Unit 2: AoS 2. Englishes in contact
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- Resources are available through VATE.
General Information

• This session is being screen captured and audio recorded.
• Please turn off mobile phones.
Recommended texts

*Love the Lingo*, Burridge and de Laps (2nd edition 2015)
ISBN 978-0-9925854-2-6
VATE Publication

*English Language for Senior Students: A guide to metalanguage*
ISBN: 978-1-9253164-9-0
Insight Publication
Resources

• More information on resources will be given throughout the session but keep an eye on the Talk the Talk podcast which has weekly episodes that are highly accessible and often cover topics found in our Study Design.

• Some examples:
  • Helping my language live - language activism
  • When Sapir met Whorf
  • Making words for Miriwoong
Key Knowledge

• Factors in the development of English as a world language
• The distinctive features of national and regional varieties of English
• The distinctive features of pidgins, creoles and English as lingua franca
• The role of language as an expression of cultures and worldviews, including representations of worldviews in texts
• The concepts of linguistic relativism and determinism
• The process of language maintenance, shift and reclamation
• Cultural and social effects of language change and loss, with particular reference to Australian Aboriginal languages
• Metalanguage to discuss the global spread of English
True or False (or Unsure)?

• There are 350 million speakers of English as a first language.
• There are another 350 million speakers who use English regularly as a second language.
• There are 100 million (fluent) speakers of English as a foreign language.
• English is used in over 70 countries as an official or semi-official language and has an important status in over 20 countries.
• One out of five of the world’s population speaks English to some level of competence.
• There are an estimated one billion people learning to speak English.
• Over two thirds of the world’s scientists read in English.
• Three quarters of the world’s mail is written in English.
• Eighty per cent of the world’s electronically stored information is in English.
A geographical and historical accident...

- The undeniable power Britain had developed during the course of the eighteenth and nineteenth centuries:
  - Leading industrial and trading nation
  - British political imperialism sent English around the globe
- [https://www.youtube.com/watch?v=kg8jS-AMyMo](https://www.youtube.com/watch?v=kg8jS-AMyMo)
- A lot of the former British Empire countries chose English as their official or semi-official language
- [https://www.youtube.com/watch?v=rJYZq4DMBAA](https://www.youtube.com/watch?v=rJYZq4DMBAA) (from 7.30)
Lingua Franca

• What does the concept mean?
• Read the information on the link below and write a summary that will be a useful tool for you.
What is a global language and what does global status mean?

• A language achieves global status when it develops a special role that is recognisable in every country. Although English is spoken as a mother tongue by people in many countries that were formerly controlled by Britain, that isn’t enough to give it global language status. One of the ways English is given a special status is when other countries make English the official language and use it for government, law, education and the media. English has been given this status in over seventy countries.

• Another way it is given that status is when countries make English a top priority as a foreign language. English is now the language most widely taught as a foreign language. It is taught in over 100 countries and often displaces another foreign language, such as French in Algeria.
Why English?

Some reasons why English is the new Lingua Franca:

- Strong economic power of English speaking nations
- Widespread usage
- Historical reasons
- Entertainment reasons
- Intellectual reasons

Not some reasons why English is the new Lingua Franca:

- It is linguistically superior
- It’s an easy language to learn
- The greatest writers wrote in English
- It’s the most logical and/or beautiful language

Why do we use this term? It’s not English!
World English

World English is varied but there is a marked uniformity in the following areas:

• Airports - Signage is often twinned with other languages and announcements are commonly in English or multilingual including English.
• Air traffic control
• Newspapers and periodicals
• Broadcast media
• Computer use, email and the Internet
Very Large Languages

• Three others operate on a scale similar to English: Spanish, Chinese and Hindi-Urdu.
• But none has a matching distribution and there are more users of Spanish, Chinese and Hindi-Urdu learning English than users of English learning them.
• Spanish is the only one making inroads in to the English speaking world and this is in its most powerful region, the USA.
Kachru’s Expanding Circles of English

**Inner Circle**
- English is the primary language
- Eg: USA, Australia, Canada, Britain, Ireland, New Zealand
- (320-380 million)

**Outer Circle**
- English acts as a secondary language, used in some official spheres
- Eg: India, Singapore, Malawi
- (150-300 million)

**Expanding Circle**
- Recognise the importance of English, but have no historical link to it, nor officially give it status
- Eg: China, Japan, Russia, Israel, Greece, Poland
- (100-1000 million)
Varieties of English

A family tree representation (after Peter Stevens) of the way English has spread around the world, showing the influence of the two main branches of American and British English.
Native English

• What is a native English? What countries speak a native English?

