



World Englishes

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Date received: 1/11/2019

Date of acceptance: 29/1/2020

ملخص

هدف هذا البحث للوقوف على طبيعة اللغات التي يمكن اعتبارها لغات عالمية مع التركيز على اللغة الانجليزية. وقد اتبعت الدراسة المنهج الوصفي التحليلي المعتمد على مراجعة الأدبيات والبيانات المتاحة. وانطلق البحث من فرضية أساسية مفادها أنه حتى يمكن اعتبار أي لغة "لغة عالمية" فلا بد ألا يقتصر استخدامها في البلد أو البلاد الناطقة بها بل يتعداها لاستخدامها في بلاد ناطقة باغات أخرى. وقد حدد البحث أهم العوامل التي تساهم في انتشار اللغة بشكل يتجاوز حدودها الوطنية، وكان من أهم هذه العوامل: العوامل التاريخية، والعوامل السياسية، والعوامل الاقتصادية، والصحافة والإعلان، ووسائل الاعلام، والتعليم، والاتصالات والثورة التقنية التي شهدتها.

وعن مستقبل اللغة الإنجليزية كلغة عالمية، دشن البحث مصطلح "اللغات الانجليزية الجديدة" في إشارة للهجات المختلفة التي تعد اشتقاقات من اللغة الأم والتي بدأت مع الحقبة الاستعمارية ولا تزال منتشرة في ضوء العوامل سالفة الذكر. كما تناول البحث بالعرض نظريات عولمة اللغة مع التركيز على منظرين محريين: الأول ينظر للغة الإنجليزية كوسيلة ضرورية ومريحة للاتصال العالمي قادرة على ربط العالم بأسره معاً؛ أما الآخر فينظر إلى انتشار اللغة الإنجليزية من منظور تشككي. وقد انتهى البحث إلى أن اللغة الانجليزية بصدد الاستمرار كلغة عالمية في الفترة القادمة.

Abstract

This paper aimed at exploring the global nature of language, with particular focus on English language. A descriptive analytic approach was employed in investigation by means of reviewing existing literature and previous studies. The research was based on a fundamental premise that for a language to be considered global, it must have a role not only in countries where it is considered a native language, but in countries with a different language. The significant factors contributing to the dissemination of the language beyond its national boundaries were identified, including historical factors, political factors, economic factors, press and advertising, media, education, communications and recently technical revolution. In prospecting the future of English as the world language, the concept of “new Englishes” was used in reference to the various dialects that are derivations from the mother tongue which started with the colonial era and are still widespread in light of the aforementioned factors. Theories of Language globalization were also discussed in terms of two major perspectives; the first point of view sees English as a necessary and convenient medium of global communication that can bind the entire world together, while the second perspective looks at the spread of English with suspicion. The paper concluded that English language is continuing a global language in the future.

1. Introduction

Defining a language as ‘dominant’ or ‘global’ is not easy. Researchers in the field, such as Crystal (2003), McArthur (1998) and Graddol (1998) considered the supposition to be impossible until the 1990s, as until this time, there was no rigorous definition.

For a language to be considered global, it must have a role not only in countries where it is considered a native language, but in countries with a different language (Crystal, 2003). So, while English is spoken widely and natively in many countries, including the USA, Britain, Canada, Ireland, Australia, New Zealand, South Africa, and several Caribbean countries, this is not enough for it to be global. The language must also achieve a strong, formal position in other countries, and be taught in schools as a second language for those who already have another native one. According to Crystal (2010), about 100 countries around the world teach English as a second language in schools.

The above condition has been met by the English language, boasting non-native speakers and learners across the globe in addition to its 400 million native speakers. The exact number of those studying English as their second language is difficult to estimate, as it increases daily and learners are at different stages of proficiency. Graddol (2001) nevertheless estimates there to be around 400 million English learners, a

figure which stands in contrast to the British Council's (2007) estimate that around a billion people are learning English in different parts of the world.

In the 1960s and 70s, the term "world Englishes" would have seemed eccentric, the concept impossible (Crystal, 2010). Not until the 1990s did English start to become a hot topic in terms of its global reach, and this sudden shift can be clearly seen in books, surveys and conferences throughout the 1990s, all focussing on how English language became globalized (Crystal, 2003, McArthur, 1998).

