

WORLD ENGLISH AND ENGLISHES

The concept of [World Englishes](#) has been a topic of discussion in the field of [applied linguistics](#) for several years. ([Kachru, 1996](#)) discusses the spread and functions of English, highlighting both the ecstasy and agony associated with the phenomenon. ([Matsuda, 2003](#)) emphasizes the importance of incorporating World Englishes in teaching English as an international language, particularly in expanding-circle countries. ([Yoshikawa, 2005](#)) notes the gradual recognition of World Englishes in [Japan](#), where American and British Standard English are still predominant models. ([Rooy, 2006](#)) questions the tenability of integrativeness for World Englishes learners. ([Sharifian, 2006](#)) explores the cultural and conceptual aspects of World Englishes, focusing on Aboriginal English. ([Horibe, 2007](#)) discusses the implications of World Englishes for [international communication](#) and English language teaching. ([Mair, 2013](#)) proposes a new theoretical model to better understand the relationships between standard and non-standard English in the contemporary English language complex. ([Saraceni, 2015](#)) critically analyzes the historical, linguistic, ideological, and pedagogical aspects of World Englishes, offering alternative perspectives on established accounts. These studies collectively contribute to a deeper understanding of the evolving forms, roles, and statuses of English around the world.

Lesson Plan 1: Exploring World Englishes

Overview: This lesson aims to familiarize students with the concept of World Englishes, emphasizing the different varieties of English spoken globally and understanding their cultural contexts.

Target Group: Higher education English Language Teaching (ELT) students

Duration: 90 minutes

Learning Objectives:

Demonstrate an understanding of the concept of World Englishes.

Analyze characteristics of different English varieties.

Appreciate the cultural and social contexts of English language usage globally.

Alignment:

CEFR: B2-C1 (Independent User to Proficient User)

TESOL: Standard 2 (Knowledge of Linguistics and Literature)

India English Language Proficiency (ELP) Standards: 4.3 (Evaluate and analyze the use of language in different contexts)

Materials Needed:

Projector and screen

Handouts with excerpts of World Englishes

Sticky notes and markers

Access to the internet for research

Lesson Outline:

1. Introduction (10 minutes)

Begin the lesson with a brief discussion on "What is English?" Pose the question to the class to elicit responses about their understanding of English and its variations. Record responses on the board to refer back to later.

2. Presentation (20 minutes)

Present a slideshow that defines World Englishes, covering key characteristics of different varieties (e.g., Indian English, African English, Singaporean English) and their listening and speaking features.

Discuss how globalization and technology influence these varieties.

Include engaging video clips illustrating different accents and contexts of English usage around the world.

3. Group Activity: Research and Share (40 minutes)

Instructions:

Divide students into small groups of 3-4.

Assign each group a specific variety of English (e.g., Indian English, British English, American English, Nigerian English, etc.).

Provide each group with handouts that offer a brief description and key features of their assigned variety.

Each group will research their assigned variety online, focusing on pronunciation, grammar, vocabulary, and cultural significance. Encourage them to look for online videos or audio examples to help illustrate their points.

After 20 minutes of research, each group will prepare a 5-minute presentation sharing their findings, including practical examples and a brief audio clip or video relevant to their English variety.

4. Class Presentations (20 minutes)

Each group presents their findings to the class. Encourage students to engage with each other's presentations by asking at least one question after each presentation.

5. Reflection and Discussion (10 minutes)

Conclude the lesson with a group discussion. Ask students:

"How does understanding World Englishes affect your perspective on English language teaching?"

"What role does culture play in using English varieties in the classroom?"

Record students' reflections and questions for further discussion in subsequent classes.

Assessment:

Observe group presentation engagement and collaboration.

Evaluate each group's presentation using a rubric focusing on content, clarity, engagement, and adherence to time.

Lesson Plan 2: The Impact of Englishes on Identity and Communication

Overview: This lesson focuses on how different Englishes contribute to identity formation and the nuances in communication across cultures.

