

EXPLORING WORLD ENGLISHES IN THE CYBER WORLD: IMPLICATIONS FOR TEACHING ACADEMIC ENGLISH SPEAKING AND WRITING

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Abstract

This qualitative research used feature-based textual analysis to describe the varieties of English in the three Concentric Circles under the lens of Sociolinguistics. It aims to augment available research-based knowledge on the features of World Englishes among native and non-native speakers. It also aspires to eventually proffer inputs for enriching academic English speaking and writing instruction in the Junior and Senior High School levels. These ideas are distinguished through identifying the features of World Englishes in the Blog posts, Facebook and Twitter of selected native and non-native speakers of English and to determine the acceptability and non-acceptability of these features in teaching English based on grammaticality and lexical appropriateness. Two hundred eighty-two (282) posts from ninety-four (94) top bloggers of the world obtained from a process selection were gathered and analyzed using the Oxford and Merriam-Webster dictionaries for lexical appropriateness and acceptability while Yule's and Murcia-Freeman's frameworks were employed to describe the features' morphosyntax and grammaticality. Results from the analysis manifested some of the distinct features already established in the "Englishes" of some countries from the three circles. These may contribute in the teachers' and students' awareness of the different features of World Englishes. They might as well be a part in developing their versatility in discerning which language features to adopt in their academic speaking and writing requisites aligned with the K to 12 curricula that envision to have 21st century learners who are culturally receptive and academically equipped.

Keywords: World Englishes, sociolinguistics, descriptive textual analysis, social networking sites, teaching, academic English speaking and writing.

INTRODUCTION

Learners in the Internet age don't need more information. They need to know how to efficiently use the massive amount of information available at their fingertips – to determine what's relevant, and when it's useful to reference.

- Anna Sabramowicz

The influence of communication in the digital age is manifested in the above quotation. Technology has brought the uniqueness and changes on how people connect and interact with each other. Digital technology enhances mental ability and recreates ways of communication (Pietrucha, 2014). New technological advancements such as the 3G/4G broadband, the World Wide Web (WWW), wireless communication such as WiFi (wireless fidelity), and WLAN (wireless local area network), electronic mail (email) and smartphones for sending short messages, audio calls and live video calls are emerging in the society which move people from all walks of life to liberating transformation. Consumers can now inquire and avail products and services through online businesses; people who travel often can immediately communicate to their employees or bosses. Technology has simplified the strategies of teachers and students in accessing information easily and the invention of gadgets has elevated the way of communication which shows how fast and independent people have become in creating expressions and ideas in the art of communication.

David (2006) explains how wide communication has become, through the use of the Internet, an electronic communication network that links global facilities using standardized communication protocols. From experimental linkages, this network rapidly developed and has been used in government, military, university, business and individual access. It was recorded that in 2005, over 300 million hosts were connected, giving a variety of services and allowing numbers of people to communicate with each other in some new and fast ways of exchanging messages. The phenomenology of the use of social media as a tool in communication enables the Internet citizens (netizens) to connect with people of diverse culture around the globe (Mangold & Faulds, 2009). Given this inevitable reality and technological progress, adverse and commendatory aftermath have sprouted.

Based on the number of research, the seeming perennial influence of social media has captured the attention of the students and their significant access to different applications has shown impact on their academic standing. The use of social media and the Internet is one of the most important factors that can influence educational performance of students positively or adversely (Mehmood & Taswir, 2013). Multiple studies in 2000 and 2003 found that students' grades had suffered as a result of too much time spent on social media (Malaney, 2005); continuing drop of students' grades and lack of time were the result of social networking participation (Banquil, et al., 2009); and extensive use of social networking and Facebook led to poor academic performance

(Rouis, Limayen, & Salehi – Sangari, 2011). Although social media has influenced students in their way of conversing with others as their tool to have new friends and releasing pressure, at some degree, the exposure and inclination of the students to social media has also affected their grades caused by the imbalance between using social media and establishing their academic study habits (Wang, Chen & Liang, 2011).

Despite these unfavorable results, some research found otherwise. Brown (2018) shares that there are three billion people, around 40% of the world's population, who are spending an average of two hours everyday, checking, sharing, liking, and posting online which encouraged social connection, thereby improving students' life satisfaction, social trust, and civic and political participation (Jacobsen, 2011 & Valenzuela, Park & Kee, 2009). Social media connects to salient and important tasks in adolescence such as social learning and identity formation redefining how individuals create ties with other individuals as well as how individuals establish relationships with the organization that serves them (Badri, Alnuaimi, Guang, Al Rashedi & Temsah, 2016).

Academically, social media and networking positively contribute to students' language and reading skills (Tuan & Tu 2013; Wood, Kemp, Waldron & Hart 2014). Social networking sites can also provide rich tools for teaching innovation and compiling ways to engage students effectively (American Psychology Association, 2011); students may also use it to connect with other students for homework and group projects, gather together outside the class to collaborate and exchange ideas about assignments (Boyd, 2008; O'Keeffe & Clarke-Pearson, 2011). Some teachers use blogs as teaching tools where they reinforce skills in English, written expression and creativity (Borja, 2005) while written communication on cyberspace enables students to take part in the discussion at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways (Tiene, 2000). Web-based discussions can contribute to the development of students' reflective ability and critical thinking skills where children will be more willing to voice their views (agreements or disagreements) and are more attuned to others' opinions in online discussions (Weng & Tavares in Badri, et al., 2017). With the use of technology, fast exchange of communication are developed and enhanced (Chou, Hunt, Beckjord, Moser & Hesse, 2009). People enrich their ways of expressing themselves through the use of the Internet.

One of the profound ways in using and expressing thoughts and shared information are *blogs*, also called *weblogs*. The complexity of the features of blogs leads to different spawned words and expressions that establishes a connection between the writer and the other bloggers and readers. The exchange of thoughts and opinions has found a better connection around the world, which made this as an influential tool of communication (Sun, 2009).

Another prominent social media access is *microblogging*, where most of the netizens post their feelings, sentiments, and concerns (Pak & Paroubek, 2010). Easy accessibility to it made the collaboration of ideas of people with different culture possible, where the diversity of communication is considered informal and convenient (Zhao & Rosson, 2009). Two of the social media services that use microblogging are Twitter and Facebook. The importance of these new modes of communication is their authenticity and immediate source of views and opinions. Microblog posts show unique language expressions unifying people who are using these websites (Meij, Weerkamp & De Rijke, 2012).

Blogging has broadened from a social media tool to a research tool. In presenting the interconnection of the use of blogs in academic perspective, some researchers unraveled the importance of microblogging in teaching the English language. Hookway (2008), for example recognizes the significant use of blogs as a tool in qualitative studies since they signify freedom and mutinous form of writing. He also adds the profound features blogs possess in terms of online culture. Wilson, Kenny and Diskson-Swift (2015) on the other hand, emphasizes on the relevance of blogs that may have different utilization in health research including data collection with particular application for researchers accessing populations beyond their physical reach. Blog posts also show flexibility and uniqueness in acquiring the required information for the study and may hold for trialing available innovative strategies at an international level.

Huffaker (2004) shares his research in establishing the role of weblogs in exploring the creativity of the students in expressing themselves through writing and reading blogs. He notes on taking advantage of technology's importance in inspiring students to enrich their skills in reading, speaking, and writing through storytelling and dialogue. The use of weblogs, he explains, is a fine avenue in taking down personal notes and a participative form of expressing and interacting to other people. Hence, he recommends that future research consider the use of blogs as an opportunity to unveil language acquisition and explore this resource. He further suggests the investigation on the ethnicity, culture, and gender of the bloggers, which may help teachers in modifying the approaches in teaching using technology as a tool in improving classroom strategies.

This current study may serve as a fruition of Huffaker's (2004) recommendations on grasping the availability of blogs and social networking sites as classroom strategies in consideration to other varied factors such as culture and ethnicity not only in the language classrooms but also in other disciplines in general. The immense participation of Filipino netizens in social media and their keen interest in reading blogs, expose them to multifarious features of the now established World Englishes paradigm. These 'Englishes' have the possibility of creating confusion to the netizens especially to the Filipino students who may perceive that anything that is posted concerning language use may be readily adopted in their academic requirements particularly speaking and writing, where some unique characteristics of these three concentric circles of English can be

seen in blogs and social media posts. In comparing the Standard English to these different features of World Englishes, it is essential to establish among the students the difference of ill-formed features from those of acceptable qualities required in Academic English.

The Philippines' Orientation to American English (AE)

Grounded on the history of the Philippines (and now part of the Outer Circle of World English having been colonized by the United States), Thompson (2003) relives the roots of English as how it became an institutionalized language of the country. English language has established its influence and power over the country through the inspirations the Filipino have gotten from the Thomasites as their first teachers who formally taught it as part of the curriculum that follows the educational theories of the United States. American books were used during those times to assist the Filipino people in elevating their lives away from the shadow of their past 300 years under the Spanish era. In 1901, the US government established the Philippine Normal School, the first, largest and most famous teacher education institution in the Philippines and in 1908 the University of the Philippines, to train teachers and leaders for the new curriculum. Filipinos from all social classes enthusiastically accepted the educational opportunity to learn the language, even the former rebel leader Emilio Aguinaldo, who is considered as a Spanish elite speaker showed interest and insistence in sending his daughter to English classes and learn the language completely.

Thompson (2003) also narrates that in 1920s the Philippine legislature commissioned a thorough analysis on the effectiveness of the American curriculum in the country. A team of twenty–three educators and educational researchers from the United States and the Philippines led by Paul Monroe, Director of the International Institute of Teacher's College and Columbia University visited the schools throughout the country, documenting the response of the teachers and administering a US achievement test to 32,000 Filipino students and 1,077 teachers. Some of their findings showed that English music programs were well developed and were well received; the Filipino children performed more satisfactorily than American children in Mathematics; the Filipino students were parallel to the American children in dictation and spelling and editing skills but were year and a half behind in paragraph writing" (p. 25).

It was noted by Sibayan (in Thompson, 2003) that in the year 1994 he saw that in learning the English language, the Filipino people were given an equal opportunity in education. It serves as a great equalizer for elite and poor to have a fair access to learn the language and gain social mobility. It was observed that there was uniformity in providing quality education in all the schools in the country whether in urban or rural. English was totally accepted as the country's second language within the thirty–five years of importation, thus the Standard American English orientation of the Philippine academe.

What is Academic English?

Wilson (2017) describes academic English as a formal complex English that imparts ideas and information in a precise, objective and scholastic manner. Furthermore, it enjoins the important skills of literary analysis, the adherence to reference system, the synthesis of associated scholars and the adeptness of critical evaluation. It involves the formal use of words and practice that are atypically used in informal conversation and circumstances. It is the language form in an academic environment that characterizes some features such as the use of formal academic language and avoiding colloquialisms; the observance of the use of third person and often uses impersonal structures in writing; it is objective and unbiased; ideas are express in passive voice; practices the use of hedging devices and cautious in judgments; citations and referencing are essential; the text are well organized; the paragraphs are developed with a powerful topic sentence; and cohesive devices are properly intertwined in the text.

In accentuating the significance of academic English, it is appropriate for the students to be bound to the essential skills in speaking and writing. Kahn (1993) compiles the different features that need to be recognized and strengthened such as style and structure in writing, improving the vocabulary, mastering grammar and competencies of good speaking. These aspects are without a doubt indicators of the students' success in the different facets of life. Expertise in academic writing and speaking provides an undeniable positive demand in any career the students wish to take.

Academic Speaking Indicators

Communicative competence encompasses linguistic proficiency and an extent of other sociolinguistic and conversational skills that empower the speaker to *know how, what, to whom and when to utter proper words or conversations* (Nunan, 2009). Some of the characteristics that need to be considered and addressed in improving communicative competence are the *“knowledge of the grammar and vocabulary of the target language; knowledge of the rules in speaking (e.g. knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations); knowing how to use and respond to different types of speech acts such as request, apologies, thanks and invitations; and knowing how to use language appropriately”* (p.226).

Martin Bygate (in Nunan, 2009) recommends that students consider the people to whom they are conversing with, the time or season and the topic that they are about to discuss. In addition to these routines is the concept of having insight about genre. This will guide the students in giving purpose to their communication skills since genre is identified as staged, purposeful, socially–constructed communicative event where

spoken and written texts can be recognized through their generic structure and grammatical features.

Motivation is another key factor in identifying the ability of the learners to communicate well. This is the inquisitive desire to learn the language and the students' ability to achieve their full potential in adopting the language. Their aspiration to learn the language will show their drive and awareness of its importance in their studies and future career (Gardner in Nunan, 2009).

Academic Writing Indicators

McWhorter (2001) points out the "confidence of the business industries on those who can eloquently write correspondence such as memos, e-mail, reports, letters, directions, and log books in communicating to the target customers and other companies" (p. 3). Moreover, she also explained the advantage of having the prowess in writing that promotes the students' self-confidence, and the significance it may contribute in achieving affluence.

With these stated substances in acquiring skills in communication, it is essential to institute to the students the academic writing and speaking styles coupled with the wise choices of reading materials and develop a discerning listening skill. Plata, Mirador, Dayag & Chua (2002) posit that the students should observe the use of *impersonality, language formality, nominalization, hedges, lexical appropriateness/accuracy, avoidance of run on sentences, fragments and comma splices, abbreviations, two-word prepositional verbs, contractions, emoticons, and textspeak* in expressing thoughts and opinions to conform to the academic writing style.

Academic English and Social Networking Sites (SNS)

The close analysis of Risto (2014) unveils some explanations on how the academic writing process is altered and influenced with the exposure of students on the use of texting and social media.

One prominent social networking site (SNS) feature commonly seen is the use of *slang* which makes up part of online regular English. The different ways on how slang is formed is manifested in the incorporation of numbers that has similar phonetics served as the foundation of terms such as *l8r* for 'later' and *b4*, which means 'before'; using numbers has been connected to faster posting of messages; the use of abbreviations for speedy typing such as *OH* for 'overheard' which only takes two keys to press in comparison to its original word. To express overwhelming emotions, netizens tend to modify their spellings, for example the word *yaaaaaaaaas* that only means 'yes' to give emphasis on the message they want to express. Conveying information online also requires a faster comprehension where the desire to switch in using simpler language is evidently noticed rather than considering the creative way of academic writing which

suggest the use of subjunctive moods and multi-layer grammar constructions (e.g. present perfect) in delivering messages. Furthermore, some of the characteristics of microblogging that were identified as restrictions in academic English are the use of *hashtags*, where the word is also incorporated in casual conversations as well (e.g. *Sorry, I missed what you said. But I just thought out a new hashtag for my photo!*).

