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Toward World Englishes Writing: Is It Idealism in the Introductory Composition Class?

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Purdue University

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By Shih-Yu Chang

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Toward World Englishes Writing: Is It Idealism in the Introductory Composition Class?

For the degree of Doctor of Philosophy

Is approved by the final examining committee:

Margie Berns

Chair

Tony Silva

April Ginther

Aya Matsuda

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Approved by: Nancy Peterson

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Date

TOWARD WORLD ENGLISHES WRITING: IS IT IDEALISM IN THE
INTRODUCTORY COMPOSITION CLASS?

A Dissertation

Submitted to the Faculty

of

Purdue University

by

Shih-Yu Chang

In Partial Fulfillment of the

Requirements for the Degree

of

Doctor of Philosophy

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West Lafayette, Indiana

For my husband, my son, my grandmother Mei, my parents and my in-laws

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ABSTRACT

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The purpose of the present study is to discover how teaching college introductory composition for international students within the World Englishes paradigm looks like. The study was conducted through questionnaires, blog entries, and interviews across three semesters in a public university in Indiana, America. In total, three introductory composition classes consisting of 41 students participated the study. The students were introduced to World Englishes through a series of related readings and the designed World Englishes workshop while they were also prepared for writing for other university courses. The results of this mixed-method study show that by learning about World Englishes, international undergraduates were able to improve their writing process – particularly the idea forming stage. Furthermore, it gave the students confidence to write in English when they were no longer stuck in the beginning of the writing. Learning about World Englishes made the students more positive about their cultures playing a role in their writing which also brought them more confidence. Lastly, learning about World Englishes helped the students identify rhetorical situations. Based on the findings, the author suggests that it is applicable to introduce World Englishes to international undergraduate English writing learners.

CHAPTER 1. INTRODUCTION

Preface

There is definitely no right or wrong about writing style. However, as a Chinese reader, I stand for and am more used to the Chinese kind of writing style. I enjoy every time I'm stunned by the astonishing ending or that I try hard to figure out what the implied meaning the writer wants to pass to the readers. And it had always been the way I used when I wrote until I began to learn writing in English. Putting your thesis at the beginning is just like showing cards in your hand to others. When the opponents know what the cards in your hand are, you hardly have the chance to win. The same feeling applies to writing; when you point out your thesis in the first paragraph, it's easy to readers to know what you're going to talk about for the whole essay, which makes me uncomfortable but is always what teachers ask for. Another problem for me is that I can't leave questions to the readers but need to clarify every question or point that I mention. There's barely any room for you to let readers have their own explanation. It's a failure if there are more than one explanation about your essay since that will makes readers confused and not sure about what you really mean. ~ From a Taiwanese student in freshmen composition class

1.1 Introduction

As a composition instructor and an English learner, I was stirred by the above quote. For one, as an English learner myself, I have never thought of myself standing for “the Chinese kind of writing style.” It is not to say that I have ever thought of standing for who I am and the culture carried in me. All I can recall is that I was so busy to absorb so called “the English kind of writing” in order to be part of the “authentic” English community. It sounds like an excuse, yet it is very true. As a composition instructor who is interested in World Englishes and teaching in an Inner Circle country, a question I encountered in teaching college composition for international students at Purdue University is, how I can prepare my students to be able to immerse themselves into the American academic writing culture without overly promoting American Standard Writing if there was one. This quote really got me into thinking what kind of message has been sent out to students in college composition class and how students see their own culture play in the act of writing. This may sound like an old research topic for a lot of researchers, yet the issue is still on the table to me. As I struggled, Canagarajah’s article drew my attention to examine the issue closely.

At first, I was fascinated by Canagarajah’s 2006 article “The place of World Englishes in composition: Pluralization continued” in *College Communication and Composition (CCC)* since the article has stimulated discussions among researchers working in the field of college composition, especially second language writing researchers. The article calls attention to not only the writing researchers but also the World Englishes (WE) researchers, as it is time to pluralize composition from the World Englishes perspective. Canagarajah (2006) presents “code meshing as a strategy for

merging local varieties with Standard Written English in a move toward gradually pluralizing academic writing and developing multilingual competence for transnational relationships” (p.586). At a glance, “code meshing” seems appealing, yet it got me into thinking what it means by saying “pluralizing” composition through “code meshing”? Is it necessary to have such strategy in order to pluralize composition? What does it mean to say looking at the college composition from the World Englishes perspective? Is the idea of pluralizing composition new to the college composition research as well as the World Englishes research? Is Canagarajah’s understanding of World Englishes appropriately applied to teach college composition? Most importantly, not only does Canagarajah’s article not answer my dilemma, but also it gets me into further thinking what it means to say teaching college composition within the World Englishes paradigm.

As I was struggling to find out the answers for my questions, I had several discussions with other colleagues who are also interested in World Englishes as well as Second Language Writing. After I expressed my idea of possibly applying the notion of World Englishes into teaching writing to other speakers of English, their first reaction was that students will not be able to live up to the reality that the world or their future employers actually are fond of Standard English Writing. Frankly speaking, I was not surprised to hear their answer, but I have to say that the answer really upset me. Yes, it is true that the reality NOW is the whole world is generally fond of “Standard English,” most of time referred to the Inner Circle Englishes. Yes, it is true that discussing writing from the World Englishes perspective is a very complex issue, but isn’t one of the purposes of doing research looking for a possibility? If Kachru did not speak up for different varieties of English nearly fifty years ago, no one would at least talk about

Indian English or other varieties in the Outer Circle and the Expanding Circle and no one would change their attitude, at least a little bit, toward world Englishes. Because of Kachru, today linguists and educators have a new respect to different varieties of English other than the Inner Circle Englishes; so, here I am, to look for a possibility of examining second language writing from the angle of World Englishes. The purpose of this dissertation is, then, to discover how teaching college composition for international students within the World Englishes paradigm might look like. Specifically, this dissertation is an exploration. I did not know what was ahead of me, nor did I know whether it is a plus that introducing World Englishes to international students in a composition class would manifest their writing quality. One thing that I did know was the complexity of the dissertation. Before moving into the section, I would like to end the introduction with quoting President Obama's address to a joint session of Congress, "Remember that I never suggested that change would be easy, or that I could do it alone." This quote somehow matches what I think about this project in some way. This dissertation will be a start for a change, at least I think.

In the rest of the chapter, I would like to briefly introduce two major frameworks, World Englishes and Second Language Writing, used in the dissertation.

1.1.1 A brief sketch of World Englishes and L2 college composition

1.1.1.1 The World Englishes paradigm

Bolton (2006) once insightfully points out, “the expression ‘World Englishes’ is capable of a range of meanings and interpretations” (p.240). Indeed, the expression is greatly borrowed and applied into different research fields, yet what does it really mean?

Historically, Kachru’s first published journal article, *The Indianness in Indian English* (1965), not only contains the origination of his notion of World Englishes but also includes his interpretation of how English, the language, is nativized in India in related to its unique sociological and cultural factors. The use of the term “Indian English” declares that although English is used as a foreign language in India, it does not function as American English or British English in the Indian contexts. In addition, the phenomenon of nativization of English is occurring as well as in other countries in the world.

It was not until 1984, Kachru first introduced the term “World Englishes” in the TESOL conference (later published in TESOL Newsletter). In “World Englishes and the teaching of English to non-native speakers: context, attitudes, and concerns,” Kachru (1984) officially introduces his new coined term “World Englishes” as well as the concept of “three concentric circles.” According to Kachru (1984), the global profile of English can be viewed in terms of three concentric circles: the inner circle, the outer or extended circle or the expanding circle. The inner circle refers to those countries where English as a primary language such as U.S.A. The outer or extended circle country refers to those regions where the institutionalized varieties of English present such as India.

The expanding circle country includes countries use the performance varieties of English and have not been under the colonization of the English speaking nations such as Japan. These three concentric circles “represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts” (p.25). Kachru’ (1984) use of term “Englishes” reflects “the concept of pluralism, of linguistic heterogeneity, of cultural diversity and of different theoretical and methodological foundations for teaching and research in English” (p.26). As it is crucially indicated by Kachru and Smith (1985),

“Englishes” symbolizes the functional and formal variation in the language, and its international acculturation, for example, in West Africa, in Southern Africa, in East Africa, in South Asia, in Southeast Asia, in the West Indies, in the Philippines, and in the traditional English using-countries: the USA, the UK, Australia, Canada, and New Zealand. The language now belongs to those who use it as their first language, and to those who use it as an additional language, whether in its standard form or in its localized forms (p.210).

It is noted that the spread of English has resulted in the significant interaction between English and different cultures in the world. It is this interaction that leads to the nativization of English; English belongs not only to the native speakers of English but also to its various users in the world. As Kachru (1992a) argues,

The term symbolizes the functional and formal variations, divergent sociolinguistic contexts, ranges and varieties of English in creativity, and various types of acculturation in parts of the Western and non-Western world. This

concept emphasizes “WE-ness,” and not the dichotomy between us and them (the native and non-native users) (p.2).

The term “World Englishes” and its “WE-ness” concept have, furthermore, become a field of study, the World Englishes paradigm.

Kachru (e.g., 1988:1, 3, 4, 8) has delimited three aspects of a world Englishes theoretic framework or perspective: a belief that there is a “repertoire of models for English” as opposed to one best model; a belief that “the localized innovations [in English] have pragmatic bases”; and a belief that “the English belongs to all those who use it (Brown, p.688, 2006).

The Kachruvian paradigm, undoubtedly, has brought an impact to the world of language teaching, particularly ELT (English Language Teaching). ELT methodologies, in the past or even now, highly value the notion of native speakers; so-called “authentic” teaching materials and curriculum are greatly emphasized. It is this kind of attitude foregrounding the term “model,” an ideal native-speaker model at which learners are supposed to aim in order to become a model speaker. “Limiting learners’ exposure to only one or two of the infinite variations of L1 and L2 varieties and representing them as universal norms” (Burns, 2005, p.5) completely ignores “context as a variable” (Brown, 2006) and “denies the realities of the repertoires of World Englishes learners encounter when they go out into the real world” (Burns, 2005, p.6). As Kachru (1992b) indicates, “a monomodel approach presupposes that there is a homogeneous English L2 speech community, and that the functional roles assigned to English in each area are more or less identical” (p.66). Such assumption is no longer appropriate from the World Englishes

perspective where English may function differently in different countries or contexts of situations. Furthermore, a monomodel approach is also not proper when discussing about teaching English worldwide because “it assumes that the goals for the study of English in various parts of the world are more or less similar” (p.66).

Questioning and responding to the validity of the monomodel approach, Kachru (1986) suggests “a dynamic approach for the teaching of English around the world. A dynamic approach entails - to some extent - rejection of a native monomodel concept and acceptance of a polymodel concept” (p.115). A polymodel approach for teaching English based on pragmatism and functional realism needs to be adopted as a consequence of English being used in various contexts of situations. “It presupposes three types of variability in teaching English for cross-cultural communication; namely, variability related to acquisition, variability related to function, and variability to the context of situation”(Kachru, 1992b, p.66). In contrast to the monomodel approach, a polymodel approach takes into consideration of how Englishes worldwide are acquired and how Englishes function in different contexts of situations in teaching English for cross-cultural communication.

We must adopt a pluralistic approach since English functions in pluralistic sociolinguistic contexts. This means a shift from the monomodel approaches to a polymodel approach. As a result one would have to significantly modify one’s approach to teacher training, curriculum development, and materials production (Kachru, 1986, p.29).

This means that English language teaching is in need of a paradigm shift. This paradigm shift is important in calling the methodological change as well as collecting the appropriate empirical data. “We have to discard the exclusive use of deviational approach and evaluate the pragmatic success (or failure) of various codes with reference to the types of interaction and encounter the intranational uses of English” (Kachru, 1986, p.28). More importantly, the attitudes toward non-native varieties of English and their users should be changed into “accepting a hypothesis of code difference as opposed to one of code deficit” (Kachru, 1986, p.25); after all, teachers face language-using human beings.

1.1.1.2 Why college composition?

As mentioned, English language teaching is in need of a paradigm shift, and this paradigm shift is important not only to reflect on the methodological change as well as collecting the appropriate empirical data. In terms of college composition studies, the field of World Englishes has done much to collect the appropriate empirical data including identifying unique linguistics features and genres and explaining the sociocultural impact in order to investigate what it means to be a certain variety of English. However, when it comes to the pedagogical implement and the methodological change, there is not much to be discussed. At this point, one might wonder why it is vital to apply the World Englishes paradigm into teaching college composition for students from the Outer and Expanding Circles.

First of all, the unique features of the Outer Circle and Expanding Circle Englishes are more likely considered as bilingual's creativity rather than the evidence for fossilization and deficiency when discussing literary texts but not in the case of expository prose (Y. Kachru, 1986).

There is an attitudinal factor that labels such innovation "un-English." Considering the range of variation in dialects within a native English-speaking country, and in varieties across different native English-speaking countries, it is not reasonable to suggest that certain features of non-native varieties to be accepted as legitimate variations (Y. Kachru, 1986, p.44).

Therefore, it is legitimate to accept and encourage different varieties of English in academic writing. As Y. Kachru says (1995b, 1999),

If academic writing in general is not to become a sterile, formula-oriented activity, we have to encourage individual creativity in writing. It is the tension between received conventions and the innovative spirit of individual that produces good writing in academic disciplines as well as in creative literature (Y. Kachru, 1995b, p.16, and 1999, p.85).

In addition, practically speaking, "it is neither necessary nor desirable to promote the so-called direct linear pattern" because it is not possible to train "the entire English-speaking population of the world to the way of thinking and writing in American, British, or any other variety of English" (Y. Kachru, 1995b, p15).

Subsequently, students are in need of recognizing the 'false' assumption that the Inner Circle Englishes are the only models they are after and learning to see different

Englishes is equally valuable. Friedrich (2002) notes that English learners in Argentina and Brazil still seem to view British and American English as the only two possible models. This similar view is held in Japanese English learners found in Matsuda's (2002) study. "Students told me that they knew different varieties of English existed but had little idea what they were like or how different they were from each other" (Matsuda, 2002, p.437). This sort of perception is quite dangerous sometimes because as Friedrich (2002) notes, students may become frustrated and disappointed when they face the actual using of Englishes in the world does not quite match up what they have been taught and prepared to communicate with native speakers only. On the one hand, "if students are exposed only to a limited section of the world, their awareness and understanding of the world may also become limited, too" (Matsuda, 2002, p.438). In addition,

However, I felt that the pluricentricity of English should be a part of my students' linguistic knowledge, and they should know when to use one variety versus the other. Very often local varieties of English are ignored or undervalued by outside (and sometimes even periphery) teachers. As Canagarajah (1999: 86) has pointed out: "Little consideration is given to how students' own linguistic and cultural backgrounds might affect or enhance their language acquisition. The fact that 'correct English is taken to be Inner Circle English, rather than the 'Englishes' students bring with them, means that the students are further isolated from their social context" (Baumgardner and Brown, 2003, p.248).

This is why it is important to introduce students the knowledge of World Englishes, even in a composition class and especially in a composition class. The art of writing always helps human beings reflect upon selves and what is happening around us.

This seems to be one of important goals of most college composition classes wanting to achieve. Teaching World Englishes in college composition is going to further help students arrive at this aim.

Lastly, in the past, much has been discussed about raising teachers' awareness of World Englishes whether for composition teachers or English teachers. The next step might be providing some pedagogical directions for teachers to think about what they can do in the classroom. Brown (1993, 1995) has suggested TESOL MA programs to introduce the WE paradigm to pre-service teachers. Kachru (1992a) himself suggests eight aspects of World Englishes should be introduced to graduate courses as well as teachers preparation programs. Given to the situation that "language teachers in the 21st century will increasingly be challenged to assist learners to select the English variety they will see as the most appropriate in different circumstances" (Burns, 2005, p.6), it, without question, is essential and significant to raise teachers' awareness of the existence of World Englishes as well as to expose teachers to the theoretical framework of World Englishes. It is reasonable to raise the awareness of teachers', whether pre-service or in-service; however, the question might be what a teacher can do when he or she is equipped with all the knowledge about World Englishes. Although teaching itself is very context specific, and obviously, it is impossible to have a set of fixed instructions, at least, the discussion of the pedagogical implementation might help teachers to reflect their teaching in the classroom.

Thus far, the preceding discussion demonstrates just why the World Englishes paradigm is essential in a college composition classroom. The position of World Englishes in viewing academic writing has been indicated. It may have come to the

notice that there is not much discussed in terms of the pedagogical implication in viewing academic writing. In the next section, I would like to pause to consider the implications of the World Englishes paradigm for my desired interests, namely, college composition for students from the Outer and Expanding Circles.

1.2 Assumptions

As I have mentioned that the motivation of starting this dissertation is from a student's paper, I have been attempting to look for answers of the following questions: 1) The current World Englishes composition studies have one general objective, that is, to raise the rhetorical and linguistics awareness of university lectures and researchers. Other than raising the rhetorical and linguistics awareness, does World Englishes also desire to assert to teach writing in different Englishes? 2) When it comes to incorporate the World Englishes paradigm into teaching writing, how much can be done? How far can it go? 3) What would it look like to apply World Englishes into a college composition class? 4) How does introducing WE into college composition class affect students' writing? 5) How college composition teachers can make paradigm shifts?

Fundamentally speaking, World Englishes does not and will not promote teaching writing in different Englishes. Though Kachru's World Englishes is a reaction to the monomodel language teaching, it does not mean that the advocates of World Englishes desire to teach different Englishes. 'Polymodel' is a concept of dynamic. As Kachru (1980, 1981) once points out, it will require the use of a 'dynamic' approach originating from a polymodel concept based on pragmatism and functional realism rather than a static monomodel approach to the teaching of professional communication as a

consequence of English being used in various contexts of situations. A polymodel concept based on the pragmatism and functional realism suggests that there should not be a static monomodel approach to teach writing. In other words, writing pedagogy of World Englishes should be descriptive instead of prescriptive. Writing pedagogy is fluid based on various contexts of situations. Y. Kachru (2005) once further explains,

Learning and teaching world Englishes does not mean learning and teaching of each regional variety to everyone in the Inner Circle classrooms or everyone learning English in Brazil, China, Japan, Saudi Arabia, or Southern Africa. It means making learners aware of the rich variation that exists in English around the world at an appropriate point in their language education in all the three Circles and giving them the tools to educate themselves further about using their English for effective communication across varieties (p.166).

Therefore, pedagogically speaking, for World Englishes student writers/learners, it is important to emphasize raising the awareness about different cultures and sociocultural conventions of language use they may carry in their writing while at the same time presenting the preferred English patterns to students. In addition, discussing the rich variation that exists in English gives students an opportunity to reflect on the existing attitude that only American English and British English are the models for them to acquire.

Furthermore, attitudinally speaking, some researchers might say that only through teaching students the Inner Circle Englishes would help students gain power when they face the reality. It is not to say this statement is not right, but this statement should not be the reason to reject incorporating the World Englishes paradigm into college composition

because incorporating the World Englishes paradigm would only equip students with even better capability. This notion can be justified from two perspectives.

First, the World Englishes approach is a socially realistic approach. Following the Firthian tradition (Kachru, 1981), “language is primarily viewed as function” (p.70), and “it serves to establish and maintain socially prescribed patterns of behavior” (p.82, cited from Lyons, 1978: xi). In other words, language cannot be read without examining interlocutors’ age, sex, culture, etc. within a context of situation” (p.75). “What is formally normal and expected in one contextual unit in one culture, may be unusual and unexpected in the same contextual unit in another culture (Kachru, B., 1965, p.410). Today, English is not only used between the Inner Circle speakers but also often used between Englishes speakers from the world. In both speaking and writing communications, the Inner, Outer and Expanding Circles speakers’ ages, sex, cultures, etc., indubitably, play roles. English writing will function differently in different contexts. From the view of the New Rhetoric, reality, language, and the audience is dialectical and this dialectical view redefines the writer (Berlin, 1982).

When a reality is that students from the Outer and Expanding Circles are not only going to write to the Inner Circle audiences (the audience), the message (language) ought to be altered in order to communicate successfully. Therefore, when a composition class emphasizes teaching rhetorical situations, the World Englishes approach will further be a service to students to identify broader rhetorical contexts for their writing. Moreover, it can help students to judge how many deviations they can use when they keep the concept of audiences in mind. World Englishes may help students in the process of writing and

enhance students' ability to utilize the rhetorical strategies emphasized in today's composition class. Besides,

Human differences are the raw material of writing - differences in experiences and ways of segmenting them, differences in values, purposes, and goals. They are our reason for wishing to communicate. Through communication we create community, the basic value underlying rhetoric. To do so, we must overcome the barriers to communication that are, paradoxically, the motive for communication. (Young, Becker, and Pike, 1970, p.30)

The pluricentricity of English has shown that English is just one code in the World Englishes users' repertoire (Y. Kachru, 1995c, p.27). The choice of choosing a variety of English to write represents "their ways of saying and meaning" (Y, Kachru, 1997a, p.340); different cultural values and traditions have contributed to their writing. Kachru (1992c) and Y. Kachru (1992) have shown that the institutionalized varieties of English used in the countries of the Outer Circle have developed their own grammatical and textual forms to express their context of culture. The innovations and creativity of their writing are in need of recognition to reflect the uses of English in different cultures. Therefore, it is important to remind and show students these sociolinguistic realities concerning the international roles of English. A college composition class embracing the World Englishes aspect would offer students with a view of seeing more clearly how their native cultures play a role in writing. Furthermore, it would build the confidence of students allowing them to see their native cultures as a positive involvement. Involving the World Englishes perspective would increase students' confidence level.

The above quote (Young, Becker, and Pike, 1970, p.30) also pinpoints one concern that has been discussed and concerned between researchers who have doubts about World Englishes (for example, Quirk). That is, communication. Some worry that speakers from different countries can't communicate when they use different varieties of English. This concern in related to intelligibility and communication has been addressed by many World Englishes researchers (Nelson, 1992; Smith, 1992). Most of these discussions are regard to speaking. How about writing? Surely, in comparison to speaking, writing may be harder to address in terms of the issue of being able to communicate.

There are some non-linguistic cues that may be utilized in written communication as well, e.g. The color of the paper, ink, and envelope in letter writing, use of different type-faces, punctuation, icons, etc. In printing. However, written communication largely depends on the structure of the text and the use of language itself. As such, there is very little opportunity for "repair" (i.e. Providing more information to make speaker intentions clear; Schegloff, 1979), especially because the writer and the reader of the text generally do not occupy the same time and space (Y. Kachru and Smith, 2008, p.115).

Though it is true that there is very little opportunity for repair, one cannot forget the essential objective of cross-cultural communication is to overcome whatever barriers in order to communicate with each other even with varieties of English. There might be two keys for students to overcome the barriers. For one, the point of written communication is about whether students can get their meaning across even with their own varieties of English written in academic texts. Taking the World Englishes approach

and discussing the notion of deviations and mistakes allow students to see what is considered as a deviation and what is considered as a mistake. If students can recognize the difference between deviations and mistakes, it may further be of use to students to increase the intelligibility of their writing, which is often emphasized by teachers or professors. Second, if students can acquire the strategies to achieve the intelligibility in their own varieties of English written in academic texts, that is, when deviations are applied, it does not matter how much students' own varieties of English used in academic texts.

For some, it is quite outrageous and ideal when one says teaching Englishes writing. For others, it is seen a difficult task pedagogically when there are so many Englishes involved in one class. Yet, these concerns are right as well as wrong because it depends on how the World Englishes writing class is defined. A writing classroom operating within the World English paradigm does not mean "teaching" varieties of Englishes writing in class. Instead, it indicates a class that involves the notion of World Englishes in the teaching. It means a class introduces the concept of World Englishes to students; it means telling students their writing can be seen in terms of context of situation, i.e. their writing carries their culture. Most importantly, carrying the cultural elements in their writing is a positive involvement rather than a negative idea. By doing so, the class is not about raising teachers' awareness, which has been discussed a lot lately, but it is about raising students' awareness, that is, encouraging students to see their cultural involvement as a positive element instead of seeing it as "non-Standard" English writing. This attitude will further raise students' confidence about their own writing. Furthermore, it may assist students to stand up for themselves as a role of a writer.

1.3 Overview of the remaining chapters

In this chapter, I briefly present my argument that World Englishes can be a force for the introductory composition classes for international students. In next chapter, Chapter 2, Literature Review, I would like to further illustrate background information about the World Englishes paradigm as well as the field of Second Language Writing, beginning with introducing World Englishes and several important constructs in the World Englishes paradigm, following by discussing how World Englishes is relevant to the teaching of writing as well as the research questions guiding the whole study. Then, Chapter 3, the description of Purdue's introductory composition program for international students, describes the history of the program, offering the context of the study. Chapter 4 is the description of my designed curriculum for Purdue's introductory composition course for international students. Chapter 5, Methodology, describes the approach to the study, which is a mixed-method research, and provides a design of the study followed by introducing techniques used in the study and the rationale behind using the applied techniques. In addition, the roles of the researcher and the trustworthiness of the research are discussed. In Chapter 6, 7, and 8, Data Analysis, the data gathered for the study are presented and analyzed. Lastly, Chapter 9, Discussion and Conclusion, concludes the study with a further discussion on the findings, implications for the fields of World Englishes and Second Language Writing, and directions for future research. In this chapter I also discuss what I learned from the study and share my reflection through the research.

CHAPTER 2. THEORETICAL FOUNDATIONS: WORLD ENGLISHES WRITING

2.1 Introduction

I began Chapter 1 by illustrating how I was intrigued by my student's thought for the uses of English in writing, and then I briefly discussed and argued how World Englishes can play a role in teaching college composition. In this chapter, it is important to further examine Second Language/Foreign Writing from the World Englishes perspective by looking at theoretical standpoints of World Englishes, empirical writing studies of World Englishes, and curriculum design. The purpose of this chapter is to offer a current account of where World Englishes stands in terms of Second Language/Foreign Writing. Through the current literature of World Englishes on Second Language/Foreign Writing, it is to address the concerns toward writing in World Englishes which serves as a foundation for the dissertation. Lastly, the research questions are presented in the end of the chapter.

2.2 Theoretical standpoint: Pluralization

There are two major areas in the context of second/foreign language writing that have been explored from the World Englishes perspective; they are World Englishes (hereafter, WE) concerning Contrastive Rhetoric (hereafter, CR), and WE concerning genre and genre analysis. In the following section, I would like to address each section in

detail in order to paint a picture of the relationship between World Englishes and the field of Second Language/Foreign Language Writing (hereafter, SL/FL Writing). In doing so, it shows us where World Englishes stands in terms of SL/FL Writing.

2.2.1 World Englishes (WE) concerning Contrastive Rhetoric (CR)

World Englishes research has been always compared to the CR studies due to the nature of both studies – addressing sociocultural components involving writing in English. However, how is World Englishes different from CR? From WE’s perspective, Y. Kachru (1995) once argues that it is not so appropriate to compare the writings of non-native writers with the norm which is Standard Written English, and she further proposes that CR should recognize the sociocultural meaning of rhetorical styles and look at the wider world of crosslinguistic and crosscultural writing in general. To further examine closely comparisons between WE and CR and better understand the standpoint of WE in writing, Table 2.1 is drawn to illustrate the differences between WE and CR.

The major theoretical origins of WE and CR differ from each other in terms of the role language playing in a society or a speech community. WE takes the socially-realistic linguistics point of view seeing how language is utilized in various types of contexts. For Firth, the social function of language is the most important fact and serves to “establish and maintain socially prescribed patterns of behavior” (Kachru, 1981, p.82). Language cannot be seen without its context; language cannot be seen without the context of culture. The relationship between culture and language is that language is embedded in the culture and is manipulated by people in that certain culture. This is different from Sapir-

Whorf's hypothesis in which language is seen to effect human's thoughts and perceptions in different ways (Connor, 1997, 2002), and furthermore, language shapes culture. The relationship between language and culture is the one important fact that differentiates WE and CR. WE views language as an appliance of people in context of culture, but CR sees that language shapes thoughts of men and their culture.

Coming to the discussion of SL/FL writing, the different perceptions of the relationship between language and culture further differentiate WE's and CR's views on writing in both L1 and L2. WE's Firthian tradition considers contextualization applied to the restricted forms of speech and writing actually used by persons in varied social roles (Kachru, 1981, p.73). Writers write in English is "to express their meanings to each other using a shared medium with different sociocultural conventions of language use and different cultural messages" (Kachru, 2002 as cited in Y. Kachru, 2006, p.366). Therefore, writing cannot be understood without taking into consideration the different cultural messages and sociocultural conventions of language use carried by the writers. When writers from different countries write in English, it is inevitably seeing different cultures and sociocultural conventions of language use in their writing that cannot be necessarily considered as the phenomenon of L1 transferring to L2. This point of view is different from how CR sees writers writing in English; that is, the linguistic and rhetoric patterns of writers' L1 often transfer to their English as L2 writing, where it is considered interference (Connor, 2002). Though CR recognizes the linguistic, educational, and cultural influences from writers' L1 on L2, CR more likely believes that English as SL/FL writers need to adjust themselves to the writing conventions of English, i.e. the

interferences need to be solved and removed. This leads to the other different point of view of WE and CR in terms of teaching writing.

According to Y. Kachru (1997a), different rhetorical patterns are “products of the cultural meanings of rhetorical styles in the respective speech communities” (p.343). The varieties of English may have their own nativized rhetorical organization. Because of the legitimacy of recognizing different varieties of Englishes writing not necessary as the result of L1 transferring L2, WE accepts different varieties of Englishes writing and encourages individual creativity in writing including both creative literature and academic writing. The teaching of English writing should reflect in all cases of the sociocultural contexts. This is in contrast to CR’s teaching preferred English rhetorical patterns only, i.e. American English and British English. Through identifying the different features of students’ writings carried from their cultural backgrounds, CR further seeks to help students become full participants in the rhetoric of English discourse. As Connor (2002) states, CR researchers “working in the current contrastive rhetoric paradigm have adhered to the position that cultural differences need to be explicitly taught in order to acculturate EFL writers to the target discourse community” (p.505).

Table 2.1 World Englishes v.s. Contrastive Rhetoric

	Theoretical Origins	English Writing	Research approaches	Teaching	Aims
World Englishes	The Firthian tradition (Socially realistic linguistics): looking at language in terms of function in context. Context of situation is the situation providing the context of experience and culture to the language used by the speech community (Kachru, 1981).	Writers from three circles write English to express their meanings to each other using a shared medium with different sociocultural conventions of language use and different cultural messages.	Integrative (different methodologies are used) Historical analysis Literature analysis Personal account and observation Corpora studies	Descriptive	WE not only seeks to identify the different cultural features that WE speakers may carry in their writings but also further recognizes Englishes writing.
Contrastive Rhetoric	Sapir-Whorf hypothesis (linguistic relativity): languages affect perception and thought in different ways (Connor, 1996, 2002)	Linguistics, educational, and cultural influences on students' L2. L1 transfers to L2.	Text linguistics Discourse analysis Cross-Cultural schema research Interviews Classroom research Recall studies and cloze techniques	Prescriptive	CR seeks to identify the different features of students' writings carried from their cultural backgrounds and further seeks to help students become full participants in the rhetoric of English discourse.

2.2.2 Genre and Genre Analysis

CR has been criticized by a number of researchers of its ignorance of genre when comparing texts from different cultures. As WE is often compared with CR, it is important and interesting to see how genre studies are related to WE.

Genre as defined by Bhatia (2006) is “instances of situated linguistic behavior in institutionalized academic, professional, or other social settings.” Genre is also a vital concept characterized as a “socially realistic linguistics” (Kachru, 1981) where WE originates, and used to “grasp the notion of context” (Yunick, 1997) and “highlight functional variation in the use of language” (Bhatia, 2006). In contrast to CR missing element of genre, WE and genre studies are similar in indicating (Bhatia, 2006)

integrity within a particular variety as well as variation across varieties. Most speakers of Singaporean English, for instance, will have a number of common features that will identify and establish Singaporean English as a variety in its own right, but this variety, at the same time, will be different in a number of other ways from other Englishes, such as Indian English, Nigerian English, or Australian English. Most of these concepts thus are motivated by a shared understanding of integrity and identity on the one hand, and variation, or creativity, on the other (p.386).

For speakers of different varieties of English, genre associated with typical textualizations can be operated by them to create a new form, so it is possible to bring in creativity in linguistic expressions to represent changes to convey their identities (private, professional, or personal), attitudes, intentions, and perceptions (Bhatia, 2006) which shows differences of WE speakers. Moreover, WE speakers can appropriate or exploit

genre “to bring ‘adjustments’ in communicative objectives creating opportunities for mixing, embedding, and bending of genres” (Bhatia, 2006, p.388).

If WE speakers have the potential to create significant differences in genre, how should genre analysis react to these differences or changes? As defined by Bhatia (1997), genre analysis is “the study of linguistic behavior in institutionalized academic and professional settings” (p.313) which pays a significant amount of attention “to the relation of context to the discourse structure of text” (Yunick, 1997, p.328). Since genre is operated by different WE speakers within multicultural contexts or within their own native social-cultural contexts, the implications for genre analysis are straightforward (Yunick, 1997):

The conventions of British and American texts should not be taken to be unmarked international conventions because they are not, or, at least are not necessarily, normal in all English using societies....It remains however a challenge to perform analysis of situated language use without using American or British norms as a touchstone (p.332).

Yunick’s concern is valid, but it is also essential to remember, “an important role of genre analysis is the analysis of how genres differ from culture to culture” (Dudley-Evans, 1997, p.357). The goal of genre analysis is as Bhatia (1997) suggests,

We need to look more carefully and promote a more general understanding of generic norms, suggesting accommodation, negotiation and plurality of models, so that many of the second language learners’

legitimate adaptations are seen as exploitation of generic resources to reflect the meanings they assume, the social relations they refer to, and the functions they seem to serve, rather than mere deviations (p.319).

2.3 Empirical studies

The empirical studies of writing in the WE context can be categorized into three major types of studies. One is looking at literary works written by WE speakers, i.e. literary creativity (Ho, 2000; Bolton and Lim, 2000; Leung, 2000; Tawake, 2003;); another is examining undergraduate students' writing in three circles (Ho and Wong, 2001; Clachar, 2003; French, 2005; Van Rooy, 2006); the other is exploring and examining various genres used in the Outer and Expanding circle countries and comparing to the similar genres used in the Inner circle countries (Kathpalia, 1997). These studies are valuable for us to understand what they are about and how they contribute to the WE writing research.

First, let's turn to the first category – literary works. To begin with, what does 'literary creativity' mean? According to Bolton and Lim (2000),

Creative writing implies the active labor of imagination within specific forms and genres of written communication; a set of provisional dynamics, in which cultural, social, historical, and individual forces are evolving subjects in process, subjects still open to revision and re-formation (p.435).

The local Englishes users often exploit the innovations in language through forms of poems, essays, and fictions and so forth to express their own cultural identities, traditional oral discourse, language history, and personal perceptions of using English to write. Ofttimes, these works emerge from the Outer circle countries owing to the fact that English in the Outer circle countries has a longer history in contact with people resulting from being colonized by the Inner circle countries. Being colonized by the Inner circle countries also leaves rich historical, social, and cultural sources for local writers to reflect upon their complex past.

In a different manner, the second set of empirical studies - examining undergraduate students' writing in three circles, address certain linguistic features which may be unique in a certain variety of English. Given clear explanations through local sociocultural contexts, these linguistic features are not considered errors. For example, Ho and Wong (2001) point out that the use of *ever* shows strong similarities with the use of its equivalents in the local languages in Singapore. "*Ever*" is used as an affirmative response to yes/no questions and in declarative sentences in Singaporean English. The other study done by French (2005) is different from Ho and Wong's (2001). Instead of looking at linguistic features as part of Japanese English, French (2005) examines which errors might be accepted by teachers in Japan. The result shows that teachers have little acceptance of third person 's', articles, and plural errors, but they tend to accept errors with regards to sentence combining and fragments, omission of subject, generalizing or obscuring of subjects, and omission of expected superlatives. Though this study does not directly address what Japanese English is, it does show students' tendency in writing in English. It seems that if teachers accept so called 'errors' in Standard English, one day

these errors might not be errors in Japanese English. The similarity between literary creativity studies and linguistics feature studies is that they tend not to discuss the pedagogical implement of their findings. The objective of the studies is to figure out what it means as a certain variety of English.

The third category is genre studies. The study done by Kathpalia (1997) is to better understand how sociocultural factors shape a particular genre. Through comparing book blurbs of international publishers and local Singapore-based publishers, the study reveals that some deviations appeared in local book blurbs are, “in fact, the result of situational and circumstantial constraints, making the genre unique to a particular country” (Kathpalia, 1997, p.426). The study, however, also indicates local blurb writers intend to follow the conventions of Standard English closely. This is something that the author, Kathpalia, suggests to be changed in terms of pedagogical application. That is, writers should be encouraged to be more flexible in their writing, and teachers should also be aware of the local constraints in order to fully appreciate the deviations.

The above-discussed WE writing studies show two major interests of WE researchers, they are, identifying unique linguistic features and genres and explaining sociocultural impact in order to investigate what it means to be a certain variety of English. This is a legitimate research direction for WE. However, when it comes to the pedagogical implement, there is not much to be discussed. The following section will investigate what is out there in terms of pedagogical implementation for the WE writing.

2.4 Curriculum design

In terms of curriculum design, two aspects are addressed here: one is raising the awareness of teachers and lecturers; the other is the actual writing curriculum applied in classroom settings.

