



Global English, so English for all?

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Why global English?

"FRANKENSTEIN" *A Universal Picture* MADE IN U.S.A.

BRITISH EMPIRE SHIPPING, 1937.

DISTRIBUTION OF SHIPPING OF 3,000 TONS GROSS AND ABOVE ON THE 24TH NOVEMBER 1937. AND PERCENTAGE OF CERTAIN IMPORTANT COMMODITIES OBTAINED BY THE UNITED KINGDOM FROM THE PRINCIPAL REGIONS SUPPLYING THEM IN 1937.

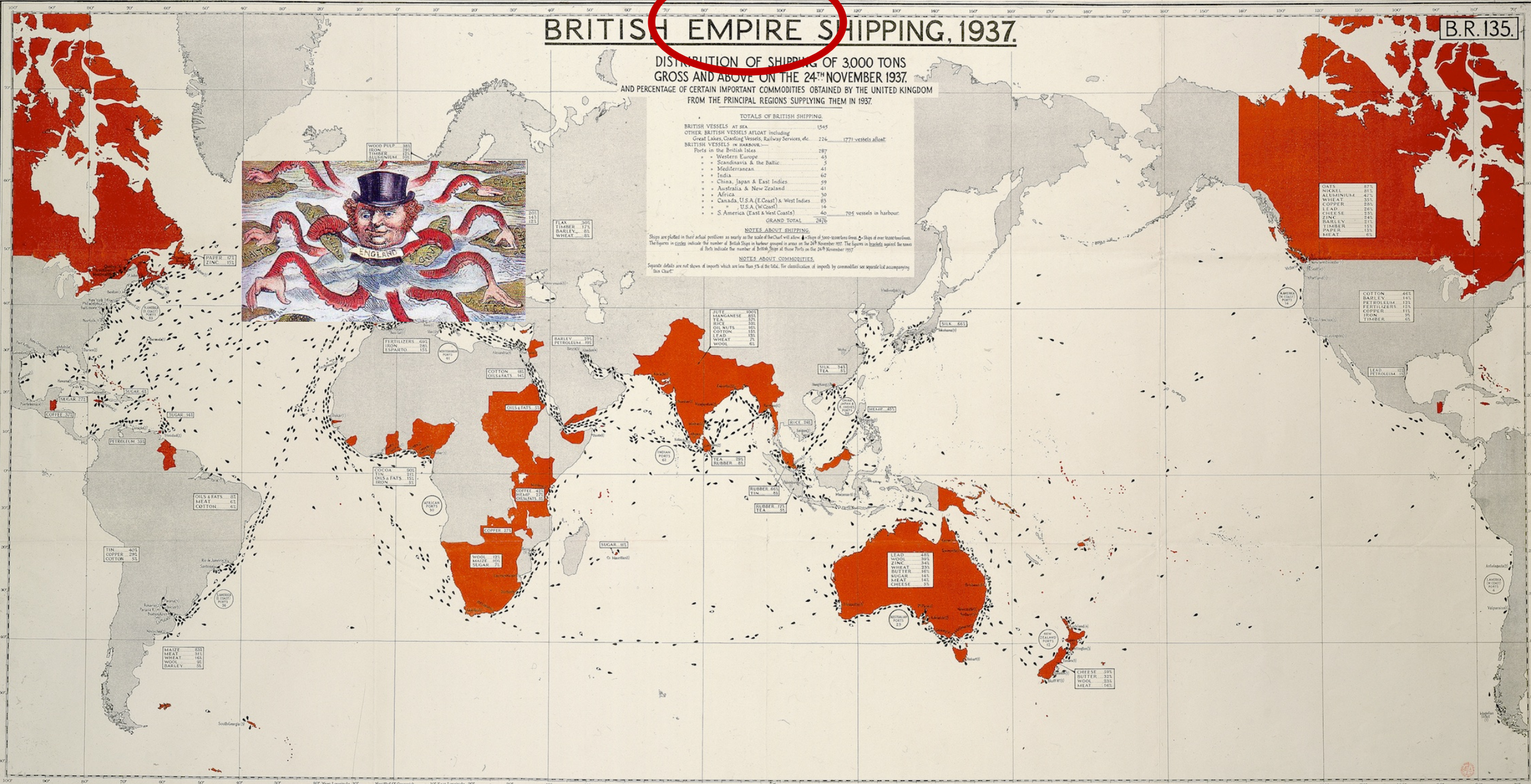
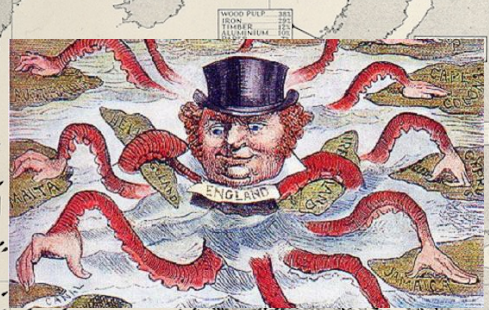
TOTALS OF BRITISH SHIPPING.

