

Englishes of the World

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Preface

This book is about Englishes, not about English.

Traditionally, English has been considered one language. Certainly this viewpoint is valid historically; however, it has caused consternation among those who would answer the question “Which English?” Which English is the REAL English, which English is the important English, which English is the international English. This confusion often leads to uncomfortable situations. US instructors use British-made materials to teach Japanese businessmen how to speak English with their Chinese partners. Junior and senior high schools find themselves struggling with the question of “how much of what” to teach, and university entrance examination preparation committees constantly grapple with issues such as “should we leave the ‘u’ in ‘colour’?”

In this era of ever-increasing globalization, however, it is becoming increasingly important to realize that no one variety is universally standard. Rather, it is more and more necessary to be able to teach a sensitivity to many varieties of English, especially in situations where it is not known what kind of people will be the future conversation partners of the students. And if students are ever to communicate in countries where English is a second or foreign language, they are going to need some exposure to the way those Englishes differ from their own variety.

The basic aim of this textbook is to introduce varieties of native as well as non-native English to more advanced students in Japan, and the philosophy behind it emphasizes the necessity for intercultural tolerance and sensitivity. We are already living in a world in which non-native English speakers outnumber native ones, and in which so-called non-standard English is used extensively in business and travel, intercultural and interpersonal relations. As we approach the 21st century, it is vital for English to be recognized and appreciated as a “salad bowl” of varieties by native and non-native speakers alike.

Pedagogically the approach emphasizes the four basic skills as well as intercultural understanding and communication. Activities are designed to be flexible and may be used in either a teacher-oriented or student-oriented manner. A special feature of the textbook is that tapings are not prewritten, but rather post-edited and transcribed, allowing for exposure to natural communicative language.

Each chapter is organized as follows:

- Section 1 warm-up discussion questions
- Section 2 reading/listening exercise on the role of English in the speaker’s culture
- Section 3 a brief linguistic analysis of the variety
- Section 4 listening dictation from Section 5 interview
- Section 5 recorded interview on cross-cultural issues

Section 6 related speech/writing topics

The linguistic analysis presented in Section 3 aims to provide explicit information on the variety of the speaker (who may not necessarily be typical of the variety as a whole), as knowledge of a standard variety alone may not necessarily aid NNS-NNS communication. For example, both Japanese /pat/ and Korean /pet/ are close enough to standard “pat” /pæt/ to be comprehensible, but they are completely different words in each other’s varieties, and are thus unintelligible without knowledge of phonetic patterns of the variety.

Study of a language also involves study of the culture of that language, and so too with varieties. Most Japanese students may have relatively extensive knowledge of the US and parts of Western Europe, but have no idea what Ramadan is or where Tanzania may be located. Thus a study of varieties becomes an open passport to most cultures of the world.

Explicit linguistic and cross-cultural knowledge in turn promotes the development of sensitivity and self-awareness. Understanding patterns of linguistic variation aids in development of an implicit awareness of how varieties are apt to differ, and forms a basis for sensitivity and intuition when exposed to novel varieties. It also allows a more comprehensive awareness of one’s own variety and how to modify it to make it easier for speakers of other varieties to understand. Likewise, understanding patterns of cultural variation aids in development of an implicit understanding of how cultures are apt to be different, and forms a basis for awareness and sensitivity when exposed to new cultures. Heightened cultural knowledge and awareness promotes a deeper understanding of personal cultural biases and knowledge gaps, and of how to effectively present one’s own culture to others.