As for raising the awareness of teachers and lecturers, Kachru in his 1986 article “ESP and non-native varieties of English: toward a shift in paradigm”, argues that the issue of “acceptability” seems to have been “divorced from the pragmatic and functional contexts” (p.16) because of lacking recognition of the fact that English is used locally between non-native speakers. This non-recognition has caused problems in language policies, teacher training, and curriculum design. Taking into consideration the underlying assumption of English as Special Purpose (ESP) which is to maximize pragmatic success (involving participants and context) in the contexts of language use, Kachru (1986) asserts that the attitudes toward non-native varieties of English and their users should be changed into “accepting a hypothesis of code difference” (p.25). Echoing Kachru’s 1986 article, Dudley-Evans (1997) advocates,

If English for Academic Purposes is to take on the broader role concerned with demystifying academic discourses that many have advocated, then EAP specialists need to persuade colleagues in other disciplines that a greater sensitivity to and tolerance of these cultural differences in writing is necessary. This tolerance should be extended to both the writing of theses and of articles for publication (p.357).

Dudley-Evans' assertion not only points out a direction for EAP specialists but also for classroom teachers. In the EAP context, "there are certain features of discourse that seem important for students to grasp; there are others in which lecturers could well be tolerant of differences" (Dudley-Evans, 1997, p.356). For example, Dudley-Evan (1997) points out that for international students it may be difficult to be critical toward standard literature in their field. It should be fine that teachers make sure students know the existence of expressions of critical evaluation, but they should not insist on students making use of such expressions.

Other than raising awareness of teachers and lecturers which may be subtler, the other trend that has been coming even stronger is Canagarajah's (2006) pluralizing composition classroom. Canagarajah (2006) is the only person who actually proposes a curriculum of WE writing though the curriculum itself has not been implemented. From his postcolonial background, Canagarajah (2006) presents "code meshing as a strategy for merging local varieties with Standard Written English in a move toward gradually pluralizing academic writing and developing multilingual competence for transnational relationships" (p.586). Students are not only to master the varieties of Englishes but also to learn to bring in their preferred varieties in rhetorically strategic ways (Canagarajah, 2006). In other words, these students have to be at the highly advanced level, so they can feel free to manipulate the code meshing. Despite the fact that Canagarajah (2006) calls attention to the World Englishes researchers that it is time to pluralize composition from the World Englishes perspective, it is essential to look at what pluralizing composition actually means. Now it is time to see what should be cautioned and concerned when pluralizing composition is said.

2.5 Concerns

As mentioned, the current WE studies have one general objective, that is, to raise the rhetorical and linguistics awareness of university lectures and researchers. Other than raising the rhetorical and linguistics awareness, does WE also desire to assert to teach writing in different Englishes? How far should teaching writing in the World Englishes context go? Is Canagarajah's (2006) assertion of codemeshing compatible with Kachru's polymodel concept?

To discuss these questions, one cannot forget the essential objective of being able to communicate with each other even with varieties of English. The point is not about whether students can get to show their own variety of English written in academic texts. Instead, it is about whether it is intelligible to the reader. If students can acquire the strategies to make their own varieties of English written in academic texts intelligible, it does not matter how much students' own varieties of English used in academic texts, i.e. it is not about how much students mesh their own varieties of English (nativized code) in academic texts anymore. In addition, Canagarajah's (2006) codemeshing seems only applicable to graduate students who are highly advanced in English. This may be problematic when it comes to decide who is capable of learning codemeshing. It seems that codemeshing leaves no room in the undergraduate level composition classrooms.

Canagarajah's assertion also brings out the other concern, that is, the recognition of varieties of English. Why codemeshing? If the status of different Englishes is established, the question is not about meshing two codes together because a certain variety of English is already one English code. This question is not about how Englishes in the Outer and Expanding circles should be meshed with the Inner circle varieties. The

question is what the strategies are to teach students to make their WE writing intelligible when they utilize their own varieties of English. The other question is when the students can use their own varieties of English and to what extent. This may indicate the direction that WE curricula can explore.

How can empirical studies help develop WE curricula? What do the studies tell us? Currently, there are not enough studies conducted in terms of investigating academic writing. The major reason that WE does not have enough empirical studies may be that WE is a very young research field so the WE research is limited. When academic writing is studied, as Jiang and Zhou (2006) point out, WE researchers mainly study the linguistic and sentence level of writing and hardly move on to the rhetoric of text. In addition, most of the studies focus on the creativity of writing, and it may be hard to utilize the results of the studies into establishing teaching writing at the university level where expository writing is mainly taught and emphasized. How should WE researchers find their way out? Though Jiang and Zhou (2006) urge WE researchers to use the large amount of Contrastive Rhetoric studies to supplement WE research, it is not really applicable because WE and CR do not share the same theoretical orientation. What kind of the studies will help WE researchers construct WE writing curricula? This leads to next section – the discussion of research direction.

2.6 Research direction

2.6.1 WE vs. CR

The comparison between WE and CR helps us see the standpoint of WE in composition clearly and realize that composition in the WE context does differ from the cross-cultural writing research and even new Contrastive Rhetoric research as proposed by Connor (2002). As discussed already, WE recognizes the reality of teaching preferred English patterns, it is also legitimate to encourage creative writing in academic writing and raise the awareness of the Inner Circle English speakers seeing the multicultural world (Y. Kachru, 1997a, 1997b). Pedagogically, for WE student writers/learners, it is important to emphasize raising the awareness of different cultures and sociocultural conventions of language use they may carry in their writing while presenting the preferred English patterns to students. For professional writers, Canagrajah's code meshing (2006) may be one way for them to utilize and to be creative. Theoretically, the empirical studies on composition in WE need to be done separately for student writers and professional writers. By doing this, WE will be able to enrich its own writing research and to provide a new insight for the current field of SL/FL writing.

2.6.2 WE vs. SLW

For WE to do so, the current studies of Second Language Writing focusing on English writing in the worldwide context cannot be ignored, because these studies are able to provide another perspective of how English writing is perceived and taught in different countries as well as to provide some guidance for the WE writing studies. So,

what have studies in Second/Foreign Language Writing done? What kind of guidance do studies in the field of SL/FL writing provide?

Several studies in the field of SL/FL writing are more thought provoking since they discuss how English writing is taught and perceived in different countries. Johns' 2003 article about writing in the European context, You (2004, 2005) writing about writing in China, and Reichelt's (2005) article about English writing in Poland provide more general descriptions of English writing teaching in different countries or regions. Besides these articles, O'Brien's 2004 article intends to describe a bigger picture of writing in a foreign language. Emerging from these articles are the difficulties and challenges facing in teaching English writing in EFL context. The general themes are less time devoted to English writing compared to speaking, reading, and listening, product oriented approach, difficulties of assessing students' writings, heavy workloads of teachers, writing being seen as part of overall English proficiency, when to start teaching writing to students, low motivation of students, and so on (Johns, 2003; You, 2004, 2005; Reichelt, 2005). What seems behind all these discovered challenges is that English is a foreign language in the countries where the studies are conducted and EFL writing is just one of four learning skills for achieving the goal of successfully learning English. This affects the aims of teaching writing in EFL context; that is, EFL English writing focuses more on overcoming the transfer of L1 in order to improve students' writing. It is to help students to write native-like. While ESL writing slightly moves toward considering issues of students' identity, cultural, and social background, EFL writing stays at its instrumental orientation. It might not be too surprising that the research studies of EFL writing aim at looking at students' texts closely in order to find a

way to help students accelerate learning English writing which leads to another set of studies.

A number of studies mostly focus on comparing students' text in L1 and L2 deriving from the study of contrastive rhetoric (Hirose & Sasaki 1994; Hirose, 2003; Kang, 2005; Uysal, 2008). Based on the different kinds of research designs, the researchers attempt to search for the linguistics differences of students' writing in L1 and in L2 (English). There are several similar scenes across these studies. For one, the purpose of the studies is to argue that the previous studies done on certain languages and English might be problematic. Hence, the current studies attempt to untangle what has been missing. This scene is not unexpected due to the nature of this type of studies. What seems interesting is that these CR studies seem not be able to come to a consensus the differences of L1 writing and English writing. The studies are able to prove that there are linguistic differences between L1 writing and English writing, but they cannot prove that the discovered linguistic differences are definite. It seems that some of CR researchers have already noticed the problem, so they endeavor to explain the phenomenon of various study results. In order to do so, they seek to look at students' confidence level (Hirose & Sasaki 1994), self-initiated writing experiences (Hirose & Sasaki, 1994), L1 writing ability (Hirose & Sasaki, 1994), perceptions of L1 and L2 writing (Hirose, 1994), L2 writing level (Uysal, 2008), students' educational experiences, and so on. The effort of intending to explain the various study results not only indicates the danger of only analyzing texts without looking at the context of the texts but also implies the complexity of contrasting and generalizing L1 writing and English writing. Furthermore, it has become risky to assume that students' native culture plays the biggest

or the only role when students write in English. It seems that there are other influences such as education involving students' writing. This leads back to global contexts of teaching English writing.

In general, these articles provide not only global contexts of English writing but also look at local issues of English writing, i.e. language. As can be seen, the global contexts cannot be separated from the local issues. Faraway, it seems that researchers somehow connect the global contexts and the local issues. However, looking closely, what seems interesting is that the studies of the global contexts and the local issues are disconnected from each other, especially those studies of the local issues generally forgetting taking the global context into consideration. This might be one place that WE can fit into the discussion of teaching English writing in the field of Second Language Writing.

2.6.3 WE writing

So, what can the World Englishes paradigm contribute to the field of teaching English writing in the worldwide context when taking into consideration of the challenges of teaching English in other countries and the complexity of text analysis? Sociolinguistics profiles of English (Kachru, 1983; Berns, 1988) in different countries not only can be used but also can be further developed into profiles of English writing in different countries which provides descriptions of both context and language concerns. It seems that other than linguistics features, we are still far behind with understanding how WE writing is taught and rooted in different cultural and social contexts. In addition, the benefit of WE writing profiles can survey students' attitudes as well as perceptions

toward recognizing their varieties of Englishes and the willingness to manipulate Standard Written English and preferred varieties of Englishes. Compiling sociolinguistics profile of WE writing in different countries will not only provide good support for both ESL and EFL writing but also yield possible directions of WE writing instruction. This may be one step back to what Canagarajah (2006) aims at “making some space for pedagogical rethinking and textual experimentation on the place of WE in composition” (p.613). Indeed, it is time for WE researchers to consider the place of WE in composition. Compiling WE writing profiles not only meets the descriptive nature of WE but also is more realistic and meaningful at this point to study the current WE writing in contexts. In addition, looking at what’s happening in writing in the worldwide context does not mean that WE researchers cannot talk about pluralizing English composition, but with the better understanding, WE might be better off to move toward pluralizing English composition. Besides, let’s not forget the empirical studies of WE. It is significant to draw insights from those studies. For one thing, the studies of literary creativity can be utilized in a WE composition classroom. Therefore, the other research direction is to find a way to utilize works of literary creativity to teach college composition.

2.7 Research questions

In the last section, the research directions of WE composition curricula have been pinpointed. The present study is to address a couple of the above mentioned research gaps and directions. It includes 1) raising the awareness of different cultures and sociocultural conventions of language use student writers may carry in their writing while

presenting the preferred English patterns to students, and 2) utilizing works of literary creativity to teach college composition.

Based on the purpose of the study, I planed a World Englishes composition curriculum to use in the introductory composition classes for international students.

Below are the research questions which guide the study:

1. How could involving the aspects of World Englishes construct the introductory composition course for international students? (i.e. How could the field of World Englishes contribute to teaching introductory composition for international students?)
2. How would involving the aspects of World Englishes affect students learning to write in English during the course of study?
3. How would involving the aspects of World Englishes affect students' college writing life after the course of study?

In the next chapter, the information of the introductory composition program for international students at Purdue University is presented to contextualize the present study.

CHAPTER 3. INTRODUCTORY COMPOSITION FOR INTERNATIONAL STUDENTS AT PURDUE UNIVERSITY

3.1 Introduction

This chapter provides a general profile of the introductory composition program for international students at Purdue University and describes the curriculum used in the program, learners' needs, and teachers' background. The description of the program and its curriculum not only provides the understanding of the context of the study but also serves a foundation for the World Englishes composition curriculum.

3.2 Institutional profile: Purdue University

Purdue University' West Lafayette, Indiana, the main campus, was founded in 1869. It offers about 200 majors within 10 colleges and schools, plus Exploratory Studies for undecided students (Purdue majors and minors, para. 1). In 2014, it had a total undergraduate enrollment of 29225 (Student enrollment, Fall 2014, para. 2). Student population is very diverse coming from all 50 states and nearly 130 countries. College of Engineering is the most popular major for students. 26% of student body are engineering majors despite that the university also has the well-ranked Krannert School of Management (9%), College of Education (2%) and College of Pharmacy (2%) (Student enrollment, Fall 2014, para. 3). The student-faculty ratio is 13:1 and the average

class size is 13 meaning that professors are available to students for consultation (Faculty and courses, para. 1).

3.3 Profile of International Students: Language needs of the learners

A total of 5282¹ international undergraduate students enrolled at Purdue in the fall of 2014 (Purdue ISS, 2014), and most of these students had to adjust themselves into American academic culture. The adjustment of meeting learning demands of American academic culture is not easy; however, Purdue does support the international undergraduate students to fulfill their unique learning needs. English 106I, Introductory Composition for International Students, is one of supports to the international undergraduate students who are not ready to immerse themselves into English 106, Introductory Composition for mainstream students.

The number of international undergraduate students for whom English is not their first language has increased greatly in recent years (Figure 3.1), and these students are from 123 countries, top ten of which are China, India, South Korea, Malaysia, Indonesia, Taiwan, Brazil, Thailand, and Canada, Saudi Arabia² (Figure 3.2).

¹ The number was 3420 in 2010 when the study was conducted (Purdue ISS, 2010).

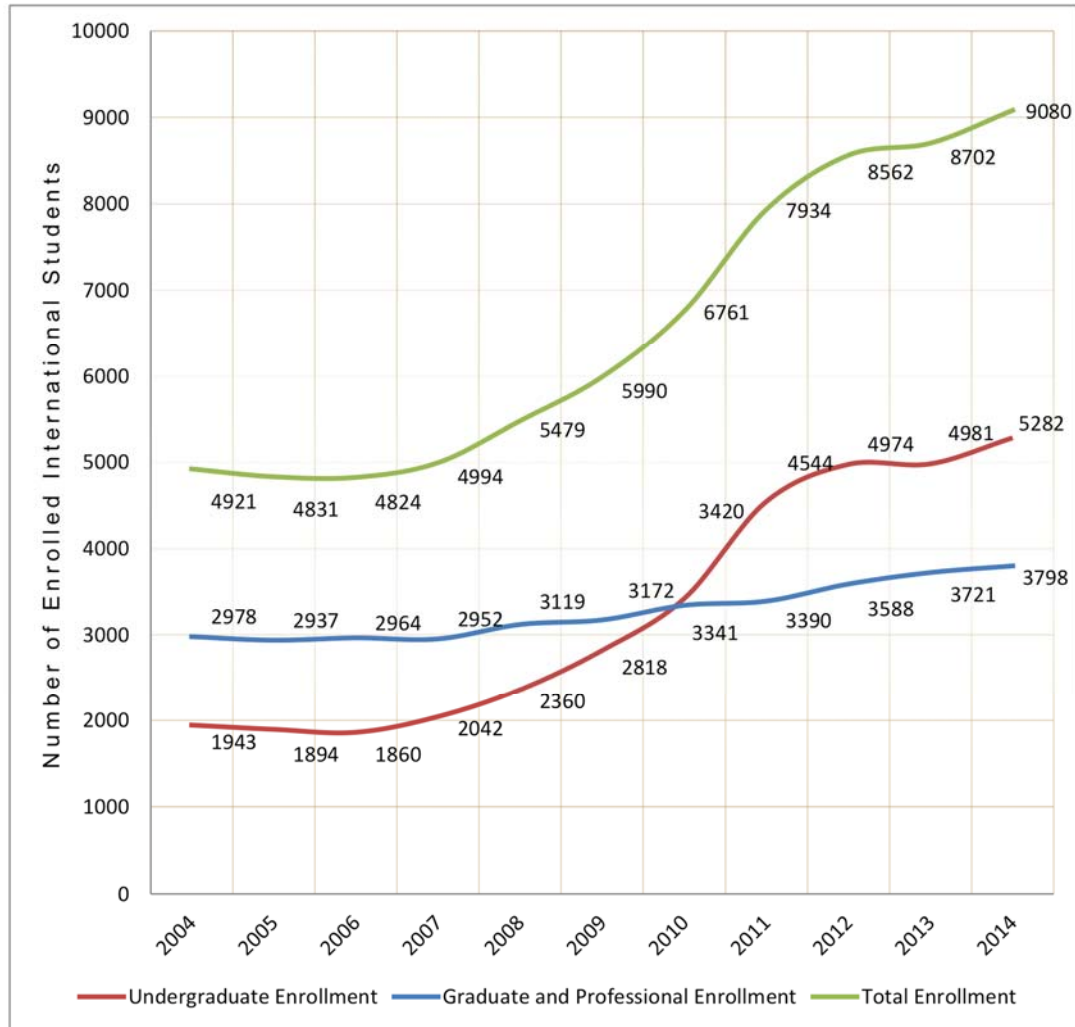


Figure 3.1 Total Undergraduate Enrollment 2004-2014 (Purdue ISS, 2014)

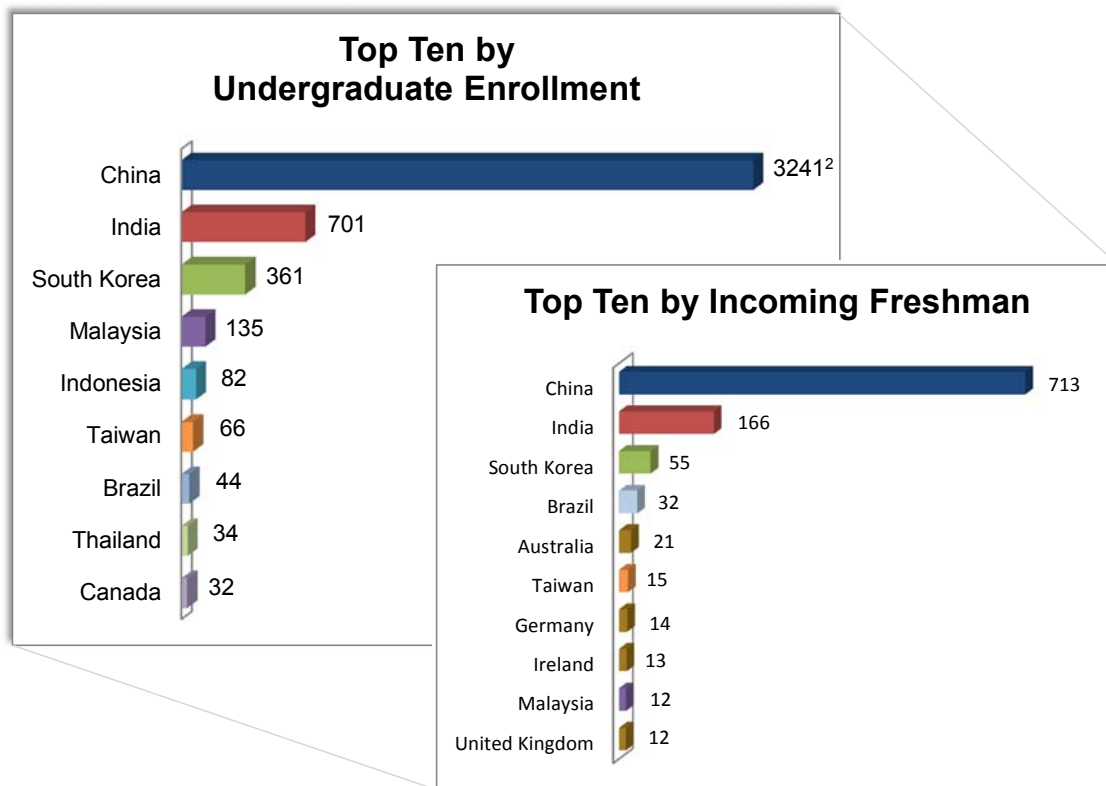


Figure 3.2 Top Ten by Undergraduate Enrollment of 2014² (Purdue ISS, 2014)

By looking at the demographic of international undergraduates, it can easily tell that students' diverse backgrounds may result in social, cultural, and linguistic influences on their English writing. Furthermore, there is no specific assessment tool to determine students' needs. English 106I, the introductory composition course, is not mandatory for the international undergraduate students to enroll; it is through students' advisors to recommend students to take the course and through students' personal decision to take the course. It is important to note that the determination of taking the course is not

² In 2010, the top ten were China, India, South Korea, Malaysia, Indonesia, Taiwan, Kazakhstan, Canada, Australia, and Thailand (Purdue ISS, 2010).

directly based on students' writing scores from the English proficiency tests accepted by Purdue including Test of English as a Foreign Language (TOEFL), Scholastic Assessment Test (SAT) (Critical Reading section), American College Test (ACT) (English section), Ordinary Level of the General Certificate of Education (GCE) English language exam, General Certificate of Secondary Education (GCSE) English language exam, International English Language Testing System (IELTS), and Pearson's PTE (English Proficiency & Other Standardized Tests, 2015, para. 2). Students have to meet the minimum scores of the English proficiency tests for admission (Table 3.1) (English Proficiency & Other Standardized Tests, 2015, para. 3). As stated on Self-Placement Guide for English 10600 for International Students (Self-Placement Guide, 2015, para. 2), mainly, students who are suggested to enroll in English 106I are students whose TOEFL score is below 100 (computer based test), and whose writing score is below 26. If English has not been the medium of instruction for most of students' education prior to enrolling at Purdue, students are more likely suggested to take English 106I. In addition, if students whose English speaking and listening skills are not as strong as their writing and reading skills, and who need extra time to read difficult passages in English and have difficulties to handle a heavy reading load, they are suggested to enroll in English 106I.

Table 3.1 The minimum requirement of the English proficiency tests

TOEFL	<ol style="list-style-type: none"> 1. General major: Paper Based Test 550; Internet Based 79 2. College of Engineering, College of Science, and School of Management: Paper Based Test 570; Internet Based 88. (Minimum subject scores are also required as follows: Listening 16, Writing 18, Speaking 18, Reading 19). 3. College of Liberal Arts: Paper Based Test 563 / Internet Based 84. In addition to the above requirement for the Total score, a minimum score of 20 must be met in each subject.
SAT	Critical Reading - 530 or better
ACT	English - 22 or better
Ordinary Level of G.C.E. or G.C.S.E	Grade of at least B in First-Language English
IELTS	6.5 or better. Minimum subject scores of 6.0 are required for each section of the test
Pearsons PTE	62

Although all international undergraduate students who enroll into Purdue are required to take language proficiency tests in addition to the results from standardized norm-referenced American university admissions tests such as the SAT and the ACT, indicating some degree of competence to carry out most undergraduate writing tasks,

some of them still struggle with meeting the demand learning needs of American academic discourse, especially those who have never participated in any American schools and who have never had classes where English is as an instructional medium in their native countries. These students are in need of a class to familiarize them into American academic writing in a secure environment where they feel comfortable to express their needs and concerns.

3.4 Introductory Composition Program for International Students

ENGL106I, the introductory composition course for international students, was former English 101I & English 102I, a two-semester long writing program. In 2003, English106I shifted to a single semester program in parallel to English 106. Professor Tony Sylvia is the director of the program, and currently, there are 24³ teachers working for the program. Every semester approximately 450⁴ international undergraduate students enroll into English 106I classes which still leaves a lot international students being on the waiting list or taking regular English 106 classes. As mentioned in the other section of this paper, the majority of students are from Asia.

In terms of organizational culture, instructors are given much freedom to conduct their own classes as long as they apply Leki's Sequenced Writing Assignment approach, and manage enough conferences with students. Though there are no regular meetings set up between instructors and the director of the program, the communication between instructors and the director of the program is freely; instructors can make an appointment

³ In 2010, the number of teachers was 15.

⁴ In 2010, approximately 300 undergraduate students took the classes because of fewer ENGL106I sections at that time.

with the director when needed and use emails to communicate with concerns they have. In addition, since the majority of instructors are graduate students in the ESL program, they can easily contact with each other to discuss any matters they encounter in their classes.

The Introduction Composition program for international students is under the supervision of the English Department at Purdue. The director of the program, Tony Silva, is the professor of Second Language Studies/English as a Second Language program at Purdue who is also an international known professor in the field of second language writing. In addition to Professor Tony Silva, the program is also supported by several national known professors of Purdue's Rhetoric and Composition program. They are willing to work with instructors when instructors encounter problems and are open to reasonable suggestions from instructors and students. They can be easily reached through emails, and instructors can make appointments through the secretary of the English department. The program is sponsored through the English Department at Purdue.

Each English 106I class serves 15 students which is smaller than English 106 classes in terms of class size, so instructors can devote more time to each individual student. In terms of physical facilities, international students who enroll in ENGL106I are able to use one classroom equipped with 20 laptops, a TV, a DVD player, and a transparency projector. Starting from Fall 2009, one computer lab classroom was added to offer three more sections of ENGL106I due to the increasing number of international students enrolled at Purdue. The computer lab is equipped with 25 PCs (desktops), 1

printer, 1 scanner, 1 projector, and a big screen. In 2011, two more computer lab classrooms were added; till the 2014 school year, the total sections of ENGL106I offered have increased to 30⁵ each semester. The Purdue national known writing lab on site and online can assist students outside of their class time. The onsite writing lab provides students with help from tutors and ESL related writing references. The Purdue writing lab also has satellite locations located at students' dormitories when students need help at night. Students can also call Grammar Hotline for help. The Purdue Libraries and the Digital Learning Collaboratory are other great sources that instructors and students can use.

3.5 Goals and Objectives

Because English 106I courses meet the same requirement of English 106, the mainstream introductory composition course, English 106I meets the same writing instruction goals of English 106. Table 3.2 (English 106 Goals, 2015, para. 1) shows a list of instructional goals.

⁵ In 2010, the total sections of English 106I were 20 each semester.

Table 3.2 Goals of English 106/106I courses

	Goals
Rhetorical Knowledge	<ol style="list-style-type: none"> 1. To help students understand the inherent rhetorical situation of writing, including purpose, audience, and context. 2. To prepare students for writing in later university courses across the curriculum by helping them learn to articulate, develop, and support a point through both primary and secondary research. 3. To help students understand that they can and should use writing for multiple academic, civic, professional, and personal purposes.
Critical Thinking, Reading, and Writing	<ol style="list-style-type: none"> 1. To provide students with opportunities to write as a means of discovery and learning about themselves; as an integral part of inquiry about the material, social, and cultural contexts they share with others; and as a means of exploring, understanding, and evaluating ideas in academic disciplines. 2. To help students develop their abilities to create, interpret, and evaluate a variety of types of texts integrating verbal and visual components.
Writing Process	To help students develop effective and efficient processes for writing by providing practice with planning, drafting, revising, and editing their writing in multiple genres using a variety of media.
Knowledge of Conventions	<ol style="list-style-type: none"> 1. To introduce students to the conventions of form, style, and citation and documentation of sources that are appropriate to their purposes for composing in a variety of media for a variety of rhetorical contexts. 2. To demonstrate that coherent structure, effective style, and grammatical and mechanical correctness contribute to a writer's credibility and authority.
Technology	To provide students with experience using multiple composing technologies to produce a variety of genres of texts.

In regard to the objectives of English 106I, there is no formal statement of objectives has been created for English 106I, on either the Introductory Composition level, the 106I program level, or for individual courses; these are determined informally by Tony Silva, the program director and by individual instructors. Although there are no specific objectives stated, the fact that English 106I is supposed to match English 106 can infer us that outcomes listed on the English 106 program website may be applicable to English 106I courses. By matching the outcomes listed on the Introductory Composition at Purdue (ICaP) website (2015), the criteria for performance on English 106I class activities, and the nature of the Sequenced Writing Project as the main curriculum of English 106I, I selected the following outcome statements to represent the objectives of English 106I courses (ICaP, 2015, para. 3):

By the end of an ICaP course, students should be able to:

1. Demonstrate familiarity with concepts used to describe writing processes (planning, drafting, revising, editing, and proofreading) and effectively use variation of these processes in their writing.
2. Use appropriate and effective planning and organizing strategies.
3. Evaluate others' commentary on early drafts and incorporate useful suggestions into subsequent drafts.
4. Edit and proofread their papers to maximize their credibility and authority.
5. Identify and state the purpose of a writing task they have completed.
6. Adapt their writing in ways appropriate for different audiences.

7. Explain why a piece of writing is or is not effective and suggest strategies for improvement.
8. Effectively evaluate others' writing and provide useful commentary and suggestions for revision where appropriate.
9. Distinguish among conventions for citing and documenting sources in various genres and various media for various audiences.

These outcomes will be achieved through the completion of assignments in a variety of genres (production of 7,500 ~ 11,500 words of polished writing), frequent reviews and comments on drafts of writing assignments by peers and an instructor, weekly individual conferences with the instructor, and weekly in-class instruction.

3.6 Course and Syllabus

English 106I is a four-credit course. Students and their instructors meet weekly in class as a whole group and in conference as an individual. There are no specific textbooks used by the program. The Sequenced Writing Approach, used as the main approach of English 106I program, is derived from Leki (1991). In the beginning of the semester, the students are asked to select one stimulating topic that they are really interested in and have had some personal experience with (Leki, 1991). The topics students choose range widely. For example, one student may choose to compare PC and Mac, and the other student may decide to work on the cultural differences between his/her country and America. The purpose of working on one topic is to minimize the

time and pressure of gearing up every new assignment. Instead, each assignment that has been done serves as the basis for the next assignment.

Based on the chosen topic, the sequence includes five writing assignments: writer's autobiography, personal essay, literature review, interview report, and argumentative essay. Students work with their instructors and their peers through writing multiple drafts for each assignment, and peer-editing each other's work which is considered as an important part of students practices. At the process of peer editing, the instructors are rarely involved; students work with each other and apply peer comments when they are revising their writings.

In general, instructors have freedom to teach what they would like to teach as they think the materials can benefit their students. However, the content of the class would cover component skills of the above-mentioned five assignments such as recognizing audience and purpose, summarizing, and doing academic research. It is important to note that in the observed classes, the instructors are not the center of the class. Students are often put into pairs or groups to practice the concepts just explained by the instructors or to discuss assigned tasks by the instructors. In addition to in-class activities, instructors have their own class websites for students to download handouts; furthermore, these websites also have certain instructional function. For example, students are asked to practice writing an email to professors and submit to the class website.

Class meetings are designed to include the component skills of the five sequenced assignments, whereas individual conferences, form the most important part of English 106I course, provide personal instruction targeting at each student's writing problems such as sentence structures. Students get one-on-one feedback from instructors on issues

that cannot be addressed effectively in class meetings. For instance, the majority of international undergraduate students enroll in English 106I course are from South and East Asia, particularly China, Taiwan, Korea, and India. The class meetings do not aim at the learning needs of Asians though they may have similar writing styles and problems transferred from native cultures and languages (see Leki, 1992; Silva, 1997 for more discussions). However, these individual needs are addressed through the individual conferences. In addition, students are more comfortable to express their concerns through personal exchange with their instructors. It is important to note that individual conferences do not serve as a function of proofreading or any form of editing. It is in the form of providing guidance to students to solve their problems and concerns. Students' individual grammatical concerns are taken care of in individual conferences as well.

In terms of the evaluation criteria of English 106I, students' writings are evaluated in according to the rubric handed out by Professor Tony Silva to instructors (Appendix A). The rubric looks at students' writings in content, organization, vocabulary/style, grammar, conventions, and peer review. Through using the same rubric, it is to ensure that students' writings are evaluated in the similar manner.

3.7 Profile of teachers

Instructors who teach the course are graduate students who are in the ESL/Second Language Studies, Rhetoric and Composition, Linguistics, Education, and Foreign Languages at Purdue at the time⁶. They are either native speakers or non-native speakers

⁶ With only 20 sections of ENGL106I in 2010, instructors were mainly graduate students in the ESL/Second Language Studies and Rhetoric and Composition at Purdue.

of English whose English proficiency is relatively high since they have to meet the administrative criteria in order to enter Purdue's ESL graduate program. Also, one of the criteria require them to have certain amount of ESL teaching experiences either in English speaking countries or non-English speaking countries.

In general, instructors have at least a year of instructional experiences of teaching English 106; therefore, they enter English 106I program already with a great deal of theoretical and practical orientation. New instructors are required to attend one-week orientation the week before the beginning of the fall semester. During the orientation week, instructors will learn the theoretical foundation of the course, the Sequenced Writing Assignment Approach as derived from Leki (1991), construct their class policy, plan and write their syllabus, create instructional materials, gain knowledge of conducting in-class meetings and individual conferences, and learn the criteria for evaluating students' writings. Instructors are provided relevant instructional materials and students' writing samples to support them being ready for teaching 106I students.

Additionally, new instructors are required to meet one hour a week with the director of the ESL/Second Language Studies writing program as a group throughout their first semester teaching. The mentor group meeting discusses issues of instruction, students' behavior, issues of plagiarism, issues of evaluating students' writings, and other relevant instructional concerns. Instructors are encouraged to share with each other their instructional materials and support each other. During the mentoring semester, the director of the program conducts two class observations followed up with individual meetings to receive feedback from the director in order to improve their future teaching. Other than the "official" meeting hour, instructors are encouraged to communicate with

the director of the program whenever they have concerns and questions about their class. After their first semester of teaching 106I, instructors are not in need of the “official” mentoring hour, but they can still seek out support from the director of the program when needed.

3.8 Teaching philosophy of teachers

The most distinct feature of the English 106I program is “creating a friendly, comfortable, and cooperative learning environment” for the benefit of a learning environment. During my interview with the director of ESL writing program, he specially pointed out that the most central teaching philosophy of English 106I is to build up students’ confidence in writing and provide a shelter environment to students. These two beliefs can be easily observed in the program such as instructors applying Leki’s Sequenced Writing Approach to minimize students’ pressure of gearing up a new topic of a new assignment, and conducting individual conferences with students to provide comfortable space discussing students’ writings.

In addition to the teaching philosophy that the director pointed out, my interview with one of the English 106I instructors told me that he attempts to apply some beliefs of Leki’s (1991) “Understanding ESL Writers: A Guide for Teachers” article which the director of English 106I has made mandatory for all teachers in mentoring. The beliefs include writing extensively is an important factor in learning to write well, writing teachers can never address all the conventions and expectations students will encounter in their majors, it is important to empower students, topical consistency is more valuable to learning than addressing several disconnected topics, and writing means connecting with

a community. Although these are only one instructor's personal beliefs, it can be easily observed that these beliefs embedded in the English 106I program: students do write extensively in terms of the amount of drafts of each assignment; the five major assignments do not cover things like writing lab reports or business resume; students choose their interested topics to work on throughout the semester; and students provide each other comments through peer editing.

3.9 Course evaluation

The English 106I program conducts both quantitative and qualitative evaluation. The quantitative evaluation refers to student evaluation that is conducted after the course is being taught. Through survey questions, students evaluate their instructor and course in terms of the teacher's approach, the materials used, and their relevance to the students' needs. The results of student evaluation will be sent to instructors and the director of the program after students' grades are submitted by instructors. If the rating of instructors and the course is between 4 and 5 (scale of 5), it indicates that students are satisfied with the instructor and the course and instructors are doing a good work in class.

The qualitative evaluation is conducted through observations the director does in mentoring new instructors; in addition, the director will teach one class once a while. The observations target on ensuring new instructors on the right track of teaching; implicitly, it is to ensure the quality of the program. In parallel to class observations, the director of the program teaching one class is to learn about the most current learning situation among students. It is to ensure the English 106I program keeps up with students' needs.

The focus of this chapter has been on information about Purdue University and the Introductory Composition Program for International Students. In Chapter 4, the focus turns to the description of the composition curriculum involving the notion of World Englishes used for the present study.

CHAPTER 4. INTRODUCTORY COMPOSITION FOR INTERNATIONAL STUDENTS: WORLD ENGLISHES WRITING CURRICULUM

4.1 Introduction

This chapter provides a description the composition curriculum involving the notion of World Englishes that I planned for my students.

4.2 Goals and objectives of the course

4.2.1 Course goals

As indicated in Chapter 3, since Purdue's English 106I courses meet the same requirement of English 106, English 106I meets the same writing instruction goals of the mainstream Introductory Composition, English 106 (ICaP, 2015). In addition to the shared goals with English 106 course, the World Englishes writing curriculum I designed for English 106I course has the following goals:

1. To provide students with opportunities to learn the notion of World Englishes and use it as a means of writing confidently in American academic contexts.
2. To provide students with opportunities to write as a means of discovery and learning about their native cultures, and as a means of engaging themselves into American academic contexts through exploring, understanding, and learning.

3. To help students develop their abilities to recognize and differentiate the unique writing features they may carry from their cultures in their writing, and learn to utilize these cultural writing features in American academic contexts.

4.2.2 Course objectives/outcomes

By the end of English 106I (in addition to the shared outcomes with English 106),

1. The student will know the notion of World Englishes.
2. The student will learn the definition of three concentric circles.
3. The student will learn the issue of native English speakers versus non-native English speakers.
4. The student will have an opportunity to explore the cultural writing features originated from his or her country/culture.
5. The student will have an opportunity to analyze the cultural writing features originated from his or her country/culture.
6. The student will have the confidence to write with his or her own cultural features.
7. The student can adapt his or her cultural writing features in American academic contexts when he or she is in the right context and takes audiences into consideration.
8. The student can demonstrate their understanding of a role his or her cultural writing features play in American academic contexts.

9. The student can come up with strategies of making himself or herself understood when he or she adapts his or her cultural writing features in American academic contexts.

4.3 Course Rational

As described in Chapter 3, English 106I, Introductory Composition for International Students, is designed for international students who wish to engage themselves into the American academic environment and who may be disadvantaged in the mainstream composition class. English 106I focuses on writing within a single theme chosen by students. Through writing five sequenced assignments, students are introduced to the American academic discourse. In addition to the above course rational, the World Englishes Writing Curriculum seeks to enable students to recognize their distinct writing features which are carried from their native languages; through the recognition, students are able to build the confidence to use these distinct writing features in American academic discourse. The World Englishes Writing Curriculum wishes to invite students to become members of the American academic community and to look at cross-cultural implications of what it means to do academic work.

