A GLOBAL VIEW TOWARDS UNDERSTANDING OF STANDARD AND NON-STANDARD VARIETIES OF ENGLISH

G'ayratpo'latova Gulnoza
Uzbekistan state world languages university
English teacher (Tashkent,Uzbekistan)

Annotation: *English is the most successful recognized global language. However, sociolinguists have a sheer of divergent views on the complexity of the present-day world English varieties in terms of standardization. There is little explicit agreement about exactly how Standard English ought to be viewed. It is a common belief among those who work with English that it exists. However, the portrayals made of it in various linguistic works, dictionaries and grammar books show how much diversity there is in individuals' thoughts regarding Standard English. The questions of what constitute a variety of English characterized* **as Standard or good English is still an area of dispute among the sociolinguists.**

Keywords: *Colloquial English, Common English, English Varieties, Standard English, non-standard English, Global Language, Slangs*

INTRODUCTION

The study of "varieties of English around the world", the "New Englishes" or "World Englishes" appeared at the intersection of dialectology, sociolinguistics and historical linguistics in the early 1980s and has been among the most vibrant sub-fields of English linguistics in recent years (Mair, 2016b). The universal dominance of the English language has reinforced the importance of teaching and learning it as either official second language or foreign language all over the countries in the world. In addition, the globalization raises the need for an international language and English seems to hold this status (Crystal, 2012). Thus, English is unanimously accepted as the global language by international consensus.

Moreover, Crystal (2012) notices that many publications and headlines in the news emerged since early eighties discussion about the current status of English in the world have neglected to give firm predictions about the future of English in the world, as he construes that the momentum of growth of English amidst the other languages in the globe "has become so great that there is nothing likely to stop its continued spread as a global lingua franca, at least in the foreseeable future" (p.1). Henceforth, there is a strong interest in maintaining certain standards of correctness through features of accent and grammatical forms of English. These features are often equated with the standard language. Linguists who attempt to resist the ideological underpinnings have been hampered by a set of research paradigms that have dominated linguistic study certainly during this century and in varying forms in the preceding centuries (Mair, 2014;

Desfitrina, 2018). This paper aims to give an overviews of English standard and non-standard from the global perspectives.

WORLD ENGLISHES

According to Saltzman (2017), the history of World Englishes is bound up with a history of colonialism and imperialism, oppression and hegemony. We cannot ignore the fact that, where English has arisen as a second or official language in the so-called outer circle, it has arisen often in direct connection to periods of colonial rule. Where English pidgins and creoles have developed, they have done so often in the context of slavery and subjugation. And where English becomes a dominant language, vernacular languages and the cultural heritage of which they are an integral part are often at risk of being wiped out. In many areas of the world, however, creoles and Englishes also become a site of local identity in their own right, used as a medium for empowerment and sooner or later for literary creativity.

Moreover, the term 'world Englishes' is capable of a range of meanings and interpretations. In the first sense, perhaps, the term is used as an umbrella label referring to a various approaches to the description and analysis of world Englishes. Some scholars employ other terms such as 'global English' (Crystal, 2012) and 'international English' (Bolton, 2006). These terms are utilized for the variety of Englishes around the world. Millions of people use English everywhere and every day. Presently, English is the dominant language used for air-traffic control, most of academic conferences, technology, diplomacy, sports and international business (Melchers & Shaw, 2013). The English language is now spoken in more than 100 countries (Bolton, 2006). World Englishes' Varieties comprise, for example, American English, Australian English, British English, Canadian English, Caribbean English, Chicano English, Chinese English, Euro-English, Indian English, New Zealand English, Nigerian English, Scottish English, Singapore English, South African English, West African and etc.

ENGLISH AS A GLOBAL LANGUAGE

According to Crystal (2012) a language can acquire a global status when it develops a special role that is recognized in every country. He argues that global status is not measured by having a large number of people speaking it as a mother tongue, but to achieve such a status, a language has to be spread over to other countries around the world where it received a special place within their communities, even. This can be achieved in two ways, firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Such a language is often described as a 'second language', because it is seen as a complement to a person's mother tongue, or 'first language'.

Secondly, a language can be prioritized in a country's foreign-language teaching, without having official status. It becomes the most available foreign language which children are most likely to be taught when they arrive in school. This might be because of

economic and military power. Through this means Latin became an international language during the Roman Empire not because Roman were numerous than the peoples they dominated but for the mighty of their military. Crystal (2012, p. 9) construes "a language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power". Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they subjugated.

Why Identifying Standard and Non-standard English Lexical Varieties is Important for Second Language Researchers and Learners?

The rise of English to its present position of the world's undisputed lingua franca and the role of Global English in a multilingual world are core topics of World Englishes research (Mair, 2014). Identifying and categorising academic and non-academic lexical varieties is important for EFL researcher, learners, teachers, and material designers. For researchers identifying non-standard variety is important because there is lack of research on it and also they will be required to be consistent in using a particular variety when they are writing academically. And as result of wide used of social media and various means through which a language is acquired like watching movies and news those researchers may find it difficult to differentiate between varieties of English.

Another reason is closely related to features of English used by second language learners which is difficult to identify the variety they are using because of the context they were brought up and the reginal variety of English speak therein. There is tendency for those second language users of English to use particular variety peculiar to them while writing academically for the international audience like journal publication. For material designers, it is important for them to know different varieties of English usage in order to be consistent on a particular verities of English. However, certain reading materials might be based on a particular variety, let say British English or American English, the teachers and the context may be another ways through which the students acquire more vocabulary more often.

