Paper 4 Q1 English in the World

(Learner Guide:)
When studying English in the world you will explore:
• the history of English as a 'global' language
• the development of standard and nonstandard forms of English
• ethical considerations related to the continuing expansion of English usage around the world.
• colonialism, cultural influence and effects
• multilingualism
• the future of English
• varieties of English
• standard and nonstandard 'Englishes'
• official and unofficial attitudes and policies • relevant ethical considerations
• language shift and death
• cultural imperialism, equality of opportunity, and global cooperation

You will develop skills and techniques in reading and demonstrating critical understanding of unseen texts.

Main Topics/Learner Guide

1. **English Global Language Development**
2. **English Varieties (World Englishes)**
3. **Ethical Considerations**
4. **The Future of English**
5. **Theories and Models**
6. **Case Studies x 3**

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Number of people speaking various languages:
● English 1.4b (L1 350m, L2 1b)
● Chinese 1.2b
● Hindi 600m
● Spanish 500m

Lingua Franca: A lingua franca is a language used as a means of communication between people who do not share a common language. In the modern world, English is often used as a lingua franca between speakers of different languages. For example, English is used as a lingua franca in international business, diplomacy, air traffic control,

Criteria used to assess a world language
● No. of L1 speakers must be high (L1=350m and L2 1b)
● English must be spread over a large geographical region (i.e. all 7 continents)
● English is recognised as the world language of trade, UN, NATO, Science, International affairs, Diplomacy, Air Traffic Control etc

- In some countries, English is the second language L2 but still operates in Gov, Law, Higher education

Intrinsic features of the English language that allowed it to become a Global Language:
- Richness and depth of English vocabulary - estimated 8500 -20,000words being added per year. This is due to Its flexibility e.g. Using a noun as a verb, new words can be easily coined by adding prefixes and suffixes, compounding words, open to borrowing words from different languages.
- Its grammar is simpler no noun genders (e.g. le / la)
- No formal/informal address (e.g. tu / vous)
- No accents or diacritical marks (e.g. / ^)

1. English Global Language Development

How has English reached the status of a global language (lingua franca). Explain the historical, economical, political and cultural reasons with dates and examples and what the various theorists say about such events

English has become a global language, also known as a lingua franca, due to a combination of historical, economic, political, and cultural factors. Below is an overview of these factors and their impact on the spread of English.

David Crystal - "English has repeatedly found itself in the right place at the right time"

Historical Factors:
English began to spread as a result of the British Empire's expansion in the 17th to 19th centuries. The British Empire was one of the largest empires in history, and it brought English to many parts of the world, including India, Africa, North America, and Australia. British colonialism not only introduced the English language but also established British institutions and culture in the colonies.

Economic Factors:
English has become the language of international trade and commerce. The rise of the United States as an economic power in the 20th century has helped to cement English's position as the global language of business. English is the primary language of the global financial system, and many international corporations and organizations have made English their official language of communication. **Prodromou 1997** - the rise of the acculturation of US interests

Political Factors:
The dominance of the United States as a superpower since World War II has played a significant role in the global spread of English. The United States has promoted the use of English as the international language of diplomacy and has used English as its primary language in international forums such as the United Nations.

Cultural Factors:
English has become the language of popular culture, including music, movies, and television. Hollywood has played a significant role in spreading English as a global language. English-language media dominates the entertainment industry and has contributed to the global popularity of the language.

Theorists have various perspectives on the spread of English as a global language. Some view it as a form of linguistic imperialism, where English is imposed on other cultures and languages. Others argue that the spread of English has been beneficial for international communication and has facilitated global trade and cooperation.

In conclusion, the spread of English as a global language has been influenced by historical, economic, political, and cultural factors. The rise of the British Empire, the dominance of the United States as a superpower, and the popularity of English-language media have all contributed to the global spread of the language. The implications of English as a global language continue to be debated by linguists, sociologists, and cultural theorists.
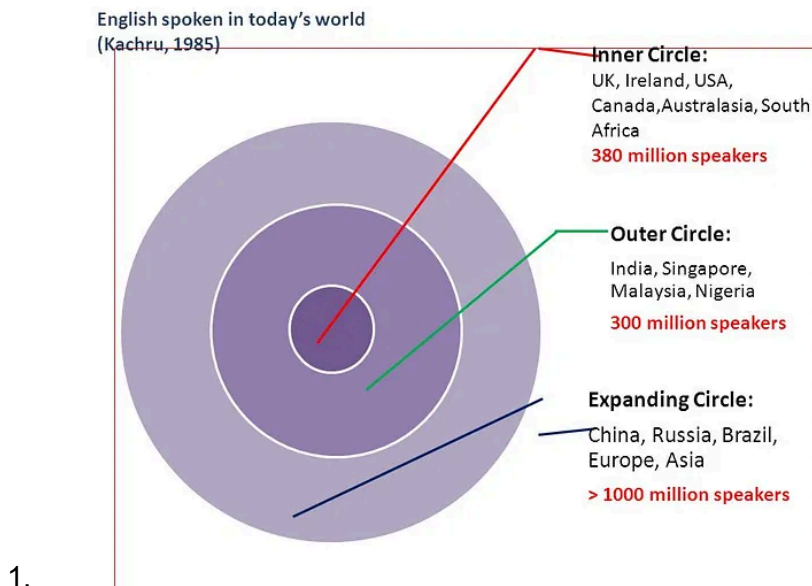
Introducing the main Theorists

How has English spread throughout the world and become a global language, include the theorists, Kachru, McArthur, Schneider and Modiano
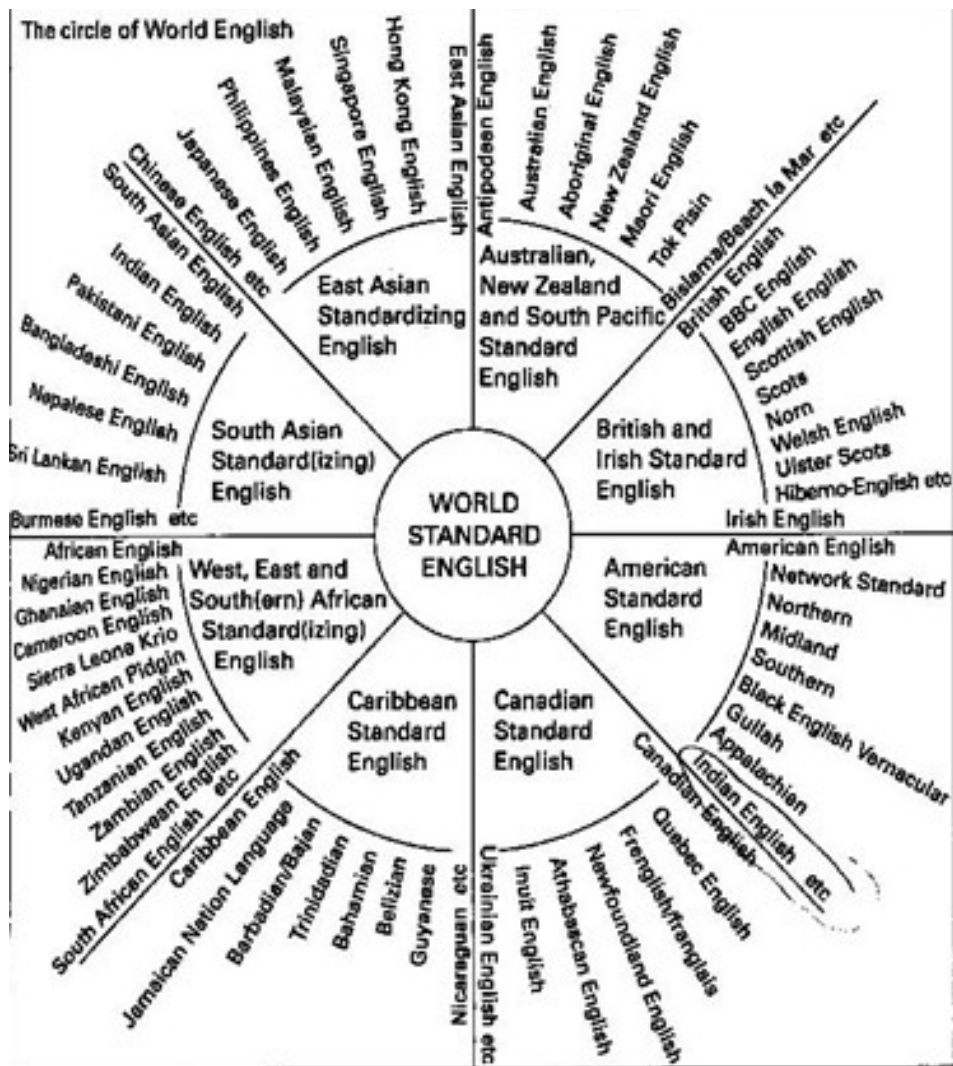
The spread of English as a global language has been a complex process that has taken place over several centuries. Theories developed by linguists such as Kachru, McArthur, Schneider, and Modiano have shed light on the different factors that have contributed to this phenomenon.

Braj Kachru's "Three Circles" model is one of the most influential theories about the spread of English. According to Kachru, English has **three circles of use:**
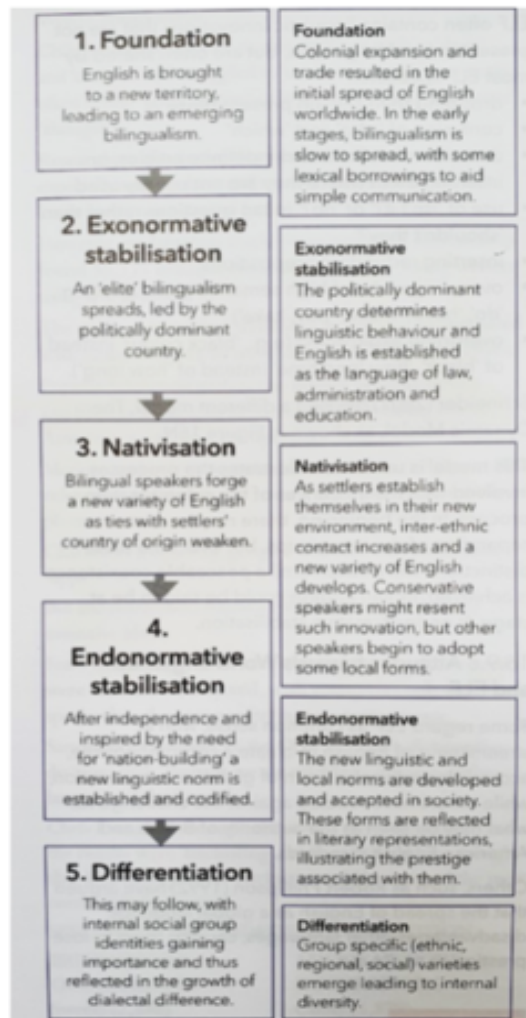
- the **Inner Circle**, which includes countries where **English is the native language** (such as the United Kingdom, the United States, Canada, and Australia);
- the **Outer Circle**, which includes countries where English has been adopted as a **second language** (such as India, Singapore, and South Africa); and
- **Expanding Circle**, which includes countries where **English is taught as a foreign language** (such as China and Russia). Kachru's model shows that the spread of English has been influenced by historical, social, and economic factors, as well as by **language policies** and language planning.

English spoken in today's world
(Kachru, 1985)

Inner Circle:
UK, Ireland, USA,
Canada, Australasia, South
Africa
380 million speakers

Outer Circle:
India, Singapore,
Malaysia, Nigeria
300 million speakers

Expanding Circle:
China, Russia, Brazil,
Europe, Asia
> 1000 million speakers

1.

