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SAAL Quarterly is under the editorship of Dr. T. Ruanni F. Tupas, Dr. Lawrence Jun Zhang and Mr. Arzami Salim. Please address your correspondence and contributions to: Dr. T. Ruanni F. Tupas (elcttr@nus.edu.sg), Centre for English Language Communication, National University of Singapore: 10 Architecture Drive, Singapore 117511.

President's Address

SAAL's 22nd Annual General Meeting (AGM)

by Assoc Prof Chng Huang Hoon

1 September 2007, Singapore Polytechnic Graduates' Guild, 10.30 a.m.

Preamble

Dr Ho Wah Kam--SAAL Patron, Assoc Prof Anne Pakir--SAAL Adviser, special guests, members, colleagues, and friends.

On behalf of the SAAL Executive Committee, I welcome you to the 22nd SAAL AGM.

The details of SAAL activities held in the past year (1 July 2006 to 30 June 2007) are available in the Honorary Secretary's report prepared by Dr Peter Tan. I wish here to only highlight 4 important achievements that SAAL accomplished.

SAAL Achievement in 2006-2007

Those of you who were present at the 21st AGM held on 29 July 2006 may recall that on that occasion, we obtained the endorsement of those who were present and subsequently, the agreement of the entire membership via email circulation the matter concerning the much needed constitutional amendments. I am happy to announce at this meeting that after months of working on this matter, we have obtained approval from the Registrar of Societies the proposed amendments to the SAAL constitution on 4 April 2007. The key amendments include the adjustment of the SAAL year from July-June; to September-August so that SAAL business can be more easily conducted during the academic year; the introduction of a student membership rate of \$15.00 per year; or \$25.00 for 2-year membership; a 2-year membership rate for all categories of membership; and the introduction of a third signatory, the Honorary Secretary in addition to the Honorary Treasurer and the President, to facilitate all SAAL financial transactions. These amendments are now in force—a copy of the new SAAL constitution will be made available on the SAAL website. We hope that everyone will find these amendments useful and we thank all of you for your support in this matter. This is the first accomplishment made by this Exco.

Second, SAAL successfully brought out a new book publication in April 2007. The book, *Current Perspectives on Pedagogical Grammar* is edited by T. Ruanni F. Tupas, Yuan Yi and Christianty Nur, and it features the work of Tony Hung, David Deterding, and Lubna Alsagoff, among others. The process of bringing out this book had been a long and difficult one, but full credit to the 3 editors, who persevered and through their collective effort, they came through more than well. I am happy that this book was successfully launched today, and hope that through this effort, all of us in Singapore academia will continue to give support to the scholarly efforts of academics sited in our own context. Incidentally, the interest that was earned from the 100K fixed deposit that the Exco put in place in early 2006 went into the covering the cost of this book publication.

A related achievement to this book effort is the initiative of this Exco to establish an advisory board for all future SAAL publications. Mooted earlier this year at an Exco meeting, the committee put together a list of established academics and extended invitations to just 3 of them to be members of our advisory board. We are happy that Anne Pakir of NUS, Lubna Alsagoff of NIE, and Tony Hung of Hong Kong Baptist University, accepted our invitation readily. In the future, the Exco will from time to time, with help from the membership, propose new candidates to join this panel. We hope that the presence of such an advisory panel will not only enhance SAAL works, but that they will help the Exco in maintaining the high quality standard that we have always believed in.

The fourth achievement that I wish to highlight here is the establishment of a Graduate Student Seminar series. This matter has been discussed now and then in previous Exco but the current Exco made this into a reality by organizing the first Graduate Student Seminar in November 2006, followed by the second Graduate Seminar in April 2007. The purpose of this series is not just to augment the existing SAAL talks and lectures by established academics. Instead, this new student series serves as a platform to nurture the next generation of scholars, thus providing the continuity that is needed for this process of cultivation. Furthermore, this series aims to provide a space where our postgraduate students can share not just their difficulties, but also their expertise. We have gotten very good support from the graduate student population in NIE, NUS and NTU. We will host this series for as long as there is interest and demand for this platform.

