Globalization of English:

- essential component of Crystal's (2004) "language revolution"

- international travelers’ experience:
  - wherever you go – you get along with English
  - but: in many places people speak "a funny kind of English "with an accent", using strange words and phrases, ...

- emergence of "Postcolonial Englishes" ("Dynamic Model"; Schneider 2007)

What kinds?

- analytical / descriptive intention? "understanding"?

- active, deliberate; observer’s / researcher’s perspective

- estimates of global speaker numbers and proportions:
  - ⇒ a total of 2 billion speakers today?? (D. Cystal 2008)
  - ⇒ rise from ca. a fifth to ca. a third of the world’s population in 25 years
  - native speakers outnumbered by three times as many L2/EFL speakers!!

- new varieties (“dialects”, national forms, e.g. “Indian English”) mushrooming in many countries and contexts
  - established young sub-discipline of English linguistics,
  - since 1980s
  - with scholarly association, journals, conference series, ...

- topics for linguistic investigation
  - structural properties (words, sounds, structures)
  - conditions of use (who speaks English how, to whom, why, …?)

Reasons for this special global role of English?

- Crystal: English happened to be "at the right place at the right time”;
- the language of
  - 17th – 19th c.: the global British Empire (colonial spread)
  - 19th c.: industrialization (and later: access to western technology)
  - 20th c.: the USA as the leading global superpower
- but also:
  - ethnic neutrality
  - (cf.: India, Nigeria, South Africa, …)
  - 21st c.: "Transnational attraction"
  - (language of personal advancement, access to education, business, technology, …; cf. China, Korea, …)

- English has some special status (official, co-official, …)
in ca. 100 countries around the globe:

- mushrooming in many countries and contexts
- new varieties (“dialects”, national forms, e.g. “Indian English”)
new topic, but not isolated from earlier research approaches:

- Comparable theoretical framework / related text types to the representation of World Englishes on YouTube?
- Literary dialect
  - fairly common esp. in North America
  - theory: Ives 1971; exemplary application: Schneider & Wagner 2006, Schneider 2011
- Humorous dialect booklets
- Media language
  - accents in local news, commercials... 
  - accents in movies & TV series (for ideology issues, cf. Lippi-Green 2011)
- etc.

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YouTube: constraints & assessments of videos

- Length: 15 minutes limit for uploaded videos (since 2010, earlier 10 minutes); exception: up to 12 hours for select authorized, verified users
- 61 localized versions (adapted to different regional languages, standards, and technical requirements); 54 language versions. User is assigned a local interface version on the basis of IP address.
- Content screening policy against abuse imposed (e.g. sexually explicit material, hate speech, racist, shock videos, etc.)
- Lawsuits on copyrighted material (esp. in Germany because of GEMA)
- Essential component of Web 2.0; focus on "user-generated content, peer-to-peer interaction, and collaborative/participatory content production and editing." (Miller 2012: 17)
- "A site of participatory culture" (Burgess & Green 2009: viii)
- Considered creative, promoting democracy, community formation and exchange, cultural diversity
- But also: laments about weak quality of many amateur productions
- User comments: very often infantile, unashamed, aggressive, stupid

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Linguistics on YouTube

- Just as an aside: there are also lots of (often ...) professionally produced videos on linguistic topics on YouTube; e.g. (a brief and random personal selection, just for illustration)
  - Northern Cities Vowel Shift
    [http://www.youtube.com/watch?v=9iLoJ1-Z6hIg] (including Bill Labov)
  - Development of African American English in "Springleule"
    [http://www.youtube.com/watch?v=so_1dbuTUE] (on Bailey's and Cuiker-Avila's work in Texas)
  - Outer Banks English
    [http://www.youtube.com/watch?v=OOkYzY9Ryog] (produced, like many more, by Walt Wolfram's North Carolina Language and Life Project)
  - The Expansion of English in China - Worlds of English (1/4)
    [http://www.youtube.com/watch?v=MB-gKkg.gq] (Open Univ.Learn)
  - Steven Pinker: Linguistics as a Window to Understanding the Brain
    [http://www.youtube.com/watch?v=Q.B.ONJ6cE]
  - The English Language: A Linguistic Introduction (MOOC)
    [http://www.youtube.com/watch?v=jyF8yFJvU8g]
  - Constructional change
    [http://www.youtube.com/watch?v=j7.09/>73pq]
  - etc. etc. etc.

