

The Amazing World of Englishes

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A Practical Introduction

by

Peter Siemund

Julia Davydova

Georg Maier

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Table of contents

	Introduction	1
	1 English as a global language	7
	Inner circle varieties of English	
	2 Irish English	33
	3 Scottish English	59
	4 British and American English	89
	5 Australian English	115
	Outer circle varieties of English	
	6 Indian English	153
	7 Nigerian English	187
	8 South African English	209
	Expanding circle varieties of English	
	9 English in Europe	243
	Conclusion and outlook	267
	Glossary of linguistic terms	273
	IPA tables	283

Introduction

The amazing world of Englishes

This book is the result of an academic enterprise undertaken by three people fascinated by the English language, its diverse forms, histories, and cultures. We believe that anyone taking their first step into the ever-growing world of Englishes is likely to ask the question: “Why is it important to study English?”

This question may be answered in different ways. Firstly, English boasts a fascinating history going back to the 5th century AD, when some of the Germanic tribes crossed the North Sea to set foot on what is now known as Great Britain. Secondly, English has incorporated many structural properties from other languages that make it difficult to recognise its Germanic origin. Thirdly, English has made itself at home almost everywhere in the world – in the New World of North America, on the buzzing streets of Lagos, Cape Town, New Delhi, Mumbai, Hong Kong, Manila or Singapore, in the never-sleeping cities of Beijing, Shanghai or Moscow, and along the scorched vistas of Australia. Thus, it is not surprising that English is one of the most widely distributed languages in terms of its speakers.

One of the repercussions of this extensive spread of English is that it has diversified into a variety of different forms – Indian English, Singapore Eng-

lish, Nigerian English, Irish English, South African English, etc. in addition to the standard varieties of British and American English – that over time have become the object of extensive academic enquiry. These diverse forms of English have been shaped by local cultures and languages and, of course, the people who adopted it. In other words, English has been localised.

Another consequence of the global spread of English is that it has become a means of communication amongst people who do not share a common language. As people need to get their message across irrespective of their linguistic and cultural background, they need a form of English that is understood by everyone. It is in this sense that English has been globalised.

Moreover, English spoken in dynamic metropolitan areas is often different from English spoken in traditional rural areas. English spoken by native speakers is not the same as English spoken by non-native speakers. Furthermore, there are distinct forms of English spoken by specific social or ethnic groups. Finally, we can single out Pidgin and Creole Englishes that emerge in contact situations when people do not share a common language.

Structure of the book

The diversification of English into many different – and sometimes even mutually unintelligible – forms raises some important questions: Who are native speakers of English? Who are non-native speakers of English? How can a distinction between native and non-native speakers of English be plausibly drawn and maintained given that English today is acquired in a variety of different contexts? Who speaks standard varieties of English? To what extent are regional varieties of English different from standard dialects and what exactly are these differences? Our book addresses these important questions by drawing on an empirical-inductive approach, offering a wide range of activities and an extended set of exercises.

Following Kachru's (1985) concentric circle model, this book is divided into three major parts, marked by different colours. The first part deals with

those regions where English is spoken as the dominant native language – the so-called 'inner-circle' varieties (Chapters 2–5).

The second part discusses the Englishes in countries where English was adopted as an official or co-official language and is used as a link language for interethnic communication. This group is referred to as the 'outer-circle' (Chapters 6–8).

Finally, the third part focuses on forms of English in countries where English plays an important role in international communication, but not for historical or administrative reasons. This is the so-called 'expanding circle' (Chapter 9). The book is rounded off by an introductory chapter (Chapter 1) and a concluding section in which fundamental concepts are introduced and the major issues are summarised.

Target audience

In view of the fact that English has developed so many different forms spoken all around the world, the question arises as to how the astounding linguistic heterogeneity inherent in modern English can be made accessible to those audiences that have no training in linguistics and are perhaps only intuitively aware of the contemporary diversification of the English language. This textbook has been specifically designed to address this issue. In so doing, it caters to the needs

of secondary school and undergraduate university students demonstrating upper-intermediate and advanced levels of proficiency in English. The textbook is also of interest, however, to a more general public interested in issues related to the expansion of English, English diversity, and varieties of English. While assuming a sound command of English, the textbook does not require previous knowledge of linguistics or linguistic terminology.

Guidelines for students

The approach of the book is empirical-inductive. This means that we aim to familiarise you with the characteristics of the different varieties of English with the help of authentic audio, video, and text materials from the regions discussed in the textbook in order for you to discover the specifics of these varieties yourselves.

Each chapter is introduced by a general *Introduction*, which provides you with the necessary background information on the given variety.

In the individual chapters, all materials deal with different sociocultural and linguistic aspects of the variety at hand. The individual source materials are presented in the form of various activities such as *Reading Comprehension*, *Listening Comprehension*, and *Viewing Comprehension*. Listening and Viewing Comprehension activities are accompanied by references to websites on which the corresponding sound and video files can be found or alternative instructions on how to find them.

Each text, video or audio file is accompanied by a number of *Comprehension* and *Analysis Exercises*, and most of them also by *Discussion* or *Creative Writing* tasks. In addition to this, the textbook features *Role-Playing Games* and *Self-Study* exercises. The Role-Playing Games deal with issues related to society and culture and are aimed at triggering and facilitating in-class discussions on the role of English and the specific features in the respective variety.

