Interplanetary luggage mix-ups
From English to Engishes

- Official language of 53 countries
- One of the most spoken languages

**English as the first language**

More than 340 mln

**English as the second language**

More than 1 bln
The top 10 most spoken languages (2011)

1. Chinese (Mandarin) = 1,213,000,000
2. Spanish = 329,000,000
3. English = 328,000,000
4. Arabic = 221,000,000
5. Hindi = 182,000,000
6. Bengali = 181,000,000
7. Portuguese = 178,000,000
8. Russian = 144,000,000
9. Japanese = 122,000,000
10. German = 90,300,000
How did English become so widespread?

- Geographical discoveries around the world and companies exchanging goods, buying raw materials and precious goods (from 16° century onwards)
- Trade companies start having settlements and Britain starts and develops its colonial power which contributed to and was fuelled by the industrial revolution (first and second: 18th century and 19th century)
- United States economic and political influence in 20th century
- Economic and political power of multinationals at global level
The British Empire in 1897
2. From English to Englishes
McCrum et al 2003

A quarter of the human race English today is spoken as a mother tongue by about 350 million people, and at least 400 million more who use it as a second language in societies – Africa for instance – with dozens of competing languages. Many European countries learn English as a second language. The Japanese and Koreans are among the most accomplished by English. It is also the language of international business and politics, transcending ideological and religious divisions. In total, there are probably more than a billion speakers of English, at least a quarter of the world’s population.
Varieties of English

- British English
- American English / US English
- Canadian English
- Australian English
- New Zealand English
- Caribbean English
- Nigerian English
- Singaporean English
- South African English
- Indian English
Distribution of native English speakers by country
The English galaxies of varieties: drifting apart?

<table>
<thead>
<tr>
<th>New Englishes</th>
<th>Older Englishes</th>
<th>(English-based) Pidgins, Creoles and Decreolized varieties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>North America</td>
<td>African</td>
</tr>
<tr>
<td></td>
<td>○ Kenyan English</td>
<td>○ West African Pidgin</td>
</tr>
<tr>
<td></td>
<td>○ Nigerian English</td>
<td>○ Papua New Guinea</td>
</tr>
<tr>
<td></td>
<td>○ Ghanaian English</td>
<td>○ Tok Pisin</td>
</tr>
<tr>
<td>South Asia</td>
<td>○ Indian English</td>
<td>○ Sierra Leone</td>
</tr>
<tr>
<td></td>
<td>○ Lankan English</td>
<td>○ Krio</td>
</tr>
<tr>
<td>Southeast Asia</td>
<td>○ Pakistani English</td>
<td>○ USA</td>
</tr>
<tr>
<td></td>
<td>○ Filipino English</td>
<td>○ Black English Vernacular</td>
</tr>
<tr>
<td></td>
<td>○ Malaysian English</td>
<td>○ Hawaiian English Creole</td>
</tr>
<tr>
<td></td>
<td>○ Singapore English</td>
<td>○ Vanuatu</td>
</tr>
<tr>
<td>Etc.</td>
<td>○ Australian English</td>
<td>○ Bislama</td>
</tr>
<tr>
<td></td>
<td>○ New Zealand English</td>
<td>Etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Kandiah, 1998: 9)</td>
</tr>
</tbody>
</table>
International Dialects

- Chinglish
- Deutschlish / Gerlish
- Frenglish
- Hindlish
- Italglish
- Spanglish
- Russlish / Runglish (Рунглийский язык)
English around the world

- English is the language of business, global media, global economy, ..... 
- The language of most of the media and new media 
- It is the official language for aerial and maritime communications 
- The official language of the European Union (one of them), the United Nations, the International Olympic Committee, UNESCO, NATO, WHO (World Health Organisation)
From English to Englishes: B. Kachru
A paradigm shift: the three-circle model (1980s and 1990s)
Kachru’s contribution to changing paradigm: from English to Englishes

Not only native speakers contribute to a language but all users:

- Effect of local languages and cultures on English (e.g. ‘Indianization of English’)

- new standards – new Englishes

- multiple literary canons

Beyond Kachru:

Canagarajah (1999): Kachru’s circles are leaking and there is nothing in the middle
‘Resisting linguistic imperialism’
From English to Englishes: B. Kachru
three circles model (1980s and 1990s)

How representative are Kachru’s circles in today’s society?

