

English around the World

Second Edition

The global spread of English has had widespread linguistic, social, and cultural implications, affecting the lives of millions of people around the world. This textbook provides a lively and accessible introduction to world Englishes, describing varieties used in regions as diverse as America, the Caribbean, Australia, Africa, and Asia, and setting them within their historical and social contexts. Students are guided through the material with chapter summaries, discussion questions and exercises, and a comprehensive glossary, helping them to understand different varieties of English. The second edition is substantially updated, including new sections on English as a Lingua Franca, blurring boundaries, and research methods and resources. The book is accompanied by a useful website, containing textual and audio examples of the varieties introduced in the text. Providing essential knowledge and skills for those embarking on the study of world Englishes, this book is a timely update of the leading introduction to the subject.

Edgar W. Schneider is Full Professor and Chair of English Linguistics in the Department of English and American Studies Studies at the University of Regensburg, Germany.

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English around the World

An Introduction

Second Edition

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Preface to the Second Edition

The first edition of this textbook has been remarkably successful, both in terms of sales figures and distribution and with respect to its scholarly reception. There have been a number of favorable reviews (by E. Lawrick on the *LinguistList* 2011; L. Wee in *English World-Wide* 2012; G. Leitner in *Anglistik* 2012; J. Hallet in *World Englishes* 2012; A. Sand in *Anglia* 2012), and a fairly large number of supportive user and reader comments have reached me over the years (thanks!). It has been adopted as basic or supplementary reading in academic courses truly all around the globe – and I am grateful to all the instructors who have brought the book to life and to the students who have invested time, energy, and interest in it. There have also been reprint requests by publishers who wished to reproduce sections of the book in products of their own – also a sign of interest and appreciation.

Helen Barton suggested it is time for a second edition, and I was happy to embark on this project, amongst other reasons because both the field itself and the topic which the book discusses have kept developing vibrantly for the last few years. A proposal for modifications of the manuscript was commented on by as many as five anonymous reviewers who had also been familiar with and worked with the book itself, and they were all not only thoroughly supportive of the textbook and the proposed supplements, but also added valuable suggestions for points to integrate and modifications to consider. I am most grateful for their thorough reading and their valuable advice and have done my best to adopt as much of it as I could.

Thus, in addition to a small number of corrections of minor errors in the original text, I have revised, partly rewritten, and supplemented a large number of passages and paragraphs to address recent developments, to fine-tune the text to ongoing processes, and to react to recent scholarship. New publications have been referred to in the “Further reading” sections (and partly also in the exercises), and the reference section has been thoroughly updated to include significant publications of the last few years. Some longer sections reflecting recent developments have been added – notably, one on “English as a Lingua Franca” and one on the blurring of boundaries between postcolonial and non-postcolonial varieties, including

Preface to the Second Edition

transnational interactions and cyberspace use of English. Furthermore, a new text sample has been added and discussed briefly, illustrating the notion of “grassroots English,” and, adopting a suggestion made by reviewers, there is also a new Appendix 3 which briefly surveys basic strategies of research methodology and widely used sources (e.g. electronic corpora), with the intention of preparing and enabling students to plan projects of their own.

Acknowledgments

I am grateful to the following friends, colleagues, and institutions for providing me with texts and speech samples, for giving me permission to reproduce and use them in the book and on the accompanying website, or for answering questions of mine on them (in the order of appearance of the samples in the book): Kevin Wilde (www.yorkshire-dialect.org) for permission to reproduce “T’Barber’s Tale” from <http://bit.ly/371PWgR>; Mrs. Wilann Powers (Lindale, GA) for permission to reproduce a selection from *Speakin’ Suthern Like It Should Be Spoke*; Grovel Atlantic, Inc. for permission to use a selection from Michael Thelwell, *The Harder They Come* (copyright © 1980 Michael Thelwell); Allan Bell (Auckland) for improvements to the transcript of Australian English; Lucia Siebers (Regensburg) for two samples of South African Black English; Alfred Buregeya and Cedric Anjiji Voywa for providing Sheng and Engsh sample sentences; Dagmar Deuber (Freiburg) for permission to reproduce Nigerian Pidgin selections from Deuber (2005); Sebastian Hoffmann (Trier) and the anonymous author for permission to use the mixed-language letter from Malaysia; Azirah Hashim for advice on the Malaysian English samples; Lisa Lim for providing a sample from the Grammar of Spoken Singaporean English Corpus (GSSEC) and permission to use it; Peter Mühlhäusler for providing a Tok Pisin sample.