BRITISH VESSELS AT SEA	1545
OTHER BRITISH VESSELS AT SEA including Great Lakes, Coastal Vessels, Railway Services, etc.	226
BRITISH VESSELS IN HARBOUR	1771
Ports in the British Isles	287
Western Europe	43
Scandinavia & the Baltic	5
Mediterranean	41
India	62
China, Japan & East Indies	59
Australia & New Zealand	41
Africa	30
Canada, U.S.A. (E Coast) & West Indies	85
U.S.A. (W Coast)	14
S. America (East & West Coasts)	40
GRAND TOTAL	2876

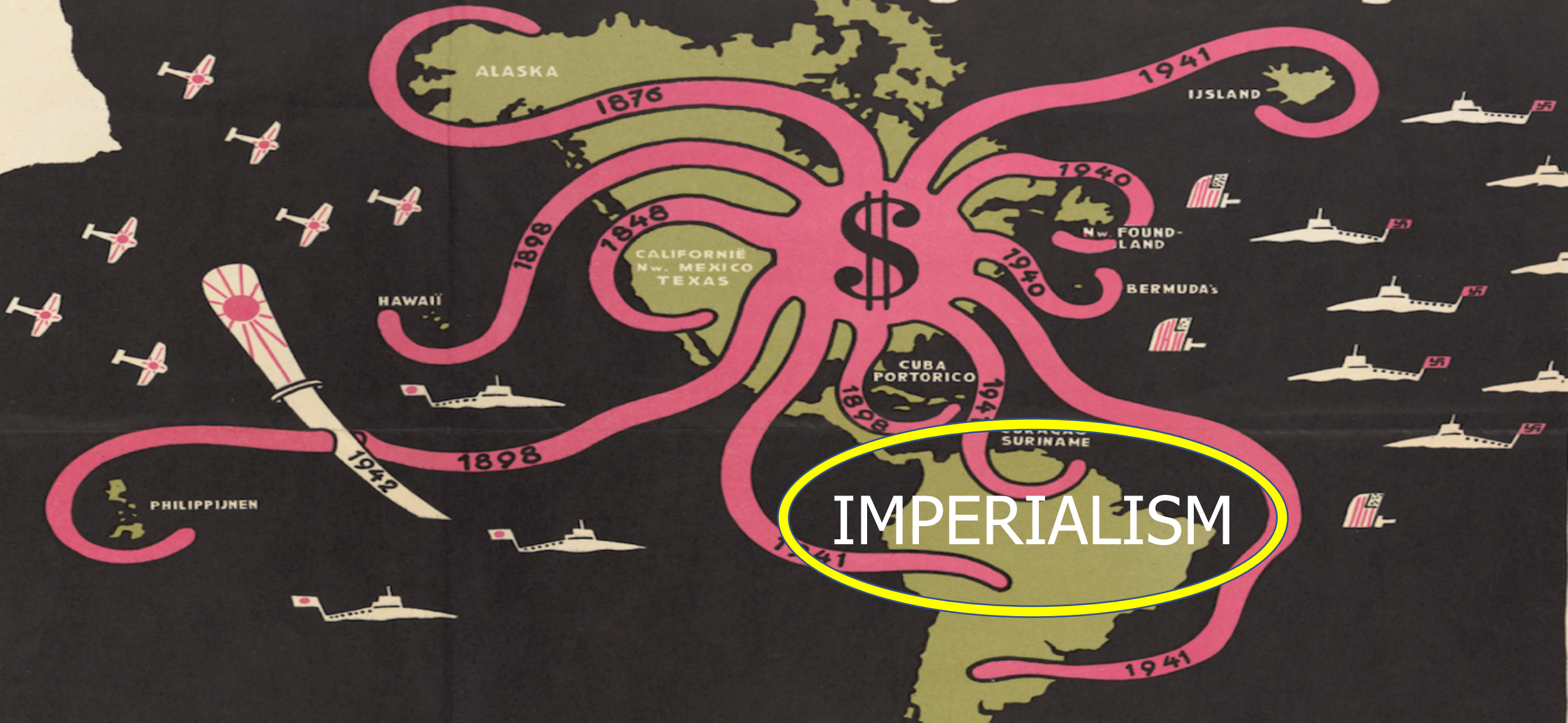
795 vessels in harbour.

NOTES ABOUT SHIPPING.
Ships are plotted in their actual positions as nearly as the scale of the Chart will allow. Ships of 3,000 tons or more are shown as ships of over 10,000 tons. The figures in circles indicate the number of British Ships in harbour grouped in areas on the 24th November 1937. The figures in brackets against the names of Ports indicate the number of British Ships at those Ports on the 24th November 1937.

NOTES ABOUT COMMODITIES.
Separate details are not shown of imports which are less than 5% of the total. For classification of imports by commodities see separate list accompanying this Chart.

