Volume 17 Issue 18
Originally issued as G6



Global Journal of human-social science: G
Linguistics & Education
Volume 17 Issue 6 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Why has English Become the Language for all the Written Materials at the International Level?

By Tamer Osman
Zhenzghou University

Abstract- This paper is an attempt to explain the reasons and the factors that have made the English language the language of most of the written materials around the world.

Keywords: writing skills, english as a lingua franca, english as a second language, english as a foreign language, international english, global english, writing analytics, writing assessment.

GJHSS-G Classification: FOR Code: 200302



Strictly as per the compliance and regulations of:



© 2017. Tamer Osman. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

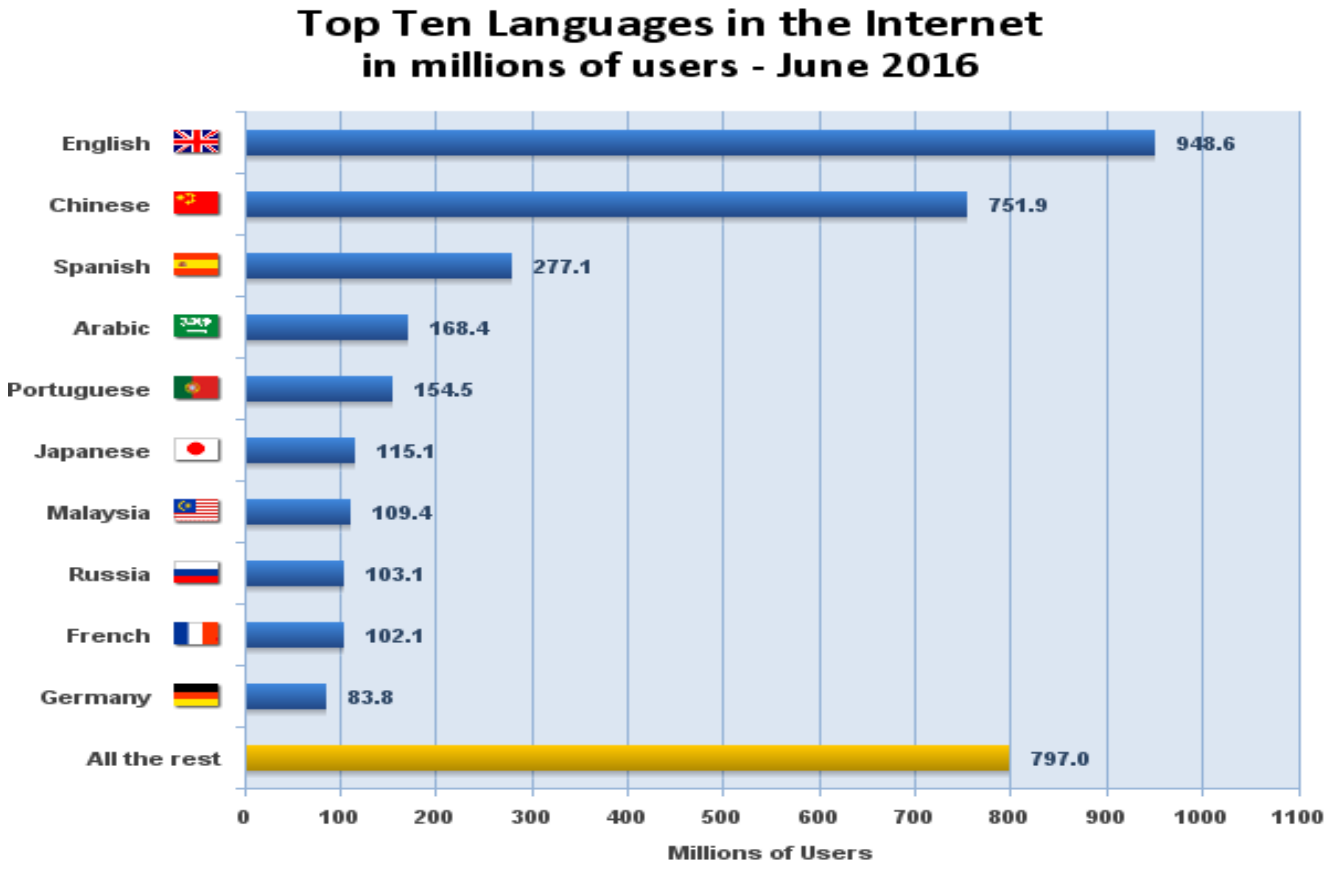
Why has English Become the Language for all the Written Materials at the International Level?

Tamer Osman

Abstract- This paper is an attempt to explain the reasons and the factors that have made the English language the language of most of the written materials around the world.

Keywords: *writing skills, english as a lingua franca, english as a second language, english as a foreign language, international english, global english, writing analytics, writing assessment.*

Table (1)



Source: Internet World Stats - www.internetworldstats.com/stats7.htm
Estimated total Internet users are 3,611,375,813 for June 30, 2016
Copyright © 2016, Miniwatts Marketing Group

Author: *English Language Lecturer Department of English Language, School of Foreign Languages, Zhengzhou University, Zhengzhou, Henan China. e-mail: eternelutopia@gmail.com*

© 2017 Global Journals Inc. (US)

Table (2)

Top Ten languages used in the web – June 30, 2016 (Number of Internet Users by language)					
Top Ten languages In the Internet	Internet users by language	Internet penetration (% population)	Users growth in internet (2000-2016)	internet users % of world total (participation)	World population for this language (2016 estimate)
English	948,608,782	67.8%	573.9%	26.3%	1,400,052,373
Chinese	751,985,224	53.1%	2227.9%	20.8%	1,415,672,934
Spanish	277,125,947	61.6%	1424.3 %	7.7%	450,235,963
Arabic	168,426,690	43.4%	6602.5%	4.7%	388,332,877
Portuguese	154,525,606	57.9%	1939.7%	4.3%	266,757,744
Japanese	115,111,595	91.0%	144.5%	3.2%	126,464,583
Malay	109,400,982	37.8%	1809.3%	3.0%	289,702,633
Russian	103,147,691	70.5%	3227.3%	2.9%	146,358,055
French	102,171,481	25,9%	751.5%	2.8%	393,892,299
German	83,825,134	88.3%	204.65	2.3%	94,973,855
Top Ten languages	2,814,329,132	56.6%	848.4%	77.9%	4,972,343,316
Rest of the languages	797,046,681	33.7%	1410.0%	22.1%	2,367,750,664
World Total	3,611,375,813	49.2%	900.4%	100.0%	7,340,093,980

