World Englishes

Presentation by Jason Williams ETAP 550: English Grammar February 22, 2021

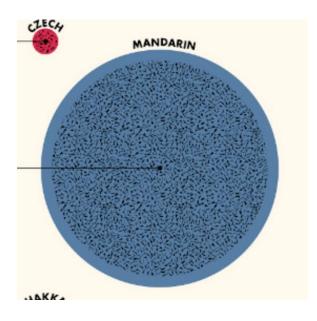
Most Spoken Languages (L1) in the World...

- 1) Chinese 1.3 billion native speakers (L1) (1.1 billion Mandarin)
- 2) Spanish 460 million native speakers (L1)
- 3) English 379 million native speakers (L1)

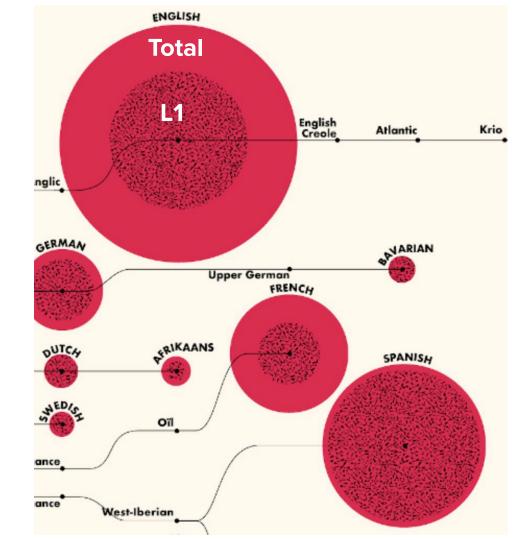
However, there are an additional 753 million speakers around the world who are fluent in English as a second language. So there are over 1.1 billion speakers of English (L2) throughout the world (and this number continues to grow; English is the most widely spoken language in the world).

https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world

Visual Context



https://www.visualcapitalist.com/1 00-most-spoken-languages/



Summary: Why English?

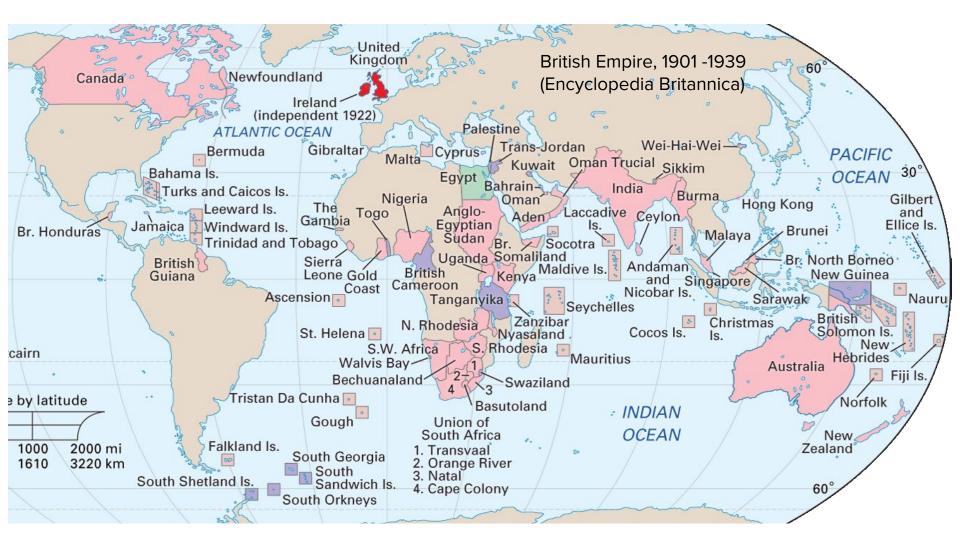
The spread and development of languages are **incredibly complex.** There are many underlying historical, geographic, and sociolinguistic factors that have impacted the spread of English and its current importance throughout the world.

In today's globalized society, pop culture (Hollywood movies, the record industry, internet memes) is an important factor driving the continued spread of English.

English is also a relatively easy language to pick-up (compared with "tonal" languages such as Mandarin Chinese).

The Spread of English Around the World...

