

World Englishes

— What is an International Language for the World?—

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Abstract: In this rapidly changing world there are more non-native speakers of English than native speakers because of fast growing international business. This spread of English has created many varieties of regional Englishes called World Englishes. This paper briefly explains a model of World Englishes and states that in the world of multilingualism and multiculturalism, an international language is a communication tool for people to notice the championship on human rights. English will remain the dominant presence among international languages.

1. Introduction

Not many people around the world know that Arabic, Chinese, French, Russian, English, and Spanish are the six official languages of the United Nations. In the first session of the United Nations General Assembly in 1946, English and French were adopted as two working languages for the United Nations. Today, more people in the world speak English than French, and there are more non-native English speakers than native English speakers making English a world language. It is important that people learn about different varieties or forms of English and the function of each type in its region. This helps to understand people in those regions and improves communication in the world.

2. Models of World Englishes

The spread of English language all over the world is the main reason for a large non-native English speaking population. A detailed investigation of this sociolinguistic reality finds that a variety of Englishes exist. The study of the varieties of Englishes has caused much debate, research, and publication. Several models are proposed to classify the World Englishes and it is said that the earliest model was offered by Strevens. Kachru (1992) proposed ‘Three circle model of World Englishes’ which is perhaps the most widely accepted and used by the scholars of this field, ‘Circle of World Englishes’ by McArthur, and ‘Circle of World English’ by Görlach are also used in discussions. Jenkins (2003) thinks that models proposed by Görlach and McArthur are not so different from each other. Kachru’s model demonstrates the spread of English in three Concentric Circles: The Inner Circle, the Outer Circle, and the Expanding Circle.

2.1 English as a native language

The Inner Circle includes Australia, New Zealand, and North America where English was originally brought by speakers from England, and it is the native language of the people. This circle also includes the countries like

Ireland, Canada, South Africa, and some Caribbean areas. Some believe there are about 380 million people in this category. They enjoy a global reach in many fields because of the advantage their language gives them.

2.2 English as a second language

The Outer Circle includes countries colonized by Britain and the USA in Asia and Africa. English is the official language in these countries used in education, government, and media. Countries such as India, Pakistan, Malaysia, Singapore, and the Philippines belong in this circle. People learn the regional language as their first language, but English is taught and used as a second language. Colonial rule is the main reason behind this practice.

2.3 English as a foreign language

Countries included in the Expanding Circle use English as a medium for international communication in business, diplomacy, education, industry, research, and technology. This circle includes countries like China, Russia, Brazil, Japan, Korea, Egypt, and most of Europe. People acquire a good working knowledge of English for specific and limited purposes, usually for business and education. It is believed that the users in this category range anywhere from 100 million to one billion.

3. English as an international language

The history of the English language shows that it has evolved over time. It originated from the dialects of Germanic tribes who invaded Britain around AD 350 has over centuries gone global. Some of the changes are called Old English, Middle English, and Modern English. Today, English is an international language and there are reasons for its popularity. International business is the most important reason for English to become an international language. Fluency in English is an important requirement to work for large corporations in the world. People are motivated to invest money and time to learn English because it results in high salary. The other important reason which has made English an international language is the popularity of the American culture through movies, music, fashion, and fast-food restaurants.

The English language is influenced by cultures of the countries and the people who use it. A variety of English dialects emerged in countries where it is used in business and administration, but now International English has evolved which is used in International business. This language developed from the necessity to communicate in an international context and to be understood by others. The clarity of communication has led to smaller vocabulary and simpler sentences. Cultural awareness also plays a role in choice of words and phrases in communication. People learn to avoid certain words because they might be misunderstood. This form of English cannot be connected with any English spoken by the countries of the inner circle.

4. English as a Global Language and World Englishes

David Crystal explains that a language is not a Global Language because majority of people in a number of countries speak it as mother tongue, but only when it is used by other countries also. (Crystal, 2003) To illustrate the above statement, he gives examples of the US, Canada, Britain, Ireland, Australia, New Zealand, South Africa, and some Caribbean countries where it is the first language, but that alone cannot make English a Global Language. The main condition is that it has to be used by other countries where different mother tongues are spoken like in Nigeria, India, Singapore, and Ghana. This happens in two ways, first, when English is made the official language of the country actively used in business, administration and media. English is the only language which enjoys this status in over seventy countries of the world. The other official languages of the UN like French, Russian, Spanish, and Arabic have the official language status, but their use is limited.

The second way in which a language can be considered a Global Language is when it is taught as an important foreign language in schools and universities of the countries where a different mother tongue exists. There are over a hundred countries where English is taught as a main foreign language like Japan, China, Korea, Russia, and Egypt.