Many activities follow a distinct pattern consisting of pre-X exercises, while-X exercises, and post-X exercises. This aims to provide a target-oriented introduction to and discussion of the presented variety-specific features. In general, our exercises allow for a step-by-step training of particular lexical and morphosyntactic features.

Vocabulary-building exercises accompany texts and transcripts. Building on the learners' knowledge of academic language, the exercises introduce basic terminology used in academic discourse to talk about language and linguistics. These exercises also intend to familiarise students with culture-specific notions and variety-specific lexis. All lexical items appearing under *Vocabulary* and *Definitions* are typically set in bold face in the texts.

For reviewing vocabulary and variety-specific content, we included *Memory* and *Taboo* games. They may be copied from the book and then cut into individual cards.

Finally, all materials exhibit varying levels of difficulty. Reading Comprehension materials can be generally regarded as most straightforward in terms of delivering the message about the diversity of English. Listening and Viewing Comprehension activities are often more demanding, as here the learner is asked to rely largely on their auditory perception in order to reconstruct variety-relevant features.

Acknowledgements

The book has grown out of a research project on the teaching of varieties of English in undergraduate university courses and high school classroom settings. The project ran from 2007–2010 as part of the Collaborative Research Centre on Multilingualism (*Sonderforschungsbereich* 538). The financial support of the German Research Foundation and the University of Hamburg is herewith gratefully acknowledged.

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Accompanying website

We offer some of our contents for download at the following website:

www.awe.uni-hamburg.de

userid: awe2012

password: amazing

REFERENCES AND FURTHER READING

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- Kachru, Braj B. 1988. The sacred cows of English. *English Today* 4:4, 3–8.
- Kachru, Braj B. 1997. World Englishes and English-using communities. *Annual Review of Applied Linguistics* 17, 66–87.

A vertical blue line runs down the left side of the page. In the middle of this line is a solid blue circle.

Circles of English

Chapter 1

English as a global language

Introduction

Within the past few decades, English has become a truly global language. A quick glance at the world map makes it clear that there are few places on this planet where English is not spoken.

Great Britain, North America, and Australia are places where English is the mother tongue of the vast majority of people living there.

In South and Southeast Asia, as well as in many parts of Africa, English has established itself as a link language besides the indigenous languages. Having been introduced during the colonial era by missionary schools or in face-to-face encounters, English plays an important role in education and administration in countries like India, Singapore, Sri Lanka, Nigeria, Ghana, Kenya, and Tanzania. In these countries, English developed in an environment where indigenous (or local) languages were dominant.

For instance, India boasts 22 national languages, many of which belong to different language families. Thus, Hindi, Bengali, and Punjabi are Indo-European languages, whereas Kannada, Malayalam, and Tamil are Dravidian languages. In this highly complex linguistic situation, English is used as a glue stick, a language link that unites all.

As English emerged in situations where local languages prevailed, it has acquired some lexical and grammatical

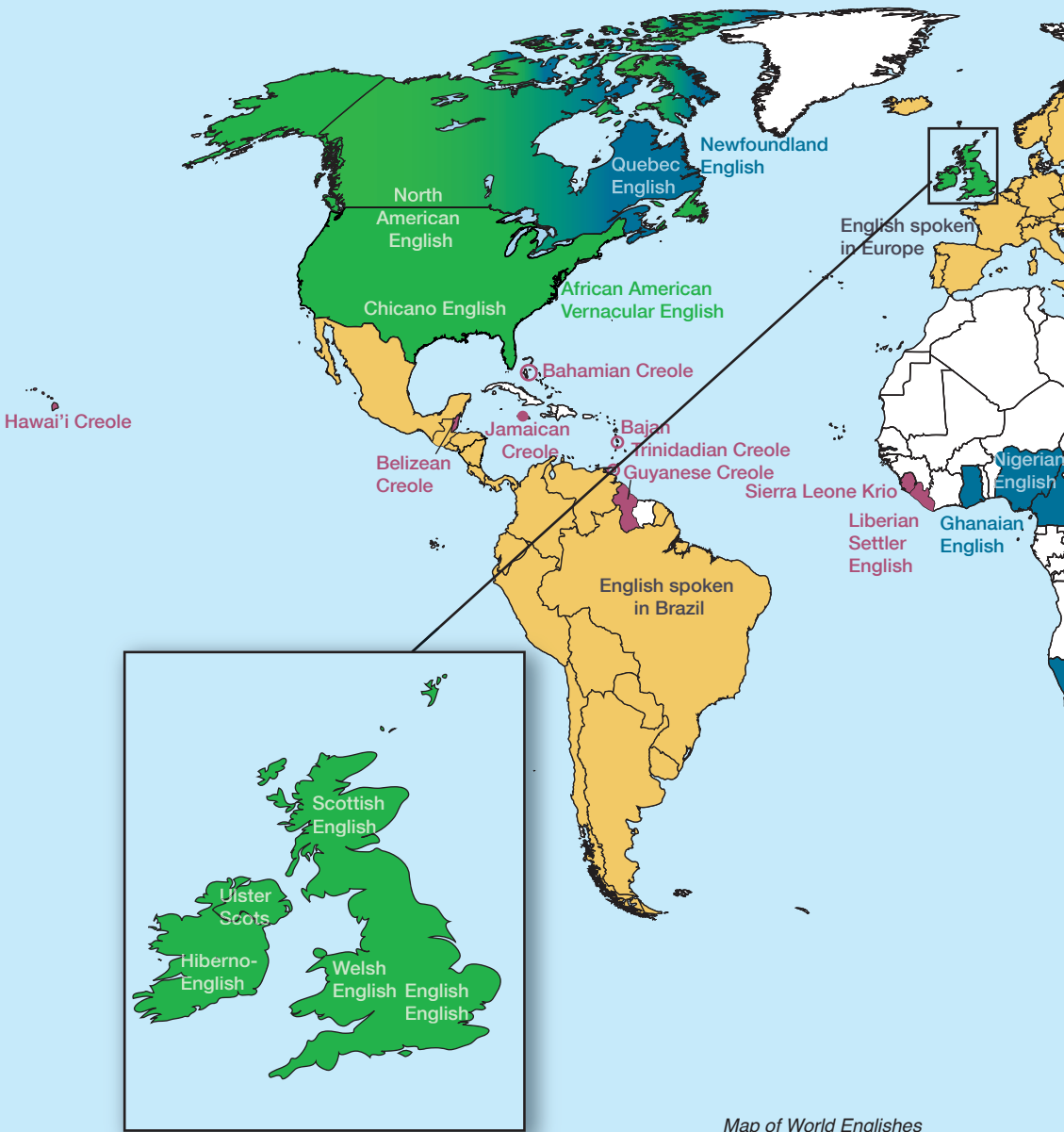
features that stem from those languages. For example, the discourse particle *lah* in Singapore English, as in *I mean you can choose lah* [#i], is of Chinese origin. Many words are borrowed from local languages into a newly emerging variety of English. *Masaala*, *daal*, and *goshth* are all Hindi words that people feel comfortable using while speaking English.

