

## Introduction to the Special Issue: Free Linguistics Proceedings 2016

*Ahmar Mahboob*

The papers in this special issue of *Linguistics and the Human Sciences* have been selected from those presented at the 10th International Free Linguistics Conference (FLC) held in October 2016 at the Bung Hatta University, Indonesia. Following the tenets of the FLC initiative, the papers included here draw on diverse linguistic concepts and approaches, demonstrate a range of themes and topics and, overall, represent the diversity and openness of the forum. The conference provides the opportunity for linguists, scholars, students and those who share an interest in language to present their work free from the restrictions of exorbitant conference fees, fixed presentation themes, and linguistic subfields.

In the first paper included in this selection, *Greenspeak: A Corpus-based Comparative Study on the Word Green and Environmentalism*, Lan Li and Meng Yi present a study of how the word ‘green’ is used metaphorically in English and Chinese texts. Li and Yi report that while ‘green’ is used to focus on environmental issues in their corpora for both languages, English texts in their corpus extend its use to issues of finance and politics. Li and Yi also note that while ‘green’ carries both positive and negative attributes in their English corpus, it is only used positively in the Chinese corpus.

In another comparative study between Chinese and English, *Resultative Constructions in English and Chinese – A Functional-Cognitive Analysis*, Ronald Fong focuses on the interaction between verbal and constructional properties of resultative constructions. Fong notes that the resultative construction

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### Affiliation

University of Sydney, NSW, Australia.  
email: ahmar.mahboob@sydney.edu.au

in both languages is larger than a single compound. Fong then discusses the implications of his work for both Chinese and English linguistics.

Vinh Thi To and Ahmar Mahboob, in *Complexity of English Textbook Language: A Systemic Functional Analysis*, analyse the similarities and differences in language of science-oriented and non-science-oriented texts in an English language textbook series used in Vietnam. Their analysis provides evidence that the linguistic features of the science-oriented and non-science-oriented texts were not significantly different in any given one of these books; however, the language did become more complex as the book levels advanced. To and Mahboob discuss the implications of their findings for teachers, students, and textbook writers.

In *Studying Language and Linguistics through a Plurilingual Lens*, Leslie Barratt considers the possibilities and benefits of reframing linguistic questions across a number of theoretical frameworks through a plurilingual perspective. Barratt addresses a number of questions in this paper, including: How is language understood in plurilingual contexts in research across disciplines? And, how do grammars of monolingual and plurilingual people differ?

In the final paper in this collection, *The 'God' of Women: The Voice of the Divine, Motherhood, and Philippine ELT*, Priscilla Angela Tan Cruz analyses English language texts included in public school textbooks to explore the intersections between the regulative purpose of schooling along with the teaching of skills. She observes that faith and other regulative functions take precedence over academic/professional teaching in the texts analyzed. Cruz discusses the implications of her findings in relation to how well (or not well) the current textbooks serve the future academic and professional needs of the students.