

# English as a GLOCAL language

World Englishes



# World Englishes

- Who owns English? Not Britain anymore.
- English is beyond Britain and Europe  
*Englishness, Anglocentrism, Britocentrism,*  
*Britishness,*  
*VS*  
*Europeanness of English*

# World Englishes

- Modern concept of International English is a result of evolution.
- 1<sup>st</sup> British colony in North America in 1607 became the first step towards globalization
- First Webster Dictionary in the 19<sup>th</sup> century brought spelling division between AmE and BrE

# World English

- Initially *British Lingaphone Company* offered courses of language :

English VS American English

- The term “British English” was non-existent
- English was viewed as real stuff and smth fundamental

# Randolph Quirk 1962

## The Use of English

- English is no longer the possession of the British, or even the British and the Americans, but . . . exists in an increasingly large number of different varieties . . . But the most important development of all is seen in the emergence of varieties that are identified with and are specific to particular countries from among the former British colonies. In West Africa, in the West Indies, and in Pakistan and India . . . it is no longer accepted by the majority that the English of England, with RP as its accent, are the only possible models of English to be set before the young. (pp. 293)

# M.A.K. Halliday

- I myself came from the Inner Circle of Englishes, the OVEs (Old Variety of Englishes) as they are called in South-East Asia; so I would like to start by reminding you that within this circle there are and always have been many different Englishes around. I'm not talking about the relatively recent worldwide varieties – British, North American, South African, Oceanic; but about the old dialects within Britain itself, Northumbrian, Mercian, Wessex, and Kentish at one period in the language's history.

# World Englishes

Among the varieties of English,  
there is a division into

- the “Old Englishes” (usually British, American, Australian, Canadian and a few others) and
- the “New Englishes” that have emerged in such nations as India, Nigeria, Singapore, and the Philippines.

# New Englishes

- It has become customary to use the plural form 'Englishes' to stress the diversity to be found in the language today, and to stress that English no longer has one single base of authority, prestige and normativity.



# Varieties of English

- A neutral term used to refer to any kind of language – a *dialect*, *accent*, *sociolect*, *style* or *register*
- Such a variety can be very general, such as “American English,” or very specific, such as “the lower working-class dialect of the Lower East Side of New York City.”

# World Englishes

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## Dialect

- Lingualect
- Variant
- Variation of English

# Varieties of English

- The term “variety” is an academic term used for any kind of language production, whether we are viewing it as being determined by region, by gender, by social class, by age or by our own inimitable individual characteristics.

# Varieties of English

The concepts of language variety and variation lie at the heart of the world Englishes enterprise:

- “varieties of English,”
  - “localized varieties of English,”
  - “non-native varieties of English,”
  - “second-language varieties of English,” and
  - “new varieties of English.”
- 
- The issue of linguistic variety is also central to both traditional dialectology and contemporary linguistics, where it is often subsumed into the study of language variation and change.

# Variety of English Englishes

- Global Englishes
- International Englishes
- New Englishes
- World Englishes

# World Englishes

- ENL – English as a native language  
(anglophone speakers)- *L1*
- ESL - English as the second language *L2*
- EFL - English as a foreign language *L3*

*tripartite model*

NB! 110 territories worldwide, ex-USSR is not mentioned

# World Englishes

- EIL - English as International language
- IELTS- English as International language Testing System – standard for Commonwealth countries

# World Englishes

- *English as a Second Language (ESL)*
- *English as a Foreign Language (EFL)*
- *Immigrant Englishes*: depending on a host of social and economic factors (English in Mexico, Chicano English of the USA)



## NEW ENGLISHES AND CREOLISTICS

- It is in the above context that DeCamp (1971) coined the term *post-creole continuum*.
- Besides, basilectal and mesolectal features continue to co-exist in these communities, suggesting that Creole has not died yet.