Putting *emoji* is unfavorable in writing college papers, although it has served creativity in communicating through the use of (SNS). These icons are excluded and considered inappropriate symbols in academic writing. The posting of short forms or abbreviation for faster online interaction with current topics and issues that show formality such as *UN, Mr., Dr., etc.*, may be used in academic writing; however, students should identify these from those used as colloquialisms such as, LOL, LMAO, IG and others.

The limited characters that can be used in conveying a message online is another factor that differs from academic writing. Posting status messages on Twitter requires concise and short texts since it only provides 140 characters for every piece of information. In contrast to academic writing, students are encouraged to state their ideas in details; this serves as the validation of their knowledge on a certain topic and their fluency of the language. The grammaticality of the blogs and microbloggings are observed to be not of great concern of the netizens unlike in academic writing where students should give much attention to these factors. All of these aforementioned writing practices on social media need to be strictly observed and avoided by students to adhere to academic speaking and writing requisites.

Teachers' Awareness of Academic English

In the United States, the challenge on how to address the needs of the students who are non-native English speakers has prompted Lucas and Freedson - Gonzalez (2008) to look into the 'teacher factor'. They analyzed the little or no preparation of teachers in identifying the path and the type of intervention that they could give in teaching the academic content and skills through the use of the students' mother tongue while developing their proficiency in English. Their study recommended a small set of principles in teaching the English language as the linguistic foundation in conventional classes. The linguistically pedagogical responses that are parallel from those principles were drawn in an outline. Moreover in their recommendation they suggested some techniques on how to incorporate the knowledge and skills in teaching academic English.

In a local perspective on this matter, an article written by Senobio (2015) discloses some onerous situations on the academic English here in the Philippines, where he described the students' proficiency of the English language to have seemingly declined in an observable manner based on his experience from his students. He openly vociferated in his newspaper article of his disappointments with students who are taught to think critically, yet uttering words informally. He also shared his criticism on the students' negative viewpoint toward other students who speak English. Taking into

consideration that the language is already being taught since elementary, he surprisingly relate his opinion about the limited opportunities offered in classroom interactions using the English language. Moreover, he found that some essential grammaticality, such as parts of speech, are not given emphasis and enrichment on the students' formative years in learning the language and it is considered insufficient. These factors are needed to be strengthened since they serve as the foundation of the students in all the activities and learning areas as they reach high school and college.

Another factor that might contribute to the declination of the language is the intimidation of the Filipinos by those who can speak the language eloquently, which should not be considered as an attitude in terms of language acquisition. He suggested that students should not see the English language as superior over other languages; hence teachers should assist their students about the importance of the language for global relation and business advantage, not as a gauge of one's intelligence but as an equal accession for international alliance. He also partook that the errors from some school reading materials may be corrected but what is uncontrollable is the students' choices of reading materials when they are on their own. In this regard, there is a dire need for teachers to fully equip themselves not only with the knowledge of academic English but with enough strategies to develop their students' critical thinking in evaluating what they read and grasp from any available source.

The History of English: From British English (BrE) to American English (AE)

As part of the analysis on this study's objectives in determining the acceptability of the lexical features extracted from the data, it is deemed necessary to provide an illustration on the characteristics of both the British English (BrE) represented by the Oxford Dictionary and the American English (AE) represented by the Meriam-Webster Dictionary respectively, as these two varieties serve as the parentage of all the branching Englishes in the world, therefore ranking them as absolute in deciding on the acceptability of the World Englishes features.

The global spread of English as postulated by Weber and Horner (2012) is usually the result of the colonization of the British Empire and the emergence of the United States' power; the preference of learning the English language of some non – native countries marked the importance of this language in their economic engagement and other related business matters. Furthermore, the non-native speakers gradually developed and incorporated their own native language with the English language.

Some of the considerations non-speakers of English take into account when participating in English discourses are their prior knowledge about their culture, previous experiences and how to go about the process of acquiring English in its required formal contexts. Identifying and acknowledging their diverse cultural backgrounds may lead to apprehension of their use of the English language (Cummins et al., 2005).

Crystal (2003) explains that English became the global language because of its prominence in the world's different fields in politics, business, security, communication, media and education. As the language is on the move to suffice the demand, different varieties of English spawned and flourished. Among these, British English (BE) and American English (AE) are the ones spoken and studied by most foreign learners because they are considered the primary varieties of language since they have rich accessible materials (Algeo, 2006).

Kirkpatrick (2007) states that British English had developed into four stages: Old English (OE) from 450 to 1150; Middle English (ME) from 1150 to 1450; Early Modern English (EME) from 1450 to 1750 and Modern English (ModE) from about 1750. The geographical location of England and the rest of the British Isles contributed in the distribution of variation on how people use British English in standard (SBE) and Non – standard (NSBE) form.

The illustration of Roach (2004) on the accent of British English shows that it uses a standard in phonetician's description of pronunciation for centuries. Most native speakers who have this accent belong to the upper and middle class. It is the ideal pronunciation used in oldest universities such as Cambridge and Oxford. Broadcasters and announcers of BBC and BBC World Service are using this accent in news casting and broadcast speech.

The 1990 American census recorded that enormous number of people took refuge in America in the nineteenth century due to the revolution, problems and scarcity of primary needs in Europe. This movement marked as one of the important events in America where native speakers of English massively grew in number. It is also said that, the language was the distinct factor that unified these people with diverse culture in attaining progress and it also served as their means of unity in communication in achieving opportunities in this land (Crystal, 2003). Aside from the migrants from Britain, there were also other groups of people who came to America and these were slaves from Africa. These different cultures of people also meant the diffusion of different languages of British English variety, African and different American language of indigenous American population. When America attained its freedom from Britain in 1776, Noah Webster, an American author, academic, politician and a teacher took the opportunity to recommend some modifications in the spelling of American English words and he also made an attempt to systematize the American English language (Kretzschmar, 2010). His move was driven by his frustration about the inconsistencies in English spelling where he believed that words should be spelled the way they sounded; it was also his way of showing America's independence from England. Since his death in 1843, attempts to change spelling rules in American English remained futile (VOA Learning English, 2017).

Kirkpatrick (2007) claims that the American English is one of those powerful variety of Englishes citing the United States' economic stability and its image as one of the powerful countries in the world; its popular culture on the fields of entertainment such as films and music which have reached and imbibed by their international audience; and the technological advances in communication which are majority owned by the Americans, e.g. Microsoft of Bill Gates.

The accent of the language is the most distinctive feature that differentiates British from American English. It can be easily identified if the “tune” of the language is a Briton or an American pitch because the stress pattern and the division of consonants and vowels utterance are clearly recognizable. In terms of vocabulary, a layperson can distinguish the lexical differences between the two varieties (Algeo, 2006). A sample list from *BBC Learning English* (2016) is provided to illustrate this further.

Table 1
Phonological differences between BrE and AE (*BBC Learning English*, 2016)

Lexis	BE	AE
Stress and sound pattern:		
advertisement	/ˈædvətaɪzmənt/	/ədˈvɜːtɪsmənt/
ballet	/'bæleɪ/	/bæˈleɪ/
debris	/'deɪbriː/	/dəˈbriː/
Changes in the vowel sound:		
missile	/'mɪsaɪl/	/'mɪsəl/
mobile	/'məʊbaɪl/	/'məʊbəl/
new	/njuː/	/nuː/
tube	/'tjuːb/	/'tuːb/
glass	/'glɑːs/	/'glæs/
Difference in the consonant sound:		
writer	/'raɪtə/	/'rɪ-tər/
water	/'wɔːtə/	/'wɔːtər/
Other popular words:		
aluminum	/æləˈmɪniəm/	/əˈluːmɪnəm/
oregano	/'arɪˈgɑːnəs/	/əˈregənəs/
vitamin	/'vɪtəˌmɪn/	/'vɪtəˌmɪn/
yoghurt	/'jagət/	/'jəʊgərt/

The Standard American English (SAE) according to Kretzschmar (2010) is an *institutional construct language* that is regularly used by Americans in formal settings and academic system. SAE began to develop with Noah Webster's initiation and drive to create a national language for the independent era of America. Some of the marked spelling modifications of Webster's advocacy for the language's perfection include “-que with -k in words like *cheque/check*, *masque/mask*, and omission of doubled consonants

as in *programme/program*, *waggon/wagon*. However, not all of Webster's proposed changes were recognized, such as simplification of *-ine*, *-ive*, *-ite*, to *-in*, *-ive*, *-it* (e.g. definite/definit)" (p. 106). Inspired by Webster's spelling reform, American Spelling Changes started to grow, such as "*tho* for *though*, *thru* for *through*, *catalogue* for *catalog*, and *judgmt* for *judgement*," (p. 106) which was revised by the league of educators and news media in the late nineteenth century. Below is a more compiled illustration on the differences of BE and AE in terms of lexis and grammar (Kretzschmar, 2010; Cambridge Dictionary; Really Learn English & English Language and Linguistics Online):

Table 2
Lexical and Grammatical differences between BrE and AE

Features	BrE	AE
Grammar		
In sentence which talks about an action in the past that has an effect in the present:	I can't find my keys. <i>Have</i> you <i>seen</i> them anywhere?	I can't find my keys. <i>Did</i> you <i>see</i> them anywhere?
In sentence which contain <i>already</i> , <i>just</i> or <i>yet</i> :	A: Are they going to the show tonight? B: No. <i>They've</i> already <i>seen</i> it.	A: Are they going to the show tonight? B: No. They already <i>saw</i> it.
Verb agreement with collective noun	Which team is/are losing? (Both plural and Singular are possible)	Which team is losing? (In AE, collective nouns are used and treated as singular)
Use of delexical verbs <i>have</i> and <i>take</i>	I'd like to <i>have</i> a bath. (<i>Have</i> is frequently used this way with nouns referring to common activities such as washing or resting.)	I'd like to take a bath. (The verb <i>take</i> , rather than <i>have</i> , is used in this context.)

Table 2 Continued

Features	BrE	AE
Use of auxiliaries and modals	A: Are you coming with us? B. I might <i>do</i> . (The auxiliary <i>do</i> is often used as a substitute for a verb when replying to a question.)	A: Are you coming with us? B. I might. (In American English, <i>do</i> is not used in this way)
	They <i>needn't</i> come to school today. (In British English, <i>needn't</i> is often used instead of <i>don't need to</i> .)	They don't need to come to school today. (In American English, <i>needn't</i> is very unusual and the usual form is <i>don't need to</i>)
	I shall/will be there later. (In British English, <i>shall</i> is sometimes used as an alternative to <i>will</i> to talk about the future.)	Should we ask him to come with us? (In American English, <i>should</i> is often used instead of <i>shall</i> .)
	<i>Shall</i> we ask him to come with us? (In British English, <i>shall</i> /we is often used to ask for advice or an opinion.)	Should we ask him to come with us? (In American English <i>should</i> is often used instead of <i>shall</i> .)
Lexis/Vocabulary	boot windscreen lift flat loo roundabout flog bonnet holidays or <i>hols</i> torch queue petrol	trunk windshield elevator apartment toilet traffic circle try to sell hood vacation flashlight line gasoline
Lexical spelling		
-our vs -or	colour; neighbour	color; neighbor
-s vs -c	licence	license
-z vs -s	analyse; organise	analyze; organize
-re vs -er	centre; theatre	center; thea

Table 2 Continued

Features	BrE	AE
-ll vs -l	dialled; cancelled	dialed; canceled
-l vs -ll	instalmet; skilfull	installment; skillfull
-y vs -i	tyre	tire
-ue vs -g	catalogue; dialogue	catalog; dialog
-t vs -ed	learnt; burnt	learned; burned

Asserting to have a standard national language for new republic identity, Hickey (2010) notes that some of the famous proponents, the likes of Benjamin Franklin, James Madison, Benjamin Franklin, James Madison, Benjamin Rush and Thomas Jefferson, visualized to achieve it with the similar intent of an envisioned language for a national literature. Noah Webster and John Adams recommended the formation of an ideal language that will promote American literary with established national distinctiveness. Some of these literary pieces are Stephen Crane's novel *Maggie, A Girl of the Streets* (1893), which depicts the rough life of New York City streets and a Civil War novel, *The Red Badge of Courage*.

Together with other proponents, Senator Hayawaka, a linguist leader of the "US English" organization in 1983, advocated the approval of the US Constitution acknowledging SAE (or that modified English by Webster and Adams) as the official language of the country. Their journey was not that easy until finally, their efforts succeeded as English was recognized as the official language in several states in the United States (Kovecses, 2000).

The World Englishes (WE)

The inquisition about how complex and diverse humans communicate with each other is not a new substance in the field of sociolinguistics – the study of language intertwined with culture and society. The acquisition of new information depends on the potency, extent and scale on how people connect to each other. Close analysis on the exchange of message and knowledge may lead to the understanding of globalized language or the language of the world. Moreover, one of the English language's main features is its ability to produce its own discourse on globalization and developed characteristics, and seemingly independent linguistic patterns; language has a logical connection to the world processes and the emerging theory because it continues to mutate as society undergoes some modification (Blommaert, 2011).

Friedman (2005) explains that through the use of the language, the world recedes in size due to the collaboration of nations through the help of communication tools and the fast diffusion of technological advances in spreading information. Looking back at the history from the start of colonization era, there were evident movements that showed the maturation of world economy through the information people exchange in the global market. He further explains that the walls, which hinder the dissemination of information, started to fall and profound energy of people among nations were established to join global activities.

The global propagation of the English language marked as the most important sociocultural transformation of the modern period in the late twentieth century as premised by David Crystal (in Schneider, 2007). Scholars envisioned to have a unified language, which will allow people to interchange ideas directly. These attempts seemed to be impossible at first but through time, they have naturally sprung. Without any concrete plan of spreading the English language, Schneider (2007) asserts that it has become the world's lingua franca and the language that transcends communication, politics, business, travel, media and other social aspects among nations. Though it is considered that the English language is the universal language, he explained that English has developed different varieties in distinct places. Some colonized countries have established and standardized English as their own language. Speakers in each country have eventually *indigenized*, *acculturated* and *nativized* the English language with their own dialect, which led to the development of the different varieties of English language – the World Englishes.

Quirky (in Zhiming, 2003) chronographs the transmission of the language which grouped the speakers into “a tripartite division: the ENL (English as a Native Language), ESL (English as a Second Language) and EFL (English as a Foreign Language) otherwise known as the **inner circle**, **outer circle** and the **expanding circle** of Kachru” (Zhiming, 2003). The starting point where the language emerged is known to be the inner circle (Kirkpatrick, 2010). The outer circle are the countries colonized by the United Kingdom, (whose English is now known to be the British English (BrE) or the United States of America, language known to be the American English (AE), who later adopted English in place of the language spoken by the native Americans – the Red Indians. To expand their horizon in communicating to the world for economic and international advantages, some countries showed interest and effort in learning the language and these are the expanding circle (Yoo, 2012).

