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CHET TILI XALQARO TIL SIFATIDA



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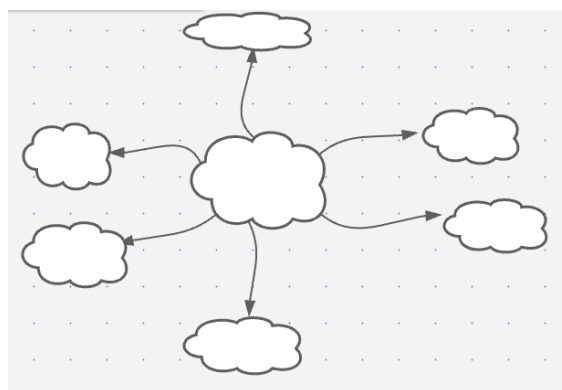
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LESSON 1. A. GLOBALIZATION AND THE SPREAD OF ENGLISH IN THE MODERN WORLD

Warm-up

In small groups make a mind map with a word “Globalization” in the center (see the example below and make your mind map).



LEAD IN QUESTIONS

1. What is Globalization of English?
2. In what spheres of life can be seen the importance of English?

ACTIVITY 1. Write definition or explanation to the given words.

	Difficult word/phrase	What does it mean?
1	globalization	
2	major role	
3	commerce	
4	Diversities	
5	for the ages	

6	Global	
7	Repository	
8	Wit	
9	advancement	
10	inseparable	
11	Occur	
12	Wherein	
13	Mutually	
14	Persons	

ACTIVITY 2. Put the paragraphs in order by their meaning.

A) In this Global world English is the language of the latest business management. English language is not only a means for international commerce, it has become increasingly essential for inter-state commerce and communication. It is the official language of air transfers and shipping, the leading language of science and technology, computers and commerce and a major medium of education. In an era of increased communication through the telephones, fax machine, television and modem, the world is becoming more and more globally oriental. Business, families, friends and many other groups with common interests are able to form small tele or cyber communications that transcend geographical boundaries.

B) English language can be rightly regarded as the key to the store house of production and productivity. We can make use of this language to promote our world view and spiritual heritage and promote cultural and traditional aspects across the

C) Globalization and English language are said to work as pull factors for one another. English language plays a major role in the progress of Globalization. Globalization of trade and commerce, increasing diversities of work force with different setup values have increased the importance of English language usage.

D) Man has been using language as a medium of communication for the ages, today due to Globalization English language has become the most prized possession of communication. In this Global village, English language acts as a repository of wisdom and wit. English language is a propeller for advancement of career and a machine to mint money. And it is a telescope to view the vision of future. In this Global world, communication in English is now recognized as an inseparable part rather the life blood of every activity which occurs in our day to day life. Now a day's every organization functions through a communication process, wherein mutually independent



ACTIVITY 3. Listening gap fill.

Part 1. Listen and answer the question.

1. How long did the first ex-worker spend working at the factory?
2. How many tires did the factory produce per day, approximately?
3. According to Jim O'Neil, how many people around the world have seen their lives improved by globalization?
4. How many people worked at the factory, at its peak?
5. How much **less** money is Wayne now earning?
6. Looking at the graph of world incomes, incomes did not go up between the 75th percentile and... which percentile?

7. Which three of the following statements is true?

- globalization worked well everywhere
- his classmates were poorly educated
- the lower middle class are wrong about globalization
- globalization worked well in Iowa
- the lower middle class are reacting violently to globalization
- the lower middle class are thinking clearly about globalization
- his classmates believe in globalization
- globalization worked well in some parts of the world
- his classmates preferred to earn money rather than study

(taken from: <https://www.esleschool.com/globalization-listening-exercise>)

ACTIVITY 4. Writing: Write a short essay about the influence of English on your life with no more than 200 words.



LESSON 2. DEVELOPMENTAL STAGES OF THE ENGLISH LANGUAGE

Warm up

Scan the QR Code and watch the video. Answer the questions.



1. How could you explain the historic evaluation of the English language?
2. Which various groups was the English language derived from?
3. How the word *English* was pronounced in Olden Era?
4. Which language was dominant in 11th century?
5. When did the English dominate in Britain?
6. When was published the first dictionary?
7. What was the difference between the Early Modern English and Late English?

(Video taken from: <https://www.youtube.com/watch?v=0b5dyb1msk0>)

ACTIVITY 1. Reading.

STAGES IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE.

It is customary to divide the history of the English language into **three** main periods:

OLD ENGLISH, which lasts from the 5th century to the end of the 11th century; the dates of its end as suggested by various authorities range from 1066, which is the year of the Norman Conquest, to 1150.

MIDDLE ENGLISH - from the 12th to the 15th century; the period is believed to have ended in 1475, the year of the introduction of printing.

NEW ENGLISH, which means the English of the last six centuries. It covers the period from 1500 to the present.

During the Old English period, most additions to the English vocabulary were based on native English words. Old words were given new meanings, new words were formed by the addition of prefixes or suffixes, or by compounding. Of foreign languages the most influential was Latin. The Scandinavians also influenced the language of English during the Old English period. From the 8th century, Scandinavians had raided and eventually settled in England, especially in the north and the east. This prolonged if unfriendly contact had a considerable and varied influence on the English vocabulary.

The Middle English period was marked by a great extension of foreign influence on English. The Norman Conquest in 1066 brought England under French rule. The English language, though it did not die, was for a time of only secondary importance. French became the language of the upper classes in England. The variety of French they spoke is now called Anglo-French. The lower classes continued to speak English but many English words were borrowed from French.

Modern English (New English) has been a period of even wider borrowing. English still derives much of its learned vocabulary from Latin and Greek. English has also borrowed words from nearly all the languages of Europe. And with the modern period of linguistic acquisitiveness English has found opportunities even farther afield. From the period of Renaissance voyages of discovery through the days when the sun never set upon the British Empire and up to the present, a steady stream of new

words has flown into the language to match the new objects and experiences which English speakers have encountered all over the world.

ACTIVITY 2. Exercises.

1. **Matching:** For each difficult word or phrase, write the number of the matching definition.

Difficult word or phrase	Definition
1_____prolonged	a famous and important
2_____influential	b had broken into
3_____had raided	c lengthy
4_____considerable	d (large/relatively large)

2. **Write the correct word in the blanks. Use the Word Bank for reference.**

Word bank:classes, French, anglo, conquest.

The Middle English period was marked by a great extension of foreign influence on English. The Norman _____ in 1066 brought England under French rule. The English language, though it did not die, was for a time of only secondary importance. French became the language of the upper classes in England. The variety of French they spoke is now called _____-French. The lower _____ continued to speak English but many English words were borrowed from _____.

3. For each difficult word or phrase, circle the correct definition.

1. **Derives:**

A) gets ; B) (when you write (for example) that a ball was thrown by a child rather than a child threw a ball); C) fascinated/hypnotized ; D) (from that place or time) ; E) birth attendant

2. **Linguistic:**

A) extremely large amount ; B) begging; C) confuse ; D) language-based; E) harmful to.

3. Acquisitiveness

A) (desire to buy many things); B) (monkey and ape scientist);
 C) lazily; D) disorganized struggle ; E) huge sources of valuable things

4. A Field:

A) (coils of yarn/groups of things); B) amazing; C) completely;
 D) (far away/far into a field); E) confusing

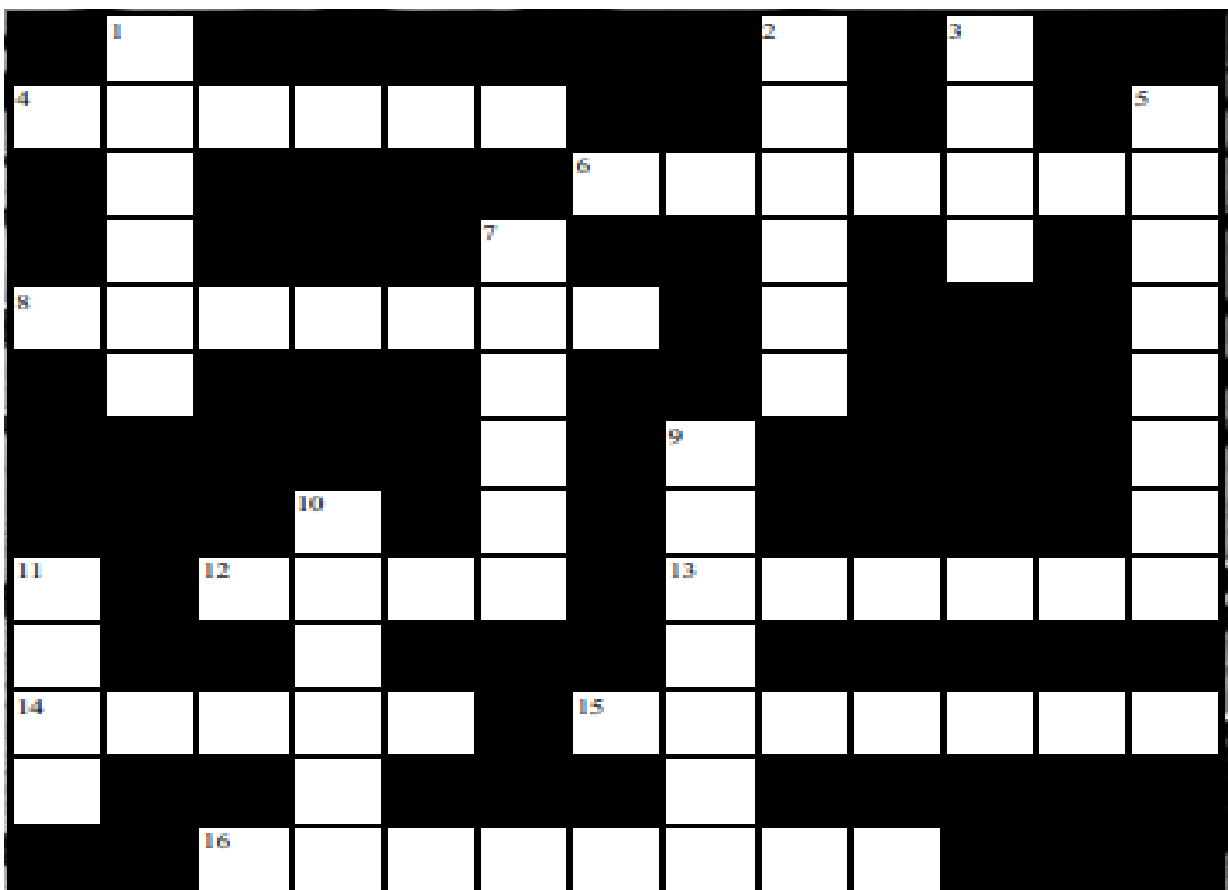
5. Voyages:

A) Biff ; B) flexible and athletic performances; C) trips;
 D) distrust-related; E) scraping off

6. Encountered:

A) (surgical removals of the appendix); B) promises; C) met;
 D) male hair stylist; E) weaknesses

ACTIVITY 3. Crossword. Language.



ACROSS	DOWN
4 'Bite the bullet', 'fit as a fiddle' and 'once in a blue moon' are all examples of _____. (6)	1 A word that modifies an adjective, verb, or other adverb. (6)
6 Not metaphorical. (7)	2 A character in the alphabet. (6)
8 The system and structure of a language. (7)	3 A single unit of language. (4)
12 A word which names a person, place or thing. (4)	5 The English _____ has 26 letters. (8)
13 The style of pronunciation of a particular region. (6)	7 Special words used by a profession or group. Difficult to understand. (6)
14 When words end with the same or similar sounds. Poets use this. (5)	9 The vocabulary and grammar of a particular region. (7)
15 The vocabulary of a person or language. (7)	10 You should use this kind of language on official or important occasions. (6)
16 She's brilliant at languages. She speaks 5 languages _____. (8)	11 A word which describes an action. (4)

(Borrowed from: www.eslcrosswords.com)

ACTIVITY 4. Speaking.

Vocabulary and Speaking Activity: unscrambling, matching, writing phrases, gap-fill, discussion, communicative practice (group work).

A. Reorder the words to make phrases used in discussions.

1. build on / Tracy's point / just to

.....

2. come back to this / if necessary / move on and / why don't we

.....

3. we start / why don't / by

.....

4. agree or disagree / does anyone / with that point

.....

5. it / to / that / seems / me

.....

6. be clear / mean it is / just to / do you

.....

7. because / is / this

.....
8. what you / I see / mean but
.....

B. Match each phrase above with a phrase below that shares the same function.

- a. The evidence for this is... ..
- b. Could we move on to considering...?
- c. I am not sure I agree because... ..
- d. The question up for discussion is... ..
- e. Am I right in understanding that...?
- f. I'd like to add to that by saying... ..
- g. I think one of the key points is... ..
- h. What do you think...?



C. Match the phrases from Exercises A and B to

their function below by writing their

number and letter. Then, write a new phrase below each function.

1. Getting started:
.....

2. Disagreeing:
.....

3. Bringing others in to the discussion:
.....

4. Moving on to a new point:
.....

5. Making a contribution:
.....

6. Expanding a point:
.....

7. Supporting another's point:
.....

8. Asking for clarification:
.....

.....

D. Complete the gaps in the discussion with appropriate discussion phrases.

Cherry: OK everyone! So (1), "Is a universal basic income a viable option?" Why don't we start by going around the table and getting some thoughts? Would anyone like to start?

Hans: OK let me start. (2) about UBI is that it reduces poverty and income inequality. The evidence for this is that a UBI trial back in 2012 in Namibia halved poverty rates within just a year.

Emma: (3) Hans, but I am not sure governments can afford it. (4) a study showed that a UBI in the United States would cost \$3.81 trillion per year which is almost 80% of all tax revenue.

ACTIVITY 5. Writing.

Write an essay on “Developmental stages of the English language” in 150-200 words. Highlight the important events with examples.

Lesson 3. Variations of English in English speaking Countries

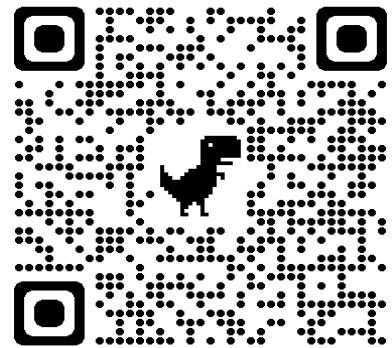
WARM UP

Questions:

1. What type of English were you taught in school (American, British, Australian, etc.)? What type do you prefer and why?
2. What differences come to mind between American, British, or Australian English? Can you think of any examples?

LEAD IN

1. Watch the video and share your opinions with your groupmates.



(Adopted from: <https://www.youtube.com/watch?v=YvbEODnJVTc&t=9s>)

ACTIVITY 1. Discussion

1. After watching the video write short answers according to the information.
2. What piece of advice does the narrator give for learning the differences between the types of English?

3. What does the narrator say about the Cambridge writing and speaking exams?

Exercise 2. Choose the correct **verbs** that fit the spaces below. **One isn't used!**

get | become | stick | mix | matter

1 The narrator suggests that you be consistent on the Cambridge exams. Remember to to one type and don't them up.

2 Cambridge exams are international, so it doesn't which English accents you have or what vocabulary you use.

3 Even though people from the United States, Britain, and Australia all speak English, they can still very confused when talking to each other.

Exercise 3. Vocabulary task. Below are some examples of words that are different in British? American and Australian English? Do you know the equivalents of them?



BRITISH
AMERICAN *a cold one*
AUSTRALIAN



BRITISH *sweets*
AMERICAN
AUSTRALIAN



BRITISH
AMERICAN
AUSTRALIAN *runners*

(Adopted from: differenttypeofenglishintheworld.com)

ACTIVITY 2. Reading.

1. In pairs read the passages of the text and retell to other groups.

Social Varieties According to lexical and grammatical characters, the British English variation is typically referred to as Standard English. The Saxon elements are found in the speech of upper-class Londoners. Poor-

class is pronounced with a Cockney accent that combines elements of Saxon. The only genuine social dialect of England is the Cockney dialect spoken in London. Between the 17th and 18th centuries, it began to spread beyond London. As a result, the social nature of the Cockney accent changed. During that time, people of all social classes began to speak in Received Pronunciation (RP), and British English evolved into views of social levels.

People began to pay attention to how they spoke. It is a fact that the author was told: Azerbaijan's Odlar Yurdu University is in Baku. e-mail: mamedzade-1982@mail.ru During World War II, no one could work or get a job if they didn't speak standard English. Linguists, on the other hand, contend that this tendency is, in our opinion, incorrect. Even though everyone understands Standard English, the pronunciation doesn't matter much. The Anglo-Saxon conquest of England is the origin of the Cockney dialect. We learn from this that there was a different social dialect in London at the time. During the urbanization that followed the war, Standard English had a greater impact on dialects.

In linguistics and terminology, the term "Diglossia" was first used. A. Wolfram, R. Shay, and a number of other linguists wrote various research papers on this topic. In Great Britain, we always refer to upper-class speech when discussing social dialects. In an article about speech of the upper and lower classes, Prof. S. K. Alan used a list of words to illustrate the characteristics of these levels. For instance, if a lower-class person doesn't hear a question, he might say, "Pardon?" On the other hand, the upper class asks, "What or Sorry?" Speech, table manners, and other characteristics distinguish the upper and lower classes from one another. As a result, when discussing social variations, it is essential to pay attention to these distinctions.

When discussing the variations, we must emphasize our communication with children. because we use special words when speaking to children. We communicate in "their language." For instance: Ursa (daisy), chap (boy), fellow (young man), and so on are all synonyms for dickey. Social linguists face serious issues as a result of these variations and their expansion. Without paying attention to these issues, it is difficult to talk about good research.

Regional Dialects There are numerous regional dialects in the English language. At the start of the 18th century, these variations emerged long after the results of historical progress. Even in the United Kingdom, there are dialects in Ireland, Wales, Scotland, and England. Because English is spoken all over the world today, there are numerous regional variations. The new words are reflected in the social lifestyle, flora, and fauna of these regions in the regional dialects. The new word is widely used and comprehended by everyone because such words are in the dialect of one location and cannot be understood by another group of people who live in another location or otherwise. It enters the language's dictionary and remains there for a considerable amount of time.

Nowadays, Standard English is influenced by American and Australian English. British English is influenced by the new words that are formed in American English. The majority of Canadian English reflects American English, and this trend is rapidly expanding. The English language can be classified as one of two international varieties: American and British varieties) or dialect varieties (like the Cockney and Hampshire dialect). When we talk about differences, we mention the Irish and Welsh English, as well as northern and southern English. It does not imply that Great Britain has only one English, Irish, or Welsh accent. No, there are multiple accents within a single one, each with its own unique phonetic characters.

2. Match the words from the text with their definitions.

Difficult word or phrase	Definition
1____tendency	a word-based
2____urbanization	b difference/different version
3____typically	c usually
4____dialect	d obvious
5____accent	e (special way of speaking/mark that shows emphasis)
6____variation	f real/honest
7____contend	g language
8____dialects	h changed (and got better)
9____impact	I language experts
10____lexical	j say/argue
11____linguists	k habit/desire
12____pronounced	l wrong
13____incorrect	m victorious capture/romantic relationship
14____genuine	n (growth of cities with more people)
15____evolved	o hit/effect
16____conquest	p (different versions of a language)

3. Write the correct word in the blanks. Use the Word Bank for reference.

Word Bank: *accent, conquest, contend, dialect, dialects, evolved, genuine, impact, incorrect, lexical, linguists, pronounced, tendency, typically, urbanization, variation.*

Social Varieties According to _____ and grammatical characters, the British English _____ is _____ referred to as Standard English. The Saxon elements are found in the

speech of upper-class Londoners. Poor-class is _____ with a Cockney _____ that combines elements of Saxon. The only _____ social _____ of England is the Cockney _____ spoken in London. Between the 17th and 18th centuries, it began to spread beyond London. As a result, the social nature of the Cockney _____ changed. During that time, people of all social classes began to speak in Received Pronunciation (RP), and British English _____ into views of social levels. People began to pay attention to how they spoke. It is a fact that the author was told: Azerbaijan's Odlar Yurdu University is in Baku. e-mail: mamedzade-1982@mail.ru During World War II, no one could work or get a job if they didn't speak standard English. _____, on the other hand, _____ that this _____ is, in our opinion, _____. Even though everyone understands Standard English, the pronunciation doesn't matter much. The Anglo-Saxon _____ of England is the origin of the Cockney _____. We learn from this that there was a different social _____ in London at the time. During the _____ that followed the war, Standard English had a greater _____ on _____s.

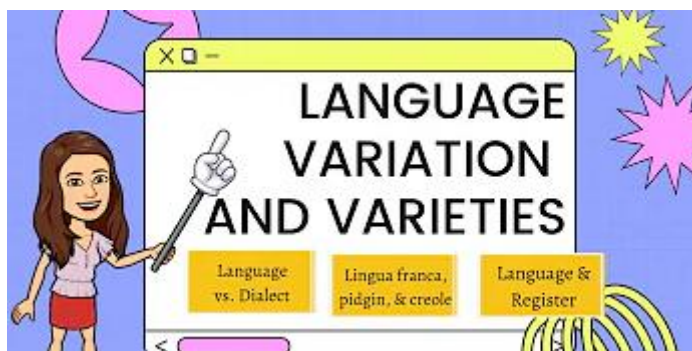
ACTIVITY 3. Speaking. Word game

Below is the list of foreign words that people use in Everyday English. Try to find their origin and meaning.

Word	Origin of the word	Meaning
Déjà vu		
Doppelganger		

Wanderlust		
Bon voyage		
Futon		
Carte blanche		
Guerrilla		
Tsunami		
Al fresco		
Ennui		
Faux pas		
Prima donna		
Pro bono		
Status quo		

ACTIVITY 4. Writing

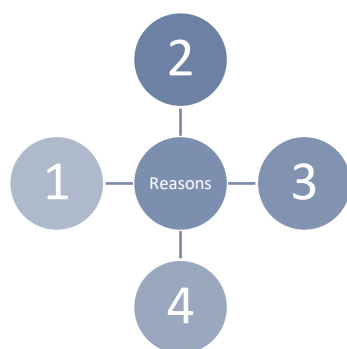


Write an essay on Language variation in 150-200 words.

LESSON 4. WHAT MAKES ENGLISH GLOBAL LANGUAGE?

WARM UP

In groups of four or three investigate the reasons of English becoming Global language. (Create your own mind map)



LEAD IN

1. What is the hardest skill in learning English?
2. Why English language is important for you personally?
3. Do you feel the English is important in Global Economy?

ACTIVITY 1. Listening (watching video)

Exercise 1. Scan the QR code. Watch the video. After watching the video

 **fill in the gaps.**

In the 1500 years since the Roman's left _____, English has shown an unique ability to absorb, evolve, invade and, if we're honest, steal. After _____ got it started, it grew into a fully-fledged language all of its own, before leaving home and _____, first via the high seas, then via the high speed

broadband connection, pilfering words from over _____ and establishing itself as a global institution. All this despite a written alphabet that bears no correlation to how it sounds and a system of spelling that even Dan Brown couldn't _____. (Borrowed from <https://www.open.edu>)

ACTIVITY 2. Reading

Exercises 1. Match the headings with paragraphs.

1. The element of coolness.
2. The snowball effect
3. The Empire of Britain
4. The United States after World War II
5. Innovation.

1) _____. Prior to colonizing approximately 25% of the planet (!), English was only spoken by Britons, and it was only spoken in the British Isles. However, the language naturally spread once they began trading with Asia and Africa and colonizing and settling around the world. However, the majority of locals still spoke their native languages, so it was mostly used for business and administration. However, English was the language of instruction when it came to education. As a result, English became something of an elitist language that was only spoken by people who had studied poetry, philosophy, and literature, much like French was when it was the most widely spoken language. So, how did English become the most widely spoken language instead of French? The British are only part of the story.

2) _____. After the first two world wars, the world was unstable and changing. American businesses were doing well, and like Great Britain had done in the previous century, they started doing business all over the world. As a result, English became more widely used in international trade. However, American culture was also being heavily exported through music and film at the same time. English became more than just the language of business; it became the language of entertainment for the masses as a result of the introduction of popular music from both the United States and the United Kingdom, such as jazz, rock 'n' roll, and other genres. Hollywood was also doing well, and popular movies were being sold all over the world. Then, in the 1960s, the counter-culture

movement with its emphasis on social change and the hippie movement took over Europe and the United States. Which leads us to the following point:

3) _____. English is used worldwide to denote a particular way of life or culture associated with American success or entertainment, or sometimes to denote a particular British quality. In multi-national markets all over the world, advertisers use it to sell their products in this way. However, it is also the most used language in the music and film industries. The majority of big-budget and beloved classic films are made in English. A band will produce their music in English if they want to become popular or famous in music. It could be that English will be heard by more people or that English is taken more seriously as a component of good pop music. Sports, on the other hand, are American inventions like BMX, skateboarding, and even basketball that have entire vocabularys in English. Many of the best athletes in those sports speak English, even if they are recruited from abroad!

4) _____. The internet was developed in the United States at the same time that the country was establishing itself as a global economic powerhouse. As a result, the English language developed its own computer and technology lexicon. Since there was no other option available when the technology spread like fire to all corners of the globe, the hardware for all of our smart technology uses English words that have become widely used worldwide. Computer keyboards are suitable for writing languages using the Latin alphabet. The English language also dominates the scientific community for much the same reason: In the past, important research was published in English by universities, and as a scientist today, any serious publication must be published in English. English isn't going anywhere anytime soon because science and technology are so important to our lives today.

5) _____. It is difficult to escape the fact that English is so widely used online, on the radio, in schools, and in business. It is common knowledge that speaking English is increasingly becoming a requirement for finding a good job in today's global market. As a result, more adults than ever before are taking private lessons, going on language immersion vacations, and studying English to improve their fluency. Although it doesn't guarantee success, it certainly helps!

Exercises 1. Word Bank Quiz: Write the words from the texts in front of their definitions.

	Definition	Write the difficult word:
1	before	
2	about	
3	Most	
4	Management	
5	snob/snobby	
6	(way of thinking/related to learning about how people think)	
7	Books	
8	(types of writing or art)	
9	focus on	
10	Represent	
11	Connected	
12	Businesses	
13	Loved	
14	Part	
15	Whole	
16	in other countries	
17	beginning and building on	
18	Worldwide	

19	money-based	
20	word list/vocabulary	
21	Good	
22	Rule	
23	(book, magazine, etc.)	
24	very hard to	
25	more and more	
26	needed thing	
27	(placing underwater/surrounding someone with something)	
28	(promise that something will definitely happen or that something will definitely work as described)	

ACTIVITY 3. Speaking

Choose the card to speak on the topic.



Do you learn any foreign language?

Do you think learning languages is important?

LESSON 5. CHANGES IN THE ENGLISH LANGUAGE. DIFFERENT FACTORS.

WARM UP



Can you share your assumptions about language change?

What are they? What kind of factors affect language change?

ACTIVITY 1. Reading.

“Language does change, and it is just as impossible to preserve the tongue that Shakespeare spoke as it is to stop cultural change” (David Crystal)

Causes of language change Languages change for a variety of reasons such as political pressures, technological development as well as social, culture and moral factors. Below are examples of causes that lead to change in the English language.

- Political factor- which is caused by foreign invasion, migration and colonization.
- Social factor- which means foreign influences from Latin, French, American, Australian, Indian and others. The unique way that individuals speak also fuels language change. Vocabulary and phrases people use depend upon the place, age, gender, education level, social status.
- Cultural factor- This means the exposure of one language group to another via television, radio, films, music, magazines and fashion.

- Technological factor- which means rapid advances in information technology, industries, products and economy simply require new words that drive language change.
- Moral factor- which is about recent developments in anti-racism and environmentalism (Beard, 2004).

1. Political Factor. Many times, language change has some kind of political roots such as human migration and invasion. When people move to a country and learn a new language, they learn their adopted language imperfectly. They then pass on these slight imperfections to their children and to the people in their social circle, and eventually alter the language (Aitchison, 1991, p.109). Besides the language changes brought about by migration, politics play some roles in language change in more immediate ways by the public debates. For instance, increasing environmental awareness and environmental policies in recent decades has led to a number of new words and phrases such as “tree-hugger”, “eco-friendly”, “carbon footprint”, “greenwashing”, “locavore”, “eco-terrorism” and “green collar jobs.”

2. Technology Factor. The ever-changing technology is creating difficulty for the English language users to keep track on new vocabulary and expressions. In fact, language itself changes slowly but the internet has speeded up the process of those changes even more quickly. For example, some entirely new words like the verb “to google”, “facebooking”, and many other words that are not yet in the Oxford English Dictionary, have come into popular use (Duffy, 2003).