English is also the official language or one of the official languages in these countries. To give an example, there are nine official languages in Nigeria, of which English is one: Edo, Efik, Adamawa Fulfulde, Hausa, Idoma, Igbo, Central Kanuri, Yoruba, and English. [#ii]

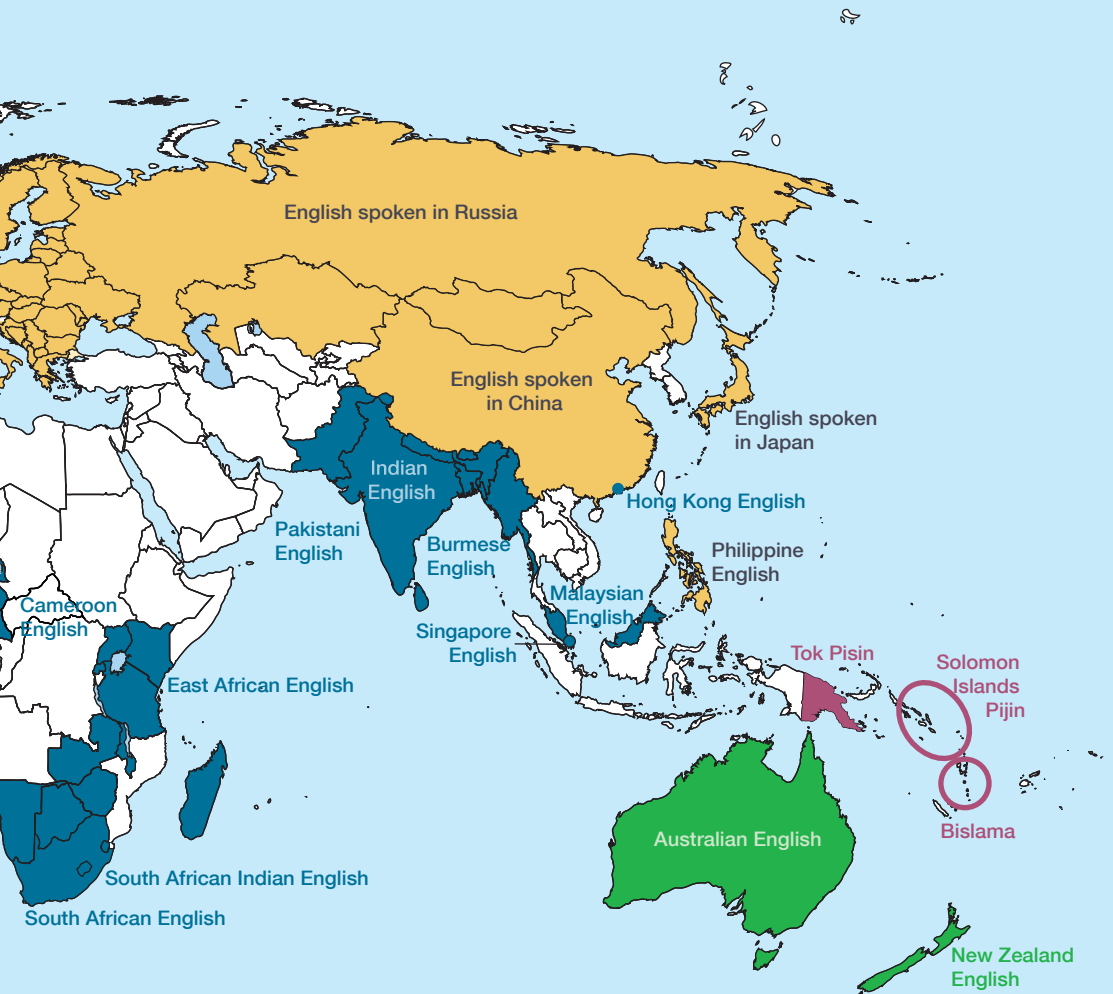
English is also used for creative writing in countries where it has a second-language status. Vikram Seth is one notable example: The author received an advance worth £250,000 for his 1,350-page long epos *A Suitable Boy*; he collected £1.4 million for publishing *Two Lives*. [#iii]