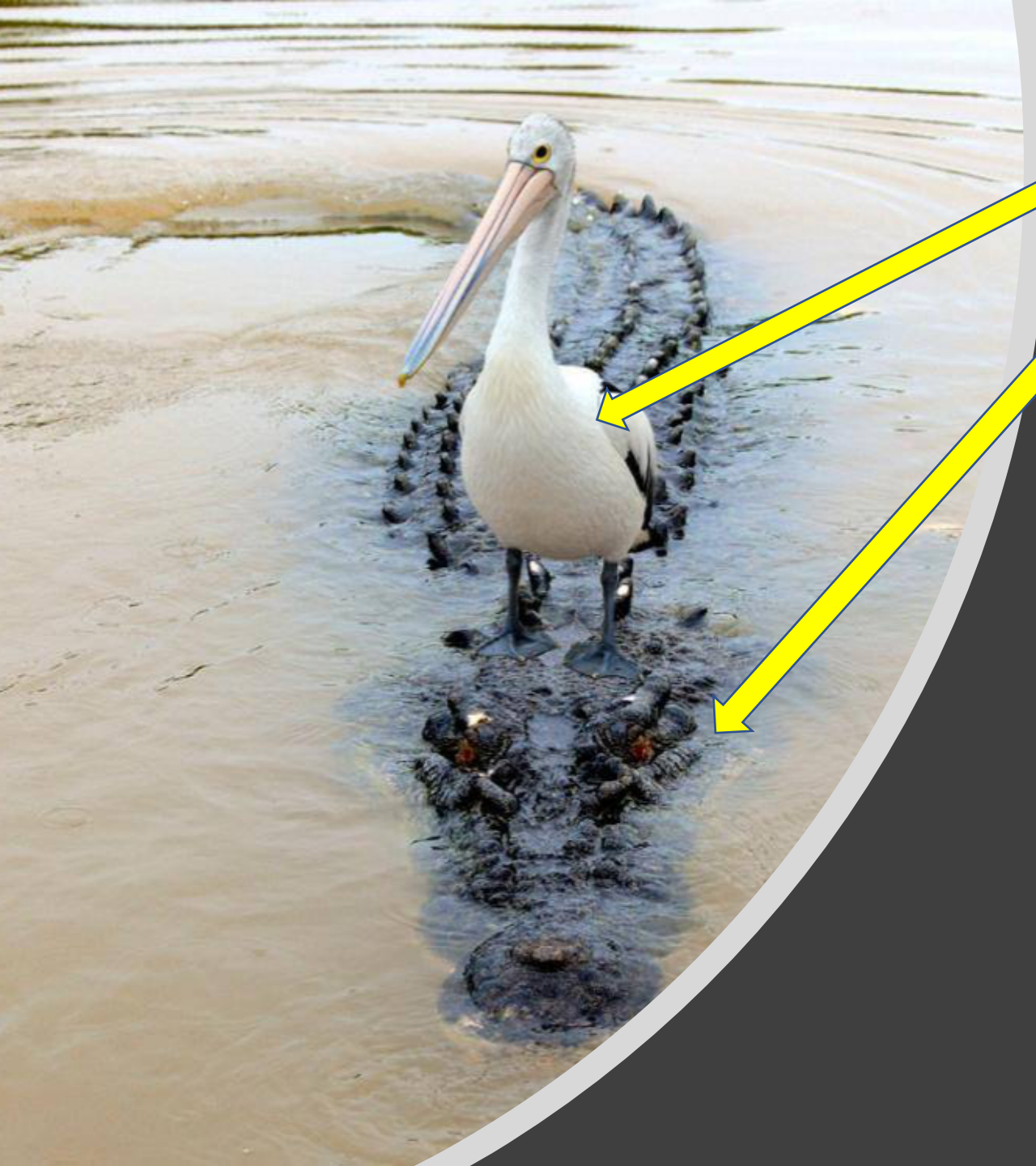


De Dollarpoliep



GLOBALIZATION





Bird

Crocodile

Free riding on capital

Benefitting from the actions of another without incurring any of the costs (Olson, 1965)



US structural power

- US structural power reaches deeply into the developing continents of of **Africa and South America**, into Asia and the Middle East, and relentlessly even into Eastern Europe and China.
- This structural power [...] is [...] reinforced by the United States' structural power over the world's **productive system**, over its **financial structure** and the **credit institutions** and **markets** that function in it, and over the producers and communicators of knowledge in the **knowledge structure**' (Susan Strange, 1991: 169)

English and economic development

- World governments and people associate economic development and prosperity with English.
- Science and technology, and other economically valuable knowledge is increasingly circulated in English (e.g. research journals).
- ‘The widespread use of English in a variety of political and intellectual areas makes it imperative for any country wishing to access the global community for economic development to have access to it’ (McKay, 2002: 17)
- Identical pronouncements made in Japan, Korea, Taiwan, Hong Kong, Chile, Argentina, Brazil, Jordan, Oman and elsewhere.

ESL

ENL

WE

EFL



ELF

EIL

EMLE

English as a Second
Language

English as a Native
Language

World Englishes

English as a
Foreign Language



English as a Lingua
Franca

English as an
International
Language

English as a Multi-
Lingua Franca

Multiple Englishes

- More non-native speakers of English than native speakers;
- More non-native teachers of English than native teachers;
- The majority of English teachers in the world did not learn their English from a native speaker, they learned it from other non-native speakers;
- Most non-native speakers of English speak English mostly to other non-native speakers;
- This leads to many Englishes, not only one.

