

Lesson-30

Emerging Englishes

Topic 176: East Asian Englishes English in expanding circle

- Comprises countries where English is not an official language of government or a medium of education
- Is required or strongly encouraged at a certain level of schooling
- Used in restricted social domains English in the expanding circle
- Social, cultural, economic and political factors determine the degree and kind of English to be used • Wide spread and frequent use
- Has had noticeable impacts on the languages and even the writing systems with which it has come into contact.

Current English language situation in EA

- Increase in the number of students learning English
- 300 million people toiling at English lessons in China
- English-speaking Japanese development project

- Strengthening of primary school ELT programmes in Korea and Taiwan

Current English language situation in EA

- National varieties likely to emerge in regions where English serves as an intranational language
- Indicators of a national variety emerging in each country
- Increased exposure to English-using environments Topic 177: Emerging Englishes: Chinese

History of English in China

- English reached China in 1637 with British traders
- The term Chinese Pidgin English appeared in 1859
- Canton was the centre of world trade

History of English in China

- Opium wars and spread of English
- The role of treaty ports in the spread of English

- Opening up of the country to missionaries, merchants and colonial officials
Development
- Access to an educated variety of English through missionary schools
- Anglo-Chinese culture developed in Shanghai and other centres of English education
Development of English
- Not an institutionalized language
- Not used as an internal link language Development of English
- Growth in range and depth
- Replaced Russian as the primary foreign language
- One of the test subjects on the National College Entrance Examination Political and ideological factors
- Access to English was limited to a university-educated elite
- Impact on written Chinese

- Impact on lexical borrowing and on syntax

Functions of English

-
- Christian proselytization, politicization, modernization, and internationalization used intra-nationally in such domains as medical, engineering and media Topic 178:
Characteristics of Chinese English

Sound system

No distinction is made between tense and lax

Vowels heat hit mood hood

The fricatives θ and ð are replaced by s and z thin sin

Theze

Vocabulary

Semantic shifts in single and compound lexical items:

Intellectual a class rather than an academic

Big pot egalitarianism running dog a lackey

Colocations with political significance

- Growth of productive forces, strength of the socialist state and rise in living standards together are the three favourables.
- A situation where there is no capital, no plant and no administrative structure is indicated by the threenoenterprises Grammar
- Deletion of articles, especially the definite article.
- No distinction is made between adjectives and adverbs
- Lack of the third-singular ending with verbs

Discourse

- Greeting:
 - Have you eaten already?
- Goodbye:
 - Walk slowly slowly ho.
 - Slow slow walk aunty.

- Use of uncle and aunt for people of an older generation: - I fell off my bike and two kind aunts [ladies] helped me to the hospital

Discourse

Distinct Chinese idiomatic expressions:

- When you have free time, come to play (visit)
- Welcome Back to Zhuhai

(sign at the airport

Meaning 'Goodbye and you are welcome to visit again')

Topic 179: Emerging Englishes: Japanese

History of English in Japan

- Demand from the President of the USA for initiation of trade relations between the two countries
- Commodore Perry's entrance into Tokyo Bay in 1853
- The arrival of American missionaries in 1868 History of English in Japan

- Attempts to banish English due to nationalistic sentiments before and during WWII
- Replacing of usual words as anaunsâ 'announcer' with 'the esoteric hôsô-in
- Comeback of English

Status of English in Japan

- No internal reason for its promotion and use
- Japanese is the medium of instruction in all public institutions and
- Language of all government business is Japanese

Status of English in Japan

- A cline of proficiency in English in Japan from people who 'know a few words' to a relatively small segment who are fluent in the language
- The new government policy of 'cultivating "Japanese with English Abilities" ' Nativization
- Elements of English have been made an integral part of the Japanese language
- A large number of borrowings from English

- English has become nativized in various respects

Characteristics: Sounds

- Insertion of a vowel to simplify consonant clusters
- Addition of –u as a final syllabic in all other cases;

Stool sutuuru

- Addition of –o and –i as a final

Gray zone gureezoon Characteristics: Sounds The realization of: θ as s, z, t or ts, ð as z or l
as r

Final r as a: and v as b thoughtsooto thisisu colourkaraa

Characteristics: Vocabulary

Compounding

Involves loans and elements from both languages:

- Merikenko American powder
- Denkisutando electric stand Characteristics: Semantic shift

Furonto hotel reception desk

-BaikinguVikig (buffet)

- Ek-o (cho) acoustics

- Manshon upscale

(mansion) apartment

Topic 180: Role of English in Europe

Emerging role of English in Europe

- Three dominant languages of EU: French, German and English
- English: the biggest de facto European lingua franca by the end of the 20th century
- Linked with material success

English as a lingua franca in Europe

- All EU members should learn each others' languages (Phillipson and Cheshire)

- EU should opt officially for English as its language for communication (House)

