World Englishes (ENG506)

Lesson-01

English as a Global Language

Topic-001: Introduction to the Course

The course gives an engaging overview of the development and concept of World Englishes. The course discusses the role of English as a single global language all over the world and its advantages for the world as well as the dangers for the minor languages. The course also describes various political, social and historical contexts which led to the spread of English throughout the world and eventually caused it to become a lingua franca.

The course aims to:

- understand globalization, global language and the need of a global language
- comprehend the relation between language and identity and the dominance of a global language over minor languages.
- have a conceptual understanding of English as native, second, foreign and international language and the factors affecting them.

Topic-001: Globalization

World Englishes is a term coined by Braj Kachru (an Indian-American linguist) initially to refer to the institutionalized varieties of English. Now the term refers to various varieties of English across the world. The pluralization of World English in the title refers to the large number of varieties that English is accrued as a result of its contact with sociolinguistic context. It means that English is no longer used by native English speakers in native English speaking countries like America, Australia, New Zealand, etc. Now English is also used by non-native English speakers in non-native English speaking countries for various professional, official and educational purposes. These countries include Pakistan, India, Sri Lanka, Hong Kong, etc. These distinct varieties are grouped together under the heading of World Englishes.

Globalization refers to a great number of things taking place in the world and their interconnectedness. It is a process of interaction and integration among people, companies, and governments of different nations. This interaction can take various forms, e.g. political cooperation among countries with the hope that this kind of co-operation will help prevent disputes or in case of a dispute will help resolve such disputes. Some examples are SAARC, European Union and NATO. Another form that this interaction can take is through sharing of ideas and information. In today’s world sharing of information takes place through social

media and internet. This can also take place with the help of TV programs, films and books.

Trade and exchange of resources greatly enhances this interaction. Countries like America sell their finished products and technologies to countries which lack them. Similarly, developing countries sell their natural resources to the developed countries which need them.

Globalization is not a new phenomenon. For thousands of years countries and later corporation have been selling and buying things from far off lands. Similarly, for centuries, countries have been investing in enterprises in foreign countries. It increased as result of technological development. Globalization has also led to cultural exchange among different countries and this cultural exchange may lead to harmonization of world cultures with the result that one day all the people of the world maybe eating the same food, listening to the same music and speaking the same language.

Topic-002: What is a Global Language?

A language achieves a global status when it develops a special role recognized in every country. Now the question arises what determines a special role? If the mother tongue status of a language makes it global then Spanish should be the global language as it is the mother tongue of over 20 countries around the world. If the speakers' number determines it then English is spoken by millions of people around the world.

However, it is neither the mother tongue status nor the number of speakers which determine the global status of a language. It is, in fact, identities of the speakers which determine the global status of a language.

Millions of people around the world speak English as a first language. Even a great number of speakers speak it as their second language. Today, total 1.5 billion speakers of English exist around the world. No other language can match this degree of growth and development.

A global language essentially refers to a language that is learned and spoken internationally, and is characterized not only by the number of its native and second language speakers, but also by its geographical distribution, and its use in international organizations and in diplomatic relations.

A global language is a language taken up by people in countries in which it is not the mother tongue. It can be done in two ways:

- By making it the official language of the country (second language)
- By making it a priority in foreign-language teaching e.g. Russian is popular in former Soviet Union countries

Topic-003: The Need for a Global Language

There is an urgent need for global language but this need is not new. Linguistically mixed communities have been communicating with each other for thousands of years. Communication in the past was through translators and

interpreters. Monarchs, kings and ambassadors met with each other in the presence of interpreters. However, this kind of communication has its own problems. It was restricted and incomplete information because intensity and mildness of feelings cannot be communicated through translation. Having a common language (lingua franca) is the solution to this problem. Lingua franca can be defined in the follow words:

A lingua franca is a language that is adopted as a common language between speakers whose native languages are different.

Choice of a language as the lingua franca

- A simplified language used by different trading communities (Pidgin)
- An indigenous language can be adopted as a lingua franca, e.g. Mandarin Chinese
- A foreign language of a powerful nation becomes lingua franca, e.g. English

The extent of the use of a lingua franca depends on these factors.

- Between a few ethnic groups in one part of a single country, e.g. Urdu can be a lingua franca in Lahore if people from four provinces get together.
- Between the trading populations of just a few countries instead of the whole world
- Between the countries in a particular part of the world, e.g. Mandarin Chinese as a lingua franca in East Asian countries (China, Hong Kong, Taiwan, South and North Korea)

Global lingua franca is comparatively a newer idea. It emerged in the twentieth century (in particular since 1950s after World War II). There are two separate factors which are responsible for the growth in contacts among countries:

- Increased Interaction among countries at international forums. After 2nd world war, several international organizations such as United Nations Organization (UNO), World Bank, World Health Organization (WHO), The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations International Children's Emergency Fund (UNICEF), were developed to bring countries closer and to resolve their disputes.
- Increased contacts among countries because of technological developments, especially advancement in communication technology and technology for transportation.
- Need for a common language at international forums

UN has a membership of 190 countries at the moment. It started with five official languages but there was a need to reduce the number of official languages in order to save the cost of translation and interpretation. However, language choice is a sensitive issue as no country would like the official status of its language to be changed or lowered at international levels. The solution is the voluntary use of a common language as a working language. English has proved to be such a language due to the increase of general competence in it or its

popularity to be learnt as a foreign language.

Another need for a global language is on business and academic front. Collaboration among scientists and scholars from different countries is possible only through a lingua franca, e.g. a scientist from Sweden and a scientist from India want to work together on a research project, they will not be able to do so without using a common language. Similarly, a common language provides a lot of facilitation in international business. A businessman from Japan and a businessman from America cannot work together on a business project unless they use a common language.

Topic-004: What Makes a Global Language?

Here are few misunderstandings about the success of a language.

- Perceived aesthetic qualities
- Clarity of expression
- Literary power
- Religious influence
- Simple structure and grammar

In the following, some misunderstandings about the popularity of English have been provided.

- Ease of learning
- Few inflectional endings,
- a word changes form in the end, e.g., adopt, adopted (V), word, words (Noun)
- Gender neutral
- English makes no distinction of gender in the use of nouns, verbs and adjectives.
- Appealing properties of a language
- Familiar vocabulary because thousands of words are borrowed from various languages.
- Democratic nature of the language (English grammar does not distinguish between social classes)
- Cosmopolitan (multicultural) character because of a large number of borrowed words

A language does not become a global language because of its:

- Structural properties
- Vocabulary
- Association with great literature, culture or religion
- A strong power base
- Political power and military power
- Economic power
- Technological power

- Cultural power
- Economic Power

Now-a-days, along with politics and military power, economics is also the chief driving force behind the world events. If the military power establishes a language in a region, it is the economic power which spreads and maintains it.

Topic-005: Emergence of English as a Global Language

Communication technologies expanded the scope of economic developments leading to:

- Formation of countless multinational organisations
- Rapid increase in international marketing and advertising
- Empowerment first of press and then of broadcast media

Economic empowerment and communication technologies

Growth of new mass entertainment industry in the form of movies and music, e.g. availability of movies on computer screens, USB drives, discs, etc.

- Desire for progress in science and technology has resulted in the development of an international intellectual and research environment.
- Economic supremacy of English speaking countries
- Countries at the centre of this plethora of activities were USA and Great Britain.
- Economic supremacy of English speaking countries

Britain

- The world's leading industrial and trading country by the beginning of the 19th century
- Biggest colonial power
- Economic supremacy of English speaking countries

USA

- Fastest growing population in whole of the Western Europe (100 million by the end of the 19th century)
- Fastest growing and most productive economy in the world
- Power of English established by British colonial power was maintained by America, making English a truly global language.

Topic-006: Change in the Status of English

The following question arises in the minds of the people about the global status of English:

Is the reversal of status of English possible? The answer is yes it is possible.

Possibility of change in the status of English

- A change in the existing balance of power
- An alternative method of communication

Change in the balance of power

- Political power
- Economic influence

Change in the balance of power

A large scale change in the current balance of power may lead to a change in the status of English. A small change cannot reverse the status of English as the popularity and use of English has spread to countess nations; therefore, its ownership belongs to many nations.

An alternative method of communication

- Using machine translations
- Making it possible to communicate in the first language

An alternative method of communication

- Global spread and economic accessibility of such a method
- Doesn’t pose a threat to the need of a global language

Lesson-02

Dangers of a Global Language

Having a single global language for the whole world may have its advantages; e.g. it may facilitate interaction among countries thus promoting trade and business among them. It may also open new avenues for education, research and scholarship. A single global language may also contribute to bringing countries closer by enabling them to share books, music and movies thus promoting peace and harmony in the world. But we cannot overlook the fact that a global language also has its disadvantages. It can unduly empower its native speakers as well as eliminate minor languages entirely from the face of the world.

Topic-007: Dangers of a Global Language

Due to the hegemonic presence of English, an elite monolingual class comes into existence which is overly self-satisfied due to the fact that it has access to the global language and the people belonging to this class look down upon other languages. Therefore a gap between social classes is created.
Users have an advantage over non-users of English in:

- Business
- Employment
- Academics
- Computers
- Entertainment

Unpopularity of other languages

- Lack of interest in learning other languages
- Reduced opportunities for learning other languages

Topic-008: Undue Empowerment of Mother Tongue Users of Global Language

One of the most important disadvantages of a single global language is the advantaged position of mother tongue users as compared to the non-native users. As language as an instrument of action and power, the mother tongue speakers of English get empowerment in professional fields such as

- Science and technology
- Business
- Academics

The solution to this problem is powerful bilingualism. To maintain powerful bilingualism, proper attention should be paid to language teaching/ learning of the global language in educational contexts. The global language should be introduced early in schools to improve students' skills.

Difficulty in achieving bilingualism

- Financial implications

Only those countries are able to achieve powerful bilingualism which are

financially better off e.g. Germany, Sweden, etc. This type of bilingualism is not available to the citizens of the developing countries e.g. Pakistan, Bangladesh, etc.

Topic 9: Linguistic Complacency

Linguistic Complacency means being satisfied with one's language and lack of motivation for learning other languages. The following factors in involved in linguistic complacency.

- Lack of money
- Lack of opportunity
- Lack of interest

A change of attitude is needed to save the minor languages from elimination.

- Breakaway from monolingual bias
- Sensitivity to business partner's language
- Respect of other cultures
- Readiness for language learning

Topic 10: Loss of Linguistic Diversity

The phenomenon of language death is an occurrence throughout the history. There are 7, 099 languages in the world these days out of which fifty percent are at risk.

The following natural catastrophes often cause death of a language.

- Earthquakes
- Floods
- Storms
- Famines
- Droughts

Other factors that cause language death are mentioned below.

- Cultural assimilation
- Demographic submersion
- Military superiority
- Economic reasons
- Urbanisation and Consumer culture

The following international organizations have been formed for conservation of endangered languages.

- The International Clearing House for Endangered Languages, Tokyo
- The Foundation for Endangered Languages
- The Endangered Language Fund, USA

Topic 11: Loss of Linguistic Diversity II

English has affected minority languages only in the areas where it was the dominant first language, e.g. North American, Australia, etc. Therefore, it only had a limited effect on disappearance of languages from the earth.

Impact of English as global language on linguistic diversity

- Loss of linguistic diversity and spread of English
- Influences the structure of other languages
- Provides loan words

English and loss of linguistic diversity

- Correlation between English adoption and decline of minority languages
- Asymmetrical power relations
- Impact on first world countries

Other factors behind the adoption of English

- Global interdependence
- Place in the world forums
- Access to trade markets
- Functional approach to English
- Empowerment of the subjugated and marginalized people

Topic 12: Issues of National and Cultural Identity

Language is a major means (some would say the chief means) of showing where we belong, and of distinguishing one social group from another, and all over the world we can see evidence of linguistic divergence rather than convergence. For decades, many people in the countries of former Yugoslavia made use of a common language, Serbo-Croatian. But since the civil wars of the early 1990s, the Serbs have referred to their language as Serbian, the Bosnians to theirs as Bosnian, and the Croats to theirs as Croatian, with each community drawing attention to the linguistic features which are distinctive. A similar situation exists in Scandinavia, where Swedish, Norwegian, and Danish are largely mutually intelligible, but are none the less considered to be different languages.

Arguments about the need for national or cultural identity are often seen as being opposed to those about the need for mutual intelligibility. But this is misleading. It is perfectly possible to develop a situation in which intelligibility and identity happily co-exist. This situation is the familiar one of bilingualism – but a bilingualism where one of the languages within a speaker is the global language, providing access to the world community, and the other is a well-resourced regional language, providing access to a local community.

Lesson-03

Historical, Political and Social Contexts

Topic 13: Introducing World Englishes

World Englishes as a field of study has been recently established.
There are two distinct positions on it:

- A single standardised form of English as the model (Randolph Quirk, 1985)
- Many linguistically equal varieties of English (Baraj Kachru, 1985)

Kachru's classification of English

Kachru classified English into three concentric circles:

1. Inner Circle
2. Outer Circle
3. Expanding Circle

Traditional classifications of English

- English as a native language (ENL)
- English as a second language (ESL)
- English as a foreign language (EFL)

Phases of development of English language varieties

1. The local variety remains unrecognized
2. Local variety and inner circle variety exist side by side
3. The local variety becomes recognized as the standard

Topic 14: Origins-I

Topic 15: Origins-II

Origins of English

- Was spoken in the north-west corner of Europe
- Then called Teutish, or Teutsch, or Deutsch
- Brought to Britain by settlers like Jutes, Angles and Saxons in 449

Arrival of English in Britain

- An invading army or uncoordinated bands?
- Ruling minority or large group of settlers?
- Pushed the inhabitants of the island – the Britons – to the north and west (Scotland, Wales, Cornwall and Ireland)

Arrival of English in Britain

- The settlers had more power and prestige e.g. Wealh = Britons, foreigners/slaves
- Germanic became the dominant language
- These groups were closely related in language and culture.
- The word Engle 'the Angles' was applied to all the settlers.
- The related adjective Englisc was applied to all these people and their language.

Spread of English over Britain

- The Jutes who came from Juteland (Jutland) settled in Kent
- The Saxons settled in the south and western parts of England.

Spread of English over Britain

- Essex: the kingdom of the East Saxons
- Wessex: the kingdom of the West Saxons
- Middlesex: the kingdom of the Middle Saxons
- Sussex: The kingdom of the South Saxons

Spread of English over Britain

- The Angles settled chiefly on the east coast.
- The kingdom of East Anglia was divided into the regions of the:
- North Folk (Norfolk)
- South Folk (Suffolk)

Topic 16: Spread of English Through Migrations and Settlements: America

Settlement history

Expeditions to America

1584

- First expedition ending in failure

1607

- (Chesapeake Bay): First permanent settlement

Expeditions to America

1640

- Successful settlement
- Number of immigrants increased (twenty-five thousand more immigrants arrived)

Dialectical diffusion

- Diverse group: different regional, social, occupational and linguistic backgrounds

Tidewater accent

- •Southern settlement included settlers from England's 'West Country'
- •Brought their characteristic accent
- •z voicing of s sounds
- •r strongly pronounced after vowels

Dialectical diffusion

- •Northern colonists came from the east of England lacked r sound after vowels
- •Later population movements preserved this dialect distinction
- •Blurred dialect picture because of frequent movements

Topic 17: Spread of English Through Migrations and Settlements: America II

Increase in population

Seventeenth century

- A large number of immigrants from Midlands and northern England

1720s

- New wave of immigrants from Ireland

Increase in population

Nineteenth Century

- Increase in immigration due to poverty
- Revolutions in Germany and Italy
- Jewish pogrom in Europe

Increase in Population

- Between 1790 and 1890, the population grew from four million to 50 million
- 1900: the population was just over 75 million
- 1950: this total had doubled
- 2016: 323.1 million

Increase in mother tongues users of English

- Within one or two generations immigrants began to speak English
- A massive growth in mother-tongue use of English
- Eighty percent of the 323.1 million population used English as their mother tongue

Topic 18: Spread of English Through Migrations and Settlements: Australia and New Zealand

Settlement history

1770

- James Cook discovered and charted New Zealand and Australia

1788

• Australia was colonized by the British

1840

• New Zealand was colonized by the British

Settlement history of Australia

• Australia was made a penal colony.

