

## Classroom Practice: World Englishes and Revision in Academic Writing Instruction

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Academic writing - and academic writing instruction, for that matter - usually revolves around the fulfillment of linguistic and stylistic expectations set (though implicitly) by the target speech community. Most especially in the academic writing classroom, linguistic norms and stylistic patterns are primary concerns for both the teacher and his/her students. And at the very specific stage of revision in the writing process, students may be assisted in being able to develop their metalinguistic and sociolinguistic awareness.

In the English academic writing courses that I teach, this stage in the writing process allows me to introduce to my students the world Englishes paradigm. Though the introduction of the paradigm is not among the defined content of the course in the university where I teach, I deem it of great importance to raise the consciousness of students on the current phenomenon of the spread of English as well as the phenomenon's implications for English language use. To further demonstrate the importance of this pedagogical idea, it has to be noted here that my student composition is usually Filipinos but there is occasional representation from Japan and South Korea and that they bring with them the traditional linguistic insecurity typical of non-Anglo-American users of English: They always have this conscious effort to speak and write the way the Americans and the British do, most especially in the case of Filipinos whose exonormative standard is American English. But not surprisingly, their linguistic conservatism, a natural manifestation of linguistic insecurity, does not necessarily equate to accuracy in their language use (cf. Borlongan, 2011a, 2011b, 2011c on Philippine English developing its own norms). There will always be deviations, variations, and innovations that will surface in their papers. In light of the world Englishes paradigm, the students must be made aware of these deviations, variations, and innovations and how they should be treated. Hence, this pedagogical idea.

The steps that I take in introducing the world Englishes paradigm in my English academic writing courses are as follows: First, I assign them to read outside of the class session a particularly theoretical article on world Englishes (but an article suitable to their reading proficiency level). I mention the recent article by Professors Yamuna Kachru and Larry Smith entitled *The Karmic Cycle of World Englishes: Some Futuristic Constructs* published in the journal *World Englishes* (2009) as an example of a suitable article for this pedagogical idea/classroom practice, at an advanced academic writing class at the university level. The article serves as a starting point for the discussion in the following meeting. The discussion may start in small groups with different guide questions per group. And then, each group presents their discussion summary to the other members of the class. The group presentation is followed by an integration facilitated by me. I then give my own

presentation on the linguistics of world Englishes and the linguistic features of variety represented in class. At the end of my presentation, I remind them that these features are not errors – not even deviations – but variations in the use of English around the world and that institutionalized varieties (like Philippine English) and their linguistic features are at par with older Englishes such as American and British Englishes. The discussion of linguistic features of some Englishes also helps in improving intelligibility of other Englishes. Connecting this to the stage of revision in the writing process, I remind the students, when doing peer editing revision, to be prudent in what to give feedback on.

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### About the Author

Ariane Macalinga Borlongan earned his Ph.D. in Applied Linguistics via a competitive straight program at age 23 from De La Salle University (DLSU). His dissertation entitled *A Grammar of the Verb in Philippine English* won him the distinction Outstanding Dissertation from the Department of English and Applied Linguistics (DEAL), DLSU. He is the compiler of the Philippine parallel to the Brown University Standard Corpus of American English (Phil-Brown), which is the first and one of its kind in world Englishes and also from which recent and pioneering work on the diachronic analysis of Philippine English stems from. He is presently Assistant Professor in DEAL, DLSU. His research has focused on Philippine English and world Englishes, English linguistics, sociolinguistics, and educational leadership and management.