The inner circle, considered as the basis of the English language is known as *norm-providing* (endonormative features), where the expanding circle is referred to as *norm-dependent*, relying on the inner circle's language features and skills. Since the outer circle countries included the language as part of their communication mode, they are believed to be the *norm-developing*; both outer and expanding circles observe the exonormative features” (Yoo, 2012, p. 156).

Countries included in the inner circle are: “Australia, New Zealand, UK and the USA, which evidently use English as their first language. On one hand, Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, the Philippines, Singapore, South Africa, Sri Lanka, Taizana, Zambia and Zimbabwe, *institutionalized* (language use are shaped by the conventions of institutional settings as well as by the need for participants to create face, agency, power, roles and institutional identities) English, hence classified as the outer circle. China, Caribbean counties, Indonesia, Israel, Japan, Korea, Nepal, Russia, Saudi Arabia, South America and Taiwan” on the other hand, are included in the expanding circle where English is considered as their foreign language; the potential accession of the language in these countries shows fast progress” (Kubota & Ward, 2000, p. 81).

The expanding use of the English language is credited to the interaction of the inner circle settlers, sailors, soldiers and missionaries among nations (B. Kachru, Y. Kachru, & Nelson, 2006). Another way of language propagation is the use of media in *print*, *spoken (radio)* and *visual (television)* where some outer circle countries use it in the dissemination of information along with their native language (Kachru 2003).

Nelson (2011) narrates that through time, English expanded and became a worldwide language or a “language of wider communication,” and as it spread in different cultures, it has created an extensive adaptation of the local language with different forms and functions. Sociolinguistic research proved that the variety or features of the English language depend on the location and the economic status of the people using it. In connection to this, the speakers in the outer circle have transformed English by establishing it with their own cultural standard (Higgins, 2003).

Countries who make use of the English language as a medium of communication may claim that they own the language (Kachru, 2007) and be part of any of the concentric circles depending on how they acquire it (inner, outer, expanding). The preceding discussion on World Englishes will only cover the countries which became part of this study: Australia, Canada, and Ireland (inner circle); India, Singapore, and Philippines (outer circle); and Japan, Korea, and Dubai (expanding circle). Features of these countries are presented as points of reference for the characteristics distinct only to the specific country/variety of English being studied on.

Schneider (2007) chronicles the events when the Australian native language has been greatly dominated by English, which eventually became the country’s official language abandoning their indigenous mother tongue. The continuous moving of the convicted British and other settlers from the British colony in the middle of the nineteenth century brought the influence of adopting the language completely. The natives or Aborigines gradually used the English language for the purposes of communication and close interaction with the white settlers who hired them for labor and trade for their basic needs resulting in the aboriginal language becoming weak and endangered. The English language then has stayed unchallenged and substantiated the standardization and

homogeneity of Australian English (AusE). Such is the codification of the Macquarie Dictionary, which provided bases for the AusE's linguistic codification as a national variety. Some distinctive pattern of grammar and pronunciation appeared in the findings of studies that mostly followed the rules and norms of Standard English (Schneider 2007).

Clipping is one of the types of structural properties of the lexical quality of the AusE. This is the "process of reducing a word of more than one syllable to a shorter form" (Yule 2006, p. 238). Words such as "*barbie* (barbecue); *bickie* (biscuit); *Chrissie* (Christmas); *compo* (workers' compensation pay); *demo* (demonstration); *mushie* (mushroom); *sunnies* (sunglasses); and *truckie* (truck driver)" (Burridge 2010, p. 134) are examples of this morphological process.

Another feature of AusE worth emphasizing is the addition of an inflection representing a diminutive or an affix that means 'little,' such as *-i* or *-o*, for example, *anotherie* ('another one'). This diminutive denotes a cordial remarks to something or someone. AusE colloquial grammar use the pronoun *you* as second-person plural as in *yous* and with collocation such as *yous guys* (You's worked on it). Moreover, the use of gender label on both animate and inanimate nouns is evident. Things, particularly food and drinks, are denoted as feminine such as, "*I put 'er [= the bottle of beer] down that bloody quick that I blew the top off 'er* (Pawley, in Burridge 2010, p. 140).

In conversations, the **oblique objective pronoun** over the nominative case following the word *than* such as, "*She's smarter than me*" is a feature, the same with the unconventional use of **pronoun forms** such as *them* in place of demonstrative *those* (*one of them things*); *me* in place of possessive *my* (*He's me youngest*); object forms in reflexive pronouns (I thought to *meself*); object forms in coordinated pronouns (*Me and Fred / Fred and me are coming too; Me and her were the last to go*); *us* in place of *me*, especially after verbs of giving and receiving (*Give us a light for me pipe*)" (p. 140). In addition, distinguished use of double marked comparatives and superlatives such as *most rottenest* can be observed in their vernacular (Pawley, in Burridge 2010). The inclusion of swearing in the regular conversation gives an emphasis and explicit meaning to the thoughts that Australians want to convey (*Don't phone me yet as I am having both my ears transplanted to my nuts so I can listen to you talk through your arse*). Using *bloody* as one AusE intensifier may not always meant a message of displeasure and annoyance but also to show enthusiasm and eagerness (Allan & Burridge, 2009).

Another country, which belongs to the inner circle, is Canada whose language has sprung from the surge of migration. An inrush of migrants from New England was traced to settle in Nova Scotia and New Brunswick in the early 1760s (Boberg, 2008). The homogeneity of the use of Canadian English is noticeable throughout the country. They have one type of English, with minimal regional variations, employed across the nation whose variations can be easily deciphered through accent or dialect (Schneider, 2007).

Canadian English (CE) has minimal distinctiveness as compared to other varieties of English. There appears to be a standard affirmation of the integration of British and American verbal forms such as British past participle *got* and the American past tense *dove*; the American *raise* to British *rise*; the frequent use of *lend* than *loan*; the use of shortened past and past participle forms *spelt/spelled*, *dreamt/dreamed*, *leant/leaned*, *knelt/kneeled*; the dominant arrangement of American *Do you have?* from BrE constructions *Have you?* and *Have you got?* In this regard, both BrE and AE are evident in CE in terms of these usages and by comparison, Canada English observes a much more adherence to both BE and AE as opposed to AusE in terms of lexis, grammar and cultural norms (Brinton & Fee, 2001).

Another is the use of *on* to *in* in *live on a street*; *different than* as opposed to the American *different from* or common British form *different to*; constant use of British *behind* is more common than the American *in back of*; and the British deletion of articles in expression such as *in [the] hospital*. In some regions in Canada, *anymore* is used as positive such as, *He complains a lot anymore* and *as well* is used as conjunctive adverb (*When I get home, I have to make dinner. As well, I have to do a load of laundry*), where this adverbial is practically used in the middle or final part of the sentence (Briton & Fee, 2001). The use of *like* as a discourse marker is very common among young speakers (Levey, 2010); its misuse however, correlates in random, erratic fusion functioning as a meaningless filler in conversations (*Like Carrie's like a little like out of it but like she's the funniest. Like she's a spa'ce cadet*) (D'Arcy, 2005).

One of the identities of Canadian English dialect is the particle *eh*, as in *nice day, eh?* (Gold & Tremblay 2006). Although it is known to be a national marker, research revealed that younger speakers who use it recede in number. This analysis of Tagliamonte (2006) about the frequency of the utterance, also may be classified as final tags, showed that "the younger speakers below the age of 30 use the variants *whatever* and so more often than *eh* as compared to the older speakers" (p.325).

In a concise glare of another Inner Circle member Ireland, it is important to take a look at its English history. Hickey (2010) narrated its arrival and propagation into two divisions of period. The late twelfth century is marked as the start of the first period where the English-speaking settlers entered the country and the second period commenced in the 1600. He also mentioned that the beginning of the seventeenth century is considered as the prime event where English language is revitalized and powerfully scattered in Ireland. It is also presumed that Irish people living in rural area have acquired the English language through their daily conversation with English speakers in the seventeenth and eighteenth centuries citing the influence of Daniel O' Connelle, an important political leader during the early nineteenth century who emphasized the significance of the use of English as their language for social progress.

King (2006) enumerated some of the features of Irish English (IE) such as the neutralization of the contrast of *i* and *e* before *n*, so that *pin* and *pen*, *kin* and *Ken*, are

homonyms; *-ing* is generally *-in'*; the use of the reflexive pronoun in sentences such as *And it's himself that told me . . . and They were payin' no attention to anything at all as long as themselves were well.*

Just like any other language, Irish English possesses some colloquials distinctive of Irish – English grammar such as: non-plurality for time and measurements (e.g. *two mile; five year*); the use of explicit distinction *you/ye* for singularity and *yous* showing plurality (e.g. *'So I said to our Jill and Mary: 'Youse wash the dishes'*); using nominalization or forming a noun from some other word–class (e.g. *If I had the doing of it again, I'd do it different*); the prominent feature of Irish English which is the use of tags in discourse with the word *so* (e.g. *It's raining, so it is.*) (Nordquist, 2017).

This enumerated features of Irish English, except for some few colloquials, generally note that most rules of BE and AE are observed proving the aim of O'Connell at maintaining the signification of English as a language for social progress. This observance may be likened to Canada English' intermingling properties of the BE and AE's features.

As a British colonized country, India takes part in belonging to the Outer Circle. The country has shown stability and great interest in having English as essential part of their linguistic repertoire. The development on the use of the language had undergone five distinguishable (but overlapping) stages, (cf. Schneider): Phase I Foundation – the language brought in the country by the British colony; Phase II Exonormative stabilization – increasing number of native speakers arrived in India where they transported with them the standard British English; Phase III Nativization – locals have included English as part of their language repertoire; Phase IV Endonormative stabilization – in the post – independence period a new variety of English was recognized where indigenous standard and norms were incorporated in the use of the language. The wide range of language acquisition was established due to the demand of using it as an official and medium of instruction in business, media and education; and Phase V Differentiation – the emergence of the New English has developed different characteristics in dialects in terms of region and social classification (Mukherjee 2010).

India has structured an educated standard variant of English available only in English–medium schools and universities which only few people from the upper and middle class living in urban areas have access to. He classified them as *acrolect* or local English speaking group ranked on top of social and academic level. Those who use poor varieties of English were categorized as *mesolect*. Speakers at the lowermost English competency scale were distinguished as *basilect* and in different labels such as *Baboo English, Broken English, Butler English and Kitchen English*. In this category, speakers fail to include articles, auxiliary verbs, prepositions and pronoun in their discourse (Mukherjee, 2010).

As a language property that is inevitably acquired by any language, **borrowing** (also termed as *loanwords*) is similarly evident in India English (IE). Examples of loanwords in use with the English language taken from the native Indian language are: *bandh* (BrE strike), *challan* (BrE bank receipt), *coolie* (BrE porter, luggage-carrier), *crore* (BrE 10 million), *goonda* (BrE hooligan), *lakh* (BrE 100,000), *mela* (BrE crowd) and *swadeshi* (BrE of one's own country). **Coinage** is another morphological process the IE has acquired. Examples are *finger chips* (French fries), *full-boiled* and *half-boiled egg* (hard and soft-boiled eggs) (Gargesh, 2006). The speakers also managed to produce new lexis from **compounding** such as *batch-mate* (BrE class-mate), *beer-bottle* (BrE bottle of beer), *to by-heart* (BrE to learn by heart), *inskirt* (BrE petticoat), *to off/on* (BrE to switch off/ on), *to prepone* (BrE to bring forward in time), *schoolgoer* (BrE pupil/student), *shoe-bite* (BrE blister). (Mukherjee, 2010); *pin-down* (strike), *tool-down* (strike), *driver-cum-salesman*, *to airlift*, *to airdash*, *to charge-sheet*, *to turnturtl* (Gargesh, 2006).

Worth emphasizing on is the unique morphological level of some IE words which depart from the standard varieties such as the use of the suffix *-ee* (e.g. affectee, awardee, recruitee), the prefix *de-* (e.g. de-confirm, de-friend, de-recognize) and the zero-derivation of new verbs (e.g. airline, public, slogan). Other morphemes like *wa:la:* (signaling ownership or agency), *hood*, *ism*, etc. are widely influential, e.g., *policewa:la:*, *ricksha:wa:la:*, *netahood*, *goondaism* (Mukherjee, 2010; Gargesh, 2006).

Article usage is another grammar deviation IE possesses in contrast to BE grammar, for example, *a chalk* (BrE a piece of chalk); invariant tag questions and question tags, *He has left, isn't it? / ... , no?* (BrE He has left, hasn't he?); the use of progressive forms with stative verbs, *I am simply not understanding* (BrE I simply don't understand.); and the position of adverbs, *Always I drink coffee* (BrE I always drink coffee) (Mukherjee, 2010); to show particularity, some words are being repeated, *Cut it into small small pieces* (B. Kachru, Y. Kachru & Nelson, 2006).

Showing politeness in discourse is another style of South Asian Englishes. It is another way of showing positive face and increasing speakers' self-confidence, e.g. *What is your good name, please?* The same strategy is displayed in tending a guest: *Take only this much, just this much* and *Have some more, have some more*. The gesture of asking a guest as *Won't you have more?* might sound negative. Sridhar (in Gargesh, 2006) explained that the terms for kinship such as *sister*, *uncle*, *auntie* are also used to show politeness. Local speakers also use the suffix *-ji* or *sahib*, by adding them to names as a symbol of respect and honoring someone, which is quite different from *Mr.* and *Mrs.* (Kachru, 2003).

Another variety in the Outer Circle is Singapore English (SgE) which has sprung upon the entrance of the British colony in this country. In the early nineteenth century, the British government built up English-medium schools to have English-educated elite group in place of those British employment position. Platt and Weber (in Ling 2010) identified the two groups of schools: free school, which accepts students of any race,

creed or color, and the mission school of the different religious order. Singapore finds the importance of improving and acquiring language proficiency, since English is considered as the primary tool in communication in competing in global economy especially to its neighboring countries (Ling, 2010).

Singapore English exhibits the features that demarcate Colloquial Singapore English (English of Singaporean speakers who use *Low Variety* of English in their informal conversation and it is the variety of English that the children acquire from birth as they learn the language) from Standard Singapore English (it is termed as *High Variety* which is comparable to Standard English where it is used mostly in formal settings such as writing and academic context) (Alsagoff & Ho, in Bautista & Gonzalez, 2006). It is conferred that all the qualities of Standard Singaporean English are observed as those in the Standard American English (SAE).

