

# English Department Key Stage 5 Knowledge Organiser – World Englishes (Diversity & Change) Paper 2

Theories and Research (AO2)	Examples	AO1 Linguistic terminology
<ul style="list-style-type: none"> <li>• <b>World English:</b> (This term refers to the multiple varieties of English. English has achieved its global status by developing a 'special role' that is widely recognised in a high number of countries around the world. David Crystal uses the term: pluricentric language – one whose norms and functions vary globally and develop independently according to sets of forces that no longer reflect the influence of a single (British or American) point of origin.)</li> <li>• <b>Braj Kachru 'three circles model' Inner, Outer and Expanding circles.</b> The inner circle (L1-spoken as a first language e.g. UK, USA, Aus), outer circle (L2 – used as a second language and est. as an everyday language e.g. Singapore, India, Ghana), expanding circle (parts of the world where English is recognized and used as an international language but does not have a colonial history) <b>Criticism:</b> not all varieties will fit neatly into one of the circles; doesn't show the diversity within each circle; the labels 'inner' and 'outer' suggest value judgements about 'better' usage.</li> <li>• <b>McArthur's circle of World Englishes:</b> 'World Standard English' at its centre, then around it are the regional/national varieties includes standard and standardizing forms, the outside is divided into eight regions. <b>Criticism:</b> although more detailed than Kachru it is still limited and doesn't recognized the complexities of multilingualism. Also has become quickly outdated due to the rapidity of language change.</li> <li>• <b>Schneider's dynamic model: Foundation</b> (English brought to a country where it was not previously used e.g. English speaking settlers [s] – distinct communities emerge: settles and indigenous [i] groups); <b>Exonormative stabilization</b> (Eng. Influence grows, two varieties co-exist – gradual movement of s variety towards i with local words incorporated, code-switching and English as an asset); <b>Nativisation</b> (establishment of a new identity as the gap between s &amp; i varieties is reduced. Increasing pressure of i speakers to acquire English. <b>Endonormative stabilization</b> (new variety becomes gradually accepted as the local norm. s see themselves as part of the 'new nation'.) <b>Differentiation</b> (More local varieties of English develop, perhaps as s and i groups seek to re-establish their ethnic heritage)</li> <li>• <b>Jennifer Jenkins:</b> 'The <b>first diaspora</b> (a spreading out from a central point) involved relatively large-scale migrations of mother-tongue English speakers from England, Scotland and Ireland predominantly to North America, Australia and New Zealand. The <b>second diaspora</b> took place at various points during the eighteenth and nineteenth century in very different ways and with very different results from those of the first diaspora.'</li> <li>• <b>David Crystal:</b> 'Linguistic pluricentricism reflects the fact that, in the twenty-first century, nobody can be said to 'own' English any more. Or rather, everyone who has opted to use it has come to have a part-ownership in it. That is what happens to a language when it achieve an international or global presence. It belongs to all who use it. And when people adopt a language they immediately adapt it, to make it suit their needs.... The centre of the English language is steadily shifting from the native speaker to the non-native speaker. People who use English as a second or foreign language are now very much in the majority, with three non-native speakers in the world for every one native-speaker.'</li> <li>• <b>Aitchison's PIDC model:</b> There must first be potential for the change, then implementation can occur as the change is made. This is followed by diffusion as it starts to spread and finally codification takes place as the change is made official by dictionaries etc.</li> <li>• <b>Extrinsic Factors:</b> Political power: the colonisation from the 16<sup>th</sup> century onwards, the British Empire; Technological power: the industrial revolution of the 17<sup>th</sup> and 18<sup>th</sup> century, people had to learn about the new technology by travelling to Britain and speaking English; Economic power: U.S. in the 19<sup>th</sup> and 20<sup>th</sup> century; Cultural power: American influence via the press, broadcasting, advertising, films and popular music.