

- the introduction of words created by notable poets and writers;
- the revival of archaisms, the process criticized as *creating* or *revival of Chaucerisms* (*astound*, middle 15th century, *astounded*, *astoned* (c1300), past participle of *astonen*, *stonien* “to stun”);
- the appearance of English grammars and monolingual dictionaries (Robert Cawdrey’s *Table Alphabeticall*, 1604) that contributed towards the standardization of English.



RECOMMENDED READING

- Ощепкова В. В. Britain in Brief. – М. : Лист, 1999. – С. 178-180.
- McDowall D. An Illustrated History of Britain. – Edinburgh Gate, Harlow, Essex : Longman, 2006. – P. 57-113.

1.6 ENGLISH AS THE EUROPEAN AND GLOBAL LANGUAGE

OBJECTIVES

This unit provides understanding of the concept of a world language, discusses pros and cons of having a global language, considers functions and features of Global English.

IN THIS UNIT, YOU WILL LEARN

- how to treat the term *unique / global language*;
- what conditions and factors bring a language the global status;
- about the role of English as the European language and global lingua franca.

OUTLINE

- The notion of *global language*, its role and features.
- English in Europe.
- English as a world lingua franca.



SYNOPSIS

There is no official definition of the term **global** or **world language**. It just refers to a language characterized by the following features:

- it is spoken as a mother-tongue and second language;
- it has a wide geographical distribution;

- it is used in international organizations (the World Bank, World Health Organization, UNICEF, the Universal Postal Union, the Commonwealth, the European Union, etc.) and diplomatic relations;
- it is adopted as an official language in a number of countries;
- in a number of countries, it is taught as a foreign language of choice in schools;
- it enables people from diverse social, ethnic and cultural backgrounds to communicate on a more or less equitable basis.

There are some other factors contributing to the global status of a language: its intrinsic features and relative easiness of the structure; the size of vocabulary enabling a language to describe various aspects of social life and foreign cultures; prestige and association with great religious or literary tradition; the economic and political power of native speakers maintaining the global position of a language.

Having a global language strengthens the world peace and unity, provides effectiveness in modern communication, trade and travel. However, a few pitfalls of having a global language should be taken into consideration. A global language might be a threat to the ideals of diversity, multiculturalism, and the principles of freedom. Minority cultures and languages might be endangered whereas the first-language speakers might be at some advantage over the second, third, or foreign language users.

Today, English has become a language mainly used by bilinguals and multilinguals being spoken as a first native language in over forty countries compared to over fifty-five countries where it is used as a second language.

According to D. Graddol (Graddol 2001, p. 47-51), modernity, a process which began with the Renaissance and nearly reached its completion in the 19th century, stimulated the growth of English as a second language in two contexts. The first arises from immigration to English-speaking countries and the necessity to transform the identity of migrant-language speakers and integrate them into the native English-speaking environment. The second context is linked with former colonies and the incorporation of English into a social elite who supported the British in the administration of local societies. That trend was largely based on the dissemination of English, Western values and Christian morality. Such an increasing role of English gave it a status of an official language in the countries where a small percentage of the population may speak it with fluency, and has resulted in a change of ethnic identity of the

speakers, modifications of social, political and economic landscapes of the world. Modernity has stimulated new notions of the ‘native’ and ‘foreign’ speaker.

English as a foreign language (EFL) was learnt to understand the identity of the native-speakers who served a model in correctness and proficiency. In the last thirty years English has been destroying the old linguistic order in Europe, conquering more and more linguistic space, and changing the Europeans’ attitudes towards it. According to Eurobarometer (2012):

- around 67% of Europeans consider English one of the two most useful languages for their personal development;
- 79% of Europeans believe that English is the most useful language for children to learn for their future;
- at a national level English is the most widely spoken foreign language in all but six member States where it is not an official language;
- the majority of Europeans who speak English as a foreign language believe they have better than basic skills;
- English is spoken on a more than occasional basis, with 47% of respondents who speak it saying that they do, and 19% saying that they use it every day or almost every day;
- 25% of respondents say that they can follow radio or television news, read a newspaper or magazine article in English while 26% understand it well enough to use it online in email, Twitter, Facebook etc.