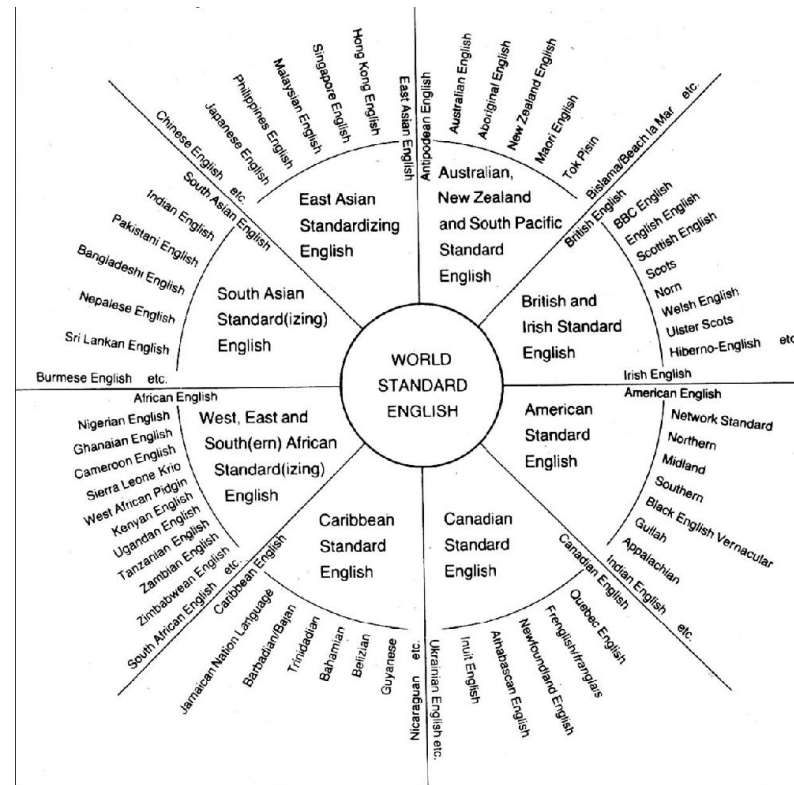
# Creoloids

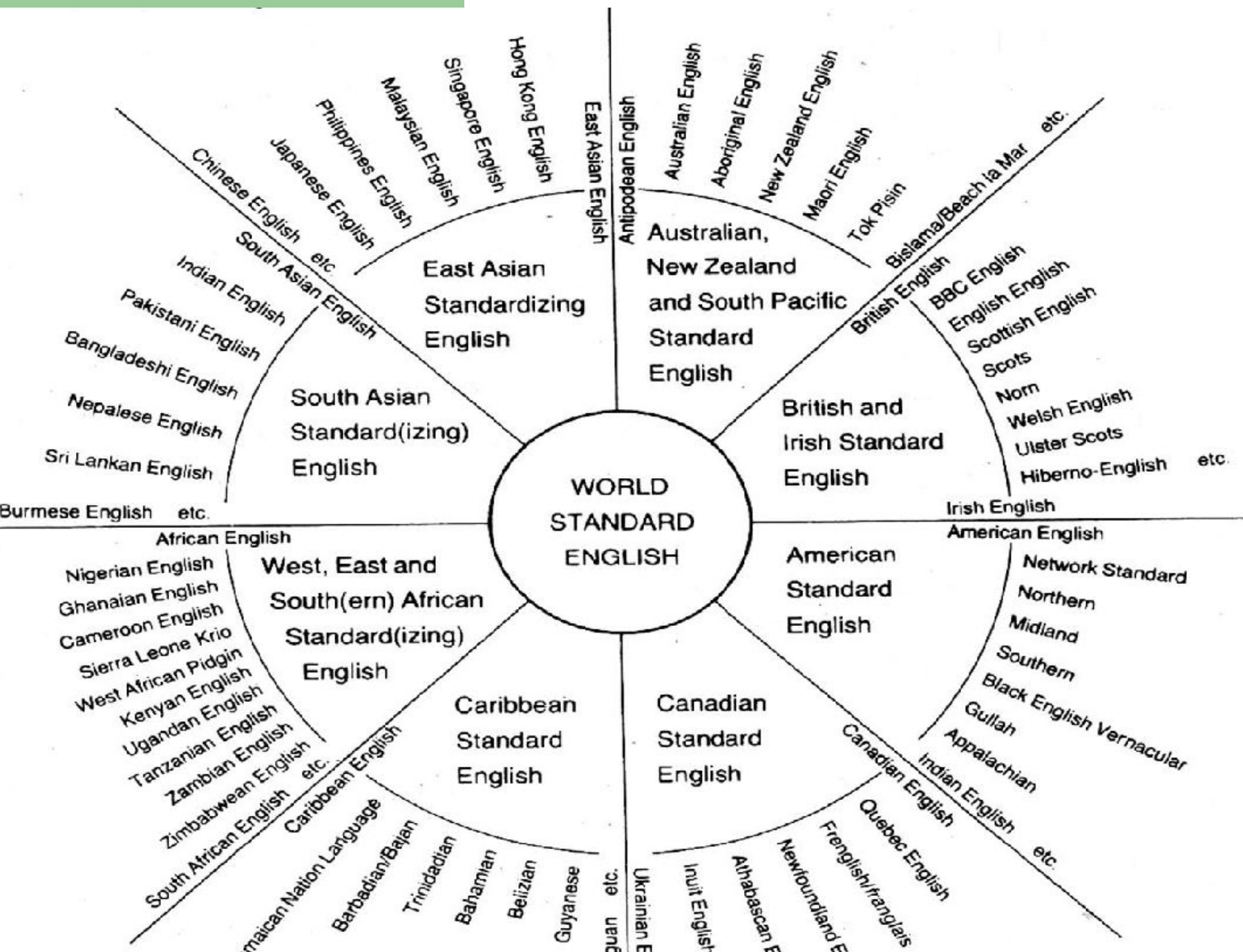
- The term 'creoloid' dates to Platt's (1975) discussion of Singapore English, which arose under colonialism in a highly multilingual context that included several Chinese languages, Malay and Tamil.
- Platt noted several grammatical features of colloquial Singapore English that were reminiscent of creolisation:
  - (a) variable lack of copula
  - (b) more than one copula
  - (c) variable marking of 3rd person sg. for verbs
  - (d) variable marking of past tense