In large parts of Europe, China and Russia, and in countries of South America, English is taught as a first foreign language in school because it is believed to be an important international language. English is not an official language in these countries; it is not used in administration, although its role in education has started to increase.

- Inner circle
- Expanding circle
- Outer circle
- Pidgins and Creoles



Map of World Englishes



BRAINSTORMING

Discuss the role of English as a global language in pairs or in groups. Make sure to answer the following questions:

1. Who speaks English today? Where is English spoken today?
2. When do you speak English?
3. Why do we call English a global language today?
4. What is standard English? Who speaks standard English?

English is traditionally not considered to be the language of literature in the countries of the expanding circle. Vladimir Nabokov is an exception to that rule. He abandoned writing in Russian, his native tongue, during the last years of his life. His world famous *Lolita* was written in English.

Last but not least, in Jamaica, Trinidad, Guyana, in the Pacific Islands, and in large parts of Africa, English emerged in situations characterised by spontaneous, non-instructed language acquisition. These were situations in which people needed to communicate with each other but did not share a language common to all of them. This is why they resorted to English, which, however, they had only very limited access to (through sporadic contact with a socially dominant group, for example). These sociolinguistic contexts gave rise to so-called English-based Pidgins and Creoles.

The field of World Englishes is highly heterogeneous, but we can single out the following forms: metropolitan Englishes, colonial Englishes, regional dia-

lects, sociolects, immigrant Englishes, language-shift Englishes, and jargon Englishes (Mesthrie and Bhatt 2008: 3–6).

The following chapter starts out with a Brainstorming exercise and a Listening Comprehension on the role of English as a global language. After that, you can find two Reading Comprehensions (a text from David Crystal's book *English as a Global Language* and the *Newsweek* article *Not the Queen's English*). The text excerpt from Jennifer Jenkins' textbook *World Englishes: A Resource Book for Students* looks at the role that English plays in Europe. The ensuing Project and Listening Comprehension (*Learn English by learning other people's stories*) tackle the issue of the native speaker in the World Englishes debate. There is also one Mini Project that focuses on those words that recently came into English from other languages. Self-Study I, Self-Study II, and the Project dealing with McArthur's (1987) model of Englishes are helpful in consolidating your knowledge about the role of English as a global language.



LISTENING COMPREHENSION

1. Explore the website of the International Dialects of English Archive (<http://web.ku.edu/~idea/>) and listen to speakers from different parts of the English-speaking world!
2. On YouTube you can find video clips featuring the current heads of state of Great Britain, the United States, Australia, and Ireland. Who in your opinion speaks standard English?



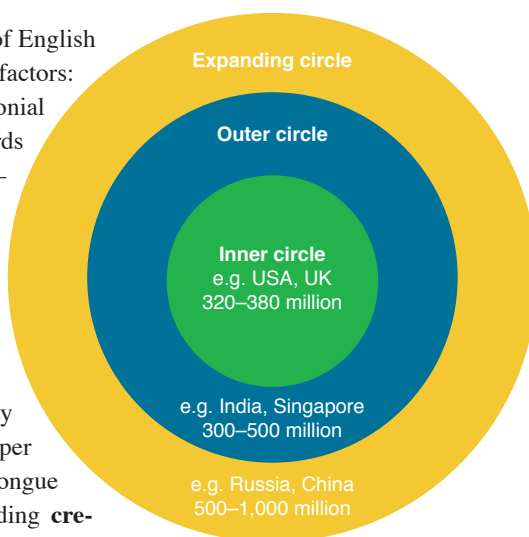
READING COMPREHENSION

The circles of English

The following text describes the gradual emergence of English as an international lingua franca. Read the text and pay close attention to the graphic presented below.

The present-day world status of English is primarily the result of two factors: the **expansion** of British colonial power, which peaked towards the end of the nineteenth century, and the **emergence** of the United States as the leading economic power of the twentieth century. It is the latter factor which continues to explain the world position of the English language today [...]. The USA has nearly 70 per cent of all English mother-tongue speakers in the world (excluding **creole varieties**). Such dominance, with its political/economic **underpinnings**, currently gives America a controlling interest in the way the language is likely to develop.

How then may we summarize this complex situation? The US linguist Braj Kachru has suggested that we think of the spread of English around the world as three **concentric** circles, representing different ways in which the language has been acquired and is currently used. Although not all countries fit neatly into this model, it has been widely regarded as a helpful **approach**.