3. Social Factor. Changes in politics, economics and technology usually lead to social changes. Social changes produce changes in language. In other words, once society starts changing, then language change produces special effects. In almost every society, some people have social prestige, power, and money, while others have little of these commodities. Typical variables include occupation, level of education, income, and type of residential dwelling, with ranked levels within each variable. People with different level of social status response and perceive things differently and vocabulary and phrases differently.

4. Foreign Influence Factor. One of the most common reasons for one language to borrow from another is when it needs to refer to notions and

things that have been newly introduced to its speakers. For example, the Italian word pizza only entered English when the food to which it refers was adopted by English speech communities.

Types of language change

There are types of language change. They include Lexical, semantic, phonology and syntax. General ideas about these changes are explained below with few examples. Lexical and semantic change will be explained in one category as, in general, they are closely linked to one another.

1. Lexical and Semantic Change. Lexical change refers to people using different words today than people from the past. A semantic change is very closely linked to lexical change but semantic change has something to do with changes in meaning behind the words. It is probably the most frequent type of language change and certainly the easiest to observe. For instance, one can make confident assertions about the age of a speaker who uses the word courting to mean "going out with", or one who uses the adjective fit to describe someone they find attractive. In another example, an older person would use the word "wireless" to mean "radio" whereas the word wireless would certainly mean wireless technology such as phones and laptops for a younger person.

Semantic change which is also known as semantic shift describes the evolution of word usage. In semantic change, the modern meaning of the word is different from the original usage. For example, The word "awful" originally meant "inspiring wonder or fear". It is a portmanteau of the words "awe" and "full", used originally as a shortening for "full of awe". In contemporary usage the word usually has negative meaning.

2. Syntax Change (Grammar). History records change in grammatical constructions. English syntax is very slow to change compared with vocabulary change which can be seen as fairly superficial and ephemeral. Modern English grammar is different from old English in many aspects. One example would be, old English distinguished gender - the third person singular demonstrative nominative pronoun had three forms: /se/ was the masculine form, / paet/ was neuter form, and / seo/ was the feminine form.

3. Phonological Change (SOUND). Sound change consists of the practice of language change which causes the phonetic change or

phonological change. It also includes the substitution of phonetic feature which lead to the total loss of the original sound and a new one is introduced (Wikipedia, 2012). For example, the vowel in words such as cloth and cross switched from being that of thought to that of lot;

4. Spelling Change. There are regulatory organizations to preserve national languages in many countries but neither the US nor Great Britain have such regulatory bodies in place. The English language changes with the publication of new dictionaries, or the way media uses language, or with the creation of colloquial terms. Below are a few examples of spelling changes that took place in the history of the English language.

Spelling during 16 and 17 century	Re-spelling
aventure	adventure
avice	advice
crume	crumb

Exerciese1. Answer the questions.

1. What kind of factors cause English language change?
2. Explain the meaning of “Social factor”.
3. Which factor is caused by foreign invasion, migration and colonization?
4. What is the moral factor in the debate about racism?
5. What are the types of language change?
6. What does Lexical and Semantic change refer to?
7. What type of change is closely linked to lexical change? Explain them.
8. What does a speaker use to mean going out with?
9. What would a younger person use to mean laptop or cell phone?
10. How publications and dictionaries affect language change?

ACTIVITY 2. Lexical change



Exercise 1.

In what ways has society evolved over the past two decades? With your partner or a group of people, talk about some of the major changes. Which of these changes, in your opinion, has influenced how we speak and use words? Make notes in the space below on both the areas of social change and changes in language use.

Changes in society

linguistic changes

Exercise 2.

Now, we'll take a look at some of the ways in which our society evolved and how language evolved with it. In terms of technological advancement, one of the most significant shifts has occurred.

The words we use to talk about new products and devices have changed as a result of technological innovation and our increasing use of various technological devices.

Can you think of any words about technology that were not used as frequently in the 1990s but are now quite common? Check your ideas with BNClab's Change button. Take a look at the words below and note how often they are used. Which new word is used the most?

For example, email 616 times; iPhone

ACTIVITY 3. Speaking. Discussion on language.



Questions posed by Student A (Do not show these to Student B):

- 1) What do you think of language?
- (2) In your opinion, when did language begin?
- (3) Do you believe that language is a significant barrier?
- (4) In what ways does our language differ from that of animals?
- (5) Do you believe that there will one day only be one language spoken worldwide? Would it be better for the world?

- (6) Have you ever exchanged languages?
- (7) Does language influence the personalities of different nationalities?
- (8) Do you believe that everyone uses body language?
- (9) Are you interested in learning sign language?
- (10) Which languages' sounds do you like or dislike?

Questions for Student B (Do not show these to Student A):

- (1) How do you feel about your own language?
- (2) How would you compare English to your native tongue?
- (3) If there were only one language, how do you think the world would change?
- (4) What are your language's strengths and weaknesses?
- (5) Does your native tongue contain a lot of offensive or vulgar language?
- (6) Why do you believe the world has so many different languages?
- (7) What do you think of dying languages? Do you think they ought to be kept?
- (8) Why do you really want to be fluent in three languages?
- (9) Which language is the most difficult to understand?
- (10) Would you support making English the national language of your country?

ACTIVITY 4. Writing.



Write an essay on "Language change and it's influence to peoples lives" in 150-200 words.

LESSON 6. THE FUTURE OF ENGLISH

Warm up

Spend one minute writing down all of the different words you associate with the word "future". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

Lead-in questions

Discuss these questions with your partner, and share your findings:

- 1. How do you think the future English language will look like?**
- 2. Do you think that, given time, English may have daughter languages much like Latin has?**

Reading

Read the article "What's the future of English?" written by Keira Ives-Keeler. For each passage choose a heading from the box below. Note there is one extra heading which you do not need.

- A.** Speakers of English adapt the language to their local context
- B.** A language's development reflects the power of those who speak it
- C.** New forms of 'English' are swiftly evolving
- D.** Understanding different cultures helps people understand different languages
- E.** Advertising campaigns give an insight into how languages evolve
- F.** People stop using English in business

1.___What role does advertising play in the evolution of languages and the relationship between language and cultural knowledge? Using the example of the well-known Heineken slogan, 'Heineken refreshes the parts other beers cannot reach', David Crystal explained how this initial phrase evolved with the help of word play. Over 30 years, the phrase came to represent an ad campaign with 300 variations on the same phrase, with the word 'parts' substituted with everything from 'parrots' to 'pilots' to 'poets'.

2.___David Crystal recounted the difficulties he had in explaining the Heineken campaign's meaning to a group of Japanese English language teachers when they stumbled across a billboard for it whilst on a study trip to the UK. Their confusion highlighted the importance of cultural understanding as a tool for understanding languages.

He found it equally challenging to convey the same message and humour to an American friend when they came across the same billboard just a week later -- demonstrating that even native speakers often require cultural context in order to fully understand phrases in their mother tongue, as culture inevitably shapes the language that we use on a daily basis. As a localised national advertising campaign run exclusively in Britain, only those living in Britain and exposed to the campaign would understand the reference to 'refreshing the parrots that other beers cannot reach'. The phrase was utterly incomprehensible to anyone outside of that specific context.

3.___Crystal estimates that around 60-70 new 'Englishes' have emerged since the 1960s in countries across the globe. There are an estimated 400 million people who speak English as a first language and 7-800 million people who speak English as a second language. Around a billion more speak English as a foreign language. This means that now there is just one native speaker to every five non-native speakers of English -- an unprecedented situation in the history of languages. It also means that people are no longer exclusively looking to Britain. British English is now a minority amongst the many 'Englishes' that are spoken around the world.

'English is of no use beyond our shores', stated the Earl of Leicester upon returning from his tour of Europe in the late 1500s. Indeed, Chaucer asked why anyone would want to study English: a language 'with no literature' (as David pointed out, though, anyone lucky enough to have studied Chaucer would be able to confirm that his works are almost unintelligible to modern English speakers). And yet, in the very same year, Shakespeare emerged from his 'lost years' - a period from 1585 to 1592, when it was thought that the playwright was perfecting his dramatic skills and collecting sources for plots -- and produced some of his finest work. Just over a decade later, Walter Raleigh's expeditions in the early 1600s saw American English take root within a matter of days, with terms such as 'wigwam' and 'skunk' appearing and becoming commonplace extremely quickly. It takes very little time for a language to evolve; this language 'of no use beyond British shores' grew from a population of four million speakers to two billion in just 400 years.

4.___ So how exactly did that happen? How did English grow so quickly and seemingly so unexpectedly? According to Crystal, in spite of the widespread notion that this is due, at least in part, to the fact that it is an easy language to learn, 'without any grammar', as some people have said, there is something much deeper behind the exponential growth of English as a global language. Crystal suggests that a language's development is a direct reflection of the power of those who speak it. From the beginnings of the British Empire, to the industrial revolution in Britain, which brought significant technological and scientific developments and a number of influential inventions from English-speaking inventors, through to the continued economic power of the 19th century and cultural power of the 20th century, English has maintained its edge.

5.___Turning his attention to colonial and post-colonial environments, Crystal suggested that even in countries where English was seen as the language of oppressors, complexities in the linguistic make-up of the local environment (for example, Nigeria where 500+ languages are spoken) meant that a 'better the devil you know' approach was adopted 'because at least everyone hates English equally'. This meant that English was adopted as an official language and then adapted to the local context. Within months of independence, thousands of new words appeared, linked to politics,

food and drink, folklore and plants. Fifty years on, these words are featured in dictionaries of global English -- there are 15,000 Jamaican words and 10,000 South African words alone.

This trend of 'Englishes' in the plural shows no sign of slowing down anytime soon. But nothing lasts forever. Who knows whether English will retain its position as the widely accepted lingua franca. And if it does, then how many 'Englishes' might evolve? How can we prepare our students and in particular younger generations for this culturally diverse future?

Activity 1

Work in pairs and discuss the ideas from the text. Share some interesting ones with whole group.

Activity 2

Match the words from the text with their definitions.

_____evolved	1: (series of actions to reach goals)
_____campaign	2: understanding of
_____evolve	3: change (and get better)
_____campaigns	4: (change for the better, over time)
_____stumbled	5: saying
_____recounted	6: changed (and got better)
_____context	7: (series of actions to reach a goal)
_____whilst	8: different things than/different versions of
_____billboard	9: (remembered and retold)
_____convey	10: (problems, delays, etc.)
_____insight into	11: (tripped while walking/made a mistake)
_____slogan	12: large board (for posting advertising)
_____variations on	13: while
_____evolution	14: bring across
_____difficulties	15: big picture

Activity 3

LESSON 7. THE FUTURE OF ENGLISH

Warm up

Scan this QR-code, and watch the video with David Crystal.



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Lead-in questions

Discuss these questions with your partner, and share your findings:

- 1. Will English always be the Global language?**
- 2. Which variety of English will dominate in the future?**

Reading

Read the post on Liraz Postan's web-blog about future of English. And be ready to discuss with group members.

The English language can be found worldwide: it's recognised and taught on every continent.

The English language can be found worldwide: it's recognised and taught on every continent, and interestingly, it has a much greater prevalence than that of any other universal language, like French, Latin or Greek.

One interesting aspect of this worldwide language is that today we see many local cultures, and these include those in Nigeria, Papua New Guinea, the Caribbean and Singapore, already creating divergences in how they use traditional words and grammar. Plus, we also see an increased influence of African-American English and

Spanglish in the United States; so one begins to wonder what the face of English will be in years to come.

No-one would claim Latin as being their mother language, yet Latin is still very much a daily presence in our lives. And we know that Latin was the basis for the Romance languages, which came about as a direct result of regional adjusting and playing around with the official language of the State.

Will the English Language Continue Adapting and Evolving?

So our question is – is it inevitable that languages will arise from the adaptation and evolution of English? Perhaps there will be many more official languages, each with their own distinct vocabulary and rules of grammar, all tracing their origins back to English!

Obviously, there are significant differences between the education system of today and that of 1000 years ago, and today, with the Internet, we have instant access to a world of information on the correct usages of language. But as we know, by nature, human beings are constantly adapting and, if they find that something works better for them, then they'll take it on. Perhaps one day in the future, translators will be tracing back future languages to their genesis in English!

The Changing Face of the English Language

One doesn't need to be a world traveller to see that the English language spoken in India does not sound the same as the English language spoken in England. By the same token, the English language in Nairobi does not sound the same as the English language in New York.

And in India, Indian English is becoming less monolithic, meaning that the variety of English spoken in Bangalore differs slightly from that spoken in New Delhi. The New Delhi English is influenced primarily by Hindi and is often referred to as Hinglish, while the Bangalore English is influenced by Kannada (which is Bangalore's local language) and is often referred to as Kanglish. So now we have several varieties of English being used within India, and while all of these are closer to British English than to American English, in recent years we've seen younger generations showing an increasing

bias towards Americanisms. Despite all its variations, Indian English remains undoubtedly English.

In Kenya, both Swahili and English are official languages. But in Nairobi and other urban areas we're seeing a creole slang known as Sheng. Sheng has strong ties to Kenyan pop culture and this slang has emerged as a means for young people to communicate in code. In Sheng, for example the word for trousers is longi, which is derived from the English word long.

Activity 1

Match the words from the text with their definitions.

1. prevalence:
 - A) helpful change
 - B) the world around us now
 - C) number
 - D) in the same way
2. divergence:
 - A) (related to a large area)
 - B) separation (into two)
 - C) (group of schools/way of teaching)
 - D) differences/different versions
3. regional:
 - A) (related to a large area)
 - B) (more than two, but not a lot of)
 - C) (like a huge stone)
 - D) pants
4. adjusting:
 - A) (more than two, but not a lot of)
 - B) (changing to make better/changing to fit new conditions)
 - C) number
 - D) (group of schools/way of teaching)
5. evolving:
 - A) mostly
 - B) pants
 - C) (related to a large area)
 - D) changing (and getting better)
6. inevitable:
 - A) (change for the better, over time)
 - B) clear/separate
 - C) unavoidable

- D) (even though there is the existence of)
7. adaptation:
- A) the world around us now
 - B) (group of schools/way of teaching)
 - C) city-based
 - D) helpful change
8. evolution:
- A) (informal and casual language)
 - B) differences/different versions
 - C) in the same way
 - D) (change for the better, over time)
9. perhaps:
- A) the world around us now
 - B) in the same way
 - C) maybe
 - D) (group of schools/way of teaching)
10. distinct:
- A) clear/separate
 - B) unavoidable
 - C) in the same way
 - D) helpful change
11. significant difference:
- A) separation (into two)
 - B) (informal and casual language)
 - C) big difference
 - D) (even though there is the existence of)
12. education system:
- A) city-based
 - B) changing (and getting better)
 - C) the world around us now
 - D) (group of schools/way of teaching)
13. genesis:
- A) mostly
 - B) definitely
 - C) maybe
 - D) beginning/creation
14. by the same token:
- A) unavoidable
 - B) city-based
 - C) in the same way

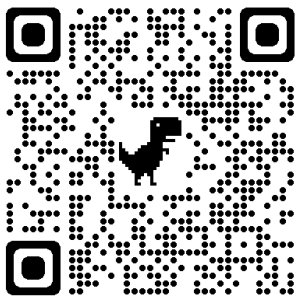
LESSON 8. STUDENT RESEARCH ON DIALECTS OF THE ENGLISH LANGUAGE

Warm up



Discuss the following: *Only a minority of English speakers speak "the Queen's English".*

Scan this QR-code, and watch the video about English dialects.



Lead-in questions

Discuss these questions with your partner, and share your findings:

- 1. How many types of English dialects do you know?**
- 2. Which dialect of English do you like more? Why?**

Reading

How many languages are spoken in English? It all depends on where you draw the line between languages. Are English and American cultures distinct? A typical American would say: An Englishman would say "I dropped my tomatoes on the pavement" (with the middle syllable of tomatoes pronounced mart) instead of "I dropped all my tomatoes on the sidewalk."

There are two variations in this example: The first is merely a matter of accent, whereas the second is one of language, or dialect. Pavement or sidewalk

Okay, so American is not the same as English, which we all know: But what about the various dialects of English spoken just in Great

Britain? In fact, British English is one of Europe's most diverse languages. The type that we typically teach is known as R.P., Oxford English, or the Queen's English, but there are many others. There are hundreds of distinct varieties of accents and dialects, which vary based on social standing and location. Consider the term "garage": In the south of England, people typically use the French word "garage"; People tend to pronounce garridge as if it rhymes with bridge in the north of Britain.

Occasionally, but less frequently, a word's intonation varies: A careful speaker will almost certainly mention controversy, and others will also mention controversy.

The way that English speakers frequently "drop their Hs" is a feature that is much more prevalent. A careful speaker might say, upon meeting his friend upon his return from vacation, "I hope you had a wonderful holiday, Henry! A person who uses a more "common" accent might say, I hope you have a wonderful holiday, Enry.

The last three examples involve accent-related issues. However, there is also the issue of dialect. When not only the word's pronunciation but also its grammar and words themselves change, dialect is discussed. This distinguishes between various social levels of language and is a common feature of regional varieties of English.

If you were a foreigner in England and asked for change for a fifty-pound note, the person you asked might say, "I'm sorry, I don't have any!" No issue there: It is simply what you are taught in English classes! But what if the other person responded, "Sorry, mate! Ain't none of that!" In this instance, the word "sorry" will probably make you realize that the response is negative, but the rest of the sentence might be hard to understand. In this context, the word "mate" refers to a friend; The word "I" has been removed from the response; The majority of negative auxiliaries (haven't, isn't, etc.) can be substituted for ain't, which is a general negative form. and any has changed to none, a negative double slash. Sorry, buddy, I don't have any! is a sentence that can be heard anywhere in Britain.

The new grammar for the decade of 2020 The majority of dialects are local: Scotland, for instance, has a number of distinct English dialects. Numerous Scots speak in a manner distinct from English: phonetically, as in the word "go" (with a monophthong) as opposed to "gu" (with a diphthong), or "hame" (with a diphthong) as opposed to "home." Words and grammar occasionally change as well; Many Scots use the phrases "I don't know" instead of "I don't know," "can't" instead of "can't," "wee" instead of "little," and "lum" instead of "chassis." It is not difficult to imagine the reasons why Scotland's

language is distinct from England's: However, there are many regional accents and dialects in England itself. Southern English is distinct from Northern English, but both have numerous variants!

Clearly, there are some common characteristics: The southern English [ɪ] sound is changed to the [u] in the majority of Northern dialects: In the north of England, the word "duck" rhymes with "look." Other vowels change in many southern regional dialects: I can be pronounced [oi], which rhymes with boy, and the short [ɪ] as in fox can be pronounced [a:]. thereby making Marx and Fox rhyme (as in many American dialects). Some consonants, particularly the R, which is fully pronounced in many American and English dialects, do not change significantly between accents or dialects, but the vowels do. Compare Westcountry English for "I'm a farmer!" to standard English for "I'm a farmer!"

Yes, everything is very complicated, and nobody expects a student from another country to comprehend every detail! On the topic, entire books have been written! It is essential that non-native English speakers are aware of the existence of these various English dialects, even within the United Kingdom. You will be pleasantly surprised if you arrive in England expecting everyone to speak "the Queen's English." Expect a variety of dialects and accents when you go, and you'll find that they're easier to understand!

Activity 1

Word Bank:

accent, almost certainly, consider, controversy, dialect, dialects, distinct, diverse, frequently, intonation, mention, merely, occasionally, pavement, prevalent, pronounce, typically, variations, varies, various, vary.

	Definition	Write the difficult word:
1	differences/different versions	
2	only	
3	(special way of speaking/mark that shows emphasis)	
4	language	

5	hard road surface	
6	different	
7	(different versions of a language)	
8	(many different kinds of people or things)	
9	usually	
10	clear/separate	
11	change/differ	
12	think about/believe	
13	say	
14	(every once in a while)	
15	often	
16	sound	
17	differs/changes	
18	probably	
19	talk about/say	
20	(argument-causing event/arguments between people)	
21	common	

Activity 2

As English is expanding worldwide, people all over the world have different assumptions about the future of English. What do you

LESSON 9. ENGLISH AS A NATIVE LANGUAGE

Warm up

Scan this QR-code, and watch this animated presentation by Sir Ken Robinson about the way we learn, not only English language learning but generally.



Lead-in questions

Discuss these questions with your partner, and share your findings:

- 1. What is the main reason why students are learning English?**
- 2. What is the best way to teach English?**

Reading

Children successfully master their mother tongue by learning a language like a native speaker. Although parents and other close adults may assist in informal "teaching" of the language, such as through games, repetition, or fictitious dialogues, the learning process is still unconscious and environment-dependent. The child is exposed to a lot of language, most of which he or she understands. Additionally, exposure, a clear desire to communicate, and the opportunity to put what has been learned into practice all contribute to the development of the conversational skill set at the conclusion of this process.

Therefore, these three components are all that are required to learn a new language: opportunities for use, motivation, and exposure. By the end of the nineteenth century, one British university had adopted this viewpoint. The trainers were tasked with enhancing the

English language proficiency of international students, while the students already had some familiarity with the language.

Students were required to perform speaking and reading tasks outside of the classroom throughout the course, such as conducting interviews and searching the library for books. These were actual assignments for which the instructors provided no language instruction, guidance, or, most importantly, correction. Additionally, students took part in communication games in which their sole objective was to complete the tasks using the vocabulary they had available. For instance, students were required to draw the same picture as their partner without looking at the partner's picture, or they were required to arrange objects in the same order as their partner without looking at the partner's objects. Both of these tasks were solely dependent on verbal communication. Although they were not evaluated scientifically, the outcomes appeared to be favorable. The process was much more fun for everyone, especially the teachers, and the students' progress seemed to be more obvious than in previous classes.

This approach is becoming increasingly popular not only for English instruction but also for other educational endeavors. It was discovered that the knowledge they received determines their success in learning a second language. Language that we learn subconsciously is easy to use in conversation because it is immediately available when we need it. In contrast, indoctrinated language, such as grammar and vocabulary, is not available for spontaneous use. In point of fact, it's possible that our only use of learned language is to check our spontaneous communication: However, our spontaneity decreases the more we monitor our speech! As a result, "divergent learning," also known as tailored education, ought to be available in a well-balanced selection.

Activity 1

Write the correct word in the blanks. Use the Word Bank for reference.

Word Bank:

additionally, conducting interviews, objective, perform, provided, required, sole.

Students were _____ to _____ speaking and reading tasks outside of the classroom throughout the course, such as _____ and searching the library for books. These were actual assignments for which the instructors _____ no language instruction, guidance, or, most importantly, correction. _____, students took part in communication games in which their _____ was to complete the tasks using the vocabulary they had available. For instance, students were _____ to draw the same picture as their partner without looking at the partner's picture, or they were _____ to arrange objects in the same order as their partner without looking at the partner's objects.

Activity 2

Read the text and answer the True/False questions.

1. Everyone in England should speak English, according to a UK official. **T / F**
2. A common language, according to the official, would bridge divisions in Britain. **T / F**
3. The official has always firmly backed the governments of the UK. **T / F**
4. According to the official, social divisions were caused by a lack of English proficiency. **T / F**
5. English is not spoken by over a million people in England. **T / F**
6. Women make up about 70% of those who don't speak English well. **T / F**
7. In England, there is no discrimination against people who do not speak English. **T / F**
8. The official's opponents suggested that people should be forced to learn English. **T / F**

A high-ranking British official has suggested that the UK government should set a deadline by which everyone in England should be able to speak English. Dame Louise Casey is an authority on community interaction and social welfare. She stated that "healing rifts across Britain" would benefit from a "common language." Ms. Casey has long criticized previous governments for

failing to prioritize integration in a Britain that is becoming increasingly multicultural. She stated that over the course of the previous ten years, politicians had repeatedly failed to keep up with the "unprecedented pace and scale of immigration." She stated that a lack of English proficiency was a major factor in the division that many communities were experiencing.

Sajid Javid, the UK's Communities Secretary, revealed that 770,000 people in England either speak very little or no English at all. He warned that women, mostly from Pakistani and Bangladeshi communities, made up to 70% of those who lacked English proficiency. He stated that inequality and discrimination posed a significant threat to these women. Ms. Casey stated: Everyone should be able to speak one language, whether they are working or in school, and I believe the general public would be relieved. Ms. Casey's opponents argue that England should be proud of its multilingualism and should not force people to speak.

Sources: bbc.com / theguardian.com / theconversation.com

Activity 3

Discuss the following questions with your partner.

Student A

- a) What did you think of the reading you did?
- b) Why do British residents not learn English?
- c) How can you learn English the best?
- d) If you don't speak the language, how can you risk inequality?
- e) Are you interested in living in England?
- f) How many languages do you want to speak?
- g) Should language proficiency be required to become a citizen?
- h) What inquiries would you like to make to the official from the government?

Student B

- a) How well do you speak English?
- b) Is it necessary for everyone in a country to speak the language?
- c) Is it hard to live somewhere where you don't speak the language?
- d) What issues might arise if you lived in an English-speaking nation?
- e) Do you think there are any divisions in England?
- f) What distinguishes the United Kingdom, Britain, and England?
- g) How do you feel about multiculturalism?
- h) How do you feel about immigration?

Activity 4

Discuss these phrases from the article.

official, date, goal, social welfare, community, interaction, immigration, key, English, skills, risk, inequality, discrimination, one language, multilingualism, and pride

Activity 5

Together with your small group members do the role playing.

Role A: Spelling

You believe that learning English spelling is the most essential skill. Give the other people three reasons. Inform them of the problem with their possessions. Also, explain to the others which one is least important and why: slang, English for traveling, or writing essays.

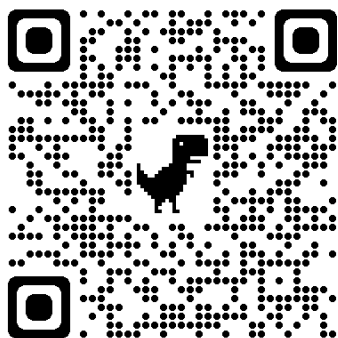
Role B: Slang

You think that learning English slang is the most important thing. Give the other people three reasons. Inform them of the problem with their possessions. Also, explain to the others which one is least important and why: spelling, writing essays or travel English.

LESSON 10. ENGLISH AS A SECOND LANGUAGE

Warm up

Scan this QR-code, and watch the video about learning English as a second language.



Lead-in questions

Discuss these questions with your partner, and share your findings:

- 1. What is the main reason why students are learning English?**
- 2. What impresses you most in the video?**

Reading

Which nations have the best proficiency in English as a second language?

By Guinevere Jones

Over one billion people worldwide speak English as a second language, out of the approximately 1.5 billion people who do so. That is significantly more than native speakers, so what's the deal? The significant role the English played in colonialism cannot be ignored in this context. Because of the dominance of this language over other languages, it has evolved into a fundamental skill that is required by a significant portion of the workforce worldwide. You can bet your bottom dollar that learning English will come in handy if you want to relocate, travel, or conduct business in a foreign country. So, which non-English-speaking nations offer the best opportunities for you to practice?

We are able to view the outcomes of over one million test takers from 80 nations with the assistance of the EF *English Proficiency Index (EPI)*, which is the global standard for assessing a nation's English-speaking capability. It is not a perfectly representative sample because the test is skewed toward respondents who have internet access and are interested in English. Nevertheless, it provides useful information about which nations excel at English as a second language. The following nations stand out:

8. South Africa (63.37)

You might be wondering, "But isn't English South Africa's official language?" Yes, English is technically one of South Africa's eleven official languages. Although English is the language that is used in business and is spoken by the majority of South Africans, English is the language that is used the most. Through their focus on English learning initiatives, universities also play a role. It is interesting to note that South Africa is one of only two nations outside of Europe to make the 2017 EPI Top 8.

7. Luxembourg (64.57)

Luxembourg is officially a trilingual nation in large part because of its borders with France, Germany, and Belgium. However, English is widely spoken and taught in schools in Luxembourg City, where it is also spoken in the international banking industry. Because English is one of the European Union's three "procedural" languages, Luxembourg, like many of the other countries on this list, has an advantage over the competition.

6. Finland (65.83)

Finland's English-speaking capabilities have consistently ranked high over time. According to Laura Häkkinen, country manager for EF Corporate Solutions, Finns learn English in school from a young age, which gives them a great head start in the workplace. Given that Finnish is not linguistically related to the majority of European languages, this is quite impressive!

5. Singapore (66.03)

Singapore, the global business center, is the other non-European nation on the list. English became the lingua franca of the local Malay, Chinese, and Indian communities after the British colonizers imposed their language on the native population. It is now the most common method of youth communication, with two to three

languages, including the creole language Singlish, spoken on a daily basis.

4. Norway (67.77)

There is a hidden connection between Scandinavia and English: Germanic languages include English and all Scandinavian languages. This indicates that each of these languages is a member of the same family! Therefore, it should come as no surprise that Norwegian words and sentence structures are very similar to English, providing Norwegian students with a distinct advantage in the classroom. You can rest assured that someone will be eager to speak English with you the next time you visit Oslo.

