

PURPOSIVE COMMUNICATION

NAME : JUDAH PAULO LL. VIÑAS
COURSE&SECTION : BSIT-1F

DATE : OCTOBER 24, 2022

ASSIGNMENT

Intelligibility of World Englishes

Intelligibility of World Englishes

Intelligibility is the term most generally used to address the complex of criteria that describe, broadly, how useful someone's English is when talking or writing to someone else. Set within the paradigm of world Englishes – which posits that the Englishes of the world may be seen as flexibly categorized into three Circles (Inner, Outer, Expanding) in terms of their historical developments – this text provides a comprehensive overview of the definitions and scopes of intelligibility, comprehensibility and interpretability, and addresses key topics within this paradigm:

- Who – if anyone – provides the models and norms for a given population of English users?
- Hybridity and creativity in world Englishes
- Evaluating paradigms: misinformation and disinformation
- Practicalities of dealing with the widening variety of Englishes
- Is English "falling apart"?

The much-debated issue of intelligibility touches not only sociolinguistic theory but all aspects of English language teaching, second language acquisition, language curriculum planning, and regional or national language planning. Designed for students, teacher educators, and scholars internationally, each chapter includes 'Topics for Discussion and Assignments' and 'Suggestions for Further Reading'.

Reference : <https://www.routledge.com/Intelligibility-in-World-Englishes-Theory-and-Application/Nelson/p/book/9780415871822>

eBooks : <file:///C:/Users/Paulo/Downloads/intelligibility-in-world-englishes-theory-and-application-esl-amp-applied-linguistics-professional-series.pdf>

What is “World Englishes”?

The term World Englishes refers to the variations in the English language that occur as it is used in different situations around the world. World Englishes scholars examine the variations of English used in various sociolinguistic situations by examining their history, background, function, and influence.

Languages evolve in response to the requirements of the societies that use them. Multiple variants of the English language exist because societies have a varied variety of social demands, and these needs might differ between cultures and geographies. American English, British English, Australian English, Canadian English, Indian English, and so on are examples.

While there is no single mechanism for a new variation of English to originate, its evolution can be broadly described as an adaptation process. A specific group of speakers adapts the qualities of a familiar variant of English to the needs of their social setting.

For example, a store selling alcoholic beverages is called a “liquor store” in American English, whereas it is called an “off-licence” in British English. The latter term derives from British law, which distinguishes between businesses licensed to sell alcoholic beverages for consumption off the premises and those licensed for consumption at the point of sale (i.e., bars and pubs).

Such variations are not limited to word choice. They occur in spelling, pronunciation, sentence construction, accent, and meaning as well. Over time, as new linguistic adaptations accrue, a distinct variety of English evolves. Scholars of World Englishes employ a variety of criteria to determine if a new English variant is an established World English. These include, among other things, the sociolinguistic context of its use, its variety of functional domains, and the ease with which new speakers can become acculturated to it.

The Origin of World Englishes

This section, which is not meant to be exhaustive, provides a simplified narrative of how World Englishes emerged as a field of inquiry.

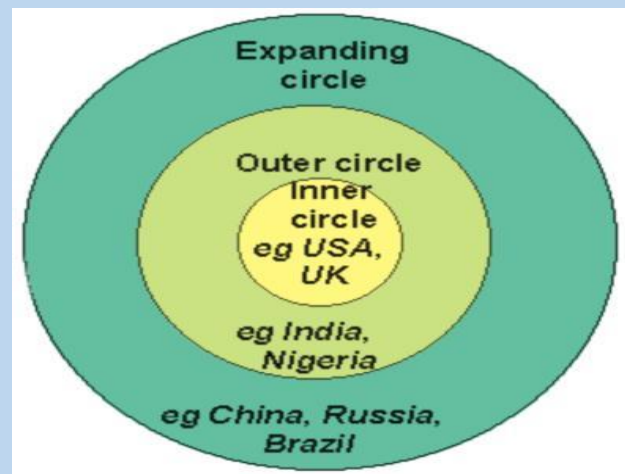
- **1965**

Linguist Braj Kachru (1932-2016) publishes his first journal article, entitled “The Indianness in Indian English.” In the article, he lays the theoretical groundwork for the idea of World Englishes by interpreting how English is nativized in India, delineating some of its unique sociological and cultural aspects, and showing

that “Indian English” is a unique variety of English which is neither an American or British English.

- **1984**

Kachru formally introduces the term “World Englishes” at the Teachers of English to Speakers of Other Languages (TESOL) Conference along with the global profile of English. Later, he proposes the three concentric circles model. Both papers are subsequently published.



The inner circle refers to the countries where English is used as the primary language, such as the USA, Britain, Canada, New Zealand, and Australia.

The outer/middle circle denotes those countries where English usage has some colonial history. This includes nations such as India, Bangladesh, Ghana, Kenya, Malaysia, Nigeria, Pakistan, Philippines, Singapore, Sri Lanka, Tanzania, and Zambia.

The expanding circle includes countries where English is spoken but where it does not necessarily have a colonial history or primary/official language status. This includes nations such as China, Japan, South Korea, Egypt, Nepal, Indonesia, Israel, Korea, Saudi Arabia, Taiwan, USSR, and Zimbabwe. Any country where English is regularly spoken (even in limited contexts—e.g., for international business) that does not fall under the first two categories is considered to be in the expanding circle.

The boundaries between outer and expanding circles can be blurred as the users of English in any of these specific countries may fluctuate because of the demographic shifts, economic motivations, and language education policy. Kachru argues that it is important to view each variety of English in its own historical, political, sociolinguistic, and literary contexts. This concentric circle model does not only show the wide spread of English across the world, but also emphasizes “the concept of pluralism, linguistic heterogeneity, cultural diversity and the different theoretical and methodological foundations for teaching and research in English” (1984, p. 26).

Kachru also defines the quality of “**nativeness**” in World Englishes “in terms of both its functional domains and range, and its depth in social penetration and resultant acculturation” (1997, p. 68). A community acquires “native” English-speaking status as it uses English in broader a greater number of societal contexts. This process, however, is shaped by the historical role of English in the community (e.g., as the language of a colonizing force). It is this interaction between functionality and history that leads to the nativization of English in a particular society or population group. Consequently, Kachru argues, the English language belongs not only to its native speakers but also to its various non-native users throughout the world.

- **1992**

Larry E. Smith contributes a chapter titled, “Spread of English and Issues of Intelligibility” to *The Other Tongue: English Across Cultures*, edited by Braj B. Kachru. Smith, in this chapter, mentions that since the global spread of English has been very rapid by historical standards, not all these English varieties will necessarily be intelligible to each other. Thus, he argues that the idea of English’s “intelligibility” should be thought of as a matter of its ability to be understood by a speaker and listener within the same speech community, rather than its degree to be understood solely by native speakers of English. He also proposes the following three terms to understand the interaction between speaker and listener: 1) intelligibility (word/utterance recognition), 2) comprehensibility (word/utterance meaning, or “locutionary force”), and 3) interpretability (meaning behind word/utterance, “illocutionary force”).

Reference : https://owl.purdue.edu/owl/english_as_a_second_language/world_englishes/index.html