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Example: moulding oneself as a celebrity on YT

- Welcome to my channel!...: the ordinary person self-projected as a quasi-celebrity:
  - "A site of participatory culture" (Burgess & Green 2009: viii)
  - "element of youth culture (Marek 2013: 17)
  - "a potential site of cosmopolitan cultural citizenship" (Burgess & Green 2009: 81)
  - "a cultural archive" (Burgess & Green 2009: 87)
  - Community-oriented; some tools for collective participation & social networking: comments; email links for sharing; channel subscriptions
  - Also, unavoidably, "a commercial enterprise" (Burgess & Green 2009: 75); place where "groundswell" (Li & Bernoff 2008) can emerge but is also generated or steered (big business applications!), a means of generating income (through "partner programmes" etc.; cf. Herzberg 2012: 134); place of struggle for attention (Herzberg 2012; Marek 2013: 19-21)
  - "Unfiltered, disordered, vernacular, and extremely heterogeneous" (Burgess & Green 2009: 89)
  - "Competing ideas about what YouTube is for -- a social network site produced by communities of practice; a chaotic archive of weird, wonderful, and trashy vernacular video; or a distribution platform for branded and Big Media entertainment." (Burgess & Green 2009: 91)

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World Englishes on YouTube: a typology

- an enormous amount of pertinent material cross-sectioning the amateur – professional divide

- Basically, two types of video clips of interest:
  - **metalinguistic clips**
  - **natural clips**

<table>
<thead>
<tr>
<th>Metalinguistic Clips</th>
<th>Natural Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentational</td>
<td>Representation</td>
</tr>
<tr>
<td>Aware of existence of variety</td>
<td>Unaware of using variety</td>
</tr>
<tr>
<td>Explicitly addressing, discussing, illustrating, possibly playing with the variety in question</td>
<td>Subject-oriented, happens to employ a local variety from somewhere without focusing on this fact</td>
</tr>
<tr>
<td>Intermediate type: imitating accents</td>
<td>Intermediate type: use dialect deliberately to reach a wider audience</td>
</tr>
<tr>
<td>Both with several characteristic sub-types (text types)</td>
<td></td>
</tr>
</tbody>
</table>

- Example of a metalinguistic clip:
  - from: JamaicanSinting: The Diverse Jamaican Accent!
  - http://www.youtube.com/watch?v=FgRAc7_Msp4&feature=c4-overview-vl&list_pxtube=PL0E5A050E18BD263B

- Example of a metalinguistic-intermediate clip:
  - dialect imitation (here: by stand-up comedian)
  - from: Russell Peters: How Different Asians Speak English
  - http://www.youtube.com/watch?v=Y2c7uPhHVr0

- Example of a natural clip:
  - from: ATR Interview of Maemo Bantsi, CEO Air Botswana - March 2009
  - http://www.youtube.com/watch?v=7V7M_YHaHas

- Example of a natural-intermediate clip:
  - employing the dialect deliberately to reach a wider audience, for educational purposes
  - from: Sri Lanka Asha English Master H264 small
  - http://www.youtube.com/watch?v=bAJCh_ugbLU

- Example of a natural-intermediate clip:
  - employing the dialect deliberately to reach a wider audience, for educational purposes
  - from: A Fi Di Piipl: 'Ou Fi get Waata fram Waata Komishan'
  - http://www.youtube.com/watch?v=Dr3XlYbGmtU

