The Karmic Cycle of World Englishes - Reading Guide

[Answers for teacher key in blue]

**Before You Read** - Try to match the phrases and idioms with the English variety it comes from.

“Snakes started playing mini soccer in my spine”

South African English - I became very excited

“Shake legs”

Singaporean English - to be idle

“Put sand in someone’s gari”

Nigerian English - to threaten one’s livelihood

“You said you’ll do the job, isn’t it?”

Indian English - no use of *do* verb in tag questions

“They done it already”

African American Vernacular English - no use of helping verb *have*

“Let’s see which way the cat jumps”

 Australian English - let’s see what happens

Point out the differences in 1) vocabulary - “gari” borrowed word from an indigenous Nigerian language 2) grammar - “they done” instead of “they have done”

**While You Read**

Main Ideas and Inferences - Skim the article and answer the following questions.

1. Which of the following summarizes the main idea of the article?

 a) Indian English is drastically different than American English.

 b) English is influencing other languages of the world.

 c) The use of world Englishes is expanding.

 d) Chinese poses no threat to the global spread of English.

2. Write the sentence you believe contains the overall main idea of the article.

3. Which of the following paragraphs contains an outline of the main points that the author will cover in the article?

 a) The paragraph beginning, “The late Charles Ferguson…”

 b) The paragraph beginning, “In order to establish…”

 c) The paragraph beginning, “The earlier history of the spread of English…”

 d) The paragraph beginning, “There are two aspects…”

4. List the main topics that the author will cover in the article:

A. The continued spread of English in the latter half of the twentieth century and its continuation in the present century

B. The impact of this spread on the English language and other languages English came in contact with

C. acculturation and nativization or indigenization of English and emergence of world Englishes

D. Implications of world Englishes for linguistic theory

E. Why non-pluralistic concepts such as global or world or lingua franca English, as opposed to the pluralistic and inclusive concept of world Englishes, are misleading and have little sociolinguistic validity

F. What future scenario one can imagine on the basis of what the situation is at present

5. “As far as various other languages of wider communication are concerned (e.g. Arabic, Chinese, and Hindi-Urdu), they are as yet providing no serious challenge to world Englishes...” The author’s language here seems to indicate:

a) commonality

b) neutrality

c) competition

d) all of the above

6. What is the author’s position on Global English (English as Lingua Franca)?

 a) Global English does not exist.

 b) Only Inner Circle Englishes can work as a Global English.

 c) A standard English is needed for international communication.

 d) Global English is difficult for speakers in the Inner Circle to accept.

7. Intelligibility depends on:

 a) accent and grammar

 b) attitudes

 c) familiarity with many English varieties

 d) all the above

Vocabulary from context - As you read, write the definition of the vocabulary words you find in the text. Write the other forms of the word under “parts of speech.” (Hint: use www.dictionary.com to check your definitions.)

|  |  |  |
| --- | --- | --- |
| **Vocabulary**  | **Definition** | **Parts of speech** |
| **noun** | **verb** | **adjective** | **adverb** |
| domain |  |   |   |   |   |
| contender |  |   |   |   |   |
| come even close  |  |   |   |   |   |
| projected estimate |  |   |   |   |   |
| range  |  |   |   |   |   |
| foreseeable future  |  |   |   |   |   |
| touch upon  |  |   |   |   |   |
| misleading  |  |   |   |   |   |
| validity  |  |   |   |   |   |
| zeal  |  |   |   |   |   |
| demand  |  |   |   |   |   |
| waning  |  |   |   |   |   |
| pragmatic  |  |   |   |   |   |
| adapted  |  |   |   |   |   |
| proficient  |  |   |   |   |   |
| rivalry |  |  |  |  |  |
| boundaries |  |  |  |  |  |
| convergence |  |  |  |  |  |
| enunciating |  |  |  |  |  |
| rendering an apology |  |  |  |  |  |
| paying a compliment |  |  |  |  |  |
| criticizing a performance |  |  |  |  |  |

**After You Read** - Categorize the following English varieties according to Kachru’s three circles of world Englishes: *American, Australian, Brazilian, British, Canadian, Hong Kong, Indian, Japanese, New Zealand, Nigerian,* and *Singaporean*. Write the names of the countries in the circle where you think they belong.

Inner Circle: American, Australian, British, Canadian, New Zealand

Outer Circle: Hong Kong, Indian, Nigerian, Singaporean

Expanding Circle: Brazilian, Japanese