

# WORLD ENGLISH AND VARIETIES OF ENGLISH



**Rebecca Oxford, Ph.D.**

**Professor and Distinguished Scholar-Teacher**

**and**

**Rashi Jain, Ph.D. Student**

**University of Maryland**

**For the National Museum of Language**

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# WORLD ENGLISHES

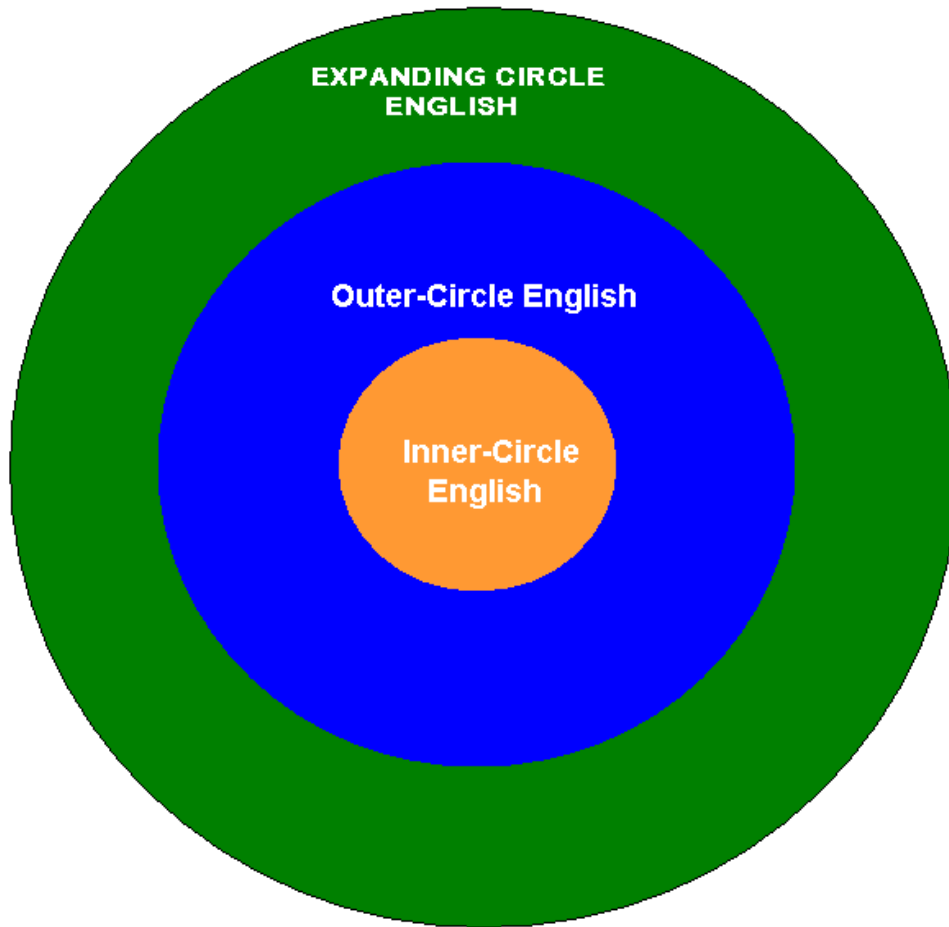
## What is/are World English(es)?



- “The expression ‘world Englishes’ is capable of a range of meanings and interpretations.” (p. 240, Bolton, 2006):
  - “...an umbrella label referring to a wide range of differing approaches to the description and analysis of English(es) worldwide.”
  - “...the ‘new Englishes’ found in the Caribbean and in West African and East African societies...and to... Asian Englishes...”



# KACHRU'S "CIRCLES" THEORY



Many varieties of English are found across the globe. Kachru (1992) has classified these varieties as those used in the 'inner circle', the 'outer circle', and the 'expanding circle'.



# USING KACHRU'S CIRCLE THEORY

Studies suggest that there were (in 2001) an estimated

- 375 million users of English in Inner-Circle societies,
- 375 million in Outer-Circle (ESL) societies, and
- 750-1,000 million in the Expanding (EFL) Circle (McArthur, 2001)

The vast majority of teachers of English as a second and foreign language in the world today are '*non-native*' *teachers* working in a wide range of settings in Outer-Circle and Expanding-Circle societies. (p. 261, Bolton, 2006).

