

Editorial

In this slightly extended issue we feature a range of articles criss-crossing many themes in contemporary English studies: the features of specific dialects and second languages, the influence of English on other languages, spelling conventions, new electronic communication, controversies over native and non-native teachers, and prescribed texts that are unintentionally non-standard in usage. Michael Pearce discusses the origins and development of the dialect feature *geet* meaning ‘really, completely’ in Tyneside, the dialect of north-east England, tracing it to earlier Scottish sources. Our cover illustration - the Angel of the North, a landmark steel structure by Antony Gormley – celebrates the north east of England and its dialects. Alison Edwards introduces one of the growing number of learner and second language varieties that are supported by the compilation of linguistic corpora – the relatively well established variety she calls ‘Dutch English’. The confidence with which English is currently used in some European countries is reflected in the regular use of certain neologisms by their speakers and a questioning of the authority of native-speaking English editors. Keith Barrs examines the embedding of English vocabulary in the Japanese language, written in the katakana script. The author shows that the script is an important key in unlocking familiar items that will help learners of Japanese who are familiar with English. Aysha Viswamohan examines the use of English in Hindi and Tamil film songs, showing its development over time from being a matter for satire and comedy to more personal and expressive usage today, symbolizing modernity, youth and educated bilingualism. Chit Sung discusses an important theme in World English studies, that of the authority of native over non-native

speakers in the minds of parents in Hong Kong, who equate colour (or race) and language. In today’s global world of trans-national migrations this is clearly an oversimplification.

Then follow four articles with an emphasis on English in Africa. Samuel Atechi examines the ill-understood relation between Pidgin English and English as a second language in the Cameroons. He suggests that reports of the death of Pidgin are somewhat overstated. Instead he cites studies which suggest that it is very much alive and growing as an informal language of university students. Presley Ifukor examines specific aspects of spelling and meanings in their African context, concentrating on a popular comic blog based on the general elections of 2007. Adesina Sunday gives an exposition of the elements of metrical phonology, showing how this framework illuminates differences in stress placement in compound words in Nigerian English. Miriam Ayafor studies the language of two Cameroonian novels prescribed as high school English literature. She questions whether the high number of non-standard grammar and unconventional typographical and other conventions make them suitable for students who are still gaining familiarity with English.

Valerie Yule offers a critique of English spelling and makes some proposals towards achievable spelling reform. We conclude with two short pieces. Udo Jung discusses the role of street names in collective memories and ponders over why Milton outranks Shakespeare in the number of street names in the United Kingdom and many other parts of the world. Suzanne Hinton brings a packed issue to a close with a short, light-hearted dramatization of gender mores, curiosity and current English marriage/relationship practices and their attendant semantics. *The Editors*

The editorial policy of *English Today* is to provide a focus or forum for all sorts of news and opinion from around the world. The points of view of individual writers are as a consequence their own, and do not reflect the opinion of the editorial board. In addition, wherever feasible, *ET* generally leaves unchanged the orthography (normally British or American) and the usage of individual contributors, although the editorial style of the journal itself is that of Cambridge University Press.