conducted without expert knowledge by means of easy-to-use free software, offer a fascinating insight into the adaptation of a world language to new linguistic and cultural contexts and into the variability of Anglophone cultures.

In addition to this, there are many other ways of applying corpus-linguistic methods in language teaching:

- Students can analyse corpora in order to explore how words, phrases and collocations occur in authentic contexts. For example, a corpus provides first-hand evidence of the typical contexts of near-synonyms such as *speak* and *talk*.
- By means of corpus software, teachers can create e.g. gapfilling and vocabulary exercises rapidly and easily.
- Teachers can use corpora to assess, for instance, the acceptability of collocations or idioms in texts written by students by checking it against a large balanced corpus of English.

Corpus linguistics can also help to improve language teaching and teaching materials on a more abstract level. Recent studies have explored the differences between the language of EFL textbooks and usage in major varieties of English. Römer (2004), for instance, compares the use of modal verbs in a large British English corpus with their use in *Green Line* textbooks. Her findings reveal surprising mismatches, including e.g. an unrealistically high rate of negated modals and the over- or underrepresentation of certain meanings of modal verbs.

This workshop will be a hands-on introduction to the practical applications and pedagogical implications of corpus linguistics, using free, user-friendly software. Prior knowledge of corpus software is not required; basic computer skills, however, are recommended.

Römer, Ute (2004). "A Corpus-Driven Approach to Modal Auxiliaries and Their Didactics". In: *How to Use Corpora in Language Teaching*. Ed. by John Sinclair. Benjamins, pp. 185-199.

(3) World Englishes: Focus on Southern Africa

Lucia Siebers and Sarah Buschfeld

Following up on the introduction to World Englishes given in the plenary lecture, the aim of this workshop is to focus on the English language as it is used in the multilingual societies of South Africa and Namibia. At the beginning, a short overview on the history and development of English in Southern Africa will be given, before the present sociolinguistic context in both countries is outlined. The use of English in various

domains such as education, media and the government is examined and particular attention will be paid to the role of English in the speakers' linguistic repertoires, i.e. who speaks English, when and to whom? During the workshop we will look at a variety of examples, both written and spoken, and discuss to what extent they exhibit features that are typical of these varieties. Audio files will be provided and participants will have the opportunity to analyse selected samples. The varieties of English used in South Africa and Namibia will serve as examples of how World Englishes can be analysed and discussed in more detail. We will also refer to other varieties and introduce further resources that could be used for teaching, such as the four-volume textbook *Varieties of English* (2008) and its accompanying multi-media CD-ROM. Kortmann, Bernd and Edgar W. Schneider, eds. 2008. *Varieties of English*. 4 Vols. plus Interactive CD-ROM. Berlin: Mouton de Gruyter.

12:45 to 14:00 **Lunch Break**

You can have lunch at the “Uni Pizzeria” or at the “Mensa”; there are also sandwiches available at the PT-Cafeteria (or you can bring your own).

14:00 to 15:00 **The Internationalization of ‘English’ Literature**

Jochen Petzold

Großer Sitzungssaal der Philosophischen Fakultäten (PT 3.0.79)

The lecture will provide a brief overview to some of the key concerns of postcolonial studies. It will start by introducing the concept of ‘colonial discourse’, examining its roots and its legacies. We will then examine possible meanings of the ‘post’ in postcolonial, and look at the issue of identity formation in a (post-)colonial context of ‘New English Literatures’ and ‘Black British Writing’.

15:15 to 16:45 **Literature/Culture-Workshops** (rooms tba)

You can choose ONE of the three workshops offered.

(4) Making South African Culture Happen in the English Classroom

Sandra Stadler

Reading, one of the four macro-skills to be attained in the EFL-classroom, plays a key role in intercultural teaching. This workshop will discuss the changing didacticism in South African teenage problem novels of the 21st century. Almost 20 years after the election of Nelson Mandela as the country's first black president, South Africa remains a large-scale social experiment, the outcome of which remains uncertain. As a cultural product, literature plays an active and vital part in the process of constructing a ‘new’ South African identity. Youth fictions of contemporary Southern Africa, such as *Praise Song* (2006) by Jenny

Robson, *Dark Poppy's Demise* (2011) by S.A. Partridge, the *Spud* series by John van de Ruit, *My name is Vaselinetjie* (2011) by Anoeschka von Meck or *Coconut* (2007) by Kopano Matlwa, no longer refrain from addressing the social issues with which young people are confronted on a daily basis. We will analyse literary representations of the following topics:

- Adolescent angst in the 'new' South Africa,
 - Facing up to HIV / Aids,
 - Living in the post-apartheid metropolis and
 - The dangers of social media.
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(5) Food in Anita Desai's *Fasting, Feasting*

Julia McIntosh-Schneider

In this novel (short-listed for the prestigious Man Booker Prize in 1999) Anita Desai explores the life of an Indian family caught between traditional Indian life and Western society. The family all experience a changing world in different ways. Some master the changes and others fall by the wayside. The novel is set in India and the USA.

Excerpts of the novel will provide an insight into the contrasts experienced by the characters. As the title suggests there is a strong emphasis on food.

(6) Laughing at Racism or Laughing with the Racists?

The Humour of *Goodness Gracious Me*

Jochen Petzold

We will start this workshop by looking at the history of a 'black' presence in the British entertainment industry up to the 1990s. At the centre of our attention will then be the first "all Indian" British TV Comedy show, *Goodness Gracious Me*, that ran on BBC Two from 1998 to 2001. We will analyse and discuss a selection of sketches, focussing on two related questions: how does the comedy work, and does it invite us to laugh *at* or laugh *with* the Indian characters? In our discussion, we will re-visit and apply some of the concepts introduced in the lecture, e.g. 'colonial discourse', questions of identity and hybridisation, Bhabha's concept of 'mimicry' and 'sly civility'.

17:00 to 17:15 **'Abschlussrunde'**

"Großer Sitzungssaal der Philosophischen Fakultäten" (PT 3.0.79)

Verabschiedung, Ausgabe der Teilnahmebescheinigungen, etc.