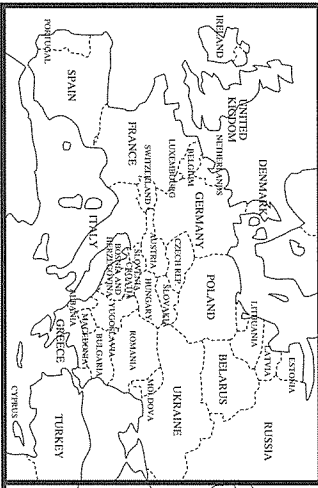
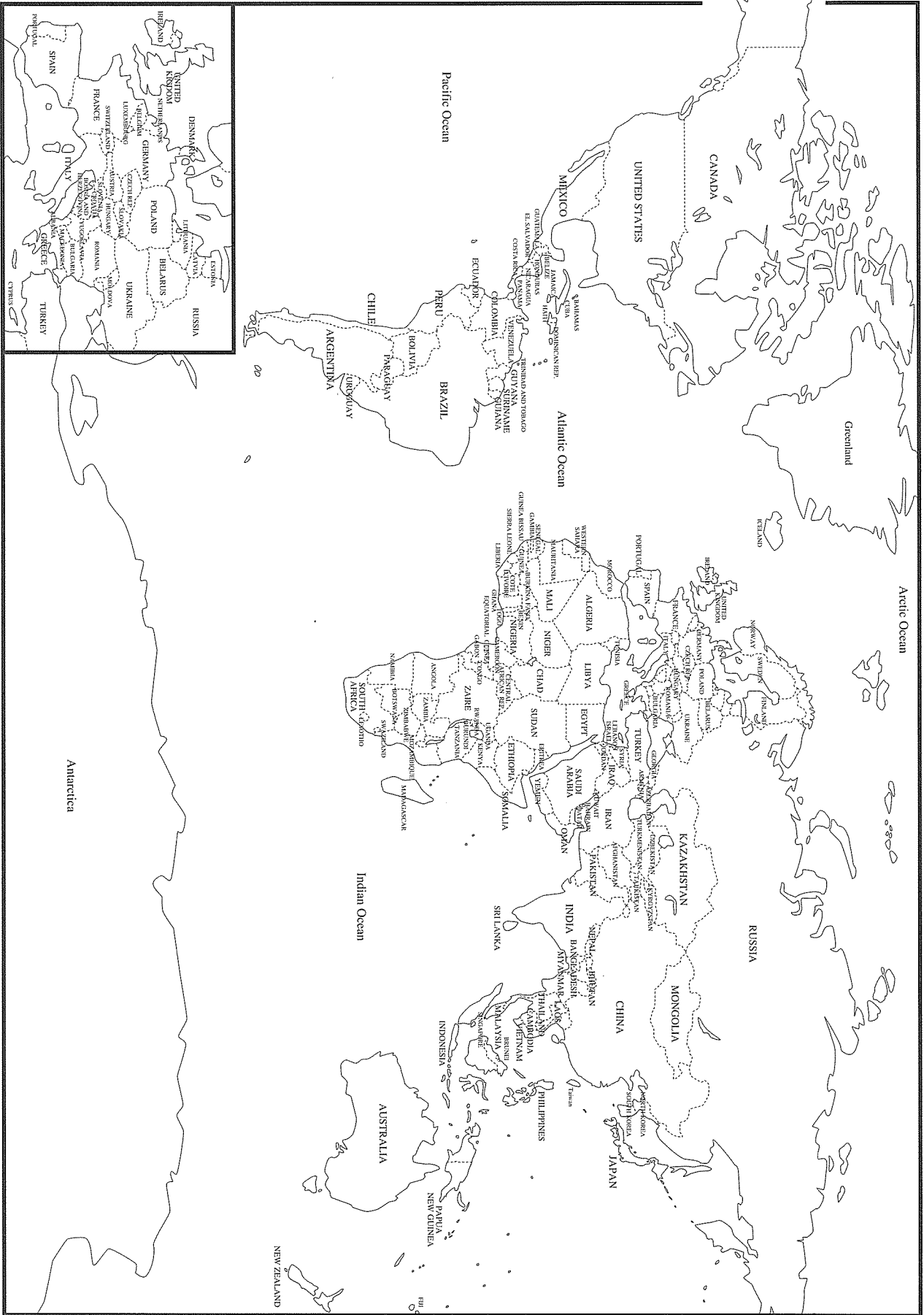
There is one final reason to promote instruction of Englishes. Despite years of phonetic training (fewer in recent times), few Japanese ever reach the level of being able to speak American (or British) English without a noticeable accent. This is part of the reason that many Japanese are hesitant to speak English in general. They are led to believe that the Japanese variety of English is “wrong” and that other varieties are “right”. However, it seems in the long run more efficient to instill confidence that Japanese English is unique among world Englishes in its own right and has just as much privilege to be used in world communication as other native and non-native varieties of English, insofar as it is mutually intelligible with those other varieties.

“To teach English in any meaningful way in the 21st century one has to emphasize the interconnectedness, the varieties, the richness. To do less would be to carry into the future the hegemonies, prejudices and pettinesses that so mar our present.”

— J. D’souza, *World Englishes* July 1999, p. 274

Contents

Chapter 1	Varieties of English	7
Chapter 2	English in Japan	11
Chapter 3	English in Korea	15
Chapter 4	English in Germany	19
Chapter 5	English in Tanzania	23
Chapter 6	English in Peru	27
Chapter 7	English in Myanmar	31
Chapter 8	English in China	35
Chapter 9	English in New Zealand	39
Chapter 10	English in Bangladesh	43
Chapter 11	English in Turkey	47
Chapter 12	English in France	51
Chapter 13	English in the Philippines	55
Chapter 14	English in Italy	59
Chapter 15	English in Brazil	63
Chapter 16	English in Thailand	67
Chapter 17	English in Tunisia	71
Chapter 18	English in Romania	75
Chapter 19	English in Malaysia	79
Chapter 20	English in Israel	83
Chapter 21	English in Australia	87
Chapter 22	Putting It All Together	91



Pacific Ocean

Atlantic Ocean

Indian Ocean

Antarctica

UNITED STATES

CANADA

MEXICO

BRAZIL

PERU

CHILE

ARGENTINA

Greenland

Arctic Ocean

RUSSIA

KAZAKHSTAN

INDIA

CHINA

INDONESIA

AUSTRALIA

JAPAN

NEW ZEALAND

Chapter 1

Varieties of English

Section 1 INTRODUCTION

Talk about it: Varieties of English. Discuss the following questions in pairs or small groups.

