

A colorful illustration of a globe with the continents of North America, South America, and Africa visible in green. The globe is surrounded by a circular chain of approximately 30 diverse children of various ethnicities and ages, all holding hands. A semi-transparent blue rectangular box is centered over the globe, containing the text "English as a global language".

**English as a global  
language**

# English The Global Language

**Jim Cummins, Chris Davison**



## English The Global Language:

*English as a Global Language* David Crystal, 2012-03-29 David Crystal's classic *English as a Global Language* considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most successful language ever with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language. **How English**

**Became the Global Language** D. Northrup, 2013-03-20 In this book, the first written about the globalization of the English language by a professional historian, the exploration of English's global ascendancy receives its proper historical due. This brief, accessible volume breaks new ground in its organization, emphasis on causation and conclusions. How and why did English come to be a global language? Cornelia Richter, 2008-09-02 Seminar paper from the year 2007 in the subject English Language and Literature Studies, Culture and Applied Geography, grade 2.0, Martin Luther University, Institut für Anglistik und Amerikanistik. *English Rules the World: The Globalisation of English language* English abstract: The role of the English language among all other languages is constantly examined, researched and written about. It appears that no other language has ever had such an amazing and massive impact on other cultures, languages and world history. Statements like "English is today a truly global language" (Rubdy 2006: 5) and "World English exists as a political and cultural reality" (Crystal 2003b: xii) underpin the notion of the possibility of a language that connects all people, a notion and perhaps also a wish that is almost as old as mankind. This paper will investigate the question of what defines a language as a global one and what factors are convincing or definite. David Crystal's explanation makes it quite obvious: A language achieves a genuinely global status when it develops a special role that is recognized in every country (Crystal 2003b: 3). However, he himself admits that this is not precise enough: a special role can mean many things. The concept usually refers to political aspects, like for example the status of the language of the state defined by law or the language being the only one in some states for historical reasons (cf. Crystal 2003b: 66). But in all cases, it can be argued that the population is living in an environment in which the English language is routinely in evidence, publicly accessible in varying degrees and part of the nation's recent or present identity (Crystal 2003b: 66). It also has to be clarified what processes can lead to a global status of a language and if so-called naïve theories hold true. For the purpose of examining this question further, the concept of the lingua franca and the role of English as such will also be looked at. Talking about English and its world influence, it is inevitable to consider the roles and history of Britain and the United States. In order to make the attempt of getting more precise numbers of speakers, will be shown and it will be explained how these numbers came about and what they mean. As obvious as it may seem, English is dominant in so many spheres that it appears impossible to account for all of them thoroughly. However, the most significant domains will be

explained as such in order to draw a connection between history present and future

**The Politics of English as a World Language** Christian Mair, 2003 The complex politics of English as a world language provides the backdrop both for linguistic studies of varieties of English around the world and for postcolonial literary criticism The present volume offers contributions from linguists and literary scholars that explore this common ground in a spirit of open interdisciplinary dialogue Leading authorities assess the state of the art to suggest directions for further research with substantial case studies ranging over a wide variety of topics from the legitimacy of language norms of lingua franca communication to the recognition of newer post colonial varieties of English in the online OED Four regional sections treat the Caribbean including the diaspora Africa the Indian subcontinent and Australasia and the Pacific Rim Each section maintains a careful balance between linguistics and literature and external and indigenous perspectives on issues The book is the most balanced complete and up to date treatment of the topic to date

**The Impact and Future of English as a Global Language** denis kastrati, 2020-07-22 Essay from the year 2017 in the subject English Language and Literature Studies Linguistics grade 10 course Lexicology and Etymology language English abstract This paper reviews and discusses English as a global language as we know that English language is one of the most spoken languages in the world Language is said to be the mirror of mind language is a part of communication English language is part of the Indo European language family English language is branch of the Germanic family This paper is divided into three main sections The first section gives an introduction on English as a global Language then English as a lingua franca and the future of English

**English as an International Language** Farzad Sharifian, 2009 Collectively the chapters in this volume make a significant contribution to the emerging paradigm of English as an International Language EIL by exploring various aspects of the English language and its pedagogy in the context of the globalization of this language The volume shows great deal of promise in terms of expanding the paradigm and also establishing new grounds for thinking research and practice