*Non-native English speaking teachers* = NNESTs



# MENTIONING KACHRU'S CIRCLES

- The spread of Englishes
  - from the United Kingdom to countries where native English speakers have settled down in large numbers (Kachru's Inner Circle countries, 1992): Australia, Canada, New Zealand, South Africa, and the United States as a *first language* for many
  - as a *second language* (Kachru's Outer Circle, 1992): Examples - Hong Kong, India, Singapore
  - or a *foreign language* (Kachru's Expanding Circle, 1992): Examples - Germany, Hungary, Poland, China, and Japan
- Reasons for the spread (Kandiah, 1998):
  - colonization; 'global village'



# CANAGARAJAH ON KACHRU'S MODEL OF THE THREE CIRCLES

- Canagarajah: “The Circles are leaking.”
  - Reasons:
    - Human migration, historical and current
    - Technology connects peoples (call center example)





Expanding circle

Outer circle

Inner circle  
e.g. USA,  
UK  
320-380 million

e.g. India,  
Singapore  
150-300 million

e.g. China,  
Russia  
100-1000 million

LOOKING AGAIN AT  
KACHRU'S CIRCLES . . .  
What do circles include, and  
what do they exclude? How  
would we change these  
circles?  
(Notice numbers are different from  
McArthur's estimates.)

# ANOTHER WAY OF CLASSIFYING ENGLISHES

New Englishes	Older Englishes	(English-based) Pidgins, Creoles and Decreolized varieties
<p>Africa</p> <ul style="list-style-type: none"> <li>○ Kenyan English</li> <li>○ Nigerian English</li> </ul> <p>South Asia</p> <ul style="list-style-type: none"> <li>○ Indian English</li> <li>○ Lankan English</li> <li>○ Pakistani English</li> </ul> <p>Southeast Asia</p> <ul style="list-style-type: none"> <li>○ Filipino English</li> <li>○ Malaysian English</li> <li>○ Singapore English</li> </ul> <p>Etc.</p>	<p>North America</p> <ul style="list-style-type: none"> <li>○ American English</li> <li>○ Canadian English</li> </ul> <p>Great Britain</p> <ul style="list-style-type: none"> <li>○ English English</li> <li>○ Scots</li> </ul> <p>Northern Ireland and the Republic of Ireland</p> <ul style="list-style-type: none"> <li>○ Irish English</li> </ul> <p>Southern Indian and Pacific Oceans</p> <ul style="list-style-type: none"> <li>○ Australian English</li> <li>○ New Zealand English</li> </ul> <p>Etc.</p>	<p>Africa</p> <ul style="list-style-type: none"> <li>○ West African Pidgin</li> </ul> <p>Papua New Guinea</p> <ul style="list-style-type: none"> <li>○ Tok Pisin</li> </ul> <p>Sierra Leone</p> <ul style="list-style-type: none"> <li>○ Krio</li> </ul> <p>USA</p> <ul style="list-style-type: none"> <li>○ Black English Vernacular</li> <li>○ Hawaii English Creole</li> </ul> <p>Vanuatu</p> <ul style="list-style-type: none"> <li>○ Bislama</li> </ul> <p>Etc.</p> 

Source: p. 9, Kandiah, T. (1998) Why New Englishes?



## THE CIRCLE OF WORLD ENGLISH

One way of representing the unity and diversity of the English-speaking world from T. McArthur, 1987. At the centre is placed the notion of World English, conceived as a "common core". Around it are placed various national or regional varieties of English.

Paul Keating (Australia)



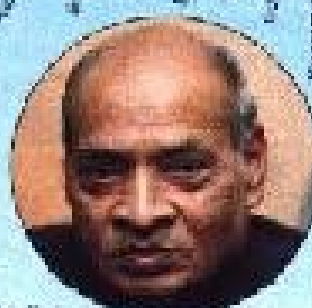
Queen Elizabeth II (UK)



Mary Robinson (Ireland)



Bill Clinton (USA)



P. V. Narasimha Rao (India)



Boutros Ghali (UN)

**McArthur's Concept:**  
World Standard English  
Should and could there be a World Standard English? Whose? Why?



# CANAGARAJAH ON MCARTHUR'S MODEL



“There is nothing in the center.”

Reasons:

- There is NO universal English language, nor a World Standard English (WSE).
- People construct English as suits their purposes in a given context at a given time.
- **Functionality and pragmatics** are more relevant than WSE.