3. Denmark (69.93)

Denmark and Sweden, Denmark's neighbor, are always close competitors for the top spot on the list. Since both nations are part of Scandinavia, you probably already know why. Since only about 5.5 million people worldwide speak Danish, national English proficiency levels tend to be high. Denmark, like the other Nordic nations, does not translate English-language television and film into Danish.

2. Sweden (70.40)

There are numerous explanations for Sweden's high ranking on this list. First of all, Swedish sentence structure is very similar to that of English because it is a Scandinavian language. Since English is frequently used as the "working language" in many workplaces, it is not unusual for locals in Sweden to speak English every day (indeed, this is more of a rule than an exception in the cosmopolitan city of Stockholm).

1. Netherlands (71.45)

So, which nation is at the top of the list of the best countries with no native English speakers? The United Kingdom! The Dutch place a high value on learning English because of their high standard of living and high levels of happiness in life. From Groningen to Rotterdam, locals are likely to respond to your attempts to speak Dutch in English because they believe it is easier for you both. In case you're interested, Dutch is another Germanic language that has a lot in common with English. In point of fact, English speakers can learn it with relative ease!

Activity 1

Summarize the main points given in the text, and create a chart to describe the percentages of people who speak English as a second language in different countries of the world.

Activity 2

Pair up and work. Students A strongly believe that bilingualism should be encouraged in all nations from the age of four; Students B strongly disagree that this is required. Change partners once more and discuss the conversations you had.

Activity 3

How can you learn English the best? Work together to finish this table. Change partners frequently and share your writing.

	The best way to learn	Why?
Grammar		
Pronunciation		
Spelling		
Writing		
Speaking		
Vocabulary		

Activity 4

Answer the True/False questions before you read the newspaper article. Then read and check.

1. A linguistics institute was the source of the research. **T/F**
2. According to the researchers, people don't learn grammar well after the age of 10. **T/F**
3. Language learning ability decreases as we get older. **T/F**
4. According to researchers, it is challenging for children to become bilingual. **T / F**
5. An online grammar test was taken by more than half a million people. **T/F**
6. Quiz questions were made to make it hard for non-native speakers to understand. **T/F**
7. According to a researcher, adults can always learn a new language. **T / F**
8. It's possible that leaving home at 18 will slow down your language learning. **T / F**

According to new research from the Massachusetts Institute of Technology (MIT), individuals should begin learning a new language before the age of ten in order to attain native-like proficiency. The researchers also found that children as young as 17 or 18 continued to master grammar. The news is not good for people who want to learn a new language after they reach their late teens. The "critical period" at which language learning ability begins to deteriorate, according to the researchers, has passed. Joshua Hartshorne, a researcher, stated: When you're a child, it's easy to become bilingual—that's when you're most adept at learning new languages. You can't really make up for it in the future."

An analysis of the results of a 10-minute online grammar test served as the foundation for the research. The test was taken by over 670,000 language learners of all ages. The grammatical proficiency of individuals who began learning a language at various points in their lives was measured by researchers. As a measure of a person's proficiency, Professor Hartshorne focused on grammar rules that were most likely to confuse non-native speakers. Josh Tenenbaum, a researcher at MIT, suggested that later in life, people might simply be too busy to learn a language. He stated: You either

leave home at 17 or 18, work full-time, or enroll in a specialized university program. Any one of these could affect how quickly you learn new languages.

Activity 5

Answer the teacher's questions:

What is the abbreviation for the university where the research was carried out?

Until what age do children remain adept at learning grammar?

What were the researchers' predictions for adults?

What kind of point were the researchers talking about?

Who were the researchers who claimed it was simple to become bilingual?

How long did people spend on the grammar test?

How many individuals took the grammar test?

What was stated in the article to be likely to frighten non-native speakers?

What explanation did a researcher provide for adults' lack of language acquisition?

What might happen if you quit your job or leave your home?

Activity 6

1) *What is the abbreviation of the university that conducted the research?*

- a) MTI
- b) TIM
- c) MIT
- d) IMT

2) *Until what age do children remain adept at learning grammar?*

- a) 17 or 18
- b) 14 or 15
- c) 11 or 12
- d) 4 or 5

3) *What kind of news did the researchers have for adults?*

- a) interesting news
- b) breaking news
- c) great news

- d) bad news
- 4) *What kind of point did researchers describe?*
- a) a turning point
 - b) a critical point
 - c) a cash point
 - d) a breaking point
- 5) *For whom did researchers say it was easy to become bilingual?*
- a) young adults
 - b) teens
 - c) children
 - d) language learners
- 6) *How long was the grammar quiz that people took?*
- a) 20 minutes
 - b) 10 minutes
 - c) 15 minutes
 - d) 12 minutes
- 7) *How many people took a grammar quiz?*
- a) exactly 670,000
 - b) just fewer than 670,000
 - c) around 670,000
 - d) more than 670,000
- 8) *What did the article say was likely to confuse non-native speakers?*
- a) slang
 - b) grammar rules
 - c) English
 - d) prepositions
- 9) *What reason did a researcher give for adults not learning a language?*
- a) they are too busy
 - b) they lack desire
 - c) learning vocabulary is difficult
 - d) it's too expensive
- 10) *What might impact leaving home or starting work?*
- a) mental well-being
 - b) study time
 - c) what language a person learns
 - d) language-learning rate

Activity 7

Together with your small group members do the role playing.

Role A – Speaking to Foreigners

You believe that the best reason to learn a language is to interact with other people. Give the other people three reasons. Inform them of the flaws in their justifications. Also, tell the other people which of these is the worst reason, and why: reading, watching movies, or living abroad.

Role B – Watching Movies

You believe that the best reason to learn a language is to watch movies. Give the other people three reasons. Inform them of the flaws in their justifications. Also, tell the other people which of these is the worst reason, and why: reading, interacting with foreigners, or living abroad

Role C – Reading

Reading is, in your opinion, the best motivation to learn a language. Give the other people three reasons. Inform them of the flaws in their justifications. Also, tell the other people which of these is the worst reason, and why: watching movies, chatting with people from other countries, or living abroad.

Role D – To Live Overseas

You believe that learning a language is best when you live abroad. Give the other people three reasons. Inform them of the flaws in their justifications. Also, tell the other people which of these is the worst reason, and why: reading, watching movies, or conversing with foreigners.

Activity 8

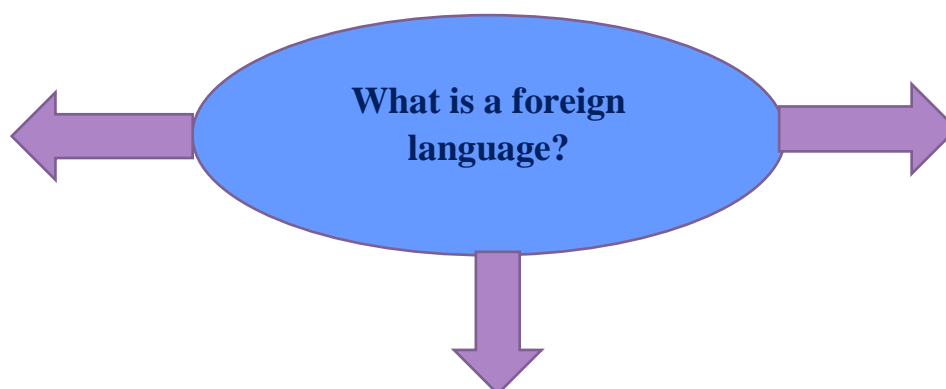
WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words. Share your findings with your partners.

'language'

_____ and 'learning'.

LESSON 11. ENGLISH AS A FOREIGN LANGUAGE

WARM UP



LEAD IN

- What language is spoken the most in your country?
- Do you have a second language in your country?
- How many languages do you speak fluently?
- Does your language have words adopted from English?
- Is English important for an individual in your country?
- Why are you studying English?

Reading

Activity 1

Difficult words: you fill in the definitions:

	Difficult word/phrase	What does it mean?
--	-----------------------	--------------------

1	dominant	
2	additional	
3	predominantly	
4	theory	
5	theory of	
6	linguist	
7	codification	
8	realism	
9	concentric	
10	lingua franca	

Activity 2. Choose the best tile

a) ESL and EFL Teaching

b) English in Indonesia

c) How EFL relates to the expanding circle theory?

d) Different between ESL and EFL

e) English as a Medium of Instruction

1) English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language—also called English as an Additional Language—which is the practice of learning English in a predominantly English-speaking country. English as a Foreign Language loosely corresponds with the Expanding Circle theory of language described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle." According to this theory, there are three concentric circles of World English that can be used to categorize places where English is studied and spoken and map English diffusion. These are the inner, outer, and expanding circles. Native English speakers are in the inner circle, English-speaking countries that have historically adopted English as a second language or lingua franca are in the outer circle, and countries in which English is used some but is not widely spoken are in the expanding circle. The circles represent the different tiers of World Englishes. According to this theory, English is a native language in the inner circle (ENL), a second language in the outer circle (ESL), and a foreign language in the expanding circle (EFL). As English spreads globally, more countries are added to the circles.

2) ESL and EFL are not the same in the context of World Englishes and the Expanding Circle, but they are often considered equivalent otherwise. And even when considered separate, classifying a country or region as ESL- or EFL-speaking is difficult, as Charles Barber explains briefly in the following excerpt. "The distinction between second language and foreign language is not ... a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English-medium,"

3) The case of English in Indonesia is a unique one because experts can't quite agree on whether English should be considered a foreign language or a second language in this Asian country. The reason why has to do with how English came to be spoken and how it is primarily used. *The Handbook of World Englishes* addresses the dispute: "Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch...The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school. The main objective is to provide reading skills to enable Indonesians to read science-related materials in English,"

4) The way that English is taught in a given country plays a key role in determining what variety of English is spoken there. For example, if the majority of students have spoken English since birth and you teach exclusively in English,

you know that you are dealing with an ENL country. Ultimately, writer Christopher Fernandez argues, English is only considered a medium of instruction in education and government in ESL or ENL contexts, not EFL.

"Although ESL (English as Second Language) and EFL (English as Foreign Language) are often used interchangeably, there are unique differences between the two. ... ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language. On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL. The methods and approaches of teaching English as a second language and foreign language do differ greatly,"

5) So how do the methods of teaching English as a second language and as a foreign language differ? English as a second language is learned in environments where English is already regularly spoken; English as a foreign language is learned in environments where English is not spoken. Lee Gunderson et al. explain: "ESL and **EFL** instructional approaches differ in significant ways. ESL is based on the premise that English is the language of the community and the school and that students have access to English models. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. ... As the number of ESL students has increased in schools across North America, more classrooms and schools have become more like EFL than ESL environments.

Listening

Activity 3. Listening gap fill. <https://listenaminute.com/1/language.mp3>

Where _____ without language? We'd all be in our own worlds and we'd never _____. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't _____ body language or sign language. The _____ have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language _____. I think language is amazing. It means we can tell anyone anything. I often think _____ there are so many languages in the world. If there was only one language, we could all communicate better. _____, we'd all understand one another better. What _____ language be? At the moment, English.

Activity 4. Discussion (Write your own questions).

STUDENT A's QUESTIONS (Do not show these to student B).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

STUDENT B's QUESTIONS (Do not show these to student A)

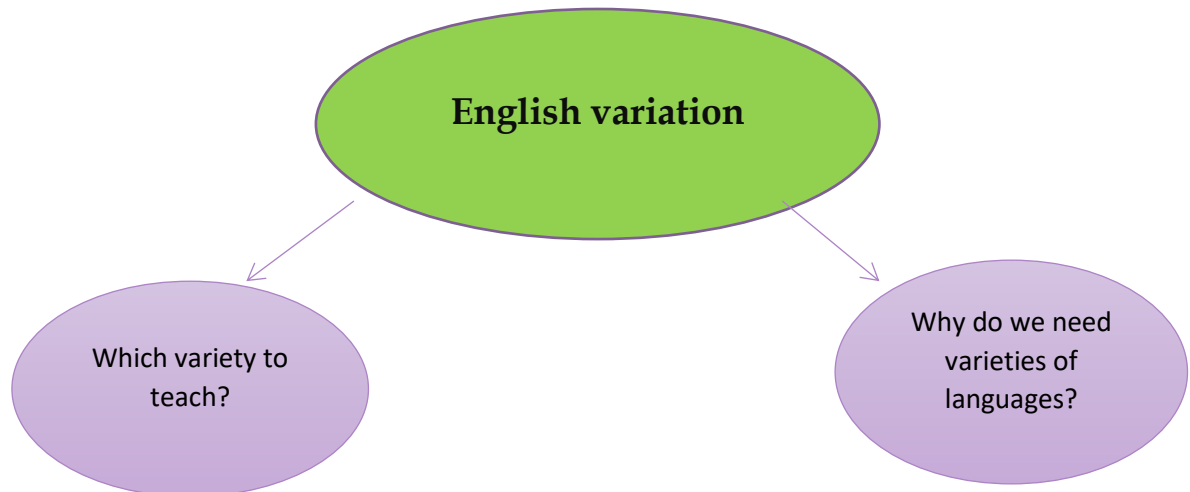
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Writing

Write about language for 10 minutes. Show your partner your paper. Correct each other's work.

LESSON 12. LANGUAGE VARIATION AND ACCEPTABILITY

WARM UP



ACTRIVITY 1. Reading.

LINGUISTIC ITEM AND VARIETIES

We talk and write about languages, dialects, sociolects, accents, jargons, registers, and so on and so forth, but none of these terms can be taken for granted and many of them are difficult to define in a satisfactory way. For example, if dialect is defined as a geographical subdivision of a language, we do not come very far without a definition of language, and subdivision is not a very clear concept, either. As the British linguist Richard Hudson writes, the «discussion will be easier if we have some technical terms to use, as we need to distance ourselves somewhat from the concepts represented by the words language and dialect, which are a reasonable reflection of our lay culture, called ‘commonsense knowledge’ [...], but not helpful in sociolinguistics.»¹ Therefore, we need to start our discussion with a terminology that does not take very much for granted. Our most basic terms will be linguistic item and variety.

Linguistic Item

Sociolinguists in most cases study social distribution of particular linguistic items, for example words, sounds, or grammatical constructions. Let us give some examples of linguistic items. The English pronouns you '2nd person plural' and you '2nd person singular or plural' are linguistic items, and they have different social distributions; the former is found in certain non-standard varieties of English, while the latter occurs inter alia in all standard varieties and some other non-standard varieties. If you take a look at a dialect atlas of England, you will find that roughly, the word *child* is used in southern England and in Midland, while *bairn* is used in northern England. *Child* and *bairn* are different linguistic items. In England, the sound /ɹ/, as in *sun* /»sɹn/, is a typical southern sound, found in southern England and in South Midland, while this sound is not used among speakers of dialects in North Midland and northern England, where, for example, the word *sun* is pronounced /»sʌn/, with the sound /ʌ/, which is found in *put* /»pʌt/ in most dialects also in the South (some areas have /ɹ/). The English phonemes /ɹ/ and /ʌ/ are different linguistic items.

Variety

There are many ways of speaking, and each way of speaking is a variety. In a more precise manner, a variety may be defined as a set of linguistic items with similar social distribution.³ It should be emphasized that a variety is not necessarily a «full-fledged language», with a large vocabulary and grammar. It may simply be a small set of linguistic items, as is the case with a slang, which may typically be defined as a quite restricted set of new words and new meanings of older words, mixed with linguistic items with a much larger social distribution; cf. § 6.3.2. and (1g) on the next page. In (1), we have given some examples of sentences in different varieties of language. On the basis of these examples, we can ask some of the central questions of this chapter, like: Do these varieties represent the same or different languages? Do these varieties represent the same or different dialects of the same language? – and so on. More concretely, one could for example ask how many different languages are represented in (1), and there is no unique answer.

(1) *Varieties of language*

(a)	<i>Standard English.</i> No one has gone to the post office yet.
(b)	<i>Jamaican Creole.</i> .Nobadi no gaan a puos yet. 'No one has gone to the post office yet.'
(c)	<i>Southern US white Non-Standard dialect from Atlanta.</i> Nobody don't like a boss hardly. 'Hardly anybody likes a boss.'
(d)	<i>New Guinea Pidgin (Tok Pisin).</i> Papa, min bin mekim sin long God na long yu. 'Father, I have sinned against God and against you.'
(e)	<i>Older Standard English of the 'King James version' Bible.</i> Father, I have sinned against heaven, and in thy sight.
(f)	<i>Scots, from Leith.</i> When ah wis a boy ma mither an faither died. 'When I was a boy my mother and father died.'
(g)	<i>Standard English & English slang (ball-ache)</i> Walking 5 miles to work is a real <i>ball-ache</i> . 'Walking 5 miles to work is really inconvenient.'
(h)	<i>Chadian Spoken Arabic of Ulâd Eli.'</i> Amm Muusa daxalat zeribt al-bagar. 'Mûsa's mother entered the enclosure of the cows.'

(Article is adopted from: [Chapter 7.\(H05\).pdf \(uio.no\)](#))

QUIZ FOR TEXT

For each difficult word or phrase, circle the correct definition.

1. **dialects:**

- A) strong winds/yells
- B) equal portions
- C) dummies
- D) group of people
- E) (different versions of a language)

2. **jargons:**

- A) languages (used by experts)
- B) made a lot of money over three months
- C) (related to the study of birth defects)
- D) was talking to
- E) playful

3. **taken for granted:**

- A) treated as something unimportant that will always be there
- B) sources (of something)
- C) math
- D) upset
- E) short-lived

4. **difficult to:**

- A) small bird

- B) (homeless and abandoned child)
- C) wildly searching
- D) (rich and powerful group of people)
- E) very hard to

5. **satisfactory:**

- A) personalities
- B) big package (of hay etc):
- C) acceptable
- D) searching
- E) attracts

6. **dialect:**

- A) disease
- B) raises
- C) language
- D) (using words that sound like what they mean like -bang- and -meow-)
- E) Elantra

7. **geographical:**

- A) farms
- B) (related to where mountains, rivers, cities, etc., are located)
- C) lives in
- D) goodbye
- E) computer-based tour

8. **concept:**

- A) (long walkways between seats)
- B) very loudly
- C) idea
- D) very fast pace
- E) sad

9. **linguist:**

- A) makes up a
- B) language-studier
- C) weakest
- D) word-wasting expressions
- E) (something that shows a love for the past)

10. **concepts:**

- A) end with
- B) most interesting/ most forceful

- C) (making fun of)
- D) proves as false (or denies)
- E) ideas

11. **terminology:**

- A) troublemaker
- B) very excited with the thought of
- C) (people who give money or other things)
- D) burns
- E) words/word choices

12. **for granted:**

- A) as something that will never go away
- B) periods of time (or space)
- C) telling people about a
- D) weird and unpredictable
- E) clearly told apart

13. **linguistic:**

- A) talked (in a boring way)
- B) monster-like
- C) figured out
- D) permission-related
- E) language-based

ACTIVITY 2. Discussion.



What is IDEOLECT?

A feature of language that is unique to a single speaker is known as an idiolect. Homer Simpson's constant use of the phrase "Doh!" on *The Simpsons* is an example of an idiolect. A lot of times, a word or phrase is only used in one family and would not make sense in a larger community of speakers of that language. It is not necessary for an idiolect to be a new or invented word. It could simply be a word that a person uses frequently rather than a more appropriate one. For example, when a person habitually uses the word "restroom" rather than the more common "bathroom," that is an idiolect.

DIRECTIONS: Underline the idiolect in each piece of dialogue.

1. "Do you want to go to the movies with me?"

“Do I ever!”

2. “Did the garbage get picked up today?” “No. It’s a holiday. Bugger.”

Exercises 2. Improperly Used Words.



Although some words sound or look so similar to one another that they cause confusion, others are not homonyms. Write down the appropriate word for each sentence on the line. If necessary, consult the dictionary.

1. *No one (except, accept) Jill missed the field trip.*
2. *(Where, were) do you think you are going?*
3. *On our vacation out west I got to see a real (dessert, desert).*
4. *I hope that I don’t (lose, loose) my wallet.*
5. *We (were, where) all on time for once.*
6. *George did not (except, accept) Linda’s apology.*
7. *What would you like to have for (desert, dessert)?*
8. *I am taller (then, than) Melissa.*
9. *Who let the dog (lose, loose)?*
10. *If that’s how you feel about it, (then, than) we just won’t go.*

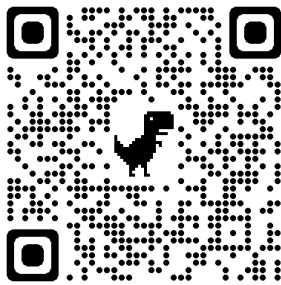
ACTIVITY 1. Writing.

Write an essay on “ Variations of English language and their usage” in 150-200 words.

LESSON 13. STANDARD ENGLISH OR WORLD ENGLISHES

Warm up

Scan and watch this video of weather forecasts in a few different countries. Then answer the question. You don't have to understand what the speakers are saying, just watch and try to hear the differences between the speakers of English.



Lead-in questions

Answer the question: Which of the weather reporters speaks “standard English”? There are two correct answers.

The English person

The Nigerian person

The American person

The Irish person

The Indian person

The Australian person

None of them

All of them

Reading

The answer to the above question: mənʃ ɪə lɪb bɪnɪ mənʃ ɪə ənoʊn.

Is that response surprising to you? The endless adaptability of English is one of the features that makes it such a fascinating and rich language. To make English their own, every culture that speaks it adds its own accent, vocabulary, idioms, and even

grammar to the language. Additionally, all of these variations are valid. There isn't just one set of rules; rather, there are a lot of different rules for a lot of different places and cultures (see the section below on World Englishes).

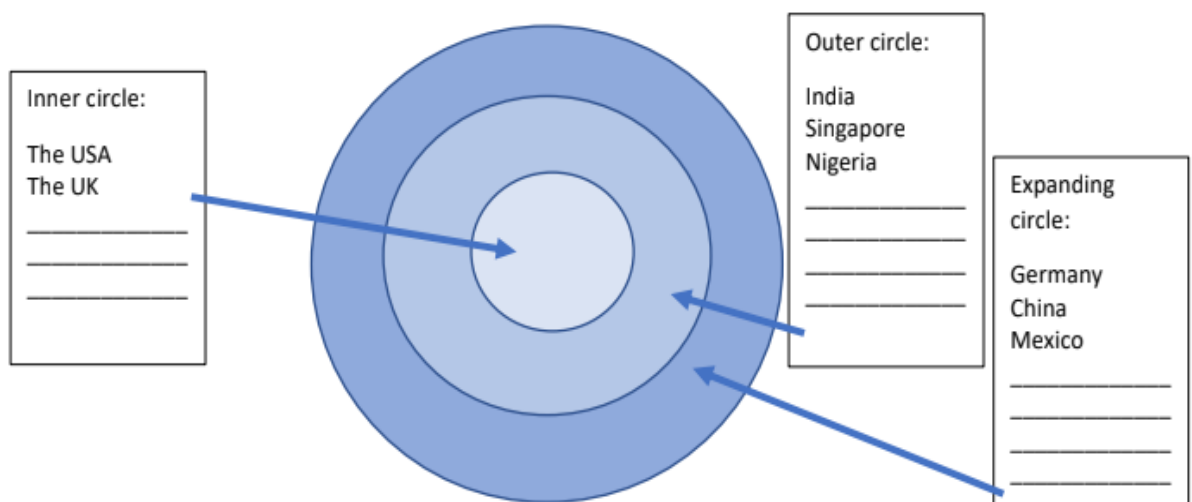
So, if there is not one “standard English”, as an English language instructor, what should you do?

- ✓ Teach the variant of the language that is most useful to your students. Remember the most important thing is that they learn how to communicate effectively rather than memorize a lot of rules.
- ✓ Teach your students that there are lots of different varieties of English, and that there are lots of different ways to say the same thing.
- ✓ Prepare your students for intercultural communication by exposing them to English spoken by people from many different cultures.

The Three Circle Model of World Englishes illustrates the growing role of English in today’s world.

- ✓ Firstly, traditional English-speaking countries belong to the inner circle.
- ✓ Secondly, countries that have claimed English as one of their official languages belong to the outer circle.
- ✓ Thirdly, countries that do not have English as their national language, but in which English plays an important role in international communication belong to the expanding circle.

Can you add more countries to the three circles? Where does Uzbekistan fit into this model?



Activity 1

Complete the quiz as quickly as you can! If necessary, you can log in to Oxford English Dictionary Online to find some answers

1. 'A portable wireless telephone'

What do you call this device? _____

What is this device called in:

Singapore and Malaysia _____

The United Kingdom _____

The United States _____

2. 'A toilet'

What do you call this place? _____

What is this place called in:

Hong Kong _____

The Philippines _____

The United Kingdom _____

The United States _____

3. 'A street food stall'

What do you call this place? _____

What is this place called in:

Hong Kong _____

India _____

Nigeria _____

The Philippines _____

Singapore and Malaysia _____

Activity 2

Are there any words you know from other languages that you also use in English or that you think would be a useful addition in English?

Activity 3

Matching: For each difficult word or phrase, write the number of the matching definition.

Difficult word or phrase	Definition
_____accent	1: (features/ qualities/ traits)
_____variants	2: (special way of speaking/mark that shows emphasis)
_____variant	3: versions
_____geographical	4: (related to where mountains, rivers, cities, etc., are located)
_____characteristics	5: version

Activity 4

For each difficult word or phrase, circle the correct definition.

1. characteristics:

- A) (related to where mountains, rivers, cities, etc., are located)
- B) (special way of speaking/mark that shows emphasis)
- C) versions
- D) (features/ qualities/ traits)

2. accent:

- A) (features/ qualities/ traits)
- B) (special way of speaking/mark that shows emphasis)
- C) (related to where mountains, rivers, cities, etc., are located)
- D) versions

3. variants:

- A) (special way of speaking/mark that shows emphasis)
- B) (related to where mountains, rivers, cities, etc., are located)
- C) (features/ qualities/ traits)
- D) versions

4. geographical:

- A) (special way of speaking/mark that shows emphasis)
- B) versions
- C) (features/ qualities/ traits)
- D) (related to where mountains, rivers, cities, etc., are located)

5. variant:

- A) versions
- B) (special way of speaking/mark that shows emphasis)
- C) version

Activity 5

Work in pairs. Your teacher will give you a word to investigate. Use dictionary if necessary, and complete the table below:

Our word:	
1. In which variety of English is this word used?	
2. What is the meaning of the word?	
3. How frequently is the word used?	
4. Where does the word come from?	
5. Our own example sentence	

Share your example sentence (5) with another pair. See if they can guess the meaning. Then share the rest of your findings. Then Work in groups where everyone has learned about a different word. Create a role play using everyone's words. Perform the role play for the class. Ask your classmates to pick out the 'new' words and guess the meaning.



Ask your classmates to pick out the 'new' words and guess the meaning.

LESSON 14. THE IMPORTANCE OF ENGLISH AS AN INTERNATIONAL MEDIUM OF COMMUNICATION

WARM UP

Spend one minute writing down all of the different words you associate with the word "communication". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

LEAD IN QUESTIONS

How to develop English language communication skills?

What are the reasons to learn the language for communication?

READING

ACTIVITY 1. PUT THE PASSAGES IN THE CORRECT ORDER

1. In fact, it majorly dominates other languages because of its power of communication. The English language is not as difficult as it is perceived to be. Anyone can learn the language starting with basics. You can gain a lot of information if you know the language well.

2. You need to learn to slow down when you speak. Always think before you speak if you are a beginner. This will help you to speak more clearly. Always select your words properly as it is an important part of communication. For developing active communication skills, it's important to learn sentences and not only words. The more you use bigger sentences, the better it is for your communication skills.

3. English language is an international medium of communication. People use English as a second language to interact and communicate on a daily basis. The English language is a key factor in gaining access to many things. Be it in your career or in terms of knowledge, English language is universally acceptable.

4. The three important keys to developing communication skills are learning, speaking and practicing. Learning English is easy and speaking the language will help you open up to the language in a better way. Practice is the key to pick up the language, speak as much as you can.

5. The English language helps you to understand other languages. English is a hybrid mix of languages such as Roman, Vikings, French, and Latin. The English language is truly flexible so it is effective to communicate in this language. You have so many different ways to explain a single concept. It has a wide range of vocabulary and words. It enhances your reading and writing skills. You can read books or simply write with the power of the language. Communicating in English helps you to gain wisdom and that is the main advantage of the language.

6. Another aspect of communication is developing your listening skills. When you talk to someone in English, always listen and then speak. Listen to what others are saying. Pay attention to details to understand sentences. Communication is a two-way process and it's the same with the English language. Always show interest in other people's opinion when they speak.

ACTIVITY 2.

Quiz: For each difficult word or phrase, circle the correct definition.