Some of the notable features of SgE are the uses of pragmatic particles *lah*, *ah* (You're going there, la?); and tag question *is it?* Kachru et al., (2006) found the use of *la* and *what* as a variety of contexts in SgE which are considered equal to the discourse markers in English (e.g., *oh*, *well*, *now*, *y'know*, *etc.*). These words do not affect the prepositional content of the discourses, but add communicative denotation to them. They signal the affective content of the speaker's behavior as they alter the meaning of each discourse. Moreover, *la* and *what* have formal characteristics for their pragmatic roles in Singapore English: "they are not obligatory; they do not occur independently; their positions of occurrence are sentence-final, clause-final or phrase-final; they have multiple meanings; and their meanings are tied to intonation and tonicity" (p. 250). The long *la* in high pitch tone conveys the speaker's emotions of impatience and frustration. The short *what*, in the discourse: "I am your friend *what*" means 'isn't it obvious?' and the long *what* in the sentence: "Friend only *what*," conveys protest and displeasure (Bautista & Gonzales, 2006; Patir in Kachru et al., 2006).

Similar to India English, Standard SgE has lexical coinage and these are manifested in papers or formal speeches. These words are used in place of those ideas and expressions which have no direct translation or equivalent in Standard English. Some of these are: **compound** words (two words that were put together to create a new word) such as "*shophouse* (a shop where the owners live upstairs), *outstation* (referring to being overseas), *neighbourhood school* (to refer to schools around the neighbourhood where one lives and who does not usually enjoy high prestige compared to the independent schools which are partially privately funded and which attract the best students academically); **blending** (parts of two words are joined together to form a new one) e.g. a *distripark* (a distribution park or a warehouse complex); **clipping** (a word is reduced or shortened without changing its meaning) such as: *air-con* (for air conditioner), *Taka* (to refer to the shopping chain called Takashimaya); **back-formation** (a word is shortened but, in the process of shortening, its word class has also changed) e.g. the verb *stinge*, formed from the adjective 'stingy' to refer to someone who is overly careful with finances

to the extent of being miserly; **conversion** (the word class changes) such as the word *arrow* semantically means as a noun, but functions as a verb in *The boss likes to arrow the difficult tasks to me* (Ling, 2010, p. 237).

The final variety of English from the Outer Circle, which is a part of this study is Philippine English (PE), a country that regards Filipino (its institutionalized language) and English as co-official languages. Filipinos consider English as a Western language, an influence of the American colonizers and that Filipinos limit the use of English, repress it from being a mark as national identity, and employ it as a remarkable class indicator (Ball, 2010). It is believed that PE belongs to the third phase of Schneider's framework, which is termed as *nativization* (where custom actuality, distinction, and sociopolitical state are altered to show major changes of situations and the concurrent progress of a new sociolinguistic quality).

Llamzon (in Thompson, 2003) describes the Filipino English based on the framework of the educated speakers or the standard, flourished school English. It is more likely to be British rather than American English with some modification as a standard in discourse construction. English is learned in school, and conflict in the subject and verb agreement is observed, which may be associated with the materials used (Sibayan & Gonzales, in Thompson, 2003). It is observed that there is an "overuse of some aspects as postulated in the perfect tense and the use of the present perfect in reference to the past time actions (*I have seen him yesterday* rather than *I saw him yesterday*); the frequent use of the progressive aspect for habitual action (*He is going to school regularly* rather than *He goes to school regularly*); the often problem of the verb agreement in the present tense (*He go to school. The men who arrived yesterday is here.*); transitive verbs are used as intransitives (*I cannot afford. I don't like.*)" (p. 53).

Thompson (2003) also features the noun patterns of PE, which differ from AE and BrE such as "determiners with generalization (*the Filipino heroes* instead of *Filipino heroes, the food* instead of *food*); names (*United States* instead of *the United States, the Rizal College* instead of *Rizal College*); the problematic agreement between demonstratives and their nouns (*this books*); most of the mass nouns are categorized as count nouns (*He has many gray hairs. He has a research.*)"

Equally important to illustrate are PE's borrowed translation from local language such as, "*open the radio* (turn on the radio) (from the Tagalog verb *buksan* (open/turn on an electrical appliance)" (Thompson, 2003, p.54). There are also spawned words with new meaning such as *bold*, (movie talk for semi-nude) and *jingle* (urate) and finally, neologisms such as *comfort room/CR* (washroom/toilet), *bed-spacer* (one who rents a bed in a dormitory), *hold-upper* (someone engaged in armed robbery), *presidentiable* (candidate for president), *jeepney* (a customized extended jeep used for public transportation), and *carnap* (to steal a car)" (p. 54).

Philippine English speakers are aspiring for these features to be accepted in local context but the basis of Standard English is still of Great Britain and the United States. Australian English has already started to affect the Philippine English because of its support and offers for scholarship for undergraduates and graduates. The local speakers tend to interfuse English with their native language, which resulted in the development of *Taglish*. This informal style is not favored in schools and university though there is an evident use of it among teachers and students in their regular conversations and discussions (Thompson, 2003).

One of the first countries in the East Asian region that expresses its acceptance of English is Japan (Kachru, 2007), which is part of the Expanding Circle. Given the nature of the Japanese' intense nationalism, it is surprising to gather that it is the only country in Asia that wishes to abandon its own language (Japanese) and thought to embrace another language which is considered superior, powerful and has prospered unequivocally such as English or French. Mori Arinori (in Kachru, 2007) raised his disappointment on the use of the Japanese language arguing that without the help of Chinese, the Japanese language will never be taught or employed in any form of communication. He also acknowledged the power of English and its influence in ruling the world and explained the eagerness of Japanese people to learn the language as evident now in the sprawling population of Japanese wanting to learn English demanded by the marked spread of global communication employing the English language.

According to Kachru (2007), Japan has no language policy in institutionalizing English as one of their major languages but because of the international importance of English, the country seems to poster its *invisible* functions that need to be addressed. Statistics will show that Japan ranked 30 out of the 70 countries which underwent the EF English Proficiency Test Index in 2015 and this moderate proficiency is associated to a dilemma of whether to remain loyal to tradition or keep up with globalization coupled with some factors such as the lack of emphasis on grammar, low exposure to language, lack of continuity in school, and quality of teaching (Gabriel, 2016). This prompted the Ministry of Education, Culture, Sports, Science, and Technology to elevate the importance of teaching the macro skills and practical English skills beneficial to students' lives and careers, required teachers to pass the Globalization and Linguistic Competency, structured a comprehensive language program through the Central Council of Education, moved up compulsory English-language education to the third grade instead of fifth grade and a meeting time of three times a week instead of just one (Gabriel, 2016).

As an English variety, Japanese English (JE) also shared the same characteristics with those of inner and outer circle in lending and borrowing terms in expressing ideas uniquely. Sound is one of the features of Japanese English that shows most of the adaptable aspect because it can be evidently affected by the local language. Japanese people tend to speak with lesser energy where they seem to murmur words. It is important to utter the words clearly since "English words are not parallel with its pronunciation and

spelling in such words as *often* and *suggestion* which have two pronunciations /ɔ' fən/ /sədʒéstʃən / and / ɔ'fən/ /səgdʒéstʃən/ respectively (Murata & Jenkins, 2009, p. 78). Meiji Era and the other first Japanese Americans who went to the United States, are said to observe difficulty in pronouncing the [f] sound: they said /hlaue/ for *flower* and /hraidei/ for *Friday* and could not make themselves be understood. Then they began to use [p] instead of [f], saying /plauə/ and /praidei/, which settled the problem.

There are also some Japanese words known to be loanwords in English since they have “no direct translation such as, *sushi*, *kimono*, *judo*, *noh*, *zen*, *dango* (conferring secretly among the parties concerned for negotiation or bid), *nemawashi* (maneuvering behind the scenes for obtaining one’s objective), and *tsunami* (a tidal wave caused by an earthquake)” (Murata & Jenkins 2009, p. 80).

Constructing sentences may seem to be “grammatically correct but the meaning is lacking of appropriateness or ‘not English-like’. Japanese people have their way in attending their guest in offering them food as in, *There is nothing, but please help yourself* and/or *This isn’t very delicious, but please help yourself*”(p.82). Many native English speakers view these utterances as not English-like expressions since there is “vagueness in the messages they want to convey which may rather pose the question, *If there is nothing, how can I help myself? or If something is not delicious, why serve it?*” (Murata & Jenkins 2009, p.83).

The land of K-pop has visibly been adopting the English alphabet as now popularly seen in the subtitles of their songs instead of their language’s symbols. More so, the influx of Korean students wanting to learn English in different countries has now become a common global migration. Korea started to show interest in learning the English language at the end of the nineteenth century. It was after the Korean War when the country showed much attention in teaching and learning English. Its education medium of instruction is Korean, but they feel the mandatory need of acquiring the language for global advantage. English has started to be taught in the third year of elementary schools in 1997, where two hours is allotted in a week (Murata & Jenkins 2009).

Koreans are usually unresponsive or answer queries indirectly to show courteousness. It is part of their culture coming from an old Korean proverb to keep their opinion or feelings to themselves and keeping silent is a symbol of humility. This Korean characteristic contradicts the attitude and behavior of the Americans where long silence means rudeness and unfriendliness. Some of the expressions that Koreans are avoiding to express are: “*I disagree, I don’t like you, I have a different view on that, I cannot agree with you // don’t agree with you*. Koreans are also not expressive in uttering appreciation, being sorry and offering sympathy contrary to the Americans who are generous in affirming compliment such as with *Thanks (a lot)* or *Thank you very much* while Koreans are likely to deny it. So, when somebody says that *Oh, this is very good, You did a good job, Your dress is very pretty*, you are not supposed to accept it” (Sohn in Murata & Jenkins 2009, p. 99).

Another feature of the Korean English (KE) is its word order in constructing discourse where speakers give emphasis on the characteristics rather than the subject as in the following examples: (1) The price is *very expensive*; (2) His height is *very tall*; (3) His eyes are *round-shaped*. (p. 103). There are also **coined** words (invented or first-time created words) that are relatively employed in discussions such as the compound word, “*eye shopping* meaning window shopping, and *behind story* meaning background information” (Murata & Jenkins 2009, p. 103).

The third class in the concentric circles is the Expanding Circle where Middle East countries are categorized since English is considered as their foreign language and part of this study is Dubai. There is a remarkable aspiration of English language accession in the Arab countries because they see the language’s potential as a global advantage in marketing communication and technological linkages (O’Sullivan, 2004). The richness of the use of the English language is evincing in the modern UAE community and larger urban areas. There are also confirmations that in local areas, there are regional press and electronic media section in English language.

Sabbah (2015) takes a full account of the Arab English’ grammatical features quantifying the language as becoming the native language of about 300 million people in Arab countries as recorded by the Egyptian Demographic Center in 2000. In a close analysis, there are evident differences between Arabic and English in “syntactical, morphological, phonological, lexical, semantic, rhetorical and orthographical aspects” (p. 270). In the same study, factors such as the influence of the native language and the contrastive identities of the two languages marked as the contributors of Arabic English features. Arab students tend not to apply English plural nouns but instead they employ numbers to show “duality or plurality (The *two child* are crying; He has *eleven cousin*; There are *21 student* in my class)” (p. 272). Likewise, Arab English learners have a propensity to use plural verb for uncountable nouns since many uncountable nouns in English such as “information, money, damage, housework, equipment, are countable in Arabic (The *informations* I received were useful; Housewives do a lot of *houseworks*; I bought many equipments)” (p. 272).

Arabic-speaking learners of English show distinctive features on the use of article such as the omission of the definite article (*Arms of soldiers are guns and daggers.*); deletion of the indefinite article “a” (*My father works in bank.*); inappropriate insertion of article “the” on abstract words referring to ideas, attributes, or qualities (*The happiness doesn’t come from the money; People can work in the agriculture or in the industry; He went to the Doha.*)” This seeming practice of omission and deletion of prepositions of the Arab students learning English are associated to two factors. First, there are no exact equivalent of Arab prepositions to English and vice versa. Second, not every English or Arabic prepositions have specific rules and signification” (p.273).

Another distinct feature of Some Arab English learners is their propensity to replace adjectives with adverbs. This is associated with the “two-way use of Arab adverbs (The temperature rose a *sharp rise* - The temperature rose sharply; He drove with so *fast speed* - He drove so fast; The singer performed a *wonderful performance* - The singer performed wonderfully; Prices have increased a *gradual increase* - Prices have increased gradually” (p.275).

There are some inconsistency in word order that were observed in Arab English learners’ writing which are different from English since classical Arabic follow the V–S–O (verb-subject-object) pattern although colloquial Arabic uses S–V–O pattern (e.g. *Hoped the committee to solve the problem.* - *The committee hoped to solve the problem*)” (p. 276).

The Study’s Signification: Filling the Niche

Having chronicled the features of the varieties of English of the different countries belonging to concentric circles, this study considered the digital world to be an immense source of information and samples on how English has fleetingly evolved and vastly propagated over the years. Technology in the forms of social networking sites (facebook, Instagram, twitter, blogs) has provided language researchers opportune to investigate varied phenomena on the *lingua franca* of the world.

Crystal (2003) postulates that English is considered as the global language. The spread and the development of English are evident in the history of the three circles. Technology has a great importance in the continuous aspiration of these circles in using and cultivating the language. In Crystal’s (2006) attempt to ascertain the effect of the use of technology on the English language, he described the enrichment and progress of how people can uniquely express themselves with the aid of the technological tools.

The blistering pace of communication, the diverse way of expressing thoughts through the use of the English language and the interest in instituting the Standard English among students, inclined the conceptualization of the present study. Students, which are considered as digital natives, are apt with almost all the technological communication tool, where they can easily converse to other people in any part of the world. Their active involvement and commentaries on different issues and events expose them to the different varieties of English exhibiting special and unique features where awareness of the bases for Standard English – the warranted academic form – should be considered.

To set the foundation of the concepts and ideals, this study accounted the history and development of the standard American and British English, Kachru’s three circles (inner, outer and the expanding circle) and the different features of the three countries in each circle (inner circle: Australia, Canada, Ireland; outer circle: India, Singapore, Philippines; expanding circle: Japan, Korea, Arab World-Dubai). Subsequently, this study

aims to show a view of the World Englishes and to differentiate some of the features of the countries among the three circles. It intends to form some concepts of realization among students about the importance of the Standard English in academic settings and establish some recommendations in strengthening the instructions in teaching English based on the findings using the blog, Twitter and Facebook posts of the nine countries conferred previously.