• Housed 130, 000 prisoners between 1788 and 1808

• Other settlers also entered the country but in small numbers

Increase in Population

• Rate of immigration increased rapidly in mid nineteenth century

• Population grew from 400, 000 to 4 million in 50 years

• In 2002, it was nearly 19 million

• In 2016, 24.13 million

Influences on Australian English

• Settlers included convicts from London and Ireland

• Cockney accent of London and brogue of Ireland

• Aboriginal languages

• American English

• Immigrants

Settlement history of New Zealand

1790

• European settlements began

1814

• Christian missionary work

Settlement history of New Zealand

1840

• Treaty of Waitangi between Maori chiefs and the Crown

• Official establishment of a British colony

Increase in immigrant population

• 1840-1850: 20, 000 – 25, 000

• 1850 – 1900: 25, 000 –750, 000

• Gold rush

• Increased immigration from Britain

• 2002: 3.8 million

• 2016: 4. 693 million

Influences on New Zealand English

• Perception of stronger ties with Britain

• A growing sense of national identity

• Concern for the rights and needs of the Maori people

Lesson-04

Historical, Political and Social Contexts

Topic 19: Spread of English: Caribbean

Slave trade gave rise to a distinctive kind of English in West Indies and mainland America.

Black slave trade

- Cheap goods exchanged for black slaves
- Atlantic triangle of journeys between Europe, West Africa and West Indies and America

Three stages of slave trade

Stage I

1. Ships left from British ports to West Africa
2. Carried finished goods (cloth, guns, ironware, drinks)
3. West African countries: Senegal, Nigeria

Stage II

1. African dealers kidnapped villagers from hundreds of miles inland.
2. Treated them cruelly.
3. Slaves were traded for the goods brought from Europe.

Stage III

1. Slaves were transported to the Caribbean islands and American coasts.
2. Sold to the highest bidder at slave auctions
3. Worked on sugar plantations for nothing
4. Goods were bought with the money made from the sale of slaves

Emerging of a new linguistic code

1. Growth of several unique codes of communication called pidgin
2. Pidgins gave rise to Creole English
3. Intermingling of different Creoles with standard English resulted in several varieties of English

Topic 20: Spread of English: South East Asia

America established its sovereignty over Philippines in 1898. Strong influence of American English in Philippines persists. It includes the largest population of the English speaking states in the region (90 million in 2016). British colonial empire in Southeast Asia was begun by Sir Thomas Stamford Raffles (British statesman). After that, several British settlements took place in Penang, Malacca and most notable Singapore (1786 - 1824). By 1867, English had been established as the medium of law and administration. English rapidly became the language of power in the British territories of South-east Asia. Many other regions in Southeast Asia also came under the British control:

- Hong Kong island (1842) Kowloon (1860)
- The New Territories, which form the largest part of the colony, were leased from China in 1898 for ninety-nine years.

Introduction of a British educational system:

- English medium schools began in Penang (now Malaysia's leading port) in 1816.
- Teaching staff routinely brought in from Britain.
- Standard British English model
- English became the language of professional advancement and the language of higher education
- Became a prestigious lingua franca among those who had received an English education

Southeast Asian Englishes: Singapore

- 1950s: a bilingual educational system with English alongside Chinese, Malay, and Tamil.
- English remained the language of government, legal system, education and the media.
- Popular among population in family settings
- Development of Singlish

Southeast Asian Englishes: Malaysia

- Bahasa Malaysia was adopted as the national language after the

independence in 1957

- Role of English became restricted.
- Malay-medium education was introduced, with English as a compulsory subject

Southeast Asian Englishes: Hong Kong

- Limited use of English in government, military administration, law, business and the media
- English and Chinese have joint official status.
- Chinese predominates in most speech situations.

Topic 21: Spread of English: South Africa I

Contemporary situation

- Eleven national languages
- Afrikaans is the first language of the whites of Dutch origin.
- Symbol of identity for Afrikaners
- First language of most of the coloured population
- English enjoys more prestige than any other language

Contemporary situation

- English belongs to two of the three concentric circles in Kachru's model of world Englishes:
- Inner
- Outer
- Expanding

Contemporary situation

- English used by the whites of British background (4.9 million, 9.6%)
- Increasingly used by black population
- Taken up by Afrikaners due to its value for upward mobility
- Roughly 11 million users of English as a second language

South African Varieties of English

A continuum of accents exists:

- Influenced by Afrikaans
- Influenced by British Received Pronunciation
- Influenced by African languages

South African varieties of English

A continuum of accents exists:

- White South African English (SAE)
- Black SAE
- Indian SAE
- Colored SAE

South African varieties of English

Gradually, a more homogeneous accent has emerged.

1. Uses of English in South Africa
- Interpersonal
- Instrumental
- Regulative
- Innovative/imaginative

Topic 22: Spread of English: South Africa II

Colonial rules
- Dutch from 1652 to 1795
- British from 1795 to 1948
- Dutch (by now called Afrikaners) 1948 – 1994
- Several British settlements were established in 1840s and1850s.

Immigrations
- Witwatersrand gold rush attracted a large number of immigrants in the 1870s
- Arrival of half a million English speaking immigrants towards the end of nineteenth century

History of English language in South Africa
- First Dutch (later Afrikaan) then English were used as the official languages
- Struggle for power and privilege for the speakers of a particular language
- Language was used to strengthen apartheid.

History of English language in South Africa
- After taking over from the Dutch in 1806, British tried to Anglicise the region.
- 1910: formation of Union of South Africa
- Declaration of Dutch and English as co-official languages
- In 1948 Afrikaners came into power and introduced Afrikanerization.

History of English language in South Africa
- English came to be used, by those with an ethnically mixed background.
- Also adopted by many immigrants from India

Controversial Language Policy

Bantu Education Act
- Imposition of Afrikaans as the medium of instruction in black schools
- Resistance from Black students resulted in bloody uprising

Controversial Language Policy
- Afrikaan perceived by the black as the language of oppression and English as the language of liberation
- Blacks viewed English as a tool for achieving an international voice
- The Bantu Education Act had the opposite effect than desired for it.

Topic 23: Spread of English: Africa

Colonial Africa

- Cape of Good Hope: the only colonial settlement until 1794
- By 1914 several colonial territories had emerged.

Colonial Africa

- Repartitioning after the two World Wars
- Liberation of African countries towards the second half of the 20th century
- Formation of Organization of African Unity

Spread of English in Africa

- Increase in commerce
- Anti-slave activities facilitated the spread of English.

Spread of English in Africa

- In 1807, the British Parliament passed an Act for the abolition of the slave trade.
- Royal Navy's West Indies squadron seized thousands of ships and slaves were freed.

Spread of English in Africa

- Settlements made for freed slaves
- Served as bases for the anti-slave trade squadrons
- Later became crown colonies
- Visited by missionaries

Spread of English in Africa

1. Sierra Leone
2. Ghana
3. Nigeria
4. Gambia
5. Cameroon

Spread of English in Africa

- Highly multilingual region
- Standard varieties of English used by the colonial officials and missionaries

Spread of English in Africa

- Emergence of English based pidgins and creoles
- English based creole – Krio major form of communication

Spread of English in East Africa

- Formation of British East African Company in 1888
- Establishment of British colonial protectorates
- Almost all the protectorates declared English their official language after independence

East African English

- A large number of emigrants and Africa-born whites
- British model used in schools
- A range of mother tongue English varieties

Topic 24: Spread of English: South Asia

South Asian countries

- India
- Pakistan
- Bangladesh
- Sri Lanka
- Nepal
- Bhutan

Arrival of English in South Asia

- Formation of the East India Company in 1600
- The decline in the powers of the Mughal emperors
- Trading transformed into dominance over India

Role and status of English during the Empire

- Became the language of administration
- English education system was introduced in 1835
- Became the medium of instruction in higher education
- Increased the growth and status of English

Role and status of English during the Empire

- Two systems of education: English medium and vernacular medium
- English became language of empowerment

Role and Status of English in Pakistan

- Inherited the dual system of education from the British
- Urdu was declared the national and English the official language in 1947.
- The government continued to support English medium schools.

Use of English

A number of functions in important domains

- The courts
- Government administration
- Higher education
- The armed forces
- The media
- Business and tourism
- In-group communication

Use of English

- Associated official language in Pakistan and India
- Emergence of an official indigenized variety
- Majority showing a leaning towards British English followed by American English

Users of English

- Pakistan: 17,000,000
- India: 200,350,000

English in South Asia

- Outnumbers the speakers in USA and UK combined
- It is due to the number of speakers in India.
- Twenty percent of one billion people speak English.

- Used as a lingua franca in the south of India

Use of English in other South Asian countries

- No official status in other South Asian countries
- Medium of international communication
- Sign of cultural modernity

Lesson-05

Historical, Political and Social Contexts

Topic 25: Political Developments

Role of English during the Empire

- Exerting civilising influence was a goal.
- English facilitated the achievement of this goal.

Role of English during the Empire

- English was considered a symbol of political unity.
- Developments of railway, roads and telegraph may be symbolized by the use of the language in these regions

Role of English during the Empire

- A unifying medium of communication within a colony
- Showed bonds between the colony and the home country
- Access to industrial developments

Triumphalist attitude

- Education as a means of bringing people peacefully under subjugation
- The education was to be delivered through English.

Triumphalist attitude

"We were taught—and believed—that the best ideas were English ideas, the best government was English government, and the best men were Englishmen" (Mandela as quoted in Rahman 2005, p. 26).

Enduring influence of English

- English chosen as the official language by many African and Asian countries
- Still considered a symbol of progress

Topic 26: Technological and Industrial Development-I

Britain's industrialization

- Population growth
- Economic growth
- Production growth

Production growth

- Massive changes in technology and organization
- Large scale production of manufactured goods
- Britain becoming the workshop of the world

USA's industrialization

- USA over took Britain
- Many American inventers came to fame

Linguistic consequences

- Most research being done by English speaking countries or by their collaboration

- Between 1700 – 1900 most of the scientific research had been documented in English

Linguistic consequences of industrialization

- Addition in the English lexicon
- Need of English for borrowing or buying this technology
- Exchange/hiring of expertise

Topic 27: Technological and Industrial Development-II

Access to new knowledge

Supported by:

- Developments in printing press
- Transportation

Developments in transportation

- Railway system
- Road network
- New sources of energy

Major business giants in the USA

- John D. Rockfeller
- William Randolph Hearst
- John Pierpont Morgan

Economic imperialism

- Growth of international banking system
- Growth of world trade and investment
- Investments provided to new colonies and less wealthy European countries

Economic imperialism

- London and New York became the investment capitals of the world.
- £4,500 thousand million investment abroad

Topic 28: Social and Cultural Trends

Consolidation of English after WWI

- Role as a mediating language
- Spread through colonial cultural legacies
- Expansion due to technological revolution

Role of English in international relations

- Sole or co-official language of most international organizations
- Role in restricted membership organizations

English-only organizations

- Scientific organizations
- The African Association of Science Editors
- The Cairo Demographic Centre
- Baltic Marine Biologists

- European Association of Cancer Research and the European Association of Fish Pathology
- Sporting organizations

A different kind of role
- Language of protests
- English and the right to use one's own language

Topic 29: International Travel

Role of English in international travel
- USA: the leading tourism earner and spender
- In 2001, the USA earned over $72,000.

Role of English in international travel
- Staff at hotels
- Signs at airports and popular tourist sites

Presence of English on international travel
- Signs in the shop windows
- Restaurant menus
- Credit card facilities
- Selling of artefacts
- Beg money from the passing visitor

English as an auxiliary language
- Safety instructions
- Notices
- Road signs

Role of military travel
- Contact with the English speaking culture
- Songs and music
- Radio broadcasts
- Peace keeping missions

Topic 30: English as a Lingua Franca

Reasons for the emergence of English as a lingua franca
- Retaining of English as an official language by former British colonies
- USA's economic power

Reasons for the emergence of English as a lingua franca
- Internal political reasons
- Intellectual reasons
- Practical reasons
- Entertainment reasons

Points of view regarding the status of English
- jeopardizes the role and status of other languages.

- Restricts the understanding of other cultures

Points of view regarding the status of English

- Wide spread use of English acknowledges diversity.
- Strengthens the possibility of planetary citizenship

Lesson-06

Contact Induced Varieties of English

Topic-031: Pidgins and Creoles

Pidgin

It is the product of a multilingual contact situation in which those who wish to communicate must find or improvise a simple language system that will enable them to do so.

Language contact

- A linguistic and social phenomenon
- Speakers of different languages interact with one another
- This results in transfer of linguistic features

Pidgin

- A reduced variety of a language
- Results from extended contact between groups of people with no language in common
- Arises to fulfill the restricted communication needs of such people

Origin of the term pidgin

- A Chinese corruption of the English word 'business'

gospidgin man = God's businessman (priest)

chow chow pidgin = cooking

- Portuguese ocupaçao meaning 'trade, job, occupation'.

Origin of the term pidgin

- A form from the South American language Yayo 'pidian' meaning 'people'
- Hebrew word 'pidjom' meaning 'barter'

Creole

- A pidgin that has become the first language of a new generation of speakers.
- Creoles arise when pidgins become mother tongues

Topic-032: Process of Pidginization-I

Background

- A result of European colonization into Africa and Asia
- New World slavery

Background

- Slaves were deliberately drawn from a variety of language backgrounds.
- The reason was to avoid rebellion against their masters.

Background

Communication was needed between:

- Slave master and slave
- Slave and slave

Process of pidginization

The simplification of a language used by groups of speakers separated from each other by different languages.

Process of pidginization

Contact between speakers of:

- A dominant European language
- Mutually unintelligible African and Asian languages

Topic-033: Process of Pidginization-II

Simplification of dominant language

- The need for restricted communication
- Simplification of the dominant language

Simplification of dominant language

- Has simplified grammar
- Fewer words (700 – 2000)
- Less morphology
- Restricted range of phonological and syntactic options

Simplification of dominant language

- Grammatical redundancy is not needed

Example

Two big newspapers

Three tall girls

Les deux grands journax

Di tu big pepa

Simplification of dominant language

- Bros = friend, male friend
- Show = to come, to arrive
- Haus = house

Bros show ma haus

Dok = animal

Sik = sick

Haus dok sik = hospital (house dog sick)

Simplification of dominant language

- Dogbaby = puppy
- Cowbaby = calf
- Talkitalki = very talkative

- Gras bilong head = hair
- Gras bling moth = moustache

Common views about pidgins

- Marginal languages
- Degenerations
- Deviations
- Imperfectly learned languages

Common views about speakers of pidgins

- Deficient
- Ignorant
- Inferior
- Lazy

Features of a pidgin

- Has no native speakers
- Is no one's first language
- Has a limited use
- Has simplistic structure
- Has limited functions
- Is an adjunct language (no one speaks only a pidgin)

Topic-034: Process of Creolization-I

Creole

- Evolves from a pidgin into a richer language
- Has native speakers (the children learn the pidgin as their first language)

Origin of the term creole

- Comes from the Portuguese word 'criar' meaning 'to nurse', 'breed', 'bring up'
- Crioulo = an African slave born into the new world

A pidgin or a creole?

