

World Englishes (ENG506)

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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 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 existence of English • Codification in the outer circle involves five challenges

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

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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**
- glish:

Topic 111: Constructs of Standards and Codification-I

Randolph Quirk's approach

1. **Three models of spread of EnDemographic 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

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- 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

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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

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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
 - Reconstructing 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?

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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

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

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Lexical choices: Korean (Hwang, 1990)

Honorific Plain Gloss

Cinci pap 'meal'

Senghamilum '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**

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.

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, VirenderSehwag 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 AmitVarma 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 evening in 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

- Global 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, spoil 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

- 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

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

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 may 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

Lesson-23

Bilingualism, Code Mixing and Code Switching

Topic 133:

Code switching

Code switching is a well-recognized phenomenon in the speech of bilingual or multilingual people.

Multilingualism

The use of two or more languages by a single individual or a community of speakers

Multilingualism

- More than half of world's population is multilingual
- Engages in code switching

Code switching

- The alternation between languages or varieties in the utterances of individuals
- The practice of moving back and forth between two languages or between two dialects Code switching
- Alternation between varieties or codes, across sentences or clause boundaries Code mixing
- Alternations between languages or varieties within a clause or phrase

Code mixing Examples

- Kio ke six seven hours te school de vich spend karde ne, they are speaking English all the time. (Punjabi/English)
- Have aqua please (Have water please). (Spanish/English)

Code switching

Examples

- Why don't we all go together to New Delhi? N1 kishaddiki shopping bhi ho jayegi - Very soon, I will be a big star in Bollywood; main naumeednahinhogni.

Topic 134: Phenomenon of Code Mixing

Code Mixing

Code mixing may be intentional or unintentional

What prompts code mixing

Speakers may engage in code-mixing as a natural and unconscious language act

- No apparent reason Example:
They are planning to go to Hardwar on Monday. I will tell you pucca tomorrow.

What necessitates code mixing

- Representation of cultural elements of a situation She was absolutely free of any obligation from anyone — no one had the time to do sewa for her

What prompts code mixing

- Participant relationships
- Situational factors
- Language attitudes
- Message intrinsic factors
- Interjections • quotations

Code mixing and borrowing

- Borrowing functions to provide necessary elements that do not exist in the primary language being used
- A bilingual speaker lacks the exact word for the concept he or she wants to express

Code mixing and borrowing

Phonological and morphological assimilation of borrowed items

Examples:

Frappé = frapp

Time = tam

Code Mixing Examples:

- Meraypaas time nahinhai
- Can I have some chutney please?
- I ate a samosa with tea.

Topic 135: Pragmatics of Code Switching

Constraints on code switching

Free morpheme constraint

Equivalence constraint

Constraints on code switching

Free morpheme

A morpheme (or word element) that can stand alone as a word. Also called an unbound morpheme or a freestanding morpheme Free morpheme Examples:

I need to go now.

- Are
- This
- Eat
- Let
- Want

Bound morpheme

A word element that cannot stand alone as a word, including both prefixes and suffixes.

Bound morpheme

Attaching a bound morpheme to a free morpheme creates a new word or new form of a word.

Example:

re + start = restart re + join =

rejoin dis + content =

discontent Constraints on

code switching

Free morpheme constraint

An intra-sentential switch may be made by any bilingual speaker only if a constituent is not a bound morpheme Constraints on code switching Free morpheme constraint Example:

- Idherhum shop (free morpheme) main jaty haintou ...

- Dil o dimagh nature ki khamoshdilawezyon say halkyhalkylutfandozhon gey

Constraints on code switching

Free morpheme constraint

Counter example:

- Hamaray ball- roomoonaurclubonkakya ho ga?

- (oon-Urdu bound morpheme e.g.kitaboon-room-English free morpheme)

- Boxonkiziyadtibtarahethikehsafrkiaadatnahin

- Singaporean kuning

Hokkein: kun + ing kunning

Topic 136: Pragmatics of Code Switching

Constraints on code switching

Free morpheme constraint (switching is possible only if we have a free morpheme)

Equivalence constraint (if grammars coincide)

Constraints on code switching

Equivalence constraint

Code switching occurs at a point where the surface structures or grammars of two languages coincide because they have the same word order or constituents.

Constraints on code switching

Equivalence constraint

Code switches are allowed within constituents as long as the word order requirements of both languages are met in the sentence structure. Constraints on code switching Equivalence constraint Switches occur only:

- At points where the surface structures of the languages coincide, or
 - Between sentence elements that are normally ordered in the same way by each individual grammar
- Equivalence constraint Example:

Casa blanca = Spanish

N A

White house = English

A N

Blanca house X

Casa white X Equivalence
constraint Example:

I like you porque eres simpático

I like you because you are nice

Constraints on code switching

Counter Example:

Jamil gave a pen ek larakiiko

John gave a book to a girl

Topic 137: Code Switching as a Communicative Strategy-I

Communicative functions

Quotations tend to occur in the language that the original speaker used

Addressee specification directs the message to one of several possible addressees

Communicative functions

Interjections the numerous and frequently used particles which occur no matter which language is dominant

Communicative functions

- Reiteration clarifies amplifies or emphasizes a part of a message
- Personalization versus Objectivization indicates the degree of speaker involvement or distance from a message

Communicative functions

- Textualization cue gives hints to the listeners about the interpretation of the upcoming discourse
- Topic 138:
Code Switching as a Communicative Strategy

Pragmatic functions

Speakers make choices from different codes that will serve the following needs:

- Politeness
- Face-saving
- Increasing or decreasing distance from interlocutors

Considerations in code selection

- Colourfulness
- Expressiveness
- Economy

Considerations in code selection

Expressiveness

Two languages exploited in popular media such as newspapers, songs and films

Considerations in code selection

Expressiveness

- Pepsi: 'Yehdil mange more'
- doctorske number one choice
- Shampoo: Three months mein long, no waiting saal a saal

Considerations in code selection

Colourfulness

- What is mobile number,
Kerunkya dial number -
Lovely ho gaiyannaam
tera
- Pretty woman dekhodkhona pretty woman

Considerations in code selection

Economy

Replacing a longer English phrase with its equivalent in the local language

Lesson 24

Colonial Language Policy

Topic 139: Language Planning and Policy and Spread of English

Language Planning

"Deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes" Cooper cited in Brutt-Griffler, 2002

Top down language policy

- Formulated by authorities (governments, commissions etc.) and imposed on speech communities Top down language policy
- Language policy is conceived as a unidirectional process
- Instruments of social control
- Tools for the achievement of ideological objectives

Theory of linguistic imperialism

Takes for granted that the colonizing nation possesses the power to impose its will on the subjugated population.

Bottom up language policy

- Speech communities as active contributors to the shaping of the language policy
- Codetermine the context
- Seize the initiative from the institutional planners

Bottom up language policy

- Not a unilateral process
- Policy is an outcome of interplay between conflicting aims

Global spread of English and language policy

- Conventional notions of language policy and planning lack any critical perspective
- Global spread of English is attributed to the West and its imperialistic policies

Topic 140: Colonial Language Policy-I Lasting

effects of colonization

- Subjugation of the colonized people to the ideological control of the colonizers even after freedom
- Power rests with those exercising imperial power

Colonial language policy

- Role of speech communities in language planning during the height of modern colonialism
- Exclusion of the aspect of indigenous self determination by top down models of language policy Colonial language policy
- Role of the indigenous population in the development of world Englishes

English and anticolonialism

- Imperial language policy was not unidirectional
- Was a response to the actions of the local populations who made demands on the colonial administration English and anticolonialism
- English as part of the anticolonial struggle
- Spread of English as a result of struggle against imperialism

English and anticolonialism

- Containment policy - a response to the inclusion of English to the anticolonial struggle

Topic 141: Colonial Language Policy-II

Aim of colonial language policy

- To maintain British rule
- Fulfill the economic purpose of the colonies
- Avoidance of disruption to the empire

Anticolonial movements

- Emergence of large-scale anticolonial movements
- Well organized, popular and aggressive

Anticolonial movements

- Educational language policy as a means of stopping the anticolonial movement
- Language policy and the maintenance of empire became linked

English: a language of anticolonial movements

- English from a means of exploitation to a means of resistance
- Empowerment of indigenous populations by learning English to oppose the empire

English: a language of anticolonial movements

- English as an instrument of liberation
- Societal acquisition of English

Imperial language policy

- A language policy to safeguard the British political and economic agenda
- A safety measure to prevent liberation movements from using the language as a weapon in the anticolonial struggle
- Not initiative but reactive
- Result of the appropriation of English by the indigenous populations

Topic 142: Colonial Language Policy in Africa

Language policy and economic structure

The history of British colonization in Africa and Asian colonies demonstrates how language policy served the economic ends of empire

Language policy and economic structure

- The connection between language policy and economic and class structure of the British empire
- Promotion of the socioeconomic stratification of the population

Language policy and economic concerns

- South African mines provided the economic mainstay of British Southern Africa
- It determined colonial policy throughout Africa

Language policy and economic concerns

- Economic concerns controlled the educational philosophy of the colonial administrators of Southern Africa
- The goal of the imperial functionaries was to ensure secure labor for the mines
- Education was kept highly restricted

Aim of colonial language policy

- Aim of the education policy was to confine the subjects to their current environments
 - Keeping the rural population on the land in Asian colonies and in 'local reserves' in Africa
- Aim of colonial language policy

Colonial administrators have been quoted as saying:

- "book learning . . . Lowered [Africans'] usefulness for work," and made them "uppish" and "conceited."
 - The education of all Africans in South Africa "would mean ruin to South Africa"
- Aim of colonial language policy

Two fold purpose of education:

1. To make them more useful to their white masters
 2. To limit their chances of leaving their environment
- Aim of colonial language policy
- elementary industrial education served the purpose: To limit their chances of leaving their environment

Topic 143: Colonial Language Policy in Asia

Imperial language policy

- Agriculture constituted the dominant factor in the economy in Asian colonies
- The principal goal of the education policy of British Asia was the maintenance of the agricultural basis of production.

Imperial language policy in Asia

- Primary education included the instruction of the masses through the vernacular in
- Instruction not to include any opportunities of leading up to the university level Imperial language policy
“Nothing is taught which will tend to drive Malays from their agricultural pursuits”

- CO, Brunei cited in Brutt-Griffler, 2002 Imperial language policy

In India, Sanskrit, Persian and Arabic were taught to Indians as well as the British civil servants who were supposed to rule them.

In 1835, English was given the status of the language of higher administration, judiciary and education. This was the new Anglicist policy. Language policy in India

- In 1835, English was given the status of the language of higher administration, judiciary and education.
- English, being a vehicle of Western ideas, would Anglicise the Indian elite which would be loyal to the British

Imperial language policy

The socioeconomic purposes assigned to education dictated educational language policy:

- The colonial service and commercial enterprise required officials and clerks well-versed in English
- The plantation in British Asia had no need for English-speaking workers

Imperial language policy

- English education served entirely different ends and entailed a vastly different cost to the colonial administration.
- Education in English constituted so much money and effort wasted on a class that would never be allowed to make use of it

Imperial language policy

- English education served as a means to better-paying government employment
- A strong demand for English

Imperial language policy

- Asians and Africans knew the economic value of learning the language
- Made efforts to learn it despite the restrictions

Topic 144: Learning of English and Anticolonial Struggle

Learning of English and Anticolonial Struggle

Language policy and exploitation of the natives

- Role of language policy in the creation of exploitative socioeconomic structure
- Attempts to resist colonial rule through obtaining access to education and language of the colonizers Language policy and resistance to colonial power
- Learning English as a conscious strategy to resist colonial rule rather than Western ideological hegemony

- Resistance to the colonial rule shaping the language policy environment

Language policy and resistance to colonial power

- Emergence of English as the language of the anticolonial struggle
- English education resulted in African and Asian's refusal to manual labour serving purely imperial economic interests

Language policy and resistance to colonial power

- Resistance to prescribed socioeconomic roles threatened the foundations of colonial rule
- Connection between the demand for and spread of English and the emergent liberation movements in Africa and Asia

Language policy and resistance to colonial power

- Active role played by the English educated segment of the population in the anticolonial movement
- Availability of English education considered a big threat to colonial powers

Language policy and resistance to colonial power

- The English educated unemployed natives became discontented and turned to opposition movements

Lesson-25

English in Language Policy and Planning

Topic 145: English in Language Policy Discourse

Language policy

The place of a language in language policy is determined by:

- Population
- Prestige
- Status
- Functionality
- nationalism

Language policy in inner circle countries

- English is the language of the majority
- The issues is the role to be given to minority languages
- Status planning involves different dialects of English

Language policy in outer circle countries

- Only a minority of population is proficient in English
- Despite being a minority language, English is powerful

Language policy in outer circle countries

- Used by the elite
- Language policy revolves around the role of English • The functionality of English is recognized and accepted

Language policy in expanding-circle countries

- English lacks a strong population base
- No official status

- Enjoys a great deal of prestige
- Has instrumental value

Language policy in expanding-circle countries

- Used and learned as a foreign language
- Acceleration in use due to globalization
- Features prominently in language policy discourse

Topic 146: Choice and Hegemony of English

Dominance of English in language policy

Reasons for the dominance of English in the language policy:

- Useful and functional
- Access to knowledge and technological advancement
- The language of globalization

Question of Choice of English

Factors that make English inevitable:

- A long history of contact with English
- Being the only link language in a multilingual country
- Being the language of trade, industry, and higher education Individual's choice of English

A want or a need?