English and social identity

- Can English express the social identities of its European speakers?
- Code switching and code mixing indication of widening scope of English Examples: telefon junkie, Metallfan, drogenfreak

Brexit and status of English

- Possible effects of the Brexit process on the status and functions of English in the Europe
- Role of English in the EU apparatus and in formal education
- Functions of the language among the population at large

Brexit& development of English

- Will clear the sociolinguistic space for the emergence of an authentic European English
- Used by members of the EU as a second language

- Serve the needs of the European Union as the common link language between member state Nativization of English

- Three roles of English in Europe: native, foreign and international language

- Adaptations and innovations that show the European influence European English
- European English:
- Intra-European communication
- Distinctly European uses of English
- Distinguish European English speakers from speakers of other varieties
- Influence on the spread of English

Lesson-31

English of the Sub Continent

Topic 181: English of the Sub-Continent: Historical Background

The Sub-Continent

Refers to South Asian countries including:

- Pakistan
- India
- Sri Lanka
- Bangla Desh
- Bhutan
- Maldives
- Nepal

The Sub-Continent

Does not suggest homogeneity in:

- Use of linguistic elements
- Linguistic competence

Historical background

- 1600: Britain's official expansion policy to India began
- 1689: Establishment of the three administrative districts in Bengal, Mombay and Chennai
- 1715: Establishing of missionary schools began with a school in Chennai

Historical background

-

1773: Establishment of the Governor Generalship in India

- 1784: Establishment of a department to manage Indian Affairs by the India Act of 1784
- 1858: Assuming of responsibility by British government of governing India by "the Act for the Better

Government of India"

Historical background

- Attention to English in missionary schools in India and Sri Lanka

- Influential Indians considered English the way out of backwardness
- English and English culture considered superior by the policy makers
- Resistance to the teaching of local languages

Historical background

Lord Macaulay's minutes

- Lord Macaulay's minutes declared English better worth knowing than Sanskrit or Arabic

"....form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect". Historical background Lord Macaulay's minutes

- The local languages to be refined and enriched with the terms from Western nomenclature
- Made fit to by degrees conveying knowledge to the masses

Historical background

Consequences of Lord Macaulay's minutes

- Absolute primacy given to teaching English

- English-medium universities established in Chennai, Kolkata and Mumbai, Allahabad and Lahore

- A majority of Indian primary schools were English medium Topic 182: English of the Sub-Continent: Status

Modern South Asian English

- Educated variety with varieties within
- Comparable to educated British or American variety

Status

- Treated as a foreign language for the next several decades
- Use became more prevalent in the post-independence social and political climate Status
 - Has attained a noticeable place in the languages of the Sub-Continent

- English has the following uses:

- Lingua franca

- Government

- Education

- Literature

- Influence

- Development

Agent of religious neutralization

- Not used in religious domains
- Sanskrit is the language of religion for Hinduism and Arabic for Islam
- Lack of religious identification is a regional advantage
- Neutral affective associations adds to the value of English

Status of English in India

A government Act in 1967 made English co-equal with Hindi for:

- All official purposes of the union

- Parliament
- Communications between the union and the states

Topic 183: English of the Sub-Continent: Status in Pakistan

Language policy

- Pakistan is a multilingual country with six major and 58 minor languages
- At independence, Urdu was declared the national and English the official language
- English to continue as the official language till such time that Urdu replaced it Dual system of education
- Pakistan inherited a dual system of education from the British

-

The British introduced two systems of education in India: English medium and vernacular medium

Dual system of education

- English was for the rich only to Anglicize the youth

- Produced what people call 'brown Englishmen' (Vittachi as quoted in Rahman 2005, p. 26)

Dual system of education

- Continuation of the dual system of education after independence by bureaucracy and military
- It provided the military and civilian administrative elite
-

Urdu-medium institutions only provide the élite with 'an underclass of clerks... and literate servants' English as a neutral language

- Despite political pressure periodic efforts to replace English with Urdu have been unsuccessful
- Conflict between government policy and public opinion
- Language riots
- English emerged as a neutral language of unification and administration Topic 184: English of the Sub-Continent: Status in Pakistan II

English as the official language

- Continuation of English as the official language is to the advantage of the elite
- It gives them a competitive edge over those with Urdu-medium education
- Is a cultural capital which has a snob value
- Constitutes a class-identity marker

Uses of English

- Language of higher education in Pakistan
- Language of communication for all office work in the armed forces
- Language of broadcast media along with Urdu and regional languages
- Used together with Urdu in trade and commerce

Status of English

- A prestige language required for:

- A decent job

- Better education

- Any academic or serious discourse

Status of English

- The underprivileged also desire to learn English for upward social mobility
- Means for entering the elite
- Diehard supporters of the national language educate their own children in English-medium schools, Status of English