- Some pidgins exist as both pidgins and creoles.

Process of creolization

- Opposed to the process of pidginization
- Used for a wide range of functions
- Has a larger vocabulary
- Has more complicated grammatical resources than pidgins
- Expansion of morphology and syntax
- Regularization of the phonology
- Deliberate increase in the number of functions
- Development of a rational and stable system

"Sapos yu kaikai planti pinat, bai yu kamap strong olsem phantom."

"Fantom, yu pren tru bilong mi. Inap yu ken helpim mi nau?"

"Fantom, em i go we?"

Process of creolization
"Sapos yu kaikai planti pinat, bai yu kamap strong olsem phantom."

"Fantom, yu pren tru bilong mi. Inap yu ken helpim mi nau?“

"Fantom, em i go we?"
“If you eat plenty of peanuts, you will come up strong like the phantom.”
“Phantom, you are a true friend of mine. Are you able to help me now?”
“Where did he go?”
Common view about creoles

- Speakers range from a low of 6–7 million to as many as 10–17
- Often regarded as lesser languages
- Speakers feel a great sense of inferiority about their languages

Topic-035: Process of Creolization-II

Process of Creolization

- Most pidgins are lingua francas, existing to meet temporary local needs.
- Very few pidgins undergo the process of creolisation.
- Pidgins are spoken by those who also use another language.
- If a pidgin is no longer needed, it dies out.

Emergence of creole continuum

- A creole continuum arises because of its relationship with a superstrate language
- An English based creole can develop a number of varieties when it is in contact with Standard English

Decreolization

- Increase in varieties leads to an increase in the influence of the Standard English
- This process has become known as *decreolization*
- Considerable social stratification is involved in the process

Parts of the creole continuum
Acrolect (High speech)

- Shift toward standard form of the language
- Educated variety
- Has very few differences from the standard language

Basilect (Low speech)

- The variety at the other extreme of the continuum
- Least comprehensible to a speaker of the standard language

Mesolect (Middle speech)

- Intermediate varieties
- Not discrete varieties
- Blend into each other

Condition for continuum

- Two extreme varieties are varieties of the same language
- When different languages are involved there can be no continuum

- In case of no contact between the standard language and the creole there will be no continuum

Hypercreolization

- Aggressive reaction against the standard language on the part of creole speakers
- Speakers focus on what they see as the “pure” form of the creole

Recreolization

- Deliberately recreolize the standard language they use to assert their ethnic identity and solidarity

Samples from the continuum

1. ai tÑuld him
2. ai to:ld him
3. ai to:l im
4. ai tyl im
5. a tyl im
6. ai tyl i
7. a tyl i
8. mi tyl i
9. mi tyl am

Topic-036: Geographical Distribution

- Distributed mainly in the equatorial belt around the world
- Found in places with direct or easy access to the oceans
- found mainly in:
- the Caribbean
- around the north and east coasts of South America
- around the coasts of Africa, particularly the west coast
- across the Indian and Pacific Oceans
- Hancock (cited in Wardaugh, 2006) lists 127 pidgins and creoles, out of which 35 are English-based.

There are countries or areas that are almost exclusively Spanish-speaking and have no surviving pidgins or creoles as a result of their settlement histories, e.g., the Dominican Republic, Cuba, and Puerto Rico.

- Some countries have only English-based creoles, e.g., Antigua, Barbados, Grenada, Jamaica, and Guyana.
- Still others have only French-based ones, e.g., Martinique, Guadeloupe, St Lucia, and Haiti.
- Sierra Leone has both pidginized and creolized Englishes.
- The pidgin is indigenous West African Pidgin English used as a trading language.
- The creole, Krio, is found in and around the capital, Freetown.
- It may have originated among the returning slaves from Jamaica and Britain.

• The language distribution reflects the social and political history of these regions.

Lesson-07

Pidgins and Creoles: Theories of Origin

Topic-037: Independent Parallel Development Theory

Theories of Origin can be divided into 3 groups:

1. Polygenesis
   Evolved from various sources
2. Monogenesis
   Evolved from a single source
3. Universal strategies
   Derived from universal strategies

The independent parallel development theory (Polygenetic)

- Pidgins and creoles developed independently from variety of origins
- Similarities due to shared circumstances of origin

Shared circumstances of origin

- Need for communication for the purposes of trade
- Often share the same superstrate language i.e. English
- Other superstrates belong to the same language family i.e. Indo-European Shared circumstances of origin
- Simplification processes for any language are the same
- Shared social contexts
- Common communicative needs
- Shared substrate

Topic-038: Nautical Jargon Theory

Developed as a lingua franca

- The possible influence of nautical jargon noted by the American linguist John Reinecke in 1938.
- Ships had crews from different nationalities.
- Developed from a shipboard lingua franca

- The lingua franca not a pidginized standard language was used on trading routes
- Was passed on to the Asians and Africans the sailors came in contact with
- Served as the origin for various pidgins

Characteristics

- Consisted of a core vocabulary of nautical items and a simplified grammar
- Evidence is the presence of nautical elements in many pidgins and creoles

Examples:
hivim = heave
kapsite = capsize
haisim = hoist

Evidence against the theory

- There are only a few sea-based terms in different pidgins
- Structural similarities among existing pidgins and creoles that arose from different European languages

Topic-039: Monogenesis Theory: Afrogenesis Hypothesis

Polygenesis vs. monogenesis

Polygenesis

- Pidgins and creoles are European-language-based.
- Newly created in different places

Monogenesis

- Originated from a single source

Afrogenesis hypothesis

- Presented by Mc Whorter in 1995
- Monogenetic
- A single source accounts for the perceived similarities among pidgins

Slave trade as the origin

- Existence of English and French slave forts
- Development of contact languages in slave forts
- Contact languages are the bases of most pidgins

Evidence for the hypothesis

- Relative paucity of Spanish based creoles in the New World
- Spain did not have large slave forts and settlements in Africa
- It did not use labour-based cultivation systems

Topic-040: Baby Talk Theory

Origin
- Proposed in 1876 by Charles Leland
- Considered the earliest pidgin generation theory
- Compares pidgin speakers to young children first learning to speak

Rationale
- Similarities identified between early speech of children and certain pidgins:
- Use of a high proportion of content
- Lack of structural words
- Lack of morphological change
- Approximation of standard pronunciation

Use of the baby-talk
- The subordinate class perceived as unable to master the dominant class's language
- Masters try to imitate their servants' incorrect speech patterns
- Results from intentional simplification of speech

Use of the baby-talk
- Deprives the learners the opportunity to learn the correct model
- Their only option is to learn the new "baby-talk" pidgin.
- Simplified forms provide pidgins with their basic structures and lexicon

Evidence against the theory
- Pidgins are far more frequently used among non-Europeans than between Europeans and non-Europeans

Topic-041: Theory of Relexification

Theory of relexification
- All European-language-based pidgins derive from a single source: A pidgin called Sabir

Theory of relexification
- Sabir was used as a lingua franca by traders on trade routes in the Mediterranean Sea in the Middle Ages
- Portuguese relexified Sabir

What is relexification?
- A a mechanism of language change
- One language changes its vocabulary with the vocabulary of another language
- Not much change occurs in the relexified language's grammar

Process of relexification
- This pidgin was relexified into pidginized French, English, and Spanish
- Vocabulary was replaced
- Grammar remained intact

Sabir

Portuguese Pidgin

Atlantic Portuguese Pidgin	Indian-Pacific Portuguese Pidgin

Classification

- Atlantic Portuguese Pidgin
- Portuguese varieties (Guiné Crioule)
- Hispanic varieties (Papiamentu)
- Anglicized varieties (Jamaican)
- Gallicized varieties (Louisiana, Haitian)

Classification

- Indo-Pacific Portuguese Pidgin
- Gallicized varieties (Seychelles)
- Nederlandized (Afrikaan)
- Anglicized (Tok Pisin)

Topic-042: Universal Principles Theory

Universal principles theory

- Similar to Baby-Talk theory
- Presents the perspective of universal language behaviour in contact situations
- All L1 speakers simplify their languages in similar ways
- Language simplification process is an innate ability

Evidence for the theory

- All children go through the same stages of language mastery
- Children produce their own regular patterns across L1s different from adults
- Language simplification is practiced in all language communities between proficient and less proficient speakers

Development of language in L1 children

- Children move on from simple register to conform to the adult norms

Retention of simplified language by pidgin users

- Children of the pidgin speakers do not have an unsimplified norm to conform to
- They use the innate ability for language learning to transform pidgins into creoles

Retention of simplified language by pidgin users

- Children of the pidgin speakers do not have an unsimplified norm to conform to

- They use the innate ability for language learning to transform pidgins into creoles

Monogenetic or Polygenetic?

- Monogenetic: Creoles developed by a single linguistic bioprogramme
- Polygenetic: Independent origin in separate locations

Lesson-08

Pidgins and Creoles: Theories of Origin

Topic-043: Pidgins and Creoles Linguistic Features: Lexis

Source

- Dominant language: the source of lexis
- Usually a European language
- The dominant language is called the lexifier

Pidgin lexis

- Is systematic
- Uses rules
- Rules move from simpler to more complicated

Rules of pidgin lexis

Lengthy coding of concepts

Example:
Bilong (of) = Belong
Papa bilong me = my father
Haus bilong you = your house
Rules of pidgin lexis
Reduplication
- To intensify meaning

Example:
tok= talk
toktok = chatter
look = look
looklook = stare
Haus bilong you = your house
Rules of pidgin lexis
Reduplication
- To avoid confusion

Example:
sip = ship
sipsip = sheep
was = watch
waswas = wash

Topic-044: Phonology

Reduction of sounds
Vowels
- Have fewer sounds than the corresponding standard languages
- Pacific pidgins have only five vowel sounds
- Some Caribbean pidgins have 12
- Compared to American English's 17 and British English's 20 Vowels

Examples
/i:/ (deep) = / ɪ/ (dip)
eat = it
ɔ: (walk) = /3:/ (work)
Simplification of consonant clusters
Examples:
friend = fren
salt = sol
cold = col
Conflation of consonants
The process of reducing inflected words to their word stem, base or root form.
Examples (Caribbean Creoles)
/t/ = /θ/
/d/ = /ð/

/tʃ/ = /ʃ/
Conflation of consonants
Examples (Pacific Pidgin:Tok Pisin Creoles)
/f/ = /p/
friend = pren
/s/, / ʃ / = /tʃ/

Topic-045: Grammar I

- Pidgins show a simplification of linguistic structure

Morphology

- Few inflections in nouns and verbs:
- Nouns not marked for case, number and gender
- Verbs have no tense marker

Grammar
Morphology
Case

- A single pronoun serves as both subject and verb:
  em = 'he' and 'him‘
  ol = ‘they’ and ‘then’

Grammar
Morphology
Number

- Plurality is not indicated by inflection
- Plural marking is realized by:
- an actual number
- the context or
- separate lexical item 'ol'

Morphology
Number
Example:

- Actual number indicating plurality

Long dispela wik, moa long 40 meri bilong Milen Be

Along this-fellow week, more along 40 woman belong Milne Bay
This week, more than 40 women from Milne Bay

Morphology
Number
Example:

- Lexical item indicating plurality

Ol opisa bilong Melanesin Envairomen Faundesen

All officer belong Melanesian Environment Foundation
The officers of the Melanesian Environment Foundation

Morphology
Gender
- Gender distinctions are missing
- A single pronoun stands for both male and female referents:
- em = 'he' and 'him‘
  ‘she’ and ‘her’

Prepositions
- Only two proper prepositions:
- bilon = means "of" or "for“
- long (means everything else)

Tense
- Verbs not inflected to mark tense
- Tense is marked externally to the verb by a lexical item

Example:
Bung i bin stat long Mande

Meeting he been start along Monday
The meeting started on Monday

Topic-046: Grammar II

Grammar
Sentence structure
- Negative formed with a negative particle ‘no’

Jan no waan go
John no want go
John does not want to go
Clause structure is not complicated
- There are no embedded clauses

Sentence structure
- There are no complex sentences (e.g. sentences with relative clauses)

Upi lo pikanin yena funa skafu?

Where the child s/he want food?

Where is the child who wants food?
Development from pidgins to creoles
Four types of changes take place:
1. Increase in speech rate resulting in assimilation and reduction
man bilong me momblomi

my husband
2. Expansion in vocabulary
• New shorter words are formed
man bilong pait
man belong fight
Paitman = fightman (fighter)
• Word building capacity
im added to adjectives to form verbs
bik bikim
(large) (to enlarge)
brait braitim
(wide) (to widen)
3. Development of a tense system
bin past tense
Bung i bin stat long Mande

Meeting he been start along
Monday
The meeting started on Monday

Development from pidgins to creoles
bai future
(from by and by)
na bai pinis long Fraide, Epril 22
And by finish along Friday April 22
And will finish on Friday, April 22

Development from pidgins to creoles
4. Greater sentence complexity
Use of relative clauses
Meri ya i-stap long hul i-hangre
Woman (relative subject marker) stay in hole was hungry
The woman who stayed in the hole was hungry

Topic-047: Social Functions

• Perform a wide range of social functions
• Capable of expressing all the needs of its users
• Used in:
• Education
• Literature
• Mass media
• Advertising

- Leads to overall structural elaboration of the pidgin in both vocabulary and grammar
- Its initial structural simplicity becomes much more complex in the process

Examples of expanded social functions of pidgins and creoles
Literature
Pren man bilong Rom, Wantok, harim nau.
Mi kam tasol long plantim Kaesar. Mi noken beitin longen
Examples
Literature (English version)
Friends, Romans, Countrymen, lend me your ears.
I come to bury Caesar, not to praise him
Examples
Advertising
Colgate i save strongim tit bilong yu
Lukaut: planti switpela kaikai na loli i savi bagarapim tit hariap
Examples
Advertising (English version)
Colgate strengthens your teeth
Take care. Lots of sugary foods and sweets rot your teeth fast
Examples
News headline
Ol meri gat bikpela wari yet
All women got big fellow worry yet
Women still have big worries

Topic-048: Creole Development in the US and UK

London Jamaican
(Patios/Patwa)
- Originated from the Atlantic creoles of West Africa and Caribbean
- A combination of creole and a form of non-standard English
- Also called:
- Black talk
- Nation language
- Black slang

Symbol of group identity
Used as a symbol of group identity by:
- British Black children
- British Black adolescents
- White adolescents

Recreolization
The movement of a creole language towards the more-creole end of the continuum
Recreolization of Jamaican Creole
Post-creole continuum

- A situation where a creole language consists of a spectrum of varieties arranged on a continuum according to level of formality and prestige

Post-Creole Continuum

Features of London Jamaican Creole

- Interchangeable use of pronouns
- ‘i’ and ‘me’ both used for I and me
- ‘im’ and ‘i’ both used for he, she, it , him, her, its, his, hers
- Use of present tense for both present and past
- ‘an I se’ (and I said)

Features of London Jamaican Creole

- Elimination of tense suffixes and of participle endings: - es, -ed, -t, - ing, -ed, -en,
- Yu bret stink (Your breath stinks)
- Expressing negation with ‘no’ with phonological changes
- ‘no bret stink’ (my breath doesn’t stink)

Ebonics (African American Vernacular English)

- A blend of words ‘ebony’ (black) and ‘phonics’ (sound)
- Considered improper speech by many Americans
- Symbol of linguistic and social identity among African Americans

Linguistic Features of Ebonics

- Habitual be for intermitten activity
- Sometimes my ears be itching
- Absence of copula in contracted forms of ‘is’ and ‘are’
- She nice
- Present tense third person – s absence
- She walk

