

Edited by  
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**The English language and  
the Asian student**

# 英语语言与 亚洲学生

主编

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## About the contributors

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**Roger Barnard** obtained his PhD from Southampton University and is a Senior Lecturer at the University of Waikato, where he has taught Applied Linguistics since 1995. Previously, he worked in England, Europe and the Middle East as Language Teacher, Director of English Language Institutes, Teacher Educator, and English Language Adviser to Ministries of Education. He frequently visits Asian countries, and has been Visiting Professor at Tsuda College, Tokyo and Hanoi National University, Vietnam. He publishes frequently, especially in the areas of second

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language teacher education and classroom interaction. His most recent book, co-edited with Maria Torres-Guzman of Teachers College Columbia University, was *Creating classroom communities of learning: International case studies and perspectives*, published in 2008 by Multilingual Matters.

**John Bitchener** is Professor of Applied Linguistics at AUT University, Auckland, New Zealand. He teaches on the MA in Applied Language Studies programme and supervises the theses of many Doctoral and Masters students. His research interests include second language learning/acquisition (especially written and oral corrective feedback) and the discourse of academic genres. He has published widely in *Journal of Second Language Writing*, *Journal of English for Academic Purposes*, *System*, *Language Teaching Research Journal*, *Language Awareness* as well as many national and regional journals. He is President of the Applied Linguistics Association of New Zealand, co-editor of *New Zealand Studies in Applied Linguistics* and a recent recipient of Fulbright and Ako Aotearoa research awards.

**Carol Griffiths** has many years' experience as teacher, manager and teacher trainer in the field of English Language Teaching. She completed a PhD researching language learning strategies at the University of Auckland, and learner issues continue to be her main research interest. Carol is currently working as a teacher trainer at Kim Il Sung University in Pyongyang, the Democratic People's Republic of Korea, but also continues to be very involved with the ELT scene in New Zealand, for instance as Research Associate at Auckland Institute of Studies (AIS St Helens). She has presented papers at many conferences around the world, and also published widely, including her recent book *Lessons from good language*

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**Anne Henderson** is a writer, currently completing a book investigating the immigration and settlement of skilled immigrants from China in New Zealand using research from her PhD and work as a Research Officer at Massey University, Palmerston North. With qualifications in English and History, Secondary and Second Language Teaching, Education and Social Policy, Anne has been involved in secondary teaching, coordinating regional provisions for New Settlers and Multicultural Education, lecturing in second language teaching and linguistics, ESOL work, university research, and academic writing and publication consultancy work. She taught for 5 years (1991-1996) at Shanghai International Studies University in China.

**David Hirsh** teaches on the Med TESOL program at the University of Sydney. He has taught English for academic purposes in Thailand and New Zealand. His PhD investigated the reasons for the presence of an academic vocabulary in English. David's current research concerns pathways into university, language assessment and vocabulary acquisition. He has published in *Reading in a Foreign Language* and *French Revue of Applied Linguistics*, and contributed to *Teaching academic writing: An introduction for the second language classroom* (2009, University of Michigan Press) and *Companion to research methods in applied linguistics* (2010, Continuum).

**Judy Hunter** lectures in ESOL/Applied Linguistics in the School of Social and Cultural Studies, Massey University, Auckland. Her research interests are the social practices and development of language and literacy, particularly among speakers of English as an additional language. Her research includes

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**Ma Yingxin** is Professor of English and Director of the International Office at Dezhou University, Shandong, China. She has been teaching English language and literature in Dezhou since 1987. She obtained her MA degree in Media-Assisted Language Teaching and Learning from the University of Brighton, UK in 1999 and now is a PhD candidate in the University of Louisville, USA. She has published extensively on teaching English as a second language in both Chinese and international journals. Her recent publications include "Learner autonomy and Chinese education culture"; "The speech act of Chinese refusal"; "Main idea and cohesion of discourse"; and "Exploring internationalized talents training in newly established local universities."

**Jim Miller** has recently retired from academic position of Professor of Linguistics at the University of Auckland. His research interests include (1) aspect, case, transitivity, and Russian; (2) syntax and discourse organization of spoken language, spoken and written language, literacy, language acquisition. In 1998 Regina Weinert and he published *Spontaneous spoken language*



(OUP). His most recent publication is "Spoken and Written English," in *The handbook of English linguistics* (Blackwell, 2006).

**John Read** is Associate Professor and Head of the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand. He has taught applied linguistics, TESOL and English for academic purposes at tertiary institutions in New Zealand, Singapore and the United States. His primary research interests are in second language vocabulary assessment and the testing of English for academic and professional purposes. He is the author of *Assessing vocabulary* (Cambridge, 2000), as well as numerous articles and book chapters on aspects of vocabulary learning and assessment. He was co-editor of *Language Testing* from 2002 to 2006.