# Contact Linguistics and World Englishes

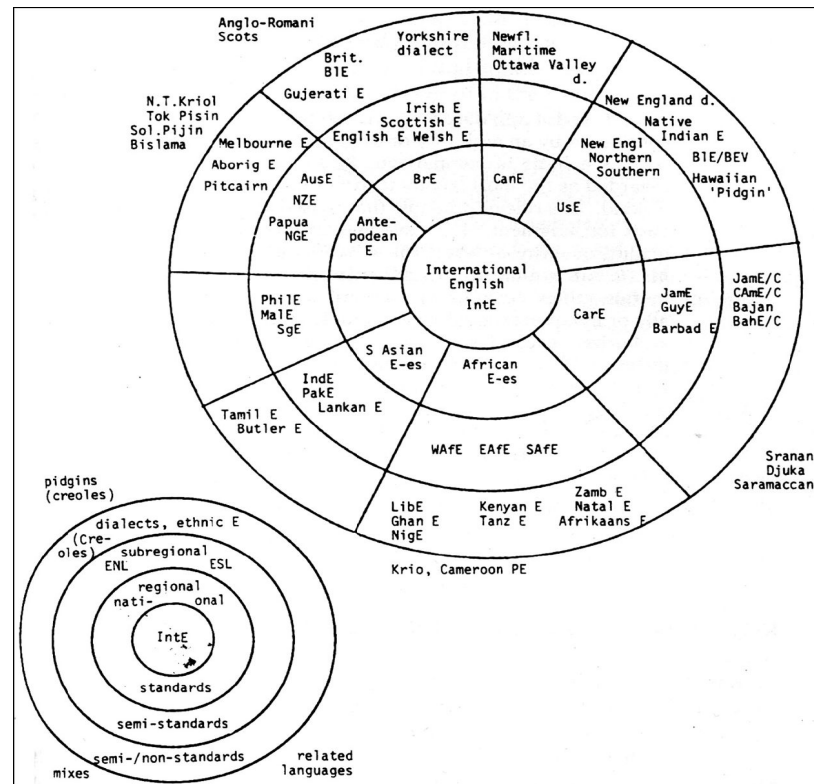
- The field of creolistics (or pidgin and creole linguistics) has shown how detailed archival research can illuminate earlier forms of contact languages and offer a firmer foundation against which to test characterizations of creoles and theories of creolization.