I. Introduction

a) Elucidation on the Statistics in Table (1)

Reckoning the number of speakers of the world's languages is an progressively complicated task, particularly with the instigation in many countries to teach English in their public schools. How many people can presently use the global language? David Graddol, a British linguist,estimated a total of 750 million L1 (first or native language) plus L2 (second or nth language) speakers of English in his Future of English Report ,PDF document issued by the British Council. Prof. Martin Schell, a Canadian linguist from Princeton University,has reviewed Prof. Braj Kachru's new book 'Asian Englishes' that manifests that India and China altogether have more than half a billion "users" of English.

In fact, the number of English language users are augmenting and most of them are bilingual or multilingual, but here only one language per person was assigned in order to have all the language totals add up to the total world population (zero-sum approach). No adjustments have been made for infants or illiteracy in the Internet penetration rate calculations. Very few countries have 100% literacy like these six countries: Australia, Denmark, Finland, Liechtenstein, Luxembourg and Norway are six countries .

Regarding children, most are early Internet fosterers (whenever and wherever children are granted the chance to use computers to surf the Web).

Another very interesting fact is that the six official languages of the United Nations (Arabic, Chinese, English, French, Russian and Spanish) are all included in the above Top Ten Internet languages table.[1]

b) Elucidation on Table (2)

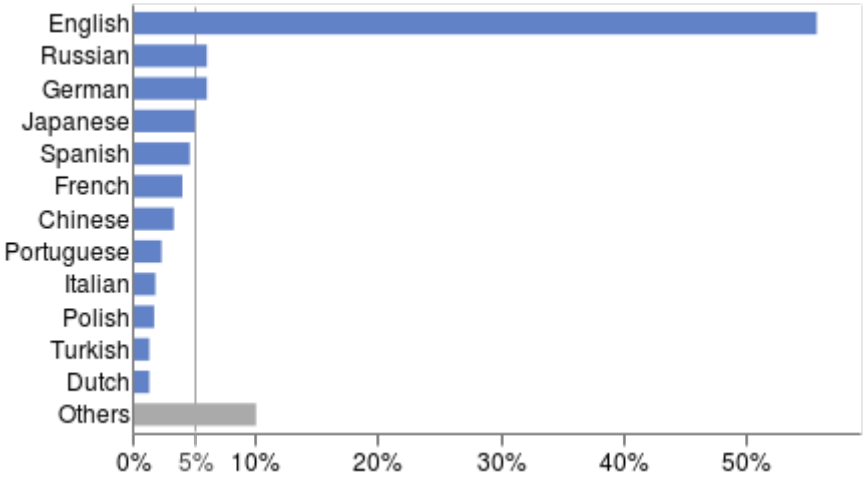
Progressing monitoring by W3Techs, World Wide Web Technology Surveys' Tacklers,shows that in March 2015, just over 55 percent of the most visited websites have English-language homepages. Other top languages that are used at least in 2 percent of the one million most visited websites are Russian, German, Japanese, Spanish, French, Chinese, and Portuguese.

The figures from the W3Techs study are based on the one million most visited websites (i.e., approximately 0.27 percent of all websites according to December 2011 figures) as ranked by Alexa.com, and language is identified using only the home page of the sites in most cases. As a result, the figures show a considerably higher percentage for many languages (especially for English) as compared to the figures for all websites.The number of non-English pages is slowly expanding. The use of English online increased by around 281 percent from 2001 to 2011, a higher rate of growth than that of Spanish (143 percent), Chinese (77 percent), Russian (26 percent) or Arabic (201 percent) over the same period.[2]

© 2017 Global Journals Inc. (US)

c) *Content languages for websites*

Table (3): Estimated percentages of the top 10 million websites using various content languages as of 19 January 2017:



d) *Interpretation of The Language Usage in Percentage*

Table (4): Content languages for websites as of 12 March 2014--December 2016

Rank	Language	Percentage
1	English	52.3%
2	Russian	6.4%
3	Japanese	5.7%
4	German	5.4%
5	Spanish	5.0%
6	French	4.0%
7	Portuguese	2.6%
8	Italian	2.3%
9	Chinese	2.0%
10	Polish	1.7%
11	Turkish	1.6%
12	Persian	1.5%
13	Dutch, Flemish	1.4%
14	Korean	0.9%
15	Czech	0.8%
16	Arabic	0.8%
17	Vietnamese	0.6%
18	Indonesian	0.5%
19	Greek	0.5%
20	Swedish	0.5%
21	Romanian	0.4%
22	Hungarian	0.4%
23	Danish	0.3%
24	Thai	0.3%
25	Slovak	0.3%

© 2017 Global Journals Inc. (US)

Rank	Language	Percentage
26	Finnish	0.3%
27	Bulgarian	0.2%
28	Hebrew	0.2%
29	Lithuanian	0.1%
30	Norwegian	0.1%
31	Ukrainian	0.1%
32	Croatian	0.1%
33	Norwegian Bokmål	0.1%
34	Serbian	0.1%
35	Catalan, Valencian	0.1%
36	Slovenian	0.1%
37	Latvian	0.1%
38	Estonian	0.1%
39	Hindi	0.1%

All other languages are used in less than 0.1% of websites. Even including all languages, percentages may not sum to 100% because some websites contain multiple content languages.

e) Internet users by language

Table (5): Estimates of the number of Internet users by language as of June 30, 2016