Another important theorist in this area is **Robert McArthur**, who proposed that the **spread of English has been driven by the development of global communication networks**. According to McArthur, English has become a global language because it is the **language of international business**, **science**, and **technology**. He argues that the spread of English has been **facilitated by the growth of the internet**, **international travel,** and the **global media.**

The circle of World English

WORLD STANDARD ENGLISH

East Asian Standardizing English
- East Asian English
- Hong Kong English
- Singapore English
- Malaysian English
- Philippines English
- Japanese English
- Chinese English etc

South Asian Standard(izing) English
- South Asian English
- Indian English
- Pakistani English
- Bangladeshi English
- Nepalese English
- Sri Lankan English
- Burmese English etc

Australian, New Zealand and South Pacific Standard English
- Antipodean English
- Australian English
- Aboriginal English
- New Zealand English
- Maori English
- Tok Pisin
- Bislama/Beach la Mar etc

British and Irish Standard English
- British English
- BBC English
- English English
- Scottish English
- Scots
- Norn
- Welsh English
- Ulster Scots
- Hiberno-English etc
- Irish English

West, East and South(ern) African Standard(izing) English
- African English
- Nigerian English
- Ghanaian English
- Cameroon English
- Sierra Leone Krio
- West African Pidgin
- Kenyan English
- Ugandan English
- Tanzanian English
- Zambian English
- Zimbabwean English etc
- South African English

American Standard English
- American English
- Network Standard
- Northern
- Midland
- Southern
- Black English Vernacular
- Gullah
- Appalachien
- Indian English etc

Caribbean Standard English
- Caribbean Language
- Jamaican Nation Language
- Barbadian/Bajan
- Trinidadian
- Bahamian
- Belizian
- Guyanese etc
- Nicaraguan English etc

Canadian Standard English
- Ukrainian English etc
- Inuit English
- Athabascan English
- Newfoundland English
- Frenglish/franglais
- Quebec English
- Canadian English

Edgar Schneider's "Dynamic Model" is another influential theory that explains how English has spread throughout the world. Schneider argues that the **use of English varies across different contexts** and that this has **led to the development of different varieties of English**. He suggests that these varieties are shaped by local social, cultural, and linguistic factors, and that they reflect the ongoing evolution of the language.

1. Foundation English is brought to a new territory, leading to an emerging bilingualism.	**Foundation** Colonial expansion and trade resulted in the initial spread of English worldwide. In the early stages, bilingualism is slow to spread, with some lexical borrowings to aid simple communication.
2. Exonormative stabilisation An 'elite' bilingualism spreads, led by the politically dominant country.	**Exonormative stabilisation** The politically dominant country determines linguistic behaviour and English is established as the language of law, administration and education.
3. Nativisation Bilingual speakers forge a new variety of English as ties with settlers' country of origin weaken.	**Nativisation** As settlers establish themselves in their new environment, inter-ethnic contact increases and a new variety of English develops. Conservative speakers might resent such innovation, but other speakers begin to adopt some local forms.
4. Endonormative stabilisation After independence and inspired by the need for 'nation-building' a new linguistic norm is established and codified.	**Endonormative stabilisation** The new linguistic and local norms are developed and accepted in society. These forms are reflected in literary representations, illustrating the prestige associated with them.
5. Differentiation This may follow, with internal social group identities gaining importance and thus reflected in the growth of dialectal difference.	**Differentiation** Group specific (ethnic, regional, social) varieties emerge leading to internal diversity.

In phase 4) Endonormative stabilization Schneider talks about how the L2 moves away from the e.g. British Standard English the continuum is as follows: Acrolect (no difference from SE) Mesolect and Basilect (essentially Singlish which is deemed a creole).

Finally, **Alessandro Modiano's** theory **emphasizes the role of cultural imperialism** in the spread of English. Modiano argues that English has become a global language because of the **dominance of Western culture and the economic and political power of English-speaking countries.** He suggests that the spread of English has **led to the erosion of local cultures** and languages and has **reinforced inequalities** between different nations and regions.

A note on alternative models

Modiano's Centripetal Circles of International English (1999a)

English as an International Language (EIL) (Modiano, 1999b)
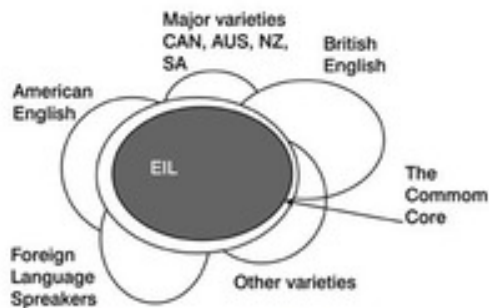
Figure 1.8 Modiano's Centripetal Circles of International English

pure 1.9 Modiano's English as an International Language (EIL)

Overall, these theories provide different perspectives on the spread of English as a global language. They show that the process has been influenced by a range of factors, including historical, social, cultural, and economic factors, as well as language policies and language planning

2. English Varieties (Global English<u>es</u>)

Global Englishes is where countries use English as a basis but mix it with national characteristics.
There is a big debate, should standard English be held as the Golden Model for all others to develop or should the varieties be allowed to develop and recognised as the new Standard Englishes.

Lingua Franca: A lingua franca is a language used as a means of communication between people who do not share a common language. In the modern world, English is often used as a lingua franca between speakers of different languages. For example, English is used as a lingua franca in international business and diplomacy.

Pidgin: A pidgin is a simplified language that emerges when people who do not share a common language need to communicate. Pidgins usually develop as a means of trade or interaction between different cultures. One example is Nigerian Pidgin English, which is spoken as a lingua franca among different ethnic groups in Nigeria.

Creole: A creole is a stable and fully developed language that emerges from a pidgin when it becomes the native language of a community. Creoles often have elements from the original languages that contributed to the pidgin, as well as unique features of their own. One example is Haitian Creole, which developed from a pidgin of French and African languages spoken by slaves in Haiti.

Global English: Global English refers to the variety of English that is used as a means of communication between people from different countries and cultures. This includes both native and non-native speakers of English. Global English is often characterized by a simplified grammar and a reduced vocabulary, and it includes features of different varieties of English. An example of Global English is the English used in international conferences and meetings.

Englishes: Englishes refers to the different varieties of English that exist around the world. These include regional dialects, such as British English, American English, and Australian English, as well as non-native varieties, such as Indian English and Singaporean English. Each variety of English has its own distinct features and characteristics (reference McArthur)

Globish: Globish is a simplified form of English that was developed by a French businessman, Jean-Paul **Nerrière**, as a means of international communication in business and other fields. It has a limited vocabulary of around 1,500 words and a simplified grammar. The term "Globish" is a combination of the words "global" and "English." An example of Globish is the English used in international trade and commerce, which often relies on a limited set of standardized vocabulary and grammar rules

American versus British English - which should be the standard?

American English has a unique history, which began with the English colonization of North America in the 17th century. The colonization of North America by the British brought English to the continent, and over time, American English developed as a distinct variety of English due to several factors.

One factor that contributed to the development of American English was isolation from Britain. In the early days of the British colonies in North America, communication with Britain was difficult and time-consuming, which meant that colonists had to rely on themselves to develop their language. This led to the creation of new words and phrases that were specific to American English.

Another factor was the influence of other languages on American English. As people from different parts of Europe came to settle in America, their languages and dialects mixed with English to create new varieties of the language. For example, German and Dutch settlers in Pennsylvania influenced the development of a distinct regional dialect known as Pennsylvania Dutch.

The expansion of the United States also played a significant role in the development of American English. As the country grew and became more diverse, new words and expressions emerged to reflect the changing culture and values of the nation. This included the adoption of words from Native American languages, such as "canoe" and "tomahawk," and the integration of words from other languages, such as Spanish, French, and Italian.

Today, American English is one of the most widely spoken varieties of English in the world, and it continues to evolve and change over time. The influence of technology and the internet has led to the creation of new words and phrases, and the diversity of the American population means that the language is constantly being enriched with new expressions from different cultures.

It's difficult to say which factor is the most important in the development of American English, as all of these factors played a significant role. However, it's clear that the unique history and culture of America have contributed to the creation of a distinct variety of English that has become a global phenomenon.

(you can mention the rhotic /r/ which was part of middle english (pirate type sound of /r/) which when the Puritans left to discover new lands they brought it with them and so in the US this rhotic /r/ never was affected by TGVS)

How many varieties are there of English, reference standard and nonstandard Englishes, creolisation, sociolect continuum and official and unofficial attitudes and policies, include linguistic theorists Jennifer Jenkins, David Crystal, Jean Paul Nerriere, Platt, Webber and Ho, Schneider

There are numerous varieties of English spoken around the world, including both standard and nonstandard forms. Some of the major varieties of English include:

1. Standard English - this refers to the prestige form of English, which is used in formal settings such as academia, business, and government. It is generally based on the norms of British or American English.
2. Nonstandard English - this refers to any form of English that deviates from the norms of standard English. Nonstandard English can take many different forms, including regional dialects, urban dialects, and pidgins and creoles.

3. Creolized English - this refers to varieties of English that have developed through the mixing of English with other languages, particularly in former colonies where English was imposed as a colonial language.
4. Sociolect continuum - this refers to the range of language varieties that exist within a given society, ranging from the most prestigious forms of language used by the upper classes to the nonstandard forms used by the working classes.
5. Official and unofficial attitudes and policies - attitudes towards different varieties of English can vary depending on the social and political context. In some cases, there may be official policies that promote the use of a particular variety of English, while in others there may be unofficial stigmatization of certain forms of English.

Global English versus Standard English: **What is the difference, what is the debate for prescriptivism vs descriptivism and what is the pros and cons for each**

Global English (simplified) and Standard English (used officially in education, business, publishing, law…) are two distinct varieties of English that have been the subject of much debate and discussion in linguistics and language policy.

Global English is a term that refers to the use of English as a lingua franca, a means of communication between speakers of different languages. It is a simplified and standardized form of English that is often used in international communication and business, and it includes features of different varieties of English.

Standard English, on the other hand, is a variety of English that is considered to be the norm or standard for a particular region or country **(see McArthur's Global English Circles model**). It is often associated with the educated or upper-class population and is used in formal situations such as in writing or public speaking.

The debate between prescriptivism and descriptivism is related to the question of what rules and standards should be used for English language use. Prescriptivism argues that there is a correct or proper way to use English, and that deviations from these rules are incorrect or unacceptable. Descriptivism, on the other hand, argues that language use should be described based on how it is actually used by speakers, rather than based on a set of prescriptive rules.

(Prescriptivists don't like these stages of Schneider's 5 phase model; phase 3)Nativitism, 4)Endonormative stabilization)

The pros of prescriptivism are that it provides clear rules for language use, which can be useful for formal communication and writing. It also helps to maintain the integrity and stability of the language. The cons of prescriptivism are that it can stifle creativity and innovation in language use, and it can be exclusive and elitist, favoring certain groups over others.

The pros of descriptivism are that it allows for more variation and diversity in language use, and it is more inclusive and democratic, allowing for a wider range of speakers to participate in the language. The cons of descriptivism are that it can lead to a lack of standards and consistency in language use, which can hinder communication and lead to misunderstandings. **(We should not think only the 'Good English' comes from Kachru's Inner Circle)**

In conclusion, while both Global English and Standard English have their place in the world, the debate between prescriptivism and descriptivism highlights the challenges of determining the rules and standards for language use. Ultimately, a balance between these two approaches may be needed to ensure that language use is both effective and inclusive.