**Gillian Skyrme** has been a teacher of English to speakers of other languages for over 25 years, teaching in the United Kingdom, New Zealand and China. She is a Lecturer in Linguistics and Second Language Teaching at Massey University, Palmerston North, New Zealand, and has recently completed her PhD, researching the experiences of Chinese international undergraduate students studying in a New Zealand university from a sociocultural perspective.

**Nicholas Tarling** is Fellow and Emeritus Professor of History at the New Zealand Asia Institute. He has also been Visiting Professor at the University of Brunei Darussalam and Honorary Professor at the University of Hull. Most of his work has been on the history of Malaysia, Indonesia, Thailand and Burma in the 19th and 20th centuries, and in particular on British policy in and toward those countries. He edited the *Cambridge history of Southeast Asia*. His most recent books include *Britain, Southeast Asia and*

*the impact of the Korean War* (Singapore University Press, 2005), *Regionalism in Southeast Asia* (Routledge, 2006), and *Britain and the West New Guinea Dispute* (Mellen, 2008).

**Cynthia White** is Professor of Applied Linguistics in the School of Language Studies, Massey University, New Zealand. She has research interests in language learning strategies, learner autonomy, distance learning environments, e-learning and language and settlement issues among migrants and refugees. In 2004 Cynthia received the International TESOL Virginia French Allen award for Scholarship and Service. In 2003 her book *Language learning in distance education* was published by Cambridge University, and a co-edited book entitled *Languages and distance education: Evolution and change* appeared with Multilingual Matters in 2005. Her articles appear in *System*, *TESOLANZ Journal*, *Distance Education*, *Open Learning*, *Journal of Distance Learning*, *Hong Kong Journal of Applied Linguistics*, and *Innovation in Language Learning and Teaching*.

**Zhang Shengyong** is an instructor at Dezhou University, Shandong, China. He received his MA from Shanghai International Studies University. His research interests are in international relations, cross-cultural communication and translation.

## Preface

Over the past several decades English has become the *de facto* lingua franca of globalization, a phenomenon taken up by a growing number of researchers in English linguistics and English-as-a-second language (ESL) studies. Braj Kachru, David Crystal and Sandra Lee McKay are just a few of the well-known scholars who have been involved in this area. There are also entire journals, such as *World Englishes* and *English Today*, devoted solely to the study of English across cultures. The increasing prominence of this field of study, together with the growing presence of Asian students in New Zealand universities, was the impetus behind a conference held at the University of Auckland in October 2005, entitled "The Value of English for Asian Students and the 'Added Value' of Studying in New Zealand." A group of scholars based in New Zealand and East Asia were invited to the conference to present their research related to this topic. It is from this conference that the present collection of theoretical papers and case studies emerged.

The volume as we are now presenting it is concerned on the one hand with variations in the English language as its influence spreads around the globe. Even more so, however, the volume looks at how Asian students relate to English as they struggle to understand the new ways of thinking engendered in the language,

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and to adapt their behavior to English discourse communities. In focusing on Asian students and Asian contexts, we do recognize that "Asia" is one of the most diverse regions of the world and that any generalizations must therefore be interpreted cautiously. This is true even when the emphasis of a chapter is on a single Asian country. China in particular (though by no means exclusively) figures prominently in the papers in the volume, in that Chinese students account for an increasingly large percentage of the international students in New Zealand. Moreover, as the world's most populous nation and one with a huge yet growing demand for English language services, China is likely to be an even more significant player in the future development of English as an international language.

The book is divided into three parts, though readers will notice some overlap among them. Part I provides an overview from a multiplicity of perspectives of how English functions as a global language in Asian contexts. It begins on an historical note with an essay by Nicholas Tarling, a renowned Southeast Asian scholar. Tarling grapples with the often cited notion of English-language "imperialism," but suggests that it is "globalisation" rather than imperialism that provides the most appropriate framework for studying the spread of English internationally. His paper provides a rich framework within which ensuing papers may be interpreted. Jim Miller follows with a sociolinguistic perspective on English language change and language learning. Using examples from written and spoken English, Miller challenges the idea that there are clearly codified English "standards" that can be universally taught, and argues that an awareness of variation should be a part of all English language learning. Anne Henderson then draws on Braj Kachru's

notion of Inner, Outer and Expanding Circles of English to address the growth of English in Asia, and within China especially. At the same time Henderson takes up the problem of discriminatory attitudes toward so-called nonstandard varieties of English. In the final chapter of the group Cynthia White examines how English in Asia is shaped by a confluence of local, virtual and global forces; with virtual contexts—such as internet—mediating between the local and the global. White considers what this will mean for educational practice and for speakers' cultural identities in the future.