Target Group: Higher education ELT students

Duration: 90 minutes

Learning Objectives:

Understand the relationship between language, identity, and culture in the context of Englishes.

Analyze the implications of using different varieties of English for communication and teaching.

Reflect on personal experiences with different Englishes.

Alignment:

CEFR: B2-C1 (Independent User to Proficient User)

TESOL: Standard 4 (Effective Teaching Practices)

India English Language Proficiency (ELP) Standards: 5.2 (Explore ideas and perspectives from selected texts)

Materials Needed:

Documentaries or clips showcasing Englishes and speakers (TED Talks, YouTube)

Whiteboards/flip chart and markers

Journals for reflection writing

Lesson Outline:

1. Introduction (10 minutes)

Begin by discussing the statement: "Language is a reflection of identity." Ask students to share their views on how language connects to personal and cultural identity.

2. Video Analysis (20 minutes)

Show a documentary clip (e.g., "The Power of Accent" or related content) that illustrates different speakers of English discussing their language experiences.

In pairs, have students jot down thoughts and observations on how language shapes identity and shapes perceptions among speakers of different Englishes.

3. Interactive Activity: Identity Map (30 minutes)

Instructions:

Provide students with a blank sheet of paper and markers.

Ask them to create an 'Identity Map' that challenges them to reflect on their language journey, including:

Languages spoken at home.

Varieties of English they are familiar with.

Personal experiences with English in different contexts (education, travel, friendships).

After they create their maps, allow 10 minutes for students to share with their partners and then with the class.

4. Role Play Activity (20 minutes)

Instructions:

Break students into small groups of 4-5.

Assign each group a scenario where they must communicate in a professional context using different varieties of English. Possible scenarios could include:

A business meeting between an American and an Indian.

A classroom setting with a South African teacher and a group of international students.

Each group must role-play their scenario, emphasizing the potential misunderstandings and advantages of using varying Englishes based on context.

Allow 10 minutes for preparation and 10 minutes for each group to present their role play.

5. Reflection and Discussion (10 minutes)

Conclude with a guided reflection. Prompt students to consider the question:

"How do we as future educators navigate the complexities of teaching different varieties of English?"

Collect students' reflections on what they learned or how their perspectives changed during the lesson.

Assessment:

Evaluate students' Identity Maps and participation in activities for depth of reflection.

Provide feedback on role play scenarios, considering their adaptiveness and cultural sensitivity.

Both lessons engage with the concept of World Englishes in multifaceted, dynamic ways that allow students to grasp the content while enhancing their critical thinking and cultural understanding, directly aligning with the CEFR and TESOL standards outlined for Higher Education in India.

Here are 20 multiple-choice questions (MCQs) related to World Englishes and the study of English as a global language:

1. What does the term "World Englishes" refer to?

- A) The study of the English language only in the United Kingdom
- B) The variety of Englishes used in different regions and cultures worldwide
- C) The use of English as a second language in schools
- D) The formal grammar rules of English spoken in England

Answer: B) The variety of Englishes used in different regions and cultures worldwide

2. Which of the following is NOT considered a variety of World English?

- A) British English
- B) American English
- C) Indian English
- D) Shakespearean English

Answer: D) Shakespearean English

3. The "Inner Circle" of World Englishes refers to:

- A) Countries where English is spoken as a foreign language
- B) Countries where English is the native language
- C) Countries where English is used as a second language
- D) Countries where English is a global business language

Answer: B) Countries where English is the native language

4. Which of the following is an example of a postcolonial variety of English?

- A) Australian English
- B) Nigerian English
- C) Canadian English
- D) New Zealand English

Answer: B) Nigerian English

5. In which region is English often spoken as a second language in various forms, including Singlish and Manglish?

- A) South Asia
- B) Southeast Asia
- C) North America
- D) Western Europe

Answer: B) Southeast Asia

6. What does the term "Standard English" typically refer to?

- A) The English spoken by famous authors
- B) The dialect of English spoken by the majority in each country
- C) The formal, grammatically prescribed form of English used in writing and official contexts
- D) The English spoken in informal settings