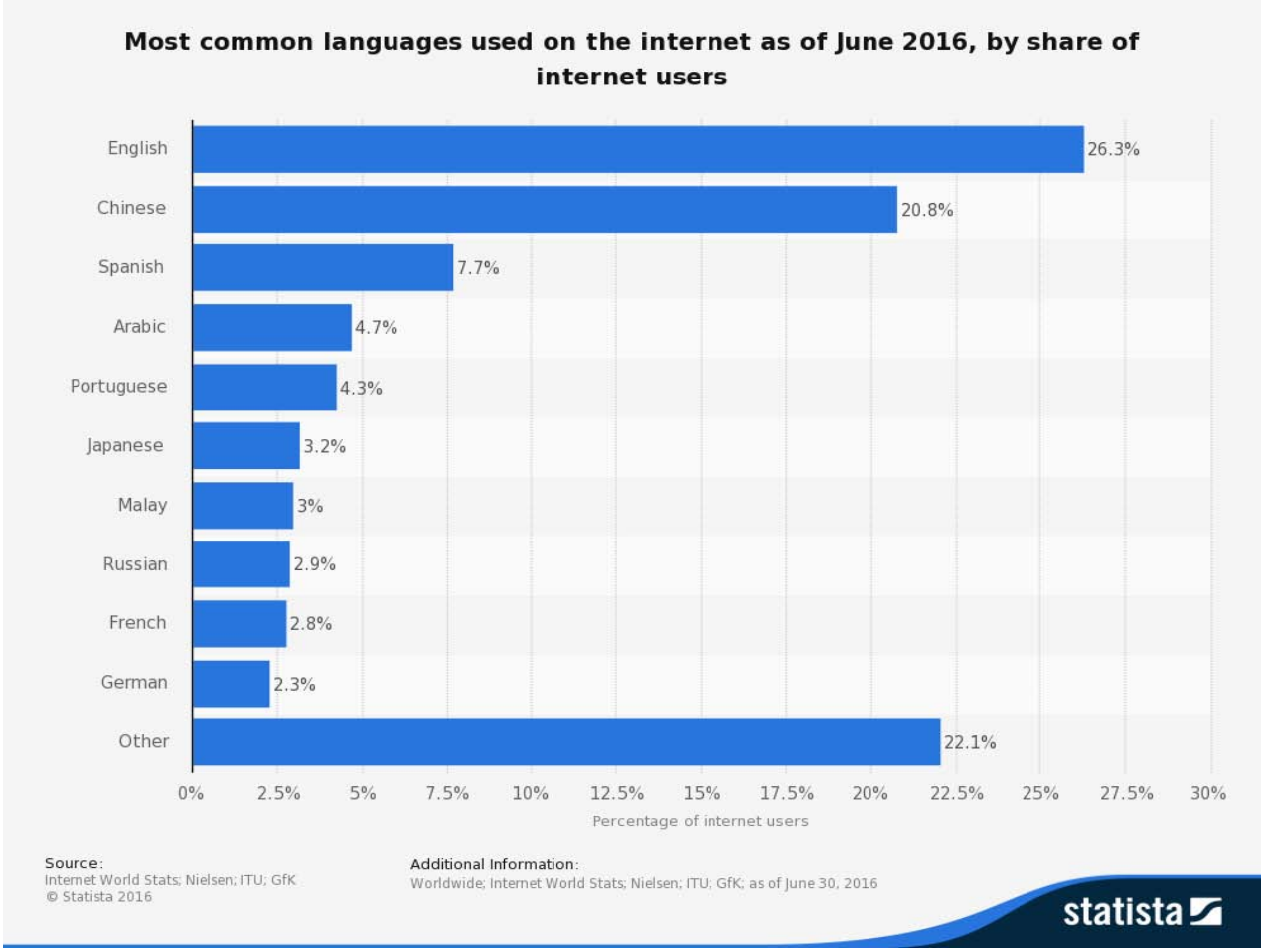
Rank	Language	Internet users	
1	English	948,608,782	26.3%
2	Chinese	751,985,224	20.8%
3	Spanish	277,125,947	7.7%
4	Arabic	168,426,690	4.7%
5	Portuguese	154,525,606	4.3%
6	Japanese	115,111,595	3.2%
7	Malay	109,400,982	3.0%
8	Russian	103,147,691	2.9%
9	French	102,171,481	2.8%
10	German	83,825,134	2.3%
11–36	Others	797,046,681	22.1%
Total		3.61 Billion	100%

f) Statistical Elucidation of the Internet Usage and Languages

Statistia Incorporation, one of the leading statistics companies on the internet, has issued statistics showing the most common languages on the internet by share of internet users. As of June 2016, English is the most popular language online, representing 26.3 percent of worldwide internet users. Chinese is ranked second with a 20.8 percent share. The top ten languages accounted for 77.9 percent of global internet users.[3]

© 2017 Global Journals Inc. (US)

Table (6)



These statistical bulletins pose a question about the reason that has made English position this unprecedented rank in regards to its usage .It is expected that the written materials internationally are published in English. This manuscript clearly explains these reasons.

II. English is Considered to be a Lingua Franca (ELF)

As it is used as a Koiné language, i.e. as a common language for communication purposes among the speakers of different mother tongues. ELF function is represented in being a means of intercultural communication rather than referring to it in regards to native-speaker norms.

On the other hand, we find that English as a foreign language targets English within the framework of meeting native speaker norms and emerges the cultural aspects of the English native speakers. Although lingua franc as have been employed for centuries in different communities and societies, ELF revealed its prominence for its large-scale functionality and geographical coverage.

a) Characteristic Aspects

The fashion English is employed in a target context or communication situation as a lingua franca , unlike other languages, chiefly relies on the specific situation of usage. Generally speaking, ELF interactions focuses on functionality rather than form. In other words, communication competences which aim at conveying specific messages are more indispensable than linguistic accuracy. Therefore, interactions using ELF has been increasingly proving its presence virtually.

Based on the Vienna-Oxford International Corpus of English (VOICE) and additional research, the following features of ELF lexicogrammar have been identified:

- Veering the usage of articles including zero articles as in 'our teams have signed contracts with our players.'
- Utilizing 'who' and 'which' as relative pronouns with the same grammatical function as in 'the toy who / the toy which or the man which/ the man who'
- Veering the usage of the prepositional patterns as 'The students have to write about.'
- Inclining to use bare and/or full infinitive rather than to use the gerunds, as in 'I'm looking forward to meet him tomorrow.'

