Contents

List of figures ........................................ page ix
List of maps ........................................ x
List of tables ....................................... xi
Notes on contributors .............................. xiv
Preface ............................................... xxi

1. Standard English and standards of English
   RAYMOND HICKEY ................................. 1

2. The codification of English in England
   INGRID TIEKEN-BOON VAN OSTADE .......... 34

3. An evolving standard British English pronunciation model
   CLIVE UPTON ...................................... 55

4. Standard English in Scotland
   JOHN CORBETT AND JANE STUART-SMITH .... 72

5. Standard Irish English
   RAYMOND HICKEY ................................. 96

6. Standards of English in Malta and the Channel Islands
   MANFRED KRUG AND ANNA ROSEN ............. 117

7. The idea of Standard American English
   WILLIAM A. KRETZSCHMAR, JR, AND
   CHARLES F. MEYER ............................... 139

8. Standard Canadian English
   CHARLES BOBERG ................................ 159

9. Standards of English in the Caribbean
   HUBERT DEVONISH AND EWART A. C. THOMAS . 179

10. Standard South African English
    SEAN BOWERMAN ................................ 198
## Contents

11. Standards of English in West Africa  
   **Ulrike Gut**  
   213

12. Standards of English in East Africa  
   **Josef Schmied**  
   229

13. Standards of English in South Asia  
   **Claudia Lange**  
   256

14. Standards of English in South-East Asia  
   **Lisa Lim**  
   274

15. Standard Australian English: the sociostylistic broadness continuum  
   **Felicity Cox and Sallyanne Palethorpe**  
   294

16. Standard New Zealand English  
   **Elizabeth Gordon**  
   318

17. Acrolectal English in the South Pacific: emerging standards?  
   **Carolin Biewer**  
   336

18. Varieties resistant to standardisation  
   **Daniel Schreier**  
   354

   - Maps of anglophone countries  
     **Raymond Hickey**  
     369

   - Timelines  
     **Raymond Hickey**  
     387

   - Glossary  
     **Raymond Hickey**  
     392

   - Name index  
     407

   - Language index  
     414

   - Subject index  
     415
Figures

2.1 Number of English grammars (new titles + reprints) published before 1800 (Tieken-Boon van Ostade 2008b: 2, based on Alston 1965) page 39
7.1 Relative frequency of terms for an enclosure for swine 146
8.1 The Canadian Shift 173
9.1 Relationship of variables and variants 185
13.1 Van Marle’s model of the relationship between the written and the spoken standard and related dialects (1997: 19) 263
15.1 Schematic monophthong chart 302
15.2 Schematic diphthong chart 302
15.3 Diphthong trajectories for General AusE speakers and Broad AusE speakers; broad trajectories are indicated by broken lines 393
Maps

<table>
<thead>
<tr>
<th></th>
<th>The routes used in the spread of English during the colonial period, c. 1600–1900</th>
<th>page 369</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The division of the anglophone world by hemisphere</td>
<td>370</td>
</tr>
<tr>
<td>3</td>
<td>The Caribbean</td>
<td>371</td>
</tr>
<tr>
<td>4</td>
<td>Dialect regions of the United States</td>
<td>371</td>
</tr>
<tr>
<td>5</td>
<td>Regions of Canada</td>
<td>372</td>
</tr>
<tr>
<td>6</td>
<td>South Africa showing main areas of English settlement</td>
<td>373</td>
</tr>
<tr>
<td>7</td>
<td>Indian emigration to South Africa (Natal)</td>
<td>374</td>
</tr>
<tr>
<td>8</td>
<td>The routes to and from Australia and New Zealand</td>
<td>374</td>
</tr>
<tr>
<td>9</td>
<td>Australia</td>
<td>375</td>
</tr>
<tr>
<td>10</td>
<td>New Zealand</td>
<td>376</td>
</tr>
<tr>
<td>11</td>
<td>South Asian Englishes</td>
<td>377</td>
</tr>
<tr>
<td>12</td>
<td>South-East Asian Englishes</td>
<td>378</td>
</tr>
<tr>
<td>13</td>
<td>African countries with ‘New Englishes’</td>
<td>379</td>
</tr>
<tr>
<td>14</td>
<td>The Home Counties in England</td>
<td>380</td>
</tr>
<tr>
<td>15</td>
<td>Central and southern Scotland</td>
<td>380</td>
</tr>
<tr>
<td>16</td>
<td>Dialect regions of Ireland</td>
<td>381</td>
</tr>
<tr>
<td>17</td>
<td>The spread of English from Ireland</td>
<td>382</td>
</tr>
<tr>
<td>18</td>
<td>The Channel Islands</td>
<td>383</td>
</tr>
<tr>
<td>19</td>
<td>Gibraltar</td>
<td>383</td>
</tr>
<tr>
<td>20</td>
<td>Malta</td>
<td>384</td>
</tr>
</tbody>
</table>
Tables

