

Coop-erating

From: John Ryder,
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I found Tim Connell's article on the use (and misuse) of hyphens (*ET*54, Apr 98) useful and informative, and have kept a copy for reference while teaching. Your readers may be amused to learn that, until recently, a major, best-selling American-English textbook was informing students that a large number of Americans lived in condominiums or *coops*! We know that a few years ago an official of the EU accused the Japanese of living in rabbit hutches, but I suspect that, rather than having to be *COOPED UP* in such places, as well as being forced to *COOPERATE* with their neighbours, a lot of people might *CHICKEN OUT* and choose to live elsewhere!

Ellipsis: not just in the medicine cabinet

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I agree entirely with the points Paul Rastall made in his interesting article 'Understanding the object in packages' (*ET*54, Apr 98). But the ellipses of grammatical objects, or any linguistic objects for that matter, occur in plenty of other places as well. Some ten years ago I also dealt with this problem from a non-native speaker's viewpoint ('Another look at ellipsis: Non-native recoverability of ellipsis and its implications for linguistic competence,' in *Journal of Pragmatics* 10 (1986): 415-434). Let me recapitulate some of the points I made in that article.

In Rastall's bathroom cabinet case the reference of the deleted object in sentences like *To avoid suffocation keep away from children* is self-evident as long as one is holding or looking at the con-

tainer itself. In other words, in these sentences extra-linguistic context tells unambiguously what object is conspicuously absent from the gap. However, in *Do you smoke?* the situation is slightly more complicated since the deleted object can either be cigarettes or cannabis depending on the social environment one happens to be in at that time.

But there are other ellipses where neither neighboring linguistic context nor extra-linguistic context can help hapless non-native learners of English to recover the omitted elements. Here the relevant information includes everything that native speakers can infer from the context or can retrieve from his or her internalized lexical knowledge which non-native speakers relying on their dictionaries cannot have access to. Some examples:

- Elements of set-phrases idiomatically deleted as in: *He shifted [his weight] from foot to foot* and *All [those] in favour [of the motion] raise your hands or signify by answering 'aye.'*
- Morphologically clipped elements as in: *My father was up and dressed; My mother was up, wearing a [bath]robe;* and *He blew [his nose] lustily into a red handkerchief* (as against *She blew [her breath] into the steaming cup.*
- A whole clause is missing, as in: *I think I'll be able to sleep with him again soon, and eat breakfast with him again ... It's just the early hour, the way he eats [that I can't stand, etc.].*

The above examples are taken from specimens of mistranslations into Japanese, of which there are many more examples.

Some 20 years ago when an American said *Look, she's well-endowed,* I naively asked him back, 'With what?' As Otto Jespersen said many years ago, 'Not only is the writers' art rightly said to consist largely of knowing what to leave in the inkstand, but in the most everyday remarks we sup-

press a great many things which it would be pedantic to say expressly' (*The Philosophy of Grammar*).

Glocalization

From: Fumiko Shimizu,
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I am a Japanese businesswoman who will shortly become a graduate student at Georgetown University, Washington DC, studying the teaching of English as a second language. I would be glad if you or your readers would help me understand something that has been happening lately in this subject. When I was recently reading an article (Numa P. Markee, 1994, 'Toward an Ethnomethodological Respecification of Second-Language Acquisition Studies,' in E. E. Tarone, S. M. Gass & A. D. Cohen, eds., *Research Methodology in Second-Language Acquisition*, 89-116: Hillsdale, NJ: Lawrence Erlbaum Associates) some terms, whose core word is local, caught my attention. These included: '(The definitions in the discourse) are locally occasioned (p. 108)' and 'evidence to demonstrate localized understanding and perhaps even learning (p. 110)'. The use of local here reminded me of four related things:

First, a lecture you gave to the lexicography section of JACET (the Japanese Association of College English Teachers) at Waseda University in Tokyo in August 1997. [Editor's note: This lecture duly became my article 'Dictionaries for tomorrow's English', published in *ET*55, Jul 98. One of the dictionaries discussed in it is described in detail by Peter Tan of the National University of Singapore in the present issue, pp. 44-50.] In it you discussed tomorrow's English as global and said that some global dictionaries are being 'localized' in various ways, e.g. general English learners'

dictionaries being rendered specific to East Asia, especially by including Asianisms. This was the voice of someone from Britain, the motherland of English.