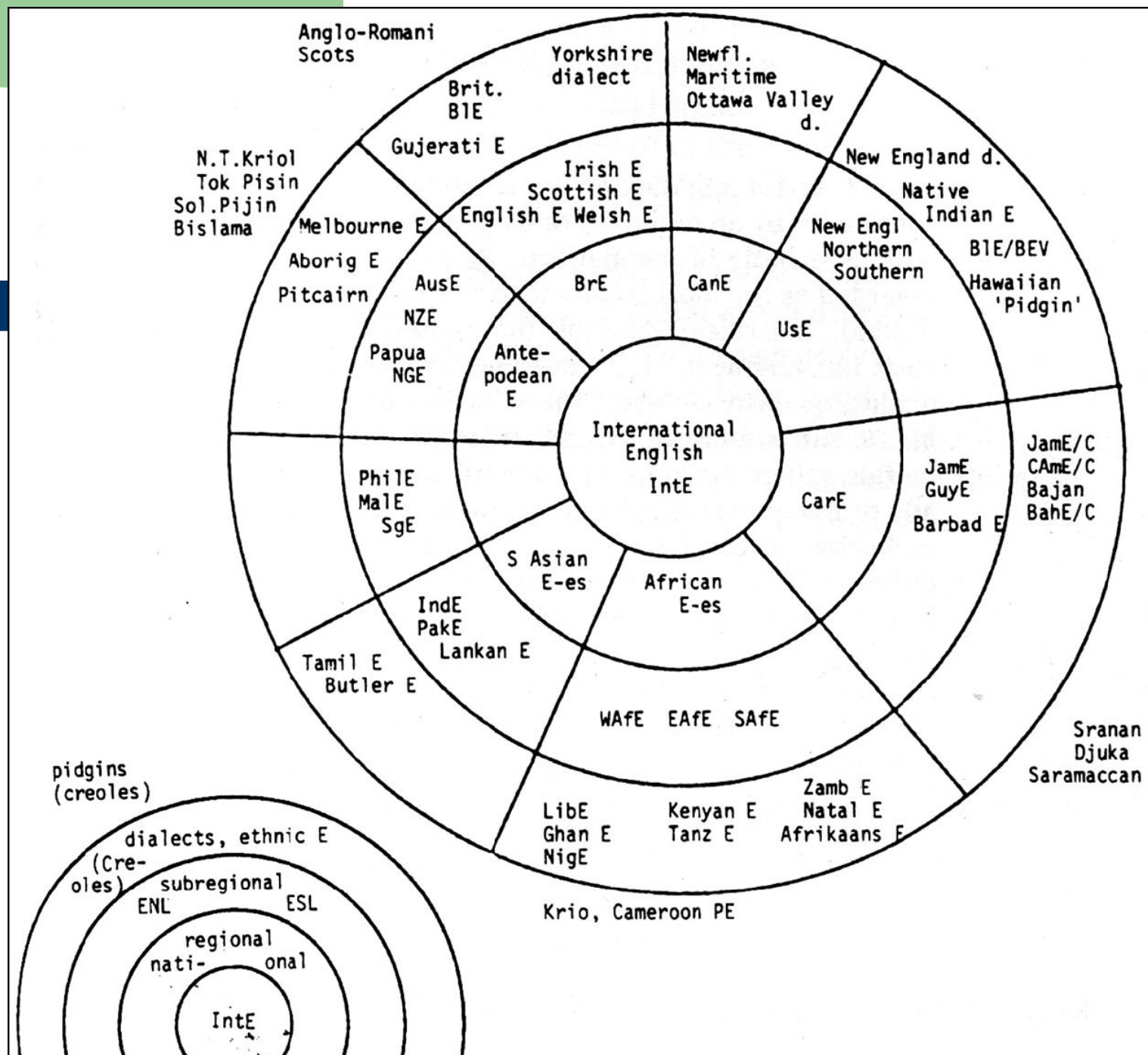
# Tom McArthur's Circle of World English (1987)





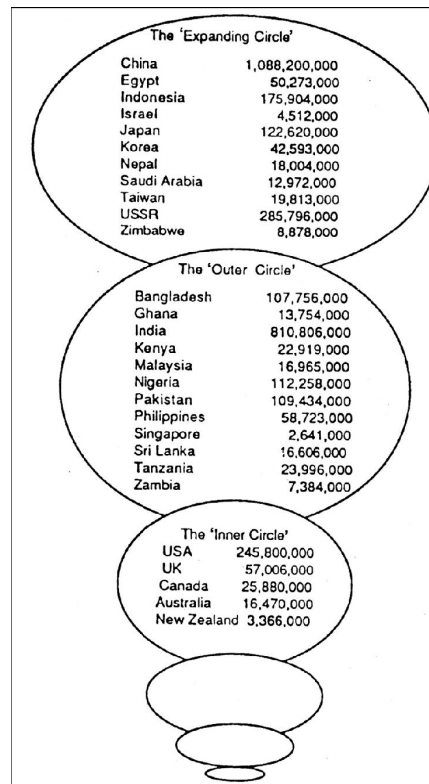
# Manfred Görlach's Circle model of English (Görlach 1990)







# Braj Kachru's Circles model of World Englishes





### The 'Expanding Circle'

China	1,088,200,000
Egypt	50,273,000
Indonesia	175,904,000
Israel	4,512,000
Japan	122,620,000
Korea	42,593,000
Nepal	18,004,000
Saudi Arabia	12,972,000
Taiwan	19,813,000
USSR	285,796,000
Zimbabwe	8,878,000

### The 'Outer Circle'

Bangladesh	107,756,000
Ghana	13,754,000
India	810,806,000
Kenya	22,919,000
Malaysia	16,965,000
Nigeria	112,258,000
Pakistan	109,434,000
Philippines	58,723,000
Singapore	2,641,000
Sri Lanka	16,606,000
Tanzania	23,996,000
Zambia	7,384,000

### The 'Inner Circle'

USA	245,800,000
UK	57,006,000
Canada	25,880,000

# The Three Circles of B.Kachru 1985

## The “Three Circles of English” :

- the “**Inner**,” - the societies where English is the “primary language,” i.e., the USA, the UK, Canada, Australia, and New Zealand
- “**Outer**,” postcolonial Anglophonic contexts, a numerically large and diverse speech community, including such African and Asian societies as Nigeria, Zambia, India, and Singapore.
- “**Expanding**” Circles.

