

The Status of Brunei English Based on the Phonology of Local Teachers and Undergraduates

Nur Raihan Mohamad
Universiti Brunei Darussalam
raihan.mohamad@live.com

The distinction between English as a first language, English as a second language (ESL), or English as a foreign language (EFL) is not always clear-cut. Traditionally, Kachru's Three Circles Model (1985) is used as a guide for this distinction but it has its limitations now that English is being used extensively as English as a *lingua franca* (Seidlhofer, 2011). Alternatively, the Five-Phase Model of Postcolonial Development proposed by Schneider (2007) illustrates the progress from the introduction of English in Phase 1 to when it achieves maturity as an independent variety in Phase 5. Deterding (2015) has investigated the status of Brunei English based on the phonology of 53 undergraduates and concluded that the local variety of English is becoming an emergent variety (shifting from Phase 3 to Phase 4 of Schneider's model) because it is developing its own style of pronunciation.

This paper is a preliminary investigation of the status of Brunei English with respect to age. The analysis is based on the recording of the Wolf passage by ten local teachers and ten undergraduates of Universiti Brunei Darussalam to gain an insight into how the pronunciation of Brunei English might be changing.

References

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