1. dominate:

- A) rule
- B) stars/heavens
- C) unfairly heavy load
- D) of movie
- E) money/giving money (to)

2. difficult:

- A) anyway
- B) helped
- C) (something that verifies people's identities)
- D) well-said (with a small number of words)
- E) very hard

3. sentences:

- A) (terrifying fear of cats)
- B) (not returned)
- C) (when one person is ordered to do the job of another)
- D) foolish rushing
- E) (series of words that make sense and that have a subject and a verb)

4. universally:

- A) shiny and rainbow-like
- B) sews
- C) pays part of
- D) (existing (the same) everywhere)
- E) (making people bleed to cure them of disease)

5. hybrid:

- A) combination of two things/gas-electric vehicle

- B) grow and do well
- C) suddenly made very sick with
- D) guess (based on what's known)
- E) scared

6. many different ways:

- A) eyes looking down
- B) person (who does not stay at a hospital overnight)
- C) many ways
- D) take away from us
- E) bad timing

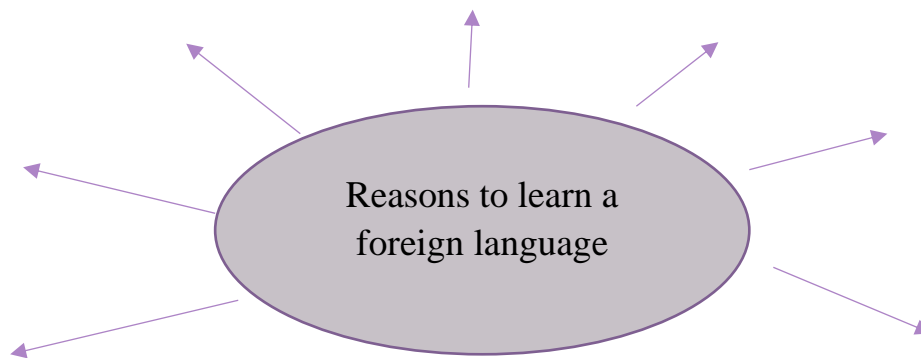
7. concept:

- A) old stories
- B) idea
- C) weak
- D) salty ham
- E) section 91

8. enhance:

- A) the public
- B) more unattractive
- C) (changing someone's mind through force and tricks)
- D) improve
- E) (being interested only in yourself/believing that everyone acts selfishly)

Speaking (Asking students about the reasons of learning English)



Listening and watching

ACTIVITY 3. Watch the video , while watching make some notes and discuss with the group.

<https://www.youtube.com/watch?v=txABk3q4aHk>

Questions:

- 1) What do understand the word “ being self confidence” in learning languages?
- 2) How could one improve brain health while learning the languages?
- 3) Are standardized tests important for learning process?
- 4) What do you think about overall school performance in your country?
- 5) How can one expand one’s job and career opportunities through learning through language learning?
- 6) Do you agree with the opinion “ Learning the language increases one’s earning power”?
- 7) How does learning languages help to transform travel experience?

3. Facilitates communication between different cultures

4) Facilitates international trade

A) A universal language facilitates intercultural communication. Cultural identity has always been centered on language. A universal language makes it easier for people to communicate with one another and helps them understand each other's cultures.

My family and I went to Argentina two years ago to watch the Buenos Aires soccer team play. I remember having a conversation in English with this Argentine university student after the game because I am a huge soccer fan. The contrast between the Argentinians' and Canadians' enthusiasm for soccer was the subject of our fascinating conversation. We were able to connect culturally despite the fact that we were both from different nations and did not speak English as our first language. We were able to communicate in the current global language.

B) Since the 1970s, the rise of globalization and neoliberalism has resulted in an unprecedented amount of international trade and business between nations. In reality, you need to communicate clearly and effectively in order to buy from or sell to a business partner from another country. Thankfully, a universal language removes the barrier to communication, enabling increased opportunities for economic expansion and international trade.

The "Language Barrier Index (LBI)" was a very interesting index that I discovered while conducting research for this blog post. The LBI, to put it succinctly, "measures the dissimilarity between the main languages of trading partners" and "quantifies international language barriers." Despite the fact that it involves a very intricate mathematical equation, it highlights

the advantages of a global language. Lohmann discovered that "language barriers are a significant deterrent to bilateral trade" by employing the LBI. Trade flows between two nations can decrease by 7% to 10% if the Language Barrier Index is increased by 10%.

C) Having a global language has more drawbacks than just the ones I'll cover in this section. But I want to look into this one because it has a direct impact on the field I'm studying right now. Because I study environmental studies, any lab, research project, or assignment in my classes relies heavily on scientific literature. It takes a long time (about a year) and many steps to get a scientific paper published. While scientists have been able to access a vast amount of literature from around the world thanks to a global language, non-native English speakers have faced significant obstacles. They might be considered scientists. Why do scientists need to know enough English to get their papers published? Scientists must clearly communicate their findings, conclusions, and methods, which can be difficult for some non-native speakers. Read English scientific papers and attend English conferences or discussions if you want your work to be recognized worldwide. Eighty percent of scientific papers were written in English, according to an article published in *The Atlantic*. "A journal published in a language other than English must at the very least include English abstracts," the article adds.

D) A BBC article says that in the past century, 400 languages have disappeared, or about one language every three months. In the next century, 50% of all languages will disappear.

Naturally, this is troubling because, to put it simply, the loss of a distinct culture is accompanied by the disappearance of a language. There are more opportunities for employment, education, and overall success for people who speak a global language. As a result, some speakers of minority languages believe that learning a global language will help them financially. Furthermore, our cultures are becoming increasingly intertwined as a result of globalization, resulting in the globalization of minority languages.

In conclusion, there are benefits and drawbacks to using a global language. Facilitating communication between cultures and paving the way for

greater international trade are two of its strengths. Non-native speakers face difficulties in the sciences, particularly when it comes to publishing scientific literature, and it contributes to the extinction of minority languages are two of its drawbacks.

ACTIVITY 2. Discuss these questions in the group

Will English continue as the world's global language in this century and beyond, or will another language take its place?

VOCABULARY

ACTIVITY 3. Quiz: For each difficult word or phrase, circle the correct definition.

1. facilitates:

- A) easily walked
- B) (causing an excited desire to do something big)
- C) (forcing an unwanted or illegal thing on someone)
- D) religious feelings
- E) helps

2. enthusiasm:

- A) (story that may or may not be true)
- B) talks (about other people's personal business)
- C) (related to sucking air or liquid)
- D) excited interest (in something)
- E) definitely

3. fascinating:

- A) was driven
- B) (very interesting)
- C) were taken
- D) sad
- E) grouped together

4. despite the fact that:

- A) gross and disgusting behavior
- B) (act of something getting bigger wider etc)
- C) even though
- D) think about
- E) showy salespeople

5. **global:**

- A) grand beauty
- B) secretly working together to commit
- C) worldwide
- D) stand near and threaten
- E) suffer (with sadness)

6. **globalization:**

- A) (animal without a backbone)
- B) (when lots of countries communicate and talk with each other)
- C) making him feel better
- D) speaks well
- E) room

7. **unprecedented:**

- A) never-before-seen
- B) going to
- C) obediently
- D) mischievous and dishonest people
- E) singular/plural

8. **barrier:**

- A) (something that blocks or stops something)
- B) great care
- C) neat and clean
- D) reduced
- E) similar way of thinking and doing things

9. **economic:**

- A) depressing
- B) (related to pumping or digging things from the ground)
- C) tiny world/tiny example
- D) (group of people with very strong beliefs)
- E) money-based

10. **expansion:**

- A) (act of something getting bigger, wider, etc.)
- B) payment
- C) changes the lives
- D) French district
- E) went

11. **succinctly:**

- A) most easily broken

- B) dug
- C) to create
- D) small handbag
- E) (in a well-said way)

12. dissimilarity:

- A) difference
- B) helpful plan
- C) (related to a husband or wife)
- D) outer space scientists
- E) bounds

13. quantifies:

- A) puts into numbers
- B) (device that can go underwater)
- C) (fills with messy piles of things)
- D) produced in big numbers
- E) emotional

14. barriers:

- A) (sprayed drops of liquid)
- B) (things that block or stop other things)
- C) (deal that is hard to agree to)
- D) bury
- E) old stories

15. intricate:

- A) charged a late fee
- B) (putting pictures into your mind)
- C) detailed
- D) being done/tried
- E) manners of speaking

16. deterrent to:

- A) method to reduce
- B) gives helping payments to
- C) successfully deals with
- D) (put into a computer)
- E) backed up a little

17. bilateral:

- A) (planning required to move people and supplies to where they're needed)
- B) (a leader that should be watched)

- C) two-sided
- D) Carcassonne
- E) unfairly treating

18. drawbacks:

- A) extremely respects
- B) collection
- C) hugely
- D) (bad results or effects)
- E) punish

19. has a direct impact on:

- A) (places where bodies are buried)
- B) directly affects
- C) right half
- D) (way of living)
- E) drink

20. environmental:

- A) (related to surrounding conditions or the health of the Earth)
- B) therapist (who puts needles in the skin)
- C) (assign to a position)
- D) trail maker
- E) thing that sticks out

21. literature:

- A) books
- B) rushes
- C) fake
- D) (right behavior toward living things)
- E) small unimportant thing

22. vast:

- A) fully using (for profit)
- B) sees/detects
- C) other personalities
- D) funny things/funny events
- E) huge

23. obstacles:

- A) (blocking or stopping things)
- B) have taken away (or ended)
- C) getting less

- D) disappeared slowly
- E) (less-than-best)

24. considered:

- A) acceptable nature
- B) to throw out the
- C) betel bush nut
- D) pleasant tricking
- E) carefully thought about/believed

25. conclusions:

- A) swear it
- B) (deadly germs poisons etc)
- C) (to cover up/to rush through)
- D) yes
- E) ends/end results

26. difficult for:

- A) taught
- B) (join the military)
- C) hard for
- D) many years now
- E) places (where people were born)

27. conferences:

- A) call (like a bird)
- B) (meetings to discuss things/meetings together)
- C) pretty
- D) (telling the difference between)
- E) most in control/most common

28. distinct:

- A) (evil-smelling poison)
- B) rude
- C) clear/separate
- D) expansion-related
- E) group of eight

29. is accompanied by:

- A) left-out
- B) predicted
- C) looked
- D) exists along with
- E) have overeaten/have overfilled

30. **financially:**

- A) (related to money)
- B) stopping
- C) carefully thought-about
- D) friendliness
- E) poison

31. **furthermore:**

- A) as happy as they are
- B) look carefully across (to better see something that's unclear)
- C) what's more
- D) joking
- E) the nothingness

32. **increasingly:**

- A) worry
- B) dishonor
- C) more and more
- D) Byzantine
- E) complimenter

33. **intertwined:**

- A) foolishly quickest
- B) twisted together
- C) moodiest
- D) purchase/getting/learning
- E) (boat holding devices/sources of support and security/TV reporters)

34. **conclusion:**

- A) weakening
- B) end/end result
- C) (meter that measures heat amounts)
- D) (moving backwards)
- E) (things made of crossed strips of wood metal etc)

35. **facilitating:**

- A) begged
- B) her way of thinking
- C) helping
- D) (related to the very beginning of life or an idea)
- E) really affecting

36. **difficulties:**

- A) asking him

- B) (problems, delays, etc.)
- C) very cruelly
- D) (land along the beach/along the beach)
- E) (people who like talking)

37. **particularly:**

- A) tell apart the
- B) pleasant tricking
- C) rejects
- D) us some time
- E) especially

38. **contributes:**

- A) unthinkable
- B) (people who use natural things to help people feel better)
- C) (examined something closely so the truth can be found)
- D) adds/gives
- E) foot-related

39. **extinction:**

- A) (very simple/from a time very long ago)
- B) the last few years
- C) tells
- D) destruction
- E) her unavoidable future

Listening (Watching video)

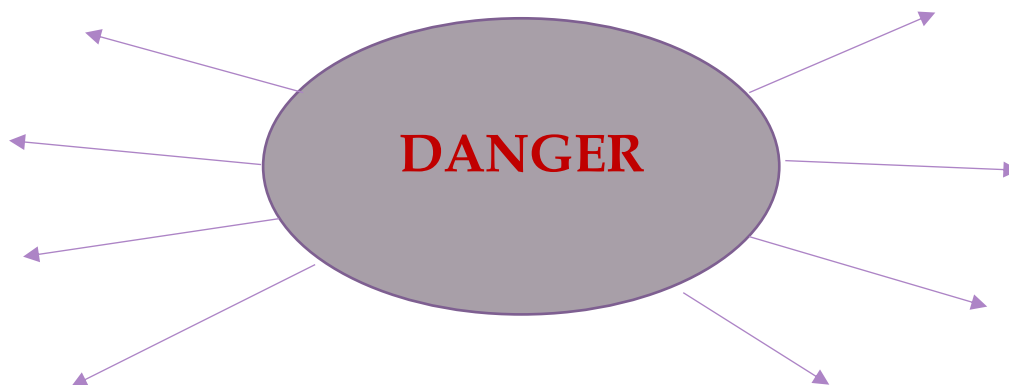
Whatch the video and share your opinion in group
(<https://www.youtube.com/watch?v=XLYtd7Qivr0>)



LESSON 16. DANGERS OF A GLOBAL LANGUAGE

WARM UP

What do you understand by the word “Danger”?



LEAD IN

Discuss the following questions in the group



- . What are the disadvantages of having one global language?
- . What are three main problems with language?
- . What is the major effect of language in globalization?
- . Can anything stop global language?

. What danger does jargon pose to English as a main international language?

READING TASK (Vocabulary)

ACTIVITY 1. Matching: For each difficult word or phrase, write the number of the matching definition.

Word or phrase

Definition

_____ realized	1: (statement that says that something is much bigger, worse, etc., than it really is)
_____ colonialism	2: (existing everywhere)
_____ exaggeration	3: (existing all over a large area)
_____ difficult to	4: many
_____ crucial	5: many
_____ native tongue	6: beginning and building on
_____ to address this	7: newspapers, web sites, and TV
_____ ought not to	8: worldwide
_____ emotions	9: (people who give their opinions)
_____ guarantee	10: bad effect
_____ the media	11: shouldn't
_____ implies	12: by that/in that way
_____ dominance	13: adding/giving
_____ linguistic	14: extremely important
_____ solely	15: language-based
_____ negative impact	16: strongly defends/strongly expresses
_____ comprehension	17: tried to
_____ global	18: (enjoying a lot of special treatment, money, and other advantages in life)
_____ conveys	19: native language
_____ privileged	20: satisfaction (while ignoring threats)

ACTIVITY 2. Choose the best title for the given passages

1. INTRODUCTION- A) A global language may make people lazy to learn other languages or limit their opportunities to do so. They have experienced some disadvantages as a result of this attitude. Native people can only speak one language, whereas non-natives can speak two. However, their rigid attitude is changing these days. Within English-speaking communities, there are clear indications of a growing awareness of the need to break away from the tradition of bias based solely on language. They have realized that learning foreign languages is necessary for increasing exports and attracting foreign investment. According to the Centre for Information on Language Teaching in the United Kingdom, a third of British experts miss out on opportunities due to their limited language proficiency. Some steps have been taken to address this issue. For instance, Japanese is now taught as a first language in Australian schools, and Spanish is now getting more attention in the United States and the United Kingdom.

2.LINGUISTIC POWER- B) The introduction of a universal language may cause language discrimination. Losing one's identity means losing one's language. Language is much more than just a means of communicating with others. Trudgill asserts that there is a close connection between culture and language, and that a widespread homogenization of culture may result in a shift in language, with native speakers adopting a new language and the old one eventually disappearing. Language murder and "language death" are not the same thing. When a language dies naturally, it is called language death; Language murder implies that the killer language actively discourages the use of other languages, even though its speakers are leaving it on their own accord. It is possible to eliminate minority languages from educational and media systems. English is referred to as a "killer language," which indicates that it was learned subtractively rather than additively, at the expense of the mother tongues.

3.LINGUISTIC COMPLACENCY - C) The introduction of English as the global language may be viewed as a threat to future dominance given the language's history of colonialism and war, which included instances of cruelty and violence.

4.LINGUISTIC DECLINE- D) It would not be an exaggeration to say that English is an omnipresent language due to its widespread spread across the globe. In numerous countries with multiple languages, it has been adopted as the medium of communication. It is establishing itself as the language of education, business, politics, the media, and many other fields worldwide. Even though having a global language has many advantages, there are also disadvantages. Global language has been the subject of some discussion among commentators. David Crystal is one of these commentators. In his book English as a Global Language, he expresses his concern about the possibility that this global language will have a negative impact

not only on itself but also on other languages that do not have the same amount of power as English. He argues that English ought not to be the universal language, thereby contributing to the decline of other languages. The points Crystal makes are crucial, and he is encouraging his readers to learn other languages with them.

5. FUTURE DOMINANCE THREAT- E) Linguistic power is the first threat he discusses. Crystal asserts that those who do not speak English as their mother tongue but rather as a second or foreign language will be at a disadvantage compared to those who do. Crystal attempted to argue that a global language might produce a privileged class of native speakers who take advantage of the opportunity to think and work quickly in their native tongue. If this were the case, they might use it to their advantage at the expense of people whose mother tongue is another language, creating a linguistic divide.

6. LINGUISTIC BANKRUPTCY- F) A community's use of a single language does not guarantee social harmony or mutual comprehension. This has been demonstrated numerous times throughout history, including the American Civil War, the Spanish Civil War, and the former Yugoslavia.

7. A FEELING OF LOSS- G) It's important for people to remember where they came from, and language is a big part of who you are. English is not a "neutral" language because of its close ties to American and British culture and history. It's possible that people whose languages are being lost as a result of the English language's dominance will lose their identities.

8. THREAT OF LOSING YOUR IDENTITY- H) Our discussion has demonstrated that the development of a global language has numerous benefits and drawbacks. We require a global language for politics, trade, security, and communication; however, we are also concerned about language loss, linguistic gaps, and cultural decline.

9. THREAT OF SOCIAL CLASH - I) A lot of people who answered the question about "English as a Global Language" were concerned that if we only had one language, they would feel "poor" when it came to expressing their feelings and emotions in a language that is not their mother tongue, that they would not know enough words to really express how and what they feel.

10. CONCLUSION- J) One of the dangers of speaking only one language is that it may become extremely technical and difficult to understand for non-native speakers. One example of this is the Eskimos, who have multiple words for "snow" because they require it. If they only knew one word for snow, they probably wouldn't be able to express themselves properly. Additionally, the Swedish people would be unable to use the term "lagom," which conveys a great deal about Swedish society and culture.

LISTENING TASK

ACTIVITY 3. Listening: multiple choice practice

Watch the *first 3 minutes* of the video and answer the questions below. Watch with subtitles if you find it difficult. You might also like to watch the rest of the presentation if you find the topic interesting.



<https://www.ielts-simon.com/ielts-help-and-english-pr/ielts-listening/>

1. The speaker states that

- A) speaking a language is a critical skill
- B) babies are language learning geniuses
- C) adults cannot learn a new language

2. The speaker's tests on babies involve

- A) training them to respond to a sound change
- B) training them to recognise the sounds of all languages
- C) training them to respond to a panda bear

3. The speaker describes babies as 'citizens of the world' because

- A) they understand everything they hear
- B) they can recognise the difference between the sounds of any language
- C) their listening skills are as good as adults' listening skills

WRITING TASK

ACTIVITY 4. The spread of an “global language” such as English will threaten national languages. To what extent do you agree or disagree with this opinion?

AGREE

DISSAGREE

SPEAKING TASK

Choose one chart and give your own opinion about the given item. Items are given from the text given above.

A community's use of a single language does not guarantee social harmony or mutual comprehension

A global language may make people lazy to learn other languages or limit their opportunities to do so

English is referred to as a "killer language," which indicates that it was learned subtractively rather than additively, at the expense of the mother tongues.

It's important for people to remember where they came from, and language is a big part of who you are

Crystal asserts that those who do not speak English as their mother tongue but rather as a second or foreign language will be at a disadvantage compared to those who do.

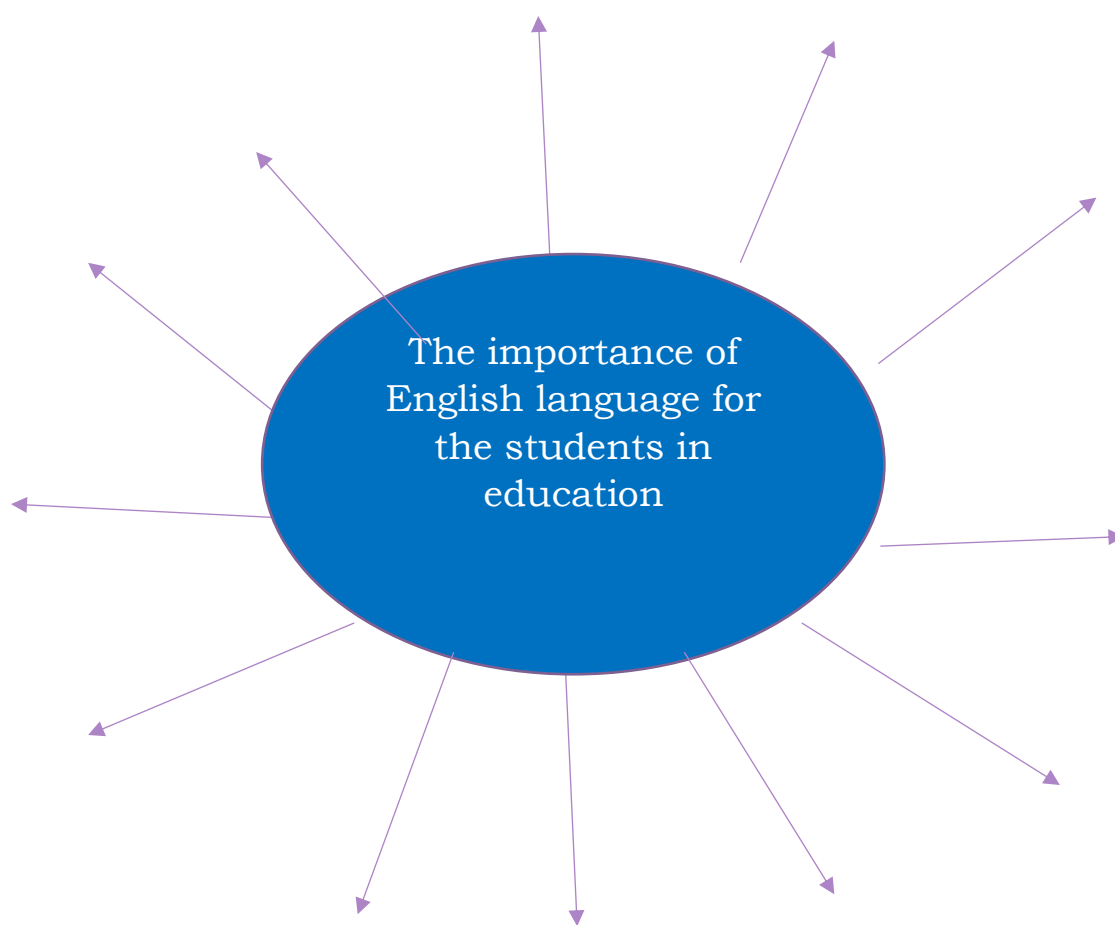
English is not a "neutral" language because of its close ties to American and British culture and history

LESSON 17. ENGLISH AS A LANGUAGE OF EDUCATION

WARM UP

What is the connection between language and education?

LEAD IN



LISTENING (WATCHING VIDEO)

ACTIVITY 1. Watch the video and discuss it in the group.

(<https://www.youtube.com/watch?v=rqnbJt8q37s>)

E.L.E.

English Language for Education

UCAS code: X3Q1

*What's that
about?*



READING (VOCABULARY)

ACTIVITY 1. Matching: For each difficult word or phrase, write the number of the matching definition.

Difficult word or phrase	Definition
___ conveying	1: very important
___ accessible	2: education
___ sentiments	3: extremely important
___ additionally	4: (focused mental and physical effort)
___ dialects	5: (increase in number and strength)
___ likewise	6: added/more
___ universally	7: (ability to last through/tolerate bad times)
___ concentrated	8: definitely
___ comprehension	9: (focus mental and physical effort)
___ admittance	10: upcoming
___ empowers	11: invention of new things
___ pragmatic	12: rules
___ accomplishing	13: (understanding/ explanation)
___ utilized	14: (mainly study)
___ autonomously	15: medicine-based

_____utilize	16: (understanding/making real/achieving)
_____amusement	17: weird-looking machines
_____comprehended	18: completing
_____clinical	19: using
_____widespread	20: also
_____perused	21: (related to what holds something together and makes it strong)
_____comprehend	22: practical
_____implies	23: (existing (the same) everywhere)
_____thus	24: (related to managing money)
_____contraptions	25: worldwide
_____concentrate	26: understanding
_____essential	27: back-and-forth writing
_____sites	28: hints
_____financial	29: carefully read
_____in light of	30: because of
_____impending	31: understood
_____vital	32: people
_____collaborate	33: different
_____concentrate	34: happiness-related
_____correspondence	35: entry
_____schooling	36: helps
_____endurance	37: grab/understand
_____lodgings	38: understand
_____assists	39: (place to stay and sleep)
_____undeniably	40: basic
_____concentrate	41: bringing across
_____realizing	42: feelings
_____global	43: (different versions of a language)

_____fundamental	44: work together
_____additional	45: also
_____interpretation	46: gives power to
_____increasingly	47: (in a self-ruling way)
_____individuals	48: use
_____structural	49: more and more
_____various	50: (existing all over a large area)
_____innovation	51: (easy to get to, use, or understand)
_____regulations	52: used
_____grasp	53: places/locations
_____utilizing	54: so

ACTIVITY 2. Match the headings with passages.

- 1. The English Language is the Language of the Internet:**
- 2. The English Language is the Language of Entertainment**
- 3. Medical Science**
- 4. Engineering Science:**
- 5. Importance of English Language for the Students in Education**
- 6. Study of Law**
- 7. The English Language Helps in Business**
- 8. The English Language Helps in Travel**

A) The English language assumes a vital part for the students in schooling. In the present current world the English language turns into the essential language of training. The English language is the language generally concentrated on from one side of the planet to the other. From one side of the planet to the other, the English language is the principal language of concentrate in each school system. For the students, it's vital to learn and figure out the English language for additional review. In many schools, and colleges the training is in the English language. For figuring out the books, talks, and tasks learning the English language first is important. The greater part of the students need to go to far off nations to study. Endurance without understanding and

communicating in the English language in unfamiliar nations is undeniably challenging. In this way, learning the English language is vital for those students who need to concentrate on in unfamiliar nations. The greater part of the science subjects and impending innovation and creations are in the English language.

B) Students who want to study laws they need to learn the English language first. Because most of the books of law, rules, and regulations are written in the English language. The laws students, they require to understand and speak the English language for presentation, communication, and interpretation in court.

C) The English language is vital to concentrate on clinical science. Practically a wide range of clinical science books are written in the English language, for study and realizing those books understanding the English language is vital. A wide range of clinical research facility gadgets and contraptions are in the English language, for accomplishing commonsense work and utilizing clinical gadgets and devices understanding the English language is vital.

D) The English language likewise assumes a vital part in any sort of designing review. Structural designing, electrical designing, mechanical designing, computer programming, and so on for a wide range of designing English language Is vital. Most designing books are written in the English language. for understanding and getting the hang of designing books, pragmatic works, and regulations understanding the English language is vital.

E) Understanding and communicating in the English language opens a great deal of chances and ways for organizations. For business getting it and communicating in the English language assumes a vital part. A finance manager generally needs to widen their business in the worldwide commercial center. They generally believe their business should develop universally. They manage different financial specialists on a worldwide level. For managing and speaking with other global money manager's comprehension and it is vital to communicate in the English language. Most finance managers get it and communicate in the English language without any problem. you can manage them in the English language

without any problem. In this way, correspondence with the cross-line money manager's comprehension and talking about the English language is essential.

F) The English language is the language of Diversion which implies these days most top movies and shows are made in the English language. Books and diaries, stories are likewise written in the English language to be perused universally all over the planet in light of the fact that the English language is the most well-known language spoken and comprehended by individuals on the planet. Various types of games are made in the English language. Individuals like to play different sort of games which is made in the English language for individuals to see without any problem. The English language is the authority language of the amusement world. Most diversion things are made in the English language. Understanding and communicating in the English language gives admittance to the universe of diversion to individuals.

G) The English language assists a ton with movement. Since you go any place individuals can talk and grasp the English language. There is a ton of benefits to understanding and communicating in the English language. Individuals who can comprehend and communicate in the English language can without much of a stretch make appointments of lodgings and different sorts of appointments and requesting food, and so on should be possible without any problem. Language is the fundamental media for conveying, sharing, and offering your viewpoints and sentiments to other people. Because of understanding and communicating in the English language, you can communicate effectively what you need to individuals of different dialects. You can collaborate and speak with different explorers who come from different spots all over the planet in the English language.