To understand how language can achieve global dominance, several elements must be examined, prime among which are the history of the language and the factors that supported its expansion. It must also be borne in mind that there are three kinds of English speaker: firstly, L1 speakers, for whom English is a mother tongue and who live in a context where English is the cultural language, secondly, L2 speakers, who speak "English as a second or additional language, placing English in a repertoire of language where each is used in a different context. Speakers here might use a local form of English but may also be fluent in international varieties" (Craddol, 2000). The final group consists of those learning English in school as a foreign language (Craddol, 2000). The following section offers a summary of the major factors contributing to the spread of the language.

2.1 Historical Factors

If we want to judge the gradual development of English, and how it has become global, we need to consider the language's history since the beginning of the 16th century, and chart its progresses over the intervening centuries.

Usually, a language becomes global if its speakers maintain power or influence on the world. Power, however, could mean anything from economic power, political power, technological power, and cultural power. Colonialism represents the political power which spread English all over the world from the 16th century, reaching a peak in the 19th century with the enormous increase of Britain's colonial expansion. This colonialism made English a language widely used in a large number of countries, and it eventually hybridised with other cultures and languages to meet the demands of new peoples and cultures. By the end of the 19th century, the English language was one 'on which the sun never set'.

2.2. Political Factors

The rapid growth of English in the 19th century, largely due to the British Empire becoming the largest in history, predicted the importance it would reach as a world language over the next century. Important documents before this were written both English and French, the official languages of that time (Crystal, 2003).

English rapidly overtook French, however, and is now the official language for most international political organisations, notably the UN (United Nations), which by the 1990s had 191 member states (Crystal, 2003). It has clearly become the language of choice, as the yearbook of the Union of International Association reported that about 12,500 (85%) of the world's international organisations use English as their official language, with the French language in second place at 49%.

While the British Empire declined in the 20th century, the rise of the US followed, and its influence over the spread of English played arguably a larger part even than Britain, giving English a global cultural reach.

2.3 Economic Factors

At its height in the 19th century, the British Empire led the world in industry and trade: its economic progress was remarkable, gaining 2% on its national product each year. Britain marked the epicentre of industrial innovation, and the English language was the medium through which over half the scientists and technologists who made this possible, as well of those who were required to use this new technology. Breakthroughs such as steam technology and printing were described in English, and new technological writing invariably took place in the same language. With the growth of the international banking system in the 19th century, London and

New York became financial capitals of the world (Crystal, 2003), as they remain to this day. The incredible growth of the US economy through the 20th century, where it would come to rule the majority of the world's economic power, would cause the rapid spread of English as the language of finance and business, hugely increasing the number of the people speaking it.

2.4. The press and advertising

The invention of mass printing in the 19th century sparked an unprecedented revolution for the growth of a language. English has been used as the language of the press more than 400 years, with Britain and the USA developing increasingly literate societies. The independent press included about 400 daily newspapers in the US by 1850, and this had increased to about 2000 by the end of the 19th century (Crystal, 2003).

Nowadays, a third of the world's newspapers are printed in English. With the invention of the telegraph in the middle of the 19th century, newspaper agencies boomed, and by 1856 most of the New York Associated Press' information was received via the telegraph wire in the English language.

Attending the rapid economic and social growth and development that the English-speaking world saw at the end of the 19th century was advertising. The phenomenon was most marked in the US, with many publications finding that adding

advertisements to their pages profoundly helped lower the price of their product. In the 1990s, companies like Coca Cola and Kodak were, and remain, household names in the US. However, it has not only been in English-speaking countries that advertisements in English have been successful, but all over the world. According to Crystal (2003), by 1972 only 30 advertising agencies were not related to American owners.

2.5. The Media

The 20th century was the century of cinema – and leading the way from the beginning in 1915 was Hollywood, which has since come to dominate the industry. The addition of sound to films in the 1920s meant that global audiences were now hearing the English language regularly. Hollywood's dominance means that about 80% of the world's movies are now in the English language. Before this, in 1898, the invention of popular radio began to spread English music and programming on a global scale, and today pop music in English is a vast industry (Crystal 2003, Craddol 2000).

