

THE MAIN REGIONS OF THE ENGLISH LANGUAGE DISSEMINATION

OBJECTIVES

This unit introduces the representation of English in the world. It takes diversity, status, and role of English as the main points.

IN THIS UNIT, YOU WILL LEARN

- about the role of the English language today;
- how English is used in different parts of the world;
- about who speaks English:
- about what countries constitute the English-speaking world;
- where English is spoken as an official or a co-official language.

OUTLINE

- The role of the English language.
- Change and variation of the English language.
- The Commonwealth of Nations.



RECOMMENDED READING

Textbooks

Башманівський О. Л., Вигівський В. Л., Моркотун С. Б. Лінгвокраїнознавство. Житомир : Вид-во ЖДУ ім. І. Франка, 2018. С. 7-9, 30-33.

Hickey R. Variety studies. P. 11-14. URL : <https://www.uni-due.de/ELE/VarietiesOfEnglish.pdf> (дата звернення: 21.05.2021).

Dictionaries

Trudgill P. A Glossary of Sociolinguistics. Oxford : Oxford University Press, 2003. 148 p.

The Electronic World Atlas of Varieties of English. URL : <http://ewave-atlas.org/languages> (дата звернення: 25. 12. 2020).

Internet Resources

CEFR. EF Education, 2020. URL : <https://www.efset.org/ru/cefr/> (дата звернення: 16.09.2021).

Commonwealth Network. URL : <https://www.commonwealthofnations.org> (дата звернення: 6.09.2021).

English Around the World. *English-speaking countries*. 2011. URL : <http://sweetlittlebox.blogspot.com/2011/02/blog-post.html> (дата звернення: 6.09.2021).

English Speaking Countries. URL : http://www.xtec.cat/~ellach/English_speaking_countries.htm (дата звернення: 13.08.2021).

English - speaking countries. URL : <http://sweetlittlebox.blogspot.com/2011/02/blog-post.html> (дата звернення: 6.09.2021).

Eurobarometer. European Commission. URL : <http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/General/index> (дата звернення: 26.07.2021).

Nations in which English is an official language. URL : http://anthro.palomar.edu/language/English_speaking.htm (дата звернення: 6.09.2021).

The Electronic World Atlas of Varieties of English. URL : <http://ewave-atlas.org/languages> (дата звернення: 25. 12. 2020).

Varieties of English. URL : http://the_english_dept.tripod.com/esc.html (дата звернення: 6.09.2021).

Why Learning English Is So Important In The 21st Century. URL : <https://www.englishexplorer.com.sg/why-learning-english-is-so-important-in-the-21st-century/> (дата звернення: 26.07.2021).



SYNOPSIS

The importance of the English language is difficult to underestimate for a range of reasons. It is:

- the most widely spoken language after Chinese and Spanish;
- spoken on a regular basis on all the continents; in 2015, out of the total 195 countries in the world, 67 nations have English as the primary language of official status; in 27 countries English is spoken as a secondary official language;
 - most widely spoken language in the world;
 - one of the languages used by the United Nations Organisation;
 - the language of international air traffic, world publishing, science and technology, conferencing, computer storage (the medium for 80% of the information stored), etc;
- widely used among the international political, business, academic communities (over two thirds of the world's scientists write in English);
- the language of the largest broadcasting companies in the world (CBS, NBC, ABC, BBC and CBC);

- arguably the richest in vocabulary (out of all 2,700 world's languages); the Oxford English Dictionary lists about 500,000 words (apart from approx. half-million technical and scientific terms still uncatalogued).

The diversity of modern English is the result of its historical development. There are many ways in which English changes and varies. Language change is seen in time while variation becomes evident through geographical and social diversification of speakers.

English, a Germanic language which developed in England as a consequence of the Anglo-Saxon invasions of the 5th century, started as a collection of dialects spoken by monolinguals. Accordingly, the form of this period is referred to as **Anglo-Saxon**, or **Pre-Old English** (AD 450 – 700). The oldest form is found in the 7th century's extant poem *Cædmon's Hymn*. Another great piece of Old English literature is a heroic poem called *Beowulf* (preserved in *Cotton Vitellius A XV* from c1000). What is generally known as **Old English** (700 – 1100) was an inflecting language which preserved many Germanic features.