English is one of the most widely spoken languages in the world and is often used as a lingua franca between speakers of different languages, particularly in international business, diplomacy, and tourism. While the use of English varies across different regions and countries, it has become a truly global language with an estimated 1.5 billion speakers worldwide.

What are the pros and cons of English as a Lingua Franca, include theorists and statistics

English as a Lingua Franca (ELF) refers to the use of English as a means of communication between people who do not share a first language. While there are certainly advantages to using a common language like English in global communication, there are also some drawbacks.

Pros:

1. **Facilitates communication**: One of the biggest advantages of ELF is that it makes communication between speakers of different languages possible. This can be especially important in areas such as business, international relations, and academia.
2. **Enhances global cooperation**: When people can communicate effectively, it is easier to collaborate and work together. ELF can help to foster cooperation and understanding between people from different countries and cultures.
3. **Improves job prospects**: In many industries, proficiency in English is seen as a valuable skill. Being able to communicate effectively in ELF can open up job opportunities in a variety of fields.
4. **Promotes cultural exchange**: When people from different cultures can communicate effectively, it can lead to a greater understanding and appreciation of those cultures.

Cons:

1. **Language loss**: The widespread use of English as a Lingua Franca can lead to the erosion of local languages and dialects. This can have negative cultural and social impacts.
2. **Linguistic imperialism**: The use of English as a Lingua Franca can reinforce the dominance of English-speaking countries and cultures. This can lead to unequal power dynamics and reinforce existing inequalities.
3. **Inaccurate communication**: When people are communicating in a language that is not their first language, misunderstandings and misinterpretations can occur. This can lead to confusion and errors in communication.
4. **Native-speaker bias**: In some cases, native speakers of English may be given an unfair advantage in professional settings where English is used as a Lingua Franca. This can create inequalities and limit opportunities for non-native speakers.

"The native speakers of English must accept that english is no longer his possession alone, it belongs to the world … and should be accepted into the galaxy of Englishes which constitute the English language" Peter Stevens (1980)

Theorists such as **Jennifer Jenkins** and **Anna Mauranen** have studied the use of ELF in different contexts and have highlighted both the advantages and disadvantages of this approach to communication. According to a study conducted by the British Council, there are currently over 1.5 billion people worldwide who are learning English, and it is estimated that by 2020, two billion people will be using it as a Lingua Franca. These statistics highlight the importance of considering both the pros and cons of ELF as a global communication too.

Further information with regard to the Theorists

Linguistic theorists such as Jennifer Jenkins, David Crystal, Jean Paul Nerriere, Platt, Webber, and Ho have all contributed to our understanding of the different varieties of English and the social and political factors that shape them.

The term **Lingua Franca** (Frankish Language) was first coined in the **17th century** by the **Italians**.

Jennifer Jenkins is a big proponent of English as a Lingua Franca (ELF), which recognizes the growing importance of non-native speakers of English and the need to develop an i**nclusive approach to English that recognizes its diverse forms**.

David Crystal has written extensively on the diversity of English varieties, arguing for a more **inclusive and accepting approach to the diversity of English** around the world. He has emphasized the importance of recognizing the value of all English varieties, including nonstandard and regional dialects.

Jean Paul Nerriere has developed the concept of Globish, which is a **simplified form of English designed for international communication** that is based on a **core vocabulary** of around **1500** words.

Platt, Webber, and Ho have contributed to our understanding of the linguistic features of different varieties of English, **particularly in Southeast Asia**. They have emphasized the importance of recognizing the diversity of English in this region and the need for more research into the linguistic features of these varieties.

Peter Schneider has developed the **Dynamic Model of Postcolonial Englishes,** which **emphasizes the importance of historical and social factors** in shaping the development of English varieties in former colonies. He has argued for a more inclusive approach to English that recognizes the unique features and history of English varieties around the world.

Overall, these linguistic theorists have emphasized the importance of recognizing the diversity of English varieties around the world and the need for a more inclusive approach to English that recognizes its diverse forms and values linguistic diversity.

4. Case Studies

As an English language move further away from its dominant root: It moves from **Acrolect** (no significant difference from Standard English) **Mesolect** (e.g. in Singapore English sometimes less article use, less inflections on verbs and **Basilect** (e.g. in Singapore English tag questions are used 'is it", also copula (verb to be) deletion e.g. "Jane my friend"

AAVE Case Study:

A level English - Evaluate AAVE (African American Vernacular English) as an English Creole, discuss its development, linguistic features and how theorists from prescriptivism and descriptivism view it

AAVE (African American Vernacular English), also known as Ebonics, is a distinct dialect of English spoken primarily by African Americans in the United States. It is considered a creole because it has developed from a combination of English and African languages, including various West African languages. AAVE has a rich linguistic history and is recognized as a unique and valid form of communication.

The development of AAVE can be traced back to the transatlantic slave trade when African slaves were brought to the United States. These slaves were forced to learn English, but due to cultural and linguistic barriers, they often created their own unique forms of communication. This **early form of AAVE was a pidgin**, a simplified language created for communication between people who do not share a common language. As generations of African Americans were born and raised in the United States, AAVE became more complex and **evolved into a creole language** with distinct grammar, vocabulary, and pronunciation.

Linguistically, AAVE is characterized by its **use of tense and aspect**, which is **marked by the use of auxiliary verbs and other grammatical structures**. For example, in AAVE, the present tense verb "is" can be used to mark habitual actions, as in "He is always late." AAVE also uses a unique set of pronunciation features, including the use of a **glottal stop in place of the "t" sound** in some words, such as "bu'en" instead of "button."

Prescriptivists, who advocate for strict adherence to standardized language rules, often view AAVE as a substandard or incorrect form of English. They may **criticize AAVE speakers for not adhering**

to standard grammar rules or pronunciation patterns. Descriptivists, on the other hand, view AAVE as a legitimate form of communication that is worthy of study and respect. They believe that language should be described as it is actually used, rather than prescribing how it should be used.

Overall, AAVE is a unique and valid form of English that has developed over generations of African American communities in the United States. While some may view it as a substandard form of communication, it is important to recognize its linguistic history and cultural significance… Additional notes on AAVE:

- Some linguistics claim that AAVe has its origins in Gullah creole (aka plantation creole)
- Most linguistics would agree creole is not inferior to other languages
- With AAVE developed under slavery and segregation they developed their own dialect to protect themselves
- Some people say AAVE is broken English as it is simplified down a lot. However, modern English, even standard English today is simplified from old and middle English that they may also say our modern English is broken (...if they came back from the dead ;-) AAVE is not broken , it is just not 'standard'.
- Lexis - slang (always changing) e.g. ass construction e.g. random-ass club
- Grammar - Negation e.g. he doesn't - "he don't / I have no - I ain't; Is and Are are often left out e.g. "She over there … You funny dude … They kinda crazy"; Habitual 'be' -something that is always e.g. "we <u>be </u>working 24/7. The stressed been - something that going on for a long time e.g. "she <u>been </u>married a long time"
- Phonology/r/ r-less e.g.brotha, motha, sista, yo; /th/ interdental fricatives become /f/ e.g. both - bof and south - souf; some phonemes at the end of a word where there is a cluster consonant are silent e.g. past - pas, hand - han . There is a lot of diversity within AAVE.

Singaporean English Case Study

A level English - Analyse Singaporean English, discuss its development, linguistic features and how theorists from prescriptivism and descriptivism view it

Singaporean English is a variety of English that is widely spoken in Singapore. It has developed over time due to Singapore's history as a British colony and its position as a global hub for trade and commerce. In this response, we will discuss the linguistic features of Singaporean English, its development over time, and how prescriptivists and descriptivists view it.

Linguistic Features:

One of the most distinct features of Singaporean English is its **phonology**. Singaporean English has a **unique accent** that is influenced by the languages spoken in the country, such as **Malay**, **Mandarin**, **Tamil**, and **Hokkien**. The accent is characterized by a **sing-song intonation** and the **use of glottal stops**, particularly in words that end in "-**ing**". For example, "sing" may be pronounced as "si-ng".

Another feature of Singaporean English is its vocabulary. Singaporean English incorporates **loanwords** from various languages, particularly Malay, Mandarin, and Hokkien. These loanwords are often used in everyday conversations and have become an essential part of the language. Examples include **"kiasu"** (afraid to lose), "shiok" (delicious), and **"lah"** (a particle that adds emphasis to a sentence).

Singaporean English also has **unique grammar and syntax.** For example, the word order in Singaporean English sentences may differ from Standard English, such as **placing the verb at the end of the sentence**. There are also grammatical constructions that are unique to Singaporean English, such as **"cannot lah"** instead of "can't".

Development:

Singaporean English has **developed over time due to Singapore's history and cultural diversity.** English was introduced to Singapore in the **19th century** when **Singapore was a British colony.** English was used as the **language** of **administration**, **education**, and **trade**. However, the English spoken by the locals had a distinct accent and incorporated words from other languages spoken in the country.

After Singapore **gained independence in 1965**, the government **promoted the use of English** as the language of instruction **in schools.** This led to the standardization of English in Singapore, but the language continued to evolve and develop, incorporating words and phrases from different languages spoken in the country.

Prescriptivism and Descriptivism:

Prescriptivists view Singaporean English as a deviation from Standard English and often criticize it for its grammar, vocabulary, and pronunciation. They believe that Standard English should be the only acceptable form of English and that deviations from it are incorrect.

Descriptivists, on the other hand, view Singaporean English as a legitimate variety of English that reflects the cultural diversity of the country. They believe that language is constantly evolving and changing, and there is no one correct way to speak a language. Descriptivists argue that Singaporean English should be celebrated for its unique features and its ability to bring together people from different linguistic backgrounds.Examples:

"Can lah, no problem" (Singlish) meaning "Sure, no problem"

"He's kiasu, he always wants to win" (Singaporean English)

"Where got like that one?" (Singlish) meaning "It's not like that"

"Don't anyhowly accuse me of stealing" (Singlish) meaning "Don't accuse me of stealing without proof"

Additional notes:

73% of the population identify as bilingual or multilingual. English is taught in schools (officially 1987) but students also required to take their mother tongue/heritage language

Sociolect continuum - formal to informal (Singlish). Singaporeans can code-switch very easily depending on the situation

Features of Singlish: 1) Topic prominence (begin sentence with topic) e.g. "*our drawing* so simple how to pass"?; 2) subject omitence e.g. "still got headache" (there is no subject, it is very context

driven 3) "lah" emphasis on a statement or assertion, e.g. "finished already lah!", Questioning e.g. "hah", Negative e.g. "mah" 4) reduplication e.g. "their food die die must try

In conclusion, Singaporean English is a unique variety of English that reflects the cultural diversity of Singapore. It has developed over time due to Singapore's history and incorporates words and phrases from various languages spoken in the country. While prescriptivists may criticize it for its deviations from Standard English, descriptivists view it as a legitimate variety of English that should be celebrated for its unique features.

Indian English Case Study

A level English - Analyze Indian English, discuss its development, linguistic features such as lexis, phrases,phonology, grammar and discourse

Indian English is a variety of English spoken in India, which has developed over time through the influence of various languages and cultural factors. In this analysis, we will discuss the development and linguistic features of Indian English, including lexis, phrases, phonology, grammar, and discourse.

Development:

The English language was **introduced to India initially with the set up of the East India trading Company (1600) and followed during the British colonial era(1858 - 1047),** and it was mainly used as a **means of communication between the British and the Indian people**. Over time, English became a **part of the Indian education system,** and it was also used as a medium of instruction in schools and universities. As a result, Indian English has developed its unique characteristics, which are influenced by regional languages, cultural factors, and the English language.