## The Three Circles of B.Kachru 1985

- The *Expanding* Circle is defined as comprising those areas where English is an “international language” and traditionally regarded as societies learning English as a Foreign Language (EFL) - China, Greece, Indonesia, Israel, Japan, Korea, Saudi Arabia, Taiwan, and the USSR

## The Three Circles of B.Kachru 1985

The Circles model was intended to represent

- (1) the *types of spread* of English worldwide,
- (2) the *patterns of acquisition*, and
- (3) the *functional domains* in which English is used internationally.

# World Englishes

Division between

- Standardisation & diversification
- Intelligibility & practicality

# Multiple Mixing and World Englishes

- mixing of world Englishes,
- mixing of world English accents,
- mixing of English with other languages,
- mixing of English with non-Roman scripts.

# New Englishes. Standards

- *Metropolitan standards:*
- The term would have once been applicable only to standard English of England.

# New Englishes

- *Colonial standards*: The colonial history of English has made it an important language in Australia, New Zealand, Canada, South Africa and Northern and Southern Rhodesia (now Zambia and Zimbabwe).
- The varieties spoken there are referred to in historical dialectology as 'extraterritorial' Englishes.



# New Englishes

- *Regional dialects:*
- These are the varieties that may be distinguished on the basis of regional variation within metropolis and colony.

# New Englishes

- *Social dialects*: identifiable varieties within a region along the lines of class and ethnicity may occur.
- In London there is the difference between Cockney of the working classes,
- Received pronunciation (RP)
- 'Estuary English' (Rosewarne 1994).

# New Englishes. Standards

- *Pidgin Englishes*: Pidgins are defined prototypically as rudimentary languages that have no native speakers, though they may subsequently gain in complexity.
- *Creole Englishes*: These languages are ‘mixed’ in the sense that typically their grammars and lexicons come from different sources

# New Englishes. Standards

- *Language-shift Englishes*: These are varieties that develop when English replaces the primary language(s) of a community.
- Thus Hiberno English is probably best classified as a social dialect in most areas of Ireland today; not so long ago it would have counted as a language-shift variety, with L1 and L2 speakers of the dialect closely interacting with each other

# New Englishes. Standards

- *Hybrid Englishes*: Also called 'bilingual mixed languages', these are versions of English which occur in code-mixing in many urban centres where a local language comes into contact with English
- (hybrid Hindi-English )

# World English. Agenda

- Education, language and the rights of the child
- American English as a medium of intercultural communication
- WE – response to globalization
- British attitude towards variability of English

# World English

Ghana

(Семечец О.Е., 1985)

Linguist – a person who speaks on behalf of a  
tribe leader

Oracle - herbalist

(Quack - in Western Africa)

# World Englishes

## Ghana

- Cover cloth - overcoat
- Canvas – shoes
- A motor - bicycle
- Storey – (storeyhouse) – more than 1



# World Englishes

## Ghana

- Electrolux – any fridge
- Colgate - any ---
- Kodak - any ---
- Hoover - any –
  
- To take seed/ to take in - to become pregnant

# World Englishes

- Franglaise = Frenglish
- Germish = Denglish
- Swedish
- Spanglish
- Janglish = Japlish
- Konglish (Korea)
- Portuguese

# Common Features of WE

- Many New Englishes show a greater preference for forming *yes/no* questions by a rising intonation pattern, rather than by auxiliary inversion.
- She's coming tomorrow? (=‘Is she coming tomorrow?’ – IndSAf Eng)
- She promised you? (Sgp Eng)
- Anthony learned this from you or you learned this from Anthony? (Sgp Eng)

# Common Features of WE

- To my sister sometime I speak English. (Sgp Eng)
- Q: Zulu? (i.e. Do you speak Zulu as well?)
- A: Yah, and Zulu I speak.

# Common Features of WE

- Bokamba (1992:138--40) notes a common tendency in sub-Saharan African Eng to reduplicate adjectives to form adverbs:
- *Quickquick* 'quickly';
- *small-small* 'in small doses';
- *slow-slow* 'slowly'.
- Kachru notes examples like *different-different things* and *one-one piece*.
- The semantics here is distributive, with a stylistic nuance of emphasis.

# World Englishes

- In Ind Eng *wh*-words can be reduplicated with the semantics ‘plural/distributive’ based on details of the syntax of the Indic substrates.
- Who-who came? (= ‘Who (of several people) came?’)
- What-what they said? (= ‘What (different) things did they say?’)