How can we describe the present-day situation of Englishes in the world today?
Whose English? Another paradigm shift

Non-native speakers have outnumbered by far the native speakers

English as Native Language: ENL roughly 331 million speakers

English as Second Language: ESL
English as Foreign Language: EFL
English as Lingua Franca: ELF
English as International Language: EIL
English as a Global Language: EGL
World English: WE Worldspeak

roughly 812 million speakers

(Ostler, 2010: 117)

The change of paradigm in research and teaching/learning: English as a non-native language is used more than English as a native language

Jenkins, Seidlhofer (VOICE): corpora of non-native texts for research on the language:
VOICE: http://www.univie.ac.at/voice/
Phillipson: can English be called ‘lingua franca’ at all?

Phillipson (1992): *Linguistic Imperialism*
(2008): Lingua franca or lingua frankensteinia?

English is the language of economic empires, global multinationals and information and communication empires: it is part of the immaterial and intangible wealth Facebook and Google trade on the stock market

English is an enormous market economy in itself and workplace (courses, textbooks, translation industry, language softwares, language certification, etc.)

Are we going towards an English-only Europe? (see Severgnini)

Its dominant varieties dominate academia and research influencing the acceptance of projects, prestigious publications, patents, Impact factor journals and, ultimately the way in which research is organized and carried out in academia and the private sector.
Europa, competitività e lingue comuni

Giunto Bove, riflettendo con un collegha che lavora presso la Commissione Europea a Bruxelles, notiamo come un futuro di minore competitività dell'Europa sia la mancanza di una lingua comune. Vorremmo che il nostro paese venisse a conoscenza dell'opportunità di un unico modello europeo nelle quali producano tanti gli atti ufficiali di ciascun membro, lasciando a questa la possibilità di tradurli nella propria lingua.

Giunti i cara i Marzoni, guerriero libero.

L'Europa ha avuto almeno due lingue comuni, prima dell'inglese: latino e francese. Anche oggi, spagnolo, tedesco, italiano e russo, bengalese, hanno fatto la loro parte. E' la storia che decide queste cose, non un decreto. Le lingue artificiali - Interlingua, Nostra, Interlingua, eccetera - sono distinti del параметрического, nulla più. Lo stesso vale per l'esperanto, anche se questo fa accadere gli esperantisti. L'inglese è GLA' di fatto, la lingua comune d'Europa: non c'è bisogno di alcuna radice. Forse per me, produttivi in inglese anche tanti gli atti ufficiali (corry, Membre Hollande).

Un vantaggio per gli inglesi? Non sono sicuro. La grande maggioranza dei cittadini di Elisabetta, infatti, parla soltanto una lingua: la propria. Noi ne parliamo due: la nostra e la loro.

Ps. Stiamo in Pavia, nella mia università, a festeggiare i 25 anni del programma Erasmus di solito meglio (sia nella storia dell'Unione Europea). Che lingua parliamo? Inglese.

Sette Corriere della Sera 28 settembre 2002 – p.13
Reader’s letter about the fact that Europe is ‘less competitive’ because it lacks a common official language (Sette, weekly magazine of Il Corriere della Sera).

Severgnini’s answer:

Headline in online version: ‘Europa, competitività e lingue comuni’
Headlines of print page:
‘Una lingua comune europea? Non serve Perché esiste già. È l’inglese. Bisognerebbe usarlo per produrre tutti gli atti ufficiali. Sarebbe un vantaggio per tutti, non solo per i sudditi di Sua Maestà.'
Englishes in the workplace from the point of view of education

Or should we rather speak of ‘Instruction’, training and market competition?