Looking Ahead

Looking ahead to 2007-2008, I am pleased to say that the current Exco will continue to work to promote the academic and social welfare of the SAAL membership. In addition to the regular work that we have always done, whether it is in organizing academic or social activities, we will also be working on 4 specific matters in the course of the next year.

First, we have established one Special Interest Group or SIG, to date—the SIG led by Dr Madalena Cruz-Ferreira on child language. She has already held two productive sessions with people who work in this field in the past two years. SAAL looks to establishing a second SIG soon—if you wish to lead one, please contact us and we will work with you if it is sustainable.

Second, with the completion of the book project led by T. Ruanni F. Tupas on Pedagogical Grammar, SAAL looks to working on another book project. Again, if any of you have a manuscript that you wish to seek our support and collaboration, please contact us at any time—we have established review procedures to ensure quality control and if your manuscript does not fit an existing SAAL series, we are open to beginning a new series where feasible.

Third, we will continue to develop the scholarly quality of the *SAAL Quarterly*. The *Quarterly* has now come under the able editorship of T. Ruanni F. Tupas, Lawrence Zhang and Arzami Salim. Together, they will work towards finding ways to improve the *Quarterly*. I understand that Larry will work out a timeline for the call for submissions to the *Quarterly*, which is published without fail in February, May, August and November each year. Please do not hesitate to contact Larry and his team members at any time if you have a piece of short work to share with members.

And fourth, we will be working to improve the SAAL website. Since 2004, the SAAL website has undergone much improvement, and under the capable hands of Dr Alvin Leong, our webmaster, the site has been visited quite frequently, not just by members from the local context, but also from foreign visitors. For example, Dr Susan Hunston, the current Chair of BAAL, now in Birmingham, wrote to tell us that she derived much pleasure reading about us on the SAAL website. I have tasked a number of Exco members to look into actively revamping parts of the site that will make it even more interesting and reader friendly. If you have suggestions as to how we can improve, both the *Quarterly* and the SAAL website, please let us know, in person or by email.

Thank You's

In closing, I wish to thank specific members of the SAAL Exco and friends of SAAL for their staunch support and hard work in the past year. My sincere thanks to my Vice President Dr Low Ee Ling of NIE. Ee Ling has assisted me in more ways than I can document—suffice it to say that when I asked for help, Ee Ling is usually among the first to respond to my call. I owe a huge debt to my Honorary Secretary Dr Peter Tan. Without Peter's kind and highly competent assistance every step of the way, my daily running of SAAL would have been intolerably difficult. I also want to record my gratitude to Dr Beatriz Lorente—as SAAL's Honorary Treasurer, she meticulously managed all aspects of SAAL finances. For someone who began with little knowledge of how to be a Treasurer, she has served more than effectively just by being a cautious and meticulous person, ready to do what is her duty to do. Thanks too to the able assistants—Assistant Honorary Secretary Jackie Teo, and Assistant Honorary Treasurer Lee Chien Ching—they stood forward selflessly whenever they were needed. And special thanks to the SAAL editors—Ruanni, Larry and Arzami—for reliably working on each issue of the Quarterly, come rain or shine. And to all my other Exco members—Roger Winder, Zhu Shenfa, and Rani Rubdy—thank you for being part of this wonderful team; I cannot do any of this without you.

To the following friends of SAAL, I also wish to record our special thanks:

Dr Ho—SAAL Patron
Anne Pakir—Adviser
Teng Su Ching—Financial Adviser
Alvin Leong—our volunteer webmaster
Jenny Gan and Benny Lee—our auditors

SAAL also wishes to acknowledge the kind support and collaboration we have gratefully received from institutions such as NIE/NTU, NUS, RELC, STU, the polytechnics and the schools—without the backing of the various section heads in these institutions, many things we do in SAAL would not have been possible.

And most of all, to all our members, for their long-time support and for being part of all our activities. Our members made SAAL's continued existence possible and serve as a constant encouragement for the Exco to do its best by its membership. Thank you and we wish you a very good year ahead.

Notions of identity in the global use of English

Peter I. De Costa

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In this short article, I explore how identity has been embodied in the literature on the global use of English. While such research finds its roots in the WEs paradigm advanced principally by Kachru (e.g, 1982, 1985, 1986) and his colleagues, it has undergone contestation in recent years. Such contestation has emerged as a result of two new conceptualizations of English: English as a Lingua Franca (ELF), and a postmodern approach to English which views English in hybrid and fluid terms.

