

# 1 Why has English Become the Language for all the Written 2 Materials at the International Level?

3 Tamer Osman<sup>1</sup> and Tamer Osman<sup>2</sup>

4 <sup>1</sup> Zhenzghou University

5 *Received: 8 December 2016 Accepted: 2 January 2017 Published: 15 January 2017*

6

---

## 7 **Abstract**

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

10

---

11 **Index terms**— writing skills, english as a lingua franca, english as a second language, english as a foreign  
12 language, international english, global english, writin

## 13 **1 Introduction a) Elucidation on the Statistics in Table (1)**

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

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

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

28 Another very interesting fact is that the six official languages of the United Nations (Arabic, Chinese, English,  
29 French, Russian and Spanish) are all included in the above Top Ten Internet languages table ??[1] b) Elucidation  
30 on Table (2) Progressing monitoring by W3Techs, World Wide Web Technology Surveys' Tacklers,shows that  
31 in March 2015, just over 55 percent of the most visited websites have English-language homepages. Other top  
32 languages that are used at least in 2 percent of the one million most visited websites are Russian, German,  
33 Japanese, Spanish, French, Chinese, and Portuguese.

34 The figures from the W3Techs study are based on the one million most visited websites (i.e., approximately  
35 0.27 percent of all websites according to December 2011 figures) as ranked by Alexa.com, and language is  
36 identified using only the home page of the sites in most cases. As a result, the figures show a considerably higher  
37 percentage for many languages (especially for English) as compared to the figures for all websites.The number  
38 of non-English pages is slowly expanding. The use of English online increased by around 281 percent from 2001  
39 to 2011, a higher rate of These statistical bulletins pose a question about the reason that has made English  
40 position this unprecedented rank in regards to its usage .It is expected that the written materials internationally  
41 are published in English. This manuscript clearly explains these reasons.

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

45 On the other hand, we find that English as a foreign language targets English within the framework of meeting  
46 native speaker norms and emerges the cultural aspects of the English native speakers. Although lingua franc

## 4 A) PERSPECTIVES

---

47 as have been employed for centuries in different communities and societies, ELF revealed its prominence for its  
48 large-scale functionality and geographical coverage.

### 49 2 a) Characteristic Aspects

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

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

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

62 Year 2017

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

64 II. English is Considered to be a Lingua Franca (ELF) ? Tackling collocational patterns with semantic general  
65 significance like 'perform a task' ? Resorting to unnecessary clarification like saying 'What is the distance '  
66 instead of ' How far' ? Adopting redundancies and cliches, such as 'I wanted to do with this thing.?' or ' In my  
67 opinion,?' [4] b) Impartiality of ELF Whereas some linguists believe that English as a lingua franca is a impartial  
68 and void of cultural phenomenon, other linguists believe that it should definitely bear the culture and language  
69 of its native speakers.Many ELF specialists regard the cultural and linguistic background of communicators as a  
70 catalyst affecting their language performance and communication skills.

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

### 74 3 c) ELF and the Native Speakers of English

75 ELF is usually handled among non-native speakers of English, but this does not discard native speakers of English  
76 from being involved in ELF communications. In these communications, the technicality of interaction is highly  
77 considered over natal English accuracy. Therefore, the native speakers of English who are unaware of ELF and  
78 intercultural elucidation struggle to convey their messages to nonnative speakers since they lack the appropriate  
79 strategy of using English in such situations. [5] The other intricate issue is related to some ELF learners who tend  
80 to convey their messages to the recipients without yielding to the norms of the nativespeaker English language  
81 level.They ignore the linguistic accuracy as long as the materials of their messages has correctly been transmitted  
82 to the recipients. That is the reason that has instigated some ELF specialists to believe that English learners  
83 can be called 'English users' and not 'English learners'. Hence, English learners are always craving to publish  
84 their research in English, but the linguistic inaccuracy could endanger the accuracy of the scientific data and  
85 information submitted in their research.Accordingly, they would highly depend on native speakers of English to  
86 revise and proofread their papers.