- For several jobs English is a requirement not an advantage
- Better job prospects
- Upward social mobility

Constraints on choice of English

Struggle between change and continuity

- Several post-colonial countries perpetuate the colonial language policy
- In many countries colonized by Britain, English remains an official or co-official language Constraints on choice of English

Struggle between change and continuity

- Attempts to promote other languages have ended in failure
- In many countries colonized by Britain, English remains an official or co-official language Constraints on choice of English

Economic power of language

- Prospect of a good job or social advancement
- Usefulness for international business relations and communication
- The hope of expected economic prospects and rewards

Role of bureaucracy in language policy

- Policy decisions are taken by government bodies
- Implementation regulations are framed by bureaucrats

- Decision-makers are from the elite with vested interest in maintaining the role and status of English Role of bureaucracy in language policy
- The elite make policies oriented toward English
- These policies further the hegemony of English

Topic 147: Effects of Hegemony of English

Effects of hegemony of English

Beneficial

- Communicative and instrumental function
- Role as lingua franca
- Global reach

Effects of hegemony of English

Detrimental

- Social stratification
- Exclusion
- Problems associated with education and literacy
- Status of languages other than English

English causing exclusion

- Effect on the viability and stability of other languages
- Inability to use the official language
- Lack of proficiency in English

English causing exclusion

- Lack of opportunity for formal education
- Lack of opportunity for attending an English medium school
- Inability to use the official language
- Lack of proficiency in English

English causing exclusion

- In multilingual contexts, students lagging behind due to English as medium of instruction

Topic 148: Hegemony of English: Implications for Language Policy and Planning

Extending the Scope of English Need for a policy to make English:

- Inclusive
- equitable
- Vehicle for the promotion of cultural and economic development of a country

A policy without English's negative effects

Following measures can eliminate the negative effects of language policy:

1. Take into consideration social, economic and political factors while designing the policy

A policy without English's negative effects

2. Cater to the whole population and not just the elite by designing a multilingual policy
3. Minimize exclusion

A policy without English's negative effects

4. Ensure that it contributes to the overall cultural, human, and socio-economic development of a country

Topic149 : Language Policy and Planning in Pakistan

Pre-partition language policies

- Colonial language policies were imperialistic
- Colonists imposed their languages on the nations they ruled
- This created a native elite to serve their needs for low level functionaries

Pre-partition language policies

- The British displayed some tolerance to the indigenous languages
- The tolerance was a part of political policies

Pre-partition language policies

Appeasement policy

- Warren Hastings, Governor of India from 1774 to 1785, used indigenization as a means of governance • Supported the cultivation of Indian classical languages as a strategy to appease the established indigenous elites Political motives
- Encouraged the learning of Indian vernaculars by the British to control the 'natives' more efficiently
- Madrassas and colleges were established all over India

Introduction of English

- The suggestion to teach English was made in 1792 by one of the directors of the East India Company
- Reservations about English
- Fear that Indians learning English will lead to the learning of British political values
- Desire for 'English liberty and the English form of government'
- Hope to make them anglicized as English literature undermined their beliefs

Introduction of English

- Demand for instilling 'the ideas and feelings of civilized Europe' increased

Learning of English by Indians

- Realization among Indians that that traditional ways of exercising power and obtaining wealth would change
- Power could be obtained by becoming junior partners of the British and for this English was a great advantage.
- Rahman, 1993

Learning of English by Indians

- In 1832 recommendations were made about employing Indians in the civil service and teaching them English.
- Initially confined only to the Bengali Hindus
- Introduction of modernity and the new forms of power distribution

Learning of English by Indians

- The Indian middle class considered English to be directly related to social and economic prestige
- They demanded an English language education
- English became the language of the elite, press, and administration

Learning of English by Indians

- Common people received education in their own language
- The elite preferred an English education

Topic 150: Language Policy and Planning in Pakistan

Post-partition language policy

The 1973 constitution includes the following two clauses:

1. The English language may be used for official purposes until arrangements are made for its replacement by Urdu.

Post partition language policy

2. A Provincial Assembly may by law prescribe measures for the teaching, promotion and use of a provincial language in addition to the national language - Rahman, 2003

Language policy for Urdu

- Urdu, the national language is the mother tongue of only 7.57 per cent of the population
- English is Pakistan's official language
- Urdu was made the language of instruction for the primary level

Rationale for privileging of Urdu

- Widely spread and is almost like the first language of all Pakistanis
- Most jobs available through Urdu
- A symbol of unity
- Serves the political purpose of resisting ethnicity

The policy for English

- Civil Service of Pakistan (CSP) and Army were two Anglicized bodies
- Continuation of English favoured this elite
- English medium of instruction was also maintained in elite and cadet schools and college Privileging of the elite
- The armed forces created cadet colleges on the lines of British elitist schools
- The schools were subsidized by the state
- These schools were believed to produce suitable candidates for filling elitist positions in the military and civil services

Consequences of the privileging policy

Promotes the hegemony of English as it:

- Weakens the local languages and lowers their status
- Eliminates linguistic and cultural diversity
- Increases poverty by favouring English-using elite

Consequences of the privileging policy

- Continuation of two parallel systems in education was a reflection of the British policies before partition
- Created two media of instruction resulting in two classes: common and the elite
- Discrimination in job opportunities

General Zia's Urduization policy

- **Implementation of Urdu as the medium of instruction in all government schools from class one.**
- Political influence led to the continuation of the elite English medium schools

General Musharraf's policy

- English language was made compulsory from class one onwards
- Introduction of English as medium of instruction for science, Mathematics, Computer sciences and other selected subjects
- The policy faced a deadlock due to the unavailability of English teachers Dichotomies
- The choice of language- in- education in our country is a result of political expediency rather than of educational effectiveness
- Ambivalence towards English

Lesson-26

New Englishes

Topic 151: American English

American English and world Englishes

- Inner circle English
- A reference accent
- First colonial variety of British English

American English and world Englishes

- Has undergone a process of linguistic and cultural appropriation
- A result of colonial expansion of the British Empire

American English and world Englishes

- Stable and influential because of longer association with sociopolitical developments
- A history of in-migration
- Shows effects of language contact

Topic 152: American English: Settlement History

Settlement history

- Unique mixtures of settlers
- First English-speaking permanent settlers came from the South of England Settlement history
- Maintained strong ties with their mother country
- The accents of New England and the South share prominent linguistic features with southern British English

Settlement history

Examples

- Dropping of a postvocalic /r/, which is not pronounced in words like car, card, four, and fourth
- The retention of /j/ in tune or new

Settlement history

- Aristocratic plantation culture in the coastal South and Georgia
- Immigrants in the seventeenth century from northern and western England, Scotland and Ireland
- Less affluent origins

- A mixture of the working-class speech constituted a type of American English

Settlement history

- Eighteenth-century immigrants selected Appalachian mountains
- Rooted their culture and linguistic features
- In the nineteenth century immigrants from Europe and Britain spread to the west Settlement history
- Transcontinental movement advanced by the building of transcontinental railway
- The immigration and movement led to a process of mixing and blending of accentspeople Koineization
- Dialect contact resulted in koinéization
- Koineization: the emergence of a new variety or dialect of a language from the mixing, leveling, and simplifying of different dialects of mutually intelligible languages
- American English perceived to be fairly homogeneous

Koineization

- Involves continuity
- Speakers do not need to abandon their own linguistic varieties
- American English perceived to be fairly homogeneous

Topic 153: Varieties of American English-I

Regional dialects

- Regional dialect differences are based on different pronunciation patterns and lexical choices
- The inland northern region comes closest to an “unmarked” accent globally perceived as “typically American”

Regional dialects

- The Midlands are a transition region
- A small number of features of their own and an increasing number of northern or southern features Regional dialects
- Regional differences include differences in pronunciation and lexis

Regional dialects

Examples:

- Some dialects are characterized by the lack of a postvocalic /r/ • Lengthening and breaking of vowels:
[læ] in bit

Regional dialects

Examples: Lexis

mosquito hawk = dragonfly

granny woman =midwife

jackleg = unprofessional, dishonest

Topic 154: Varieties of American English-II

Social dialects

- Variations based on location
- Variations based on social status
- Acceptability of the use of regional words and regional accents
- Unacceptability of non-standard grammatical use (like multiple negation, the use of ain't) Ethnic varieties

- A result of immigration
- Produced by language contact
- Involves language shift on by a minority group from an ethnic language to English

Ethnic varieties

- Involve modification of the dominant language
- Example: African American English (AAE),

Ethnic varieties

- Perceived as homogeneous
- A strong degree of mixing, mutual accommodation, and koinéization
- Dialect studies show a great deal of phonetic, lexical, and grammatical variability Ethnic varieties
- No nationally uniform standard accent of American English
- Diversity has replaced homogeneity

Topic 155: Canadian English-I

Colonization and immigration

- Large scale colonization started in the second half of the twentieth century
- An influx of British immigrants during and after the American revolution
- Has retained strong cultural and political ties with Britain

Colonization and immigration

- A large proportion of Canada's settlers has come from the USA
- Canadian English is traditionally described as a mix of British and American features

Influences on Canadian English

- The influence of British or American English varies by:
- Region
- Generation (an ongoing Americanization of the youth)
- Language level

Influences on Canadian English

- Pronunciation shows American base
- Vocabulary items and some spellings show a tendency towards British English

Influences on Canadian English

- The growth of a distinct Canadian identity after WWII reflected in uniquely Canadian features
- These include:
- the word chesterfield 'couch'
- the particle eh (inviting approval)

Influences on Canadian English

- The most noticeable feature of Canadian English: Canadian Raising i.e., the pronunciation of /eɪ/ and /aʊ/ with a raised, central onset before voiceless consonants, so that:
- out sounds like cold [əʊ] • bite sound like bait [eɪ]

in Australia and New Zealand

Topic 157: English in Australia and New Zealand: Origin and Development-I **Similarities**

- **Geographical proximity**
- **Frequent migration and travel between Australia and New Zealand**
- **Similar stages of development**

Origin and development

- **Colonial varieties**
- **Related to different varieties of English used by settlers from all over England**
- **Influence of Australian English on New Zealand English**

Periods of development

Australian settlement and development (1788-1820)

- **Colonized as a penal colony in 1788**
- **Demonstrated powerful "founder effect"**

Periods of development

Australian settlement and development (1788-1820)

- Influence of southeast England variety
- Settlers from the southeast of England in majority
- Relative prestige of southeast variety

Topic 158: English in Australia and New Zealand: Origin and Development

Expansion and establishment of new colonies

- **1820: stabilization of the Sydney colony**
- **In 1831: founding of the Port Philip (Melbourne) colony**
- **Movement of settlers from Sydney to Port Philip**
- **1840: Establishment of New Zealand colony**

Expansion and establishment of new colonies (1820-1850)

- 1840: Establishment of New Zealand colony
- Influence of southeast variety
- Comprised several multiple settlements including a mix of varieties
- Influence of the Australian English on early NZE

Gold rushes and new migration (1850-1900)

- Increase in migration caused by:
- Gold rushes
- British policies resulting in increased migration

De facto independence (1900-1960)

- Establishment of de facto nations
- Development of further changes

- Considering (RP) standard of England as the norm to compare the local Englishes
- Rising of national and linguistic identity

Awareness about national standards (1960-present)

- Awareness about the two Englishes being national varieties
- Need for having their own standards • Serious scholarly work conducted

Awareness about national standards (1960-present)

- The development of dictionaries (the Macquarie Dictionary in Australia)
- Codification of the local varieties as standards
- Expansion of the linguistic diversity due to migration from all over the world

Topic 159: English in Australia and New Zealand: Linguistic Features

Distinguishing features: pronunciation The pronunciation of vowels:

The vowel /ɪ/ as in bit In
Australia, /ɪ/ has been
raised and fronted

It now appears to the front of /i/

sit = seat

Distinguishing features: Pronunciation

The New Zealand /ɪ/ has gone in the opposite direction, centralizing to /ʌ/
sit = sut

The merger of the vowels

/eə/ and /ɪə/ in NZE

ear = air

Distinguishing features

Use of Hypocoristics in AusE:

- Tendency to use a diminutive form of a name
- Tendency to generally modify names and other terms Barry = Bazza or Bazz afternoon = arvo

Distinguishing features: Lexicon in NZE

Thank you = no worries bach

= a holiday home Egg =

mild insult (fool)

Waka = any means of transport

Barbie = shortened version

of barbecue

Distinguishing features: Discourse

- In Australia, the service provider will name the total due followed by thanks:
That'll be two dollars, thanks

- In most other Englishes thanks is postponed until the customer offers the money and/or change is given. Topic 160: English in Australia and New Zealand: Sociolinguistic Variations

Sociolinguistic variations in NZE and AusE

Social class

- Lower classes tend to use the distinguishing features
- Upper classes tend to use the RP standard
- Younger speakers demonstrate more distinguishing features than older speakers Sociolinguistic variations in NZE and AusE

Age

- Younger speakers demonstrate more distinguishing features than older speakers Sociolinguistic variations in NZE and AusE

Gender

- Women use more new variants in changes from below
- Women will use more of the distinguishing properties than men of similar ages and classes Sociolinguistic variations in NZE and AusE

Variation in AusE

- Broad
- General
- Cultivated

Sociolinguistic variations in NZE and AusE

Variation in AusE

General

- The most common type of English spoken in Australia.