The period of **Middle English** (1100 – 1500) saw the emergence of modifications: word order replaced inflections, and there were recurring waves of borrowing from Latin and French. These and other changes are clearly seen in Geoffrey Chaucer's literary work *Canterbury Tales*.

In the later 15th century, printing hastened the process of standardization and English gained its recognizable form - **Modern English** (1500 - 1800). Modern English literary activity is commemorated in William Shakespeare's heritage and the *Authorized Version of the Bible*, or *King James Version*, English translation of the Bible published in 1611 under the auspices of James I of England.

The post-Renaissance era with its highly diversified **Post Colonial English** (1700 – present day) motivated the codification of English vocabulary and grammar (Samuel Johnson's *A Dictionary of the English Language*, 1755).

The expressions *different Englishes* and *the many faces of English* are seeking to describe the diversity of the English language rather than its common core. In this case, *English* means "one variety".

It is difficult, if not impossible, to draw a boundary among all types of Englishes. In practice, the diversity of forms and speakers should be emphasized. Besides the **major varieties of English**, such as American English (AmE), British English (BrE), Indian English, Canadian English (CnE), Australian English (AuE), Irish English, New Zealand English (NZE) and their sub-varieties, countries such as South Africa, the Philippines, Jamaica and Nigeria

also have millions of native speakers of dialect continua ranging from English-based creole languages to Standard English.

New Englishes are national varieties which have emerged around the globe, especially since the 1960s in those countries which opted to make English an official language upon independence. The term is really applicable only when there has been considerable linguistic development away from the traditional standards of British and American English. With some degree of local standardization, as has happened in India, Ghana, Singapore and in countries where English is used as a second language.

Note that the term *New Englishes* is also sometimes applied to the first-language situations (Canada, Australia, New Zealand, and South Africa), as well as where creole or pidgin Englishes are important (the Caribbean, Papua New Guinea).

In conclusion, the expansion of English led to the rise of different varieties. Viewed as a single system, Englishes are of a wide range representing the diversity of form and function.

Throughout the English-speaking world, **Standard** (or **Queen's**, **BBC**, **Oxford**, sometimes **British**, **Public School**) **English** is used as a standard prestige variety of language within a speech community, providing an institutionalized norm. Since the 1960s, particular attention has been paid to the emergence of differing **national standards** in areas where large numbers of people speak English as a first or second language (the USA, Canada, Australia, New Zealand, South Africa). **Received Pronunciation (RP)** is the regionally neutral, educationally prestigious *accent* in British English. When this accent displays features of regional influence it is known as **Modified RP**. Standard American pronunciation is known as **General** or **Mid-West American**.



SELF-STUDY INSTRUCTIONS AND ASSIGNMENTS

Reading for this session on your own or partly alone, **it is important to give attention to the following issues.**

- Language is of the fundamental importance as it is linked to our cultural heritage and the way we think about the world.
- There are vast differences in how social and cultural groups interpret the world, themselves and other people.
- The concept of *speech community* is basic to the understanding of regional and social variation in language.

- Note that a dialect is a variety of language as well as a form of behavior.
- The term *community* implies both *social* and *linguistic community*.
- There are various axes of language variation: diatopic (variation in language on a geographical level); diastratic (variation in language between social classes); diachronic (variation in language over time).
- Pay attention to that some other terms are to be discussed in the context of language variation and inter-dialectal communication: *bidialectism*, *bilingualism*.
- Today, English has become a language mainly used by bilinguals and multilinguals.
- Modernity is 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.
- Modernity has stimulated new notions of the ‘native’ and ‘foreign’ speaker.
 - English is an essential linguistic constituent of Europe.
 - The attitudes of the Europeans towards English are changing.
 - In the modern European context, English is a European language that provides a new kind of bilingualism.
 - English is a foreign language which should be learnt along with the native-speaker cultures;
 - English is a national language in EU countries (in Ireland) and is to be treated equally with any other European language;
 - English is widely used in Europe as lingua franca.