87 One of the conflicting arguments that imposes itself is the incongruity between the constituted opinions on the  
88 functions of ELF in quotidian interactions at the international level and the compliant preeminence of the norms  
89 of the native-speaker English. Breiteneder regards that learners of English as a Foreign Language usually possess  
90 incentive impetus for acquiring and using English with the approach of identifying themselves with the cultures  
91 and values of English native speakers. [6] Consequently, the norms of the native speakers represent a pivotal  
92 element if English is dealt with as a foreign language. By contrast, English as lingua franca tacklers incline to  
93 concentrate upon the efficient communication with speakers of other linguistic backgrounds.

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

### 97 4 a) Perspectives

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

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

104 The second perspective tackles the ELF research that has acquiesced the methodologies of the classic linguistics.  
105 This research environs some obstacles when targeting language use in context. For example, the strong emphasis

106 on considering language forms and authenticating them numerically on the account of considering the contextual  
107 factors and variations constituting communicative practices across ELF settings is a problematic issue.

108 This leads to streaked connections between intention, behavior, and culture and English usages that could  
109 represent false lines of interrelationships. [7] The third perspective reveals how ELF has a guise for continued  
110 linguistic prevalence adopted by Englishspeaking world. This concept of linguistic prevalence has been rapidly  
111 developed and widely used by Robert Phillipson,Research Professor at Department of English, Copenhagen  
112 Business School. Although Phillipson is into this orientation, there are some controversial facts against it.

## 113 **5 Year 2017**

114 Why has English Become the Language for all the Written Materials at the International Level?  
115 IV.

## 116 **6 Related Terminology Related to**

117 Lingua Franca III.

## 118 **7 Approach And Impetus**

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

## 120 **8 a) Classification of Englishes**

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

### 123 **9 Native Language (ENL):**

124 The first language of the majority population of a country is English, such as in the United States, the United  
125 Kingdom and Australia.

### 126 **10 Second Language (ESL):**

127 An additional language for intranational as well as international communication in communities, such as in India,  
128 Nigeria, and Singapore.

### 129 **11 Foreign Language (EFL): English is used almost**

130 exclusively for international communication, such as in Japan. [9] b) Differential Facets between English as a  
131 Lingua Franca and World Englishes The most prominent differential facet between English as a Lingua Franca  
132 (ELF) and World Englishes to appear is related to pronunciation issues.

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

139 The second facet where ELF and world Englishes parallelize is the usage of vocabularies. World Englishes are  
140 characterized by their use of culturallyinduced lexical items.

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

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

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

153 Other linguists like (Honna 2008) supports the notion that idiomatic English can be adopted by ELF since it  
154 provides capitulating imagery cleaving to English users' minds. Recent research demonstrates the prominence of  
155 ELF idioms and the mutual comprehension between native and non-native speakers around their usage (Seidlhofer  
156 2009).

157 World Englishes are also characterized by code-mixing (Li 2002; McLellan & David 2007). Most of English  
158 language users speaking world Englishes are multilinguals who have learned English as an additional language.

## 11 FOREIGN LANGUAGE (EFL): ENGLISH IS USED ALMOST

---

159 Therefore , those users identifying themselves to one common linguistic backgrounds would tend to code-mix, as  
160 they display one common identity.Although the percentage of tracking code-mixing with ELF is imperceptible,  
161 English language users involved in lingua franca communication do not have identical linguistic backgrounds. [10]  
162 To differentiate between World Englishes from English as a Lingua Franca is to admit that World Englishes are  
163 principally about the interpretation of cultural identities with linguistic reflection, whereas English as a Lingua  
164 Franca focuses on communication skills without engaging any cultural aspects.

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

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

169 Cultural and pragmatic norms differ from one culture to another (Blum-Kulka, ??ouse including 'English as  
170 an International Language ' (EIL), 'Global English', 'Global Englishes', 'International English', 'World English'  
171 and 'World Englishes', and 'Globish' (Global English).