2.6. Education

As described above, English has become the language of science and technology. This means that any country wanting to be involved in these fields must implement English in their education system. The vast majority of new research is written in English, as this facilitates its spread around the world in a

language accessible to millions in various countries. For this reason, English has become compulsory in schools across the globe, with most people nowadays learning English outside of their home country or in a school in their native country (Ramphal, 1996).

Many countries choose English to be their official medium of instruction at university level. Others, like the Netherlands, only teach some of their advanced courses in English (Crystal 2003, Craddol 2000).

2.7. Communication

The explosion of communication technologies, from the postal service to the telephone and fax, has culminated in the modern internet, considered by many to be the most important communication medium ever devised. Internet technology is capable of connecting people across the entire world instantaneously and effortlessly. There are several ways people can connect to each other using the internet, but the main uses are to send messages to others and to find information for business or entertainment purposes. This can be done in any language, but English is the language of choice for most: according to Crystal (2003), about three-quarters of the world's electronic mail is in English. Some consider the internet to be another way of perpetuating American cultural hegemony, as American culture spreads across the internet among almost every country on Earth, in all cultures and communities. Many

young Arabs, for example, now use the word ‘cool’ in their everyday speech, along with many other English words, as they find it easier to express themselves by this means thanks to a deep familiarity with English via the internet.

Crystal (2003) states that the number of L2 English speakers browsing the internet in English is increasing hugely, and now exceeds the number of native English-speaking users.

The future of English as the world language

In 1994, Burchfield noted that several countries, such as India, Singapore and Ghana, had started to use new varieties of English unique to them, dubbing these varieties ‘new Englishes’. This term carries with it a host of new identities, embodied in new types of literature, poetry and drama,

These New Englishes are widely spoken nowadays, but they mainly occur in speech rather than in writing. According to Crystal (2003), Standard English remains the language of choice for written documents such as textbooks, newspapers, and internet websites. It is also used in formal speech, like that broadcast by the BBC or CNN. Despite superficial appearances of homogeneity, American English, British English and other major varieties of English display slight differences of grammar and vocabulary.

A glance at English etymology reveals that English has been heavily borrowing from other languages for centuries, with the Oxford English Dictionary stating that English has borrowed from about 350 languages. This has clearly changed the characteristics of the language, so modern English differs markedly from the English used by Shakespeare in the 16th century. Words borrowed from other languages have brought some of features of these languages with them, like semantic features that help people express themselves more easily. As the words are adopted, however, they begin to follow English grammar and construction patterns.

Just as English engages in profligate borrowing, it in turn affects them in several ways, as the “world Englishes”. Crystal (2003) states that around 6000 languages, or about half of those currently in use, are at risk of extinction in the next decade. Most of the languages in North Africa and Australia, for example, have been dramatically reduced by colonialism and globalization, with many dying out in favour of English.

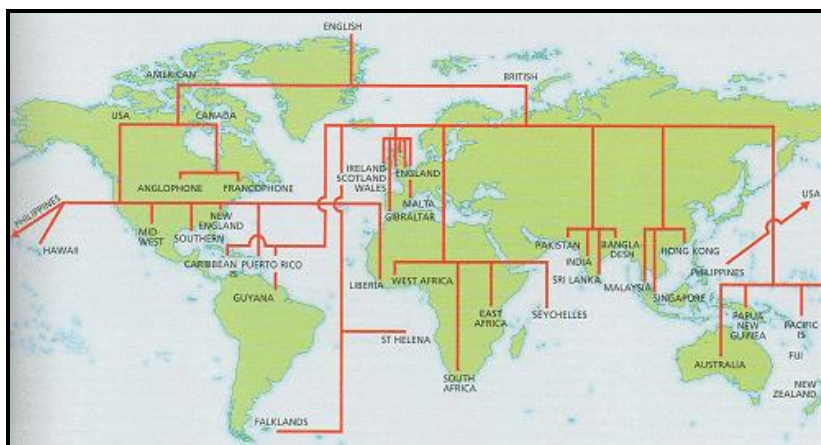
English words are frequently borrowed by other languages, often replacing native words. This phenomenon has faced a huge variety of reaction, with some welcoming the change and describing it as a kind of lexical enrichment for their native language, and others others seeing it as a danger that threatens the survival of their native language. This process of word borrowing and exchange has

been a feature of language since the beginning of human languages, and has never stopped.