STANDARD VS. NON-STANDARD ENGLISH

Wording here fundamentally takes after dialectological rehearse, which verifiably accept a mutual idea of Standard English amongst readers and researchers. Numerous studies particular on corpus- based investigations of recent years have exhibited that 'the standard' is certifiably not a solid element and these experiences are not challenged here. As Anderwald (2009) posits that the term 'standard' is not a monolithic entity and these insights are not contested here. The questions of what constitute a variety of English characterised as Standard or good English is still an area of dispute among the language academy in both Great Britain and United states (Mair, 2017). Therefore, 'Standard English' is considerably much more than a mythical entity or chimera, which would dissolve

if you look at it too hard, although its exact borders may be fluid. Native speakers' attention to what constitutes 'adequate' language system is reflected by the immense scope of distributions that arrangement with the subject, also the enormous number of word references dependably a blockbuster when another version is stamped.

COLLOQUIAL ENGLISH: SLANG

This is a form of language variation which is commonly used for casual communication purposes. The classification of lexical items as forms of colloquial language variety is based on the level of acceptance by the native speakers of language (Collins & Yao, 2018). Moreover, the increasing acknowledgment of colloquial features particularly in more formal discourses has been an incredible linguistic change in English since the mid-twentieth century (Collins, 2013). Collins and Yao (2013) concentrated on the linguistic colloquialisation over a scope of registers in ten world Englishes including British English, American English, Australian English etcetera. The discoveries demonstrated that the ten Englishes examined showed diverse levels of everyday propensity. This recommends couples of conversational articulations have been acknowledged by formal registers, which gave some useful and demonstrative data for the accompanying investigations.
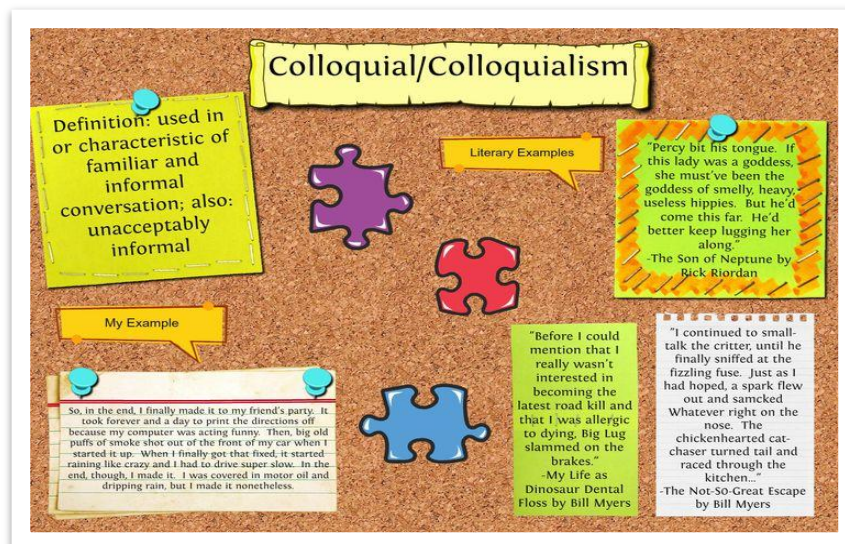
SLANG

Slang is a widespread phenomenon in English, but, despite its pervasiveness, it has been marginalized or neglected in linguistics (Mattiello, 2008). It is a form of language variation which is seen as a deviant of standard form of language. The classification of lexical items as forms of slang language variety is based on the level of acceptance by the native speakers of language (Partridge, 2015). Slang words and phrases, are rarely appear in the students' textbook. Mostly they acquired them through watching movies (Kabooha, 2016) or reading casual magazines or found them in their interaction in the various social media.

CONCLUSION

This overview of World Englishes demonstrates just how far the debates and discourses pertaining to classification of world Englishes. As is indicated above, there are currently a number of overlapping and intersecting approaches to this field of inquiry. What also emerges from this overview, however, is importance of learning this topic for second language learners, researchers and material designers. In this final section, we might now pause to consider the implications of such approaches for applied linguistics. Elsewhere, English acquisition especially in the expanding circle, but also in the outer circle becomes associated with global opportunities, bringing with it a perception of prestige and new possibilities for cross-cultural communication (Saltzman, 2017). There is no doubt that the required language in the academic setting is formal form of language.

REFERENCES:

▪ Ammon, U. (1998). Measuring the broadness of dialectal speech. *Sociolinguistica* 12: 194-207. Anderwald, L. (2009). *The morphology of English dialects: Verb-formation in non-standard*

▪ *-English*, Cambridge University Press.

▪ Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice.*

▪ Routledge.

▪ Crystal, D. (2012). *English as a global language*. Cambridge university press.

▪ Coleman, H. (2011). Allocating resources for English: The case of Indonesia's English medium international standard schools. *Dreams and realities: Developing countries and the English language*, 87-111.

▪ Desfitrina (2018). The Influence, Gender, Life on Development Planning in Indonesia, International Journal of Academic Research in Accounting, Finance and Management Sciences 8 (3): 255- 264.

▪ Ethnologue (2005). On WWW at http://www.ethnologue.com

▪Filppula, M., Klemola, J., Mauranen, A., & Vetchinnikova, S. (Eds.). (2017). *Changing English: global and local perspectives* (Vol. 92). Walter de Gruyter GmbH & Co KG.

▪Graddol, D. (2006). *English Next.* London: British Council.

▪Hughes A., Trudgill P. (1996). *English accents and dialects. An introduction to social and regional varieties in English in the British Isles*, London: Arnold.

▪Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.

▪Kachru, B. B. (1992). Teaching World Englishes. *The other tongue: English across*