Answer: C) The formal, grammatically prescribed form of English used in writing and official contexts

7. Which variety of English is commonly associated with the use of "rhotic" speech?

- A) British English
- B) Australian English
- C) American English
- D) Indian English

Answer: C) American English

8. The spread of English globally is mainly attributed to:

- A) Its simplicity in grammar
- B) The expansion of the British Empire
- C) The popularity of Shakespeare's plays
- D) The influence of French in medieval England

Answer: B) The expansion of the British Empire

9. The term "Lingua Franca" refers to:

- A) A language that is spoken only in academic settings
- B) A language used as a common means of communication between speakers of different native languages
- C) A language spoken only by royalty and politicians
- D) A language reserved for business contexts

Answer: B) A language used as a common means of communication between speakers of different native languages

10. Which country is known for having a distinct variety of English called "Chinglish"?

- A) China
- B) Australia
- C) United Kingdom
- D) Canada

Answer: A) China

11. Which of the following terms refers to a variety of English used in official documents in countries where English is the second or third language?

- A) Creole English
- B) Pidgin English
- C) Official English
- D) English as a Second Language (ESL)

Answer: C) Official English

12. The phenomenon of English adopting words from other languages is an example of:

- A) Code-switching
- B) Linguistic imperialism
- C) Language evolution
- D) Borrowing

Answer: D) Borrowing

13. The term "English as a Global Language" is associated with:

- A) The expansion of English through international trade and globalization
- B) English being spoken exclusively in English-speaking countries
- C) English becoming the most complex language in the world
- D) English being used only for academic purposes

Answer: A) The expansion of English through international trade and globalization

14. In World Englishes, what is the term “English as a Foreign Language” (EFL) used to describe?

- A) English spoken only in academic settings
- B) The use of English in non-native contexts
- C) English spoken by native speakers
- D) The historical spread of English

Answer: B) The use of English in non-native contexts

15. Which variety of English is most closely associated with the use of "Received Pronunciation" (RP)?

- A) British English
- B) American English
- C) Australian English
- D) Indian English

Answer: A) British English

16. Which country has a distinctive English dialect known as “Hinglish”?

- A) India
- B) United Kingdom
- C) United States
- D) South Africa

Answer: A) India

17. What role does “English as a Second Language” (ESL) play in World Englishes?

- A) It refers to English used by speakers in informal settings only
- B) It refers to English spoken by native speakers of other languages
- C) It refers to the use of English in official government documents
- D) It refers to the study of English in non-native regions as a second language

Answer: D) It refers to the study of English in non-native regions as a second language

18. Which of the following is a characteristic of "Pidgin English"?

- A) It has a fully developed grammar system
- B) It is a mix of English with local languages and is used in specific social contexts
- C) It is used only in academic contexts
- D) It is identical to Standard English

Answer: B) It is a mix of English with local languages and is used in specific social contexts

19. Which variety of English is spoken in Singapore, where the language has been influenced by multiple Asian languages and local dialects?

- A) Australian English
- B) Singapore English (Singlish)
- C) British English
- D) Caribbean English

Answer: B) Singapore English (Singlish)

20. Which of the following is true about "Creole English"?

- A) It is a formal variety of English used in professional contexts
- B) It evolves when a pidgin becomes stable and nativized
- C) It is used only by native speakers of English
- D) It is a variety of English spoken exclusively in the United Kingdom

Answer: B) It evolves when a pidgin becomes stable and nativized



World English and Englishes: A Global Language

This presentation explores World English, a concept encompassing traditional English and its diverse global varieties. With 1.45 billion speakers, World English reflects globalization, cultural exchange, and linguistic adaptation. These varieties, known as Englishes, showcase the dynamic evolution of language in a connected world.

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