Assignment 1. Consider the following quotations:



Edward Sapir
 /sə'piər/
 (1884–1939)
 an American anthropologist-linguist, who is widely considered to be one of the most important figures in the early

“Language is the most massive and inclusive art we know, a mountainous and anonymous work of unconscious generations.”

“Language: an Introduction to the Study of Speech”

development of the
discipline of linguistics



Peter Trudgill
/'trʌdʒɪl/
(1943)
a sociolinguist,
academic and author

“...social change can
produce a corresponding
linguistic change”
**“Sociolinguistics: An
Introduction
to Language and Society”**

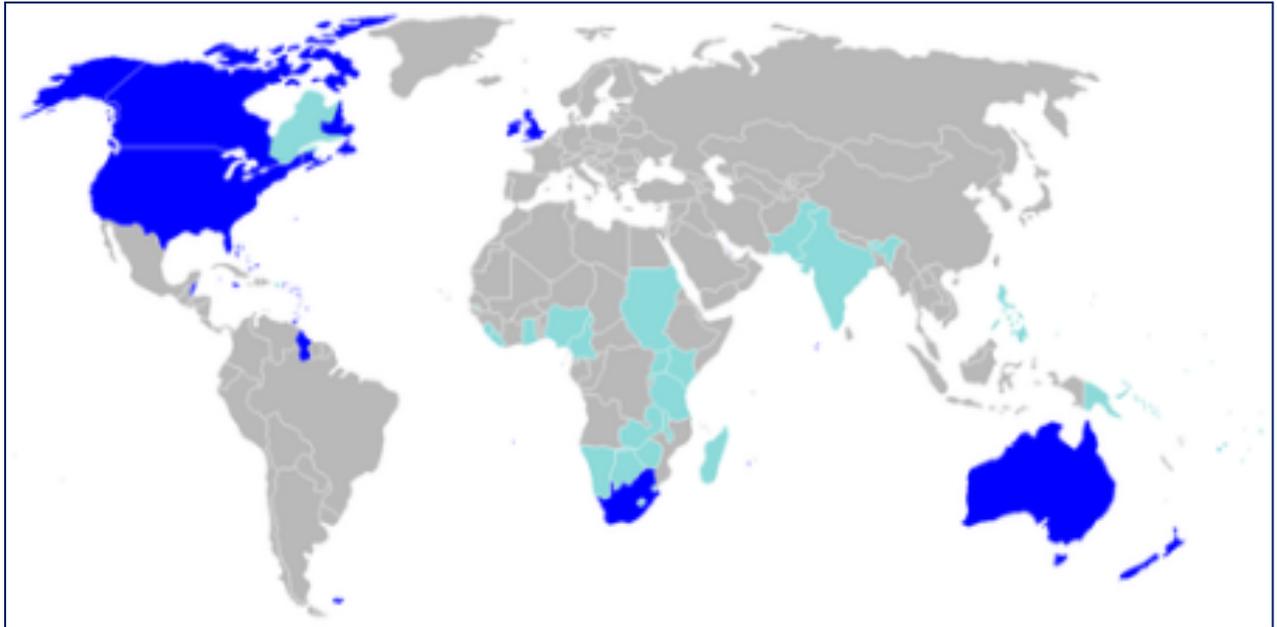
Assignment 2. Collect and study the information about the role, spread and use of the English language in the 21st century. Systematize it by filling the table.

TYPE OF SPEAKERS

NUMBER OF SPEAKERS

worldwide	above _____ (in the year of ____)
mother tongue	_____ people (i.e. less than ____% of the world's population)
second language	approx. _____ people
foreign language	approx. _____ people
fluent speakers	approx. _____ people
with some degree of competence	approx. _____ people
learners	approx. _____ people (worldwide)
full-time English teachers	approx. _____ people (worldwide)

Assignment 3. On the map below the world countries, states, and provinces where English is the official language are marked in **dark blue**. Countries, states, and provinces where it is an official, but not a primary language are marked in **light blue**. Write the names of the countries on the map.