Thanks are also due to the following institutions for permission to reproduce graphs, tables, maps, and illustrations from previously published sources: Cambridge University Press for permission to reproduce the map “The division of the anglophone world by hemisphere,” from Hickey (2004: 628, Map A3.2); the graph “Sources and processes leading to PCEs” from Schneider (2007a: 100); the table “The evolutionary cycle of New Englishes” from Schneider (2007a: 56); and the diagram “Kachru’s Three Circles model,” from Crystal (2003: 61); Pearson Education for permission to reproduce three selections from Schmied (1991), namely the map “The position of English in African nation-states,” p. 44; selections from the table “Domains of English in East African states,” p. 41; and the graph “Flow diagram of phases and factors in language policy,” p. 188; Douglas Simonson and Bess Press, Inc., for permission to reproduce an

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entry from *Pidgin to da Max* (Simonson 1981); The Gleaner Company Ltd., Kingston, for permission to reproduce a cartoon from the *Daily Gleaner*; Peter Trudgill and Wiley-Blackwell for permission to reproduce the maps “Traditional Dialects” and “Modern Dialects” and a sample sentence in various dialects from Trudgill (1990: 33, 63, 65–6); Taylor & Francis Books (UK) and Clive Upton for permission to use map “Ph50 butter” from *The Linguistic Atlas of England*; and John Benjamins Publishing Company, Amsterdam/Philadelphia, for permission to reproduce a diagram from Mehrotra (1998: 115).

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A big thank-you also goes to the people at Cambridge: above all, to Helen Barton for inspiring and continuously supporting this project; to Raihanah Begum from the textbook development department for advice; to the production editor, Christina Sarigiannidou; the cartographer, David Cox; and to the copy editor, Penny Wheeler as well as, for the second edition, the content manager Bethany Johnson and the copy editor Gordon Lee.

Finally, there are so many who stand behind it all in many ways: friends and colleagues around the world who have told me about their countries and their areas of expertise (many of them at IAWWE); institutions and universities which have invited me to all kinds of places or supported my travel experiences; students, colleagues, and team members at my home university; my friends who sing, play music, and jog, and do other pleasant things, with me; and, above all, my family. *Mahalo!*

A Note on Using This Book

You are about to read and perhaps work with a book on the global spread of English. This is a topic with a number of different and interesting facets:

- the **reasons** why this has happened;
- the **processes** by which it has come about;
- the **results**, in terms of where around the globe you find English nowadays, and in which forms, with which functions;
- the **properties** which these forms of English have, as something like new dialects of the language; and
- the **consequences** of this process – what people think about these so-called “New Englishes” in many countries, how their presence affects their lives, how policy-makers have reacted and attempted to influence this process, and so on.

Personally, I find this a fascinating topic. It is a process which has come to be incredibly vibrant for the last few decades in particular, and it has transformed, or at least affected, many cultures and countries and the lives of many individuals all around the world, for better or for worse. And I hope I’ll be able to share some of this excitement with you.

This **preface** is meant to highlight some of the specific features of this book, especially as a textbook – the features which I have consistently used to give you easier, and a more hands-on, access to the topic. Identifying these features beforehand should help you to use the book more effectively, and possibly to select those components which suit your needs and interests best. Take it as something like an instruction manual – I know many people avoid reading them, but using a gadget, or a book in this case, is easier and more effective if you do. And I promise it’s short and not complicated.

Who is this book meant for? Well, it’s not really restricted, but there is a most likely **target audience**. I suppose most of you reading this will be students, primarily but not exclusively undergraduates, and you may be enrolled in a class on “World Englishes,” “Varieties of English,” or such like. That’s fine, and the exciting thing for me, writing this, is you are really likely to be sitting almost anywhere in this world, given the publisher’s global outreach. (Drop me a line if you feel like it – I’d certainly be interested

A Note on Using This Book

in learning who I can reach with this text.) It probably also means that your class is run and organized by a competent academic teacher who may give you further instructions, select materials, work with exercises or features of this text or the accompanying website, and so on – at this point I'll step back and leave you in the hands of your mentor.

The book is divided into nine **chapters**. Each of them covers a specific topic and is thus designed to serve as basic reading for one course **module** or course session. In fact, some chapters, notably the regional and the bigger ones (chapters 4–8 in particular, I'd say) might actually be split up between several sessions, depending on how deeply your instructor and you wish to go into details, to look at individual samples, to work out the exercises, and so on.

Note, however, that none of the above applications are mandatory. I hope that the text as such is accessible and attractive to “the interested **lay reader**” outside of a class or even university context as well. It is certainly also possible to just read it cover-to-cover, or to pick select chapters in which for whatever reason you are particularly interested. There is no reason why you should not read this as a **standalone** text and work through all of this material on your own. I have done my best not to make it too technical (even if one purpose clearly is also to teach you some linguistic terms and concepts in passing).

The **contents** of this book, and its individual chapters, will be detailed further in the first chapter, the Introduction, but for a start, you should be prepared to deal with the following topics and components:

History, culture, society, in specific countries, regions, or continents: obviously, this constitutes the backbone and the necessary background of all the following discussions. Naturally, even if this is a book about varieties of English, language always and only works in social contexts, has been forged by them, and can be explained only in that perspective.