Broad

- Associated with more working-class speech
- Cultivated

Sociolinguistic variations in NZE and AusE

Variation in AusE

Cultivated

- Prestige varieties
- Closer to the British Received Pronunciation

Topic 161: Varieties of Australian English

Varieties based on users' ethnicity

1. Aboriginal inhabitants of Australia
2. Non-Anglo-Celtic background Australians such as Greeks and Italians

Aboriginal Australian English

- The early contact between the colonists and aborigines resulted in the development of several pidgins

- Pidgins developed into creoles

Characteristics of aboriginal Australian English (AAusE) Differences between AusE and AAusE:

- Linguistic structure
- Norms of use

Characteristics of aboriginal Australian English (AAusE)

- In phonology many vowel sounds are reduced
- Stress shift to the initial syllabus
- Fricatives are replaced by stops at the same place of articulation e.g. Father = pata

Characteristics of aboriginal Australian English (AAusE)

- Reduction of vowel sounds in phonology
- Stress shift to the initial syllabus
- Replacement of fricatives with stops at the same place of articulation e.g. father = pata

Characteristics of aboriginal Australian English (AAusE)

- Simplified syntax
- deletion of inflections, possessive 's' and copulas
- Difference in discourse conventions
- Lack of eye gaze
- Long inter turn pauses
- A strong preference for agreement

Wogspeak (New AusE)

- The term 'wog' was originally a derogatory term for all non-Anglo-Celtic migrants to Australia
- The term has now been adopted by these groups as a mark of solidarity for them and their common experiences of migration

Wogspeak (New AusE)

- Arose out of the learning of English by these migrant groups
- Shows an intensification of the features of variations in different varieties

Geographical variations

- Fewer compared to North America and Britain
- Researchers have shown dialectal differences in lexis and pronunciation

Topic 162: Varieties of New Zealand English

Varieties of New Zealand English

1. Maori English
2. Southland Dialect

Maori English

Use new or vernacular features studied more frequently

Examples:

- Use of HRT
- Merging of ear-air sound

- Use of New Zealand tag eh

Reasons for variations

- Contact with Maori language
- Social factors: gender

The Southland dialect

- Based on the early settlement patterns of settlers of Scottish background
- Has a rhotic /r/
- Variable use of rhoticizing
- Strongly retained in sounds like:
nurse, curse

The Southland dialect

- Non-rhotic pronunciation was not the norm in the past
- The difference may represent a change taking place in Southland dialect

Lesson-28

Southeast Asian Englishes

Topic 163: Southeast Asian English: History and Development

Southeast Asia and 'new' Englishes

- Outer Circle: Malaysia, Singapore, Phillipines
- Expanding Circle: Vietnam, Indonesia, Thailand

History and Development

- Result of colonization
- Collectively called 'post-imperial' Englishes

History and Development

- Strait settlements: Penang, Malacca and Singapore
- Provided the trading centre to the British Empire's East India Company

History and development

- Singapore fell completely under the British Empire
- Malay kingdoms maintained royal families
- Straits Settlements became independent in 1957 and formed the Federation of Malaya
- Singapore seceded from federation

Language policy after independence

- Primary education in the ethnic language
- State supported ethnic schools for Chinese, Tamils and Malays
- English taught as a second language
- Secondary and higher education in English medium

Topic 164: Southeast Asian English: Singapore and Malaysia

Language teaching and use in Singapore

- English is the dominant language in education and business
- Use of Mandarin, Malay, and Tamil limited to the elementary level • Use of English as the dominant language in education and business

Language teaching and use in Singapore

- Singapore's efforts to become a centre of academic excellence in research and a knowledge society.
- English is now acquired as a first language by many Singaporeans

Language policy in Malaysia

Malay declared the national language for national unity and language of instruction at all levels

National Language Act of 1976 declared Malay the official and only language of government

Malaysianization

- Malay made mandatory to qualify for civil servants and university students
- Scholarly works translated and original works and textbooks produced in Malay
- Process completed by 1983 after reaching university level
- English as a subject from Grade 1 to 12

Reintroduction of English

- The need to bring back English for the modernization of Malaysia
- Education Act of 1996 reintroduced English as a medium of instruction for science and technology subjects
- Continuation of the development of Malay as a language of intellectual work

Status and use of English in Malaysia

- The younger generation is not competent in English
- The remnant of the earlier generation still competent in English
- The Malay elite has continued to study abroad and learn English
- Partnerships with British, American, and Australian universities

Topic 165: Southeast Asian English: Philippines

Status and use of English in Philippines

- The Philippines became a colony of the United States in 1898
- Became independent in 1946
- Under the colonial government, the medium of instruction was English from grade 1 on
- Status and use of English in Philippines
- The monolingual English policy was modified in 1937 with the proclamation of Tagalog-based national language
- In 1939, it was taught for the first time in schools in Fourth Year high school
- Made a required subject for future teachers.

Status and use of English in Philippines

- It became an official language in 1941
- It is taught as a subject both in schools and colleges
- Introduction of bilingual education scheme in 1974

Status and use of English in Philippines

- Ambivalence towards English as a result of nationalistic sentiments
- 1974-1986 stress on the use of Filipino as a medium of instruction
- Return to English as a language of globalization
- Need for an international language

Status and use of English in Philippines

- Return to English as a language of globalization
- Need for an international language
- English used even for the social sciences - the domain of the national language

Topic 166: Southeast Asian English: Thailand, Vietnam and Indonesia

English in Thailand

- About 99 percent of Thai students study English at school
- Not many succeed in acquiring much English proficiency

English language policy in Thailand

- Has the longest record of English language teaching
- Began the teaching of English from Grade 1 in private schools and Grade 5 in government schools English language policy in Thailand
- The policy was changed due to unavailability of teachers
- English was introduced in higher grades
- In 1996, English was reintroduced as a subject
- Taught from Grade 1 to 12

English in Indonesia

- Being a Dutch colony, teaching of Dutch was emphasized
- English became popular after the independence
- Now taught as the main foreign language
- Is taught for eight or nine years from primary school (from Grade 4 or 5) through high school English in Vietnam
- First French and then Russian taught as foreign languages
- Switched to English under the policy of economic renovation

English in Vietnam

- Most favoured foreign language because of its economic value
- All schools must offer English in grade 10 – 12
- In cities and towns in lower secondary school as well

Topic 167: Future of English in Southeast Asia Lasting influence of a language

- Link between the influence of a language and the political hegemony of a conquering or dominant nation
- Language can continue to be influential and in use even if after an empire has declined
-

Current status

- Popularity and competence of English is increasing across wider sections of society • The rich has access to better teaching learning opportunities than the masses Current status
- Seems to be a privilege of the rich

- Degree and quality of attainment depends on:
- The quality of schooling
- The availability of teaching and learning resources
- Exposure to international community through tourism, foreign investment, schooling and employment abroad

Current status

- Increase in status and prestige
 - Increase in use as a language of education
 - Increase in spread as an international language of commerce, trade, and international relations
- Topic 168:
Future of English in Southeast Asia

Status of English in Singapore

- Has a secure place in Singapore
- Pro-English official language policy
- Functions as an equalizing and unifying agent

Status of English in Philippines

- Continued demand for English in the Philippines
- Efforts at improving teacher training and testing

Status of English in Malaysia and rest of Southeast Asia

- In a state of revival in Malaysia
- Dominant foreign language even in Southeast Asian socialist countries (Burma, Cambodia)
- Future developments
- Demand for standardization for international communication and intelligibility • Factors facilitating teaching and learning of English:
- Mass media
- Internet
- Mobile phones
- Educational system

Future developments

- Diglossic situation will result in changes in the language
- High variety may show mutually intelligible with other Asian varieties
- Mesolect and basilect may show more distinctive features of local Englishes

Lesson-29 African

Englishes

Topic 169: African English: Origin and Development

Background

- The term refers to English as used only by Black Africans in ex-British colonies and in Liberia
- The linguistic profile of Africa is an outcome of its colonial history

African English

Countries in Africa where English enjoys a prominent place include:

- Ghana, Nigeria, and Liberia (West Africa)
- Kenya, Tanzania (East Africa)
- Botswana, Namibia, and Zambia (Southern Africa)
- South Africa

Status and use

- The range and depth differs from context to context
- Used by a small number of people despite being the official language (e.g. Namibia) in some cases
- In others used by a large number of population (Liberia, Zimbabwe, South Africa)
- Has made a mark on the language use in Africa, despite relatively shorter period of colonization
- Enjoys a lot of power and prestige
- Used in the domains of government, education and commerce of several African countries (Ghana, Kenya, Nigeria, South Africa and Tanzania)

Topic 170: African English: Innovations-I

Syntactic characteristics

Omission of articles

- African languages lack a comparable syntactic category
- Is observed in the language users from all educational levels
- An African feature and not an educational failure

Omission of articles

Examples

- Let strong ... team be organized.
- He gave me tough time.
- I am going to cinema.

Generic use of nouns and pronouns

- He is a real/whole person (i.e. an adult).
- You are a sociable somebody (i.e. a sociable person).

Pluralization of uncountable nouns

- all my furnitures and ...
properties'

- noises of laughter and chats'
- the respects they deserve

Redundant Insertion of pronouns

Also found in informal registers in Inner-Circle varieties:

- My daughter she is attending ...
- Robert he is currently employed by ...
- Me I am going to sleep

Generic use of nouns and pronouns

In African English, the resumptive pronouns occurs in non-subject positions:

- ... in a country where you have never been there before.
- The guests whom I invited them have arrived. - Thank you for the letter which you wrote it.

Comparative construction Inner circle English:

- It is the youths who are more skillful than adults - I am more hard working than my siblings African English:
- It is the youths who are -----skillful ... than the adults.
- I am-----hard working than my siblings

Topic 171: African English: Innovations-II

Semantic characteristics

Semantic extension

Adds meanings to English lexical items:

- Some 'amount' means 'money' or 'cash'
- 'an arrangement man' is someone who usually gets his way'.
- someone who bluffs may be dressed 'ornately or fashionably'.

Semantic shifts

Change meanings and functions of the existing words:

- machine may mean specifically sewing machine
- minerals — soft drinks
- serviceable — 'willing to serve'
- gusted 'to have a guest'

Coinage

Shows the rich derivational morphology that is characteristic of African languages - facing a lot of hardcap ('hardship').

- ... he has given nothing coinable ('no money').

Compounding

- 'These been-to boys' (those who have travelled abroad, specifically to Britain or America) - 'a me and-my-darling' (a small sofa) - chicken-parlour
'commercial place where chicken, fish and drinks are sold'.

Reverse compounding

- knife bread for "bread knife"
- sheet bed for "bed sheet"

Innovations used by African English writers

- Transmit the various cultures in English
- Render in English the speech of monolingual characters

Topic 172: Black South African English Use of English

- knowledge of English as a second language has increased twice as rapidly as knowledge of Afrikaans
- According to 1991 census, approximately 45% of the South African population have a speaking knowledge of English

- English is one option in a wide-ranging repertoire of languages

Education context

- One of the most important criteria related to knowledge of English
- Learned in school for virtually all black users
- First four years of elementary education are carried on in a first language
- Inappropriate texts and materials
- Instruction is carried on by non-native teachers

Media

- Code switching black urban slang occur in writing that is meant for local readers and has local identity
- Standard English is the medium for more serious topics

HolaMagents! I know that all along the male species had to have a lot of njori (money) and a flashy s'lahla (car)

Ideological issues

- Seen as the language of an oppressor
 - Also, the language of liberation and resistance
 - Instrument of black unity
 - Ambivalence towards English
 - Solution: adopt more open-minded attitudes towards accepting nativized varieties of English
- Topic 173: African American Vernacular English

AAVE

- Associated with the Americans of African descent
- Not used by all African Americans
- The most noticeable variety of English in the US
- A lot of research work is devoted to it

Brief History of African Americans

- Between 1500 and 1860, at least 12 million Africans were forcibly taken to the Americas
- Originally captured in African wars or raids and transported in the Atlantic slave trade
- They were sent to North America, South America and Caribbean

Brief History of African Americans

- The earliest slaves worked on plantations along the southern coast
- They cultivated cash crops like rice and tobacco
- Invention of cotton gin in 1793 increased the demand for the slaves

Brief History of African Americans

- In 1790 approximately 650,000 slaves worked with rice, tobacco, and indigo.
- By 1850 the country had 3.2 million slaves, 1.8 million of whom worked in cotton. Theories of origin

Substratist hypothesis

- Evolved from an unusual forced and multilingual contact situation
- A derivative of West African languages

- Only superficially similar to English Creolist hypothesis
- Based on similarities of features and processes of development between AAVE and creoles (e.g. Jamaican Creole and Gullah)
- Slaves from Africa and from the Caribbean brought creoles which they already spoke into America Anglicist
- Holds that more usual adaptive processes of dialect formation were involved in Black slaves' acquisition of English
- The characteristic patterns similar to other varieties of English

Topic 174: Features of African American Vernacular English

Phonological features

Consonant cluster simplification

- Several varieties of AAVE
- No one variety constitutes the specific each variety of all AAVE users

Phonological features

Consonant cluster simplification

- The third person singular verb morpheme is absent from 80–95 percent of its possible occurrences Phonological features

Frequently cited features include those that are:

1. part of GE, but are more frequent in AAVE
2. part of old fashioned Southern White speech
3. unique to AAVE

Phonological features part of GE but are more frequent in AAVE

- Deletion of the last of a word-final sequence of consonants:

hand → han

- Deletion of an unstressed syllable

about → bout

government → gov'ment

Phonological features

Found GE but more frequent in AAVE

- Deletion of one of two identical syllables Mississippi → Missi'ppi

Phonological features

Found in South White speech and AAVE

- Reversal of word-final s + a stop consonant:

desk → deks

- Glide reduction:

tied → [ta:d]

Phonological features

Features unique to AAVE

Reduction of final nasal to vowel nasality

man → mǎ/ ~ loss of final consonants, principally affecting nasals

five → [fa:] fine → [fa:]

Topic 175: Features of African American Vernacular English

Morphosyntactic features

Non finite 'be'

- Non-finite be is a social marker for AAVE • Indicator of habitual state or activity

- When June come, I be outta school ...

- When my son was young,

the women be givin' him

money

Morphosyntactic features

Perfect 'done'

- Used with content verbs to indicate completion (perfectivity) - You don't have it 'cause you done used it.

- They done used all the good ones by now.

Morphosyntactic features

Perfect 'done'

- With punctual verbs corresponding to 'already' - I done told you already.

• With 'iterative adverbs like twice' - I done got wet twice goin' to the store.

Morphosyntactic features

Sequential 'be done'

Used in a sense corresponding to GE 'will have done'

- My ice cream's gonna be

done melted by the time

we get there.