Through the World Englishes Writing Curriculum, students are not only learn to process college-level texts and become familiar with academic genres but also read and discuss the work of English writers for whom English is not their first language. By the end of the semester, English 106I students must demonstrate abilities to compose a paper through writing processes, organize ideas in a coherent manner, adapt their writing in

ways appropriate for difference audiences, and distinguish their writing features and the American academic discourse.

The advantages of the World Englishes Writing Curriculum involving the World Englishes perspective attempts to offer students with a view of seeing their native cultures playing as a role in their writings. Furthermore, the World Englishes Writing Curriculum attempts to build the confidence of students from seeing their native cultures as a positive involvement. Involving the World Englishes perspective intends to increase students' confidence level in comparison to the current curriculum used by the program.

4.4 Course Content

As indicated in Chapter 3, English 106I is a four-credit course, and each section has an enrollment limit of 15 students. Students have weekly in-class instruction and weekly individual writing conferences with their instructors. Weekly in-class instruction focuses on topics and issues built around the five major writing assignments, while weekly individual conferences deal with students' personal needs and concerns. Students work with their instructors and their peers through writing multiple drafts for each assignment, and peer-editing each other's work which is considered as an important part of students practices. At the process of peer editing, the instructor is rarely involved; students work with each other and apply peer comments when they are revising their writings. In class, the course content covers component skills of these particular five assignments including recognizing audience and purpose, summarizing, finding and writing main and supporting ideas, doing academic research, and utilizing digital resources like the Purdue University library catalog and databases.

In order to incorporate the World Englishes perspective into the original English 106I curriculum, I adjusted the original curriculum planned by Professor Silva and added new components that fits the World Englishes framework and best serves the aims of the World Englishes Writing Curriculum. Overall, there are four major ways to include the World Englishes perspective into the course.

4.4.1 Introduction to World Englishes

First, the students were introduced to the field of World Englishes with emphasis in definitions of three concentric circles and Englishes in the World. The three concentric circles and Englishes in the World were introduced before students started their Sequenced Writing Project (details see 4.3.2). The introduction was simple and straightforward, not involving much of theories. Two short video clips were used to motivate the students to understand the existence of World Englishes. One video was a section of *American Tongues* (1988). It was to let students see even in the States, various accents can be found. The other video was a Singlish conversation used to demonstrate English used in Singapore. After showing the two videos, the students learned Kachru's three concentric circles followed by a class discussion. Two questions were discussed: 1) Why did the notion of World Englishes is introduced to the class? 2) How does the notion of World Englishes relate to students writing in English? The purpose of the discussion was asking students to think about how different Englishes in the world relates to them and their English writing. The answers to the questions were not provided at the class as these two questions would be discussed again at the end the semester to see how students felt about the notion of World Englishes in relation to writing in English.

4.4.2 The sequenced writing approach

The semester long course, primarily, was built around the Sequenced Writing Approach as derived from Leki (1991). Different from the original syllabus that students are asked to select one stimulating topic that they are really interested in and had some personal experience with (Leki, 1991), the students of mine were asked to choose one of these topics (Appendix B) work on: Native speakers versus non-native speakers, English usage in students' home country (choose one aspect to write on, such as media, advertisement, engineering, pop culture, and etc.), faculty attitudes on writings of international students, and students' attitudes toward different Englishes. These topics were designed to further assist my students to understand the issues of current uses of Englishes and to reflect the notion of World Englishes taught in class. It is important to note that the students could discuss with me, the instructor, if none of the above-mentioned topics was interesting to them. The students were welcome to come up with their own topics as long as the topics are related to the uses of English in the world.

The students were allowed to work with a partner or two partners, but they had to write separate papers. Since in the course, the students were not able to choose the topic with which they had some personal experience, the first assignment, personal narrative, was changed to a research proposal (Appendix C) to illustrate what they plan to do throughout the semester. The rest of the assignments, literature review (Appendix D), interview report (Appendix E), and argumentative essay (Appendix F), remained the same as the original 106I syllabus designed by Professor Silva. Because the students were more likely not familiar with the chosen topic, I had to assist the students to plan the project carefully and ensure the students understand the process of doing the project.

One conference session was devoted to discuss with the students about their chosen topics to get students ready for the project. In that particular conference, I helped the students to navigate their research topic and help them come up with specific research questions. It is important to note that the students had to write a writer's autobiography before they started their sequenced writing project. The purposes of writing an autobiography (Appendix G) were to ease the students into writing in English and help me to understand students' English writing experiences. Being that said, the students had five writing assignments in total.

4.4.3 Blog entries

There were several reasons that the students were asked to write blog entries on a course blog on a weekly basis. When writing blog entries, the students might feel more comfortable to express their points of views in comparison with in-class discussions, especially for the students who were shy and fear to share their thoughts in class which can be commonly seen on international students. Subsequently, the class, intentionally, was defined as an international writing community, and as a member of the community, it certainly made sense for the students to contribute to the community, and through communicating with other members online, the students might find a sense of belonging. The course blog was the other avenue for the students to get to know their classmates and friends. Furthermore, through responding to each other's work, the students were practicing being a role of a reader and learning to switch between the role of a reader and

the role of a writer. Lastly, it was to keep the students writing in a regular basis. The more the students wrote in English, the more they might feel comfortable to write in English.

Every other week of the semester, the students were assigned an article or book chapters to read. After reading the assigned reading, the students were required to write a 500 words reflection and upload their reflection to the course website. Taking into consideration of the students' working load, not everyone had to write a 500 words reflection every week. Instead, the students were divided into two groups; in one week, one group was supposed to write reflections and the other group was supposed to comment on reflections. For the subsequent week, they took turns. The group who wrote the reflection switched to the task of writing comments; the group who wrote the comments switched to the task of writing reflections (Appendix H).

To best fulfill the purpose of the course, that is, to incorporate the notion of the World Englishes, the students were given the following readings to further reflect upon the meaning of using English to write. The readings were Amy Tan's *Mother Tongue* (1990), Guy Cook's discussion on Native Speaker in his book "Applied Linguistics" (2003), Paul Matsuda's *Proud to be a Nonnative English Speaker* (2003), and *In the Pond* by Ha Jin (2000). The first reading assignment *Mother Tongue* written by Amy Tan describes Tan's awareness of different Englishes used between her mother and she. By using her own reflection of looking down the broken English her mother used when she was young, she shared how she felt about different Englishes she used today and how they might have affected her become an English writer and shaped her attitude as an English writer. Tan's article was assigned to the students after the introduction of World

Englishes. It was to further facilitate the students getting to think different Englishes they or people around them might use. It was also used to ask the students begin to reflect upon their own attitudes toward different Englishes. The second reading assignment included two different readings. One is an excerpt (Appendix I) from the book *Applied Linguistics* written by Gook, G. (2003). The excerpt discusses how native speakers are traditionally defined and the problems the traditional definitions might have. The other reading is also an excerpt (Appendix J) from *Proud to be a nonnative English speaker* written by Matsuda, P. (2003). In the excerpt, P. Matsuda (2003) debates on the term nonnative, how it is generally perceived by other people, and these perceptions might not be right. The two assigned readings were chosen to help the students understand the current debates on native speakers and non-native speakers and the attitudes and perceptions people have toward these two terms. Other than writing reflections, the students also discussed these readings in class.

The reason why Ha Jin's work was part of the reading materials will be further addressed in the next section.

4.4.4 The World Englishes workshop

While the Sequenced Writing Approach served as a basic framework, the World Englishes Workshop further assisted the students reflecting on their own cultural writing experiences. The workshop approach was particularly well suited for the use in classes because it engaged the students in self-regulated (self-reflective) thinking about their cultures and writing experiences. The workshop approach used in the class involved three key components: reading and analyzing works written by non-native writers,

structured class/small group discussions, and writing reflections which was part of the students' blog entries assignment. Each of these components had specific purposes. A major purpose of reading and analyzing one work written by non-native writers was to help the students see how different cultural and social backgrounds involve into writing in terms of linguistics and stylistics, and to encourage the students to treasure their own writing style. Structured class/small group discussions were set up for the purpose of analyzing essays extensively through peer conversations and exploring the context of utilizing their own cultural writing features within the American academic discourse. Writing reflections was to provide the students an opportunity to express, explore, and utilize their own cultural writing features. The World Englishes Workshop was held three times throughout the semester (once a month during normal class hours). Since I am more familiar with Chinese English, for the research, the workshop targeted on Chinese English. One work written by non-native writers chosen for the workshop for the class is Ha Jin's *In the Pond*. For three workshops, a worksheet was designed and used for the workshop. There were three sections in the worksheet. The first and the second sections were adapted from the analysis of *In the Pond* written by Zhang (2002). The third section were the questions that I thought were important for the students to discuss in class. Appendix K demonstrates the worksheet used in the workshop.

4.5 Teaching philosophy

The most distinct feature of the English 106I course with the notion of World Englishes was "creating a friendly, comfortable, and cooperative learning environment" for the benefit of a learning environment. This feature, undoubtedly, matched the

objective of the original English 106I course. During my interview with the director of ESL writing program, professor Silva, he specially pointed out that the most central teaching philosophy of English 106I is to build up students' confidence in writing and provide a shelter environment to students. These two beliefs can be easily observed in the program such as instructors applying Leki's Sequenced Writing Approach to minimize students' pressure of gearing up a new topic of a new assignment, and conducting individual conferences with students to provide comfortable space discussing students' writings.

4.6 Teaching material

There were no specific textbooks required for my students. Instead, I put together all the materials for the students by either uploading these materials on class websites or photocopying and distributing to the students.

4.7 Conclusion

The purpose of this chapter is to describe the curriculum used for the study which also concludes the descriptions of the context of the study. In the next chapter, I describe the methodology used for the study – the tools used to gather the data to help answer my research questions.

CHAPTER 5. RESEARCH DESIGN AND METHOD

5.1 Introduction

In this chapter, I describe the research methods that I used to gather and analyze the data collected for the study. On the whole, the data were collected by using mix methods. I present the rationale for using a mix-method study in the chapter; I also explain what it is and describe the instruments used in the study. Lastly, I conclude the chapter with the procedure used to analyze the data.

5.2 Research Design: The mix-method study

It is complex to evaluate college writing programs as well as curricula based on the curriculum evaluation studies reviewed (Rollins and others, 1979; Soven, 1980; Krendle and Dodd, 1987; Braine, 1996). It means that it is crucial to plan a sound research design in order to evaluate the complexity of the writing curricula. After reviewing those studies, it is also found that written samples, interviews, and questionnaires are the mostly used instruments for an evaluation study. To best serve the purposes of the present study, writing samples of the students were not used for the study since the study is not set to look for the writing proficiency of the students after taking the course. Instead, the blog entries of the students served as part of the data as the entries being the reflections make possible a more through understanding of the students'

attitudes and beliefs on World Englishes and writing. Questionnaires, blog entries, and interviews were used to meet the triangulation matrix in the present study. Table 5.1 demonstrates how the tools were used to answer the research questions.

Table 5.1 Research instruments

Research questions	Data source	Data source	Data source
1. How could involving the aspects of World Englishes construct first year international students composition course? (i.e. How could the field of World Englishes contribute to teaching first year international students in classroom?)	Pre-questionnaire and post-questionnaire	Teacher Observation	Interview
2. How would involving the aspects of World Englishes affect students learning to write in English during the course of study?	Pre-questionnaire and post-questionnaire	Interview	Blog assignment
3. How would involving the aspects of World Englishes affect students' college writing life after the course of study?		Questionnaire	

5.2.1 Research tools: Questionnaire

There were two questionnaires created for the data collection; they were pre-questionnaire and post-questionnaire. The questionnaires were distributed electronically through Qualtrics, a web-based survey software, at the beginning of the semester and the end of semester. The reason of using an electronic based survey was the easiness of distributing the survey to the students, and Qualtrics provided statistical analysis tools. I did not have to enter any numbers into charts or tables. The pre-questionnaire was mainly used to learn about the students' English learning experiences and knowledge about the uses of English in the world before taking the 106I class. The post-questionnaire was used to investigate the learning experiences of the students. Specifically, it was to see if the students understanding toward the uses of English in the world differed from the beginning of the semester. It was also to see whether using the World Englishes Writing curriculum improved the students' confidence level and to see how the students felt about the curriculum after one semester of learning. The types of questions included in the questionnaires consisted of open-ended questions, multiple choices, dichotomous (yes/no) questions, and the Likert scale questions.

The pre-questionnaire (Appendix L) had 4 sections with 59 questions in total. The first section was personal information asking information about my students' nationalities, gender, major and etc. The students were asked to put down their names in the surveys rather than anonymously was that the surveys would be used to learn about each student's learning experiences by comparing the pre-questionnaire and post-questionnaire. Since the questionnaires were not about the students' grades and the students were told that the surveys were used to help the researcher learn about their

learning in the class, the students would be honest on their answers to increase the reliability of the surveys. The second section of the pre-questionnaire was to collect information about the students' prior writing experiences, particularly, the students' experiences related to writing in English in high school. The third section was the uses of English. It was to find out how much the students recognized the current English uses in the world and their attitudes toward using English. The last section was to investigate the students' future uses of writing in English. The main purpose of this section was to learn whether the students saw themselves writing in English in other occasions or for future jobs to further learn their perceptions on writing in English.

The post-questionnaire (Appendix M) included 5 sections with 67 questions in total. The first four sections were the same as the pre-questionnaire including the personal information section, prior writing experiences section, the uses of English section, and the future uses of writing in English section. The fifth section added to the post-questionnaire was English 106I learning experiences. This section was to discover the students' thoughts about the class and the World Englishes writing curriculum.

The students who took the class were asked to participate in the follow-up survey. The questionnaire was sent to the students at the following semester of the students taking English 106I. The questions on the follow-up survey were the same as the ones of the post-survey. The reason of doing the follow-up survey was to see if the students' attitudes or confidence level have changed after another semester of taking classes at Purdue.

5.2.2 Research tools: Interview

The three questions included in the interview are:

1. Do you think that your writing in English has improved throughout the semester?
If so, in what way? If not, why?
2. Do you think that your confidence toward writing in English has been improved through the semester? If so, how does this course help you improve your confidence?
3. Are there any other things that you think you have learned from the course? If so, what are they?

The students were asked these questions at the end of semester to reflect upon their learning throughout the semester. The interview was conducted with each individual student at the office where no other graduate instructors were around and was audiotaped and transcribed later on. Each interview in general lasted about 15 minutes. The students were told that the interview was simply for the teacher to learn what they thought about the class and that had nothing to do with their grades for the semester. Some students were asked more than three interview questions listed above based on the answers they gave. These additional questions were mainly used for the students to elaborate what they said in the interviews.

5.2.3 Research tools: Blog entries

One course website created through Blogger, a free blog-publishing service, was used for the students' to write blog entries. The course website was administered by the instructor/researcher. Only the students taking the course were allowed to post on the website. Every week the students were required to read either an article or book chapters and write their reflections on the course website. For the reflection, the students sometimes were free to write whatever they thought about the reading or were asked to respond to certain questions listed on the course website. The students were told that the course website was a fairly informal writing environment for them to express their feelings toward the reading. They should not be worried about grammar and such. As long as they completed the assignment, they received the full credits of doing the assignment, i.e., the blog entries were not graded. These blog entries served as a source of data collection in a relaxing environment that allowed the students to express their thoughts and exchange their ideas with their classmates rather than me as a teacher. I would read the students' entries in a regular basis throughout the semester, but I did not comment on the students' entries as I intended to let the students feel comfortable to say what they would like to say. However, sometimes I would include some interesting comments of the students in class discussions.

5.3 Procedure

Three classes of Purdue's English 106I students were the subjects of the mixed-method study, including one Fall 2010 class, one Spring 2011 class, and one Fall 2011 class. Each class served 15 students from various countries in the world. The original

plan was to collect data from Fall 2010 and Spring 2011. One more semester, Fall 2011, was added after an insufficient result from the Spring 2011 semester. This will be further explained and discussed in the last chapter.

In the first week of the semester, the students were asked to take the pre-questionnaire. The questionnaires were sent to the students' email inbox on the day of taking the questionnaire. The students used either his/her own laptop or one in class and took the questionnaire in class. Approximately 20 minutes were needed for the students to take the questionnaire. Throughout the semester, the blog entries of the students were uploaded to the class websites. I also kept the written notes about the discussions happened in class. In the last week of the semester, the students were asked to take the post-questionnaire. The interviews with me were also scheduled at the last week of the semester. To judge the relative success of the implementation of the curriculum, the questionnaires, the interviews, and the reflections were used to see if the students' attitudes were different after taking the course.

5.4 Research participants

The primary participants for this study were my students of ENGL 106I class at Purdue University in Fall 2010, Spring 2011, and Fall 2011. As described in Chapter 3 and 4, the students were from different countries with various English learning background and needs.

5.4.1 Students of Fall 2010

In the first week of the semester, 15 students enrolled in the class who were 10 males and 5 females. After the first week, one male student dropped the class for he took too many classes. Fourteen students remained in the class. At the time of taking the class, eight of them were freshmen, three were sophomore, and three were juniors. Their majors were Management, Biological Science and Chemistry, Physics, First Year Engineering, Economics, Biology, Computer Information and Technology, Mechanic Engineering, Statistics, and Chemical Engineering. Among them, nine students were from China, two were South Koreans; two were from Malaysia and two were from Taiwan. Chinese, Korean, Malay, and English were the first languages the students spoke. Two students received their high school education in the States.

All of the students took TOFEL and the score ranged from 80 to 103. The students' writing score ranged from 20 to 25. Two students thought their English writing ability was good; seven thought that it was average; four thought that it was fair; one student thought it was poor.

In general, the reasons that the students took the class were 1) the advisor recommended the course, 2) the course was required by the major. However, ten students took the course because they wanted to improve their English writing ability and one student thought that he or she enjoyed writing in English and wanted to learn more about it. The reasons that the students registered 106I instead of 106 were the advisors' and friends' recommendation and English 106 being difficult for the students. Nine students registered 106I instead of 106 because they thought it was more comfortable to take the class with other international students. Six students ever received English

composition instruction from high school, through private tutoring, or through language test preparation classes in their own countries. Five students received the English composition instruction in the States. Eight students wrote English only for school assignments. Seven students used English for diaries or blogs, or between friends either the same or different nationalities.

5.4.2 Students of Spring 2011

There were 15 students enrolled in the class at the beginning; one student dropped at the end of the first week, meaning a total 10 males and 4 females. They majored in Computer Science, Civil Engineering, Actuarial Science, Computer and Information Technology, Human Services, Industrial Technology, Chemical Engineering, Electrical and Computer Engineering Technology, Psychology, and Electrical Engineering. Nine of them were freshmen; the rest of them were sophomore. In terms of the students' nationalities, six students were from China, two from Korea, five from Kazakhstan, one student from Malaysia, and one student from Indonesia. The students' first languages were Chinese, Korean, Kazakh, Russian, Malay, and Indonesian. None received their high school education in the United States; however, two students received their high school education in other English speaking countries. In addition, prior to enrolling at Purdue University, eight students had study abroad experiences. The Kazakh students took an English composition class for one semester at other U.S. universities since they had fellowship from their government which also sponsored one semester of college preparation classes.

Ten students took TOEFL test and the score ranged from 79 to 112. Three students took IELTS, and the scores were 6 and 6.5. One student took the ACT. The students' TOEFL writing scores ranged from 19 to 26. As the IELTS, the writing scores were 6.5 and 7. In terms of the students' self perception on their English writing ability, ten students thought their English writing was average, one student thought it was good, two students thought it was fair, and one student thought it was poor. The students' self perception also reflects on the reasons that they took ENGL 106I class; ten students enrolled to improve their English writing proficiency although the course was required by the major and suggested by their advisors. In addition, the students' main reason of taking the international class instead of the mainstream ENGL 106 was that they thought it would be more comfortable taking classes with other international students. In terms of the students' previous English writing learning experiences, nine students were ever taught English writing in high school. Four students used English to write blogs and notes and to communicate with friends in their daily life.

5.4.3 Students of Fall 2011

The total of 15 students registered for the class, but one student dropped the class at week two since she missed the whole first week and thought she could not catch up with the class and the other student dropped the class at week six since his English proficiency was low and he had a really difficult time with the classes he took at Purdue. Therefore, only 13 students, 7 males and 6 females, remained in the class. These students majored in Management, Computer Science, Geology, Mechanical Engineering, Mathematics, Actuary Science, Biology, and Industrial Engineering. Seven of them were

freshmen, five were sophomores, and one was a junior. As for the students' nationalities, ten students were from China speaking Chinese, two were from South Korea speaking Korean, and one was from Indonesia whose first language was Indonesian. None of the students received high school education in the United States, but one student received high school education in another English speaking country.

All 13 students took TOEFL, and the scores ranged from 80 to 111. The students' TOEFL writing scores ranged from 19 to 28. Nine students thought their English writing proficiency was average and four students thought it was fair. The reasons that the students took the course were the departmental requirement, advices from the advisors, willing to improve English writing and being fond of writing in English. The students chose ENGL 106I over ENGL 106 were because of suggestions from the advisors, ENGL106 being difficult to the students, recommendations from friends, and feeling more comfortable taking the course with other international students. Four students never received English writing instruction in high school and one student ever received English composition instruction in the United States prior to enrolling at Purdue. Two students used English to write to their friends who were not from the same countries in their daily life.

5.5 Data Analysis and Interpretations

Since the amount of the data is large, it requires several steps to put all the data together for the analysis.

All the students' interviews were audiotaped and transcribed. Although I audiotaped the interviews, I also took notes. When the audio recordings were not clear,

the notes were in use. The transcriptions were typed when I listened to the audio recordings. Taking into the consideration of the purpose of the research, the transcriptions were typed focusing on the content rather than including all the linguistic features.

Because Qualtrics was used for the surveys, the software did most of the calculations. The jobs left for me were to download the data from the website and to read the data calculations. The questionnaires from all three classes were read together as a whole. The statistical results from all three classes are displayed together. When it is needed, the results of a single survey item from three classes may be read separately.

As for the blog entries, what I basically did was to read all the entries and copied and pasted the sentences or the passages showing the relevance to the purposes of the research and the research questions or the relevance to what the students said in the class and the interviews. In the following three chapters, I report the results of the research methods outlined above and analyze the results of the collected data.

CHAPTER 6. DATA ANALYSIS I (QUESTIONNAIRE RESULTS)

6.1 Introduction

The following three chapters present and analyze the data collected in accordance with the methodology described in Chapter 5. Chapter 6 is the report of the questionnaires conducted in three different classes across three semesters. Chapter 7 focuses on data collected through the students' blog entries. Chapter 8 looks into the interviews. The order of the chapters is not in random. The results of the questionnaires are presented first as an overall backdrop of the results of the study. The blog entries serve an inner voice of the students. It is to compensate what are not seen in the results of the questionnaires. The interviews are presented last as I feel the questions asked in the interviews are summing up the results of the questionnaires and the blog entries.

This chapter consists of three main sections. The first reports the students' perceptions toward the uses of Englishes in the world before and after taking the class along with the issues of Standard English, and Native speakers vs. Non-Native speakers. The second section describes the students' beliefs in World Englishes and the impact on their English writing after acquiring knowledge of World Englishes. Lastly, the third demonstrates the students' views on the World Englishes writing curriculum.

As a reminder, the demographic information of the students and the students' English learning experiences and self-perception toward their English ability are already reported in Chapter 5. Besides, as mentioned in Chapter 5, each 106I class consists of 15 students. With three sessions I taught, there should be 45 questionnaires done in total. After ruling out the surveys from the students dropping out of the class and from the students who did not complete the post survey, only 37 questionnaires are valid to use for the discussion.

6.2 The uses of Englishes in the World

Before taking the class, about one third (35%) of the students strongly agreed or agreed that everyone in the world is using English (Figure 6.1). 27% of the students were not sure. About one third of the students strongly disagreed or disagreed (38%) that everyone in the world is using English. After taking the class, the percentage of the students who were not sure whether everyone in the world is using English reduces to 11%. Close to half of the students (46%) strongly disagreed or disagreed that everyone in the world is using English. 38% of the students strongly agreed or agreed that everyone in the world is using English. The result appears not to suggest much taking the number of the participants into consideration. Although the number of the students who did not believe that everyone is using English increases, the number of the students who thought that everyone is using English also increases.

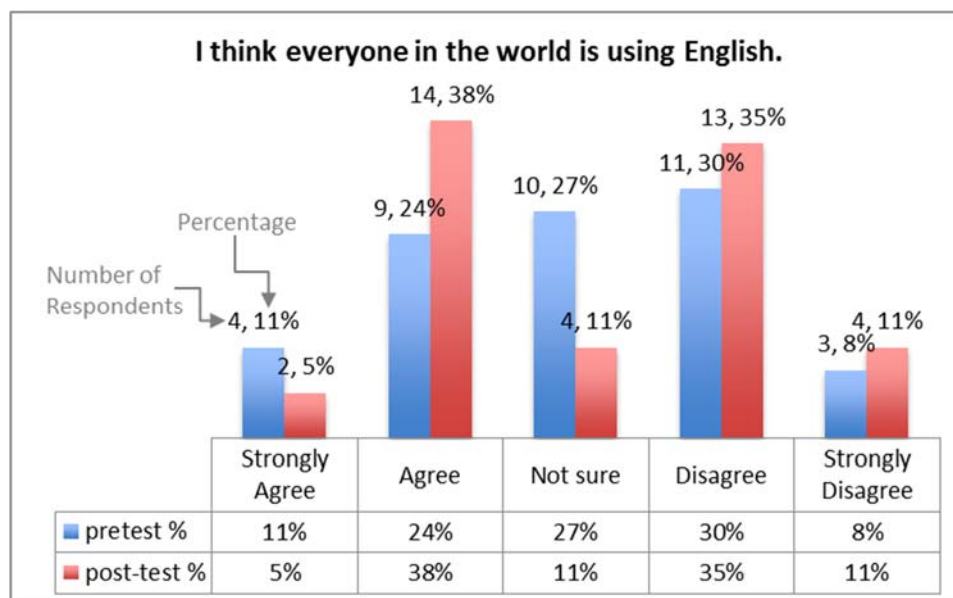


Figure 6.1 Students' perceptions of the uses of English in the world

In a similar manner, the result of the item “I think everyone in the world is learning English” does not show much (Figure 6.2), either. There is only a small change between the pretest and the posttest. The percentage of the students who strongly agreed or agreed with the statement reduces from 57% in the pretest to 51% in the posttest. On the contrary, the percentage of the students who strongly disagreed or disagreed with the statement increases from 27% in the pretest to 35% in the posttest. The percentage of the students who were not sure is 16 % in the pretest and 14% in the posttest.

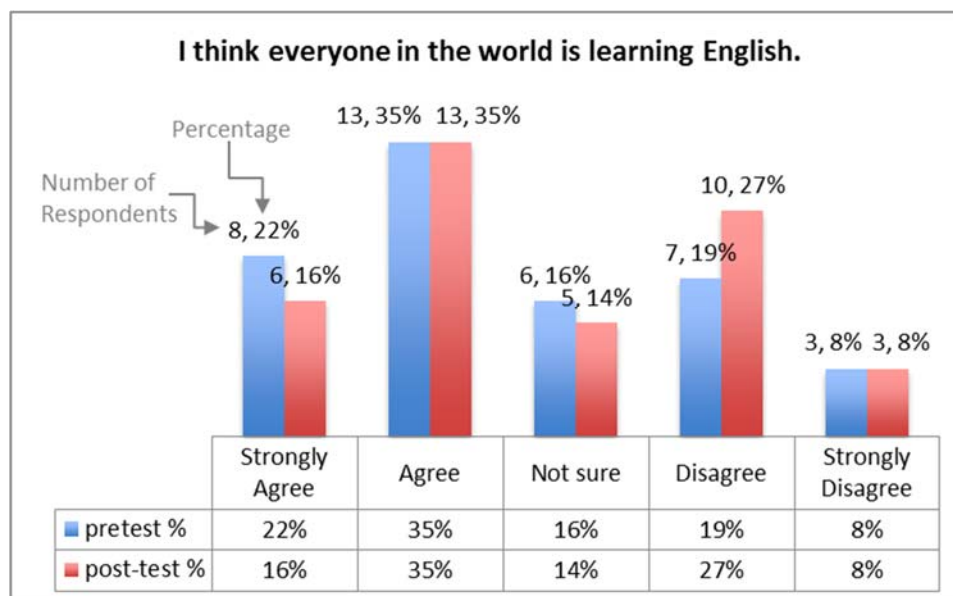


Figure 6.2 Students' perceptions of English learning in the world

There is also no major change between the pretest and the posttest on the item "English is only used between people from English countries and people from non-English speaking countries" (Figure 6.3). 24% of the students in the pretest who strongly agreed or agreed with the statement reduce to 19% in the posttest. The percentage of the students who strongly disagreed or disagreed is the same for the pretest and the posttest which is 57%. The percentage of the students who were not sure increases from 19% to 24%. It seems that the students had their mind set on how English is used and functions in the world.

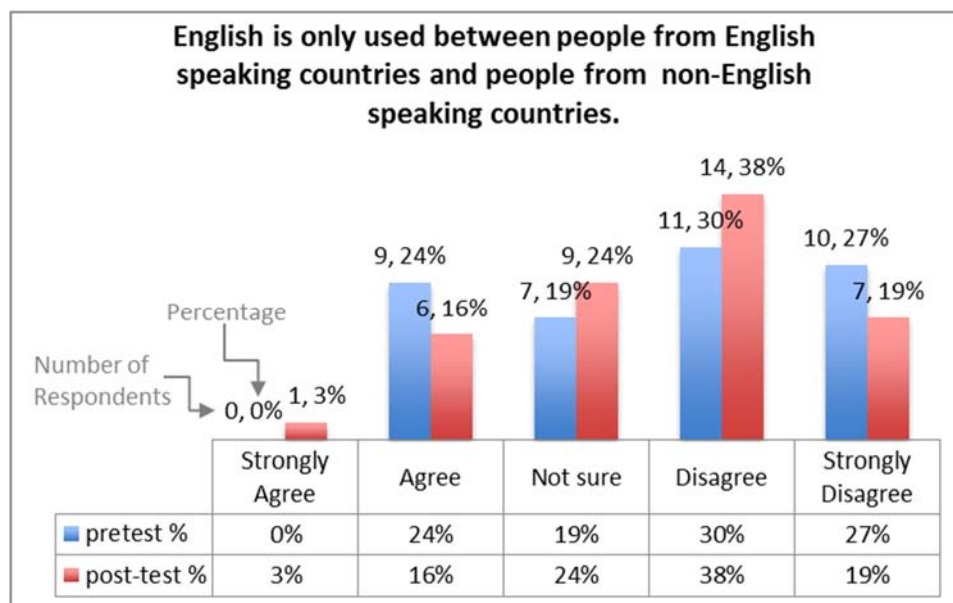


Figure 6.3 Students' perceptions of communications in English

6.2.1 Standard English: Yes? No?

It was not sure whether the students understand the labels of British English, American English or Indian English. The pretest questions and the post-test questions were designed differently on testing the students' beliefs on Standard English. For the pretest, the students were asked if they think there is one and only correct form of English in the world. The result shows that 97% of the students did not think there is one and only correct form of English in the world (Figure 6.4).

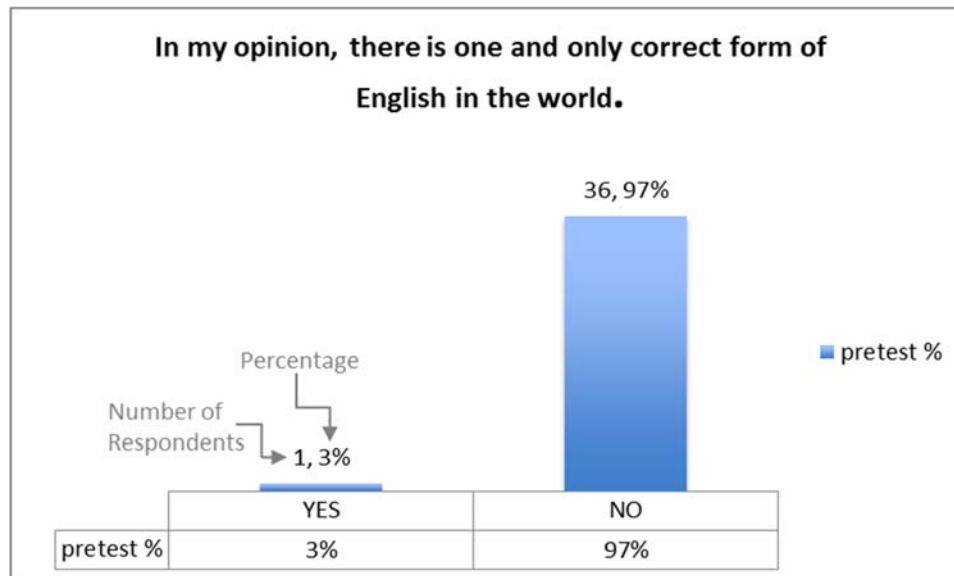


Figure 6.4 Students' perceptions of Standard English

The students were also asked why they did not think there is one and only correct form of English in the world. Table 6.1 displays a list of the students' reasons.

Table 6.1 A list of the students' explanations on the existence of Standard English

Just like Chinese, there is not one and only correct form of Chinese in the world, there can be Simplified and Traditional Chinese at the same time.
Language is a tool used by humanity to communicate with each other, and it's influenced by various aspects.
Every form of English is called English, so how can I tell which one is correct?
It's too hard to specify "correctness," but only "more familiar" with.
Every countries use different types of English and it is not appropriate to pick which English is correct form of English.
The different kinds of English are all correct.
Language is a tool. Once it is used, it should be considered as a correct form.
There are different types of English in the world; all are English.
Using either American English or other kinds of English, there's no problem with communicating.
All of them are used by people and people can communicate well with each other
Languages from different places have their own culture and history.
English is a international language
English is not the only language
People from different regions speak different English.
English of different countries has some differences.
Because every country has its own dialects and its own culture.
In some regions of the world where people speak English we may notice some dialects and other changes in style.
People from different parts of English speaking countries speak a little bit different forms of English.
English can be modified due to the culture of the Non-English speaking countries, so this is not a standard for what is a correct English.
There are some differences between American-English and British. Basically, they are the same but in some cases they use different form such as color and colour. Those two vocabularies have the same meaning, but "color" is used for American-English. However, "colour" is used for British.
Some words in English have different meanings in certain cultures or countries
People use English not only in English speaking countries. English has long history.
For example, American English and British English are different but both are correct
English is different in the US and UK.
I have no idea.
ENGLISH VARIES A LOT WITH THE ORIGIN OF ITS SPEAKERS. FOR INSTANCE, BRITISH PEOPLE AND AMERICANS HAVE RATHER DIFFERENT WAY OF USING IT.
Language changes by time.
People from different countries use different forms of English with their local language, such as American English, Australian English.
Language varies time to time.
English is still creative nowadays, and different regions have their own customs.
Different people have different way to speak English
There are many forms of English and they are different from one another but the structure of these English forms are the same.
It's various.
There are many different countries are using English as their official language, like England, America and New Zealand.
There are as many opinions as people in the world, and at least we have British American and Australian dialects.
Different countries have different skills to use English

From the list, it is shown that the students had an understanding of the differences of Englishes in the Inner Circle. Also, several students examined English, as a language, from the perspective of languages changing over time and being influenced by different cultures and histories.

To compare, for the post-test, the students were, too, asked their opinions on the existence of Standard English but in the form of multiple questions since the students had already acquired the knowledge of World Englishes. Table 6.2 demonstrates the results of the posttest. From the table, one student thought that American English is the Standard English. There was another student thinking that Indian English is the Standard English. However, the student who thought that Indian English is the Standard English might click the wrong answer, as later on when the students were asked to explain their choices of answers, he stated that there is no Standard English because English is separated.

Table 6.2 Students' opinions on Standard English

Questions	Yes %	No %
In my opinion, British English is the only one correct form of English.	0	100
In my opinion, American English is the only one correct form of English.	3	97
In my opinion, Canadian English is the only one correct form of English.	0	100
In my opinion, Australian English is the only one correct form of English.	0	100
In my opinion, New Zealand English is the only one correct form of English.	0	100
In my opinion, Indian English is the only one correct form of English.	3	97

Table 6.3 shows the students' reasons why they thought there is no Standard English. Apparently, the students were able to use the terminologies and knowledge acquired from the course and applied to their answers. After taking the course, the students knew not only the Inner Circle Englishes but also recognized Englishes of the Outer and Expanding Circles. On the topic of Standard English, the results of the pretest and the posttest were basically the same. The only difference between the pretest and the posttest was that the students surely acquired basic knowledge of World Englishes.

Table 6.3 Students' opinions on the existence of Standard English after taking the class

Everyone speaks different forms of English and people don't know which country started speaking English first.
English is separated.
Just like Mandarin, language can be modified in different patterns with different standards.
It does not exist.
It is just various styles and even though various Englishes have different forms, they are all communicative.
I don't know which is the standard English among all the Englishes.
I think if we want to describe something in English, we can use English in some ways, not only in one form.
English various from cultures.
They are called English because they are English.
All the evidence in my research project shows this
Too many official languages are English.
Different countries have different standard English.
Every English is Standard English, but just different culture makes them sound different.
I think American English is standard English.
There are only different forms of English; there is not a standard for that.
English is too broad.
There is a standard English.
Because of regional and cultural differences. One cannot convince other people that one language is Standard and others are not.
There are many Englishes and each one suits their local speakers.
English language became an international language
There are many kind of Englishes in this world
It's been difficult for the society to come up with one. It has yet to be developed.
If it is possible to communicate in English, it is fine.
English is a World English.
People from different countries have their own language customs.
There are various of World Englishes overall the world, and everyone can own English!
People own English around the world
Language is related culture and there is no standard culture certainly.
The language varies from country to country so dramatically
Every form of English is correct
Every one in the world can own English, not only the native speakers
Different countries have different Englishes.