1. Do you use the same kind of Japanese when you chat with your friends and when you make a wedding speech? Why or why not?
2. Do you think the same kind of English is used in different situations all around the world? Why or why not?
3. What different kinds of English can you think of? Make a list.
4. What are the main differences between kinds of English used around the world?
5. What kind of English is most important for you to study now? Why?

Section 2 LISTENING/READING

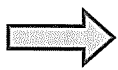


How many kinds of English are there? Listen to this talk by Dr. Richard Singer, a lecturer in a Japanese university. Try to answer the questions before reading the text.

1. According to Dr. Singer, what four situations use different kinds of English?
 public speeches, chatting, personal letters, advertisements
 public speeches, tests, personal letters, announcements
 public speeches, chatting, business letters, advertisements
2. What social or cultural differences can lead to language differences?
 age, sex and race age, class and race age, class and sex
3. What are the two most popular kinds of English today?

4. What makes the differences between Englishes in different parts of the world?
 accent, vocabulary, spelling, and cultural differences
 accent, grammar, writing, and cultural differences
 accent, grammar, spelling, and cultural differences
5. What two examples does Dr. Singer give of culturally-specific vocabulary?

6. What four countries does Dr. Singer mention we will study in this book?



Now read the text:

There are many kinds of English used for different times and situations. For example, one kind of English is used for public speeches, and another English for chatting with friends. English in personal letters may vary greatly from English on advertisements.

English is used in different ways in different countries and cultures, too. There may be 5 different kinds of English among various age, class and racial groups even in the same town. You can also hear different kinds of English spoken in the world. These are called varieties of English, or simply “Englishies.” The most popular kinds are what people usually call standard US or British English, but they are not the only kinds. The English spoken in Singapore sounds quite different from the English spoken in Italy, for instance.

10 There are many types of differences between kinds of English: accent, grammar and spelling, to name a few. Cultural differences can also cause culturally-specific vocabulary, for example with “handy phone” or “Christmas cake” in Japanese English.

In this text, we will be exploring many different Englishes around the world, from Brazil to Bangladesh, from Australia to Tanzania. In the process, we will also be discovering the 15 people of these countries, their impressions of Japan, and hopefully, our own places in the world.

Section 3 Characteristics of Different Varieties of English

1. 発音

一般に広く認められている標準英語には、イギリス英語とアメリカ英語があります。

	イギリス英語	アメリカ英語
語末の r (例 hear)	ない	ある
hot に含まれる母音	/ɒ/	/ɑ/
where の語頭音	/w/	/hw/
イントネーション	ピッチ幅が広く 高いピッチで始まる	ピッチ幅は狭く 高さも低い

2. 文法

両者の差異はごくわずかしきありません。(cf. American subjunctive)

3. 語彙・間投詞

1) 英語は本来ゲルマン語の系統ですが、ラテン語やフランス語から入った語彙 (= 借入語) が過半数を占めています。英米では、同じ物を指すのに異なる語を用いることがあります。

イギリス英語	アメリカ英語	イギリス英語	アメリカ英語
lift	elevator	single	one-way
flat	apartment	return	round trip
ground floor	first floor	way out	exit

2) 綴り字の違い：例 colour-color, centre-center など

3) 副詞・間投詞の違い (この Chapter の場合)

例 quite-very, really; particularly-especially; right-sure; yes, all right-yeah, uh huh

Section 4 LISTENING PRACTICE



Understanding words, sentences and conversations. Listen to these British and US speakers and write what you think they are saying. Also, circle whether you believe the speaker is British or American.

- | | | |
|-----------|---------|----|
| 1. _____ | British | US |
| 2. _____ | British | US |
| 3. _____ | British | US |
| 4. _____ | British | US |
| 5. _____ | British | US |
| 6. _____ | British | US |
| 7. _____ | British | US |
| 8. _____ | British | US |
| 9. _____ | British | US |
| 10. _____ | British | US |

Section 5 INTERVIEW



Englishes around the world. Listen to this conversation between Ryan, an American student, and Matthew, a British student, and answer the questions below. Check your answers in groups or with your teacher.

1. Besides region, what two factors does Ryan say influence US accents?

2. How do British accents vary?

3. According to Ryan, what region does standard US English come from?

4. Why are American films easy for British people to understand?

5. What do many British people think of US accents?

6. What do many American people think of British accents?

7. Which is more difficult, for a British person to understand a US accent or for an American to understand a British accent, and why?

8. Is it difficult for British and American people to understand their own country's accents?

Section 6 FINAL WRITING TOPIC

Write a short essay or research report on one of the following topics.

- (1) Different Varieties of English in the World
- (2) The Most Important Variety of English for Me Now
- (3) Language and TPO (Time/Place/Occasion)