

World Englishes (ENG506)

- ✚ **Globalisation:** Definition: The process of increasing global connectivity and interdependence.
- ✚ **What is a Global Language?:** A language that is widely used and accepted for international communication.
- ✚ **The Need for a Global Language in Present Times:** Globalization has created a need for a common language to facilitate international communication and commerce.
- ✚ **What Makes a Global Language?**
 - Widespread use and acceptance
 - Simple and adaptable grammar and vocabulary
 - Economic and cultural influence of its native speakers
- ✚ **Emergence of English as a Global Language:** English has become the dominant global language due to British colonialism, economic influence, and cultural spread.
- ✚ **Change in the Status of English:** From a language of colonialism to a language of international communication and commerce.
- ✚ **Dangers of Global Language**
 - Undue Empowerment of Users: Dominant language speakers may impose their language and culture on others.
 - Linguistic Complacency: Native speakers may become complacent and neglect language maintenance.
 - Loss of Linguistic Diversity: Global languages may lead to the decline of local languages and cultures.
- ✚ **The Issues of National and Cultural Identity:** Global languages can threaten local identities and cultures.
- ✚ **Introducing World Englishes:** World Englishes refers to the diverse varieties of English spoken globally, each with unique features and contexts
- ✚ **Origins:** World Englishes emerged from the spread of English through colonialism, trade, and cultural exchange
- ✚ **Spread of English Through Migrations and Settlement:** America: English was brought to America by British colonizers and settlers. American English developed distinct features, such as vocabulary and pronunciation differences.
- ✚ **Spread of English through Migrations and Settlements:** New Zealand: English was introduced by British colonizers and missionaries. New Zealand English has unique features, such as Maori loanwords and a distinct accent.

ENG506_Save Me Please

- ✦ **Spread of English: Caribbean:** English was brought by British colonizers, African slaves, and indentured servants. Caribbean Englishes (e.g., Jamaican, Trinidadian) have creole features and African influences.
- ✦ **Spread of English: South East Asia:** English was introduced by British and American colonizers, traders, and missionaries. South East Asian Englishes (e.g., Singaporean, Malaysian) have distinct features, such as loanwords and accents.
- ✦ **Spread of English: South Africa:** English was brought by British colonizers and settlers. South African English has unique features, such as Afrikaans loanwords and a distinct accent.
- ✦ **Spread of English: Africa:** English was introduced by British colonizers, missionaries, and traders. African Englishes (e.g., Nigerian, Ghanaian) have distinct features, such as loanwords and accents.
- ✦ **Spread of English: South Asia:** English was introduced by British colonizers and traders. South Asian Englishes (e.g., Indian, Pakistani) have distinct features, such as loanwords and accents.
- ✦ **Political Developments:**
 - Colonialism and imperialism led to the spread of English globally.
 - English became a language of power, education, and international communication.
 - Post-colonialism and globalization have further spread English, with varying impacts on local languages and cultures.
- ✦ **Technological and Industrial Developments:** The spread of English worldwide is linked to technological advancements, industrialization, and globalization, which have increased international communication, trade, and cultural exchange.
- ✦ **Social and Cultural Trends:** English has become a symbol of modernity, globalization, and cultural exchange, influencing social and cultural norms worldwide.
- ✦ **International Travel:** With increased travel and tourism, English has become the primary language for communication among people from different countries.
- ✦ **English as a Lingua Franca:** English serves as a common language for international communication, enabling people who speak different native languages to communicate.
- ✦ **Pidgins and Creoles:** These are simplified languages that emerge as a result of contact between groups with no common language. Pidgins are used for basic communication, while Creoles are more complex and become native languages.
- ✦ **Process of Pidginization:** This is the development of a pidgin language, often for trade or communication between groups.
- ✦ **Process of Creolization:** This is the development of a creole language, often from a pidgin, as it becomes a native language for a community.
- ✦ **Geographical Distribution:** English is spoken worldwide, with varying forms and accents depending on the region.

ENG506_Save Me Please

- ✚ **Independent Parallel Development Theory:** This theory suggests that similar linguistic features in different varieties of English are due to independent development rather than direct influence.
- ✚ **Nautical Jargon Theory:** This theory proposes that nautical terminology and sailor slang influenced the development of pidgins and Creoles.
- ✚ **Monogenesis Theory:** This theory suggests that all pidgins and Creoles come from a single, ancestral language.
- ✚ **Afrogenesis Hypothesis:** A subset of Monogenesis Theory, proposing that all pidgins and Creoles originated from African languages.
- ✚ **Baby Talk Theory:** This theory suggests that pidgins and Creoles developed from simplified language used with children or foreigners.
- ✚ **Theory of Relexification**
 - This theory proposes that creole languages are formed through a process of relexification, where the vocabulary of an existing language (the lexifier) is replaced with that of another language (the substrate).
 - This process occurs when two groups with different languages interact, and the substrate language influences the grammar and vocabulary of the lexifier language.
 - Relexification theory suggests that creoles retain the grammatical structure of the substrate language, but adopt the vocabulary of the lexifier language.
- ✚ **Universal Principles Theory:**
 - This theory proposes that all human languages share a set of universal principles and parameters, which are innate to the human language faculty.
 - According to this theory, the grammatical structure of creole languages is not solely determined by the languages in contact, but also by the universal principles of language acquisition and processing.
 - Universal Principles Theory suggests that creoles exhibit similarities in grammatical structure and lexical semantics due to these universal principles, rather than solely due to language contact.
- ✚ **Pidgins and Creoles:**
 - A pidgin is a simplified communication system that emerges when two or more groups without a common language interact.
 - Pidgins are not native to any speech community and are built from words and sounds from multiple languages with a limited core vocabulary.
 - A creole is a pidgin language that has become the native language of a community, often developed by children exposed to a pidgin.
 - Creoles are syntactically rich and complete languages, unlike simplified pidgins.