• Activity: Task: To create a timeline for the spread of English. Or you could mark up a world map.

• On your timeline/map mark major events or periods when English spread to other countries. (On the map you may shade the country and insert a date.)

• Need help? Colonisation, transportation of people, Industrial Revolution, technological and scientific advancement...

Exploring Englishes by Phonology

- Two fundamental aspects of English - *rhythm* and *rhoticity*
Stress timed and syllable timed rhythm.

- Germanic languages tend to be stress timed. This makes English relatively easy for speakers of other Germanic languages such as Dutch and German to learn English. The rhythm is like morse code.

- African, Indian and many Asian languages are syllable timed and this makes learning English more difficult. The rhythm is like a machine gun.

Rhythm
English has stress-timed rhythm:

Many other languages have syllable-timed rhythm:
English: Pronunciation is important.

Chinese: 发音很重要
Rhoticity and non-rhoticity

• This refers to the pronunciation of the phoneme /r/. If the phoneme is pronounced in all positions within a word, then the accent is called rhotic e.g. America. If it is not pronounced before consonants or at the end of words then the accent is non-rhotic e.g. Australia.

• This varies across Englishes.

• Speakers of Spanish and Italian have no problem with the rhoticity of the Scots and the Irish and speakers of Sub-Saharan African and Chinese have no problem with the non-rhoticity of the English.
Dominantly rhotic groups

• Using a retroflex /r/: Canada, Ireland, south-western England, western and northern states of USA, Barbados and to some degree Jamaica.
• Using an alveolar tapped or trilled /r/: Scotland.
Dominantly non-rhotic

- Australia, the Caribbean (except Barbados and Jamaica), England (except the South-west), New Zealand, Wales, the southern states, New York State and the east of New England in the USA, most African-Americans.

- While it is reasonable to assume that people will speak as they are taught, in India, which has a long association with RP non-rhotic, stress timed British, the English speaking population uses a massively rhotic and syllable timed accent that harmonises with their native languages.
Language and Social Identity

• Languages are distinct to their speech communities and even dialects of language are used to assert identity.

• When languages are lost a number of things disappear with them: concepts, beliefs, shared histories, shared identity, cultural distinctiveness.
Globalisation: The Good, the Bad and the Ugly

Advantages

• One language provides greater access to all people on the globe
• Ease of transportation and tourism on a global scale
• Can reduce cross cultural pragmatics
• Newly developed texts are accessible to a greater audience, without subtleties being ‘lost in translation’
• Consistency with alphabets / numbers

Disadvantages

• Important aspects of community identity is lost
• How do we decide which language is the ‘best’ language?
• How do we decide with alphabet is best?
• Loss of history embedded in language
• Loss of access to varieties of texts
• Loss of multilingual personalities
Effect of English on national identity

- In the face of globalism, countries are seeking to assert a separate national and political identity with their own distinctive English.

- These new multicultural identities for English have meant that, despite the loss of indigenous languages, at least some linguistic diversity has remained.

But this is an area full of controversy and conflict.
Effect of English on national identity

- In India, for example, the role of English in relation to Hindi and other regional languages is a source of ongoing tension and hostility.
- One of the facets of the conflict has been the nationalistic movements have wanted to reject English as an official language because of its association with colonial history.

The idea is that the basis of an independent government is a national language which should not be the language of the former colonisers.

- The problem then becomes: which of the regional varieties should be the national language?
What about this:

• On television there appeared a report about a band of protesters marking against English in full support of Hindi. Most banners were in Hindi; but one banner read ‘Death to English’.

• Is it best to write your message in Hindi to make your point?

• Or get your message out there to a world-wide audience but compromise your identity?
Linguistic Relativism and Determinism

There are two opposing ideas about language and culture:

• Language mirrors reality: People have thoughts first, then put them into words. Words record what is already there. All humans think the same way, but we use different words to label what we sense.