English with Japanese characteristics (Japlish)

- I can communicate **many people** (omission of prepositions)
- My **purse stolen** on bus (omission of copula be)
- **There are dog** in yard (omission of plurals and articles)

(Kojima, 2010)

English with Spanish characteristics

- I am agree with you
- I have to go to the supermarket for to buy some vegetables
- In every culture people is concerned about their children
- Pablo is going to marry with Sandra
- It is a good idea to make some exercise every day
- The doctor, she is very sympatic

Spanglish

Spanglish

- I'm sorry, I cannot attend next week's meeting porque tengo una obligación de negocios en Boston, pero espero que I'll be back for the meeting the week after.
- Te veo ahorita, me voy de shopping para el mall.
- Dolores dice: Need advice? Escíbeme. (On home page for the online Latina magazine.)
- Tengo que ir al bus stop para pick up mi hija. (Overheard in the U.S. West.)
- Llamenos para delivery. (Seen on advertising signs in Peru.)
- <http://voices.yahoo.com/do-speak-spanglish-8097524.html>

Spanglish

- Lonche – lunch - “almuerzo”
- Conflei – cornflakes - “cereal”
- Jamberger – hamburger - “hamburguesa”
- Janguear - to hang out - “pasar el rato”
- El parking - parking spot - “estacionamiento”
- Rentar - to rent - “alquilar”
- Parquear - to park a car - “estacionar”
- ¿Estás ready? “¿Estás listo?”
- Googlear
- Marketa – supermarket - “el supermercado”
- Biles - bills - “cuentas”
- Parree - party - “fiesta”
- <http://www.latintimes.com/top-15-spanglish-words-you-love-and-hate-latino-165194>

**Tahun baru hijriah
which is today,
adalah moment penting
yang literally jadi awal
bikin something new
yang better gitu.
agree dong!?
definitely ya.**

#stylengomong
#anakjksel

 *Khais Raihan*

Facebook.com/khaisraihan
Instagram: @khaisraihan





INDONESIA ENGLISH

@indonglish

Following



Duing mistek ar normel, bat duing mistek repitedli are savage!! Kuot bai : [@salsabeela](#)

 Translate Tweet

7:04 am - 4 Jun 2013



Indonglish/Englonesian

- 'On the island of Bali the need for English is particularly acute. Tourists have great faith in the effectiveness of the clearly spoken English phrase and welcome local efforts to communicate in English. "Buy me sir", "Pliis soping madam. Dis wan iys feri chiip. Fo yu sepesial prais ... " (usages quoted in the Indonesian press)' (Smith, 1991: 41)

Indonglish, Japlish, Chinglish, Greklisn,
Spanglish, Franglish, ...

- '[F]or the foreseeable future there will most likely be many kinds of Englishes used predominantly in transcultural communication among multilingual English speakers, who will make use of their full linguistic repertoires as appropriate in the context of any specific interaction. This means, in turn, that their language will involve a good deal of translanguaging. (Jenkins, 2017: 7)
- So, is the native standard of English relevant any more?