- So they can be done ate

their lunch by the time

they get there.

Morphosyntactic features

Sequential 'be done'

- Future resultative

- You be done slapped me by now ('you would have usually walked away from me by now')
- I'll be done killed [him] if he tries to lay a hand on my kid again.

Morphosyntactic features

Non-recent perfective 'been'

- Precedes a past-tense verb
- Refers to a condition that 'was true in the past ... has been true for a comparatively long time - They been called the cops, and they're still not here.
- I been been knowing Russell

Morphosyntactic features

Non-recent perfective 'been'

- Precedes a past-tense verb
- Refers to a condition that 'was true in the past ... has been true for a comparatively long time - They been called the cops, and they're still not here. - I been been knowing Russell

AAVE – a variety of American English

- Developments in the syntax, semantics and pragmatics of AAVE to be recognized as positive and creative and not as imperfect learning of (Standard) English
- Social factors impede cross-varietal influences
- An unconscious barrier against the ... recognition of the AA component

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 threeno-enterprises

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 thiszisu

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

- 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

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

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

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IVEs and fossilization

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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
- Increasing variation leading to unintelligibility

Lesson-33

Power, Ideology and Attitudes

Topic 193 Linguistic Imperialism

Robert Philipson's proposition: Spread of English is a kind of imperialism-

Implications of Linguistic Imperialism for the World

- English as a Language of power
- Global spread of English with varying degrees of range and penetration privileges its users
- In outer circle countries e.g. Pakistan, India etc. those who know English well are at an advantage
- Language of political and economic power

Effects of English

- Cause of marginalization or exclusion for a large number of people
- Major cause of the 'deaths' of hundreds of minority languages because of privileging of English by users of other languages

Linguistic imperialism

- Spread of English is equated with linguistic imperialism
- The imposition of one language on speakers of other languages
- Assumes the active promotion of the language by the dominant class as an active expression of power of the powerful over the powerless (Phillipson, 1992)

Linguistic imperialism

"The dominance asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages."

Phillipson cited in Kachru and Nelson, 2006

Linguistic imperialism

dominance of English is considered as letting or facilitating cultural, economic, and sociopolitical hegemony of Anglo- and Eurocentric views over the rest of the world

Paradox of linguistic imperialism

- Linguistic imperialism as an outdated concept
- English as a tool empowerment and emancipation
- Widespread demand for more access to English

Topic 194 Awareness of Linguistic Imperialism

Resistance to the dominance of English

- Spread of English at the expense of other languages
- Resistance to the dominance of English e.g. in Canada bilingualism with French is mandatory Phillipson's division of English speakers Divides English into two groups:
- Core
- Periphery

Phillipson's division of English speakers

Core

- Comprises the same countries as the inner circle

Phillipson's division of English speakers Periphery

Subdivided into:

- Countries that use English as an international link language, such as Japan and Korea
 - Countries that use English for various intranational purposes in several domains, such as India, Pakistan
- Phillipson's division of English speakers

Periphery

- English considered a desirable commodity
- Linked with social advantage

Phillipson's division of English speakers

- English replaces and 'displaces' other languages, in both core and periphery countries by taking over serious domains as education or government Factors responsible for suppressing other languages
- Education forces foreign languages and cultural values onto people
- Replacing of vernacular languages alters the structure of social and cultural life
- Role of media in privileging English Support for multilingualism
- Support from United Nations Resolutions on linguistic human rights and preservation of cultural and linguistic diversity

- Threat to minority languages equated with disturbing the bio-diversity of the planet

Topic 195 Colonial Education Policy and Colonial Economy

Colonial education policy

- Power and prestige of EIL a result of codifying by colonizers
- They defined what true knowledge was and who could impart it
- Controlled the access to English

Anglicism and orientalism

Orientalism

- Scholarly knowledge of the language and culture of the east
- Recognition and deep respect for ancient cultures both of east and west
- A policy or policies to encourage indigenous languages in India

Anglicism and orientalism

Anglicism

- Recognition of the developments in western science and technology
- Recognition of knowledge which is useful and practical
- A policy to substitute English as the medium of acquiring knowledge at the cost of other languages.

Anglicism and orientalism

- Anglicism displaced Orientalism is a misconception
- The two co-existed
- Manipulated by the colonial powers
- Produced an English-educated elite and vernacular-educated masses to serve a colonial economy' Use of English to promote policy
- Ethical imperative to teach English
- Limited resources
- English made available to a small minority
- Served as interpreters and clerks

Use of English to promote policy

- Difficulties inherent in teaching English widely
- Unavailability of people to do manual labour
- Creation of a discontented class
- Source of anxiety

Topic 196 Consequence of Imperialist Language Policy

Language as a dividing force

- **The language was treated as a commodity**
- Wide availability would reduce its value
- Division of the local peoples into English haves and have-nots
- Further deepened the existing social divisions

Language as a dividing force

- **Cultural and economic disconnection of the English educated elite from their own background Expansion of English**
- The expansion of the discourse of English as an international language
- **English was regulated by its colonial owners by using linguistics for description and standardization of the language**

Linguistics and language politics

- Dichotomy between finer language and common language
- Standardization served to make it easy identify one's place in social hierarchies

Linguistics and language politics

- **National language and the notion of a homogeneous speech community**
- Meaning has a relationship with an objective world
- An assumed connection between language and the best representation of the world Linguistics and language politics
- Meaning is dependent on internal structural relationships in language
- An assumed linguistic system from within which meanings are defined

Linguistics and language politics

- Linguistics distances itself from questions concerning society, culture and politics
- Prescribes a particular view and form of language

Linguistics and language politics

- **The spread of English as natural, neutral and beneficial**
- Concentration only on a notion of abstract system at the expense of social, cultural or political understandings of language Linguistics and language politics

'...language is a simple

representation of reality, that the world as described by English is the world as it really is and thus to learn English is essen

- Pennycook as cited in Kachru and Nelson, 2006, p. 310

Topic 197: Linguistic Imperialism Revisited I

Linguistic imperialism

- **Link between World English and imperialist domination of the world by the US and UK**
- **Emergence of a linguistic form of imperialism or political, economical and cultural subjugation of some people**

Linguistic imperialism

- A separate type of imperialism that includes a conscious language policy by the imperial power to impose its language
- **The spread of English represents a culturally imperialistic policy of enforcing English language culture on its second language learners**

"The fact that... no uniform British empire-wide language policy developed tends to disconfirm the hypothesis of linguistic imperialism as responsible for the spread of English..."

(Brutt-Griffler, 2002, p. 7)

Linguistic imperialism

- No evidence of a distinctive ideology concerned with spreading English in the colonial dependencies for cultural or linguistic reasons
- There is evidence of the existence of advocacy of a linguistic imperialist policy Linguistic imperialism

A linguistic imperialist policy should display to at least some extent the following

features: i. Universal and exclusive education in English ii. Replacement of the indigenous languages with English

Topic 198: Linguistic Imperialism Revisited II ELT as a source of linguistic imperialism

- The teaching of English is not sufficient grounds to identify the policy of the British empire with linguistic imperialism
- Linguistic imperialism implies that the mother language is replaced and not supplemented by the imperial language

ELT as a source of linguistic imperialism

- Considered a post-World War II phenomenon
- This phenomenon began in the eighteenth century
- Effect cannot postdate cause
- Cannot be attributed to the conscious ELT policies made World War II

An anachronistic concept

- The power asymmetry between the former colonial nations and the nations of the 'third world,' is inadequate as an explanation of linguistic realities
- First world' countries with strong languages show willingness to adopt English An anachronistic concept
- Some of the harshest attacks on English have come from countries which have no such colonial legacy An anachronistic concept
- It gives learners access to a very important linguistic tool that helps individuals and economies to develop and compete globally

Lesson-34

World Englishes and Gender

Topic 199: World Englishes, Gender and Power I

Manifestations of power

- Ideology
- Politics
- Imperial
- Language

- Economy
- Knowledge
- Nature

Power of English

- Ideological
- Cultural
- Elitist

Power and globalization of English A

result of:

- The political, economic, and cultural power of people associated with English
- Use of English in a number of important domains
- Roles and functions English performs

Power of English and linguistic imperialism

- The promotion of English through covert means
- Responsible for unequal distribution of power and resources

Exercising control through language

- Displacing native languages
- Planting the language of empire in a new place
- Rejecting other varieties of English as impurities
- Installing the language of the imperial powers as the standard

Exercising control through language

- Gendering language as a way of:
- Perpetuating power hierarchies
- Contributing to certain types of inequality

Topic 200: World Englishes, Gender and Power II

Role of language in social life

“Language provides the terms by which reality is constituted”

- Ashcroft cited in Kachru, ---

Gender and language

- Language shapes the understanding of the world
- Language raises awareness about women’s place in the world

Developments in gender studies

1970s

- Efforts made to expose gender bias
- Male domination in the form and function of language

Gender and language

1980s-1990s

- The notion of gender inequity replaced by the power based view
- Women's language was a result of the existing power relationship between women and men

Gender and language

1980s-1990s

- Power as a commodity shared between genders
 - Women's language was a result of the existing power relationship between women and men
- Gender and language

Contemporary developments

The scope of gender studies broadened to include:

- Multilingual communities
- Postcolonial contexts
- Diglossic linguistic situations

Gender and language

- Femaleness and maleness as social constructions
- Language helping to constitute gender in global and local multilinguistic contexts

Topic 201: World Englishes, Gender and Power III

Gender and world Englishes

The equal exercise of power is explored by examining bilingual women's relationships to English in the world contexts

Gender and world Englishes

Women's access to the dominant languages is affected by various pressures:

- economic
- gender
- familial

Gender and world Englishes

- Women's role in the marginalization and displacement of the mother tongue
- Women, in their social roles reshape the linguistic face of various communities
- Act more favorably toward prestigious languages and varieties

Gender and world Englishes

- Women understand the importance and advantages of being multilingual in English and local languages •
Increase the economic opportunities for their children
- Enhance their self image

Gender and world Englishes

- Gain social status through linguistic means
- Increase power
- Construct a new more powerful identity through use of the language
- Influence the choice of language by increasing the formal and functional ranges of English for wider communication

Topic 202 Bilingual Women's Creativity

Bilingual's creativity

“those creative linguistic processes which are the result of competence in two or more languages”.
Kachru cited in Kachru, B. ,Kachru, Y. & Nelson, 2006, p. 572

Sociolinguistic dimension

- Views the process of creativity as acculturation and nativization of the use of English in the Outer Circle
- Recognizes different types of discourse strategies, stylistic innovations, speech acts, code mixing and code switching

Sociolinguistic dimension

- Multilingual English users manipulating their linguistic resources in language use
- Generate new meanings to capture the bilingual and bicultural competences
- Develop new linguistic forms and functions in both spoken and written discourse Politeness and gender identities
- Politeness lays a role in constructing gender identities
- English is viewed as being more polite and respectful
- Females use English more than males do
- Women seek to be more polite by using English

Women and English

- Bilingual women make language choices to:
- meet the needs of their speech community
- Ensure better future for themselves and their families
- Strengthen the status of English in world communities

Women and English

- English-speaking bilingual women are considered as innovators of language change
- Advancing the progress of English
- Help it to gain acceptance and importance along with regional dialects

Women and English

- Play a key role in the transmission of English in world contexts and in constructing new identities

Topic 203 Gender and Bilingual's Writing

Gender differences in world Englishes

- Gender functioning as a means of shaping linguistic pluralism and diversity
- Gender specific discourse studies illustrate the expanding sociocultural dimensions of English use
- Gender emerges as a factor impacting the spread of English

Gender differences in world Englishes

- Differences in the use of speech acts by women and men are observable among varieties of world Englishes
- Bilinguals' creativity includes gender as an essential exponent of world Englishes

Nativization of gender in bilingual's writing

Aspects of English language use most demonstrating nativizing of gender:

- Forms of address and reference
- Abuses and insults • Indirectness

- Politeness patterns

Nativization of gender in bilingual's writing

- The authors of outer circle varieties of English transfer the social context of gender
- The local sociocultural patterns, notions, and ideas are reflected in an indigenized variety of English

Nativization of gender in bilingual's writing

- The outer circle writers adapt the English language to local needs
- Language variation produces culturally distinctive writing in multilingual societies

Marginalization of bilingual female writers

- Women writers are marginalized by gender and by their choice of writing in English
- Choice of English and cultural oppressiveness

Topic 204 Gender and Language Use

Difference in language use across genders

- Women are believed to be more sensitive to prestige forms of speech.
 - Women show more stylistic variation than men in more formal speech situations
- Difference in language use across genders
- An increase in the use of non-standard forms among the adolescent boys and a decrease among adolescent girls
- Difference in language use across genders
- Difference in the perception of prestige forms
 - Men and women live in quite different social spaces
 - They are treated differently even in those social slots that are identical
- Difference in language use across genders
- Men and women are accustomed to different sets of contextually defined norms of interaction
 - These norms form the basis of their own speech and their judgement of others' speech
- Difference in language use across genders
- Girls, as they grow older show:
 - A realization of the responsibilities of adulthood
 - An awareness of the need to fit in and conform to social norms
 - Boys, as they grow older show:
 - A desire for self assertion
 - A need to express their toughness
 - An unwillingness to be dictated
- Gender and use of English
- Decline in the use of non-standard forms with age among female adolescents
 - Among male adolescents, either the decline is slight or there is an increase in the use of non-standard forms of English

Lesson-35

The Pedagogy of World Englishes

Topic 205 Teaching WorldEnglishes Gender and world Englishes

Many native and non-native speakers of English regard the language used by educated class as examples of standard English

Concerns about teaching world Englishes

- Conflict between prescriptivism and creativity
- Issues of intelligibility

Misconceptions about the realities of ELT

- English is a means of becoming involved in the cultures of Inner-Circle
- Inner circle users have a large amount of contribution in ELT in the Outer and Expanding Circles
- Global users of English desire to speak or write like native speakers