There is no doubt today that English is the Global Language. Who owns English? Since it originated in Britain, some British may think they are the owners, but Salman Rushdie wrote in 1991 that ‘the English language ceased to be the sole possession of the English some time ago’. On one hand it is understandable that this must have made some very uncomfortable when one considers history and literature. But, on the other hand, Rushdie’s statement is true when one considers that there are more English speakers in the Indian subcontinent than in the US and UK combined. Several varieties of English can be found in the subcontinent, but they all have one thing in common, they all have origin in British English introduced by merchants of the British East India Company which is now owned by an Indian.

5. English as a *lingua franca* and Multilingual and Multinational communication

Lingua franca is one way of communicating among people who speak different languages who are forced into contact with each other. In 1953 UNESCO defined *lingua franca* as ‘a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them’. Today, English is used in very many places and for very many purposes as a *lingua franca*, e.g. in travel, trade, commerce, and international relations. In other parts of the world, Arabic, Mandarin, Hindi, and Swahili have served, or do serve, as *lingua franca*.

For some people English as a *lingua franca* is a native language, for others a second language, and for still others a foreign language. In India, where even though Hindi is the official language, English is widely used as a *lingua franca*. In Japan, English is a foreign language. It means that English is taught in schools, but has no function in the national or social life. A Japanese does not need English or any other foreign language in daily

life. This is a big difference between India and Japan.

English is currently said to be an international language for multinational communication. Honna (2008) says as follows:

Functionally speaking, English has conspicuously spread among nonnative speakers as a sizable number of Asian, African, Pacific, and Caribbean countries designate it as their official, associate official, or working language. English is used as such in 70 countries (around 36%) of 193-nation world.

According to a Japanese survey, English is the most indispensable world language even prior to their national language. This is true not only with speakers of English, but also with those of the world's major languages, Arabic, Hindi, Spanish, Portuguese, French, Russian, Indonesian, German, French, and Japanese. Additionally according to a 2004 report by Global Reach, a marketing consultancy which had been conducting online access research, showed that English users constituted 35.2% of the world online population, and non-English users 64.8%. (Honna 2008:4)

6. Variation and Varieties in Asia

Asia includes South Asia, East Asia, and South-East Asia. In South Asia many different varieties of English are spoken as a second language. One of the many different varieties of English in South Asia is Indian English. In East Asia English is taught as a foreign language. English in Japan is a typical example of a main foreign language.

6.1 Variation in Indian English

There are considerable numbers of English speakers in the Indian subcontinent. The region comprises six countries such as India, Bangladesh, Pakistan, Sri Lanka, Nepal, and Bhutan. The origins of South Asian English lie in Britain. In India, the conflict between the supporters of English, Hindi, and regional languages led in the 1960s to a 'three language formula' in which English was introduced as the chief alternative to the local state language. English has retained its standing within Indian society, continuing to be used within the legal system, government administration, secondary and higher education, armed forces, media, business, and tourism.

Today in India, teaching and learning English is not thought as making Englishmen of different blood and color, but a necessity for the administrative purpose in the country where hundreds of dialects and languages exist. The government of India had understood the role of English since independence in 1947.

It was decided in 1950 that Hindi would be the official language of India and the transition from English to Hindi was to be completed by 1965. When Hindi was declared the official language, the government was challenged by big demonstrations where students burnt themselves and many rioters were shot dead by police. The reason for strong opposition was that only in two states out of sixteen or 65 million people of the country

spoke Hindi as their first language. The government was forced into accepting English as an associated official language. (Samida,2010:27)

6.2 Linguistic features of Indian English

6.2.1 Phonology

The following phonological examples represent the pronunciation of standard Indian English. It is rhotic, that is to say /r/ is pronounced in post-vocalic environments, so that the 'r' in 'part' and in 'poor' will be sounded. The RP diphthongs in 'coat' and 'day' are pronounced as monophthongs in Indian English to give /ko:t/ and /de:/ respectively and the RP central vowels /ɛ:/, /ə/ and /ʌ/ are all pronounced /ə/ in Indian English.

In some varieties of standard Indian English, consonant sounds /v/ and /w/ can be pronounced /ʋ/. Both /t/ and /d/ can be pronounced as retroflex sounds and /θ/ and /ð/ as plosives. (Kirkpatrick,2007:92)

6.2.2 Lexis

The following italic words display a different semantic range in Indian English. The parentheses are meanings of Indian English words. (Kirkpatrick,2007:93)

- (1) Her *face-cut* is very impressive. (profile)
- (2) The students want some *important* questions from their teacher.
(relevant, questions likely to come up in the exam)
- (3) I came here in a *tempo*. (a 3-wheeled vehicle)
- (4) He speaks *chaste* Hindi. (pure)
- (5) Fifty students have applied for *freeship* this year. (tuition-free place)
- (6) The sportsmen are given 5% *weightage*. (weighting, in other words people good at sports might get an extra 5% on their exam results)
- (7) Mr. Bajaj is the *whole sole* in this factory. (the boss, the man in charge)
- (8) This is a *match box*. (an empty box)
- (9) Please finish the *beer bottle* and then we can go. (bottle of beer)
- (10) I hope he will *do the needful* for us. (do what is necessary)

6.2.3 Syntax

There are three features of Indian English that are shared with many other varieties. The first is the distinctive use or non-use of articles, the second is the reduplication of words and the third is 'yes-no confusion'.