Global Englishes – Academic responses

1. Kachru's circles (1985, 2004) World Englishes

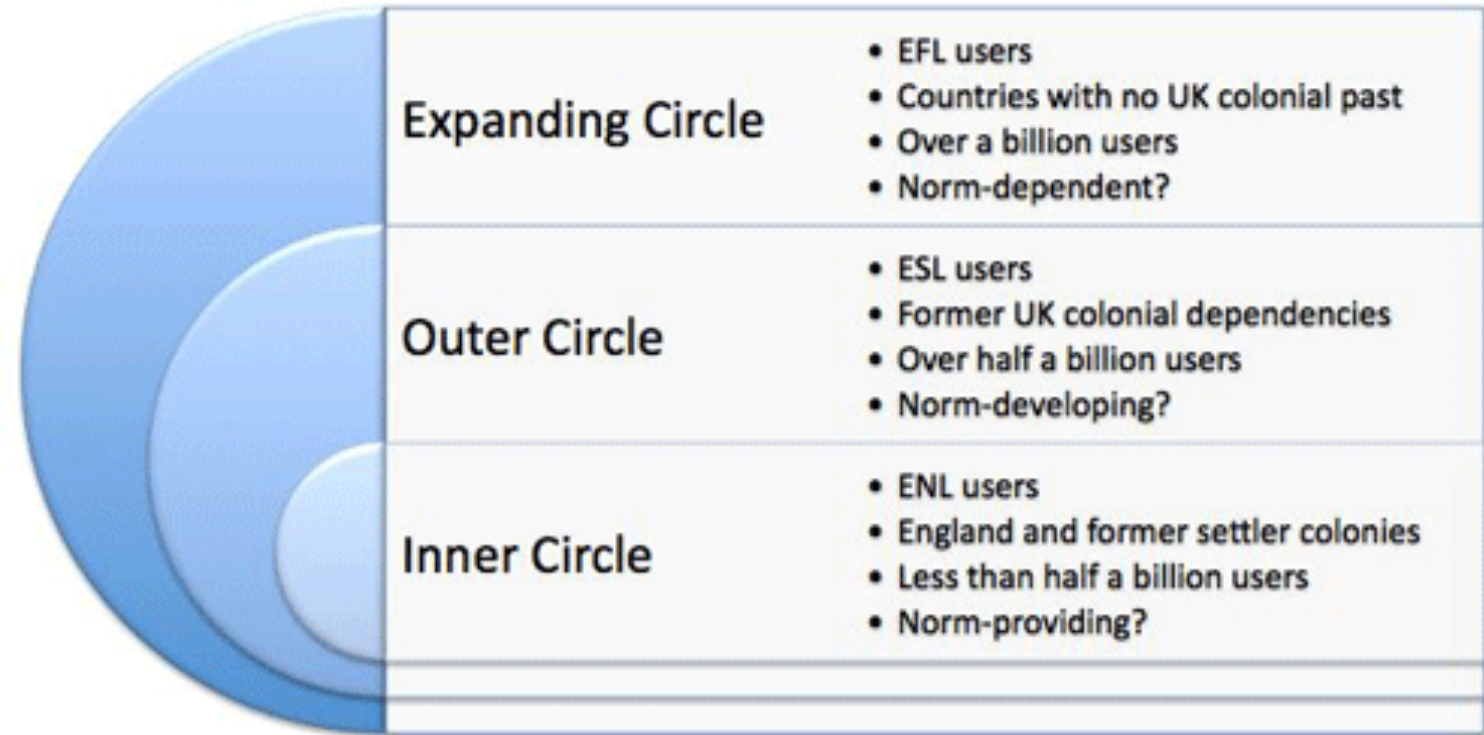


Figure 2.3: Kachru's model of World Englishes



- It makes English plural – ‘Englishes’
- ‘English now has multicultural identities’ (Kachru, 1985: 357)
- It makes English local: ‘However global a practice may be, it always happens locally’ (Pennycook, 2010: 128)
- This leads to **translingualism** and **superdiversity**: code-mixing; new vocabularies; innovative articulations through English and other languages (Canagarajah & Dovchin, 2019; Li, 2017; Li & Hua, 2019; Blommaert, 2013)

Translingual Practice

- [T]ranslingualism looks at verbal resources as interacting synergistically (sinérgicamente) to generate new grammars and meanings, beyond their separate structures.
- According to this definition, the prefix 'trans' indexes **a way of looking at communicative practices as transcending autonomous languages'** (Canagarajah, 2017: 31)

Translanguaging and Superdiversity

- **TL for PEDAGOGY:** 'Translanguaging empowers both the learner and the teacher, transforms the power relations, and focuses the process of teaching and learning on making meaning, enhancing experience, and developing identity' (Li, 2017: 7)
- **SUPER-DIVERSITY** [...] demographic, socio-political, cultural and socio-linguistic face of societies worldwide has been changing as a result of globalization of communication technologies and expanding mobility and migration activity since 1990 (Blommaert 2012; Arnaut & Spotti, 2014)



- **Plurinational Republic of Bolivia**
- Borders: Peru, Chile, Argentina, Brazil, Paraguay
- Population: 11,428,245m
- Capital: Sucre/La Paz
- Area: 1,098,581 km sq km
- GDP per capita: US\$7,560
- Top exports: Petroleum Gas(\$2.59B), Zinc Ore (\$1.34B), Gold (\$1.04B), Precious Metal Ore (\$521M) and Soybean Meal (\$444M), Coca (?)
- **President: Evo Morales 2005-**

Bolivian 'Long Revolution'

- 1952 MNR coup against tin owners and the repressive Bolivian state.
- 1964 coup against Victor Paz Estenssoro by General René Barrientos Ortuño.
- **[L]a revolución no se derrumbó de un solo golpe, cayó poco a poco, pedazo a pedazo** (Almaraz Paz, 1988 [1969]: 19).
- 1982 Return to civilian rule under Victor Paz Estenssoro. Move to **neoliberal Structural Adjustment Policies (SAPs)** of privatization, trade liberalization, free movement of capital, and market reforms under direction of IMF, World Bank, US Treasury.
- 1985-2005 (**democracia pactada**): **democracy, development, and drug control**. United States indirectly selecting Bolivia's presidents, along with heavy US insertion into Bolivia's security apparatus in the war against drugs (Lehman, 2016)
- **Decision-making and even territorial control removed from Bolivia's hands during the two decades from 1985 to 2005** (Lehman, 2016)
- 1964-2005: filtration of US English into the Bolivian body politic and society. **English as a global language.**

1994 EIB: **Intercultural** Bilingual Education (EIB) – democratization discourse

- Education as a tool for democratisation and participation; in the interests of all Bolivians.
- Unpopular at first, but led to a strengthening (fortalicimiento) of the indigenous communities.
- By 2004 government alarmed by indigenous empowerment that came through EIB. They had thought of it primarily in terms of **containment (contención)**.
- Government withdrew (se retiró) support for EIB (Howard, 2009).