Source: English Speaking Countries at http://www.xtec.cat/~ellach/English_speaking_countries.htm

Assignment 4. Read the *Commentaries* and answer the questions that follow.



COMMENTARIES

FAST FACTS ABOUT THE ENGLISH-SPEAKING COUNTRIES

EUROPE

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND (UK)



Capital City: London;

Population: 67.886.011 (2020 est.);

Ethnicity: English - 83.6%;

Largest Cities: (by population) London, Birmingham, Glasgow, Liverpool, Sheffield, Leeds, Bristol, Manchester, Edinburgh, Leicester;

National Day: none;

Official language: English;

Official regional languages: *Scots* (about 30% of Scotland), *Scottish Gaelic* (Scotland), *Welsh* (about 20% of Wales), *Irish* (about 10% of Northern Ireland), *Cornish* (Cornwall), *Manx* (the Isle of Man), *French* (c. 15.000 speakers in Jersey and Guernsey);

Immigrant languages: over 100, spoken by c. 2 mln people.

IRELAND

(local short form - EIRE)

Capital City: Dublin; **Population:** 4.937.786 (2020 est.);

Ethnicity: Irish - 87.4% (2006 census);

Largest Cities: (by population) Dublin, Cork, Limerick, Galway, Waterford, Drogheda, Dundalk;

National Day: March 17, St. Patrick's Day;

Official languages: *English* is the language generally used, *Irish (Gaelic or Gaeilge)* spoken mainly in areas along the western coast.

NORTH AMERICA

THE UNITED STATES OF AMERICA

(short forms - UNITED STATES, USA, U.S)

Capital City: Washington D.C.;

Population: 331.002.651 (2020 est.);

Ethnicity: racially and ethnically diverse (White American – 60.3%, Hispanic or Latino – 18.5%, Black or African American – 13.4% by 2019 census);

Largest Cities: (by population) New York City, Los Angeles, Chicago, Houston, Phoenix, Philadelphia;

National Day: July 4, Independence Day;

Union Language: *English* 82%;

Official regional languages: *French* (Cajun) in Louisiana, *Spanish* in New Mexico;

Indigenous languages: about 170 *Indian* languages;

Immigrant languages: over 350 languages: *English* (c226 mln); *Spanish* (c23 mln), *Arabic* (c3 mln), *French* (c1.7 mln), *Chinese* (c1.6 mln), *Italian* (c1.3 mln), *varieties of German* – Hutterite, Mennonite, Pennsylvanian (c1.5 mln).



CANADA

(long form – none)

Capital City: Ottawa; **Population:** 37.742.154 (2020 est.);

Ethnicity: Canadian-born - 80%, whole or partial British (including Irish) origin - 28%, whole or partial French origin (centered mainly in Québec, where they constitute some 80% of the population) - 23%;

Largest Cities: (by population) Toronto, Montreal, Vancouver, Ottawa-Gatineau, Calgary, Edmonton;

National Day: July 1, Dominion Day;

Official Languages: *English* - 59.3%; *French* - 23.2%;

Official regional languages: *French* (Québec);

Indigenous languages: over 70 *Amerindian* languages;

Immigrant languages: mostly European, including three varieties of *German* associated with religious settlement (Hutterite, Mennonite, Pennsylvanian).

THE CARIBBEAN

JAMAICA

Capital City: Kingston;

Population: 2.961.167 (2020 est.);

Ethnicity: Black - 91.2%, mixed - 6.2% (2001 census);

Largest Cities: (by population) Kingston, New Kingston, Spanish Town;

National Day: August 6, Independence Day;

Official Language: *English*;

Other widely spoken language: *English based Jamaican creole (Patwa)*, used by 90% of population and gaining its prestige;

Indigenous language: an Amerindian language (*Arawak*);

Immigrant languages: *American Sign Language, Chinese, North Levantine Spoken Arabic, Portuguese, Spanish.*



SOUTH AMERICA

CO-OPERATIVE REPUBLIC OF GUYANA

(short form – GUYANA)

Capital City: Georgetown;

Population: 786.552 (2020 est.);