Additionally, you can connect and speak with the nearby individuals in the English language and can find support from them.

Talking and understanding the English language empowers you to autonomously go on movement.

H) The English language is the language of the web. Understanding the English language gives admittance to individuals to utilize

increasingly more web. It is the widespread language of the web. The greater part of the web crawlers like Google, Bing, and Yippee are in the English language. Practically 80% of the substance accessible on the web is in the English language. Research shows that a gauge there are 570 million individuals utilized the web everyday. A great many people visited the sites and content on the web which are in the English language.

Thus, these are the reasons and factors by which we can say the English language is vital for students in schooling.

ACTIVITY 3. Answer the questions

1. Why it's important to learn and figure out the English language?
2. Why do law students need to learn English language firstly?
3. What is the reason of being vital of English language to concentrate on clinical science?
4. What is the first thing you should do to learn the English language?
5. What is the most popular way to enjoy the world of entertainment?
6. What is the most important thing to understand and communicate in the English language?
7. What is the most well-known language spoken and comprehended by individuals on the planet?

LESSON 18. NEW ENGLISHES AND THEIR LINGUISTIC CHARACTER

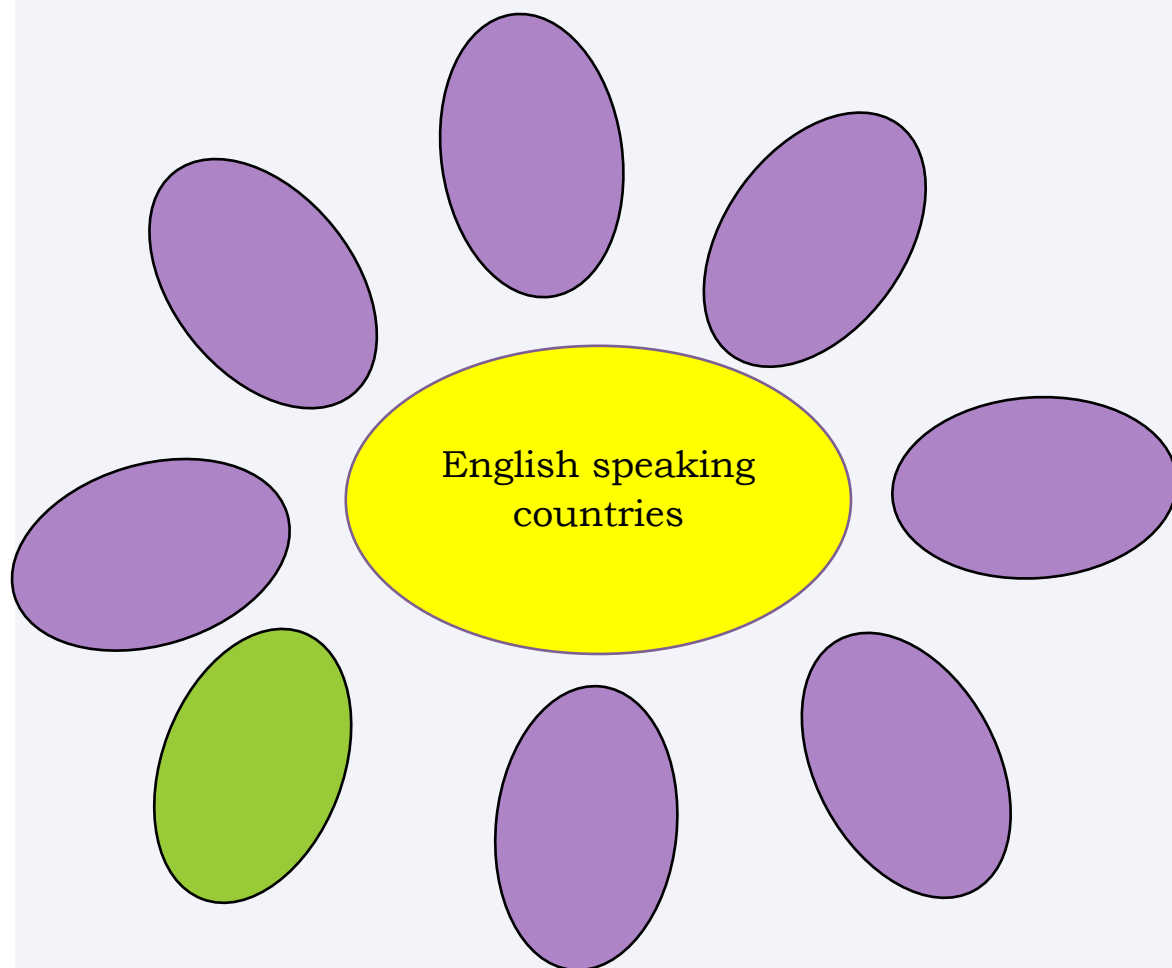
WARM UP ACTIVITY

Define the meaning of the following words:

Apartelle-

Calling card-

Comfort Room-



LEAD IN



What is the English language?

How many people speak English?

Is African American Vernacular English a dialect of English?

Where did English come from?

Is English the official language of the United States of America?

How many English speaking countries do you know?

READING TASK

ACTIVITY 1. Vocabulary

Ex 1.

	Difficult word/phrase	Easier replacement
1	to consider	a)to suggest
2	tangible	b)group of things that are all pretty much the same
3	imply	c) think about
4	homogeneous	d) able to be touched/real

5	phenomenon	e) family relatives or things that existed long, long ago
6	numerous	f) ask lots of questions about/try to find the truth about)
7	ancestors	g) important thing/big event
8	investigate	h) many
9	variation	i)learning how to speak
10	language acquisition	j)difference/different version

Ex 2. Quiz: For each difficult word or phrase, circle the correct definition.

1. **have evolved:**

- A) have changed (and gotten better)
- B) has sped up
- C) most important
- D) money-based

2. **many different ways:**

- A) intelligent talk
- B) is taken from
- C) many ways
- D) figuring out/calculating

3. **originated:**

- A) needed/demanded
- B) started
- C) joining together of
- D) jobs/lines of work

4. **anglo:**

- A) (white American)
- B) most important
- C) jobs/lines of work
- D) intelligent talk

5. **medieval:**

- A) areas

- B) started
- C) (sudden, unwanted entries into places)
- D) (very old time in history)

6. **discourse:**

- A) intelligent talk
- B) is taken from
- C) joining together of
- D) jobs/lines of work

7. **has acquired:**

- A) (sudden, unwanted entries into places)
- B) has bought/has owned/has received
- C) figuring out/calculating
- D) (different versions of a language)

8. **lingua franca:**

- A) sometimes
- B) (helped the advancement of)
- C) widely-used language
- D) money-based

9. **regions:**

- A) intelligent talk
- B) (sudden, unwanted entries into places)
- C) areas
- D) has bought/has owned/has received

10. **economic:**

- A) joining together of
- B) needed/demanded
- C) money-based
- D) areas

11. **european:**

- A) has bought/has owned/has received
- B) (related to Europe)
- C) needed/demanded
- D) money-based

12. **commonwealth:**

- A) country/state
- B) airplane-related
- C) figuring out/calculating
- D) (very old time in history)

13. **fusion of:**
- A) has sped up
 - B) joining together of
 - C) intelligent talk
 - D) (different versions of a language)
14. **dialects:**
- A) (white American)
 - B) (very old time in history)
 - C) (different versions of a language)
 - D) jobs/lines of work
15. **is derived from:**
- A) have changed (and gotten better)
 - B) many ways
 - C) is taken from
 - D) (related to Europe)
16. **invasions:**
- A) started
 - B) have changed (and gotten better)
 - C) (helped the advancement of)
 - D) (sudden, unwanted entries into places)
17. **furthered:**
- A) country/state
 - B) often
 - C) (helped the advancement of)
 - D) has bought/has owned/has received
18. **predominant:**
- A) many ways
 - B) has sped up
 - C) country/state
 - D) most important
19. **in some cases:**
- A) (related to Europe)
 - B) sometimes
 - C) (helped the advancement of)
 - D) money-based
20. **required:**
- A) needed/demanded
 - B) jobs/lines of work

- C) money-based
- D) sometimes

21. **aviation:**

- A) airplane-related
- B) intelligent talk
- C) most important
- D) country/state

22. **diplomacy:**

- A) sometimes
- B) politeness and skill with people
- C) started
- D) airplane-related

23. **has accelerated:**

- A) most important
- B) needed/demanded
- C) (related to Europe)
- D) has sped up

24. **a number of:**

- A) jobs/lines of work
- B) some
- C) many ways
- D) intelligent talk

25. **professions:**

- A) (helped the advancement of)
- B) figuring out/calculating
- C) jobs/lines of work
- D) many ways

26. **computing:**

- A) needed/demanded
- B) figuring out/calculating
- C) many ways
- D) most important

27. **frequently:**

- A) has bought/has owned/has received
- B) (sudden, unwanted entries into places)
- C) most important
- D) often

28. **has emerged:**

- A) intelligent talk

- B) (helped the advancement of)
- C) has come out
- D) some

Ex 3.

Difficult words: you fill in the definitions:

	Difficult word/phrase	What does it mean?
1	transpired	
2	notion	
3	global	
4	theoretical	
5	uncertainty	
6	lacking	
7	distinct	
8	expansion	
9	occurred	
10	foresee	
11	fascinating	
12	speculations	
13	concludes	
14	acknowledging that there	

ACTIVITY 2. Choose the best title for the given passages.

1. Introduction
2. The English language
3. Nigerian English
4. Linguistic nativization
5. Pragmatic nativization
6. Creative nativization
7. Future of new Englishes
8. Conclusion

A) It is reasonable to conclude that the New Englishes exhibit the inherent creative power of human linguistic competence and performance at this point. They are a projection of the human dynamic instinct to domesticate nature in language so that man can satisfy his communication needs and create a means of social identity and uniqueness.

B) There are two kinds of creative nativization. First, Nigerian experiences and worldviews are not shared by native English speakers, so expressions are created to reflect those. Take in (when pregnant), Tokunbo, go slowly, four-one-nine, and other similar expressions are examples. Second, authentic Nigerian native idioms are translated to reflect the context (for example, Chinua Achebe's proverb "Proverbs are the palm oil with which words are eaten").

C) The English language's rules are twisted to force the language to reflect or express indigenous greetings' cultural practices. Examples include "Well Done," "Hope you didn't see the rain," and "You met us well" (invitation to a visitor at mealtime).

D) When discussing the development of language, it is important not to consider it to be a tangible object. According to Crystal and Davy (1969), the term "the English language" is "a shorthand way of referring to something which is not, as the name may seem to imply, a homogeneous phenomenon at all, but a complex of many different "varieties" of language in use in all kinds of situations and in many parts of the world." "The English language" is a term used to refer to the English language. According to Fakoya (2001), these numerous "varieties of language" are connected to a "common core," which is made up of people whose ancestors spoke English (Crystal and Davy, 1969). According to Meshthrie and Bhatt (2003), the situations in which these varieties have developed make it possible

to investigate broad topics like language variation and change, second language acquisition, and language contact and shift.

E) In our case, "New Englishes," this English language from which other varieties have evolved is the English language, which is now spoken in many different ways around the world. It is a language of Western Germany that originated in England's Anglo-Saxon kingdoms and spread to South-East Scotland under the influence of the Anglo-medieval kingdom of Northumbria. It has become the leading language of international discourse and has acquired use as a lingua franca in many regions due to the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom since the eighteenth century and of the United States since the middle of the twentieth century. It is widely taught as a second language and is the official language of many international organizations, including the European Union, the United Nations, commonwealth nations, and others. According to Baugh and Cable (2002) and Burney (2002), it is the third most widely spoken native language in the world. Old English is the result of the fusion of languages and dialects brought to the Eastern coast of Great Britain by Germanic (Anglo-Saxon) settlers beginning in the fifth century. The word "English" is derived from the name of the Angles. Viking invasions in the eighth and ninth centuries furthered the influence of Old Norse on the language (ibid.). Today, modern English is the predominant language and, in some cases, the required international language for communications, science, business, aviation, entertainment, radio, and diplomacy. The language's spread around the world has accelerated as a result of the United States' growing cultural, economic, and political power. In a number of fields, occupations, and professions, including medicine and computing, a basic understanding of English is now required. According to Platt (1984) and Pride (1982), it is the most frequently taught second or foreign language and has emerged as the major international language.

Apartelle- A budget hotel. From *apartment* + *hot+el* +*le*

Other terms used are 'apartel,' 'apartmen hotel', and 'condotel.'

Calling card — Refers to a business card. A *call card*, on the other hand, is a phone card.

Camotecue — Similar with Bananacue, but using sweet potato.

Comfort Room — The Filipino term for bathroom/restroom.

Canteen — As in the British term normally used for cafeteria.

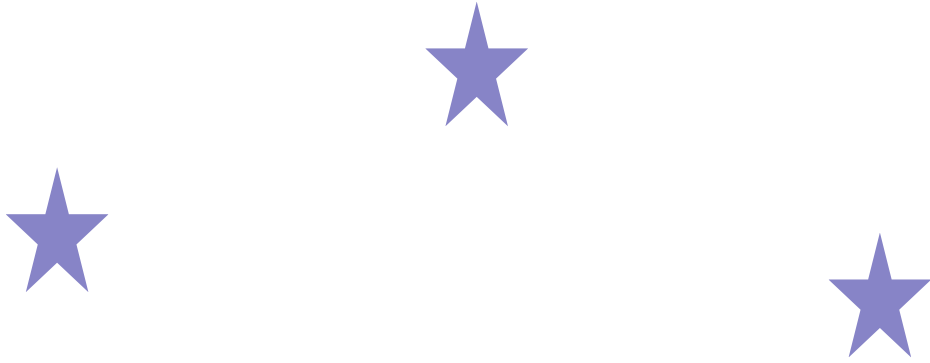
Canteen in Standard English is a water container.

F) The language spoken in Nigeria is Nigerian English. English is the language of international diplomacy and relations in Nigeria, as well as the official language of communication, the media, education, and education in schools. More than one hundred fifty million people speak it. Most people speak it as a second language, but only a few speak it as their first. About four million people speak it as their first language (Ihemere, 2006). It is regarded as the language of unity that unites all Nigerians: According to Adedoyin (2001), Nigeria has more than 400 indigenous languages. Dipo Salami (2001) identifies various varieties of Nigerian English. He points to primary school, secondary school, teachers' college, and tertiary English, among other levels. He also identifies varieties belonging to ethnic or regional groups, such as Yoruba, Urhobo, Igbo, Hausa, Tiv, and so forth; varieties, both formal and informal (a formal variety is one that is used in formal settings like offices and corporations, whereas an informal variety is one that is utilized in informal settings, such as among friends, family, etc.), written and spoken varieties, as well as temporal varieties. According to Adebukunola (2001), Nigerians are practically unable to adequately express the Nigerian worldview in English without nativizing the language. According to Ayo Bamgbose et al. (1995), there are three distinct stages at which English has become indigenous in the Nigerian context. They are the followings:

G) David Crystal stated in 1996: Everything transpired so quickly. In 1950, any notion of English as a true global language was only a dim, hazy theoretical possibility, surrounded by Cold War political uncertainty and lacking a clear definition or direction. There is no other language that has spread as widely around the world. Only 110 million people are aware of Chinese, which has eight distinct spoken languages and a common written system. However, the rate at which the expansion has occurred since the 1950s is more impressive than the total. Even if we are unable to foresee the future, we can, and there are some fascinating speculations to be made. For instance, it could be that the English language has developed to the point where it is no longer subject to social control. Crystal (1996) concludes his argument by acknowledging that there may come a time when no single group will be able to halt the

expansion of English. This means that even the United States, which is the largest English-speaking nation in the world, will have less and less influence in this regard over time due to the manner in which the global population is expanding.

H) This entails replacing English phonemes with those of the Nigerian language, particularly in cases where there are no equivalents in the Nigerian language (e.g., /t/ for // and d /d/ for //, etc.). Some non-count nouns are pluralized as well, such as information, lands, and so on). The English spoken in Nigeria now includes vocabulary terms like "waistbeads," "kola," "bold-face," and so on that are specific to the country's culture.



TEXTS FOR HOME READING



TOPICS FOR INDEPENDENT WORK

1. Stages of development of the English language
2. The cultural foundation of English
3. Changes in the language and factors affecting it (for example, Internet, business, diplomacy, etc.);
4. Language change and the factors that influence it (e.g. internet, business, diplomacy, etc.)
5. The linguistic character of new Englishes
6. The future of English
7. Varieties of English
8. English as a mother tongue (UK, US, Australia, etc.), second (e.g. India, Singapore) and foreign language (e.g. Uzbekistan and other CIA countries)
9. Specific adverb+adjective pairs showing differences in conversational usage.
10. What are the dangers of a global language and could anything stop a global language?
11. Globalisation and the spread of English in the modern world

TOPIC 1. STAGES OF DEVELOPMENT OF THE ENGLISH LANGUAGE

What are the origins of English?

By Darya Sinusoid

What are the key events in the evolution of the English language that were most instrumental in shaping it into the version we speak and write today?

English, as we know it today, is very different from its original Anglo-Saxon version. To understand how this came to be, we need to understand the evolution of the English language and the processes by which it transformed into English as we know it today. Keep reading to learn about the evolution of the English language.

Unfolding the evolution of English through Time

The evolution of the English language happened in three phases: 1) the Anglo-Saxon phase, 2) the Medieval or the Middle English phase, 3) and the Modern English phase. Each phase is characterized by distinct influences and their resulting changes to the language's vocabulary, syntax, grammar, and pronunciation.

1) The Anglo-Saxon Phase

The first evolutionary for the English language began when Germanic peoples known as the Angles and Saxons, hailing from what is now Northern Germany, began migrating to and conquering the Roman province of Britannia in the mid-5th century CE.

These Angles and Saxons brought their North Sea Germanic dialects to their new home. The linguistic linkages between English and the dialects spoken in Northern Germany can still be detected today. They even gave their name to the new country—Angle-land, or England.

Different invading tribes settled in different regions of what is now England, lending their own unique linguistic stamp to different regions of the country. The echoes of this historical process of

localized linguistic development can even be seen in the United States today, as different regions of North America were, in their turn, settled by people from different regions of the British Isles.

Old English

The proto-English spoken by the Angles and Saxons morphed over time into Old English. Christian missionaries arrived in 597 and began the process of Christianizing the population (or, at least, the political elite of the country). The rise of a new priestly class that needed to be able to read and write in order to understand and teach the Bible aided in the spread of literacy and helped give Old English a written form.

Old English gradually supplanted the old Latin and Celtic influences in England. These latter linguistic traditions have left very little trace in modern England—astonishingly few English personal or place-names today have Latin or Celtic antecedents.

Old English is largely unintelligible to speakers and readers of Modern English. We can observe this by comparing lines of text. The Old English “Fæder ure ꝥu ꝥe eart on heofonum, si ꝥin nama gehalgot” translates to the Modern English “Our father which art in heaven, hallowed be thy name”—the opening lines of the Lord’s Prayer.

Despite the seemingly alien nature of Old English, it does have some similarities of structure and syntax to the language we speak and write today. Although influences from subsequent linguistic waves over the British Isles displaced much of the Old English language (only about 1 percent of our vocabulary can be traced to it) **some of our most fundamental words owe their origins to Old English**, particularly words related to family—*man, wife, child, brother, and sister*, to name a few.

There was a great outpouring of Old English literature during the Anglo-Saxon period of English history. The Venerable Bede, a Northumbrian monk, was the first English historian and chronicler; Caedmon was the first English poet; and Alcuin was the first English scholar of international reputation, a leading figure at the court of Charlemagne. In addition to these, we have a rich trove of Old English letters, charters, and legal texts that point to the vibrancy of the language. Works like *Beowulf* and *Caedmon’s Hymn* are the starting points of English literature.

The Vikings and the Scandinavian Influence

From the 8th to the 10th centuries CE, the British Isles suffered a new wave of invasion and settlement. This time, the invaders were Vikings from what are now the Scandinavian countries of Norway, Sweden, and Denmark. Scholars are unclear as to why these invasions started when they did, but they left a profound and lasting influence on the English language. A political settlement with the Anglo-Saxon kings in the mid-9th century granted the Vikings a specified area in Northeastern England in which they could live and settle. This area was known as the Danelaw.

The linguistic stamp of the Danelaw can still be observed in England today, as the Viking invaders infused Old English with new loanwords taken from their Old Norse languages. Important words like *husband*, *sky*, and *leg* can be dated back to the Viking Age.

The importation of Scandinavian words also made the Old English language more flexible, because these words often *supplemented* words that already existed in Old English instead of completely replacing them. This gave Old English a host of synonyms and doublets that allowed different words to be used to express slightly different ideas. Old English also absorbed syntax and grammatical structure from Old Norse, a testament to the language's fluidity, even at this early stage in its development.

2) The Middle English Phase

The second phase in the evolution of the English language started roughly at the intersection of the 11th and the 12th century, when the Norman king William I conquered England and displaced the reigning Anglo-Saxon ruling elite. The Normans were people from Normandy, in Northern France, themselves descended from Viking ancestors. The Norman Conquest, unlike the earlier Saxon and Viking invasions, was *not* a mass migration. Instead, it was a replacement of one set of elites by another—the Old English *nobility* was dispossessed and replaced by a new Anglo-Norman governing class, but life and language continued on normally for the vast majority of the English population.

Norman French, not English, was the language of the ruling elite in England for centuries after the Norman Conquest—after 1066, no English monarchs spoke English as their primary language until Henry IV's coronation in 1399. The words imported into today's English from Norman French distinctly show this social/linguistic split. It is no coincidence that the roughly 10,000 words that owe their origins to the Norman Conquest are disproportionately concentrated in subject matters like court (*duke, baron*) and jurisprudence (*jury, felony*), while words

like *baker* and *millar* having to do with everyday life or ordinary trades are disproportionately Anglo-Saxon in origin.

Largely left to its own devices, English developed organically during the Middle Ages. The ruling Anglo-Norman elite took little notice of developments in English, because it was the language of commoners.

This was the era when English developed many of its more recognizable features, like uninflected verbs with stable consonants (inflection is a change in the form of a word, often the ending, to reflect different contexts like gender, mood, and tense). In English, however, verbs and other parts of speech tend to be the same regardless of these different contexts. As we shall see later, such developments were to prove greatly advantageous to English as it spread throughout the world.

Medieval Developments

By the mid-14th century, English had reasserted itself as a language of government and law, likely due to the fact that the political links between England and France were severed over the course of the centuries. Moreover, we see a shift in the character of written English—Chaucer’s *Canterbury Tales* is a clear departure from Old English. It is written in what we call Middle English, a form far more recognizable to modern readers.

The biggest part of this change was the loss of inflection and gender, but other forms of simplification and unification were taking place. For example, Old English had six noun endings to denote a plural, but only two survived into Middle and Modern English (“-s” as in *hands* and “-en” as in *oxen*, with the latter being extremely rare and used only for a handful of words). Verb forms were also being reduced, with fewer options to denote the tense of a word.

Although Medieval English dialects could vary widely even across short distances, **the language was becoming more standardized in the Late Middle Ages.** This had much to do with the influence of London. The relatively simple grammatical structure of the English dialect in this city as compared to other dialects, its large population, its role as the national seat of government and commerce, and its proximity to the universities of Oxford and Cambridge gave London English advantages that ensured its ultimate triumph over other, local forms of the language.

This was a long and uneven historical process—it didn’t happen all at once and it didn’t happen at the same speed everywhere.

Vestigial irregular verbs (those whose conjugation does not follow the usual pattern remain in the language like *bear/bore* and *wear/wore*. In addition, there are still parts of South Yorkshire in the north of England where archaic pronouns like *thee* and *thou* survive to this day. Lastly, non-English Celtic languages for a long time remained the primary mode of speech in the fringes of the British Isles, like Western Ireland, Wales, and Highland Scotland.

3) The Modern English Phase

The Modern English phase extends from the 16th century to the present day. Perhaps the biggest change during this phase was the culmination of the revolution of the phonology of English (the Great Vowel Shift), running roughly from 1400-1600 CE, during which English speakers began pushing vowels closer to the front of their mouths. The word *life*, for example, was pronounced *lafe* in Shakespeare's time, with the vowel lodged further back in the throat.

At this time, English began to be regarded for its potential as a language of literature. **No writer took greater advantage of the incredible flexibility and richness of the English language than Shakespeare.** The Bard of Avon alone added some 2,000 words to the language, such as *mimic*, *bedroom*, *lackluster*, *hobnob*. He also introduced a host of new phrases we still use today, like "one fell swoop" and "in my mind's eye." Shakespeare greatly elevated and exalted the English language.

For much of the history of the evolution of the English language, however, words defied standard spelling, with even Shakespeare offering a bewildering array of different and inconsistent spellings for the same words throughout his works. **The first steps toward standardization only began with the invention of the printing press in the 15th century** and the gradual spread of written works (and thus, literacy) throughout England.

By 1640, there were over 20,000 titles available in English, more than there had ever been. As printed works produced by London printers began to spread across the country, local London spelling conventions gradually began to supplant local variations. What this also meant was that **old spellings became fixed just as many word pronunciations were shifting because of the Great Vowel Shift.** Our inheritance is a written language with many words spelled the way they were pronounced 400 years ago. As a

result, **English spellings often bedevil non-native speakers, as well as those who've spoken the language their whole lives.** Pronunciation and spelling are frequently divergent. To take just one example, the *sh* sound can be spelled *sh* as in *mash*; *ti* as in *ration*; or *ss* as in *session*. The troublesome orthography (the set of conventions for writing) of English can be seen in words like *debt*, *know*, *knead*, and *colonel*, with their silent letters, as well as their hidden, but pronounced letters.

Grammar Police

The organic and sometimes haphazard evolution of English has led some figures to call for the establishment of a central body to create rules about and regulate the usage of the language. Such bodies do exist in other languages. The Académie Française, founded by Cardinal Richelieu in the 17th century, still serves as the official body regulating proper usage of the French language (how seriously its rules are taken by actual Francophones is another matter). English men of letters like John Dryden, Daniel Defoe, and Jonathan Swift believed that English might benefit from the establishment of such an academy.

But this idea was also greeted with hostility by opponents like the great lexicographer Samuel Johnson, US President Thomas Jefferson, and theologian Joseph Priestley, all of whom argued that **an “official” authority on English would inhibit the evolution of the language, exert an overly conservative and stodgy influence on usage, and freeze the language at a particular point in time.** Ultimately, no “English Academy” was established.

Many celebrate this outcome as a positive development for the language, one that freed it from being saddled with a set of cumbersome and inflexible rules imposed by an elitist and out-of-touch body. In the absence of an official organization, English has relied upon informal and self-appointed grammarians and lexicographers to define its rules.

These figures write books and give lectures on proper or standard usage of the language, but they are usually ignored by the vast majority of the population. Even high-profile elites in the worlds of academia, politics, and culture frequently misuse words (confusing *flout* with *flaunt*, as US President Jimmy Carter once did in a televised address) or use technically improper forms of the

language (splitting an infinitive as in the *Star Trek* phrase “to boldly go” instead of the more proper “to go boldly”).

Many of the rules of English we observe today are the **arbitrary creations of self-appointed authorities who lived centuries ago and offered little or no rationale for the rules they promulgated**. The 18th-century English clergyman and amateur grammarian Robert Lowth is a good example of such a figure. It is to Lowth that we owe many of the arbitrary rules of usage that we see in style guides and textbooks all over the English-speaking world such as not ending a sentence with a preposition, the prohibition against double negatives like “I don’t want no potatoes,” and the subtle, but different meanings of *between* and *among*.

Other grammar police of the time and of later ages declared that it was unacceptable to combine Greek and Latin root words into a single new word, and so railed against words like *petroleum* (combining the Latin *petro* and the Greek *oleum*). These **deeply silly and pretentious dictums rested upon no logic or reason and ignored centuries of real-world use** in England and her colonies by both ordinary people and the great English writers of the time.

The Creation of Words

We’ve explored the historical forces that shaped the overall structure of the English language. But in our effort to understand how English became the language we speak and write today, we need to delve deeper and understand the processes by which individual *words* themselves are formed. **There are six primary ways words have entered the English language.**

1. **Words are born through accident.** Many English words are the product of simple mispronunciation, misspelling, mishearing, or misuse. For instance, *sweetheart* was once *sweetard*, but evolved into its present form through persistent misuse. In other cases, words are created through backfilling from plural to singular. For example, the word *pease* was once the singular form of *pea*. The word *pea* didn’t exist, but people mistakenly thought that *pease* was plural, so *pea* was created to correct this supposed error.
2. **Words are adopted from other languages,** as we saw with loanwords from Old Norse and Norman French. English has

proven to be a remarkably welcome home for “refugee” words. Even in Shakespeare’s time, English had already borrowed words from over 50 languages, a remarkable feat considering the difficulties of travel and communication in the pre-modern era. Indeed, loan words and phrases from other languages live on in English long after they have gone extinct in their native tongues (like *nome de plume* or *double entendres*, both of which no longer exist in their original French). Some words like *breeze* (derived from the Spanish *briza*) have become so thoroughly anglicized that we forget they are actually derived from foreign sources.

