国連大学グローバルセミナー
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英語の国際化と多様化

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ENL = English as a native language
ESL = English as a second language
EIL = English as an international language

ENL: UK, USA, Australia, Canada, NZ

ESL: Ghana, India, Kenya, Pakistan, Singapore, ...

EIL: China, CIS, Egypt, France, Germany, Indonesia, Japan, Korea, Spain, Turkey, Vietnam, Zimbabwe, ...

英語の国際的普及
ENL = English as a native language
ESL = English as a second language
EIL = English as an international language
英語は多国籍、多文化言語
現代英語の特徴：話し手の数はネイティブよりもノンネイティブのほうが多く、非母語話者どうしの英語コミュニケーションが増えている

Native Speakers × Non-Native Speakers

Source: Honna (1999a)
非母語話者 > 母語話者
non-native speakers > native speakers
(1) English belongs to the world and every nation which uses it does so with different tone, colour, and quality. English is an international...language. It is yours (no matter who you are) as much as it is mine (no matter who I am). We may use it for different purposes and different lengths of time on different occasions, but nonetheless it belongs to all of us. English is one of the languages of Japan, Korea, Micronesia, and the Philippines. It is one of the languages of the Republic of China, Thailand, and the United States. No one needs to become more like Americans, the British, the Australians, the Canadians or any other English speaker in order to lay claim on the language.
(2) …let’s continue to keep in mind the goal for teaching English. It is not to learn about English culture, to broaden the mind, or to learn new patterns of thought. Rather it is to extend the ability of our students to communicate their ideas and their culture. It is to help them learn about all other cultures, and to be better able to participate in the world community.
普及（国際化）
変容（多様化）

インプット
アメリカ/イギリス
英語

文化交流/現地化プロセス
地域/地方の社会文化状況

アウトプット
地域/地方
英語変種
The Variety of English Students Want Taught in India

<table>
<thead>
<tr>
<th>Varieties of English Suitable for Teaching</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American English</td>
<td>4.0</td>
</tr>
<tr>
<td>British English</td>
<td>33.5</td>
</tr>
<tr>
<td>The kind of English used by educated Indians</td>
<td>60.8</td>
</tr>
<tr>
<td>Any other</td>
<td>1.7</td>
</tr>
</tbody>
</table>

(Parasher, 1991)
A distinctive variety of English had been emerging in Malaysia, used mainly on informal occasions....When it became no longer possible (and even desirable) to conform as fully as possible to native-speaker English, this local variety of the language spread and developed more rapidly, supplemented by transfer features from the Malay, Chinese, and Indian speech communities in the country and reinforced by locally trained people in the same influential positions that Britishers once held. Malaysian English has now spread to the upper strata of society, especially on the colloquial level. Malaysians are now proud of their own individual brand of English and view it as one of the characteristics that mark one as being a Malaysian.

Irene Wong (1982)
Example Sentences 1

“Face” Expressions

1. I lost a lot of face by being unable to answer this question.
2. This saved me a great deal of face.

3. They started quarreling…I don’t know where to hide my face.
4. How can you do that to me? I really got no face now.
5. You must go to his son’s wedding dinner. You must give him face.
<table>
<thead>
<tr>
<th></th>
<th>China English : face collocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>practice of face</td>
</tr>
<tr>
<td>2.</td>
<td>face negotiation</td>
</tr>
<tr>
<td>3.</td>
<td>maintain (strive for) some amount of face</td>
</tr>
<tr>
<td>4.</td>
<td>hold up the Chinese face to the world</td>
</tr>
<tr>
<td>5.</td>
<td>she hasn’t showed us the least amount of face</td>
</tr>
<tr>
<td>6.</td>
<td>you shouldn’t have given her so much face</td>
</tr>
<tr>
<td>7.</td>
<td>you are simply losing my face</td>
</tr>
<tr>
<td>8.</td>
<td>a Chinese way of giving face to somebody</td>
</tr>
<tr>
<td>9.</td>
<td>love (desire) for face</td>
</tr>
<tr>
<td>10.</td>
<td>give (grant) me some face</td>
</tr>
<tr>
<td>11.</td>
<td>reject (refuse) face</td>
</tr>
<tr>
<td>12.</td>
<td>rather die to save face</td>
</tr>
<tr>
<td>13.</td>
<td>take my face into consideration</td>
</tr>
<tr>
<td>14.</td>
<td>your face is bigger than mine</td>
</tr>
<tr>
<td>15.</td>
<td>there is no faceless communication</td>
</tr>
<tr>
<td>16.</td>
<td>hierarchical face</td>
</tr>
<tr>
<td>17.</td>
<td>group face</td>
</tr>
<tr>
<td>18.</td>
<td>care for the other’s face</td>
</tr>
<tr>
<td>19.</td>
<td>have no face (left)</td>
</tr>
<tr>
<td>20.</td>
<td>faceless</td>
</tr>
</tbody>
</table>

Jia (2005)
英語のキャパシティ

西アフリカ英語
He has long legs.

東アフリカ英語
It’s porridge.

アフリカ英語
They blamed him, they blamed him for all the troubles that have befallen our land.

シンガポール・マレーシア英語
You wait here, lah.

膨張中
英語の国際的普及

①アメリカ・イギリス英語の浸透

②英語の多文化化
（異変種間相互理解不全）

③標準化

④多様性のマネージメント
（異文化間リテラシーと言語意識の育成）
異文化間リテラシー
（多様性のマネジメント）
↓
「言語意識」教育
（ことばのしくみとはたらきを知る）
↓
ことばの多様性に対する感受性を高め、
包容力を広げる
（世界諸英語に潜在する伝達不全を克服）
1. メタファー（隠喩 metaphor）について

ある概念を別の概念に見立ててる「認識と表現の装置」

1 既知で、原初的で、具体的な概念を、未知で、深遠で、抽象的な概念にあてはめる

2 「川の流れ」⇔「時間の経過」
   「時代を遡って、江戸時代をみると」

3 「旅」⇔「人生」
   「人生の門出」「人生の終着駅」
2. メトノミー（換喩 metonymy）について

メタファーの一種で、あるものをそのものの特徴で認識し、表現する装置

・「議員」のことを「金バッジ」としたり、ある人のことを「ひげ」と呼んだりすること

・「部分」⇔「全体」も同類
  窓から顔を出す（顔=頭）
  頭数（頭=人）

・メタファーもメトノミーも人間の「代用」の経験と認識のもと
・コップをペン立てにする
・バンコクに行っただけで、タイについて語る
Metaphors in (Thought and) Action

a sake cup for a pencil stand
(1) Zoya is sharp.
(2) The Arab street is angry, but the street is honest and sincere and we should listen to it. *(The Japan Times, July 17, 2006: 5)*
(3) That restaurant is very delicious. *(Japanese English?)*.
1. He has a wide face (is well known).
2. He has a black belly (is roguish).
3. He has a tall nose (is boastful).
4. He has a bitter tongue.
5. He has a sweet tooth.
6. He has green fingers.
英語が必要な理由

1. 国際コミュニケーション戦略の要
   （国際英語メディアの設立）
2. 国際ビジネスのことば
   （ウェブの英語化や商品の英語表示）
3. どんな仕事にも役立つ道具
   （仕事ための英語）
4. 個人の可能性を伸張するもうひとつのことば
   （英語教育の振興）
現代英語の遠心力と求心力

求心力
English for international communication

遠心力
English for intranational communication
Thank you very much!