Ethnicity: East Indian - 43.5%, Black (African) - 30.2%;

Largest Cities: (by population) Georgetown, Linden, New Amsterdam, Anna Regina;

National Day: February 23, Republic Day;

Official Language: *English*;

Widely spoken languages: *Guyanese English-based creole*, spoken by over 85%;

Indigenous languages: *c10 Amerindian languages*;

Immigrant languages: *Hindi, creole Dutch.*

AUSTRALIA AND NEW ZEALAND

THE COMMONWEALTH OF AUSTRALIA

(short form - AUSTRALIA)



Capital City: Canberra;

Population: 25.499.884 (2020 est.);

Ethnicity: English - 32%, Australian - 27%, Irish - 7%, indigenous - 3%;

Largest Cities: (by population) Sydney, Melbourne, Perth, Adelaide, Brisbane, Canberra, Wollongong;

National Day: January 26, Australia Day (Anniversary Day, Foundation Day, ANA Day);

Official Language: *English* - 78.5%;

Indigenous languages: *Aboriginal* languages, spoken by less than 1%;

Immigrant languages: over 100.

NEW ZEALAND (other forms – none)

Capital City: Wellington;

Population: 4.822.233 (2020 est.);

Ethnicity: European - 56.8%, Asian - 8%, Maori - 7.4%, Pacific islander - 4.6%;

Largest Cities: (by population) Auckland, Wellington, Christchurch, Hamilton;

National Day: February 6, Waitangi Day;

Official languages: *English* - 91.2%, *Maori* - 3.9%, *New Zealand Sign Language*;

Indigenous languages: *Maori* - 3.9%, *Samoan* - 2.1%;

Immigrant languages: *French, Hindi*;

AFRICA

THE REPUBLIC OF SOUTH AFRICA (short form - SOUTH AFRICA)

Capital City: Pretoria, Cape Town (legislative center), Bloemfontein (judicial center);

Population: 59.308.690 (2020 est.);

Ethnicity: black African - 79%, white - 9.6%, colored - 8.9%;

Largest Cities: (by population) Cape Town, Durban, Johannesburg, Pretoria, Soweto, Port Elizabeth;

National Day: April 27, Freedom Day;

Official languages: 11 languages recognized in the new constitution formulated in 1993 - *IsiZulu* - 23.8%, *IsiXhosa* - 17.6%, *Afrikaans* - 13.3%, *Sepedi* - 9.4%, *English* - 8.2%, *Setswana*, *Sesotho*, *Xitsonga*, *isiNdebele*, *Tshivenda*, *siSwati*;



Indigenous languages: major linguistic groups: *Nguni* (Ndebele, Swazi, Xhosa, and Zulu), *Sotho-Tswana* (Sotho, Pedi, and Tswana), *Tsonga*, or Shangaan, and *Venda*, *Khoisan* (Bushman and Hottentot), relatively closely interrelated *Bantu* languages;

Immigrant languages: about 20 African and various European languages.

THE FEDERAL REPUBLIC OF NIGERIA

(short form - NIGERIA)

Capital City: Abuja;

Population: 206.139.589 (2020 est.);

Ethnicity: more than 250 ethnic groups among which the most populous and politically influential are Hausa and Fulani - 29%, Yoruba - 21%, Igbo (Ibo) - 18%, Ijaw, Kanuri, Ibibio, Tiv;

Largest Cities: (by population) Lagos, Kano, Ibadan, Kaduna, Port Harcourt;

National Day: October 1, Independence Day;

Official language: *English*;

Indigenous languages: *Hausa*, *Yoruba*, *Igbo (Ibo)*, *Fulani* and over 500 additional indigenous languages;

Immigrant languages: *American Sign Language*, autochthonous languages of Africa (*Bagirmi* (Chad), *Klao* (Liberia), *Mbay*, *Mpade*, *Ngambay*, *Pana*);

Religions: Muslim - 50%, Christian - 40%, indigenous beliefs - 10%.