Felix Patzi and ASEP 2010 - decolonization discourse: emancipation

- We [indigenous people] have to **decolonise our education system**, because up until now the school has only taught **Europeanising knowledge**, and not the knowledge and technologies of the originary peoples, owing to which **they have made us believe that everything from outside is good and what is ours is not**. (Speech to the VII Congreso Latinoamericano de Educación Intercultural Bilingüe, Cochabamba, www.aulaintercultural.org, 4 Oct 2006)

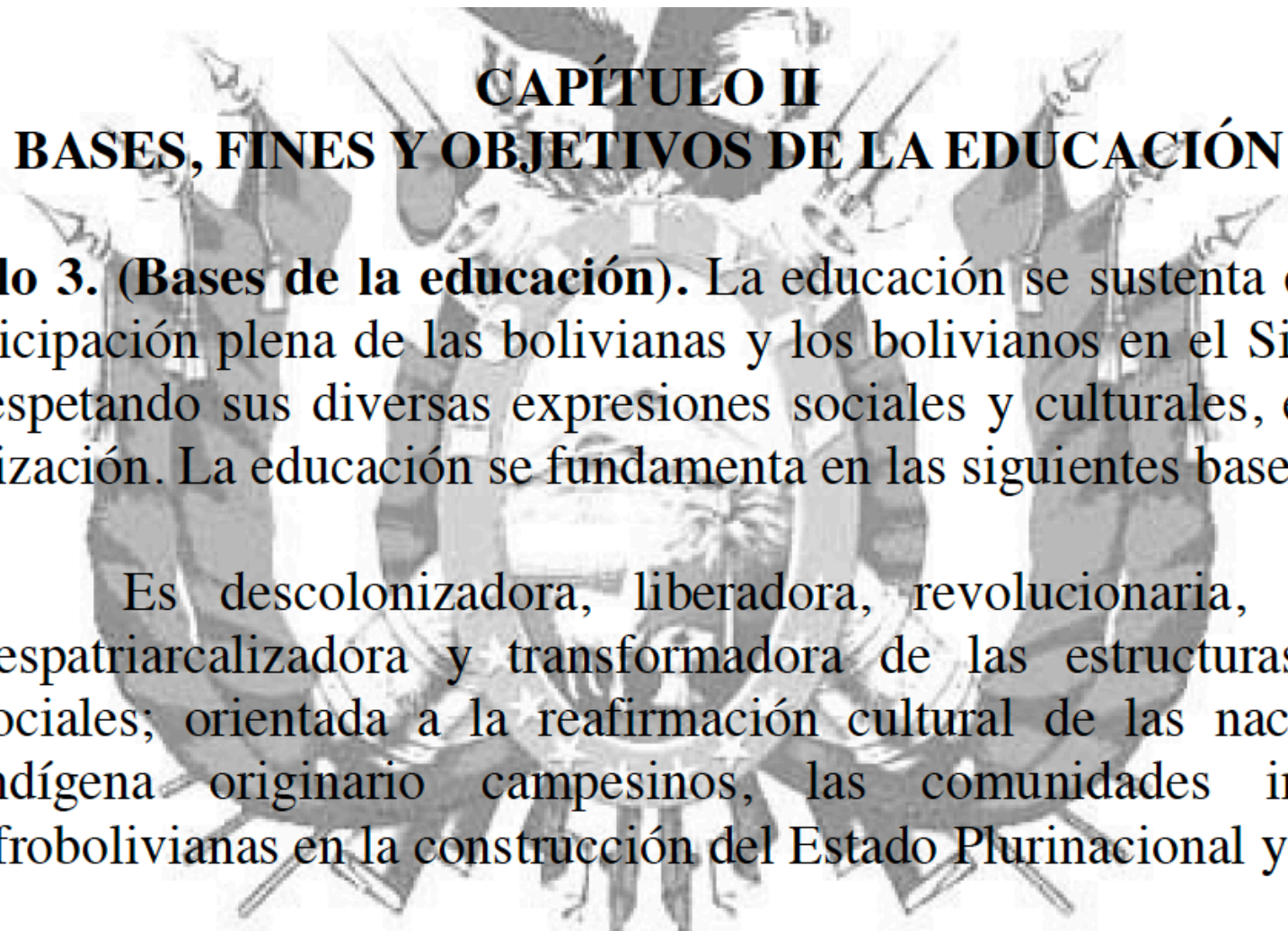
United States in the Bolivian 'Long Revolution'

- El gobierno de Estados Unidos, en la construcción de un sistema político aliado y proclive a **la descapitalización de nuestras empresas, al saqueo de los recursos naturales y al vaciamiento de la soberanía nacional erosionó el sistema político democrático y su sistema de partidos** a partir de su influencia y dominio en la conformación de coaliciones de gobierno poco legítimas que, con el tiempo, socavaron al sistema mismo hasta llegar a una profunda crisis que comprometió su propia institucionalidad. (Escobar, 2015: 140)