The examples are below. (Kachru, 1992:13)

A: You have no objection?

B: Yes. (I have no objection)

Further features of Indian English are interrogative word order in indirect questions and the use of invariant tag questions.

- (1) Tell me where can you meet us.
- (2) You know it isn't it?
- (3) He is coming, isn't it?
- (4) You went there yesterday, isn't it?

Other examples of Indian English use include:

- (5) 'They were knowing the games.'
'Shammi must be knowing my sister.'
'We are having our house in Thana.'
'You must be having a lot of friends of your own age.'
'And what ideas are you having about the descriptive paper?'
'You're not being audible.'
'There is a matter being before the supreme court now.'
(examples all drawn from the ICE corpus of Indian English, de Ersson, 2005)

6.3 English in Japan

Japanese is one of the eleven world languages which have 122 million native speakers. (Austin ed.,2008) The English spoken in Japan is called Japanese English and classified as English as an international language (EIL).

Kachru(1992) classified Japanese English into extended-circle varieties of three concentric groups. The most important thing is the fact that the Japanese use English as a foreign language.

6.3.1 Phonology

Japanese speakers of English tend to pronounce English consonants and vowels like Japanese when they speak consonants and vowels in English. There are a lot of examples in English consonants and vowels which are likely to be misunderstood by Japanese speakers of English.

- (1) Stressed syllables [p, t, k] are weak in pronunciation. They sound like [d, b, g].
pet [pet]→[bet], Ted [ted]→[ded], coat[kout]→[gout]
- (2) [ti] becomes [tʃi], [tu] becomes [tsu]
team [ti:m]→[tʃi:m],tip [tip]→[tʃip], tour[tur]→[tsur]
- (3) When phonetic form consists of short vowel + plosive, Japanese doubled consonant [Q] is inserted between them.

bat [bæt]→[bæQt], bed[bed]→ [beQd], check[tʃek]→[tʃeQk]

(4) After consonant, vowel is added or inserted between consonants.

stop [stɑp]→ [sutopu], candle[kændl]→[kændolu],strike[straik]→[sutoraiku]

6.3.2 Lexis

The most remarkable influence which English language has in Japan is its loan words into Japanese. The influx of a tremendous amount of English words into Japanese is a serious problem because of the confusion in understanding among people.

The current trend remains conspicuous. Fact one is that foreign words, mostly English, constitute 10% of the lexicon of a standard Japanese dictionary. Fact two is that katakana words (mostly of English origin) constitute 40% of a 10,000-word supplement added to a revised version of the nation's most quoted *Kojien* dictionary published in 2007. Fact three is that 60%-70% of new words in the annually revised dictionaries of neologisms are from English. No doubt, *subprime loan* and *detox* will be among the newest entries. (Honna,2008:91)

Loans are combined in a totally Japanese way to generate neologisms which are structurally English but semantically Japanese: *after service* (after sales service),

Golden Hour (TV prime time), *Golden Week* (an early May week full of red-letter days), *paper driver* (a person who has a driver's license but rarely drives), *hi-select gift* (a well-selected gift), *heartfelt gift* (a gift to express heartfelt thanks), *happy retire* (a happy life after retirement), *work life balance* (ratio of working to leisure), *working poor* (lowly paid workers), and so on.(Honna, 2008:96)

6.3.3 Syntax

The most difficult grammatical items for Japanese speakers of English are articles and numbers in English. Petersen (1989) provides these examples:

- (1) a. Last night, I ate a chicken in the backyard.
b. Last night, I ate chicken in the backyard.
- (2) a. I found ham in the refrigerator.
b. I found the hams in the refrigerator.
c. I found a ham in the refrigerator.

For most Japanese speakers of English, it is difficult to distinguish between 'a chicken' and 'chicken'. At the same time, it is also confusing to understand the difference between 'ham', 'the hams' and 'a ham'.