Circles of English

The *inner circle* refers to the traditional bases of English, where it is the **primary** language: it includes the USA, UK, Ireland, Canada, Australia and New Zealand.

The *outer* or *extended circle* involves the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions, and plays an important 'second language' role in a **multilingual setting**: it includes Singa-

pore, India, Malawi and over fifty other territories.

- 45 The *expanding* or *extending circle* involves those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members
50 of the inner circle, nor have they given English any special administrative sta-

tus. It includes China, Japan, Greece, Poland and (as the name of this circle suggests) a steadily increasing number of other states. In these areas, English is
55 taught as a foreign language.

[David Crystal 2003: 59–60. #1; bold face added]

Vocabulary

Look up the following words in a monolingual English dictionary: expansion, emergence, underpinnings, concentric, approach, and primary.

Definitions

Try to find definitions for the terms “creole varieties” and “multilingual setting”.

COMPREHENSION

Now that you have read the text about the expansion of English as a global language, answer the following questions:

1. Why has English become a global language? Give two possible explanations.
2. Braj Kachru, an American linguist, talks about the three circles of English. What are they?
3. Which role does English play in each of the characterised circles?
4. Which circle could your home country be placed in and why?

ANALYSIS AND DISCUSSION

1. Describe the differences and similarities between the inner and outer circles of English.
2. Discuss the advantages (or disadvantages) of being a native speaker of English.

GOOD TO KNOW!

David Crystal is one of the best known contemporary linguists and an expert on English as a global language. Born in Northern Ireland and educated at University College London, he is an honorary professor of Linguistics at the University of Wales, Bangor. He lives in Holyhead, North Wales, and works as a writer, editor, lecturer, and broadcaster. He is the author and co-author of more than 100 books, many of which have been re-published several times. He wrote two encyclopaedias for Cambridge University Press: *The Cambridge Encyclopaedia of Language* and *The Cambridge Encyclopaedia of the English Language*. In addition to his interest in linguistics, David Crystal is the patron of the International Association of English as a Foreign Language. In order to find out more about his views on the development of English as a lingua franca of international communication, you may consult the following websites:

<http://www.davidcrystal.com/>

http://www.whichenglish.com/interviews/david_crystal04.html

CREATIVE WRITING

Imagine that you spend your summer holidays in a summer school in England where you share rooms with students from France, Spain, Nigeria, and Singapore. Comment on the English they use in an email to your friends at home. Give examples of the language you heard.



Summer school



READING COMPREHENSION

The rapid growth of English around the globe has recently been highlighted in some important mass media outlets. In her feature *Not the Queen's English*, Carla Power, a *Newsweek* correspondent, provides some lively images of the ever-expanding world of English.

Not the Queen's English

by Carla Power

The name – Cambridge School of Languages – **conjures images** of spires and Anglo-Saxon aristocrats conversing in the Queen's English. But this Cambridge
 5 is composed of a few **dank rooms** with **rickety chairs** at the edge of a **congested** Delhi **suburb**. Its rival is not stately Oxford but the nearby Euro Languages School, where a three-month English
 10 course costs \$16. "We tell students you need two things to succeed: English and computers," says Chetan Kumar, a Euro Languages manager. "We teach one. For the other" – he points to a nearby Inter-
 15 net stall – "you can go next door."

The professors back in Cambridge, England, would no doubt question the schools' pedagogy. There are few books or tapes. Their teachers pronounce "*we*"
 20 as "*ve*" and "*primary*" as "*primmry*." And yet such **storefront shops** aren't merely the **ragged edge** of the massive English-learning industry, which in India alone is a \$100 million-per-year
 25 business. They are the front lines of a global revolution in which hundreds of

millions of people are learning English, the planet's language for commerce, technology – and, increasingly, empowerment. Within a decade, 2 billion peo- 30
 ple will be studying English and about half the world – some 3 billion people – will speak it, according to a recent report from the British Council.

From Caracas to Karachi, parents 35
 keen for their children to achieve are forking over tuition for English-language schools. China's English fever – elevated to epidemic proportions by the country's recent accession to the 40
 World Trade Organization and the coming 2008 Olympics – even has its own **Mandarin** term, *Yingwen re*. And governments from Tunisia to Turkey are pushing English, recognizing that along 45
 with computers and mass migration, the language is the **turbine engine of globalization**. As one 12-year-old self-taught English-speaker from China's southwestern Sichuan province says, "If 50
 you can't speak English, it's like you're deaf and dumb."

Linguistically speaking, it's a whole new world. Non-native speakers of English now outnumber native speakers 3 to 1, according to English-language expert David Crystal, whose numerous books include "English as a Global Language." "There's never before been a language that's been spoken by more people as a second than a first," he says. In Asia alone, the number of English-users has topped 350 million – roughly the combined populations of the United States, Britain and Canada. There are more Chinese children studying English – about 100 million – than there are Britons.

The new English-speakers aren't just passively absorbing the language – they're shaping it. New Englishes are mushrooming the globe over, ranging from "Englog," the Tagalog-infused English spoken in the Philippines, to "Japlish", the **cryptic** English

poetry beloved of Japanese copywriters ("Your health and loveliness is our best wish," reads a candy wrapper. "Give us a chance to realize it"), to "Hinglish", the mix of Hindi and English that now crops up everywhere from fast-food ads to South Asian college campuses. "**Hungry kya?**" ("Are you hungry?"), queried a recent Indian ad for Domino's pizza.