Similarly, this study primarily aims to augment available research-based knowledge on the features of World Englishes among native and non-native speakers and to eventually identify inputs for enriching English instruction in the Junior and Senior High School levels. Specifically, it seeks: (1) to identify the features of World Englishes in the Blog posts, Facebook and Twitter of selected native and non-native speakers of English; and (2) to determine the acceptability and non-acceptability of these features in teaching English based on grammaticality and lexical appropriateness.

The results of the analysis of this study aspire to contribute in the students' and educators' awareness and recognition of the different features of World Englishes and to inspire them to inquire more about the culture and diversity of each circles which will provide them more receptiveness on how unique each country's history is in acquiring and developing their system in learning English language. In each account, the students may appreciate the drive of every country in becoming proficient in the language since English speakers are aware of the unrivalled impact of English throughout the world.

The findings of this study are hoped to conceptualize some influence and suggestions in elucidating the properties of World Englishes as opposed to the American English where Filipino students are oriented with. With this approach and a possible strategy aimed at achieving the designed multicultural education, students, curriculum developers, English teachers, linguists and other researchers may develop the versatility in discerning which language features to adopt in their academic requisites aligned with K to 12 curricula that envision to have 21st century learners who can compete globally. These factors can also intensify and emphasize the importance of Standard American English in communicating through business, political and academic aspects.

METHOD

Determining the features of World Englishes requires a qualitative method of research. Denzin and Lincoln (2011) stated that a qualitative type of research encompasses the different attributes and concerns of the community. It is an open-ended way of discovering and realizing the different nature of the society and other disciplines. Corbin and Strauss (2008) articulated that qualitative research leads to a realization of a profound exploration and understanding of details and ideas where acquisition of information is fully attained because the details are designed to be gathered using this method. In this process, complex style of convening data is being applied which differs

from the more inflexible and established arrangement of quantitative methods. This research draws on interesting form of study where words can be expressed freely and uniquely, confusing ideas are simplified and challenging views are explored. Furthermore, qualitative researchers show the following characteristics: flexible; inquisitive; creative and imaginative; logical; understanding of simple to complex; risk-taker; strategic; and self-reliant (Corbin & Strauss, 2008).

To illustrate the process of analyzing the details, this study employed the sociolinguistic descriptive textual analysis in identifying the unique characteristics of the construction and arrangement of the selected social media posts. The perspective of qualitative linguistic style led in analyzing the gathered data under the lens of sociolinguistics – the analysis of the integration between language and society which provides a vast area of inquisition on information through the connection of linguistics with different academic fields (Yule, 2006). Moreover, he gave an emphasis on the importance of the study of sociolinguistics in understanding the relation of language to society and different groups of people. It is also connected to social psychology, where the expression of opinions and beliefs are determined. He undeniably took into consideration these factors in trying to analyze the language from a social standpoint.

The University of Kentucky (2016) defined descriptive linguistics as a field of research where the concept of linguistics or the scientific study of language is introduced through characterization of one language. Linguists use this approach in determining the general linguistic concept that can also be employed in describing other languages. In addition, descriptive linguistics may be applied in many disciplines, because it incorporates openness to the technical components of a language such as phonemes, morphemes, syntax, pragmatics, semantics and historical linguistics with careful analysis that are internationally recognized. Research and problem-solving are the means of realizing the linguistic elements that people use in communicating. Textual analysis pays close attention to the linguistic features of texts influenced by a social structuring of a language.

In conveying details on how different cultures interact to each other and try to adopt the society they are settled in, textual analysis is one way of understanding them. It is a method, Mckee (2003) explicates in interpreting text from movies, television shows, periodicals, and endorsements, in order to collect and attempt to acquire the different processes people live and perform in the community. An example is Bautista's (2006) study on the word-formation processes in the Philippine sociolinguistic context where she analyzed text conversations and illustrated their functions.

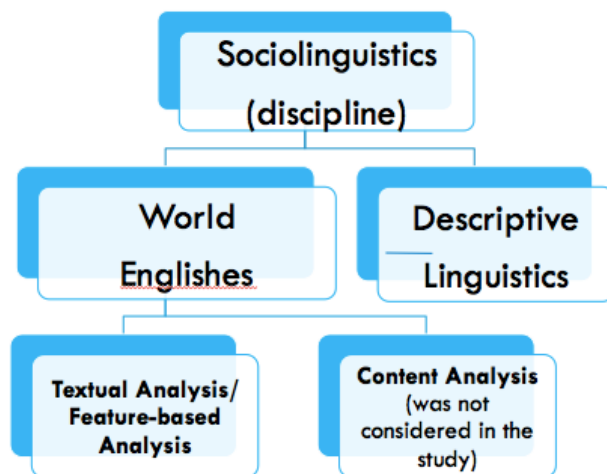


Figure 1. Sociolinguistics Descriptive Textual Analysis Flowchart

Technology's expansive ability to entice people to own social networking accounts, notwithstanding the reality of the young generation, particularly students inevitably being exposed to and who completely embrace these, this paper seized the opportunity of choosing blogs, Facebook, and Tweeter as the sources of data.

For this research's source of data, selected native and non-native speakers of English' blog, Facebook and Twitter posts were collected following a process of selection. Their posts had to be in English; these posts were not however analyzed in terms of the contents in their entirety but only to extract unique lexical and grammatical features, and phraseologies based on the researcher's lore and cognition on the concepts and theories of World Englishes. Participating bloggers were categorized showing their prestige, formal and literate variety of English. Selected non-native speakers were also included to display the sociolinguistic and communicative requirements in exhibiting their complex patterns in shifting and fusing the language with their own.

Data collection initially commenced (1) using the software *ninjaoutreach.com* (see Appendix B) that extracts information about bloggers worldwide. One of these software's features is to identify the top bloggers based on their number of followers ranging from 100,000 to 600,000. Also, for the data's uniformity and fettling down the number of bloggers from hundreds to nine, only the bloggers who have all three social networking site accounts (blog, facebook and tweeter) were considered. Using Kubota and Ward's (2000) classification of countries belonging to the concentric circles as basis, the following countries were then selected (2):

Table 3
List of qualified countries which met the three SNS criterion

Concentric Circle	Country
Inner Circle	Australia, New Zealand, United Kingdom, USA <i>*(Final List: Australia, Ireland, Canada)</i>
Outer Circle	Bangladesh, Ghana, India , Kenya, Malaysia, Nigeria, Pakistan, Singapore , South Africa, Sri Lanka, Taizana, Zambia, Zimbabwe, The Philippines

Concentric Circle	Country
Expanding Circle	China, Carribean Countries, Indonesia, Israel, Japan, Korea , Nepal, Saudi Arabia, South Africa, Taiwan, Dubai , Kuwait

The USA, as part of the Inner Circle was (3) replaced by Canada since it only had one blogger who met the criterion selection of having all three social network accounts. Canada is also one of Bhatt's (2001) list of Inner circle countries. New Zealand, on the other hand, had no bloggers while two countries were considered from the United Kingdom: Ireland and Wales. Consequently, Ireland was opted because the Welsh language (from Wales) is highly influenced by the aboriginal language features/components and not much of the English. The final list of the nine countries was then (4) inputted into the software and subsequently elicited the following results:

Table 4
List of the concentric circles with the number of bloggers and total number of posts

Country	No. of top Bloggers	No. of top Bloggers after Software Selection
Canada	250	13
Australia	168	12
Ireland	92	8
Singapore	131	6
India	193	22
Philippines	58	15
Japan	103	3
Korea	20	7
Dubai	31	8

Total No. of top Bloggers worldwide	1,046	Total No. of top Bloggers after selection	94
Total No. of Posts for the data (Blog, FB, Twitter)	282		

A total of ninety - four (94) top bloggers who met the criteria was recorded and since each blogger has three accounts, two hundred eighty two (282) posts became part of the paper's data. These appeared from November 2016 to January 2017. Correspondence through an email (with an attached letter – see Appendix C) with the bloggers followed thereafter. This is to ensure that their privacy and copyrighted materials have not been infringed (cf. discussion on ethical consideration). Upon an 'overwhelming' positive responses from the bloggers (Appendix D), reading, scouring and analysis of the 'features' ensued.

In deciphering the features of each post, this study took close consideration on its structure through feature-based approach (B. Kachru, Y. Kachru & Nelson 2006). In feature-based approach, ideas and expressions posted were determined and marked in terms of vocabulary (lexis) and grammar (morphology and syntax). The descriptive textual analysis of the WE features, however, does not intend to cover any comparison among the three circles in terms of English *language superiority* but to simply describe them under the parameters of AE norms.

To identify the correctness, appropriateness and acceptability of the expression and words found in the studied circles structured for each post, the Oxford and Meriam-Webster printed and online dictionaries were used as bases. For this study, the symbol (✓) was used to mark the enlistment of the identified lexis in the dictionary, while (x) marks its absence.

In the event that the lexis and/or phrases cannot be verified using these dictionaries, the paper employed Yule's (2006) framework in describing the **morphological processes** (see Table 5 for illustration) of the identified lexical features whilst for **grammaticality** (verb transitivity, agent-copula agreement, comparatives-superlatives, adverbial placement, pronoun-antecedent, etc), Murcia and Freeman's (2008) lexicogrammar analysis was applied (see Table 6 for illustration).

Table 5
Sample morphological description (Yule, 2006)

Lexis	Morphological Process	Process' Description
<i>Imeldiffic</i>	Coinage	Invention of totally new terms
<i>sofa</i>	Borrowing	Arabic origin: taking over of words from other language
<i>doc</i>	Clipping	A word is reduced to a shorter form

Table 6
Sample grammatical description (Murcia-Freeman, 2009)

A. The absence of <i>objects</i> in finite or transitive verbs:	
IC-AusBlg	<i>I think.</i>
IC-CanFb	<i>The thief lurked.</i>
Verbs are categorized into transitive (finite) and intransitive (infinite). The verbs used in the samples are transitive that need objects to complete the thought – <i>think what</i> and <i>lurked where</i> ?	

Codification provides easiness in determining or locating the source of the sample extracted excerpts from the data. Despite securing permission from the bloggers to use their posts as data, the study deemed it unnecessary to disclose their profile and focused more on the text analysis and description of the blogs' language use, thus, the structured codes provided in the table below.

Table 7
Assigned codes for extracted excerpts

Concentric Circle and Country	Blog Code	Facebook Code	Twitter code
Inner Circle-Australia	IC-AusBlg	IC-AusFb	IC-AusTwit
Inner Circle-Canada	IC-CanBlg	IC-CanFb	IC-CanTwit
Inner Circle-Ireland	IC-IreBlg	IC-IreFb	IC-IreTwit
Outer Circle-India	OC-InBlg	OC-InFb	OC-InTwit
Outer Circle-Singapore	OC-SgBlg	OC-SgFb	OC-SgTwit
Outer Circle-Philippines	OC-PhilBlg	OC-PhilFb	OC-PhilTwit
Expanding Circle-Japan	ExC-JapBlg	ExC-JapFb	ExC-JapTwit
Expanding Circle-Korea	ExC-KorBlg	ExC-KorFb	ExC-KorTwit
Expanding Circle-Dubai	ExC-DubBlg	ExC-DubFb	ExC-DubTwit

Ethical considerations: One argument that hurdles the use of media posts are the privacy issues. There is no definite division between public and private Internet data, which complicates the issue, even further, “as research perceived as non-intrusive conducted in public spaces does not require to be scrutinized for ethical issues in the same way as research conducted in private spaces. Furthermore, in some instances, it might avoid the ethical review process altogether” (Thurlow; CIHR; Madge; in Stainton & Iordanova 2017, p. 3).

However, some dispute that in categorizing posts as public property, there is a need to observe some parameters. Wilson, et al. (2015) recommends prudence in consideration for blogs as data source citing “*information use and consent, privacy, authenticity and sampling* following the guidelines of the ethical issues applied for the use of public and private material” (p.3). While there are broad ethical discussions that have taken place, none has set definitive standard parameters in data collection using blogs. Since this is the case, Stainton and Iordanova (2017) and Townsend and Wallace (n.d.) provide a sketch of the proposed ethical guidelines for blog research by “(1) securing an informed consent; (2) deciding whether the blog content acts as the ‘subject’ or the ‘author’; (3) determining the online/offline principles; (4) maintaining the duty of care – sensitivity to a community’s vulnerability; (5) data protection; and accuracy of the data obtained” (p. 5).

This research has succeeded in securing an ***informed consent*** from the majority of the bloggers which is the major requirement in data acquisition, thus eliminating the issue on the breach of ethical standards. Nonetheless, in the event that an informed consent has not been awarded, “blog research, if approached as ‘***textual analysis***’ of data with no restrictive access, the obligation towards the author(s) should not be of a concern (Bradley & Carter; Warrell & Jacobsen, in Stainton & Iordanova, 2017).

Along the same stance, Facebook’s (2018) terms and conditions disclose that all published contents and information using public setting, imply the permission given to everyone including non-Facebook users to access and use the details and information and to connect with the owner of the account. In the same accord, Twitter (2018) declaration of post stated that the users of their services agreed to and are aware that by *submitting, posting or displaying* content using their services, they are permitting the whole world to utilize, replicate, duplicate, sort out, change, revise, spread, transfer, show, and circulate such content in any avenue or dissemination process may it be known, unknown or later developed. Cameron’s postulation further strengthened this by stating that in “radio or television talk shows, guests of these shows are made aware to expect that their talk will be heard by an audience or the public. These then are

categorized as existing data and are under the “public domain” (in Basa 2017, pp. 20-21).

To synopsise, citing the government’s law on research states that, “Science and technology are essential for national development and progress. The State shall give priority to research and development, invention, innovation, and their utilization; and to science and technology, training and services. It shall support indigenous, appropriate, and self-reliant scientific and technological capabilities, and their application to the country’s productive system and national life” (Article XIV, Section 10 of the Philippine Constitution in Manalansan, 2008, p. 30).

FINDINGS

Uncovering this paper’s inquiries directed the (1) identification of the features of World Englishes in the blog posts, Facebook, and Twitter of the selected native and non-native speakers of English; and (2) the determining and deciphering of the features of World Englishes and their acceptability and non-acceptability in teaching academic English, particularly speaking and writing based on British and American Englishes’ parameters on lexical appropriateness and grammatical well-formedness. Two hundred eighty two (282) posts from blogs, FB and Twitter from 94 top bloggers who met the criteria were arranged and classified based on the approach and analysis presented in the introductory part of this research. For the purpose of immediate, clear-cut view of the findings for the first inquiry on the identified WE features (see columns under ‘Country’ and ‘Lexis’) and their acceptability based on Oxford (OD) and Meriam-Webster (MW) dictionaries, information on both questions are presented in one tabular presentation as seen in Table 8.