Identity in World Englishes

One way that identity has been conceptualized in the WEs paradigm is through the description of identity-marking processes in multilingual societies. Such a practice seeks to establish “the functional nativeness of English in the English-using communities” as they engage in “creative processes used to articulate local identities” (Kachru, 1997, p. 68). Secondly, largely as a result of their exploration of the “functional nativeness” of the different varieties of English and the sociolinguistic realities of their users, the concerted attempt of WEs scholars to study the range and depth of language use has been influenced by Halliday’s functional approach to language (Kachru & Nelson, 1996, p. 90). In view of this, individual speaker identity has also been studied in relation to the social relationships these speakers engage in, and their ability to make meaning out of different situations. A third way that identity has been conceptualized in the WEs paradigm is along national terms. In other words, speakers of the different varieties of English have been identified by way of their respective nationalities. This means of identification is most evident in Kachru’s (1985) three circles model which framed uses and users of English internationally in terms of an Inner Circle (e.g., the U.S., Britain, and Australia), an Outer Circle (e.g., India, Singapore, and South Africa), and an Expanding Circle (e.g., China, Indonesia, and Korea).

Identity in English as a Lingua Franca

One way in which identity is dealt with in ELF is by casting it in socio-political terms, or more precisely, as an assertion of an individual’s right to integrate elements of his or her L1 into English. Hence, like WEs, a liberationist lineage also informs ELF as it seeks to grant ELF speakers the same sociolinguistic

rights as those enjoyed by L1 speakers. However, while the notion of identity is certainly addressed in the WEs paradigm, its presence is more explicit in ELF.

Perhaps an even more conspicuous difference between the two perspectives is the pragmatic edge that seems to surround the work of ELF scholars. Both Seidlhofer (2005) and Jenkins (2006) astutely point out that the only way WEs and ELF varieties will stand a chance of gaining legitimacy is if the mismatch between the meta level, where WEs and ELF scholars are asserting the need for pluricentrism, and “grassroots practice”, where there is still an unquestioning submission to native speaker norms, is bridged. Equally important to note is how identity in ELF research is related to notions of investment. Following her study with the eight female NNS teachers of English, Jenkins (2005) invokes Norton’s (2000) notion of investment as it pertains to learner identity; Jenkins points out that according to the latter, an important aspect of identity in language learning is “how the person understands possibilities for their future” (Norton, 2000, p. 5). Building on this crucial insight, Jenkins (2005, p. 542) goes on to assert that ELF pronunciation will probably only be taken up if teachers themselves ultimately see ELF identity as providing their students with accents that will enhance rather than damage their future social and economic prospects internationally.

The Postmodern Turn in Conceptualizing Identity

Canagarajah (2006a, p. 25), who incidentally straddles an ELF and postmodern perspective, frames language use today against a backdrop of postmodern globalization which he sees as being characterized by the following distinctive features: (a) multilateral economic and production relationships between communities; (b) porous national boundaries which enable people, goods, and ideas to flow easily across them; (c) the compression of space and time, thereby allowing people to shuttle rapidly between communities and communicative contexts, in both virtual and physical space; and (d) the hybridization of languages, communities, and cultures which are shaped by the fluid social and economic relationships.

In light of these changes brought about by globalization, both Canagarajah (2005) and Pennycook (2007) have called for a reconceptualization of identity in line with what Appadurai (2001) has termed “globalization from below”. Motivated by their concern that the local is getting shortchanged by the social processes and the intellectual discourses of contemporary globalization, they have asked that local languages and practices be given an equal or greater role to play in

educational and social development. In keeping with such a paradigm shift, Canagarajah (2005, 2006a, 2006b) has argued for an unpacking of how individual learners negotiate their respective identities as they shuttle between speech communities because increasingly, such learners use more than one variety of English and one language. More specifically, he has called for a rethinking of pedagogy as he feels that the teaching of English, among other things, should shift from teaching the “target language” toward teaching a repertoire of skills that entail negotiation and accommodation, and that the mastery of grammar rules be replaced with the cultivation of metalinguistic awareness.