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

175 As for the other above-mentioned terms, they bear linguistic characteristics, e.g., 'Globish' annotating  
176 simplified English forms for communication purposes vs. 'ELF and GEs' describing the reactions of English  
177 language users at time of communication, and 'World Englishes' considering linguistic features and commoners  
178 in different regions and communities in the world vs. ELF considering the indigenous usage of the English  
179 communication skills. [8] Englishes is that they mirror local cultural and pragmatic norms. For example, the  
180 culturally acceptable fashion to submit and receive compliments are linguistically fulfilled.

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

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

203 As Gumperz (1982) stated that the transfer of culturally-specific norms across to English may incite native  
204 speakers of English to judge the personalities of such users by grounding their language usage in contrast with their  
205 own traditional native-speaker norms. [11] Thus, through the above-mentioned examples, it can be concluded  
206 that the English language user who transfers a pragmatic norm of being unable to accept a compliment might  
207 be thought of as an unduly modest person, the user who submits a reasoned request might be aimless, the  
208 user who interrupts an Indonesian during an academic seminar might be an inconsiderate person, and a Persian  
209 who frequently rejects offers might be an ungrateful person. Because of all these constituted facts, it is vitally  
210 important in ELT (English Language Teaching) language to teach English language learners the English-speaking  
211 cultural, so that they can attain a comprehensive language acquisition. According to language acquisition  
212 principles, language proficiency is assumed to be the objective of language learning with a consideration for  
213 the cultural norms of the native speaker. But recently, for example, there have been some changes introduced  
214 into English Language Teaching in Asia by Association of Southeast Asian Nations (ASEAN). This Association  
215 sees that ELT has to target English as a lingua franca only despite the existence of cultural differences among  
216 the member nations taking part in it, but they adhere to a few common pragmatic norms. For example, most  
217 of the cultures of ASEAN incline to deflect rather than accept compliments. Most tend to introduce requests  
218 rather than make them up front. Most agree upon with permitting speaker to finish a turn rather than interrupt  
219 it. And most would probably support the Persian cultural schema of tarof ?.

220 Regardless of suggesting the adoption on behalf of the speakers of English as a lingua franca users in ASEAN  
221 settings to the native-speaker norms, they are still heartened to retain their own pragmatic norms when using

222 English as a regional lingua franca, since these norms are expected to be common among the targeted participants  
223 interacting with those users.

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

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

234 However, it should be considered that much of this diversity is among a range of varieties. It is a common  
235 diversity against the standard. Therefore, these non-standardized forms that are considered to be common  
236 across a range of different varieties can be entirely acceptable. Thus, instead of setting a sole objective upon  
237 the acquisition of standardized forms, the focus should be on the skill of use language properly in lingua franca  
238 contexts. For example, ??enkins (2000 ??enkins ( , 2007 ) has explained that the adoption of a lingua franca  
239 core with its non-standardized phonological features have been empirically shown to create problems in lingua  
240 franca verbal interaction. These should form the base of the syllabus. Non-standardized forms that do not hinder  
241 communication do not need to be among the contents of the syllabus.

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

245 V.

## 246 **12 Prevalence of English Language due to historical reasons**

247 This prevalence is divided into 3 stages: 1st Stage: Fundamental Prevalence This is the foremost stage of the  
248 introduction of English to a new territory over an extensive period of time.

## 249 **13 Two linguistic developments took place at this stage:**

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

254 2nd Stage : Extensive Prevalence The expansion of using English in Asia and Africa since the 19th century.  
255 In these regions, English is not the first language, but is employed as a vital lingua franca between ethnic and  
256 language groups. Higher education, the legislature and judiciary, national commerce may all predominantly run  
257 in English.

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

260 Therefore, the UN statistical indications refer to the estimated total number of ESL speakers to range from  
261 150 million to 300 million. 3rd Phase: Over-extensive Prevalence

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

## 268 **14 VI.**

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

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

## 275 **15 Table (7):**

276 The following statistics in spoken languages makes us predict that there will be continuous increase in eliminating  
277 obstacles related to publishing any research in any domain in life in English around the world. Here are the  
278 statistics that could demonstrate that this future prediction could be fulfilled.