Linguistic Features of Ebonics

- Ain’t for didn’t
- He ain’t do it
- Use of ‘f’ and ‘v’ for final ‘th’
- Smoov for smooth and toof for tooth

Ebonics controversy (1996)

- Oakland (CA) School Board recognized it as the 'primary' language of its majority African American students
- Resolved to use it for teaching them standard or academic English and subsequently other subjects

Ebonics controversy (1996)

Was considered by many as:

- A separatist move
- An action that stigmatized the English varieties of disenfranchised
- Labelling African Americans as foreigners
- Encouraging a dialect that is likely to to increase their alienation

Lesson-09

Models and Classifications

Topic-049: English as a Native Language

Distinction between native speakers and non-native speakers
Non-native speakers
- Do not use it as a mother tongue or a first language
- Accents and lexicon are different from that of native speakers

Distinction between native speakers and non-native speakers
Native speakers
Those who have "internalized" a language rather than learning it deliberately
Native vs. non-native speakers and ELT
- The distinction is of particular relevance to English language teaching
- Native speakers are a preference for English language teaching
- Considered superior to non-native English language teachers

Native speaker criteria
- Exposure to the language from early childhood
- Use of English as a first language/home language

Native speaker criteria
The other criteria include:
- Intuitive knowledge of the structure of the language
- Creative use of the language

Native speaker criteria
These criteria depend on such parameters as:
- Contact with other people
- Opportunities for active use of the language
- Others' attitude towards one's use of the language

Discrimination between native and non-native speakers
The discrimination of people on the basis of the accents, vocabulary and sentence structure is based on the 'politics of identity'

Topic-050: Native and Non-Native English Speakers

Discrimination between native and non-native speakers
The discrimination of people on the basis of the accents, vocabulary and sentence structure is based on the 'politics of identity'
Native vs. non-native speakers
- The fundamental opposition between native speaker and non-native speaker

is one of power

Native vs. non-native speakers

- A factor responsible for marginalizing the periphery communities is also what Phillipson calls the “monolingual tenet”

Native speakerism

- The monolingual tenet was central to the colonial agenda
- It marginalizes the English language learners and privileges native speakers
- Extends the colonial agenda of economic exploitation and cultural domination

Native speakerism and economic exploitation

- “Economy is the engine that drives ELT”
- Native speakerism unveils ELT as a tool for economic exploitation

Native speakerism and economic exploitation

- Internationally most of the jobs are reserved for native English speaking teachers
- Most text books are published by native English publishers
- Teaching methods are introduced by native theorists and practitioners

Need to contextualize language teaching

- All pedagogy, like all politics, is local
- Understanding of local linguistic, sociocultural and political particularities
- To ignore local needs is to ignore lived context-sensitive pedagogic knowledge

Topic-051: English as a Foreign Language

Different English language learning situations

- Mid 20th century brought the realization that all English language learning situations were not the same

English Language Teaching (ELT)

English as a Second Language

English as a Foreign Language

(ESL) (EFL)

- Learners have other languages at their disposal
- Learn English without any native speakers around them
- Learn English for restricted purposes:
    - Reading keep up with Western science and technology
    - Academics

- Typically takes place in a foreign country
- Usually with students from the same country
- Students share the same language and culture
- Learning English may not have any obvious practical benefit.

- The teacher may be the only English speaker students have exposure to
- Few opportunities to use English outside the classroom
- Students have limited exposure to English-speaking culture
- Users are not expected to be able to speak the language
- Lower proficiency level expected
- Perceived as less than ESL

Topic-052: English as a Second Language (ESL)

English as a second language

- Generic
- Inclusive label for teaching English to those who already speak other languages

English as a second language situations

- ESL is used by immigrants to Inner Circle countries
- Learners take up English as their language for all necessary business
- Social interactions also take place in English

English as a second language situations

- ESL users study English with more interest
- ESL situations involve more intensive study of English
- Learners aim at developing proficiency in speaking

ESL situations perceived as superior

- ESL users are considered more proficient, thus superior to EFL users
- ESL situations involve more intensive study of English

- Learners aim at developing proficiency in speaking

English as a primary and as a secondary language distinction

- English is used as a primary language by those who grow up in an English speaking environment
- English is used as a secondary language by those who use it for the purposes of business, education and diplomacy

English as a secondary language

Two distinct contexts

- English as a foreign language
- English as an official language

English as a secondary language

English as a foreign language

In contexts where it is not:

- a medium of instruction
- a code for administration
- a medium of education, legal affairs, broadcasting, print media, public and private discourse

English as a secondary language

English as an official language

In contexts where it is used as a language of:

- education
- creative literature
- officially designated functions
- social interaction

Topic-053: English as a an International Language (EIL)

- IE refers to particular variety of English e.g. Australian English, Singaporean English, Chinese English etc.

Difference between EIL and International English (IE)

- EIL paradigm overlooks the symbolic markers of the politicized construct of native speaker
- It focuses on communication instead of the speakers' nationality or race

English as an International Language

- Does not refer to a particular variety of English
- Rejects the idea of selecting a particular variety as a lingua franca for international communication

EIL and the paradigm shift

- Refers to a paradigm shift in response to the complexities emerging from the rapid global spread of English
- Suggests a revisiting of the notions, analytical tools, approaches and methodologies within the established disciplines of English studies

English as an International Language

- Recognizes English as a language of international and intercultural communication

EIL and the paradigm shift

- In EIL context, English is used between speakers from different cultural and national backgrounds
- Recognizes world Englishes irrespective of its origin

Topic-054: Speech Community and Speech Fellowship

Speech Community

- Speech communities are groups that share values and attitudes about language use, varieties and practices

Speech Community

Speech:

- A form of social identity
- Is used as an indication of membership of different social groups and speech communities

Membership of a speech community

People who speak the same language are not always members of the same speech community

Speech community and speech fellowship

The current state English require us to make a distinction between speech community and speech fellowship

Speech community and speech fellowship

Speech community

- A wide-ranging 'association' of different varieties
- Subsumable as 'sub-varieties' under a broad label

Speech fellowship

Refers to the:

- Real world of English users
- Their underlying distinct differences and characteristics
- Sub varieties

Speech fellowship

The distinction suggests fellowship to be narrow and close and community to be wider

Speech fellowship

- The distinctions and dichotomies between NS/NNS or ESL/EFL on the basis of forms an functions are not very useful
- Grouping together different varieties under the concept of Englishes functional characteristics is more desirable

Lesson-10

Models of World Englishes

Topic-055: Models of World Englishes

Models and classification of English

- Classifications and models attempt to explain the differences in the ways English is used in different countries

The most common classification

- English as a native language (ENL)
- English as a second language (ESL)
- English as a foreign language (EFL)

Shortcomings of this classification

- Misunderstandings caused by the term 'native language:
- Considered standard
- Spoken by all people
- Is considered superior
- Represents a good model for English language speakers in other countries

Shortcomings of this classification

- Inadequacy of the EFL classification
- more applicable to the contrast between city and countryside

Alternative models

- Geographical locations
- Regional varieties
- Individual users

Advantages

- Offer a pluralistic view of English
- Do not suggest superiority of one variety over others
- Present English as having multicultural identities

Topic-056: Strevens Model of World Englishes (1980)

Strevens' Model (1980)

- The oldest model
- Shows the relationship of different varieties of English with British and American English

Strevens' World Map of English

Strevens' Model

- Provides historical overview of the development of globalized English
- Presents all English varieties as having either British or American standards as their origin

Strevens' Model

- American English accounts for Canada, the US, Puerto Rico and the Philippines
- British English accounts for the rest of the world

Weakness of Strevens' Model

- Overlooks the varieties that developed through contact with local vernaculars
- Developed without any direct association with either British or American Standard English (e.g. China)

- Mainly influenced by other culturally relevant sources that are available through the global media

Topic-057: Mc Arthur's Circle of World Englishes

Concentric circle models

Later models were based on concentric circles. These included:

- McArthur's Model
- Gorlarch's Model
- Kachru's Model

Concentric circle models

- Concentric circles reflect the cline of intelligibility that all varieties of English (native and non-native) demonstrate
- The distance from the center of the circle decreases the mutual intelligibility of the variety

McArthur's Wheel Model (1987)

- The wheel is divided into geographical sections
- The varieties become more localized the further they are from the centre

McArthur's Wheel Model (1987)

- Varieties are connected to the previous geographically situated variety
- They are connected linearly, like a spoke, back to the centre

McArthur's Wheel Model (1987)

- The lines separating variety segments are not permeable
- Varieties may not be mutually intelligible

Topic-058: Manfred Gorlach's Circle Model of English

Manfred Gorlach's Circle Model of English

Gorlach's Circle Model of English (1988)

- Similar to McArthur's wheel model
- Standard English at the centre surrounded by regional standard Englishes

Gorlach's Circle Model of English

- Is organized with greater depth
- Places varieties in a series of expanding rings

Rings of Gorlach's circle model

1. Regional and national standards (e.g. (African, British Canadian, Caribbean, South Asian, US)
2. Sub/Semi-regional standards (e.g. s Indian, Irish, Kenyan, Papua New Guinean)

Rings of Gorlach's circle model

3. Non-standard Englishes

(e.g. Aboriginal English,

Jamaican English, Yorkshire

dialect)

4. Pidgins and Creoles (e.g.

Cameroon Pidgin English

and Tok Pisin)

Topic-059: Modiano's Centripetal Circles of International English

Modiano's Centripetal Circles of International English
Modiano's Centripetal Circles of International English (1999)
- Not concerned with historical and geographical divisions of a variety
- Individual users and their choices of a variety are given equal importance

Modiano's Centripetal Circles of International English (1999)
- Based on mutual comprehensibility of the proficient speakers of English

Implications of the word 'Centripetal'

- The adjective "centripetal" suggests the movement of high proficiency users of English towards the core of the global English-speaking population

Implications of the word 'Centripetal'
- Are drawn to global English-speaking population in their efforts to make themselves comprehensible in different context they find themselves

Implications of the word 'Centripetal'
- Global English speakers replace the traditionally revered native speakers as the centre
- The support indicates the acceptance of the idea of "English as an International Language" (EIL)

Source:http://everythingaboutelf.blogspot.com/2016/12/world englishes.html
The Structure
The centre comprises speakers who are:
- Proficient speakers of English as an International language irrespective of being native or non-native English speakers
- Able to speak without any strong or regional accent

Modiano's Centripetal Circles of International English (1999)
- The next circle consists of proficient users of English as a first or second language rather than as an international language

Modiano's Centripetal Circles of International English (1999)
- The third circle is made up of learners of English
- The final band outside this circle represents those who do not know English at all

Weaknesses of Modiano's model
- How do we define International English?
- How do we differentiate between proficient and non-proficient users of

International English?
Weaknesses of Modiano's model

- How do we differentiate between strong and not so strong regional accents?
- Who makes the differentiation?

Topic-060: Modiano's English as an International Language (EIL) Model

Modiano's model of English as an International Language

- Based on features of English common to all varieties of English

Modiano's model of English as an International Language

- The centre comprises 'English as an International Language' (EIL)
- EIL consists of a core of features

Modiano's model of English as an International Language

- These features are common to native and competent non-native varieties of English
- Create mutual comprehensibility

Modiano's model of English as an International Languge

- The second circle consists of features which may or may not become internationally common

Modiano's model of English as an International Languge
The outer area consists of five groups:

i. American English
ii. British English
iii. Other major varieties
iv. Other local varieties
v. English as a Foreign Language speakers

Weaknesses of Modiano's EIL model

- Difficulty of distinguishing between core and non-core features
- Equating native speakers with 'competent' non-natives
- Labelling native varieties as 'major' but established Outer Circle varieties (such as Indian English) as 'local'

Strengths of Modiano's models

- Disapproves ideas of prestige
- Cares for the diversity of English
- Understands the spread of the language from a geopolitical view
- Focuses just on proficiency giving English as a globally functioning language a central position

Lesson-11

Kachru's Three Circle Model of World English

Topic-061: The Inner Circle

Spread of English in the inner circle
Inner Circle
This classification is in accordance with the three-way categorization of ENL, ESL and EFL.
The Inner circle
Inner circle includes the following countries:

- USA
- UK
- Canada
- Australia
- New Zealand

Spread of English in the inner circle

- English reached these countries as a result of its first diaspora

Diaspora

- The movement or migration of a group of people away from their established or ancestral homeland

English diaspora
First diaspora

- English speakers from Britain carried the language to Australia, New Zealand, and North America
- They established substantial settlements and displaced the indigenous population

Features of the inner circle

- Traditional monolingual native speakers of English are found
- English is the first and sometimes the only language
- Dominant culture is based around English

Topic-062: The Outer Circle

Countries in the outer circle
Some of the countries included in the outer circle are the following:

- India
- Pakistan
- Philippines
- Singapore
- Nigeria
- Gambia

Spread of English in the outer circle
Second diaspora
- The second diaspora spread the language through colonization in Asia and Africa
- Settlements were fewer
- Maintained the indigenous population in subjugation

English diaspora
Second diaspora
- Allowed a section of population to learn English as a second language
- English continued to be used even after the departure of the British

The outer circle
- Became an official language in many former colonies
- This brought about new varieties of English called the 'second language varieties'

Features of the outer circle
- English is only one of two or more languages in the linguistic repertoire
- English enjoys an important status in the language policies
- It is either the official or a major government language e.g. India, Pakistan, Singapore, Zambia, Nigeria

Features of the outer circle
- English performs a range of functions in a variety of social, educational, administrative, and literary domains:
- Medium of higher education
- Literature
- Courts
- Media and broadcast

Topic-063: The Expanding Circle

Expanding circle countries
Includes the following countries:
- China
- Indonesia
- Russia
- Saudi Arabia
- Japan
- Korea

English Diaspora
Third Diaspora
- Distinct manner of dispersal of English from the other two Diasporas
- Has a more recent history
- English was not transplanted through speaker migration

English Diaspora
Third Diaspora
- The political and economic influence of Britain and the USA in East Asia, Middle East and Latin America and Europe

- Spread by individuals acquiring it as an additional language for international or intranational communication

Features of expanding circle

- English has limited roles in the public life
- Has very restricted functions in the personal domain
- Dependent on the norms of native English

Features of expanding circle

- Situation is likely to change
- More and more Asians and European countries introducing English at early stages of schooling
- Learning of English to benefit from technological developments

Topic-064: Status and Functions of English in the Outer and Expanding Circles

Range

English performs a wide range of functions:

Formal

- Education at all levels
- Business
- Legal system
- Administration

Social

- Family
- Social networks

Range of varieties

- Use of a range of varieties in or across utterances
- The choice of variety is linked with identity

Depth

Variety of people with access to English:

- Different educational levels
- socioeconomic levels
- Different jobs and professions

Depth

- Differing degrees of proficiency
- A cline of proficiency
- Basilect: Speakers with little contact with the standard variety
- Acrolect: Speaker with higher socioeconomic class

Topic-065: Norm Providing, Norm Developing and Norm Dependent

Inner circle: Norm providing
Outer circle: Norm developing
Expanding circle: Norm dependent

Norm providing (Inner Circle)

- Provides norms

- Provides teaching models and methods
- Provides textbooks

Norm-Dependent
(Expanding Circle)
- Includes performance varieties
- English has no official status
- Dependent on native speaker standards

Norm-Dependent
(Expanding Circle)
- British and American variety as the prestige models
- Plurality of varieties

Norm-Developing
(Outer Circle)
- Ambivalence towards English
- Concerns about political and cultural identities

Norm-Developing
(Outer Circle)
Varied attitudes:
- Suggestions for banishing English
- Adoption of one of the inner circle varieties as the model
- Adoption of a local or regional variety as model