6.2.2 Native Speakers vs. Non-Native Speakers

Since the students learned the issues of native speakers versus non-native speakers, they were asked if they knew the definition and their beliefs on these two terms. On the question, “I think native speakers of English refer to....,” the results of the pretest and the post-test are fairly consistent (Figure 6.5). 86% of the students in pretest and 84% of the students in post-test thought that native speakers of English refer to those who are born in the countries in which English is used as a first language. 11% of students in the pretest believed that native speakers of English refer to anyone who can speak English well, and this amount is the same in the post-test. The students who chose “other” defined native speakers as people who speak and think in English, people whose first language is English, and “it depends.” It seems that the first two answers are actually similar to the choices given to them in the questionnaire. It is not clear why the students decided to write up their own definitions. For the one who wrote, “it depends,” it is not clear what the student meant. All in all, regarding to the definition of native speakers and non-native speakers, the students already had a clear and predetermined idea on the definition of native speakers and non-native speakers.

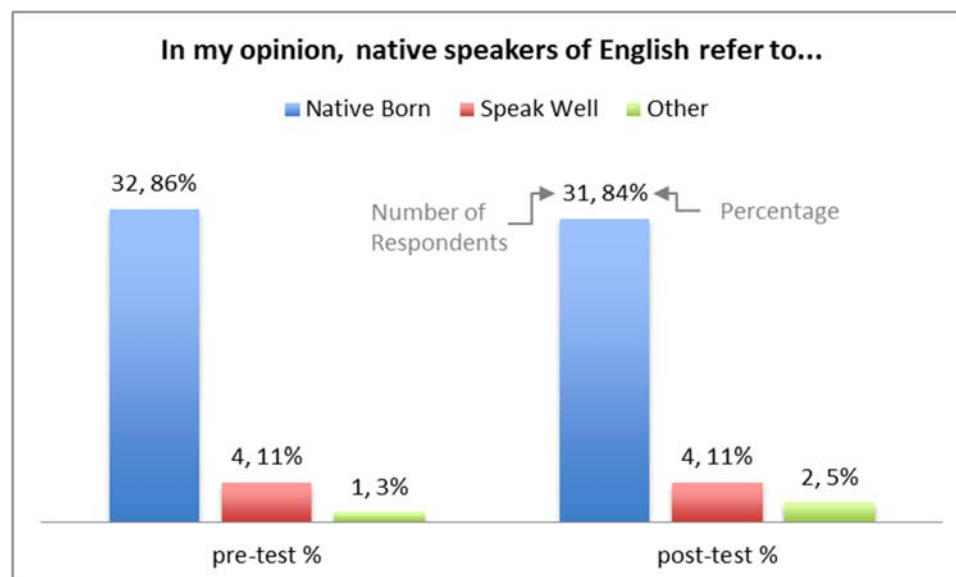


Figure 6.5 Students' positions on the definition of native speakers of English

Followed by the definition item, the students were asked if learning to write in English is to become like a native speaker of English. For this question, the results of the pretest and the post-test do not show much of difference (Figure 6.6). In the pretest, about one third of the students (32%) strongly agreed or agreed that learning to write is to become like a native speaker. The percentage increases to 37% in the posttest. In a similar manner, the percentage of the students who were not sure also increases in the posttest. However, the percentage of the students who strongly disagreed or disagreed that learning to write is to become like a native speaker decreases 2% from the pretest (40%) to the posttest (38%).

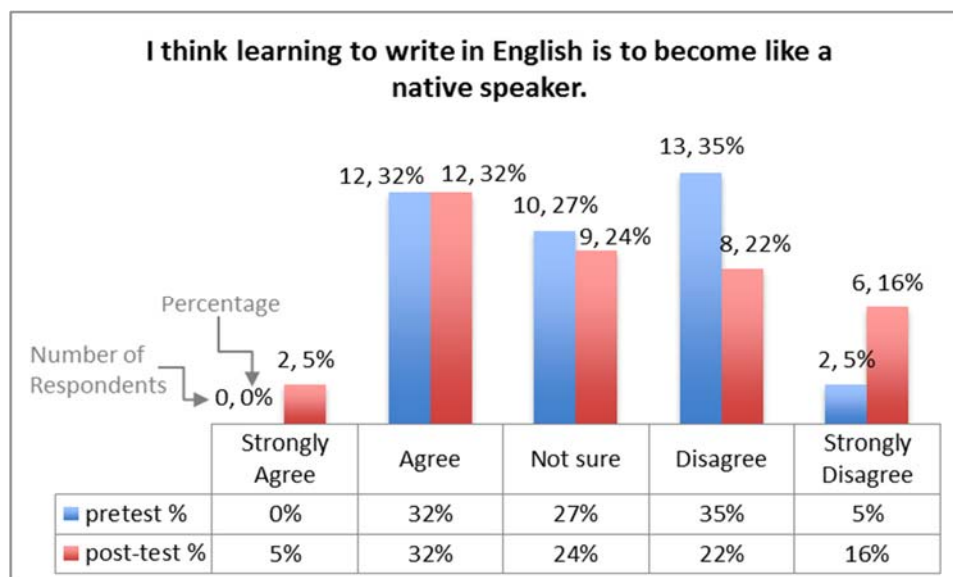


Figure 6.6 Students' positions on the goal of learning to write in English

Regarding on the students' beliefs of learning English speaking from native speakers of English and non-native speakers of English, more than half of the students (62%) (Figure 6.7) in the pretest strongly disagreed or disagreed with the statement, "I think only native speakers of English can teach me how to speak in English." The percentage increases to 70% in the posttest. In the pretest, 16% of the students were not sure if only native speakers of English can teach them how to speak in English; the percentage decreases to 5% in the posttest. Interestingly, the percentage of the students who strongly agreed or agreed with the statement increases from 19% in the pretest to 25% in the posttest.

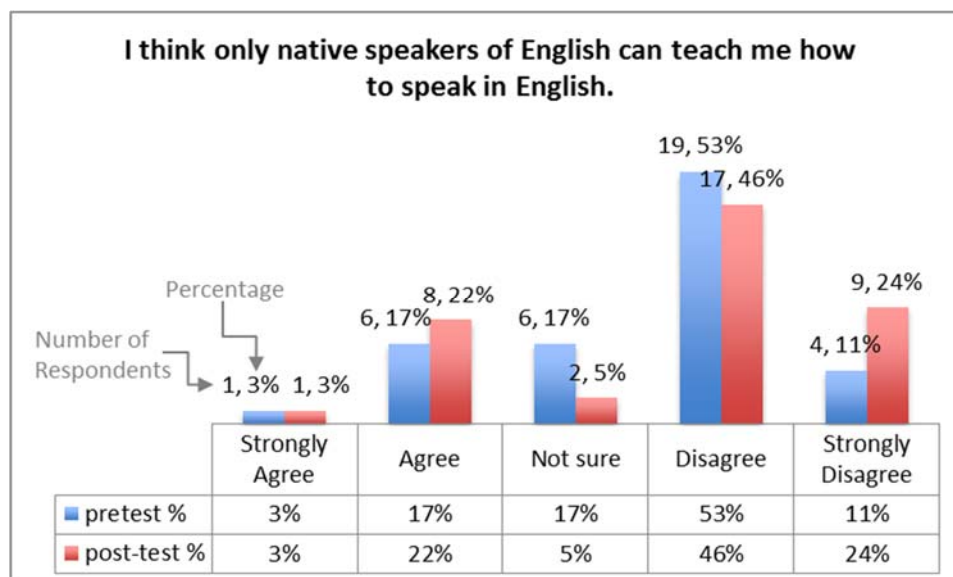


Figure 6.7 Students' perceptions of having native speakers as their teachers

On the statement of “I think only native speakers of English can teach me how to write in English,” about three quarters of students (83%) in the pretest strongly disagreed or disagreed with the statement (Figure 6.8). However, the percentage decreases to 79% in the posttest. The percentage of the students who were not sure about the statement also decreases from 14% in the pretest to 11% in the posttest. In contrast, the percentage of the students who strongly agreed or agreed with the statement increases from being 19% in the pretest to being 25% in the posttest.

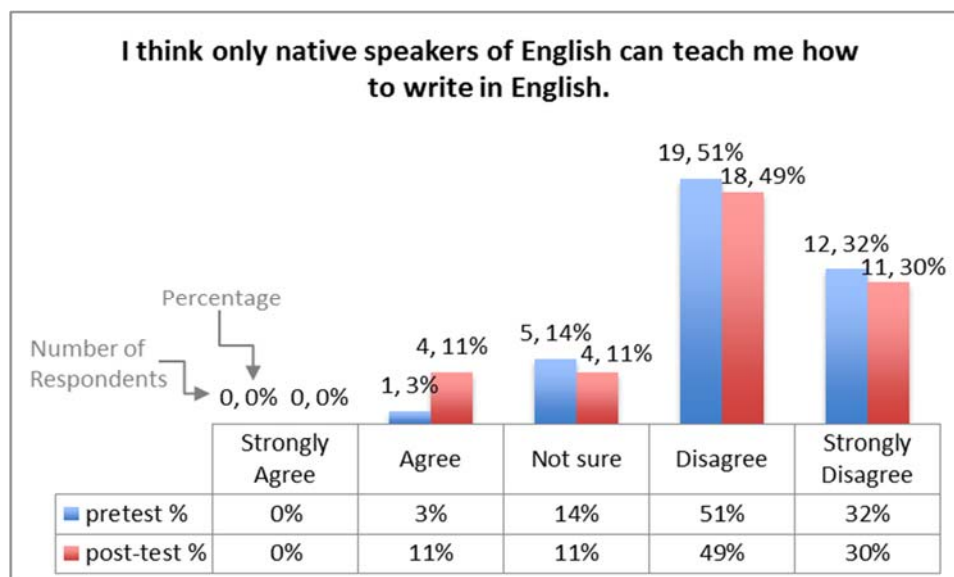


Figure 6.8 Students' perceptions of the status of the English writing teachers

Typically, the distribution of the item "I think only native speakers can teach me how to speak in English" should look similar to the distribution of the item of "I think only native speakers of English can teach me how to write in English." It means that the percentage of the students who strongly disagreed or disagreed that learning to write in English from native speakers should increase instead of decreasing. In order to closely examine the data and look for a possible explanation, the data was read in terms of three individual classes (Figure 6.9, Figure 6.10, Figure 6.11). Figure 6.10 shows the Spring 2011 class which percentage of the students who strongly disagreed or disagreed with the statement "I think only native speakers of English can teach me how to write in English" decreases in the posttest. The further explanation will be provided and discussed in the conclusion chapter.

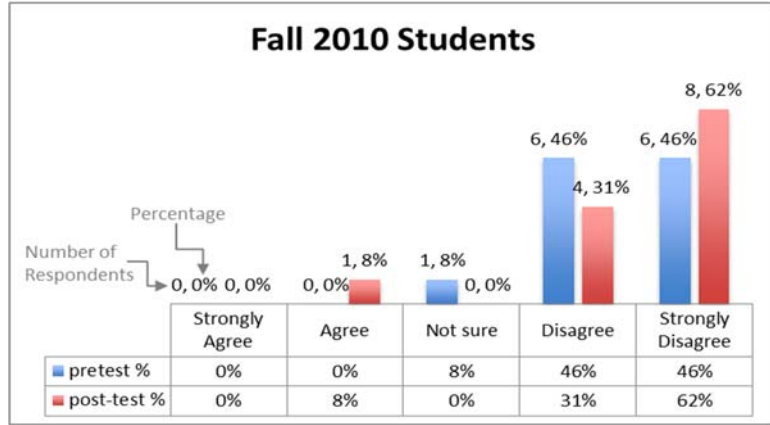


Figure 6.9 Fall 2010 students

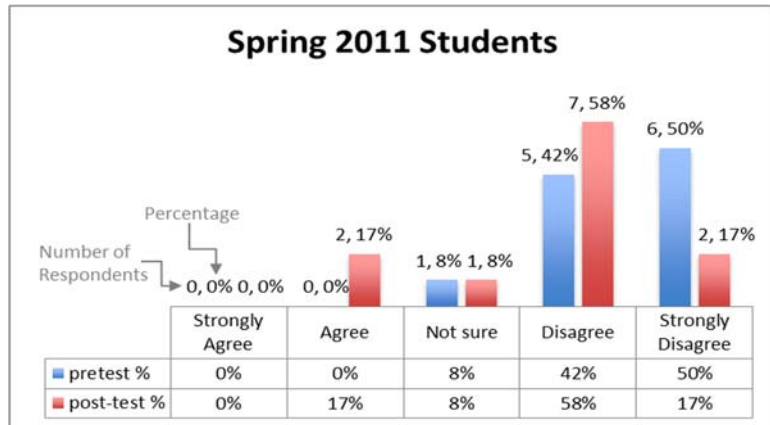


Figure 6.10 Spring 2011 students

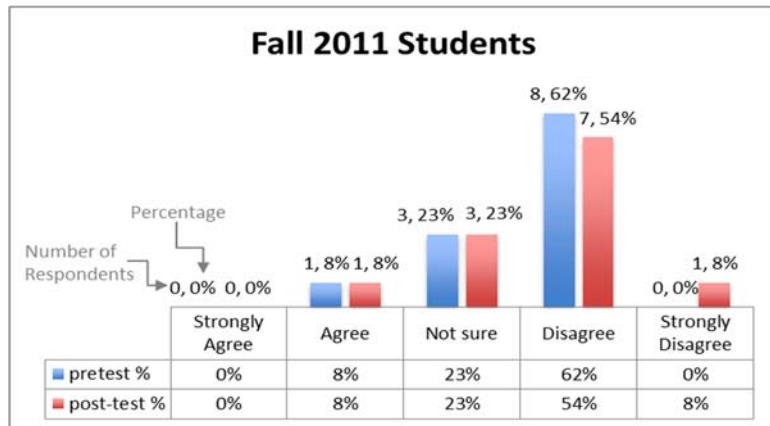


Figure 6.11 Fall 2011 students

6.3 World Englishes

In the second section of the questionnaire, the students were asked questions related to the field of World Englishes to study their understanding of World Englishes and its related issues. The first question was to see if the students agreed that English spoken and used by the British, Americans, Canadians, Australians, and New Zealanders is the same. 70% of the students thought that they are not the same after taking the class which is not much different from the pretest when 68% had already thought the Inner Circle Englishes are different (Figure 6.12). The number of the students who remained not sure is the same. The percentage of the students who strongly agreed or agreed with the statement decreases 6% after taking the class. A few students changed their view after taking the class.

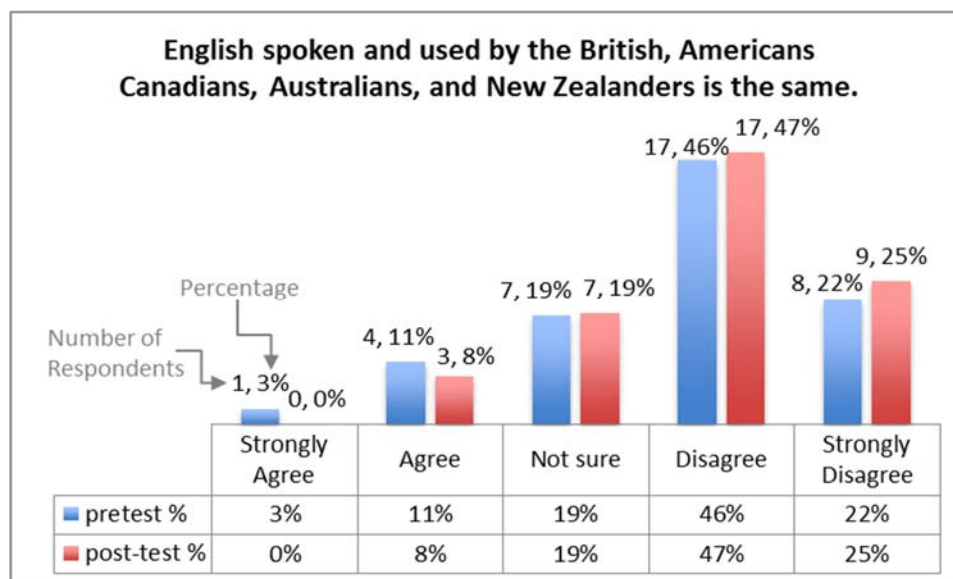


Figure 6.12 Students' opinions on the Inner Circle Englishes

Although it was not much of the change seen on the statement “English spoken and used by the British, Americans, Canadians, Australians, and New Zealanders is the same” (Figure 6.12), more changes on the students’ beliefs on the statement “English spoken and used by Indians, Singaporeans, Malaysians, Filipinos, Chinese in Hong Kong, and other people who use English as a second or foreign language is not authentic English” were shown (Figure 6.13). The percentage of the students who strongly disagreed or disagreed with the statement increases from 48% in the pretest to 65% in the posttest, while the percentage of the students who strongly agreed or agreed with the statement decreases from 19% in the pretest to 11% in the posttest. Also, the percentage of the students who were not sure about the statement decreases from 32% in the pretest to 24% in the posttest. The possible reason for a difference on the distribution of these two survey items could be that the students had set their mind on the Inner Circle Englishes since they knew more about them before attending the class. Probably, the class was not able to change their perceptions of the Inner Circle Englishes. Nonetheless, it is good to see the students grasped the ideas of the Outer Circle Englishes and changed their views on them after taking the class.

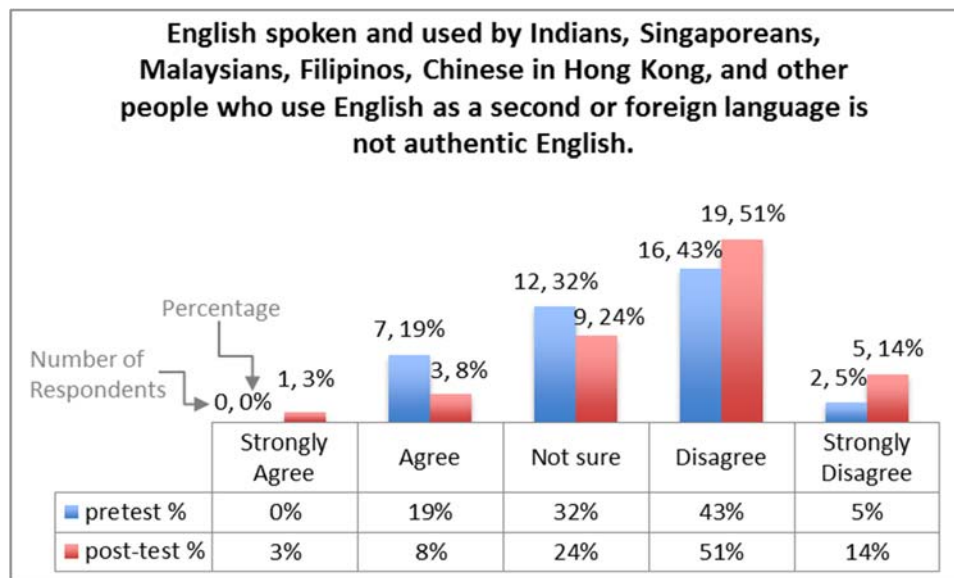


Figure 6.13 Students' opinions on the Outer Circle and Expanding Circle Englishes

Some few changes can be seen on the statement “I think my English writing is influenced by my culture and my native language(s)” (Figure 6.14). 84% of the students strongly agreed or agreed with the statement in the posttest when it is 79% in the pretest. The percentage of the students who were not sure about the statement remains the same at 14%. The students who strongly disagreed or disagreed with the statement are less in the posttest (from 8% to 3%).

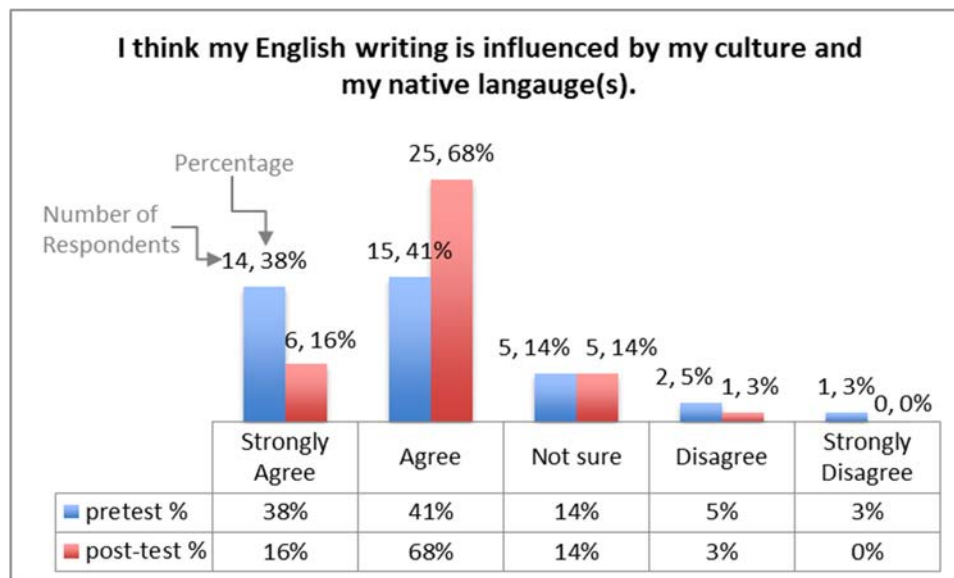


Figure 6.14 Students' perceptions of cultural influences

To further learn about the students' attitudes on the cultural influences on their English writing, they were asked if their English writing is influenced by their cultures and native languages in a good way. It is shown in Figure 6.15 that 38% of the students strongly agreed or agreed with the statement in the posttest compared to 19% in the pretest. The percentage of the students who strongly disagreed or disagreed decreases from 22% in the pretest to 5% in the posttest. Though we can see some changes on the students' beliefs on the statement, more than half of students who were not sure about the statement, the percentage being 59% in the posttest and 57% in the pretest. The results of the above two items suggest that the majority of the students thought that their native cultures and languages influence their English writing, yet they still could not decide if the influences are good or not good.

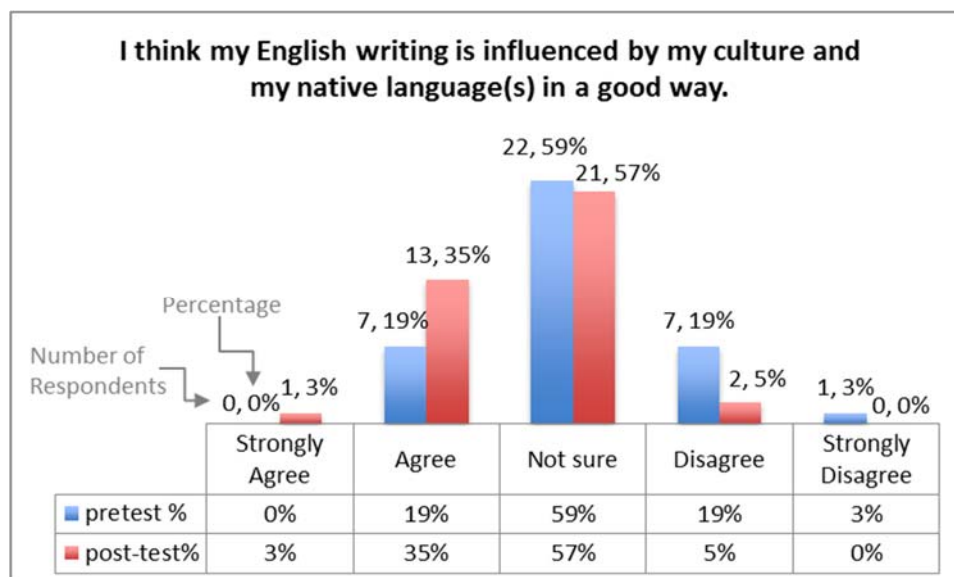


Figure 6.15 Students' opinions on cultural influences on their English writing

Though close to 60% of the students were not sure if their English writing is influenced by their native cultures in a good way, 60% of the students in the posttest thought that they do not need to write like a native speaker in order for the native speakers of English to understand their writing (Figure 6.16). It seems that the students could accept a certain degree of cultural influences in their writing. It is similar for English speaking, but the percentage decreases from 63% in the pretest to 60% in the posttest (Figure 6.17), which may be normal when it comes to English speaking that the students may want to speak more like native speakers.

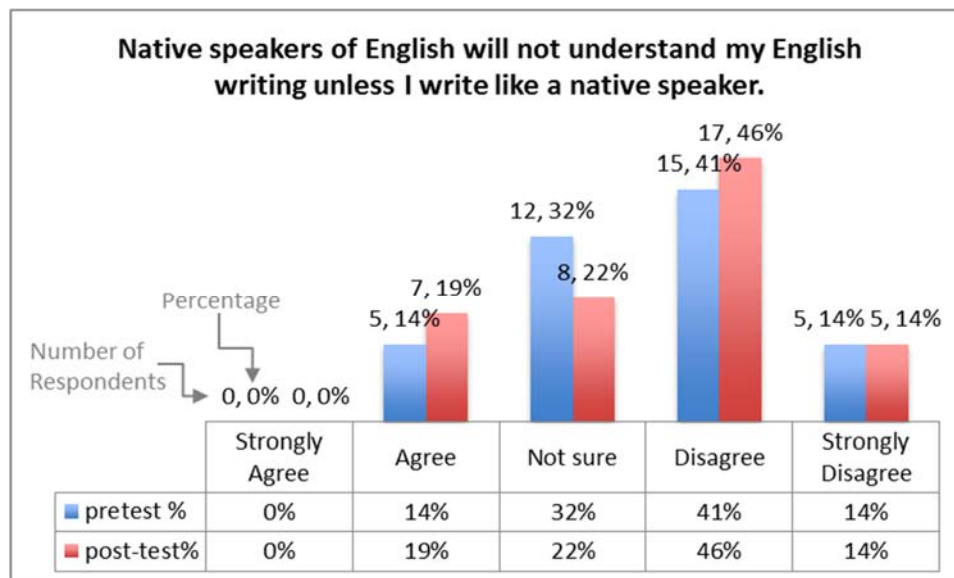


Figure 6.16 Students' perceptions of writing like native speakers of English

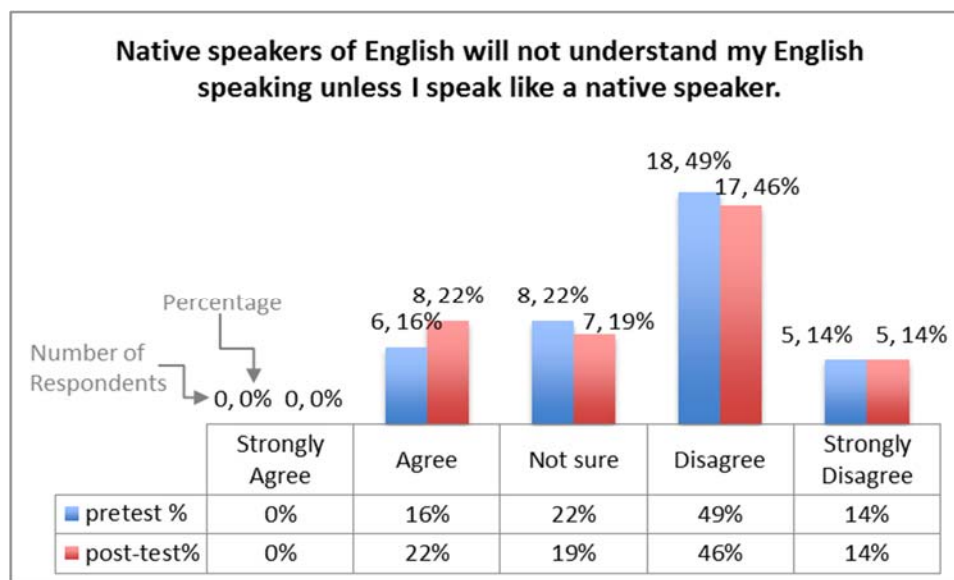


Figure 6.17 Students' perceptions of speaking like native speakers of English

6.3.1 World Englishes and English writing

The questions discussed below are to know the students' beliefs on English writing and World Englishes after taking the class. Specifically, these questions were

designed to learn if the students think learning about World Englishes help them write in English. Therefore, the questions discussed below were only included in the posttest.

Before taking the class, 84% of the students did not know about World Englishes (Figure 6.18). After taking the class, 76% of the students strongly agreed or agreed that they understand what World Englishes is (Figure 6.19). 24% of the students said that they were not sure, and the students who were not sure were mainly from the Spring 2011 class (16%). Again, this will be explained in the conclusion chapter.

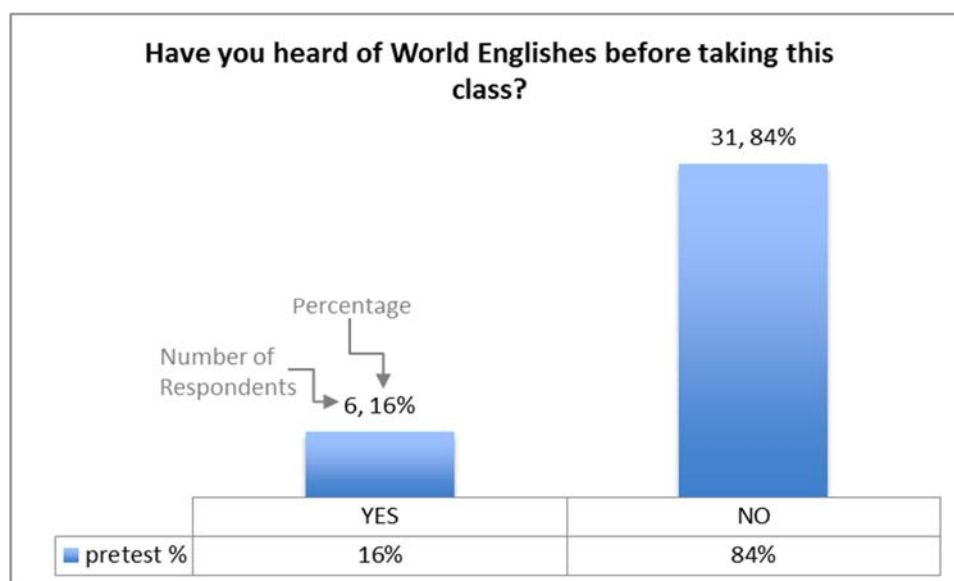


Figure 6.18 Students' experiences with World Englishes

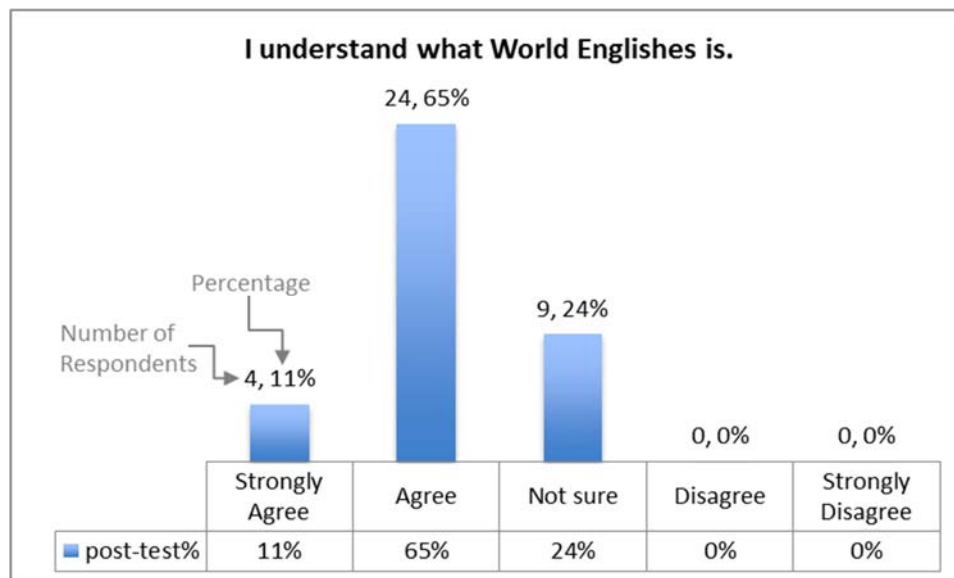


Figure 6.19 Students' knowledge of World Englishes

Generally speaking, the students liked and acknowledged the notion of World Englishes because 68% of the students said that they would introduce World Englishes to other people if they had a chance (Figure 6.20).

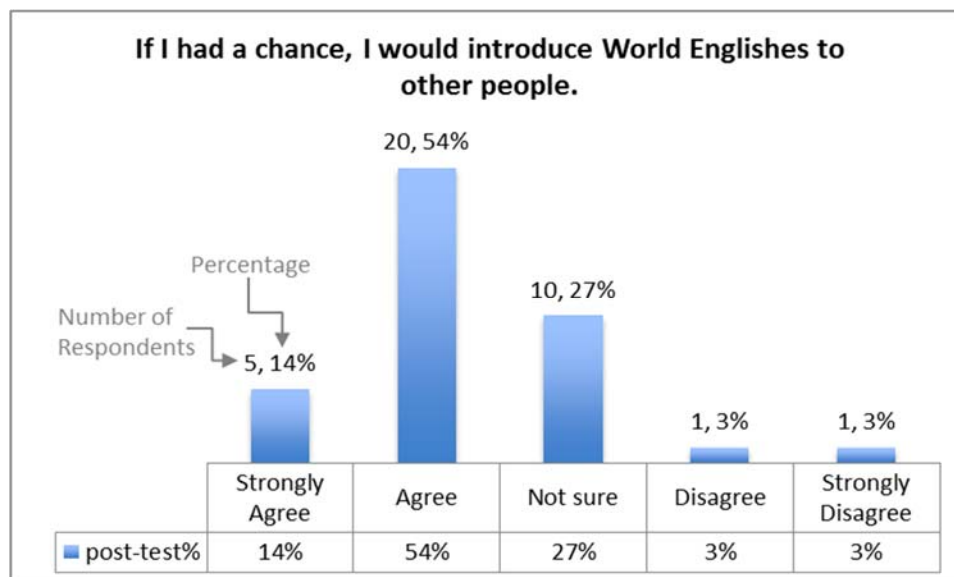


Figure 6.20 Students' inclination to introduce World Englishes to others

Furthermore, 86% of the students thought that learning about World Englishes helped them understand the way they write in English (Figure 6.21). Also, 84% of the students thought that learning about World Englishes made them feel more confident to write in English (Figure 6.22). Lastly, 79% of the students strongly agreed or agreed that learning about World Englishes improved their writing (Figure 6.23). Though it is a bit less compared to the last survey item, still, 71% of the students strongly agreed or agreed that learning about World Englishes also prepared them better to write in English for other university classes (Figure 6.24). The above results suggest that the majority of the students believed that learning about World Englishes helped them write in English and helped them write with the confidence. It further prepared them for writing in English for other university courses.