In addition to placing identity at the centre of language acquisition and use, the postmodern linguists in their analyses of the global use of English have interestingly cast identity in more dynamic (as opposed to static) terms. More specifically, identity has been framed as a performance, and therefore those using English are viewed as performing different identities. For example, Harris, Leung and Rampton (2002) and Ibrahim (1999) show how in picking Jamaican English in London and hip hop English from the streets in Canada, a Bengali student in London and Somali students in Canada respectively project and perform favourable identities of themselves that subsequently enable them to relate to the other communities around them. In fact, this notion of identity as a performance is developed further by Pennycook through his concept of “performativity”. Rejecting International English as a myth as it depoliticizes language, (he prefers the term Global English), Pennycook (2006, 2007) asserts that through using (Global) English, identities are refashioned as English is bound up with transcultural flows. In other words, Global English enables its users to perform new identities as they use English.

A critique of how identity has been conceptualized by the three approaches

Writing in the twentieth anniversary of the journal *World Englishes* in 2006, Widdowson pays this glowing tribute:

[T]he essential and unique value of *World Englishes* over the past 20 years has been to give legitimate status to uses of English that do not conform to Inner Circle norms, and to represent them not as derived varieties but as independent versions of the language in their own right.

(“Reflections on *World Englishes*”, 2006, p. 10)

While Widdowson does not explicitly spell out how the local identity of users of English has been acknowledged as a result of the volume of WEs research and other research pertaining to the global use of English, he does address how ownership of English has been recast as a result of the WEs paradigm. In light of developments in research on the different varieties of English over the last three decades, and how identity has been a central theme in such research, I think it useful at this point to summarize and critique how the three approaches addressed in this paper have conceptualized identity.

The WEs paradigm broke new ground by rejecting the attitudinally loaded distinction between NS and NNS identities. In its place, it framed identity in terms of language user nationality and sought to legitimize the different varieties of English which were identified according to the different circles they belonged to. However, by replacing a conceptualization of identity along NS-NNS terms with a nation-centric model, the WEs paradigm only substituted one form of essentialism for another as this paradigm failed to acknowledge the subtle sub-varieties and distinctions that exist among the different users of English within the same country.

On the surface, the ELF approach seems like a win-win situation: mutual intelligibility is achieved while ELF users manage to maintain their sociolinguistic rights as their L1 and culture are seen as resources and not as sources of “interference”. However, as appealing as this approach might be, ELF as paradigm is saddled with the uphill task of gaining legitimacy among “native” and “non-native” users alike. The latter group, in particular, first needs to get over its linguistic schizophrenia if the ELF agenda is to take off.

Identity is also very much the centre of a postmodern approach to the global use of English. Such an approach urges us to embrace hybridity and to exchange a view of language as a system for a view of language as a practice. Pennycook’s concept of performativity, in particular, provides us with a refreshing take on language use and acquisition. However, as alluring as his project to disinvent and to reconstitute English along performative lines may be, one needs to question the feasibility of such a perspective as at this point, its conceptualization is still at an embryonic stage and remains an intellectual exercise.

I feel that Canagarajah too has his work cut out for him, given his view that effective communication should not be based on uniform grammar or formal competence, but pragmatics and performance (Canagarajah, 2006c, p.211). Once again, while I can certainly see and rationalize where these linguists are coming

from, I would imagine that such a radical pedagogical undertaking will also come up against strident resistance from various stakeholders (e.g., parents, teachers and policy makers). In view of this, I think future work on identity will need to address and negotiate such a resistance, and convince such conservative quarters that a reconstitution of language and identity is long over due.

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**Roundtable - Striking a Balance:
Language Policy and National Identity in Southeast Asia**
14 August 2007, Asia Research Institute, NUS

Abstracts

Linguistic Displacement and Cultural Gatekeeping in Singapore
Anne Pakir, Department of English Language & Literature,
Asia Research Institute, NUS

English-knowing bilingualism in Singapore – a direct result of educational policy, planning and implementation – has far-reaching consequences for a relatively young and definitely small country. In four decades of phenomenal growth, the modern state and republic of Singapore has witnessed two shifts in speaking habits, a general and primary language shift to English on the part of the majority of the population, and a specific and secondary language shift to Mandarin on the part of the Chinese, the largest ethnic group (the other two being Malay and Indian).