Other common grammatical features include differences in prepositional phrases, tense, relative pronouns and passive voice. In Japanese English, the use of passive voice is very frequent in scientific English,

especially in technical and scientific articles. Petersen (1989) provides these examples:

- (3) a. It is thought that scientists may be considered to be under the absolute obligation never to forget environmental issues.
- b. I think scientists must never forget environmental issues.
- (4) a. We discovered a virus believed to be responsible for a disease similar to AIDS in cats.
- b. Discovery is reported of a virus believed to be responsible for a disease similar to AIDS in cats.

(3a) and (4a) are much better than (3b) and (4b) in grammatical acceptability and stylistic simplicity. (Petersen, 1989: 141-149)

7. World Englishes in the future

The future of World Englishes can be considered from three perspectives: multilingualism, multiculturalism and linguistic human rights. Attaining a high level of multilingual competence has been common for many people in most countries in the world. For them, becoming at least bilingual has been and is in most cases necessary for survival, economically, culturally, psychologically and politically. For them, high levels of multilingualism or at least bilingualism and multiculturalism or at least biculturalism is a question of basic human rights. It is a self-evident, fundamental, basic linguistic human rights. Respecting linguistic human rights implies that everyone can identify positively with their mother tongue, and have that identification accepted and respected by others, irrespective of whether their mother tongue is a minority language or a majority language.

7.1 English as the language of 'others'

If English is, numerically speaking, the language of 'others', then the centre of gravity of the language is almost certain to shift in the direction of 'others'. There is likely to be a paradigm shift from one of language distribution to one of language spread. In this new paradigm, English spreads and adapts according to the linguistic and cultural preferences of its users in the Outer and Expanding circles (refer to Kachru's Three Circles of English).

7.2 The languages of 'other' as World Languages

The other potential shift in the linguistic centre of gravity is that English could lose its international role together, or, at best, come to share it with a number of equals.

In Asia, Asian Englishes will be divided into three varieties: South Asian Englishes, East Asian Englishes and South-east Asian Englishes. Further evidence that English may eventually give way to another language (or languages) as the world's lingua franca is provided by the Internet.

In certain parts of the world, the local language is already dominant. According to Japanese Internet

author Yoshi Mikami, 90 per cent of web pages in Japan are now in Japanese. A report published in October 2000 by Jupiter Media Matrix suggested that the greatest growth in online households over the first half of the 2000s is going to be outside the USA. A Nua Internet Survey in September 2002 estimated that about 605 million people were online worldwide: of these, 183 million were in North America and 191 million in Europe. What is interesting is that 187 million were in Asia and the Pacific, a total which was soon to overtake Europe's, given the population growth differential between those parts of the world. Most sources expect Chinese to be the majority language of Internet users by 2007. The 33 million in Latin America and the tiny 6 million in Africa show the potential for growth in those areas one day. (Crystal,2006:231)

7.3 Linguistic Imperialism

Finally, we shall briefly outline the main arguments for and against the proposition that the spread of English is the result of a deliberate imperialist policy. Phillipson (1992) has termed English linguistic imperialism or 'linguicism':

A working definition of English linguistic imperialism is that the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages. Here structural refers broadly to material properties (for example, institutions, financial allocations) and cultural to immaterial or ideological properties (for example, attitudes, pedagogic principles). English linguistic imperialism is one example of linguicism, which is defined as 'ideologies, structures, and practices which are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language'. English linguistic imperialism is seen as a sub-type of linguicism. (Phillipson,1992:47)

8. Conclusion

The most common classification of Englishes, especially in the language teaching world, has been to distinguish between English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL). There are also another coinages: English as an international language (EIL) or World Englishes(WE), English as a global language (EGL) and English as a lingua franca.

In this article we have surveyed the concepts of these phrases. Finally, we have referred to multilingualism, multiculturalism, linguistic human rights, and linguistic imperialism. For the world, an international language is a communication tool for people to notice the championship of human rights. English will remain the dominant presence among international languages.

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世界諸英語

—世界にとって国際言語とは何か—

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抄録：今日、世界における英語の位置付けで大きなパワーシフトが起きている。従来、世界における英語は、Kachru (1992) の内円、外円、拡大円や Crystal (1997) の英語の3つの同心円である中心円、外円、拡大円で図示されるように、第1言語（母語）としての英語、第2言語（公用語）としての英語、外国語としての英語に区分され、同時に、英語が全世界に拡散されるにつれて、国際言語・国際語・地球語・世界語・新英語・リンガフランカなどの用語も使用されてきた。現在では、世界諸英語（World Englishes）と複数形で用いられるのが一般的である。本稿では、これらの名称の概要を捉えながら、「世界にとって国際言語とは何か」の質問に解答を与え、世界諸英語のパラダイム、位置付け、視点について考察する。国際言語とは、多言語・多文化主義の国際社会において、世界の人々に人権を擁護することの重要性に気付き与えてくれるコミュニケーションの道具である。英語は国際言語の中で最も優勢な存在感を持っている。