3. **Words are invented from nothing, with no known explanation as to their origin.** We’ve already seen how Shakespeare single-handedly introduced hundreds of words into the language. Even as ubiquitous a word as *dog* only began to appear in the late Middle Ages; before this, the word for this animal was *hound*. Other times, new words come into existence as a by-product of new technologies—in our time, the internet has spawned its own mini-language.
4. **Existing words shift their meaning over time,** even if they retain their spelling and pronunciation. Some words have undergone remarkable changes in definition over the centuries, even coming to mean the exact opposite of what they originally did. This latter phenomenon is called *catachresis*. Since Chaucer’s time, the word *nice* has meant everything from foolish to strange to wanton to lascivious. Only in the mid-18th century did it acquire something akin to its present meaning. The word has changed so much that it is sometimes impossible for historians and linguists to divine its precise meaning in antiquated texts.

TOPIC 2. THE CULTURAL FOUNDATION OF ENGLISH

CULTURAL FOUNDATION OF THE ENGLISH LANGUAGE

In the preface to his *Grammar of the English Language*, cultural foundation, John Wallis states, "I have undertaken to write a grammar of English" due to "clearly a great demand for it from foreigners, who want to

be able to understand the various important works which are written in our tongue." He goes on to say: English editions of all kinds of literature are widely available, and without being boastful, it is possible to say that "nearly every worthwhile body of knowledge has not been recorded today, at least adequately, in the English language."¹ This argument sounds familiar to ears in the twenty-first century; However, the author of these bold statements is not modern. In 1765, John Wallis was writing in England. In addition, the expressions are a translation. In the eighteenth century, Latin was still widely used as a scholarly lingua franca. Wallis wrote his book in Latin. However, he could clearly see how the situation was shifting—and had already shifted significantly since Shakespeare's time.

One of the most ardent supporters of the English language a few generations earlier, Merchant Taylors' School headmaster Richard Mulcaster declared in 1582: London is better to me than Rome. I favor England over Italy. I revere the English, but I honor the Latin. Mulcaster, on the other hand, was living in a very different intellectual environment. He felt that he had to stand up for the language against those who thought that English shouldn't take over from Latin. He was surrounded by many people who were of the opinion that great and intricate thoughts could not be expressed in "mere vernacular." As a result, he strongly expressed himself: I do not believe that any language is more capable than our English tongue of expressing all arguments with greater clarity or punch. Shakespeare would begin to provide him with evidence a decade later.

Mulcaster could still see that there was a problem, despite his strong convictions: Latin surpassed English in international competition. At one point, he states, "Our English tongue is of small reach; it extendeth not beyond this island of ours, nay, not there over all." He was correct because, at the time, Celtic languages were still widely spoken in Britain and few people traveled abroad. Mulcaster makes the observation that "our state is no Empire to hope to enlarge it by commanding over countries." However, the situation was about to fundamentally shift when the first expedition to America led by Walter Raleigh set sail within two years.

However, not everyone was as pessimistic as Mulcaster. In the year 1599, Samuel Daniel wrote in his poem *Musophilis*:

And who knows when we might release our tongue's riches, or to what far-flung shores this reward of our highest glory might be sent to benefit unknown nations without supplies?

Which worlds in the Occident, which are still in its infancy, can be refined with our own accents?

However, it wasn't until well over a century later that Daniel's speculations became a reality. When the poet and traveler Richard Flecknoe thought back on his ten-year journey through Europe, Asia, Africa, and America fifty years later, he discovered that the most useful languages to know were Spanish and Dutch, with English only occasionally being helpful – as he put it, "to stop holes with." However, by the 1750s, the Earl of Chesterfield was able to write: I have . . . a sensible pleasure in pondering the rapid advancements our language has made recently and continues to make throughout Europe. '3

Additionally, David Hume saw America as the key to English's future success in 1767, when French was recognized as the language of international diplomacy: Therefore, the French should prevail in the current spread of their language. Our established and expanding establishments in the United States promise to be more stable and last longer than the English language. 4 A lot of Americans agreed. In 1780 John Adams, as a feature of his proposition to Congress for an American Foundation, was in no question.

"English is destined to be the world's language more generally in the next and subsequent centuries than Latin was in the past or French is now." The reason for this is clear: America's growing population and its universal connection and correspondence with all nations will, with the assistance of England's influence in the world – large or small – force their language into widespread use, despite any obstacles they may encounter.⁵ He proved to be an accurate prophet.

We might anticipate that the Americans and British would also speak out in favor of their own languages. In point of fact, their opinions were frequently expressed with an extravagance that we now find embarrassing. For example, they claimed to see divine providence in the spread of English or suggested that its pronunciation or grammatical construction was intrinsically superior, which I rejected in chapter 1. As a result, the German philologist Jakob Grimm's statement in 1851 that "of all modern languages, not one has acquired such great strength and vigor as

the English" and that it "may be called justly a language of the world" was a moment of significance. destined to reign in the future with even greater sway over all parts of the world."6 His viewpoint was frequently cited, and as British imperialism expanded in the nineteenth century, similar opinions increased. In his cultural history of the language, *Images of English*, US linguist Richard W. Bailey has compiled a number of contemporary comments.

TOPIC 3. CHANGES IN THE LANGUAGE AND FACTORS AFFECTING IT (FOR EXAMPLE, THE INTERNET, BUSINESS, DIPLOMACY, ETC)

CHANGES IN THE LANGUAGE AND FACTORS AFFECTING IT (FOR EXAMPLE, THE INTERNET, BUSINESS, DIPLOMACY)

English in diplomacy

In 1919, decision-making following the First World War marked the beginning of the political consolidation of English. The League of Nations' mandates system brought former German colonies in Africa, the Middle East, Asia, and the Pacific under the control of the victor, and English language influence increased significantly in areas where Britain became the direct intermediary (like Palestine, Cameroon, and Tanganyika) or other English-speaking nations:

Australia (Papua New Guinea), New Zealand (Samoa), and South Africa (present-day Namibia) are a few examples.

But political expansion had already slowed down the expansion of linguistic influence. The manner in which the cultural legacies of the colonial era and the technological revolution were being felt on an international scale was far more significant for the English language in the world following the war. English was now emerging as a means of communication in emerging fields that would gradually shape domestic and professional life in the twentieth century.

Relations with other countries The League of Nations was the first modern alliance to give English a special place in its meetings:

The cultural legacy is that all documents were printed in both English and French, which were the two official languages. The League was established in 1920 as part of the Treaty of Versailles. At its First Assembly, it had 42 members, many of whom were from outside Europe. With such a broad membership, the significance of a lingua franca was obvious. In 1945, the United Nations took the League's place and made the lingua franca even more important. Over fifty distinct organs, programs, and specialized agencies, in addition to numerous regional and functional commissions, standing committees, expert bodies, and other organizations, make up the United Nations today. Within each of these structures, English is one of the official languages.

In all parts of the world, the language plays an official or working role in the majority of other major international political gatherings. The Commonwealth, the Council of Europe, the Association of South-East Asian Nations, the European Union, and the North Atlantic Treaty Organization are all examples.

For instance, the European Free Trade Association and the Organization of Petroleum Exporting Countries both use English as their sole working language. The choice of a lingua franca must be made unless a body has a very limited membership, like one that only includes states that speak Arabic or Spanish, and English is the first language that most people choose. However, even restricted-membership meetings acknowledge English's significance: Although their meetings may not be recorded in English, their official statements to the international media and the reports they distribute to the general public at the conclusion of the meeting typically are.

It's often overlooked how much this way of speaking English is used. There were approximately 12,500 international organizations worldwide in the years 1995–2006.¹ About a third list the languages they use for official or working purposes. From the beginning of the alphabet, a sample of 500 of these showed that 424 of them used English for official purposes, more than any other language. With 49% (245), the only other language with a significant presence, it was French. Thirty additional languages and one Union of International Associations

ENGLISH AS A GLOBAL LANGUAGE also occasionally received official recognition, but Arabic, Spanish, and German were the only languages that received more than 10%.

The number of organizations in this sample that operate solely in English is particularly significant: 169, or one-third. This reliance is particularly evident in Asia and the Pacific, where approximately 90% of international organizations conduct all proceedings in English. The African Association of Science Editors, the Cairo Demographic Centre, and the Baltic Marine Biologists are all English-only scientific organizations. In contrast, only a small percentage of international organizations, or 13%, use English exclusively for official purposes: The majority of these organizations are French and focus primarily on issues affecting francophones.

But science is not the only field where English is used a lot. The African Hockey Federation, the Asian Amateur Athletic Association, and the Association of Oceania National Olympic Committees are three international sporting organizations that only operate in English. Additionally, when these organizations hold international competitions, the language of the gathering automatically becomes its lingua franca. The All-African People's Organization, the Architects Regional Council Asia, and the Asian Buddhist Conference for Peace are just a few examples of organizations where English is the only official language.

Even in Europe, where we might anticipate that other languages would be more prevalent, these trends are reflected. Examining the Yearbook organizations whose names begin with Euro- reveals this. 440 of these, selected from a sample of 1,000, specified the official or working languages they utilized. 435, or a remarkable 99 percent, spoke English as their official language.

Sixty-three percent (278) used French, while forty percent (176) used German. The combination of English, French, and German was the most popular in Europe.

Organizations that only operate in English are also surprisingly prevalent in Europe, particularly in the science field. The proceedings of the European Association of Cancer Research and the European Association of Fish Pathology are conducted entirely in English at the European Academy of Anaesthesiology and the European Academy of Facial Surgery. The European Bridge League, the European Aluminium Association, and the European Air Law Association's cultural legacy. The European Federation

of Perfumery Retailers is one of the few organizations that does not use English at all in its official communications.

Multiple bodies employ English in multiple ways. For instance, while the Afro-Asian Rural Reconstruction Organization uses only English as its working language, it has three official languages: Arabic, English, and French. The European Union's yellow pages are published by Europage, which includes the languages Dutch, English, French, German, Italian, and Spanish as official languages. However, only English is permitted for correspondence.

The predominant impression is that English is the primary auxiliary language wherever an organization is based. English and Spanish are both recognized by the Andean Commission of Jurists.

Both German and English are accepted by the German anatomical society, the Anatomische Gesellschaft. Both Arabic and English are recognized by the Arab Air Carriers Association.

Meetings where a large number of nations each have the right to participate in their own language have a different role for English. The most complicated example is the European Union, whose fifteen member states required translation and interpreting services for more than one hundred pairs of languages (such as French/English, French/German, French/Finnish, etc.) by 1996. Since it is impossible to find skilled translators and interpreters for all language pairs or to provide maximum coverage at all times, efforts have been made to find alternative methods (other than requesting that some countries give up their official status). As more members join the Union, the situation has gotten worse, necessitating a complete overhaul (a further 12 applications were pending in 2002).

The implementation of a "relay" system is one of several potential solutions to this issue. For instance, English might be used as an intermediary language—or "interlingua," as it is sometimes referred to—if there is no Greek or Finnish translator available. A Finnish speech would be translated into English by one individual; The outcome would be translated into Greek by another. This could be done in any language, but English seems to be used the most often.

TOPIC 4. CHANGES IN THE LANGUAGE AND FACTORS AFFECTING IT (FOR EXAMPLE, THE INTERNET, BUSINESS, DIPLOMACY, ETC

Why is business English so important?

Over the course of the past few decades or so, English has rapidly advanced to become the language that is used the most in trade and commerce. As a result, being proficient in business English has become essential for any employee's career success. This is especially true for international students looking for better career opportunities in an English-speaking nation.

The spread of the English language can be traced back to the colonial era, when it quickly became the standard language for all official forms of communication in most nations. English is the primary language of communication for both small businesses and large corporations alike in today's business-oriented world. Since many business partners today do not speak the same native language, English is the preferred language in the business community because it is the Lingua franca in almost all developing countries worldwide.

English is the most sought-after language in today's corporate world due to its ability to cross international borders and overcome language compatibility barriers. Additionally, the language's proficiency has made it an essential component of success in the fiercely competitive business world. English is used by a lot of well-known organizations worldwide for everything from emails to corporate documents to well-known and widely read business resources in print and on the internet. Over 70 nations use English as their official language. Written and spoken English proficiency is essential for many aspects of business life, including securing employment, interacting with customers, and establishing global business partnerships.

English is now the standard official language in certain industries like the shipping and airline industries because it has become such a universal language for business. Because of this, proficiency in English has become almost a requirement for crucial positions like airline pilots and naval officers, among others. The competitive corporate culture of today necessitates not only an impressive command of spoken English but also

an impressive command of written English. This is primarily due to the fact that English is now used for almost all forms of business communication, including emails, presentations, sales and marketing, and even corporate legal documentation.

Among the many options available to those interested in learning English for business, tv-english.club stands head and shoulders above the rest as a well-designed and effective resource.

TOPIC 5. THE LINGUISTIC CHARACTER OF NEW ENGLISHES

Although answers to the question of why English has become a global language have been provided, the phenomenon's recent occurrence means that we are still some way from comprehending what happens to the language when it is adopted in this manner. The types of adaptation that are currently taking place cannot be accurately predicted by historical experience. Although American and Australian English, two of the "New Englishes" of the past, have been extensively studied, the language's development in environments where the majority of people are native speakers is likely to be very different from that of non-native speakers. However, it is possible to identify several types of change that are taking place and to gain a sense of their extent from the case studies that have been carried out. Although it is difficult to make reliable generalizations due to the social, ethnic, and linguistic complexity within the countries where these developments are taking place as well as the substantial variations between settings, there are already signs of this happening. Although this chapter is primarily concerned with lexical and grammatical issues, it does make some mention of more general patterns of interaction and the significance of nonsegmental phonology in the transmission of structural meaning.

Variety differentiation could be based on any aspect of linguistic structure and usage, but vocabulary and phonology have been almost exclusively the focus of comparisons between traditional British and American English standards. Those reference works

that incorporate an international perspective have received little attention to grammatical variation:

When discussing the differences between British and American English, one grammar states that "grammatical differences are few." There is unquestionably an impression of relative "sameness," with very few points of absolute differentiation (such as AmE gotten), but it may well be that this is due to a set of factors that will not always occur. The point is apparently reinforced in another, which concludes that "grammatical differences across registers are more extensive than across dialects" and that "core grammatical features are relatively uniform across dialects."

Two things are important. First, grammars have traditionally focused on standard English, which is essentially printed English, which serves as the standard's foundation, especially those motivated by teaching considerations. Non-standard varieties are only briefly mentioned. However, intra-national dialectology reveals that this is the most likely location for grammatical distinctiveness. New Englishes are likely to develop in a similar manner to intra-national dialects because they are closely related to issues of local identity.

Second, new varieties have received less attention because they are primarily associated with speech rather than writing. Even though the major European reference grammars have always acknowledged the significance of spoken language, writing has always been prioritized. Corpora still have a huge bias against written language: For instance, only 10% of the 100 million-word British National Corpus was initially devoted to speech. When its corpus reached 320 million words, the Bank of English had a remarkable 20 million words of transcribed natural speech, but this was still only 6%. Biber et al.'s 40 million-word corpus with 6.4 million words of conversational speech and 5.7 million words of non-conversational speech, grammar (see above) has improved significantly in proportion. However, even 30% of a corpus is an aberration of the realities of global language use.

People who are not only literate but also for whom literacy is an important part of their professional identity have traditionally used English at the national and international levels.

The term "educated usage," which formerly referred to "well-educated usage", has long been used to define what constitutes

English. As a result, the grammar of written language has had a significant impact, which has been fueled by a strong prescriptive tradition in schools and an adult reliance on usage guides that place writing above speech. Although self-avowedly exploratory grammars completely devoted to speech are uncommon, we must anticipate that speech will receive significantly more attention as English expands globally.

Even though there is no evidence to suggest that written English will become less important in the future and literacy will continue to be the primary goal, there is growing evidence (which will be discussed below) of new spoken languages emerging that are only partially related to the written tradition and may even be completely independent of it. In a mostly written corpus tradition, it is unlikely that any regional trends will be able to predict the grammatical changes that will occur in spoken English around the world. As a result, the current viewpoint that there is little grammatical differentiation across macro regions may no longer hold true.

However, there are more indications of grammatical differentiation than the general statements suggest even in the literature, which tends to favor writing. This is particularly evident in Biber et al.'s grammar, where statistical register-based comparisons' findings are discussed, with a focus on how lexicon and grammar interact with one another in standard British English (BrE) and American English (AmE). Although it is generally true that "core grammatical features are relatively uniform across dialects," how we interpret this depends on what exactly is meant by "core" and how much tolerance we allow under the heading of "relatively."

There are unquestionably a lot of differences when we look at colligations, also known as lexical collocations in particular grammatical contexts.

However, regardless of the grammatical differences that exist between standard American English and British English, these differences are likely to be minor in comparison to the kinds of differences that are only just beginning to be recognized in the more recent New Englishes.

However, it is essential to acknowledge these studies' limitations. The examples gathered can only serve as examples of possible trends in the development of new regional grammatical identities due to the state of the art. There have been few attempts to look at

things from a broader perspective and see if a characteristic seen in one variety can also be found in others, either nearby or further away.

TOPIC 6. THE FUTURE OF ENGLISHES

Numerous nations and a great number of languages call the world home. This diversity of languages has fixed the world to a point where it was supposed to choose an elite language as its lingua franca in order to make it easier for people to understand one another. In this way, lingua franca is a link between people who don't speak the same language and is used to make it easier for them to communicate. Primarily, it appears that Global English, a new type of English, has emerged as the global communication standard.

24 In international communication, English is currently the lingua franca that is used the most. The United States of America's economic progress is the closest reason for this predominance. However, English's spread as a lingua franca was also influenced by other factors. One of these is the British Empire's dominance in terms of power and size from the time of Queen Elizabeth in the 16th century until the end of World War II. English was the mother tongue of a powerful and influential nation for nearly 400 years, and it was used for everyday interaction and communication both within and outside its borders. As a result, English had ample time and opportunity to establish itself as the dominant lingua franca. The circular model, as defined by Braj B. Kachru, is the standard used to determine whether English-speaking conversations are examples of lingua franca. According to Kachru (2007), there are three types of English users: inner, exterior, and enlarge circles. These groups are dedicated to allowing individuals to choose their

region as English users based on their country of origin. Therefore, "Native" speakers are a representation of the first circle of speakers, or inner speakers. They hail from nations with English as their native tongue, such as the United Kingdom, Canada, the United States, and others. Speakers primarily come from India, South Africa, Nigeria, and the Philippines, all of which were once part of the British Empire. These nations consider English to be their second language. Countries like Russia, Iceland, Iraq, and others that teach English as a foreign language are outside these circles and fall into the larger circle.

It is evident that native speakers are vastly outnumbered by non-native speakers when considering Kachru's standard for selecting native speakers and non-native speakers. English has almost assumed the role of lingua franca in the modern era, when its use is rising as a result of increased contact between people of various native languages. However, the complex language environment is not taken into account by Kachru's circles. For instance, according to Kachru's circles, a situation like "a British child that is born to a British family lives in Denmark when he or she was born" is a member of the broadened circle despite the fact that it should be considered native due to its British parents.

Therefore, in order to determine the child's nativity, the concept of L1 and L2 speakers would be a suitable solution (Jenkins, 2006). Instead of looking at where a speaker is from, the way they learn the language is used to distinguish between L1 and L2 speakers. Because they learn to speak a language before they learn to read and write it, L1 speakers are referred to as "native" speakers. According to Norton (2000), "non-native" speakers of a language are those who learn to speak the language after they have learned to write and read it. Native speakers should rise if this definition is kept in mind. The use of this exclusive model is based on the fact that English usage is significantly higher than it was previously. Uncountable numbers of children are beginning to speak English much more quickly than they did in the past. Therefore, prior to learning to read and write, they already have an unbreakable grasp of vocabulary and grammar when they begin learning the language in a normal setting (Jenkins, 2006; (Nicholson, 2000)

The Kachru model is now widely used to determine whether or not an English speaker was born with the language. Since English is spoken in the inner circle countries, it would seem reasonable to

assume that they are more knowledgeable about the language's development and changes. This justifies the presupposition, as it were, speakers of inward circles could feel that they are gatekeeper of the language and they ought to be the adjudicators of what structures its right use, expecting a kind of standard job. However, those ideas are merely that. Actually, the English language is changing quickly because sometimes it's hard to tell whether we should speak English as a single language or as a collection of different accents and dialects that are used in international communication (Bern, 2009). Globalization and the need to reduce distances through these tools of communication have led to a much greater use of English than in the past (Bern, 2012). This makes it easier for speakers who were originally divided into different examples of Kachru's language circles to interact with one another. Speakers who speak English as their first language would undoubtedly change how they use it and how it has changed over time.

In the end, English has generally been regarded as the global lingua franca because of its impact on the world. We gained a deeper comprehension of the immutability of English as the global lingua franca thanks to the implications of Kahru's theory.

Future of the world where English is spoken as a second or foreign language

Antecedently, this study almost entirely supports the assertion that English has unquestionably ruled the world, spreading its inevitable eminence. To put it another way, English has been used as a substitute for domestic languages or as a second language in many countries around the world. However, English is used in the educational system of many nations despite being used as a foreign language. Some examples of nations where English is spoken as a second language include:

1. Iraq's Kurdistan Region:

Most countries in the world where English is spoken as a second language (EFL) recognize the Kurdistan Region of Iraq (KRI) as its own autonomous region. With nearly 92% of the population, Kurds are the largest ethnic group in Kurdistan. English is viewed positively by Kurds. The hegemony of English over other indigenous languages that has been highlighted in the KRI can primarily be observed in job advertisements and academia. The Kurdistan region

has made significant progress toward educational development and reform since gaining independence in 1991, including the establishment of brand-new universities and schools. However, the Sunrise English program, which is part of the KRI educational system and is based on communicative language teaching, is designed to help Kurdish EFL students. Additionally, English is currently being taught in kindergartens, particularly in urban areas. Even though there are public schools, many parents pay more attention to this language and pay for their children to attend English-speaking private schools and universities.

In addition, the world's most well-known channels, such as BBC and CNN, and music, movies, and animated films are increasingly being used by people to learn English. However, the number of English-speaking Kurds in KRI has also increased as diasporic Kurds have returned home. Kurdistan receives a native or nearly native population from them. The presence of foreign businesses and international organizations in the region is another sentimental reason for the rise in English usage. Fluency in English is required to get a job in one of these companies or organizations. Lastly, the predominance of English in the Kurdistan region has been evident throughout the premediated actions taken by Iraqi Kurds and their local government (KRG) toward the international community. As a result, English is rapidly gaining a unique position in Kurdistan.

2. Jordan:

Jordan has long been recognized as one of the Arab world's most advanced nations. Jordan has grown since it was liberated from the British invasion that followed World War I in 1946. For many years, Jordanians have only learned English as their primary foreign language. To put it another way, Jordanians are familiar with English from a variety of backgrounds. The primary area in which Jordanians were introduced to English is education.

The government of Jordan is very concerned about this language in both higher education and primary and secondary education. In the past, English was taught once a week for one hour at the age of eleven in Jordanian schools. After that, however, all Jordanian schools begin teaching English alongside Arabic at the age of six. This indicates that English is increasingly being used in all Jordanian schools compared to previous years. English has gained a significant foothold in Jordan as a result. However, Jordanian

schools currently employ thousands of English teachers. Due to the fact that the majority of Jordan's 28 jobs require English-speaking applicants or employees, this has led to an increase in the number of individuals making learning English their top priority. Private education is another important area where English is spreading in this regard.

Jordan is a sovereign nation; Naturally, political factors have played a crucial role in introducing English to Jordan due to the presence of numerous foreign embassies and consulates. To put it another way, even for representatives of nations where English is not the native tongue, working or communicating with one of these institutions necessitates fluency in English.

In the end, English is the primary foreign language taught in education. It plays a significant role in the lives of many Jordanians. The English consolidated their hold on Jordan.

3. Turkey:

Turkey is one of the more diverse nations in which English is regarded as a foreign language. English is widely used by Turkey to communicate with other European nations and the rest of the world. English as an alternative language is welcomed by the Turkish people. Kurds, Armenians, Jews, and others have all adopted English as their official lingua franca, making it the second most spoken language among Turks and the third for other groups and minorities.

Turkey has placed a significant emphasis on teaching English as the preferred educational medium. English is the primary language of instruction at almost all public Turkish universities, and it is also the primary language of instruction at many private universities. Additionally, English is one of the primary subjects taught in all secondary schools supported by the government.

International relations, which have become an essential part of daily life, necessitate English proficiency. English is the primary linguistic means by which Turkey is connected to the rest of the world, and there are growing cultural and commercial ties between Turkey and the entire world.

NATIVE VARIETIES OF ENGLISH. The terms "language community" and "speech community" are useful terms to use to begin our discussion of native English varieties. A group of people who think they use the same language is called the language community. There are a lot of interesting definitions of the term "language community" or "speech community," but the most important thing to remember is that everyone in this group believes they were "born into" or "born with" the same language. As a result, the speech communities of Chinese, German, Hindi, English, and so on and so forth are all possible to discuss. Regardless of "where" they are, "who" they are, or at what point in time they are located, all members of such communities identify with a particular language. The language with which we identify in this way is typically referred to as our native tongue. The person who identifies with the language is also considered to be native in the sense that she or he first learns the world through this language, acquires it before any other language, and continues to pledge allegiance to it. As a result, it is also frequently referred to as "mother-tongue" or "first language." The term "native land," which refers to the nation or country with which an individual identifies, is the equivalent of the term "native language," also known as "mother tongue." In a different section of this unit, we might come back to this term. It is possible for a person to be a member of two or more speech communities at the same time and learn two or more languages as their native tongues.

Variation Across Time

Now, speech or language communities are not one and the same. Even though members of this community claim to speak the same language and belong to the same group, they are spread out across time and space. As a result, people who are considered to be native English speakers or members of the "English Community" must be viewed in light of these two dimensions of time and space. In the fourteenth century, native English speakers used a style of English that was very different from the style used in the eighteenth century, which was very different from the style used in the present century. The point would become crystal clear if texts from these

three eras were compared. Over time, languages shift. Although English is not the same as it was 200 years ago, English was a native language for a member of the English language community in the 14th century, just as it is for such members of the community today. The historical or diachronic perspective on language varieties is represented here. It is common practice to refer to English as "old English," "middle English," "modern English," and so on. Modern English differs from English of the twentieth century, English of the eighteenth century, English of the Elizabethan period, and so on. All of these terms have been used to refer to various native languages over time.

Variation Across Space

However, if one were to maintain a constant time and concentrate, for example, on modern-day English, there would be variation based on location in relation to space. There are regional variations in all languages. It is common practice to refer to such varieties as "regional varieties" or "dialects." The members who make up the English-speaking community live in many different parts of the country and speak very different languages. As one moves from one region or area to another, the English that is used in Britain, for instance, exhibits interesting patterns of variation. As a result, dialects like South-east Midland dialect, South-central Midland dialect, Yorkshire dialect, and others are available. Therefore, in Yorkshire English, where the u is pronounced as u rather than as A (which is roughly equivalent to /a/), what is referred to as a bus (@us) in Standard English is actually referred to as a /bus/. It is essential to keep in mind that one variety emerges as the "standard" language out of these regional varieties or dialects. The South-east Midland dialect, for instance, is now referred to as the "standard" dialect in England, whereas the other regional varieties are still referred to as dialects. A regional variety gains prestige, recognition, and becomes synonymous with the national language once it is recognized as the standard and receives institutional support (e.g., educational institutions teach it, propagate and promote it, the media uses it, and most administrative agencies support and use it). As a result, when we discuss British English, we typically refer to standard British English. All language descriptions (grammars, dictionaries, thesaurus, etc.) are based on this standard form or standard variety.

The frequent association of languages with political entities known as nations is another fascinating aspect of the spatial distribution of native languages. As a result, the English language has come to be associated with national entities like Australia, Canada, and the United States of America. At this level of variation, one can talk about "American English," "British English," "Canadian English," and so on.

The fact that these various "national varieties" are all native varieties and that the various labels they bear are more indicative of distinct nationhoods than significant form differences makes them interesting. However, there are differences between American English and British English and British English and Australian English (as reflected in the spoken form and, to a lesser extent, in the written form), but these differences are typically ignored.

Variation by Social Class

Social class also influences the variety of native languages—in this case, English. Socioeconomic differences result in social-dialects or sociolects, whereas spatial distribution results in distinct regional dialects. You've probably heard phrases like "speech of the aristocracy," "upper class speech," "language of the man-in-the-street," and so on.