- 1st diaspora: Spread of English throughout modern Great Britain.
- 2nd diaspora (Colonialism complete take over): Large-scale emigration resulted in speakers bringing the English language to other parts of the world. During the "Age of Discovery" (15th-18th century), English speakers displaced native peoples encountered around the world. The English immigrants worked to eradicate native cultures and languages. English is now viewed as the "native language" in these places (e.g. USA, Australia).
- <u>3rd Diaspora (Imperialism political and economic dominance):</u> the British Empire grows during 18th and 19th centuries (e.g. India). Also the American "Empire" during the early 20th century (Hawaii, Philippines).



The Spread of English Today...

- 4th Diaspora (Globalization): English continues to spread through trade, commerce, and our increasingly digital world (especially the last 30 years).
- Resulted from the establishment of American economic prominence during the 2nd half of the 20th century and continuing today.

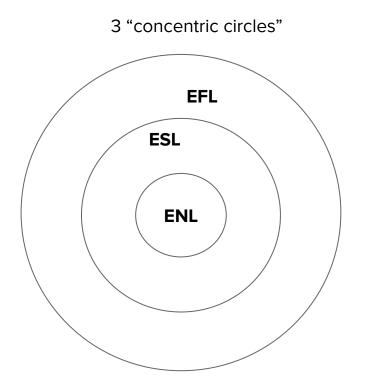
Braj Kachru's (1985 and 1988) "World Englishes"

In this linguistic model, there are 3 classifications of English Speakers:

ENL: English as a native language (L1) - 1st and 2nd diaspora

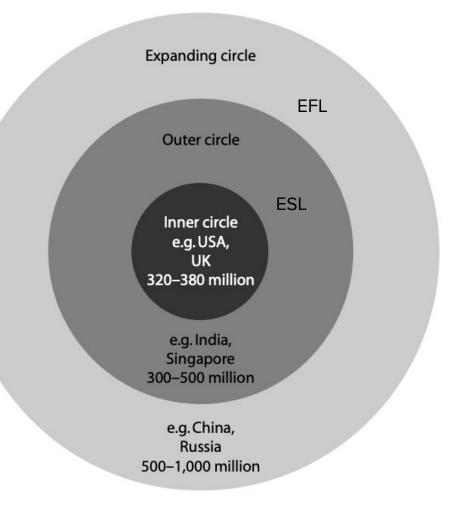
ESL: English as a second language (English has an important role, learned almost at same time as L1) - 3rd diaspora and being strengthened by 4th diapsora

EFL: English as a foreign language (learned in a country where English is not usually spoken in daily life) - 4th diaspora



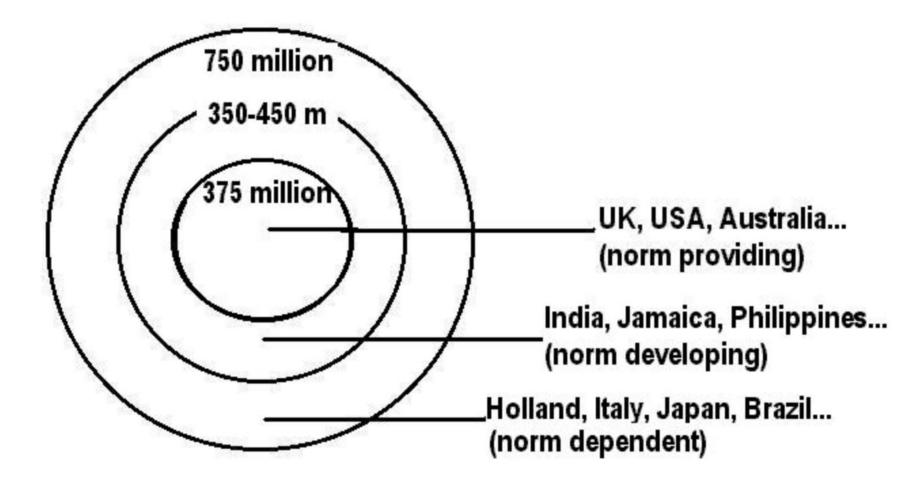
Kachru's 3 Circles (from Crystal, 2003):

- <u>Inner Circle:</u> English is the primary language (ENL).
- Outer Circle: English as L2 has some colonial history.
- Expanding Circle: English is primarily used in some limited contexts (i.e. business, education), no colonial/imperial history.

