

My presentation today will be about phase 3: Hongkong and phase 4: Singapore and in which phase Pakistani English would fit.

English in Singapore is very advanced as it has reached phase 4 in many ways. Phase 1 begins in 1819, when Sir Stamford Raffles obtained the rights to establish a trading outpost for the British East India Company at what was not more than a jungle. Soon we find the characteristics of stage 2: ideal location resulted in a massive arrival of predominantly Chinese and Indian origin. By the late nineteenth century Singapore had experienced massive population growth and was home to a small European ruling class as well as a growing level of Asian professionals who adopted aspects of British lifestyle, resulting in a cultural blend of Europe and Asia. This lasted until the Japanese occupation during World War II (1942–45). Consequence: was a change of Singaporeans' identity construction: The colonial tradition was broken, and a resistance movement had begun. So when British returned in 1945 independence was desired which they were granted in 1965. In terms of politics and, consequently, identity constructions, phase 3 can be assumed to have started in the post-war period and to have given way to phase 4 during the 1960s and 1970s, a transition caused by the economic success of the newly independent state and by its language policy. The enormous economic growth and prosperity of Singapore in the post independence decades transformed the country into a highly modern and highly industrialized nation with a unique and new identity merging European and Asian components.

Singaporean English has come to be the means of expression of this Asian-cum-Western culture. This was caused by the nation's strictly imposed educational policy of ethnicity-based bilingualism: Every child is educated in English as a 'First Language' and in one of the other three official languages (Mandarin, Tamil, Malay) as an ethnic, 'mother-tongue Second Language' (Foley 1998:130–31).

English is the only bond shared by everybody (at least in the younger generation raised under this policy) in a highly multilingual and multicultural community. Second, the ethnic languages taught in the schools, for which there is no choice (a situation which practically blocks the Asian languages from developing into a lingua franca—although Mandarin, promoted by the government, is also spreading), are the standard varieties of these languages, frequently distinct from and thus not supported by the dialectal home varieties spoken by parents and grandparents. Whether intended or not, this effectively weakens the position and usefulness of the indigenous languages on the one hand and, on the other hand, strengthens that of English.

Conclusion: increase English speaker numbers - clearly English is the language of and for the young generation Singslish evolved: distinctive local variant where Chinese underlies, regarded as creoloid by some

Singaporean English has gone through a vibrant process of structural nativization, the process whereby a language gains native speakers, more visibly on the basilectal level of Singslish but also in formal styles. Basilectal meaning: The variety of speech that is most remote from the prestige variety, especially in an area where a creole is spoken. For example, in Jamaica, Jamaican Creole is the basilect whereas Standard Jamaican English is the acrolect or prestige language. It has a distinctive phonology, including features like reduced consonant clusters like Pakistani English. Its lexicon, largely shared with Malaysian English, contains a strong part of Singaporeanisms, including fauna and flora words, as well as cultural terms, but also words from a wide range of other domains of everyday life Finally, its syntax, especially on the level of Singslish, is marked by many distinctive rules and patterns.

political independence gave the drive to not only economic self-dependence but also a unique, territory-based and multicultural identity construction. Literary writing in Singaporean English is flourishing and it is said that there is an 'increasing similarity of Singaporean English as spoken by those of different ethnic backgrounds'. We can conclude that stage 5 is foreshadowing.

No doubt the new variety has stabilized, and codification is under way: The *Times-Chambers dictionary* of 1997 was the first dictionary to systematically record Singaporeanisms and to advertise precisely this feature.

**PHASE 3: HONG KONG.** Hong Kong is different from Singapore as it has a very small percentage of resident native speakers and people of British descent, but the tighter colonial grip by the British for a long time has resulted in having reached stage 3, with some traces of stage 2 still observable. (not stage 4 like Singapore).

Since the seventeenth century activities by the British East India Company had brought English to the region and had resulted in the emergence of Chinese Pidgin English. But the beginnings of the developmental cycle in

Hong Kong can be dated to the year 1841, when Hong Kong island became a colony during the First Opium War, the activities of the missions brought English education to the island.

Phase 1 can be dated roughly in the nineteenth century, and phase 2 in much of the twentieth (the treaty of 1898, which gave the entire territory a stable status as a crown colony for 99 years, could perhaps be taken as conveniently marking the transition between the first two phases). Throughout most of the twentieth century the characteristics of stage 2 can be identified: a politically stable status as a British crown colony in Asia; an unchallenged exonormative orientation in language teaching and usage; the spread of elite bilingualism, and certainly also the identity constructions of expatriates as representatives of Britain in an Asian outpost (positively evaluated), and of their local contacts as Hong Kong people with British cultural contacts and experience.

The vocabulary of Hong Kong English includes its share of plants and animals/ cultural terms and other localisms like Singapore English.

The beginnings of phase 3 is in the 'late British colonialism':1960s which is 'the economic transformation of Hong Kong from a relatively poor refugee community to a wealthy commercial and industrial powerhouse = boost for prestige and spread of English + new educational policy of introducing 'Anglo- Chinese' secondary schools since the 1970s, which replaced 'elitist bilingualism' with a new 'mass bilingualism'. Also consistent with phase 3 are the political developments and the identity constructions in that period: After the 1970s, negotiations on the future status of the territory resulted in the gradual weakening of the political and psychological ties between the crown colony and the mother country. McCum stated in *Far Eastern Economic Review* even that the university today has become a symbol of the decline in local English standards in Hong Kong. Thus, the constituent features of stage 3 fit together remarkably well in the case of the Hong Kong of the last third of the twentieth century.

But we can still say that Hong Kong English has developed a distinct vocabulary segment of its own, largely to be explained as loans or interference phenomena from Cantonese in particular and Chinese in general

But where does Pakistani English fit?

English has had a co-official status with Urdu, the national language, when Pakistan gained independence from England in 1947. In 1981, the president appointed a study whose report recommended that "Urdu should continue to be the only medium of instruction at the school

level, with no exception” (1982), but that English and Arabic be introduced as additional languages from the sixth grade. So like Singapore English it was now taught at school. Over the years English became an important medium in a number of leading educational institutions. It is the main language of technology, international business, and communication among the national elite, and a major element in the media. The constitution and the laws of the land are also even codified in English.

Pakistani English, like as said before Singapore English, has gone through a vibrant process of structural nativization, the process whereby a language gains native speakers as it so important for the industrial development of a country. Pakistani English has, like Singapore English, a distinctive phonology, including features like reduced consonant clusters like. Its lexicon contains a strong part of Urdu, including fauna and flora words, as well as cultural terms, but also words from a wide range of other domains of everyday life. And finally, its syntax is marked by many distinctive rules and patterns. We can therefore that conclude that Pakistani English belongs to phase 4.