ASEP 2010: decolonización; Maestros como ‘soldados de liberación’

- ‘El maestro es el soldado de la liberación y descolonización de Bolivia’ (Evo Morales, 2010).
- ‘School is the instrument through which intellectuals at various levels are elaborated’ (Gramsci, 1937, The Prison Notebooks)
- ‘Current political line of the Morales government [is] to create decolonised and “Bolivian-owned” policies that (in discourse at least) would be inclusive of all citizens’ (Lopes-Cardozo, 2015: 15)

Ley 070 'el Vivir Bien'



CAPÍTULO II BASES, FINES Y OBJETIVOS DE LA EDUCACIÓN

Artículo 3. (Bases de la educación). La educación se sustenta en la sociedad, a través de la participación plena de las bolivianas y los bolivianos en el Sistema Educativo Plurinacional, respetando sus diversas expresiones sociales y culturales, en sus diferentes formas de organización. La educación se fundamenta en las siguientes bases:

1. Es descolonizadora, liberadora, revolucionaria, anti-imperialista, despatriarcalizadora y transformadora de las estructuras económicas y sociales; orientada a la reafirmación cultural de las naciones y pueblos indígena originario campesinos, las comunidades interculturales y afrobolivianas en la construcción del Estado Plurinacional y el Vivir Bien.

Anti-neoliberal and plurinational discourse

- **Artículo 4.9:** Fortalecer la unidad, integridad territorial y soberanía del Estado Plurinacional, **promoviendo la integración latinoamericana y mundial.**
- **Artículo 5.3:** Contribuir al fortalecimiento de la unidad e identidad de todas las ciudadanas y todos los ciudadanos como parte del Estado Plurinacional, así como a la identidad y desarrollo cultural de los miembros de cada nación o pueblo indígena originario campesino, y al entendimiento y **enriquecimiento intercultural e intracultural dentro del Estado Plurinacional.**

Interculturality and local knowledge

- An emphasis on interculturality and local knowledge: ‘En el currículo del Sistema Educativo Plurinacional se incorporan los saberes y conocimientos de las cosmovisiones de las naciones y pueblos indígena originario campesinos, comunidades interculturales y afrobolivianas’ (Artículo 6.1).
- ‘Epistemic insurgence’ and localization (Huanca Soto, 2005, cited in Howard, 2009: 592)
- Teachers as transformative: ‘Formar profesionales críticos, reflexivos, autocríticos, propositivos, innovadores, investigadores; comprometidos con la democracia, las transformaciones sociales, la inclusión plena de todas las bolivianas y los bolivianos.’

Languages (endangered, foreign, sign)

6.4 En el caso de las lenguas en peligro de extinción, se implementarán políticas lingüísticas de recuperación y desarrollo con participación directa de los hablantes de dichas lenguas.

6.5 **Enseñanza de lengua extranjera.** La enseñanza de la lengua extranjera se inicia en forma gradual y obligatoria desde los primeros años de escolaridad, **con metodología pertinente** y personal especializado, continuando en todos los niveles del Sistema Educativo Plurinacional.

6.6 La enseñanza del lenguaje en señas es un derecho de las y los estudiantes que lo requieran en el sistema educativo. La enseñanza del lenguaje de señas es parte de la formación plurilingüe de las maestras y maestros.

Artículo 10.4 (Objetivos de la Educación Regular).

- Lograr habilidades y aptitudes comunicativas trilingües mediante el desarrollo de **idiomas indígena originarios, castellano y un extranjero**.
- Trilingual policy in education (also Hong Kong, Singapore, India, Mexico, Peru, Chile).
- Multilingual curriculum between three languages.

Translanguaging as a local practice and process: Integrated multilingualism

- Translanguaging is not an object but a practice and a process. It is a linguistic practice that involves different languages and language varieties. But more importantly, it is a process of knowledge construction that makes use of but goes beyond individual languages (1996). It concerns effective communication, function rather than form, cognitive activity, as well as language production (Lewis et al. 2012a, Lewis et al. 2012b). (Li, 2016: 3)
- In Translanguaging, both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, reading, writing, and not least learning. (Li, 2016: 3)

Education as a translanguaging space

- A space for the multilingual user to bring together different dimensions of their personal history, experience, and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance.
- A space where subjectivities and ideologies are constituted and re-constructed.
- A space for cognitive creativity and criticality. (Li 2011: 1224).

Constraints on educational reform in social change

- **Societal forms do not spontaneously arise from the activity of people** – ‘people do not create society [because] all activity presupposes the prior existence of social forms’ (Bhaskar, 1998: 36, 34).
- We do not construct society, and society does not construct us. **But the existence of society is nevertheless a consequence of our activity** (Bhaskar: 1998: 34).
- **Desiring social change is therefore not enough for social change to occur.** (Bhaskar, ibid: 35). We need to take into account structural as well as social realities.