In reality, language tends to reflect class distinctions in any community or society. For instance, there are interesting distinctions between the varieties used by the upper-middle class and the working class in contemporary America. Sociolect differences are more pronounced and easier to identify in England, where class distinctions are more pronounced than in the United States.

Variation According to Use

Native varieties have been discussed in terms of the "users" of language, their location in time and space, and their social structure thus far. However, language also varies depending on its application. This function-based variation of language is referred to as registral variation, and such varieties are referred to as registers. Members of any given language community employ language in a wide range of contexts, for a wide range of purposes, and for a wide range of purposes. The conventions governing the appropriate form of language for a particular use or function are known to the

speaker both intuitively and through training. Register refers to this appropriate form. While some words, word combinations, and grammatical forms are appropriate for one purpose, other words, word combinations, and grammatical forms are appropriate for another. The following instances will demonstrate the point clearly:

1 Medical staff strike work.

2 Kapil ripped through Australian batting.

3 Add three tablespoonfuls of sugar and mix well.

4 All donations are exempt from Income-tax.

5 Please speak.

6 For necessary action.

7 The use of pigments and subtle shades ...

8 Power, fuel-efficiency and sleek looks.

9 Lower necklines and higher hem lines.

10 The gas was passed through a vertical glass tube containing potassium phosphate

Examples 1 through 10 fall into distinct registers, which any English-speaking family member would immediately recognize. While sentence 1 is unmistakably a headline from a newspaper, sentence 2 is part of a cricket report, either written or spoken. Evidently, sentence 3 is part of typical recipe instructions, while sentence 4 is an appeal for money given to a charity; 5 and 6 are standard entries from official documents. While sentence 8 appears to be a part of an advertisement, sentence 7 is a comment on painting. While sentence 10 clearly belongs in a chapter about a scientific or industrial procedure, sentence 9 is a comment or review of fashion and clothing.

To demonstrate how language varies depending on usage, you can quote any number of sentences or passages. Despite the fact that some words are typically associated with particular types of language use, this variation in language is not solely a matter of lexical differences. Different word-collocations or combinations (such as *tablespoonful*, *mix well*, *for necessary action*) and grammatical features (such as the intriguing construction of sentence 1 or the use of an impersonal passive construction in 10) are used to identify registers. It is now common knowledge that the

topic (or subject of a discourse), the manner (formal or informal), and whether a discourse is written or spoken (mode of discourse) all affect how language is used. Different registers, or variations in language, are determined by these three.

NON-NATIVE VARIETIES OF ENGLISH. We introduced concepts like "standard language," "regional dialect," "social dialect," "accent," and "registers" in the preceding section, which dealt with the native varieties of English. One notices that English is widely used in various parts of the world where it is not a native language as one moves away from the contexts in which English is used by a native community of speakers (such as England, the United States of America, Canada, and Australia). In point of fact, when we consider English from a global perspective, we discover that the number of non-native speakers of English is many times greater than the number of native speakers. According to one estimate, there are 500 million native English speakers and approximately 2 to 1 billion non-native English speakers spread out across the globe (Kachru, 1994). A diagram depicting the global spread of English that is based on Kachru's work is reproduced below. This will give you an idea of how widely English has spread, especially among non-native speakers. We had made it clear what we mean when we talk about native English varieties: native speakers of a language. On the other hand, the usages and functions of English in regions of the world where it is not the native (or first) language are referred to as "non-native." The presence of a different native language is implied by the term "non-native." An African user of English I may speak Swahili as his or her native language, and an Indian user of English may speak Hindi, Tamil, or Bangla as his or her first or native language. A German user of English has the German language (or some variation of German) as his or her native language. One important implication of this is that these English speakers already speak one native language, which, at least theoretically, should meet all of their communication needs. As a result, they consider English to be an additional language. This additional language can now be learned at five different ages; It can be learned for a variety of purposes, goals, and objectives; It can be used for a variety of purposes and learned in a variety of ways, requiring varying levels of proficiency. We need to go into more detail about this. Indians, Africans, and Germans all acquire English as a second language in addition to their native tongues; language. But the fact that they all learn it in different socio-

cultural contexts, with different goals, and with different motivations, is more important. During the People in India, Sri Lanka, Nigeria, and the Philippines learn English as a second language, while Germans, Chinese, and Japanese learn it as a foreign language. In a subsequent section of this unit, we will discuss these two terms in greater detail. In this section, we would like to emphasize that learning English as a second or foreign language takes place in a sociocultural context distinct from that of America, England, or Australia. The varieties of non-native English that emerge globally are significantly influenced by this sociocultural and non-native socioeconomic context. Additionally, since every non-native English speaker already knows and uses their native language, their English is frequently influenced by those languages. Pronunciation is where this influence shines most brightly. However, this influence can be seen in vocabulary and grammar.

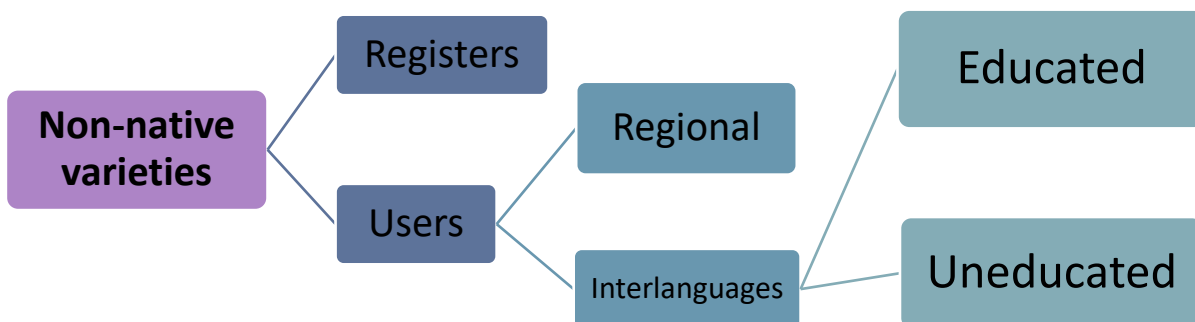
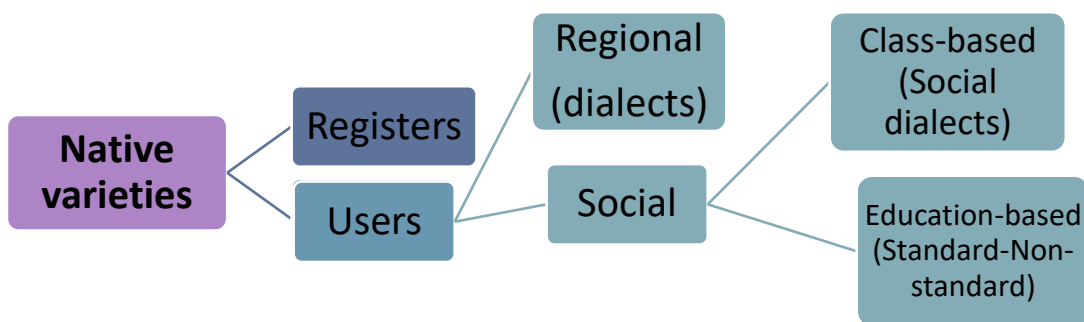
Effect of Native Language on Non-Native English Varieties

As was mentioned earlier, non-native English learners and users already know and use their native languages. This indicates that when a German or Japanese learns English, some aspects of their native languages are incorporated into English. You must have noticed how easy it is for native speakers of other languages to recognize non-native English speakers. Non-native speakers use a form of English that resembles German or Japanese in several ways, making this easy to identify. Speaking with a German accent," "foreign accent," etc. are a few examples of the labels we use. to describe this occurrence. The non-native speaker's English retains the sounds, stress patterns, and intonation patterns of their native language. From a pedagogical perspective, this carry over, which is frequently referred to as transfer, constitutes some kind of interference in the learning and use of native-like English. Non-native English varieties that are distinct from native English varieties are the result of this interference and transfer. As a result, one can discuss languages like German English, Indian English, African English, and so on. There is another way to look at the phenomenon of transfer or interference. One definition of a non-native English speaker is one who is attempting to learn and approximate standard British or American English. Depending on a) where she learns English and b) why she learns English, she succeeds in her endeavor more or less c) Her level of enthusiasm for

learning English; d) the applications she puts her English; e) the people with whom she communicates in English and f) the opportunities she has to learn native English. The non-native speaker/hearer of English never comes close to native standards because of the variability of all of these factors. As a result, she is proficient in and employs an interlanguage that is not standard British or American English but rather a learner's variety, also known as a non-native approximation. It's a different story when non-native speakers become proficient users of native-like standard varieties through intensive training, high levels of motivation, and frequent exposure to and interaction with native English speakers. They are not the norm but rather the exception. Therefore, the majority of non-native varieties are interlanguages, ranging from minimal, heavily marked, and restricted varieties of English to near-native standards.

We can conclude this topic of the discussion by stating that non-native varieties can be viewed in terms of space (as foreign varieties containing characteristics of the languages of the region in which they are used, such as Japanese English, German English, French English, etc.) or in terms of how close they are to native standards (depending on the aforementioned factors, such as interlanguage Englishes ranging from the most basic and basic to highly proficient, near-native varieties). The first type would have a limited vocabulary, limited grammatical structures, a lot of "accent" or very much of it, and limited functional uses. On the other hand, the latter would have a vocabulary that is nearly native, control over the majority of grammatical structures, and a wide range of functions. These two non-native varieties can be categorized as efficient: Poor or poorly educated: Uneducated. It goes without saying that the productive or educated non-native varieties would also include various registers. Take note that everything we've said about Indians learning English also applies to English speakers learning, say, Hindi.

It is hoped that the two diagrams that follow will make the distinction between native and non-native varieties crystal clear.



Language is neither uniform nor static. There is variation in all languages along a variety of dimensions. When discussing "the English language" or any other language, or when reading a grammatical description of one or more languages, one gets the impression that language is a single, uniform entity. However, the fact of the matter is that every language varies. The variation can run along time or space dimensions. As a result, English today differs from English a few hundred years ago. We are aware that languages vary along the dimension of space as well; American English differs from British English, and within British English, there is regional variation as one moves from the southern to the northern parts of England.

TOPIC 8. ENGLISH AS A MOTHER TONGUE (UK, US, AUSTRALIA, ETC.), SECOND (E.G. INDIA, SINGAPORE) AND FOREIGN LANGUAGE (E.G. UZBEKISTAN AND OTHER CIA COUNTRIES)

In this course, it should have become abundantly clear that English is probably one of the languages that is learned and used the most frequently worldwide. English is learned and used by people around the world. However, the roles that non-native English varieties play in various nations around the world vary significantly. While English is learned and used as a foreign language in some parts of the world, such as Germany, Russia, Japan, and Turkey, to name a few, it is also learned and used as a second language in other parts of the world (such as several countries in South Asia and Africa). The learning and use of German, French, Italian, or Spanish in the Indian context, in contrast to the learning and use of English, illustrates the distinction between foreign language and second language. Learners of languages such as German, French, Spanish, and Italian do so out of personal choice, aspirations, and ambitions. These languages are foreign not only because they do not belong to the Indian nation (the same reason that English is also a foreign language) but also because we only learn them for very specific purposes. We might want to know more about France, familiarize ourselves with French literature, culture, and history, or maybe we want to go to France one day and learn the French language to make our stay enjoyable and fruitful. For similar reasons, others study Chinese, German, or Italian. When a language is learned and used for specific, limited purposes, we refer to it as a foreign language. Even though we can learn these foreign languages if we want to, they are not a fundamental part of the linguistic and sociocultural context in which we live. We are not required to learn these languages as part of our daily routine for the purposes of education, interregional communication, or personal interaction with other people within the country. Furthermore, these languages are not a part of the verbal repertoire of our communities, and there is no social or educational pressure on us to learn them. For instance, we do not have French as a language of instruction or as a requirement for employment; We neither give speeches in public nor publish books or newspapers in French. As a result, French is a foreign language to us because it is not used in our educational, administrative, and sociocultural contexts.

In contrast, English is taught and used as a second language in India and several other South Asian and African nations. Because it is now a part of our national and sociocultural reality, we refer to it as a second language rather than a foreign language. English is just

as important as any other Indian language to the linguistic scene in India. The requirement for English can be discerned in every sphere if we take into account our educational setting, our administrative and bureaucratic contexts, our trade and commerce, our judicial setting, and even our individual communication requirements. Our educational system is organized and structured to teach English at various stages, and there is constant social pressure to learn and use English. Not only do we learn English, but we also learn a variety of subjects through it. English is used by several of our creative writers. Because an ever-increasing number of people learn and use English, such a situation is a) qualitatively distinct from that of a foreign language and b) quantitatively distinct as well. In addition, English is not spoken as a first or native language in India. We all learn and use one or more Indian languages (Hindi, Tamil, Bangla, Marathi, etc.) in the Indian context.

Because of this, English is a second language. Another thing to keep in mind is that English is officially recognized as an Associate Official Language and a Link Language in addition to being widely used by Indians. English comes to be associated with higher social status, better job opportunities, better interregional mobility and communication, and education in a second language context like ours. Other nations in Africa and South Asia (Pakistan, Bangladesh, Sri Lanka, Nigeria, Kenya, etc.) experience situations that are comparable.

According to some analysts, this new trend is a sign of Uzbekistan's desire to be closer to the United States and Western Europe. Uzbeks are becoming increasingly interested in learning English.

According to President Shavkat Mirziyoyev's belief that Uzbekistan can become competitive on the global market, graduates of any Uzbek educational institution up to the university level must be proficient in at least two foreign languages.

All government agencies will require new employees to know at least one foreign language starting in 2022. Current employees seeking promotions in government agencies are also subject to this requirement.

In May of last year, Mirziyoyev established the Agency for Promoting Foreign Language Learning. This agency, which falls under the Cabinet of Ministers and is tasked with implementing teaching

methods and creating efficient textbooks and programs for all educational levels, was established.

The government has chosen ten languages as part of the effort that it hopes will boost the competitiveness of Uzbek citizens and the nation as a whole.

Russian, German, French, Chinese, Korean, Japanese, Turkish, Arabic, and Farsi are the next most popular languages.

Russian is the second most spoken language in Uzbekistan, particularly in the capital and major cities. Uzbek is the country's official language.

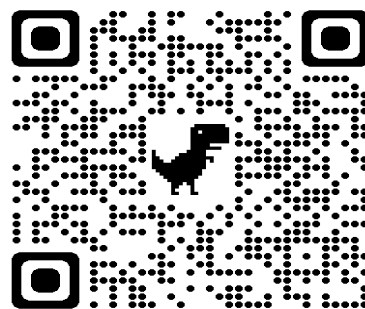
TOPIC 9. SPECIFIC ADVERB+ADJECTIVE PAIRS SHOWING DIFFERENCES IN CONVERSATIONAL USAGE.

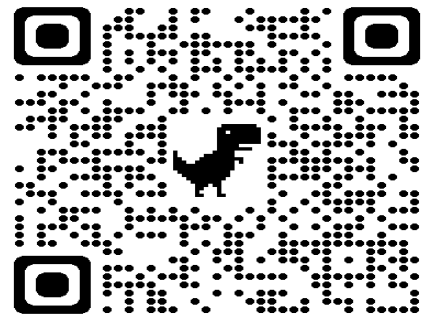
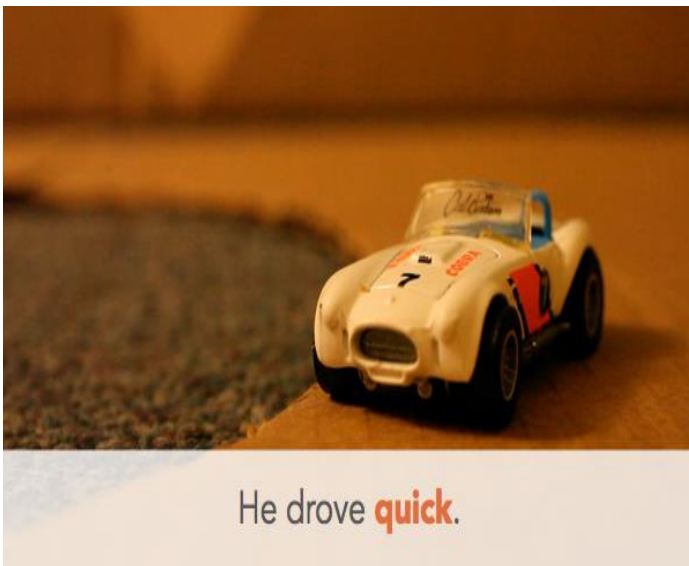
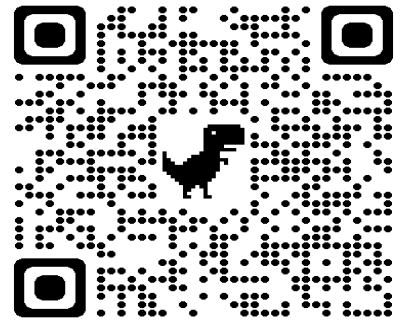
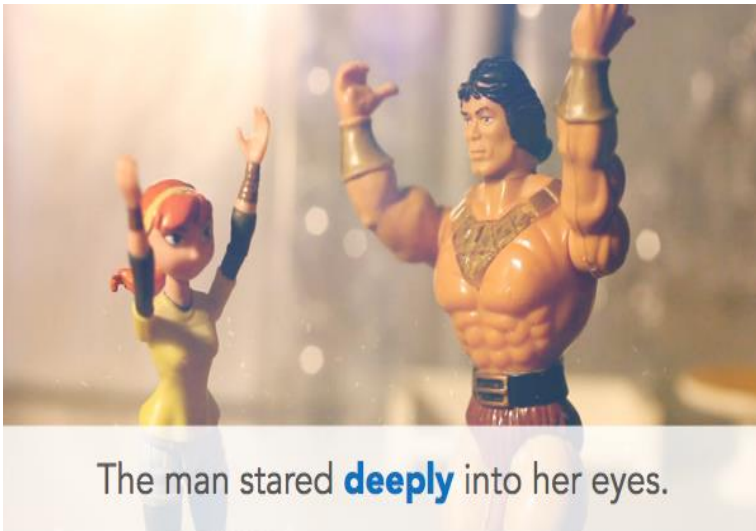
Task 1. Watch the video and create your own adverb+ adjective pairs showing differences in conversational usage.



https://www.youtube.com/watch?v=Ox2y4-_aeG4

Task 2. Look at the pictures and make your own sentences





TOPIC 10. WHAT ARE THE DANGERS OF A GLOBAL LANGUAGE AND COULD ANYTHING STOP A GLOBAL LANGUAGE?

Read the article written by Andrea Štefić and make a PRESS FORMULA according to it.

Article is given from:

<https://zir.nsk.hr/islandora/object/ffos:4947/datastream/PDF/view>



SUMMARY: Throughout history English became the most widely spoken international language in the world today thanks to the military might of the eighteenth- and nineteenth-century Britain, and to the military and economic power of the United States of America in the twentieth century. Globalization and connecting the world through media has helped it to spread even more and gain the power that it has today. However if the U.S.-led mass culture loses its credibility as a result of twenty straight years of record-high trade deficits, or if nations simply refuse to do business with the United States, the power of English may decline. With the increasing spread of the English language, there came the death of many minor languages alongside. One of the signs of the language death is increasing use of foreign words among younger generations. This causes the loss of the cultural knowledge since some of the minor languages possess various names for variations of the same thing, whereas English often has only one word for them. The problem is that hundreds of languages disappear forever and very few of them are born. There are good sides to English being the global language, such as easier and faster communication between people from different countries or cheaper ways of communicating without the need for translators. However, there are many more disadvantages to it. The biggest problem is the destruction of linguistic and cultural diversity, but also unequal opportunities for those who do not speak it as their first language.

KEY WORDS: Lingua Franca, global language, language death, globalization, 'global village'

INTRODUCTION

The goal of this paper is to explore how English as a global language impacts the way our society functions. Globalization process has never been faster and more widespread due to the fast flow of information and news through internet and other media. That has greatly influenced spreading of English and the dominance that it possesses today. The impact is visible in various aspects, e.g.in smaller languages dying out or English being taught as a second language in many more schools than before. This issue

is going to be further looked into in the following chapters. The first chapter (The Spread of English Language Throughout History) briefly describes how historical, economic and political circumstances have influenced the power that English has today. In the second chapter (Language Death), I describe the issue of many minor languages dying out because less and less people are speaking them and how it impacts cultural heritage of the people from those countries. In the third chapter, entitled Levels of Danger, we are looking into a few different classifications of endangerment and dying out of languages. In the chapter Advantages of Spread of English we examine the good sides that global language brings, such as easier, cheaper and faster communication between people from different parts of the world. In the chapter Disadvantages of the Spread of English, negative sides which are much greater than positive ones, are being explored. Some of them are losing a big part of the culture that language is, unequal opportunities for people that are not from countries where English is the first language and many more. In the chapter The Future of English we look into some possible threats to the global status of English that it possesses today and how and why it might change in the future.

MAIN PART

THE SPREAD OF ENGLISH LANGUAGE THROUGHOUT HISTORY

In today's world of fast-pacing and broadly available information we can easily find out about the latest news in the most remote areas of the world. Modern technology has allowed us to virtually remove all barriers between the countries and thus create a so-called „global village“. It is a relatively new term, but very often used today to describe the world where there are no boundaries and all problems become so widely known and intimate as if they were one's own. MerriamWebster dictionary defines it as “the world viewed as a community in which distance and isolation have been dramatically reduced by electronic media (such as television and internet)”. However, the concept of globalization is not new. For thousands of years people have been buying and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914. Technology has always been a major

factor or even a principal driver of globalization. Advances in information technology, in particular, have dramatically transformed the way our lives function. Along with globalization, there has been an enormous increase of the usage of English in the world. That in particular is visible in the predominance of the Western media where a vast majority of the movies, TV shows, songs and the entire pop culture is based on English. According to some scholars (e.g. Pennycook, 1994; Phillipson, 1992), English is a tool of globalization, an agent of imposing Western (usually American) culture and values throughout the world. Kovacs (2008) explains that becoming “well-informed” -and well-educated nowadays is virtually impossible without having at least a working knowledge of the English language. Kovacs (2008) points out that Otto Jespersen (1968) estimated that there were roughly four million English speakers in 1500 - all confined to a relatively small island in northwestern Europe. There were six million English speakers in 1600, around 8.5 million in 1700, somewhere between 20 and 40 million in 1800, and approximately 120 million in 1900. Another century later, the number of English-speakers appears to have increased six- to tenfold. The “best” estimates put the total number of English speakers in the world between 700 million and 1.4 billion. That figure can be divided into three groups, following Kachru's (1986) distinction: native speakers of English, speakers of English as a second language; and speakers of English as a foreign language. There are an estimated 380 million people worldwide who speak English as their native tongue. Another 200 to 300 million use it occasionally as a foreign language. Although the exact numbers cannot be precisely estimated, the prominent position of English among the other world's languages is apparent. Kovacs (2008) mentions that English is second only to Mandarin Chinese in terms of the number of people who speak it, but in terms of international prestige and significance, it far outweighs its Chinese counterpart. Even though over a billion people on the planet speak Mandarin Chinese either as their native tongue or have a good proficiency in it as second-language speakers, Mandarin is not a global language. Similarly, the number of native speakers of Hindi is only marginally lower than those speaking English as their mother tongue, yet Hindi has nowhere near the international prestige that English enjoys. Moreover, Spanish is an official

language of many more countries than English is, yet Spanish is not de facto international language of communication in the world today. We can say that English has become an unofficial lingua franca. Kovacs (2008, as cited in Crystal, 2003) points out that English has now become the most widely taught foreign language throughout the world. In over a hundred countries it is the chief foreign language to be encountered in schools, often displacing another foreign language in the process. It is now the first choice as a second language by Ministries of Education in almost every non-Englishspeaking country. Much greater emphasis on the English language in the elementary and secondary schools, as well as in universities, means a lessening importance of other foreign languages. In 1996, for instance, English replaced French as the main foreign language taught in the schools of Algeria, a former French colony. In addition, most multilateral political discussions and international negotiations about issues of trade and commerce are now conducted in English. It is also the language prevalent in the world's entertainment industry, and the overwhelming majority of the findings of scientific and technological research are now published exclusively in English. A great deal of world's books, newspapers, magazines and academic papers are now produced in English as well.

From the visual representation of the countries where English is an official language, we can see that officially speaking, it is not so dominating as one would imagine. So, how come English language has become so widely used despite other languages that are official in many more countries than English is, or the great many speakers of other languages that are not so popular even though they have almost equal amount of people who speak them as English has? Kovacs (2008, as cited in Crystal, 2003) points out that a language has traditionally grown to such importance for one chief reason: the military, economic, or religious power of its people. English is the most widely spoken international language in the world today thanks to the military might of eighteenth- and nineteenth-century Britain, and to the military and economic power of the United States of America in the twentieth century. In addition, Robson (2013) explains that although the UK's political and military power was crucial in the 19th and early 20th centuries, the Louisiana Purchase in 1803 was to prove to be of

major significance. This established English as dominant over French in the United States; and then – as the UK’s empire shrank in the 20th century – rapidly growing American global influence gave the language a momentum perhaps unique in modern history. We can say that historical circumstances were the most important factor, rather than anything intrinsic in the language itself, in the dominance of English language that is present today. Just like it was the case with Latin language. Barber (1993) mentions that Latin became the dominant cultural language of Western Europe, not because it was intrinsically superior to Greek or Arabic or the local languages, but because of the political, military, and administrative achievements of Imperial Rome. Similarly, the wealth and power of the United States make her a creditor nation in linguistic matters. Robson (2013) notes that in the past the spread of language was first governed by the physical encounters, and later by the circulation of printed materials. However, today, technology has enabled it to jump the fence and to thrive without the physical contact which had previously been necessary. So the growth of English, and the emergence of the internet as a global communication channel, are mutually reinforcing trends.

LANGUAGE DEATH

With the increasing spread of English language, there came the death of many minor languages alongside. Crystal (2000) explains that a language dies when nobody speaks it anymore, for languages have no existence without people. Furthermore, if the language has never been written down, or recorded on tape, people who speak it are the only “carriers” of that language. The moment the last speaker of an unwritten or unrecorded language dies, the archive disappears forever. When that happens to a language which has never been recorded in some way, it is as if it has never existed. Crystal (2000) mentions that although its exact scope is not yet known, it is certain that the extinction of languages is progressing rapidly in many parts of the world. Languages have died throughout history, but we have never faced the massive extinction that is threatening the world right now. How many languages are at the point of death and how many are endangered exactly? Kovacs (2008) emphasizes that language death is one of the most troubling and irreversible effect of the phenomenal spread of the English language. Half of the world’s 6000 or so languages are now in

serious danger of disappearing forever within the twenty-first century.

	N	%	Cumulative downwards%	Cumulative upwards%
more than 100 million	8	0.13		99.9
10-99.9 million	72	1.2	1.3	99.8
1-9.9 million	239	3.9	5.2	98.6
100,000-999,999	795	13.1	18.3	94.7
10,000-99,999	1,605	26.5	44.8	81.6
1,000-9,999	1,782	29.4	74.2	55.1
100-999	1,075	17.7	91.9	25.7
10-99	302	5.0	96.9	8.0
1-9	181	3.0	99.9	

*Table 1: Increasing number of people speaking few world languages
(From: Crystal, Language Death, 2000)*

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We can see from the table above that the 8 languages that have over 100 million speakers (Mandarin, Spanish, English, Bengali, Hindi, Portuguese, Russian, Japanese) have nearly 2.4 billion speakers between them; and if we extend this count to include just the top 20 languages, we find a total of 3.2 billion speakers between them—over half the world’s population. If we further analyze the table, we can find that just 4% of the world’s languages are spoken by 96% of the population. Turning this statistics on its head: 96% of the world’s languages are spoken by just 4% of the population. Kovacs (2008) mentions that extinction is a natural process for biological species and, according to some estimates, some 95% of all species that ever existed on planet Earth are now extinct. On the other hand, in the course of the past 3.5 billion years, the general trend has been an increase in the variety of species. This, however, does not hold for human languages: as hundreds of languages disappear forever, very few new ones are ever born. Linguistic and cultural diversity, which have been around for tens of thousands of years, are now being eroded at an alarming rate. Kovacs (2008) describes the direct effect that language death has on the names of plants in the Amazonian rainforest. He mentions that there have been highly effective medical plants that were only known to people in

traditional cultures, whose languages possessed specific names for those plants. Curare and quinine are just two examples from South America. Their medical properties were well known to the forest tribes long before they came into contact with European explorers. When the language and cultures of some of these small speech communities disappears, the knowledge about those plants and their healing powers are forever lost. Crystal (2000) also tackles this issue saying that languages which are off the beaten track' are especially important, as their isolation means that they may have developed features not found in other languages. And language death is the chief threat to the achievement of this goal as, with the death of each language, another source of potentially invaluable information disappears. To further describe this problem of language death and thus disappearance of knowledge about certain things, Kovacs (2008) refers to the example of some Inuit languages which have over a dozen words to describe and qualify a dozen completely different types of snow. However, in the English language there is only one word (and a few adjectives) for snow. We can say that hardly any language is truly safe from the threat of extinction. Kovacs (2008) mentions that French, the language with the ninth-largest number of native speakers, has been trying to protect itself against the unwanted influence of English. In official contexts in France, it is illegal to use an English word where a French word already exists. Even if the English loan word enjoys widespread popularity among certain segment of the French people. Furthermore, one of the signs of the language death is increasing use of foreign words among younger generations. This concept is vastly influenced by mass media and internet language which young people absorb on daily basis. It is truly concerning when a person cannot think of a phrase or a word in their own language, but can easily express themselves in English. However, even English might face some troubled times in the future despite its growing presence and power that it possesses today. Crystal (2003) warns that a significant change in the balance of power either political, economic, technological, or cultural could result in another language rising to prominence and English gradually losing worldwide prestige. A similar thing had happened to Ancient Greek and Latin—the two best-known examples of languages that fell from grace.