Lexis:

The lexicon of Indian English is **characterized by the incorporation of words and phrases from Indian languages**, such as Hindi, Bengali, Tamil, and Punjabi. This process is known as **lexical borrowing,** which has enriched the Indian English vocabulary. Some examples of words borrowed from Indian languages are **chai** (tea), **namaste** (hello), and **masala** (spices).

Phrases:

Indian English also has its unique phrases, idioms, and expressions. These phrases are often influenced by Indian culture and traditions. For example, **"time pass"** is used to describe an activity done to pass the time, and **"preponed"** is used **instead of "moved forward."**

Phonology:

The phonology of Indian English is influenced by regional languages, resulting in distinct pronunciation and intonation patterns. One of the most notable features is the pronunciation of the **"r"** sound, which is often **replaced by a retroflex sound** in Indian English. Additionally, Indian English speakers often use a **sing-song intonation pattern**, which is **influenced by the tonal languages** spoken in India.

Grammar:

Indian English has its unique grammar rules, which are influenced by the syntax of Indian languages. One example is the use of "do" as an auxiliary verb, which is not commonly used in British or American English. Indian English also tends to use indirect speech more frequently than direct speech.

Discourse:

The discourse of Indian English is characterized by the use of honorifics and respectful language. For example, people often address elders or superiors using honorifics such as "ji" or "sir." Additionally, Indian English discourse tends to be more indirect and polite, with speakers avoiding confrontation and direct criticism.

Additional notes:

- English is the predominant Lingua Franca connecting all of the other Indian language speakers
- Hinglish is the most common Indian Englishes (Hindi + English) is the official working languages on the government

Linguistic features:

- Lexis: we inherited (borrowed) shampoo, pajamas,, loot, thug.
- Phrases: cousin/brother=someone close to you; Good name = first name; sleep is coming = going to bed; face cut=shave, chaste=pure
- Phonology:/t/replaced with /d/ e.g. bit - bid; /w/ replaced with /v/ e.g. water - vater
- Grammar: overuse of progressive/continuous 'ing' with stative verbs (i.e. thoughts, feeling verbs) e.g. I am thinking, I am feeling; the definitive article 'the' dropped
- Discourse: Can seem quite formal. For Indians English is seen today as an indicator of social status. Some vocabulary may seem archaic (from long ago times) but remained from the Raj (1858-1947)

In conclusion, Indian English has developed its unique linguistic features over time, which are influenced by regional languages, cultural factors, and the English language. The incorporation of words and phrases from Indian languages, distinct phonology, and unique grammar rules make Indian English a fascinating variety of English that continues to evolve.

Jamaican Creole Case Study

Analyze Jamaican Creole, discuss its development, linguistic features, including lexis, phonology, grammar and give examples

Jamaican Creole, also known as **Jamaican Patois,** is a creole language that developed in Jamaica as a result of the African slave trade and the contact between various ethnic groups in the Caribbean. Jamaican Creole has its roots in English but has incorporated elements from African languages, Spanish, and other languages spoken in the region.

Linguistic Features:

1. **Lexis**: Jamaican Creole has a distinctive vocabulary that includes **loanwords** from a variety of languages, such as "**duppy**" from African languages meaning ghost or spirit, "**patu**" from Spanish meaning shoe, and "**nyam**" from West African languages meaning eat. Jamaican Creole also has many idiomatic expressions that are unique to the language, such as "**big up**" meaning to give someone respect or recognition.
2. **Phonology**: Jamaican Creole has a distinct sound system with **differences in vowel sounds and stress patterns.** For example, in Jamaican Creole, **stress tends to fall on the first syllable** of a word, whereas in English, stress can fall on any syllable. Jamaican Creole also has a **smaller vowel inventory** than English and features diphthongs, such as "aie" for "I" and "ou" for "old."
3. **Grammar**: Jamaican Creole has its own grammar rules, such as the **absence of verb conjugation** and the use of "**dem**" to indicate plural nouns. The language also uses preverbal particles to indicate tense and aspect, such as "a" for present tense and "did" for past tense, as in "mi a go" (I am going) and "mi did go" (I went).

Examples:

- **"Wa gwaan?**" (What's going on?): This is a common greeting in Jamaican Creole that is used to ask how someone is doing.
- **"Mi haffi go a work"** (I have to go to work): In this sentence, "mi" is used instead of "I," "haffi" is used instead of "have to," and "a" is used to indicate the present tense.
- **"Dem deh mango deh sweet**" (Those mangoes are sweet): In this sentence, "dem" is used to indicate plural nouns, "deh" is used to indicate location or existence, and "sweet" is used to describe the taste of the mangoes.

Overall, Jamaican Creole is a rich and distinctive language with its own set of linguistic features that reflect the cultural and linguistic history of its speakers.

Estuary English

Estuary English is a regional accent of English that has emerged in the southeastern part of England, specifically in the Thames Estuary area, hence the name. It is a mixture of Received Pronunciation (RP) and various features of Cockney and other regional dialects.

Estuary English originated in the late 20th century and gained prominence in the 1980s and 1990s, mainly due to the popularity of television and radio personalities who spoke with this accent. Some of the prominent figures who have been associated with Estuary English include Tony Blair, David Beckham, and Jamie Oliver.

Linguistic theorists have varying views on Estuary English. Some consider it a new dialect, while others view it as a variety of Standard English. One of the early advocates of Estuary English was the linguist David Rosewarne, who argued that it was a new form of English that reflected the **changing social and cultural realities** of contemporary Britain.

One of the distinguishing features of Estuary English is the use of glottal stops instead of the traditional 't' sound in certain words, such as "bottle" and "water." Estuary English also has a tendency to use diphthongs (two vowel sounds pronounced in one syllable) and monophthongs (single vowel sounds) interchangeably.

Here are some examples of Estuary English:

"I'm gonna meet up wiv me mates down the pub."
"I ain't got no money left."
"Wha'cha doin' tonigh'?"
"I'll see ya lera."

Overall, Estuary English is an evolving dialect that reflects the diverse linguistic and cultural landscape of modern-day England. Its origins and development have sparked debates among linguists and language enthusiasts, but it is undoubtedly a distinctive and widely recognized accent

4. Ethical Considerations

It is worried that 80% of the world 6,000 languages may die out within the next century
UNESCO is monitoring this death of native languages (speakers of endangered languages can upload dying languages to have them recorded for the future.

UNESCO: 5 Levels of language endangerment
1. Vulnerable (only spoken at home)
2. Definitely endangered (child no longer learns mother tongue)
3. Severely endangered
4. Critically endangered
5. Extinct

.
Mahatma Gandhi (re: Colonial India) "to give millions a knowledge of English is to enslave them"

Evaluate how English as a Lingua Franca causes the decline and death of indigenous languages

English as a Lingua Franca (ELF) refers to the use of English as a common language between people from different linguistic and cultural backgrounds, rather than as a native language for communication. The increasing prevalence of ELF has been linked to the decline and death of indigenous languages in several ways.

Firstly, the widespread use of English as a Lingua Franca in business, education, and other spheres of public life can create economic and social pressure on individuals and communities to abandon their native languages and adopt English **in order to participate** in these domains. This pressure can also be exacerbated by the perception that **proficiency in English is a prerequisite for upward mobility, career advancement, and access to economic opportunities, which can result in inequalities of opportunities.**

Secondly, the dominance of English in international communication and media can contribute to the marginalization and **devaluation of indigenous languages**, as they are perceived as **less useful or prestigious in comparison. Ann Pakir, from Singapore, in 1991 referred to English as a 'killer language'.** This can lead to a decrease in the use and transmission of indigenous languages across generations, as well as a loss of cultural identity and knowledge. **When a language dies, it is not just its lexis and Grammar that dies but also its songs, stories and legends i.e. a 'cultural heritage' is lost - Charles Hadege. By 2100 it is reckoned that 90% of languages will cease to exist- linguist and language preservation advocate, Dr. Daniel Nettle**

Thirdly, the use of English as a Lingua Franca can create a linguistic hegemony, where the dominant language (in this case, English) imposes its linguistic and cultural norms on other languages and cultures, leading to the homogenization and standardization of language use and the loss of linguistic diversity.

Robert Phillipson showed concern that this Linguistic Imperialism results in the decline and death of languages and the customs and culture of that country. His claims are that:

- Educational aid is misleading
- An over reliance on English is inappropriateBritish policies in Asia and Africa are more focused on strengthening English language rather than multilingualism
- British goals (like in colonialism) are today about politics and economics

- English teaching in education abroad should not neglect mother tongue and cultural values

In conclusion, the use of English as a Lingua Franca can contribute to the decline and death of indigenous languages through economic, social, and cultural pressures, as well as linguistic hegemony and the devaluation of indigenous languages in comparison to English. It is important to recognize and promote linguistic diversity and support the revitalization and maintenance of indigenous languages and cultures, in order to preserve their unique cultural heritage and knowledge for future generations.

List what countries are facing challenges because of Global English and Linguistic Imperialism

Global English and linguistic imperialism have led to a range of challenges for countries around the world. Here are some examples of countries that have been impacted:

1. Non-English Speaking Countries: Non-English speaking countries, especially those with smaller languages and cultures, may feel the pressure to adopt English in order to participate in global trade and communication. This can lead to the loss of local languages and cultural identity.
2. Former British Colonies: Countries that were once colonized by Britain, such as India and Nigeria, have English as an official language, but this has led to a situation where English is often associated with social status and economic success. This can create a divide between English speakers and non-English speakers within these countries.
3. English-Speaking Countries: Even countries where English is the first language can be impacted by linguistic imperialism, as a standard variety of English (such as British or American English) can be seen as the "correct" form, leading to discrimination against other dialects and accents.
4. Language Industries: The growth of the English language industry, including English language teaching and testing, can create a sense of dependence on English in countries where it is not the first language. This can lead to economic exploitation and a sense of linguistic inferiority.

Overall, global English and linguistic imperialism can have complex and far-reaching impacts on societies and cultures around the world. It is important to recognize and address these challenges in order to promote linguistic diversity and cultural understanding.

LG: What are the ethical considerations surrounding English as a World language, give reference to language shift and death, cultural imperialism, equality of opportunity and global cooperation. In the answer make reference to Robert Phillipison, Anne Pakir, Charles Hagege, David Graddol, David Crystal and Jennifer Jenkins

English's status as a global language raises a number of ethical considerations, particularly with regard to language shift and death, cultural imperialism, equality of opportunity, and global cooperation.

One of the most pressing ethical issues surrounding English as a world language is the potential for language shift and death. As English continues to spread around the world, it is displacing many minority languages and endangering their survival. This raises questions about linguistic diversity and the value of maintaining linguistic heritage. Robert Phillipson, in his book "Linguistic

Imperialism", argues that English is being imposed on other languages, and that this represents a form of cultural imperialism.

Another ethical concern is the potential for English to reinforce existing inequalities in access to education and employment opportunities. Anne Pakir, in her book "English as a Lingua Franca: An Immanent Critique", suggests that the dominance of English can create a "linguistic divide" between those who speak it as a first language and those who must learn it as a second or foreign language. This can lead to disparities in educational and economic opportunities and perpetuate existing power imbalances.

At the same time, there is also a need to recognize the potential for English to promote global cooperation and understanding. Charles Hagege, in his book "The Future of Language", argues that English can serve as a "bridge language" that allows people from different linguistic and cultural backgrounds to communicate and collaborate effectively. This has the potential to facilitate cross-cultural exchange and promote mutual understanding.