© 2017 Global Journals Inc. (US)

- Tackling collocational patterns with semantic general significance like 'perform a task'
- Resorting to unnecessary clarification like saying 'What is the distance ' instead of ' How far'
- Adopting redundancies and cliches, such as 'I wanted to do with this thing.…' or ' In my opinion,….'[4]

b) Impartiality of ELF

Whereas some linguists believe that English as a lingua franca is a impartial and void of cultural phenomenon, other linguists believe that it should definitely bear the culture and language of its native speakers.Many ELF specialists regard the cultural and linguistic background of communicators as a catalyst affecting their language performance and communication skills.

Cornelia Hülmbauer, Assistant Professor at Austrian Academy of Sciences, thinks that English learners can produce their own identities depending on the community they are addressing and avoid adhering to one identity. That is attributed to the idea that ELF is impartially multicultural and void of cultural dyes.

c) ELF and the Native Speakers of English

ELF is usually handled among non-native speakers of English, but this does not discard native speakers of English from being involved in ELF communications. In these communications, the technicality of interaction is highly considered over natal English accuracy. Therefore, the native speakers of English who are unaware of ELF and intercultural elucidation struggle to convey their messages to non-native speakers since they lack the appropriate strategy of using English in such situations.[5]

The other intricate issue is related to some ELF learners who tend to convey their messages to the recipients without yielding to the norms of the native-speaker English language level.They ignore the linguistic accuracy as long as the materials of their messages has correctly been transmitted to the recipients. That is the reason that has instigated some ELF specialists to believe that English learners can be called 'English users' and not 'English learners'. Hence, English learners are always craving to publish their research in English, but the linguistic inaccuracy could endanger the accuracy of the scientific data and information submitted in their research.Accordingly, they would highly depend on native speakers of English to revise and proofread their papers.

III. Approach and Impetus

One of the conflicting arguments that imposes itself is the incongruity between the constituted opinions on the functions of ELF in quotidian interactions at the international level and the compliant preeminence of the norms of the native- speaker English. Breiteneder regards that learners of English as a Foreign Language usually possess incentive impetus for acquiring and using English with the approach of identifying themselves with the cultures and values of English native speakers. [6]

Consequently, the norms of the native speakers represent a pivotal element if English is dealt with as a foreign language. By contrast, English as lingua franca tacklers incline to concentrate upon the efficient communication with speakers of other linguistic backgrounds.

In ELF communications, perspicuity is an indispensable issue that may not be advantageous for native speakers of English.Thus, when English as a lingua franca users and English as a foreign language users handle editing their academic papers, their performance related to writing skills differ in their level of linguistic accuracy.

a) Perspectives

Three perspectives about ELF are considered: acquired language encompasses learners' errors rather than genuine developments, preserving the idea that ELF is a substantiated variety of English, and advocacy of impartiality notions encountering globalization inclination.

As for the first perspective, developments in ELF take place randomly and lack regular patterns. Rejection to the idea that intuitive views around the usage of English as a lingua franca can create productive input related to innovation in the ELT methodologies.

The second perspective tackles the ELF research that has acquiesced the methodologies of the classic linguistics. This research environs some obstacles when targeting language use in context. For example, the strong emphasis on considering language forms and authenticating them numerically on the account of considering the contextual factors and variations constituting communicative practices across ELF settings is a problematic issue.

This leads to streaked connections between intention, behavior, and culture and English usages that could represent false lines of interrelationships.[7]

The third perspective reveals how ELF has a guise for continued linguistic prevalence adopted by English-speaking world. This concept of linguistic prevalence has been rapidly developed and widely used by Robert Phillipson,Research Professor at Department of English, Copenhagen Business School. Although Phillipson is into this orientation, there are some controversial facts against it.

IV. Related Terminology Related to Lingua Franca

Other terms with slightly different meanings are related to the international prevalence of English,

© 2017 Global Journals Inc. (US)

including 'English as an International Language ' (EIL), 'Global English', 'Global Englishes', 'International English', 'World English' and 'World Englishes', and 'Globish' (Global English).

'Global Englishes' (GEs) are generally viewed as an element heedfully calibrating with ELF. They aim at demonstrating how language use is inconstant and interwoven with cultural abundance, located contextualisation and complex interactions among English language users.

As for the other above-mentioned terms, they bear linguistic characteristics, e.g., 'Globish' annotating simplified English forms for communication purposes vs. 'ELF and GEs' describing the reactions of English language users at time of communication, and 'World Englishes' considering linguistic features and commoners in different regions and communities in the world vs. ELF considering the indigenous usage of the English communication skills. [8]

a) Classification of Englishes

The prevalence of English around the world is often discussed in terms of three distinct groups of tacklers, where English is used respectively as:

1. *Native Language (ENL):* The first language of the majority population of a country is English, such as in the United States, the United Kingdom and Australia.
2. *Second Language (ESL)*: An additional language for intranational as well as international communication in communities, such as in India, Nigeria, and Singapore.
3. *Foreign Language (EFL):* English is used almost exclusively for international communication, such as in Japan.[9]

b) Differential Facets between English as a Lingua Franca and World Englishes

The most prominent differential facet between English as a Lingua Franca (ELF) and World Englishes to appear is related to pronunciation issues.

That is attributed to the notion that any English varieties are effortlessly identified by its distinctive pronunciation characteristics. For example, a speaker of American English can be discriminated from from a non-native speaker, like a speaker of Indian English, via their pronunciation, it is also possible to distinguish a speaker of particular varieties of American. On the other hand, ELF is signalized by a variety of numerous pronunciations, as English language from different cultural backgrounds can communicate with each other using English. This is an arena where communication-activated language changes are distinctly palpable.

The second facet where ELF and world Englishes parallelize is the usage of vocabularies. World Englishes are characterized by their use of culturally-induced lexical items.

That orientation occurs since English language user around the world are involved in expressing their domestic environment and phenomenon, but borrowing from indigenous languages is a instinctive matter. For instance, Ang mo, which literally means 'red hair' in Cantonese, is the colloquial word for a foreigner in Hong Kong English. Moreover, redefining the significance of words away from standard English.