Lesson-12

Kachru's Three Circle-Model of World English

Topic-066: Institutionalization of English

Institutionalization
- The official recognition and acceptance of English
- The status is explicitly recognized

Africa
- In Kenya, English is the second national language after Swahili
- In Nigeria and Zambia English is one of the state languages

Caribbean
- English is the official by law
- Used in addition to the English-based creole and immigrant languages

Asia
- It is the official language in Pakistan used in several domains
- In India, English is an associate official language with Hindi
- It is one of the four official languages in Singapore along with Malay, Mandarin and Tamil and the most common home language

Europe

- Emergence of Euro-English variety
- English is working language of the European Union along with French
- English is used for communication in meetings
- Fluency in English is a prerequisite for EU employees

Europe

- English has a very high profile in Belgium, Germany, the Netherlands and the Scandinavian countries
- Ninety percent of all EU students learn English as their first foreign language

Topic-067: Limitations of Kachru's Three Circle Model-I

Limitations

- Based on geography and history
- Actual use of English by speakers in these regions overlooked

Limitations

- Based on the basic distinction between native speakers and non-native speakers
- Native speakers being considered superior regardless of the quality of their language
- Pidgins and creoles do not fit into the categorisation

Changing use of English

- Use as a first language in the outer circle
- Increase in uses in the expanding circle:
- Social purposes
- Medium of instruction in schools and universities

Grey areas in the classification

Inner and Outer Circles

- Learnt as the first language
- Used as the home language

Expanding and Outer Circle

A number of countries in transition from EFL to ESL status

Topic-068: Limitations of Kachru's Three Circle Model-II

Status of a language in a multilingual situation

Inner and Outer Circles

- Bilinguals and multilinguals use different languages for different purposes

Expanding and Outer Circle

A number of countries in transition from EFL to ESL status

Does not define users' proficiency

- Native Speakers may demonstrate poor proficiency
- An EFL or ESL user my be more competent in grammar and vocabulary

Ignores variations within a circle

- Language situation is not uniform within a circle

- Varying degrees of linguistic diversity
- Sociolinguistic variations
- Use by different L1 groups within a country

Likely to be misinterpreted

- Misinterpretation of the term ‘inner circle’
- Native speakers appearing to be more important

Topic-069: The Nativeness Paradigm

Nativeness Paradigm

- The nativeness principle was the dominant paradigm in second language teaching before the 1960s
- A binary classification of speakers: native and non-native

Nativeness Paradigm

- Exerts a powerful impact on society:
- Native speakers are ‘the best’ teachers of English

Nativeness Paradigm

- Serves important practical functions:
- It serves as a model and an inspiration for English language learning

Criticism

- Determination of identity as native or non-native speaker depends on social factors rather than linguistic
- Restrictive social and professional identities

Criticism

- Proficiency is determined by the order of acquisition of languages
- Overlooks the fact that English is used as the home and official language in many outer circle countries
- Promotes the English of the ethnic Anglo speaker

Criticism

- Implies a unidirectional power relationship: the innovations of the outer and expanding circle are not readily accepted

Criticism

- Native speakers are considered fit to design teaching methodologies and strategies
- Causes deficiencies in the testing of English
- Causes negative perceptions of non-native speakers, teachers and researchers

Topic-070: The Nativeness Paradigm II

Problems in defining native speakers

- Which accent?
- Which social group?
- Which age group?

Alternatives to native non-native distinction

- Use of the term ‘expert’ to describe accomplished users of English

Advantages of the term ‘expert’

- Expertise is not identity

- Expertise is learned not innate
- Expertise is relative
- Expertise is partial
- Expertise goes through testing and evaluation

Disadvantage of the term ‘expert’

- Implies value judgement when contrasted with non-expert

Reconceptualization of the concept

- Monolingual English speakers (MES)
- Bilingual English speakers (BES)
- Non-bilingual English speakers (NBES)

Advantages and disadvantages of reconceptualization

- MES is less favourable than BES
- BES removes the distinction between L1 and L2 speakers of English

Advantages and disadvantages of reconceptualization

- Determining the difference between bilingual and non-bilingual competence

Topic-071: Redrawing the Three Circle Model-I

David Graddol’s Modifications (1997)

Change in terminology

Inadequacy of Kachru’s model in the 21st century

David Graddol’s Modifications (1997)

Change in terminology

Inner Circle = L1 speakers

Outer Circle = L2 speakers

Expanding Circle = L3 speakers

David Graddol’s Modifications (1997)

Language shift

Shift from L2 to L1:

- In L2 countries English is used for intranational communication
- The trend of using English as the home language

David Graddol’s Modifications (1997)

Language shift

Shift from L3 to L2:

- English traditionally used for international communication
- An increasing use of English for intranational communication

David Graddol’s Modifications (1997)

Problems

No explanation of the level of abstraction of the overlap:

- Countries
- Speakers
- varieties

David Graddol’s Modifications (1997)

Problems

No explanation of the level of abstraction of the overlap:

- Countries

- Speakers
- varieties

David Graddol's Modifications (1997)
Problems
Ignores the possibility of a shift in the opposite direction:
outer circle inner circle

Topic-072: Redrawing the Three Circle Model-II

Yanu Yasukata's Modification (2001)
Change in the context of use

- Many varieties of English in the outer circle have become established varieties
- Outer circle speakers may consider themselves native speakers

Yanu Yasukata's Modification (2001)
Changes in the context of use
Increase in immigrants to inner circle countries will result in increase in the number of people for whom English is an L2
Yanu Yasukata's Modification (2001)
Redefining the circles
Inner circle = genetic ENL
Outer circle = functional ENL
Yanu Yasukata's Modification (2001)
Problems

- The term 'genetic' may be misunderstood as an indication of race
- Wide gap in the proficiency levels in outer circle countries

Lesson-13

Variations Across Cultures

Topic-073: 'new' Englishes and 'New' Englishes: Definitions and Differences

'new' Englishes

- Resulting from the first diaspora
- Comprising North America (USA and Canada), Australia, New Zealand, South Africa
- Developing independently of the British English

'New' Englishes

- Resulting from the second diaspora
- Being used as second languages by bilingual or multilingual people
- Comprising Pakistani English, Indian English, Nigerian English, Singapore English

Independent status of 'new' and'New' Englishes

- Should be considered in their own right
- Should not be compared with other varieties of Englishes

Independent status of ‘new’ and‘New’ Englishes

- Acceptance of American English
- Reluctance to accept other varieties

Topic-074: ‘‘new’ Englishes and ‘New’ Englishes

‘New’ Englishes

- Includes a large number of varieties
- Dissimilar in characteristics and use

Characteristics of ‘New’ Englishes

Learning

- Learned in schools
- Used as a medium of instruction
- Additional to some other first language

Characteristics of ‘New’ Englishes

Contact with native variety

- Developed in regions where a native variety was not the main language of the population

Characteristics of ‘New’ Englishes

Functions and speakers

- Used for a range of functions
- Used among the speakers of the region where it developed

Characteristics of ‘New’ Englishes

Nativization/Localization

- Have adopted some language features (sounds, intonation patterns, sentence structures, words and expressions)

‘New’ Englishes’ norms and innovations

Factors determining the status of an innovation

i. Demographic factor
ii. Geographical factor
iii. Authoritative factor
iv. Codification
v. Acceptability factor

Bamgbose, cited in Jenkins, 2000

Topic-075: Nativization-I

Nativization

- A process in which a language gains native speakers
- This happens when a second language used by adult parents becomes the native language of their children

Nativization

- Acculturization
- Indigenization
- Hybridization

Nativization of English

Changes English has undergone as a result of contact with other languages in diverse cultural and geographical settings in the outer circle

Nativization

Is triggered when users in a second language environment inevitably mould the language to express facts, ideas and concepts relevant to their own particular context

Nativization

The process of nativization is due to the:

- Transfer from local languages to English
- Transfer of English to the new cultural environment and communicative needs

Factors prompting nativization

- English's assuming of functions in the outer circle that relate to the expression of typically local ideas
- English needs to adapt itself to its new environment to be able to express local concepts

Factors prompting nativization

- Absence of native speakers
- Inadequate teaching
- Acquisitional limitations

Topic-076: Nativization-II

Functional nativization

- Functional nativeness is determined by the range and depth of a language in a society
- Range: domains of function
- Depth: the degree of social penetration of the language

Functional nativization

- Deep social penetration
- Extended range of functions of English in diverse sociolinguistic contexts
- Emergence of several varieties, localized registers and genres for expressing local social, cultural and religious identities

Functional nativization

- English is nativized in South Asia as Indian English and Pakistani English
- Range of functional domains:
- Corporate trade
- Media
- Development
- Government

- Higher education
- Science and technology
- Creative writing

Functional nativization

- Social depth of English use:
- an estimated 333 milion users of English in India
- the highest number of (non-creole) English speakers in the world after the US and UK

Topic-077: Nativization-III

Recognition of nativized varieties

- English has acquired new identities in new socio-cultural contexts
- Autonomous local varieties
- Their own set of rules
- Cannot be treated as mistakes of deficient Englishes

Recognition of nativized varieties

- The acceptance of nativized varieties is openly debated in the outer circle
- The ideal pronunciation remains RP
- Indiginized forms of English are stigmatized

Recognition of nativized varieties

- Indiginized forms of English are stigmatized
- Prevailing perception in inner circle does not recognize nativized varieties as standard English language varieties

Recognition of nativized varieties

Nativized English social lectal continuum ranges between:

Acro-lect Meso-lect Basi-lect

Characteristics of nativized varieties

- English in the outer circle has evolved characteristic features at the:
- phonological
- lexical
- syntactic and
- discourse level

Characteristics of nativized varieties

- Initially, these innovations were rejected by purists
- Now being increasingly accepted

Characteristics of nativized varieties

The nativization of

English has enriched English and the indigenous languages through:

- Processes of borrowing
- Coinage of new words and expressions
- Semantic shifts

Topic-078: Nativization of English in Pakistan

Native lexicalizatin (functional shift)
Noun to verb

- The PPP had informed him that Election Commission's affairs were handed over to a Secretary against whom the Anti-Corruption Committee conducted an enquiry and who was to be charge- sheeted

Bilingual functional shift
Noun to verb

- As Pakistanis waited on a cold December night for 1991 to be firecrackered…
- Multan traders to gherao MunicipalCorporation

Adjective to verb
Allahyar lived in Multan right into the 1950s. His wife cooked in my aunt's house, the daughter washed and served and the son was the general factotum who fetched and carried and "hallaled" the chickens
Colonial lag

- dickey or diggie
- stepney

Word formation
Compound words
Flying coach
Marriage party
Cent percent
Derivations

- Affectee
- Pointation
- meuseumize

Word formation
Urdu-English hybrid derivations

- Goondaism
- Dacoit
- Dacoitee

Semantic shift

- a monthly: a bribe paid every month
- a gunman: a bank guard

Grammar
Variation in preposition

- Fill up a form
- Cope up with a situation

Lack of subject – verb inversion in questions
Why you are laughing?
What you are looking at?
Grammar

Pluralization of uncountables

- Equipments
- Informations
- Researches
- Hairs

Lesson-14

Variations Across Cultures

Topic-079: Contact Literature-I

Contact Literature

Contact with non-Western cultures and languages enables English to express new linguistic and cultural functions

Contact Literature

- Nativized varieties of English are produced through contact of English with new cultures and surrounding languages
- The literature written in distinctive varieties of English is often called contact literature

Contact Literature

- As English becomes institutionalized in nations that do not share its Western cultural traditions, the language is broadening

Beliefs of contact literature writers

- Some aspects of non-English culture is inexpressible in English
- Cultural material in contact literature stretches or reshapes the expressive qualities of English

Beliefs of contact literature writers

- Provides an exposure to the the literary effort of international writers
- Provides an opportunity to observe the process of language change

Topic-080: Contact Literature-II

Implicitly or explicitly, native English has been the criteria for description of language varieties and for literatures written in them

Choice of variety

- The spread and the institutionalization of English has resulted in the pluricentricity of English
- The users of English more or less consciously choose which model of English to follow and develop

Choice of variety

Many successful writers do not follow Inner-Circle models

Choice of variety

Depending on the cultural and social context, varieties differ in:

- Formal characteristics
- Thought patterns
- Discoursal features

Choice of variety

- Most creative writers from Africa and Asia show a preference for a local variety of English to be able to present the true spirit, traditions and values of their own cultures
- English should be decolonized to be made in other images
- Rushdie cited in Kachru & Nelson, 2006

Topic-081: Concerns about Contact Literature

Concerns about contact literature

Credibility of contact literature

Literature in any language consists of two dimensions:

- Linguistic (conventions of language including syntax, lexicon, and so forth)
- Cultural (the personal or cultural content of a text including philosophies, attitudes aesthetics)

Concerns about contact literature

Credibility of contact literature

- The challenge of depicting a life, culture, values etc. through language conventions that are alien to that culture
- Contact literature might be ineffective since so much of the non-English culture will be inexpressible in English

Concerns about contact literature

Credibility of contact literature

- To express the experiences of an alien culture, English language has to be altered to suit its new surroundings

Concerns about contact literature

Doubts about varieties of English

- Mistrust shown toward language variation
- Standard English is above the reach of variation

Concerns about contact literature

Doubts about varieties of English

- The standard dialect has changed markedly over time
- loan words from other languages enter the lexicon regularly

Concerns about contact literature

Doubts about varieties of English

- Variations in usage, lexicon and accent among American, Canadian, Australian and Irish English
- A wide range of variation is tolerable among native "inner circle" speakers of English

Doubts about varieties of English

“We cannot write like the English…. We cannot write only as Indians…. Our method of expression therefore has to be a dialect which will some day prove to be as distinctive and colorful as the Irish and the American”.

- Raja Rao cited in Kachru & Nelson, 2006

Doubts about varieties of English

This perspective reveals two major points:

1. American written English is also a product of language contact
2. The newer varieties of written English can be studied with the same interest and respect as the established varieties, such as Irish and American English

Topic-082: Features of Contact Literature

Foreign influences on English

- Foreign influences on English before its spread into Asia and Africa
- Most of these influences were European

Foreign influences on English

- Contact with African and Asian languages and cultures through colonization exhibit features of local languages and cultures

Foreign influences on English

- A number of varieties of English emerged in postcolonial scenario
- These varieties undergo a process of localization
- The impact of local languages and culture has been the main cause of the language variation

Creativity in contact literature

In contact literature, English offers a network of connections with the:

- new cultural features
- types of discourse
- linguistic features

Creativity in contact literature

- In literary creativity, English language is adapted to represent the reality of new situations
- English should represent the fervor and zeal of the life of the region

Features of contact literature

- A blend of two linguistic features
- Literary traditions
- Extension of linguistic categories

Features of contact literature

- Contact literatures exhibit national identity and a linguistic distinctiveness
- Contact with African and Asian languages and cultures exhibit features of local languages and cultures

Examples

Your behavior tantamounts to insubordination.

It doesn’t worth the price.

They insisted to go in spite of my advice.