Englishes have been extremely competitive in the marketplace and very successful for the markets.

The publishing industry and market promote itself through English by promoting it in ‘education’.
English in the workplace and in the publishing industry
English in the workplace and in the publishing industry
Welcome to the Campaign Military English website

Campaign is a three-level English language course from Macmillan, designed for multinational military and peacekeeping forces on peacekeeping operations.

Campaign - English for the military

All three levels of this award-winning Military English course are now available!

Providing approximately 200 hours of teaching materials and consisting of four components, this flexible course syllabus can be adapted to any length of course. If you are teaching English to military personnel, find out more about Campaigns - English for the military.

English for Law Enforcement

The latest edition to the Campaign suite - English for Law Enforcement. Available summer 2019. This new pre-intermediate level title is designed to meet the needs of law enforcement personnel, from customs officers to detectives. Click here for more information.

Campaign Practice Tests now available!

To complement all three levels of Campaign, download the Campaign practice tests. These tests allow you to measure the progress of your students in speaking, writing, listening and reading and are password protected for extra security. Find out more and request your password.

Look out for the new Campaign News Digest every month!

If you haven’t already subscribed to receive the free Campaign news digest relating to English for the Military, simply click here to register your details.
Varieties of English (Davies, 2005: 1)

The English language varies in a number of ways, depending on the people who use it and on how, in what circumstances and why it is used.’

Individual variation, group variation
Synchronic and diachronic variation
Geographical varieties, social varieties, gender variety, etc.

(see How to be polite)
Englishes

- Why does ‘a’ variety become ‘the norm’?
- Is there really a norm?
- What is a standard/standardised variety?

- What English should we bring to class, then?
From English to **Englishes**

Examples?
1. Zephaniah’s poem ‘Rong Radio Station
   [http://www.youtube.com/watch?v=PrzsKvux5AQ](http://www.youtube.com/watch?v=PrzsKvux5AQ)

2. Lol, gtg, lylas, brb, waz↑, nm, ctn, tmi, luvya, bf, bff, gf, ttfn, cul8R, ttyl
   History of English in 10 minutes

3. [www.bbc.co.uk](http://www.bbc.co.uk)

4. History of English in 10 minutes:
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lol</td>
<td>Laugh out loud</td>
</tr>
<tr>
<td>Gtg</td>
<td>Got to go</td>
</tr>
<tr>
<td>Lylas</td>
<td>Love you like a sister</td>
</tr>
<tr>
<td>Brb</td>
<td>Be right back</td>
</tr>
<tr>
<td>waz↑</td>
<td>What’s up?</td>
</tr>
<tr>
<td>Nm</td>
<td>Nothing much</td>
</tr>
<tr>
<td>Ctn</td>
<td>Can’t talk now</td>
</tr>
<tr>
<td>Ctn</td>
<td>Can’t talk now</td>
</tr>
<tr>
<td>Tmi</td>
<td>Too much information</td>
</tr>
<tr>
<td>Luvya</td>
<td>Love ya</td>
</tr>
<tr>
<td>Bf</td>
<td>Boyfriend</td>
</tr>
<tr>
<td>Bff</td>
<td>Best friend</td>
</tr>
<tr>
<td>Gf</td>
<td>Girlfriend</td>
</tr>
<tr>
<td>Ttfn</td>
<td>Tata for now</td>
</tr>
<tr>
<td>Cul8r</td>
<td>See you later</td>
</tr>
<tr>
<td>Ttyl</td>
<td>Talk to you later</td>
</tr>
</tbody>
</table>
Globalisation and fragmentation

- While English is expanding its influence around the world, there is also a fragmentation and Englishes tend to drift apart.
- Is there one EIL (English as International Language), English as a World language or Lingua Franca or many?
- Respect for diversity
- Maintaining mutual intelligibility
- Any solutions?

History of English in 10 minutes:
What holds the future for English?