• Language dictates how we think. The vocabulary and grammar (structure) of a language determines the way we view the world (“worlds shaped by words”).
The Sapir-Whorf Hypothesis revolves around the idea that language has power and can control how you see the world. Language is a guide to your reality, structuring your thoughts. It provides the framework through which you make sense of the world.

a) **Linguistic determinism:** the language we use to **determines** the way in which we view and think about the world around us.

b) **Linguistic relativity:** the language we use **influences** the way in which we view and think about the world around us.
Four ideas of the Hypothesis

1. The language you speak determines the way that you think.

What could these words say about the languages they come from?

http://mentalfloss.com/article/50698/38-wonderful-foreign-words-we-could-use-english

https://matadornetwork.com/abroad/20-awesomely-untranslatable-words-from-around-the-world/

Is it reasonable to say that English does not have those words because their definitions are not part of our experience?
2. The language you speak will have more or fewer words for things depending on what is important in that culture.

For example: a technology rich country will have more technological words than a traditional hunter gatherer society.
3. The language you speak contains categories and it's easier to think in those categories.

For example: a language with gendered nouns will give rise to a relationship between gender and noun.
4. You can get people to think a certain way about things by using particular words.

For example: If people use non-sexist language will it result in less sexism?
Can language influence personality?

Swedish speakers (like English) use metaphors of length to talk about time e.g. a long day, a short time etc.

Spanish speakers use metaphors of volume e.g. a full day, a small break.

40 speakers shown a line that grew over three seconds at different rates fooled English speakers but not Spanish.

Spanish speakers shown a container filling at different rates over the same period of time were fooled but English speakers weren’t.

The story of Pig and Frog is what the people of Kaliai call a ninipunga. Ninipunga are usually animal tales, told at night around a fire for the entertainment of both children and adults. While they often have a moral aspect, as do Aesop's fables in the Western tradition, they are not perceived to be "true" or to relate to real people or events. This story was related to us by Benedik Solou Laupu from the village of Kandoka in Kaliai, West New Britain Province, Papua New Guinea. It was recorded in 1975. Dorothy & David Counts. Below is a picture of Benedik Solou Laupu dressed in costume.
Language Death

• Languages that fall out of popular usage and cease to be the primary means of communication for a speech community becomes endangered.

• Once there are no more remaining native or fluent speakers, the language is declared dead.
So, in summary, why do languages die?

Prestige:
• Languages seen to be of greater value to a speech community can remove those of lower prestige.

Extinction of Speakers:
• When all of the native speakers of a language have died. These languages can be reclaimed or revitalised if they have been recorded in some way.
English as a Killer

• English is taking over a number of spheres e.g. science, IT
• Monolingualism within English speaking communities also creates a requirement for tourism to be largely based in English
• Economic and political power held by English speaking countries ‘bullies’ less powerful nations to adapt their language curriculum to incorporate English
• Position as the modern lingua franca
• Internet and technology contributing to necessity for other language speakers to learn English
• English steals words from other languages and then alters their pronunciation to be more consistent with its own lexicon
English as the Attacker

- Few languages are maintaining their ‘integrity’ against the onslaught of English. For example:
  - Italian – *il computer*
  - Japanese – romaji (Romanisation of alphabet)
  - Serbian – *apartmen/mikroverna*
- Academies were set up by some language speakers, such as the French, to create words that are consistent with the phonology and morphology of the language.
- Using English continues the ‘proud tradition’ started by colonisation.
The colonisation of Australia by the British Empire has had a huge impact on the Indigenous Australian languages. Some languages have been preserved; however, for the most part they have been eradicated as part of the White Australia policy and through the breaking of oral tradition via the Stolen Generations.

Aboriginal languages are spoken by nature, so linguists work with communities to create written lexicons to enable greater study.

Few schools around Australia offer traditional Indigenous languages as LOTEs due to difficulties with accessing texts, native speakers and consistencies with dialects (not to mention teachers!).

Many varieties of Indigenous languages have evolved into creoles, mixed with different varieties of English based on settlement trends.
Language maintenance

• The work of linguistic upkeep – keeping a language in common usage to ensure its survival.
• The Academy of the French language (and the immortals therein) can be reviewed.
• The practice of borrowing as a means of creating *neologisms* can be explored in LOTEs.
Language Shift

• The process whereby a community moves from speaking one language to another.

• The way in which dominant languages are taking over from languages in range of countries, for example, Malta, Ireland, Brussels, the Philippines, etc...

• Linguistic prestige is a very important aspect of language shift and the works of Joshua Fishman can be reviewed to look at why shift takes place.
Language Reclamation

• The act of a speech community in revitalising or bringing back an endangered language.

• How to successfully bring back a language can be viewed through the works of Joshua Fishman (who has 8 steps) and David Crystal (who outlines 6 steps).