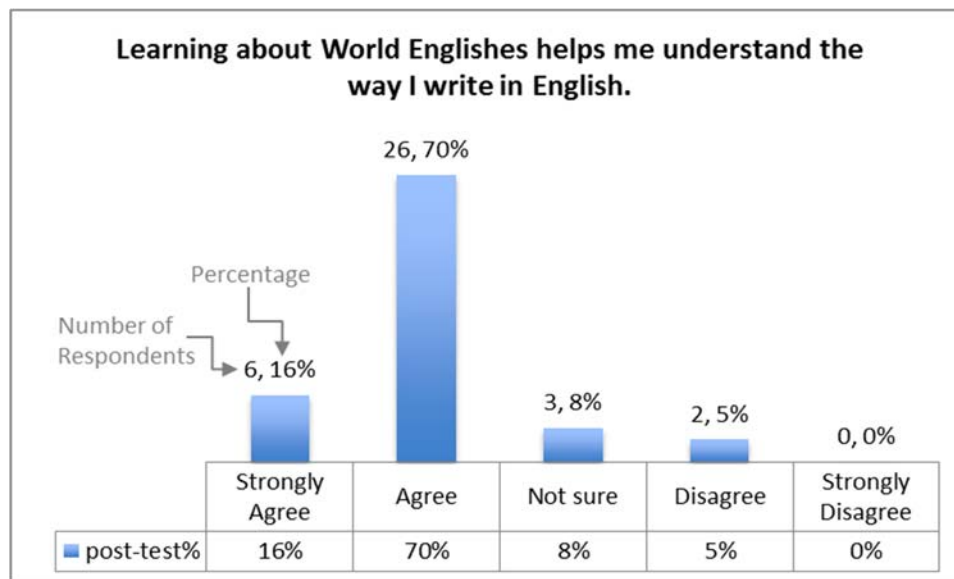


Figure 6.21 Students' opinions on the value of learning about World Englishes

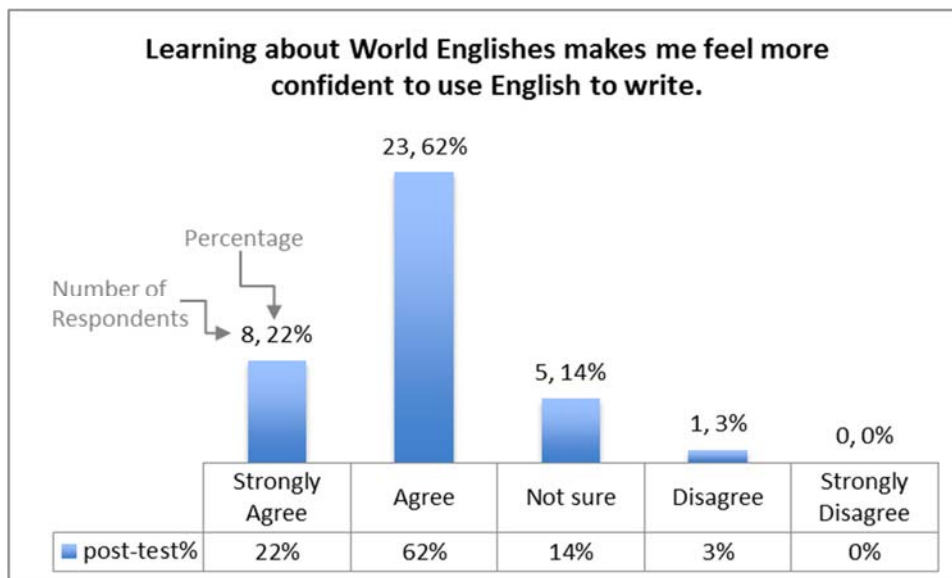


Figure 6.22 Students' opinions on the change of their confidence level

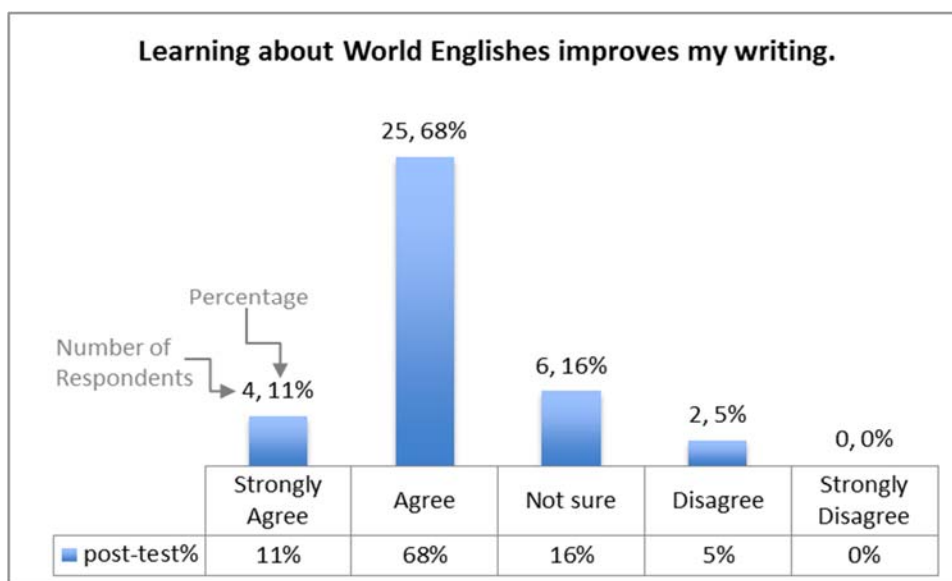


Figure 6.23 Students' opinions on the improvement of writing in English

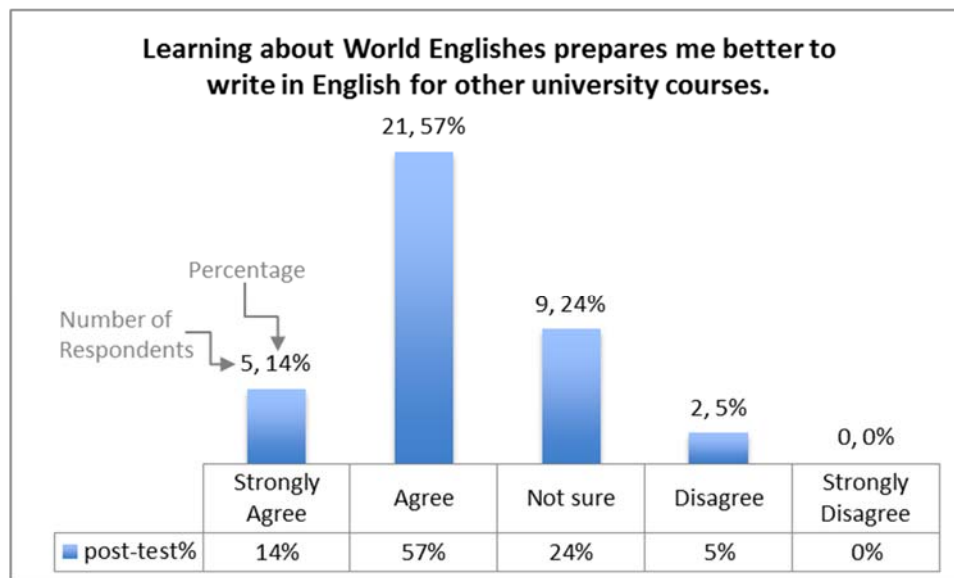


Figure 6.24 Students' perceptions of learning about World Englishes and writing for other university courses

6.4 The World Englishes Workshop

To further understand the students' opinions on the World Englishes writing curriculum used in the class, the posttest questionnaire also asked the students what they thought about the World Englishes workshops and the sequenced writing project. Figure 6.25 shows that 89% of the students thought the World Englishes workshops helped them understand the uses of English in their countries. 81% of the students strongly agreed or agreed that the sequenced writing project targeting on the World Englishes related topics provided them an opportunity to learn the uses of English in the world (Figure 6.26).

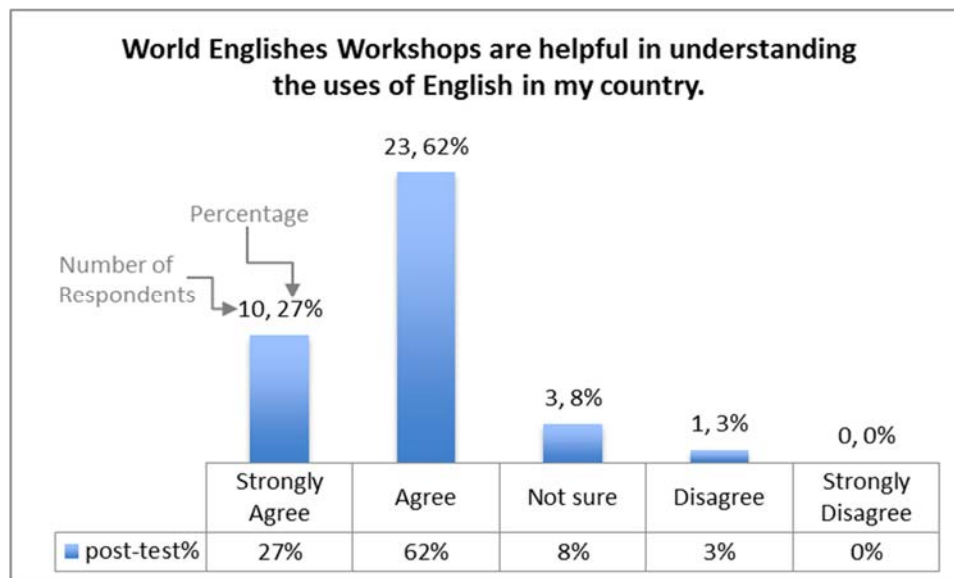


Figure 6.25 Students' opinions on the World Englishes workshops

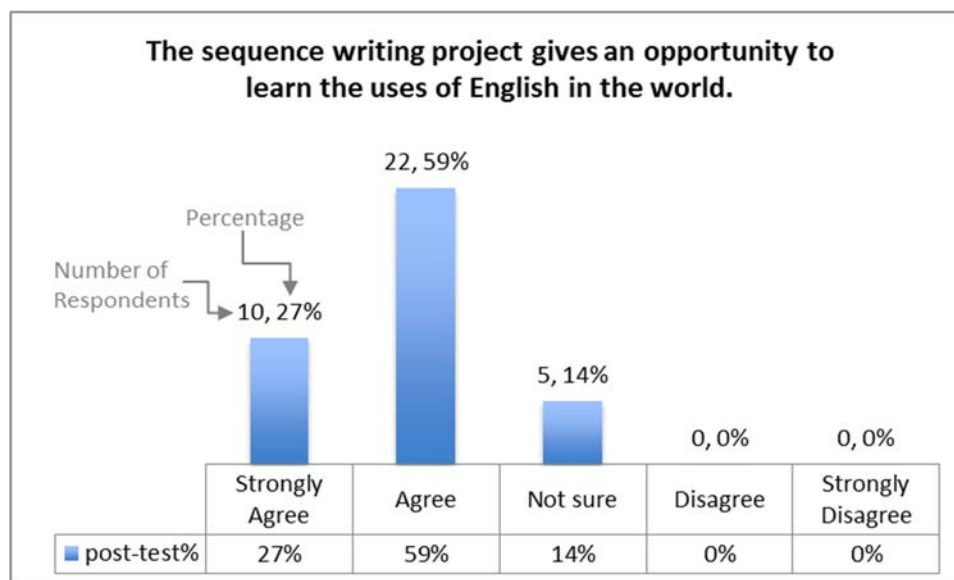


Figure 6.26 Students' opinions on the sequenced writing project

6.5 Conclusion

Overall, the results of the surveys suggest that the use of the World Englishes writing curriculum has been a learning experience for the students. Although the first four

parts of the surveys do not show much change on the students' beliefs on the uses of English in the world, the curriculum still provides the students a chance to see the uses of English in the world from the perspective of World Englishes. Leaving aside the results of the changes of the students' beliefs, the majority of the students thought that learning about World Englishes helped them to write in English with the confidence, improved their English writing, and at the same time, prepared them to write for other university courses. It seems that the students agreed on the effect of learning about World Englishes helping them to write, nonetheless the class does not seem to change much the students' beliefs on the uses of English in the world. The results of the questionnaires are not able to tell why the contradiction exists. In the following chapter, the students' reflections on the uses of English in the world, and World Englishes and writing are presented. Maybe the reflections of the students can provide possible answers to explain the existence of the observed contradiction.

CHAPTER 7. DATA ANALYSIS II (BLOG ENTRIES)

7.1 Introduction

As Chapter 6 shows the students' understanding on World Englishes and attitudinal changes after taking the class from the statistical point of view, Chapter 7 intends to show what the students thought about World Englishes and the issues of World Englishes through their reflections. The chapter presents the students' inner voice on the introduction of World Englishes, its related issues, the use of Ha Jin's novel, and World Englishes and the introductory composition.

7.2 The introduction of World Englishes

Beginning in this chapter, I would like to first illustrate how the students felt about the World Englishes writing curriculum by examining the course materials, the students' opinions on the course materials particularly on the World Englishes elements, and the students' reflections on the World Englishes related issues discussed in class.

As stated in the Chapter 4, the World Englishes writing curriculum included the introduction to World Englishes, a series of reading materials, Amy Tan's article *the Mother Tongue* (1990), Cook's (2003) discussion on the definition of native speakers and non-native speakers, and P. Matsuda's (2003) article *Proud to be nonnative speakers*, and

the World Englishes workshop targeting on Ha Jin's novel *In the Pond* (1998). It is important to note that all the names used are pseudonyms, and the quotes are from the students from three different semesters which are not specifically identified in the chapter. Additionally, I attempt to include various students' quotes from three different classes.

7.2.1 Students' views on the introduction of the notion of World Englishes

At the beginning of the course, one class session was devoted to introduce World Englishes to the students. To motivate the students, the students first watched an excerpt of documentary movie "American Tongues" (1988) in the beginning of the class. Through the discussion on different accents existing in America, the students were further presented different varieties of English used in the world. After the class, the students were asked to read Amy Tan's *Mother Tongue* followed by one discussion class on Amy Tan's article as well as different Englishes used in the world. The students had some interesting feedback and questions after the introduction class. Even though most of them were not exposed to the notion of World Englishes and any language learning issues before, the students were capable of raising their concerns and doubts on some topics that have been discussed by the World Englishes scholars. First, some students raised concerns about what should be considered as a correct English. Susilo from Indonesia said,

But suppose if hundreds of millions of people speak the way I do, would our brand of English be accepted as different but still correct, just like American English? What if we outnumbered all other English speakers? Would our English be the correct one? If not, what makes a type of English correct and accepted. Is

British English any better than other types of English? These are just some of the questions that exploded in my mind while I was reading the text. I have yet to come up with the answer to any of these questions and would be delighted if anyone would like to give their views on them (hint).

All in all, I found this article a lot more interesting than I expected because it made me think about the idea of multiple Englishes, their correctness and the situations in which they are used.

It seems that Susilo was wondering if an English is accepted as a correct one when the majority of people use it. Susilo further pondered which English should be considered as the correct one. For this, Zian from China said, “In my opinion, there is not such a rule to judge whether it is the correct English. It is just about people’s different convention and habit from different regions.” She then explained why American English is being considered as the correct English,

Like Ulan said, American English has a lot of difference from British English.Most people probably think American is the most beautiful English, so they regard it as the criterion of the correct English. They try to learn and imitate American English.

Sharing the similar thought with Susilo and Zian, Irfan from Malaysia furthered the discussion on the correct form of English in the world by indicating that the cultural influences on English makes it hard to decide the correct form of English. On the top of that, Irfan seemed to suggest that if the majority of people use one form of the English, it should be considered a correct one which goes with Susilo’s doubt.

Firstly, there are no such thing called as the most genuine and correct form of English in the world. English is largely influenced by different people who are from different cultures and backgrounds. As long as it can be understood by both parties in a conversation, I don't think it is necessary for us to use precise English with zero composition of grammatical errors and perfect form of sentences. We do not have to use big words to convey our messages to the audience who is listening to us, as it does not really help in making our audiences understand us easier.

Yes, I do agree that the mastering of good English is important in this society, however, we should not ever judge a person's ability and intelligence purely by his or her quality of English. The writer of this article (Amy Tan) should not feel ashamed of her mother's spoken English. As I have mentioned, there's no correct English in this world. A subject that is marked as "correct" is not necessary the correct one, on the other side of the coin, it is because majority of people percept that it's true and should be applied in daily life, then only it becomes a correct practice.

Not only on the course blog but also in the class discussion, the students drew the attention on the cultural influences on English. A few Chinese pointed out some English usages actually originated from China or Chinese English which intrigued a further discussion on the course blog, Min-Jun from Korea said,

I was so impressed in the class when you (refer to her classmate) said that 'as time goes language changes'. The example was 'long time no see'. I thought it was classic English, but it was a Chinese English. I don't know the origins of many other English phrases, but I'm sure that there are plenty of other phrases that are not originally from English. The more I impressed is that we can be proud of your 'broken' English. If we and our later generations keep use the 'broken' English,

the flexibility of English will be more general, so that foreigners in later time will not suffer with their language anymore. Their intense, passion, and intelligence will not be underestimated anymore, if English is more flexible. Language is just only a container that carries one's thought. It should never drive under the people who are not comfortable with language. It's like a discrimination, and stereotype.

Min-Jun's reflection on the cultural influences brought her to decide how English being a language could be altered and the transformation of English should help people to view English used by nonnative speakers in a different attitude. Min-Jun was not the only one touched upon the attitudinal issue. Reflecting upon Amy Tan's article, Irfan specified the kind of attitudes the students should have when learning English and speaking English to native speakers,

The writer (Amy Tan) thought that the environment is the factor that decides the mastering of her English, and she blamed on it because it has been limiting her development of English. I totally disagree with this because it relies on independence and concentrated self-effort to master a certain skills. Environment does have some effects on it, but it's normally minor. I have got a good evidence to support my view. I had a roommate when I was studying in my home country, his name is #####, he's grown up in an Chinese speaking family, and he studied in Chinese primary school and secondary school, as well. However, this couldn't limit him from mastering good English, and he got perfect score in SAT, now he's studying in Harvard University, the top university in the world. I still remember the words that he told me a long time ago. He said that we should not feel down or depressed when we are speaking English in front of native English speakers, as language does not have its true form, it's really as free as flowing water in the stream.

Mimicking Min-Jun's and Irfan's arguments on the fact English being a language is altered by people who use it and the students should not look down on the English they use, Fang from China suggested that the students should treasure the uniqueness they bring to English,

The language gap is difficult to overcome and it requires us to keep learning and practicing. However, in my perspective, I do not think there is a standard which is used to judge people's speaking and writing, who is correct and who is not. English is a pretty tolerant language system and it keeps updating every year, so if you can understand others and make people understand you as well, you are good at English. Do not feel ashamed and shy to speak out!

Also as non-native speakers like us that sometimes are looked down by the native speakers because of our limited English, I think we should face it and be proud of it. This is the one that makes us unique from the native speakers and represent our native culture too.

Like Fang from China, Ming from China had a similar point of view on being proud of the cultural influences, he said, "What we should do is not to try to hide our culture origin or retreat from the American society, we should accept that we are different and try to integrate our motherland culture with the American culture." On the topic of the value of cultures, he further made a comment, "Actually, by demonstrating our minority culture, we are actually shaping the American society with the core value it treasures: that the society is by all means free and diversified. So let's leave a space in our heart for our beloved traditional way of thinking."

For sure, not every student was positive on his or her native cultural influences. Jing from China was concerned how the cultural influences might affect the effectiveness of communication. She said, “As an English learner, it is just hard for us to be native, when we write or speak, we cannot get rid of thinking it in Chinese way, or sometimes, we pay too much attention to grammar and too formal. Sometimes, native speakers get confused.” Xun from China took the idea of the cultural influences into a different route. He thought since he could not get rid of the cultural influences, he would rather treat English as a tool.

I know I cannot become a native English speaker at all even I talk or write 24 hours a day, and absolutely I cannot totally get rid of the influence from Chinese when I live in the United States. I would like to treat English as a tool that I can use to consider and communicate with others rather than setting mastering this language is as my ultimate goal.

Jing’s and Xun’s comments bring out two concerns. First, what kind of role does English play for the students? Do they just simply see it as a tool? Do the students think that they own English? Second, although both Jing and Xun thought they would never become native speakers of English, did the students think they needed to write or speak like native speakers? These questions set us well into the next section – the students’ views on the issues of World Englishes.

7.3 Students' views on the issues of World Englishes

7.3.1 The issue of Native speakers vs. Non-native speakers

The students' doubts and reflections on Amy Tan's article and the introduction of World Englishes perfectly tie to the issues that covered next in the course. Followed by Amy Tan's article, the students first read two excerpts on the issue of native and non-native speakers of English. In a similar manner, the students had one class discussion and blog assignment asking them to reflect upon the articles. On the matter of native versus non-native speakers, the students had quite different and interesting opinions. On the one hand, some students challenged the importance of the issue; for example, Pei-Chin from Taiwan said, "I do not think that defining the definition of native or nonnative speakers is important. When people can communicate with each other, as long as they can understand what others are trying to express, then the way that they use the language does not matter." Pei-Chin thought labeling speakers of English is not needed because English is used for communication and people can try to help other understand. From Korea, Ji-Min, even questioned the need of discussing the issue from the perspective that non-native speakers actually speak more languages,

After I read those two articles, I just couldn't understand why it is such a big issue with the term 'nonnative'. I am an international student and in the other word, nonnative English speaker. I might be the strange one, but I don't feel ashamed of being 'nonnative' speaker. I even think that we are more fortunate than native English speakers because we get to speak at least two different languages. For those native speakers, they won't see and feel necessity of speaking other foreign languages because English is world-speaking language.

Makhmud from Kazakhstan agreed with Ji-Min thinking that it is not necessary to look down on themselves being non-native speakers of English.

I don't see why there is such a big deal about the term nonnative. Why to worry so much about it? I'm a nonnative speaker, but what is bad about it, or why do I have to be ashamed of that? Everyone should think this way! I've never been insulted or abused for speaking a bad English, and I think nobody who is reading this, have. Of course, international students may feel themselves a little nervous when they speak in English, but that is totally fine. English is not my first language that is why I speak it not as a native speaker. There is nothing wrong or weird about speaking with mistakes or accent, vice versa this is the way a second or third or further languages are supposed to be spoken.....People should not be embarrassed because of speaking a bad English, but they have to be proud of speaking at least 2 languages.

Though feeling upset with the label people put on each other, Tao, from China, was with Makhmud, saying that nonnative speakers should be proud of themselves because they dare to learn a new language,

After reading the articles I am very upset. Why people are keeping classifying others in every aspect? For example, they classified people into two parts of native and nonnative. Is it necessary? Language as a tool to communicate is not a standard to classify people. As a nonnative speaker, I am trying my best to handle this language and I am proud of myself that have bravery to challenge a new language.

Different from Ji-Min, Makhmud, and Tao being concerned how they are proud to be non-native speakers, Susilo from Indonesia argued it is not even necessary to label English speakers as natives and nonnatives,

I might be wrong about this, but I feel that there is no need for either of these terms to exist. I think that what is important is how well a person speaks, not where a person is born or what culture is a person exposed to. For me, the only difference between the two is that one of them was introduced to a language and culture since early childhood whereas the other one had to learn it the hard way. In the end, if both of them can speak the same type of English, would the learning process really make a difference? Furthermore, we cannot truly classify the characteristics of the people from both sides because there will be many, many exceptions. We cannot say that one of these groups are more grammatically correct, more culturally aware or more confident without having to make generalizations.

I agree, though, that the term 'native speaker' does sound fortunate, as written by Paul Matsuda. Some people would think that original and authentic is best. For example, some people might assume that Indians are the best at making curry, the Chinese are the best at kung fu and that the Japanese are the best at origami. (Not to say that those are the only things that they are good at. I hope I don't sound like a racist.) Are any of these assumptions true, though? I think that if a person works hard enough, the person can surpass the native's abilities.

On the contrary, Naim, a Malaysian, decided that the two terms are just labels, because “If you think that you can speak the language with a lot of understanding, then labels are just labels and nothing offensive.”

Though Naim thought labels are just labels, he also agreed with Matsuda's argument (2003) and stated why he was proud of being a nonnative speaker,

You (refer to his classmate) should first understand that the term nonnative speaker is not to describe someone who is not supposed to speak in English but does it anyway. If you see it this way, of course it sounds offensive. It is just saying that "Hey, you're speaking English fluently, and you're not even American/British/Australian!" Classifying may seem undermining, but, just like Matsuda wrote, it is only undermining because you elevate the counterpart class. being called a nonnative speaker is undermining because you look up to the term native speaker so positively. I think, to speak English while coming from a place where English is rarely spoken is something to be proud of.

Once we realized that they, the native speakers, and we, the nonnative speakers, are just two parties who are speaking the same language, only with different backgrounds, we know that we are all just speakers of the same language. Believe me, to be categorized into one big fat category is better than to be divided into two categories, in which case are imbalance and would make your confidence as an English speaker lower.

As shown, Naim was not the only student who is proud of being a nonnative speaker; several other students felt the same and continued to discuss why they were proud to be nonnative speakers of English. Chih-Wei from Taiwan said, "personally I won't feel too sad or read it in a negative way if they decided to say that we are nonnative, since we are not native speakers... and I'm proud that I could speak more language than the one I should." A Kazakhstani, Inkar, even thought that there are more advantages to be a non-native speaker of English for being able to travel to more countries, understand more cultures and so on,

Really, we shouldn't care about what native speakers think or speak about non-native speakers. We shouldn't worry about our accents or some minor grammar mistakes when speaking or writing. I don't see any reason to be ashamed of being a non-native speaker and knowing more languages. What I see is only the advantages: knowing more languages, being able to travel to more countries, being able to understand other cultures, being able to learn from books written in other languages. So many advantages of being a non-native speaker, then why should we worry, or be ashamed? As you said, we should be proud of ourselves. Proud to be a non-native speaker.

Irfan, Malaysian, took a step further to assert that sometimes native speakers of English are not better in English than non-native speakers,

In my opinion, being a Nonnative English speaker is not bad. Instead of seeing Nonnative English speaker in a negative way, we should take it as granted because it separates us from native English speakers, who do and always have blemishes in their own language. I don't think that the English speak by those so called as "Native English speakers" is the perfect and sacred one, and I will never try to imitate the way they speak English; it's not necessary, to me. If we are going to make a comparison between Native English speaker and Nonnative speaker, you can see that there are flaws in the English speak by an American, for example, the insufficiency of clarity, and lack of vocal variety. Many Americans do not aware of these because they are accustomed to speak English in their own slang. Nonnative English speakers can do better in speaking English, I always believe that.

Besides being proud to be nonnative speakers of English, Dong-Hyun from South Korea proposed that the Outer Circle Englishes speakers should be considered as native speakers,

By the way I think we have to consider the outer circle as a native speaker too. Their pronunciations are a little different from English in US or UK, they don't feel difficulty when they communicate in English. I realized that when I was studying with an Indian friend, he expressed his concepts without any hesitations. I knew all the concepts he was talking about, but I couldn't say anything while he was puffed up.

Of course, not all students were like the ones above who had already opinionated on the native versus nonnative issue, reading Cook's and P. Matsuda's articles helped them reflect on their stand point of view or introduce them to the issue. A Korean student, Su-Bin, shared how reading P. Matsuda's article helped her give thought to her personal experience,

After reading the second article, "Matsuda NNEST Excerpt," I was impressed at the author's pride in being a non-native speaker, and I could think back on attitudes of non-native speakers including myself. It reminded me a story from a TV show in Korea, which is one of my friends talked about. In the TV show, an entertainer came to the U.S. and, he asked some Koreans, who are international students studying in the U.S. to get one cup of coffee for him. However, those students imposed on others his request. When I heard that story, even though I laughed in front of my friend, I couldn't sincerely laugh since I understand the a shamedness of non-native speaker's English. I am sure most non-native speakers felt it in the same way. However, this article refreshed my perception of non-

native speakers. I believe that we, non-native speakers, should be proud of ourselves as non-native speakers, and expose this issue to others for making a change on the negative perception of the term, “non-native”.

Apparently, being a nonnative speaker might upset Su-Bin once. A Taiwanese student, Pei-Chin, also had a similar concern and changed her perception after, as she said, “I was very shy to speak English with Americans, but after read the articles and your comments, I think that we should all be very positive towards our language skills. I do not think that being a nonnative speaker is a shame now.” Yet, there were some students having fear when they thought they could not speak English well. As Kuandyk from Kazakhstan, expressed, “for some reason, I also feel a little ashamed when I can’t find proper words when speaking with native speakers.”

7.3.2 The ownership of English

For the discussion on the debate of native speakers and nonnative speakers of English, I also asked the students to reflect upon the issue of the ownership of English. At first, the students were confused by the word “own.” To them, owning something mostly refers to owning physical items. After careful explanations, the students were able to understand my question and discuss what they thought about the ownership of English. For instance, Fang Juan, Gang, and Na believed that nonnative speakers own English as they thought English is a communication tool and nonnative speakers who use it bring their own cultures to it which creates different usages.

English never stops changing and it has been influenced by many other culture and language such as Chinese. We should have the belief that even we are nonnatives, even we cannot speak English as fluently as the natives do, we still have the right and the possibility to own our own English.

I cannot agree more about the statement that English is just a tool for communication and everyone has the ability and right to use it as long as we want to. Moreover, the possibility also does exist that the nonnative English speakers can influence English and even create some new words according to their own culture and customs. All people around the world are using English today, and it is hard to judge whose English is the most correct. For this reason, English belongs to everyone who is using it (Fang Juan, from China)

I think nonnative English speaker do own their own English. As people says the beauty comes from diversity. There was an article asking, “do British people really speak English?” Because of the history, English in British ways always sounds with an accent for Americans. Even the country where English was born is now questioned whether they own English or not. By definition, a language is tool for communication. As long as our own style of English serves this function, it may be deemed as our own English. We are holding different ways of perspectives, ethos, beliefs and thus we have different terminologies and slang words. 'Long time no see.' is a typical way of Chinese-English for greeting with friends, which can be only understood by people with Chinese background. Our cultures give our own English creativity rather than inconvenience (Gang, from China)

I think our nonnative speakers of English OWN English, not only us, but also everyone in the world who want to speak English and learn English. I think English as a language is a communication tool, we can't say who have it, because it is a tool all of us can use it, even change it. Definitely, people from every corner of world use English in different ways because of culture, custom, accents and so

on. We all have the ability to change it in order to using it to communicate with other people in the global village (Na, from China)

On the other side of the coin, some students did not think they own English from the point of view that English is not their first language. Angus from Indonesia said, “For me, even though I think I will be able to speak English fluently and write clearly, I don’t think I will not be able to own English because as a non-native speaker, English is not my native language.”

Different from the above mentioned students who discussed the ownership from the aspect of native speakers versus nonnative speakers, Qiang from China thought that no one can own the English language because English is used as a tool.

No, I don't think so. As nonnative speakers, we have no right to say that we own English, even for a native speaker too. We just learn the English, how to speak English, and use it as a tool of talking to others. We can say that we learn a part of English at most, but we couldn't say that we "own" the English. English is a culture, a history, a nation, a spirit. As foreigners, it is impossible for us to master in them. English is just as a soul, we can simulate, but we can't "own" it.

What Qiang seemed to assert is that he considered English as an abstract idea which is why no one can claim the ownership. Xiulan from China shared the similar thought with Qiang, neither nonnative speakers nor native speakers own English, but coming from a different reason,

I was confused about the meaning of 'own'. For example, I own a book means that only I have the right to use it and modify it. So I think no one actually own a language, neither native speaker nor non-native speaker. No doubt that non-native speakers don't own English, as a non-native speaker, I just use English and perhaps slightly modify it, I can never say I own English. For native speakers, they can't say they own English either because they are unable to stop others from using English and modifying it.

Similar to Qiang and Xiulan, the Chinese student, Fang, also thought that no one could own the language, while she further proposed that we, native speakers and nonnative speakers, share the language.

In my opinion, no one can truly own a type of language. Languages are used for sharing instead of owning. The word "OWN" means someone has the priority to use something while others do not have. However, if there is nothing to do with the patent, for example one country changes the whole language system to another one(this is absolute impossible) everyone is free to speak and write a certain type of language. Therefore, basically, we are using languages as tools to let us be able to communicate with each other and make each other more understandable. In the class, someone pointed out that learning language is similar to riding a bike or coping a book. We are actually gaining skills from the "original" ones, like our parents, teachers and friends and then we have our own abilities to use the language. We might change few things when we are using the language such as our accents and grammar errors, but there is always a standard to verify which is acceptable which is not. Therefore, we are definitely not owning a language. We'd better to say " sharing."

7.3.3 English learning

After discussing the ownership of English, I asked students what they thought about setting a goal to speak or write like a native speaker. The reason I asked this question was that I would like to tie what was discussed with English learning together. In addition, I would like to see what the students thought since most of the students seemed to agree with P. Matsuda's claim in his article and most of the students thought nonnative speakers own the English language. Mostly, the students were able to discuss the issue referring back to the issue of native speakers versus Nonnative speakers of English, and their responses came from different angles. First, Na, Chinese, and Su-Bin, Korean, argued that it is not meaningful to set a goal to speak or write like a native speaker because the diversity of a language is a matter to consider.

I think it is not very meaningful when someone sets a goal saying that he or she wants to speak or write like a native speaker. Since I think the native speakers have no advantages than our nonnative speakers, why will we speak or write like a native speaker? English is a communication tool that everyone in the world can use it, we can't have only one accent of English and definitely, even native speakers are various (Na)

I think diversity could be necessary for all languages. Even some people have different accents because they live another parts of the country (but the same country), we don't think they are strange, but we might think they are different... At this point, I don't think being like a native speaker/writer is not always necessary and sometimes it could not be meaningful in my point (Su-Bin).

Agreeing with Na and Su-Bin, Lei from China also said that setting a goal to speak and write like a native speaker is meaningless for the reason that nonnative speakers can never become native speakers. He said,

I think setting a goal is really important. Because our goals can effectively help us learn English better. But as I stated, we could not be native speakers because of the original place. We are both Chinese. Though we could speak and write as many native speakers finally, we are still Chinese, not the native speakers. So I think it is meaningless to set a goal that I want to speak like a native speaker.

Although the students recognized the fact that their own cultures can bring the diversity to English they use and they have the right to alter and utilize the language, they still thought it is important or meaningful to speak or write like the native speakers for the reasons that they may work in the States, they think they only communicate with native speakers, and the fact that native speakers are still the ones who judge their ability to use English. Ming from China said,

As non-native speakers, it seems ridiculous for us to be worried about our accent, grammar or vocabulary. However, this is actually not the case. In school presentations, business interview or academic seminars, we are always surrounded by the difficulties to explicitly express ourselves to the audience. I believe we should take both the theoretical and practical situation into account by trying our best to improve our English while at the meantime always be confident about what we speak or write.

Ming's comments show he was struggle between the reality and the theory; Fang Juan from China also shared the same struggle,

We do not need to write and speak as a native if we are not studying and living in America, but the fact of matter is that we have to use the American English to communicate with the natives. Thus, I think it's still meaningful to speak and write as a native do.

As a computer science major, Gang from China specifically pointed out of the reality of the job market,

The answer is obviously that it is important for us non-native speaker to set a goal to write and speak as fluent as native speaker do. First of all, as a non native speaker, if I want to be impressive during the round table , job fair activity, fluency in English is really needed, especially for me, a computer science student. For we computer science student, co-operation and team work are essential things for succeeding. If you have ever applied the job opportunity online, there are always two special requirement for international students which indicates strong communication skills and writing skills. As long as we cannot even communicate fluently to those employers, the only feedback they will give is 'Go back and apply on-line'. Practice to smooth over the hurdles caused by communication differences cannot be more emphasized. Besides, it might be deemed as a proof of our ability if we nonnative people can speak as fluently as those native ones do.

Apparently, the power of the reality and the domination of American English drive the students to think it is meaningful to set a goal to speak and write like a native speaker. However, would the above students' answers be different if the context is set in

their own countries? Would they still want to speak or write like native speakers if they work in their own countries? Would their professionalism still be judged by their English ability?

7.3.4 Other Englishes = bad English?

The last question that I asked the students to discuss after reading P. Matsuda's and Cook's articles was whether they think other Englishes are bad English or not. The students were asked this question because it was a good one to draw a close to what we discussed in class. It was an important and interesting question for the students to give thoughts to after they learned about World Englishes, discussed the ownership of the English language, and reflected their stand point of view on English learning. The students had some provoking thoughts. Some students stated their point of view from the angle of languages changing overtime. Approaching from the angle of British English, Chao from China said,

I figure they should not be called bad English. Though they may not be widely used, they should not be regarded as bad, because it is a certain kind of language and language is no good or bad. Let us think about why American English is not a bad English. If we go in the way we judge what is a bad language, American English is supposed to be a bad English because it is different from what it used to be, different from British English as well. But why American English is still used as a formal English? Because it is widely used. So that's the point. If one day, there are as much people in China using Chinese English as people using American English, who can say it is a bad English?

From China, Jian, also shared the similar thoughts with Chao,

No. I think languages cannot be determined simply by “good” or “bad”, it’s more about people’s preference. Some people think they are bad because they are not the original ones. However, even the Englishes spoke by British and American are changing by time. Even many phrases in Chinglish are accepted by American and British people now. Once a word or a phrase is accepted by most people, it becomes the standard.

Some students discussed the matter from the point of view that other Englishes are different because of other cultures playing a role in them. Being a Manglish user, Irfan, said,

In my opinion, the truly bad English is the one which is really confusing and chaotic. Chinglish, Konglish, nor Manglish is the bad English, and instead of claiming that they are bad English, a more appropriate definition that can be used to define the true characteristic of them is, they are the other special versions of English, just like there are several flavors in Kentucky Fried Chicken, it does contain some apparent differences from the “authentic English”, but actually they are similar in their essences.

Qiang used Chinglish as an example to state his view though he seemed to define Chinglish is a dialect of English,

In my opinion Chinglish is also the English, because it speaks with the English. English is just a summarize of all types of the English. Chinglish is just Chinese English, it is influenced by Chinese. It is just like a dialect, a dialect that Chinese

always says. Chinese also have many different dialects in different area, and you can't say they are not Chinese. So, as the same reason, I think Chinglish is not a bad English.

Being the same mind of Qiang, Fang further suggested that Chinglish could be a transitional language for language learning students from China,

I think, Chinglish/Konglish/Manglish it is kinda of cultural thing. We can not definitely say it is bad for us, since English is a universal language which everyone uses it when he/she talks with people from another country. Everyone has the right to speak out and those languages make our life much easier when we are studying abroad. Also, because of the different language usage patterns, we use words and structures differently. So, Chinglish/Konglish/Manglish may become a transition language for the new English speakers to practice which connects English with the native language people speak. So, definitely, we need it and we use it, even though it is not official, it is helpful and necessary.

Through identifying the context of English being used, the other group of the students asserted that other Englishes function differently in different contexts which make it not easy to say they are bad Englishes. As an Outer circle English speaker, Naim said,

I still value the usage of good English, whether it is in writing or speech. But to use Chinglish, Konglish, or Manglish in a conversation with peers and family? Why not? In this case, they are not necessarily bad English. Eventually, these languages are just languages, tools for us to communicate. And if anyone in the

conversation had a hard time understanding, then I am sorry, but even if good English is used here, that is not communication happening at its best.

See, I used to be annoyed by my peers who speak Manglish with me. I have always valued good English whether it is in conversation or writing. But, sometimes I feel like I have to speak Manglish just to not appear as a snob to my friends. But, do I think it is important to speak "authentic" English? No, I don't think so. As I have opined on Mother Tongue before, it is not the language used that should shape a relationship, but the relationship should shape the language used. In the end, understanding is more important than using perfect English.

Su-Bin and Tao, both the Expanding circle speakers, shared the similar thoughts and agreed that other Englishes more likely are considered as bad Englishes when native speakers are interlocutors. Oppositely, other Englishes are not bad Englishes when they are used in where the Englishes are originated. It is significant that the two students took the contexts into consideration.

I think it is a subjective matter depending on a situation. In Korean association in the U.S., Konglish can be accepted without judging whether it is good or bad. However, when I should talk to native speakers or other foreigners who cannot understand Konglish at all, it could be considered the bad English since communication will be tougher and lead misunderstanding (Su-Bin).