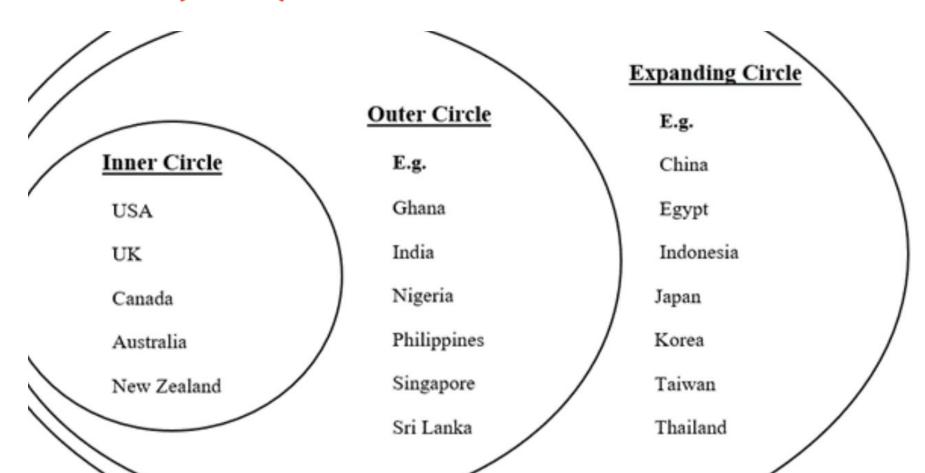


The three 'circles' of English

Kachru (1988) - Language "Norms"...



Kachru (1992)



What is *Standard* English (SE)?

English that follows formal rules. There are two main types on which the varieties of World Englishes are based...

- British English: UK, Australia, NZ, India, South Africa, African/
 Caribbean countries (Based on the formal, proper "Queen's English")
- American English (AmE): USA (MUSE), Canada
- British English is typically taught throughout Europe and South Asia.
- American English is taught in South America and East Asia.

Lexical Differences: -

British & American English ∸









/'sni: kars/





American

sweater /'swetar/





American

vest /'vest/





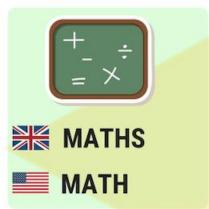
American

suspenders /so spendoz/



More lexicon...









Spelling (orthographc) Differences:



BRITISH ENGLISH — AMERICAN ENGLISH



tyre



tire

grey



gray

analyse



analyze

theatre



theater

centre



center

Spelling differences (continued)

- Catalog vs. Catalogue (log vs. logue)
- Pediatrician vs. Paediatrician (ae & oe)
- Dialled vs. Dialed (II v I)

Do you know the "British" translation?

- 1) Flashlight? **Torch**
- 2) Mail? Post
- 3) Line (i.e. at grocery store)? Queue
- 4) Pants? Trousers
- 5) Cookies?

 Biscuits
- 6) Trash? Rubbish

Some differences in pronunciation:

æ vs. a Cat and fast

u vs. ju Tune vs. T[j]une

t/d vs. r No flap in British in English (e.g. butter, water)

Linking/Intrusive "R" Teacher vs. Teacher; Idea vs. Idear

Aluminum vs. Aluminium

World Englishes: Varieties of English (based on the two standards) that have developed around the world.

We will look briefly at 3 case studies of World Englishes:

- 1) Nigerian Pidgin English: Early 3rd diaspora, based on British English
- 2) Hawaiian "Pidgin": Late 3rd diaspora, based on American English
- 3) African American Vernacular English (AAVE): Variety within "Inner Circle" country

Crystal (2003) wrote an important 'data-driven' survey of World Englishes...

DAVID CRYSTAL English as a Global Language SECOND EDITION

Table 1 Speakers of English in territories where the language has had special relevance

Crystal (2003):

Seventy-five
countries/territories
have at least one
unique variety of
English.

- L1: Variety of English as 1st language (mother tongue).
- L2: Have learned a variety of English as a second language.