The third facet emanates from the translation of local words or idioms into English. Examples from Mandarin would include political terms such as the four modernizations and the three represents. There are also general idioms like a flowered pillowcase that refers to an attractive but stupid person, the couple who breathes through the same nostril that refers to the strong depth of the relationship.

Therefore, lexical items and idioms are utilized with particular linguistic semantic function when English is used as a lingua franca, because they refer to specific indigenous phenomenon and cultures. As Seidlhofer (2001: 16) mentions that 'unilateral idiomaticity' can lead to involuntary miscommunication when lingua franca is used for conveying messages.

Other linguists like (Honna 2008) supports the notion that idiomatic English can be adopted by ELF since it provides capitulating imagery cleaving to English users' minds. Recent research demonstrates the prominence of ELF idioms and the mutual comprehension between native and non-native speakers around their usage (Seidlhofer 2009).

World Englishes are also characterized by code-mixing (Li 2002; McLellan & David 2007). Most of English language users speaking world Englishes are multilinguals who have learned English as an additional language. Therefore , those users identifying themselves to one common linguistic backgrounds would tend to code-mix, as they display one common identity.Although the percentage of tracking code-mixing with ELF is imperceptible, English language users involved in lingua franca communication do not have identical linguistic backgrounds.[10]

To differentiate between World Englishes from English as a Lingua Franca is to admit that World Englishes are principally about the interpretation of cultural identities with linguistic reflection, whereas English as a Lingua Franca focuses on communication skills without engaging any cultural aspects.

(Kirkpatrick 2007) thinks English language users use a level of language to express their identities via resorting to terms, idioms, accents and strategies that are fostered by local speech communities.

And when they convey out-of-boundary cultural messages, they will consciously borrow from local references with the purpose of being understood.

Cultural and pragmatic norms differ from one culture to another (Blum-Kulka, House & Kasper 1989; Wierzbicka 2003). A considerable feature of World

© 2017 Global Journals Inc. (US)

Englishes is that they mirror local cultural and pragmatic norms. For example, the culturally acceptable fashion to submit and receive compliments are linguistically fulfilled.

Therefore, if it is culturally relevant to accept a compliment with saying 'thank you', people belonging to this culture satisfactorily give and receive compliments in this fashion. However, if the culture rejects the acceptance of compliments, these must be deflected in a way and never admitted. In certain cultures like Japan, receiving compliments represents social embarrassment and impolite behavior under many circumstances if they are used in social milieus. Another example can be stricken related to the English who would: 'I know you're busy but I wonder whether . . . ,' and by the frequent use of 'please', whereas the Chinese do not need such social formalities to request something and using 'please' would be some kind of social exaggerated formality. A third example is related to the protocol of the turn-taking in academic milieus. As Rusdi (1999)demonstrated in the Australian culture, it is acceptable for undergraduate students to interrupt their university teachers in the middle of academic seminars.

On the other hand, in Indonesia, the oldest male among the students have to advance to the first turn before the other students to interrupt the teachers, and is to finish his turn before these other students speak. Other turns will be taken in rank status that is determined by age and gender. A final example of a culturally-specific pragmatic norm is referred to is an extract from Sharifian (2010) and his description of the Persian value of tarof ˆ, a cultural perspective shepherding a meaningful part of quotidian social communications in Persian language. Its realization in conversations may be shaped as 'evident' invitations, reciprocated refusal of offers, persisting on making offers, uncertainty on making requests, delivering constant compliments. These culturally-specific norms are borne to the appropriate local variety of English. Should the World Englishes reveal the cultural norms of their users, these cultural norms are deported to ELF English.ELF users are usually aware of their pronunciation, choice of vocabulary and grammatical functions, but also may be become less conscious that they are transferring their pragmatic norms when using English as a Lingua Franca (House 2009 and the papers in the special-issue of Intercultural Pragmatics).

As Gumperz (1982) stated that the transfer of culturally-specific norms across to English may incite native speakers of English to judge the personalities of such users by grounding their language usage in contrast with their own traditional native-speaker norms.[11]

Thus, through the above-mentioned examples, it can be concluded that the English language user who transfers a pragmatic norm of being unable to accept a compliment might be thought of as an unduly modest person, the user who submits a reasoned request might be aimless, the user who interrupts an Indonesian during an academic seminar might be an inconsiderate person, and a Persian who frequently rejects offers might be an ungrateful person. Because of all these constituted facts, it is vitally important in ELT (English Language Teaching) language to teach English language learners the English-speaking cultural, so that they can attain a comprehensive language acquisition. According to language acquisition principles, language proficiency is assumed to be the objective of language learning with a consideration for the cultural norms of the native speaker. But recently, for example, there have been some changes introduced into English Language Teaching in Asia by Association of Southeast Asian Nations (ASEAN). This Association sees that ELT has to target English as a lingua franca only despite the existence of cultural differences among the member nations taking part in it, but they adhere to a few common pragmatic norms. For example, most of the cultures of ASEAN incline to deflect rather than accept compliments. Most tend to introduce requests rather than make them up front. Most agree upon with permitting speaker to finish a turn rather than interrupt it. And most would probably support the Persian cultural schema of tarof ˆ.

Regardless of suggesting the adoption on behalf of the speakers of English as a lingua franca users in ASEAN settings to the native-speaker norms, they are still heartened to retain their own pragmatic norms when using English as a regional lingua franca, since these norms are expected to be common among the targeted participants interacting with those users.

This also implies that the objective of language learning has to be considerably re-modeled in contexts where the principal role of English is to be a lingua franca. Instead of ensuing the traditional cognitivist second language acquisition (SLA) paradigm and regarding the objective of language learning as the native-like proficiency acquisition, it is necessary to consider adopting a more social perspective of SLA (Firth & Wagner 1997, 2007; Larsen-Freeman 2007), where the ability and skill to use the language successfully becomes a genuine target. This affects more than the possible preference for the linguistic realization of 'local' pragmatic norms in English as a lingua franca communication.

It also affects a probable option for non-standardized grammatical forms over standardized forms. The use of non-standardized forms is characteristic of all varieties of English, including British vernaculars, world Englishes and English as a lingua franca. Indeed, as Britain (2010) alludes to the reign of diversity.