If the U.S.-led mass culture may lose most of its luster or the U.S. dollar loses its credibility as a result of twenty straight years of record-high trade deficits, or if dozens of nations simply refuse to do business with the United States as a protest against its unfair trade practices or its unilateral actions against some nations it considers as posing a security risk, the whole economic house of cards the U.S.A. is built upon could be brought down with relative ease. Alternatively, English could fragment into mutually unintelligible dialects—the way Latin did fifteen centuries ago— giving birth to a family of English languages. This, however, seems less likely, given the nature and extent of mass media and the worldwide availability and instant access of cultural products. But if this unlikely scenario does unfold, teachers of English will have a whole new set of moral dilemmas and obligations to worry about; for instance, trying to keep the language alive or popular enough worldwide, against tremendous pressure. But until English is thus threatened, teachers of English as a Second or Foreign Language should concern themselves with teaching their language while also acknowledging, respecting, and nurturing other languages and the cultures those languages represent. (Kovacs, 2006, p. 33) From the quotation mentioned above, it is visible that any language, however widespread or popular may be, can die out within a couple of years. However, this has happened in the past, when culture was not so influenced by and involved in the mass media. In that period, the only thing that really held language except for the people that spoke it, were books and documents that were written in it. In today's world that kind of thing would be much less likely to happen, since the entire popular culture is based upon English language. It sure is not impossible, but a lot less likely than in the case of before mentioned Latin or Greek language that were as popular as English is today. Wurm (2001) emphasizes that the loss of each language means a contraction, reduction and impoverishment of the sum total of human thought and knowledge as expressible throughout language. LEVELS OF DANGER Crystal (2000) mentions that level of endangerment depends on factors as the rate of acquisition by the children, the attitude of the whole community to it, and the level of impact of other languages which may be threatening it. A common-sense classification recognizes three levels: languages are safe, endangered, or extinct. To this Michael Krauss adds a notion

which has been widely taken up: languages which are no longer being learned as a mother tongue by children are said to be moribund (a term originating in the field of medicine). This captures the notion of a language well beyond the stage of 'mere' endangerment, because it lacks intergenerational transmission; the analogy is with a species unable to reproduce itself. Crystal (2000) explains that some classifications go a stage further, distinguishing 'safe' and 'not so safe', as in this five-level system: viable languages: have population bases that are sufficiently large and thriving to mean that no threat to long-term survival is likely. Viable but small languages: have more than c. 1000 speakers, and are spoken in communities that are isolated or with a strong internal organization, and aware of the way their language is a marker of identity. Endangered languages: are spoken by enough people to make survival a possibility, but only in favourable circumstances and with a growth in community support. Nearly extinct languages: are thought to be beyond the possibility of survival, usually because they are spoken by just a few elderly people. Extinct languages are those where the last fluent speaker has died, and there is no sign of any revival. Crystal (2000) further mentions another five-level classification used by Stephen Wurm which focuses on the weaker languages (and giving moribund a somewhat different emphasis). First category are potentially endangered languages: socially and economically disadvantaged, under heavy pressure from a larger language, and beginning to lose child speakers. Endangered languages: have few or no children learning the language, and the youngest good speakers are young adults. Seriously endangered languages: have the youngest good speakers age 50 or older. Moribund languages: have only a handful of good speakers left, mostly very old. Extinct languages: have no speakers left. Endangered languages, Crystal (2000) mentions, come to be used progressively less and less throughout the community, with some of the functions they originally performed either dying out or gradually being supplanted by other languages. There are many cases in Africa, for example, where an indigenous language has come to be less used in educational, political, and other public situations, because its roles have been taken over by English, Swahili, or some other lingua franca. In one formulation, such languages have been called 'deprived'. Some languages suffer discourse attrition so much

that they end up surviving in just one domain. For example, Ge'ez (Ethiopia) as a language of liturgy. ADVANTAGES OF SPREAD OF ENGLISH Although the rapid spread of English language may seem too dominant and repressing towards other languages, there may be some positive sides to it as well. Barber (1993) mentions that in countries where English is used as a second language, it would develop independently of British or American English. Moreover, if this trend continues, local varieties may ultimately diverge widely from Standard World English, and become separate languages, just as the various Romance languages evolved from Latin. Even though, it is just a possibility and is too early to say how likely it is to happen, this might be the case one day. Kushner (2003) suggests that it could be said that in some ways the globalization of English offers an opportunity for many people in many places to communicate when previously it was not the case, raising a question whether this might be a modest step towards a better world. Fennel (2001) mentions the words of Baugh and Cable (1993) about the future of English: How much pleasanter foreign travel would be if we did not have to contend with the inconveniences of a foreign travel. How much more readily we could conduct out business abroad if there were but a single language of trade. How greatly would the problem of the scientist and the scholar be simplified if there were one universal language of learning. An how many of the prejudices that divide nations would be avoided, how much the peace of the world would be promoted if there were free interchange of national thought and feeling – if only we could make effective the French proverb *Tout comprende, c'est tout pardonner*. (Baugh and Cable 1993, as cited in Fennel, 2001, p. 269) Crystal (2003) mentions the similar thing saying that having a single “common language” for the entire world would offer the scintillating possibility of mutual understanding, and provide us with the opportunity to find new avenues for international cooperation. A common language also fosters a historical identity which mankind may have been on the verge of losing, and, according to Crystal, a common language even “promotes a climate of mutual respect.” Crystal (2000) explains the ancient tradition, expressed in several mythologies but most famously in the Biblical story of Babel, that the proliferation of languages in the world was a penalty imposed on humanity, the reversal of which would restore some of its

original perfectibility. In an ideal world, according to this view, there would be just one language, which would guarantee mutual understanding, enlightenment, and peace. However there are two intractable difficulties with this view. The first is the naivety of the conception that sharing a single language is a guarantor of mutual understanding and peace, a world of new alliances and global solidarity. The examples to the contrary are so numerous that it would be impracticable to list them. Suffice it to say that all the major monolingual countries of the world have had their civil wars. It is striking just how many of them are in countries which are predominantly monolingual – Vietnam, Cambodia, Rwanda, and Burundi (the latter two standing out in Africa in their lack of multilingualism). It is, in short, a total myth that the sharing of a single language brings peace, whichever language it might be. Kushner (2003) tackles the issue of how expansive it is for the country to preserve equal linguistic opportunities in schools for everyone. Many millions of US citizens have non-English language backgrounds, and vast programs exist to meet their needs. The cost of curriculum development, preparation of materials, and teacher training for so many different languages is enormous. However, this problem would be non-existent if there was single world language. Crystal (2000) also writes about this economic argument for having a single world language. He explains that having so many languages in the world is a waste of money, because individuals and firms have to spend so much time and energy on translating and interpreting. If there were just one language, so this argument goes, everyone could get on with the job of buying and selling without having to worry about these barriers. There is an element of truth in this: it does indeed cost a lot of money to cope with the diversity of the world's languages. Fennell (2001) comments that it is easy to think this is one part of the 'we' that speak English natively, but this is not likely to happen in the near future. Although it might seem as a perfect solution, humans need diversity. Crystal (2000) also writes about the need for diversity. He explains that the whole concept of the ecosystem is based on the insight that living entities exist through a network of interrelationships. To take just one definition: an ecosystem is 'the system formed by the interaction of all living organisms, plants, animals, bacteria, etc. with the physical and chemical factors of their environment'. In a holistic conception,

the cultural as well as the biological domains are brought into a mutually reinforcing relationship: the distinctive feature of human ecology is accordingly the attempt 'to link the structure and organization of a human community to interactions with its localized environment'. And a major emphasis in this literature is that damage to any one of the elements in an ecosystem can result in unforeseen consequences for the system as a whole. In the language of ecology: the strongest ecosystems are those which are most diverse. As one author has put it, 'The diversity of living things is apparently directly correlated with stability variety may be a necessity in the evolution of natural systems.' And, in its application to human development, the point has often been made that our success in colonizing the planet has been due to our ability to develop diverse cultures which suit all kinds of environments. If diversity is a prerequisite for successful humanity, then the preservation of linguistic diversity is essential, for language lies at the heart of what it means to be human.

DISADVANTAGES OF SPREAD OF ENGLISH Fennell (2001) explains that people mostly regard English as a language of economic opportunity, though this is not a universal feeling, since some consider English a tool for the destruction of linguistic and cultural diversity. A number of commentators have seen the spread of English not as an unqualified benefit, but rather as an opportunity reserved only for the selected few and a means to construct patterns of inequality both within countries and between the "west" and the "rest". Crystal (2003) also contemplates the possible negative repercussions of a single language becoming the global language. Perhaps a global language will cultivate an elite monolingual linguistic class, which will be more complacent and dismissive in their attitudes towards other languages. Such linguistic elites, whose mother tongue is the global language, would most likely be able to think and work more quickly in that language, and to manipulate it to their advantage at the expense of those who do not speak it that well, thus creating and maintaining the traditional inequalities between rich and poor, based on language. Pattanayak (1981) has suggested that in India the use of English affords improved educational opportunities for only a very small minority. On the whole it accentuates the rift between the urban and the rural, the developed and the developing and the masses and the elite. He argues that since the English is

almost exclusive language of science and technology, this actually prevents ordinary people from having access to and interacting with it. Because it prevents many languages sharing communication, it promotes 'alienation, anomie, and blind spots in cultural perception'. Ultimately, Pattanayak argues, English causes other cultures to wither and die, and its use by the elite to secure their position of privilege is just as much of an imposition on the people as colonialism ever was. Kovacs (2008) adds that as a consequence of not seeing their own cultures validated and, at the same time, constantly hearing, seeing, and reading texts that celebrate "English" culture in their ESL/EFL classes, some young adolescents and teenagers in industrializing nations may decide to spend their pocket moneys on the products of the multibillion-dollar American entertainment industry, instead of supporting their local artists. In turn, local artists are deprived of much-needed cash to further of their country's culture and traditions. Insufficient funds may mean the local artists are unable to explore and popularize their native cultures, and so future generations will be even less interested in seeing, hearing, or reading their own countries' artists and the stories of their forefathers. Kushner (2003) argues that maybe it does not matter much to the rest of the world if one language and its culture are lost, or two languages, or even a dozen. However, if we lose half the languages on the planet- even if most of them are very small, marginal languages, spoken by people in faraway places- we will compromise the health of human society generally. In addition, Pattanayak (1981) mentions that the spread of global English has led to complacency about the use of English, and has encouraged people to be lazy about learning languages. It is often thought that English language is easier to learn in comparison to many other world languages. However, Kovacs (2008) argues that in terms of learnability, any human language is by definition, learnable by children with normal mental faculties. A child exposed to a particular language in a "natural" linguistic and cultural environment, surrounded by speakers of that language as well as its cultural artifacts, will, in due time, automatically pick up that language's phonetic system, will master its syntax and grammar, and will slowly but surely learn thousands upon thousands of that language's words, phrases, and idioms. In other words, no single language is more inherently "learnable" than any other.

Furthermore, since people in various parts of the world speak different languages as their mother tongue, there isn't a single universally "easy" language to learn for everyone. Ammon (2007) mentions the issue of English being the lingua franca in science (and also in other fields, such as economics) but differs from a lingua franca in the narrower sense in that it is, at the same time, the native language (or mother tongue) of a substantial subset of participants in the communicative process (the Anglophones). Roughly speaking, the three languages English, French and German were of similar importance for scientific communication at the beginning of the 20th century, with their countries forming the three main centers of science. As a consequence of WW I, Nazism, WW II, and finally the fall of the Soviet Union, the US rose to the position of a leading world power with dominance in science and today forms the single dominant center and biggest market for science world-wide. As a consequence, native speakers have to invest less in language learning, i.e. to contribute less to the creation of the public good of a common lingua franca than non-native speakers. As they have a better mastery of the language, this enables them to produce linguistically more refined texts with superior impact on the recipients. There are several domains in which languages play an important role, and thus contribute to their economic success such as tourism (with its emphasis on diversity), the arts, and local manufacturing industries. Local languages are seen to be valuable because they promote community cohesion and vitality, foster pride in a culture, and give a community (and thus a workforce) self-confidence. Crystal (2000) states that learning only one language would be very depriving because languages contribute to the sum of human knowledge. Several proverbial expressions have captured the essential insight. From Slovakia: 'With each newly learned language you acquire a new soul.' From France: 'A man who knows two languages is worth two men.' The message is clearly that there is much to be learned and enjoyed in experiencing other languages. And the corollary is that we miss out on this experience if we do not avail ourselves of the opportunity to encounter at least one other language.

THE FUTURE OF ENGLISH The future of English is impossible to predict. However, Crystal (1997) has suggested a number of factors that might negatively influence the role of English as a global

language in the future. Firstly, he mentions that some nations have already rejected English. In the 1950s Malaysia rejected English as a language of education in favor of Bahasa Malaysia, and there are many more countries where English does not find favour. Should this reaction to English develop into a worldwide trend, the future of English as a global language would be jeopardized. But this is an unlikely eventuality in the foreseeable future, if only because so many countries are dependent on the United States financially. Furthermore, if United States were to lose its position as an economic, political and cultural superpower, the use of English would become much less desirable in nonEnglish-speaking countries. Fennell (2001) says that another possible threat to the global status of English is the global nature of English itself. As previously mentioned in the chapter Disadvantages of the spread of English, English comes into contact with other languages and begins to develop its own distinctive character. These 'other Englishes', as they have come to be called, have prompted some linguists to predict that these varieties will soon diverge so markedly from each other that they will lose mutual intelligibility, thus causing the fragmentation of English across the globe. But those commentators have failed to take into consideration the centripetal force of standard written language across the globe and the fact that education in English is also conducted through the medium of standard, not local varieties.

CONCLUSION English language has gone through some remarkable transitions since it arrived in the British Isles in the fifth century. No one could foresee in the Middle Ages that English, not Latin, would be the language of learning and knowledge across the globe. No one could foresee in the eighteenth century, and even in the 1950s, that English, not French, would be the first language international communication. (Fennell 2001) The current situation is without precedent: the world has never had so many people in it, globalization processes have never been so marked; communication and transport technologies have never been so omnipresent; there has never been so much language contact; and no language has ever exercised so much international influence as English. (Crystal 2000) So we can say that English is the nearest thing to the global language and the concept of Lingua Franca. Its worldwide reach is much greater than that of Latin or Greek which might also be due to the wide presence

of media and internet, all being mostly in English. However, its widespread presence is mostly because of the historical reasons and the political and economic power of English-speaking countries. If United States were to lose its position as an economic, political and cultural superpower, the power of English could become jeopardized. There are some advantages of English being the world language, such as easier and faster communication between people from different countries or cheaper ways of communicating (because there is no need for translators). However, there are many more disadvantages. Some of them are losing cultural heritage that comes with language, unequal opportunities for people whose mother tongue is not English and generally a view that English is a tool for the destruction of linguistic and cultural diversity. We can conclude that although the idea of having English as Lingua Franca does seem as a convenient solution, there are many issues that would be raised if that happened. After all, people and the world need diversity to survive.

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TOPIC 11. GLOBALISATION AND THE SPREAD OF ENGLISH IN THE MODERN WORLD

Globalization and the spread of English: what does it mean to be Anglophone?

In this issue, SALIKOKO S. MUFWENE wonders whether English is becoming as universal as is often claimed?

What is your opinion about this article?

Article is given from:

https://mufwene.uchicago.edu/publications/Globalization_and_the_Spread_of_English.pdf



So much has been published over the past decade about the extent to which world-wide globalization (see below) has spread English into a “global language,” i.e., one spoken all over the world. Much of this evolution can be attributed as much to the prescription of English as a second or foreign language in secondary schools of almost every country of the Outer and Expanding Circles today as to its usage as the primary lingua franca of business, navigation, science and technology, and academia. Demand for English and American language centers has actually increased around the world, and TOEFL (Test of English as a Foreign Language) is now administered regularly in many metropolises. To ensure that their students are competitive, economically affluent countries have invested lots of money in the latest audio-visual technology while also recruiting the most competent teachers of English as a second or foreign language. South Korea has stood out in contracting American and British teachers to provide interaction-with-nativespeaker experience to its students via satellite while European countries have benefited greatly from student exchange

programs that enable their students to improve their competence by immersion in native socio-economic ecologies. Equally noteworthy are financial and emotional sacrifices endured by many, chiefly Korean, families whose mothers/wives and school-age children live in Anglophone countries so that the children can develop native competence in English. The relevant parents assume that as the world-wide market value of English continues to rise, every young person anywhere will need it, at least as a lingua franca, and the more fluent ones will have a competitive edge over their peers. Pop culture will undoubtedly have contributed its share to this rise of its market value. On the other hand, how comprehensive and accurate is the above description? Is the world Anglicizing really as fast and/or globally as some language activists fear? There are noteworthy facts that cannot be ignored. For instance, in most countries of the Outer Circle, the proportion of actual speakers of English remains very small (at best between 20% and 30% of the total population), although the proportion of children graduating from secondary school has increased substantially since Independence. An explanation for this apparent paradox is that opportunities for practicing English remain urban and associated with white collar jobs, which represents a very small proportion of the national job market. Although English is the medium of education in secondary schools, it plays a marginal role in the extra-curricular lives of most students. Attrition of their competence in this “foreign language” seems guaranteed after graduation. Féral (2007) also observes in the case of Cameroon that although English and French are both official languages, its economic and political capitals, Douala and Yaoundé, respectively, are in the Francophone area. The population living in the Anglophone area, near Nigeria, remains a minority. (The other neighboring countries are almost all Francophone!) Although English is a compulsory subject in secondary school, the proportion of students commanding it well by the time of graduation is very small. French remains the dominant foreign lingua franca, competing locally with Pidgin, the popular English-based lingua franca. Worth mentioning here is also South Africa, where English has competed with Afrikaans since the late 18th century and appears to have put the latter at risk, although it is spoken by about 6 million people (according to the 2000 census) and is the only other official language that is empowered by modern

economy. Afrikaans is hardly attracting learners from outside the Afrikaner and Colored communities. Moreover, more and more Afrikaner and Colored children are being raised bilingual in English and Afrikaans (Broeder et al. 2002, Giliomee 2003), which may augur a gradual shift to monolingualism in English especially in the city (just like in North America and Australia), although Afrikaans remains a sine-qua-non asset in the rural areas of Kwa-Zulu Natal, Gauteng, and the Cape provinces. South Africa stands out on my mind because it also contradicts the claim by, for instance, Crystal (2000, 2004) that English is taking over the world as a global/universal language. Indeed, young South African Blacks and Coloreds rioted in the 1970s for the right to education in English, the alternative that then, as now, opens doors to the outside world. Yet, as I traveled in the country recently, I was struck by the fact that English usage is still very much an urban phenomenon associated primarily with a socio-economically privileged class. Is English really becoming as global as it is claimed to be? To language activists I ask, which languages is it displacing outside North America and Australia? Certainly not the indigenous vernaculars of South Africa and similar places around the world (Mufwene, 2008). Isn't the alleged (increasing) world-wide currency of English overrated? As a visiting professor at the National University of Singapore in autumn 2001, I wished I spoke Malay too. I had to rely on pictures and gestures to order my lunch at most of the eateries on campus. Visits to Kuala Lumpur and Hong Kong brought me in contact with cab drivers that did not speak English. In 2005, my wife and I missed our destinations twice in Taipei because neither of us speaks Putonghua. Few bus drivers speak English; and we had no reason to expect them to! Naturally, English was even less useful to us when we ventured into a traditional market place in search of low working class cuisine. We had a similar experience in Japan in 2007, including not being able to order a good meal in a Kyoto popular restaurant, because no waiter/waitress spoke any English at all and we could hardly communicate linguistically with the only one who tried to help. Fortunately, one can rely on the picture displays in Japan's restaurants or the look of what the tourists at the next table had just ordered and seemed to like. Can we count on getting by with English in some countries simply because we have encountered

several students and professionals from there who speak (some) English? These individuals may not accurately reflect the distribution of English speakers in their homelands. And I have plenty of personal anecdotes in this regard. When I attended an international meeting of Academia Sinica in Shanghai in September 2008, rare were Chinese professors, many of them highly distinguished scholars, who admitted that they spoke some English. To be sure, a few of them may simply have been too shy to test their competence. (There was a graduate of Yale University who simply refused to speak it – perhaps because we were in her home country and the onus was on us to speak the local language, hers!) I had problems understanding the student guide who met me at the airport, though he was very helpful in checking me smoothly into my fourstar hotel, because there was no English-speaking attendant at the front desk that evening. On the other hand, I am grateful some waitresses in the hotel's restaurant spoke English. (I could not count on this luck in the restaurant of Academia Sinica's hotel restaurant in Tapei!) Likewise, many pedlars in Shanghai's old town speak (some) English, enough for them to entice tourists to buy their goods. A few days later, I was speaking at a meeting of the Japanese College English Teachers. The dominant language of the conference was Japanese, which was the right thing to do, because it would be so artificial for Japanese English teachers to communicate with each other in English, when they can interact more naturally and perhaps even more efficiently in their own vernacular. The problem was mine for not speaking Japanese, instead of forcing them to listen to my plenary paper in English. On the other hand, they had invited me! If you think that I was facing an Asian singularity toward their guest, I have more to tell you. While visiting Belo Horizonte, Brazil in July 2009, I barely ordered my lunch at a snack bar where I ventured without my host (of course because I had not taken a crash course in Portuguese), just an hour or so after I had felt frustrated with buying a jacket I fell in love with in a clothing store. If you attribute my experience to the fact that Belo Horizonte is perhaps not so cosmopolitan, I can testify to a similar one in Rio de Janeiro a couple of days later, in a store in Copacabana, one of its most touristic neighborhoods, where, months before, I had been lucky enough to buy a stylish felt hat. Unfortunately, the young lady who had attended to me before

was not there this time. A lesson to learn from the above anecdotes is that English is not spreading uniformly everywhere, least of all as a vernacular. Therefore, it is not endangering all languages everywhere, in both the Outer and Expanded Circles, especially when its new users decide when to use it and when not to. Another lesson is that the geographical expansion of English is constrained by whether or not particular individuals find it useful in their personal, local lives, regardless of its dominant role in world-wide business, navigation, and science and technology. As explained in Mufwene (2008), language learning is an investment in time and energy, and in some cases a financial one too. Although more and more students are learning English in high school, they are not all equally invested in it, and many are those who forget it as quickly after graduation as they do most of the other subjects they learned that bear marginally on their daily lives. Even if we choose to interpret globalization, partially, as the fact that various parts of the world are now more interconnected and interdependent economically, we should not overlook the fact that some parts are more equal and interconnected than others, nor the fact that the interdependences are often more asymmetrical than symmetrical. To borrow from Blommaert (2010), some parts of the world are closer to the centers while others lie in the periphery. The spread of English is very much constrained by these inequities, aggravated by many more at the level of national or local socioeconomic structure, to which the term glocalization can apply. English is spreading less widely in places with a low glocalization index (Mufwene in press), as not every citizen can afford to travel far and wherever they want, nor can everyone interact with travelers from outside or consume imported goods, including foreign languages. In fact, nor is everybody interested in consuming cultural imports from outside. Affordability and positive disposition to cultural imports are thus very important factors that bear on the spread of English. Although English has become a global language geographically, it is not becoming a universal one, a fear mitigated by its speciation into so many varieties, some of which have already been disfranchised as separate languages, viz. creoles and pidgins. These latter observations raise the question of who counts as Anglophone? This is germane to the question of what country counts as Anglophone. What demographic or ethnographic criteria should a territory meet

to qualify as Anglophone? For instance, what proportion of its population, with what level of competence, would justify characterizing it as Anglophone? Does frequency of usage count for especially non-native speakers? I can of course raise more issues on this subject matter, but there is only so much space for a column! Hope we can think over the above issues before carrying on the same traditional discourse on the spread of English and the endangerment of other languages without double-checking the facts. The factors that bear on the vitality of particular languages, major and small, appear to be very local, and the effects of world-wide globalization seem to depend so evidently on those of glocalization.

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GLOSSARY

Affluent (adj) - having a lot of money or owning a lot of things

Analogue-a clock or watch that uses pointers, not changing the numbers

Article – a piece of writing about a particular subject that is published in a newspaper or magazine.

Assent – to give approval

Authentic material – real, not false or copied material.

Behavior- the way a living creature behaves or acts

Belief- mental acceptance of a claim as likely true.

Bias-whether a person, group or idea is good or bad

Bilateral- involving two groups of people or two countries

Blog – a biographical web log: a type of diary on a website that is changed regularly, to give the latest news. The page usually contains smø's personal opinions, comments and experiences.

Bow – to bend your head or body forward, especially as a way of showing someone respect or expressing thanks to people who have watched you perform

Captivate-to attract someone very much, and hold their attention

Carbon – the chemical element with an atomic number 6 (symbol C)

Climatically – regarding the climate

Coach – to tell someone what to say or what to do in a particular situation

Commentary – a discussion of smth such as an event or theory.

Correspond-to be very similar or the same

Coverage-when a subject or event is reported on television or radio, or in newspapers.

Critical review – an article in which smø gives their opinion of play, book, etc.

Culture- arts, customs, and habits that characterize a particular society or nation

Destitute – lacking smth.

Dynamic(adj) -continuously changing or developing

Emission – the act of sending or throwing out

Encyclopedia entry – a set of information that is part of a series of things written in a book.

Extensive- including or dealing with a wide range of information

Extensive reading – reading for pleasure

Extract – a short piece of writing taken from smth such as a book or letter.

Feature article – a newspaper or magazine article that concentrates on a particular subject.

Forum – a website, newspaper, television programme etc where people can express their ideas and opinions

Hair - A person who has the legal right to receive smb's property, money or title when that person dies

Harm – to hurt someone

Hollow- having a hole or empty space inside

Inferring – reading between the lines

Instruction manual – a book containing instructions for doing smth, especially for operating a machine or equipment

Intensive reading – reading attentively, focusing on every word in the text

Internet texts – blogs, websites, forums

Intrigue-interest someone a lot because it seems strange or mysterious

Material – substance

Monopoly-to have a complete control of something so that you cannot compete

Motto - a short sentence or phrase that expresses the aims and beliefs of a person, a group etc. and is used as a rule of behavior

Murmur – low or indistinct sounds or speech

Notable (adj) - important and deserving attention, because of being very good or interesting

Occasion – opportunity

Ongoing (adj)- continuing to exist or develop, or happening at the present moment

Pragmatic- solving problems in a practical and sensible way rather than by having fixed ideas or theories

Predictable – able to be predicted

Privileging (n) - the special right that some people in authority have that allows them to do or say things that other people are not allowed to

Pursuit- a hobby or recreational activity, done regularly

Reliable-someone or something that can be trusted

Report – an article or broadcast that gives information about smth that is happening in the news.

Scanning – reading quickly to find some specific information, for example to find particular date/time.

Scanning- to look quickly but not very carefully at a document.

Skimming – reading quickly to get the general idea of the text

Skimming- to read something quickly in order to find a particular point or the main points

Spectacular- very impressive

Speed reading – reading faster and maximise reading time

Static (adj)- staying in one place without moving, or not changing for a longtime

Store – to put or keep things in a specialplace for use in the future

Strategy- the process of planning something or carrying out a plan in a skillful way

Survey - an investigation of opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions

Toss – (move) If you toss yourhair or a partofyourbody you move it up and back suddenly

Upbringing (n)-the way in which you are treated and educated when young, especially by yourparents, especially in relation to the effect that this has on how you behave and make moraldecisions

Value (n)- the importance or worth of something for someone

Website – a place on the internet where information is available about a particular subject, organisation.

Whirlpool - a place in a river or the sea where currents of water spin round very fast

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