Territory	Population (2001)	Usage estimate	
American Samoa	67,000	Ll	2,000
Innericum oumou	07,000	L2	65,000
Antigua & Barbuda (c)	68,000	Ll	66,000
8	,	L2	2,000
Aruba	70,000	Ll	9,000
		L2	35,000
Australia	18,972,000	L1	14,987,000
		L2	3,500,000
Bahamas (c)	298,000	L1	260,000
		L2	28,000
Bangladesh	131,270,000	L2	3,500,000
Barbados (c)	275,000	L1	262,000
		L2	13,000
Belize (c)	256,000	L1	190,000
		L2	56,000
Bermuda	63,000	L1	63,000
Botswana	1,586,000	L2	630,000
British Virgin Islands (c)	20,800	L1	20,000
Brunei	344,000	Ll	10,000
		L2	134,000

Varieties of English...

- Varieties of English include standard, creole, and pidgin versions of English.
- <u>Nigeria:</u> English is the "official language", but 90% of Nigerians speak one of the indigenous Nigerian languages as their mother tongue.
 Still, over 40% of Nigerians (60 million people) speak Nigerian Pidgin English as an L2 (Crystal, 2003).

Everi one naim de entitle to all di rights and freedom wey dey for dis small book, no mata di kind language wey person dey speak, di kontri wey one come from, di kind religion wey one de do, di kind ting wey one dey tink, di kind person wey one be, di how dem take born one, di

World Englishes: What is a "Pidgin"?

- Pidgins (e.g. Nigerian Pidgin English) generally refer to languages used for communication between people who do not necessarily share the same L1.
- Creole: a pidgin that, through diachronic change, has gained complexity and become the 1st language of a community.
- By formal definition pidgins are always L2, creole languages can be L1.
- Creoles/Pidgins differ from standard English dialects in pronunciation, grammar, and vocabulary (Crystal, 2003).

Nigerian Pidgin English Grammar (Mensah, 2012)

Nigerian Pidgin (NP) dates back to pre-colonial era and it has expanded over time, diachronically developing new grammatical and lexical features.

There are many varieties of NP. Una is the Calabar variety used in the southeastern region of Nigeria. English is the "donor language (superstrate)" and Efik is the primary "substrate" language". All 3 languages have a diglossic relationship (especially in urban areas).

Superstrate languages tend to be dominant/hegemonic and provide the principle lexicon. **Substrate languages** play important grammatical roles.

NP Metaphors/Idioms (Mensah, 2012)

kóp nó mí (lit. listen to me) - love portion ínwáñ (lit. farm) - a foolish person útóñ (lit. ear) - a mobile handset (bluetooth phone) kwat nkpe (lit. scratch and pay)- a prostitute cry die - mourning

NP Blending (Mensah, 2012)

```
úbók gum (hand/gum) - a mean or selfish person
sáí monkey (roamy monkey) - (lit.) a thief
tíñ ké church (say in/church) - stop nagging (lit. testify, confess)
```

fantabullous (fantastic/fabulous)
overgasted (overwhelmed/flabbergasted)
flabberwhelmed (flabbergasted/overwhelmed)
carnibration (carnival/celebration)

"Go" and "Bin" as tense markers (Mensah, 2012)

- I go chop rice
 ISG FUT chop rice
 I will eat rice
- We go tumble you
 1PL FUT tumble you
 We will fight you.

- I bin chop rice
 ISG PAST chop rice
 I ate rice
- We bin tumble you
 3PL PAST tumble you
 We fought you

Homophones and Orthography (Mensah, 2012)

Chelsea bin waya Arsenal well.

Chelsea PAST waya Arsenal well

Chelsea defeated Arsenal glaringly.

Jossy carry de waya troway.
Jossy carry DET waya troway
Jossy threw away the wire.

Word classes in NP (Mensah, 2012)

When English varieties develop, there are often many cases in which distinctions between word classes are eliminated (e.g. toronto)

E be real toronto. You no fit toronto me.

3SG be real toronto 2SG NEG AUX toronto me

He's a real cheat. You cannot deceive me.

(transitive verb)

Wer de toronto boy?

Me dey toronto.

Q DET toronto boy

1SG PRES toronto

Where is the fake boy?

I deceive people a lot.

(intransitive verb)

Case Study #2 - Hawaiian "Pidgin" (Creole)



Grammar of Hawaiian Pidgin (Sakoda, 2007)

English (AmE) is the "lexifier" (**superstrate language**), but has established its own unique grammar from several **substrate languages**.

Grammatical structures are mainly influenced by native Hawaiian, Chinese (Cantonese), and Portuguese.

Daut......