However, it should be considered that much of this diversity is among a range of varieties. It is a common diversity against the standard. Therefore, these

© 2017 Global Journals Inc. (US)

non-standardized forms that are considered to be common across a range of different varieties can be entirely acceptable. Thus, instead of setting a sole objective upon the acquisition of standardized forms, the focus should be on the skill of use language properly in lingua franca contexts. For example, Jenkins (2000, 2007) has explained that the adoption of a lingua franca core with its non-standardized phonological features have been empirically shown to create problems in lingua franca verbal interaction. These should form the base of the syllabus. Non-standardized forms that do not hinder communication do not need to be among the contents of the syllabus.

Accordingly, the objective of language acquisition enables learners or users to use English successfully in lingua franca or multilingual contexts instead of acquiring standardized forms and nativelike proficiency. The target objective should be the acquisition of a multilingual model (see Cook 2002;Widdowson 2003).

V. Prevalence of English Language Due to Historical Reasons

This prevalence is divided into 3 stages:

1st Stage: Fundamental Prevalence

This is the foremost stage of the introduction of English to a new territory over an extensive period of time.

Two linguistic developments took place at this stage:

(a) Linguistic fusion between English and indigenous languages

(b) Fusion among different English dialects of new settlers in North America, Australia and Caribbean, and that eventually resulted in the creation of koiné. Consequently, bilingualism emerged, and new dialects and accents started to exist. Borrowings from other languages and introducing them into English were consecrated to lexical items.

2nd Stage : Extensive Prevalence

The expansion of using English in Asia and Africa since the 19th century. In these regions, English is not the first language, but is employed as a vital lingua franca between ethnic and language groups. Higher education, the legislature and judiciary, national commerce may all predominantly run in English.

This regional prevalence includes India, Nigeria, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-Anglophone South Africa, the Philippines.

Therefore, the UN statistical indications refer to the estimated total number of ESL speakers to range from 150 million to 300 million.

3rd Phase: Over-extensive Prevalence

The prevalence of English encompasses countries where English is widely employed as a medium of international communication. This includes territories such as China, Russia, Japan, non-Anglophone Europe (especially the Netherlands and Nordic countries), South Korea and Indonesia. Estimating the total number of EFL speakers in these regions is difficult to be accurately collected as a statistical figure, since English is used for specific and limited purposes, usually in a business context. The estimates of these speakers range from 100 million to 1 billion.

VI. The Future of World Englishes

Two scripts have been visioned about English's future status as the large-scale interlanguage: it will eventually chunk into plenty of mutually incomprehensible varieties (languages), or Englishes will mold into the world arena, so that differences among all the international communities and societies will gradually vanish.

Should the most recent statistics on global book publishing were released in the last edition of the UNESCO Statistical Yearbook (1999) as follows,

Table (7): Book Publishing by Language

Language	Number of titles	Percentage of total
English	200,698	21,84 %
Chinese (Mandarin)	100,951	10,99 %
German	89,986	9,78 %
Spanish	81,649	8,88 %
Japanese	56,221	6,12 %
Russian	48,619	5,29 %
French	44,224	4,81 %
Korean	35,864	3,90 %
Italian	34,768	3,78 %
Dutch	34,067	3,71 %
Portuguese	33,430	3,64 %

The following statistics in Table (4) on Information users and information production in most spoken languages makes us predict that there will be continuous increase in eliminating obstacles related to

© 2017 Global Journals Inc. (US)

publishing any research in any domain in life in English around the world. Here are the statistics that could demonstrate that this future prediction could be fulfilled.

Table (8): Information users and information production in most spoken languages

Language	Literate population	Information production
English	10,58%	44,29%
German	1,74%	7,60%
Spanish	5,47%	5,91%
Chinese (Mandarin)	14,68%	4,85%
French	4,07%	4,21%
Japanese	2,33%	3,34%
Italian	1,09 %	2.16%
Russian	3,59%	1,96%
Portuguese	3,54%	1,68%
Dutch	0,43 %	1.67%
Korean	1,36%	1,20%
Hindi	4,26%	0,96%
Arabic	4,24%	0,43%
Bengali	1,99%	0,12%

VII. English as The Language of 'Others'

If English is, numerically speaking, the language of 'others', then the force of attraction of the language is almost certain to orient towards the direction of the 'others'.

Henry Widdowson, Emeritus Professor of Education, University of London, sees that there is likely to be a paradigm shift from one of language distribution to one of language spread:

> 'When we talk about the spread of English, then, it is not that the conventionally coded forms and meanings are transmitted into different environments and different surroundings, and taken up and used by different groups of people. It is not a matter of the actual language being distributed but of the virtual language being spread and in the process being variously actualized. The distribution of the actual language implies adoption and conformity. The spread of virtual language implies adaptation and nonconformity. The two processes are quite different.'[12]

In this new paradigm, English prevails and is shaped according to the linguistic and cultural predilections of its users within the framework of the linguistic regional prevalence. However, should English authentically become the language of 'others', the 'others' have to be methodized – or perhaps more likely, methodize themselves to the same English language rules as those claimed by native speakers.

Hence, any linguistic hindrances against publishing any academic works or research by any author or researcher around the world will deliberately be removed in the future.

VIII. Do You Believe that Another Language Could Compete With English As the Language of Written Materials?

The other possible script in the international linguistic force of attraction arena is that English could lose its international role altogether, or, at least, share its with a number of equal languages. Despite the difficulty of the discarded possibility due to the flawless statistics and the efforts of the English-speaking world against the prevalence of the non-native Englishes, the non-native speakers may effectuate some unanticipated changes over time. This view is foreseen by David Crystal, IATEFL President, who cites:

> 'When the internet started it was of course 100 percent English because of where it came from, but since the 1980s that status has started to fall away. By 1995, it was down to about 80 per cent present of English on the internet, and the current figures for 2001 are that it is hovering somewhere between 60 percent and 70 percent, with a significant increase likely over the next four or five years.'[13]

Nevertheless, Crystal predicts that English will retain its international patronizing existence. This proves that English is the current language of written materials and will continue play this role in the future.