According to Crystal (2003), there are two types of loan word. The first are “words for concepts which the language never expressed before (as in much internet vocabulary)” and the second are “words for concepts which were already expressed by a perfectly satisfactory local word”. The second type of loan word is more commonly criticized, as many people fear that these new words might change the original words and then cause them to fall out of use.

How English reached its present position in the world

Graddol (1998) estimated that the number of people living where English has official status is around 1.4 billion, and that one in five of the world's population speaks English to some level.



A family tree representation of the spread of the English language around the world (from *The Cambridge Encyclopedia of the English Language*, after Peter Strevens)

From ‘English’ to ‘Englishes’

In the 19th century, English was a dominant spoken language, with countries around the world colonised by English speakers. The description of the British empire as “the empire on which the sun never sets” was, in fact, true to a large extent. As the empire incorporated more countries, the language went with it. Although this empire shrank through the 20th century, its linguistic legacy lived on in the form of English. Meanwhile, America began to grow into a superpower, wielding political influence that further encouraged the global spread of English. In the 21st century, the English Language has been affected by the interests of those speaking it, leading to English becoming Englishes. People from different countries started to adopt English and make it their own.

The spread of English

Graddol (1998) suggests that there are four reasons for the spread of the English language:

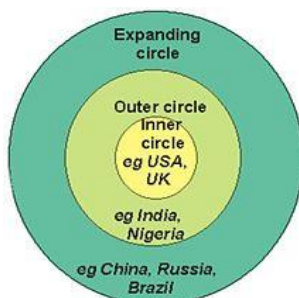
1. The rapid growth of the audio-visual industry, particularly satellite TV. An example of this is Hollywood.
2. Internet and communication technology.

3. Economic globalisation.
4. In developing countries, learning English as a foreign language is a major factor facilitating economic growth.

According to Crystal (2003), what makes a language the global language is not the number of people who speak the language but the power of the speakers.

The Three Circles

Kachru (1992) suggests that it is important to divide English-speaking countries into three concentric circles based on how English is learned there. The first of these is the inner circle, referring to those countries where English is spoken as a first language; the second is the outer circle, referring to countries in which English plays an important role as a second language (with some official status); the third is the expanding circle, referring to countries whose people know that English is important as a foreign language. Crystal (2003) uses these circles to suggest that approximately 1.5 billion people can communicate to a useful level in English.



Braj Kachru's Three Circles of English.

Theories of Language Globalisation

There are two major points of view with regard to the unstoppable spread of English as a world language. The first point of view sees English as a necessary and convenient medium of global communication that can bind the entire world together. People all over the world interact, communicate, trade, etc. in English. In view of this reality, English should be promoted as a global language of the world and should be learned by everyone, according to proponents of this hypothesis.

On the other hand, the second point of view looks at the spread of English with suspicion. English is not only a medium of communication for this group, it is the container of culture and the symbols of cultural hegemony of the native speakers of this language. English is replacing local languages and, along with it, come different and ‘unacceptable’ thoughts, behaviours, attitudes, and ways of living. Consequently, to those holding this view, English is an intruder rather than a welcome guest.

As far as English Language Teaching is concerned, the above extreme points of view are copied or reflected in varying degrees. The proponents of ELT adhere to the conviction that English is a global language that must be taught to future generations. Moreover, English must be taught as is, without addition or deletion of any of its socio-cultural components. They strongly believe that language is a unified whole that does not need to be abridged for specific use in their country or

any other. In the same way, there is no pressing need to represent every local culture and environment in the English syllabus because the end result will not sound English.