In post-**apartheid** South Africa, many blacks have adopted their own version of English, **laced with indigenous** words, as a sign of freedom – in contrast to **Afrikaans**, the language of oppression. "We speak English with a Xhosa accent and a **Xhosa** attitude," veteran actor John Kani recently told the BBC.

All languages are works in progress. But English's globalization, **unprecedented** in the history of languages, will revolutionize it in ways we can only begin to imagine. In the future, suggests Crystal, there could be a tri-English



Multilingual society

world, one in which you could speak a local English-based dialect at home, a national variety at work or school, and international Standard English to talk to foreigners. With native speakers a **shrinking minority** of the world's **Anglophones**, there's a growing sense that students should stop trying to **emulate Brighton** or **Boston English**,

and embrace their own local versions. Researchers are starting to study non-native speakers' "mistakes" – "She look very sad," for example – as structured grammars. In a generation's time, teachers might no longer be correcting students for saying "a book who" or "a person which." Linguist Jennifer Jenkins, an expert in world Englishes at King's College London, asks why some Asians, who have trouble pronouncing the "th" sound, should spend hours trying to say "thing" instead of "sing" or "ting." International pilots, she points out, already pronounce the word "three" as "tree" in radio dispatches, since "tree" is more widely comprehensible.

Not everyone is as open-minded about English, or its advance. The Web site of the Association for the Defence of the French Language displays a "museum of horrors" – a series of digital pictures of English-language signs on Parisian streets. But others say such defensiveness misses the point. "This is not about English swamping and **eroding** local identities," says David Graddol, author of the British Council report. "It's about creating new identities – and about making everyone bilingual."

Indeed, English has become the **common linguistic denominator**. Whether you're a Korean executive on business in Shanghai, **a German Eurocrat hammering out laws in Brussels** or a Brazilian biochemist at a conference in Sweden, you're probably speaking English. And as the world adopts an international brand of English, it's native speakers who have the most to lose.

Cambridge **dons** who insist on speaking the Queen's English could be met with giggles – or blank stares. British or American business **execs** who **jabber** on in their own idiomatic **patois**, without understanding how English is used by non-natives, might lose out on deals.

To achieve fluency, non-native speakers are learning English at an ever-younger age. Last year primary schools in major Chinese cities began offering English in the third grade, rather than middle school. A growing number of parents are enrolling their preschoolers in the new crop of local English courses. For some mothers-to-be, even that's not early enough; Zhou Min, who hosts several English programs at the Beijing Broadcasting Station, says some pregnant women speak English to their fetuses. At Prague's Lamea children's English-language school, 3-year-olds sing songs about snowmen and chant colors in English. Now 2-year-olds have a class of their own, too.

For the traditional custodians of English – the British and, more recently, the Americans – this means money. The demand for native English-speakers is so huge that there aren't enough to go around; China and the Middle East are starting to import English teachers from India. The average price of a four-day business-English course in London for a French executive runs 2,240 euro. Despite – or perhaps because of – all the new Englishes cropping up, it's the American and British versions that still carry prestige, particularly with tuition-paying parents. Australia and Britain,

in particular, have invested heavily in branding themselves as destinations for learning English. More than 400 foreign English-teaching companies are trying to break into China. On a visit to Beijing last week, British Chancellor Gordon Brown said the Chinese thirst to acquire the language was “a huge opportunity for Britain,” which already boasts a 1.3 billion pound English-teaching industry. Says Jenkins, “Owning English is very big business.”

To see big business in action, one need only walk down London’s busy Oxford Street, where ads **hawk instant access to** the language of success: DOES YOUR ENGLISH EMBARRASS YOU? BUSINESS ENGLISH FOR BEGINNERS; LEARN ENGLISH IN JUST 10 WEEKS! Above clothing stores, bustling English-language schools are packed with eager twentysomethings from around the world. Ben Beaumont, a **buoyant** 28-year-old Briton, presides over a class that includes a South Korean business manager, a nurse from rural Japan and an Italian law student. “Do you want a lot of homework or a little?” he asks. The class is unequivocal: “A lot!”

Why such enthusiasm? In a word, jobs. A generation ago, only elites like diplomats and CEOs needed English for work. “The ante on what’s needed is going up year by year,” says Graddol. “Throughout organizations, more people need more English.” In China, the Beijing Organizing Committee for the 2008 Olympics is pushing English among staff, guides, taxi drivers and or-

dinary citizens. For lower-middle classes in India, English can mean a ticket to a prized call-center job. “With call centers, no longer is speaking English one of the important skills to get a good job,” says Raghu Prakash, who runs an English-language school in Jaipur. “It is *the* skill.” At the new Toyota and Peugeot plant in the Czech Republic, English is the working language of the Japanese, French and Czech staff. Says Jitka Prikrylova, director of a Prague English-language school: “The world has opened up for us, and English is its language.”

