



## **Introduction**

World Englishes is a term for emerging localized or indigenized varieties of English, especially varieties that have developed in territories influenced by the United Kingdom or the United States. The study of World Englishes consists of identifying varieties of English used in diverse sociolinguistic contexts globally and analyzing how sociolinguistic histories, multicultural backgrounds and contexts of function influence the use of English in different regions of the world. The issue of World Englishes was first raised in 1978 to examine concepts of regional Englishes globally. It is difficult to establish the total number of Englishes in the world, as new varieties of English are constantly being developed and discovered.

## **Experience**

Global spread of English

### **First dispersal: English is transported to the 'new world'**

The first diasporas involved relatively large-scale migrations of mother-tongue English speakers from England, Scotland and Ireland predominantly to North America and the Caribbean, Australia, South Africa and New Zealand. Over time, their own English dialects developed into modern American, Canadian, West Indian, South African, Australian, and New Zealand Englishes.

### **Second dispersal: English is transported to Asia and Africa**

The second Diasporas were the result of the colonization of Asia and Africa, which led to the development of 'New Englishes', the second-language varieties of English. In colonial Africa,

the history of English is distinct between West and East Africa. English in West Africa began with trade, particularly the slave trade.

### **Kachru's Three Circles of English**

The most influential model of the spread of English is Braj Kachru's model of World Englishes. In this model the diffusion of English is captured in terms of three Concentric Circles of the language: The Inner Circle, the Outer Circle, and the Expanding Circle.

The Inner Circle refers to English as it originally took shape and was spread across the world in the first Diasporas. In this transplantation of English, speakers from England carried the language to Australia, New Zealand and North America. The Inner Circle thus represents the traditional historical and sociolinguistic bases of English in regions where it is now used as a primary language. English is the native language in these countries. The total number of English speakers in the inner circle is as high as 380 million, of who some 120 million are outside the United States.

The Outer Circle of English was produced by the second Diasporas of English, which spread the language through imperial expansion by Great Britain in Asia and Africa. In these regions, English is not the native tongue, but serves as a useful lingua franca between ethnic and language groups. Higher education, the legislature and judiciary, national commerce and so on may all be carried out predominantly in English. The total number of English speakers in the outer circle is estimated to range from 150 million to 300 million.

Finally, the Expanding Circle encompasses countries where English plays no historical or governmental role, but where it is nevertheless widely used as a medium of international

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communication. This includes much of the rest of the world's population not categorized above, including territories such as China, Nepal, Russia, Japan, non-Anglophone Europe (especially the Netherlands and Nordic countries), South Korea, Egypt and China. The estimates of these users range from 100 million to one billion.

The inner circle (UK, US etc.) is 'norm-providing'; that means that English language norms are developed in these countries. The outer circle (mainly New Commonwealth countries) is 'norm-developing'. The expanding circle (which includes much of the rest of the world) is 'norm-dependent', because it relies on the standards set by native speakers in the inner circle.

### **Other models of classification**

1. Stevens' world map of English
2. McArthur's circle of World English
3. Görlach's circle model of English
4. Modiano's model of English

### **Perspective**

In the areas of applied linguistics and English language teaching (ELT), recent years have witnessed the unprecedented growth of English as a global language in both educational and non-educational domains). For example, in language education, English has been included in school and university curricula in order to prepare learners to become competent users of the language outside the classroom. In order to meet this educational goal, there have been many attempts (e.g. English-only policy, bilingual programs) to help learners enhance their English skills. In this endeavor, language learners are supposed to reach a native speaker's level of English competence. In particular, so-called Standard British English and American English

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are viewed as providing the golden rules for English language instruction. The spread and use of English in different contexts is in fact more complicated than what we have seen. For instance, in China and Indonesia (where the editors are currently based in) people use different languages and dialects, and such languages and dialects affect the use of English. To some degree, local accents may flavor the way people speak English. The question as to whether local dialect and language should be tolerated when speaking English has been debatable. From a multilingual perspective, however, a local language can be a resource for learning another language, such as English. With this in mind, English has been so differently adopted and adapted in various contexts that it is no longer viewed from a monolithic and unified perspective, and it is no longer owned merely by its native speakers. This volume reflects the significance of moving beyond the traditional perspective of viewing English as a global language and therefore applies a critical perspective in negotiating the use of such a language. This backdrop leads to a question for people who are involved in the field of applied linguistics and ELT in terms of what types of English should be taught and how English should be taught to cater for the various needs and goals of language learners in different geographic contexts. In global communicative contexts, each user of English engages in a negotiation of meaning with other English users who may come from linguistically and culturally different backgrounds. This reality encourages English learners to learn how to communicate in such an environment. The term ‘World Englishes’ is adopted in this volume as the metamorphosis and fluid nature of the English language not within but transcending borders worldwide. In this respect, WE-driven policy, curriculum, pedagogy and assessment place greater emphasis on providing teachers and learners with more exposure and engagement with the diversity of English as a global lingua franca in authentic

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social interactions. It also includes traditional contexts where English is regarded as a foreign language (EFL) and even as a native language (ENL).

### **Conclusion**

To sum up, the English language entails various ideologies and people’s attitudes towards the use of the language in different sociopolitical landscapes. It provides them with a critical perspective from which to interrogate English as a global language in today’s globalized world. From here, we would like to encourage people to explore the use of English in different contexts from a socio cultural and sociopolitical stance. We hope that this paper will provide another venue for people who study and research the English language, in particular Global Englishes, to have further food for thought.