

A Review Of World Englishes By Sandra Lee Mckay, And Nancy H. Hansberger's

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Abstract: This review scrutinizes the chapter of “world Englishes”. The aim behind this review is to familiarize the reader with the notion of varieties of world Englishes used across cultures. Accordingly, it emphasizes that effective communication among users of different Englishes requires awareness of the varieties in use and their cultural, social, and ideational functions. In line with, World Englishes, cultures and contexts are also of interests since the whole subjects are intertwined, as there is a kind of influence and shape and sometimes conflicts between the aforementioned constituents.

Keywords: Bilinguals Crossing Borders, Communicative Competence, Interlanguage, Monolingual, World Englishes.

1. Introduction

With the increasing trend of globalization, and heavy spread of English around the world, the English language, as the most widely used language around the world, has spread across many different countries and became the key language and a lingua franca. Notably, being written by two eminent scholars and experts in the domain of sociolinguistics, applied linguistics and language teaching, Braj B. Kachru, and Cecil Nelson, and edited by a distinguished, full bright granted and sociolinguist; Sandra Lee McKay, and Nancy H. Hornberger, the chapter under study provides a general overview of the development of world Englishes and introduces basic issues and aspects related to varieties of Englishes. The chapter scrutinizes closely and thoroughly many relevant issues related to sociolinguistics, world Englishes and language teaching. The chapter is broken into thematic sections: The global spread of English; characteristics of world Englishes; issues in world Englishes and applied theory; Interlanguage and world English; monolingual attitudes and bilinguals crossing borders; communicative competence; Intelligibility and World Englishes in the classroom. To my mind, the authors of the chapter embrace “World Englishes” as it entails a global variety, each variety being determined by the culture in which it is represented. Onward the advocators of international English suggest a correct version designed to be implemented here, there and everywhere. Finally, it should be noted that this review relies heavily and primarily, on the article, “World Englishes”; written by Braj B. Kachru, and Cecil Nelson, (1999), Edited by McKay and N. In Sociolinguistics and Language Teaching. The authors, Sandra and Nancy, started the chapter entitled “World Englishes” by paving the way for a kind of discussion about the topic of world Englishes and its relationship with teaching English. According to (Kachru 1992); The issue of World Englishes has seen two diasporas. The first distribution, is represented through the migrations of English-speaking people from the British Isles to Australia, New Zealand, and North America, and the language they brought with them has changed over time because of the influence of home language. The second one emerged with the colonialization of Asia and Africa by English speakers. Since the concept of world English is concerned, according to the article, the term ‘World Englishes’ is

used to refer to a belief in the existence of, and respect for, multiple, varied models of English across cultures (Kachru, 1986, 1992). Brown (1993:59) summarizes three major elements that characterize the World Englishes paradigm as follows:

a belief that there is a ‘repertoire of models for English’
a belief that ‘the localized innovations (in English) have pragmatic bases’
a belief that ‘the English language now belongs to all those who use it’

Regarding the discussion of world Englishes, the concept of dialect and the distribution of power is reflected through it. The authors mentioned such conflict that exist between world’s dialects “It is my dialect versus your dialect.” In spite the fact that some 45 countries opt for English as their official language (Table 1, p75), it is the version of the English spoken in England and North America (Canada and USA) which is generally accepted without much troubles or difficulties, though it must be reminded that other “Standard” dialects are equally intelligible and understandable by the majority of listeners/readers. The writers, recognized from the early beginning that there is a matter of inadequacy since the prescriptive approach to language is concerned. As It promotes a descriptive study of world Englishes. This study, according to the writers’ point of view would emphasize the real position of English in today’s world as being widely spoken in the world. The secret behind this heavy mass of English users around the world, is that English powerful native speakers countries have empowered people across the world to communicate with even minimum knowledge of this language. While tackling the issue of “types of variation and types of users”. The chapter shows that are presented in three circles. In fact, the use and users of English are portrayed in three concentric circles comprising of an Inner Circle, the old variety English-using countries, including the United States, Britain, Canada Australia, New Zealand ordered in terms of their population and speakers dominance. According to Crystal, It is estimated that there are roughly 329 million people who belong to this circle (Crystal, 2003, p. 65). The Outer Circle includes countries where English has been institutionalized for long and depicted for important roles in education, governance, literary creativity, and popular culture, the Outer Circle