There is no escape for any country in the world from learning English well and thoroughly and it would be very unwise, in fact, almost suicidal for Pakistan to destroy by neglect all the advantages we already possess in respect of past knowledge of English Consequences

- Has marginalized majority of Pakistanis
- No serious efforts to teach quality English to all
- Resulted in an underclass with no role in public policy making

- Limited social, educational and economical development Topic 185: Characteristics of Sub-continent English

Topic 186: Attitudes Towards English Sub-continent

Lesson-32

New Standard Englishes

Topic 187: On the Way to New Standard Englishes

Codification

- Codification and the acceptance of outer and expanding circle varieties
- Need for codification for prestige in inner and outer circles
- Local models as alternatives to British and American models
- The characteristics of local models need to be presented in dictionaries and grammar reference books Codification
- Local models as alternatives to British and American models
- The characteristics of local models need to be presented in dictionaries and grammar reference books Codification

- De jure and de facto systems
- Distinction to be made between items of local informal use and of international standard Topic 188:

Codification of Indigenized Variety of Englishes I

SLA and IVE

IVEs are rejected because of the following SLA assumptions:

- Goal of SLA is native like competence
- Availability of native speaker input leads to full competence
- SLA processes can be learned independent of the functions of L2 in society SLA and IVE
IVEs are rejected because of following SLA assumptions:
- L1 interferes rather than facilitates L2 learning
- Motivation for L2 learning is integrative Contexts of SLA research and IVE
- IVEs have different settings than SLA research setting

- Irrelevance of native speaker norm
- Available input is IVE
- Use of English in a diglossic situation
- Motivation for SLA is instrumental

IVEs and fossilization

- Interlanguage passes through many intermediate systems before stabilization
- Stabilization is reached without native like competence and is called fossilization
- Fossilization implies deficit rather than difference

IVEs and fossilization

- Are all of IVEs fossilized?
- Is competence in whole groups of communities of learners fossilized?
- Emergence of new dialects with “fossilized IL competence” IVEs and fossilization

- Unsatisfactory view
- Does not take into account the bi or multi lingual context of the use of English in the outer circle
- Does not consider similar circumstance of development of American English
- IVEs are comparable to American English

IVEs and fossilization

- Comparable attitudes of speakers of American English and outer circle Englishes
- Should the legitimacy of American English be questioned? • Increasing recognition of IVEs as varieties Topic 189: Codification of Indigenized Variety of Englishes II

SLA and IVE

IVEs are rejected because of the following SLA assumptions:

- Goal of SLA is native like competence
- Availability of native speaker input leads to full competence

- SLA processes can be learned independent of the functions of L2 in society SLA and IVE IVEs are rejected because of following SLA assumptions:

- L1 interferes rather than facilitates L2 learning

- Motivation for L2 learning is integrative Contexts of SLA research and IVE

- IVEs have different settings than SLA research setting

- Irrelevance of native speaker norm

- Available input is IVE

- Use of English in a diglossic situation

- Motivation for SLA is instrumental

IVEs and fossilization

- Interlanguage passes through many intermediate systems before stabilization
- Stabilization is reached without native like competence and is called fossilization

- Fossilization implies deficit rather than difference

IVEs and fossilization

- Are all of IVEs fossilized?
- Is competence in whole groups of communities of learners fossilized?

- Emergence of new dialects with “fossilized IL competence”

IVEs and fossilization

- Unsatisfactory view
- Does not take into account the bi or multi lingual context of the use of English in the outer circle
- Does not consider similar circumstance of development of American English
- IVEs are comparable to American English

IVEs and fossilization

- Comparable attitudes of speakers of American English and outer circle Englishes

- Should the legitimacy of American English be questioned?
- Increasing recognition of IVEs as varieties

Topic 190 Codification of Indigenized Variety of Englishes III

Issues of selection

- What to include in the standard version of a variety
- Difference in the codification of outer circle and inner circle
- Develop a set of criteria for selection of standardized version of IVEs

Issues of selection

- Focus on local educated varieties
 - Existence of several educated varieties likely to cause controversies
 - Continued preference for native speaker norms
 - Need for realization of irrelevance of the native speaker interlocutor
- Issues of selection

- Conflict between local needs and international intelligibility and acceptability
- Need to combine local features performing functions needed by intranational community with modifications for acceptance for international communication

Conflict between local and international needs

A codified English will need to combine the following:

- Local features performing functions required by intranational community
- Modifications introduced for intelligibility and acceptance for international communication
- Conflict between local and international needs
- Need for the acceptance of local innovations
- Standardizing in the English lexicon of non-English words
- Inclusion of code-mixing and code-switching in grammars and dictionaries of Asian Englishes
- Attempts at codifying IVEs
- Macquarie Regional Asian English Dictionary co-published as the Grolier International Dictionary:

World English in an Asian Context

- Documents the English of South Asia and Southeast Asia

Attempts at codifying IVEs

- Aims to meet the needs of the English speakers in the region
- Includes items of international currency along with local words which have never appeared in a dictionary before
- Recognizes inter and intra national needs of IVE speakers Topic 191 External vs. Internal Models

Primary of internal needs:

- Non-inner circle Englishes considered deficient
- Historical primacy and precedence of native speaker norms

World-wide standard English

- The assumption that US or UK English will be selected as the one world-wide standard English

•

Faulty belief that learning and using any English in any context involves users from inner-circle
Case for selecting internal models

- Pragmatic
- Not enough native English teachers Case for selecting internal models
- Regional variations in grammar, pronunciation and lexis within inner-circle varieties
- All are considered speakers of the standard inner-circle variety

Case for selecting internal models

- Englishes from regions in the outer circle should be considered as using a form of the standard English with regional variations
- Acceptance of IVE justifies selecting an internal model for codification Topic 192 Future Scenarios

English Language Complex

- The term introduced by Mc Arthur
- Comprises all sub-types based on their history, status form and function

Sub-types in English Language Complex

- Metropolitan standards: formal models provided by radio and TV networks
- Colonial standards: exterritorial Englishes developed in Australia, New Zealand, Canada, South Africa Zimbabwe
- Regional dialects: based on regional variations within the previous types

Sub-types in English Language Complex

- Social dialects: based on social class and ethnicity
- Pidgin and creole English
- English as a Second Language: varieties that arose in countries colonised by British
- English as a Foreign Language: varieties used in expanding-circle countries

Sub-types in English Language Complex

- Immigrant Englishes: varieties used in the context of migration to a native English speaking country
- Hybrid Englishes: emerge as a result of code mixing Convergence or divergence?
- Inevitability of increased diversifications

- Immigrant diversity

- 300 languages spoken in London alone

- New varieties likely to emerge as a result of interaction between English and other languages Convergence or divergence?

- Global expansion

My quiz file

Question # 9 of 10 (**Start time: 02:41:26 PM, 20 July 2023**)

IVE is the acronym of _____.

Select the correct option



Improvised vernacular of English



International vernacular English



Indigenized varieties of English

Question # 10 of 10 (Start time: 02:41:59 PM, 20 July 2023)

Total Marks: 1

ENG506 - World Englishes (Quiz no. 4)

Quiz Start Time: 02:34 PM, 20 July 2023

Question # 8 of 10 (Start time: 02:41:16 PM, 20 July 2023)

Total Marks: 1

The assumption that US or _____ English will be selected as the one world-wide standard English.

Select the correct option

 Reload Math Equations

☐	Canada
☒	UK

Click to Save Answer & Move to Next Question

Question # 7 of 10 (Start time: 02:40:02 PM, 20 July 2023)

Total Marks: 1

SLA scholars _____ the indigenized varieties of English.

Select the correct option

☐	reject
☒	approve
☐	accept
☐	sustain



Click to Save Answer & Move to Next Question

Question # 6 of 10 (Start time: 02:39:00 PM, 20 July 2023)

Total Marks: 1

Sub-continent is a multicultural and _____ place.

Select the correct option

- | | |
|-----------------------|--------------|
| ☐ | bilingual |
| ☐ | trilingual |
| ☐ | multilingual |

Question # 5 of 10 (Start time: 02:38:33 PM, 20 July 2023)

Total Marks: 1

The three dominant languages of European Union are French, _____ and English.

Select the correct option

- | | |
|----------------------------------|---------|
| ☐ | Spanish |
| ☐ | Italian |
| ☐ | Dutch |
| ☒ | German |

Click to Save Answer & Move to Next Question

Question # 4 of 10 (Start time: 02:37:12 PM, 20 July 2023)

Despite political pressure periodic efforts to _____ English with Urdu have been unsuccessful.

Select the correct option

[Reload Math Equations](#)

- | | |
|----------------------------------|-----------|
| ☐ | Replicate |
| ☒ | Replace |

[Click to Save Answer & Move to Next Question](#)

Question # 2 of 10 (Start time: 02:35:26 PM, 20 July 2023)

_____ languages spoken in London alone.

Select the correct option

[Reload Math Equations](#)

- | | |
|----------------------------------|-----|
| ☐ | 310 |
| ☒ | 300 |

[Click to Save Answer & Move to Next Question](#)

Pakistan is a _____ country.

Select the correct option

☐	monolingual
☐	none of the given options
☒	multilingual
☐	bilingual

Click to Save Answer & Move to Next Question

Question # 3 of 10 (Start time: 02:35:57 PM, 20 July 2023)

Total Marks: 1

Chinese English is among the most _____ emerging Englishes.

Select the correct option

☐ subdued

☐ complicated

☒ prominent

☐ debated

Click to Save Answer & Move to Next Question

By dream girl