David Graddol, in his book "English Next", suggests that the future of English as a global language depends on how it is managed and regulated. He argues that policies must be put in place to promote linguistic diversity, support multilingualism, and ensure that English is used in a way that is inclusive and equitable.

David Crystal and Jennifer Jenkins, in their respective works on World Englishes, argue for a more inclusive and accepting approach to the diversity of English varieties around the world. They suggest that English should be viewed as a pluricentric language, with multiple equally valid standards and varieties, rather than a monolithic, homogenizing force.

In conclusion, the ethical considerations surrounding English as a world language are complex and multifaceted. While English has the potential to promote global cooperation and understanding, its dominance can also reinforce existing power imbalances, endanger linguistic diversity, and perpetuate cultural imperialism. It is important to consider these ethical concerns in developing policies and practices related to the use and promotion of English as a global language

How can we compensate for the ethical challenges faced by Global English, include references to case studies and theorists
Compensating for the ethical challenges faced by Global English is a complex issue that requires a multifaceted approach. Here are some strategies and solutions that have been proposed by scholars and theorists to address these challenges:

1. Promoting Multilingualism: One strategy is to promote multilingualism and language diversity as a means of preserving cultural heritage and promoting social justice. This can involve promoting the use of local languages in education, media, and public discourse, as well as supporting the development of translation and interpretation services to facilitate communication between different language communities. For example, in India, the government has introduced policies to promote the use of local languages in education and public life, alongside the use of English as a second language (Sen, 2006).
2. Developing English as a Lingua Franca: Another strategy is to develop English as a lingua franca, which recognizes the diversity of English as it is used around the world and promotes the use of English as a means of communication among equals, rather than as a tool of domination. This can involve promoting the use of non-standard varieties of English and

developing strategies for cross-cultural communication that take into account different cultural norms and communication styles. For example, the Common European Framework of Reference for Languages (CEFR) is a framework for language learning, teaching and assessment that recognizes the diversity of languages and aims to promote plurilingualism and intercultural communication (Council of Europe, 2001).

3. Resisting Linguistic Imperialism: A third strategy is to resist linguistic imperialism and the dominance of English as a means of promoting the interests of English-speaking countries and corporations. This can involve promoting the use of non-English languages and cultures in international contexts, as well as supporting language planning and policy initiatives that aim to protect and promote linguistic diversity. For example, in Quebec, Canada, the government has implemented policies to protect the use of French in public life and to promote bilingualism (Phillipson, 2003).

Overall, these strategies and solutions reflect a growing awareness of the ethical challenges posed by Global English and the need to promote linguistic diversity and social justice in language use and communication. While there is still much work to be done in this area, these initiatives provide a hopeful indication that it is possible to address the ethical challenges of Global English and to promote a more inclusive and equitable approach to language use and communication in the global context.

5. Future of English

Evaluate the impact of the Internet and social media on the English language

The impact of the internet and social media on the English language has been significant and far-reaching. Here are some ways in which these technologies have influenced the way we use English:

1. New Words and Expressions: The internet and social media have introduced many new words and expressions to the English language. For example, words like "selfie," "emoji," "meme," "hashtag," "troll," and "viral" have become widely used in everyday conversation.
2. Changes in Spelling and Grammar: With the rise of texting and social media, people have become more relaxed about spelling and grammar. Abbreviations like "u" for "you," and "lol" for "laugh out loud" have become commonplace. The use of emojis has also made it easier to convey emotions and tone in written communication.
3. Influence on Pronunciation: The internet and social media have also influenced the way people pronounce words. For example, the use of acronyms like "LOL" or "ROFL" has led to people pronouncing the individual letters rather than the word they represent.
4. Globalization of English: The internet and social media have made English more accessible to people around the world. As a result, English has become a global language, with people from different countries and cultures using it as a common means of communication.
5. Shortening of Attention Span: Social media platforms are designed to be fast-paced and attention-grabbing, which has led to a decrease in people's attention span. As a result, people tend to use shorter sentences and messages when communicating online.

In conclusion, the internet and social media have had a significant impact on the English language. While some of these changes have been positive, others have raised concerns about the quality of written communication and the potential loss of traditional language skill

A Level English- Evaluate the impact of the Internet and social media on the English language referencing names, theories and statistics

The impact of the internet and social media on the English language has been significant, and it has changed the way people communicate, read, and write. Here are some ways in which the internet and social media have impacted the English language:

1. The rise of abbreviations and acronyms: Social media platforms, texting, and messaging apps have led to the widespread use of abbreviations and acronyms, such as LOL (laugh out loud), BRB (be right back), and BTW (by the way).
2. The spread of new words and slang: The internet and social media have enabled the spread of new words and slang, such as "selfie," "twerk," and "bae."
3. The influence of emojis: Emojis are pictorial representations of emotions, objects, and ideas. They have become a part of the way people communicate online, and they have influenced the way people write and read text.
4. The impact on spelling and grammar: The casual nature of online communication has led to a relaxation of traditional spelling and grammar rules. People are more likely to use informal language and make spelling mistakes when they are communicating online.

5. The global spread of English: The internet and social media have made English the dominant language of communication online. This has led to the spread of English as a global language.
6. The impact on language learning: The internet and social media have made it easier for people to learn English as a second language. There are many online resources and language-learning apps available that can help people improve their English skills.
7. The impact on literacy: While the internet and social media have enabled people to communicate more easily, they have also had a negative impact on literacy. Studies have shown that young people who spend more time on social media and the internet have lower literacy rates than those who spend less time online.

In conclusion, the internet and social media have had a significant impact on the English language, and their influence is likely to continue. While they have brought many benefits, they have also led to changes in the way people communicate and write, and have had an impact on literacy rates

What effect have other cultures had on the English Language

Other cultures have had a significant impact on the English language, especially through borrowing words and phrases from other languages. Here are a few examples:

1. Latin: Latin has had a huge influence on the English language, particularly in the fields of law, medicine, and science. Many technical terms and expressions used in these fields come directly from Latin, such as "in vitro," "quid pro quo," and "ad hoc."
2. French: French has also had a major impact on English, particularly after the Norman Conquest of England in 1066. Many words in modern English, especially those related to food, art, and culture, come directly from French. Examples include "restaurant," "ballet," and "champagne."
3. Spanish: Spanish has also contributed many words and phrases to English, particularly in the areas of food, music, and architecture. Examples include "taco," "salsa," and "patio."
4. Indian languages: English has borrowed many words from Indian languages, particularly Hindi and Urdu. Words such as "jungle," "pajamas," and "bungalow" are all of Indian origin.
5. African languages: African languages have also influenced English, particularly in the areas of food and culture. Words such as "banjo," "okra," and "jazz" all come from African languages.

These are just a few examples of the many ways in which other cultures have influenced the English language. The process of borrowing words and phrases from other languages is ongoing, and the English language continues to evolve as a result.

How is the English language constantly evolving throughout the world include popular theorists in the answer

The English language is constantly evolving, and there are several theories that explain how and why this process occurs. Here are a few popular theories and their proponents:

1. Linguistic Determinism: This theory suggests that the structure and vocabulary of a language determine how its speakers perceive the world. Linguistic determinism suggests that changes in language reflect changes in culture and society. Benjamin Whorf was a proponent of this theory.
2. Language Contact: This theory proposes that language change occurs when different languages come into contact with each other. The process of borrowing words,

expressions, and grammatical structures from other languages is known as language contact. Linguists such as Uriel Weinreich and Joshua Fishman have studied the effects of language contact on the English language.

3. Functional Linguistics: This theory posits that language changes to serve the communicative needs of its speakers. According to functional linguistics, changes in the English language occur when speakers adopt new ways of using language to express their thoughts and feelings. Michael Halliday was a prominent proponent of this theory.

4. Generative Grammar: This theory suggests that language is innate, and that humans have an inherent ability to generate an infinite number of sentences using a set of rules. Chomsky's generative grammar proposes that language changes occur when speakers apply new rules to generate new sentences.

Overall, these theories and their proponents help us understand how the English language is constantly evolving as it adapts to the needs and preferences of its speakers around the world.

What will be the impact of translation technology on Global English

Translation technology is likely to have a significant impact on the use of English as a global language. Here are a few potential impacts:

1. Increased use of English: As translation technology becomes more sophisticated and widely available, it may become easier for people to communicate in English with those who do not share their first language. This could lead to an increase in the use of English as a Lingua Franca.

2. Greater cultural exchange: Translation technology could make it easier for people to access content from different cultures, which could lead to a greater exchange of ideas and perspectives.

3. Reduced importance of native speaker proficiency: If translation technology becomes highly accurate, it could reduce the importance of being a native speaker of English. This could level the playing field for non-native speakers who currently face barriers in many professional settings.

4. Potential loss of language diversity: If English becomes even more dominant due to the use of translation technology, it could lead to a further erosion of local languages and dialects.

It is worth noting that translation technology is still in its early stages and there are still many challenges to be addressed, such as accuracy, cultural nuances, and linguistic idiosyncrasies. As such, the impact of translation technology on the use of English as a global language remains to be seen. However, it is likely that it will have some effect, and it will be important to continue to monitor and study these changes as they occur.

(Additionally) The Future of English

David Graddol (1996) Growth of English as a Lingua Franca may lose momentum

David Crystal: English will continue as a LF as long as the English speaking nations remain strong economically

- World language can change e.g. Latin back in the Roman Empire

- Economic growth in the next 50 years is likely to come from non-English speaking countries in Asia (specifically China and India), South America and pacific countries, which will generate wealth and ideas which may not be communicated in English.
- Education trends indicate a push towards multilingualism (having many languages around and not just one dominant one)
- There can be a backlash (despite) the benefits to a lingua franca. People often don't take kindly to something imposed on them (post colonial sentiment).
- Also Tanzania, Malaysia , Kenya kept English after colonialism but later rejected it as it was seen as a legacy of oppression and subjugation, disestablishing English as an official language.
- If the US were to lose dominance in economic, technical, media the 'language loyalties' of countries may shift to the new dominant power.
- Change in population growth trends may influence e.g.increase of Hispanics in the US has in some opinions influenced US's English and may have repercussions for the status of English abroad. It is estimated by 2050, 30% of the US population will be Hispanic and Latino.
- The British Council in 2005 predicted and increase in English the next 15 years to 2b, then it would begin to decline.
- Attempts have been made to simplify english even more e.g. Basic English, Globish, Essential World English.

In conclusion, some purport that the future of English probably lies in the hands of India and China, while others view English, as a Global language, is unstoppable and irreversible - there is no historic pattern, as such, that we can predict from.

6. English Language Theorists / Models

Jennifer Jenkins English as a Lingua Franca
Jennifer Jenkins is a British linguist who has made significant contributions to the study of English as a Lingua Franca (ELF). Jenkins has developed a model of ELF, which is a form of English used for communication between speakers of different languages who do not share a common first language. ELF has become increasingly important in today's globalized world, where English is often used as a means of communication between people from different linguistic backgrounds.

Jenkins' model of ELF emphasizes the importance of intelligibility and mutual understanding in communication between speakers of different languages. She argues that in ELF, the focus should be on communication rather than on the adherence to native-speaker norms. In other words, communication should be effective and efficient, rather than adhering to the norms of British or American English.

Jenkins' model of ELF also recognizes the importance of linguistic diversity and the need for greater respect and recognition of non-native speakers of English. She has argued that English should be seen as a global resource, which is owned by all those who use it, rather than being the sole property of native speakers.