It depends. Every language has its own culture, history and atmosphere. When you use Chinglish in China, it can be 100% accepted. People easily know what you want to say. Compared to the "standard" English, Chinglish is more popular in China. It can be even considered as the "good" English. However, the Chinglish, Konglish or Manglish in English speaking countries such as US are not

accepted. They are considered as bad English because native people hard to understand. In my opinion, it is not necessarily to distinguish which English is good or not. It is more necessarily to figure out which one is easier accepted by the native people (Tao).

As might be expected, a group of the students thought other Englishes are bad English for the reasons that they are not recognized yet, are hard to be understood by other people and not authentic. Mei, from China, said,

I think Chinglish is necessarily bad English, I believe no one will speak Chinglish on purpose or just for fun, Only when you don't know the correct English word will you speak a Chinglish word, so I think Chinglish means and shows the ability of the English using, although some Chinglish words have become the English that even the native English speaker may use, it doesn't mean Chinglish is good and we should keep using it. So I still regard the Chinglish as the bad English.

Different from Mei's reason, Chin-Wei thought other Englishes are bad because not everyone can understand them,

No offence, but I think that it is bad English. If you ask me which one would be the "authentic" English between American English or British English, I would say that both are authentic ones but it only differs from which you are more familiar with. The reason I said this it's because it is their first language. It's a language they used for centuries and which they build their histories on. Chinglish, Konglish, or Manglish are all Englishes with our own cultural background. It is a type of English which could only be understood by ones who speaks our language, and it sometimes may not even be understood perfectly by every one of us. It

might be a friendly way for us to speak with ones who understand it, but the question is focused on whether it's a "good English", not a "friendly English"(for our selves). As I said in the class, if an American speaks Chinese in a way I can't understand and they addressed that it's a good Chinese but it could only be understood by American instead of a Chinese speaker as I am, I would probably say that it's a bad Chinese by all means.

Woo-Jin from South Korea considered other Englishes are not Standard English, therefore, they are bad English,

I think Konglish is bad English because it is not "standard" English. Most of people in united states do not understand Konglish and other English speaking countries also do not understand Konglish. I think that if majority of people do not understand Konglish, it is considered as bad. I think if Americans speak Konglish, then Konglish is not bad English, but good English because it's what native speakers speak.

Interestingly, Pei-Chin, thought being a bad English is not necessarily negative when she also suggested that other Englishes are bad English,

To answer this question, first I want to define my knowledge of what is "bad English". Bad English can be in many meanings, it can be English without formal grammar, it can be English with different accent, it can also be English that is not been acknowledge by people who use English as their first language. It is not that Chinglish/Konglish/Manglish are not English, it is that they are just not formal and authentic English. As a student who speaks English as my second language, I do think that Chinglish/Konglish/Manglish are bad English, they are English with

different accent, with non-formal grammar, and is not been recognized as an official form of English.

The reason why I think Chinglish/Konglish/Manglish are bad English because they are English but mix with Chinese/Korean/Malaysian words is because that, when I was in Beijing for high school, my accent and the way that I speak Chinese using different words make people in Beijing thought that I am speaking “bad Chinese”, however, they didn’t say that I am not speaking Chinese, it’s just that I am speaking Chinese. However, on the other hand, people from Taiwan does not think that I am speaking bad Chinese, they even think that people from Sichuan or other province in China are speaking bad Chinese. So I think that what define “bad” is not really a negative word, it is just the way that people is not getting used to what you are using English.

7.4 Ha Jin - *In the pond*

After reading the articles of Amy Tan (1990), Cook (2003), and P. Matsuda (2003), the students were assigned to read Ha Jin’s book *In the Pond* and an article of a conversation (an interview) between a journal editor Chris GoGwilt (2007) and Ha Jin, which Ha Jin talked about his books, how he became an English writer, and his choice of writing stories happened in China in English. The reason of asking the students to read Ha-Jin is to introduce the students how cultures and languages can play a role in writing and help students understand the relationship between the context of situation and the use of the language. For the book and the interview, the students spent four classes to discuss the content of the book and the article, the use of the language, and some questions I asked the students to reflect upon.

7.4.1 The use of *In the Pond*

Reading *In the Pond* and understand Ha Jin's background actually gives the Chinese students courage and confidence since he has set a good example of being able to write in English and publish his books to the readers of native speakers and more. Ming thought it was a lot harder for non-native speakers of English to be recognized in the field of Liberal arts than in the field of sciences.

Hajin really worth being respected in many aspects. As a student studying in the States, I understand how difficult it is to fully mix into the local mainstream society here and how hard it is to be recognized by the society here. While it is usually easier for a mathematician, scientist or engineer, it is especially hard for people working in the field of liberal art, because the culture and language is totally different here from our homeland. However, Hajin succeeded in making it and was recognized by his English writings.

Ru was also encouraged by Ha Jin but in the way English is being used in *In the Pond* which demonstrates Ru a successful approach for her future English writing.

I think a good literature work should like Ha Jin's works. He uses the most common language and rich writing skill to illustrate very deep problems of a country. "Easy English" is never equal to "broken English", because Ha Jin uses his nonnative language to show a different and critical point about his hometown. In order to let more people to understand that kind of China, author chose English which is the most widely uses language in this world to write this book in the pond which includes a very typical Chinese worker symbol in it. Language's charm is not limited in the fancy words; it always be judged by the content and the meanings. Ha Jin's encourages give me huge confident to show my point and

life in simple English writing because I believe the easy words also can enlighten readers and the content of article is more weight than the words.

Different from Ru being encouraged by Ha Jin's writing style, Tao was encouraged by Ha Jin because of his decision to use English to write and the fact that Ha Jin is a nonnative speaker. As Tao said, "I am also a nonnative speaker in English. I know how hard it is to write in a language that is not my first language. Ha Jin did good job in it. This encourages me a lot!" Another student, Lei even claimed that Ha Jin has become a native speaker of English and he "is a perfect model of the transition of nonnative to native." Zhi considered Ha Jin a role model as well but by the fact that Ha Jin was not a good English writer before and started to learn English when he was 29. As he said,

I am not good at writing neither. Because I think it's boring and it's so complex to created. But after reading the Ha Jin's interview, I think I can get a lot of help from it. They are not only inspire myself, but also help me to build confidence on writing. I think if Ha Jin can do it, I can do it either. Now we have a better learning environment and advanced resources, I believe that as long as I work hard, nothing is impossible. After reading the interview of Ha Jin, I think we can regard him as a shining example for us to learn from.

Different from the Chinese students setting Ha Jin as a model for them, the students from other cultures were fascinated about how the Chinese cultures and language play a role in the book which of course, the Chinese students, too, were

intrigued. For example, Adus from Indonesia could not put down the book once he started to read,

When I read the book, I think the book has a lot of Chinese culture influence and translated Chinese word. The story itself is unique, because I never read a novel story like “In the Pond.” Usually I never into novel and after reading one or two page I feel bored and stop reading it. However, this novel is different. This story makes me interested and I keep reading it until I realized I only have to read it until page 79.

Ming-Jun from South Korea further made a comment that it would actually help him write in English if he could read English books written by Koreans.

I didn't know that the author, Ha Jin, used English translated Chinese slang. I couldn't realize it at all. I've never read English translated Korean novel. If I had a chance it would be really a great experience. When I am writing something I hesitate so much. If I write something like the way I think, it's always wrong in English. I think it's because I have lack of linguistic experience in English. If I have chances to read a Korean novel which is translated in English, I can find more clues of writing in English. It feels really bad when I want to write some Korean phrases but I don't know how to write it in English. I can't find anything in Dictionary too. What I can do is just ask to other friends who are more fluent in English and also speak Korean. I think reading 'In the Pond' is really a great help in English to Chinese students in our class.

Another Korean, Ha-Eun, took a chance to reflect how *In the Pond* conveys a message that keeping the mother tongue and the culture in a piece of writing is graceful.

I also agree that the author does not have to be perfect in grammar like Ha Jin. Even though his work was not perfect, people still understand her meanings and even sympathize with the situations. I think this novel could succeed because of mood of Chinese. Which means that if the grammar and wording was in perfect English, the readers might not really feel the story. Just like the bad words that he wrote, he did not translate it into English words but he just changed the Chinese word into English word by word. This was kind of funny and interesting. Therefore, I also felt that we, the international students, do not have to be the "native speaker" because I think it is important to have our mother tongue which represents us that we are from some other country not from US. There could be people who doesn't want people to find out their mother tongue accent but in my opinion, it is also merits that we have our mother tongue.

Xue from China said although the book is written by a Chinese author, she found it interesting and easily read.

Actually, "in the pond" is also the first novel written in English I have ever read. I know it is unbelievable, while I really experience a hard time reading English books. Maybe those books are not required for my courses and I have no need to write reflection on them. While this book is interesting, I am very positive about I will done the reading sooner or later. Though it was written by a Chinese author and some parts of it are likely translated directly from Chinese into English, it does not influence the fluency of the emotion in the story. Firstly, I treat this book as the other novels I touched before. Then the story dramatically changes my mind. I feel I am really into it and expect it could go on as I wish to. I really like this book and hope it could help me advance my reading technique in the future.

Also from China, Ming talked about how the Chinese elements in the books changed his point of view of direct translation from one language to English.

The exact point making this writing interesting is probably the nonnative feature of the writer. Very likely, this is why he is used to translate Chinese proverbs and slangs directly into English. These direct translations have made the writing appealing while not disrupting the smooth flow of the story. Like at the sight of Chinese proverb “miss a watermelon by fighting over a few sesame seeds,” I immediately burst into laughter. Sometimes people usually regard direct translation as an indication of lack of language proficiency, and this is what I used to thought. However, this writing totally overturns my point of view. I have to admit that the use of non-native English words and phrase will generate unexpected effects that really help the readers understand the whole story. In this specific piece, the writer has used such techniques countless times which helps depict both the stubborn Shao Bin and the corruptive officials. More importantly, they clearly shows the cultural and political context of China in the early 1970’s.

However, one student, Fang Juan, from China, made a comment that the book could have been better if it was written in Chinese.

I find it a little strange to read the story in that time in English comparing to the novels I have read before. Some words in this book even I know what they mean, while lost their unique meanings in a language environment which differs from their culture. In my mind, language should be related to the culture, which can express its use best. I cannot deny that this story is still very good, while I think if it has a Chinese version, and I would like that one better. Traditionally, the Chinese writers tend to use more details to make every character more vivid, but the western writers tend to use more conflicts to express the characters’

personalities. Although is a story about the Chinese, while the author seems to use a more western method to represent the story. For this reason, I am not very used to it well because I always read such novels in Chinese and in a Chinese writing way before.

In general, *In the Pond* was a fun read for both the Chinese students and the students from other countries. The students were able to appreciate the cultural usages displayed in the book and somehow find a way to connect to their English writing experiences.

7.4.2 Being an English writer

Since Ha Jin talked about his feeling of being an English writer in the interview, I asked the students to reflect their feeling toward writing in English and whether they see themselves being an English writer which to help the students and me understand the relationship between writing and the use of English in the students' life. On the whole, the students considered there was a certain degree of difficulty for them to use English to write, therefore, they did not consider themselves English writers. Here are some comments from the students who talked about their difficulties of writing in English and hard to find a sense of belonging when writing in English. Ming said that his English was not sophisticated enough to be considered as an English writer.

I don't consider myself an English writer. As I have mentioned above, at the moment I am not very comfortable with English writing. My definition of an English writer is someone who can use the language sophisticatedly and clearly in order to express his or her idea. Thus, even though I can express myself in

English, my vocabulary and expressions are limited to the preliminary level. I cannot, at the moment, use English appropriately and concisely in my writing. In this sense, I am only a person who can write in English but far from sufficient to become a true English writer. However, it is quite true that different people have different definition of an English writer. If it is only defined as someone who can write a decent English essay, I think I have arrived at such a stage.

Vocabulary appeared to be a problem to Yong as well, and feeling terrible when using English to write made Yong reluctant to consider himself as an English writer.

To be honest, I feel terrible when I am writing English, especially for the paper of thousands of words. English writing skills, for example the vocabulary usage and sentence structure, is definitely different from my native language. Unfortunately, in most of situation, it is even impossible for me to finish the paper without any help of dictionary.

Apparently, Yong was not the only person who felt terrible using English to write. Tao felt exhausted with limited vocabulary as well. Instead of believing himself as an English writer, he believed himself as “a basic English user.”

Well, I feel exhausted sometimes. How many times there is a word came up in my mind I just cannot express it in English. It is a long way for me to go in learning English. As I mentioned, I cannot feel a sense of belonging so far. I am now a basic English user. However, I am trying to improve English. Hopefully, I could be an excellent English user. And use English like a native speaker.

Not in a full command of English is difficult for the students to consider themselves an English writer and to find a sense of belonging when writing in English. As Pei-Chin stated, “I do not feel a sense of belonging when writing in English as well, I think it is mainly because we do not embrace great amount of English vocabulary which enable us to express our feeling in a different or more accurate way.” She even wondered, “I also do not feel that we need to feel a sense of belonging for our term papers or writing assignments but sometimes estrangement really matters. Maybe Ha Jin is an American writer because he feels a sense of belonging when he writes in English?”

A few students further discussed what it takes to become an English writer including embracing the English culture, vocabulary and time. Gang thought being to think in English is an important factor to be considered as an English writer, as he said, “To be a qualified English writer, I need the living experience and logic material in English to complete my draft in mind. If I have not experienced all these stuff and thought them in English, it is unable and impossible to become an English writer.” He thought what stopped him to think in English was his mother tongue because “the mother language is the language a person has learned from birth, which has the biggest impact on him/her.” Obviously, the students really thought that being to think in English is important. Fang shared her process of being to think in English,

I could not remember how exactly I feel when I write in English. However, I did have such experience- when I was in middle school, each time I wrote in English was killing me, because I had to translate English to Chinese and Chinese to English back and forth. At that time, I did not really feel anything related to belonging. However, from time to time, English writing had been become a part

of my life. I barely use English Chinese translations when I write in English. Some times, I even could not figure out a single Chinese word, but I can use an English word to express what I am trying to say. Somehow, a sense of belonging does exist still. The reason is that I am just getting familiar with English which is a type of language I use everyday for several years already and, most of the time, I feel a strong sense of belonging when I write in Chinese. This would not change.

Some students considered English is just a tool for them, which makes it hard to feel a sense of belonging. Jian put it this way, “To me, English is nothing but a tool to communicate. The feeling when I write in English is similar to that when I solve problems in Mathematics. It’s not my mother language thus it’s hard for me to find out the beauty inside it.” And again, the ability to use English in a full command matters, as he said, “The other problem is that when I write in English, I am often confused with sentence structures and word choices. It’s very often that I am not sure how to express myself precisely. Thus, yes, I feel estranged.” Chin-Wei even commented that he would rather use Chinese to write when he has a choice,

I don't think I feel belongingness when I write in English, as a matter in fact I think of what i write in chinese and translate it to english before i start writing. I know this might not be a good habit but that's how i feel like to do, since my english is limited, i wouldn't want my innovation to be limited by my lack of linguistic skill. Sometimes i feel like writing english just to get the job done, such like finishing my homework, or express something to someone who can only be communicated with english. when i write something just for myself, just like writing a blog trying to leave some evidence of memories, i write in Chinese. i cant imagine if i write my blog in english, feels like I'm an idiot.

Pei-Chin was with Chin-Wei thinking that English is just a tool to complete certain tasks and Chinese is the first choice for her to write to express her thoughts,

The opportunities for me to write in English are writing assignments, e-mail contact with professors, or Facebooking with friends. Therefore, writing in English for me is to complete a task or to communicate with people. It is not about expressing my feeling but it is only a tool for me to be able to accomplish my goal. I do not feel a sense of belonging when I write in English, because when I really want to write something to express my opinion or my emotion, I would rather chose to write in Mandarin.

Different from the others' discussions focusing on a sense of belonging, Na discussed the matter from the aspect of being a nonnative speaker. She thought that she is an English writer, not a Standard English writer because she is not a native speaker.

I think I am an English writer, to some extent, I am a Chinese English writer or I hope to be a Chinese English writer in the future. English is a kind of communication tool like the facial language, the gesture, which everyone can use it and own it. As a result, when I write in English, I think I am an English writer. However, I am an English writer differ from the Standard English writer. I could never be a Standard English writer because I am not a native speaker at all.

7.4.3 Culture and writing

Linking Ha Jin's way of writing *In the Pond*, the students were asked to reflect upon their own writing style if they can see their own culture play a role in their writing. The purpose of asking the students to discuss the question was to understand how the

students perceive their writing with the culture elements involved and to help the students to see the relationship between culture and writing. Ming specifically pointed out how the Chinese culture is part of his writing,

I think I have definitely brought some cultureness to my own writing. There are two levels of reflections on such cultureness. The more apparent level is the use of language and choice of word. Usually, I am unable to select the right word for what I want to express. The code-switching between my native language and English is the key point in causing such kind of cultureness. For example, when a number of English words have the same Chinese meaning, I usually get easily confused and just randomly choose one of them to express myself. When I was trying to say I am going to a class when I first came to the United States, I have no idea whether I should say I have a lecture, I have a course or I have a lesson. The Americans got easily confused by what I said, but for me, lesson, course or class apparently means the same thing in Chinese. That's where my cultureness steps in when using English. Another aspect of that my cultureness is related to my mindset. For example, when writing to somebody for help, Chinese people usually come up with a bunch of background information or reasons before they finally come to the conclusion by asking the person to offer some help. However, here in the United States, people start with their letter by stating their purpose at the very beginning and then move on to state their rationales behind that. This is just an explicit example of the pattern or the way people think in the different cultures. Basically, Americans are much more straightforward when writing than Chinese people. This may be the reason why the readers could easily distinguish the nationality of the writer at almost the same glance.

Inker shared the similar mind with Ming saying that word choices, phrases, and sentence structures differentiate his writing from native speakers of English.

Well, I think, sometimes I can see that my writings are affected by my culture, even though I try to write in the way that native speakers of English language can understand what I try to say. Most of the time I try to write in a way that native speakers wouldn't notice that I'm not a native speaker. But still, it sometimes becomes obvious that I'm an international student because of the phrases I use, because of the sentence structure and because of the word choice.

It seems that Inker would try to write to avoid to be recognized as a nonnative speaker of English. There are some students, though, thought having their culture play a role is a good thing and they actually felt grateful. As Makhmud, from Kazakhstan, stated,

I can see the cultureness in my writing. It is not easy to write in a language that is not your native and not to include something from your native language. Even the logic should be as you write in your own language. I think that there is nothing wrong with that because it is your culture and you shouldn't conceal it from others. Moreover, a person should be proud that he can write in one language but think in a different language (Makhmud).

Reading *In the Pond* changed Ayu's and Hong's perspective on cultures involving in their writing. Ayu said, "after reading "In the Pond" by Ha Jin, I think I can see my own culture side in writing English. I don't think that it is a bad thing to show to others. It is more likely showing a uniqueness of your culture and I think I feel proud to show my own culture in writing." Hong shared the same feeling, "The disadvantage of my writing is that the English that I use is influenced by Chinese Culture, but this may be also the

advantage. My English writing has something that native speaker cannot have.” He further indicated, “After reading the whole book, I begin to understand my own English.”

Although some students appreciated their own cultures showing in their English writing, some students thought they have to be cautious to show it. Both Dong-Hyun and Woo-Jin said,

I think when I’m writing in English, it often happens. I just write what I think, but it’s kind of Korean way of writing or thinking. I don’t usually doing it on purpose. However, for those who are not a native English speaker, it might be an uncontrollable. It also applies to me. I sometimes write English in my own cultureness such as “hand phone (cellular phone), morning call (wake-up call), and sign (signature or auto biography).” It’s called Konglish. I think every time I write something in English; I’m my own cultureness in my own writing. I just didn’t realize that before I leaned about Ha Jin’s way of writing. I think it’s every time. I’m just be careful for not to use too much of it because It’s not easy to understand for people who are not Korean (Dong-Hyun).

I see myself being Koreanness in my own writing every time I write in English or any language. I always write in Korean grammar and sometimes word choices are very different than Americans. I try to not to do that every time I write but it is very difficult since I am born with it and I got used to that (Woo-Jin).

Even more, Li from China thought that it is necessary not to show the Chinese culture in his writing because he is still learning Standard English,

I think I can just be my own cultureness in my Chinese writing, and it always is. However, I am learning English. This means that I am trying to ignore Chinese

culture in my English writing. As a Chinese student, I will never forget Chinese culture. But as a student in United States, then I have to follow the standard and try to make it as perfectly as possible. In my opinion, I haven't achieved the level that native speakers achieved. So if I just give up the efforts to be native, I will never get that native level. After I get success, then I can put these two culture together which should be better and right. But now, it's wrong.

Woo-Jin was of the same mind with Li and thought that the Korean culture prevents him from writing correctly,

Some people say that it is unique technique or it is okay to have that, but I don't think it is necessary to keep that because it is hard to write in correct form with Koreanness in writing. I will try to avoid those things when I write.

7.5 World Englishes and the introductory composition

In the beginning of the chapter, I showed the students' thoughts after the first two classes of the introduction of World Englishes. In the last section of this chapter, I intend to demonstrate the students' feeling toward learning World Englishes and how they thought the relationship between World Englishes and writing which was also the last discussion section in the course. The quotes and reflections shown below are mainly from the last discussion in the semester and the students' reflection on the blog.

First, whether the students knew it implicitly or explicitly, learning about World Englishes helped the students identify the rhetorical situation. Several students made a clear statement on under which context it is acceptable to have their own cultures play a

role in their writing. Both Mei and Zhen indicated how they would write differently for the literature writing and scientific writing,

In the literature writing, I sometimes refer to the Chinese old saying. In my writing, I will always translate the Chinese old saying into English. I will also indicate that this is a Chinese saying. I think I will be Chineseness in the literature writing, which requires us to express our own opinions. But in the scientific writing, I won't put the Chinese element in my writing. All I write in my writing is the truth and the phenomenon (Mei)

As a Chinese, I don't think it is necessary to avoid my cultural part in the writing. Of course, it does not make sense in my scientific report, which I write a lot of cultural things. While I always prefer, if it is possible, to let my culture be a part of my essay (Zhen).

Likewise, Xiulan, Pei-Chin, Na, and Lei, discussed how and when Chinese can be part of their writing. Xiulan talked about being Chineseness on purpose or unconsciously.

For me, there are two situations of being Chineseness. One is doing it unconsciously. In this situation, I am Chineseness just because I think in a Chinese way so that the word choice, word sequences and sentence structures are somehow different from American ways. The other situation is adding Chinese elements on purpose to raise audiences' interest. Chinese elements are some Chinglish, name of places in China, Chinese way of rhetoric and some Chinese proverb. The point of using Chinese elements is the elements should be acceptable and readable (Xiulan).

Pei-Chin, Na and Lei more likely only allowed their own cultureness appeared in their so-called “professional” and “formal” writing. It seems, to them, being cultureness in professional writing may still worry them because others may not be able to understand them.

I think that being Chineseness or having my own cultureness in my own writing depends on the context of the writing or writing assignment. When I have to write things that is related to my personal life or personal experiences, which is days back in Taiwan or in China, I will have to translate my words directly into English from Chinese. I will even think in Chinese and write in English just by simple translation. However, when I have to write something professional or formal, I will not show my own cultureness in my own writing. For example, when I write the literature review earlier for this class, since all the research papers I read are written in English, I will write the papers in American way because I construct the paper not in Chinese but in English (Pei-Chin).

From my point of view, I think every one is being his own cultureness in his own writing, whether native speakers or non-native speakers. For me, I think when I write in English, I can not help add my own cultureness. Apparently, I use my own English --Chinese English, instead of Standard English. However, I think, sometimes, when I write some type of writing, I would better not to be in my own cultureness. For instance, when I write some formal writing, such as research paper, essay and so on, because I need to show my professional skills in my writing and I need to others have no trouble with understanding about what I write and what I think. On the other hand, when I write some blogs, stories, comments and such informal writing. I think I can express my ideas being my own cultureness because I think in this way, it can help me to say out my ideas rightly (Na).

From my perspective, the definition of World English refers to the language, English, that can be used by everyone who wants to use without boundary. Not only people from English speaking countries, but also Asians, Africans and so on. I am Chinese. The English I use everyday can be called Chinglish. It is an important part of World Englishes. During my most time of daily writing, I will use formal English since I have to following the customs of America. However, I can also use Chinglish or add some elements of Chinglish to finish my writing that means people do not restricted by formal English. They can also use World English during their lives (Lei).

Pei-Chin, Na and Lei discussed when to be Chineseness from the aspect of the types of writing they compose, while Chih-Wei took the role of readers into consideration,

I think that what I write needs to be responsive with the readers. In other words, it pretty much depends on the readers. I think this is a pretty simple concept, just you need to dress according to the environment, for different readers, they are expecting to see different things. I know that some of you might argue that Ha Jin writes the book for American, but still, he uses Chinglish. I think that these are different matters, I'm not supposed to be compared with Ha Jin, and this due to the different positions we have, too. Ha Jin is a writer, he ought to have his own style, and he got no limitation and nothing to follow. I'm a student, I'm assigned to write certain things that have formats to follow.

On the other hand, Kun thought that the purpose of the writing matters,

When I was writing, I always thought about something in my mind in Chinese, and then translated to English, so all the expressions were from Chinese. However, there always were some expressions in Chinese that Americans don't use them that way. They were just like some expressions in the dialogues in Ha Jin's book. I think this kind of expressions is not allowed in a formal writing, especially in a technical writing. Ha Jin was writing a novel and his purpose of using this cultureness was to attract readers.

The above students' comments show they understood the rhetorical strategies in a better way. As Qiang put it, "I think I also can accept the World English, and after taking this class it really change my view of English. It will also change my English writing style. It helps me decide what elements should be kept in writing, what should be deleted."

Secondly, after learning about World Englishes, the students felt a sense of freedom and comfortableness to write in English. Fang talked about how she felt power to write in English,

"World Englishes" is refreshing to me. Before this word was introduced in the class, I barely thought there was any other forms of English were "official." However, the truth is, I am wrong. Now, we know English can be expressed in different ways and also Chinglish, Konglish are appreciated by lots of people. To be honest, now I feel more comfortable when I am writing, even though I make silly mistakes. But everyone makes mistakes (my favorite slang:). I think "World Englishes" gave me power to be not afraid about writing in English.

Both Pei-Chin and Fang Juan felt more confident when writing in English because of the recognition of cultures being part of their writing.

I think that English can be used in different forms and different ways. Even Mandarin can be spoken in different ways and having different pattern when people using it to communicate with others. I think that the notion of World Englishes is strongly related to my writing in English because I started to write papers in different way. Now I know that English writing doesn't have to be strict in one type or with only one standard. I think that the notion of World Englishes helps me to adjust more of my own cultureness into my writing and I feel extremely confident about my writing style (Pei-Chin).

I still believe that there is no standard English, and English with different culture from different countries compose the world English. With world English, everyone, not matter he/she is a native speaker or not, can feel free and confident to use English as a communication tool (Fang Juan).

As a consequence of discussing the existence of Standard English, Jian and Xiulan said that their comfort level of using English to write had changed.

The notion of World Englishes make me understood the variety of English and importance of being my Chineseness in my writing. In past time in China, I was always told that the British English or American English is the most standard ones and I should desire to write in that style. Now I know that no one kind of English is a standard. I can write in a Chinese way freely as it's not a bad thing (Jian).

Our writings are just somehow different from home students. It's hard to tell what exactly the differences are, but they look different. I tried to modify my article in a "native way". However, since I couldn't tell the precise line between "native" and "foreign," it tortured me a lot. After taking this class, I feel more comfortable as I know the variety of world English! =D (Xiulan).

Owing to the fact that English does not only belong to native speakers, Zhen experienced a feeling of relaxation to write which also advanced her writing skills.

The notion of World Englishes introduced in this class relates to my writing in several ways. It lets me think English is not the language that could only be used by the people in the native speakers' countries. The Asian, European, African, and all the people around the world, which includes myself, could use English wherever we want. When I wrote in English, I will think it is not only "your" English, but "mine" English as well. It makes me feel more relaxed when I was writing, and so that advanced my writing skill to some extent.

Third, in relation to Zhen's comments on World Englishes advancing her writing skills, Fang Juan and Na discussed that learning about World Englishes made them understand what errors are and what are not.

I think the world English makes me more self-confident when writing and speaking English. It makes me think it is reasonable for me to speak somewhat informal English because of my own culture which is different from the Americans'. Considering the world English, sometimes the minor "mistakes" which related to culture can even not be regarded as mistakes. For this point of view,

World English is a good matter for those whose first language is not English, such as me (Fang Juan).

I think in the pond by Ha Jin helps me understand better about what I am writing and what I need to improve. Like Ha Jin, I am a nonnative speaker against English. So what I am talking or writing is not Standard English but one of the World English -- Chinese English. So from the notions of World Englishes, I can understand better about my English-- How to use it? How to improve it? (Na)

Fourth, learning about World Englishes helped the students not only identify the errors in their writing but also recognize the kind of English they used or would like to use. Su-Bin said,

Even though I did not intend to put notations of Korean English in my writing, my cultural background must have an impact on choosing words or composing structures in my writing. Therefore, I definitely say that as I am one of the World Englishes' users, my writing is related notation of World Englishes whether I want or not. For example, (I am not sure if it is true or not but) one of my friends told me that Korean people like using "it is that ..." structure since it is not a simple sentence like "I am a boy." However, Americans usually don't use that sentence as much as Koreans do. It sounds true to me, because I really like to use those kinds of sentence, and when I actually write a paper, I found several sentences that have that structure for just a three-page paper. On the other hand, the text books that I read or have read didn't use it as many as I did/do. If it is true (I am not the only one), it should be the example of the notation of Korean English (or World Englishes).

Furthermore, Tao realized that it is not necessary to avoid using World Englishes.

As far as I am concerned, I am an international student. World Englishes would accompany with me for the whole life. It is difficult to avoid such World Englishes in my writing. After this course, I also realized it was not necessary to avoid using World Englishes. It can be a good writing style to use World Englishes sometimes.

Both Xiulan and Qiang also said how learning about World Englishes changed their mind on using Chinglish.

By knowing the variety of World Englishes, I no longer feel that bad about Chinglish. Perhaps make full use of my culture element is better than get rid of it. Since I tried hard before to avoid being a Chinese in my English writing, it's the time to change. Maybe I'll try to avoid the unconscious Chineseness but add Chinese element on purpose in my future writing (Xiulan).

I think all the world English is one of the style of English, it is acceptable and with different culture. Before I know world English in this class, I just think there is only 2 style of English is formal--American English and British English. Other English besides these two is un formal. So I always tried to imitate these two. But now I think Chinese English also has many merits. So, from now only, I will not only study American English but also try to use some Chinese English (Qiang).

Fifth, learning about World Englishes made the students be aware that they can contribute to the world of Englishes. Ming said,

The notion of World Englishes is unfamiliar to me before I came to this class. Actually, this concept is close to our daily life as international students here, but we barely recognize that. Like most other international students, my writing is far away from the native English speakers' standards. Looking at the issue from another perspective, all of us are contributing to the English speaking society as a non-native English speaker. And actually, we are unconsciously shaping the English speaking community which is becoming more and more diversified. It becomes an apparent trend nowadays that the English speakers are becoming more and more spread out and it is becoming more and more inappropriate to conclude that the language belongs to those limited number of people living in British or North America. Thus, it is through my writing in English that I actually get involved into the World Englishes community.

Because of the diversity of English and how it is changing, Irfan even asserted that people should not judge others' writing in English.

English writing can be completed in many styles and many ways, as there are many varieties of English existing in the world. I just like to see the different ways of people write in English, because this promotes diversity in the world of writing. I think that an individual should construct his or her writing freely without any constraint of varieties of English, as the real essence of an individual's writing can only be brought out in this way. I love to write in my own style, I don't care that how many Englishes are there and how people judge on my writing, because this is just the way I am, someone might not like my style of writing, but I believe that there's somebody who's enjoying my works.

Lastly, some students felt more confident after acquiring the knowledge of World Englishes. Both Kun and Chih-Wei said,

Learning the notion of world English helped me to understand that American and British English are not the only standard English in the world. Different countries have different standard English. And meanwhile, learning this notion helped me to establish my confidence in writing in English. Also, the cultural elements showing in other countries' Englishes were somehow interesting to me. I learned a lot of cultural stuff in the process (Kun).

I think it tells me that English has its varieties, or forms. Which as long as it's almost understandable, it is acceptable. As long as I have the right to "compose" my writings without limitations, it is not "wrong" to write something that is not English in English, and we should be confident about it as well (Chih-Wei).

Lei and Yong further thought that it is meaningful for international students not to look down on themselves.

For the international students, whose first language is not English, the notion of World English is really beneficial. We can imagine that, if there is no such concept of World Englishes, international students will be looked down on in some degree. This is a really embarrassing situation (Lei).

I agree with your on the viewpoint that learning world English is meaningful. It told us that there exist more than two kind of Standard English – American English and British English. It influences our learning experience and helps me build confidence. Before learning a term World Englishes, I feel shame when I'm told my English is kind of Chinglish. Sometimes I also believe learning World English promote communication among people of different countries. Through World Englishes, I can get the idea of the way non-native speakers speak and

think. And also variety of English makes English more interesting and changeable (Yong).

What's more, being confident encouraged them showing who they really are to native speakers. Yong said,

In my opinion, to raise an issue of World Englishes is very meaningful to the non-native speakers. It is a good sign for us to become confident when learning English. And also, native speakers have a chance to learn other countries' culture. Though it is almost impossible to write and speak like natives, we can form our own cultureness in English with more personality. It may be a good start to let natives know me and interested in communicating with me as a non-native.

Ru and Su-Bin shared the same feelings with Yong, too.

I think in the beginning of this semester I have strong willing to avoid whole things about Chinglish and I even thought if I come to here, I should let whole Chinese events stay in Beijing, and I would begin a new period of American life. In fact, after learning ENGL 106I I find my own elements from China are not so bad for my development in America. People identity me by my Chinese accent and Chinglish Paper. I am proud of that I am an international student who comes from China. I believe that my writing is still need practice for long time, but from now on I will forget my TOEFL writing style, I think in here people wish to see a true person who can show himself by his real English (Ru).

Before taking this class, I also hardly thought about World Englishes, and I even thought that World Englishes were bad besides British English, American English, and other kinds of "English" as a first language. However, my thought has

changed, and now I have much more appreciation about various kinds of Englishes. As you mentioned, this encourages me as well when I talk in the public or to Americans. It reminds me one day I first met a new friend. When I first talk to him, I don't know where the confidence came from (I am usually very shy when I first meet a new person), but I was quite confident when I talked to him. He told me that my English doesn't sound like foreign English. - I am sure now he figured out that my English is not linguistically perfect. The one friend who was next to me told us that it might be because of my confidence. I guess confidence is really important when we talk to people. Since we all realized that World English was not bad so that we should keep being confident with our Englishes! (Su-Bin)

7.6 Conclusion

In this chapter, the students' inner voices were presented through their reflections. The reflections show that the curriculum involving the notion of World Englishes brings several effects on writing in English for the students. Several effects are consistent with the ones found in the questionnaires. The students thought learning about World Englishes made them feel more confident to use English to write. It also helped them understand how they write and prepare them to write in English for other university courses. In the next chapter, the interviews with the students are presented to look for the consistencies.

CHAPTER 8. DATA ANALYSIS III (INTERVIEW)

8.1 Introduction

This chapter includes the final stage of data analysis - interviews. As indicated in Chapter 5, the interviews were conducted one on one in my office in the end of the semester. The main purpose for the interviews was to see how the students felt about the course integrated with the World Englishes workshop and to learn how their writing in English changed after taking the class. The students were asked the following three main questions, with follow up questions asked when needed,

1. Do you think that your writing in writing has improved throughout the semester? If so, in what way? If not, why?
2. Do you think that your confidence toward writing in English has been improved through the semester? If so, how does this course help you improve your confidence?
3. Are there any other things that you think you have learned from the course? If so, what are they?

This chapter includes reports on the students' interviews on two aspects: World Englishes and writing, and World Englishes and confidence.

8.2 World Englishes and writing

In the interviews, the first thing that the students mentioned was mostly how the notion of World Englishes changed their perception of seeing English used in the world and this change of the perception brought them different effects when they write. First, I would like to discuss the effect from the aspect of the writing process.

8.2.1 Writing process vs. writing product

Several students mentioned how learning about World Englishes changed their perception toward their cultural influences in their English writing which were looked down upon or neglected in the past when they learned to write in English, and this change of perception freed them to write in the process of thinking and idea forming. Jian from China said, “Mm. Before in China, when I writing, my teacher and my parents told me not to write like Chinese. They told me to avoid the ... avoid something that make me like a Chinese, so I can’t write really freely. Now I can write in my ideas.” Furthermore, he commented on how the class integrated with World Englishes helped him write a lot because “I don’t need to um know how to write from thinking about my culture into my writing.” What Jian meant is that he need not have worried being a Chinese in his writing. Another student also from China, Fang, said she started to think outside the box after learning about World Englishes and it made her write better.

Shih-Yu: Do you think World Englishes helps you write?

Fang: I think so.

Shih-Yu: In what way?

Fang: Uh. I think I say this in the discussion. Before when I wrote something, I have to tell myself, like it's kind of like jumping out of the frame. I give restrictions to myself, so I cannot write very well. But after I know World Englishes and what World Englishes is, I know some authors write books using kind of Chinglish words and style of English. I know there is no really a standard for a good English, so it really helps.

Echoing Jian and Fang, Heng said that not worrying about his Chinese culture was the most important thing he got from the class and it was a new logical way of thinking for him.

Shih-Yu: Do you think your English has improved throughout the semester?

Heng: Yes

Shih-Yu: In what aspect do you think that you've improved?

Heng: Before I take this course I think I have a traditional TOEFL self or SAT self for the writing, and I avoid Chinese element Chinglish avoid those things, I want to avoid these thing, but right now it's not bad things not trouble for me. Maybe it's new logical way to think about culture in writing in English. So you encourage us to do our own cultureness like this. Things like that so this is the most important thing I got from this course.