represents the areas in Asia and Africa in which English has invaded these countries as a result of colonization by Anglophone countries. This circle encompasses India, Nigeria, Pakistan, Singapore, South Africa, and Zambia. Since India has the third-largest English-using population in the world, after the United States and Britain, and Nigeria and the Philippines closely follow India. The third circle considered to be the last and the biggest circle is the Expanding Circle that contains countries in which English is studied for specific purposes (ESP). This circle includes countries like China, Indonesia, Iran, Japan, Korea, and Nepal. Taking into account a diverse variety of Englishes, the writers consider that it is not surprising to see that the term native speaker is subject to serious questioning and debating. While speakers of the inner circle seem to be quite tolerant of each other, since they consider their English as standard kind of English, we can notice, according to the article, there are, of course, certain degrees of intolerance that are expected toward speakers of the outer circle, which tends to be regarded as second-class English. Accordingly, this attitude was specially expected of the speakers of the mother country who would not recognize the fact that English had seen a huge change in the new colony, assuming that such changes seem to be inappropriate and a result of careless use from the submissive users who made new version that is too different from that of natives. Within a world of English who is characterized by the diversity of world Englishes, then this latter necessitates the recognition of context-specific communicative competence within different communities, since the socio-cultural dimension plays an efficient way in affecting the communication of its speakers. In this spirit, the writers raised that the notion of deficit linguistics should to be questioned. Since the article is regarded, the writers considered that it is too difficult to consider some English varieties such as hyphenated-Englishes, Black or Hispanic, non-standard. Through The World Englishes that is mentioned above, another widely relevant issue raised by the writers is intelligibility. Sticking to the definition of dialects as mutually intelligible variants of a given language, it is claimed by so many linguists that most of these world Englishes with its different shapes and types are undeserving of being called English since they are not mutually intelligible and have a very low degree of intelligibility in terms of written script and sometimes goes beyond this level to the spoken one. It is also mentioned that World Englishes also contain pedagogic implications. Among its implications, while it is possible to defend the notion of one world, one standard, not much can be done to stop varieties of English from spreading through trade, education, and day to day communication. By the end of the article, the writers quoted what Davies (1990) states, teaching involves giving choices. Indeed, users must be aware of such differences and change because the choice is totally theirs. Any kind of recognition of world Englishes by what is called in the article "the old variety English-speaking nations" brings them into contact with the potentials of other cultures and their literatures. Hence, even their own discourse, written or spoken, can be looked into or seen

from different perspectives. And perhaps nowhere does the issue of world Englishes and its process of standardizations look similar in terms of language assessment. Indeed, standardized test of English that have certain characteristics of consistency including, practicality, validity and reliability are considered to be efficient way of investigating English proficiency. Altogether, according to Lowenberg (1993) admits that testing does indicate proficiency in English as a world language.

Conclusion

As being aforementioned, world Englishes sound to be considered an umbrella term that compasses and determine apparently, the relationships between linguistic and language-teaching theory from one side, methodology and application from the other side. This paper has been devoted to rise some intertwined statements and stands as a counterpart of the prevailing view regarding the issue of global spread of English that sounds as a meetings points of world Englishes and context bound constituent. By and large, the spread of English provides a language teacher with a flood and fertile data-oriented land in the sake of bringing a common core approach through which the issues of second language and pedagogical concerns seem to be related. These concerns could be achieved in many ways: through investigating the types of variation, the context of variation, varieties and culture, and varieties and creativity. These presumptions reflect at least the most powerful sets of pedagogical tools including curriculum, testing, and resource materials. It is worth mentioning also that for achieving positive goals, it is necessary for teacher training centers to draw teacher's attention and awareness of the status and functions of Englishes in the world today and in the future.

2. Synthesis and Implications

All in all, a classification of World Englishes as demonstrated in Kachru's three Concentric Circles model (1982, 1988). The inner circle refers to those countries in which English language is spoken as a mother tongue like USA and UK. The Outer Circle of English encompasses those countries that were colonized by USA and UK and use English as a second language, such as India and Nigeria. Finally, the Expanding Circle includes countries where English plays no historical or governmental role, but where it is however widely used as a medium of international communication like Russia and Morocco. In other words, this Model classifies countries where English is used as a native, second or foreign language.

2.1 The position of English

Showing the status of English language, I quoted from what David Crystal (2003, p.23), this latter argued that "no other language has spread around the globe so extensively [...] all the evidence suggests that the position of English as a global language is going to be stronger". According to the United Nations 1.8 billion people around the globe speaks English as a second language and the number is still increasing. English language acquired its current position due to the political and economic power of its native speakers. In this respect Crystal said that English became the most influential language around the world

because it “has repeatedly found itself in the right place at the right time.” (Crystal, 1997, p. 10)

2.2 Pedagogical implications

It is noteworthy that the issue of linguistic variation is a natural phenomenon. In this regard, ELT professionals, teachers and material designers should develop a certain degree of tolerance towards a constant and flexible process of dealing with linguistic variations and socio-cultural diversity. In addition, varieties of English and world Englishes are compasses which have motivated much research and many kinds of publications. They are till nowadays hardly and heavily investigating the relation between language and culture, language and identity, language and status. Among the numerous publications which tackled the topic of varieties of English that are found in today’s world and contain through a detailed descriptions and meticulous analyses of characteristic features of each variety. Examples the Handbook of Varieties of English (Kortmann & Schneider, 2005), the 2000-page, four volume Varieties of English. An Interactive Textbook (2008), The Oxford Guide to World English (McArthur, 2003), and The Handbook of World Englishes (Kachru, Kachru & Nelson, 2006). The last but not the least, the world Englishes we live nowadays is characterized by multiple cultural visions, discourses, and linguistic experimentation. Then, we need to ask ourselves how to make use of this rich resources. And this concern raises important theoretical, methodological, ideological and pedagogical questions. The urgent need in the present time is to recognize the reality of this "variousness" and ask the right questions, this huge variety we observe in all aspects of our life is it the main reason behind world divisions or world richness.

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