In the modern European context, English is a European language creating a new kind of bilingualism: English is a linguistic constituent of Europe and should be learnt along with the understanding native-speaker cultures; as a national language (in Ireland) it should be treated as any other European language. English is becoming increasingly important as a *lingua franca* (“Frankish tongue”). In Europe it is widely used in communication among people who speak different native languages.

It cannot be ignored that English today is a **global lingua franca** as it is preferred as a means of communication with people from other parts of the world. A *lingua franca* has no native speakers (NSs). J. Jenkins (Jenkins 2004, p. 63) suggests that the essential distinction between speakers of English as a Foreign language (EFL) and speakers of English as a *Lingua Franca* (ELF) is a very basic one: EFL speakers use their English chiefly to communicate with NSs of English, often in NS settings. They need at least to be intelligible and the learning goal is then to approximate the norms of a native variety (generally Standard British or American English). ELF speakers use English to communicate with other

non-native speakers (NNSs) of English in typically NNSs settings. Their goal is to be intelligible to other NNSs of English as they have their own emerging norms. And if NSs participate in ELF setting it is for them to adjust to NNSs and not vice versa.



RECOMMENDED READING

- English as a Global Language. – Available at: <https://www.bl.uk/learning/langlit/sounds/case-studies/minority-ethnic/>
- The history of English: how English went from an obscure Germanic dialect to a global language. – Available at: http://www.thehistoryofenglish.com/issues_global.html



REVIEW AND DISCUSSION

- What counts as English today? Do you think speakers of different varieties have different feelings about English? What does English mean to its speakers in different parts of the world?
 - Is the diversity of English increasing? Do we need International Standard English?
 - Do you support D. Crystal's (Crystal 1988) approach to refer to Old English as Anglo-Saxon in order to highlight its distinctiveness from Modern English? Taking into consideration such striking distinctiveness of Old English, do you believe that Old English and Modern English count as different languages and cultures, or they count as the same language and culture with a continuity linking Old, Middle, and Modern English?
 - Why do we say that the builders of Stonehenge were already mixed people?
 - Shall we interpret the Roman occupation of Britain as *paternal and protective* or *hostile and devastating*? Why?
 - Why was the epoch of the Germanic invasion of paramount importance for the history and culture of England?
 - At the beginning of the 9th century, Ecgberht (Egbert), the King of Wessex and the grandfather of Alfred the Great, became the first King of all England. During his reign he subdued the Celts, defeated the Mercians and ended their supremacy. He managed to keep the independence of Wessex for some time. His domain was described by an anonymous Anglo-Saxon poet in his elegy called *The Ruin* (probably the 8th or the 9th centuries). Why do you think the depiction of supposedly the city of Bath was so shadowy?

*Wondrous is this foundation – the fates have broken
and shattered this city; the work of giants crumbles.*

*The roofs are ruined, the towers toppled,
frost in the mortar has broken the gate,
torn and worn and shorn by the storm,
eaten through with age [EADP]*

- Why was the greater part of the 10th century something of a golden age?

- Speaking of the consequences of the Scandinavian invasion in England, can we state that it gave vigor to the native language and culture of the English?

- For what reasons is the Norman invasion often described by historians and linguists as ‘grim century’?

- Can you provide evidence for the fact that the period of the 12th – 13th centuries was marked by the making of the nation and touched by the spirit of nationalism?

- Why can one associate the image of *vernal expectancy*, or *Plantagenet spring* that came after the *grim Norman winter*, with the 13th century life in England? The image is explicit in the perhaps the earliest English lyric written in c1226:

Sumer is icumen in
Svmer is icumen in
Lhude sing cuccu
Groweþ sed
and bloweþ med
and springþ þe wde nu
Sing cuccu

Summer has come
Summer has come,
Loudly sing, Cuckoo!
Seeds grow,
And meadow blooms
And the woods bud anew,
Sing, Cuckoo!

- What century can boast the triumph of the English tongue? What forces caused its rising prestige?

- Summarize the issue of the use of English, French, and Latin in England at the end of the 13th and the beginning of the 14th centuries. Was the decline of French noticed?

- What were the disadvantages of maintaining French in England in the 13th and the 14th centuries? For what reason(s) was it restrictedly cultivated in the 15th century?

- What events are associated with the image of England as ‘*the mistress of the seas*’? Did the role and character of the English tongue begin to change with the establishment of the first colonies in the New World?