

ASEAN: English as a regional lingua franca, as a tool in Asian education.

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This project looks at the development and roles of English across the ten nations that make up the Association of Southeast Asian Nations (ASEAN), namely Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam.

In 2009 the ASEAN Charter was approved and this legislated English as the sole working language of the group. The project is particularly interested in looking at the implication of English being the sole working language for the development of English on the one hand and upon language education policy on the other hand.

In terms of the development of English, the use of English across ASEAN resembles more the use of English as a lingua franca rather than the use of specific areal varieties of English such as Malaysian or Singaporean English. To investigate the use of English as a lingua franca cross ASEAN, the Asian Corpus of English (ACE) was collected. ACE is a corpus of naturally occurring English being used as a lingua franca by ASEAN multilinguals. It comprises some 110 hours of spoken data representing some one million words. It is also complementary to the European-based ELF corpus, the Vienna Oxford Corpus of International English (VOICE), and uses the same software and transcription conventions allowing researchers to compare ACE with VOICE. ACE is freely available at <http://corpus.ied.edu.hk/ace/>. ACE allows researchers to investigate how English is being developed and used by ASEAN multilinguals.

In terms of language education policy, ASEAN sees the trend of the earlier and earlier introduction of English into the primary school curriculum often at the expense of local languages. We suggest that this is likely to lead to the loss of many local languages as ASEAN governments focus on their respective national language and English as the primary languages of education. A major exception to this is in the Philippines, where mother tongue-based multilingual education (MTBMLE) has been introduced. MTBMLE allows the use of one of nineteen gazetted languages as media of instruction for the early years of primary school. A further exception is Indonesia, as this is the only ASEAN nation that does not currently make English a compulsory subject at primary school.

Recent research into the development of English as an ASEAN lingua franca and regional language education policy includes:

Kirkpatrick, Andy (2014) English in SEA: Emergent Concepts: Pedagogical and Policy Implications, *World Englishes* 33 (4): 426-438.

Kirkpatrick, Andy (2012) English in ASEAN: implications for regional multilingualism. *Journal of Multilingual and Multicultural Development*, 33(4): 331-344.

Kirkpatrick, Andy (2012) English as an Asian lingua franca: the lingua franca approach and implications for language education policy. *Journal of English as a Lingua franca* 1 (1): 121-140.

Kirkpatrick, Andy (2011) English as an Asian Lingua Franca and the Multilingual Model of ELT. *Language Teaching* 44 (2): 212-224.

Kirkpatrick, Andy and Liddicoat, Tony (2017). Language Education Policy in East and Southeast Asia. *Language Teaching*

Kirkpatrick, Andy and Subhan, Sophian (2014) Non-standard or new standards or errors? The use of inflectional marking for present and past tenses in English as an Asian lingua franca. In S. Buschfeld, T. Hoffman, MM. Huber and A Kautsch (eds.) *The Evolution of Englishes*, Amsterdam: John Benjamins: 386-400.

Kirkpatrick, Andy, Walkinshaw, Ian and Subhan, Sophiaan (2016) English as a lingua franca in East and Southeast Asia: implications for diplomatic and intercultural communication. In Friedrich P (ed.) *English for Diplomatic Purposes*, Bristol: Multilingual Matters: 137-166.

Walkinshaw, Ian and Kirkpatrick Andy (2014) Mutual face preservation among Asian speakers of English as a lingua franca. *Journal of English as a Lingua Franca* 3(2), 269-292.