

III. World Englishes and miscommunication

3.1 WE, EIL and EGL

World Englishes

English as a global language

English as an international language

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An international language is one that is no longer linked to a single culture or nation but serves both global and local needs as a language of wider communication (McKay, 2002, 24)

According to Smith,

- (a) the learners of EIL do not need to internalize the cultural norms of native speakers of that language.
- (b) the ownership of an international language becomes 'denationalized', and
- (c) the educational goal of learning it is to enable learners to communicate their ideas and culture to others.

English as a global language

A language reached a global status if “it develops a special role that is recognized in every country.” Crystal also argues that as a global language the usage of English is not restricted by countries that once own it. (Crystal, 1997, 130).

Although the term is slightly different from each other Crystal’s “English as a global language” and McKay’s “English as an international language” represent the linguistic fact that English is now used as a medium of communication in cross cultural and cross-linguistically. They also agree in that it is not a language of certain countries anymore.

World Englishes vs. EIL and EGL

Kachru argues that the term World Englishes more succinctly characterizes the current global functions of English than do concepts such as “English as an International language”, “English as a lingua franca,” or “world language English.” The term “international” is misleading in more than one sense: It signals an international English in terms of acceptance, proficiency, functions, norms, and creativity. That is far from reality

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Thus it is clearly vital to the interests of the international community...that they should preserve a common standard of English in order to keep up standards of communicative effectiveness (Widdowson 1994, 385)

Given the spread of English there is no question that many varieties will develop, each with its own norms. Yet the fact that many bilingual users of English acquire the language in an educational context in which particular standards of use are emphasized will likely ensure some unifying norms. (McKay, 2002, 53)

Even if the new Englishes did become increasingly different, as years went by, the consequences for world English would not necessarily be fatal. A likely scenario is that our current ability to use more than one dialect would simply extend to meet the fresh demands of the international situation. A new form of English—let us think of it as ‘World Standard Spoken English’ (WSSE)—would almost certainly arise.(Crystal 1997 136-137)

3.2 The negotiation of meaning process

Negotiation of Meaning through Q/A

Type A: Repetition

Type B: Paraphrase

Type C: Verification

Type D: Clarification

Type E: Elaboration

Type F: Extension

Type G: Challenge

Communication breakdown