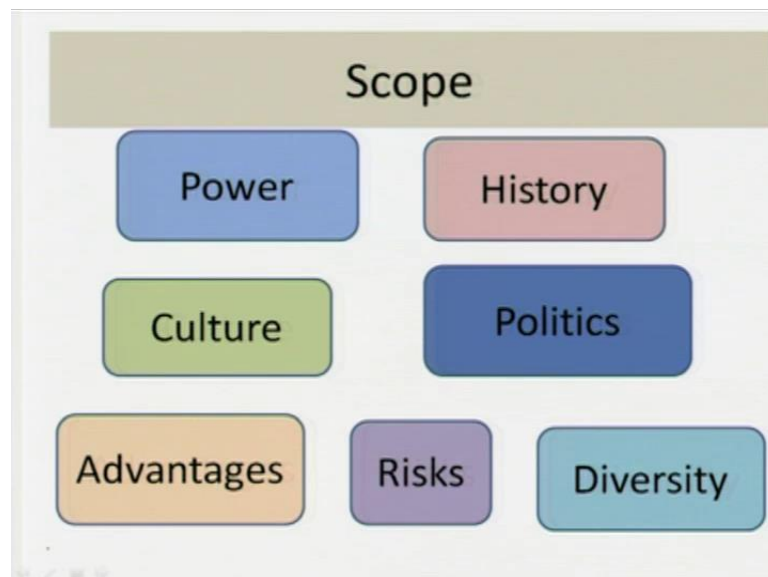


**English Language and Literature**  
**Prof. Liza Das**  
**Department of Humanities and Social Sciences**  
**Indian Institute of Technology Guwahati**

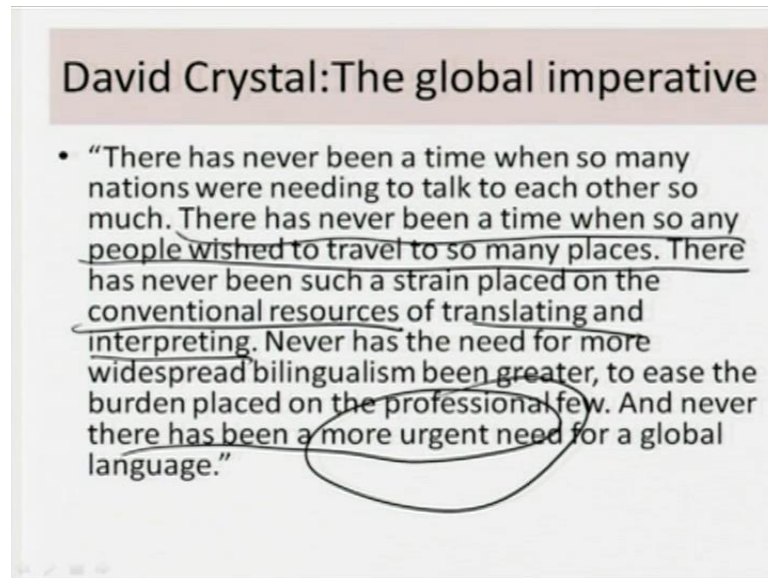
**Module - 01**  
**Introduction to English Studies**  
**Lecture - 06**  
**World Englishes**

Welcome back to NP-TEL, The National Program on Technology Enhanced Learning. As you are aware, our course is entitled English language and literature and we have already, been through couple of lectures in module 1. Module 1, as you know is introductory in nature. These lectures have been designed for students in engineering colleges, who have to learn English at various levels. English is sometimes also, a core subject. The course has been designed in such a way as to meet both, the language and literature needs of students, and it is also our hope, that this your lectures would appeal to students at higher levels. Well, as you know the last lecture was on the globalization of English, and as I have mentioned in that lecture, of course, there are differences between phrases, like globalization of English and global English.

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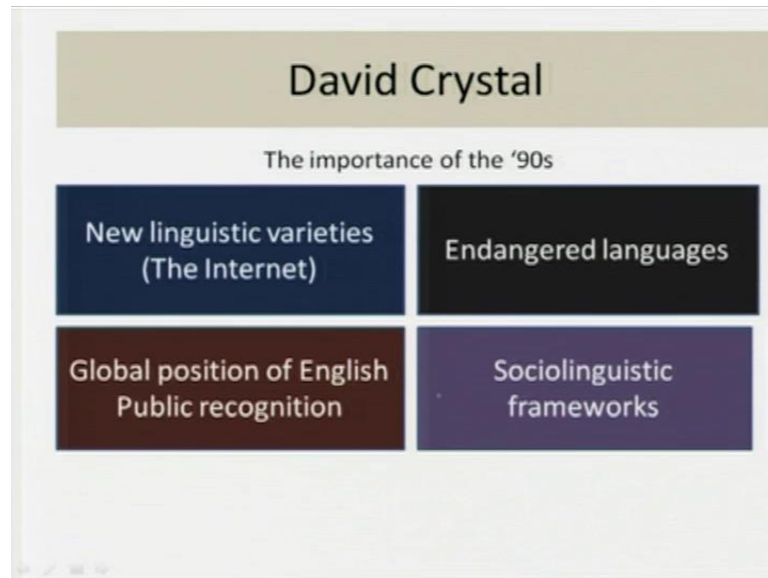


**David Crystal: The global imperative**

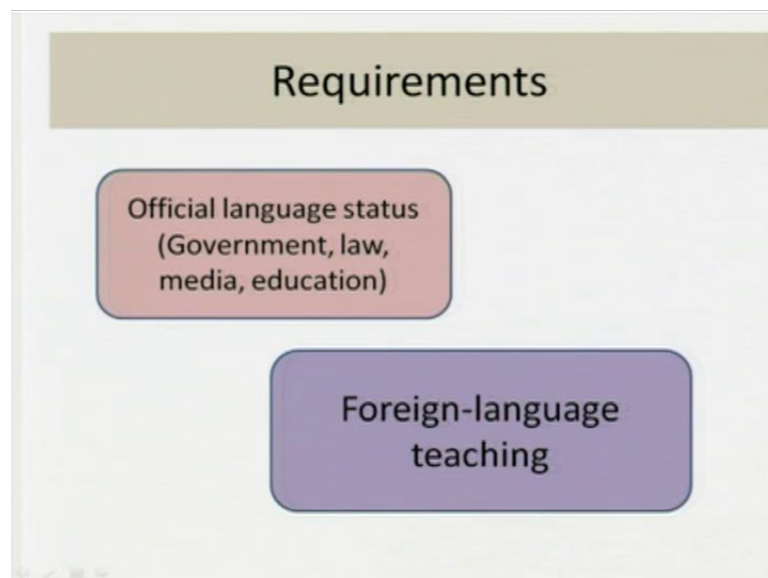
- “There has never been a time when so many nations were needing to talk to each other so much. There has never been a time when so many people wished to travel to so many places. There has never been such a strain placed on the conventional resources of translating and interpreting. Never has the need for more widespread bilingualism been greater, to ease the burden placed on the professional few. And never there has been a more urgent need for a global language.”

But we are not; we did not go into those differences. Recently, talked about what is entailed in the spread of English in different parts of the globe, both linguistically and politically. Let us do a quick recap, in fact, of the last lecture. In the last lecture, we saw that the studying globalization of English, has a huge scope really, and this scope includes, the study of the power English, the history of English language and literature, the cultural aspects of the spread and establishment of English, the politics in English studies, the advantages and also, risks of having one language, right, as the global language and also, the diversity that is formed, when one language becomes almost, the global language. We also took the help of text by David Crystal on the globalization of English, and talking about the global imperative, we saw, that crystal says that there has never been a time, when so many people wished to travel to so many places. There has never been such a strain, placed on the conventional resources of translating and interpreting, and then, finally, as you saw in the last lecture, he went on to say, in fact, that there has been a more urgent need for a global language.

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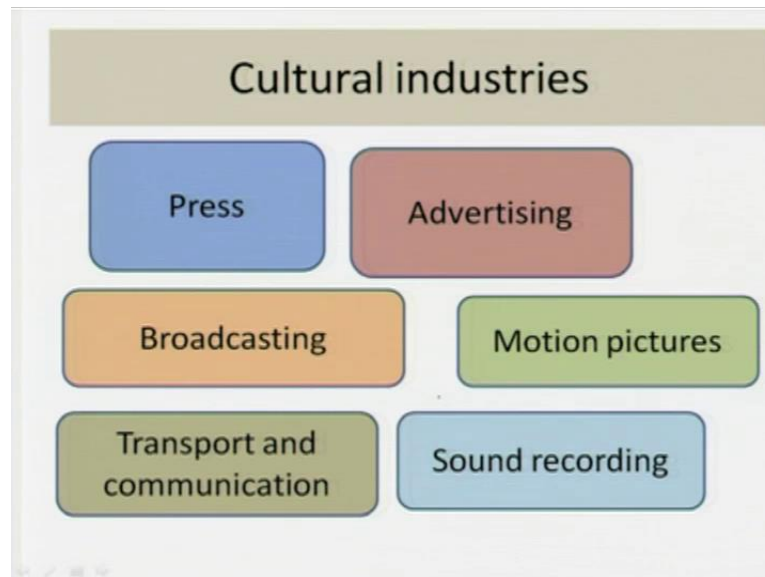
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Then, we also saw the importance of the 90s. Again, a point, a very valid and very important point that was given to us by David Crystal where, he talks about the importance of 1990s, in the sense, that there will be new linguistic varieties, particularly on the internet, also, the recognition that many more and more languages were becoming endangered. There was also, awareness of the global position of English and its public recognition, as well as the identification of new sociolinguistic frame works. Then, we also saw that there are some requirements for the language, to be recognized as a language that has established itself on a global scale, and among these are, for instance,

the language has to have an official status, for instance, it has to be used in government, law, media, education and also, there has to be evidence of foreign language teaching in those countries.

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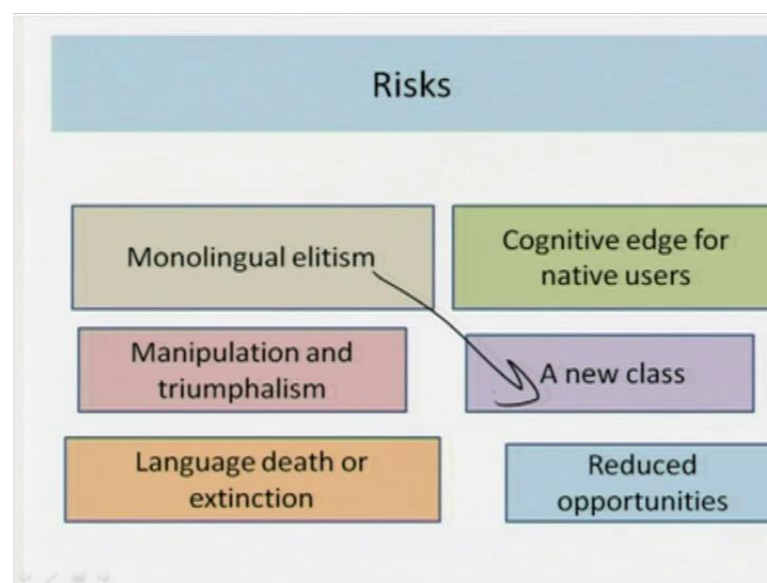
The slide is titled "Language and Power" and features a quote by David Crystal. The quote is: "Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are.... There is the closest of links between language dominance and economic, technological, and cultural power...." The quote is attributed to "Crystal".