Part II explores contact and conflict between languages and cultures—especially between English and the languages of East Asia—in Asian educational settings. Roger Barnard examines Activity Theory, as developed by Lev Vygotsky, Yrjö Engeström, and others, as a framework for interpreting differences and conflicts across educational cultures. Barnard's analysis, which can be applied to educational cultures at all levels from individual classrooms to entire educational systems, is relevant to the other chapters in Part II that follow it, as well as to many of those appearing later in the book. Li Bailing follows up on Barnard by describing a three-way contrast among the language-culture systems of English, Chinese and Japanese as engendered in the forms of address used in language classrooms. Li argues that language and situational context are invariably linked, and must be presented as a "package," with Asian learners taught to switch their cultural orientation when using English as a second language. Ma Yingxin and Zhang Shengyong then discuss how classroom conflict can arise due to differences between Chinese students' preferred learning style, which is rooted in hierarchical relations, and the pedagogical model prevalent in English-language teaching, which emphasizes learner

autonomy over teacher authority. Ma refers to experiments from Hong Kong to illustrate how autonomy can in fact be introduced to Chinese students in a culturally sensitive way. Finally Fred E. Anderson examines conflicts in classroom interaction style between Japanese students and western instructors, citing various research on Japanese language socialization to show how the culturally bound patterns develop over time, from infancy to adulthood. Like Ma, Anderson suggests that language education should aim to accommodate both the learners' native culture and the culture of the target language.

In Part III the focus moves from the Asian environments of the students, to countries where English is the primary medium of communication, particularly New Zealand. The chapters in this section are mainly case studies concerned with Asian students in New Zealand, a country which—with its proximity to Asia, its immigrant-friendly education, and its relative safety—is an increasingly popular destination for Asian students seeking English-medium university degrees. Nevertheless, the issues described for New Zealand have implications for teaching Asian students in other English-using locations as well, especially the newer and less traditional destinations. Gillian Skyrme begins this part of the book by presenting her longitudinal research on Asian students' motivations to study abroad and on their educational experiences and academic adjustment in New Zealand. Skyrme's study is based on open-ended interviews and thus gives us first-hand access to the students' voices. Carol Griffiths examines—quantitatively and qualitatively—students' learning strategies in a New Zealand language school, contrasting the divergent strategies employed by one Korean learner and one Argentinean (Spanish-speaking) learner of English.

## *Preface*

Griffiths calls for teacher sensitivity in accommodating varying cultures and strategies in the classroom, and in helping students adapt to the new learning environment. Judy Hunter draws on her own study of English-as-an-additional language in Canada, as well as on various research from New Zealand and elsewhere, to analyze the respective roles that learners, teachers and policy-makers play in helping Asian learners to access English discourse communities. John Bitchener then explores issues of access to a particular type of academic discourse community; namely, that of post-graduate thesis writing, which entails gaining an understanding of the discourse genre and adapting to a specific epistemological setting. The final two chapters, by David Hirsh and John Read, are concerned with the support and evaluation of Asian students in New Zealand university settings. Hirsh examines problems of academic performance and university preparation through a qualitative study of students' experiences in pre-sessional university programs. Read discusses options for providing language support to students admitted to university, and in particular the University of Auckland's DELNA (Diagnostic English Language Needs Assessment) initiative designed to identify students whose lack of English competence may hinder their academic progress.

Throughout the volume we are exposed to the perspectives of teachers, students, and other members of the Asian and English-language communities in which language and cultural exchanges occur. We also hear the voices of the authors, who themselves compose a mosaic of speakers of English as a global language. The authors include both native and nonnative users of English, and come from a variety of national backgrounds; many of them live in countries other than the one where they were raised. Thus, in

keeping with the theme of cultural sensitivity and respect for multiple varieties of English, we have chosen not to standardize the spelling or usage to conform to any one variety of the language. Rather, we have allowed the authors to express themselves through the linguistic code with which they are most comfortable. In this way, while one may be able to guess that the writer of this preface is American by background (e. g. , through his spelling of *standardize* earlier in the paragraph), British, New Zealand, Canadian, Australian, and Chinese voices should also be apparent in the various chapters. We believe that it is through this multiplicity of voices that English has gained and retains its international stature.

Finally, we would like to express our deepest gratitude to those who made this book possible. It would never have gotten off the ground without the work of those at the New Zealand Asia Institute, University of Auckland. As the main sponsor of the 2005 conference out of which the book developed, NZAI was responsible for arranging the sessions, inviting the participants, and providing the bulk of financial support for the conference. Special thanks go out to Xin Chen, Research Fellow and Programme Officer at NZAI, who played the central role in organizing the conference. Chen also served as the crucial link between the authors, editors and Shandong University Press as the papers were shaped together into a book; it is doubtful that the project would have reached this stage of completion without her hours of hard work. Additional appreciation is due to the University of Nagasaki—Siebold, where the present writer (Anderson) was employed at the time of the conference. Siebold University generously co-sponsored the conference with an education and research grant, which allowed for



## *Preface*

a greater number of presentations to be included and for editorial assistance with the papers submitted following the conference. Finally, thanks go out to Dezhou University, Shandong, China, for supporting the editing and publication of the final manuscript. Of course, no book can exist without its writers, and with that in mind congratulations go out to all who have contributed to this collection, for their diligence in composing their chapters and for their cooperation and patience during the long process of editing.

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