Linguistics: yes, sure – that's the discipline which describes and studies how language works, so we will need some of the terms and notions which linguists have developed for that purpose. I am not presupposing any substantial familiarity with linguistics and will do my best to introduce technical terms and concepts in an accessible fashion. I suppose you can sidestep this component if you are really not interested in it. But some technical knowledge and terminology simply gives you a much more solid grasp of the phenomena under discussion, and I suppose many of you will be expected to master some of this.

Text (audio) samples: I am convinced that talking about global forms of English makes sense and is fun only if you get some direct exposure to the object of discussion, i.e. to text and audio samples from the respective regions.

In fact, this is one of the features that make this book quite different from many others on similar subjects, frequently with “World Englishes” as part of their titles. Usually you get many general statements and a few short selected examples. Here I am providing authentic language samples representing a wide range of different regions, styles, and text types, to give you a hands-on feel for what we are talking about. Most of the samples you can also listen to – there are audio files (in mp3 format, mostly) of the texts transcribed in the book available on the website that accompanies it (www.cambridge.org/edgarschneider-2ed; then check under “Resources”). And I am not only asking you to read or listen to these dialect samples – I will also be directing your attention to what is special about them and what to focus on in identifying regional characteristics. Each text is followed by extensive discussions of its noteworthy properties, usually looking at features of pronunciation, vocabulary, and grammar. Of course, this is also where some unavoidable linguistics sneaks in, because in these descriptive sections I will introduce and use some technical, descriptive terminology, customarily used in linguistic analyses. Don’t worry if you do not understand each and every term. In the long run, however, such descriptions will build a network of connections, similarities between and comparisons with other texts. In principle, this is an open-ended activity – you can search and start analyzing further regional text samples, and some guidance to that is provided in some of the exercises at the end of each chapter.

A couple of **features** have been employed consistently to help you digest the material presented and to make this book more effective as a **textbook**. Features which you will find in each chapter include the following:

- a **chapter preview**, entitled “In this chapter . . . ,” which is supposed to signpost the material coming up in the chapter, and thus to guide your attention;
- a listing of the chapter’s **sections**, which structure the material by sub-topics;
- a **chapter summary** which briefly revises what you have learned and puts things in perspective;
- an “**Exercises and activities**” section, meant to activate you – the best way of learning things! Some of the exercises are reflective in nature, asking you to think about or discuss some of the issues raised, and to bring in your own experiences and attitudes. Others are more practical and analytical, in several cases asking you to investigate further text samples, some of which are also provided on the website;
- “**Key terms discussed in this chapter**” at the end: the terms and notions which you should understand and be able to apply properly in your own discussions and analyses, especially if you are a language student;

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- a “**Further reading**” section which guides you to additional sources on the chapter contents which I find recommendable, usually of an introductory or at least not overly technical nature, in case you are interested in pursuing this further.

In addition, some features are found in certain chapters only, depending on the nature of the material covered. In fact, you will find that there are essentially two slightly different **chapter types**:

- chapters focusing on general **subjects, concepts, and issues** (i.e. chapters 2, 3, 7, and 8, in particular); and
- chapters focusing on **regions** and countries, and on their linguistic settings and regional varieties of English, respectively (i.e. chapters 4–6).

Only the regional chapters provide you with materials which relate to specific areas, namely

- **maps** which, unless you know anyhow, show you the countries and locations under discussion, usually in a wider context;
- **timelines** which chronologically identify major events in the historical evolution of the region under discussion; and, of course,
- the **text samples** referred to above.

Finally, at the end of the book, you’ll find some sections which will also support your understanding of the text and your ability to access specific parts of it or to deepen your familiarity with the subject matter:

- an **appendix** which presents and illustrates the **phonological symbols** employed, for readers who have little or no familiarity with phonetic transcription;
- a second **appendix** summarizing guiding questions which can be asked on the status and properties of English in any region;
- a third **appendix** which briefly discusses methodological approaches in research on World Englishes and introduces some widely used resources, thus enabling you to start planning a project of your own;
- a **glossary** which explains and illustrates technical terms in an understandable fashion (well, at least so I hope);
- the **references** list which provides the documentation which I owe to the colleagues and writers on whose work I have built, and which might guide you to further sources in case you are interested; and, finally,
- the **index** which should help you to spot pages where specific subjects are dealt with more extensively.

As has been implied above, however, that is not all. The accompanying website at <http://www.cambridge.org/edgarschneider> provides:

A Note on Using This Book

- the **audio files** for the text samples transcribed in the book, and further samples referred to in the exercises; and
- **links** to further interesting materials, especially other language-related websites.

So – (I hope you’ll) enjoy!

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