**The Social Psychology of English as a Global Language** Robert M. McKenzie, 2010-08-18 This ground breaking work is a detailed account of an innovative and in depth study of the attitudes of in excess of 500 Japanese learners towards a number of standard and non standard as well as native and non native varieties of English speech The research conducted refines the investigation of learner attitudes by employing a range of pioneering techniques of attitude measurement These methods are largely incorporated from the strong traditions that exist in the fields of social psychology and second language acquisition and utilize both direct and indirect techniques of attitude measurement The author locates the findings in the context of the wealth of literature on native speaker evaluations of languages and language varieties The study is unique in that the results provide clear evidence of both attitude change and high levels of linguistic awareness among the informants of social and geographical diversity within the English language These findings are analyzed in detail in relation to the global spread of English as well as in terms of the pedagogical implications for the choice of linguistic model employed in English language classrooms both inside and outside Japan The

issues examined are of particular interest to educators researchers and students in the fields of applied linguistics TESOL second language acquisition social psychology of language and sociolinguistics The pedagogical and language policy implications of the findings obtained make essential reading for those with a specific focus on the role of the English language and English language teaching both in Japan and beyond

**The Spread of English in the World** Eva-Maria Kaufmann, 2013-05-31 Essay from the year 2011 in the subject English Language and Literature Studies Linguistics grade Distinction University of Newcastle upon Tyne EDUCATION COMMUNICATIONS AND LANGUAGE SCIENCES course Sociolinguistics language English abstract The massive increase of English speakers around the world who speak it at all different levels of proficiency for any variety of purposes and with other non native speakers has sparked some concerns and controversies Some are concerned that its wide spread and the emergence and institutionalisation of new Englishes will lead to a language fragmentation that could ultimately result in mutual unintelligibility The question of who holds authority over English today is causing heated discussions Teaching practices for English as a foreign language are yet another contentious subject For the most part English teaching is still oriented towards British or North American varieties and a learner s proficiency is measured in relation to those norms Some however demand that English teaching practices take into account that usage situations and requirements for English have changed and that teachers prepare students for international communication rather than communication with Americans or British The issue with perhaps the greatest political significance is that of linguistic imperialism As English particularly the prestige varieties British and American are being taught to more and more people across the world some have voiced their concern that this compromises the cultural integrity of the non native speaker There is a fear that English might suppress or even replace local languages and be used as a tool to spread Anglo American cultural hegemony This essay gives first a rough overview over who speaks English in the world today It then briefly discusses some of the attempts by scholars to categorise this immense number of different people focusing particularly on Kachru s model of the spread of English It addresses some of the factors that lead to the emergence of new varieties of English describing Nigerian English and China English in more detail by way of an example Linguistic imperialism is discussed subsequently as one particularly controversial issue relating to the rise of English to one of the world s most predominant languages

ENGLISH: THE GLOBAL LANGUAGE DAVID CRYSTAL, **Introducing Global Englishes** Nicola Galloway, Heath Rose, 2015-01-09 Introducing Global Englishes provides comprehensive coverage of relevant research in the fields of World Englishes English as a Lingua Franca and English as an International Language The book introduces students to the current sociolinguistic uses of the English language using a range of engaging and accessible examples from newspapers Observer Independent Wall Street Journal advertisements and television shows The book Explains key concepts connected to the historical and contemporary spread of English Explores the social economic educational and political implications of English s rise as a world language Includes comprehensive classroom based

activities case studies research tasks assessment prompts and extensive online resources

Introducing Global Englishes is essential reading for students coming to this subject for the first time

Global English: English is changing the world - In what way is the world changing the English language and the way it will be taught? Marc Hempel, 2010-02-16 Seminar paper from the year 2009 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1.0 RWTH Aachen University Institut für Anglistik Amerikanistik und Romanistik course Hauptseminar Sociolinguistics language English

abstract The history and wide distribution of the English language originally an Anglo Frisian dialect first taken to Southern Britain by Germanic settlers in the 5th century and spoken by only a few has been a most remarkable and unparalleled one Nowadays English is the world language influencing each and every single aspect of the daily and professional lives of millions of people on an international scale The metaphor of the Global Village often represents the ubiquitous process of globalisation a phenomenon that has shaped the existence of mankind in the last couple of decades Communication in all areas is ensured mostly through the use of the English language It is remarkable though that English is only in the fourth place in terms of native speaker ranking and that its proportion is decreasing steadily Yet what makes English so important is its use as a lingua franca an international language that is used for communication by speakers of different languages Estimates claim that about 1 billion people that is about one sixth of the world population have at least some knowledge of English and in most countries it has become one of the basic necessities in professional life Does this development have any influence on the way we as future professionals explore describe and above all teach the English language Do native speakers still own English or is it rather Globish Franglais or Denglich that should be taught In this term paper I aim to offer some answers to these questions and examine different theories of teaching English as a global language I will begin with a short chapter about the global spread of English and continue by discussing the difference and competition between traditional language standards and the new role of English as an international language I will then briefly describe some features of Global English before I will deal with my main point the future of English teaching Here I will at first describe the characteristics of the traditional methods English as a foreign language EFL and English as a second language ESL and then have a closer look at two newer models Basic Global English BGE and Content and Language Integrated Learning CLIL I will conclude this paper by trying to postulate a realistic future of English language teaching in schools as well as universities by considering a variety of different scientific proposals

