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The Handbook of World Englishes

Second Edition

Edited by

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and Daniel R. Davis*

Editors of the First Edition: Braj B. Kachru, Yamuna Kachru, and
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Dedicated to
the pillars of the World Englishes paradigm
Braj B. Kachru
Yamuna Kachru
Larry E. Smith

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Larry E. Smith (1941–2014) was a co-founder of the International Association for World Englishes and co-founding Editor of the journal *World Englishes*. From 1993–1999, he served as Dean and Director of the Institute for Culture and Communication, the East–West Center, Honolulu, HI, USA. In 1999 he established

his own consulting firm, Christopher, Smith & Associates LLC, specializing in international leadership education. He co-authored and edited a number of books, including *Cultures, Contexts, and World Englishes* (2008) with Yamuna Kachru, *English for Cross-cultural Communication* (1981), *Readings in English as an International Language* (1983), and *Discourse across Cultures: Strategies in World Englishes* (1987). He was to have been one of the editors of this volume.

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Preface to the Second Edition

This second edition of *The Handbook of World Englishes* has come to be published in the face of more than the ordinary obstacles and frustrations that affect the progress of any such large work. Three professional and personal losses marred what should have been an exciting and ordinarily straightforward project. Originally, the three editors of the first edition had intended to produce the invited second one, and an indefatigable colleague, Larry Smith, was brought on board as a fourth editor. But beginning in the Spring of 2013, the three senior editors passed away, one after the other. The present editors acknowledge, with deepest admiration, respect, and regret, the contributions of Braj B. Kachru, Yamuna Kachru, and Larry E. Smith to this volume as it now stands, and to the field of World Englishes overall.

The 42 chapters in this edition of *The Handbook* now fall into several categories as to their provenance. The majority, 31 chapters, are from the first edition; most of these have been revised by their authors. Some authors have passed away since the publication of the first edition or were otherwise unable to undertake revisions. Nine chapters were commissioned as new contributions. And two are here reprinted from the journal *World Englishes*.

The basic issues outlined and commented on in the preface to the first edition are still being dealt with in the field: “capturing the expanding fusions and hybridizations of linguistic forms and the ... variations in global functions of world Englishes,” as well as “the cross-cultural linguistic and literary creativity, language change and convergence, and [issues concerning] education, especially in Asian and African countries” (xvii). More than three decades after the appearance of the edited volumes by Larry E. Smith (1981) and Braj B. Kachru (1982), and over a decade after the publication of the first edition of *The Handbook*, these broad areas of inquiry are still being explicated in publications and in presentations at international conferences.

Likewise, the acknowledgements noted in the original Preface still hold, with necessary changes having been made. We thank the contributors, without whose efforts this volume could not have come about, and express our personal appreciation for their patience over what became an unusually long wait between their

submissions and publication. Professor Kingsley Bolton, a tireless and whole-hearted supporter of the World Englishes paradigm, took an active part in the process of producing this edition. And, again, Braj Kachru, Yamuna Kachru, and Larry Smith are continually present in our memories and work.

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Preface to the First Edition

BRAJ B. KACHRU, YAMUNA KACHRU,
AND CECIL L. NELSON

One might understandably ask, “Why yet another resource volume?” when there is no paucity of reference works for the English language. Such publications are available, with varied orientations, in every genre – companions, encyclopedias, handbooks, and manuals – in almost every part of the English-speaking world.

We had two motivations for initiating this handbook project: First, we thought it important to revisit the proliferation of terminologies and concepts articulating the global uses of Englishes (e.g. *international*, *lingua franca*, *world English*, *global English*) in the post-1950s diffusion and cross-cultural functions and identities of varieties of the language. It has been extensively – and insightfully – argued that all these concepts only partially represent the social, cultural, educational, and attitudinal realities of the presence of Englishes in their worldwide contexts. It is further rightly argued that the multiple and diverse functions of world Englishes in dynamic societies of Asia, Africa, Europe, and the Americas demand theoretical and methodological perspectives that contextualize the varied and increasingly evolving cultural and social characteristics of the language. There is indeed greater emphasis today than in the past on capturing the expanding fusions and hybridizations of linguistic forms and the unprecedented variations in global functions of world Englishes. It is, we believe, appropriate to remind ourselves that the English language has a long history of convergence with and assimilation of other languages. What is new – and not necessarily recognized by all observers – is that the colonial and postcolonial eras opened challenging new doors for contacts with a great variety of distinct linguistic structures and cultures associated with Asian, African, and Native American languages.