# Common Features of WE

- The use of -s plural markers is overgeneralized.
- *luggages, furnitures, firewoods, or grasses*
- *discontents, informations*

# Divergence

## NURSE

- There is immense variation in the realisation of the NURSE vowel:
- [a] in northern Nig Eng and as a lesser alternative in Ind Eng;
- [ɛ] in SAf Eng, southern Nig Eng, Ghan Eng, in the rhotic Phl Eng; and as a lesser alternative in Cam Eng;
- [a] in EAfr Eng and as a lesser alternative in Nig Eng;
- [ɔ] in Cam Eng;
- [ə] in Sgp Eng, Mal Eng and as a lesser alternative in Ind Eng;



# Singlish

- English in Singapore = English –based creole spoken colloquially in Singapore
- Numerous cases of code-switching  
(Chinese, Malay, Tamil)
- Broken English/ bad English → Speak Good English Movement
- Schools discourage students from taking Singlish

# Singlish

- Singlish is often used for humorous effect, when the audience is local
- In the Army
- Coffee-shops & restaurants

# Singlish

## Sociolect phenomenon

- Acrolectal - high-class form, well-educated people in informal situations, close to BrE

This guy's Singlish is very good

# Singlish

- Mesolectal – middle class, semi-formal situations

Dis guy Singlish very powerful one

# Singlish

- Basilectal – colloquial, unique lexical, phonological & grammatical features

*Dis guy Singlish is bey powerful one*

# Singlish

- Sometimes, analysts prefer to use the terms *basilang*, *mesolang* and *acrolang*, rather than *basilect*, *mesolect* and *acrolect*, to emphasise that they are dealing with developing competence in an L2

# Singlish Phonology

- /p/ t/ k/ become unaspirated esp among Malay Singaporeans →  
Pat, tin, come → bat, din, gum
- /t/ /d/ → three → tree, then → den

# Singlish Phonology

- The distinction between /l/ & /r/ not found at basilectal level - “Use your blain!”
- Plural – s is often omitted which might be the result of Chinese influence which does not distinguish between single and plural forms



# Singlish Phonology

- Singlish is syllable-timed compared with other varieties of English which are stress-timed
- Pitch tones are well-defined, tones resemble Chinese
- Singlish tends to preserve tone of loan words from Mandarin and other languages

# Singlish Grammar

Nouns are optionally marked for plurality.  
Articles are optional too.

- *He can play piano.*
- *I like to read novel.*
- *Your computer got virus one, izzit?*

# Singlish

As a copular and auxiliary verb *be* is often omitted:

- *Dis house very nice*
- *Dat car not worth the money*
- *You looking for trouble, izzit?*

# Singlish

Past Tense markers are optional :

- He talk for so long, never stop, not even when I ask him.
- I eat liao ( I ate or I have eaten)
- How come he never pay just now?  
(Negation+ past tense marker)

# Singlish Grammar

## Interrogative

This book you want or not?

Can or not?

They never study, is it?

You don't like that, is it?

# Singlish Grammar

## Reduplication

- My boy-boy is going to primary school.
- We two friend-friend one.
- Want to go Orher walk walk see see or not?  
(Orchard Road)
- You got take the small-small one.

# Singlish Grammar

- *Kena* is an auxiliary to mark the passive voice:
- He was scolded – He kena scold (negative evaluation)

VS

\* he kena praised.

# Singlish Discourse Particles

- Lah - Drink, lah! – Come on, drink! ( in the end of the sentence to assert solidarity)

What / wat/ - But he very good at sports what!

- Mah – This one can also work mah!
- Leh – command, complaint, claim:

Give me leh!



# Pragmatics and Discourse

- Daughter: Mum, it's private. How can I let you read it?
- Mother: Can I. I'm your own mother.
- *Wife*: You bought cheese, Farouk? (= 'Did you buy cheese, Farouk?')
- *Husband*: No', but lot butter I bought. (= 'No, though I did buy a lot of butter') (No' = [nou])

# Pragmatics and Discourse

- A: Why didn't you come in?
- B: You told me to wait here, what

# Singlish

Bao (2005:239) discusses yet another perfective innovation in Sgp Eng:

- the use of aspectual *ever*, as in
- I ever see the movie. (= 'I have seen the movie')
- This share ever hit forty dollars. (= 'This share was once forty dollars')

# Singlish

- **Existential be versus get:** In some varieties existential *be* is replaced by *got*, especially in the phrase *there is/exists*:
- Here got very many people. (= ‘There are many people here’)
- Got one ghost over there (= ‘There’s a ghost over there’ – basilect)

# Singlish vocabulary

- Chop – stamp – “eh, your passport got kens chop or not ah?”
- Follow – accompany – Can I follow?”