Cantanasa

<u>Hawaiia</u>	<u>n:</u>	<u>Cantonese:</u>	<u>Portuguese:</u>
Nui ka h Big the h Big, da h Cute, da	nouse nouse	"yáuh" means both "has/ have" and "there is/there are." (both singular and plural). Pidgin: "get" means both "has/have" and "there is/there are." English: "They have three sons." Pidgin: "They get three sons There is a student who's bright." "Get one student he bright."	Para: for (to) Charles is the man to do it. Charles is the man fo du um.

Tense and Negation Examples (Sakoda, 2007)

"Wen" is often placed in front of verb to indicate past tense.

Example: They painted his skin → De wen peint hiz skin.

Negations are interesting and can be marked for tense and aspect in Hawaiian Pidgin:

Nat: Is not (present/future)

No: Won't, Don't (present/future)

Neva: Didn't/Weren't (past tense)

Nomo: We don't

I am **not** going to play cards

I do **not** play cards.

I did **not** play cards last night

We do **not** play cards

Case Study #3: African American Vernacular English (AAVE)

- There are pockets of World Englishes present within the "Inner Circle", where Standard English (i.e. AmE is generally spoken).
- AAVE has some **African/Carribean substrate influences**, as well as American Southern and Appalachian influences (Sidnell, 2002).

AAVE and Tense (Sidnell, 2002)

		<u>SE</u>	AAVE
	present	He walks	He walk
	past	He walked	He walk(ed)
	present progressive	He is walking	He (is) walking
	past progressive	He was walking	He was walking
	perfect	He has walked	He done walked
	past perfect	He had walked	He had done walked

"Bin" as stressed tense (Sidnell, 2002)

Especially common in Gullah language community (e.g. "Low Country", coastal South Carolina and Georgia).

BIN with verbal complements

- (a.) He BIN eating"He has been eating for a long time."
- (b.) He have BIN eating"He has been eating for a long time."
- (c.) He BIN ate "He ate a long time ago."
- (d.) He have BIN ate "He ate a long time ago."
- (e.) He had BIN ate "He had eaten a long time ago."

AAVE and deletion of the copula (Sidnell, 2002):

Copula: "be form" connecting a subject to complement.

Gonna: She ____gon have a natural fit.

Verb+ing: I tell him to be quiet because he don't know what he ____talking about.

Adjective: He ____all right (Adj)

Locative preposition: The club ____on one corner

Noun Phrase: I think those _____the two typical ones.

World Englishes in America (pbs.org, from Wolfram & Schilling-Estes, 1998):

A-Prefixing

African American English

Californian

Cajun

Chicano English

Lumbee

Midwest

New York City

Pacific Northwest

Pittsburghese

R-ful Southern

Smoky Mountains

¡Spanglish!

Texan

Click on any of the varieties above for more information...

A-Prefixing

A-Prefixing in Appalachian English:
Archaism or Innovation?

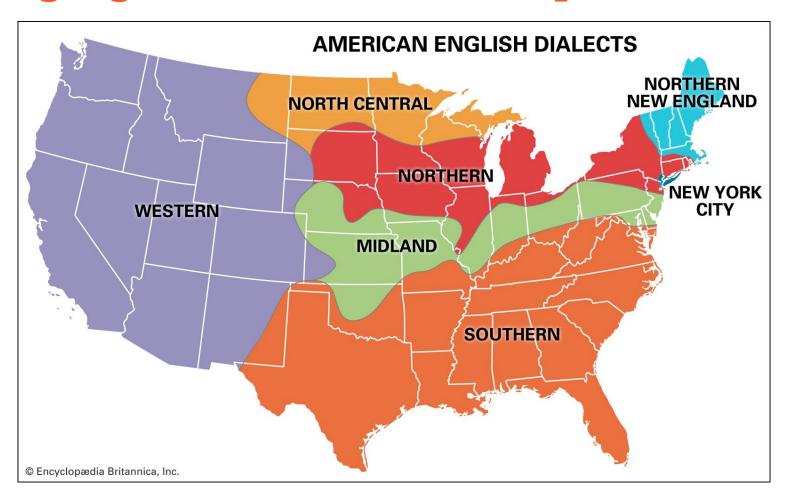
Michael Montgomery explains a hallmark feature of modern Appalachian English (AE) is usually considered to be an archaism *a*-

1) Wilford was kind of sick his last years *a-teachin'*.