IX. International English

It is the notion of the English language as an international mode of communication in plenty of dialects, and an evolution to its internationalization. Sometimes, 'international English' and its related terms

© 2017 Global Journals Inc. (US)

refer to a enticing standardization, i.e. Standard English; however, it has no real standards and rules or objectives up till this moment. It has not been agreed upon whether International English should adhere to classic spelling.

There has been slow progress in adopting alternate spellings.Yet there have been many efforts on behalf of the English-speaking world to make International English more available to English language users from different cultural backgrounds. This would urge academicians and researchers attempt to revise and proofread their academic papers and research according to standard kind of English.

a) English as a Lingua Franca in Foreign Language Teaching

English as an additional language (EAL) is basically grounded upon the standards of either American English or British English and consolidating foreign terms. Moreover, English as an international language (EIL) is EAL with stress on acquiring various main dialect forms; in particular, it assists in providing students with linguistic means to enable them to internationally communicate with any English language users from any background.

Roger Nunn, Department of Communication, Petroleum Institute, Abu Dhabi, cogitates various kinds of competences that is concerned with the teaching of English as an International Language, contending that linguistic competences have to be framed within the progressive developments of EIL.

Several models of "simplified English" have been suggested for teaching English as a foreign language:

- Basic English, developed by Charles Kay Ogden,English linguist and writer in 1930 ; a recent revival has been adopted by Bill Templer, a Chicago-born educator with research interests in English as a lingua franca
- Threshold English Level , developed by Jan van Ek, a Dutch linguist
- Basic Global English, developed by Joachim Grzega, a German linguist at the Catholic University of Eichstätt-Ingolstadt
- Furthermore, Randolph Quirk,Quain Professor of English language and literature at University College London, and Gabriele Stein, a German linguist, have been thinking about taking further steps towards developing Nuclear English.Robert McCrum, a writer, refers to the significance of the term 'Globish' as 'English as global language' while Jean-Paul Nerrière, the author of Parlez Globish, uses it for a constructed language.
- Therefore, 'International English' and 'Globish English' have always been catalysts towards inciting publishers to encourage writers to publish their works in English.

b) Basic Global English(BGE)

The idea of its evolution has occurred as the demand for a kind of English that can be acquired without difficulties has been higher than the demand for acquiring British or American English with the purpose of finding a means for sound international communication. BGE is guided by creating ' affinity and resilience 'among English language users in international contexts where different users with different mother tongues react with each other.

English language teaching is usually related to a pertinent culture, e.g. learners will either acquire American English, so they deal with American culture or British English, so they deal with British culture. Basic Global English is supposed to create the balance among English in all the English-speaking world by adopting one amalgamated version of English. Furthermore, BGE can be considered as a system appropriate for both classroom teaching and self-study.

In fact, BGE has the core of 20 principal grammar rules providing a particular nuance of variation. For example, pronunciation rules are not as strict as in British or American English. But the risky issue is concerned with, for instance, the exceptions used pronunciation systems that would be a hindrance to the mutual understanding among native and non-native speakers of English.

Basic Global English is only built on a 750-word vocabulary baggage . Furthermore, every learner has to acquire 250 additional words that can be chosen freely upon the academic needs and interests of the learners.

BGE handles 'Basic Politeness Strategies' in addition to the basic language skills. These strategies include creating a positive atmosphere, like accepting an offer with saying 'Thank you' or apologizing by saying 'I'm sorry!', and small and simple conversation topics.

Basic Global English has been used in two elementary schools in Germany. Should the learners desire to pass the BGE test, 12 lessons were assigned for half of an academic year. After utilizing the BGE teaching methodology, the learners were able to express themselves about their lives, their family, their hobbies etc…. They were able to make up question about those same topics. And they also learned the numbers from 1 to 31 and acquired vocabulary building including the materials they keep in their schoolbags and the objects in their classrooms. So the efforts exerted to learn English profoundly with the purpose of attaining fluency are increasing, and that implies on the importance of the English language as it is the means of publishing works and research internationally.

X. Cultural Apathy

International English always targets cultural apathy. This has a practical use that can be found in 'Cambridge Guide to English Usage ,2004:

© 2017 Global Journals Inc. (US)

> 'What could be better than a type of English that saves you from having to re-edit publications for individual regional markets!
> Teachers and learners of English as a second language also find it an attractive idea — both often concerned that their English should be neutral, without American or British or Canadian or Australian coloring. Any regional variety of English has a set of political, social and cultural connotations attached to it, even the so-called 'standard' forms.'[14]

With reference to International English, we conclude that it is a concept of English that minimizes the cultural aspects related to the American and British cultural aspects. Therefore, International English has become a product of a spurting world culture that is notionally grounded upon intercommunicational dye and linguistic transculturation, which tends to intermingle both American and British Englishes.

The development of International English is in progressive stages of centralizing itself upon academic and scientific milieus where formal English usage is ubiquitous, and creativity around changing the language is very limited. This formal International English is the door to the whole Western culture and the general Western cultural values.

a) Obstruction

The steady surge of the English language is viewed by authors such as Alistair Pennycook, professor of language in education at University of Technology, as some kind of cultural preponderance , whether it is English in one form or English in two different forms.

Robert Phillipson, a research professor at Copenhagen Business School's Department of English, reveals his counterview about the possibility of language impartiality. In fact, the learners craving for allegedly proper English are encountering the bi-standards of American and British Englishes, and other standard Englishes like Australian, Scottish and Canadian. Edward Trimnell, author of 'Why You Need a Foreign Language & How to Learn One (2005)' altercates that the international portrayal of English is sufficient for basic communication. It can not treat complex issues or academic knowledge or commercial purposes situations.

Frank Trimnell, professor at Ryerson University, also professes that native English-speakers have become 'dependent on the language skills of others' by adopting international English.

b) Theory of Appropriation

Some linguists repudiates both linguistic preponderance and impartiality of English. They oppugned that the concept of the international prevalence of English is better comprehended through the theory of appropriation (e.g. Spichtinger 2000). That theory shows that English is used for local purposes at the international level. For example, protesters in non-English speaking countries often use plates in English to demonstrate their demands for all peoples around the world.