Misconceptions about the realities of ELT

- Knowledge of World Englishes allows for accommodation with the speakers of different varieties
- ELT professionals to accept and encourage the use of different varieties of English
- have a

responsibility not to limit their students' creativity, but to help to shape it, through increased awareness of others and ever less complacency about 'my English

Misconceptions about the realities of ELT

- Encourage students to use English creatively according to their own context
- ELT professionals to accept and encourage the use of different varieties of English
- Need to be aware of others' varieties of English

Misconceptions about the realities of ELT

- Not to consider their variety satisfactory

Topic 206 Implications of English language varieties for language pedagogy

Varieties of English in bilingual contexts

- British English (other than the standard British English) along with Celtic languages
- American English
- Outer circle Englishes in multilingual contexts

Varieties of English in bilingual contexts

- Influence of a substrate language or languages on the new varieties of English
- The influence is observed at the indigenously functional level

Dilemma faced by outer circle varieties

- Exonormative model of English vs. Endonormative model of English

Selection of a standard variety for teaching

- Classroom – a testing ground for the selection of a variety as standard
- Teachers provide an endonormative model by default
- Shift of standard from exonormative to endonormative

Topic 207 Implications of English language varieties for language pedagogy

Monomodel vs. polymodel

- Distinct local, national and international uses of English
- Link between the model of a language and its functions
- Need for a dynamic approach
- Monomodel vs. polymodel

Monomodel vs. polymodel

- Distinct local, national and international uses of English
- Link between the model of a language and its functions
- Need for a dynamic approach • Monomodel vs. polymodel

World Englishes in the Classroom

Inner circle:

- Making students aware and tolerant of different varieties

- Local dialects to be part of English language classrooms World Englishes in the Classroom **Outer and expanding circle classrooms:**
- **Textbooks focus on inner circle varieties**
- Research studies to raise awareness of students about the differences in local and international standards
- Local dialects to be part of English language classrooms

Outcomes of awareness of world Englishes

- **Promotion of world Englishes approach**
- Viewing the varieties as legitimate expressions and varieties
- Removal of confusions when confronted with different types of English language users

Topic 208 Native Vs. Non-Native Teachers

Native speakers as teachers

- **Confusion between ENL and the teaching of English as a second language**
A native speaker assumed to have the expertise to teach English

Native speakers as teachers

- **Lack the experience of having learned a language**
- Lack pedagogical training

Non-native teachers

- Non-native speakers share the language learning experience with their students
- Awareness about appropriating and adapting a foreign language

Non-native teachers

- The learning experience is a useful resource for non-native teacher
- Having learned the English language is considered a weakness of non-native teachers Misconceptions about native speakers as teachers The perpetuating image of native speaker as:
- The authority in language ability
- Expertise in teaching

Misconceptions about native speakers as teachers

The native speaker status assumes credibility and authenticity of an individual as a:

- Teacher
- Language expert
- Teacher education

Misconceptions about native speakers as teachers

Nativeness assumes:

- Primacy over pedagogic expertise
- Competence in the language

Topic 209 World Englishes implications for Teacher Education

Case for including WE in TE

1. **Exposure to WE models and theories**

- Irrationality of teaching an alien variety of English
- TE students should be exposed to theories and models of world Englishes

Case for including WE in TE

2. Awareness of ELT practices and practitioners around the world

- The misconception about the West demonstrating the true ELT situation
- Emphasis on the need from input in TE from outer and expanding circles

Case for including WE in TE

3. The need to adopt a pragmatic view of ELT

- Considering the needs of the learners in planning research and curriculum
- Irrelevance of teaching standards without their application in real situations

Case for including WE in TE

4. Resisting imposition of inner circle model

- Countering linguistic imperialism
- Removing the notion of inner circle variety being superior to other varieties

Topic 210 World Englishes Implications for Teacher Education

Native English language teacher education

- Need for an understanding of the global perspective
- Need for an exposure to different varieties of English
- Availability of resources for TE

Native English language teacher education

Need for training in methodologies and grammatical descriptions

- Need for an awareness of issues related to WE

The current state of TE

- In-depth research in different areas of WE began in the late 1970s
- The field of ELT still undergoing a period of 'absorption'

The current state of TE

- Few MA TESL programs include theoretical material on WE
- Advantages of maintaining a hierarchical view of English
- Limited time to cover the curriculum

Effects of world Englishes paradigm

- Increase in the acceptance of local and regional norms and models
- Standardized tests using regional norms in selecting correct answers

Effects of world Englishes paradigm

Use of classroom teaching materials representing speakers from different cultures

Lesson-36

Teaching World Englishes Courses

Topic 211 Culture in the Classroom

Disconnect between the learners and textbooks

- Detachment of textbooks from the learners' world
- Textbooks containing unknown settings and unfamiliar characters

Disconnect between the learners and textbooks

- Need for a 'glocal' textbook
- Need for an awareness of issues related to WE

Current status and role of English

- A lingua franca
- Used in diverse settings
- Used between non-native speakers
- Multicultural identities

Multicultural identities of English

- Have caused sociolinguistic shifts
- Instrumentally motivated learners
- Need to infuse local culture in English language classrooms

Appropriating English for different cultures

- Cultural gaps cause difficulties for learners
- Selection of local cultural content by textbook and material writers
- Difficult for teachers to present an alien culture

Topic 212

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Culture in the Classroom

Differences in rhetorical conventions

- Goal oriented vs. indirect • Utilitarian vs. digressive

Differences in rhetorical conventions

- Likely to create misunderstandings and misinterpretations
- Sensitivity to different conventions to be created through teaching materials and practices Discourse strategies
- WE show traces of the cultural influence of the communities that use them

Use of local discourse strategies while using English Classroom:

A site for cultural suppression or supremacy?

- English language classrooms imparting knowledge of Anglo-American culture • Submerging of local cultures and conventions

Classroom: A site for cultural suppression or supremacy?

- Classrooms to embrace innovations based on different cultural conventions
- Recognition of world Englishes likely to sensitivize people to different cultures

Topic 213 Use of World Englishes in the Classroom

Representation of world Englishes in classroom

- Lack of awareness about different varieties of English among expanding circle learners
- Only inner circle English finds representation in textbooks

Contrastive analysis

- Awareness of differences between local or national varieties of English and international English
- Contrastive analysis of indigenized varieties and inner circle varieties of English Contrastive analysis
- Baumgardner's (1987) study of Pakistani English
- Differences in complementation
- He went to China for learning Chinese vs. He went to China to learn
- Friedrick (2002) and Matsuda (2002)
- Learners in expanding circle are only aware of British or American English

Need for world Englishes approach

- WE approach facilitates learning
- Different varieties of English to be viewed as "legitimate expressions of a language in constant change and spread"

Topic 214 Use of World Englishes in the Classroom

World Englishes approach

- Presentation of English is incomplete without an awareness of different varieties
- Confusion or resistance when students are confronted with different types of English users or uses

Lack of awareness of World Englishes

- Students likely to be shocked and confused when facing different varieties of English

- -
 - Students may find them deficient
- Lack of awareness of World Englishes

- Students may show disrespect to different varieties and their users

- Rejection of deviations from inner circle English

Lack of awareness of World Englishes

- Likely to be counter-productive to efforts being made for international understanding of English
- Sensitizing students to the presence of different varieties of English should be the goal of all English language teachers around the world

Topic 215 L2 in the Classroom and Non-Native Educators I

Use of L2 in classroom

- Earlier language teaching methods discouraged the use of mother tongue in classroom
- Audiolingual method, Direct method, Communicative Language Teaching
- English to be taught best through English

Use of L2 in classroom

- Second language acquisition considered similar to first language acquisition in SLA

Use of L2 in classroom

Second language acquisition is similar as well as different from first language acquisition

A second-language learner is already equipped with the knowledge of his/her mother tongue

Monolingual fallacy

Use of L2 in classroom

- Several language teaching methods favour the use of mother tongue for second language learning
- Mother tongue considered a useful tool in the English language classroom

Topic 216 L2 in the Classroom and Non-Native Educators II

Bilingualism as the goal

- Usefulness of a bilingual approach for learning English as a second language in outer and expanding circles

- Bilingualism as the goal

Use of mother tongue in classroom

- Appeals from the inner circle English language teaching establishment for more use of the mother tongue in the classroom
- The use of the mother tongue in the classroom considered one dimension of linguistic human rights
- Native vs. non-native educators
- Native speaker fallacy
- Native speakers of English inevitably considered the best teachers of English.
- Non-native teachers are only second-best for teaching English

Advantages of a non-native English language teacher

-
-
- Knowledge of the mother tongue advantageous for teachers
- Experience of having learned a second language
- More effective English language teachers

Doubts about the effectiveness of native teacher

- Need to realize the goal of second language acquisition in world Englishes classrooms
- Need to re-define the concept of the native speaker

Lesson-37

Models, Methods and Curriculum for Teaching World Englishes

Topic 217 Historical Context of English Language Teaching

Spread of English

- Transformation of English
- Multiplicity of varieties
- Resistance to the acceptance of varieties

Spread of English

- Ideological dominance of native English speakers
- Influence of native speakers on ELT
- Linguistic imperialism caused by teaching of English or teaching of a particular variety of English? ELT Methodology and Colonialism
- Link between ELT methodology and British colonialism
- ELT a product of spread and macro-acquisition of English

Macro-acquisition

- Acquisition of a common second language by speakers of different mother tongues
- ELT a product of spread and macro-acquisition of English
- Primary input doesn't come from native speakers
Defined by its own lexicon, idioms and transformed meanings

Development of ELT

Not a result of:

- Migration of English speaking population to North America and Australia
- Immigration into the UK or USA

Development of ELT

- Theories and practices not developed in the UK or USA
- Colonies were the central testing ground for the development of ELT

Topic 218 Historical Context of English Language Teaching

ELT development during colonialism

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-
- Acquisition of English language was controlled by the political and economical needs of the empire
- ELT methodology was subservient to imperial purposes

ELT development during colonialism

Curriculum based on language examinations used as qualification standards for civil service

Development of varieties

- Emphasis on mother tongue literacy
- English taught through bilingual education
- The empire lacking the capacity to hire native English speaking teachers

Development of varieties

- The process of language spread dependent on non-native English speaking teachers
- Played a significant role in the creation of different varieties

Topic 219 Historical Context of English Language Teaching

ELT methodology and linguistic imperialism

- Non-native context of ELT development **contradicts** with linguistic imperialism
- Linguistic imperialism neglects the contribution and agency of the nonnative speaking teachers

ELT methodology and linguistic imperialism

- Need to reclaim the contributions of the nonnative teacher of English within the international history of

English

Misconceptions about non-native teachers

- Non-native teachers readily accept the methodology produced in the UK and US
- Critical attitude found among students studying ELT in the USA
- Misconception based on the ideological notions of intellectual dependence

Misconceptions about non-native teachers

- The western methods dated from the post World War II period
- They had not come into existence at the time when English began to spread to Africa, Asia and elsewhere
- **ELT methodology relied on the creativity and resources of local teachers**

Influence of native speakers on ELT

- Constructs of “authenticity,” “native” and “near native” proficiency
- Determining the proper goals of SLA
- **Development of the notion of native speaker as the ideal teacher**

Influence of native speakers on ELT

- Challenges the authority of the non-mother tongue English-speaking teacher
- Undermines the role of non-native teachers in the spread of English

Topic 220 **Centrality of Inner Circle in ELT**

Centrality of inner circle and SLA

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-

Inner circle centrality based on certain SLA assumptions:

The target language is learnt in a mother tongue environment

Proficiency of the mother-tongue English speaker as the target

- The necessity of native English speaking teachers

Centrality of inner circle and SLA

- This model of SLA needs a corresponding ELT methodology
- Developed and transported to the outer circle contexts
- In most of the contexts, the assumptions are inappropriate

Assumed vs. real conditions of SLA

- Non-native context
- The target language is not a native but a new variety of English
- No need for the learners to assimilate with the native context

The myth of a native speaker as the ideal teacher

- Research findings do not support the necessity of a native teacher
- The assumption has been questioned by many scholars
- A policy to grant native English speaking teacher and the mother tongue English speaker with authority in ELT

The myth of a native speaker as the ideal teacher

- Grants authority to native English speaking teacher and the mother tongue English speaker in ELT
- Gives native speakers control over the spread of English spread in the twenty-first century

Topic 221 WorldEnglishes and ELT Methods

Approach, method and technique

- Models and methods of language teaching imply the existence of “one best method” Approach, method and technique
- Approaches
- The broadest level
- Theoretical view of what language is and of how it can be learnt
- Methods
- Consistent with approaches
- Plans for linking theory with practice
- Choices about skills, contents and sequencing

Approach, method and technique

- Techniques
- Most concrete level
- Comprise the activities used to implement methods

Traditional ELT practices

- Native speaker as the provider of the model

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-
- Native speaker as the ideal speaker-hearer

Traditional ELT practices

- Defined by Kachru as a “monomodel”
- Implies a universally agreed-upon definition of the best way to teach
- Do not use context as a variable

Methods vs. post-methods

- Kumaravadivelu (2003) suggests the existence of a post-method era
- Ineffectiveness of ‘one size fits’ all approach
- Importance given to the context and local needs

Topic 222 WorldEnglishes and ELT Methods

World Englishes theoretic perspective

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-

Existence of a range of models for English rather than one best model

The local innovations in English are based on the needs of the users

- English belongs to all those who use it

World Englishes theoretic perspective

- Lack of awareness of this perspective among practitioners and teacher educators
- Rarely given prominence in English language teacher training programmes

English as an international language

- Need for intelligibility
- Focus on the domains for which the language is needed
- Need for cross-cultural pragmatic competence to ensure friendly relations among users English as an international language
- Need for respect for local culture
- Need for teacher flexibility in choice of methods
- Need for attention to local cultures of learning