Then, we also saw the importance, the global reach of English, as far as press, advertising, broadcasting, motion pictures, transport and communications and sound recording, are concerned and this is the point, we have taken up the last lecture. We also saw; we also went through a couple of quotations, mostly by David Crystal; Crystal

talking, we saw to Crystal talking about the language and power, when he said that why a language becomes a global language, has little to do with the number of people, who speak; this is important. You may say that well, perhaps, there are people speaking languages other than English all over the world. There are more people speaking Mandarin, Chinese and perhaps, the English language.

But crystal says that the numbers do not matter here; what matters, as far as power of the language is concerned, what matters is something else and there, he says that it has much more to do, as you see in this slide, to do with who those speakers are. Who, what is the reach of those speakers or those speakers, though less in number, more powerful. There is the closest, he says, of links between language dominance and economic, technological and cultural power. In that sense, Crystal argues that English has considerable power.

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Then, we also saw that there are several risks involved again, in the spread of English as a global language, in the sense, that it may give rise and it has given rise to an elitism; to an elite class, just as we see here, a new class that speaks English. And therefore, English, well and it is resourceful, better networks and more contacts and more power, this also, cognitive edge for native users of the language, relative to people, who use the language as a second language. There is also, obviously, the danger of language, thus a language extinction and as well as, the triumphalist know that many would harbor as

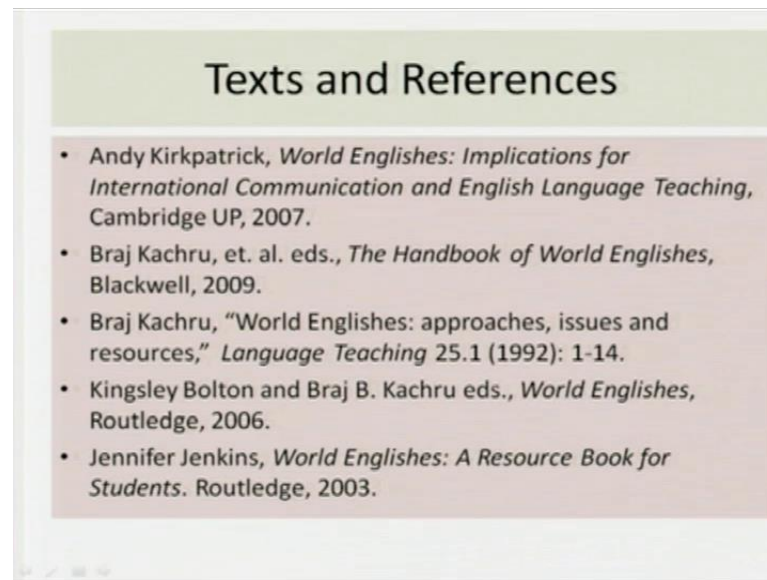
adept speakers and users of the English language, and reduced opportunities for many others. So, these are the global; the story of the global reach of English or the globalization of English; is not a just simple triumphalist story; it is a story or it is a phenomenon, so to speak, that has many aspects; both positive and negative. Fine, today's lecture is entitled world Englishes.

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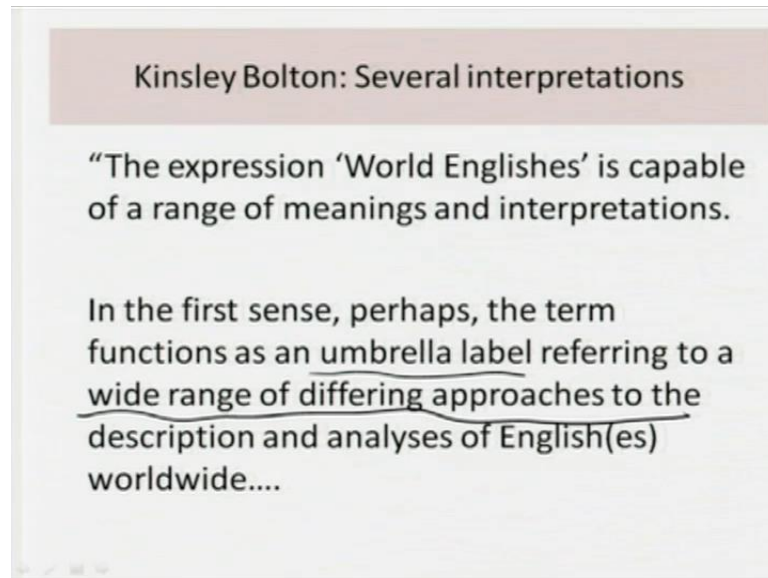
It is related to other terms like global English, like international English, as which you know, having part of our course. We are now going to spend next few minutes in this 1hour lecture, what world English is and again, which I will unpack the term world English like, we have done in the case of global English and see what it has to offer us. Well, as always, let me declare the text to be used in this lecture; the text and references from which, I have gleamed most of the points for our lecture; books from which, I should also be quoting some of the most important points and sentences.

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The first book is Andy Kirkpatrick's *World Englishes: Implications for International communication and English Language Teaching*. Braj Kachru, as we know, is a very well-known name as far as world English is concerned; as far as global English is concerned. We also had a lecture on the alchemy of English, based mostly or largely on Braj Kachru's work. The two books, rather the two texts that we shall be using, are a book edited by Professor Braj Kachru, which is a hand book of world Englishes; one of the better books, one of the most useful books that you could peruse. Also, Kachru's essay, *World Englishes approaches issues and resources*; Kingsley Bolton and Braj Kachru's edited volume, *World Englishes*, published by Routledge; and Jennifer Jenkins' *World Englishes: A resource Book for Students*; these are some of the books, those of you want to explore this domain, may look at such books.

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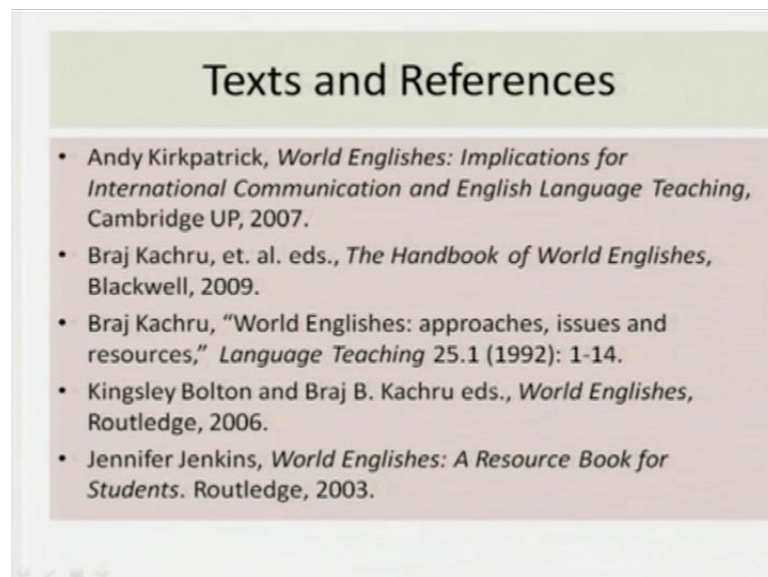
Kingsley Bolton: Several interpretations

“The expression ‘World Englishes’ is capable of a range of meanings and interpretations.

In the first sense, perhaps, the term functions as an umbrella label referring to a wide range of differing approaches to the description and analyses of English(es) worldwide....

We begin with one of the books that feature here, in this course and that book is by Kingsley Bolton, if you recall, this is an edited volume with Braj Kachru, entitled World Englishes.

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Texts and References

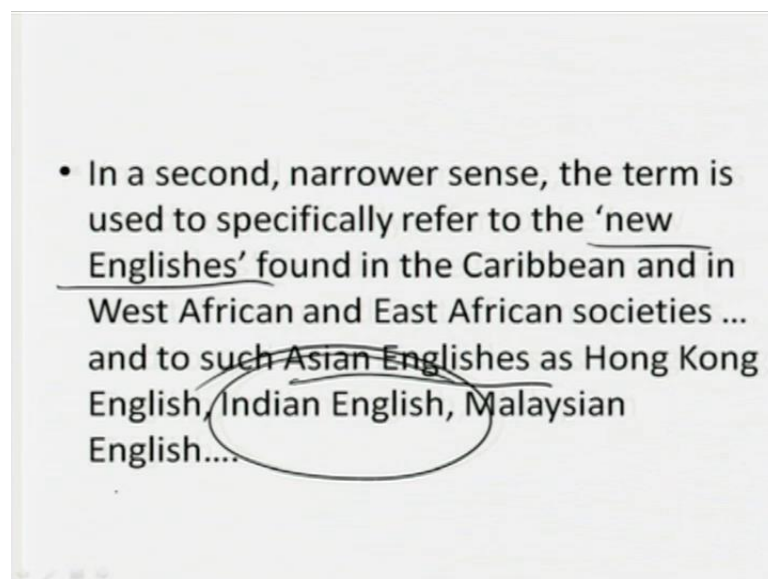
- Andy Kirkpatrick, *World Englishes: Implications for International Communication and English Language Teaching*, Cambridge UP, 2007.
- Braj Kachru, et. al. eds., *The Handbook of World Englishes*, Blackwell, 2009.
- Braj Kachru, “World Englishes: approaches, issues and resources,” *Language Teaching* 25.1 (1992): 1-14.
- Kingsley Bolton and Braj B. Kachru eds., *World Englishes*, Routledge, 2006.
- Jennifer Jenkins, *World Englishes: A Resource Book for Students*. Routledge, 2003.

Bolton; let us begin by saying with Bolton that there are several interpretations, as far as world Englishes, the term, world Englishes is concerned. So, obviously, as you know, there is no a world English, even though English has, or rather, because English had a global reach. There are world Englishes, that is, there are many Englishes in the world.



That is why, this term entitled Englishes. Bolton says that there is no, one definition of world Englishes, and world Englishes may be interpreted; or may be explained; or may be described; and discussed; from several views points. Let us see through Bolton what those are. He says, the expression, let us look at the slide please, the expression world Englishes is capable of a range of meanings and interpretations. In the first sense, he says, perhaps, the term functions as an umbrella label look at this; this is important. The first way of interpreting or understanding World Englishes; it is a frame work term; it is a huge term, really, an encompassing term, which he calls an umbrella term. Let us look at this here; umbrella term referring to what; referring to a wide range of differing approaches. World Englishes is a paradigm term or an umbrella term, which refers to different approaches in the description and analyses of Englishes, worldwide. It has, it accepts the fact that no, one approach to the study, analysis and description of Englishes all over the world, which suffice and it refers therefore, to a wide range of approaches.

