

World Englishes and Miscommunication An Introduction

**On-demand Internet Course
Michiko Nakano**

In this introduction,

I will outline,

- Our objectives and teaching method
- Kachru (1992), Modiano(1999a and 1999b) and McArthur(1987) is outlined briefly as our common basis of discussion
- Waseda students' Reactions to the OIC World Englishes and Miscommunication in the first term in 2004

Objectives and Teaching Method

- Joint seminar with universities overseas via PC chat, video-conferencing system and BBS
- Collaborative course to reach at some consensus about the goal (s) of English Language Teaching
- Familiarize our students with the notion of World Englishes

Materials Used

- Textbook
Jennifer Jenkins's Student Resource Book
- Theoretical Framework
Larry E . Smith and Anne P a kir
- Outer Circle
Singapore, Philippine, India, Malaysia and Hong Kong(?)
- Expanding Circle
Korea, Japan, China, Thai and Taiwan
- Speech Samples available on-line

Invited Speakers for the on-demand courses

1/3

- Korean English
 - Prof Kyung-ja Park, Korea University
 - Prof Hikyoung Lee, Korea University
 - Prof Kyuntae Jung, Hannam University
- Malay English
 - Prof Azirah Hashim, University of Malaya
- Chinese English, Dr Yueping Wang, Capital Normal University
- Singapore English
 - Prof Anne Pakir, National University of Singapore
- Philippine English
 - Dr Danilo Dayag, De La Salle University

Invited Speakers for the on-demand courses

2/3

- Hong Kong English
Prof Tony T. N. Hung,
Hong Kong Baptist University
- Indian English
Prof Tej K. Bhatia, Syracuse University
- Thai English
Prof Sudaporn Luksaneeyanawin, Chulalongkorn University
- Taiwan English (to be recorded)
- Japanese English
Prof Yoji Tanabe, Tokyo International University
Michiko Nakano et.al., Waseda University
Koichi Ano, Ibaraki University

Invited Speakers for the on-demand courses

3/3

- English as an International Language
Dr Larry E. Smith
- English as a global lingo-franca (to be recorded)
Prof Yasukata Yano, Waseda University
- Acoustic Analysis of World Englishes
to be recorded
- Speech Acts and L2 Acquisition
Dr Andrew Cohen, Minnesota University

Our Requests to the Presenters

- Syntactic features in each variety
- Segmental and Supra-segmental features
- Pragmatic features
- Socio-cultural characteristics
- Para-linguistic features
- Particularly, those which might cause misunderstanding in the international context of speech situations

Our method of on-demand course

- PPT and Video streaming are synchronized
- Each lecture is divided into four 15-minute sub-units.
- Student Community via BBS
- Comprehension checking quizzes
- Weekly multi-point live sessions since Oct., 2004

*A Brief Summary of four views of World
Englishes: Kachru (1992), McArthur (1987),
Modiano (1999a) and Modiano (1999b)*

The "Expanding Circle"

China Egypt Indonesia
Israel Japan Korea
Nepal Saudi Arabia
Taiwan USSR Zimbabwe

The "Outer Circle"

Bangladesh Ghana India Kenya
Malaysia Nigeria Pakistan Philippines
Singapore Sri Lanka Tanzania Zambia

The "Inner Circle"

USA
UK
Canada
Australia
New Zealand

The "Inner Circle"

USA	245,800,000
UK	57,006,000
Canada	25,880,000
Australia	16,470,000
New Zealand	3,366,000

The “Outer Circle”

