1. Increasingly globalised and interconnected world; arguments on “native” vs. “nativised” Englishes (Kirkpatrick, 2007):

- **Native varieties**: traditional varieties of British, American, and Australian English
- **Nativised varieties**: “newer” varieties influenced by local languages and cultures in places where English was not originally spoken (accultured, and indigenised)
- **Lingua franca**: common language used by people of different language backgrounds to communicate with each other
Five key themes (paraphrased):

- variation is natural, normal, and continuous, and ELT professionals should develop tolerance and understanding of it;
- prejudice against varieties is likely but has no rational basis;
- differences between all varieties—nativized or native—are similar and comparable;
- specific teaching contexts and specific needs of learners should determine the variety taught;
- multilingual, non-native teachers are ideal in many ELT contexts.
“… It may well be the case that the English language has already grown to be independent of any form of social control... it proves impossible for any single group or alliance to stop its growth, or even influence its future... It may be that English, in some shape or form, will find itself in the service of the world community forever… “

(Crystal: 1997: 139–40)
2. Paradigms and characterisation

“IE is drawn towards a standard ideology; WE focuses on the importance of sociolinguistic realities; and the ELF concern is with connectivity in English but minus the linguacultural material that comes with the language...” (Pakir 1997, 2003)

2.1. International English (IE) - The definition applies to Inner Circle, BANA communities and ELT pedagogics; paradigm is being challenged in the 21st century by emerging and evolving paradigms (WE/ELF)

“... the variety of the English language which is normally employed in writing and normally spoken by ‘educated’ speakers of the language and when students of EFL/ESL are taught when receiving formal instruction.” (Trudgill and Hannah’s, 1995: 1, upd. 2002);
2.2. World English(es) (WE) – includes especially Outer Circle countries (Nigeria, India, Pakistan, etc.), usually refers to ‘new Englishes’ (institutionalised ESL varieties, or nativised and indigenised varieties)

“... refers particularly to ‘the wide-ranging approach to the study of the English language worldwide particularly associated with Braj B. Kachru and other scholars working in a “world Englishes paradigm”’ (Bolton 2004: 367).

2.3. English as a lingua franca (ELF, LFE) – refers to Expanding Circle of English, Euro-English phenomena
‘a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication’
(Firth 1996, cited in Seidlhofer 2004: 211)

2.4. **Glocal English (global, local)** - the emergence of glocal English, one that is internationally oriented but locally appropriate. In Singapore English (Asia) has indeed become an international as well as a national lingua franca, due to increased use’. Other examples, though fairly comparable to Singapore (process took less than a decade), but with an immense rate of growth of the use of the language there could be Cameroon and Ghana (Africa).
(e.g: [http://www.youtube.com/watch?v=W3tEm_O23GE](http://www.youtube.com/watch?v=W3tEm_O23GE))
3. **International English (IE)**

<table>
<thead>
<tr>
<th>View of the global spread of English</th>
<th>Implications for culture and development</th>
<th>Pedagogical implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial-celebratory</td>
<td>English an inherently useful language</td>
<td>Teach English to those who can appreciate it</td>
</tr>
<tr>
<td>Modernization</td>
<td>English a crucial tool for modernization</td>
<td>Teach English to modernize the world</td>
</tr>
<tr>
<td>Laissez-faire liberalism</td>
<td>English a functional tool for pragmatic purposes</td>
<td>Business as usual: give people what they want</td>
</tr>
</tbody>
</table>

- first set of three clearly demonstrates an IE and/or BANA point of view
- suggest that the world’s users of English desire and demand IE, the most effective form of this ‘communicative tool of immense power’
- assumption, that ICE (BANA) countries provide leadership in ‘teaching English’ (the IE kind) and ‘giving people what they want.’
4. World English (WE)
In the WE paradigm, features of new Englishes (e.g. phonological, syntactic, lexical) are often codified with some attention also to supra-features* as found in discourse analysis, genre analysis, and pragmatics studies. The legitimization process for the new Englishes include exploring sociolinguistic realities, ideological underpinnings of learning English, and cultural dimensions of its use.

*”Supra-segmental Features (Prosody)” refers to intonation, rhythm, and vocal stress in speech, manifested, among other things, as syllable length, tone (intonation, declination), and stress.
• alternative set of views of the global spread of English
• readily appreciated by Outer Circle English (OCE) countries and their researchers
• pluricentricity of English over three main blocs of English users in the world
• showed the limitations of the perspectives of those in the Inner Circle who espoused strongly ENL practices and approaches to the teaching of English (as ESL/EFL)
• strongly argued new role for English is that of influencing multiple cultures and identities, leading to world Englishes, each of which potentially carries an emergent status as a glocal language (Pakir 1997)

• mainly description and codification of new Englishes

• new Englishes showing hybrid forms as a result of a modern celebration of the English language – as a lingua franca with multiple identities

• Goal: To promote the pluricentricity of English and the ‘bilingual creativity’ of OCE-knowing bilinguals
Table 3. ELF view of the global spread of English

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<tbody>
<tr>
<td>Modern-day connectivity in ECE</td>
<td>English as a language of communication in Expanding Circle English (ECE): no linguaculturae from Inner Circle English (ICE) (IE–ENL)</td>
<td>Languages and cultures in ECE develop in their own right: pluricentric Englishes can be taught but with ELF core</td>
</tr>
</tbody>
</table>
ELF

• success of the ELF movement compromised by the denotation of linguistic form and communicative function as constituting ELF

• current focus of ELF studies is on English in Europe
  o but English is used in number of contexts in Europe
    ▪ functional range and societal depth "contribute to the identity of an English that is distinctly European in its formal manifestations and its functional allocation" (Berns 2009)
  o Europe seems to be developing its own distinct expanding circle variety
  o "lingua franca" approach to limited to describe sociolinguistic reality in Europe
The Future of English

• ownership of English:

  o "When even the largest English speaking nation, the USA, turns out to have only 20 percent of the world's English speakers...it is plain that no one can now claim sole ownership. “ (Crystal, 1997, in: Bolton)

  o "this is probably the best way of defining a truly global language“ (Crystal, 1997, in: Bolton)
The Future of English

- World Standard (Spoken) English WS(S)E?

"People would still have dialects for use within their own country, but when the need came to communicate with people from other countries they would slip into WSSE. [...] It takes the form, for example, of consciously avoiding a word or phrase which you know is not going to be understood outside your own country, and of finding an alternative form of expression." (Crystal, 1997, in: Bolton)
The Future of English

- Graddol (1997)
  - two major issues
    1. will English fragment into many different languages?
    2. will American and British English continue to serve as models for correctness or will a World standard emerge?
  - "polycentricity" rather than "monocentricity" in the development of standards
The Future of English

• McArthur (2004): "We don't need to wait for something 'totally uniform, regionally neutral, and unarguably prestigious' to decide that within world English there is a manageable 'standard' core and a further range of negotiable comprehension."

• Modiano (2004): "Retaining our indigenous cultures and languages(s) while reaping the benefits of large-scale integration via a language of wider communication is the challenge many of us will not doubt have to come to terms with in the years to come."
Sources

• Pennycook, Allastair, Critical applied linguistics: a critical introduction; Lawrence Erblaum Associates, USA, 2001
• Ramadhana, Yunita (New Delhi – India; Indonesia), Supra-segmental Features (Prosody), http://linguisticsearth.blogspot.com/2006/02/essay-supra-segmental-features-prosody.html, Copied: 18 July 2010