• Linguistic **prestige** plays a huge role in the success of this process.
Joshua Fishman’s Eight Steps

1. Adult Acquisition
2. Integrate Active Speakers
3. Exclusive Use in Local Contexts
4. Language Used in Workplaces
5. Compulsory State Education
6. Literacy Programs
7. Language Used in Local Government Services
8. Language Used in Higher Education and Government

REVITALISED!
David Crystal’s Six Factors

- Increase Legitimate Power
- Increase Prestige
- Increase Wealth
- Strong Presence in Education
- Written Language
- Electronic Copies of Language
Some learning tasks:

BBC Pidgin Investigation

Variety of English Investigation

Students to find lexemes/spelling patterns/syntactic differences across UK, USA and Aust. English.


Class debate about the advantages and disadvantages of English as Lingua Franca

Research report into an Australian language reclamation project
Develop a hypothesis

• Examine this link.
• http://chartsbin.com/view/k9n
• Identify key countries in five continents outside Europe where English has an official or semi official status.
• What is your hypothesis about why there is this pattern of English across the world?
ENL homework: Student choice.

1. Research a language that has been lost, reclaimed and/or is undergoing maintenance. What are the processes being engaged?
2. Write a letter to the Australian Federal government outlining why and how it should conserve Indigenous languages.
3. Investigate the death or decline of a language, including the factors that have contributed to its decline.

Resource: Ethnologue.
https://www.ethnologue.com/
Application: How does this connect with/support the notion of English as Lingua Franca? How could you use this as evidence of English as Lingua Franca in an essay?

Task: Write a paragraph explaining English as Lingua Franca incorporating this example as evidence.
Fill in the blanks

<table>
<thead>
<tr>
<th>Lexeme</th>
<th>Definition</th>
<th>Country of Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like my jandals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My grandma knitted my toque.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn left at the next robot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bairn was born early.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give us a shift.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping policemen ahead</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ext. Can you provide a standard definition and the Australian version?
Define the following French lexemes

- Ordinateur, kiosque, diffusion pour baladeur, accès sans fil à l'internet, mot-diese, courriel
- Are you familiar with the Académie Française? In 1997 French authorities carried out nearly 800 linguistic inspections, issued 713 warnings, sent 390 cases to the PP and won 127 legal rulings. The owner of a Body Shop was in trouble because bottles were labelled in English.
- **Questions:** How do some Australians feel about the onslaught of Americanisms in Australia? Do you use Americanisms? Are certain age groups more likely to use them? Did you find examples of Americanisms in the homework activity (from non-American publications)?
Pidgin, Kriol and Aboriginal English

• Examine the following video link:
  http://splash.abc.net.au/home#!/media/1453722/indigenous-use-of-english-language

• Describe the contents of the link and in particular how pidgin, Kriol and Aboriginal English are different.
Preparatory Work for the next SAC

Drawing on knowledge you have gained in this area of study, write a persuasive essay of about 700-800 words on one of the following topics. You have one period to research and one period to write:

1. A creole is merely a degenerate form of English or ‘broken’ English. Do you agree?
2. Is Standard English an endangered species?
3. What evidence is there that different varieties of English may become mutually unintelligible over time?
4. What would you say to someone who told you that English had achieved its world-wide status because of its intrinsic linguistic features; in other words, because it’s more logical, more expressive, simpler or perhaps has a richer vocabulary than other languages.

Find evidence from contemporary sources, as well as your text book, to support your arguments.

Think, Puzzle, Explore

How and why has English become a world language?

What do you think you know about this topic?

What questions or puzzles do you have?

How can you explore this topic?

Add your thoughts to the A3 sheets on the board.
Some Resources

• Jay Walker on ‘English mania’
  http://www.ted.com/talks/jay_walker_on_the_world_s_englishmania?language=en

• The Adventures of English episode 7 https://youtu.be/3loFXMyMECI

• Australian English and identity
  http://www.convictcreations.com/research/languageidentity.html

• Accent archive http://accent.gmu.edu/
Assessment ideas

- Short answer test
- Essay on the pros and cons of language revitalization
- Write a letter to the government explaining why we should invest in Indigenous languages
- Write a report on the decline or revitalisation of a language
- Exam – suggested structure:
  - Short answer questions – focus on word class, syntax, morphology as well
  - Transcript analysis of a variety of English (guided AC)
  - Expository essay
Thanks for listening!

Any questions?