Examples
He was looking very smart in his specially made kurta.
The sehan would have been spacious and may be even pleasant
Examples
These examples show that when a language reaches a new social and cultural contexts, the change is inevitable

Topic-083: Language Use by Multilinguals

Multilingual's repertoire
- Multilinguals possess a range of languages with distinct grammars and functions in their linguistic repertoire
- They can choose resources from this repertoire of languages to present the complexity of the local situational contexts

Mixing of discoursal and stylistic strategies
- Texts are nativised by using multiple styles and strategies

Limiting nature of nativization of texts
- The readers from a different cultural context must actively participate to understand the text
- If they cannot do this, the text becomes limiting

Extending nature of nativization of texts
- Attention to the reading is rewarded with improved understanding of:
- context
- characterizations
- innovations
- The acceptance of such a use of English strengthens the concept of world Englishes

"….Coomar took Raman in and seated him on the carpet and offered him five hundred rupees tucked amidst green betel leaves, two coconuts and a bunch of bananas on a tray."
"…. Goddess Lakshmi has been kind,' was all that Coomar was to say."
Discourse markers
- Items that have no independent meaning but that signal solidarity with interlocutors and are considered polite

Examples
- eh particle in Australian and New Zealand English
- la(h) particle Malaysian-Singapore English
- ji particle in Pakistani English

Topic-084: Strategies for Text Nativization

Rhetorical strategies
- Ways used by writers to effectively, efficiently and coherently present their

points of view on a topic.

- Methods that allow writers to convey their thoughts most convincingly

Rhetorical strategies

Figures of speech

- A rhetorical device that achieves a special effect by using words in a distinctive way.
- A word or phrase that has a meaning other than the literal meaning.

Rhetorical strategies

Figures of speech

- Evoke the local concepts traditions

Examples:

‘Pythons as big as coconut trunks’

Authentication by cultural history and tradition

Supporting the text by cultural history and tradition through such phrases:

‘our people have a saying’

‘the elders have said’

Transcreating proverbs and idioms

Transcreation: The process of adapting a message from one language to another, while maintaining its intent, style, tone and context

Transcreating proverbs and idioms

Indigenization of English proverbs:

English: to spread like wild fire

African: Okonkwo’s fame “had grown like a bush-fire in the harmattan.”

‘the palm oil with which words are eaten.’

Culturally dependent speech style

These include:

- Sentence initial conjunctions
- Asking direct questions
- Asking rhetorical questions

Lesson-15

Variations in World Englishes: Linguistic Features

Topic-085: Phonology-I

Topic 85: What is an accent?

- The way you sound when you speak
- Results from how, where, and when a person learned the language he/she speaks
- Is determined by where they live and what social groups they belong to

What is an accent?

- People who live in close contact share a way of speaking (accent) different

from the way other groups in other places speak

- The differences are in stress and rhythm and in segmental features

Stress and rhythm

- Stress assignment in nativised varieties does not follow the same rules as the inner circle varieties
- It is distinctive and may appear peculiar to native speakers

Stress and rhythm

Examples

- ‘success for suc'cess
- recog'nize for 'recognize
- photo'graphy for pho'tography

Stress and rhythm

Syllable-timed

- The stress assignment is based on the values attachedto the morae (weight of syllables in terms of duration)
- The primary stress goes with the weightier syllable

Stress and rhythm

Syllable-timed languages

- The stress assignment is based on the values attached to the morae (weight of syllables in terms of duration)
- The primary stress goes with the weightier syllable

Stress and rhythm

Stress-timed languages

- stresses occur at regular intervals
- The unstressed syllables are squeezed in between the stresses to accommodate the regular rhythm of the stress

Topic-086: Phonology-II

Distinctive stress and rhythm

Conventions of L1

Nativized varieties of English follow the conventions of their first languages in stress assignment

Examples

biology : ba-yo-lo-ji

'bi-o-lo-gy and bi-o-'lo-gy are possible for

bi'ology

Distinctive stress and rhythm

Examples

Development

de-ve-lop-ment

de'velopment

Distinctive stress and rhythm

No distinction between noun and verb

Do not use stress to make a distinction between nouns and verbs
Examples:
Verb: im'port con'tent
Noun: ‘import 'content
Distinctive stress and rhythm
No use of contrastive stress
Do not use stress to focussing
Examples:
Jamil only did it
for
JAMIL did it
Distinctive stress and rhythm
Spelling pronunciation
There’s a practice of spelling pronunciation
Examples:
plumber for ˈplʌmə(r)
bomb for bɒm
ghost for gəʊst

Topic-087: Phonology-III

Sound
Simplification of final consonant clusters
It may lead to the lossof past tense endings of plural markers on nouns
Examples
lef for left
Pick for picked
Climb for climbed
bag for bags

Sound
Consequences
- Some of these differences may not be noticeable e.g. lef
- Loss of inflections may affect comprehension

Voiced and unvoiced sounds in English
- All vowels are voiced
- Consonants can be voiced or unvoiced
- Voiced consonants are caused by vocal chords moving

Voiced and unvoiced sounds in English
- Unvoiced consonants are made just with air
  p t s k f th
- Voiced conants are caused by vocal chords moving
  b d g z v th

Clear and dark l sound

- The light l comes at the beginning, near the beginning or before a consonant sound in a word.

like love please English

Clear and dark l sound

- The dark l comes at the end of the word or before a vowel sound

feel peel pull full sail

No distinction between r and l sound

rate = late

feeling = fearing

Cutter = cuddle

No distinction between r and l sound

rate = late

feeling = fearing

Cutter = cuddle

Insertion of vowel in s clusters

- Simplified by inserting a neutral vowel between the two consonants
- Pronounced with an initial vowel so that the cluster is no longer initial

Sport = səport

School = ischool

Slow = silow

Topic-088: Lexis-I

Locally coined words and expressions

- Considered the creativity of New English speakers by many world Englishes scholars
- Coinage
- Addition of a prefix or suffix to an existing English word
- Compounding local concepts with English items

Adding a prefix or suffix

Examples:

Stingko: Smelly (Singaporian English) Spacy: Spacious (Indian English

Heaty: Foods which make the body hot (Singaporian, Malaysian English)

Adding a prefix or suffix

Examples:

Teacheress: A female teacher (Indian English)

Jeepey: A small bus (Phillipines English)

Enstool: To install a chief (Ghanian English)

Destool: to depose a chief (Ghanian English)

Adding a prefix or suffix

Examples from Pakistani English:
Affectee: the one who is affected
Museumize: To preserve in a museum
Botheration: Inconvenience
Upliftment: Improving the plight of the downtrodden
Compounding
Examples:
Peelhead : A bald headed person (Jmaican English)n
Key-bunch: A bunch of keys (Indina English)
High hat: A snob (Philippine English)
Compounding
Examples from Pakistani English:
Gunman : An armed guard
Flying coach: A fast bus
Mouse-hearted: Coward
Lathi charge: Baton charge

Topic-089: Lexis-II

Borrowing from indigenous languages
Examples:
Chai: tea (East African,
Pakistani, Indian
English)
Crore: Ten million
Goondaism: Behaving in a noisy violent way
Idioms
- Unsuccessful attempts to use idioms from the native English
- Stabilise New English idioms

Idioms
Unsuccessful attempts (variations caused by pronunciation differences)
- Gift of the gap
  Gift of the gab
- By lips and bounds
  By leaps and bounds

Idioms
Direct translations from indigenous idioms
- To shake legs

To be idle (Malaysian English, goyang kaki)
- To eat someone's salt

To be loyal to someone (Indian English)
Idioms
Combining elements from English with indigenous forms

To put sand in someone's gari
To threaten someone's livelihood (Nigerian English)
Idioms
Variations on native English idioms
- To eat your cake and have it (Singapore English)
To have your cake and eat it
- To be in hot soup
To be in hot water + To be in the soup

Topic-090: Lexis-III

Lexical repetition and redundancy
- An extra element in a sentence or phrase
- Regarded as a universal feature of spoken varieities

Repetition
- A repeated occurrence of a linguistic item that may or may not be justified.

'There were – some very good houses – rather old fashioned but good houses.'

Repetition
- He sells different different things
- She cut it into small small pieces
- She drove slowly slowly
- I don't like this type of dress – all frill frill, gather gather

Reduplication
The use of double words for one:
- Flower bouquet
- Young kid
- Cost price
- Proceed to go on

Reduplication
The use of two words for expressing one idea:
'….for repairing or laying some sort of underground cables or lines'
'….ever-growing and ever-increasing speeding traffic'
'….without any obstruction and difficulty'
Reduplication
Phatic reduplication
- No semantic value
- Only adds rhyme

- music viewsic

- rhythm whythm
- mod squad (lady)

South Asian lexis in native English

Examples:

Chit: A note

Tiffin: Snack or small box

Buggy: A carriage

Chutney: A cold thick sauce made from fruit, sugar, spices and vinegar

Lesson-16

Variations in World Englishes: Linguistic Features

Topic-091: Grammar-I

Nouns

- Specific or non-specific
- Countable or uncountable
- Singular or plural

Nouns

Specific and non-specific

- Use of articles (a, an, the) and determiners (this, that, any, some) to show whether a noun is specific or non-specific.

Nouns

Functions and rules for the use of articles

- A singular countable noun must be preceded by an article
- a/an: with a singular countable noun indicates the generic nature of the noun
- A horse runs very fast.

Nouns

Functions and rules for the use of articles

- The: with both singular and plural countable nouns indicate the specific nature of the noun
- The boys are naughty.
- They boys is tall.
- With mass nouns to indicate the specific nature of the noun

Nouns

Specific and non-specific

- Many languages do not have a grammatical element comparable with the English article
- A singular countable noun never occurs without an article or determiner

preceding it
Nouns
Specific and non-specific
- The choice of articles may vary depending on the context
- He owns a car.
- He owns the car.
- The: with a singular word indicates generic nature of an item when the word refers to a whole group
- We must be kind to the poor.

Nouns
Specific and non-specific
variation examples
- Everyone owns car.
- Girls look very pretty today.
- I'm staying in one house with black gate.

Topic-092: Grammar-II

Nouns
Quantifiers
- We use quantifiers (much, little, few, a lot, little etc.) to talk about quanitities, amounts and degrees.
- It generally comes before a noun or noun phrase

Nouns
Countability and quantifiers
- The conventions of marking countability differ across languages.
- In English, countability has to do with a noun's potential for combining with various types of determiners

Nouns
Countability and quantifiers
- Knowledge (uncountable)

A knowledge of
- People (collective noun) also has a plural form

The native peoples of Siberia

Nouns
Countability and quantifiers
- In English, the combining of different types of nouns with various determiners causes confusion to language learners

Nouns
Countability and quantifiers
- In English, uncountable nouns (equipment, sugar) are singular
- In the native languages of the outer circle countries, they are treated as plural.

Nouns

Countable or uncountable

- Use of uncountable nouns as countables
- Perceptually countable items such as furniture, equipment, luggage are regularly used with a plural marker to denote more than one piece

Nouns

Countable or uncountable

- Advices
- Informations
- Moneys

Nouns

Quantifiers and countability in outer circle varieties

- Uncountable quantifiers are used with countable nouns

Do not eat so much burgers.

- Use of some as a determiner

After some few days.

Nouns

Conflation of pronoun gender

- When I first met my husband, she was a student.
- My mother, he lives in Kampog

Topic-093: Grammar-III

Verbs

Stative verbs

- Verbs that express a state rather than an action
- Relate to thoughts, opinions, feelings and emotions
- These verbs are usually not used in the progressive tenses

Verbs

Stative verbs

Examples

- Understand
- Doubt
- Like
- Want
- Hate

Verbs

Stative verbs

The Outer and Expanding Circle varieties of English most often do not make a distinction between stative and dynamic verbs

Verbs

Stative verbs

- He is having two cars.
- I was not knowing him then.
- She is not recognizing you.
- What are you wanting now?

Verbs
Inflections

- In many Asian languages, verbs are not inflected for tense.
- The distinction in time reference is expressed by adverbs or some other linguistic element
- The multilingual users of English base their systems on their fsirst language

Verbs
Limited past tense marking

- Mandarin, I learn it privately.
- My wife, she pass her Cambridge.
- I talk to her yesterday.

Verbs
Inflections
There is a great deal of variation in the use of the tense-aspect markers of English across its varieties.
Verbs
Use of aspect instead of tense
I eat = I'm eating
I've worked there in 1960.
Limited marking for the third person singular
She drink milk.
He read a book at bed time.
Verbs
Formation of prepositional verb construction

- I can't cope up with this situation
- His name cropped in the conversation
- I'm going to voice out my opinion

Topic-094: Grammar-IV

Question-answering system
Types of questioning-answering systems:

- Positive-negative system
- Agreement-disagreement system

Question-answering system
Examples:
- Positive-negative system

Q: Isn’t he coming?
A: No, he isn’t.
- Agreement-disagreement system

Q: Isn’t he coming?
A: Yes, he is.
Question-answering system
- Outer and expanding circle Englishes follows the agreement-disagreement system.
- Causes difficulty in interpreting the answer

Q: Didn’t you complete your work?
A: Yes, that’s right.
Use of general question tags
Question tag:
Tags are used
with question intonation following statements
He is coming to the party,
isn’t he?
Sara has arrived, hasn’t she?
Use of general question tags
In the Outer- and Expanding-Circle varieties, a general tag, isn’t, is it, no is used universally:
Hira will come next month, isn’t it?
He didn’t pass the test, isn’t it?
He likes music, isn’t it?
You are not going home,is it?

Topic-095: Discourse Style-I

Topic 95:
Variations in aspects of discourse
- More formal character than the Inner Circle English
- More complex vocabulary and grammar
- Lengthy constructions

Variations in aspects of discourse
Redundancy of expression

- Expressions of thanks
- Lengthy constructions
- Deferential vocabulary
- Use of blessings

Redundancy of expressions
Examples
- I’m bubbling with zeal and enthusiasm to serve as a research assistant
- I offer myself as a candidate for the post of Research Assistant
- With due respect I beg to state
- Your obedient servant

Greetings and leave taking
Direct translations from indigenous languages:
- So how? (Sri Lankan English)
- You’re enjoying? (Nigerian English)
- Have you eaten already? (Malaysian/Singaporean English)

Greetings and leave taking
Direct translations from indigenous languages:
- How? How now? (West African English)
- Are you alright? (East African English)

Topic-096: Discourse Style-II

textual organization
structure of information

grammatical structure
Thematic information
- Difference in the organization of information
- Different devices used for expressing focus and theme

Focus and theme in Inner Circle English
- The initial element in the sentence usually signals the theme
- The element that follows the main verb is in focus

Example
Where did Sara go?
She went to the beach
Focus and theme in Outer Circle English
i. Certain medicine we don’(t) stock in our dispensary

ii. One subject they pay for seven dollars
iii. And weekend you can spend with your brother.
iv. My daughter she is attending the University of Nairobi.

Lesson-17

World Englishes and Intelligibility

Topic-097: Intelligibility

A frequently discussed topic today is whether various english varieties will be intelligible outside their locality or not.

What is intelligibility?

- Understanding
- Making sense

Variation and intelligibility

- Differences across varieties may lead to difficulties in intelligibility
- Variations may be caused by these factors:
- Geography
- Ethnicity
- Age (differences between old and younger generation)

Variation and intelligibility

Varieties may differ from each other in:

- Grammar
- Lexis/vocab is differenet- eg in pak english gunman for armed guarad
- Sentence structure / paki or Ind speaker wants to say why are you late? He would say wh y you are late?
- Accent

Intelligibility is not an abstract idea. it can be considered only in a particular context that may include:

- The speaker
- The listener
- Situation
- Time
- Purpose

For example, if a person is speaking english and you understand it but you do not understand intention of speaker.

Listener may not understand speaker, due to rate or volume, voice difference or speaker is telling how some computer equipment works and listener does not know jargon of computer they do not understand each other.

Intelligibility

- Lack of intelligibility is a natural phenomenon when a language becomes widespread
- Intelligibility is considered in both productive and receptive skills-you show concern abt intell in spg lg rg wg etc.
- Mostly causes concerns in listening speaking

Intelligibility

- Variations may cause issues of intelligibility and frustration to speakers of different varieties
- Two reactions:
- Change the situation
- Accept the situation and learn to deal with it-world englishes supporters say that variations in English will be there . It should not be changed rather we should devise ways to deal with this situation.