Augustin Bobda, professor of linguistics at University of Yaoundé,has been talking about Cameroon's experience related to English Language Teaching (ELT) with dispensing with the native English mono-cultural element and adapting the curricula of English learning materials to Cameroonian contexts. For instance, there are non-Western topics tackled in several curricula in different regions in the world like the sovereignty of Emirs, traditional medicine or polygamy (1997:225).

Kramsch and Sullivan (1996) have explained the weaving of Western methodology and English language textbooks that are tailored to attune to the Vietnamese culture. The Pakistani textbook 'Primary Stage English' includes texts such as 'Pakistan My Country', 'Our Flag', or 'Our Great Leader' (Malik 1993: 5,6,7) that may be borne with patriotic spirit.

However, within the English-speaking culture, instituting a relationship among ELT, patriotism and Muslim faith is regarded as one of the ELT objectives, as the chairman of the Punjab Textbook Board overtly asseverates: 'The board ... takes care, through these books to inoculate in the students a love of the Islamic values and awareness to guard the ideological frontiers of your [the students] home lands' (Punjab Text Book Board 1997).

XI. Multi-Englishes

Further future standardization of English might confront some difficulties. Those difficulties entail the necessity of opting between endorsing a stable standardization forms of English language and neutralizing the English language to some extent. Genuine attempts to internationalize English might override both current American and British English as standards Englishes for international communication. That would result in constructing General American English and standard British English with a miscellany of other varieties of English that could reposition all these varieties of English.

> We may, in due course, all need to be in control of two standard Englishes—the one which gives us our national and local identity, and the other which puts us in touch with the rest of the human race. In effect, we may all need to become bilingual in our own language. — David Crystal (1988: p. 265)

This is the intricate situation when English language users get frustrated due to their "non-standard" dialect of English as their birth tongue, but at

© 2017 Global Journals Inc. (US)

the same time have also been taught how to write and speak with a standard dialect. The problem is that the requirements of some publishing houses obligate authors or academicians or researchers to publish their written materials in journals or books with particular varieties of English, style, and spellings.That could be challenging for some users. As far as spelling is concerned, the differences between American and British usage is currently conspicuous because of the first authoritative lexicographers on each side of the Atlantic.

Samuel Johnson's 1755 dictionary strongly favored Norman spellings such as centre and colour; on the other hand, Noah Webster's first 1783 guide to American spelling preferred spellings like center and the Latinate color.

This differential lexicographical issues between Johnson and Webster are overall responsible for the main diversion in English spellings taking place nowadays. However, these differences are negligible, as spelling is a minor element among the English dialects. International English has always endeavoring to adhere to an agreed-upon spelling patterns.

a) Bi- Standards

There can be two approaches, suggested on my behalf, related to International English: particularistic and comprehensive technique and the new dialect technique.The particularistic could give to individual authors, academicians and researchers a free hand to write and spell as they desire within alleged standardized practices and to credit the validity of differences.

This means that a book like 'The Longman Grammar of Spoken and Written English', published in 1999, is a detailed study of both American and British Englishes with chapters pursuing individual spelling standardization rules.

On the other hand, the new dialect technique can be depicted in 'The Cambridge Guide to English Usage' (Peters, 2004) that aspires to avoid any linguistic bigotry.

Consequently, it urges English language users to utilize an distinctive international spelling system that is composed of both American and British forms , but camber to prefer the American English spellings.

References Références Referencias

1. Albu, Rodica (2005). "Using English(es). Introduction to the Study of Present-day English Varieties & Terminological Glossary", 3rd edition. Iasi: Demiurg.
2. Berger, Lutz, Joachim Grzega, and Christian Spannagel, eds. Lernen durch Lehren im Fokus: Berichte von LdL-Einsteigern und LdL-Experten: epubli, 2011. Print.
3. Crystal, David (1988). The English Language. London: Penguin.
4. Crystal, David (1997). English as a Global Language .Cambridge: Cambridge University Press.
5. Erling, Elizabeth J. (2000). "International/Global/World English: Is a Consensus Possible?", Postgraduate Conference Proceedings, The University of Edinburgh, Department of Applied Linguistics. (Postscript.)
6. Grzega, Joachim (2005), "Reflection on Concepts of English for Europe: British English, American English, Euro-English, Global English", Journal for EuroLinguistiX 2: 44-64
7. Grzega, Joachim (2005), "Towards Global English via Basic Global English (BGE): Socioeconomic and Pedagogic Ideas for a European and Global Language (with Didactic Examples for Native Speakers of German), Journal for EuroLinguistiX 2: 65-164.
8. Grzega, Joachim, and Marion Schöner. "Basic Global English (BGE) as a Way for Children to Acquire Global Communicative Competence: Report on Elementary School Project" Journal for EuroLinguistiX 4 (2007): 5–18. Print.
9. Grzega, Joachim. "Globish and Basic Global English (BGE): Two Alternatives for a Rapid Acquisition of Communicative Competence in a Globalized World?" Journal for EuroLinguistiX 3 (2006): 1–13. Print.
10. Grzega, Joachim. "LdL im Englischunterricht an Grund- und Hauptschulen." Lernen durch Lehren im Fokus: Berichte von LdL-Einsteigern und LdL-Experten. Ed. Lutz Berger, Joachim Grzega, and Christian Spannagel: epubli, 2011. 39–46. Print.
11. Grzega, Joachim. "Towards Global English Via Basic Global English (BGE): Socioeconomic and Pedagogic Ideas for a European and Global Language (with Didactic Examples for Native Speakers of German)." Journal for EuroLinguistiX 2 (2005): 65–164. Print.
12. House, Juliane (2002), "Pragmatic Competence in Lingua Franca English", in: Knapp, Karlfried / Meierkord, Christiane (eds.), Lingua Franca Communication, 245-267, Frankfurt (Main): Peter Lang.
13. Jenkins, Jennifer (2003), World Englishes, London: Routledge.
14. Kachru, Braj (1985), "Standards, Codification and Sociolinguistic Realism", in: Quirk, Randolph (ed.), English in the World, 11-34, Cambridge: Cambridge University Press.

© 2017 Global Journals Inc. (US)

This page is intentionally left blank

© 2017 Global Journals Inc. (US)