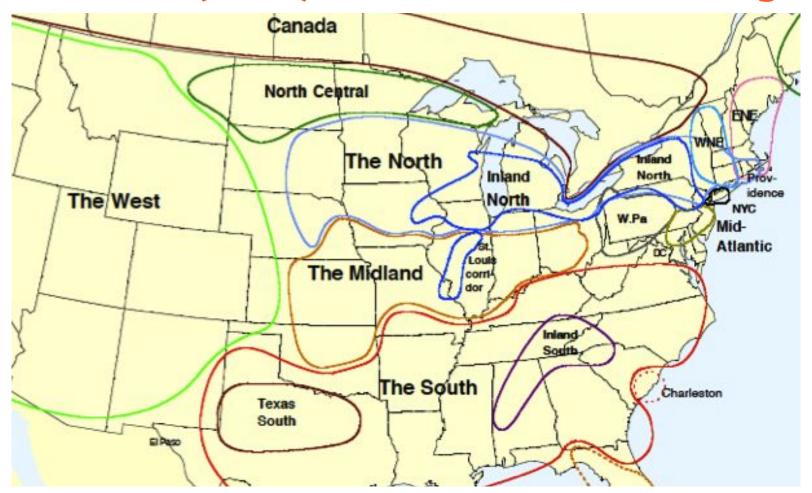
prefixed to verb present participles.

2) I got out there in the creek, and I went to slipping and *a-falling* and *a-pitching*.

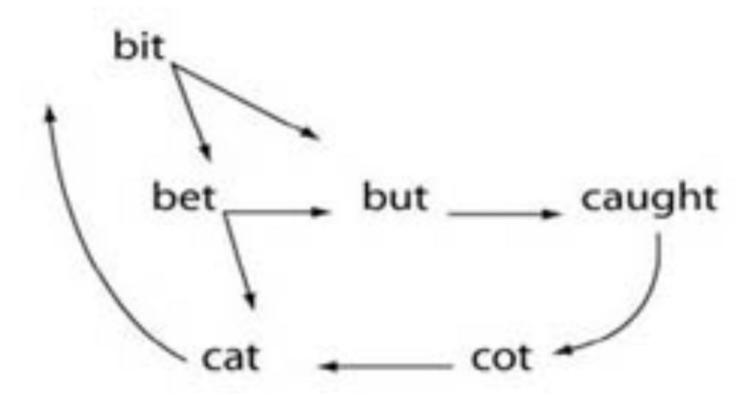
Language models are over-simplified



Labov et al.'s (2006) "Atlas of N. American English"



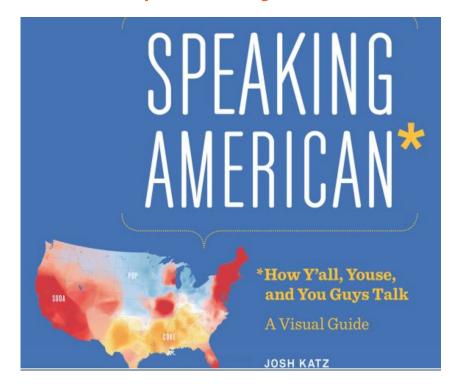
"Northern Cities Vowel Shift"



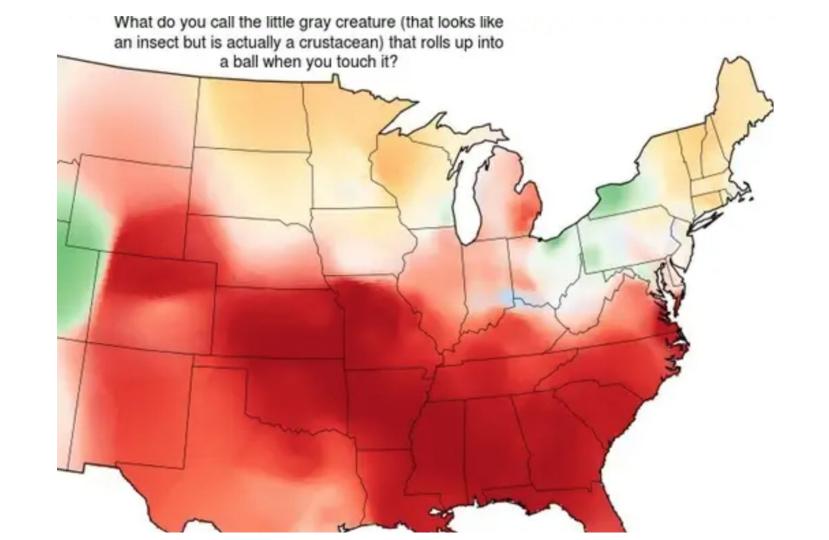
https://www.pbs.org/speak/ahead/change/changin/