However, the opponents of English as an international language believe that elements of local culture, language, identity, and environment must be added to the English language teaching process in order to guarantee the integrity of the upbringing of future generations. In addition, they argue that local communities must be encouraged to preserve their culture, identity, jargon, and even accent as well as tradition and way of life. Therefore, English can be used in specific contexts for specific purposes and only as a way of communication rather than a way of life.

It is clear that these opposing points of view have distinct influence on the way English is taught in the classroom across the globe. Moreover, educationalists, academics and decision makers have become aware of the impact of English on local communities, especially on young people, an apprehension that has fuelled the rise in the number of local varieties of English with many local cultural elements and flavours. Consequently, different varieties of English have come to the surface and are being taught around the world.

Another important factor that cannot be overlooked is the apparent rivalry between American and British English. Surveys across the globe show that the popularity of American English is rising, due to obvious geopolitical, cultural, and economic reasons.

The current trends seem to be of two types: the first is the proliferation of world Englishes, like what is seen in India, Australia, and South Africa. These countries are teaching their version of English as opposed to the hegemonic American or British English. The second type is embracing English as the one and only one variety, and this is invariably American English. This is due to the overwhelming cultural and political power of the United States. Examples of this can be seen in Japan, China, the Koreas, and the Middle East. As a result, the decline of the British variety of English in the TESOL industry seems inevitable.

From Crystal's point of view, a language can achieve its role as a "global language" when it reaches specific criteria that are accepted in every country. Crystal (2003) also claims that there are two main ways to make a "global language". The first is the official way, whereby a language is chosen for use as a "first language" or "second language" in a country. Therefore, the chosen language will be used in all kinds of communication and in academic fields as technology, science, the media and in government. A language can also have "official" or "semi-official" status, or stand as a foreign language. As Crystal (2003:5) puts it, the language is "used only in certain domains, or taking second place to other languages while still performing certain official roles". As a result, to survive in these societies the need to master the language is very important, if not essential.

The second way to achieve the status of a global language is when the language receives education priority. In this case, although the language is not an “official language”, it is taught in school as a compulsory subject for children, or even for adults, who need it. Russian, for example, received educational priority not only in the countries of the former Soviet Union, but also the countries its sponsored, like Vietnam and Mongolia. However, educational privilege for a language is not always fixed, as one language can replace the other in the process. Vietnam is a clear illustration of the replacement process, as at the time of the Vietnam War, Russian was used as the main language and was taught as a compulsory subject in schools and universities. Since the 1990s, English has replaced Russian as the main language almost everywhere, including in schools, universities, magazines and books. In short, a language is called a “global language” when it achieves the official status and educational priority in almost every nation. As a result, that language “will eventually come to be used by more people than any other language”. Crystal (2003).

As described earlier, English has spread through the colonial power of the British Empire and, later, the cultural power of the USA. There are, however, two theories on how English, rather than other contenders for the status of world language (such as French or Chinese) has become so dominant.

The older of the two theories is known as Exploitation Theory (Mair, 2002: 160-163, 165). Its supporters claim that English was systematically spread by the British and the Americans with the help of language planning policies, in order to maintain a certain indirect control over post-colonial countries. They also point out that the English language, being imposed on developing countries, prevents these nations from independent political and cultural development, making it impossible for the indigenous populace to participate in this process. According to exploitation theory, a ‘Western’ world view is transported into the recipient societies along with the English language, which in turn threatens people’s local culture, life and identity.

In opposition to exploitation theory is Grassroots Theory (Mair, 2002:163-165), which claims that the English of today cannot be seen as an imperialist language, controlled and spread solely by the economically powerful. The advocates of grassroots theory believe English to be an ideologically neutral language that stands for globalisation and modernisation. They also call attention to the fact that English is voluntarily used as a means of (cross-border) communication by individuals and groups, each contributing to the “continuing spread of English for many different and sometimes limited and mutually incompatible reasons” (Mair, 2002:168). As a consequence, the

English language is subject to constant change which results in the continual production of new varieties of English.