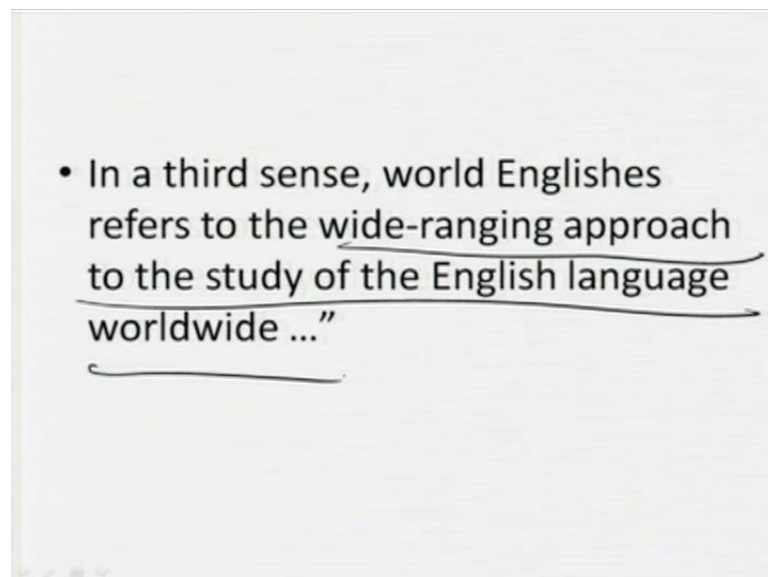
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Then, he says, well, in a second, let us look at this, in a second narrower sense, the term is used to specifically, refer to the new Englishes. Since, well, there are others, who do not take such a very wide, almost panoramic, so to speak, view of world Englishes, and they say that well, the world Englishes should refer to the new Englishes, found particularly, look at this slide, in the Caribbean, and in west African and east African societies, and to such Asian Englishes also, as Hong Kong English, Indian English, Malaysian English, etc. So, many of you, at least, are familiar with the term Indian

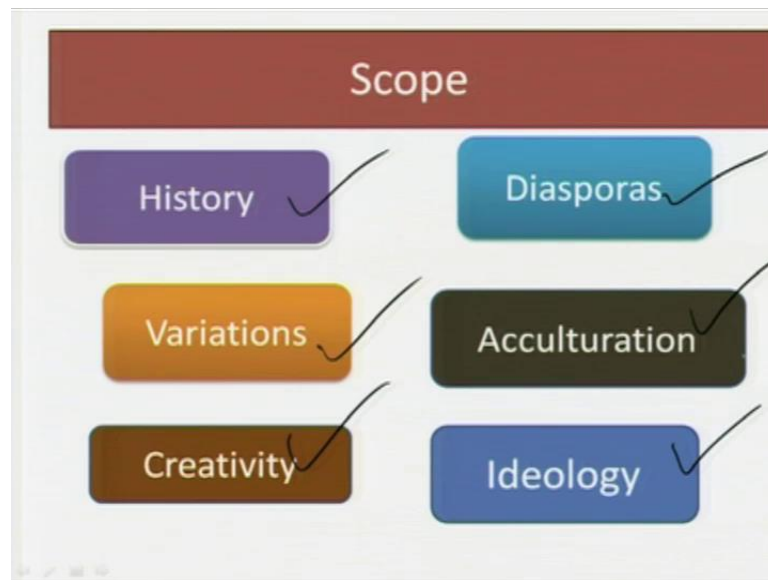
English. It is said that we have made, there will be another lecture, or lecture devoted entirely to Indian English language and Indian English writing. At this juncture, we may say that we are all aware of the fact, that the English that we use and speak today, in fact, even the English that is being written by authors, by creative writers, who write in English in India, differs in many ways from what we call the Queen's English. English spoken, for instance, the English that I am speaking now, neither in pronunciation, nor in, perhaps, some syntactical aspects; these do not; this English does not, or is not the same as the English, that is spoken in Great Britain, for instance, right. So, the second way of understanding the term, analyzing and describing, writing about in academic journals about the term, new, World Englishes, sorry, is New Englishes of these countries, right.

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There is yet, the third way and let us read from Bolton. In a third sense, World Englishes refers to the wide ranging approach to the study of the English language, worldwide. There, as I said, many different scholars seek to focus on different approaches to the study of World Englishes. This first point that we have, raised through Bolton, should make us aware of the fact; therefore, that the scope of studying World Englishes may, or should also, be very wide.

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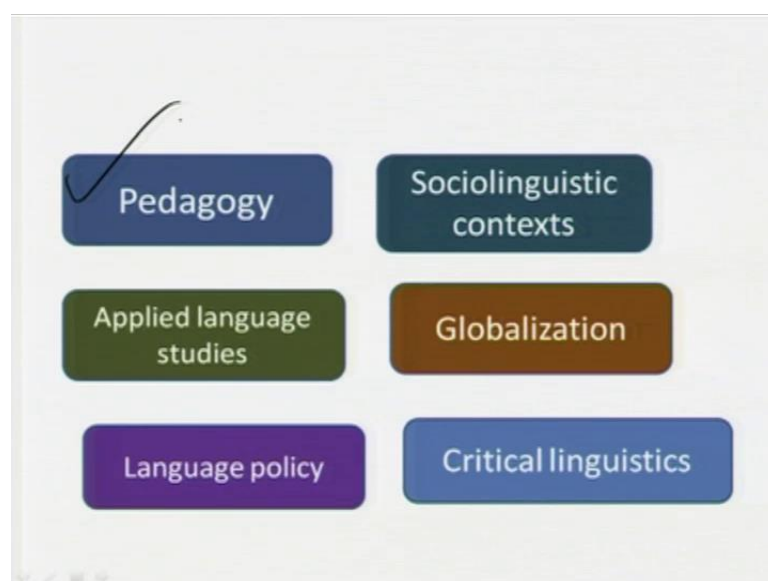
What is the scope of studying World Englishes? We study World Englishes from the point of view of the history of the English language, not simply, as it is obvious, the study of the English language in Great Britain or the United Kingdom, but also, its trajectory as it travelled to different countries, whether to colonization, direct colonization, or trade and commerce, etc. The study of the history of World Englishes is a very important part of the scope of English of World Englishes. Therefore, if you talk about the English spreading to other countries, we have to talk about the diasporas; people who have settled in other countries, or sorry, in English speaking countries, and what is the history, the nature, or kind, the varieties of English spoken in these diasporic or by these diasporic communities. Then, obviously, that would lead to the question, let us look at this slide here, please; leads to the question of the variations, after history, diasporas. The next point is obviously, the variations of English that have taken place or that have come up, because of its long and complex history, and its use by diasporic communities.

Then, in what ways have these Englishes, in different parts, in different diasporas in different parts of the world; in what ways have they acculturated themselves? You know acculturation is a word or a term in the study of culture and particularly, (( ))pology. How have these different varieties of English acculturated themselves to or with, these different geographical areas in which, it finds itself. Then, what next point, is very important really; what happens in when one is being creative with a language that is not

one's own or in that sense, what happens, rather, let us put it the other way; what happens to the English language in its peregrination, so to speak, to different parts of the world where, it becomes an important language, right, and last, but not the least, the question of ideology. Let me tell you a bit about what ideology is. Ideology is a very important word in cultural studies, in political science, in sociology, in fact, in philosophy; the entire humanity is social sciences; what is ideology? Ideology may be defined as a world view, rather, the set of lenses that you have through which, you view the world, right.

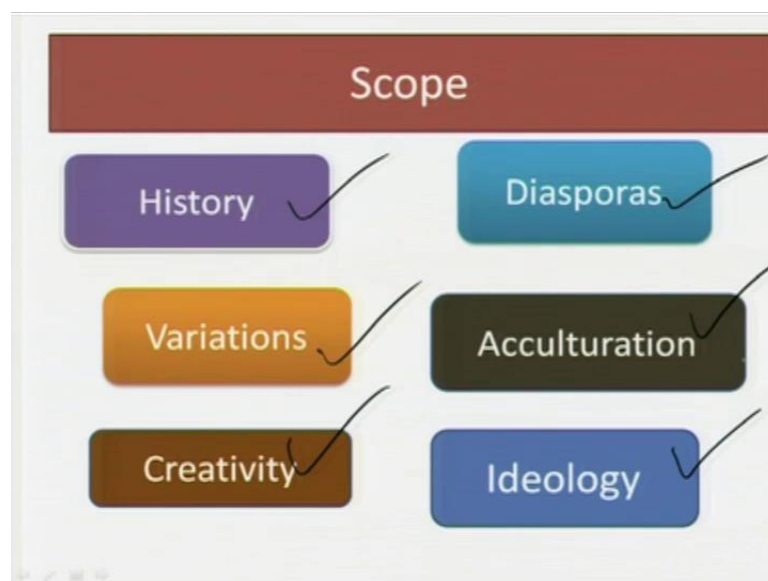
Those main propositions, so to speak, by which, you describe what the world is and your own place in it; is also going to determine your values, your beliefs and the ensuing actions, right. So, ideology; how does English change one's ideology; what are the political implications of the spread of English and the building up or the emergence of World Englishes; does it bring about a change in our ideology; and also, when it is acculturated, does it also undergo; do native users of English also undergo ideological changes, as their language gets changed in many different ways over different parts of the world. So, you see, obviously, in today's lecture, we are not going to go through all of these; is not possible for us, in fact, if it had an entire course developed only around World Englishes. However, we will see what important points, and I hope I can bring home to you some important points regarding world Englishes.

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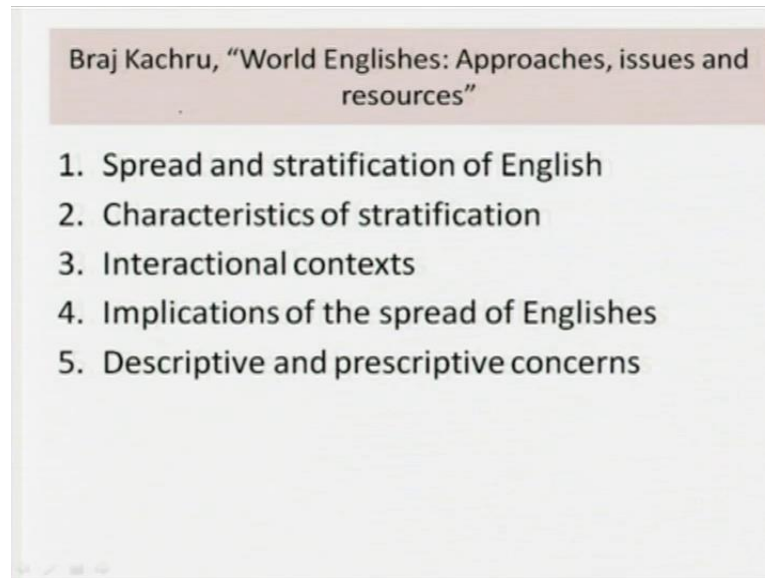
Further again, if you wish to go a bit further, or if you wish to go deep really, there are several other points. Let us look at this slide here, please. There are issues of pedagogy. What is pedagogy? We know that pedagogy means the science and art of teaching. There are many pedagogical issues; how does one teach; how does one teach a language, which is not, which one knows is neither one's own language or nor the native language or the first language of one student. There are huge pedagogical issues; what kind of strategies one uses; syllabus also, is one of the most important points, what goes in end the syllabus in teaching English, and what is left out. Next is the sociolinguistic context of World Englishes. Then, applied language studies; globalization is a point, we saw in the last lecture; I have talked about in the last lecture. Then, policies; policies of languages use, language spread, and policies regarding official language, national language and finally, critical linguistics; the study of language using critical perspectives, right. These are again, as I said, few more areas if one is willing to go, and as I said, deeper into the study of the world Englishes.

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What is the scope, as we saw, quickly running through it; the scope of English or world Englishes entails the history of world Englishes, spread of World Englishes, and the emergence and growth of World Englishes, the study of diasporas in relation to World Englishes, variations, acculturations, creativity, ideology, pedagogy, sociolinguistic contexts, applied language studies, globalization, language policy and critical linguistics.