# NON-NATIVE STANDARDS (IDEAS FROM KACHRU)



- Multiple literary canon = multicanonical
- Nativization (locale's effect on English in locale), acculturation (effect of English on native lang.)
- “Liberation linguistics”
- Debate with Quirk – Kachru favors **development of non-native standards (norms)**



# ENGLISH AS A DOUBLE-EDGED SWORD

- Even though the majority of ESL & EFL teachers in the world are NNESTs, some institutions fight to get NESTs (e.g., some Korea universities)
- Ambivalence about non-native varieties in Outer Circle
- Center still controls English language industry
  - textbooks
  - professional journals (changing somewhat)
  - the concept of who the “experts”



# LEGITIMACY

- However, in some some ESL contexts, such as India, locally produced materials in English may be given preference over Center-produced materials, and locally trained teachers are seen as legitimate English language teacher

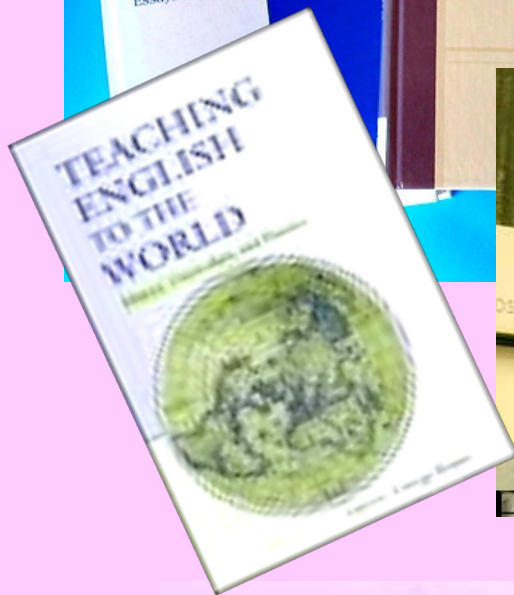
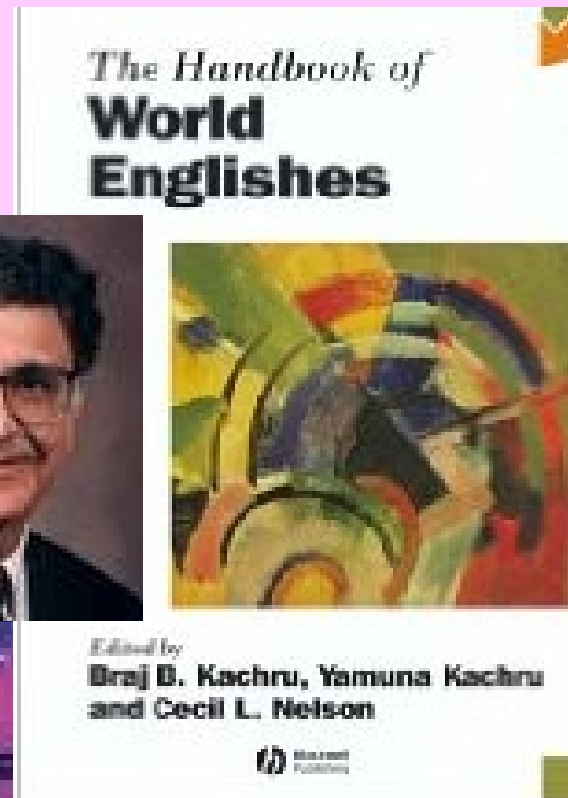
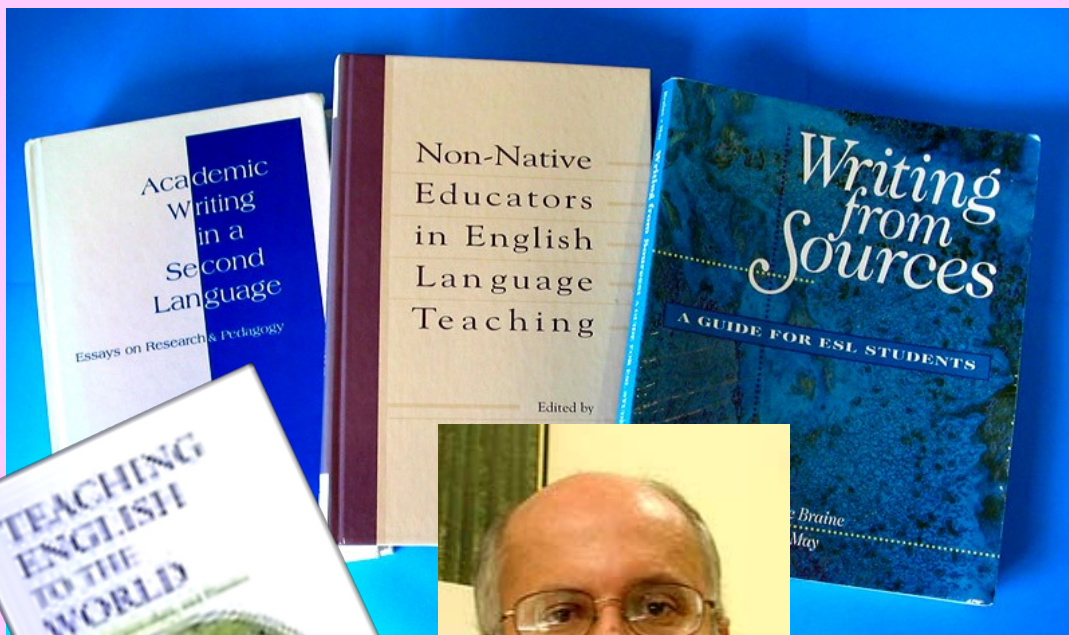
- India