Second, a keynote address by Anne Pakir of the National University of Singapore at the JACET annual convention a few weeks later, in September. Singapore is basically multicultural, and Dr Pakir discussed teaching English in multicultural contexts to 'English-knowing bilinguals' (e.g. Singaporeans) and to 'English-wanting bilinguals' (e.g. Japanese), referring to the notions of globalization and 'going glocal': that is, going global while maintaining local roots. This view sounded like a claim of paying attention to ethnic identity and nation-based varieties of English and it is the voice of a person whose country introduced bilingual education for historical reasons.

Third, an article in the *Asahi* newspaper of 4 May 1998 about a discussion by three Japanese academics on Japanese and Western

society from the past to the present, and prospects for Japanese. The discussion included the term 'glocalism' with reference to autonomous activity in a country, a means of maintaining global peace and stability, and European currency unification. The *Asahi* defines *glocalism* in a footnote as thinking globally but acting locally, an idea which has started to be used in civil movements and among enlightened administrative heads.

Fourth, what Tony Blair, Prime Minister of your country, has been doing domestically. The Northern Irish peace agreement of April 10, 1998 seems to be an example of glocalism, similar to the measures of autonomy he has proposed for Scotland and Wales.

The above examples suggest that things are moving towards worldwide 'glocalization' in politics, economics, and linguistics. Is this feature coincidentally common to all of them, or has the idea of glocalization been imported into linguistics from elsewhere? My initial reason for reading the

article was to know what is happening in the latest second-language acquisition studies, but what I have in mind now goes beyond my original expectation. I hope you will help me understand what is meant by this common feature of glocalization.

Editor's response: The following is the relevant section of Anne Pakir's paper to JACET 1997: 'Going glocal (that is, going global while maintaining local roots) means that a greater awareness of intercultural and cross-cultural workplace management is necessary. "Glocal", derived from the words "global" and "local", means that one has to be open to new ideas and yet be embedded in one's own culture, i.e. globally appropriate and culturally relevant (Asma 1996, xiv).' The reference is to Asma Abdallah, 1996, 'Going glocal: Cultural dimensions in Malaysian management' (Kuala Lumpur: Malaysian Institute of Management). □

CROSSWORD

ET 55 Crossworld solution

1	C	H	E	S	T	N	U	T	5	R	A	D	I	S	H
2	O	A	H	N	W	P	N	E	6						
10	L	A	S	S	O	E	D	11	A	S	O	C	I	A	L
3	L	E	U	E	T	S	T	L	12						
12	A	L	L	E	G	O	R	I	C	13	T	H	I	E	F
4	R	H	D	H	L	A	I								
14	F	I	C	T	I	O	N	15	N	E	C	T	A	R	
17	M	N	G	D	O	E									
19	U	N	T	O	L	D	21	K	I	P	P	E	R	S	
5	S	E	E	M	S	R	G	24							
25	H	O	R	S	E	I	M	P	R	O	M	P	T	U	
6	R	L	W	S	E	V	A	A							
29	O	D	O	R	A	N	T	29	R	E	O	R	D	E	R
7	O	C	R	Y	S	S	R	D							
30	M	I	K	A	D	O	31	F	E	A	T	H	E	R	S

ET 54 Crossworld winners

The winners of *The Oxford Thesaurus in A-Z Form*, 2nd Edition, compiled by Laurence Urdang, Oxford University Press, 1997, the prize for our April 1998 crossword, are:

Mr H. E. Bell, Reading, Berkshire, England
 Michael Ferguson, Berlin, Germany
 Miss S. R. Gray, Bexleyheath, Kent, England
 R. Hutchison, Escrick, York, England
 David Seymour, London, England