Bangladesh 107,756,000

Ghana 13,754,000

India 810,806,000

Kenya 22,919,000

Malaysia 16,965,000

Nigeria 112,258,000

Pakistan 109,434,000

Philippines 58,723,000

Singapore 2,641,000

Sri Lanka 16,606,000

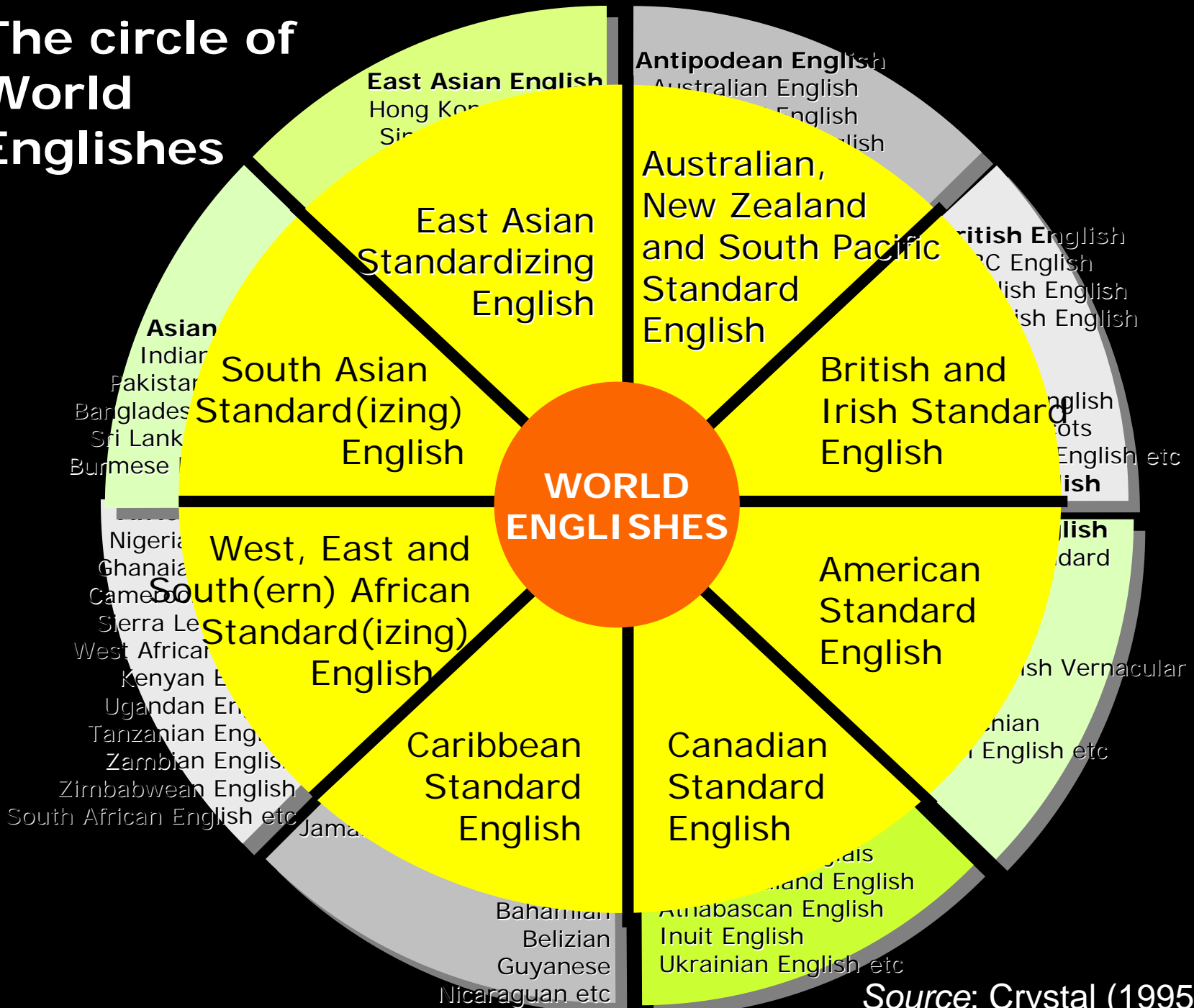
Tanzania 23,996,000

Zambia 7,384,000

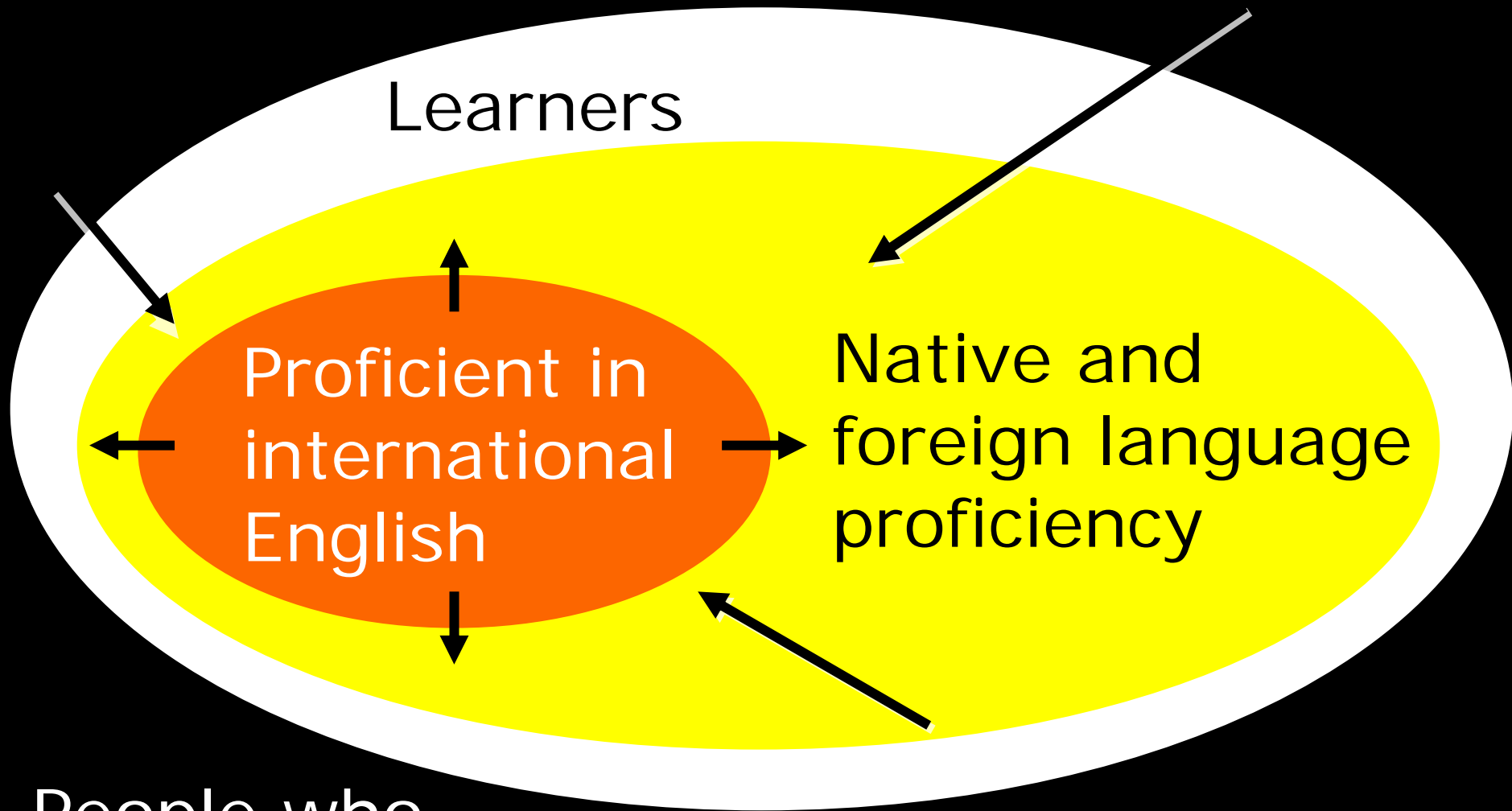
The "Expanding Circle"

China	1,088,200,000
Egypt	50,273,000
Indonesia	175,904,000
Israel	4,512,000
Japan	122,620,000
Korea	42,593,000
Nepal	18,004,000
Saudi Arabia	12,972,000
Taiwan	19,813,000
USSR	285,796,000
Zimbabwe	8,878,000

The circle of World Englishes



Source: Crystal (1995: 111)