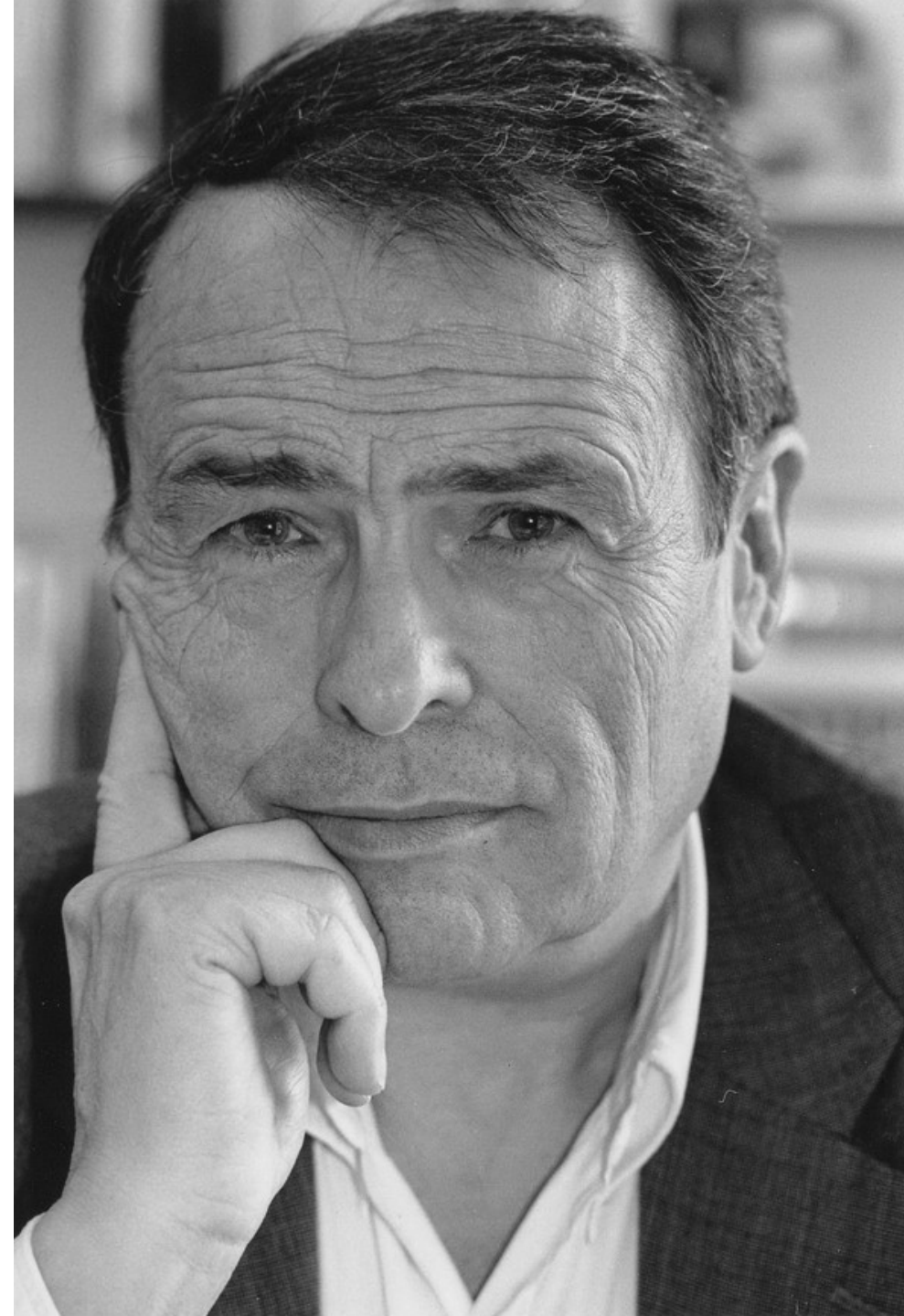
Structural and practical/social constraints

- [C]onservative (pedagogical, institutional and political) traditions are a **serious constraint** for many teachers to actually become “transformative intellectuals’ (Lopes-Cardozo, 2015: 17)
- We can also observe in Bolivia’s socio-political and economic position in the world, the tension between the desire for social change and the limitations imposed by Bolivia’s **insertion into a neoliberal world-economy which is dominated by the US.**
- Resistance to the ASEP reform is **embedded in the context of historical and present political struggles (luchas politicas).**

Symbolic capital (social class constraints)

- Economic capital (distinctions of wealth)
- Cultural capital (distinctions of taste)
- Social capital (distinctions of social networks)
- Linguistic capital (distinctions of language)

- Standard English has a profit of distinction
- So does Standard Castellano



Global English for all?

- ‘[I]n the present-day world it is Anglo English that remains the touchstone and guarantor of English-based global communication’
(Wierbiczka, cited in Phillipson, 2008: 35)
- WHY?
- Because other non-native speaker Englishes and translingual forms do not have the same capital value as standard forms.
- In Bolivia, Spanish and the mother tongue are probably more important for individual mobility than English.

- Espero levantarme un día y ver a mi pueblo unido en torno de una verdadera paz (Guevarra, n.d., atribuida)
- Thank you.

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