Obviously, when the students were able to be themselves, the students were able to see a potential in their writing. Tao said that World Englishes helped him to write in his style of English because he felt more comfortable to write.

- Shih-Yu: Do you think that learning about WE helps you write?
- Tao: Yeah
- Shih-Yu: In what way?
- Tao: First of all, I will feel more comfortable to write in my style of English, and after this class, I think I can write something that other people understand. I will not try to write as native speakers, in their way.

The change of perception does not only help the students write in English but also help them speak English. Lei from China mentioned that learning about World Englishes helped him speak English.

- Shih-Yu: How do you feel about learning about WE?
- Lei: um, I think learning the concept can help me gain some confidence when I am talking to like natives, and uh I think also it helps learn my writing.
- Shih-Yu: In what way, it helps you write?
- Lei: Um, I think if I don't learn this concept, I sometimes think. Um, from my perspective, I think the concept of WE, um, I can express and think, write my country's style. If I don't learn this concept, I may think writing in my country's style may not be suitable.
- Shih-Yu: So you think when you write, you feel freedom or feel more comfortable to write?
- Lei: Yeah

Though learning about World Englishes made the students feel easier to form their ideas and write in the process of writing, it was not necessarily a case for the writing product itself because the students still worried about other mechanical elements in

writing. When I asked Jian if he thought his writing was improved, he said maybe and was not sure about it. I asked him to further give an explanation of what he said.

Shih-Yu: So reflecting on your own culture helps you write very much. Why did you say you are not sure if your writing improves?

Jian: Because I think my vocabulary is lack. So sometimes I still don't know how to express my opinion.

Shih-Yu: Okay. So you still think you have limited vocabulary. So let me clarify this. So you think learning about WE helps you to write. It helps you in the process of writing, but not the product itself.

Jian: Yes

Mei from China also had a similar concern. She said, "I think culture is just one side. I still have many questions (should be problems) in like grammar or spelling and sometimes the grammar that I haven't learned before. I am not worried about the culture impact on my writing, but I am still worried the grammar and spelling and expression."

8.2.2 Writing strategies

Not only the change of the perception allows the students to reflect their own culture when they write, but it also allows the students to think about the rhetorical strategies when they write. Mei from China said that she understood that it is important to make it clear to the audiences when she used Chinese proverbs.

- Shih-Yu: How do you feel about your writing now?
- Mei: Better than before. um. The writing is because I didn't know much about organization.
- Shih-Yu: So you think you didn't know much about the organization, but now you feel like you know better on how to organize when you write. Any other things?
- Mei: And also, the culture thing. I used to avoid the Chinglish words which are the bad words in high school. Our teacher always said that Chinglish words are bad, and now I don't need to avoid these words in purpose.
- Shih-Yu: So you think you don't need to really avoid?
- Mei: Um, just old saying in Chinese. Our teachers they don't allow us to transfer the Chinese saying to English. They will ask us to recite the pure English saying and to refer that in the article.
- Shih-Yu: So you think now it's not necessarily a bad thing?
- Mei: I think sometimes it's okay to transfer. I think I just need to transfer it to the foreigner that they can understand what I mean is fine.

In a similar point of view, Woo-Jin shared his opinion when I asked what he thought about teaching World Englishes in the class. Woo-Jin identified not only the audiences but also he was concerned with the contexts of writing.

- Woo-Jin: It's good. I like it.
- Shih-Yu: Why?
- Woo-Jin: Um-hum. Since we are international students, I don't know about other people, but I always I even try to write like Americans I try not to put Korean in my writing because I thought it's wrong. But after this class, I guess it's not always wrong, so I like it.

- Shih-Yu: Do you think knowing this part help you write at all?
- Woo-Jin: Not right now, but I think it will later. When I write about my culture or if there is, I guess, I think there is time I have to put Koreanness in my writing to make it more little bit fancier something like that. It will help later not for writing diaries or something like normal writing stuff.
- Shih-Yu: What do you mean by normal writing? Do you mean university writing assignments?
- Woo-Jin: Yeah, like that, I don't think it's going to help my university assignment, but it will be like when it does help university assignment like when I take communication since like people see that I am a Asian so if I put Koreanness in the writing I guess it will help me.

8.3 World Englishes and confidence

In the interviews, the students, too, talked about the change of confidence level after learning about World Englishes. The change of confidence level came from various sources. At the outset, before learning about World Englishes, some students looked down on the English they used due to the various reasons. After taking the class, they learned to appreciate their own cultures and Englishes they used. As Su-Bin said,

Actually before taking this class, I thought I am just imperfect for writing and speaking in English, as I am an international student. Yeah, by taking this class and by discussing these matters, I thought, yeah, um, English can be various, like my Korean style English could be considered as unique English. It's not really bad (laughing) yeah, before this class, yeah, I am really bad at English, but my perception was changed by taking this class. Yeah, I really appreciate that this class.

Pei-Chin was with Su-Bin; she claimed how she was fond of her identity after learning about World Englishes.

I think in terms of WE, it's more tend to discuss Englishes in Asia, in Asian world Manglish Singlish Konglish, but, um, I think I really learn a lot because I don't know there is Manglish, I don't really know what's the difference, and I think speaking in Chinglish or Manglish, it's kind of wrong we had to prove that. But after learning it's that's kind of culture it represents culture, it's my identity, I don't have to change or try to prove it because it's kind of English as well. I really like learning the concept of WE in this class.

Second, as indicated, some students felt a sense of easiness to form the ideas when they wrote. The comfortableness comes from knowing their writing is not always bad. Chao in his interview said that he was not sure if his style of writing was good or not, but after learning about WE, he would just write down what he thought.

Chao: You mean knowing World Englishes? I think it helps because um because before I know this I may not feel this is good to write I am not sure if writing in this way right. maybe writing in this will no good

Shih-Yu: Do you mean writing in Chinese way?

Chao: Yeah, Chinese style is right or not. I am afraid that native speakers may not understand what I am writing. And now I just can write something if I thought something I will write it down.

Shih-Yu: So you mean whatever you think, you will write it down?

Chao: I know I will make mistakes, but I will write it down.

What Chao said matches Lei's mind as well. They both thought that being able to write freely contributed their level of confidence in writing.

Shih-Yu: So you think when you write, you feel a little bit of freedom.
Maybe you feel more comfortable to write?

Lei: Yeah

Shih-Yu: So you say learning about WE helps you speak to native speakers.
How about in writing? Do you think that you gain confidence from learning about WE?

Lei: Yes, of course. Uh...since I learn the concept of WE, I feel I can write more with more freedom.

Shih-Yu: That's why you think you have more confidence?

Lei: Yeah

Lastly, in the interviews, some students mentioned how World Englishes and the reading materials discussed in class also helped with their confidence in writing in English. Chin-Wei had this comment in his interview when I asked his opinions on teaching World Englishes in class.

Chin-Wei: In terms of introducing the WE concept, I think it definitely improves. I think everyone boost the confidence because Ha-Jin's story. Like his story, I think he should have worst English than me. I mean at that time, I thought everyone who learns English that late, never really learn good English. You learn things when you are young. If you start too old, it's harder for you, too. I know maybe Ha Jin learn it so hard that makes him so famous. I never thought he can be that famous.

Shih-Yu: So you think his personal story inspires you?

Chin-Wei: Yeah

Chin-Wei was not the only student who admired Ha Jin; Na talked about Ha Jin in her interview as well.

Shih-Yu: How do you feel about WE? Do you think it helps you to write in English?

Na: Yes, because um from the articles we read I can gain the ideas from other people what they think about the English. What they think about Chinglish and from these articles I can um learn more about what's I am speaking and how to improve my English.

Shih-Yu: Do you think learning about it help you gain confidence in writing?

Na: Yeah, because the authors are also from China, they sometimes I read their articles they also write Chinglish they are professors and professors speak Chinglish (laughing) I think for me it's a big deal so I think I feel confidence

Shih-Yu: So you think knowing there are people writing in Chinese English, you feel confident?

Na: (Laughing hard)

It seems that Ha Jin's book was not the only reading material that inspired the students; Dong-Hyun said he liked P. Matsuda's (2003) article.

Shih-Yu: How do you feel about WE I taught in class?

Dong-Hyun: It was good. Like the journal authors the thing about their English like that

Shih-Yu: Do you mean the article written by Matsuda?

Dong-Hyun: Yes, that one is really good.

Shih-Yu: So do you think these reading materials and the concept of WE somehow contribute to your confidence?

Dong-Hyun: Yeah

Shih-Yu: Why do you think so?

Dong-Hyun: Um. It makes me think there is no correct (Standard?) English. I always worried that it's wrong. My English is wrong because it's not a native English. After learning WE, I think it's okay to say.

Although the students became more affirmative, they were still skeptical about their writing. Xiulan said that even though World Englishes helped her more with her confidence, it did not help much on the product of writing itself.

Shih-Yu: So in terms of WE we taught in class, how do you feel about it?

Xiulan: World Englishes, like it's not shy to using Chinglish because it's nature because I have that part, and also it's nature it influences me so just be confidence to speak out.

Shih-Yu: So do you think learning about WE improves your writing? Does learning about it help you write?

Xiulan: Uh, not much, but a little bit, I think like in the confident part.

Although Xiulan did not further explain why she thought so, another student Pei-Chin did talk about why she was not sure whether World Englishes helped her to write when her confidence did increase.

Shih-Yu: Do you think learning WE helps you write?

Pei-Chin: Um, I am not sure. Because when I was in high school, when I first start to learn write in English, I was in international school which I have been taught to write. I don't know if I show any Chinglish in my writing, but I am not sure it helps me. But it absolutely gives me more confidence to write.

Shih-Yu: Why?

Pei-Chin: Why? Because sometimes when I want to translate directly my thought into English, I feel like this is incorrect and this is I have to improve it I will Google it and Google how to style in normal way. But then I realize if people can understand, why should I change.

It seems Pei-Chin was trying to believe her own writing because of World Englishes, but she was worried that people would not understand her. Likewise, Fang Juan felt the similar uncertainty even more.

Shih-Yu: Do you think learning about WE helps you to write?

Fang: WE. I don't know. For me, I still try to write like natives. Maybe WE can make me more confident. But, I still think if I want to get good grades, I still have to try my best to write like as a native. Maybe it can make me feel free to use some examples when I introduce my culture, but writing English maybe it makes me don't think I have to write everything American wants, but still I don't

know. Maybe when I want to get grades for my writing, I can still follow my own culture.

Shih-Yu: What do you mean by following your own culture?

Fang: Maybe some thoughts or some examples reality in China.

Shih-Yu: Okay, let me make sure. Does WE help your confidence.

Fang: Yeah

Shih-Yu: In what way?

Fang: Just as WE it makes me feel that I don't before. I just think that when I write like an American, I don't know whether they are interested in it. But I mean the meaning of WE; I can feel free to write whatever I want as long as I can express it clearly.

Different from Pei-Chin and Fang being concerned about the audiences of their writing, Rong's skepticism came from knowing that she wrote more experiment reports.

Shih-Yu: Do you think learning about WE helps you?

Rong: Yeah, I think using Chinglish is not a lose face thing. And everybody uses their Indian English, and their Konglish and Singlish. I know my Chinglish is like them, so I can have confident.

Shih-Yu: So you think learning about WE help you gain confidence feel more comfortable to use Chinglish, but it doesn't necessarily help you gain confidence writing in English.

Rong: Yeah, because my writing is like papers and the like experiments report so, maybe sometimes the readers can't understand my writing. So I think attending this lecture correct most of my Chinglish so maybe it learning the Chinglish writing perhaps happen in the future, but I think it's correct a lot.

To the large extent, it seems the students were fond of the concept of World Englishes and changed their perceptions toward the cultural influences in their writing. The change of the perceptions did help with their level of confidence. However, after taking consideration of the rhetorical situations, the students were in doubt. Chin-Wei, tried to come up a solution for his concern.

I think Ha Jin's experiences definitely help me gain my confidence, but in a practical way, it doesn't really help a lot on my personal writing. Just like it. When I write something, that's definitely Chinglish. In my literature review, I don't know if you marked it wrong or not or maybe if I write Manglish or Konglish you could understand. I think you might mark the essay, can you kind of explain what it means? Like that's what in our stage as a student, we should definitely follow the instruction because those instructions are made to um give us some instructions to improve. That we are following certain task so it's not that practical in my stage, but maybe in the future I know can learn to make a decision to have my own style, that will definitely be simple to other people.

8.4 Conclusion

In this chapter, I analyzed the data collected through interviewing the students. The data reflect the students' perceptions of World Englishes and the effects of involving the notion of World Englishes in teaching writing in English. In the following chapter, I would like interpret the data to answer my research questions and the implication of the research findings for the future World Englishes studies.

CHAPTER 9. DISCUSSION AND CONCLUSION

9.1 Introduction

As discussed, the present study intends to see how incorporating World Englishes curriculum can bring effects to teach the introductory composition class. In this chapter, I would like to first present the research findings based on the research questions I asked in Chapter 2. Followed by the research findings, I would like to share my thoughts and reflection as a teacher rather than a researcher in the process of conducting the research. The chapter also includes implications, the limitations of the current study and the suggestions for the future research direction. Lastly, a conclusion for the whole study is presented.

9.2 Research findings

In Chapter 1, I described the backdrop of the study and gave an explanation of my research motivation which was led by my former introductory composition student's reflection. Amazed by the student's reflection, I initiated the study setting out to look for a possible direction for the act of World Englishes in teaching college introductory composition to international students. Now, I would like to return to the research questions I set initially to discuss what I have found in the process of the research. As a reminder, the research questions are:

1. How could involving the aspects of World Englishes construct the introductory composition course for international students? (i.e. How could the field of World Englishes contribute to teaching international students introductory composition?)
2. How would involving the aspects of World Englishes affect students learning to write in English during the course of study?

9.2.1 The effectiveness of the curriculum

When I began the project, the first doubt I had was - How could involving the aspects of World Englishes construct the introductory composition course for international students? (i.e. How could the field of World Englishes contribute to teaching first year international students?). The answer toward this question actually intertwines with the second research question. To begin with, the curriculum I implemented on teaching the introductory composition for international students was my assumption for the question - my belief to answer this question. The key is to incorporate the World Englishes workshop with Ilona Leki's sequenced writing approach. There are a couple reasons of doing this. First, the main purpose of the college introductory composition class is to teach students to acquire English writing skills so they can survive in the English academic environment, especially for those students who just come to the United States for the education. As indicated in the surveys, most of the students did not receive enough English writing training in their home countries for them to study in the U.S. academic settings. The function of the course has to be kept to fulfill the students' learning needs. That is why it is essential

to apply Leki's sequenced writing project which has been implemented for a certain amount of time at Purdue and proved to be effective for international students. So how can World Englishes help then? How can World Englishes find a way to work with Ilona Lei's sequenced writing project? As discussed in Chapter 1 and 2, World Englishes is not set to teach students different Englishes. This is not the concept of World Englishes, and it is not what World Englishes asserts. Also, it is not applicable. What should be taught? American English? British English? What is left to do then is to introduce students the concept of World Englishes, that is, to show them what World Englishes is, and let the notion of World Englishes does the act. What I would like to look for is to prepare students writing for other university courses under the operation of World Englishes. Therefore, to continue answering the first research question, it is essential to examine the effectiveness of the curriculum and to see what the curriculum has brought to the students, which is the second research question - How would involving the aspects of World Englishes affect the students learning to write in English during the course of study? That is, to see what kind of action that World Englishes has brought to the students. Therefore, it is practical to first focus on discussing the second research question and then return to the first one.

As a means to answer the second research question, it is legitimate to see if the planned curriculum is effective by reviewing the course objectives and see how and whether the objectives were achieved after the students taking the class. Below is the review of the course objectives, which are organized into three main aspects –

World Englishes, World Englishes and Ha-Jin, and World Englishes and writing in English.

9.2.1.1 World Englishes

Through the class, the students learned the notion of World Englishes and the definition of three concentric circles. As shown in Chapter 6, after taking the class, 76% of the students strongly agreed or agreed that they understood what World Englishes is (Figure 6.19). 24% of the students said that they were not sure. In addition, more than half of the students (68%) were fond of the notion of World Englishes (Figure 6.20) since they would introduce it to other people if they have a chance. Just as Makhmud remarked,

As I understood from the notion of World Englishes, there is no bad English but there are some Englishes that are more popular than the others. I feel a little more confident after I understood that there is nothing wrong in my English and even though my English may not be so good, others may understand me. I want everyone to think in that way.

The students learned the issue of native English speakers versus non-native English speakers. The students were introduced to the issues in Cook's (2003) discussion on the definition of native speakers and non-native speakers, and P. Matsuda's (2003) article *Proud to be nonnative speakers*. As seen in Figure 6.5, it seems that the students already had certain knowledge for these two terms before taking the class. However, Matsuda's and Cook's articles challenged the students to

rethink the definitions of the terms and reflect upon their own attitudes toward the issues related to the classification. As shown in blog entries (Chapter 7) and interviews (Chapter 8), P. Matsuda's article especially provoked the students to think about what it means to be nonnative speakers and what kind of attitudes they had or would like to have. One of the students, Agus, once commented,

Somehow, people always think that the term "nonnative" is a bad, discriminating term. I also think that not only the native speakers that have a bad assumption about this term but also the nonnative speaker. As the writer said, the challenge for us right now, is to change people's mind about this.

Agus gave a thought to not only the attitudes of native speakers but also the attitudes of non-native speakers. Gang further linked the attitudes of being non-native speakers to World Englishes,

I'm so surprised by Matsuda's opinion in the "proud to be a nonnative English speaker". Non-native isn't supposed to be a negative word just as nonsmoker and noncriminal. Such as "long time no see" was a very Chinglish word a long time ago but now it became a part of English. No one can decide which English is better. Language is being developed in the process of combination of different culture. Every non-native speaker may bring their own culture during the English learning. There is no meaning to be shame of being a non-native speaker.

Though from the interviews and blog entries, it is clear that the students started to think differently and reflect upon the issues of native and non-native

speakers. It does not show an attitudinal change on the survey items asking about the students' attitudes toward native and non-native speakers (Figure 6.6, Figure 6.7, Figure 6.8, Figure 6.16, and Figure 6.17). It seems that through the reading and discussions held in class, the students were prouder of themselves being nonnative speakers; however, the stir in the students' mindset caused by the reading materials has not been big enough to change the students' perception.

The students learned the ownership of English and they learned to appreciate other Englishes. As shown in Chapter 7, the students had different opinions on who owns English and whether other Englishes are good Englishes or not. The blog entries do not seem to be able to conclude that the students changed what they thought about other Englishes. However, Figure 6.13 shows more than half of the students (65%) did not think that English spoken and used by Indians, Singaporeans, Malaysians, Filipinos, Chinese in Hong Kong, and other people who use English as a second or foreign language is not authentic English. It is a slight increase from the pretest. Interestingly, the percentage of this survey item is close to the percentage of the survey item asking whether the students would introduce World Englishes to other people. These results seems to suggest that overall around two thirds of the students were fond of the notion of World Englishes and had a clear understanding of the notion.

9.2.1.2 Ha-Jin and World Englishes

The students had an opportunity to explore the cultural writing features that are originated from his or her country/culture and to analyze the cultural writing

features that are originated from his or her country/culture. To the Chinese students in the class, reading Ha-Jin's book was a great opportunity to explore the Chinese culture used in English writing. Almost every Chinese student had a great time reading Ha-Jin. A few students who did not like the book were not because of the cultural elements. It was because the book described the dark side of China. Because of the special political context of China, a few students were not used to reading a book illustrating the tragic days in China, especially when this was true for today's young generation who grew up in a wealthier environment compared to Ha-Jin's generation. It was sometimes rather difficult for some students to understand the context of the Ha-Jin's book. However, the students were fascinated by usages and word choices applied by Ha-Jin. Gang from China said,

I was a little disappointed when I found out the writer is a nonnative, even though he is a teacher of Emory University. However, the truth proved I was wrong. I was immediately fascinated by the book at the moment I started to read. Possibly because he and I are both from China, I feel familiar with what he wrote. Another reason attract me is that his words are filled with Chinese culture. I didn't feel anything embarrassing while I was reading it. For example, 'how many times did I tell you? But you wouldn't listen.' It is a classic Chinese sentence that everyone uses it to blame others who are arrogant. I smiled out when I read the sentence since I heard it thousands of times from my mother. For another instance, 'son of tortoise', which is similar with the English phrase, is a kind of dirty word from Chinese. But when he translates it into English, it's seem so funny.

To the students from other countries, although *In the Pond* was a fun read to them, they did not have a chance to read similar works from their own countries as I did not have an opportunity and it is not easy to explore other similar works. It will be interesting to locate similar works for the students from other countries.

9.2.1.3 World Englishes and writing in English

As demonstrated in previous chapters, the students had various opinions about World Englishes and writing in English. Most of the students thought that learning about World Englishes freed them from consistently worrying about the cultural influences, a freedom which helped a lot in the process of writing. The freedom of being able to write without worries brought the students the confidence to write in English (Figure 6.22, Figure 6.24). So, does this mean that the students had the confidence to write with his or her cultural features? In some aspect, the answer is yes. As Ha-eun said,

I think the notion of World Englishes, in some way; look into the possibilities to be creative. For most of international students, it is their goal to be like native speakers and also to use Standard English fluently. Therefore, we tend to not use our culture in the English writing and try to follow the native speakers' writing. For me, if I break the notion of World English in my mind, I could be more creative, expressing more of my own culture to the writing.

World Englishes for international undergraduate students is a means to explore their own culture and the possibility to be creative in their writing. After learning about World Englishes, the students no longer looked down on the role

culture plays in their English writing. They were able to see the positive, which made them more confident to write (Figure 6.22). Hong once commented,

The notion of World English makes me realize the differences among different Englishes. There are no differences among different Englishes, and they are all equal. I will insist on my own English, use it for writing. This can help me remain traditional culture, and also can help me to improve my English.

The students understood not only how the cultures can play a role in their writing, as demonstrated by Ulan, who also talked about how World Englishes enrich the language “English.”

I think people from different countries have their own styles of writing, their own culture of writing. It does not necessarily have to do with using curse words or idioms or whatever which is from their language, but it is how they deliver the information they want to deliver to their readers. I write in my own style which is a kind of English writing and there are many other World Englishes. If all World Englishes were counted and respected by others then English could become a very rich language and it would give more freedom for writers.

It appears that the students benefited from learning World Englishes because in the process of their English learning, the students’ own cultures were neglected and looked down upon. It is an understandable learning and teaching strategy when the students just began to learn English. However, when the students reach certain degree of proficiency, World Englishes can be useful to them. One noticeable phenomenon is that although the students were able to gain more confidence toward

writing in English after learning about World Englishes, 57% of the students (Figure 6.15) still couldn't decide if their cultures and native languages influence their writing in a good way. Two reasons can probably explain the phenomenon. One is that because the students' cultural influences were looked down upon and they were told to neglect them from the beginning of language learning, it might be hard for the students to change their perception after learning about World Englishes. Second, the students themselves thought it would be difficult for them to use full command of English when their English proficiency was still not advanced enough. In other words, it is hard for them to judge what should be considered as creativity and what should be considered as errors. As Yong reflected,

I can see my own cultureness sometimes after reading Ha Jin's book with strong Chinese elements. However, I find it difficult to express the special culture meaning. In most of situation, my writing in my own cultureness is not understandable easily unless I put much more words to explain it. When English native speakers sometimes asked me "what does this mean," I was not able to explain it quickly because I thought it understandable without any difficulty and there is no easier way to paraphrase it. Nevertheless, based on the Ha Jin's skillful writing, his novel is comprehensible and so impressive that attracts many native speakers, which is more than a fun read. His China English is highly symbolic and meaningful. I'm convinced that success to write with cultureness requires confidence, insistence and particularly skillfulness. As for me, I won't be my own cultureness in my writing until I'm much confident about my writing skill.

As I mentioned above, world English like cultureness requires high skillfulness. In my writing, I always avoid using Chinese English to prevent confusion, but such a kind of cultural influence in subconscious is

unavoidable thoroughly. I expect that China English can be widely accepted in the future so that I could feel comfortable to use China English in my writing.

Though the students were still not sure if the cultural influences were positive, as shown and discussed in Chapter 7, some of them were willing to adapt his or her cultural writing features in American academic contexts when he or she is in the right context and takes audiences into consideration. Xue said, “As a Chinese, I don’t think it is necessary to avoid my cultural part in the writing. Of course, it does not make sense in my scientific report, which I write a lot of cultural things. While I always prefer, if it is possible, to let my cultureness be a part of my essay.” The students understood that the differences between the scientific reports and other genres. The cultureness are allowed in literature essays but not in technical writing, as Ping said,

There always were some expressions in Chinese that Americans don’t use them that way. They were just like some expressions in the dialogues in Ha Jin’s book. I think this kind of expressions is not allowed in a formal writing, especially in a technical writing. Ha Jin was writing a novel and his purpose of using this cultureness was to attract readers.

Interestingly, regarding the science reports, Fang had a different point of view.

...(being cultureness) really depends on the writing content. However, I think the culture thing in our writing is hard to avoid even though we are writing sth very formal or scientific. I am a science student, and I have to write reports for my experiments. After several years studying here, I found out that the way we compose lab reports is different from American students. For example, we

prefer using long attributive clauses to define or describe the observations, but Americans prefer using appositives or just several simple sentences and adjs. So, I still think we write our culture related things into our writing unconsciously.

Fang and other students' comments show that the students tend to think cultureness more on the level of word choices which were easily identified and shown in Ha-Jin's book. Because Fang was in the United States longer, she found how her scientific reports were different from American's in terms of sentence level. Broadly speaking, the students were able to distinguish when and how to avoid the cultureness and when to apply the cultureness which made them agree that learning about World Englishes prepares them better to write in English for other university courses (Figure 6.24).

For the last objective, "The student can come up with strategies of making himself or herself understood when he or she adapts his or her cultural writing features in American academic contexts," no evidence indicates that the students achieved this goal. Mainly, it was because the course was not able to get to it.

Overall, most of the objectives were achieved though clearly not every student achieved all the objectives. It is safe to conclude World Englishes can and is able to play a role in teaching the introductory composition for international students.

9.2.1.4 Assumptions revisited

As concluded from the last section, World Englishes can and is able to play a role in teaching the introductory composition, the answer to the second research

question. It is time to turn the attention to the first research question - How could involving the aspects of World Englishes construct the introductory composition course for international students? (i.e. How could the field of World Englishes contribute to teaching international students?). In order to better sort out the answer for this question, I would like to return to some of the assumptions I made in Chapter 1.

As I said in Chapter 1, fundamentally speaking, World Englishes does not and will not promote teaching writing in different Englishes. Kachru's "polymodel" (1980, 1981) indicates a concept of dynamic and suggests that there should not be a static monomodel approach in language learning classrooms. As Y. Kachru (2005) further suggests, "making learners aware of the rich variation that exists in English around the world at an appropriate point in their language education in all the three Circles and giving them the tools to educate themselves further about using their English for effective communication across varieties (p.166)." All these led me to my first assumption. That is, pedagogically speaking, for the World Englishes student writers/learners, an emphasis on raising the awareness about different cultures and sociocultural conventions of language use they may carry in their writing while at the same time presenting the preferred English patterns to students is important. In addition, discussing the rich variation that exists in English gives students an opportunity to reflect on the existing attitude that only American English and British English are the models for them to acquire. As the results of the present study show, making the students aware of different Englishes and the relationship between different Englishes and the way they write creates a great chance for the students to

reflect upon their attitudes toward their own cultures and Englishes they use. The struggles shown in the students' blog entries reveals learning about World Englishes get them into thinking how they were educated in the past English learning environment and justifying their beliefs on language learning. Though the survey results do not suggest that the students changed much, it does not mean that learning about World Englishes in the introductory composition was in vain. For one, the students learned the value of different Englishes through the course which got them into thinking if all Englishes are equally valuable. The struggles and concerns of the students are normal when considering how long they had been educated that American English or British English are the ones they are after. From the aspect of learning to write in English, learning about World Englishes provided a big support for the students in the idea forming process and at the confidence level, which were consistently found in the surveys, blog entries, and the interviews.

Furthermore, as my second assumption indicates, incorporating the World Englishes paradigm would only equip students with even better capability. In the students' blog entries, it was found that when learning about World Englishes, the students were able to identify the rhetorical situations clearly. They understood the concepts of readers, contexts, purposes, and languages. They learned when they could apply their Englishes in writing. Not only teaching the students the Inner Circle Englishes helped the students gain power when they face the academic tasks but also did the students gain the greater power when they understood the existence of other Englishes. Though, from the blog entries, it seems to suggest that the students struggled the fact that the Inner Circle Englishes speakers are the ones with more

power judging them in reality. That is only because the students understood they are in the American English context which shows that the students knew that English writing functions differently in different contexts. When the students were asked “If there was an appropriate context (i.e. taking audiences and purpose of writing into consideration), I would not be afraid to apply some cultural features of my own into my writing in English,” 75% (Figure 9.1) of the students strongly agreed or agreed with the statement. The students recognize English being used in various contexts of situations.

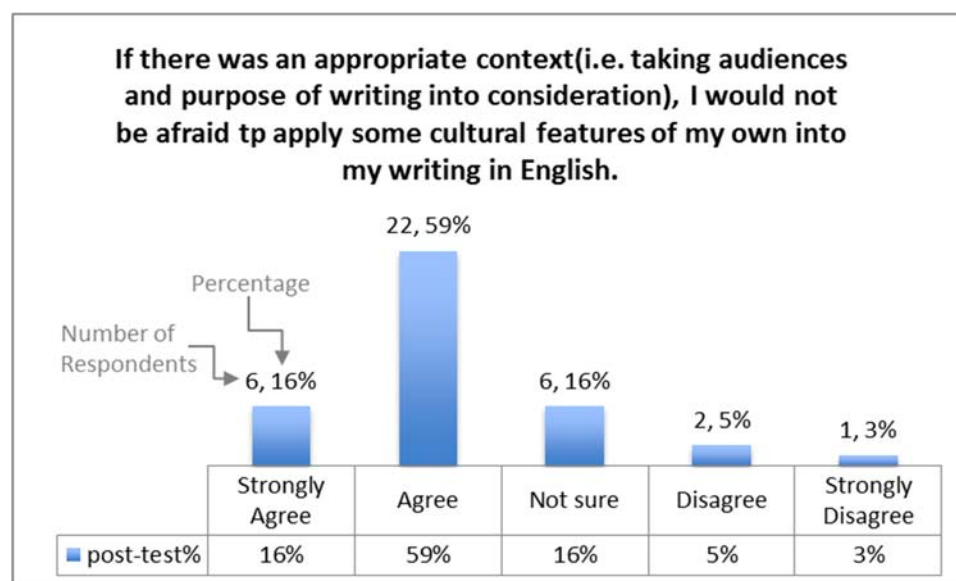


Figure 9.1 Students’ opinions on applying cultural features of their own in writing in English

As I said in Chapter 1, when a composition class emphasizes teaching rhetorical situations, the World Englishes approach will further be a service to students to identify the broader rhetorical contexts for their writing. The students’ reflections show that World Englishes can help them in the process of writing and

enhance their ability to utilize the rhetorical strategies emphasized in today's composition class.

The third assumption - a college composition class embracing the World Englishes aspect would offer students with a view of seeing more clearly how their native cultures play a role in writing. It would build the confidence of students allowing them to see their native cultures as a positive involvement. Involving the World Englishes perspective would increase students' confidence level. Needless to say, it is largely shown in the data and discussed in the last section that learning about World Englishes improves the students' confidence in writing in English. Gaining the confidence redefines the students as an English writer.

How could involving the aspects of World Englishes construct the introductory composition course for international students? (i.e. How could the field of World Englishes contribute to teaching international students?). After revisiting the assumptions with the results of the present study, it suggests that a writing classroom operating within the World English paradigm tells students their writing can be seen in terms of context of situation, i.e. their writing carries their culture. Most importantly, carrying the cultural elements in their writing is a positive involvement rather than a negative idea. By doing so, the class is about raising students' awareness, that is, encouraging students to see their cultural involvement as a positive element instead of seeing it as "non-Standard" English writing. This attitude further raises students' confidence about their own writing. Furthermore, it assists students to stand up for themselves as a role of a writer.

9.2.2 My reflection as a teacher

Since up to this point the whole set of data analysis has been analyzed from the data collected from the students, I would like to provide a different insight toward the study. That is my role, as a teacher rather than a researcher. This reflection also serves as an explanation toward the result of the survey item “I think only native speakers of English can teach me how to write in English.”

As mentioned in Chapter 6, generally speaking, the distribution of the item “I think only native speakers can teach me how to speak in English” should look similar to the distribution of the item of “I think only native speakers of English can teach me how to write in English.” It means that the percentage of the students who strongly disagreed or disagreed that learning to write in English from native speakers should also increase instead of decreasing. However, when the data was read in terms of three individual classes (Figure 6.9, Figure 6.10, Figure 6.11), the Spring 2011 students was the class which percentage of the students who strongly disagreed or disagreed the statement decreases in the posttest (Figure 6.10). This phenomenon stems from the difficult time I had when introducing World Englishes in the Spring 2011 class.

In the Spring 2011 class, there were five students from Kazakhstan on scholarship from the their government who had come to the U.S. one semester before attending Purdue. They chose to go to different universities to improve their English proficiency. Therefore, English 106I provided by Purdue University was not the first composition class they took in the States. They thought taking the introductory composition offered by Purdue University was redundant. It was harder to engage

them into class discussions. However, the Kazakhstan students were not the main ones who created the major disturbance in class. It was not easy, but they were able to finish all the assignments. Specifically, they were actually into writing blogs and reading Ha-Jin. They were, eventually, able to contribute what they thought about World Englishes and had some interesting thoughts in class discussions as well as on the course blog.

One student from China strongly advocated that native speakers of English are far superior to non-native speakers. I could tell this from his facial expression in class and the entries that he uploaded to the course blog. It is quite normal to encounter the students who are pro-English native speakers when teaching, and I should have been prepared. However, I was not fully prepared to face such student. It had been a smooth journey after I started to teach international students the introductory composition. The World Englishes workshop was implemented for three semesters, including the Fall 2010 class as the beginning semester of conducting the study. Particularly, I had so much fun with teaching the Fall 2010 class. The students were very engaging and loved the discussions in class. Therefore, it was a challenge without caring the Chinese student's attitude when I had to lead the discussions of World Englishes. Even more, I became not so sure whether I should strongly promote the idea of World Englishes because I thought the students had a right to decide what they believe. I sort of lost my perspective that semester. I still did all the work and discussed all the issues and what were planned to teach, but I think somehow I might have shown it to the students and I think this might be the reason affecting the results of the study. Although the survey item refers to all the non-

native speakers teaching English writing, it is possible that my performance as non-native speaker teaching writing in the semester might affect the students' choices on the answers.

My role as a teacher and a researcher at the same time indicates a limitation of conducting a research in the own class. However, I think what happened in the Spring class is also a good lesson learned for me as a teacher. The class also, in certain aspect, serves as a control group in the process of conducting the research.

9.3 Implications

As discussed in Chapter 1 and 2, this study was constructed under two main fields - one is World Englishes, and the other is Second language writing. It is significant to see how the study can contribute to these two fields.

9.3.1 World Englishes

Regarding World Englishes, the most significant contribution is how World Englishes can be used in teaching second language writing. It is as indicated in Chapter 1 and 2, there is not much done in the field of World Englishes in terms of curriculum and pedagogy. The present study not only targets at undergraduate students but also English writing, both of which are not widely investigated in the field of World Englishes. The major finding that learning about World Englishes helps the students gain more confidence to use English to write and improves their writing definitively shows that World Englishes can be used to teach second language writing. It is, obviously, not to teach students to write in different Englishes.

Teaching World Englishes to students is to facilitate their learning on English writing, to help students better understand the way they write in English.

The research finding suggests that the World Englishes workshop used in class provides a venue to engage the students in learning about World Englishes. Perhaps, the workshop is in need of certain improvements, but it shows one possibility for including the World Englishes curriculum in undergraduate students' classes. It is a start. There are more possibilities waiting to be explored in terms of curriculum design and pedagogy. Even with the workshop, there exist many other possibilities as well. Many different materials can be used in the class.

In terms of theoretical contribution, the target subject of the study being international undergraduate students helps the field of World Englishes understand how language learners from different concentric circles respond to learning about World Englishes. The study shows that even the undergraduate students who are in the process of learning English are also capable of learning about World Englishes and able to use it into their language learning process. This finding suggests that more studies on English learners can be done in the field of World Englishes. After all, they will be or already are the World Englishes users.

Lastly, it is about literary creativity serves as an important segment in the field of World Englishes. The students' comments wishing they could see more literary and non-literary works from different countries as examples for them to better understand World Englishes encourages researchers to look for literary works to be used in teaching World Englishes in the future.

9.3.2 Second language writing

With respect to the field of second language writing, the finding of the study suggests a new direction for teaching English writing. It is for the pedagogical implication that World Englishes can be applied into teaching second language writing. In the past, the contrastive rhetoric has always been the major trend to show students what go wrong in students' writing products. It is a more explicit method to improve students' English writing. However, the finding of the present study proves that learning about World Englishes assists students learning to write in English in terms of the thinking process when composing. Although the writing products are, of course, significant, more important is helping students generate better products. Perfecting the mechanism is one thing; forming ideas is also important. In addition, learning about World Englishes also helps students with rhetorical strategies which have been largely emphasized in composition class. The present study discovers that with World Englishes, the students are able to understand the concept of the contexts and audiences in a different way. It is another strategy to use in teaching students to write in English.

Lastly, the present study learns that through learning about World Englishes, the students understand better how they write and gain more confidence for them to write in English. It may be appropriate to suggest that the field of second language writing to investigate more on the effect of students' learning from the aspect of gaining confidence.