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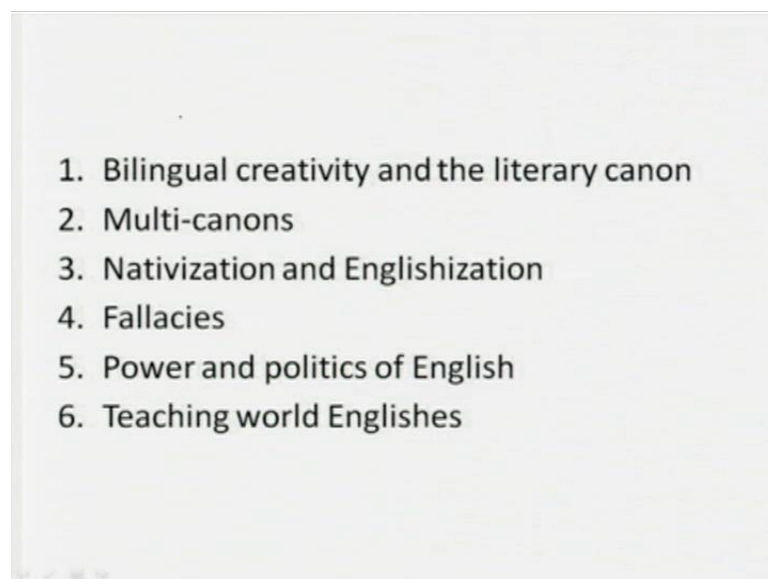


Now, I would like to refer Braj Kachru, because Kachru is really, one of the most important professors or one of the most important scholars, as far as study of world Englishes is concerned. I did refer to his essay entitled World Englishes: Approaches, Issues and Resources. Let us see how professor Kachru has approaches spelt out the scope studying world Englishes, and the first point, he mentioned is the spread and stratification of English; what is stratification?

Stratification is, obviously, comes from the root word; strata or stratum. Different strata; the study in sociology or in anthropology, how society has different strata, or how populations are stratified, also, using it in the similar sense here; the spread and the different strata of the English language, or rather here, the use of the English language. Then, second point; let us look at the slide here, please. The characteristics of those stratification, remember, we are talking about varieties, we are talking about Englishes all over the world; different kinds of English that have emerged owing to acculturation, owing to hybridization, right. Then, what are the interactional contexts, right; what are the interactional contexts of English on the one hand, and native languages on the other hand, of different cultural contexts of interaction among languages. Then, number 4 is, he says, we need to look at the implications; what are the implications, and what are the things that come up in the spread of Englishes? Now, these implications are not just linguistic implications, as you know, obviously, by now; these implications are political implications also, as we said; ideological implications; implications to do with power;

implications to do, in the case, things of applied linguistics; this is also another important way in which, we can study world Englishes. Finally, it says descriptive and prescriptive concerns of World Englishes. As we saw, Kachru also, adds to the scope. Many of these points, obviously, may overlap, but I am just looking at a scholar, who has given us ways in which, we can study World Englishes. In fact, going by the title of his essay; Approaches, Issues and Resources of World Englishes, we can find that there are indeed further ways in which, we can study. English stratification, for instance, was not the point that was mentioned by me in the last two slides, when we talked about the normal scope of World Englishes. There are also, again, other issues that come up; other approaches through which, we can study World Englishes. If you are interested to doing work, for work in these areas, you can also find out the so many areas that we are talking about, so many issues, so many approaches that we are discussing, right at this moment, and some of you, may even want to go on, to do research in these areas.

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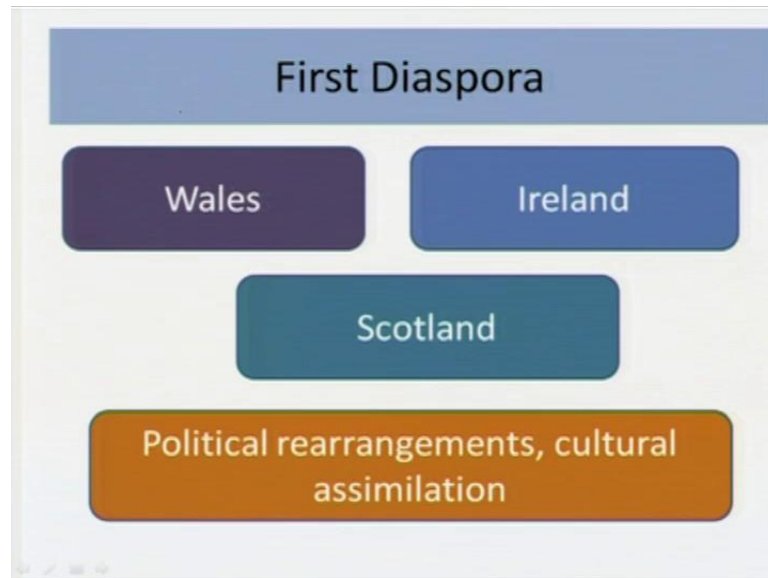
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1. Bilingual creativity and the literary canon
  2. Multi-canons
  3. Nativization and Englishization
  4. Fallacies
  5. Power and politics of English
  6. Teaching world Englishes

Among them, are bilingual; this is very important, really; bilingual, creativity and the literary canon. Then, the issue of English; take the example of English in India, for instance. The English that is being spoken and written in India today, is particularly, by writers, who are writing, for instance, fiction; fiction Indian writers or writers in India, are writing fiction in English; their language, their tropes, the figures of speech that are being used today, are not the, or rather, they have change a lot from those, who were writing novels in English in, if I may use the word, in an older generation, for instance.

So, Maluku Raj Anand is very different from Arundhati Rai, and those of you have read novels by, say, Arundhati Rai's book of the small things, you will see how different, how there are so much of experimentations with the English language. If you are bilingual; thus your native language determines your creativity in the English language. That means, there are many important issues here, and also, I should add knowing the translation; translation is also an important point here, as in this first point; bilingual creativity and the literary canon. Then, also, you must, according to scholars, you must also, let us look at the slide here, please. You must also recognize the fact that there is no, a canon; today, we cannot talk about, a canon why, because the minute, we say, a canon; there are lot of implications here; there are lot issues of exclusion, of inclusion; who gets included in, the canon, and great grand canon; who is left out. Today, we have multiple canons, which is really, I think, a very good thing, right. Because of World Englishes also, apart from the native languages that we use, there also is nativization and Englishization; these are two words. Let us look at them again; nativization of the English language and the Englishization of native languages. Then, there are the fallacies that come up, because of these interactions, which have been pointed out by Braj Kachru, and of course, the power and politics of English, which is a point really, run through all of the lectures, really, I feel, and teaching world Englishes; how does one teach, which English does one eventually, teach; what kind of fallacies and what kind of errors are going to be errors, and which usages are not really, errors; this really, is a dynamic process; what is an error today, is not in there. Many words we use in Indian English, which would be considered erroneous. For instance, a word, like pre pone; apparently, there is no word like pre pone. We have a word called post pone; if we say pre pone a visit, pre pone a lecture, apparently, this is a term we have added in English; the pre poning, because of, if we will consider post pone, post as a prefix. So, we changed to post to a pre. It is not really, considered as erroneous; so many people using, so many persons using it. So, what is, again, as we saw, is a question of pedagogy; what is considered correct and what is not considered correct, also changes from time to time. So, scholars like Kachru point to few diasporas.

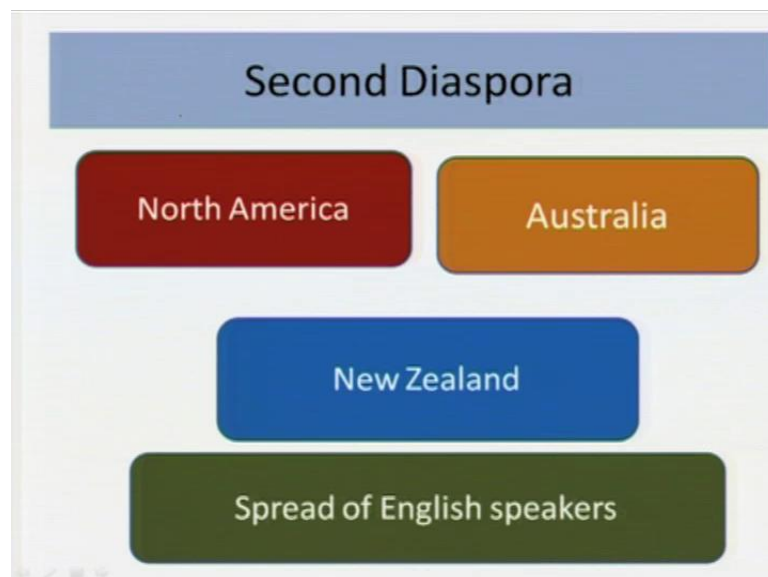


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You remember, when we talked about diaspora being an important scope of studying world Englishes. They say that the first diaspora comprises Wales, Ireland and Scotland. The main issues to be studied here, in first diaspora of World Englishes are really, two; the political rearrangements and the cultural assimilation, with regard to the spread of English, and the emergence and growth of development of different kind of Englishes.

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So, the Wales, the Irish and Scottish English, Chez; are different from the so called standard English. Then, the second diaspora; really coming after the establishment of the

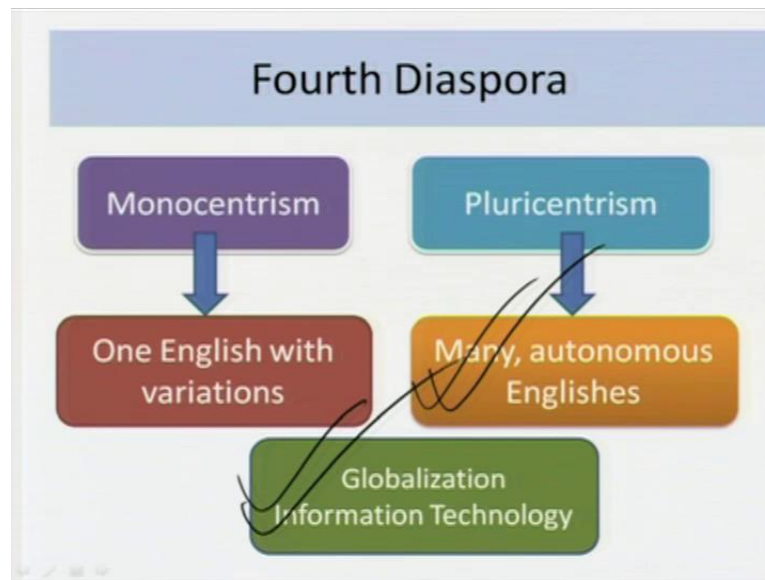
new world, the establishment of the Australia and New Zealand. The second diaspora is where, the spread of English speakers, different to these countries and continents, and North America, Australia, New Zealand; these form the second diaspora. Remember, the first diaspora was really, at home. Whereas, English of the Wales, Scottish and Irish varieties, or rather, envies Scotland and Ireland, that will be more proper, and the second diaspora was after the movement of English speakers to North America, Australia and New Zealand.

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The third diaspora is important. It is the spread again, of English through trade and commerce, to many places in South and East Asia, to South and West Africa, South America, the Caribbean and the Europe; these form the third diaspora. Those of you, who are really, acquainted with history, it will not be difficult for you to understand, how this has happened. Then, again, we have the emergence and growth of different varieties of English of world Englishes in these areas. .