Our second set of motivations involved the dynamic global profile of the language, which has drawn the attention of scholars in diverse areas. This interest is evident in studies related to cross-cultural linguistic and literary creativity, language change and convergence, and world Englishes in education, especially in Asian and African contexts. Researchers in these areas will immediately think of that pioneering and insightful undertaking, *The Oxford Companion to the English Language* (1992), edited by Tom McArthur, which brought together selected scholars from all the circles of Englishes. Earlier efforts in this direction, though not with the same encyclopedic range of topics and contributions, include

Bailey and Görlach (1982), Smith (1981, 1987), and B. Kachru (1982), to provide just a few examples.

In outlining and designing *The Handbook of World Englishes*, the editors, as expected in any such project, had to face the conflict between practical limitations and larger visions and dreams. This volume is, then, a compromise between an ambitious agenda and the accomplished reality. Our dilemma was very similar to the one that Tom McArthur faced in 1992 (vii):

Liberals would want to be fair to everyone, balancing every viewpoint and counter-viewpoint, until from the point of view of conservatives everything cancelled out everything else.

We finally decided to follow the much-talked-about “middle path” (*madhyama marga*). The result is *The Handbook of World Englishes* in its present form.

In characterizing this handbook, it might be easier to say what it is actually *not*: it is not an encyclopedia, and it is not a volume of structural descriptions of world varieties of Englishes. A good example of such a work is Kortmann and Schneider (2005). Instead, *The Handbook of World Englishes* is a compendium of selected, thematically integrated topics that brings together multiple theoretical, contextual, and ideological perspectives that may *include* descriptions, but whose primary aim is to provide fresh interpretations of changing identities of users and uses of Englishes across the Three Circles. In this sense, then, we believe that *The Handbook* provides refreshing and, indeed, still hotly debated theoretical and functional constructs of world Englishes. In other words, it locates them in socially relevant and contextually appropriate situations. The contributors of regional profiles (Parts 1–3) were free to present their areas and varieties in terms of what they felt was important to emphasize, in order to provide historical, ideological, and ideational insights for the varieties under discussion.

In realizing our vision for *The Handbook* we are indebted, first, to our contributors, whose cooperation and patience made the volume possible. The editors, of course, bear the responsibility for any limitations of the work. We wish to express our deep gratitude to Larry Smith for his help at every step in the conceptualization of this volume; to Kingsley Bolton for his insight and suggestions; to Stanley Van Horn for his comments on and critique of various points; to Sarah Coleman of Blackwell Publishing for her professional editorial advice and smooth implementation of the editorial process; to Anna Oxbury for copyediting a complex volume with her usual patience and expertise; to Heeyoun Cho, Jamie S. Lee, Woosung Lee, and Theera Ratitamkul for their assistance in multiple ways at various stages in the completion of the volume; and to the Research Board of the Graduate College of the University of Illinois at Urbana-Champaign for their support. And finally, to our families, who not only tolerated our focusing our time and energies on this extensive and intensive project, often at their expense, but encouraged us at every step with their support and love.

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Introduction: The World of World Englishes

CECIL L. NELSON, ZOYA G. PROSHINA,
AND DANIEL R. DAVIS

This second edition of *The Handbook of World Englishes* is an updated presentation of the conditions, contexts, and functions of major varieties of English across the world. Its structure follows closely that of the first edition, with the exception of Part IX, now Outlook for the Future. The stance of the present editors, drawn from the school of thought founded by Braj B. Kachru and Larry E. Smith, is summed up in a sentence from the first edition's introduction:

One major aim of *The Handbook of World Englishes* is, then, to represent the cross-cultural and global contextualization of the English language in multiple voices. (Kachru, Kachru, & Nelson, 2006: 1)

It is perhaps still not an easy thing to comprehend, over a decade since the publication of the first edition, that Englishes exist not only in each variety's local and regional contexts, but also in a global context.

The 42 chapters of this *Handbook* are distributed across nine parts, each of which addresses a broad construct of fundamental importance to the study of the world's Englishes.