**Centrifugal forces:** fragmentation towards neo-English languages?
‘Englishes’ L1, L2 and LS are already geographically and sociolinguistically fragmented. Will there soon be new languages (McArthur, 1998)?

Crystal (2011, 2012) does not agree: there are already difficulties in mutual comprehension especially at lexical and cultural level. It is ‘global English going local’

**Centripetal forces:** information and communication technologies, global media, global economy

Crystal (2010): towards Global English and plurilingualism: speakers will use different English varieties (polyglossia) and their own languages (plurilingualism).

Graddol (2006): Global English will be second language for everybody by 2030 (‘The World English Language Project’)

Ostler (2010): English will be Worldspeak and ‘the last lingua franca’ (and the first global lingua franca). It will not break up into different languages, but the advances in technologies of digital translation and interpretation in real time will make useless the need of a common language for communication ‘Thereafter everyone will speak and write in whatever language they choose, and the world will understand.’ (2010: 286). English will revert back to being the native language of some populations in the world.
Plurilingualism and effective communicative strategies for individuals and groups

- Continuous migration and superimposed varieties of different languages (‘super-diversity’, Vertovec, 2007; Blommaert and Rampton, 2011)
- Information and communication technologies and global media mean that varieties intermingle, hybridize and mix (see polyglossia in media and social media)
- Speakers/users create varieties as they use them and according to their needs and communicative event in a rich, multimodal, flexible way (Blommaert and Rampton, 2011)
- The strategies of bilingual and plurilingual individuals and societies are more linguistically efficient and flexible than those of monolinguals trying to learn a foreign language
- Metalinguistic and metacommunicative strategies are far more easily adopted and adapted across languages by bilinguals and plurilingual individuals
Beyond language dominance towards the plurilingual workplace: starting from academia and education

Critical language and communication awareness (also in the use of digital tools that promote cross-linguistic communication)

Academia, education and research should lead the way towards plurilingual communication

The insistence on English-only lingua franca for education, academia and the workplace does not address the need for flexibility, metacommunicative competence and the challenge of a fast-changing and superdiverse society and workplace

The future is not limiting resources and potentialities to a ‘dominant lingua franca’ (English, Chinese, Arabic, etc), but promoting plurilingualism starting from local languages and community languages (migrant languages are neglected in Italy today).
In the name of diversity

- Biodiversity
- Cultural diversity
- Linguistic diversity
- Social diversity

Valuing individual and group creativity in everyday life and in language
What variety?

- Awareness of linguistic complexity
- Awareness that no variety is ‘better’ than another
- Awareness of the different varieties we are exposed to
- Enjoying finding out about Englishes and experimenting with them
The present and the future are plurilingual

- [http://www.languagemuseum.org/index.htm](http://www.languagemuseum.org/index.htm)
- **History of English in 10 minutes:**
- **Map your voice:**
  [http://www.bl.uk/evolvingenglish/maplisten.html](http://www.bl.uk/evolvingenglish/maplisten.html)

The 21 Century Flux

- [http://www.youtube.com/watch?v=8Weg44O9c58&feature=related](http://www.youtube.com/watch?v=8Weg44O9c58&feature=related)

21 February 2012

How many languages can you speak?
Listen to the answer of twenty-one-year old Alex Rawlings
[http://www.bbc.co.uk/news/uk-17107435](http://www.bbc.co.uk/news/uk-17107435)
Riferimenti bibliografici


Crystal D. 2011. The future of Englishes: going local, in Roberta Facchinetti, David Crystal and Barbara Seidlhofer (eds), From International to Local English - And Back Again (Bern: Lang), 17-25.

Crystal D. 2012. Personal communication.


Museo delle lingue: http://www.languagemuseum.org/index.htm

Ostler N. 2012 (1°ed. 2010). The Last Lingua Franca. Harmondsworth: Penguin


VOICE http://www.univie.ac.at/voice (last accessed 12-3-2012).