Identified Features of the Concentric Circles and Lexical Acceptability of the Three Circles’ Features Based on Oxford and Meriam-Webster Dictionaries

To identify the said specification of the expressions and words found in the studied circles, the symbol (*f*) was used in marking the enlistment of the identified lexis in the dictionary while (**X**) marks its absence. In terms of grammaticality (verb transitivity, agent – copula agreement, superlatives, adverbial placement, etc.), Murcia and Freeman’s (2009) approach was applied as shown in the illustration in this study’s method section. There is no symbol to mark ‘special’ structure as the excerpts are representations of ill - formedness based on the grammatical framework used in this study.

The elicited words that show pointer on the concept and theories of World Englishes exemplify the uniqueness of their lexis and acceptability and non-acceptability in British and American dictionaries. The succeeding table illustrations present the (1) countries under each circle; (2) the extracted lexis; (3) enlistment in the Oxford and Meriam-Webster **where such appearance dictates the level of acceptance classified as**

formal, informal, and (4) word definition relative to the context where it was used in the utterance. It is to note that enlistment **does not warrant acceptability** because of the consideration to *language formality* in academic English speaking and writing. This is accounted by the abbreviated symbol /**inf**/. However, some common words are no longer defined but have been listed to illustrate differences such as spelling – a distinctive feature between BrE and AE – and semantic definition.

Table 8
Inner circle's features and lexical acceptability

Country	Lexis	Oxford Dictionary (OD)	Merriam – Webster Dictionary (MW)	Word/Phrase Definition
Australia	IC – AusBlg4 carb blowout	X	X	idiom: <i>eating too much</i>
	IC – AusFb5 bugaboo	/	/	OD: <i>an object of fear or alarm</i> MW: <i>something that makes people very worried or upset</i>
	IC – AusFb5 mum	/	/	OD: <i>a mother</i> MW: <i>madam</i>
	IC – AusTwit7 albeit	/	/	OD/MW: <i>although it be</i>
	IC – AusTwit8 mate	/	/ (chiefly British)	OD: <i>friend</i> (inf) MW: <i>match</i> (inf)
	IC – AusTwit9. flavoured	/	X (chiefly British)	OD: <i>taste and smell</i> MW: <i>flavor</i>
	IC- AusTwit11 housesitting	/	/	OD/MW: <i>a person who occupies a dwelling to provide security or maintenance while the tenant is away</i>
	IC – AusBlg1 bloody	/	/ (chiefly British)	OD/MW: <i>expression used as an intensifier</i> (inf)
	IC – AusBlg2 piss	/	/	OD: <i>to urinate</i> (inf - vulgar) MW: <i>act of urinating</i> (inf-vulgar)
	IC – AusFb7 tonite	X	/	OD: <i>tonight</i> (inf) MW: <i>explosive</i> (inf)
IC – AusBlg9 y'all	/	/	OD/MW: <i>contraction of you all</i> (inf)	

Country	Lexis	Oxford Dictionary (OD)	Merriam – Webster Dictionary (MW)	Word/Phrase Definition
Canada	IC – CanFb2 favourite	/	X (chiefly British)	OD: <i>a person or thing liked more than others</i>
	IC – CanFb10 whilst	/	/ (chiefly British)	OD: <i>while</i> MW: <i>while</i> (inf)
	IC – CanTwit3 hashtag	/	/	OD/MW: <i>indicates what the message is about (in 2008)</i>
	IC – CanTwit9 hub	/	/	OD: <i>center of activity</i> MW: <i>most active part of a place</i>
	IC – CanFb13 gonna	/	/	OD/MW: <i>contraction of going to (inf in both)</i>
	IC – CanFb13 gotta	/	X	OD: <i>contraction forgot to (inf)</i>
Ireland	IC – IreBlg1 organising	/	/ (chiefly British)	OD: <i>arrange systematically</i> MW: <i>Brit var of organize</i>
	IC – IreFb3 lad	/	/	OD: <i>young boy</i> MW: <i>male attendant</i>
	IC – IreTwit4 coloured	/	/ (chiefly British)	OD: <i>having color</i> MW: <i>Brit var of color</i>
	IC – IreTwit5 vlog	/	/	OD/MW: <i>a blog that contains video material (2002)</i>
	IC – IreBlg7 expat	/	/	OD: <i>expatriate</i> MW: <i>in exile</i> (inf in both)
	IC – IreTwit12 favourite	/	X (chiefly British)	OD: <i>a person or thing liked more than others</i>
	IC – IreTwit12 lippy	/	/	OD: <i>lipstick</i> (inf) MW: <i>speaking in a rude way that shows a lack of respect</i>
	IC – IreFb5 deets	/	/	OD: <i>details</i> (inf) MW: <i>tick repellent</i>
	IC – IreFb6 bloody	/	/ (chiefly British)	OD/MW: <i>expression used as an intensifier</i> (inf)
	IC – IreFb8 fecker	/	X	OD: <i>Irish slang for fucker</i> (vulgar)

	IC – IreBlg12 hella	X	/	MW: <i>slang for very extreme</i> (inf)
	IC – IreTwit13 welly	/	/ (chiefly British)	OD: <i>Wellington</i> (slang) MW: <i>Wellington</i> (inf)

Textual Analysis of Table 8:

On lexical formality. Using BrE and AE as bases, most of the listed lexis from the inner circle appeared in the two dictionaries which may signify acceptability (as indicated in the presence of a (/) mark. Noteworthy though is the level of formality. Dictionary classification illustrates that the words are said to be informal based on AE regardless of their acceptability in BrE.

On spelling and vocabulary definition. BrE and AE have distinct disparateness. In terms of vocabulary, a layperson can distinguish the lexical differences between the two varieties (Algeo, 2006). These include the use of *-ou* in place of *-o*; *-s* in place of *-z* and *-est* in place of *-ed*; (BBC Learning English, 2016).

On morphological/word processing. *Clipping* is the element of reduction that is noticeable in blending (Yule, 2006), a language property that also represents productivity where speakers come up with new words.

As a morphological process, clipping is one of the types of structural properties of the lexical quality in the Inner Circle most typical in AusE such as “*barbie* (barbecue); *bickie* (biscuit); *Chrissie* (Christmas); *compo* (workers’ compensation pay); *demo* (demonstration); *mushie* (mushroom); *sunnies* (sunglasses); *truckie* (truck driver)” (Burridge 2010). Ireland English appears to follow the same pattern.

Table 9
Outer circle's features and lexical acceptability

Country	Lexis	Oxford Dictionary (OD)	Merriam – Webster (MW)	Word/Phrase Definition
India	OC – InTwit1 woke up to birds chirping	X	X	(Idiom in both BrE and AE) Def: lovely and calm moment
	OC – InFb9 another feather in the cap	X	X	(Idiom in both BrE and AE) Def: new achievement
	OC – InFb9 influencer	/	/	OD/MW: one that influences another
	OC – InBlg11 whilst	/	/ (chiefly British)	MW: Brit. var of while OD: British while
	OC – Intwit14 favourite	/	X	OD: a person or thing liked more than others
	OC – Intwit14 mum	/	/	OD: a mother MW: madam
	OC – InFb2 wanna	/ (informal US)	/	OD: want to (inf) esp US) MW: want to (inf)
	OC – Intwit14 gonna	/ (informal US)	/	OD: going to (inf esp US) MW:going to (inf)
Singapore	OC – sgBlg2 favourite	/	X	OD: a person or thing liked more than others
	OC – SgF6 must – have	/	/	OD: essential or highly desirable MW: essential or highly desirable
	OC – SgBlg1 cuppa	/	/ (chiefly British)	OD/MW: a cup of tea (inf)
	OC – SgTwit3 gotta	/	X	OD/MW: got to (inf)

Country	Lexis	Oxford Dictionary (OD)	Merriam – Webster (MW)	Word/Phrase Definition
Philippines	OC – PhilTwit5 wanna	/ (informal US)	X	OD: <i>want to</i> (inf)
	OC – PhilBlg6 millenial	/	/	OD: <i>people in 21st century</i> MW: <i>people in 21st century</i>
	OC – PhilFb7 damn	/	/	OD: <i>expressing disapproval, anger, annoyance</i> MW: <i>the utterance of the word damn as a curse</i> (inf)

Textual Analysis of Table 9:

On idioms. Typical of inner circle English or a native speaker's characteristic is the use of idioms and idiomatic expressions. Since the outer circle has been colonized by the countries from the inner circle, it is not surprising to find idioms in their English.

Cakir (2010) and Glucksberg (2001) expounded that knowledge of idioms shared within a group presents a metaphorical gate pass through which members share feelings, ideas, opinions, and perspectives. Therefore, to be part of the inner circle of English speaking groups, a learner of the language would have to take on the challenge of mastering the usage of nearly 25,000 idiomatic expressions that occur in various materials.

On lexical formality and spelling. Similar to the inner circle bloggers, the use of the informal contracted or blended words as evidenced in the sample features below are also used by the outer circle speakers. Classified as informal, they are not used in academic speech and writing but can be heard in conversational, non-formal exchanges. The spelling of some words are also patterned after the inner circle's *-ist* for *-ed* while *-ou* for *-o*:

Standard American English (SAE) according to Kretzschmar (2010) is an *institutional construct language* that is regularly used by Americans in formal settings and academic system and the sample excerpt from InFb2, SgTwit3, and InTwit14 are unacceptable in formal setting.

Table 10
Expanding circle's features and lexical acceptability

Country	Lexis	Oxford Dictionary (OD)	Merriam – Webster (MW)	Word/Phrase Definition
Dubai	ExC – DubTwit6 favourite	/	X	OD: <i>a person or thing liked more than others</i>
Japan	ExC – JapTwit1 Japanophile	X	/	MW: <i>one who esp. admires and likes Japan or Japanese ways</i>
Korea	EXC – KorBlg2 athleisure	/	/	OD/ MW: <i>casual clothing designed to be worn both for exercise and everyday wear</i>
	ExC – KorBlg5 vlog	/	/	OD/MW: <i>regularly posts short videos on social media</i>
	OC – KorTwit14 vlogger	/	/	OD/MW: <i>a person who regularly posts short videos to a vlog</i>
	OC – KorFb4 Gotta	/ (informal US)	X	OD: <i>got to (inf)</i>

Textual Analysis of Table 10:

On morphological/word process. A closer look at the features found among the expanding circle bloggers is indicative of *blending* – the process of combining the beginning of one word and the end of another word to form a new word, in this case: *Japanophile* from Japan + phile (having an affinity for or strong attraction); *athleisure* from athlete + leisure; *vlog* from video + blog; and *vlogger* from video + blogger:

Though they are not officially included in the list of lexis in one or both dictionaries, their existence may represent the richness on how culture may contribute in communication. One of language's property is productivity. Speakers may come up with new words that they may associate with their culture or what is currently happening in the society (Yule, 2006).

Grammatical Well-formedness Applying Murcia and Freeman's Approach

The second objective this paper investigated on is the concentric circles' grammaticality. The blogs were not taken in their full length to be classified as wholly ill-formed, but rather the parts that the researcher had seen to fall under the grammar framework used in this study. Ill-formed excerpts from the posts were extracted and categorized according to the following lexicogrammar structures: (1) verb transitivity (direct object and indirect object); (2) agent-copula/subject-verb agreement; (3) auxiliary and past participle; (4) pronoun-antecedent agreement; (5) prepositions and infinitives; (6) demonstratives; (7) superlatives; (8) articles; (9) semantics; (10) enclitics and particles; (11) coinage; (12) code-switching; (13) word accuracy; and (14) missing words.

On verb transitivity

Description: Verbs are classified into two forms: finite (transitive that needs an object) and infinite (intransitive that does not require an object). Glaring at the excerpts, the verbs in 1, 2, 3, and 5 such as *think*, *recommend*, *wait*, and *expecting*, together with the noun and auxiliary verb *-is* require an object that will answer the question *what*. Excerpts 6 and 7 on the other hand, have verbs that need an indirect object – the receiver of the action *disappoint* (me) and *supporting* (me).

On subject-verb agreement

Description: The auxiliary verb *have* in excerpt 1 requires the plural form of the noun *author(s)* which is the subject/agent. The possibility of changing *have* to *has* to make it agree with the singular subject is improbable considering the fact that the sentence demands for a choice as represented by the quantifier *any*.

On auxiliary + past participle verb

Description: At first glance, *-s* may appear to represent *it has* instead of *it is*. However, even under this consideration, the sentence failed to provide the past participle of *got* to *gotten* as the auxiliary verbs *has*, *have*, and *had* warrant the past participle form of a verb. Canadian English (CE) has minimal distinctiveness as compared to other varieties of English. There appears to be a standard affirmation of the integration of British and American verbal forms such as British past participle *got* and the American past tense *dove*. In this regard, both BrE and AE are evident in CE in terms of these usages and by comparison, Canada English observes a much more adherence to both BE and AE (Brinton & Fee, 2001).

On pronoun-antecedent agreement

Description: The context of the foregrounded information was the making of a delicacy being recommended by the speaker, thus the optional *You* as the agent/subject. Based on the context, however, the reference to the dish (antecedent) requires the pronoun *it*.

On prepositions, infinitives, and articles

Description: This is another interesting loophole both non-native and native English speakers commit – the omission, addition, or inaccurate use of prepositions. Excerpt 1 requires the preposition *from* preceding the verb *dying*; further noting that the verb *prevent* is an idiom that always go together with the preposition *from* (i.e. *patterned after*, *based on*, etc.). Although excerpt 2 may talk about the absence of the article *a* before the noun *plethora*, it will be more interesting to describe the structure of the infinitive *to decided* which in **all** cases compels the base form of the verbs, in this case, *to decide*. Excerpt 3 needs the presence of the pronoun *I* preceding the verb *decided*, but the prepositional phrase *in the morning* is worth the emphasis because it may distort the context semantically where *morning* is to be put to rest.

Excerpt 4 demands for the preposition *to* to correct the phrase *to my mother-in-law*; there is the absence of the definite article *the* to complete the noun phrase *the Polaroid camera*. The indefinite article *a* in excerpts 5 and 6 must meet the phonological requirement of the article *an* preceding vowel sounding nouns such as *elegant*.

On nominative case:

Description: The pronouns *us* and *me* in excerpts 1 and 2 are in the objective case and cannot function as subjects, therefore demanding the use of the more appropriate pronouns in the nominative case such as *we* in place of *us* and *I* in place of *me*. To provide a subject in excerpts 3 and 4, the personal pronoun *I* and the verb *be am* is needed in the verb phrases *leaving now* and *just had*.