Part I: The historical context

The fifteen chapters of Part I are divided into subparts that reflect the major waves of the global expansion of English, broadly designated.

In its beginning (as we demarcate it) in the British Isles in the fifth century, English crowded out or assimilated with other languages, those that were *in situ* when the Germanic tribes arrived, the Celtic ones, and those that came afterward, the Norse varieties brought in by the Vikings (Robert D. King). A major example of this unequal coexistence of English with new peoples, languages, and cultures is presented in Chapter 2 (Fiona Douglas), which treats the development of English in Scotland in "two key strands: ...*Scots* (SC); and...*Scottish Standardized English* (ScSE), which was the result of contact with standardized varieties of

English English during the eighteenth century." This expansion across linguistic and cultural boundaries, but not yet oceans, has come to be known in world Englishes studies as the First Diaspora, the initial "widespread scattering" (perhaps better "strewing," or even "sowing") of the language farther and farther across the earth.

What is commonly referred to (however slightly inaccurately, given the developments in the First Diaspora) as the colonial expansion of English began when populations of English speakers carried the language to farther parts of the world in the Second Diaspora: to what is now North America (Edgar W. Schneider and Stefan Dollinger), Australia and New Zealand (Scott F. Kiesling), and the Caribbean area (Michael Aceto). These Englishes took firm root and became the major, if not the single most important language in the nations and areas discussed in chapters 3 through 6. The users and, for convenience of discussions, nations where English has continued from these incarnations constitute, in a designation coined by Braj B. Kachru (1985), the Inner Circle of Englishes.

In the phase of the Third Diaspora, English was carried by relatively tiny minorities of English users into nations and indeed, continents populated by speakers of many other tongues. In South Asia (Ravinder Gargesh), Southeast Asia (Ee Ling Low), and Africa – here represented, given the limitations of a work such as this, by the topics of chapters 9 and 10, Englishes in southern Africa (Nkonko M. Kamwangamalu) and in wider African creative writing (Eyamba G. Bokamba) – colonial administrations, politics, and economics planted English where it was in competition with numerically superior languages, as had not been the case before. In these situations, English has continued to the present day to have important roles in governments, education systems, and virtually all technical and creative fields. English has become part of a dynamic linguistic environment with other languages in each of these multilingual contexts. As Professor Braj Kachru was sometimes heard to remark, "Today you cannot read an English newspaper in India unless you can read Hindi, and you cannot read a Hindi newspaper unless you can read English." Englishes in these contexts are referred to in the literature as constituting the Outer Circle of the worldwide English-using community.

The spread of English did not stop with the end of the colonial era. The language can be said to have taken on a life of its own, as people all over the world have found it to be increasingly a language of access to desired changes in their personal lives and their societies. In its Fourth Diaspora, peoples with perfectly workable access to languages in their own lands adopted and adapted English where one would think it unnecessary for them to have done so. The chapters in this section of the *Handbook* present profiles and characteristics of English as exhibited in South America (Patricia Friedrich), across Europe (Suzanne K. Hilgendorf), in Russia (Zoya G. Proshina), in East Asia (Nobuyuki Honna), and in China (Wei Zhang, Kingsley Bolton, and Werner Botha). English was not brought to these parts of the world by colonial activity in its usual sense, and their varieties fall into the category Expanding Circle.

Part II: Variational contexts

The three chapters in Part II present major exemplars of how Englishes have been modified by their users in response to various pressures and reasons for their utility. As Kahane (1986: 495) succinctly put it, English has become “the great laboratory of today’s sociolinguist.” Chapter 16 (Rajend Mesthrie) treats English broadly in its position as a “contact language.” Chapter 17 (Salikoko Mufwene) presents an overview of the rethinking of the traditionally received notions of pidgin and creole; and Chapter 18 (Walt Wolfram) interprets features and functions of the most written-about English variety, African American English.

Part III: Acculturation

Part III addresses the all-important topic of what happens to English in its adaptations in new settings. Far from very old notions of one language for all users in all times and places, the sociolinguistic realities of language accommodation are made evident in the development of varieties of English. Chapter 19 (M. A. K. Halliday) offers a working out of real, observable development set against notions of a “standardized” language. Chapter 20 (Yamuna Kachru) explicates striking examples of what goes on when people are “using a shared medium with different sociocultural conventions of language use and different cultural messages.” Chapter 21 (Vijay K. Bhatia) examines genres across Englishes, showing that the functions ascribed to Englishes vary from context to context, as do the expressions of those functions.