✚ **Pidgins and Creoles Linguistic Features:**

ENG506_Save Me Please

- Lexis: Pidgins and creoles often have a limited vocabulary, with words borrowed from various languages.
- Phonology: Pidgins tend to have simple syllable structures and lack consonant clusters.
- Grammar: Pidgins and creoles often omit grammatical inflections and have simplified phrase structures.
- Social Functions: Pidgins and creoles serve as a common language for communication among groups with different native languages.
- ✚ **Creole Development in the US and UK:** Creoles have developed in the US (e.g., Gullah Geechee) and UK (e.g., British Creole) due to historical contact between colonizers and indigenous or enslaved populations.
- ✚ **English as a Native Language:** English spoken as a first language by native speakers.
- ✚ **Native and Non-native English Speakers:** English spoken as a second language by those who have another native language.
- ✚ **English as a Foreign Language:** English learned in a classroom setting, not spoken as a native or second language.
- ✚ **English as an International Language:** English used for global communication, often as a lingua franca.
- ✚ **Speech Community and Speech Fellowship**
 - **Speech Community:** A group of people who share a common language or dialect.
 - **Speech Fellowship:** A sense of solidarity and shared identity among speakers of a language or dialect.
- ✚ **Models of World Englishes:**
 - **Kachru's Three Circles Model:** Inner Circle (native English speakers), Outer Circle (non-native English speakers), and Expanding Circle (English as a foreign language).
 - **McArthur's Circle Model:** Four concentric circles representing different levels of English language proficiency and use.
- ✚ **Stevens' Model of World Englishes (1980):** Peter Stevens proposed a model of World Englishes as a series of concentric circles, with English as a Native Language (ENL) at the center. The circles represent different levels of English language proficiency and use, from native-like fluency to basic communication.
- ✚ **Mc Arthur's Circle of World Englishes:**

Brian McArthur's model builds upon Stevens', with four concentric circles:

- English as a Native Language (ENL)
 - English as a Second Language (ESL)
 - English as a Foreign Language (EFL)
 - English as an International Language (EIL)
- ✚ **Manfred Gorklach's Circle Model of English:**

ENG506_Save Me Please

Gorlach's model also uses concentric circles, but focuses on the spread of English worldwide:

- Inner Circle (ENL countries)
- Outer Circle (countries with English as a second language)
- Expanding Circle (countries with English as a foreign language)

✚ **Modiano's Centripetal Circles of International English:**

Modiano's model emphasizes the centripetal force of English, drawing languages and cultures towards a global standard:

- Inner Circle (native English speakers)
- Outer Circle (non-native English speakers with high proficiency)
- Expanding Circle (non-native English speakers with basic proficiency)

✚ **Modiano's English as an International Language Model:** This model highlights English as a global language, used for international communication and cultural exchange.

✚ **The Inner Circle:** (native English speakers, e.g., US, UK, Australia)

✚ **The Outer Circle:** (non-native English speakers with high proficiency, e.g., India, Nigeria)

✚ **The Expanding Circle:** (non-native English speakers with basic proficiency, e.g., China, Japan)

✚ **Status and Functions of English in the Outer and Expanding Circle**

English has various functions in these circles, such as:

- Official language
- Language of education
- Language of international communication
- Language of business and trade

✚ **Norm Providing, Norm Developing and Norm Dependent**

- Norm Providing (Inner Circle, setting language standards)
- Norm Developing (Outer Circle, adapting English to local contexts)
- Norm Dependent (Expanding Circle, following established norms)

✚ **Institutionalisation of English:** This refers to the official recognition and establishment of English as a language of government, education, and other institutions.

✚ **Limitations of Kachru's Three Circle Model**

- Oversimplification of complex language situations
- Lack of clear boundaries between circles
- Ignoring the diversity of English language use within each circle

✚ **The Nativeness Paradigm:** This paradigm emphasizes the idea that native speakers are the norm-providers for language standards. Criticisms argue that this paradigm marginalizes non-native speakers and ignores the diversity of English language use.