Lesson-38

Testing and Assessment in World Englishes Context

Topic 223 The Issue of Language Testing and World Englishes

World Englishes and language tests

- Disconnect between language tests and insights into English in the world context
- Language tests do not represent English varieties spoken and used in contact situations World Englishes and language tests
- Inappropriacy of target norms in local contexts
- Language tests do not represent English varieties spoken and used in contact situations
- Tests developed in one setting may be invalid for another setting

World Englishes and language tests

- The 'correctness' of language test items may vary from context to context
 - What is wrong in one setting may be considered right in another World Englishes and language tests
- Example:

Choose the correct sentence from the following list:

1. Our company is buying some new equipment.
2. Our company is buying a new equipment.
3. Our company is buying some new equipments.
4. Our company is buying three new equipments

Topic 224 English Language Testing and Non-Native Speaker Variation

Testing and local context

-
-
- Contextualized teaching and testing
- Use of native speaker norms in testing
- Washback effect of testing is likely to impact the teaching of English

Native speaker as the norm in language testing

- English language testing does not include non-native speaker norms and innovations yet
- The set of norms accepted and used by educated native speakers assumed to be the universal target for proficiency

Differences between norms (examples)

Prepositional collocations: I live in an apartment at Mall Road

Use of uncountable nouns as countables:

It is a hard work

- Redundant prepositions:
We're discussing about

out new plan

World Englishes and language tests

- Differences in native and non-native speaker norms
- Language testing reflects the 'deficit linguistics' view

World Englishes and language tests

Deficit Linguistics

- Variations are caused by errors
- Evidence of the substandard nature of outer and expanding circle varieties
- Considered 'Interlanguage' or 'Fossilized' language

Topic 225 English Language Testing and Non-Native Speaker Variation

Norms for language testing

- Testing is based on how close the language use is to the native speaker norms
- Difficulty of differentiating between errors and developing varietal norms Validity of language tests
- Language tests do not reflect the differences between native and non-native speaker norms
- Doubts about the validity of tests based on native speaker norms Validity of language tests

Validity

- validity refers to how well a test measures what it claims to measure.

Solution to testing world Englishes

- Paradigm shift
- Distinctions made between the use of English in monolingual and multilingual contexts
- Mutual exposure to the major native and non-native varieties
- Re-thinking of English language teaching goals

Solution to testing world Englishes

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-
- Re-thinking of English language teaching goals
- Overhauling of English language testing
- Reluctance to accept curricular changes not reflected in the targets of examination boards

Topic 126 Critique of Existing English Language Tests

Issues in testing world Englishes

- A broadly applied test has little use in world Englishes context
- Any English language test must use a set of norms to evaluate the test takers' performance in the test
- Biases in ELT testing
- Biases in favour of inner circle variety of English in standardized testing
- Test-takers have no or little contact with the native varieties of English

Biases in ELT testing

- Test of English for International Communication (TOEIC) – a supposedly neutral test shows bias towards standard English

Adaptations of English

- Inevitability of adaptations of English
- Unavailability of native-speaker models
- Other uses of English (media, literature, education) reflect local contexts

Divergence between regional and native norms

- Conflation of count/mass noun
- codeswitchings
- threats and intimidations

Divergence between regional and native norms

- Fixed collocations of verbs with particles and prepositions
- fill up a printed form • cope up with the situation Innovation or mistake?
- Individual uses are difficult to classify as mistake or innovations
- Broad observation can identify items that are well established in some varieties

Topic 227 Critique of Existing English Language Tests

ELT professionals' dilemma

- Language tests adhere to some set of norms
- Certain language test items consider a linguistic form because of its misfit to a given norm ELT professionals' dilemma Which norm to teach?

What is the norm?

Who decides what the norm is?

Teaching vs. testing norms

- Unwise to use tests which adhere linguistic norms different from those of the test takers
- The need to teach learners the norm to which they are tested

Adaptations of English and testing

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-
- Test designers need to have awareness about the:
- Variety of legitimate standards developing in English across the world
- Norms of the countries and regions they aim to serve

Situated use of a test

- The use of tests to be considered carefully
- A well designed test may not be applicable to a given situation

Topic 228 English Language Tests and Linguistic Imperialism

Need for a global view of assessment

- Increasing numbers of English language users
- Inevitability of varieties of English
- Need for a global view of assessment Need for a global view of assessment
- An international language to promote inter and intra cultural communication in linguistically diverse situations
- Irrelevance of native speaker criterion in measuring second/foreign language

Testing and hegemony of the inner circle

- Majority of the English language users come from the expanding circle
- Hegemony of inner circle over English language educational management Testing and hegemony of the inner circle

Hegemony

“Power and control exerted by a dominant class in society is sustainable if it gains support through ‘consent’ of the masses.”

Gramsci cited in Khan, 2008, p. 191)

Linguistic imperialism and testing

- Expanding and outer circle countries seeking the professional expertise of countries located in the inner circle
- Prevalent imperialism of major international tests of English (TOEFL, IELTS)

Linguistic imperialism and testing

- International tests support and serve the variety of English prevalent in their source countries Linguistic imperialism and testing
- Use of international language tests in making high-stakes decisions
- Increasing demand for TOEFL preparation material and courses
- High profits yielded to publishers of test preparation material

Linguistic imperialism and testing

- The purpose of EIL is to facilitate communication amongst native and non-native English speaking countries
- Irrelevance of tests based on one or two varieties of English
- International tests should be based on evidence from EIL interaction

Lesson-39

Role of English in Higher Education

Lecture 39

Topic 229 English Language in Higher Education (HE)

Mutual effect of globalization of English and HE

- The role of English language in the globalization of education:
- High rating of universities in English speaking countries
- English facilitating international students and faculty

Mutual effect of globalization of English and of HE

- Role of higher education in globalization of English
- Traditional universities
- Contemporary universities

Mutual effect of globalization of English and of HE

- Domination of universities by native English speaking countries
- High ranking universities located in English speaking countries
- Increasing use of English as medium of instruction in HE Mutual effect of globalization of English and of HE Universities' need to:
- attract teachers and researchers from around the world
- encourage international students to enrol on their courses enriching

Topic 230 The Globalization of Universities

Globalization of universities and use of English

- Need of English to operate in an international market place
- English facilitates the international mobility of researchers, faculty and students Bologna Process

- Signed in 1999
- Aimed at standardizing higher education by:
- harmonizing university education in Europe along the lines of the British model
- using a common approach to levels and length of courses

Bologna Process

The standardisation of higher education is likely to:

- Facilitate greater movement of students within Europe
- Make European higher education more attractive to students from other

Bologna Process

- The use of English not a requirement
- Use of English is encouraged to facilitate the students and faculty from other countries

Globalization of HE in Asian countries

- Students attracted to the higher education in Asian countries
- Graduates with English language proficiency
- Suitability of graduates for employment
- Weak spoken-English skills considered the biggest barrier to good jobs

Topic 231 English in International Higher Education

International student mobility

- Millions of students each year travel to another country to study
- English speaking countries among the top preferences

HE in English speaking countries

- Universities in English speaking countries rank the highest on league tables
- Commercial universities in English speaking countries
- Marketing of programmes to overseas students to generate income

English as a medium of instruction

- English seen as a key educational investment
- Medium of instruction for over half of the world's international students is English

New competitors in international HE

- Improved quality of education in source countries
- Rapid expansion of universities
- Education reforms

New competitors in international HE

- Countries with improved education systems attracting international students e.g. China
- Countries in Europe and Asia offering courses taught through English
- China
- Malaysia
- Singapore
- Germany
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Topic 232 Transnational Education

Education scenario in 1990s

- Expectations from technology
- Globalization of higher education
- Domination of English-speaking universities

Education scenario in 1990s

- Popularity of virtual universities
- Online degree programmes

Failure of

e-learning

- High expectations of the learners
- Skepticism about e-learning programmes
- Huge investment requirements
- High expenses of online distance education Adaptation of e-learning ventures
- Improvement in broadband infrastructure
- Blending of e-learning with face to face learning
- E-learning as a significant strand in world education Adaptation of e-learning ventures
- ELearning and the management of human interaction
- Adaptation of traditional pedagogical values

Topic 233 Transnational Education

Joint ventures and overseas campuses

- International joint ventures and overseas branch campuses to attract students
- Student's home countries as the target market for universities in English speaking countries Joint ventures and overseas campuses US universities with offshore campuses:
- New York University (Shanghai, Abu Dhabi)
- University of Northern Virginia (Cyprus)
- Webster University (Thailand)

Joint ventures and overseas campuses

Universities from non-English speaking countries with offshore campuses:

- ShaheedZulfikar Ali Bhutto Institute of Science and Technology(Dubai)
- Manipal University of India (Dubai)
- Islamic Azad University of Iran (Dubai)

Joint ventures and overseas campuses

Australian universities with offshore campuses:

- University of Southern Queensland (Dubai)
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- University of Wollongong (Dubai)

Joint ventures and overseas campuses

UK universities with offshore campuses:

- University of Nottingham (Malaysia and Ningbo in China)
- Middlesex university (Dubai)
- University College, London (Qatar)

Joint ventures and overseas campuses

Joint ventures with US universities

- University of Michigan – Shanghai Jiao Tong University Joint Institute
- New York Institute of Technology-Nanjing Campus

Joint ventures and overseas campuses

- Likely to attract students from countries other than the host country in the region
- Promoting the globalization of HE
- Building an international intellectual environment

Topic 234 Higher Education Trends

Consequences of globalization of HE

- Creation of a divide between global elite institutions and those serving local students
- Slowing down of international student mobility
- Declining market share of international students in English speaking countries

Consequences of globalization of HE

- Availability of more economical local and regional options
- Cultural appropriateness of locally available programmes

Consequences of globalization of HE

- Use of English medium courses to attract international students by global institutions located in nonEnglish-speaking countries

Consequences of globalization of HE

- Major sources of international students sending fewer student to the UK universities (e.g. Malaysia and China)
- Receivers of international HE now becoming providers of international education

Lesson-40

World Englishes and Lexicography

Topic 235 Lexicography and World Englishes

Lexicography

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- The process of writing, editing and compiling a dictionary
- An author or editor of a dictionary is called a lexicographer

Lexicography vs. linguists

- The subject field of linguistics is language, whereas the subject field of lexicography is dictionaries
- Dictionaries of world Englishes: Issues
- Ideological underpinnings
- Hierarchies of English varieties
- Linguistic, literary, cultural, and even political considerations

Role of a dictionary in legitimizing a variety

- Standardization of Englishes depends on the presence or absence of dictionaries in that variety
- Role of a dictionary in legitimizing a variety

Traditional role of dictionaries in standardizing varieties of English:

- British English by Samuel Johnson
 - American English by Noah Webster, and more recently • the Macquarie Dictionary of Australian English
- topic 236 Language Legitimacy and the Dictionary

Legitimacy

“Legitimacy can be understood as a shorthand for identifying and establishing the varieties of Englishes that are used in various locations around the world”

- Kachru, Kahru & Nelson, 2006, p. 695
- Acceptability of a variety

- Role of dictionaries in granting acceptability to a language variety

Functions of a dictionary

- A reference book/source
- Authority on almost all aspects of a language
- Source of confidence for the users of the language

Functions of a dictionary

- Source of reassurance about the legitimacy of a variety
- Does not provide recognition to the people as users of English
- Acknowledges the variety of English used by these people

Topic 237 Dictionary and the Notion of Standard

Standards and the dictionary

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- **Multilingual situations involve choice of languages and standards**
- The influence of contact languages on the emerging variety of English Standards and the dictionary
- Competing standards and dictionary entries:
 - **A well-documented, prestigious, outside standard**
 - **A poorly documented internal standard**

Criterion for a dictionary entry

- **Dictionary as a recording of the language usage of a community**
- The dictionary a recorder and not a controller of the common usage
- Range and depth of the use of a word as a criterion

Dictionary and the acceptability of a variety

- **The users of standard varieties allowed more leeway**
- **A ready acknowledgement by the publishers and editors**
- Affects the public perception of the validity of a variety than many words spent

Power of the dictionary

- Publishing of a language's dictionary allows the users to develop the notion of a standard
- The idea of correctness linked with the dictionary
- Affects the public perception of the validity of a variety than many words spent

Topic 238 The Concept of Englishes

Challenges of compiling a world Englishes dictionary

- Some questions to be answered to systematically undertake the task:
 - Standard • Variety
 - Regional

Challenges of compiling a world Englishes dictionary

The sources of data for a lexicographer include the following aspects of language users:

- Linguistic
- Cultural
- Political

Varieties and linguistic change

- Varieties and linguistic change
- Linguists' view of change
- Linguistic change and speaker identities

Two kinds of responses to linguistic change

- A cool scientific calm • A cause for alarm

Topic 239 The Concept of Englishes

Influence of dictionaries on language use

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-
- The case of newly codified Englishes
- The dictionary compiler determines the amount of “guidance” a user requires

Methods used by lexicographers

- Notes and labels for usage
- Decisions depend on:
- Acceptable usages • Needs of the

user Methods used by lexicographers

Selection of the number and type of usage labels

Need to balance the linguist’s purity with the sociolinguistic reality of the dictionary user

Methods used by lexicographers

- Guidance on usage
- Users’ identity
- Need to communicate depends on mutual intelligibility and codification Topic 240 Compiling a Regional Dictionary

Aims

- To serve the average educated speaker of English
- To present all the material (both old and new entries) from a regional point of view Pronunciation Phonemic pronunciation system may be used to enable users to read entry words as their varieties lead them to Vowel keywords and their symbols in The New Zealand Oxford Dictionary (NZOD) Sources of items to be included Published materials including:

- Fiction
- Non-fiction
- Newspaper writing

Criterion for selection of entries

- Must be genuinely representative of the varieties from which they are drawn
- Should not be modifications made for broader international use

