

THE TERM OF 'WORLD ENGLISHES' AND ITS IMPORTANCE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Annotatsiya

Ushbu tezisda "World Englishes", ya'ni mashxo'r hindistonlik tilshunos olimi Braj Kakru tomonidan yoritib berilgan "Dunyo Inglizlari" nazariyasining ingliz tilini o'rganishda qanchalik muhim o'rin tutishi haqida so'z boradi. Boshqacha qilib aytganda, har bir til o'rganuvchilarning o'ziga xos madaniyati, mahalliy yashash joyi ta'sirini chetlab utib, keng dunyoqarashga ega bo'lgan holda o'zlari o'rganayotgan tilni muvofiq tarzda ishlata bilishlari yo'lida bu nazariya katta ahamiyat kasb etishi alohida ta'kidlab o'tilgan.

Аннотация

В данной диссертации говорится о том, насколько важна теория «мировых английских» в изучении английского языка, на что обратил внимание известный индийский лингвист Брайдж Какру. Другими словами, эта теория имеет большое значение для каждого изучающего язык, чтобы иметь возможность использовать изучаемый язык должным образом, избегая влияния собственной культуры, местного места жительства и имея широкое мировоззрение, что особенно подчеркивается в данном тезисе

Annotation

In this thesis it is demonstrated about the importance of the theory of "World Englishes" which was highlighted by the famous Indian linguist Braj Kakru in learning English language. In other words, this theory is of great importance for each language learner to be able to use the language appropriately by avoiding the interference of their own culture, local place of residence, and having a broad worldview.

Kalit so'zlar: Kalit so'zlar: Jahon inglizlari, madaniyat xilma-xilligi, differentsiatsiya, ichki doira, tashqi doira, kengayish maydoni.

Ключевые слова: англичане мира, культурное разнообразие, дифференциация, внутренний круг, внешний круг, расширение ареала.

Key words: World Englishes, culture variety, differentiation, inner circle, outer circle, expanding area.

Abstract

In this thesis it is mainly focused on the influence of World Englishes on teaching writing at academic institutions to Uzbek students. As English language is widely accepted to be one of the widely spoken languages around the globe, it is used not only in many multilingual, but in multicultural contexts as well. In other words, if we compare the usage of English with other

languages, we can observe that the usage of English contains comparatively larger part of the world (Matsuda & Matsuda, 2011). However, not all of the non-native speakers follow the original usage of the English language. For example, in some Asian countries like in Japan, Korea and India people can find it difficult to pronounce some letters, even some words because they do not have such sounds and letters in their mother tongue and they can find it difficult to pronounce. As a result, in this matter they are prone to modify some sounds, words, pronunciation. Moreover, because of culture variety and stereotype many people fail in academic writing. When I conducted some research, I found that the impact of the first language in learning English is dominated by many ways. Besides, while I am checking my students' essays, I can observe that they try to discuss the given issues in the context as it is accepted in their culture. Therefore, I would intend to emphasize teaching the importance of World Englishes to new learners and let them discriminate the main differences both culture and language.

Main part

For centuries people have spoken various English words and phrases that are distinctively different from each other. In 1985 a famous British linguist Randolph Quirk claimed that all non-native learners should use the British English as a standardized form of English. However, recently, in 1985 a totally opposite view was taken by Braj Kachru. He argued that although there are many different versions of English among all people, all of them are linguistically the same. In his research, Kachru explained Englishes as “three circles” model. In other words, so as to be odd and understandable, Kachru classified all English-spoken areas in inner, outer and expanding circles. The inner circle includes all the countries, namely, the Great Britain, the USA and Australia where English is spoken as the first language, or as mother tongue. The outer circle is made up of the countries where ancient British colonial relationships still exist and English is only used in social life and in government sector. These are Malaysia, Ghana, Singapore, Kenya and so on, and English among the residents of these countries is used as a second language. The expanding circle contains the countries where English is spoken as a foreign language. As an example, we can call China, Japan, Korea, Arabia, and of course Uzbekistan.

What are the benefits of knowing about the World Englishes for students?

There are many advantages of being aware of World Englishes at the classroom. Firstly, there would be a natural occurrence within the classroom. In other words, students will be able to know the authentic usage of English and try to avoid making some mistakes (Jenkins, 2007). Secondly, many non-native speakers tend to interfere their own culture and even religious while writing academic essays (Zang, 2008). Once they learn about Wes, they would know about the importance of thinking broadly, and take all cultures and society into consideration while writing on a certain topic. At last, but not least, students would have a great opportunity

to choose in what dialect or type of English they have to use while speaking (Kachru, 2000). This means that, many non-native speakers, especially people in expanding circle are prone to mix the pronunciation of British and American English during their speech. Being acquired knowledge about World Englishes

Conclusion

As English is widely used by majority people in the world, it is sometimes difficult to understand other people's pronunciation or word usage in this language. This can be troublesome for many learners to understand the meaning of the sentences that are used by the speakers. The main reason for this is the influence of local culture and society while learning English as a second or foreign language. Therefore, we have to identify the locality of the person who we talk to. For this, we can rely on the data that were collected by many scholars, especially a famous Indian linguist Braj Kachru. His contribution in English language is undeniably huge when we consider his division of the English language speakers. By his theory we can identify why some people are hard to understand while talking to English with them. Moreover, this division helps teachers to identify and teach the importance of culture and diversions to students while using other languages in academic writing. All in all, I believe that WEs should be mandatory in academic institutions to learn for second language learners. By doing this, the students would have a great chance to differentiate why people in the world talk differently in English.

References

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