Jenkins has also developed the concept of Lingua Franca Core (LFC), which is a set of linguistic features that are shared by users of ELF. The LFC includes a core vocabulary, grammatical structures, and pronunciation features that are used to facilitate communication between speakers of different languages.

Overall, Jenkins' work on ELF has been influential in highlighting the importance of linguistic diversity and the need for a more inclusive and respectful approach to English as a global language. Her work has emphasized the importance of mutual understanding and communication in the globalized world, and the need for a more flexible and adaptable approach to language use.

David Crystal English in the World
David Crystal is a British linguist who has written extensively on the English language and its use around the world. He has been influential in shaping our understanding of the role of English in global communication and in advocating for a more inclusive and diverse approach to the language.

Crystal has argued that English is the most important global language, with an estimated 1.5 billion people worldwide who speak English at a proficient level. He has highlighted the role of English as a lingua franca, a language used for communication between speakers of different languages, and has emphasized the importance of mutual intelligibility and effective communication in this context.

Crystal has also written about the diversity of English around the world, and the many different varieties of English that exist. He has argued that there is no such thing as a "correct" or "standard" English, but rather that English is a constantly evolving language that reflects the cultures and identities of its speakers.
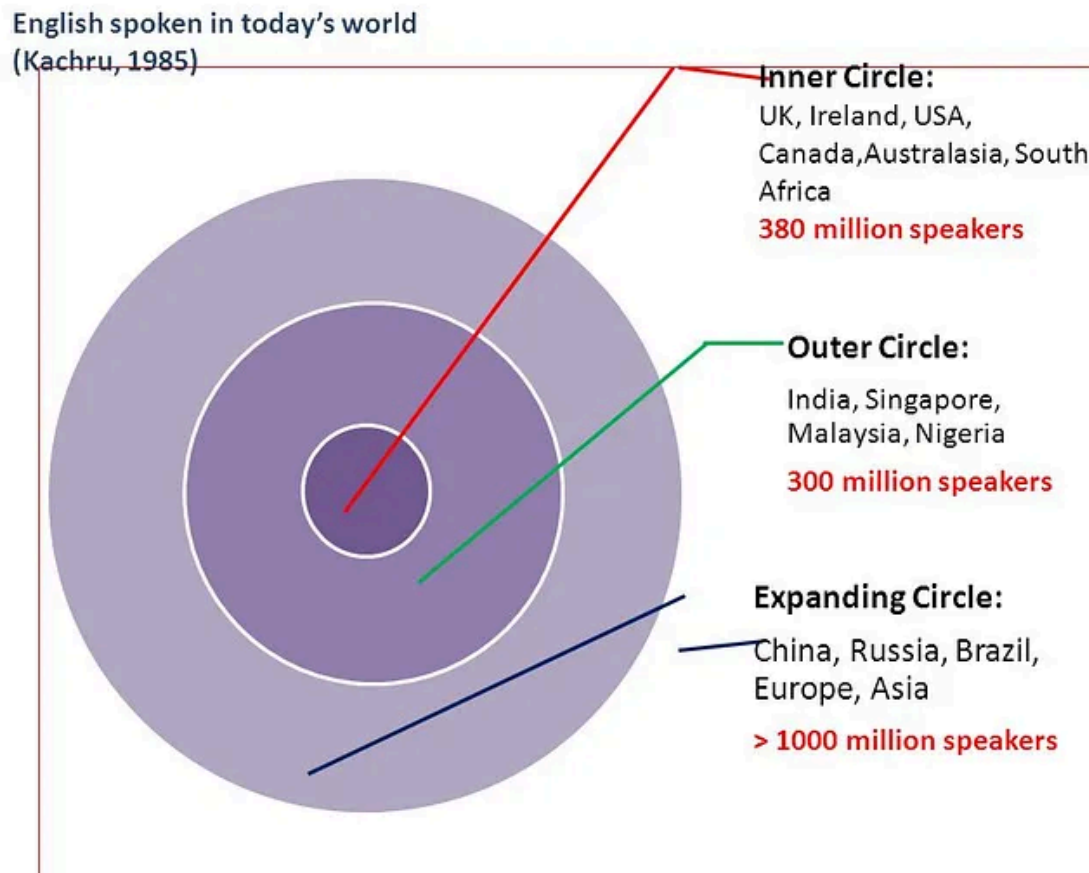
In his book "English as a Global Language," Crystal addresses the issue of linguistic imperialism and the potential negative effects of the spread of English on other languages and cultures. He argues that English should be seen as a tool for global communication, rather than a means of cultural domination or hegemony.

Crystal has also been a vocal advocate for multilingualism and the importance of maintaining and preserving endangered languages. He has argued that linguistic diversity is a valuable resource for humanity, and that efforts should be made to support and promote the diversity of languages around the world. English is no longer owned by the native speakers but belongs to the global community. "English has repeatedly fund itself in the right place at the right time" The momentum of Englishes growth has become so great that there is nothing likely to stop its spread as a global lingua franca

Overall, David Crystal's work on English in the world has emphasized the importance of linguistic diversity, effective communication, and mutual respect and understanding in the globalized world. His work has been influential in shaping our understanding of the role of English as a global language, and in advocating for a more inclusive and diverse approach to language use.The Inner Circle Model (Kachru, 1985) - divides English-speaking countries into three concentric circles: the Inner Circle (UK, USA, Canada, Australia, New Zealand), the Outer Circle (countries where English is used as a second language, such as India and Singapore), and the Expanding Circle (countries where English is taught as a foreign language, such as China and Brazil). Critics argue that this model is too focused on native speakers and perpetuates linguistic imperialism.

Main Models to explain the spread of English

1.Braj Kachru, **1992 The World Englishes Model** - views English as a global language with diverse varieties and variations, and emphasizes the importance of recognizing and respecting non-native English varieties.

English spoken in today's world
(Kachru, 1985)

Inner Circle:
UK, Ireland, USA,
Canada,Australasia, South
Africa
380 million speakers

Outer Circle:
India, Singapore,
Malaysia, Nigeria
300 million speakers

Expanding Circle:
China, Russia, Brazil,
Europe, Asia
> 1000 million speakers

The Inner Circle Model (Kachru, 1985) - divides English-speaking countries into three concentric circles:
Inner Circle (UK, USA, Canada, Australia, New Zealand),
Outer Circle (countries where English is used as a second language, such as India and Singapore),
Expanding Circle (countries where English is taught as a foreign language, such as China and Brazil).
(Side note: Intentional or not, the model represents the proportion of people speaking English i.e. there are more L2 and L3 speakers than L1).

Criticism: this model is too focused on native speakers and perpetuates linguistic imperialism.
This model precedes the rise of the internet wich has change everything
It doesn't differentiate between varieties of English with the circles e.g. British/US English

The model does not address the proficiency of English in the outer and expanding circles.

2. Tom McArthur' Global English Circles

McArthurs's Global English Circles says that English is growing at such a radical rate around the world and is fragmenting into a variety of languages.
- According to McArthur, global English is made up of two types of English: English as a foreign language (EFL) and English as a lingua franca (ELF).
- EFL refers to the teaching and learning of English as a foreign language in countries where English is not the primary language. For example, in South Korea, students learn English as a foreign language in school.

- ELF refers to the use of English as a means of communication between speakers of different languages. For example, a Japanese businessperson and a Brazilian businessperson might use English as a lingua franca to communicate with each other.
- McArthur argues that the focus of English language teaching should shift towards developing intercultural communication skills, as the ability to communicate effectively in English is becoming increasingly important in the globalized world. For example, English language courses in universities might include cultural studies components to help students understand the cultural contexts in which English is used.
- McArthur also acknowledges the importance of local varieties of English, such as Singaporean English and Indian English, and suggests that these varieties should be taught alongside standard English. For example, an English language teacher in Singapore might use examples of Singaporean English in their lessons to help students understand the diversity of English language use.

Criticisms:

- One criticism of McArthur's theory is that it can be seen as promoting linguistic imperialism, as it suggests that English is the most important language for international communication. Critics argue that this can lead to the marginalization of non-English speaking cultures and the loss of linguistic diversity.
- Another criticism is that the theory does not take into account the potential loss of linguistic diversity and the marginalization of non-English speaking cultures. Critics argue that by promoting English as the dominant language for international communication, other languages may be marginalized and lost over time.
- Some critics also argue that the categorization of English into EFL and ELF is too simplistic, as the use of English can be complex and context-dependent. They suggest that English language use should be viewed on a continuum, rather than being divided into two categories.
- Additionally, there is some debate over whether teaching local varieties of English alongside standard English is practical or necessary. Some critics argue that it may confuse students and make it more difficult for them to learn standard English
- Does not consider the variations of English within Europe
- The outside lawyer includes pidgin, creole and L2 - these all do not belong in the same family.

3. **Schneider (2007) - 5 phases of how language takes root** e.g. in Singapore

Schneider (2007) 5 phases of how a language takes root in a country, using Singapore as an example.

1 Foundation phase (1819-1900): The foundation phase is characterized by the initial contact between English and the local languages, and its role as a colonial language. In the case of Singapore, the British established a trading post in 1819 and gradually expanded their influence over the island. During this phase, English was mainly used as a language of administration, trade, and education, and was primarily spoken by the British colonial authorities and a small elite class of Chinese and Eurasians who had learned the language.

2 Exonormative stabilization phase (1900-1940): In this phase, English becomes more established and standardized, and is increasingly used as a model for writing and speaking. In Singapore, this period saw the establishment of English-medium schools and the spread of English-language media, which helped to promote a more standardized form of English. This phase also saw the emergence of a new, educated class of Singaporeans who had learned English as a second language, and who began to use it as a marker of status and education.

3 Nativization phase (1940-1960): In this phase, English begins to be influenced by local languages and cultures, as it becomes more widely spoken and used by non-native speakers. In Singapore, this phase saw the emergence of a distinct Singaporean English variety, which incorporated elements of Chinese, Malay, and Tamil grammar and vocabulary. This variety was used mainly by the local population, and was often stigmatized by native English speakers as a "broken" or "pidgin" form of English.

4 Endonormative stabilization phase (1960-1990): In this phase, the local English variety becomes more established and standardized, and gains more social and cultural legitimacy. In Singapore, this phase saw the promotion of "Standard English" as the norm for education and official use, and the acceptance of Singaporean English as a legitimate and distinct variety of the language. This phase also saw the emergence of a new generation of bilingual Singaporeans who were able to code-switch between Standard English and Singaporean English (singlish) depending on the context. To explain how a language can "move" away from Standard British English
- **Acrolect**- no significant difference
- **Mesolect** - some differences e.g. definitive article deletion - dropping 'the'
- **Basilect**- tag question" You are coming today , is it? Also, copula (verb to be) deletion"my handwriting not good, lah."

5 Differentiation phase (1990-present): In this phase, the local English variety continues to evolve and diversify, as new forms and varieties emerge to reflect changing social and cultural contexts. In Singapore, this phase has seen the emergence of new forms of English, such as Singlish (a colloquial and informal form of Singaporean English) and "newscaster English" (a more formal and standardized form of Singaporean English used in the media). This phase also reflects the increasing globalization of English, as English continues to evolve and adapt to new contexts and communities around the world.