# VARIETIES OF ENGLISH

- The World of Englishes: The emergence and establishment of the many varieties of English, both international and intranational.
- Reasons for the 'varieties': (p.3, Kandiah, 1998)
  - Development of language in 'new and unfamiliar contexts'
  - Contexts marked by different ecological, cultural, linguistic, social, etc. characteristics.



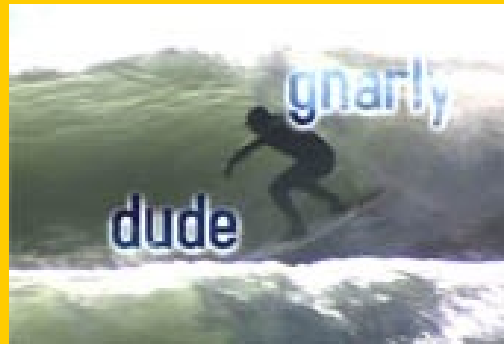




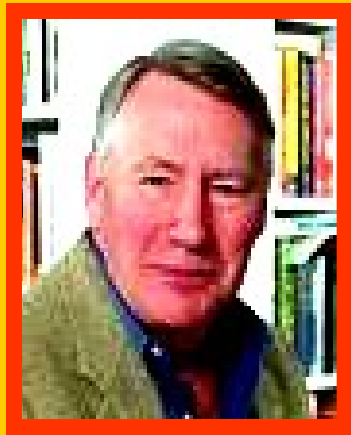


# The Story of English





# do you speak american?



<http://www.pbs.org/speak/>  
Go there for essays related to  
the series



**Government desire for standardization  
of English in Singapore:  
The Anti-Singlish Campaign**





Rambo has replaced Rimbaud  
in Lebanon.

*Lebanon*



لبنان

*Liban*



7 Eleven in Taiwan

Can standardization  
and identity become  
balanced?

What is an error, and  
what is a difference?

**Who is a native speaker?  
And is that important?**

What things can non-native English-speaking teachers (NNESTs) do better? What things can native English-speaking teacher (NESTs) do better?

# LINGUISTIC AND CULTURAL IMPERIALISM: WHO HAS THE POWER?



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# *E-language as an example of the “morphing” of English*

Lol, gtg, lylas, brb, waz↑, nm, ctn, tmi,  
luvya, bf, bff, gf, ttfn, cul8R, tttyl.

From Prensky, M. (2001).  
*Digital game-based learning*.  
New York: McGraw-Hill.

# A TRANSLATION

○ Lol	Laugh out loud	○ Ctn	Can't talk now
○ Gtg	Got to go	○ Tmi	Too much information
○ Lylas	Love you like a sister	○ Luvya	Love ya
○ Brb	Be right back	○ Bf	Boyfriend
○ waz↑	What's up?	○ Bff	Best friend
○ Nm	Nothing much	○ Gf	Girlfriend
○ Ctn	Can't talk now		

*And as we close . . .*

- Ttfn      Tata for now
- Cul8r   See you later
- Ttyl      Talk to you later





# WORLD ENGLISHES

ship; young people  
ate with older ones. A be com  
sage communicates with the h  
**communication** noun 1  
2 something that comm  
tion, a letter or messag  
communicating, e.g. a  
radio, or