Answer the questions regarding the history of the English language expansion and its consequences:

- Where were the originally Celtic territories the first to experience political incorporation into the UK?
- In which of the countries was English influenced by the Irish language in various ways and emerged as a distinctive variety?
- Where did a substantial settlement by first-language speakers of English displace the precolonial population?
- In what areas did sparse colonial settlements maintain the precolonial population in subjection and allow a proportion of the access to learning English as a second (additional) language?
- Where was a precolonial population replaced by new labour from elsewhere, principally West Africa, to produce pidgins and creoles as the most complex linguistic consequences?
- In what country, or countries, were the new-comers to form what is called 'a melting pot' of the society, in which the ethnic origin of the immigrants from various parts is subsumed by common citizenship?
- Where did the first colonists name their settlements after English kings and queens?
- Where did the later colonists name their settlements after their original towns and villages in England?
- Where did the colonists name their settlements after the colonial governors and / or other famous people associated with Britain?
- Which of the countries has no official 'national' language in the legal sense?
- In what country do the speakers of English as the first native language constitute a demographic minority group?
- In what areas might the political incorporation of communities that feel they have a distinct linguistic and cultural identity provide fertile ground for the emergence of nationalist and / or religious reaction?
- In what countries does English share the status of the official language with other autochthonous language(s)? European language(s)?
- Which country currently has no single official national day?
- Where does the National Day mark the unification of the separate colonies into a single Dominion within the British Empire?

- Where is the National Day celebrated to commemorate the birth of the new nation which was no longer part of the British Empire?
- Where does the National day mark the birth of the nation, given the status of an independent country and a member of the British Commonwealth?
- Where does the National Day commemorate the person who, according to the legend, converted the inhabitants to Christianity and drove all snakes from the island, although these “snakes” probably represent a particular group of pagans or druids? Although the person was never formally canonized, many Christian churches view him as a saint.
- Where does the national day celebrate freedom and the first post-apartheid, non-racial elections? Under the apartheid regime in the country, did non-whites have any rights to vote?
- In which country does the National day commemorate a significant day in the history when the representatives acting on behalf of the British Crown and the tribal chiefs first signed the treaty securing British sovereignty over the islands?
- Whose National Day records the anniversary of the First Fleet of British Ships and the raising of the Flag of Great Britain as well as marks the formation of Federation and the birth of modern state?

Assignment 5. Read about *the Commonwealth*. Use this link: Commonwealth Network at <http://www.commonwealthofnations.org>

(A) *Answer the questions:*

- What official name often appears in its short form of *The Commonwealth* /'kɒmənwelθ/?
- What countries does this organization consist of apart from the United Kingdom?
- Who do all member states recognize as the Head of the Commonwealth?
- When was the Commonwealth formally constituted by the London Declaration?
- What is recognized as a symbol of the members' heritage?
- What elements does the Commonwealth flag comprise?

(B) *Find out about:*

- the number of the member countries;
- the most widely-used definition of the Commonwealth;
- if membership is entirely voluntary;

- if there is some restriction of membership.

Assignment 6. Read the following extract, highlight the key points and write a summary in English (approx. 200-230 words) of the sociolinguistic situation in the countries of the Caribbean region.

Source: Беспала Л.В., Козлова Т.О. Формування англійськомовної картини світу в умовах лінгвокультурних контактів : монографія. Запоріжжя : Статус, 2018. С. 193-197.

Лінгвосоціокультурна ситуація в країнах Карибського басейну на час залучення до неї англійської мови характеризується численністю компонентів, їхньою внутрішньою неоднорідністю, нерівномірністю територіальної дистрибуції. <...>

Становлення англійської мови як спільного засобу комунікації мешканців країн Карибського басейну було поступальним й супроводжувалося зміною стану її системи. Різні територіальні та соціальні діалекти англійської мови, привнесені до регіону мігрантами з Британських островів, з часом зазнали вирівнювання. Формування англійськоосновних креолів, їх подальше контактування з англійською мовою, процеси декреолізації призвели до того, що на сучасному етапі свого розвитку англійська мова в Карибському басейні представлена континуумом форм існування <...>, межа між якими є умовною. Різні форми існування англійської мови в своїй сукупності задовольняють увесь спектр комунікативних потреб мешканців Карибського басейну, а разом із тим слугують засобом репрезентації картини світу мовців, її ключових концептів.