"Speaking American: How Y'all, Youse, and You Guys Talk: A Visual Guide" (Katz, 2016) - Survey Data from early 2000s

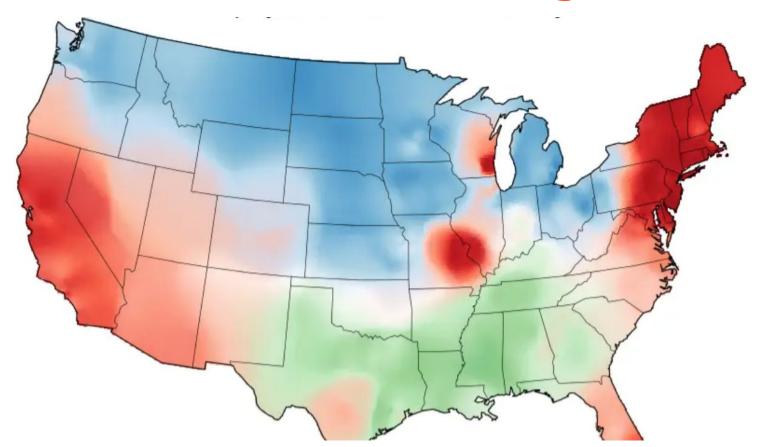
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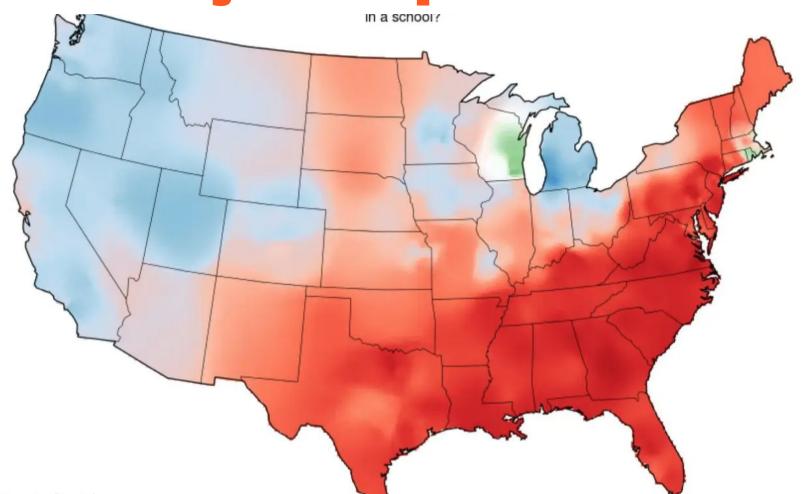
Review by Mark Adabi (https://www.businessinsider.com/american-english-dialects-maps-2018-1)

