The Theory of World Englishes

Kahru and L. E. Smith (2008) define the World Englishes as English varieties that acted as an extra language for communication both intranational and international in multilingual countries. Here, they mean that English is used as second language, to speak both between people in the same country and in different countries. Kachru and Smith also define WEs as English varieties that are almost exclusively used for communication in the international context. The term ‘exclusively’ refers to the use of English as a foreign language. The varieties have their own accents and dialects, but they are still considered English. Because the varieties are considered different than SE but still considered English, the term World Englishes is then used to define the varieties. In conclusion, the World Englishes is varieties of English typically used in multilingual countries in order to communicate with people in the same and in different countries. The distinctions of WEs exist in various aspects; they are dialects, pronunciations, vocabularies, and grammar. WEs also affect skills in English, such as listening, reading, writing, and speaking.

The theory of World Englishes (WEs) that I would refer to is B. B. Kachru’s (1985) theory of Concentric Circle as cited in Kachru and Nelson (2009). In the theory, Kachru proposed that the English varieties are best captured in three circles: Inner circle, Outer circle, and Expanding Circle (Kachru & Nelson, 2009). According to the theory, Inner circle consist of countries which
use old-variety-English, such as United States, England, and Australia. The standard varieties are either standard British English or American English. In the inner circle countries, old-variety-English is the primary used language, both in formal purpose (academic, law, government, etc.) and informal purpose (daily conversation, entertainment, etc.). Although some other languages also exist in the country, but the primary used language is English.

The outer circle represents countries where English has been used for a long time, and functioned as institutional language. English plays important roles in academic purpose, governance, literatures, and popular culture. However, in outer circle countries, English is used as second language. Most of the population speaks English; however, they still use their native language on a daily basis. The countries in outer circles are: India, Nigeria, Pakistan, Singapore, South Africa, and Zambia. Usually, the outer circle countries were once British colonies. The last and the biggest circle is the expanding circle. In the expanding circle countries, English is spoken as a foreign language. The use of English language in this circle is usually limited to academic and technical purposes only. In the theory, it is also stated that the larger the circle is (i.e., the outer and expanding circle respectively), the bigger the population is. According to the three circles, only the inner circle use SE, while both outer and expanding circles use English varieties considered as WEs.

Materials Review Theory
I would also connect the WEs theory with Tomlinson’s (2008) review of ELT materials in order to relate the theory to ELT. In the review Tomlinson listed four pre-requisites for good language learning/acquisition. The first is that the experience of learning language needs to be contextualized and easily understood by the students. The second is that the educators should encourage the learners, so they would learn English in high motivation, less tense, good optimism, but still feeling engaged in the process. Tomlinson also stated that the discourse and language featured in the materials should be salient and significant for the students, and encountered frequently. The last pre-requisite is that the students need to reach deep and many aspects of the language. The review would be the bedrock standard for the listening materials.

Masuhara and Tomlinson’s (2008) theory of principles of analyzing material would also be used as a reference of how I use Tomlinson’s theory. This theory is different from Tomlinson’s (2008) in terms of the availability of data analysis technique. Tomlinson only provides the basic principles of the material review while Masuhara and Tomlinson give the strategies for data analysis to review the data. Masuhara and Tomlinson’s principles are 14 points of material criteria based on Second Language Acquisition (SLA) principles. The 14 points then use to evaluate the ELT materials by using 10-point rating scale (minimum 1 to maximum 10). Each material will also be commented on in order to rationalize the score given. The total score of each material (maximum 140) then converted to 100. The aim of the principles is to assess the material used in ELT using SLA principles by giving score and giving comments on the materials (see Appendices
A and B for more detail of the criteria, which I have modified for the current study).

Furthermore, Galloway and Rose (2015) book titled “Introducing Global English” (GE) would also be used as a reference. The main focus of this book is to change the previous view of Native English Speaker (NES) norms into GE-oriented view. Galloway and Rose stated that in order to focus more to GE, a material needs to fulfill four needs. The first need is to expose more on the diversity of English, which means that more Englishes other than standard varieties are present. The second is the increasing of learners’ multilingualism value in the materials. The next need is to expose the students more to ELF (English as Lingua Franca) communication. The last need is to develop the materials in order to help students to be able to use English in communication which aimed on mutual intelligibility and mutual understanding, in a context of EFL.

The Theories Application

I would combine Kachru and Nelson (2009), Kachru and Smith (2008), Tomlinson (2008), Masuhara and Tomlinson (2008), and Galloway and Rose’s (2015) theories to answer my research question. Kachru and Nelson’s concentric circle and Kachru and Smith’s WEs theory would be the concept of World Englishes that I would use. By the term concept of WEs, those WEs theory would be used to identify, analyze, and categorize the English in the materials. I will use Tomlinson’s theory as the bedrock principles of my theory when reviewing the materials. Then, Masuhara and Tomlinson’s theory of 14 criteria would be
adjusted to fulfill Tomlinson’s value of good material. Furthermore, some of the criteria then adjusted to address more to WEs by combine them with the four material needs (Galloway & Rose, 2015) in order to change the focus of the analysis into WEs point of view.

Previous Study

Ever since the late 1980s, the area of research labeled World Englishes has become popular and inspired many researchers to do research on the issue (e.g., Jenkins, 2003; Melcher & Shaw, 2003; Thumboo, 2001). In this research, I would like to narrow my scope of study to the field of listening skill because there are a lot of evidences that extensive listening is the easiest and most effective ways to teach English (Elley, 2000; Wallace, 2012). Derwing and Munro (1999) have done a research about the different accents, comprehensibility, and intelligibility of the speaker of English as second language. The research done by Derwing and Munro unfortunately does not discuss the teaching of listening. Galloway and Rose (2014), have conducted a research of how listening journal can raise students’ awareness of Global English in a private Japanese-University; however the research does not accommodate World Englishes. The research is to make the students aware of GE, which is only about the broad use of English, the various contexts, and English as Lingua Franca, but not the different varieties of Englishes. So, in order to fill the status quo of the research, I will conduct this research which accommodates both the teaching of listening and World Englishes.