# Singlish vocabulary

- Eye –power – sb who watches how others work
- My English not powerful
- Got problem is it? - aggressive

# English in Singapore. LPP

- However, the state has recently argued that, in addition to heritage reasons, Mandarin should also be learned in order to take advantage of China's growing economy, thereby actively conceding that instrumental value is an important motivating factor in language choice. As a result, Mandarin is now becoming so popular that a growing number of non-Chinese parents want schools to allow their children to study the language.

# English in Singapore. LPP

- This new emphasis on Mandarin as a language commodity has led to concerns within the Chinese community that the language is being learnt for the 'wrong' reasons: the language is being treated less as an emblem of local ethnicity and more as an economic resource for conducting business negotiations with China.



# English in Singapore. LPP

- More generally, these developments potentially undermine the multiracial logic of the policy, since the equal status that all three mother tongues are supposed to enjoy is compromised by the fact that neither Malay nor Tamil can be claimed to enjoy the same level of economic cachet as Mandarin

## Manglish / Malgish

- Variant of colloquial English spoken in Malaysia. The language shares a substantial pool with Singlish, some experts claim they are the same languages with a few slang words found in one and non-existent in another.

# Manglish / Malgish

- Malay is the country's official language since 1968. As English is widely spoken, many Malay words penetrated into informal English or *Mangled English*. The impact of other languages (Mandarin, Cantonese, Tamil, Hokkien) spoken in Malaysia is also taken into account.

# Manglish

Many speakers of Manglish belonging to various ethnic groups tend to pepper their speech with the words from their mother tongue which is the example of code-switching

# Manglish / Malgish

## Manglish particles

- Lah – used in the end of the sentence to affirm a statement which often ends with an exclamation mark

*Don't be an idiot lah!*

- Mah – less intensive than lah

*She's like that mah*

# Manglish / Malgish

## Manglish particles

- Liao - means 'already'

*No more liao!*

- Meh – used in questions , often skeptical

*Really meh*

# Manglish / Malgish

## Manglish particles

- Lor - used when explaining smth  
*Like that lor!*
- One - used as an emphasis in the end of the sentence

*Why is she so naughty one?*

# Manglish / Malgish

## Manglish particles

- What - unlike AE & BrE is used with an exclamation mark

*What! How could you do that?*



# Manglish Vocabulary

- Kapster – a talkative person
- Blur – confused
- Jalan – to walk
- Kena – to get caught
- Makan – to eat
- Minum – to drink

# Manglish Vocabulary

- On/ off - to activate/ deactivate
- Pon – to skip school
- Saman – to issue a traffic ticket

# Manglish Vocabulary

## Exclamations

- Best/ syok – indicates that the object is superlatively good
- Die/ finish/ gone – to indicate trouble like English 'damn it'

# Manglish Vocabulary

- Many things were borrowed from Chinese dialects:

Why are you so like that one? =

Why are you behaving in that way? (BrE)

# Manglish Spelling

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- Lately strongly affected by AE  
( documents, web)

For most cases Manglish is a spoken tongue

# Manglish Vocabulary

- HP (handphone) - mobile/ cell phone
- KIV – keep in view - keep for further consideration
- Outstation - out of town/ overseas
- MC – He is on MC today ( medical certificate)
  - sick note

# Manglish Vocabulary

- Can - yes/ alright
- Cannot - no
- Photostat - photocopy, Xerox

# Manglish Vocabulary

## Different meanings

- Driver - a personal chauffeur/ odd job man, often sent on errand
- Alphabet – a letter of alphabet ( The word 'vase' has four alphabets.



# Manglish Vocabulary

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- Bungalow - a mansion for the rich and/ or famous

# Philippine English

English functions in Manila since 1762 when the British invaded the country, but got rooted in 1898 when the USA took the government. Americans set up education system with English as the language of education.

# Philippine English

- After independence the Philippines government followed the same line with parallel usage of Filipino. In private schools arranged by Catholic Church dual system is valid and English prevails.

# Philippine English

- Nearly all people of Philippines are bilingual at least as they speak one of the local languages (Tagalog, Ilokano, Cebuano) and Filipino/ or English as their second language. Many children speak English as their first language.