Focusing on the language shifts that have taken place over four decades, there will be two questions we can ask: (1) how does Singapore strike a balance in its apparently successful language management? and (2) what are some consequences of such language shifts (linguistic displacements) for a country striving to build a ‘nation-cum-cultures’ identity in an era of globalization and

accelerated change?

The Complexities of Language Concerns in a Multi-Ethnic Nation

Saran Kaur Gill, Universiti Kebangsaan Malaysia

This paper will highlight aspects of language complexities that concern both the majority and minority communities in Malaysia's multi-ethnic and multi-lingual landscape. These are challenges that resonate with the concerns of most citizenry in many other multi-lingual and multi-ethnic nations. These are linguistic complexities coloured by the needs of nation building at varying points in time and which can lead to both harmony and disharmony amongst varying ethnic groups.

In the Malaysian context, this begins with the post-independence period of the post-colonial shift in language policy from English to Bahasa Malaysia. This raises the need for developing a symbol of national identity and unity, which posed great challenges for the institution and modernization of Bahasa Malaysia as national language and language of education. In the wake of the 21st century, Malaysia has faced once again one of the greatest challenges in language policy and planning – this is the shift in language of education from Bahasa Malaysia to English for science and technology. The paper will unravel the macro-reasons that have led to this drastic situation and give voice to the former Prime Minister, Tun Dr Mahathir Mohamed, who was instrumental for this change. Against this backdrop arises one of the present challenges faced by many nations across the globe – this is the challenge of maintaining and sustaining both national collective and ethnic community linguistic identities in the face of both international and national linguistic dominance.

**Re-viewing Language Policy from ‘Above’ and ‘Below’:
The Language Wars in the Philippines**

T. Ruanni F. Tupas, Centre for English Language Communication, NUS

The Philippine language wars of the 20th century have largely taken on consistent ideological positions: on the one hand, the pragmatist/pro-English position views English as modern, pragmatic and ethnically-neutral, while Tagalog/Pilipino/Filipino is ethnolinguistically divisive, un-modern, and un-scientific; one can be a nationalist through English. On the other hand, the nationalist position views English as elitist, socially-divisive, and colonial, while Tagalog/Pilipino/Filipino constitutes the Filipino identity.

In this paper, I would like to do two things: first, I would like re-examine the ideological structure of the debates in the light of the most recent language war in the country. Through an analysis of more than 100 newspaper articles written in English and Filipino, I will show how the nationalist position has broadened its discourse on language, but the pragmatist/pro-English position continues to engage it on the premise of its anti-imperialist rhetoric. Second, I would like to push the nationalist position further by incorporating descriptions of lived practices of a particular community. Based on a re-reading of ethnographic data of the powerful 15-volume work on functional literacy in 14 marginal communities in the Philippines by Doronila et al., I argue how one community’s particular uses of language appear to be the ‘natural’ choice of the people in active search of a better future. Letting the issues of language use emerge from the messy, violent realities of daily life helps us reconfigure the ideological structure of such debates and inform more firmly language policy-making in the country. I propose that reconstituting (im) balance between voices from ‘above’ and voices from ‘below’ is crucial in crafting more realistic and more democratic language policies.

NEW BOOKS IN JAPANESE LINGUISTICS

Japanese Linguistics: An Introduction (2007), Continuum
Toshiko Yamaguchi

This introduction to Japanese linguistics is designed to introduce students to all of the main areas of the subject. What makes this book distinct from other textbooks on Japanese linguistics is that linguistics is introduced by means of authentic texts which students might encounter in contemporary Japan. The book

covers: Speech sounds and sound structures, Japanese vocabulary, Writing in Kanji, Hiragana, Katakana and Roman letters, Word structures, ideograms, morphemes and compounding, Sentence structure, Word meaning.

Each chapter contains an explanation of the key concepts of Japanese linguistics, followed by activities, which are designed to promote the students' active understanding of the forms and functions of the language in authentic texts. This textbook will be an essential introduction to Japanese linguistics for advanced undergraduates and postgraduates, studying either the Japanese language or linguistics.