ENG506_Save Me Please

- ✚ **Redrawing the Three Circle Model:** Proposals to revise Kachru's Three Circle Model to better represent the complexity of World Englishes. Suggestions include adding new circles or layers to represent the diverse uses and users of English.
- ✚ **'new' Englishes and 'New' Englishes:** Definitions and Differences: - 'new' Englishes refer to newly emerging varieties of English, often in contexts of language contact. 'New' Englishes (with a capital 'N') specifically refer to Englishes that have developed in Outer Circle countries, such as India or Nigeria.
- ✚ **Nativization:** The process by which a language (in this case, English) becomes nativized, or adapted, to a local context. Nativization involves changes in pronunciation, vocabulary, grammar, and discourse styles to reflect local cultural and linguistic influences.
- ✚ **Nativization of English in Pakistan:** Example of how English has been nativized in Pakistan, with influences from local languages such as Urdu and Punjabi.
- ✚ **Contact Literature:** Literature written in contexts of language contact, where authors navigate multiple languages and cultures. Concerns about Contact Literature include issues of representation, authenticity, and cultural appropriation.
- ✚ **Features of Contact Literature**
 - Hybrid language use
 - Code-switching
 - Borrowing from local languages
 - Adaptation of local cultural references
- ✚ **Language Use by Multilinguals:** Strategies for communicating in multiple languages, such as code-switching, borrowing, and translation.
- ✚ **Strategies for Text Nativization**
 - Phonology: adapting pronunciation
 - Lexis: using local vocabulary
 - Grammar: adapting sentence structure
 - Discourse Style: using local rhetorical devices
 - Intelligibility: ensuring comprehension across languages

Components of Intelligibility

- **Comprehensibility:** understanding the literal meaning
- **Interpretability:** understanding the intended meaning
- **Intercultural Competence:** understanding cultural references and nuances
- ✚ **Sociocultural Context in World Englishes:** The importance of considering the social and cultural contexts in which English is used worldwide. This includes factors such as power dynamics, cultural identity, and language policy.
- ✚ **What is Standard English:** Standard English refers to the widely accepted and established norms of English language use, often based on the language varieties of the Inner Circle (e.g., US, UK, Australia).

ENG506_Save Me Please

- ✦ **Standard English:** Standard English language standards are often used as a benchmark for teaching, testing, and assessment.
- ✦ **Language Standards:** Language standards refer to the rules, norms, and conventions that govern language use.
- ✦ **Non-standard Englishes:** Non-standard Englishes refer to language varieties that deviate from Standard English, often used in Outer Circle countries (e.g., India, Nigeria) or in informal contexts.
- ✦ **Language Standardization and Codification:** Language standardization involves establishing a uniform language variety for official use. Codification involves documenting and prescribing language rules, often through grammar books, dictionaries, and teaching materials.
- ✦ **Codification and Teacher Education:** Teacher education plays a crucial role in perpetuating language standards and codification. Issues arise when teachers are not adequately prepared to teach diverse language varieties and contexts.
- ✦ **Issues in Codification:**
 - Marginalize non-standard varieties
 - Impose a single standard
 - Ignore language change and diversity
- ✦ **Two Constructs of Standards and Codification**
 - External models: imposed standards from outside (e.g., British English in India)
 - Internal models: locally developed standards and codification (e.g., Indian English)
- ✦ **External Models in Expanding and Outer Circles:** External models are often imposed through colonialism, education, or globalization. This can lead to language shift, cultural erasure, and loss of local identity.
- ✦ **Internal Models in Expanding and Outer Circles:** Internal models emerge from local language use and cultural contexts. These models prioritize local norms and standards, promoting language diversity and autonomy.
- ✦ **Standard vs Global Language:** Standard English is often seen as the global language, but this ignores the diversity of English language use worldwide.
- ✦ **Speaking and Writing in World Englishes:** World Englishes encompass various speaking and writing styles, genres, and purposes. These diverse language uses challenge traditional notions of Standard English.
- ✦ **Genre and Style in World Englishes:** Genre refers to the type of text (e.g., essay, poem, email). Style refers to the language use and conventions within a genre. World Englishes exhibit diverse genres and styles, reflecting local contexts and cultures.
- ✦ **Second Language Acquisition and World Englishes:** Second language acquisition (SLA) refers to the process of learning a new language. World Englishes complicate SLA, as learners may encounter diverse language varieties and standards.

ENG506_Save Me Please

- ✚ **Second Language Acquisition in Multilingual Context:** SLA in multilingual contexts involves navigating multiple languages and language varieties. This requires flexibility, adaptability, and intercultural competence.
- ✚ **SLA and Formal Instructions:** Formal instructions (e.g., language teaching, testing) often prioritize Standard English. This can ignore the diverse language needs and contexts of learners.
- ✚ **Issues of Proficiency and Communicative Competence:** Proficiency refers to language ability, while communicative competence refers to the ability to use language effectively in context. World Englishes challenge traditional notions of proficiency and communicative competence.
- ✚ **Nativization and Englishization:** Nativization refers to the process of adapting English to local contexts. Englishization refers to the spread of English language and culture worldwide. Both processes shape the diverse language varieties and uses of World Englishes.

Groups by Maha Malik

<https://chat.whatsapp.com/DxMf8E7A78d6EVdqjbOzI>