</li> <li>• <b>David Crystal 'tri-English':</b> three levels of English co-exist. The <b>base level</b> (home/family dialect), <b>second level</b> (national variety of Standard English which most people learn at school, <b>third level</b> (an International Standard English with a grammar and lexis that is not recognisably British, American or anything else)</li> </ul>	<ul style="list-style-type: none"> <li>• Rough estimate: there are around 372 million native English speakers. (Simons and Fennig 2017); around 1.5 billion people are fluent or competent in English (Crystal 2003)</li> <li>• <b>Singlish:</b> Short for Colloquial Singaporean English, a creole language for which English is the lexifier (meaning it provides the basis for most of its vocabulary) plus words from Malay, Tamil and varieties of Chinese. It first emerged when Singapore gained independence 50 years ago, and decided that English should be the common language for all its different races. However, various ethnic groups began infusing English with other words and grammar. English became the official language, but Singlish became the language of the street. Repeated Speak Good English by the Singaporean government in schools and in the media, have had only limited success. Over time, Speak Good English campaigns have evolved from trying to stamp out Singlish, to accepting that properly spoken English and Singlish can peacefully co-exist. The language has even come to be seen as part of Singaporean identity and heritage</li> <li>• <b>Seaspeak:</b> A controlled natural language (CNL) based on English that provides a lingua franca for sea captains to communicate. First conceived in 1985, the premise is simple, grammar-free phrases that facilitate comprehension in often fraught and dangerous situations. It has now been codified as Standard Marine Communication Phrases.</li> <li>• <b>Airspeak:</b> the need for aircrew and air traffic controllers to address each other in English of a high enough standard to avoid air crashes.</li> <li>• <b>Jamaican Patois</b> - known locally as Patwa, and called Jamaican Creole by linguists. Developed in the 17th century, when slaves from West and Central Africa were exposed to, learned and nativized the vernacular and dialectal forms of English spoken by their masters... the British English and Scots. Jamaican Patois exists mostly as a spoken language... standard British English is used for most writing in Jamaica</li> <li>• <b>Lexis:</b> me = mi, they, them = dem, "there" can be written <i>de</i>, <i>deh</i>, or <i>dere</i>, and the word "three" is most commonly spelled <i>tree</i>.</li> <li>• <b>Grammar:</b> There is <u>no agreement</u> between <u>subject</u> and <u>verb</u> in the <u>present tense</u>: <i>She sing in de choir</i>. Nouns often do not use -s to mark a plural: <i>two book, dem creature</i></li> <li>• <b>American English:</b> in the late 16<sup>th</sup> – early 17<sup>th</sup> century with the first permanent settlements. New arrivals from other countries such as Netherlands (coleslaw and cookies), Italy (pizza and pasta) and Africans slaves brought new words from their native language. <b>Lexis:</b> movies, fall, faucet, candy. <b>Grammar:</b> 'gotten' is standard in American English but non-standard in British English.</li> <li>• <b>Colonial English in Africa:</b> In West Africa, pidgin English was used in Nigeria for trade purposes and has become a quick and easy means of communication across linguistic barriers.</li> <li>• In East Africa, language such as Swahili and Kikuyu in Kenya and Uganda have blended with Arabic and English to form an East African creole.</li> <li>• <b>Attitudes to multiple varieties:</b> Prescriptivist and descriptivist – fragmentation of the English language – feel threatened by the growth of immigrant language in their country</li> <li>• <b>Aitchinson:</b> damp spoon syndrome, crumbling castle and infectious disease. Her metaphors illustrate the fears of some that English is being destroyed or contaminated by forms of World English.</li> <li>• <b>Multi-Ethnic Urban</b> Dialect recorded in London and Birmingham is the product of various forms of colonial English, Black American English and local dialects and accents. Could refer to Schneider's model.</li> <li>• <b>Robert Phillipson:</b> English as a global language disadvantages other languages, causing them to lose prestige or die out.</li> <li>• Complain about the excessive influence of English, e.g. <i>France's Academie Francaise</i> has banned words such as: 'digital' and 'hashtag'</li> <li>• Rejected as an official language because of its connection to colonial history e.g. <i>Kenya and Malaysia</i>.</li> </ul>	<ul style="list-style-type: none"> <li>colonisation</li> <li>post-colonisation</li> <li>Standard English</li> <li>globalisation</li> <li>lingua franca</li> <li>diasporas</li> <li>pluricentric language</li> <li>pidgin</li> <li>creole</li> <li>multilingualism</li> <li>overt and covert prestige</li> <li>diversification</li> <li>coinage</li> <li>neologisms</li> <li>borrowing</li> <li>blending</li> <li>compounding</li> <li>clipping</li> <li>prescriptivism/descriptivism</li> <li>lexis</li> <li>grammar</li> <li>standard language</li> <li>Euro-English</li> <li>Lingua Franca</li> <li>adaptation</li> <li>non-conformity</li> </ul>

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