On demonstratives

Description: Demonstratives, e.g. *this*, *that*, *these*, *those*, are also called determiners whose function is to limit the nouns that come before them. The phrase *my newest adventure* in excerpt 1, where the context sends the reader a link that presents her new site about caricatured images, the new site being singular and pointing to a close location orders the demonstrative *this* (is); the same goes with excerpt 2.

On superlatives

Description: Adjectives are categorized as comparatives with the inflection *-er* or the quantifier *more* and superlatives with *-est* or *most*. In the case of excerpts 1 and 2, there is the use of the repetitive adjective modifiers *far, far* and *ever, ever* instead of *most important* and simply *never*. Samples 3 and 4, on the other hand used the redundant adverb modifier *so very* and *really, really* as intensifiers.

On enclitics and particles

Description: Enclitics and particles are likened to tag questions and fillers such as *isn't it* which are sometimes culture bound as seen in the samples above. These are characteristics of Chinese-influenced language. This may hold true with Philippine English where speakers may insert enclitics or particles in examples such as: *I haven't gone pa to their house*, or *We're still waiting for him, di ba?*

On coinage

Description: As a language property that is inevitably acquired by any language, **borrowing** (also termed as *loanwords*) is similarly evident in India English (IE). Borrowing may also be found in the outer and expanding circles since there is not always a transliterated counterpart for words. **Coinage** is another morphological process the IE has acquired.

Code-switching

Description: The excerpts listed above follows a pattern which appears to be an exclusive trait from one of the outer circle. In all of the samples, code-switching occurred which either followed the *inter-sentential* (switching between two sentences) – *nakakakilig style; panalo ako, promise*; or *intra-sentential* (switching inside a sentence) – *barkada, kilig, lakwatsa* - pattern.

Word accuracy

Description: The sample above may not have occurred in several blogs. Nevertheless, it is worth pointing out since it is a lexicogrammar lapse that haunts English users – diction or word choice. Based on the context, the sample takes the **adverb of location** *everywhere* which connotes the idea of having gone to all places when in fact the context should require *anywhere* to mean a limitation of the places visited.

An important area in this grammatical analysis is the discussion on punctuation. One may observe that some sample excerpts missed the use of appropriate punctuation which create the flaws termed as *run on sentences (fused sentences)* and *comma splices* which may affect the discourse level on cohesion and coherence. This is another specific interesting study that may be examined and explored on in the future.

DISCUSSION

In the initial part of this study, the significant impact and influence of technology in the development and enrichment of communication was established. Anna Sabramowicz' quotation illuminates the richness of the Internet and technology as a source of information worth discerning, which is relevant and useful at a touch of a fingertip. The recognition of the changes and uniqueness that technology has brought upon the society's capability to interact even from across the globe has been explicated. Technology serves as an important element in this study since the richness and remarkable features of how people communicate around the world were extracted and described from the different social media sites they use. The way they share their thoughts and views paved the way for this research to realize how members of the World Englishes Concentric Circles use English in connecting to the world and the significance this connection may contribute to students and teachers who may also be blog readers, users, speakers, and writers.

Technology has made the world to recede in size and most people all over the world who have access to it can easily communicate with other people in many parts of the world, exposed to diversified cultures and languages. Undoubtedly, young people including students have access to multifarious readings offered by the internet and social media networks are the platforms thrived by students as evidenced by the fact that most of them have social media accounts.

The inclination of the study with its concept of having a somewhat close analysis of the intense pace of communication in the cyber world, the various ways of expressing thoughts through the use of the English language and the inquisitiveness of strengthening the Standard English suggest that students, who spend much of their time browsing social networking sites may be directed to making these sites as resources in enriching their communicative skills most particularly academic speaking and writing. Academic speaking is similar in many ways to academic writing: it is linear, it is explicit, it has one central point and it is presented in standard language (Gillet, 2018). Although in General English contexts, students need informal discussion skills, everyday transactional skills (such as those in roleplay activities) which may ultimately enable them to communicate successfully, they must still observe fine-tuning and observe the contexts they learn in. Academic speaking and writing skills give students structure for what they want to say, as well as rationale and focus, all of which are extremely useful for effective communication in every walk of life (Appleby, 2012).

This is to say then that if students are to be made academically competent in English speaking and writing, they should be made aware of the conventions of these two skills, and be more mindful of the sources available to them. Since hours are spent by students glaring at their accounts every chance they get, reading different varied forms of materials offered on the internet should be critiqued well before being used in their English language classrooms. As a result, this study seized the opportunity to consider social

networking sites such as Facebook, blogs, and twitter as main sources of data linked to the concept of World Englishes. Intertwined, these sites' posts featuring varieties of English, may be used to enhance English language instruction specifically speaking and writing.

The paper further aims to confound the stereotyping of social networking sites as wastage of students' time and have been in a way targeted as social adversaries because they are said to have caused lesser socialization time with friends and family, notwithstanding the negative effects on students' academic performance. The analysis of English features categorized as innovations/deviations from the Standard American English found in the posts is hoped to provide empirical evidence on the importance of distinguishing the lexical and grammatical acceptability of these features relative to the requisites of academic speaking and writing.

As the study progressed, the systematic analysis of the data substantiated the premise that linguistic and socio-cultural features distinct to the concentric circles' variety of English are manifested in the posts. The findings confirm previous studies presented in the literature reviewed about the variations of English which may bring forth fresh insights and innovations which this paper aims to contribute to the study of the English language influenced by culture and society under the lens of sociolinguistics. More specifically, this part intends to disinter and offer new knowledge and awareness from the findings about the varieties of English used around the world, and the implications for teaching academic English speaking and writing. It is hoped to proffer substantive inputs for teachers, as well as for curriculum developers, in enhancing instructional practices in the ESL program that will aid in developing students' communicative skills.

For immediate and easier reference, the identification of the features addressing the first research inquiry concerning the **lexical features** and their **acceptability** based on Oxford and Meriam-Webster, are presented altogether on Table 11. Except for three vocabularies (*tonite*, *hella*, *Japanophile*) the Oxford dictionary have more entries than the Meriam-Webster. The entries *mate*, *bloody*, *welly*, and *cuppa* are also listed as mainly used in BrE. Spelling is another distinct difference between AE and BrE; the features *flavoured*, *coloured*, *favourite*, *organising*, and *whilst* have counterparts in AE (*flavored*, *colored*, *favorite*, *organizing*, *while*) which are used in formal writing (Kretzschmar, 2010). The BrE and AE's apparent differences in terms of phonetics, spelling, and lexis was driven by Noah Webster's zeal not only to reflect the distinct American idiom but also by his certitude that "the best language of Great Britain shall also be that of the United States" (Goodman 2017). Nonetheless, he never envisioned to create a different language as manifested by the continuing unity between the two styles of English.

Evidently, most words also appeared in Meriam-Webster; however, they are classified as 'chiefly British' – of British origin. It is established that British English and American English are both representation of the Inner Circle English but Academic English taught in the Philippine education is patterned after the Standard American

English (SAE). The succeeding table has the inclusion of the AE formal equivalent of the British English features found in the data, which are the ones commonly, adopted in academic writing.

Table 11
Lexical features and acceptability

Lexis	BrE	AE	Standard American English Formal Equivalent
<i>bugaboo</i>	/	/	monster
<i>mum</i>	/	/	mother / mommy
<i>albeit</i>	/	/	although / however
<i>mate</i>	/	/ (chiefly British)	friend
<i>flavoured</i>	/	/ (chiefly British)	flavored (difference in spelling)
<i>housesitting</i>	/	/	house caretaker
<i>bloody</i>	/	/ (chiefly British)	only an intensive expression (no SAE equivalent)
<i>piss</i>	/	/	annoyed
tonite	X	/	tonight
<i>fecker</i>	/	X	fuck (curse expression)
<i>whilst</i>	/	/ (chiefly British)	while (difference in spelling)
<i>hashtag</i>	/	/	topic / keyword
<i>hub</i>	/	/	husband
<i>gonna</i>	(inf AE)	/	going to
<i>gotta</i>	/ (inf AE)	X	got to
<i>organising</i>	/	/ (chiefly British)	organizing (difference in spelling)
<i>lad</i>	/	/	boy
<i>coloured</i>	/	/ (chiefly British)	colored (difference in spelling)
vlog	/	/	video blog

expat	/	/	expatriate
favourite	/	X (chiefly British)	favorite (difference in spelling)
lippy	/	/	lipstick
deets	/	/	details
hella	X	/	hell (expression)
welly	/	/ (chiefly British)	Wellington
<i>influencer</i>	/	/	specialist / expert
<i>wanna</i>	/ (inf AE)	/	want to
<i>must have</i>	/	/	requisite
<i>cuppa</i>	/	/ (chiefly British)	cup of tea/coffee
<i>millenial</i>	/	/	young generation
<i>damn</i>	/	/	curse expression

Lexis	BrE	AE	Standard American English Formal Equivalent
Japanophile	X	/	fanatic of anything Japanese
<i>athleisure</i>	/	/	sportswear
<i>vlog</i>	/	/	video blog
<i>vlogger</i>			video blogger

This poses the idea that the Oxford has a more vast collection in its lexicon regardless of the appearance of the same words found in MW. This appearance however, does not definitively indicate acceptability because the academic Standard American English requires formality. The term Standard American English customarily refers to a variety of the English language that is generally used in professional communication, written and spoken (Nordquist, 2017).

"Standard American English is not a myth," say linguists William Kretschmar and Charles Meyer, "but it is not identical with the language of any natural population of speakers; it is a very real institutional construct that has attracted the loyalty of a committed group of speakers who claim that they speak it" (Standards of English in Nordquist 2017, par. 3).

The analysis also disclosed that despite being classified as informal in MW, many of the lexis are classified to be BrE of origin, thus more entries for the Oxford lexicon. Oxford and Merriam–Webster have distinct corpora and citation document case therefore they often diverge as to when a word is first verified (Oxford Dictionaries, 2018). This is a result of a more open lexicographic work for Oxford as opposed to Merriam–Webster, which remains as the only English language dictionary publisher left whose lexicographers, internal or freelance, old or recent are in-housed (Merriam – Webster, 2018). Each dictionary proffers unique defining form and both considered as reliable sources.

This analysis on formality is further substantiated in the next table where most entries in both dictionaries are classified as *informal* regardless of their enlistment in both lexicons. This may indicate that the features found may not be readily adopted in academic communication conventions.

Table 12
Lexical acceptability in terms of formality

Lexis	Oxford	Webster
bugaboo	inf	inf
mate	inf	inf
bloody	inf	inf
piss	inf	inf
tonite	inf	inf
fecker	inf	inf
gonna	inf	inf
gotta	inf	inf
lippy	inf	inf
deets	inf	inf
hella	inf	inf
welly	inf	inf
wanna	inf	inf
cuppa	inf	inf
damn	inf	inf

For writing and speaking to be considered a reflection of being academic, it must be free from contractions (*can't, won't, gonna, aren't, though*); personal and emotive language (*I think it is pretty obvious, In fact it is so boring*); rhetorical questions (*So, what's so interesting about it?*). The absence of some of these factors are what Risto (2014) enumerated as effects of social media exposure coupled with the practice of sending short messages (using texting) which altered and affected the academic writing process of the students.

Academic writing and speaking observes the use of more accurate and acceptable vocabulary and collocation (McWhorter, 2001). Accuracy means using a vocabulary that fits the context (*technology is rampant*), while acceptable shows a degree of profoundness in word choice such as *discard* (get rid of) or *consumed* (used up). Collocation on the other hand is putting together words that show both formality and accuracy of meaning (*glaring disparity, improved user interface*). The list of the entries taken from the blog posts does not meet the required formality as evidenced in their dictionary classification as *informal*. In this concern, teachers are encouraged to acquaint the students with the appropriateness of the subsententials or words they should use in academic setting. Their control in presenting their ideas with formality reflects their ability to hold important and significant conversations, and transcend their personality through meaningful narratives and academic writings.

The list in Table 13 also recorded some lexical forms that required Yule's (2006) framework on morphological processes in describing the lexical property of the extracted word/phrase which are defined and classified into *coinage, compounding, blending* and *clipping*.

Table 13
Morphological processes and meaning of lexis/phrases

Lexis	Word - Formation	Meaning
carb blowout	clipping	eating too much
tonite	coinage	tonight
gotta	blending	have got to
fecker	coinage	Irish term for "fucker"
hella	blending	use in emphasizing
woke up to birds chirping	compounding	lovely and calm moment
another feather in the cap	compounding	new achievement
gotta	blending	have got to
wanna	blending	wanting a
Japanophile	blending	someone loves and admires anything about Japan
gotta	blending	have got to

The usage of these words in the daily and regular conversation or written message may simply display the unique features of how people develop different ways of communication with the use of the language. It may imply that these are representations of the multicultural variety of English in terms of the culture and geographical location of

the user (e.g. *carb blowout* – Australia; *fecker* – Irish; *Japanophile* – Japan). In the blog posts, India acquired this use, which is a distinct feature of both BrE and AE.

Monolinguals, bilinguals, multilinguals have the ability to coin, blend, clip, and borrow words; these are inherent language properties (Yule, 2006). Though they are not officially included in the entry of one or both standard dictionaries, their morphological process may still reveal the sociolinguistic characteristics of English. These distinctive particularities somehow guide the teachers in unfolding the semantics or meaning of these words in order to attain standard quality of communication.

Maisa and Karunakaran (2013) supported this by explaining that the use of idiomatic expressions in regular conversations shows fluency and proficiency in the use of the English language. Students are advised that these idioms be added to their vocabulary in their daily conversations and writings. Although “idioms are said to be a confusing phenomenon in language, their ambiguousness can only be unraveled through cultural knowledge relevant to the target language; the need to become part of the inner circle of English speaking groups requires the learner of the language to take on the challenge of mastering the usage of idiomatic expressions” (Cakir & Erdener in Cantrell, 2015, p. 2).

In the course of encouraging the use of these idiomatic expressions for imaginative and creative fictional writings, it may say that these logical symbols in language are repressed in academic position. The teachers may explain to the students that these language illustrations make these academic substances informal and less credible.

The influence brought by the colonizer of the outer circles may pave the way in acquiring and having interest in learning and using English as their second language. The *acculturation* and *nativization* processes of adopting the features and traits of the influencer of the language, presumably leads to the analysis of the unique features of the Englishes of the respective countries included in the outer circles. Nativization and acculturation take place when the English language becomes greatly influenced by the mother tongue; it becomes nativized through the cultural influences and practices of the communities (Kachru, 2007).