Part IV: Crossing borders

It has become a truism that users shape languages in their cultures; we do not expect expressions, “idiom,” lexical connotations, and so forth to remain stable across time and geography. The chapters in Part IV draw on literary creativity (Edwin Thumboo), language play (Alexandra A. Rivlina), and cross-variety intelligibility (Larry E. Smith and Cecil L. Nelson) to point out that users may declare they are speaking “English” to one another but may soon find that they have to cooperate in finding workable meanings and interpretations in each other’s code. In Chapter 25, Braj B. Kachru takes us into the realm of culture writ large in its “multiplicity and pluralism,” in whose expression “English has become a global ‘access’ language.”

Part V: Grammar wars and standards

Focusing on language itself, naturally not to the exclusion of cultural influences, the chapters in Part V address the controversies that have arisen in studying English in its varieties. Chapter 26 (Linda C. Mitchell) informs us in close detail that such controversies are not by any means new. Chapter 27 (John Algeo) takes

us through such controversies within one of the Inner Circle countries. Chapter 28 (Daniel R. Davis) emphasizes that in this area, as in all others, context is of the greatest importance: "Even the most basic grammatical terms are set within an intellectual tradition, and have political implications." Chapter 29 (Gerald Nelson) explicates the compiling and examination of large bodies of text: "the corpus-based approach has become firmly established as a methodology for linguistic research."

Part VI: Ideology, identity, and constructs

Perhaps no terms in the modern lexicon of public affairs are more frequent and often argued over than *ideology* and *identity*, and the chapters in Part VI lead us to encounter those constructs in specific ways. Chapters 30 and 31 (Pradeep A. Dhillon and Wimal Dissanayake) invoke postcolonial theory, in Dissanayake's words, "a style of thinking, a form of imagination, a mode of analytical representation that focuses on issues of epistemology." Within identity, gender is a widely addressed topic, which Chapter 32 (Tamara M. Valentine) speaks to forcefully. Valentine points out the similarities between the study of world Englishes on the one hand, and "the social construction of identity through linguistic action" characteristic of gendered linguistic practice, on the other.

Part VII: World Englishes and globalization

A few outliers notwithstanding, it cannot reasonably be denied that we now live in a world-wide society, and the chapters in Part VII draw on media (Elizabeth Martin), advertising (Tej K. Bhatia), and commerce (Stanley Van Horn) in examining what roles Englishes play in these global contexts, and how they shape their Englishes.

Part VIII: World Englishes and applied theory

If academic linguistic pursuits are to have any effects and utility in the world, theory must come out of laboratories and language professionals' offices and find areas and means of application in people's lives. Chapter 36 (Ay  Bamgbo ) addresses the politically fraught area of national language policy, which calls for a great deal of unprejudiced focus be it overt or covert. Chapters 37 through 39 dispel many ingrained myths in areas of English teaching and learning, perhaps the longest-standing area of applied linguistics: communicative competence (Margie Berns), pedagogy generally (Aya Matsuda), and language testing (James Dean Brown). Chapter 40 (Fredric Dolezal) takes a wide-ranging look at dictionaries, traditionally powerful tools of description and prescription, "artifacts that represent the cultural, bibliographic, and linguistic heritage of a language community."

Part IX: Outlook for the future

Futurology is a natural if intimidating extension of present knowledge and awareness: “What does the future of Englishes look like?” Chapter 41 (Kingsley Bolton) articulates how English and Englishes got where they are today and how we might expect them to develop. Chapter 42 (Yamuna Kachru and Larry E. Smith), written by two of the most thoughtful and thought-provoking people in the World Englishes community, is a fitting coda to this volume. Its title invokes the considerable weight and responsibilities that English has come to bear – its *karma* – and its evolution and continuing development – the cycle.

This second edition of *The Handbook of World Englishes* is, then, a continuation of, or a sequel to, the first: “just one further step toward the understanding of this unfolding of the history and contextualization of the world of world Englishes” (Kachru, Kachru, & Nelson 2006: 14).

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