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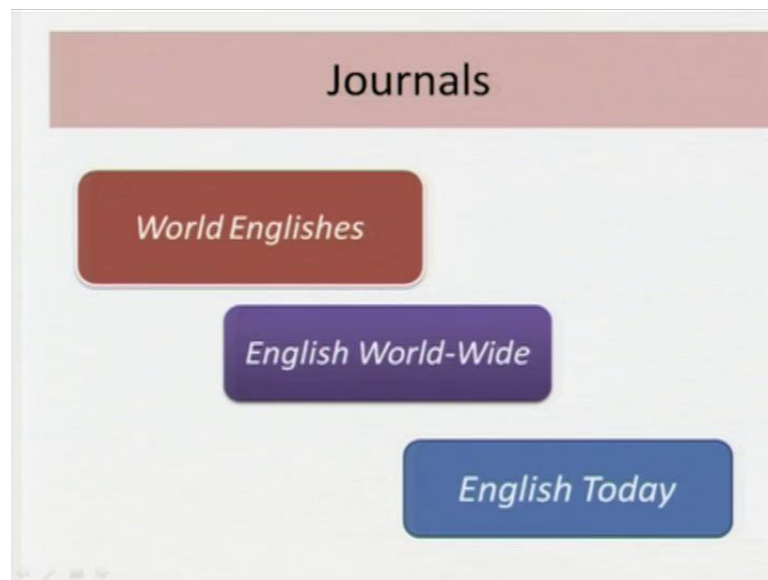
Then, there is really, a fourth diaspora, now, which is not to do so much with migration, with conquest, with political rearrangements, etc. it is really, what is happening today. The fourth diaspora is not; we cannot talk about it, country wise; it is to do with a plural set up. Let us look at the slide here; the fourth diaspora is say, from monocentrism really, to a pluricentric use of the English where, there are, as scholars have pointed out very correctly, many autonomous Englishes. So, Englishes that are not both linguistically and ideologically, dependent on any other kinds of English; this obviously, has been enabled by none other than globalization, and the rapid growth and development of information technology, right. So, really, this is not really in geographical space, like, as we saw in the first, second and third diasporas; we are not talking really, about the spread and the growth of World Englishes on actual geographical sense; we are here, now, also talking about cyber space; space, which are not geographical space, but cyber space. You see the World Englishes, all trajectory of the growth of World Englishes culminates in the internet, culminates in the globalization, culminates in information technology and its facilities, right. This is as far as the spread in different stages of world Englishes was concerned.

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Now, we also have an association, an international association, which studies, the body that studies, conducts research conferences on world Englishes, and it is called the IAWE, The International Association for World Englishes.

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Now, you know that world Englishes is really, an area of study on its own right, and the International Association for World Englishes also, has journals. For instance, they are these three important journals that I could name here; World Englishes, English

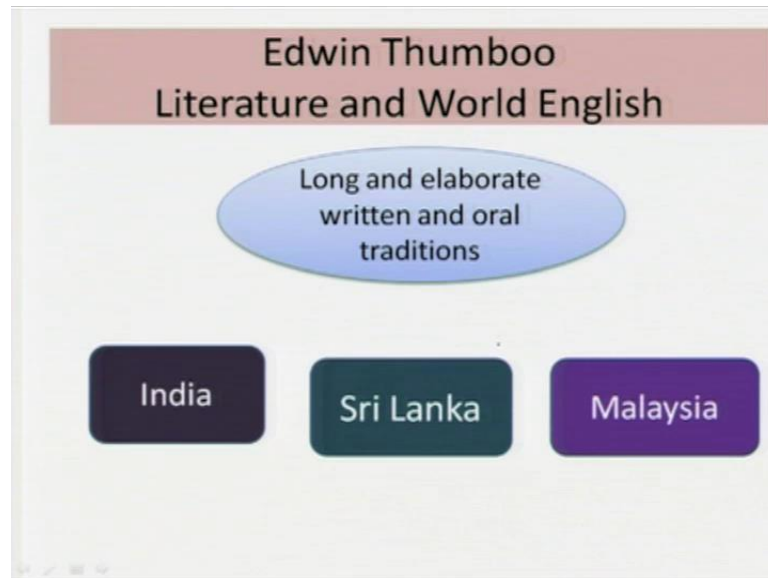
Worldwide and English Today; those of you are interested, may like to look at articles in these three journals.

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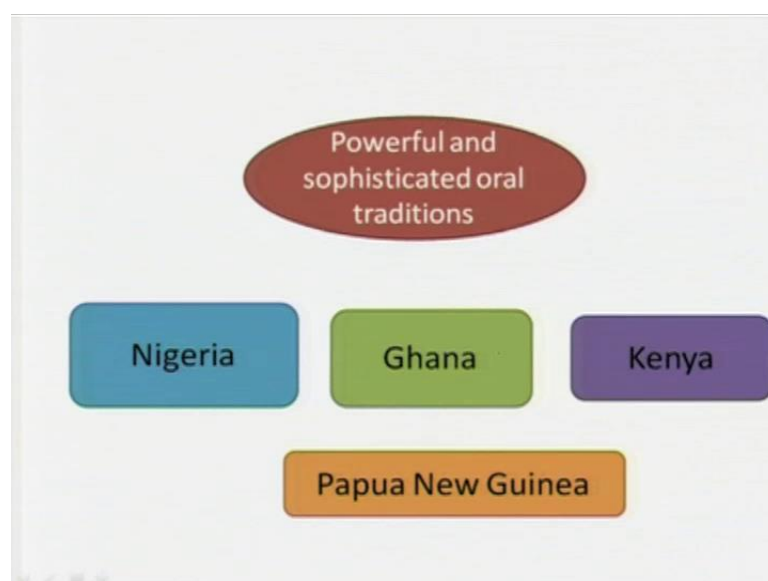
Again, let us go back to Kirkpatrick. We know that we are referring rather; one of his books is part of our text and reference. Then, he goes on to talk about the causes of linguistic variation. We have agreed that there is variation. We have agreed that there is a word Englishes, and that is why, we have a new term called Englishes. He says; let us look at the causes of these variations through Andy Kirkpatrick's work. He says that linguistic variation happens, because of contact with other languages. Contact with other languages may lead to syntactic simplification and regularization. There is also the influence of local cultures and ways of speaking. Once a language arrives in a particular place, there are issues of identity formation and membership and communication, across cultures. These are really, he says as the umbrella areas at the which, one could study variation including World Englishes. As we say, what are these? The contact with other languages, and influence of local cultures, and ways of speaking the languages that has arrived, then, there are issues about identity formation and membership and communication, across cultures.

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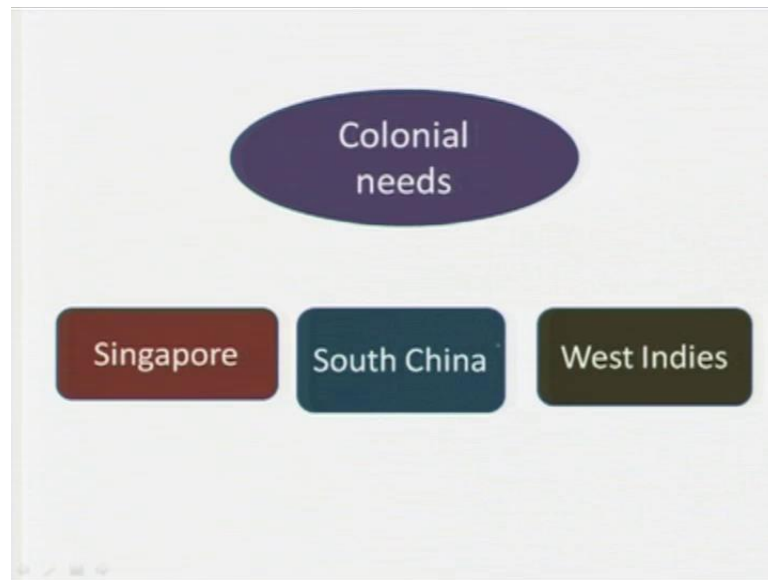
Now, let me refer to what Edwin Thumboo has to say about literature and World English. All those while, really we are talking about language. Thumboo, on literature and world English has; these are very important points; may be very important points. For instance, if look at countries like India, Sri Lanka and Malaysia; countries that have a long and elaborate written and oral traditions; countries, whose history of writing, whose history of literary creative words, go back 700s of years. What happens to the variety of English in these countries? Now, there are also, powerful and sophisticated oral traditions.

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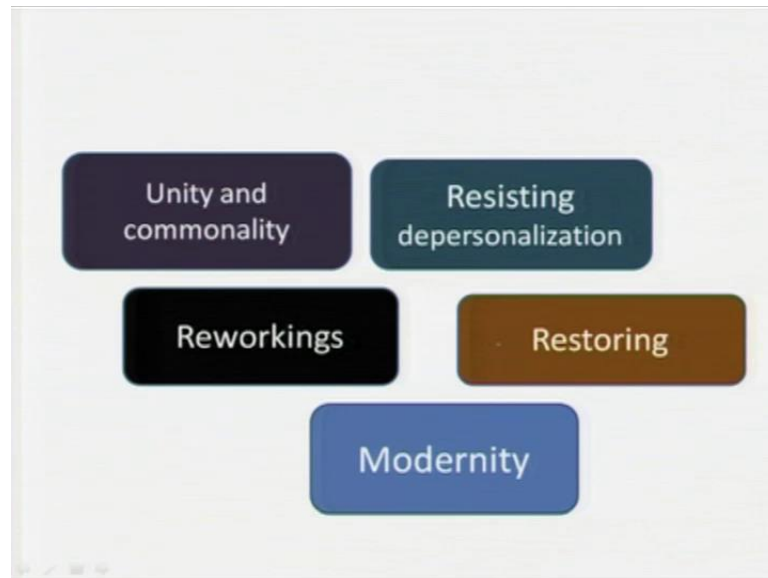
Countries where, orality has been part of parasol of both, literature of creativity and every day ways of life, really. So, on the one hand, we saw countries like India, which had a long tradition of writing. We also have countries with long oral tradition; countries like Nigeria, Ghana and Kenya and Papua New Guinea.

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Also, colonial needs that is, South China, Singapore and West Indies; that this is another way, according to Thumboo; in another way in which, English has come to these countries and has made an impact also on their literatures. So, all these countries, no matter what kind of literary tradition, whether oral or written they may have had; no matter what kind of reasons, for instance, colonial needs; all these literatures have been part of their tradition, or the writing in these countries, is also impacted by the World Englishes or the varieties of English, therein. Also, the English has been impacted by these long traditions.

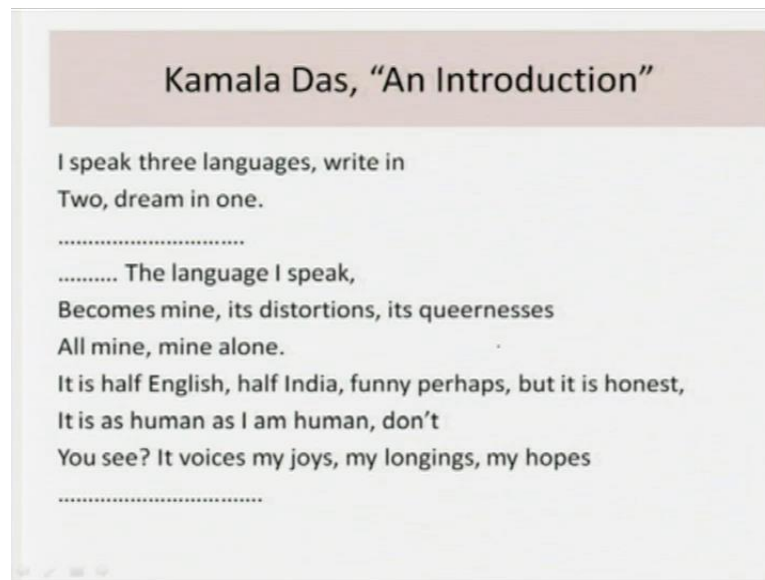
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So, when we study these literatures, let us ask what are the ways in which, we may approach. Say, you wish to do, you are into curious about, actually, want to do a formal research on the interaction, the negotiation between English and the long tradition in a country; what are the different ways in which, we can look and study and analyze these aspects of negotiation and interaction? These are, according to Thumboo; the unity and commonality, also, the resistance; this is resisting depersonalization; how do the literatures or have the literatures these countries, resisted the depersonalising of their native literature by the English language. Then, third; the reworkings; it could be how have traditional works being reworked, because of the impact of English, because of the growth of a variety of English, or even, many Englishes within, it could be as in India, for instance, many Englishes also, in one country, right; how have these literary canons, for instance, being reworked; what are the new kinds of texts that are coming up, because of the growth of varieties of English and have our traditional works being restored, paradoxically, because of the development of varieties of English, and of course, last but not the least; very important question of modernity; how has the growth of varieties of English, or how has growth of World Englishes impacted or even, brought about or say, even, changed modernity in different parts of the world. So, is modernity; can we look at modernity in any part of the world or any region, in relation to the development of world English, because of returning of the World English.