Topic-098: Components of Intelligibility

Components of intelligibility

The holistic notion of intelligibility is divided into three components:

- Intelligibility
- Comprehensibility
- Interpretability

(Smith as cited in Kachru & Nelson, 2006)

Intelligibility

Intelligibility refers to:

- Level of sound- when you hear an utterance you are able to distinguish between different sounds-recognize sounds according to different categories assigned to them-you hear a sound and you're able to identify them as different words.

Intelligibility

If you don't understand someobdy and you try to assign different categories to different sounds that you hear you can always ask the speaker to clarify their words. Difficulties can be overcome by:

- A clarification request e.g. could you repeat yourself?
- Repair device
- Stored in memory for checking later
- Ignored because of the redundancy in the message

Evidence of intelligibility

Being able to:

- Recognize a spoken word/words
- Reproduce it in writing

Topic-099: Comprehensibility

Comprehensibility
- The next level in Smith's complexity continuum of intelligibility
- Involves:
- assigning meaning to utterances
- Recognizing an utterance's referents

Comprehensibility
Example:
Table
- Please put the package on the table.
- Invite guests of the committee to the table.
- Table a motion.
- Insert data into cells in a table.

Difficulty in comprehensibility
- Unfamiliar vocabulary
- Unfamiliar expressions
- Borrowed lexical items
- Nativized vocabulary

Difficulty in comprehensibility
Example:
'Correspondence invited, preferably for mutual alliance … . '
- Kachru cited in Kachru & Nelson, 2006
- 'Mutual alliance' is a culturally significant collocation with respect to marriage arrangements

Topic-100: Interpretability

- To understand the purpose and intent of an utterance
- Most complex and most important

Interpretability
Example:
Masterji must have heard…. He biked all the way … his white beard rolled spiffily tight and his long hair tucked under a crisp chartreuse turban…. He was even carrying a kirpan…. Masterji was a Sikh… but very few went around with their ceremonial daggers strapped to their chests all day long.

Interpretability
Example:
‘Matrimonial correspondence invited from
respected Punjabi families for my son … clean shaven.’
Interpretability
Research findings on intelligibility

- Need to remove the native accent as the target
- Need for students of English to have greater exposure to nonnative varieties of English

Research findings on intelligibility

- Exposure ensures less inhibition and bias and more tolerance toward different varieties of English
- Wider exposure to more varieties increases users’ ability to comprehend international educated English

Topic-101: Intercultural competence

- Focusing on only one culture leads students (or some teachers) to see only a unified and monolithic culture

Differences caused by cultural contexts
People use different strategies for interaction depending on their:
Gender
Age
Ethnicity
Intercultural competence
Research on different varieties of English show that there are differences in the following aspects:

- Use of standard and non-standard English with respect to age and gender
- Performance of different speech acts

Use of ‘yes’ in different cultures

- In Burundi: the addressee may say: ‘Yes, I definitely agree’, and then proceed to state their opinion which is contradictory to what the first speaker had said.

Use of ‘yes’ in different cultures
Example:
In American English (women): ‘yeah’ to mean they are following what the speaker is saying
In American English (men): ‘yeah’ to mean they agree with the speaker
In Japanese: ‘I am paying attention to what you are saying’.
Findings of research
Language teaching needs to take into account:

- Properties of extended discourse in context
- Teacher education to consider the conventions of culture that determine context-dependent language use

Findings of research
Language teaching needs to take into account:
- awareness raising about shared and non-shared features of world Englishes
- Teacher awareness about their own attitudes
- Recognition of the status and depth of world Englishes

Findings of research
Language teaching needs to take into account:
- Projection of ethnic, gender, national and other identities through world Englishes

Topic-102: Sociocultural Context in World Englishes

Lesson-18

Standard Language Ideology

Topic-103: What is Standard language I?

What is Standard Language?
- The term 'standard' began to be applied to language and literature in the 18th century.
- Historically was used for the battle/war flag of England in a battle in the 12th century
- Used in the armies to refer to the flag of a unit or regiment

Standard language
- The variety of a language which is considered the norm
- Used for educational purposes
- A yard stick for measuring the other varieties

Standard language
- Is a prestige variety
- Spoken by a minority of people with power and position in a society

Standardization of a language
Language standardization is the process by which conventional forms of a language are established and maintained
Codification
- The methods used to complete the process of standardization

Standard English
Codification
- These methods include the creation and use of:
- dictionaries
- style and usage guides
- traditional grammar textbooks

Standard English
Codification
- The term was popularized in the early 1970s by linguist Einar Haugen
- He defined it as a process that leads to "minimal variation in form"

Standard language
- Language varieties do not have prestige in themselves
- They acquire prestige when their speakers have high prestige
- This explains the prestige and power attached to standard English.

Topic-104: What is Standard language II?

Bases of standard English
Grammar
- Grammar more than pronunciation
- Grammar is fixed and uniform

Bases of standard English
Grammar
Educated speakers may differ in:
- Pronunciation
- Vocabulary
- Idiom

Bases of standard English
First, …it really ought to be called ‘the grammar and core vocabulary of educated usage in English’…. it is not the whole of English, and above all it is not pronunciation that can be in any way labeled ‘Standard’, but only ... its grammar and vocabulary.
(Strevens cited in Kachru & Nelson, 2006)

Bases of standard English
Writing
- Associated more closely with writing than spoken forms
- Easily recognizable in written forms

Bases of standard English
Writing
Associated more closely with writing because:
- A blend of vocabulary and grammar
- Established more clearly through spelling than pronunciation

Bases of standard English
Writing
- Written English is more rule-governed than spoken English
- Role of publishers
- More uniformity and fewer divergences in writing

Bases of standard English
Language ideology
- Social, cultural and economic factors

- Undue importance given to the variety selected as the standard

Topic-105: Standard language

Bases of standard English
Grammar
- Grammar more than pronunciation
- Grammar is fixed and uniform

Bases of standard English
Grammar
Educated speakers may differ in:
- Pronunciation
- Vocabulary
- Idiom

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Bases of standard English
Writing
- Written English is more rule-governed than spoken English
- Role of publishers
- More uniformity and fewer divergences in writing

Bases of standard English
Language ideology
- Social, cultural and economic factors
- Undue importance given to the variety selected as the standard

Topic-106: Language Standards

Language standards
- Prescriptive language rules which together constitute the standard
- Formally taught and conformed to

- These rules may change over time

Criticism of language standards

- Create discrimination
- Work against the poor, women and minorities
- Need to be broadened

Process of standardization

Comprises four stages

- Selection
- Codification
- Elaboration of functions
- Acceptance

Selection

- The most critical stage
- Involves selection of one variety as the standard
- Led by the politically and socially powerful
- Protects and promotes the interests of the same

Selection

Involves the selection of:

- An existing variety with a high degree of political and social acceptance
- Different features from several varieties

Codification

- Involves the writing and development of:
- grammar textbooks
- style and use guides
- Dictionaries
- Allows people access to the standard forms

Elaboration of functions

- Capability of performing a wide range of functions in government and education domains
- New vocabulary and conventions are added

Acceptance

- The selected variety has to be accepted by the relevant population

Paradox of standardization

- A symbol of a state's independence
- A strong unifying force
- A symbol of inferior status of the poor who use a regional, social or ethnic dialect

Paradox of standardization

- Standardization of a language may be challenged or questioned e.g. the standard English

Topic-107: Non-Standard Englishes

Non-British variety controversy

- Recognition of American English as a variety different from British English
- Reservations in recognizing institutionalized varieties in the outer circle

Varieties considered non-standard

- All the regional native speaker dialects of English
- All the 'New English' varieties
- Until 1970s educated Australian English

Non-Standard Englishes

Lack of acceptance of non-standard varieties may be due to:

- Attitude towards race in the US
- Attitude towards class in the UK

Non-Standard Englishes

Standardization and codification of outer circle Englishes:

- Singaporean Standard English
- Indian Standard English

Attitudes within the outer circle

- Often considered second-best compared to the standard English of the inner circle

Attitudes in the inner circle

- Unlikely to attract the same degree of prestige as native standard Englishes in UK, North America and Australia
- Considered a result of fossilization

Attitudes in the inner circle

- Learners of a second language stop short of target-like attainment (the native speaker's competence) in some or all linguistic domains

Lesson-19

Standard English and World Englishes

Topic 108: Language Standardization and Codification

Standardization

- The process by which conventional forms of a language are established and maintained.
- It may occur as an effort by members of a community to impose one dialect or variety as a standard.

Codification

- The methods by which a language is standardized
- 18th century was the most important period of codification for English
- The term codification was popularized in the early 1970s by the linguist Einar Haugen

Codification

Codification involves the following:

- Developing a writing system
- Setting up official rules for grammar, orthography, pronunciation
- Publishing grammar books, dictionaries and usage guidelines

Selection of the standard variety

- English and financial opportunities
- Market share of different varieties:
- American
- British
- Australian

Standardization vs codification

Standardization

Concerns raised by standardization:

- Language status
- Language variability
- Language ideology

Standardization vs codification

Codification

Codification involves concrete and limited concerns:

- Recognition of creativity and innovation
- Purpose and domain of use
- Perceived superiority of the native speaker

Topic 109: Codification and Teacher Education

Topic 110: Issues in Codification

Issues in codification

- Outer circle Englishes exist in multicultural and multilingual environments
- Generally governments have maintained traditionally accepted British or American English standards

Issues of codification

- The attitude is inappropriate in the current context of the exsitence of English
- Codification in the outer circle involves five challanges

1. Prescription or
   description?

Prescriptivism is the belief that one variety of a language is superior to others and should be promoted as such.

Descriptivism is a nonjudgmental approach to language that focuses on how it is actually spoken and written.

Prescription or description?

Codification in the outer circle involves two kinds of decision:

i. Selecting models and
   pedagogical norms
ii. Focusing on the cultural
   context of uses and users

2. Selection

- Outer-Circle English users communicate within their region and with speakers from other circles
- Selection of an exclusively internal or external model as the standard is difficult

3. Functions

Participatory function codification for purposes of mutual collaboration

Separatist function

Marking boundaries of distinct identity

4. Content of standards

Two possibilities:

- Stay with the British or American model: easy and economical
- Select an internal model: involves a large amount of work

Content of standards (contd…)

Advantages of an internal model

- Awareness of identity
- More opportunities for creativity
- Acceptance and recognition of creativity

5. Acceptance

Locally defined standards need the approval and support of:

- Experts and professionals
- General population
- Institutions

Topic 111: Constructs of Standards and Codification-I

Randolph Quirk’s approach

- Three models of spread of English:

1. Demographic model
2. Econocultural model
3. Imperial model

Quirk’s view

Spread of English nowadays

- Can be compared with the econocultural model
- English being spread nowadays as the medium of science, technology and business
- Issues of standards
- General
- Restricted

Quirk’s view

- General issues of standards: educational concerns
- Restricted issues of standards: special uses of English

Quirk’s view

General issues of standards

- Unwillingness to adopt American or British English as models
- False assumptions about the varieties of English by linguists

Quirk’s view

Restricted issues of standards

- International standards for global use of English:
- English for transnational corporation
- Maritime English

Quirk’s view

Restricted issues of standards

- Varieties are deficient in this context
- Standard English is required to ensure better communication by using the same language

Quirk’s view

Restricted issues of standards

- Varieties exemplify an incomplete command of English
- Standard English is required to ensure better communication by using the same language

Quirk’s view

Need for a local standard

- Required only in the imperial model
- The local norms should be based on acrolectal variety which is as close as possible to the externally established norm of Standard English

Topic 112: Two Constructs of Standards and Codification-II

Kachru’s view

Sociolinguistic reality of English in global context

- Multicultural varieties of English at various societal levels (penetration)
- Extraordinary wide domains of functions (range)

Kachru’s view

Sociolinguistic reality of English in global context

- Emphasizes the user
- Users make adjustments in their use of English that reflect the realities of their own sociolinguistic contexts

Kachru’s view

- Rejects the traditional view of native speakers being the norm providers for all varieties of English
- Acknowledges the influence of native languages on the English of multilingual users

Kachru’s view

- Rejects the view that varieties are deficient or incompletely learned
- The differences reflect the diverse cultural contexts of the use of English

Kachru’s view

New norm-providers

- Various norm-providing and modelling centres have resulted in new linguistic and literary rules and principles
- Learning English along with retaining one’s own identity

Kachru’s view

Adaptation of English to multilingual contexts

- Norm-providing
- Indigenized-variety use
- Asserting regional national or local identity as distinct from inner circle variety users

Kachru's view

Diversification in inner circle and outer circle varieties

- Diversification in outer circle varieties is comparable to inner circle varieties
- considerable diversification at the base (colloquial level)
- and less diversity at the apex or educated level

Kachru's view

Dealing with diversity

- Creativity and innovation reflect the diversity of cultural circumstances in which English is used
- Concerns raised by diversification need to be managed by exposure of teachers and researchers to varieties of English

Topic 113: External Models in Expanding and Outer Circles

External models

- British
- American

Arguments for external models

Need for a uniform standard world-wide

- Uniform standard needed for global English
- Multiple norms can cause the language to break up in mutually unintelligible varieties
- Political leadership favours external models

Arguments for external models

Sufficiency of external models

- Existence of research based codified varieties
- Availability of abundant instructional and reference material in British and American English

Arguments for external models

Sufficiency of external models

- Similarity between educated varieties in outer and expanding circle and standard British or American English
- Adequacy of available models for restricted purposes

Arguments for external models

Inseparability of English and American/British culture

- Creativity of the inner circle speakers is considered more valid
- Outer and expanding circle literature is considered secondary to inner circle
- British and American literatures determine the literary standards

Topic 114: Internal Models in Expanding and Outer Circles

Arguments for internal models

Unavoidability of acculturation of English

- Sociocultural context of outer and expanding circle countries

Arguments for internal models

Research on internal models

- Features of different varieties have been recorded by researchers
- Dictionaries and grammar reference books are being compiled
- International Corpus of English (ICE) is being developed

Arguments for internal models

Breaking away from British and American culture

- Increase in range and depth of English
- Acculturation and emergence of new varieties
- Need to contextualize English

Arguments for internal models

Language standard and ideology

- Social identity
- Sociolinguistic reality

Lesson-20

Acculturation

Topic 115: Standard VS. Global Language

Standard language

- A language which has changed from a regional into a national language
- Used as a second language by the speakers of other dialects, retaining some features of their regional languages.

Standard language

- Discovers new functions
- Develops new registers
- Expands its meaning potential

Global language

- A language which has changed from a national into an 'international' language
- Used as a second language by the speakers of other languages, retaining some features of their national languages
- Called global as its range covers the whole world

Global language

- A language takes on new meanings when it is used to describe settings originally construed in a different language
- It does so by:
- Borrowing
- Reconstruing old words

Global language

- Creates new functions
- Produces new meanings
- Increases its meaning potential.

Topic 116: Speaking and Writing in World Englishes

Conventions of language use across cultures

The need to understand the following:

- Interactions
- Sociocultural values
- Conventions of language use
- Linguistic structure

Speech Act

An act that a speaker performs making an utterance, such as:

- Requesting
- Promising
- Asking
- Demanding
- Apologizing

Conventions of politeness

- People oriented to negative politeness may be perceived as aloof or cold
- People oriented to positive politeness may be perceived as unsophisticated

Conventions of politeness

Negative politeness

The strategies that avoid offence by showing deference.

Examples

- Use of honorific terms: "Dr.", "Mr.“
- Indirect requests: Would not you mind if we shut the door?

Conventions of politeness

Positive politeness

The strategies that avoid offence by highlighting friendliness.

Examples:

Use of nicknames

Exaggerated approvals: You look terrific

Request: You look cold, Sam. Should we shut the window?’