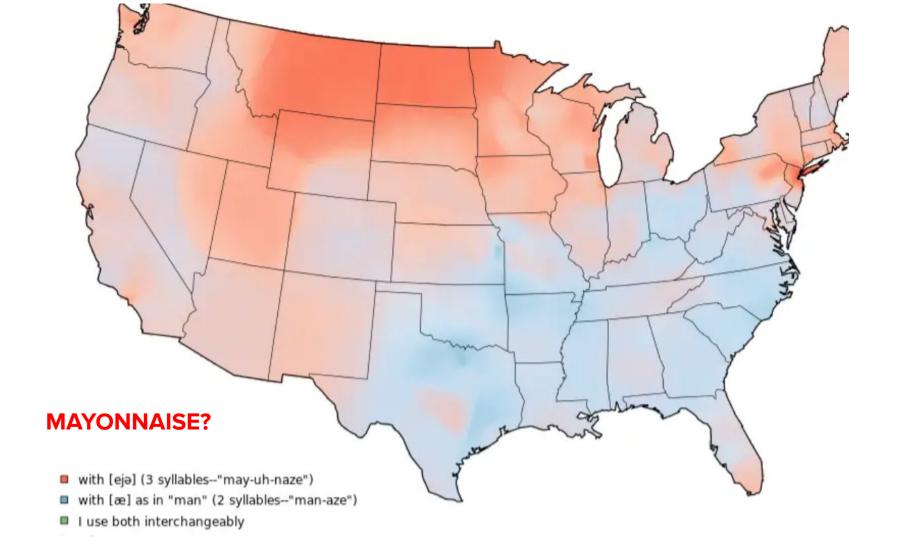


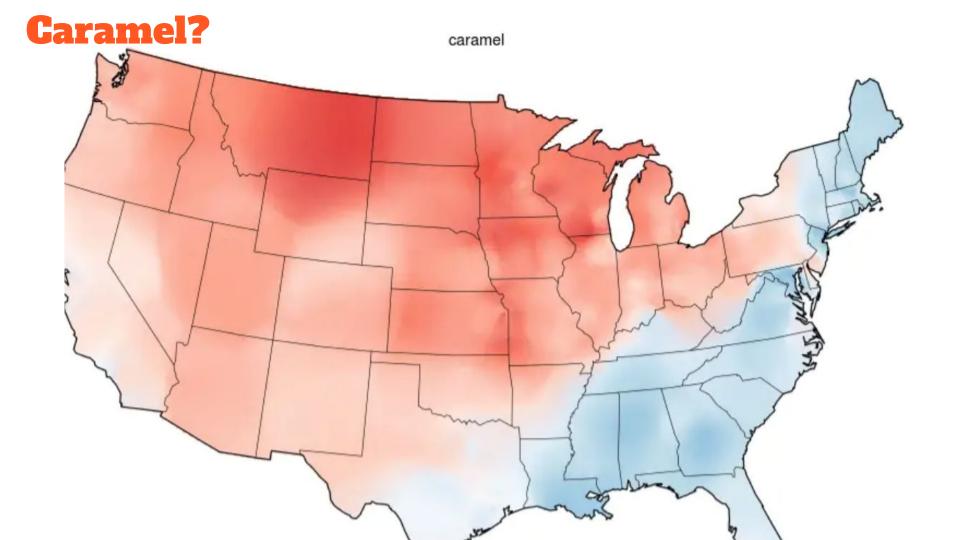
Sweetened carbonated beverage?



Free drinking water in public?







People in Alabama and Mississippi have a grimsounding idiom for when it rains while the sun is shining.



Current Research...

Hip-hop through the world Englishes lens: a response to globalization

TOPE OMONIYI*

ABSTRACT: This paper proposes that global popular culture and, specifically, hip-hop music offers prospective sites for examining interaction between varieties of English in the context of globalization. The data consist of extracts from Nigerian hip-hop song lyrics. Sociolinguistic features of fusion as a social process of globalization include divergence through (deliberate) phonological variation, codeswitching, cross-referencing, nicknaming, colloquialisms, and reinterpretation.

dishes

ALTES



Implications for the future...

- Colonialism and imperialism often involved violence and subjugation, and are historically viewed in the negative contexts of greed and exploitation.
- The 4th diaspora (English pushing further into the expanding circle due to globalization/internet) is currently viewed as more or less a benevolent force. However, there is also substantial pushback against "Americanization" of traditional cultures.
- Will the feedback loop of globalization and the spread of English continue? How will history judge our on-going 4th diaspora?

Implications for TESOL education...

- Standard English grammar must be taught, but its historic context should also be taught, and awareness of society's hierarchies.
- Despite the mass communication of the internet, individual communities will continue to nurture unique varieties of English (based on complex historic, geographic, ethnic, and sociolinguistic factors).
- Heritage languages are a critical component of cultural, social and individual identities.
- Bilingualism should be a goal. Standard English should be taught as a language to coexist with (not replace) the students' L1.
- In content areas, teachers should allow students to discuss/express ideas in the English variety with which they are comfortably fluent. Classrooms should be tolerant of "translanguaging".

Conclusion: The Expanding Circle?

Over time, do you foresee the "Expanding Circle" transitioning into the "Outer Circle"? In a globalized world, will English eventually take on a more important role as a second language? As the languages spend more time in contact with each other, can you envision new and unique varieties of English evolving within the "Expanding Circle"? Can you think of examples of this already happening there?

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