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Dr. Archana Sharma

Assistant Professor

College of Agriculture Powerkheda,
Narmadapuram
JNKVV, Jabalpur Madhya Pradesh

Dr. Manisha Dwivedi

Assistant Professor

College of Agriculture Rewa,
JNKVV, Jabalpur Madhya Pradesh



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Conceptual Analysis of “World English” and its Implementation in English Language Teaching

Abstract

The concept of “World English” encompasses the diverse forms of English spoken and used globally, transcending ownership by any single group or nation. While the notion of “World English” has gained widespread acceptance, its broader implications are often overlooked. For language teachers, these implications could soon have significant effects on instructional practices and pedagogical priorities. As World English gains prominence, traditional native English varieties may gradually lose their centrality in English Language Teaching (ELT). This paper explores the potential shifts within ELT, including the redefinition of linguistic norms, the adaptation of teaching materials, and the reorientation of teacher training to reflect the evolving global landscape of English. Ultimately, the rise of World English challenges long-standing perceptions of language ownership and sets the stage for transformative changes in how English is taught and learned worldwide.

Keywords: Universalism, ELT, Language, linguistic norms, language ownership, global English

Globally, English is the most widely spoken language. In recent years, the majority of foreign transactions have been conducted in English. In bringing people together, the language has played a crucial role. Learning English has a positive impact on the country's economy, society, and politics. Developing its economy at a rapid pace and consolidating its position as a global power has been a monumental challenge for India. To accomplish this, people must have current understanding of several scientific fields. Much progress can't be made without the expertise of skilled mechanics, engineers, and technicians. As our population grows, so does our demand for these individuals. In reality, China and Japan lag behind India by three to four years in medical science. The main reason for this is because English as a second language isn't given high priority in these countries. In addition, a country's growth necessitates the protection of its citizens against internal threats. A country's youth's ability to choose a language to study is critical in these circumstances. The body of scientific knowledge is housed in the English language. The study of this topic is therefore critical for a developing country such as India. The idea that English is an international language has become a lot more common in the last few years is a cliché thing we hear. Sir Randolph Quirk & Professor Braj Kachru debated the "million dollar question" of who owns English at the British Council's 50th anniversary meeting in 1984. They said that whose English should be used to teach English around the world. In the last few years, a lot of people have talked about how important English is as a global language and how important it is to use one of the Inner Circle varieties when teaching English as a foreign language. A single monochromatic standard is no longer appealing to the majority of people in the ELT business. Kachru's assertion that "the native speakers of English seem to have lost the exclusive prerogative of controlling its standardization" still resonates with most ELT professionals. His call for a paradigm shift in linguistic and educational research so that it is more in tune with the changing landscape has also resonated with many ELT professionals. There are 30 pages in the book by Kachru. Furthermore, the idea that English originally belonged to everyone who chooses to speak it is becoming more popular. As long as the idea of "world English" is around, the question of who owns English becomes difficult, if not out-of-date. Widdowson said that English speakers should be proud and happy that their language is used all over the world. However, they don't speak it. I believe that the ELT community around the world hasn't fully grasped the full significance and import of WE Widdowson's claim. One of the goals of this paper is to do just that. I'm going to follow Widdowson's lead and say that, because English has become more and more common around the world, the idea of "native speaker" has become a little blurry, if not meaningless, except in an ideological sense, which was always there, but people didn't pay attention to it. This makes ELT practices more and more questionable. An obvious answer to Widdowson's question is this: In its new role as a global language, English doesn't have any people who speak it from the start. Still, this is no doubt a strong statement, but if it can stand up to a critical examination, it will have a big impact on not only ELT, but also on how we think about natural language.

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Need to Distinguish between World English from other Varieties of Language

That way, you can make sure that you don't get the wrong idea. In this case, I'm not saying that there aren't native speakers of English anymore. If we mean native speakers by that, we mean people who were born and raised in monolingual households and didn't interact with other languages. Indeed, that would be a silly thing to say, too. As with every other language, there will for the foreseeable future at least be children born into monolingual English-speaking families who will be considered native English speakers under the same rules that have been used in the past. It's not the Houses of Parliament or the English language that we're interested in right now. When people from different countries meet at airport check-in desks, corridors, and departure areas, they speak the same language: "We." This language is used all over the world, and it's used a lot when people from different countries meet at airport check-in desks, corridors, and departure areas. There are already a lot of people who speak for us, and their numbers grow quickly. They're not trying to rate human languages as "better" or "worse" when linguists and language lovers define an "international," "global," or "universal" language. These studies are based on people's exposure to these languages in a wide range of contexts, from the language they use in their daily life at home to the language they hear at school and on the news, to the language they see and listen in popular culture.

As far as many people are concerned, English is the most widely spoken language in the world. There are around 360 million native speakers of the language, and an estimated half a billion people (nearly 20% of the world's population) speak it as a second language. And over half of the inhabitants in at least 45 nations are able to speak English at some level, according to some estimates. It is estimated that there are at least 25 distinct varieties of pidgin English now. In addition to its long history of borrowing words from other languages, English continues to grow in popularity because of its ability to absorb new terms from the various cultures in which it is spoken. After coming into contact with a new culture, English people began using words like "burrito," "bayou," and "boutique" to describe notions they had never previously encountered. Spongy English allows it to adapt to new global or localized trends which can be mirrored in real time through the use of its language.

Languages that are keen to adopt English's unique and idiosyncratic linguistic articles can also benefit from English's own terminology. Aisukurmu ice cream and furaido potato fries are

both Japanese terms for French fries in the country. Antibabypillen are the German names for birth control tablets.