Thompson (2003) explained that English Worldwide is transforming an informalization movement where even public or professional English is using this form to cede conventional information to the general public. He also somehow stated that code – switching mode is still an informal version of English. Gort (2012) supports this view in his study which found that the students’ writing process expressed ideas in cross – language switching which he stated may result in non-standard or mixed language. It may somehow be explained to the students that in imparting information, either in spoken or written communication, they may consider lexical and grammatical features which are relatively connected to academic English. It is therefore imperative that students and teachers be made aware of the existence of these varieties of English and when to

appropriately apply them to a required academic context.

Inspired by the economic relation of the English language in closing and making deals in the business world, countries included in the expanding circle observed the high demand and importance of learning the language. This reasons might explain their drive in acquiring the language. This may also explain why a high level of deviation is reflected and evident in them compared to the inner circle since they gain knowledge and inspiration from the formal learning they intend to have through private tutors, schools and universities.

The drive of the teachers in inspiring the students in becoming aware of the culture and the features of the global English learners and speakers could help them develop in the students the skills of identifying the deviation among the Englishes. Teachers may also strive to improve students' abilities in analyzing the pragmatics or appropriateness of these features in Academic English.

Grammaticality of the blog structures is another objective this study has looked into. The posts were not analyzed as whole texts; the 282 posts were read and extracted samples, which did not meet the well-formedness framework used in the analysis of concentric circles' lexico-grammar. Findings did not aim to describe the concentric circles as individual countries nor as one group different from the other two. This is to avoid undermining one group over the other. The analysis covered all three circles, all the nine (9) countries' lexico-grammar.

The discussion on verb transitivity exhibited the absence of objects in finite verbs such as *think*, *recommend*, *wait*, and *expecting*, together with the noun and auxiliary verb *-is* which requires an object that will answer the question *what* as seen in excerpts 1-3. Excerpts 6 and 7 on the other hand, have verbs that need an indirect object – the receiver of the action *disappoint* (me) and *supporting* (me). The analysis on the verb use indicates that the speakers do not observe much of the conventions of verb transitivity that finite verbs need objects as in: *I think it is important.*

Excerpts 6-7 are examples of verb *ditransitive* because there is a need to provide another indirect object after the verbs *disappoint* and *supporting*. Murcia and Freeman (2008), explained that the central message can only be grasped better when the content words are left in, in this case an object that can be a noun or an adjective, than when only the function words remain.

Understanding the difference and the proper placement of objects in sentences can help the students in determining a clear grammatical point in expressing the ideas which eliminate confusion or misleading information in their discourses. It is important to establish the speck or exact meaning of the thoughts they want to state observing the proper verb transitivity rules.

Subject-verb agreement appears to be another general grammatical lapse in many language users. This is explained by the common error of understanding the rule which says “plural subjects require plural verbs” as seen in the excerpt:

The inflectional **-s** for plurality and singularity in subject-verb agreement appears to be a common grammar problem especially for outer and expanding circles. In Academic English ensuring proper relationship between subjects and verbs strengthens the credibility of the speaker or writer. For this reason, students may be advised to be critically particular of the grammatical correctness of the thoughts they utter and write since neglect on this part may cause doubt and disruption of some important messages. Although communicative competence is applauded as a good initial strategy in encouraging students to speak and write, the best ideas may be explained with an acceptable grammar (Nunan, 2009).

Prepositions, infinitives and articles appears to be a common grammatical flaw among the outer and expanding circles (see sample excerpts). This is mostly the case because the mother tongues of these countries do not have the ‘translated’ equivalent of prepositions and articles.

A good example of this is Philippine English where studies would explain that the problem on preposition and article use is caused by the effect of the mother tongue. **Based** (coming from basis) connotes “source” and, therefore, seems to call for **from**, and **result** is associated with “goal” and therefore seems to call for **to**. In Tagalog, both of these constructions utilize the all-purpose preposition **sa**: *batay sa* “based on” and *tungo sa* “result in” (Bautista, 2008). Albeit this ‘phenomenon’ in the Philippine setting, these ‘functors’ must be taught to ESL learners no matter how repetitively it may require to avoid the shifting of the ideas’ semantics when prepositions and articles are misused (e.g. *Welcome [to] Peru!*; *riding [in] a bike*).

The importance of preposition suggests to the students on how crucial the shifting of the semantics or meaning of the ideas they wish to convey when prepositions are misused. However, if this part of speech or these short but powerful words are placed and used properly, any written or uttered thoughts may serve as precise and meaningful content in Academic English.

Another aspect of grammar which surfaced in the analysis is the misuse of the nominative case (I, she, he, we) which has been a common occurrence recently. Nominatives are to function as subjects of the sentence; however in the case of the sample excerpts, *us* and *me*, which are the objective case of pronouns have functioned as the subject.

This occurrence is now observed in the present times because of the effect of native-speaking t.v. series, commercials and social networking site posts. Pronouns are words that Americans often carelessly use in their speech. The problem is that the use of

pronouns must be very clear in writing. Many times the writing will be misunderstood; at best, the writer will appear uneducated.

A major problem with pronouns is the use of the wrong case. In English, certain pronouns are meant to be the subject or predicate nominative of a sentence. Other words are meant to be the objects--whether direct, indirect, objects of prepositions, or object complements. Students must remember the pronouns used as subjects or so called predicate nominatives (nominative case) as: *I, you, he, she, it, we, they, who*; while pronouns used as objects (objective case) are: *me, you, him, her, it, us, them, whom*. Some things are really obvious. All English speakers may say "I like him," but not "Me like he." (English Plus, n.d.).

In academic speaking and writing, the observance of proper usage of pronouns is essential since it represents and signals the other parts of the sentence such as objective case which are required in transitive and ditransitive verbs.

The area on comparatives and superlatives is another interesting occurrence from the data. Adjectives are classified as comparatives with the inflection *-er* or the quantifier *more* and superlatives with *-est* or *most*. In the case of excerpts 1 and 2, there is the use of the repetitive adjective modifiers *far, far* and *ever, ever* instead of *most important* and simply *never*.

This structuring of adverbs is called *periphrasis* or inflection which seems to depend on an earlier comparative form occurring in a more or less parallel structure, where adjectives are 'marked' by the *intensifiers* used repetitively. This suggests that double markings of comparatives is a developmental phenomenon that never completely disappears in the informal speech of some English users. Although the speakers and bloggers use this manner for emphasis, basic grammar such as the absence and presence of *-er* and *-est* should be mastered by ESL students. These inflections will restrict them from using repetitive modifiers.

Enclitics and particles are special features distinct to Singapore (Bautista, 2008). They are said to be distinct in SE because they seem to appear in almost every utterance in SE conversations. However, the posts did not display more examples. These enclitic and particles have equivalents in other speakers from the circles. They are likened to tag questions and fillers such as *isn't it* and are sometimes culture bound as seen in the samples below. These are characteristics of Chinese-influenced language.

An example of the equivalent of these features are illustrated in the Philippine expressions: *I haven't been there pa; It was really so much fun, di ba?* These enclitics and particles represents the richness of the culture of each respective countries. Though these are parts of their identification it is discourage to incorporate them in academic speaking and writing.

These enclitics and particles represent the richness of the culture of each country. Though these are parts of the countries' identification, it is discouraged to incorporate them in academic speaking and writing.

The overall analysis on grammaticality does not indicate an alarming ill-formedness of the concentric circles' grammar. In fact, it can be observed that generally, they have a good command of the English language since much of the sentences' message can be grasped. This allows the explanation on pedagogical grammar and the knowledge on the categorization of the three (3) levels of English syntax and morphology (subsentential-morphology; sentential-syntax; suprasentential-discourse) where the English language can be analyzed in terms of the structures' form, meaning, and structure (Murcia & Freeman, 2008). The posts' messages can be comprehended much clearly even in the absence of some 'deviations.' "Rules are not airtight formulations; they have always exceptions. While they may serve a useful purpose, it is important to understand that every linguistic category or generalizations has fussy boundaries. Language is mutable – organic, even; therefore its categories and rules are often non-discrete" (Murcia & Freeman 2008, p. 12).

The findings and discussion of this study intend to inspire the teachers to develop and flourish the awareness and recognition of the students to different features of World Englishes and to ignite their curiosity to inquire more about the culture and diversity of each circles which will provide them more receptiveness on how unique each country's history is in acquiring and developing their system in learning the English language. In each account, the teachers may guide them in appreciating the drive of every country in becoming proficient in the language since English speakers are aware of the unrivalled impact of English throughout the world.

People turn to many grammar and usage books for the determination of standard forms. The key words in this definition are 'prescribed' and 'authority' so that the responsibility of determining standard forms is largely out of the hands of most speakers of the language. If one takes a sample of everyday conversational speech, there hardly are virtually no speakers who consistently speak formal Standard English as prescribed in the grammar books. In fact, it is not unusual for the same person who prescribes a formal Standard English form to violate standard usage in ordinary conversation (Wolfram & Schilling-Estes, 2006).

Academic speaking and writing observe linguistic good manners, sensitively and accurately matched to context—to listeners or readers, to situation, and to purpose. But because the language is constantly changing, mastering its appropriate usage is not a one-time task like learning the multiplication tables. Instead, ESL learners and teachers

are constantly obliged to adjust, adapt, and revise what they learn and teach (The Columbia Guide to Standard American English, 1993).

If teachers and students display an ability to acquire the conventions of academic English, which is considered as the standard norm of English, they may have the privilege to obtain social power in imposing the variety of English they happen to use. They are in a position to make their English the prestigious form of English. Since this social power is desired by other people, the English spoken by people with power is also desirable for others. In this sense, the possession of the prestigious variety is the possession of social power (Kovecses, 2000).

To synthesize all cited details, considering all suggestions carried out and to mark the final point, the present study looks back to its overarching aim: to augment available research-based knowledge on the features of World Englishes among native and non-native speakers and to eventually identify inputs for enriching English instruction in the Junior and Senior High School levels; and to its specific objectives: (1) to identify the features of World Englishes in the Blog posts, Facebook and Twitter of selected native and non-native speakers of English; and (2) to determine the acceptability and non-acceptability of these features in teaching English based on grammaticality and lexical appropriateness.

This study intends to use the concept of World Englishes in the cyber world argued on the premise that students are exposed to these avenues for longer periods of time. The cyber world is a rich venue and resource for classroom materials and strategies for speaking and writing which are intertwined in terms of delivery and the maximization of technology through the use of the different sites as blog, Twitter and Facebook may pose as good sources in developing the targeted skills.

To demystify social networking sites' negative stereotyping on ESL learners' academic performance, a rich literature review has been presented and teachers may take these research-based findings as possible concepts to create activities in the classroom. These technological platforms may enrich students' skills in English creative writing, self-expression, and collaboration in the classroom activities (Borja, 2005; O'Keeffe & Clarke-Pearson, 2011). Social network sites also improve the relation and communication among students and teachers; students are also able to articulate their thoughts in a more carefully deliberated and organized manner without inhibitions (Ahmed & Qazi, 2011; Tiene, 2000; Deng & Tavares, 2013). Social media may also be used to improve students' vocabulary and writing skills (Apeanti & Danso, 2014). Through these technological sites, teachers may create course-related materials, encourage student involvement through groupings, collaborative projects to establish peer support and promote learning (English & Duncan-Howell, 2008).

Relevant to the writing of this paper is the proliferation of 'fake news'. Badri, Al Nuaimi, Guang, Al Rashedi, Temsha (2016) encouraged teachers to develop critical analysis among their students in distinguishing misused, unfiltered, and irrelevant information in their academic aspect, and to be aware and be responsible in posting information. Douglass and Sherrill (2014) encourage the incorporation of social media in education, which is believed to improve the implementation of a 'revolutionary' curriculum that considers the innovative learning styles.

The distinctive presentation of the findings of this work may serve as a window on how the world speaks the language, exchange ideas, and build their countries. The extracted features of the selected countries have shown the richness of English no matter how varied as shown and explicated in the established dictionaries. The analysis on the grammaticality of the same features somehow strengthens the demand on the observance of the established rules in grammar.

The exploration of the different Englishes among the three circles may serve as an exhibit of the diversity of people around the globe. Their acquisition, nativization and acculturation of language encourage global connection and deeper understanding among those who wish to employ the language as theirs. The history of these selected countries for the language has shaped their Englishes in unique and distinctive ways, which suggests respect and admiration. But beside this admiration of cultural innovativeness, teachers and students may put to mind the contexts to which language must be used. Academic speaking and writing follow prescribed usage and structure. Perfect English or not, academic or non-academic, written or spoken, conventions of the different language contexts may be adhered to.

The implications of this study for teaching Academic English speaking and writing is to set the boundaries of these features from conventional conversation to standard form. It may show the importance of Academic English in relaying important information that comprise and seek attention and high priority such as in the contexts of seminar presentations, speeches, debates, lectures, interviews, speech and essay writing, reflections, and more. It is somewhat needed to establish among students when to observe this borderline and consider the proper register or the level of formality the English language requires. Students' observation and exposure to the different social media applications will enrich their ability to express themselves creatively with the Englishes they are exposed to and somehow acknowledge their limit in adopting these features in academic speaking and writing.

In relation to the current educational system of the country bound and influenced by the institutionalized American English as part of the Philippine curriculum, this study somehow aspires to be part in realizing the importance and strengthening the English language instruction among the students. This is in relation to the vision of the Department of Education, which is to equip the students with in-depth knowledge, skills,

values, and attitudes through the connected progression and consistency across all level and subjects. The K to 12 program of the government intends to produce graduates who are prepared to go to their dream paths may it be further education, profession, or business, where they will be provided information, media and technology skills; learning and innovation skills; life and career skills and effective communication skills. Moreover, equipping students with the knowledge of the varieties of English found in the social media may affect the attitudes and drive of the students in acquiring the language effectively and academically.

Future research may consider the use of blogs as an opportunity to unveil further language acquisition and explore these resources. Investigation on the ethnicity, culture, and gender of the bloggers may help them in modifying the approaches in teaching the use of technology as a tool in improving classroom strategies. Educators, and curriculum content-developers should be aware and be well informed about the components in identifying the acceptability of the different features of World Englishes in terms of academic quality and conventions.

On a final note, students' dynamic participation and utilization of social media may somewhat manifest some negative effects on their studies as cited in the previous part of this research. However, this can be circumvented into a more positive approach as also presented and elucidated in this paper. The findings may bridge the gap between the perceived adversarial effects of social media on students' academics into a rich avenue for ESL learners and teachers' creativity gearing toward their eagerness to express themselves and their ideas without sacrificing the academic substance in learning. Embracing all the improved technological advancement should be instrumental in developing the students' higher order thinking skills not only relative to the academic setting but also to their holistic learning.

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