Learners

Proficient in
international
English

Native and
foreign language
proficiency

People who
do not know English

**American
English**

**Major varieties
CAN, AUS, NZ, SA**

**British
English**

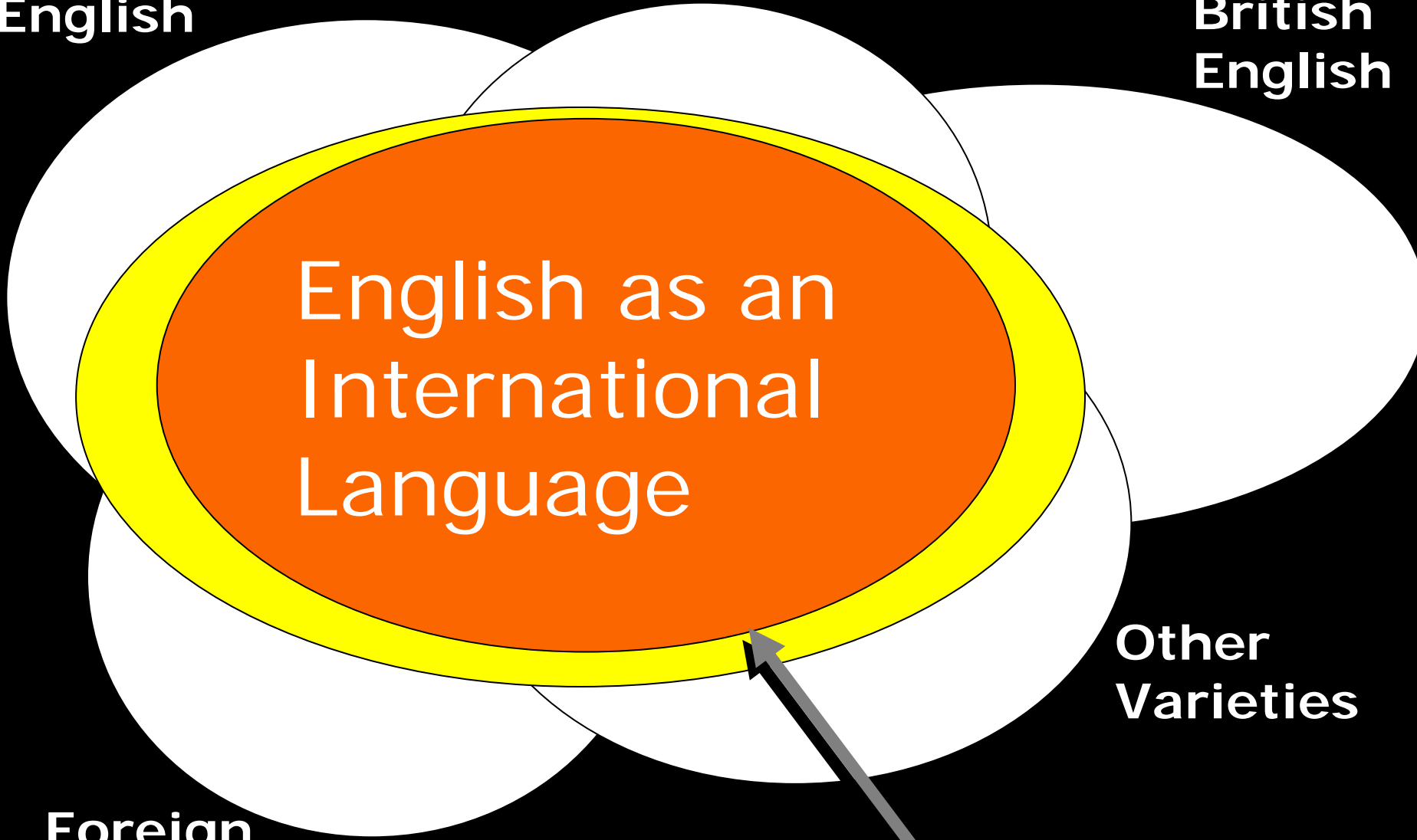
**English as an
International
Language**

**Other
Varieties**

**Foreign
Language Speakers**

The Common Core

Source: Modiano (1999b: 10)



Some notes

We do not use such pejorative terms as Janglish, Konglish or Singlish.