However, there has been a huge global backlash to all of this English expansion. Governments and organizations around the world have been working together to curb the growth of English and the intrusion of English into languages that have resisted outside influence for a long time. When linguists as well as language lovers describe a "global," "universal," or "international" language, they're not seeking to rank human languages as "good" or "bad." From the language they use in their daily lives at home to the language they hear on the news and at school, these studies take into account people's exposure to these languages across a wide range of contexts. In many people's minds, English is by far the most commonly spoken language on the planet. An estimated half a billion people (almost 20% of the worldwide people) use it as a second language, in addition to the 360 million native speakers. According to some estimates, more than half of the people in at least 45 countries can speak English at some degree. Pidgin English is presently estimated to have at least 25 unique variations. Furthermore, due to its lengthy history of importing words from other languages, English has grown increasingly popular as a language for people of many backgrounds to communicate. English speakers began to use words like "burrito," "bayou," as well as "boutique" to express concepts they had never previously encountered after making contact with a new culture. New global or confined trends can be mirrored in real time by the use of Spongy English's language, which is flexible.

A language's unique and quirky articles can also profit from English's own vocabulary if the language is eager to acquire English's own terminology. Furaído potato fries and aisukurmu ice cream are Japanese words for the country's version of French fries. Birth control pills in Germany are referred to as "Antibabypillen" (again, in German). Some have expressed outrage at the proliferation of English around the world, though. In order to slow the spread of English and prevent it from invading languages that have resisted it for a long time, governments and organizations around the world have joined forces.

Exploring the Importance of World English

It is the way we have always thought about language. It is built on the hypothesis that any natural language is generally spoken by a group of native speakers, and only rarely or very infrequently by a group of non-natives. The people who agree with the idea of us need to go back to the drawing board when it comes to ELT, no matter what kind of situation they happen to be working in. Now, it's not true that everybody in the ELT world thinks with the idea of "WE." Phillipson, for example, has been very critical of it on the grounds that those who support it don't pay attention to how much power its users have today. English is not a universal language, says Phillipson, because it is governed by big media companies like CNN and the BBC, which don't speak for everyone but instead represent a small group of people who have a lot of money in the media. It's a big mistake to think that only a few media outlets as well as the corporate interests which fund them can speak for everyone or speak for people on the edges. Phillipson is right that there is a lot of power that isn't shared equally between linguistic communities, but I think he's

wrong to single out English or World English as a language that has a colonial history and a lot of scars from past and present inequalities. If anything, all languages show that there is a lot of power inequality and that power politics always and inevitably happen in the people who speak them. To think about a speech community where there are no power politics is to move the whole conversation from the real world to an ideal world. WE is an interesting case because it blows up what is already there in any speech community. This makes it easier to look at. I believe that the difference between World English and any other natural language in this area is quantitative rather than qualitative. The more people speak a language, the more people will be able to see the internal disagreements that make up its community. In other words, by studying us more closely, we can learn a lot about how all languages work, even the ones that seem to be the same. As I see it, talking about English as a "world language" is just another way of highlighting the fact that it is a place where conflicting goals and ideologies are at play all the time. In fact, I think this is true now more now than ever before its history. Before I started this piece, I made it clear that the main point of this piece is to keep up the argument that ELT practices that have been in place for a long time should be radically changed in order to deal with what WE is doing. The way we've done ELT up until now has been at risk of becoming obsolete because it doesn't account for some of the most important things about us, like how we communicate with each other. A native English speaker, who is thought to be superior to non-natives because he or she was raised in a monolingual family environment, would be at a clear disadvantage to the many people who work in English for the majority of their lives. A person who has a good understanding of the language will have any advantage he or she claims because of that. The fact that we are at finest code-referenced instead of code-bound means that we have a head start. It's interesting to look at each one of the four skills that are thought to make up one's command of a language on its own, to see if there are any disparities between them and the changes that are taking place in the way people speak their native language now. Native speakers aren't always good at all four of the skills they speak, even in their own "mother tongue." Professional linguists are always reminding us that native speakers aren't always good at all four of the skills that they speak. When the native speaker of a language was said to be a master of the language, it was said in a very poor way. The whole idea of speaking for a real reason or to get something done had been systematically removed from the language so that the focus could be on the grammatical ability to produce an infinite number of sentences ad nauseam.

Even though it's true that the native is the best way to judge how well you speak, this has never been true at least in the same way when it comes to listening. The native speaker-hearer is not, in other words, always a native speaker-listener, either. As for the other two skills, reading and writing, things get even more complicated. It's a long way from the native speaking animal to the person who can read well or write well, but it's worth the journey. There are a lot of different kinds of language, from the purely linguistic to the communicational and discursive. It also includes the cognitive and logical parts. Genetics or birthrights alone were not enough to guarantee success on this path. You had to train and practice to get there. We already saw that WE is only

different in terms of how big it is. Natives who say they can speak the language better than people who aren't natives might think they'll be judged more harshly if they say that they speak in a non-exciting way. As a monolingual English speaker, we don't know for sure if it will help us get by in World English.

World English and the Scenario of Native Language Speaking Teachers

Does the native speaker keep his or her former status as an EFL professional when he or she doesn't speak English as his or her first language? The answer, I think, is "no." For one thing, the native no longer speaks like us. They may even be unable to do some simple things in WE because they don't speak English well. It might not be a good thing to be a monolingual in the WE, because communication skills are often inter lingual or even multilingual in nature. When native English speakers have to learn WE in a hurry because the world market is getting more competitive, it might not be long before they have to do this. A native English speaker who doesn't know a lot about World English is likely to be left out in the cold. When you look at the instructions that come with software, electronics devices, and other things, you can see that they use a different kind of English than what you might expect.

Conclusions

We've never seen anything like WE before in the history of language. Most of its long-term consequences are still beyond our wildest dreams, but if our initial guesses are correct, they could be even more stunning than anything we've seen so far in our investigations.

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