4. Modiano EIL Model (English as an International Language)

Figure 1.8 Modiano's Centripetal Circles of International English

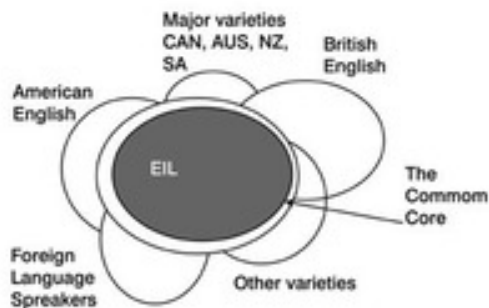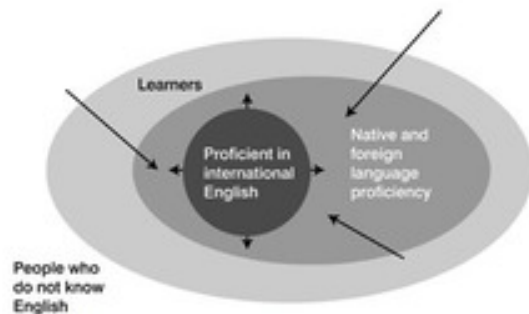Figure 1.9 Modiano's English as an International Language (EIL)

Centre consists of users of English as an international Language (EIL) with a core of features understood by most native and competent non-native speakers of english.
-Second circle consists of features which may become internationally common or may fall into obscurity.
-Outer area consists of 5 groups
1. American English 2. British English 3. other major varieties 4. local varieties 5. foreign varieties
Each with their own features which aren't likely to be understood by other groups.

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The Three Concentric Circles Model (Bolton, 2003) - expands on Kachru's Inner, Outer, and Expanding Circles model by adding a fourth circle, the Incoming Circle, for languages other than English that are used in English-speaking countries. Critics argue that this model still prioritizes English and does not fully recognize the importance of multilingualism.

The English as a Lingua Franca Model (Jenkins, 2000) - emphasizes the use of English as a communication tool between speakers of different languages, and views standard English as just one of many possible varieties. Critics argue that this model undermines the importance of English as a language of power and privilege.

The Norm-Orientation Model (Kachru and Nelson, 2006) - emphasizes the importance of context and culture in determining language norms, and views language standards as constantly evolving and context-dependent. Critics argue that this model does not provide clear guidelines for language use.

The English in the Multilingual World Model (Canagarajah, 2006) - views English as a dynamic, hybrid language that is influenced by other languages and cultures, and emphasizes the importance of multilingualism and the role of non-native speakers in shaping global English. Critics argue that this model underestimates the power dynamics and inequalities in global English use.

The Critical Applied Linguistics Model (Pennycook, 2007) - views language as inherently political and influenced by power dynamics, and emphasizes the importance of social justice and empowering marginalized groups in language use. Critics argue that this model could be too focused on political agendas and neglect the practical aspects of language use.

The Dynamic Model of Multilingualism (Graddol, 2010) - views multilingualism as the norm rather than the exception, and emphasizes the importance of understanding how languages interact and influence each other in diverse global contexts. Critics argue that this model could be too focused on language use in academic settings and neglect the practical aspects of everyday language use.

The Global Communication Model (Widdowson, 2012) - views language as a tool for communication and emphasizes the importance of mutual understanding and respect in global communication. Critics argue that this model could be too idealistic and neglect the power dynamics and inequalities in global English use.

Barbara Seidlhofer's English as a Lingua Franca (2001):
- English is used as a lingua franca among speakers of different languages.
- The focus should be on effective communication rather than adherence to native-speaker norms.

David Graddol's The Future of English? (1997):
- English will continue to spread globally but will face challenges from other languages such as Mandarin, Spanish, and Arabic.
- English language teaching should focus on communicative competence and intercultural awareness.
- The spread of English will lead to the emergence of new English varieties.
- Criticisms: Fails to consider the cultural and linguistic imperialism of English and the impact of technology on language learning.

Jennifer Jenkins' World Englishes (2003):
- English is a pluricentric language with many different varieties and dialects.
- The study of English should be inclusive of all varieties and dialects.
- The spread of English has led to the emergence of new Englishes.
- Criticisms: Fails to provide a clear definition of World Englishes and the role of native-speaker norms in English language teaching.

Keith Allan's English as a Lingua Franca (2007):

- English is used as a lingua franca among speakers of different languages.
- The focus should be on effective communication rather than adherence to native-speaker norms.
- English language teaching should promote

Gorlach (1998)

- Gorlach's theory on English in the world suggests that there are three main circles of English use: the inner circle, the outer circle, and the expanding circle.
- The inner circle refers to countries where English is the first language, such as the UK, the USA, and Australia.
- The outer circle refers to countries where English is an official language, but not the first language, such as India, Singapore, and Nigeria.
- The expanding circle refers to countries where English is not an official language, but is used as a foreign language for communication, such as Japan and Brazil.
- Gorlach suggests that the way English is used in each circle is different, and that this is shaped by social and cultural factors. For example, in the inner circle, English is the language of education, politics, and business. In the outer circle, English is used as a second language for communication between speakers of different first languages. In the expanding circle, English is taught as a foreign language in schools and universities, and is used for international communication.
- Gorlach also argues that there is a process of creolization occurring in many countries where English is used as a second language. This means that the language is being adapted to fit the local culture and context. For example, in Singapore, English is mixed with Chinese and Malay to create a unique variety of English.
- Gorlach suggests that this process of creolization is important for the maintenance of linguistic diversity and the development of new varieties of English.

Criticisms:

- One criticism of Gorlach's theory is that it does not take into account the fact that English is often used as a global lingua franca, meaning that speakers of different languages use English to communicate with each other. Critics argue that this is an important aspect of the use of English in the world, and should not be ignored.
- Additionally, some critics argue that the categorization of English use into three circles is too simplistic, and that there is more overlap between the circles than Gorlach suggests. For example, English may be used as a first language by some people in the outer circle, and may be used as a second language by some people in the inner circle.
- Some critics also argue that the theory does not take into account the power dynamics at play in the use of English in the world. English is often used as a language of power and privilege, and the fact that it is often used to marginalize non-English speaking cultures and languages is not addressed in Gorlach's theory.
- Does not consider the variations of English within Europe

Examples:

- In the inner circle, English is used as the main language for communication. For example, in the UK, English is used in education, politics, and business, and is also used for everyday communication.

- In the outer circle, English is often used as a second language for communication between speakers of different first languages. For example, in India, English is used as a second language in education, business, and government, and is also used for communication between speakers of different Indian languages.
- In the expanding circle, English is taught as a foreign language in schools and universities, and is used for international communication. For example, in Japan, English is taught as a foreign language in schools and is also used for international business and travel.
- Overall, Gorlach's theory provides a useful framework for understanding the spread and use of English around the world. However, it is important to consider the criticisms of the theory and to acknowledge the complex and nuanced ways in which English is used in different contexts.

Molin's Theory (2006) on English in the World:

- Molin's theory is based on the notion that there is no single dominant English in the world but rather a variety of different Englishes that are used in different contexts and situations.

- Molin argues that the different varieties of English are the result of the diverse social, cultural, and linguistic backgrounds of the people who speak them.

- According to Molin, the English language has become a global phenomenon due to the increasing number of people who use it as a means of communication around the world.

- Molin distinguishes between two types of English: "functional" English and "aesthetic" English. Functional English is used for practical purposes such as business, science, and technology, while aesthetic English is used in literature, the arts, and other creative fields.

Examples of Molin's Theory:

A person from India who speaks English as a second language may use a different variety of English than a person from the United States who speaks it as their first language. The Indian person's English may be influenced by their native language, leading to differences in vocabulary, pronunciation, and grammar.

A businessperson from China who uses English as a lingua franca to communicate with colleagues from other countries may use a simplified form of English with fewer idioms and cultural references than someone from the UK or US.

Criticisms of Molin's Theory:

- Some critics argue that Molin's theory does not adequately address the power dynamics involved in the spread of English around the world. They argue that English is still primarily used as a tool of cultural and economic imperialism, and that the different varieties of English are not truly equal.

- Critics also argue that Molin's theory does not account for the fact that English is often used as a prestige language, with some varieties being seen as more desirable than

others. This can lead to discrimination and marginalization of speakers of non-standard varieties.

- Finally, some critics argue that Molin's theory is too descriptive and does not offer a clear framework for understanding how English is evolving and changing over time.

Modiano's (1999) Theory on English in the World:

- Modiano's theory focuses on the idea that English is not a uniform or monolithic language, but rather a collection of different varieties that are used by different groups of people around the world.

- Modiano emphasizes the importance of context in shaping the use and meaning of English. He argues that the way English is used can vary depending on the social, cultural, and linguistic context in which it is used.

- According to Modiano, the different varieties of English can be classified into four main categories: English as a first language (ENL), English as a second language (ESL), English as a foreign language (EFL), and English as a lingua franca (ELF).

- Modiano argues that ELF is becoming increasingly important as a means of communication between speakers of different first languages, and that it is likely to continue to grow in importance in the future.

Examples of Modiano's Theory:

A businessperson from Japan who uses English to communicate with colleagues from China and the United States may use a simplified form of English with fewer idioms and cultural references than someone from the UK or US. This type of English is an example of ELF.

A person from Germany who learns English as a foreign language in school may speak a different variety of English than someone from the United States who speaks it as their first language. The German person's English may be influenced by their native language, leading to differences in vocabulary, pronunciation, and grammar.

Criticisms of Modiano's Theory:

- Some critics argue that Modiano's theory does not account for the fact that English is often used as a tool of cultural and economic imperialism. They argue that English is still primarily used by powerful countries to dominate and control weaker countries and that the different varieties of English are not truly equal.

- Critics also argue that Modiano's theory does not adequately address the role of power dynamics in the spread of English. They argue that ELF may be used as a means of communication between speakers of different first languages, but it is often the case that one group of speakers has more power than the other, leading to inequality and unfairness.

- Finally, some critics argue that Modiano's theory does not offer a clear framework for understanding how English is evolving and changing over time. They argue that the theory is too descriptive and does not provide a way to predict or explain changes in the language

Strevens' Theory (1980) on English in the World (world map of english)

- Strevens' theory is based on the idea that the spread of English is primarily driven by economic, cultural, and political factors, rather than linguistic ones.

- According to Strevens, English is used as a global language because it is seen as a useful tool for international communication, particularly in areas such as business, science, and technology.

- Strevens argues that the spread of English is not necessarily a bad thing, but it does have the potential to cause problems, particularly for speakers of other languages who may be at a disadvantage when it comes to accessing educational and professional opportunities.

Examples of Strevens' Theory:

A student in China who learns English in order to apply to universities in the United States is an example of how economic factors can drive the spread of English. The student may not necessarily have a deep interest in English as a language, but rather sees it as a means to an end.

A scientist in Brazil who uses English to communicate with colleagues in other countries is an example of how English can be used as a tool for international communication in the field of science.

Criticisms of Strevens' Theory:

- Some critics argue that Strevens' theory overlooks the role of linguistic factors in the spread of English. They argue that language is not simply a tool for communication, but rather shapes the way people think, perceive the world, and interact with others.

- Critics also argue that Strevens' theory does not address the ways in which the spread of English can lead to linguistic and cultural imperialism. They argue that English is often used to promote Western cultural values and that it can contribute to the erosion of local languages and cultures.

- Finally, some critics argue that Strevens' theory does not offer a clear framework for understanding how English is changing and evolving over time. They argue that the theory is too focused on the present and does not provide a way to predict or explain changes in the language

Henry Widdowson: Widdowson believes that English is a means of communication that can be used for different purposes and that its use depends on context. He emphasizes the importance of using English in ways that are relevant and appropriate to the situation.

Jennifer Jenkins: Jenkins argues that there is a need for a lingua franca in the world, but that the current dominance of native-speaker English is problematic. She advocates for a more inclusive approach to English that values diversity and promotes mutual understanding.