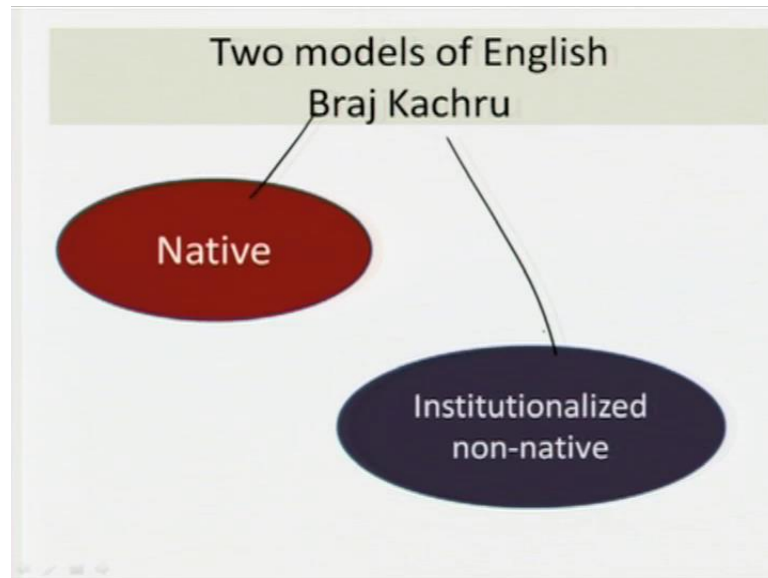


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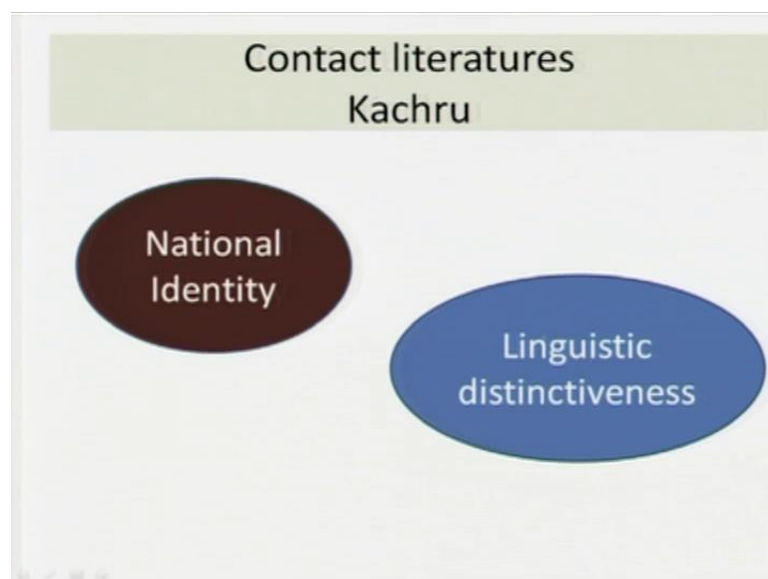
So, this are some of the areas being pointed out by scholars that we may look into, or things, that are all happened, because of the coming in of World Englishes. I would like to look or bring to you a short extract from poem, by the Indian poet Kamala Das; her real name is Madhavi Kutty. Kamala Das wrote, these lines have become almost emblematic of the scenario of Indian English or World Englishes in India. So, if you look at these sentences, you can understand the predicament of one, who is writing in another language. So, let me read from her poem. I speak three languages, write in two, dream in one. The language I speak becomes mine. Its distortions, its queernesses, all mine, mine alone. It is half English, half India, funny perhaps, but it is honest. It is as human as I human, do not you see? It voices my joys, my longings, my hopes. I have personally, being, every time I read these lines; I have found them, so beautiful. The words she uses here, I found these lines so honest. This is really emblematic of what happens, when there is the growth of Indian English or variety of English. Let me read it again. I speak three languages, write in two, dream in one. The language I speak becomes mine; its distortions, its queernesses, all mine, mine alone. It is half English, half India, funny perhaps, but it is honest. It is as human as I am Human; do not you see? It voices my joys, my longings, my hopes.

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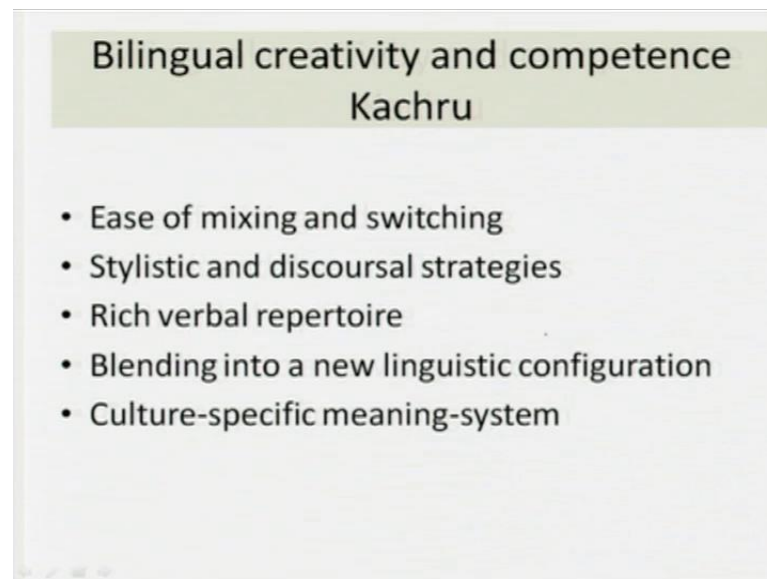
Well, again, coming back. We will end this lecture by then, talking about Braj Kachru and his two models of English. Kachru says that, generally speaking that there are two models of English, that something you all know; one is native English and institutionalized non native; are the two models that we can see in different places where, English has become a language of enormous importance, even though, it is not a language, native to that particular country or region.

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These are again, as we saw, native and institutionalized non-native. Then, also, he talks about, as far as the world English is concerned, he talks about issues of linguistic distinctiveness and national identity. These are things that we have already been through. I am just simply bringing to you how Kachru has made these different paradigms, for instance, contact literatures are to do with national identity and linguistic distinctiveness.

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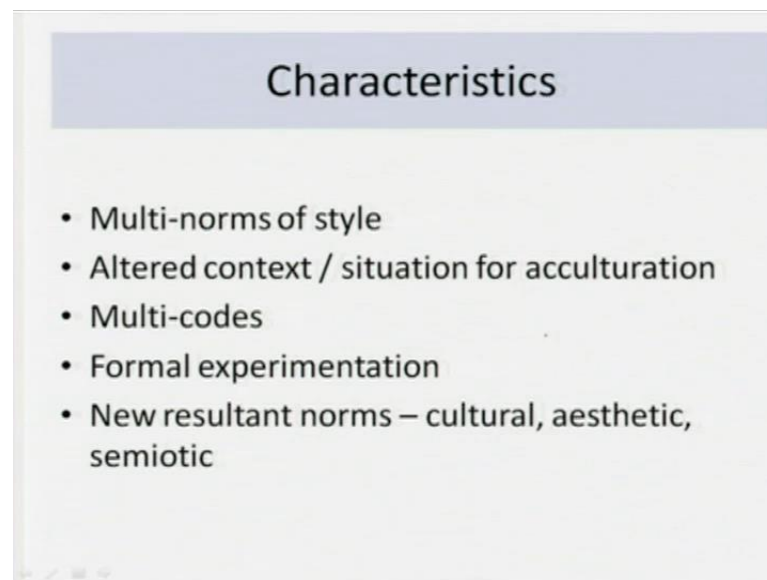


These are the two areas that can be studied. Also, we talked about his essay on World Englishes and the issues, approaches, etc. if you saw that in the first point, he mentions bilingual creativity, right. We are really, unpacking that point; he talks about bilingual creativity and competence, one's competence is being creative, bilingually.

So, he says this competence is characterized by, A; the ease of mixing and switching. For instance, you know that code switching is a major area in the study where, the languages mix, the cultures mix. He says that the competence includes an ease with code switching, an ease with mixing of not only of words; mixing of phrases, mixing of show ups, figures of speech, right. Then, next is one can also have a variety, if not variety, a considerable amount of stylistic and discursal or discursive strategies, when one is bilingually creative, and one also has a rich verbal repertoire, rich repertoire of words. The words that once went to repertoire are not simply, words from one language; and words from two or sometimes more than two languages, and blending into a new linguistic configuration; this also leads obviously, to new linguistic configurations, new

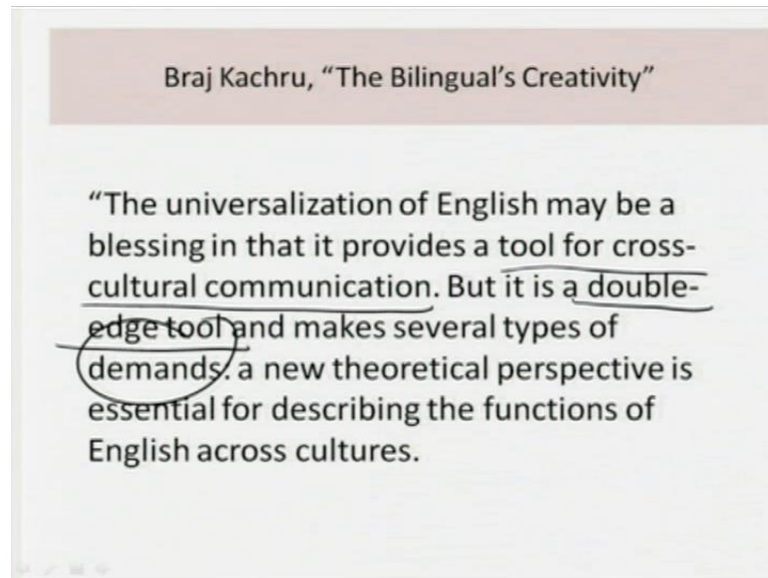
parameters, new ways of using languages and the culture specific meaning system. The availability of another language, which is not once a native language and in which, one also is competent, it has an impact or again, in turn, impacted by the meaning system, which is specific to the culture.

