0. Language planning for English?

- even the “highest” level of language in the East African triglossia (mother-tongue – Kiswahili – English) needs planning
- good English is important for the international development of Africa/Kenya, esp. as the lingua franca of science and technology
- English must be taught well in the East African context, just like all the other languages
- English language/corpus planning
  - can be compared internationally
  - can serve as a model for other languages (esp. Kiswahili) for which the same methodology could be applied

0.1. Unreal issues

- deploring the influence of English on African languages
- deploring “declining Standards of English”

0.2. Real issues, i.e. linguistically achievable, politically acceptable

- National standards
  i.e. teaching and accepting a fair compromise between the traditional norm and actual usage
- English for Academic Purposes (EAP) in higher education
  i.e. using specialised language adapted to audience/readership, medium and culture

1. Research status & prospects

ICE = International Corpus of English
part of ICAME CD, ICE (inter)network
ICE-East Africa,
ICE-South Africa,
C Cameroonian English

comparative research frame?
Schneider/Kortman/Mestrie/Upton eds.
Mouton 2004
Nelson ed. World Englishes 2003

1.2. Corpus linguistic exploitation tools

discovery levels: text < corpus < www
from incidental to quantitative to qualitative evidence?

1.2.1. Tagging ICE corpora??

- POS tagging for syntactic analyses
- semantic tagging for collocation analyses

1.2.2. Web as dictionary
corpus-complementary tools:

- WebPhraseCount (WPC)
- NGrammer

WebPhraseCount (WPC) software

- uses Google internal output (API), but new screen presentation
- compares the absolute & relative occurrences of word/phrases on the WWW
- specified search uses top level domains (e.g. co.ke)
- rough, relative statistics, but plausible results as a basis for user decisions, esp. for ESP and ESL speakers:
  e.g. different from, to, than??
2. National norms for African varieties of English

2.1. describing norms according to linguistic fields

- phonetic/phonological – insufficient data/subjective?
  - accept vowels but not consonants?
  - lexical – relatively easy with small corpora
  - accept innovations if frequent/distributed + acceptable
  - semantic – large corpora??
  - describe selection restrictions/stereotypes
  - pragmatic - wwwß
    - accept conversion styles: e.g. extensive greetings

2.2. Research hypotheses

- ICE-EA is too small for many collocational/distribution analyses,
  but it shows the limitations of the Web and serves as a starting point for detailed Web searches
- the lexical complexity of ICE-EA/ESL varieties is restricted (type/token relationship),
  but also enriched by East African lexemes
- the syntactic complexity of ICE-EA/ESL is reduced,
  but increased in some text-types like broadcast discussions
- the semantic collocates are conventionalised (stereotyped),
  but the forms more flexible
- some pragmatic discourse styles are culture-specific

Table: keyword ugali in webcorp.org.uk

<table>
<thead>
<tr>
<th>WebCorp accessed 95 web pages, 11 of which returned errors.</th>
<th>200 concordances were generated</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.netbulaa.com/ugali.htm">http://www.netbulaa.com/ugali.htm</a></td>
<td>process is complete, put the ugali (corn meal) on a plate</td>
</tr>
<tr>
<td>Break off a piece of ugali with your fingers and pick</td>
<td>320 Beef Paprika served with ugali, chapati, or rice</td>
</tr>
<tr>
<td>Homade Chicken Stew served with ugali or chapati</td>
<td>you can make an excellent ugali in a solar cooker</td>
</tr>
<tr>
<td>320 Beef Paprika served with ugali, chapati, or rice</td>
<td>You will get an excellent ugali if you mix one part</td>
</tr>
<tr>
<td><a href="http://www.net-bulaa.com/ugali.htm">http://www.net-bulaa.com/ugali.htm</a></td>
<td>depending on the quantity) the ugali is ready.</td>
</tr>
<tr>
<td>Horadde Chicken Stew served with ugali or chapata</td>
<td>written of their success with ugali-type dishes</td>
</tr>
<tr>
<td>320 Beef Paprika served with ugali, chapati, or rice</td>
<td>is Uwem Akpan's reaction to ugali as well as his musings</td>
</tr>
<tr>
<td><a href="http://www.peacelink.it/wajubi/12_issue/p5.html">http://www.peacelink.it/wajubi/12_issue/p5.html</a></td>
<td>I will get to like ugali, maybe not....</td>
</tr>
<tr>
<td>How to make Ugali</td>
<td>'What are you eating?' one ugali lover asked me. 'Garri. I say. 'No, it's Cameroonian ugali.' Most students,</td>
</tr>
</tbody>
</table>
ICE-EA/ESL idioms are less fixed/more flexible

<table>
<thead>
<tr>
<th></th>
<th>Kenya</th>
<th>Tanzania</th>
<th>Σ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>written</td>
<td>spoken</td>
<td>written</td>
</tr>
<tr>
<td>grassroots</td>
<td>4 16</td>
<td>3 25</td>
<td>11 16</td>
</tr>
<tr>
<td>grass roots</td>
<td>12 16</td>
<td>10 20</td>
<td>13 16</td>
</tr>
<tr>
<td>grass root</td>
<td>1 16</td>
<td>2 18</td>
<td>1 16</td>
</tr>
<tr>
<td>Σ</td>
<td>17 49</td>
<td>26 53</td>
<td>17 49</td>
</tr>
</tbody>
</table>