World Englishes in ELT

Nowadays, the number of non-native speakers of English has been increasing in the world, which cause in emergence of many new other varieties of English and has also an effect on the topics and issues which are related to English language teaching (ELT). “The number of nonnative speakers of English seems to triple the number of native speakers world wide “(Pakir, 1999 mentioned in Coskun 2010)

McKay (2002, p. 127-128) mentioned that “teaching objectives should emphasize that pragmatic rules will differ cross-culturally”. In addition, Chown (2000) suggested that expressions, gestures, and behaviors are parts of communication and these features may also have different indicates and reference in different places. He also illustrates that “some of the verbal and non-verbal pragmatic rules that are different among cultures” Chown, (2000) by referring to Barnlund (1997, p. 61-75):

“... we are used to expressing the number one by showing the index finger. In France this means four since they start counting from the little finger. In Japan it means two because they start counting with the thumb... Nodding the head up and down in Bulgaria means “no,” not “yes.”... In Buddhist cultures, the head is considered sacred, so you must never touch anyone's head... Pointing with the index finger is rude in cultures ranging from

Sudan to Venezuela to Sri Lanka. The American circular "A-OK" gesture carries a vulgar meaning in Brazil, Paraguay, Singapore, and Russia. Crossing your ankle over your knee is rude in such places as Indonesia, Thailand, and Syria. Pointing your index finger toward yourself insults the other person in Germany, the Netherlands, and Switzerland."

According to British Council (2014), people use different varieties of English, which are usually related back to their origins and indicate where they are from. And as English has become a global language, people from different places, countries, and cultures have started to speak English.

English, nowadays, is the language of trade, economy and education, which leads to make English the most demanded language for learners to be their second language. As mentioned in the British Council (2014), that the majority of world population becomes bilingual, even the English native speakers. According to British Council there are some schools in Birmingham in UK, where about 100% of the students use English as their 2nd language.

We can conclude that we could consider any language as a superiority language any more, but we can recognize the role of some varieties of English.

Whose pronunciation to teach?

It is realized that the World Englishes development showed up as a reaction to the expanding number of English speakers in the expanding-circle where English is taught as a foreign language

(EFL). As indicated by Jenkins (2005), there is a distinction between ELF (English as a Lingua Franca) contexts and EFL contexts and there is a requirement for a change from EFL to ELF. She supposed that speakers of EFL utilize their English essentially to correspond with native speakers of English and their learning objective is close to them as possible, whereas the speakers of ELF utilize their English fundamentally to speak with other non-native speakers of English in non-native English talking settings and their goal is just to understand it. Alptekin (2010, p.106) has mentioned the characteristics of ELF in one of his articles:

“What characterizes ELF communication is that the language used, the social settings in which it is used, and the users themselves display heterogeneity, fluidity, and dynamism such that generally acclaimed native-speaker norms and conventions are simply irrelevant. Relevance in this context stems from the mutual and pressing need to tackle the interlocutors’ varieties of English and the surface-level manifestations of their cultural knowledge in order to improve the effectiveness of the communicative exchange.”

In a place where there is not massive variety of English, one of the controversial issues which appear is which English to teach the ELF students, and has become an interesting topic of research. Jenkins’ (2000) mentioned in COSKUN (2010), that “lingua franca core seems to be the first attempt to describe “intelligible” pronunciation features that are crucial for mutual understanding when a non-native speaker of English talks to another non-native speaker”.

At the point when students are learning English with the goal that they can utilize it within international connections and contexts with other non-native speakers from diverse first languages, they should have acquire the kind of pronunciation where its more relevant to the native one and it should be clear to be understood by others that is more important to clarity than traditional pronunciation syllabuses offer.

In addition, the main consideration of one's national identity through a foreign accent is fine as long as one is understandable enough to his/her interlocutor (Jenkins, 2000). A foreign accent must be noticed as only a regional variety and it should be respected as far as fluency and clearness is maintained. As Dauer (2005) has indicated that specialized people such as, teachers, test makers, and the wider public should be more familiar with foreign accent. Dauer emphasizes that it would better if teachers try to accept some of their students L1-influenced speech patterns rather than trying just to correct their accent and change it, which would lead to make students more self-confident and less frustrated, and that would influence their speech more fluency and understandable.

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