- Search strategies:
  - While typing YouTube offers list of suggested options – often helpful;
  - e.g. "Indian English" yields: IndE movies / accent / songs / speaking practice / short films / teacher funny / comedy / teacher / funny []
  - for natural videos: pick general subject categories (e.g. Kenya news, Jamaican commercial, …)
  - focus on pertinent thematic / regional channels, e.g. BattaBox (Nigerian news and entertainment channel), Hockey India League channel, … (usu. offered by YouTube after 2 or 3 thematically related searches / views) [but: may restrict variability]
  - consider coherent types / groups of videos ("Tag"), e.g. "Accent tag" (like dialect questionnaire), "50 things about me" (speakers from different countries), "Cameroon Tag", …
  - But ultimately, most simply and effectively:
  - click yourself through; accumulate material by following (top-ranking) suggestions for related videos on the right hand side
WEs on YT: example

• Example of "accent tag" (here: AmE vs. BrE):

from: The Accent TAG! http://www.youtube.com/watch?v=3LjUUzPG31I

Edgar W. Schneider
Department of English and American Studies

quantitative analysis: an example

• Philippine English is characterized by frequent (but variable) replacement of fricatives (both labiodental and dental) by stops (Tayo 2004: 1054), dependent on style level (no fricatives in basilect, variable replacement in mesolect).

• [f], [v] > [p], [b]
• [θ], [ð] > [t], [d]

from: Why Do I Speak ENGLISH in my Videos? http://www.youtube.com/watch?v=4eCyUlA7tWU

Edgar W. Schneider
Department of English and American Studies

WEs video clips: examples of specific sub-types

• natural videos:

• essentially unlimited (prototypical) category:
  • most of the material uploaded from any region bears the linguistic mark of that region, represents and displays local accents
  • (for linguists: look into styles, text types, formality levels, textual structures, pragmatic conventions??)

• (some) characteristic text types:
  • news
  • interviews
  • movies
  • TV serials
  • vlogs
  • (etc.)

from: Chinese Political Students: Opinion on America http://www.youtube.com/watch?v=V4hC1bAqtbU

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quantitative analysis: an example

• quantifying the variability of fricative replacement:

<table>
<thead>
<tr>
<th>fricative</th>
<th>realization</th>
<th>n</th>
<th>% stop replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>/θ/</td>
<td>[θ]</td>
<td>47/72</td>
<td>65 %</td>
</tr>
<tr>
<td>/ð/</td>
<td>[ð]</td>
<td>41/66</td>
<td>73 %</td>
</tr>
<tr>
<td>/f/</td>
<td>[p]</td>
<td>22/25</td>
<td>88 %</td>
</tr>
<tr>
<td>/v/</td>
<td>[b]</td>
<td>65/83</td>
<td>78 %</td>
</tr>
</tbody>
</table>

• fairly high degree of stop replacement;
• qualifies sample style as (lower) mesolectal

(based on seminar work by Anna Posch, Regensburg, summer term 2013)

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WEs video clips: examples of specific sub-types

• natural videos: news

from: Security situation in Nairobi after a bomb scare in Kariobangi Nairobi http://www.youtube.com/watch?v=ixr_HQca-j0

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WEs video clips: examples of specific sub-types

• natural videos: documentary

from: South African poverty http://www.youtube.com/watch?v=5ezCueLPFYY

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WEs video clips: examples of specific sub-types

- natural videos: movies
  - from: The Prostitute - Nigerian Nollywood Movies
    http://www.youtube.com/watch?v=EOzVO1t4jB8

WEs video clips: examples of specific sub-types

- natural videos: TV serials
  - from: Phua Chu Kang Season 2 - Episode 23 on MBN Video
    http://www.youtube.com/watch?v=aX6eY7dQq

WEs video clips: examples of specific sub-types

- Metalinguistic videos:
  - speakers discussing / presenting / teaching their own (or other) dialects [noteworthy as a phenomenon in its own right!]
  - sometimes explicitly addressing linguistic prejudice, defending the value of dialects (esp. wrt Singlish!)
  - usu. focusing on most prominent features (publicly known markers);
  - often dialects in comparison,
  - imitate: sometimes impersonated by the same individual

- Major subtypes (by activities intended):
  - explain
  - teach
  - mock
  - compare

  (not always clearly to be distinguished)

WEs video clips: examples of specific sub-types

- Metalinguistic videos:
  - varying in quality;
  - often highly exaggerated, comedy, meant to be jocular (YT: "funny"); (sometimes downright trashy, stupid)
  - in line with general assessment of amateur uploads on YouTube!