Criterion for selection of entries

- Frequency of occurrence of an item
- Use of published material
- Confirmation of familiarity by native speakers

Criterion for selection of entries

Occurrence of a word in a specific text is not evidence enough for inclusion in the dictionary

Validity of the dictionary

- The authority of the English language communities in the region
- Users should acknowledge and have confidence in their language
- Users should accept the dictionary as representative of their region’s English Validity of the dictionary

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- The dictionary has the power to reveal to people something that they already know but do not acknowledge that they have an English of their own
- Butler cited in Kacru& Nelson, 2006, p. 245

Lesson-41

World Englishes and the Media

Topic 241 English and the Press

The press – early developments

- English being used in the press for the last 400 years
- Simple newspapers brought out by many European countries
- Little growth due to censorship, taxation and wars

The press – early developments

- Britain showed progress
- Simple newspapers brought out by many European countries
- Little growth due to censorship, taxation and wars

The press – early developments

Seventeenth century

Some early newspapers provided general news and information about shipping:

- The WeekleyNewes (1622)
- The London Gazette (1666)
- Lloyd's News (1696)

The press – early developments

Eighteenth century

Americandevelopments:

- the Boston News-Letter (1704)
- The New-York Gazette (1725)
- the New York City Daily Advertiser (1785)

The press – early

developments Eighteenth

century British developments:

- the Boston News-Letter (1704)
- The New-York Gazette (1725)
- the New York City Daily Advertiser (1785)

The press – early developments

Nineteenth century

-

-

Some widely circulated newspapers included:

- The New York Herald (1833)
- The New York Tribune (1841)
- The Times in Britain continued to grow
- The Daily Mail (1896)

High profile of English press

- Enhancement of the profile of English press
- Growth of major news agencies as a result of the invention of telegraph
- Emergence of Reuters and New York Associated Press (Associated Press)

Popularity of English in the press

- Role of English in the identity of a community
- About 57 per cent of the world's newspapers in 2002 were being published in the countries where English language has special status

Popularity of English newspapers

- Top five newspapers in English
- Many English newspapers intended for an international audience

Popularity of English in other genres

- Fashion magazines
- Periodicals
- Literary reviews
- Scholarly journals
- Many English newspapers intended for an international audience

Topic 242 English in Advertising

Increase in advertising

- Competition due to mass production of goods Increase in consumer purchasing power Better display possibilities

Effect of advertising on circulation

- Income from advertising allows publishers to lower the selling price of their magazines and increase circulation

Effect of advertising on circulation

- Many magazines have trebled their sale using this strategy
- Two-thirds of a modern newspaper are devoted to advertising

English in advertising

- English in advertising began very early on
- Weekly newspapers began to publish advertisement for books, medicines, tea, and other domestic products.
- Advertising supplement began to appear in newspapers
-

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Outdoor media

- The brevity and ease of conveying the message to the audience
- Posters, billboards, electric displays, shop signs and other techniques

Outdoor media

- Global spread of the outdoor media
- One of the most noticeable global manifestations of English language use
- The English advertisements are more numerous and most noticeable

Topic 243 English in Broadcasting

Beginning of broadcasting

- English was the first language to be transmitted by radio
- Public broadcasting began in 1920
- The first commercial radio station was established in Pittsburgh, Pennsylvania
- By 1922 over 500 broadcasting stations had been established in the USA

Beginning of broadcasting

- British Broadcasting Company (later, Corporation) was established in 1922
- Broadcasting began in Canada, Australia and New Zealand in 1920s
- Radio services began in other parts of the world including India and Europe in 1927

Creation of broadcasting organizations

- International Telecommunication Union
- Commonwealth Broadcasting Association
- European Broadcasting Union
- International Broadcast Institute
- The Asia–Pacific Broadcasting Union

Public television

- BBC began the world's first high-definition television service in 1936
- The National Broadcasting Company began its service in 1939 in the USA
- The number rose to over twenty within a year
- Other countries started television services much later

Topic 244 English in Broadcasting

International broadcasting

- International broadcasting was introduced in the 1920s
- BBC introduced international service in 1930s
- The international standing of BBC news increased during the Second World War International broadcasting
- In 2001, BBC world service had a worldwide audience of 153 million

-

- The number has increased to 279 m
 - An overall global audience of 376 m
- International broadcasting
- Voice of America was formed in 1942
 - Radio New York World Wide provides an English-language service to Europe, Africa and the Caribbean
- International broadcasting
- Increases in external broadcasting during the post-War years
 - Many countries launched English language radio programmes, such as the Soviet Union, Italy, Japan, Luxembourg, The Netherlands, Germany and Sweden

International broadcasting

- The way people access their news has changed with the easy availability of the internet
- Audiences switching to digital platforms for news and entertainment

International broadcasting

- A total of 27 m people listen directly to World Service English via the internet
- And World Service English podcasts now reach one million people every week

Topic 245 Role of the Cinema in the spread of English

The beginning of cinema

- Made its beginning in Europe and America during the nineteenth century
- Key role played by Britain and France during the early development

USA's dominance over the film industry

- Slow growth of the European cinema during WWI
- America emerging as a dominating force in the film industry
- Hollywood evolving as the centre of the modern cinema

English as the dominant language of film

- The introduction of sound to films
- English language dominated the film world

English as the dominant language of film

- Out of 44 studios listed, 32 were American or British
- Out of 2,466 artistes listed, only 85(3 per cent) made movies in languages other than English
- Of the 340 directors, 318 (94 per cent) made films only in English language

English as the dominant language of film

English as the dominant language of film

- Hollywood aiming at large number of international audience through such films as:
- Titanic
- Star Wars
- Lord of the Ring
- Unusual to find a blockbuster in other languages

English as the dominant language of film

- English dominates most film festivals and awards
- The USA controls about 85per cent of the world film market
- Eighty per cent of all feature films are in English

Influence of films on people

'People increasingly believe in what they see and they buy what they believe in . . . People use, drive, wear, eat and buy what they see in the movies.'

- (WimWenders cited in Crystal, 2003)
- Topic 246 Role of Music in the Spread of English

Recording industry and music

Recording industry was another new addition to the entertainment world through technology

The availability of mass-produced first gramophone records and then CDs and DVDs allow music to travel around the world

Spread of English through pop music

- Dominance of English in the popular music scene
- Many people make their first contact with English through music

English in popular music

- The pop groups of two chief English-speaking countries dominated the recording world:
- Bill Haley and the Comets and Elvis Presley in the USA
- The Beatles and the Rolling Stones in the UK

Varieties of English in popular music

- Large number of varieties of English given exposure through music on:
- the radio
- television
- internet
- CDs
- DVDs
- music videos

Non-native English pop music

- A Spanish punk rock group, Asfalto (Asphalt), released a disc about learning English, which became a hit
- The Swedish group Abba recorded all its songs in English
- Michael Luszynski, a Polish singer performs almost entirely in English

Non-native English pop music

- To enter into the international arena and to succeed the singers need to be singing in English

Impact of English through music

- English language making a profound and positive impact on modern popular culture through music
- Social, political and spiritual messages conveyed through music

- English for the younger generation became a symbol of freedom, rebellion and modernism Impact of English through music

There comes a time

When we heed a certain call

When the world must come together as one

There are people dying

Oh, and it's time to lend a hand to life

The greatest gift of all

<https://www.youtube.com/watch?v=M9BNoNFKCBI>

Spread of English through pop music

- No other single source has spread the English language around the youth of the world so rapidly and so pervasively
- Crystal, 2003, p. 102

Lesson-42

Globalisation: Various Trends

Topic 247 Demographic Trends

Global population

- Increased population and social, political and economic changes
- Effects of population increase on developing and developed countries

Global population

- Increase in population in the 18th century
- Expansion of cities in Europe

Global population

Global population

- Demographic challenges of the developing and developed countries
- Possible stabilization of the world population

Global population

- Overall world population
- The existing situation of the world: a state of transition

Topic 248 Demographic Trends II

Future of languages

The linguistic trends depend on the following aspects of people's lives:

- Where they live

- What their basic needs are
- What kind of work they do

Change in the age structure

- Difference in the median age
- Challenges of a higher younger population
- Challenges of a higher older population

Change in the age structure

- Decreasing young population leads to a need for migrant workers to support the population
- Change in the ethnic and linguistic profile of the country

Demographic changes and people's movement

- Migrant workers
- Refugees and asylum seekers
- Immigrants
- Tourists
- Business workers
- International students
- Troop movements
- Emergency aid workers

Demographic changes and people's movement

- Total number of international migrants reported to be 258 million in 2017 (3.4% of global population)
Source: http://www.un.org/en/development/desa/population/publications/pdf/popfacts/PopFacts_2017-5.pdf

Demographic changes and immigration

Migrants seek a better life in more developed countries

Immigration of skilled workers to counterbalance the ageing workforce of the destination countries

Consequences of immigration

- Change in the social and linguistic profile of the destination countries
- London the most multilingual city in the world with over 300 languages

Linguistic consequences of immigration

- Freedom of labour movement within EU
- An influx of workers from eastern Europe to the UK before Brexit
- Emergence of new linguistic communities
- Migrant workers and demand for English

Tourism and global English

- Travelling between non-English speaking countries
- Growing role for global English

Topic 249 Technology Trends

Language and the internet

- English needed to use the internet and the computer

- Decrease in the number of English L1 internet users
- Language and the internet

Decline in web content in English:

- Nunberg and Schulze (1998): 85% of web pages were in English
- ExciteHome (1999) 72%
- Catalan ISP VilaWeb (2000) 68%

Declining use of English on the internet

- More non-English speakers use the internet
- Computer software supporting different languages
- Used for local information
- Some major uses are mainly national
- Used for informal communication From Anglophone to multilingual
- Popularity of English or a time-lag
- Internet sites in local languages appear when users in the local languages begin using the internet
- Preference for L1 by the users

From Anglophone to multilingual

- Software supporting different kinds of script
- Many corporate websites using multilingual strategies
- Easy availability of machine translation • The internet serving more local interests

News Media

- Domination of international news by English in the past • Recent trends:
- Opening of channels in local languages
- Diversification of viewpoint available in international news in English
- Increase in the number of languages in which the news is available

English for global reach

- Al Jazeera went global by establishing an English news channel
- Russia's government-funded, English-language 24-hour TV channel 'Russia Today'

- German international channel Deutsche Welle

Blog

- An online informational website where a writer or even a group of writers share their views on an individual subject
- **More than 440 million blogs worldwide**

Topic 250 Economic Trends

Relationship between developed and developing countries

- Growth of Indian and Chinese economies
- **China becoming the second largest economy after the USA BRICS**
the BRICs economies together may overtake the G6 in US dollar terms

Changing economic trends

- The economic rise of Asian countries likely to end European economic domination
- Chinese initiatives acquiring controlling interest in key global resources
- China's huge investment in English a need of global economic context

Belt and Road Initiative (BRI)

- **A new economic development paradigm to maintain China's economic dynamism**
- Developing new markets and delivering to them by using land routes

Belt and Road Initiative (BRI)

- Based on two proposals of Chinese government:
- Creation of an economic land belt that includes countries on the original Silk Road through Central Asia, West Asia, the Middle East and Europe
- A maritime road that links China's port facilities with the African coast, pushing up through the Suez Canal into the Mediterranean

CPEC

- **A collection of infrastructure projects that are currently under construction**
- Modernize Pakistani infrastructure
- Strengthen economy by the construction of modern transportation networks, numerous energy projects, and special economic zones

CPEC and language policy

- **The kind of language policy needed for CPEC**
- **English or Mandarin or both?**
- An exclusive 'elitist' policy that is exclusive
- An inclusive policy enabling speakers of all language communities to participate in developmental projects

Topic 251 Economic Trends

Globalization and global English

- **A process of interaction and integration among the people, companies, and governments of different nations**

- Allows companies to conduct their activities anywhere in the world to obtain maximum cost advantage
Global business plan
- A plan in which products can be manufactured in countries where labour is cheap and sold into markets where people are rich

BPO and ITO

- Business process outsourcing and Information technology outsourcing Examples:
- Call centres
- Fast food service
- Home work tutors

BPO and ITO

- Demand for English in the outsourcing business
- Most of the offshore contracts come from English speaking corporations

English as elitist social process

- English remains a privilege of the rich
- Access to English limited to the elite in the past
- A wider distribution of English in a globalised world

Dangers of English language

- Role of English in economic processes and providing access to the global knowledge
- Availability of jobs that require knowledge of English
- English as an instrument of structuring inequality in

Dangers of English language

- English as an instrument of structuring inequality in some developing countries
- Lack of English in some countries now threatens to exclude a minority rather than the majority of a population

Dangers of English language

- Exodus of talent from developing to developed countries
- English is a necessary skill for many of these workers

Topic 252 Societal Trends

An urbanised world

- A high percentage of world population is city dwellers
- A developing economy makes urbanisation inevitable
- English becoming popular in an increasingly urbanised world

An urbanised world

The middle class not a consequence but also a contributory factor in a developing economy
Urbanization in developing countries

Pakistan: 39.7%

China: 56.1%

India: 33.5%

Urbanization in developing countries

- Not all urban population is middle class
- Mass migration to the cities gives rise to slums and slows growth

Linguistic diversity and social values

- **Different opinions** about controversial social issues
- Urbanisation and immigration likely to create conflicts
- Differences in life styles and values accentuated by linguistic diversity

Development and language shift

- **Linguistic attrition**
- **Language shift within families**
- **English as a language of socialization for the young**
- **English providing an escape from traditional values**

Lesson-43

Dangers of English as a Global Language

Topic 253 English as a Killer Language

A pertinent question

Will the emergence of English as a global language accelerate the disappearance of minority languages and cause widespread language death?