Governments, even linguistically protectionist ones, are starting to agree. Last year Malaysia decided to start teaching school-level math and science in English. In France, home of the Academie Francaise, whose members are given swords and charged with defending the **sanctity** of the French language, a commission recommended last fall that basic English be treated like basic math: as part of the mandatory core curriculum beginning in primary school. As it turns out, the minister of Education didn’t agree. No matter; French schoolchildren are ahead of their government: 96 percent of them are already studying the language as an **elective** in school.

Technology also plays a huge role in English’s global triumph. Eighty percent of the electronically stored information in the world is in English; 66 percent of the world’s scientists read in it, according to the British Council. “It’s very important to learn English because [computer] books are only in English,”

says Umberto Duirte, an Uruguayan IT student learning English in London. New technologies are helping people pick up the language, too: Chinese and

280 Japanese students can get English-usage tips on their mobile phones. English-language teachers point to the rise of Microsoft English, where computer users are drafting letters advised by the
285 Windows spell check and pop-up style guides. In the temple town of Varanasi, India, Sanjukta Chaterjee says she's astonished by the way her 7-year-old son learns the language, through CDs and
290 video. "Our teachers were strict that we should practice, and speak the language till we were near-perfect," she says. "Now there's an additional technological finesse to learning English."

295 Schools are becoming more and more creative. Last August, South Korea set up its first English immersion camp. The Gyeonggi English Village, built on a small island in the Yellow Sea and sub-
300 sidized by the provincial government, comes complete with a Hollywood-style fake bank and airport, where students must conduct all transactions in English. "Through the camp, we want to train ca-
305 pable global citizens, who can help Korea win international competition in this age of globalization," says Sohn Hak Kyu, governor of Gyeonggi province, who started the program. In one class,
310 eighth grader Chun Ho Sung, wearing a long black wig and posing as British heartthrob Orlando Bloom, sweats under the lights of a mock television studio as he prepares to be interviewed. "Do
315 you think you are handsome?" asks the

anchorwoman. Shyly, in **broken English**, Chun responds: "Yes, I do. I am very handsome." The audience of other students **collapses in giggles**.

While courses like Gyeonggi's 320 sound simple, English and its teaching are **inexorably** becoming more complex. Ilan Stavans, an Amherst College professor, recently finished a translation of Cervantes's "Don Quixote" into 325 Spanglish, the English-Spanish hybrid spoken in the United States and Mexico. Writing in the journal *English Today* last spring, Hu Xiaqiong argued for reorientating China's English curricu- 330 lum toward China English, incorporating Chinese phrases like "pay New Year calls," a Spring Festival tradition, and "no face," to be ashamed – as Standard English. In countries like Germany, 335 where most kids begin English as early as the second or third grade, the market for English studies is already shrinking. German language schools no longer tar- 340 get English beginners but those pursuing more-expert niches: business English, phone manners or English for presentations. Beginning-English classes are filled with immigrants from places like Turkey and Russia, eager to **catch** 345 **up with** the natives. As with migrants the world over, they're finding that their newfound land is an English-speaking one.

[From *Newsweek* March 07, 2005. © 2005. The Newsweek/Daily Beast Company LLC. All rights reserved. #2; bold face added.]

Vocabulary

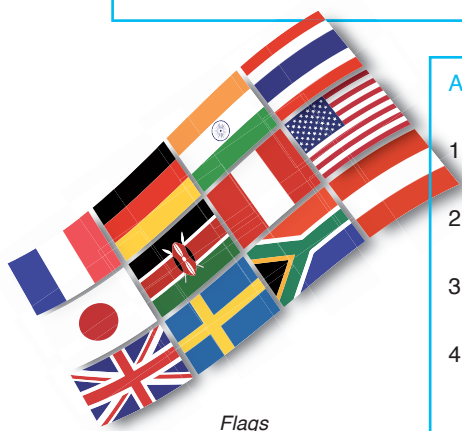
Look up the following words and expressions in a monolingual English dictionary: conjure images, dank rooms, rickety chairs, congested suburb, storefront shops, ragged, cryptic, laced with, indigenous, unprecedented, shrinking minority, emulate, erode, don, execs, jabber, hawk instant access to, buoyant, sanctity, elective, collapse in giggles, inexorably, and catch up with.

Definitions

1. Find definitions for the following terms and expressions: Mandarin, 'Hungry kya?', Apartheid, Afrikaans, Xhosa, Anglophones, Brighton English, Boston English, patois, and broken English.
2. In the text, the author talks about "a German Eurocrat hammering out laws in Brussels". Who does the word 'Eurocrat' refer to? Which pattern of word formation is this new coinage built on?

COMPREHENSION

1. What is implied by the article's title?
2. Look at the first paragraph of the text. Describe in your own words what the Cambridge School of Languages in New Delhi looks like.
3. Describe the ways in which non-native speakers of English transform this language.
4. According to Jennifer Jenkins, "owning English is very big business". Explain how this is the case. Give examples from the text.
5. Describe the factors contributing to the importance of English. Give examples from the text.



Flags

ANALYSIS

1. Read the text one more time. What is the main message of the text?
2. How many parts can you identify in its structure?
3. Assign a number of key words to each part that you identified.
4. Analyse how the author develops her argument to support the idea of English becoming a truly global language.