# Philippine English

- American spelling prevails.
- Educated people prefer American pronunciation.
- Mispronunciation

lead /i/ as in leader

salmon / l/ is pronounced

climber / b/ is pronounced

# Philippine English

Wrong syllables are stressed:

- Comfortable - /komFORtabl/
- Preferable /preFERabl/
- Admirable /adMYrabl/
- Category /kaTEGori/
- Ceremony /seREmoni/

# Philippine English

- Short /u/ turns into long /u/:  
Frustration / froostr../  
Suspend /soospend/
- T, k, p are pronounced without aspiration

# Philippine English

## Vocabulary and usage

- C.R. – Comfort Room = toilet, bathroom
- Get/ go down the bus – get off the bus
- Open/ close the light – Switch on/off the
- Every now and then - often



# Taglish

- Any English verb and even some nouns can be converted into Tagalog verbs
- *Magda-drive* = will drive
- *Nag-Internet* = have used the Internet
- Taglish is often used in code-switching

# Japlish/ Janglish/ Engrish

- Japlish/ Janglish are typically considered more derogatory and referred to any East Asian language.
- Engrish is a pejorative term used to describe attempts of Japanese writers to create English words and phrases, or mistranslation of an original Japanese text, exotic embellishment of the text in ads.

# Engrish

- Engrish is applied to East Asian languages as they do not separate L and R sounds.
- Engrish refers to Japanese pronunciation of English loan words.
- Engrish occurs commonly in electronics produce manuals.
- Engrish is used in Japanese pop culture as English is considered to be extremely fashionable.

# English

- Humorous English mistakes which appear in Japanese advertising and product design
- Engrish can be found in other countries but the funniest examples come from Japan

# Nihonglish

- Badly pronounced and ungrammatical Japanese produced by a native English speaker. Usage is intentional either with sarcastic or humorous intent.
- *NB! Japanese bites back!*

# English in Japan

- Some of the English-based Japanese coinages can be used as Japanese originated English.
- Actually, *walkman*, *karaoke*, *play station*, *case-by-case*, or *forward-looking* have already been received internationally, while *nighter (bargain)*, *washlet*, *hot carpet*, or *paper driver* may have a good chance of adoption if appropriately introduced.

# Japlish

- The use of *my-* as a prefix may have a rough time winning international approval but will be considered a Japanese neologism if resorted to by a sizable number of speakers: “I have two *my-cars*; Did you come here in *my-car*?”

# English in China

Chinese has no articles at all.

- (a) Article omission:
- Let's make fire.
- I can play piano.



# English in China

## Article insertion:

- He finished the school last year.
- He was in a pain.

## Interchangeability of articles:

- Xiao Ying is a tallest girl in the class.
- He smashed the vase in the rage.

# English and Politeness in Asian society

- Kinship terms such as *sister*, *uncle*, *auntie* are also used for politeness.
- IE speakers also at times juxtapose idioms in novel ways, e.g.: “I am in very good health and hope you are in the same boat”

# Hong-Kong English

- Hong-Kong English is non-rhotic
- Wr is read like /w/
- /r/ is read like /l/ - /fled lice /
- Multi-syllable words are often wrongly stressed since Chinese is tonal and monosyllabic
- Bad & bed sound the same way

# Hong-Kong English

- Articles are either confused or dropped
- *Is* & *are* often confused and wrongly used
- Difficulties with numbers larger than ten thousand. Chinese speakers often make a pause because they need mental conversion. 100 thousand is read like 10 myriad.

# Hong-Kong English

## Vocabulary

- Tai-Pan is a business executive for a large corporation
- A chop is a seal or a stamp.

# West Africa

- I met the teacher our new. ('I met our new teacher')
- That your brother, will he come? ('Will that brother of yours come?')

# Caribbean English

- */v/–/w/ merger*
- Many dialects of Caribbean English (e.g., Bahamian, Bermudan, and Vincentian) may alternate [w], [β] (the voiced bilabial fricative), or [u] (the voiced labiodental approximant) for words which in metropolitan varieties begin with [v] *village* [w//D ].

# Caribbean English

## Word-initial /h/

- So-called “h-dropping” or word-initial “h-deletion” is common in Jamaica and in the Bahamas as well : *hair* and *air* are homophonous (both are sometimes [ɛr]).
- H-dropping also occurs in other dialects of English; often British Cockney is cited as the source of *h*-dropping in English-derived Caribbean varieties.



# Caribbean English

## Th-stopping

- The neutralization of /D/ and /θ/ as /d/ and /t/, e.g., /tlu/ *thing* and /fada/ *father*, is a common feature of many dialects of Caribbean English
- *thin–tin* [tɪn],
- *faith–fate* [fet],
- *though–dough* [do],
- *breathe–breed* [brid]

# Caribbean English

- Neutralization appears to operate particularly readily in the environment preceding an /r/ in an onset consonant cluster:
- *three–tree* [tri:], *through–tru* [tru:], though often these segments are realized as palatalized allophones [Tru:] or [Tro:].

# World Englishes

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