WPC search results for phrase "ugali"

<table>
<thead>
<tr>
<th>no.</th>
<th>domain</th>
<th>hits</th>
<th>total no. of sites</th>
<th>intra-domain percentage</th>
<th>inter-domain share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ke</td>
<td>442</td>
<td>2,282 %</td>
<td>43.774 %</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>tz</td>
<td>525</td>
<td>1,636 %</td>
<td>29.766 %</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ug</td>
<td>367</td>
<td>1,382 %</td>
<td>26.36 %</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>jua</td>
<td>756,000</td>
<td>0.004 %</td>
<td>0.004 %</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>uk</td>
<td>134</td>
<td>15,800,000</td>
<td>0.001 %</td>
<td>0.016 %</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>167</td>
<td>16,556,134</td>
<td>0.001 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

2.4. Cultural differences in language varieties

Clinal with examples:

* lexicon (clearly): semantic field differentiation, loans
* pragmatics (often unaware!): modality, address forms
* idiomaticity (unaware): metaphors, collocations
* grammar (rarely): modal verbs, passive

between pronunciation (individual) and intonation (continent-wide)
3. English for Academic Purposes (EAP)

Text-type-specific issues
- subject specialist to subject specialist (e.g. journal proposal abstract),
- subject specialist to general academic specialist (e.g. funding research proposal),
- subject specialist to initial specialist (e.g. lecture),
- subject specialist to general public (e.g. popular research report).

3.1. Example research proposal

= type of abstract, relational, i.e. a pro-text, which stands in place of a larger text and helps the readers to decide, whether they want to support, fund or publish the proposed larger work, whether it will be worth reading the related article or book, etc.

3.2. Text-linguistic issues

- coherence/cohesion
- redundancy – explication
- causativity & logic

Coherence and cohesion in texts (Halliday/Hasan 1985)

Coherence = extralinguistic factors contributing to the creation of texture
Cohesion = linguistic means which create texture

E.g.: anaphoric reference: this (that)
Substitution of NP by personal pronouns: he/she
Conjunctions: but, while
Adverbs: first, then, finally
Lexical repetition:
Incl. synonyms: problem – difficulty - issue
Hypernyms/hyponyms: theory - concept

1. A crucial event in the historical evolution of scientific English was the birth of the scientific journal. 2. This event, and its early rhetorical consequences, have been well described in recent research. 3. In contrast, few details are known concerning subsequent developments in scientific writing from the eighteenth century onward. 4. In this paper, the changing language and rhetoric of medical research reporting over the last 250 years are characterized and the underlying causes of these changes investigated. 5. Research articles from the Edinburgh Medical Journal, the oldest continuing medical journal in English, constitute the corpus in this study. 6. Sampling took place at seven intervals between 1735 and 1985, with two types of data analysis being performed: rhetorical text analysis focusing on the broad genre characteristics of article; and linguistic analysis of these articles’ registral features using Biber’s system of text analysis. 7. Results indicate that the linguistic/rhetorical evolution of medical research writing can be accounted for on the basis of the changing epistemological norms of medical knowledge, the growth of a professional medical community, and the periodic redefinition of medicine vis-à-vis the non-medical sciences.
3.3. Sociolinguistic issues of English

Kachru "outer circle"?
Phillipson "linguistic imperialism"?
critical contrastive rhetoric?

"I assume that the concepts and procedures of scientific inquiry constitute a secondary cultural system which is independent of primary cultural systems associated with different societies; so although, for example, a Japanese and a Frenchman, have very different ways of life, believes and conceptions and so on, deriving from the primary cultures of the societies they are members of, as scientists they have a common culture. In the same way, I take it that the discourse conventions which I used to communicate this common culture are independent of particular linguistic means which are used to realise it." (Widdowson 1979:51)

"Knowledge is idealised in the German tradition; consequently texts by Germans are less designed to be easy to read. Their emphasis is on providing readers with knowledge, theory and stimulus for thought [...]. In English speaking countries, most of the onus falls on writers to make their text readable. In German-speaking countries, the readers have to make the extra effort, so that they can understand the text, especially if the author is academic.

Just as it is the readers responsibility to understand the German text (to gain Verständnis) rather than of the writer to make it understandable (Verständlichkeit)" (Clyne 1987:238)
4. Developments in Europe as a basis for further cooperation with Africa

4.1. The falls of the wall and the lost battles of German vs. English as a lingua franca in (Central) Eastern Europe and of French vs. English in the EU
4.2. Bologna = shorter, cheaper, applied and English as a lingua franca in German universities
4.3. The WWW and Web English as an adaptable database and resource

5. Conclusions

5.1. National norms are necessary for English as for other African languages
5.2. National norms can be established as usage norms by African institutions
5.3. Modern electronic/web-based/corpus-linguistic research methodologies can (largely) replace native speaker intuition
5.4. European and African universities can collaborate to help define those national norms because both will need them for international academic communication in the future

Asante sana.

josef.schmied@phil.tu-chemnitz.de