Japanese Language in Use: An Introduction (2007), Continuum
Toshiko Yamaguchi

Japanese Language in Use is the companion volume to Japanese Linguistics: An Introduction. Using a wide range of examples drawn from everyday life and literary texts, Japanese Language in Use introduces pragmatics, discourse, and language and culture in the Japanese context. The book covers: Language in context, Japanese in conversation, Honorifics and politeness, Language and gender, Young people's language.

Key concepts of Japanese language in use are introduced in a succinct and accessible way, with texts and exercises to aid student understanding. This is the ideal first introduction to Japanese language in context for undergraduate or postgraduate students.

UPCOMING CONFERENCES

6th Language for Specific Purposes International Seminar

LSP: Interfacing Language with Other Realms

9 & 10 April 2008, Johor Bahru, Malaysia, organised by the Department of Modern Languages, Faculty of Management and Human Resource Development Universiti Teknologi Malaysia, Skudai, Johor, Malaysia

Deadline for submission of abstracts: 30 September 2007

Website: <http://www.fppsm.utm.my/lsp2008/index.html>

International Conference 2008

Language Issues in English-medium Universities: A Global Concern

18-20 June 2008, University of Hong Kong, China, co-hosted by the Faculty of Arts and the Faculty of Education in collaboration with the English Centre, The University of Hong Kong

Deadline for submission of abstracts: 30 November 2007

Website: <http://www.hku.hk/clear/conference08/index.html>

Association for Language Awareness 9th International Conference

Engaging with Language

26-29 June 2008, University of Hong Kong, China, organised by the Association for Language Awareness.

Deadline for submission of abstracts: 30 November 2007

Website: <http://www.hku.hk/clear/ala/index.html>

International Conference on Language Teaching and Learning

Innovating Minds, Communicating Ideas:

Reinventing Language Teaching and Learning

17-19 March 2008, Hilton Petaling Jaya Hotel, Malaysia, organised by the Institute of Modern Languages and Communications (IMLC), Multimedia University.

Deadline for submission of abstracts: 31 October 2007

Website: http://imcicon.mmu.edu.my/Guideline_for_Abstract_Submission.php

The RELC International Seminar

Language Teaching in a Multilingual World: Challenges and Opportunities

21-23 April 2008, organized by the Regional Language Centre, Singapore.

Deadline for submission of abstracts: 12 November 2007

Website: <http://www.relc.org.sg/seminar.html>

CONGRATULATIONS!!!

To Rani Rubdy, a SAAL EXCO member, whose book

English in the World: Global Rules, Global Roles (Rubdy, Rani and Saraceni, Mario (eds.) (2006) published by Continuum

has been shortlisted for *Book Prize 2007* of the British Association for Applied Linguistics or BAAL.

Visit the BAAL website for more information about the shortlist:
<http://www.baal.org.uk/bkprize.htm>

WHAT IS...

PAC

The Pan-Asian Consortium of Language Teaching Societies: it is a series of conferences, publications (proceedings and journals) and research networks that was initially created and signed into agreement by the *Japan Association for Language Teaching (JALT)*, *Korea TESOL (KOTESOL)* and *Thailand TESOL (ThaiTESOL)* in 1994. The *English Teachers Association of the Republic of China (ETA)* joined PAC in 1999; the *Far East English Language Teachers Association of Russia (FEELTA)* joined in 2001; and the *English Language & Literature Teachers Association of Singapore (ELLTAS)* joined in 2004. Its newest country affiliate is the *Philippine Association for Language Teaching*. PAC is committed to forging an identity which encompasses the commonalities and diversity inherent in the teaching and learning of English in the Asian context. *Website: <http://www.pac-teach.org/>*

APACALL

The Asia-Pacific Association for Computer-Assisted Language Learning: it is an on-line association which acts as a clearinghouse for language professionals who are interested in investigating, sharing information, discussing, cooperating and collaborating with fellow professionals working with computer-assisted language learning (CALL). It acknowledges the opportunity for use of information and communication technologies in learning, teaching and research. *Website: <http://www.apacall.org/>*