Joan Beal, Karen P. Corrigan, and Adam Mearns (collectively known as "Setter"): Setter argue that standard English varieties are important for communication and social mobility, but they also acknowledge the value of non-standard varieties in certain contexts. They advocate for a balanced approach to language use that takes into account social and cultural factors.

Canagarajah: Canagarajah believes that English is used in diverse and complex ways around the world, and that there is a need for a more inclusive approach to its teaching and learning. He advocates for a pedagogy that recognizes the value of local language practices and encourages learners to use English as a tool for communication and cultural exchange

Additional Essays

How has English become a Global Language and Lingua Franca?

The English language has become a global language and lingua franca due to a combination of historical, political, economic, and cultural factors.

Historically, the British Empire had a significant impact on the spread of the English language. At its peak, the British Empire ruled over a quarter of the world's population and established English as the official language in many of its colonies. As a result, the English language spread across the globe as a means of communication between the colonizers and the colonized.

Politically, the United States has played a significant role in the global spread of English. The U.S. emerged as a superpower after World War II and continues to dominate the world economically, politically, and militarily. English has become the language of international diplomacy, business, and technology, with the United States leading the way in these fields.

Economically, globalization has played a crucial role in the spread of English. English is the language of international trade and commerce, and as more countries participate in the global economy, the demand for English language proficiency has increased.

Culturally, English is the language of popular culture, including music, movies, and television. American and British pop culture has spread throughout the world, and the English language has become the lingua franca of the entertainment industry.

In conclusion, the spread of the English language as a global language and lingua franca is a result of a combination of historical, political, economic, and cultural factors. It is likely that English will continue to play a dominant role in international communication for the foreseeable future

A Level English - How has English become a Global Language and Lingua Franca, referencing names, theories and statistics

English has become a global language and lingua franca due to various historical, political, economic, and cultural factors. Here are some key points, names, theories, and statistics related to this phenomenon:

1. **Historical factors**: The spread of English began during the colonial period when Britain established colonies around the world. English became the language of administration, education, and trade in these colonies. After the collapse of colonialism, English continued to be used as a language of communication due to its practicality and usefulness.
2. **Political factors**: The rise of the United States as a superpower after World War II contributed to the spread of English. The US became a major player in global politics and its economic, cultural, and military power helped to popularize English around the world.
3. **Economic factors**: English has become the language of international business, finance, and trade. Many multinational companies use English as their official language, and English is also the language of the internet and technology. According to the British Council, two billion people worldwide will be studying English by 2020, with 1.5 billion already speaking the language.

4. **Cultural factors**: English-language media, such as films, music, and literature, have had a significant impact on the spread of English. The popularity of English-language media has led to the adoption of English as a second language by many people around the world.
5. **Linguistic theories**: The spread of English can be explained by linguistic theories such as the theory of language ecology, which suggests that languages compete for space and resources in the linguistic environment. English has been able to dominate due to its **flexibility and adaptability.**
6. **Statistics**: English is the most widely spoken language in the world, with over 1.5 billion speakers worldwide. It is also the most commonly taught foreign language, with over 1 billion people learning English as a second language. English is an official language in over 50 countries, and it is the language of international organizations such as the United Nations, the World Bank, and the International Olympic Committee.

In conclusion, the spread of English as a global language and lingua franca has been influenced by various factors, including historical, political, economic, and cultural factors. Linguistic theories such as the theory of language ecology can help to explain the dominance of English, while statistics demonstrate the widespread use and popularity of the language.

A level English Language - Evaluate how English as a Lingua Franca causes the decline and death of indigenous languages referencing names, theories and empirical evidence

English as a Lingua Franca (ELF) refers to the use of English as a means of communication between people who do not share a first language. ELF has become a dominant language in various domains, such as business, academia, and technology, and its use is increasing globally. However, the spread of English as a Lingua Franca has also been associated with the decline and death of many indigenous languages. In this response, I will evaluate how ELF contributes to this phenomenon, referencing theories and empirical evidence.

One of the main ways ELF causes the decline of indigenous languages is through the process of language shift. Language shift occurs when a community adopts a new language, often as a result of contact with other communities or cultural influences. As ELF becomes more prevalent in various domains, people may choose to use it as a means of communication over their native language. This choice can lead to a shift away from the use of indigenous languages, which may eventually lead to their decline and eventual death.

Another way ELF contributes to the decline of indigenous languages is through the spread of Western cultural norms and values. As English-speaking cultures and societies become more dominant globally, they often impose their own cultural norms and values on non-English-speaking communities. This process can lead to a devaluation of the local language and culture, as people may perceive English as a more prestigious and valuable language to learn and use.

One theory that explains the decline of indigenous languages in the context of ELF is the theory of linguistic imperialism. This theory suggests that the dominance of English as a Lingua Franca is a form of linguistic imperialism, in which the language and culture of English-speaking countries are imposed on non-English-speaking communities. Linguistic imperialism leads to the devaluation and suppression of local languages and cultures, as well as the marginalization of non-English-speaking communities.

Empirical evidence supports the idea that ELF contributes to the decline of indigenous languages. For example, research has shown that the spread of English as a Lingua Franca has led to a

decrease in the use of indigenous languages in many countries, including India, China, and Brazil. In some cases, the use of indigenous languages has declined to the point of endangerment, with many indigenous languages facing extinction.

In conclusion, the spread of English as a Lingua Franca has contributed to the decline and death of many indigenous languages. This is primarily due to the process of language shift and the imposition of Western cultural norms and values. The theory of linguistic imperialism helps to explain this phenomenon, and empirical evidence supports the idea that ELF is a significant factor in the decline of indigenous languages

What are the Ethical Issues of English as a Global language, include studies, theorists and statistics
The widespread use of English as a global language raises several ethical issues. These include linguistic imperialism, cultural hegemony, and the erosion of linguistic diversity. Here are some studies, theorists, and statistics related to these ethical issues:

1. Linguistic imperialism: The concept of linguistic imperialism was first introduced by the linguist Robert Phillipson in the 1990s. It refers to the dominance of English as a global language and the imposition of English language and culture on non-native speakers. This domination of English is often associated with economic, political, and cultural power. According to Phillipson, linguistic imperialism is a form of cultural colonialism that marginalizes non-English-speaking cultures.
2. Cultural hegemony: The use of English as a global language is often linked to cultural hegemony, which refers to the dominance of one culture over others. The spread of English has led to the dominance of English-speaking cultures, such as the United States and the United Kingdom. This cultural dominance can lead to the marginalization and erasure of non-English-speaking cultures.
3. Erosion of linguistic diversity: The widespread use of English as a global language can lead to the erosion of linguistic diversity. According to UNESCO, approximately half of the world's languages are in danger of disappearing in the coming decades. This loss of linguistic diversity can have significant cultural, social, and economic impacts on communities and nations.
4. Studies and statistics: A study by the British Council in 2018 found that the number of people learning English as a second language is expected to reach 1.5 billion by 2020. Another study by the World Economic Forum in 2020 found that English is the most widely spoken language in the world, with approximately 1.5 billion people speaking English as a first or second language.

In conclusion, the use of English as a global language raises several ethical issues related to linguistic imperialism, cultural hegemony, and the erosion of linguistic diversity. These issues have been discussed by theorists such as Robert Phillipson and have been supported by studies and statistics that demonstrate the widespread use of English and its impact on non-native speakers and their culture.

Exam Questions Text and Answer

A Level English - Read the following text, which is an extract from an interview with Kalpana Mohan, author of the book An English Made in India – How a Foreign Language Became Local, published in 2019.

Analyse and evaluate what you feel are the most important issues raised in the text relating to the changing use of English in the world. You should refer to specific details from the text as well as to ideas and examples from your wider study of English in the world.

What inspired you to write on the topic of Indian English and the myriad Indianisms to be found in the English used by Indians?
Indianisms in English and the humour of Indian English were just two of the things I wished to talk about in a book on the subject of India's English. I wanted to tell the much larger story of an alien language taking root in an ancient country with its many literary traditions. I wished to find out more about which people employed English and why and how, and also try to understand what English meant to the people of India.
Your book begins with the lines from Derek Walcott's1 'Tropic Zone' – 'This is my ocean, but it is speaking/ Another language.' Why did you choose these lines to begin this book?
It seemed so appropriate as an opener to my work. Here we were, speaking a language that was spoken by many countries that were part of the British Commonwealth, yet each of us in the colonies spoke it with a different tang and even those of us in one homogenous entity imbued the language with a distinct stamp.
You write in the book – 'There is little doubt that Indian English is powerful – and temperamental. One might even say that it resembles the car steered by James Bond. It looks and drives like any other car but its fire can be seen only with use.'
Can you elaborate what you mean by this?
Like Bond's car, there are little widgets and handles in Indian English that don't exist in normal English. The use of the word 'only' with a particular manner of saying it is a classic instance of how Indian English works. The use of 'only' is accompanied by a certain tone of voice which is probably not heard anywhere else in the world (as in 'He's like that only').
Then there are euphemistic injunctions on the road in some towns such as 'Commit no nuisance'. We know the power of these orders, especially when they're accompanied by pictures of a deity.
Expressions such as 'do the needful' and 'kindly' are so enmeshed into Indian life that they hold special meaning and power to locals. There's no further explanation needed. India's English takes on the colour of India, its kindness and compassion both, as well as its chaos.

Finally, where do you think Indian English is headed in a world of increasing multilingualism?
We've already begun seeing India-centric words entering the Oxford dictionary (Yaar2, Churidar3 and Bhelpuri4 are examples). We will see many more, I'm sure, as people mingle, exchange ideas, eat and cook food from other parts of the world. This is inevitable, of course. I think Indian English will be shaped even more by American and other Englishes; just as Indian English of the late 20th century took on aspects of the language of the Raj and Britain. The emigration to and interactions with other parts of the world in the last half century will most certainly continue to shape Indian English.

1 Derek Walcott: a Caribbean poet who addressed aspects of colonialism in his writing

2 yaar: a friendly form of address
3 churidar: an item of clothing
4 bhelpuri: a savoury snack

The interview with Kalpana Mohan discusses the changing use of English in India and the emergence of Indian English. Mohan explains that she wrote the book An English Made in India – How a Foreign Language Became Local to tell the larger story of an alien language taking root in an ancient country with many literary traditions. She wanted to understand why and how English is employed in India and what it means to the people of India.

Mohan highlights the uniqueness of Indian English and its Indianisms, which are expressions and phrases that are unique to Indian English. She compares Indian English to James Bond's car, stating that it looks and drives like any other car, but its fire can be seen only with use. Mohan elaborates on this by explaining that Indian English has little widgets and handles that don't exist in normal English. For example, the use of the word 'only' in a particular manner is a classic instance of how Indian English works. The use of 'only' is accompanied by a certain tone of voice which is probably not heard anywhere else in the world.

Mohan also mentions euphemistic injunctions on the road in some towns such as 'Commit no nuisance'. These expressions and phrases hold special meaning and power to locals, and they are enmeshed into Indian life.

Mohan predicts that Indian English will continue to evolve as India becomes more multilingual and interacts with other parts of the world. She explains that we have already begun seeing India-centric words entering the Oxford dictionary and that Indian English will be shaped even more by American and other Englishes.

Overall, the interview highlights the unique nature of Indian English and its importance in Indian culture. Mohan's book offers an insight into how English has become a local language in India and how it has been shaped by Indian culture and traditions. It also raises important questions about the role of English as a global language and the changing use of English in a world of increasing multilingualism.