WORD ANALYSIS

1. Take a look at line 47. How do you understand the expression “the turbine engine of globalization”?
2. In your own words, try to explain the meaning of “common linguistic denominator” in line 147.

DISCUSSION

1. Why, do you think, are there so many countries willing to promote the idea of a global language?
2. Do you think that English is predestined to play the role of a global language in the future? Explain.
3. Do you think some other language might become an international lingua franca? Explain.
4. Jennifer Jenkins suggests that it is not necessary for non-native speakers of English to learn how to pronounce the difficult *th*-sound. Do you agree? Explain.

PROJECT I

1. Try to identify all countries in which English has the status of an official or co-official language.
2. Assign the countries you found to the inner circle and the outer circle, as defined by Braj Kachru's concentric circles model.

PROJECT II

1. Investigate the major grammatical properties of English (word order, tenses, aspects, morphology, phoneme inventory, ...).
2. Compare English to your mother tongue.
3. Do you think that the grammar of English makes this language particularly suitable as a global language?



READING COMPREHENSION

The changing role of English in Europe

by Jennifer Jenkins

Despite the linguistic richness of the European Union (EU), and the eleven languages given official status (Danish, Dutch, English, Finnish, French, German, Greek, Italian, Portuguese, Spanish and Swedish), three languages dominate – English, French and German. Europe has become, in Graddol's (1997: 14) words, 'a single multilingual area, rather like India, where languages are hierarchically related in status. As in India, there may be many who are monolingual in a regional language, but those who speak one of the "big" languages will have better access to material success.' By the end of the twentieth century, however, a single one of the three 'big' languages, English, had become the 'biggest', the *de facto* European **lingua franca**. And for the time being at least, it seems, those who speak English will have the best access to such material success, hence, in part, the current popularity of learning English among Europe's young that Cheshire (2002) documents.

Some scholars, most vociferously Phillipson (1992, 2003), but including Cheshire herself, believe it is critical for all Europeans to learn each other's languages rather than for everyone to learn English. Nevertheless, Cheshire (2002)

notes that European English appears to be developing the scope to 'express "emotional" aspects of young people's social identities' by means of phenomena like code switching and code mixing (e.g. the use of half-German half-English hybrid compounds such as *Tel-efon junkie* and *Drogenfreak* in German youth magazines).

House (2001), whose position is for the most part diametrically opposed to that of the 'Phillipson camp', finds the EU's language policy hypocritical and ineffective. Rather than having several working languages and making heavy use of a translation machinery, she argues, the EU should opt officially for English as its *lingua franca* or, as she puts it, the 'language of communication'. On the other hand, House does not appear to consider the possibility that English can express the 'social identities' of its European non-native speakers. Instead, she believes that individual speakers' mother tongues will remain their 'language for identification' (House 2001: 2–3).

The positioning of English (or **Euro-English** as it is increasingly being labelled) as Europe's primary *lingua franca* is so recent that it is too soon to be able to say with any certainty whether it

65 will remain so, how it will develop, and
 whether it will expand to become fully
 capable of expressing social identity as
 well as performing a more transactional
 role in politics, business and the like.
 70 The linguistic outcome of European
 political and economic developments is
 predicted by some scholars to be a na-
 tivated hybrid variety of English, in ef-
 fect, a European English which contains
 75 a number of grammatical, lexical, pho-
 nological and discursual features found
 in individual mainland European lan-
 guages along with some items common
 to many of these languages but not to
 80 standard British (or American) English.

Berns (1995: 6–7), for example,
 characterises the nativisation process
 that English in Europe is undergoing as
 follows: ‘In the course of using English
 85 to carry out its three roles [native, for-
 eign and international language], Euro-
 peans make adaptations and introduce
 innovations that effectively **de-Americanize**
 and **de-Anglicize** English.’ She
 90 talks specifically of a ‘European Eng-
 lish-using speech community’ who use
 English for intra-European communica-
 tion, and for whom

the label *European English* identifies
 those uses of English that are not Brit- 95
 ish (and not American or Canadian or
 Australian or any other native variety)
 but are distinctly European and distin-
 guish European English speakers from
 speakers of other [English] varieties. 100

In her view, it is possible that British
 English will eventually be considered
 merely as one of a number of European
 varieties of English alongside **nativised** 105
varieties such as French English, Dutch
 English, Danish English and the like.

European speakers are, nevertheless,
 as Berns (1995: 10) concludes, ‘in the 110
 midst of an exciting, challenging, and
 creative social and linguistic phase of
 their history’ in which ‘they have the
 potential to have significant influence on
 the spread of English’. The situation is,
 as she puts it, one of ‘sociolinguistic his- 115
 tory-in-the-making’ and one which will
 therefore need to be reviewed regularly
 as empirical evidence becomes increas-
 ingly available.

[Jennifer Jenkins 2003: 42–43. #3; bold
 face added]

Explanations

lingua franca: a means of international communication; **Euro-English**: the English
 spoken in Europe; **de-Americanize**: to lessen the influence of the traditions and
 culture of the United States on something; **de-Anglicize**: to lessen the influence of
 the traditions and culture of Great Britain on something; **nativised varieties**: distinct
 forms of English that originated in the countries in which English is not spoken as a
 native language. These varieties have developed specific linguistic features of their
 own.