1.1 Haugen’s criteria for standard languages
1.2 The position of supraregional English in Ireland
1.3 Varieties of Irish and Scottish English
4.1 A model of Scottish speech (reproduced from Aitken 1979: 86)
4.2 Number of occurrences of column 1 and 5 items in SCOTS (spoken)
4.3 Occurrences of overt Scotticisms in 810,803 words of speech and 3,234,052 words of writing in the SCOTS corpus
4.4 Occurrences of modal forms in the spoken part of the SCOTS corpus
4.5 Comparison of (wi)ll maybe and might in the SCOTS corpus
5.1 Prominent features of non-vernacular Irish English
5.2 Features absent in non-vernacular Irish English
5.3 Haugen’s criteria for standard languages
5.4 Terms for written and spoken forms of non-vernacular Irish English
5.5 Do(es) be habitual in emigrant letters
5.6 Acceptance figures in A Survey of Irish English Usage for the test sentence She does be worrying about the children
5.7 Contexts for non-standard verbal concord
5.8 Acceptance figures for non-standard verbal concord in A Survey of Irish English Usage
5.9 Acceptance figures in A Survey of Irish English Usage for the test sentence I know her for five years now
5.10 Immediate perfective in present-day Irish English
5.11 Acceptance figures in A Survey of Irish English Usage for the test sentence She’s after spilling the milk
5.12 Immediate perfectives in ICE-Ireland

Page 18
20
21
75
78
79
89
90
99
100
101
102
106
107
107
108
109
110
110
List of tables

5.13 Resultative perfective in present-day Irish English 111
5.14 Acceptance figures in *A Survey of Irish English Usage* for the test sentence *She has the housework done* 111
5.15 Highest acceptance figures (90% +) in *A Survey of Irish English Usage* for the test sentence *Are ye going out tonight?* 112
5.16 Highest acceptance figures (70% +) in *A Survey of Irish English Usage* for the test sentence *What are youse up to?* 112
5.17 Implicational scale for aspectual structures in Irish English 113
5.18 Implicational scales for grammar and pronunciation in Irish English 114
5.19 Recessive features in supraregional Irish English 114
6.1 Multilingualism and native languages in Malta 121
6.2 Most American items in MaltE and their corresponding CIE ranks 128
7.1 American English vowels (adapted from Kurath and McDavid 1961: 6, with IPA symbols used in Upton, Kretzschmar and Konopka 2001) 152
8.1 Some British words used in Canada, with their American equivalents 166
8.2 Some American words used in Canada, with their British equivalents 167
8.3 Some Canadian words, with their American and British equivalents 168
8.4 Variables of phonemic inventory, with values in Standard British, American and Canadian English 170
9.1 Community intuitions about allowability 187
9.2 Preference for lexical pairs across corpora (from Mair 2002: 48) 192
9.3 Load-bearing segments in Standard Jamaican English and Jamaican Creole 193
12.1 Distribution of Swahili *matatu* generated by WebPhraseCount 247
12.2 *Mbu*, *detooher*, *kwanjula* and *kyeyo* as clear Ugandanisms on the internet (extracted with WPC, June 2010) 248
12.3 East African lexemes in the 18+ million-word corpus of EAfE newspapers (June 2010) 252
12.4 Complementation of *enable* in the top level domains *ke*, *tz*, *ug* and *uk* (using WPC, June 2010) 253
13.1 Comparison of taxonomies for the history of English in India 258
15.1 Number of speakers in the dataset by skill level and area 305
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.2</td>
<td>Number of speakers in the dataset by school type and area</td>
<td>306</td>
</tr>
<tr>
<td>15.3</td>
<td>Number of speakers in the dataset by parents' place of birth (PPOB) and area</td>
<td>307</td>
</tr>
<tr>
<td>15.4</td>
<td>The words used to elicit /hVd/ vowels</td>
<td>307</td>
</tr>
<tr>
<td>15.5</td>
<td>Summary of statistical analysis</td>
<td>309</td>
</tr>
<tr>
<td>15.6</td>
<td>Summary of findings with reference to previously identified broadness features</td>
<td>309</td>
</tr>
<tr>
<td>16.1</td>
<td>The main differences between Cultivated and Broad NZE (from Gordon and Maclagan 2008: 70–1)</td>
<td>325</td>
</tr>
</tbody>
</table>