9.4 Limitations of the study

In general, the study has generated the interesting and provoking results through the use of the mixed methods; at the same time, the study is not free of limitations.

The first limitation concerns the surveys. Although the survey questions were examined by a few colleagues and one class of international students, some of the survey questions were not designed well enough to gather the data. For example, the survey item “I think everyone in the world is using English” is better with adding one more condition and becomes “I think everyone, more or less, is using English.” The meaning of the item “I think learning to write in English is to become like a native speaker” may seem vague to the students. This may explain why the percentage of the students who chose not sure is quite high. The surveys would have been better if more pilots were conducted.

The second limitation considers the research methods. Originally, there was a third research question which was “How would involving the aspects of World Englishes affect students’ college writing life after the course of study?” The same survey questions were sent out to the students the following semesters after the semester they took English 106i; however, the return rate was very low. Maybe it would have been more suitable to interview the students instead of sending out the surveys.

The last limitation is about the curriculum itself. Although the materials, including readings and videos, used in class were chosen carefully and used for two semesters before the actual studies, it still can be improved with different reading

material. For example, a work by Ha-Jin is suitable for the Chinese students. It would be beneficial to choose a similar book written by an author from different countries to do a comparison for the students. Even more, it also may be interesting for the students to do a comparison if non-literary World Englishes work can be used as part of the curriculum.

The above-mentioned limitations suggest the future research direction, which will be discussed in the following section.

9.5 Future research direction

As mentioned above, the research question, how would involving the aspects of World Englishes affect students' college writing life after the course of study, still remains unanswered. It is meaningful to see whether the students still feel the same after learning about World Englishes. Does learning about World Englishes really help their other university courses and the writing assignments planned by other instructors? Will the students' confidence level remain the same? Moreover, the project could be done longitudinally only on several students with different majors to see how learning about World Englishes affects them.

The second suggestion for the future studies is to compare the change of perceptions between students from the Outer Circle and students from the Expanding Circle. This, initially, was also part of the data analysis. However, among three classes, only 2 students were from the Outer Circle and the rest 35 students were from the Expanding Circle. It is difficult and not reasonable to compare two groups with such a big difference in terms of the sample size. Comparing students' perceptions

from different Circles would be an interesting study is because my experiences with the students from two different Circles react differently to World Englishes as the Outer Circle students are even prouder with their own cultures and languages. It is due to the role English plays in the histories and cultures of their countries. Two Malaysian students wrote emails to me to thank me for providing such a different perspective on Malay English. I did see how the World Englishes discussions shed the light on those two students. As for the Expanding circle students, my observation is they tend to set accelerating language learning as a goal. They admire English as a language and its culture, especially American culture. This is not wrong, but it brings them a different angle to view World Englishes.

The research can also be directed at international graduate students. Certainly, it is interesting to see how international graduate students respond to the World Englishes curriculum in relation to writing in English.

The last suggestion is to advance the current World Englishes curriculum. As mentioned in the last section, the curriculum can be more fulfilled by using different literary books written by authors from different countries and non-literary World Englishes works.

9.6 Conclusion

As a composition instructor who is interested in World Englishes and teaching in an Inner Circle country, a question I encountered in teaching college introductory composition for international students at Purdue University was, how I can prepare my students to be able to immerse themselves into the American academic writing

culture without overly promoting American English. I set out to look for a way to integrate World Englishes into teaching second language writing, a way to help students see their own culture play a role in the act of English writing. The study suggests a role that World Englishes can play in second language writing class.

The study shows that by learning about World Englishes, international undergraduates are able to improve their writing process. The idea forming stage is famously difficult for students including native speakers. Stopping students from worrying too much about writing down perceived “bad English” frees them to compose at the beginning. Furthermore, it gives students confidence to write in English when they are no longer stuck in the beginning of writing.

In terms of confidence gaining, learning about World Englishes also help students understand more how their cultures and languages play a role in their English writing from a more positive perspective, yet at the same time, students are clear that they still need to advance their English writing. Though it seems risky to discuss language creativity in the process of learning English, by all means, the creativity is happening in students’ life. Learning about World Englishes help students identify rhetorical situations. Students know better when to let their cultures play a role explicitly and intentionally when it is appropriate to do so. The most important thing is that students embrace their own cultures when learning English writing because it is generally neglected when they start to learn writing in English.

Lastly, the study suggests that it is applicable to introduce World Englishes to undergraduate English writing learners, even more it can be expanded to other areas of English learning and also to graduate students. This finding advises that

pedagogical research in the field of World Englishes needs more studies. In addition, it urges the field of World Englishes to analyze and compile a list of literary and non-literary creativity works for the use of curriculum and pedagogy.

I do hope the present study is a stepping stone for the field of World Englishes and second language writing. It has been a great journey to me to learn from my students who always surprised me and challenged me. I do hope that the World Englishes workshop helps them not only when they took the class but also in their future. The World Englishes writing curriculum is like planting a seed of learning in my students' heart. Though I could not see if the seed turns into a plant, I hope the seed will somehow grow into something beautiful when the seed has absorbed enough nutrition and I think this will bring more colors into the world of Englishes.

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APPENDICES

Appendix A Final Draft Evaluation Form

ENGLISH 106I FIRST YEAR COMPOSITION I**Final Draft Evaluation Form**

Student _____ Paper _____

Content (30 points: excellent=27-30; good=24-26; adequate=21-23; fair=18-20;
poor=<18)

Comments: Score _____

Organization (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13;
poor=<12)

Comments: Score _____

Vocabulary (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13;
poor=<12)

Comments: Score _____

Grammar (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13;
poor=<12)

Comments: Score _____

Conventions (10 points: excellent=9-10; good=8; adequate=7; fair=6; poor=<6)

Comments: Score _____

Total (100 points: excellent=90-100; good=80-89; adequate=70-79; fair=60-69;
poor=<60)

Comments: Score _____ / Grade _____

Appendix B Sequenced Writing Project Assignment Sheet

In this class you will carry out a sequenced writing project; that is, you will write a total of four papers on the same subject over the course of this semester. The idea of a series of assignments forming a sequenced writing project grows from the belief that students develop their writing skills best when each writing assignment they do can build quite directly on the experience and knowledge gained from completing the previous writing assignments.

In the sequenced writing project, you will be required to write on one of the following topics with the approval of your teacher.

- The issue of Standard English: What is Standard English? Is it necessary for everyone to speak/write in Standard English?
- Native speakers vs. non-native speakers: What is a native speaker? What is a non-native speaker? Can only native speakers teach English? Or how much should international companies value English speaking/writing ability when hiring international employees?
- College professors attitudes on writings of international students
- The issue of Chinglish/Konglish/Manglish: What is Konglish/Chinglish/Manglish? Is Konglish/Chinglish/Manglish a bad English?
- English usage in your home country (you can choose one aspect to write on, such as media, advertisement, engineering, pop culture, and etc.): Are they errors or innovations?
- Other: any issues related to the above topics

However, to do the sequenced writing project, you must select a topic that meets three requirements.

1. You must feel very interested in the topic and want to learn more about it, since you will spend much of the term writing four full papers on the same subject.
2. This must be a topic that will allow you to do all four parts (Research Proposal, Interview Report, Literature Review, Argumentative Essay) of the project.
3. You will need to choose to work with one partner, but each of you will have to write separate papers. In other words, you and your partner will be helping each other to do research; however, when it comes to write papers, you might disagree with each other on a chosen issue or organize your ideas differently.

For the sequenced writing project, take your time deciding on an appropriate topic, one that will keep your interest through four complete writing assignments. You can think of this sequenced writing project as gathering data for a research question, so consider choosing topics that you can and would like to do research on.

Appendix C Research Proposal Assignment Sheet

The purpose of this essay is for you to explain what you want to research on, why you want to explore it, and what you'll do with your topic (i.e. the research plan).

In this essay (of 750-1000 words) you will need to, first, introduce the topic you will be writing about. Basically, you need to open your proposal with a brief discussion of the topic, discussing the current debate or issue of the topic and maybe letting your reader know how much knowledge you've had about the topic (you can include any of your personal experience related to the topic if you have any). Second, you will need to state your research questions demonstrating what you would like to find out about the topic. Third, you will need to show your audiences why the topic is interesting and important to do research on. In general, you want to discuss why this topic interests you and why want to write about it. Lastly, you want to show how you plan to do research. For example, whom the interviewee is and how you are going to locate your interviewee.

Evaluation Criteria

- Content (30 points: excellent=27-30; good=24-26; adequate=21-23; fair=18-20; poor=<18)
- Organization (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)

- Vocabulary (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Grammar (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Conventions (10 points: excellent=9-10; good=8; adequate=7; fair=6; poor=<6)

Due Dates

First Draft—Monday, September 20th

Second Draft —Saturday, September 25th

Final Draft—Friday, October 1st

With the final draft, please attach any comments from peer review sessions.

Appendix D Literature Review Assignment Sheet

In this assignment you will look for three pieces of publicly available published material to summarize. The published material may be an article in journals, magazines, newspapers, or material from websites. Locate three publications you think will give you information that will be helpful in your final project report. You may have to locate more than three and select the best ones. **Each of the publications you use should run at least 2000 words.**

Please hand in copies of the publications with your first draft.

This assignment has two main parts:

1. A straightforward summary of each of the three documents, and
2. A framework for the summaries.

The framework is a normal introductory paragraph and a concluding paragraph in which you briefly discuss the three documents together, perhaps linking the most important or interesting information you obtained from your three sources.

You should decide which document you will summarize first, second, and third and provide some logical link between the summaries--for example, mentioning that the next summary contains a different type of information from the last, or elaborates on the information from the last, or approaches the topic from a different perspective. Remember to include a thesis statement in the introduction that will make it clear what the point of this paper is with its three summaries. **Your literature review should run from 750 to 1000 words.**

*Adapted from: Leki, I. (1998). *Academic writing: Exploring processes and strategies, Second edition.* New York, NY: Cambridge University Press.

Evaluation Criteria

- Content (30 points: excellent=27-30; good=24-26; adequate=21-23; fair=18-20; poor=<18)
- Organization (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Vocabulary (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Grammar (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Conventions (10 points: excellent=9-10; good=8; adequate=7; fair=6; poor=<6)

Due Dates

First Draft—Friday, October 8th

Second Draft —Monday, October 18th

Final Draft—Saturday, October 22nd

With the final draft, please attach any comments from peer review sessions.

Appendix E Interview Report Assignment Sheet

In this section of the Sequenced Writing Project, you will write a report of an interview with an expert on the topic you selected. **Your interview report should run from 750 to 1000 words.**

Choosing the Expert

Depending on your topic, the expert can be a friend, a teacher, a university administrator, or anyone else who knows a great deal about your topic. Following are some examples of experts whom other students have interviewed.

Topic (Expert)

Financial aid for international students (The university's director of student financial aid)

Iranian/U.S. criminal justice (A professor of criminology systems)

Puerto Rican independence (A newspaper journalist in Puerto Rico (by *phone*))

Day care in United States/China (Director of a local day-care center)

Preparing for the Interview

If you interview a friend, you can make informal arrangements for the interview. But if you are interviewing, for example, a university official, prepare for the interview by:

- Asking for their participation.
- Making sure they have time to talk to you. This may mean contacting people ahead of time and making appointments for times when they will be free to talk to you for a few minutes. This is particularly important if you intend to interview someone when they are at work (for example, professors or administrators).

- Explaining what you are doing and why you are doing it.
- Being sure to be prepared yourself. Have your questions ready and take notes or use a tape recorder to collect your information.

Writing the Report

After the interview:

- Write notes for yourself on everything you remember about the place where the interview took place, any body language your expert used, and your own impressions of the interview.
- Review your notes or listen to your tape recording several times, making notes on important comments your expert makes.
- Decide what the Main Idea is that you want your report to get across to your audience.
- Select the information you find most interesting or useful for your purposes. You do not need to report everything the expert said because the idea is not to present a portrait of the expert but to report on information about your topic.
- Also select details about the setting and the expert's body language that you think will make your interview report most lively.

Write your draft using all of your notes. Be sure to include information on the expert, such as why this person could be considered an authority on your topic. If you use the exact words that your expert used, be sure to put quotation marks around those words.

Adapted from Leki, I. (1998). *Academic writing: Exploring processes and strategies, Second edition.*

New York, NY: Cambridge University Press.

Evaluation Criteria

- Content (30 points: excellent=27-30; good=24-26; adequate=21-23; fair=18-20; poor=<18)
- Organization (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)

- Vocabulary (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Grammar (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Conventions (10 points: excellent=9-10; good=8; adequate=7; fair=6; poor=<6)

Due Dates

First Draft—Saturday, October 30th

Second Draft —Friday, November 5th

Final Draft—Friday, November 12th

With the final draft, please attach any comments from peer review sessions.

Appendix F Argumentative Essay Assignment Sheet

For this assignment, you will need to take a position on an issue within your topic area and argue for it. That is, you will need to provide evidence to convince your readers of the correctness of your position. Your evidence should come from what you have learned from your previous writing assignments (that is, your research proposal, literature review, and interview report) and from any other sources (for example, additional reading) you choose to use. Your argumentative essay should run about 750-1000 words and include:

An introduction in which you orient your readers to your topic, state your position, and preview the rest of your paper;

A body in which you provide support for your position;

A conclusion in which you briefly summarize your argument and suggest what you think needs to be done to improve the current situation; and

A bibliography which lists the sources of information you have used in your paper.

Evaluation Criteria

- Content (30 points: excellent=27-30; good=24-26; adequate=21-23; fair=18-20; poor=<18)
- Organization (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Vocabulary (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)

- Grammar (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Conventions (10 points: excellent=9-10; good=8; adequate=7; fair=6; poor=<6)

Due Dates

First Draft—Wednesday, November 17th

Second Draft —Wednesday, November 24th

Final Draft—Friday, December 10th

With the final draft, please attach any comments from peer review sessions.

Appendix G Writer's Autobiography Assignment Sheet

In a paper of **750 words**, write the story of your development as a writer--in both your native and second or foreign language(s). Consider your entire life, including pre-school years, and do not limit yourself to school experiences.

Below are some areas of your experience to consider.

People who influenced your writing

Memories of successes and failures in writing

Your feelings about writing (whether it is easy or difficult for you and why)

Your strengths and weaknesses in writing

You need not write about all of these areas nor follow this order in your paper. The purpose of thinking about these topics is to help you recover and arrange relevant memories.

Although the assignment asks you to focus on your **writing** history, you might have to include certain experiences that do not explicitly relate to writing but provide a context for those experiences.

Evaluation Criteria

- Content (30 points: excellent=27-30; good=24-26; adequate=21-23; fair=18-20; poor=<18)

- Organization (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Vocabulary (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Grammar (20 points: excellent=18-20; good=16-17; adequate=14-15; fair=12-13; poor=<12)
- Conventions (10 points: excellent=9-10; good=8; adequate=7; fair=6; poor=<6)

Due Dates

First Draft—Friday, August 27th

Second Draft —Friday, September 3rd

Final Draft—Saturday, September 11th

With the final draft, please attach any comments from peer review sessions.

Appendix H Blog Entries Assignment Sheet

There are several reasons that you are keeping a course blog. First, this class is an international writing community, and as a member of the community, it certainly makes sense for you to contribute to the community. Second, through communicating with other members online, you may find a sense of belonging. The course blog is the other avenue for you to get to know your classmates and make friends. Lastly, it is to keep you writing in a regular basis. The more you write in English the more you will feel comfortable to write in English.

As you've probably known how blogs work, you will be not only a writer but also a reader. Starting from Week 1, you will be assigned one article to read every other week. After reading the assigned material, you will need to write a 500 words reflection and upload to the course website. For the following week, you will need to comment on each other's reflection. Each of you will need to post at least 3 comments. The assignment (reflection or comment) is due **every Sunday by 5:00PM**. Below are the descriptions of each task:

* **Reflections (250-500 words):** Here are the steps for you to follow:

- 1) Do the assigned reading completely before starting to write your reflection.
- 2) When you are ready to write, type your reflection first in Word. Make sure you run a spell-check and proofread your writing. Do not copy and paste materials from the reading without using quotations. Be aware of plagiarism!
- 3) When you are satisfied with your reflection, you can upload it to the course website.
- 4) Here are some ideas that might help you to write. What did you learn from the reading? What surprised or intrigued you the most? What do you think about the reading? It can be a lot of things...it's really up to you.
- 5) Please do not spend too much time on this assignment. This reflection assignment is fairly informal. You are being graded on whether you've done the assignment

instead of how polished your writing is, so just relax and write what you would like to share with your classmates.

- 6) Sometimes you will need to write your reflection based upon the questions I put on the website. In that case, you will get the questions ahead of time, so you have enough time to think about your answers and compose.

* **Comments/Responses (150 words or more):** your reactions to the reflections; one response/comment per blog entry; the total minimum comments is 3.

Comments/responses like “Good job,” “Excellent,” and “I like it” are not acceptable.

Please be specific about your reactions toward the reflections.

This assignment is worth 15% of your total grade. As long as you accomplish the assignment, you will receive full points.

READING: Native speakers

1All this raises issues about the very term **native speaker**. **2**Let us pause for a moment to consider what is meant by it, and why it has become one of the most contentious in applied linguistics.

3To do this, we need to look at some common assumptions about what it means to be a native speaker. **4**Firstly, there is the question of personal history. **5**Native speakers are considered to be people who acquired language naturally and effortlessly in childhood, through a combination of exposure, the child's innate talent for language learning, and the need to communicate. **6**Secondly, there is a question of expertise. Native speakers are seen as people who use the language, or a variety of it, correctly, and have insight into what is or is not acceptable. **7**Thirdly, there is a question of knowledge and loyalty. **8**Being a native speaker, it is assumed, entails knowledge of, and loyalty to, a community which uses the language.

9In many cases this threefold definition is relatively unproblematic, particularly for small languages spoken mostly in one particular place. **10**Take Icelandic for example, spoken by 300,000 Icelanders on an island of 100,000 square kilometers. **11**Most people there have grown up speaking Icelandic, are expert in its use, and identify with Icelandic culture. **12**In the case of larger and more widely distributed languages however, and most especially in the case of English, serious problems with the usual definitions of native speaker begin to emerge. **13**Many English speakers—whether in the inner, out, or expanding circle*—grew up with and use another language in the home. **14**Their cultural

loyalty is wholly or partly to non-English-speaking community and they may well be opposed to the dominant English-speaking culture, feeling that their own language and values are threatened.

15None of this, however, necessarily reflects upon their expertise. **16**Many such English speakers use the language just as expertly as the traditionally defined native speakers. **17**Certainly there are often—though by no means always—minor differences of accent, phrasing, or confidence in grammaticality judgments. **18**Yet these are just as often accompanied by additional expertise which a traditionally defined native speaker may not have.

19Here it is important to take stock of those aspects of language proficiency which the traditional definition of the native speaker does *not* include. **20**Firstly, it says nothing about proficiency in writing, but only about proficiency in speech. **21**Indeed, some native speakers are illiterate, and many of those who can write do so inaccurately ('Lovely new potato's) or clumsily ('Revised customer service arrangements presently under implementation'). **22**Secondly, the native speaker's knowledge of the language is implicit rather than explicit. **23**He or she uses the rules correctly, in other words, but cannot necessarily explain them. For example, try asking the average native speaker to explain the difference between 'shall' and 'will'. Lastly, traditional native speakerness implies nothing about size of vocabulary, range of styles, or ability to communicate across diverse communities. In all of these aspects of proficiency, it is quite common to find that the expertise of the non-native speaker exceeds that of many native speakers.

*Braj Kachru describes the situation of English as one of three concentric circles. In the inner circle are the predominantly English-speaking countries like the U.S., Canada,

England, and Australia. In the outer circle are former colonies of England where English is an official language, such as India and Ghana. In the expanding circle, English is increasingly becoming important in some/many of the people's lives, for example China, South Korea, and Vietnam.

Cook, G. (2003). *Applied linguistics*. Oxford: Oxford University Press. (Pages 27-28)

Appendix J Matsuda, P. Excerpts

Excerpts from *Proud to be a Nonnative English Speaker* by Paul Kei Matsuda, *TESOL Matters* (2003)

A few years ago, at one of the TESOL leadership meetings, someone from another caucus asked me which caucus I represented. "NNEST," I replied, "which stands for Nonnative English Speakers in TESOL." With an expression of sympathy on her face, she responded, "What an unfortunate name." The conversation came to an abrupt conclusion as the voice from the podium demanded our attention, but I knew it would have ended even if the meeting had not begun. I just did not know what to say.

I have been keenly aware for quite some time that the name of our caucus has been a topic of debate. It was being contested when the NNEST caucus was first established, and even after its inception, a speaker at one of the TESOL sessions argued strenuously against the use of the term *nonnative English speaker*. I can see how some people might consider the term to be an unfortunate choice because, as the argument goes, it defines a group of people for what they are not. But at the same time, I am troubled by the assumption people are implicitly accepting when they respond negatively to the term *nonnative*—the assumption that the term *native* is somehow a positive one.

Few people would admit that they embrace such an assumption. But I doubt that those who find the term *nonnative* unfortunate would react in the same way to terms such as *nondairy products*, *nonalcoholic beverages*, or even *nontoxic chemicals*. It cannot be the combination of the prefix non- with a human referent that bothers them, either, especially

if you consider examples such as *nontraditional students*, *nonsmokers*, *noncriminals*, and *nonfascists*. It is not really the *non-* part that people find unfortunate. For *nonnative* to be a pejorative term, its counterpart would have to be positive. *Nonnative* is unfortunate because *native* is supposed to be fortunate. *Nonnative* is marked, whereas *native* is unmarked. *Nonnative* is marginal, and *native* is dominant. *Nonnative* is negative, and *native* is positive. If anything needs to be changed, I do not think it is the term *nonnative*. Rather, it is the assumption that *native* is somehow more positive than *nonnative* that needs to be challenged. In fact, I keep coming back to the term *nonnative English speaker* precisely because it helps expose the very issue that the NNEST caucus has been trying to address.

Appendix K The World Englishes Worksheet

HA JIN - IN THE POND

Identify the Chineseness:Curse words and obscenities

1. What are the meanings of the following words or sentences? Are they new to you?
“son of a tortoise”
“son of a rabbit”
“ I screw your mothers and daughters, I screw your ancestors, and I’ll dump your grandsons into a well!”
2. How does Ha Jin’s use of the curse words in his book function? Do the curse words interest you?

Address terms

3. What are the connotations of the following terms?
“Comrade Young Shao”
“Young Shao”
“Brother Shao”
“Comrade Old Shao”
4. Are the above terms used differently in Chinese and English-speaking cultures? If so, how?

Proper names

5. The Chinese names of places and brands “usually have distinct meanings and cultural connotations that serve as cultural and historical landmarks” (Zhang, 2002, p.309). Can you find these features in Ha Jin’s *In the Pond*? If so, list the place names and brand names, and explain how they are used.

Vocabulary items of uniquely Chinese reference

6. “*Hot-water room*” is a compound formed by loan-translation from Chinese which has particular reference to the era of Cultural revolution and is still used today. Can you find any other items that have particular reference to the era of Cultural Revolution? Are these items used effectively? Why?

About Discourse/ Rhetoric Strategies:

In p.176-7 of *In the Pond*, Shao Bin wrote a letter to the journal, Law and Democracy, to state his problems have been solved in a timely fashion by the local authorities. From the wording of the letter, can you identify the characteristic of such public discourse in China? If so, in what way? What is Ha Jin’s purpose to apply Chinese public discourse in his story? How effective of his use of Chinese public discourse? Can you find any other similar examples in his book?

The Most respected Editor in Chief Wang:

Although I left the capital several weeks ago, your instructive words still linger in my ears. Thank you for publishing the article, which helped the leaders of our commune

realize and rectify the mistake immediately. Secretary Yang Chen had a heartwarming talk with me, and decided to transfer me to a position more suitable to my talent. This could not have happened without your timely intervention. I am informed that the Administration of Gold County has already reinstated the newspaper Environment, and that its editorial staff are all satisfied with the final settlement.

Thank you again, sincerely. Please give my warmest regards to your colleagues.

Loyally yours,

Shao Bin

P.S. Please print this letter in your journal. (In the Pond, pp. 176-7)

Application:

1. After reflecting on Ha Jin's way of writing a story, can you see yourself being Chineseness or your own cultureness in your own writing? If so, how and when can you be Chineseness or your own cultureness in your own writing?
2. Use the Chineseness of Ha Jin's *In the Pond* as a model to write an essay.

* The examples and categorization of the Chineseness are adapted from Zhang, H. (2002) Bilingual creativity in Chinese English: Ha Jin's *In the Pond*. *World Englishes*, 21(2), 305~15.

Appendix L Pre-Questionnaire

- * The questionnaire is modified to a Word document. The format is different from the electronic one shown on computer screens. The students would be directed to the subsequent question based on what they clicked on the screen.

I. Personal information

1. First Name
2. Last Name
3. What is your gender?
 - Male
 - Female
4. What is your current or intended major?
5. What is your current class year?
 - Freshmen
 - Sophomore
 - Junior
 - Senior
6. What country are you from?
7. What is (are) your first language(s)?
8. Do you speak other foreign languages besides English?
 - Yes (if yes, go to Q9)
 - No (if no, go to Q10)
9. Please list other foreign language(s) you speak.

10. Did you receive your high school education in America?
- Yes (if yes, go to Q11)
 - No (if no, go to Q12)
11. When did you start your high school education in America?
- Freshmen
 - Sophomore
 - Junior
 - Senior
12. Did you receive your high school education in other English speaking countries?
- Yes (if yes, go to Q13)
 - No (if no, go to Q14)
13. When did you start your high school education in the other English speaking country?
- Freshmen
 - Sophomore
 - Junior
 - Senior
14. Is coming to Purdue your first study abroad experience?
- Yes
 - No
15. What was your best language proficiency test (e.g. TOEFL, IELTS) score?
16. What was your best English writing test (e.g. TOEFL, IELTS) score?

II. English learning experiences

17. How do you feel about your writing ability in English?

- Excellent
- Good
- Average
- Fair
- Poor

18. My reason(s) of taking English 106I is (are) (please check all that apply to you)

- I take the course is because my academic advisor recommends the course.
- I take the course is because it is required by my major.
- I take the course is because I want to improve my English writing.
- I take the course is because I enjoy writing in English and want to learn more about it.
- Other reason, please specify _____

19. The reason(s) I registered for English 106I instead of English 106 was (were) (please check all that apply to you)

- I registered the course was because it was suggested by my academic advisor.
- I registered the course was because English 106 seemed difficult for me.
- I registered the course was because my friends recommended it.
- I registered the course was I felt more comfortable taking the course with other international students.
- Other reason, please specify _____

20. Have you ever received any essay writing instruction on your official language(s) in high school in your country?

- Yes (if yes, go to Q21)
- No (if no, go to Q22)

21. How long has the instruction lasted?

22. Before taking English 106I, have you received any instruction on English composition in high school **in your country**?

- Yes (if yes, go to Q23)
- No (if no, go to Q24)

23. Please check the type of instruction you received and specify how long the instruction lasted (please check all that apply to you)

- Classes offered by schools, for how long? _____
- One on one tutoring, for how long? _____
- Language proficiency test (e.g. TOEFL, IELTS) preparation classes, for how long?

- Other, please specify _____

24. Before taking English 106I, have you received any instruction on English composition in **the United States**?

- Yes (if yes, go to Q25)
- No (if no, go to Q26)

25. Please check the type of instruction you received and specify how long the instruction lasted (please check all that apply to you)

- Classes offered by schools, for how long? _____
- One on one tutoring, for how long? _____
- Language proficiency test (e.g. TOEFL, IELTS) preparation classes, for how long?

- Other, please specify _____

26. Do you write in English only for school assignments?

- Yes (if yes, go to Q28)
- No (if no, go to Q27)

27. Please check other types of writing you do in English. Please check all that apply to you.

- Diaries or blogs
- Letters or notes to my friends who speak the same languages I speak
- Letters or notes to my friends who speak different languages from me
- Other, please specify _____

III. The uses of English in the world

28. I think everyone in the world is using English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

29. I think everyone in the world is learning English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

30. English is only used between people from English speaking countries and people from non-English speaking countries.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

31. In my opinion, native speakers of English refer to
- those who are born in the countries which English is used as a first language
 - anyone who can speak English well
 - other, please specify _____
32. I think learning to write in English is to become like a native speaker.
- Strongly Agree
 - Agree
 - Not sure
 - Disagree
 - Strongly Disagree
33. I think only native speakers of English can teach me how to SPEAK in English.
- Strongly Agree
 - Agree
 - Not sure
 - Disagree
 - Strongly Disagree
34. I think only native speakers of English can teach me how to WRITE in English.
- Strongly Agree
 - Agree
 - Not sure
 - Disagree
 - Strongly Disagree
35. In my opinion, there is one and only correct form of English in the world.
- Yes (if yes, go to Q36)
 - No (if no, go to Q37)

36. In my opinion, the correct form of English refers to

- British English
- American English
- Canadian English
- Australian English
- New Zealand English
- Other, please specify _____

37. I do not think there is one and only correct form of English in the world is because

38. English spoken and used by the British, Americans Canadians, Australians, and New Zealanders is the same.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

39. English spoken and used by Indians, Singaporeans, Malaysians, Filipinos, Chinese in Hong Kong, and other people who use English as a second or foreign language is not authentic English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

40. I think my English writing is influenced by my culture and my native language(s).

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

41. I think my English writing is influenced by my culture and my native language(s) in a good way.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

42. Native speakers of English will not understand my English writing unless I write like a native speaker.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

43. Native speaks of English will not understand my English speaking unless I speak like a native speaker.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

44. Have you ever heard of World Englishes before taking this class?

- Yes (if yes, go to Q45)
- No (if no, go to Q46)

45. I know what World Englishes is.

- Yes
- No

IV. Future jobs and English

46. What kind of jobs do you plan to have after you graduate?

47. Where do you think that you will most likely work?

- In the U.S.
- In my own country
- In other English speaking countries, please specify _____
- In other non-English speaking countries, please specify _____

48. Do you think that you will need to write in English for your future job?

- Yes
- No

49. When you write in English, which aspect of writing do you consider the most important? Please check all that apply to you.

- No grammatical mistakes
- Clarity
- Organization
- Style
- Other, please specify _____

Appendix M Post-Questionnaire

- * The questionnaire is modified to a Word document. The format is different from the electronic one shown on computer screens. The students would be directed to the subsequent question based on what they clicked on the screen.

I. Personal information

1. First Name
2. Last Name
3. What is your gender?
 - Male
 - Female
4. What is your current or intended major?
5. What is your current class year?
 - Freshmen
 - Sophomore
 - Junior
 - Senior
6. What country are you from?
7. What is (are) your first language(s)?
8. Do you speak other foreign languages besides English?
 - Yes (if yes, go to Q9)
 - No (if no, go to Q10)

9. Please list other foreign language(s) you speak.
10. Did you receive your high school education in America?
- Yes (if yes, go to Q11)
 - No (if no, go to Q12)
11. When did you start your high school education in America?
- Freshmen
 - Sophomore
 - Junior
 - Senior
12. Did you receive your high school education in other English speaking countries?
- Yes (if yes, go to Q13)
 - No (if no, go to Q14)
13. When did you start your high school education in the other English speaking country?
- Freshmen
 - Sophomore
 - Junior
 - Senior
14. Is attending Purdue your first study abroad experience?
- Yes
 - No
15. What was your best language proficiency test (e.g. TOEFL, IELTS) score?

16. What was your best English writing test (e.g. TOEFL, IELTS) score?

II. English learning experiences

17. How do you feel about your writing ability in English after taking this class?

- Excellent
- Good
- Average
- Fair
- Poor

18. My reason(s) of taking English 106I is (are) (please check all that apply to you)

- I take the course is because my academic advisor recommends the course.
- I take the course is because it is required by my major.
- I take the course is because I want to improve my English writing.
- I take the course is because I enjoy writing in English and want to learn more about it.
- Other reason, please specify _____

19. The reason(s) I registered for English 106I instead of English 106 was (were) (please check all that apply to you)

- I registered the course was because it was suggested by my academic advisor.
- I registered the course was because English 106 seemed difficult for me.
- I registered the course was because my friends recommended it.
- I registered the course was I felt more comfortable taking the course with other international students.
- Other reason, please specify _____

20. Have you ever received any essay writing instruction on your official language(s) in high school in your country?

- Yes (if yes, go to Q21)
- No (if no, go to Q22)

21. How long has the instruction lasted?

22. Before taking English 106I, have you received any instruction on English composition in high school **in your country**?

- Yes (if yes, go to Q23)
- No (if no, go to Q24)

23. Please check the type of instruction you received and specify how long the instruction lasted (please check all that apply to you)

- Classes offered by schools, for how long? _____
- One on one tutoring, for how long? _____
- Language proficiency test (e.g. TOEFL, IELTS) preparation classes, for how long?

- Other, please specify _____

24. Before taking English 106I, have you received any instruction on English composition **in the United States**?

- Yes (if yes, go to Q25)
- No (if no, go to Q26)

25. Please check the type of instruction you received and specify how long the instruction lasted (please check all that apply to you)

- Classes offered by schools, for how long? _____
- One on one tutoring, for how long? _____
- Language proficiency test (e.g. TOEFL, IELTS) preparation classes, for how long?

- Other, please specify _____

26. Do you write in English only for school assignments?

- Yes (if yes, go to Q28)
- No (if no, go to Q27)

27. Please check other types of writing you do in English. Please check all that apply to you.

- Diaries or blogs
- Letters or notes to my friends who speak the same languages I speak
- Letters or notes to my friends who speak different languages from me
- Other, please specify _____

III. The uses of English in the world

28. I think everyone in the world is using English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

29. I think everyone in the world is learning English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

30. English is only used between people from English speaking countries and people from non-English speaking countries.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

31. In my opinion, British English is the only one correct form of English.

- Yes
- No

32. In my opinion, American English is the only one correct form of English.

- Yes
- No

33. In my opinion, Canadian English is the only one correct form of English.

- Yes
- No

34. In my opinion, Australian English is the only one correct form of English.

- Yes
- No

35. In my opinion, New Zealand English is the only one correct form of English.

- Yes
- No

36. In my opinion, Indian English is the only one correct form of English.

- Yes
- No

37. I think there is no Standard English because

38. In my opinion, native speakers of English refer to

- those who are born in the countries which English is used as a first language
- anyone who can speak English well
- other, please specify _____

39. I think learning to write in English is to become like a native speaker.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

40. I think only native speakers of English can teach me how to SPEAK in English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

41. I think only native speakers of English can teach me how to WRITE in English.

- Strongly Agree
- Agree
- Not sure

- Disagree
- Strongly Disagree

42. English spoken and used by the British, Americans Canadians, Australians, and New Zealanders is the same.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

43. English spoken and used by Indians, Singaporeans, Malaysians, Filipinos, Chinese in Hong Kong, and other people who use English as a second or foreign language is not authentic English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

44. I think my English writing is influenced by my culture and my native language(s).

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

45. I think my English writing is influenced by my culture and my native language(s) in a good way.

- Strongly Agree

- Agree
- Not sure
- Disagree
- Strongly Disagree

46. Native speakers of English will not understand my English writing unless I write like a native speaker.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

47. Native speaks of English will not understand my English speaking unless I speak like a native speaker.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

48. I understand what World Englishes is.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

49. If I had a chance, I would introduce World Englishes to other people.

- Strongly Agree
- Agree
- Not sure

- Disagree
- Strongly Disagree

50. If it's permitted by the government, Ha Jin's *In the Pond* can be used to teach English in my country.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

51. If there was an appropriate context (i.e. taking audiences and purposes of writing into consideration), I would not be afraid to apply some cultural features of my own into my writing in English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

IV. World Englishes

52. Learning about World Englishes helps me understand the way I write in English.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

53. Learning about World Englishes prepares me better to write in English for other university courses.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

54. Learning about World Englishes makes me feel more confident to use English to write.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

55. Learning about World Englishes improves my writing.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

V. Course Evaluation

56. Taking this class improves my writing in English.

- Yes
- No

57. Taking this class improves my confidence in writing in English.

- Yes
- No

58. Taking this class prepares me better to write in English for other university courses.

- Yes
- No

59. World Englishes discussions are helpful in understanding the uses of English in the world.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

60. The sequenced writing project gives me an opportunity to learn the uses of English in the world.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

61. How do you feel about the blog entry assignment?

62. How do you feel about the class discussions?

63. How do you feel about working as a group for the sequenced writing project?

VI. Future jobs and English

64. What kind of jobs do you plan to have after you graduate?

65. Where do you think that you will most likely work?

- In the U.S.
- In my own country
- In other English speaking countries, please specify _____
- In other non-English speaking countries, please specify _____

66. Do you think that you will need to write in English for your future job?

- Yes
- No

67. When you write in English, which aspect of writing do you consider the most important? Please check all that apply to you.

- No grammatical mistakes
- Clarity
- Organization
- Style
- Other, please specify _____

VITA

VITA

Shih-Yu Chang grew up in Nantou, Taiwan. After receiving her B.A. from National Taichung Teachers College in Taiwan, she became an elementary school teacher for a year and received certificate of merit for directing a group of kids to perform Cinderella in English. She then decided to pursue her M.A. at the University of Washington in Seattle where she majored in Curriculum and Instruction with a specialization in Language, Literacy, and Culture. After graduating from the University of Washington, she went back to Taiwan to teach for another two years and decided to take off her job being an elementary school teacher to advance her study.

At Purdue, Shih-Yu majored in English with a specialization in English as a Second Language/Second Language Studies. Her secondary area of specialization still is Curriculum and Instruction. During her doctoral studies at Purdue, she taught courses in Introductory Composition for native speakers and non-native speakers. She received Walter P. Johnson Literary Award in honorable mention in 2008 and in first place in 2009.

Shih-Yu currently lives with her husband and her son in Mandeville, Louisiana.