**English as a Global Language in China** Lin Pan, 2014-10-28 This book offers insight into the spread and impact of English language education in China within China's broader educational social economic and political changes The author's critical perspective informs readers on the connections between language education and political ideologies in the context of globalizing China The discussion of the implications concerning language education is of interest for current and future language policy makers language educators and learners Including both diachronic and synchronic accounts of China's language education policy this volume highlights how China as a modern

nation state has been seeking a more central position globally and the role that English education and the promotion of such education played in that effort in recent decades

The Routledge Handbook of Teaching English as an International Language Ali Fuad Selvi, Nicola Galloway, 2024-12-30 The Routledge Handbook of Teaching English as an International Language provides a ground breaking overview of the research on the global spread of English with pedagogical implications Bringing together a number of key scholars and scholarly discussions on various aspects of teaching English as an International Language TEIL this handbook directs research in this field to help inform the much needed paradigm shift in ELT away from idealized native English speaking norms Reframing English language teaching and teacher education to match the new sociolinguistic landscape of the 21st century this handbook analyzes this topic in seven key areas Theoretical considerations Major frameworks and proposals Principles and practices of teaching and assessing English Innovative approaches varied contexts and transformative practices Diverse teaching settings and populations Teacher education and professional development Research developments and future directions The Routledge Handbook of Teaching English as an International Language is essential reading for scholars and students researching in the areas of World Englishes English as a lingua franca English as an international language Global Englishes ELT sociolinguistics and critical applied linguistics

**World Englishes** Kingsley Bolton, Braj B. Kachru, 2006 *The Politics of English as a World Language* Christian Mair, 2003 The complex politics of English as a world language provides the backdrop both for linguistic studies of varieties of English around the world and for postcolonial literary criticism The present volume offers contributions from linguists and literary scholars that explore this common ground in a spirit of open interdisciplinary dialogue Leading authorities assess the state of the art to suggest directions for further research with substantial case studies ranging over a wide variety of topics from the legitimacy of language norms of lingua franca communication to the recognition of newer post colonial varieties of English in the online OED Four regional sections treat the Caribbean including the diaspora Africa the Indian subcontinent and Australasia and the Pacific Rim Each section maintains a careful balance between linguistics and literature and external and indigenous perspectives on issues The book is the most balanced complete and up to date treatment of the topic to date

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the

following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

**Preparing Teachers to Teach English as an International Language** Aya Matsuda, 2017-01-19 This book explores ways to prepare teachers to teach English as an International Language EIL and provides theoretically grounded models for EIL informed teacher education The volume includes two chapters that present a theoretical approach and principles in EIL teacher education followed by a collection of descriptions of field tested teacher education programs courses units in a course and activities from diverse geographical and institutional contexts which together demonstrate a variety of possible approaches to preparing teachers to teach EIL The book helps create a space for the exploration of EIL teacher education that cuts across English as a Lingua Franca World Englishes and other relevant scholarly communities

*Pronunciation for English as an International Language* Ee-Ling Low, 2014-09-15 Pronunciation plays a crucial role in learning English as an international language yet often remains marginalised by educators due to a lack of required phonetic and phonological knowledge Pronunciation for English as an International Language bridges the gap between phonetics phonology and pronunciation and provides the reader with a research based guide on how best to teach the English language The book follows an easy to follow format which ensures the reader will have a comprehensive grasp of each given topic by the end of the chapter Key ideas explored include Articulation of English speech sounds and basic transcription Connected speech processes Current issues in English language pronunciation teaching Multimedia in English language pronunciation practice Using speech analysis to investigate pronunciation features Using the latest research Pronunciation for English as an International Language will facilitate effective teaching and learning for any individual involved in teaching English as a second foreign or international language

**Teaching English as an International Language** Le Ha Phan, 2008 Drawing on both Western and Asian theoretical frameworks this book showcases the complexity and sophistication of the negotiations that EIL English as an international language teachers have to make when their identities are challenged by values and practices that seem contradictory to their own

English and Globalization Kwok-kan Tam, Timothy Weiss, 2004 This book offers a groundbreaking perspective on the political cultural and pedagogical issues of English in the age of globalization Additionally it addresses theoretical concepts as they relate to language and globalization while simultaneously creating new perspectives on the issues The fifteen papers that make up this collection present valuable information about the English language in Hong Kong and China Including pioneering works that examine how language functions as a mediating agent in the global cultural formation and vice versa

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