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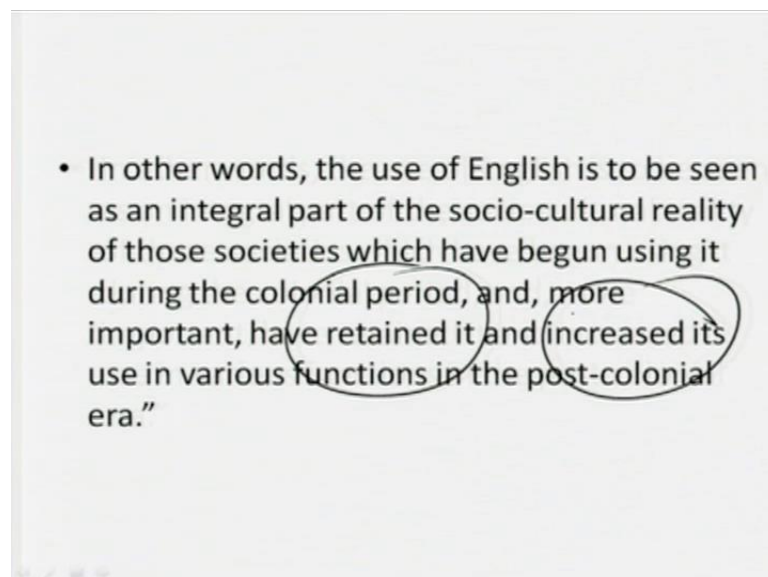
Then, such bilingual creativity in situations of World Englishes, leads to multiple norms, as far as style of writing is concerned. It may break with traditional forms of writing. Definitely, it does break with the traditional forms of writing with established ways of writing. Here are two semantic systems clashing, not clashing really one; we have two semantic systems. I should not have used that word clashing; two semantic systems coming together, and there is lot of negotiation and interaction going on between these two. Then, the situation is altered context for acculturation, and there are multiple codes. There are also formal experimentation or experiments in form, and there are new resulted norms. These norms are new parameters, as we say, even regulations sometimes; they are cultural, aesthetic and semiotic in character.

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Therefore, let us read what Kachru has to say about bilingual's creativity. He says and I am quoting from him; the universalization of English may be a blessing, in that it provides a tool for cross cultural communication, but it is a double edge tool and makes several types of demand. A new theoretical perspective is essential for describing the functions of English across cultures.

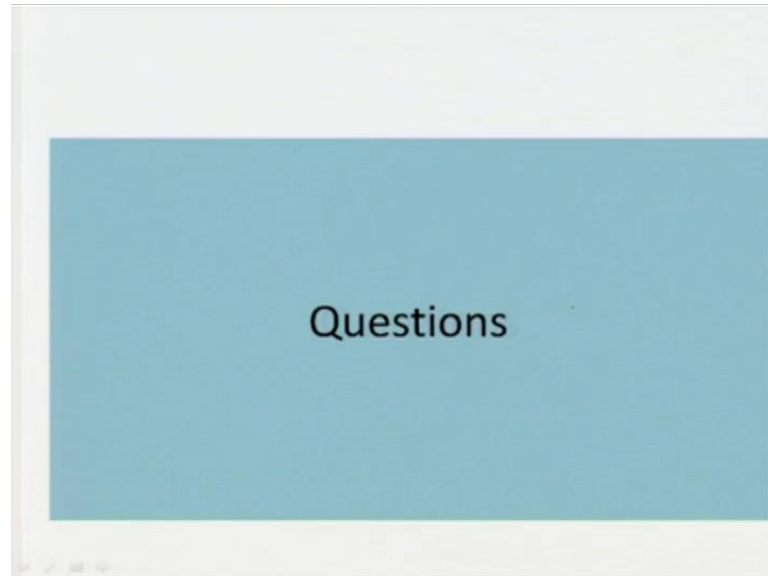
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In other words, as he says, the use of English is to be seen as an integral part of socio-cultural reality of those societies, which have begun using it, during the colonial period

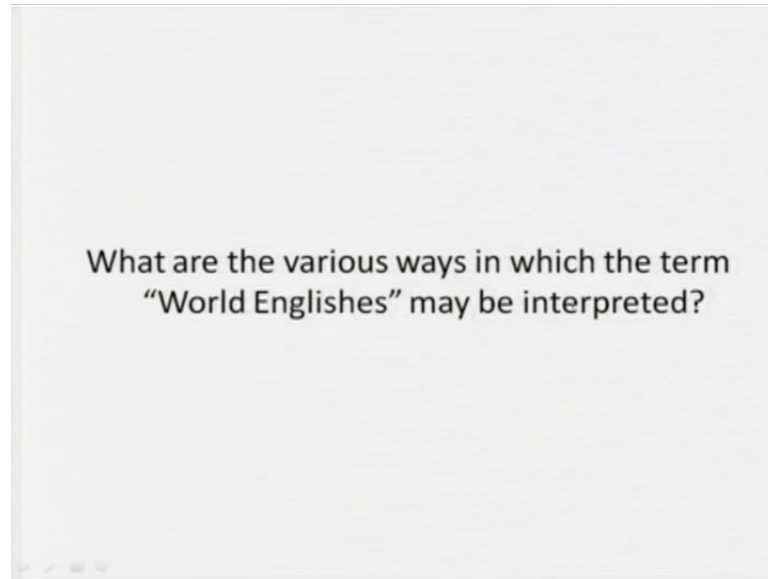
and more important; have retained it and increased its use in various functions in the post colonial era.

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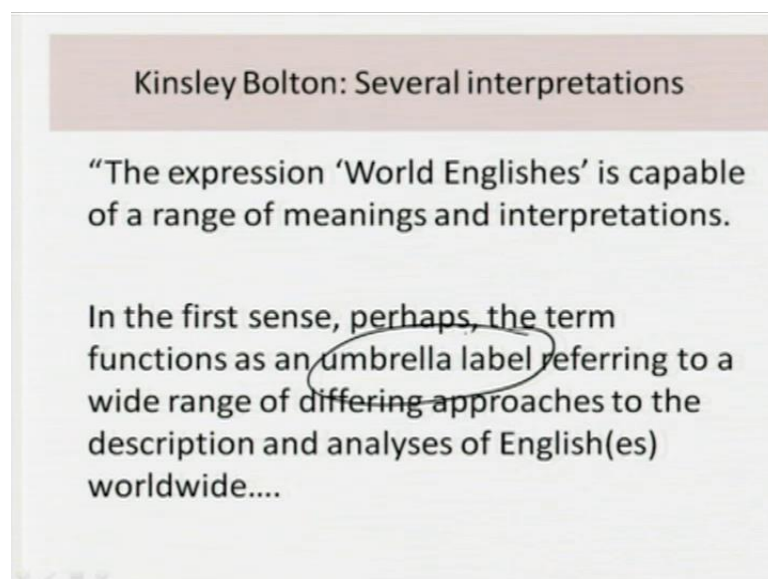
Fine, with this we come to the end of our discussion on World Englishes. This is really, as I know, just touching the surface of what World Englishes is and since, it is meant for students, that are beginning to learn and talk about the English language, we talk about English literature in elementary ways, it suffices for us to simply unpack its scope, talking about bilingualism, talking about the coming together of different languages, talking about competence into languages, talking about the different diasporas, as far as world Englishes is concerned. Let us move on to the questions.

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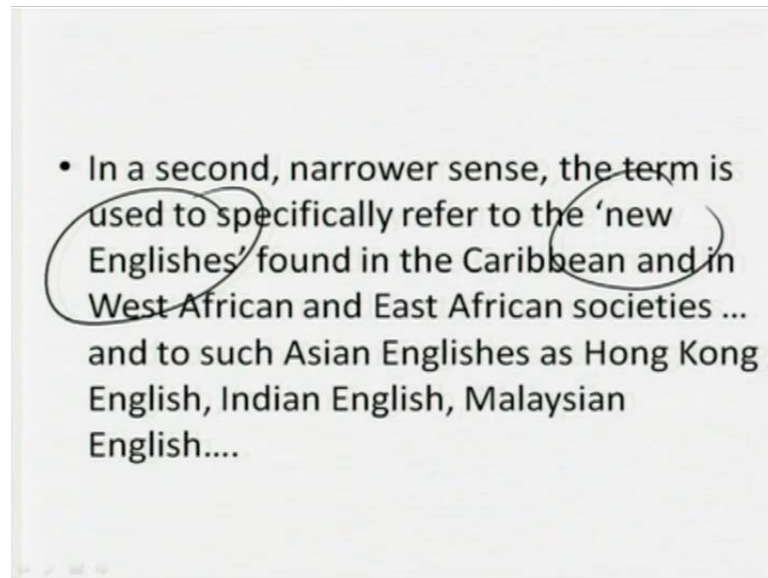


The first question that we may have is a question like, what are the various ways in which, the term World Englishes may be interpreted; and you remember that we began this essay, sorry, remember that we began this lecture by invoking Bolton's words Bolton says that it is an, A; it is an umbrella term, world Englishes in an umbrella term, which refers to differing approaches to the description and analyses of Englishes in the world, right. So, it is the term that talks, it is used to talk about that fact that there are so many Englishes in this world, and there are different ways of studying them, different ways of analyzing and describing them.

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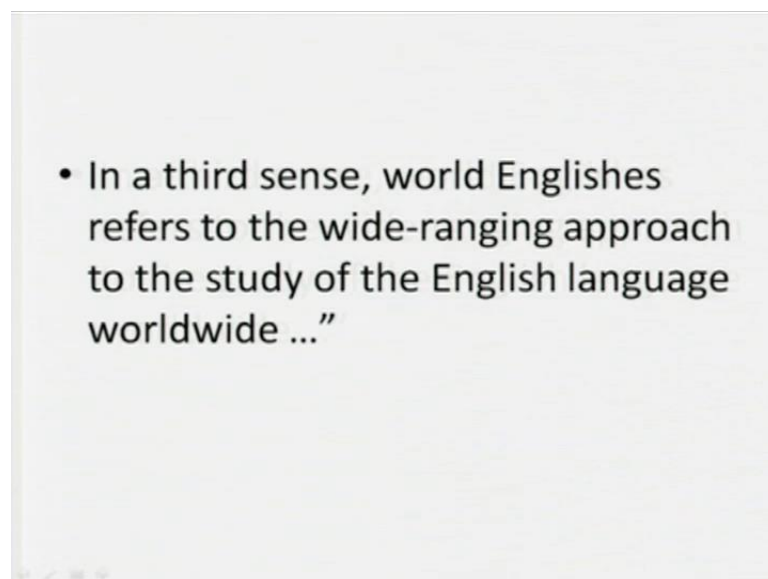


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In a second sense, in a slightly narrower sense, we talked about the new Englishes found, and this is specific to geographical areas found in the Caribbean, and in West African and East African societies; the new Englishes in Asian societies, such as Asian Englishes; Hong Kong English, Indian English, Malaysian English, etc. In a third sense, world Englishes, Bolton says, refer to the wide ranging approach to the study of the English language, generally, to the study of the English language as a worldwide phenomenon.

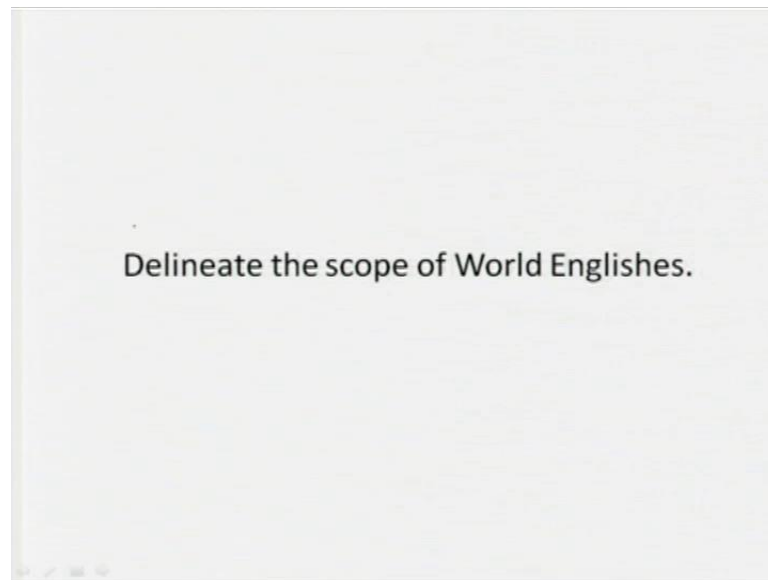
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These are the different interpretations of the World Englishes. Next question; if you get a question like, delineate the scope of world Englishes, that is what is entailed in the study of World Englishes.