- But nevertheless of interest in a variety of perspectives in any case:
  - tell us a lot about speakers' beliefs about dialects, familiarity with them, interest in them
  - display or address attitudes (incl. reactions to linguistic prejudice)
  - (new source of "perceptual dialectology"?)

  [linguistic manifestation of collective participatory character, presentation of uploaders' "cosmopolitan cultural citizenship", "identities and perspectives", "self-representation", and "encounter [of] cultural difference" (Burgess & Green 2009: 81) !!!]

WEs video clips: examples of specific sub-types

- Metalinguistic videos: attacking prejudice
  - from: Singlish 21: Speak Proper Singlish Campaign
    http://www.youtube.com/watch?v=PbgsleSbUUg

WEs video clips: examples of specific sub-types

- Metalinguistic videos: explain
  - from: Variations In the Indian Accent http://www.youtube.com/watch?v=JJUok_eastI

WEs video clips: examples of specific sub-types

- Metalinguistic videos: teach
  - from: Basics on how to speak Jamaican (Patwa)
    http://www.youtube.com/watch?v=O77bqizYA

WEs video clips: examples of specific sub-types

- Metalinguistic videos: perform
  - from: Manglish VS Proper English ~ ??!
    https://www.youtube.com/watch?v=W0Nk4dFCHZA
WEs video clips: examples of specific sub-types

- metalinguistic videos: mock
  (Chinese speaker mocks Japanese English)

from Chinese Guy Speaks Chinglish In 10 Accents
http://www.youtube.com/watch?v=XrYMO5J7Hw8

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WEs video clips: examples of specific sub-types

- metalinguistic videos: compare

from: A Sampling of Indian English Accents
http://www.youtube.com/watch?v=v9arM_agkFA

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WEs video clips: examples of specific sub-types

- metalinguistic videos: imitate

from: The English Language In 24 Accents
http://www.youtube.com/watch?v=dABo_DCIdpM

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WEs on YT: observations and tendencies

- A few general impressions:
  - Many "natural" videos represent rather serious text types, formal styles, by professional producers (news, documentaries, …)
  - Natural videos representing rather vernacular styles are usually fictitious media products (movies, TV shows/serials, …)
  - Amateur videos focusing on some topic (teach music, review gadgets, personal channels / vlogs, …) tend to be intermediate in terms of style: near-acrolectal but with personal performance and accent (to come across as authentic)
  - Many metalinguistic videos are jocular, amateurish, often highly exaggerated
  - correlations with regions / countries: metalinguistic clips only on some widely-known varieties (esp. Singlish, Indian English [some "teach" clips!]; hardly any meta-clips for African countries (Kenya, Cameroon, Nigeria, …); South Africa: small number of metalinguistic videos

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Conclusion

- World Englishes on YouTube: What for??
  - easy access enables simple exposure, gain some familiarity (out of interest in the subject; before traveling; in teaching; …)
  - raw material for sociolinguistic exercises in academic teaching (highly motivating, fun type of work for students!!)
  - for serious linguistic analysis: useful for specific issues (attitudes; laypersons' knowledge of language; interaction between culture and language), less so for others (direct reflection of sociolinguistic stratification)
  - not to be taken at face value, to be accepted as text types of their own kind; but illustrative of what people do with and think about language (varieties)
  - suggestive of and useful for research on pragmatic, stylistic, discourse-related, psycholinguistic issues! (not yet practiced, though)

> go out and play with it!!