Language loss

- **A long and historic process**
- **Exists independently of the emergence of a global language**
- **Often caused by an ethnic group coming to be assimilated within a more dominant society**

Some facts about languages

- **The total number of languages in the world: 7097**
- **The number of endangered languages (spoken by fewer than 1000 people): One third**
- **Death rate of languages: Two languages per month (Over the next 100 years)** Possible causes of language loss

English

- **Globalization and spread of English**
- **Spread of English benefitting politically and economically powerful English speaking nations Possible causes of language loss**

European 'ideology of contempt' for other languages

- European practice of standardizing and promoting one language/dialect
- Mistaking technological development for cultural development

Possible causes of language loss

European 'ideology of contempt' for other languages

- Looked down upon the indigenous languages of their colonies
- Topic 254 English as a Killer Language

Possible causes of language loss

Correlation between capacity and survival of a language

- Linguistic survival of the fittest
- A self-serving belief

Possible causes of language loss

Discouraging bilingualism

- Europeans considered bilingualism burdensome
- Discouraging refugees and immigrants to maintain their own languages
- Subtractive spread of big languages

Possible causes of language loss

Linguistic capital

- Advantages of knowing a language
- Lack of knowledge of English linked with loss of benefits of global economy

Possible causes of language loss

Continued use of English by former colonies

- Local languages likely to cause disunity
- Unsuitable for educational and technological development
- Use of western curricula devalues traditional culture and knowledge

Topic 255 Creation of a Monolingual Elite

Creation of a gap between rich and poor

- Competence in English advantaging its users
- Manipulating the knowledge of English to their advantage

Rendering other languages unnecessary

- Reducing the motivation for learning languages
- Limited opportunities for learning other languages

Creation of an elite

- Complacent about their linguistic knowledge
- Disdain for other languages

Beliefs of mother-tongue English speakers

- Belief in an evolutionary view of language
- Favouring the idea of a monolingual world

Topic 256 Linguistic Power

Advantages of owning a global language

Will those who speak a global language as a mother tongue automatically be in a position of power compared with those who have to learn it as an official or foreign language?

Advantages of owning a global language

- Mother tongues users of English versus learners of English
- Scientific and academic community
- Multinational companies

Dealing with disadvantages of not owning English

Proper learning

- Early exposure to English
- Continued maintenance
- Availability of good resources

Difficulties

Proper learning

- Difficult to achieve a high degree of competence
- Availability of good resources
- Financial implications

Limited success

Proper learning

- Native-like competence achieved by only a minority of non-native learners of English
- Difficult but achievable (as evidenced repeatedly by English speakers from all around the world)
- The disadvantaged scenario can be altered

Topic 257 Linguistic Complacency

Presence of English as a global language

- Assumptions of native speakers about the use and knowledge of English
- **Lack of motivation and interest in learning other languages**

Some statistics about language learning

- **Ninety per cent of businesses in Belgium, The Netherlands, Luxembourg and Greece had an executive able to negotiate in another language**
- (European Business Survey by Grant Thornton reported in 1996)

Some statistics about language learning

- **Only 38 per cent of British companies had someone who could negotiate in more than one language.**
- (European Business Survey by Grant Thornton reported in 1996)

Some statistics about language learning

- A third of British exporters miss opportunities because of poor language skills.
- (Centre for Information on Language Teaching and Research)

Addressing the issue

- Growing awareness of the need to give up the traditional monolingual bias
- Role of a foreign language in business and attracting foreign investment
- Signs of a growing respect for other cultures and more readiness for language learning
- Influence of important personalities in promoting foreign language learning

It is all too easy to make your way in the world linguistically with English as your mother tongue . . . We become lazy about learning other languages . . . English may be the world language; but it is not the world's only language and if we are to be good global neighbours we shall have to be less condescending to the languages of the world..."

Sir Sridath Ramphal

Topic 258 Bilingualism to Prevent Language Death

Lesson-44**Future of World Englishes****Topic 259 Linguistic Shift****Shift in the centre of English language**

- **A higher number of non-native English speakers than native English speakers**
- Centre likely to shift in the direction of the higher number of speakers

International ownership of English

- Claim for English language rights by the outer circle countries
- **Outer and expanding circle refusal to defer to British or American English norms**
- **Paradigm shift**
- **Difference between language spread and distribution**
- **Distribution = adoption conformity**
- **Spread = adaptation and non-conformity**

Paradigm shift

- The adaptation of English matches the preferences of its users
- Claims for rights by non-native English speakers
- An international language is meant for all and not only a select few

Topic 260 Linguistic Shift

Loss of power by English

- Loss of an international role
- Sharing of power with a number of languages

Reasons for English's loss of power

- **Abandoning of English by non-native English speakers:**
- **Difficulties inherent to English language**
- **Emergence of some other language as the world language**

Inherent difficulties of English language

Research findings prove that English is the hardest language for the children to learn

Types of difficulties

- Orthographic
- Phonological
- Grammatical

Inherent difficulties of English language Can you pronounce this word?

Ghoti

Fish

Gh = f (tough)

O = I (women)

Ti = sh (initiate)

Inherent difficulties of English language

Orthography

- Different ways of pronouncing the sequence 'ea' bead, head, bear, fear, pearl
- Different ways of pronouncing the sequence 'ough' cough, bough, dough, through, thorough

Inherent difficulties of English language

- **Silent letters at the beginning of words psychology, pneumonia, knife, know** • Silent letters at the end of words:

thumb, limb, climb, bomb •

Silent medial letters

Muscle, fasten, castle, whistle

Inherent difficulties of English language

Pronunciation

- A large number of vowel phonemes: (Twenty)
- Extensive use of the central vowel schwa regardless of the spelling in prepositions, auxiliaries and pronouns:
- To, of, from, her, them, was, are, has

Inherent difficulties of English language

Grammar

- Verb forms and functions
- Link with time reference
- Modal verbs: may, might, can, could, will, would

Topic 261 Linguistic Shift

Spanish as an emerging global language

- Total number of Spanish speakers: 470-500 million
- Increasing importance in America and Europe

Spanish as an emerging global language

- Increase in demand in Europe with increasing number of travellers
- Spanish speaking countries becoming popular tourist destination: Mexico, Cuba, Dominican Republic

Spanish as an emerging global language

- Increase in teaching/learning of Spanish as a foreign language
- Spanish government trying to promote a pan-Hispanic community across the world

Spanish as an emerging global language

- 41 million native and 11 million second language users
- Second largest L1 group in the US
- Second international language of business with an increasing importance in the US

Spanish as an emerging global language

- 41 million native and 11 million second language users
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Spanish as an emerging global language

- Resurgence of cultural pride and confidence
- Popularity of Latino stars

Chinese as an emerging global language

- China's economic rise attracting attention to Mandarin Chinese
- One of the fastest-growing economies in the world in the last two decades

Chinese as an emerging global language

- The largest exporter and second largest importer of goods in the world
- One of the world's top manufacturer Chinese as an emerging global language

- An increasing number of upper-class British parents are investing in their children's Chinese language ability
- Likely to become the majority language of internet users

Chinese as an emerging global language

- The first bilingual English-Chinese primary school in Europe was opened in the UK in 2017
- Mark Zuckerberg, Malia Obama and Arabella Kushner are also learning Chinese
- Showing potential for becoming the new lingua franca

Topic 262 Future of English I

Topic 263 Future of English II

Topic 264 Future of English III

Lesson-45

Future Directions: Research in World Englishes

Topic 265 Research in World Englishes: Corpus Analysis I

Corpus

- A body of written or spoken material usually stored as an electronic database.
- A collection of linguistic data, either compiled as written texts or as a transcription of recorded speech.
Purpose of a corpus **Corpus analysis provides:**
- Lexical information
- Morphosyntactic information
- Semantic information
- Pragmatic information

Collins (1991) study of modals

- Collins (1991) study uses a subset of modals to study their behaviour in AusE, AmE and BrE
- Modals of obligation and necessity were selected: must, should, ought, need and have (got) to
- **The database comprised 250, 000 words**

Collins (1991) study of modals

- The words were drawn from the following genres:
- Press reportage from the AusE corpus
- Formal writing from a textbook on linguistics
- Transcripts of luncheon and dinner party conversations by Horvath (1985)
- Relatively formal speech from senate Collins (1991) study of modals

The study of modals in AmE by Hermerén (1978) and BrE by Coates (1983) were used for a comparison with AusE

Collins (1991) study of modals

Frequency distribution of the selected modals

The **study made the following findings:**

- Have to and the variant have got to are the most frequent items
 - The frequency of should in parliamentary speech is quite high
- Collins (1991) study of modals

Frequency distribution of the selected modals

- Frequency of ought and need is extremely small
- Press reports make the least use of modals

Collins (1991) study of modals

Comparison of varieties

- Higher figures for must, should and ought in BrE and AmE
- No occurrence of need, have to and have got to in the AmE corpus
- Low frequency of ought in all the three corpora
- Need is not found in the AmE corpus

Research findings

- All the varieties of English are subject to variation
- The effect of the finding on the description and codification of world Englishes
- ELT profession's difficulty when considering norms, standards, models, and canonicity of English literatures

Advantages of using corpora in research

- Real data forces researchers to deal with the entire range of use of the modals
- It makes comparison across varieties and within varieties among genres possible

Topic 266 Research in World Englishes: Corpus Analysis II

Topic 267 Research in World Englishes: Changes in Grammar

Subject-Verb agreement: rule

Proximity agreement

- When a verb agrees with the nearest noun rather than with the sentence's more distant subject.
- The practice of relying on the noun that is closest to the verb to determine whether the verb should be singular or plural

Subject-Verb agreement: rule

Proximity agreement

Examples:

- A majority of the voters support the amendments
- A flock of goats were seen grazing in the planes

Subject-Verb agreement: rule

Compounding of noun

Examples:

- Leftover macaroni and cheese is in the refrigerator
- Haider and Taha are coming to the party tonight

Subject-Verb agreement: research

- Taylor (1993) examined a small data set of fifty-two examples from published sources to study subjectverb agreement use
- Data came from well-known scholars published by reputable publishers in Britain and the USA Subject-Verb agreement: research
Examples from Taylor's data
- My own recollection of school visits amply bear out these differences.
- Prices of equipment have risen dramatically since 1974: government subsidies and parental power has not, on the whole, kept pace with it. Subject-Verb agreement: research Examples from Taylor's data
- Kleiman's research suggests that personality factors, such as anxiety, confidence, and willingness to take risks, provides information on which students are likely to avoid various structures.
Subject-Verb agreement: research
- Lack of concern by speakers and writers of AmE and BrE for traditional grammatical rules of concord
Subject-Verb agreement: research
Questions raised by the research findings:
- If mature native speakers are so uncertain about concord, what should our attitude towards learners' difficulties with concord be?
- What do we teach?
- What is standard usage? where do we turn for help? Taylor cited in Kachru & Nelson, 2006

Topic 268 Research in World Englishes: **Changes in Grammar**

Subject-Verb agreement: rule

Proximity agreement

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- The practice of relying on the noun that is closest to the verb to determine whether the verb should be singular or plural

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Proximity agreement

Examples:

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Taylor cited in Kachru & Nelson, 2006

Topic 269 Variation Study

Variation study

- Range of use of linguistic items in different varieties
- The extension in the range of use of linguistic items to comparable items in substratum language(s)
- Result of nativization under the influence of substratum languages Variation study
- Bao and Wee's study (1998) focuses on the differences in the use of until between Singaporean and British varieties of English

Variation study

British English

Until in English grammar has two functions:

- a conjunction
- a preposition

Variation study

British English

As a conjunction until has two meanings:

- A point in time

Example:

- We will guard the building until the statue is safely shipped back.

- Signal a result
- Dad will be busy until the book is out.

Variation study

British English

Until also functions as a preposition:

We will stay in New York until next week.

Variation study

British English

The action signalled by the main clause ceases when the action signalled by the until-clause or phrase occurs.

Variation study

- We will guard the building until the statue is safely shipped back.
- Dad will be busy until the book is out.

Variation study

Singapore English

The action of the main verb does not end at the point where the action in the until-phrase occurs:

- I waited until I (was) angry; luckily my turn came ten minutes later.
- I ate until I (was) sick, but I didn't want to stop because I already paid for the food.

Variation study

Semantic extension in Singapore English

Until has a 'result' or 'to the extent' meaning in Singaporean English

- Don't talk until (your) saliva flies all over.
- Look at you, laugh until (your) face (is) red.

Variation study

Nativization of the linguistic item

Singapore English combine two features of dao – a comparable linguistic item from Chinese:

- Its semantics (degree/result meaning)
- The subtle difference in indicating non-terminal temporality

Topic 270 Variation Study

Variation study

Morphology and syntax

There is substantial research on the morphology and syntax of different varieties:

- Indian English
- Pakistani English
- Malaysian English

Variation study

The use of progressive with completed actions

BSE: I do it often.

IE: I am doing it often (with habitual action).

BSE: Where have you come from?

IE: Where are you coming from? (with completed action).

Variation study

Use of the progressive aspect with stative verbs

- Stative verbs are those which 'refer to relatively permanent physical or psychological states or mental perceptions
- Verbs relating to actions, such as run, eat, walk, are non-stative

Variation study

Use of the progressive aspect with stative verbs

Verbs considered stative in standard English but used in the progressive in outer circle varieties:

- see, hear, think, feel, believe, know, understand, remember, forget, doubt, want, wish, cost, weigh, belong and have

Variation study

Use of the progressive aspect with stative verbs

Examples:

- I am seeing the sky from here.
- They were having a horse.

Variation study

Use of the progressive aspect with stative verbs

According to Kachru the Hindi-Urdu verbs sunna (to hear) dekhna (to see) are used in the progressive

Variation study

Use of the progressive aspect with stative verbs -

I am hearing you. You are loud and clear' -

It's costing a lot these days.

Variation study

Addition of preposition

I need to fill up the form for my admission.

I can't cope up with this situation.

We need to combat against poverty.