As in Creole study, we refer to colloquial forms as BASILECT, more sophisticated forms as MISOLECT, and standard forms as ACROLECT which is used in formal, public intra-national interactions and international communication and transactions. We also note that dialects or so-called substandard forms are called 'varieties,' to reduce the extent of stigmatization. People in the outer circle regard themselves as native users of each variety with native intuitions. But can we say that the people in the expanding circle possess native-speaker intuitions? This is controversial.

Cited References

- Crystal, D. (1995) *The Cambridge Encyclopedia of the English Language*, Cambridge University Press.
- Jenkins, Jennifer. (2003) *World Englishes: A resource book for students*, Routledge.
- Kachru, B. (1992) 'Teaching world Englishes', in B. Kachru (ed.) *The Other Tongue, English across Cultures*, 2nd ed. University Illinois Press.
- McArthur, T. (1987) 'The English Languages?', *English Today* 12, pp21-4.
- Modiano, M. (1999a) 'International English in the global village', *English Today*, 15/2, pp22-34.
- Modiano, M. (1999a) 'Standard English(es) and educational practices for the world's lingua franca', *English Today*, 15/4, pp 3-13.

Waseda Experiences May – July

- Students' initial reactions
- Their reactions in the middle of the term
- At the end of the term, they came to use English as a tool of communication much more at ease. They are motivated to communicate with Asian partners and they found exchanges very meaningful.

Students' Initial Conception

- School textbooks are NS-oriented. NS norms have been regarded as reference points. School teachers' orientation favors English and its cultures. The ideal goal is to imitate the NS of the standard language as closely as possible.
- So, the students were suffering from an inferiority complex w.r.t. their speech performance.

But, in the middle of the Term

1/2

- The students began to understand
 - inner circle Englishes have varieties
 - 'native' standard may be unrealistic
 - some forms in those varieties are those that Japanese learners had been told as errors:
multiple negation, extension of third person
–s to first and second person verb forms
(I wants, you wants, he wants)

But, in the middle of the Term

2/2

- Regularization of irregular verbs
(I go, I went, I have **went**)
- Regularization of be
(We **was**, you **was**, they **was**)
- Optional -ly on verbs
(I write **real quick**)
- Unmarked plurality
(twenty **year**, ten **pound**)
- Regularization of reflexive pronouns
(**hiss**elf, the**ir**selves)

As for Englishes in the outer circle

1/2

- Our students began to realize
 - They nativized English sufficiently so that they can express their native traditions in their English (rich lexical borrowing)
 - They agreed with Kachru in that institutionalized varieties are varieties of English in their own right.

As for Englishes in the outer circle

2/2

In culturally and linguistically pluralistic regions of the outer circle, English is an important tool to impart local traditions and cultural values

- What has been regarded as grammatical errors among Japanese learners of English are also tendencies of the outer circle Englishes: lack of plural marking, omission of articles, many/much (**much** sweets), he rather than she, omission of third-person singular marking (she **drink** milk) etc

Toward the end of the semester

- Their lack of confidence in English proficiency may be the result of NS norm-oriented education they had received. Some inevitable unlearning may be tolerated, while they need to work harder to improve their English
- People who feel more secure about their own identity are more tolerant of other ethnic groups.
- It is essential to retain our own identity in order to become a self-confident member of Asian Community as a global citizen.

In Conclusion

- On-demand Internet course on World Englishes familiarized them with the concept of varieties of World Englishes and expanded a learner's conception about their use of English.
- They can now think of the use of English as belonging to Human Rights. Asian values should be imparted through the human interactional activities, particularly by making use of IT technologies, which makes the world borderless.

The sources the students studied.

- Crystal, D. (1995) *The Cambridge Encyclopedia of the English Language*, Cambridge University Press.
- Jenkins, Jennifer. (2003) *World Englishes: A resource book for students*, Routledge.
- Kachru, B. (1992) 'Teaching world Englishes', in B. Kachru (ed.) *The Other Tongue, English across Cultures*, 2nd ed. University Illinois Press.
- McArthur, T. (1987) 'The English Languages?', *English Today* 12, pp21-4.
- Modiano, M. (1999a) 'International English in the global village', *English Today*, 15/2, pp22-34.
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