У новому ареалі функціонування лексико-семантична система англійської мови поповнюється численними інноваціями, поява яких зумовлена як потребою компенсації лакун у системі номінативних засобів англійської мови, що виявляються в ході пізнання нової природної та соціокультурної дійсності, так і дією інтерференції, що активізується із залученням до карибської англійськомовної спільноти представників інших етносів, носіїв відмінних картин світу.

Карибізми формуються за участю власних ресурсів англійської мови, а також шляхом запозичення одиниць з інших мов, що контактують у межах регіону. Основними джерелами запозичень стали африканські мови, французька та французькоосновний креол, індійські, америндські та

іспанська мови. Істотність внеску лінгвокультур-донорів до формування засобів репрезентації карибської англійськомовної картини світу була визначена рівнем їхньої демографічної і комунікативної потужності, тривалістю контактування з англійською мовою, активністю участі в утворенні креолів та роллю в цих процесах.

<...> Новий ареал існування означувався носіями англійської мови з урахуванням вже наявного лінгвокультурного досвіду: найменування об'єктів карибської дійсності формуються за участю назв уже відомих об'єктів, що поширені в споконвічному для британців природному та соціокультурному ареалі існування, є значущими для їхньої культури.

Карибський басейн об'єднує численні ареали, лінгвосоціокультурна ситуація в кожному з яких має свою специфіку. Це зумовило дифузність карибської регіональної англійськомовної культури, її особливу мозаїчність. У шляхах розвитку карибської англійськомовної картини світу простежуються дві протилежні тенденції: до збереження специфіки лінгвокультури різних ареалів регіону та до поступового вирівнювання лінгвокультурної гетерогенності. <...>

Ознаки збереження специфіки лінгвокультури окремих ареалів Карибського басейну в лексичній системі англійської мови виявляються у формуванні одиниць на позначення одних і тих же об'єктів дійсності за участю різних етимологічних джерел, що призводить до явища алонімії. У картині ж світу така тенденція реалізується в наявності національно-специфічних концептів (ключовий концепт ямайської культури *ANANCYISM*), відмінностей у структурі регіональних концептів (ключовий концепт *LIMING*), а також у засобах їхньої вербальної репрезентації (алонімічний концепт *GOSSIP*).

Тенденція до вирівнювання лінгвокультурної гетерогенності Карибського басейну в лексичній системі англійської мови виявляється в утворенні алонімічних одиниць за спільними ономазіологічними моделями, а також у розвитку алонімічних домінант, переважно на базі англійських одиниць. У концептуальній системі тенденція до вирівнювання гетерогенності реалізується шляхом поширення специфічних концептів за межі окремої (національної / локальної) культури та набуття ними регіональної значущості (*LIMING*), формування загальнорегіональних ключових концептів культури (*GOSSIP*).

Англійська мова в країнах Карибського басейну обслуговує не окрему етнокультуру, а регіональну креолізовану культуру, утворену в процесі

взаємодії культурних спадщин численних етномовних спільнот. Карибська англійськомовна картина світу є складним ментальним конструктом, відбиває концептуальний досвід особливо гетерогенного колективу мовців (вихідці з різних етнічних, соціальних, конфесійних груп, представники різних країн (ареалів) регіону). Мозаїчність англійськомовної спільноти Карибського басейну визначає шляхи формування ключових концептів карибської англійськомовної культури. <...>

[Отже], перманентне контактування мов і культур в англійськомовних країнах Карибського басейну, що супроводжується процесами мовного зсуву та креолізації, здійснює суттєвий вплив на мовну картину світу, визначає шляхи формування та засоби вербалізації її ключових концептів.

 **Assignment 7.** Make up a glossary of the key terms. Add definitions in English and terminological equivalents in Ukrainian.

 **Assignment 8.** Design a task or a test for the secondary school pupils. Focus on the topic *The main regions of the English language dissemination*. Take into account the level of secondary education and the English language proficiency level (see CEFR).