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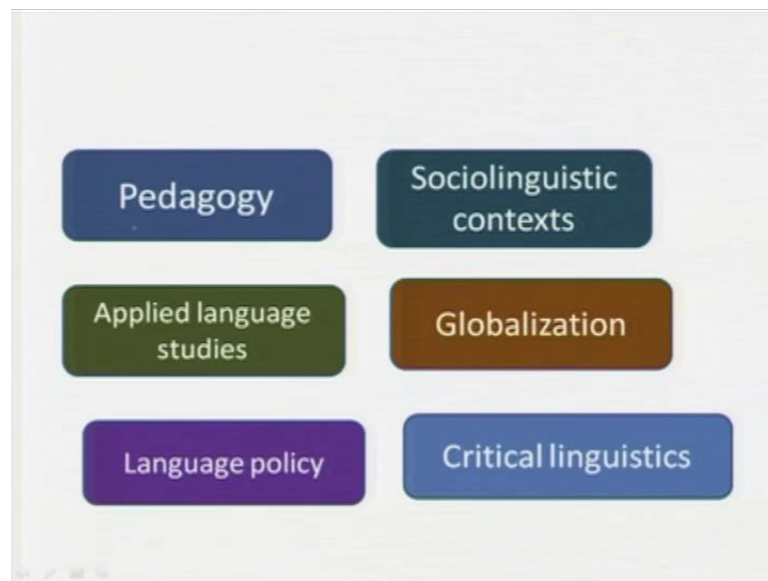
We saw that the scope of World Englishes is indeed very huge. It begins with the study, or you may say, it should begin with the study of history of the spread of emergence and development of different varieties of Englishes.

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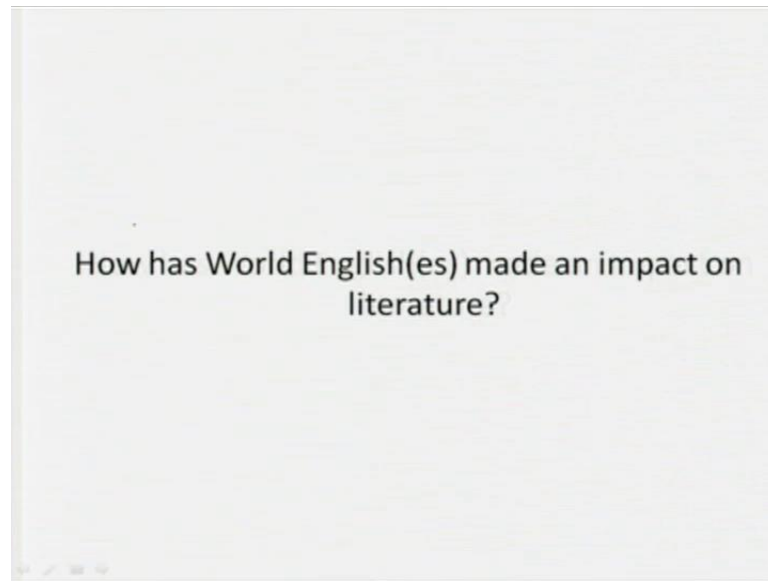
Then, the diasporas, the variations of such Englishes, acculturation with native cultures, what is entailed in creativity; I am so quite off this in our lecture, really; what is entailed in bilingual creativity, because with World Englishes, we know that whenever, we use the term World Englishes, we know that there is a native situation where, there is different language other than English. And as we saw finally, most importantly, perhaps, the political, ideological implications of issues in this phenomenon called World Englishes.

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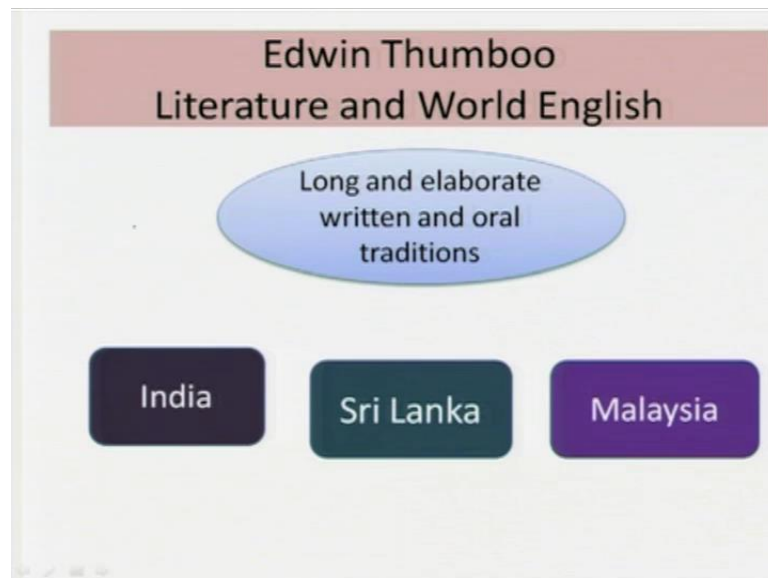
We also saw that if you need to go further into this area, then there are issues of pedagogy of styles and ways, and the science of teaching of syllabus; how do we, what is included in syllabi and what has been excluded in syllabi, in places, or in regions or countries where, there is a variety of English; then sociolinguistic context, applied language studies, globalization, language policy and critical linguistics.

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So, this is the scope of studying World Englishes. Then, how has world Englishes made an impact on literature? Then, we saw that through.

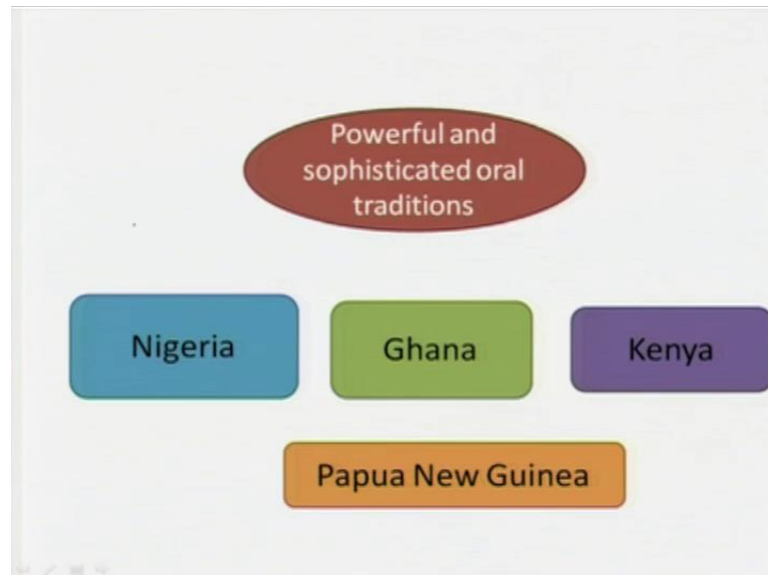
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Edwin Thumboo that it has made an impact on, which is a two ways, really, the changes in both canon and styles, and strategies and forms and themes, in the native languages and in the English language itself. The World English varieties in that, grows also because there is experimentation, being done in the English language, and there are

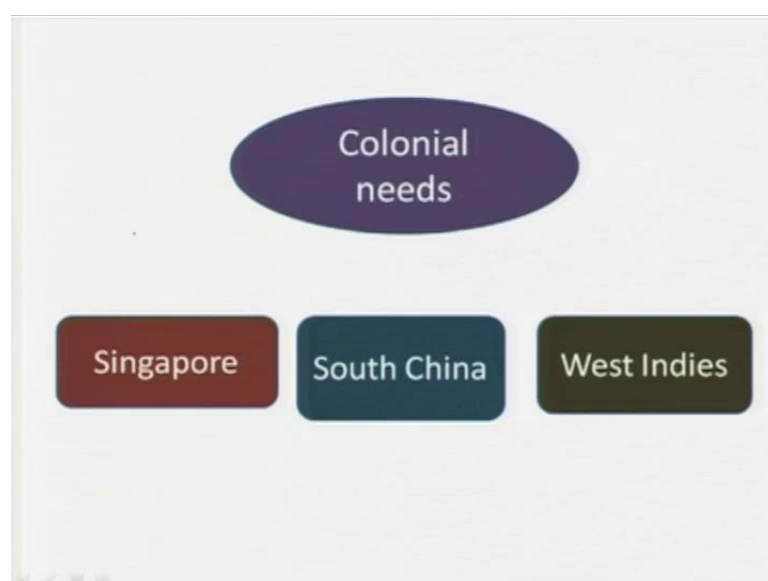
different situations. For instance, we can say that countries with long and elaborate traditions of writing of the written word, for instance, the India, Sri Lanka and Malaysia.

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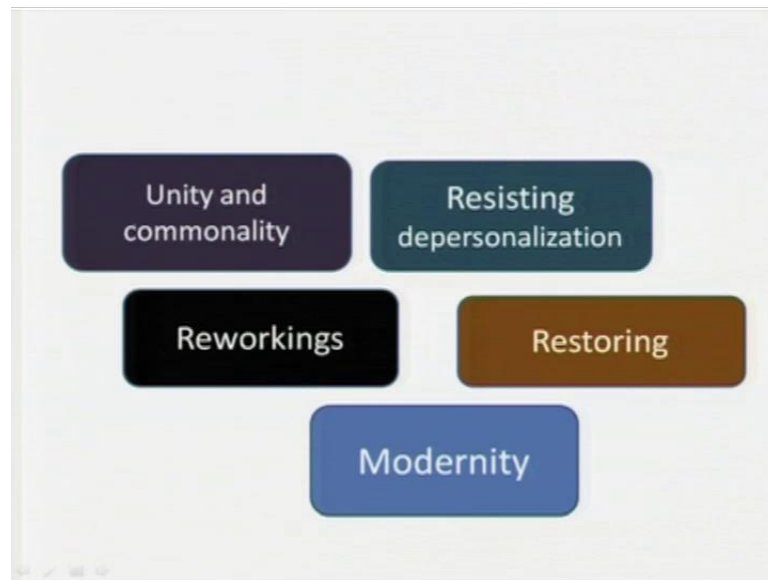
As on the other, if you see here, there are also countries where, there are varieties of English, but these countries have very powerful and very sophisticated oral traditions, which is no less than written traditions. These are long and sophisticated traditions like in Nigeria, Ghana, Kenya and Papua New Guinea.

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There are countries, which have served colonial needs, apart from India and other countries, like Singapore, South China and West Indies. So, all their literatures have both impacted the English language and had been impacted by the English language.

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Therefore, some of the things like, as we said, the scope of some of the ways in which, we may look at literatures and world languages are the unity and commonality of how they are resisting the depersonalization, because of the coming in of the growth of the variety of English. Reworkings have been done on traditional literatures, and the restoring also, of traditional literature texts through both translations and through rewriting them, in the English language in the variety of English, that is there in that country. Most importantly, the question on modernity; how has it impacted; how has growth of World Englishes impacted modernity in various countries.

So, we come to the end of today's lecture and well, of course, the switches unpacking and you know, we had a feel of what World Englishes is; the feel of what its scope entails, and we also knew that, today through our lectures that literatures in native countries for affected by, and are affecting the variety of English, that is there in the country. So, this also forms part really, of International English or Global English, but we have divided these into different lectures.

Really, thank you for being with me this lecture and see you next time.