Conventions of politeness

Show of negative politeness: where interactions between strangers are conventionally oriented more to deference

Show of positive politeness: where interactions between strangers are expected to be more personable and friendly

Topic 117: Speaking and Writing in World Englishes

Sociocultural conventions of language use across cultures

Politeness

Asian languages

- Grammatical devices at the phonological, morphological, lexical and syntactic levels

- Discourse strategies, to signal respectful and polite verbal behavior

Politeness

Asian languages

Indicating respect for specific addressees or referents:

- honorific pronouns
- verbal endings
- lexical sets

Politeness

Asian languages

Indicating respect for specific addressees or referents:

- Sets of honorific pronouns
- Verbal endings
- lexical sets

Choice from one set is constrained by the choice from another set

Politeness

Asian languages

Grammatical choices: Hindi

Lexical choices: Korean (Hwang, 1990)

Honorific	Plain	Gloss
Cinci	pap	'meal'
Sengham	ilum	'name'

Expression of politeness in English

English language does not have systemic choices but only strategies based on politeness considerations

Assimilation and change of conventions

- Assimilation of cultural conventions of language use in new varieties of English
- Under the influence of English in some section of societies these systems are undergoing change

Conventions of use in world Englishes

Expression of partial agreement-disagreement

Yes, but…

In Hindi: No . . . but yeah

Example

A: Do you think it [wife abuse] is common?

B: In India? In rural families this is common.

C: No, it's common. Very much common even in very literate families

Topic 118: Speaking and Writing in World Englishes

Rhetorical strategies

Strategies used to produce appropriate and effective language in any situation

Rhetorical strategies

- Different varieties of English show a considerable difference in the use of

rhetorical strategies in writing

- Selection of a rhetorical strategy is motivated by considerations of sociocultural appropriateness

Features of outer and expanding circle writing

- High sounding style
- Indirectness
- Presenting all sides of an argument
- Extensive quotation from previous work

Features of outer and expanding circle English

Politeness strategies

- Prefacing the request by some general observations

Now coming to the crux of the matter . . . I request you

Features of outer and expanding circle writing

Politeness strategies

- Use of affective elements

- I request you very humbly to enlighten me of the following points.
- So, with folded hands I request you to

Literature

Creative literature from Africa and Asia successfully uses a synthesis of:

- Oral and literate traditions
- Strategies of drawing in the audience

Features of inner circle Writing

- Direct imperatives
- Heavy emphasis on explicit, decontextualized, impersonal language

Features of inner circle English

- Need to acknowledge the literary value of outer circle writings
- Publishers need to shed off their prejudices

Topic 119: Genre and Style in World Englishes

Genre

A genre is a type or category of literature or other form of artistic composition (as in painting, music or film), marked by a distinctive style, form, or content.

Genre

- Language use in a conventionalized social setting
- Responds to specific communicative needs of a discipline or in a social setting
- Practices constraints on use of grammar vocabulary and discourse features

Genre

Is identified on factors external to the text:

- Rhetorical context
- Communicative purpose
- Sociocultural and other institutional constraints

Genre

Factors internal to the text:

- Lexicon
- Grammar
- Text organization patterns

Genre

Contradictory features of genre:

- Conventions: rhetorically stable textual activity
- Tendency for innovation: exploited by experienced writers to create new forms in order to respond to novel rhetorical contexts

Genre

Creativity in the use of linguistic resources represents subtle changes in style to convey private, organizational or/and personal identities, attitudes, intentions and perceptions.

Style

- Generally defined in terms of text-internal factors.
- Style can demonstrate:
- a typically individual use of language
- a typically functional use of language

Difference between Style and Genre

- Genre focuses more on the communicative values
- Style pays more attention to linguistic form

Topic 120: Genre and Style in World Englishes

Genre in the context of world Englishes

- Variations in world Englishes are comparable to variations in styles
- Both reflect individual uses of language

Genre in the context of world Englishes

- Individual variations can be seen in the use of language in different contexts
- These variations are caused by differences in the experiences, goals, attitudes, and values of speakers of world Englishes

Genre in the context of world Englishes

- Change in the use of vocabulary and grammar will change the construction and interpretation of genre
- Variations due to world Englishes can create noticeable differences in genres and styles

Genre in the context of world Englishes

Conservative genres

Little room for variations in the use of:

- text-internal features of language use (lexico-grammar, discourse structuring)
- text-external features

Genre in the context of world Englishes

Conservative genres

- Generic integrity is maintained in professional and academic discourse
- Editor control by publishing houses

Genre in the context of world Englishes

Conservative genres

- These constraints can be compared with conformity to largely Western and native English norms
- Limit variation, creativity, and innovation in language motivated by variations in world Englishes.

Genre in the context of world Englishes

Liberal genres

Creativity and innovation in the use of linguistic form is considered a great quality (literary genres)

In a dramatic day's play, India, after taking charge of the match, let the advantage slip a bit. First, after the Indian bowlers had reduced Pakistan to 137 for 8, a gutsy 49 by Mohammad Sami helped them to a respectable 224. Then, Virender Sehwag was out off the first ball of the Indian innings, though the Indians avoided further loss, ending the day on 23 for 1. (The Wisden Bulletin by Amit Varma cited in Kachru, B., Kachru Y &Nelson, 2006)

After being roasted in the Caribbean sun for two-and-a-half days, England's batsmen suffered a prolonged dizzy spell on the third eveningin Antigua, slumping to 98 for 5 before Andrew Flintoff and the debutant Geraint Jones applied the cold towels with a soothing 73-run partnership

(The Wisden Bulletin by Andrew Miller cited in Kachru, B., Kachru, Y. & Nelson, 2006)

Lesson-21

World Englishes and Language Acquisition

Topic 121:Second Language Acquisition and World Englishes

Second Language Acquisition

The study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language.

Distinctions in second language in SLA

- Second language
- Foreign language
- Auxiliary language
- Additional language

SLA and world Englishes

- Growing recognition of the plurality of English underlying the World Englishes (WE) paradigm
- Problematizing of the conventional SLA views of second language learning

World Englishes claims

According to Kachru, WE makes three basic claims:

- There is a repertoire of models for English, not just the native English

- Localized innovations in English deserve recognition
- The ownership of English lies with all those who use it.

Challenge to traditional SLA paradigm

- Rejects the attainment of native-like competence as the English learning goal for all learners
- Native speakers not responsible for the standardization of English

SLA and World Englishes

- Gloabal spread of English
- Socio-cultural and pragmatic needs of new speech communities of English
- Generation of multiple norms at the local, national and regional levels

SLA and World Englishes

View of deviations from the standard English:

- In SLA: errors
- In WE: variations

SLA and World Englishes

- Non-native speaker (NNS) norms treated as equal to native speaker norms
- Use of NNS norms for evaluating the appropriateness of English use in outer circle contexts

Topic 122: Second Language Acquisition (SLA) in Multilingual Context

SLA and multilingualism

The world Englishes orientation recognizes that additional languages are learned/acquired in multilingual contexts

Functions of an additional language

- The uses and functions of the additional language are determined by the role and status the additional language enjoys in a community
- WE performs various functions in different settings

Benefits of world Englishes to the study of SLA

- Provides fertile ground for SLA research
- Offers research potential in Applied Linguistics and Sociolinguistics

World Englishes and SLA concepts

Lack of relevance between world Englishes and SLA concepts of:

- Fossilization
- Interlanguage
- Input
- Monitor

Focus of world Englishes research

- The impact of uses and functions of a language on its acquisition

Topic 123: SLA and Formal Instructions

Orthodox view of SLA

- Native-like competence as L2 learning goal
- Deviations from NS norms are believed to result from limited linguistic competence

World Englishes view of SLA

- L2 learning goal may not necessarily correspond to NS norms

- Deviations from standard English norms may not necessarily be errors in WE particularly when an idiosyncratic form appears systematic and is shared by a speech community

Language instruction in World Englishes context

- English language instruction is carried out by non-native English speaking teachers
- No exposure to native speakers
- No or limited exposure to materials from the inner circle

Topic 124: Issues of Proficiency and Communicative Competence-I

Foreign language instruction in NNS countries

- Native language as the model for a foreign language learning
- Native speaker not a requirement as teacher or instructor

English language instruction in NNS countries

- Preference for native English speaking teachers
- NNS teachers not being proficient enough, spoilt the language

English language instruction in NNS countries

- Which pedagogical model
- Which English – US, UK or native?

English language use in NNS countries

There are 'millions of L2 users who learn and use second languages in their own countries, from their own (nonnative) teachers, for use primarily with other nonnative speakers, and who may never come across a native speaker face to face' Sridhar cited in B. Kachru, Y. Kachru & Nelson, 2006)

Ideal definition of a native speaker

- Someone who acquired a given language as her/his home language at mother's knee, without benefit of formal instruction.
- She/he has useful intuitions about grammatical correctness, and does not have to think about how to say what she/he wants to say

Proficiency of non-native speakers

- Non-native speakers as proficient speakers
- Show better proficiency than the native speakers in some cases
- Do we need a native speaker or a proficient speaker?

SLA and native speaker

- Primary criteria: monolingual notion
- Secondary criteria: social factors

SLA and native speaker

- Need to acknowledge outer and expanding circle varieties of English in SLA

Topic 125: Issues of Proficiency and Communicative Competence

Genetic and functional nativeness

Genetic nativeness

Refers to the historical relationships of contact and convergence between languages

Genetic and functional nativeness

Functional nativeness

- Sociolinguistic status in range and depth of use in a society
- Users recognize standard English
- Users' exhibit proficiency comparable to native speakers' proficiency

Communicative competence

The ability to use a community's language in appropriate ways to achieve goals and to operate in the society in an intended manner

Communicative competence

- Refers to both the tacit knowledge of a language and the ability to use it effectively
- The socially appropriate use of language

Communicative competence

- Knowing and acting in accordance with the sociocultural knowledge
- Conventions of language use

Communicative competence and native speaker

A native speaker does not make for a more competent communicator in different contexts

Communicative competence and world Englishes

- Wide exposure to varieties of English allows for being flexible in one's use of the language
- Inclusion of the notion of world Englishes in teacher education programmes

Topic 126: Nativization and Englishization

Nativization

Effective communication in world Englishes context depends on:

- An awareness of nativization of English
- Englishization of the local languages in contact with English

Nativization

- Adaptation of English to local socio-cultural environments
- Leads to qualifying descriptors such as:
- US English
- Indian English
- Singaporean English

Englishization

The transformation which takes place in non-English cultures and languages as a result of exposure to the English language

Englishization

- Obvious influences of English on other languages
- Levels of languages from pronunciation to literary genres are affected

Code mixing and code switching

Code mixing

Changing from one language
to another within sentences

Code switching

Changing from one language to another across sentences and larger language domains

Code mixing and code switching

- Amajor characteristic of the users of world Englishes
- Readily observable
- Not fully approved by monolingual researchers
- Need to understand what prompts code mixing and switching

Lesson-22

World Englishes and Language Acquisition

Topic 127: World Englishes and Interlanguage

Interlanguage

Refers to the intermediate states of a learner's language as it moves from L1 toward the target L2

Interlanguage

L1 ___ | ..... | ___L2

Interlanguage

Interlanguage is metaphorically a halfway house between the first language (L1) and second language (L2)

Interlanguage

L1 ___ | ..... | ___L2

Interlanguage

Learning L2 is a gradual process from L1 towards L2. At every stage of learning learners have rules of grammar which are not perfect yet

Interlanguage

- Reflects the learner's evolving system of rules
- Is influenced both by L1 and by input from the target language

Interlanguage

The monolingual SLA stance considers all non-native varieties of language as failed attempts at learning

Topic 128: World Englishes and Interlanguage

Interlanguage

Interlanguage as a concept has no relevance to stable bilingual and multilingual contexts across the world

Interlanguage hypotheses

The concept of Interlanguage is based on following hypotheses:

1. Varieties of English are fossilized forms of standard English
2. Results of imperfect learning

Fossilization and world Englishes

- Fossilization is inapt to the context of world Englishes
- In multilingual contexts different languages have definite roles
- English has definite roles in many societies
- The roles and contexts of use are constantly evolving

Fossilization and world Englishes

- In a multilingual context, each language has its use
- One language many not be appropriate for use in all domains

SLA in outer and expanding circles

- SLA models are the teachers and materials
- English has various uses outside the classroom
- Receives reinforcement and expansion opportunities of classroom learning

Topic 129: Second Language Acquisition (SLA) Theories and World Englishes

SLA Theory Construction

- Immigrants or foreign students in universities are used as sources of data
- Learners of English in the outer and expanding circles are overlooked

SLA Theory Construction

- Little awareness of the factors relevant to English language learning in these contexts
- Lack of relevance between SLA theories and world Englishes

Assumptions of SLA

1. Learning goal is to attain native-like competence to communicate with native speakers
2. Input comprises the entire range and depth of British and American English
3. Learners ought to have integrative motivation for language learning

Assumptions of SLA

4. Primary languages considered sources of negative and positive transfer
5. Difference from standard British or American English amount to failure – fossilization or pragmatic failure

Success in SLA

- Five percent of learners are expected to achieve native competence in L2
- The others are consigned to the category of interlanguage users

Topic 130: Realities of Second Language Learning in World Englishes Context

Realities of outer and expanding circle context

- Non-native interlocutors
- Native English norms may be viewed unfavourably

Realities of outer and circle context

- Input available in indigenized variety of English:
- Teachers
- Peers
- Materials

Realities of outer and circle context

- Several languages in the linguistic repertoire
- Each language with a distinct function
- Irrelevance of ideal bilingualism

Realities of outer and circle context

- Functions of English unique to the context

- Serves as a high variety in a diglossic situation
- Used in administration, higher courts of law, tertiary education
- Overlaps with other languages in informal situations

Topic 131: Acquisition of English in Outer and Expanding Circles

Inapplicability of SLA to world Englishes

- Gap between classical SLA paradigm and learning of English in outer and expanding circle
- Inapplicability of SLA concepts and methods to the world Englishes context

Outer and expanding circle contexts

Multilingual users

- Include different domains of use and require different levels of proficiency
- Multilinguals are not deficient but proficient users of English and other languages
- Employ code mixing

Outer and expanding circle contexts

Local input

- Bilingual teaching methods
- Teachers proficient in local variety of English
- Indigenized versions of American popular culture

Outer and expanding circle contexts

Local input

- Creativity in the use of internet
- Indigenized varieties rather than an international or universal English

Outer and expanding circle contexts

Irrelevance of SLA concepts

- The target is not acquisition of native-like competence
- Inappropriacy of fossilization and interlanguage for researching world Englishes

Outer and expanding circle contexts

Irrelevance of SLA concepts

- Indigenized varieties rather than an international or universal English
- Cannot be compared to creolization

Outer and expanding circle contexts

Role of first or primary languages

- Positive role of the first language
- Innovations help in two ways:
- Increase communicative competence in the target language
- Help in acculturation of the target language to local context

Topic 132: Acquisition of English in Outer and Expanding Circles

Integrating world Englishes into SLA paradigm

Theory construction to consider:

- Multilingualism
- Functions of language(s)
- Creative potential of human linguistic behaviour

Changing SLA scenario

Some scholars and linguists suggest the following:

- Inclusion of ‘indigenized language’ as a type of acquisition in SLA typology
- New perspectives on SLA
- Acceptability of stable variations rather than treating them as errors

Changing SLA scenario

- Native speakers to be more tolerant and accepting
- Need to increase familiarity with international English

Changing SLA scenario

- SLA theories to consider research on the acquisition and use of IVEs
- SLA’s limitations with regards to offering explanations with regard to learning English in outer and expanding circles