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

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

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

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

**288 16 VIII.**

289 Do You Believe that Another Language Could Compete with English as the Language of Written Materials?

290 The other possible script in the international linguistic force of attraction arena is that English could lose its  
291 international role altogether, or, at least, share its with a number of equal languages. Despite the difficulty of  
292 the discarded possibility due to the flawless statistics and the efforts of the English-speaking world against the  
293 prevalence of the non-native Englishes, the non-native speakers may effectuate some unanticipated changes over  
294 time. This view is foreseen by David Crystal, IATEFL President, who cites: Nevertheless, Crystal predicts that  
295 English will retain its international patronizing existence. This proves that English is the current language of  
296 written materials and will continue play this role in the future.

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

**299 17 Language**

**300 18 International English**

301 It is the notion of the English language as an international mode of communication in plenty of dialects, and an  
302 evolution to its internationalization. Sometimes, 'international English' and its related terms E 'When we talk  
303 about the spread of English, then, it is not that the conventionally coded forms and meanings are transmitted  
304 into different environments and different surroundings, and taken up and used by different groups of people. It  
305 is not a matter of the actual language being distributed but of the virtual language being spread and in the  
306 process being variously actualized. The distribution of the actual language implies adoption and conformity. The  
307 spread of virtual language implies adaptation and nonconformity. The two processes are quite different.' [12]  
308 'When the internet started it was of course 100 percent English because of where it came from, but since the  
309 1980s that status has started to fall away. By 1995, it was down to about 80 per cent present of English on the  
310 internet, and the current figures for 2001 are that it is hovering somewhere between 60 percent and 70 percent,  
311 with a significant increase likely over the next four or five years.' [13] Volume XVII Issue VI Version I refer to a  
312 enticing standardization, i.e. Standard English; however, it has no real standards and rules or objectives up till  
313 this moment. It has not been agreed upon whether International English should adhere to classic spelling.

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

**318 19 a) English as a Lingua Franca in Foreign Language**

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

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

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

328 ? Basic English, developed by Charles Kay Ogden, English linguist and writer in 1930 ; a recent revival has  
329 been adopted by Bill Templer, a Chicago-born educator with research interests in English as a lingua franca  
330 writer, refers to the significance of the term 'Globish' as 'English as global language' while Jean-Paul Nerrière,  
331 the author of *Parlez Globish*, uses it for a constructed language. ? Therefore, 'International English' and 'Globish  
332 English' have always been catalysts towards inciting publishers to encourage writers to publish their works in  
333 English.

**334 20 b) Basic Global English(BGE)**

335 The idea of its evolution has occurred as the demand for a kind of English that can be acquired without difficulties  
336 has been higher than the demand for acquiring British or American English with the purpose of finding a means for

337 sound international communication. BGE is guided by creating 'affinity and resilience' among English language  
338 users in international contexts where different users with different mother tongues react with each other.

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

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

348 Basic Global English is only built on a 750-word vocabulary baggage. Furthermore, every learner has to  
349 acquire 250 additional words that can be chosen freely upon the academic needs and interests of the learners.  
350 BGE handles 'Basic Politeness Strategies' in addition to the basic language skills. These strategies include  
351 creating a positive atmosphere, like accepting an offer with saying 'Thank you' or apologizing by saying 'I'm  
352 sorry!', and small and simple conversation topics.

353 Basic Global English has been used in two elementary schools in Germany. Should the learners desire to  
354 pass the BGE test, 12 lessons were assigned for half of an academic year. After utilizing the BGE teaching  
355 methodology, the learners were able to express themselves about their lives, their family, their hobbies etc?.  
356 They were able to make up question about those same topics. And they also learned the numbers from 1 to 31  
357 and acquired vocabulary building including the materials they keep in their schoolbags and the objects in their  
358 classrooms. So the efforts exerted to learn English profoundly with the purpose of attaining fluency are increasing,  
359 and that implies on the With reference to International English, we conclude that it is a concept of English that  
360 minimizes the cultural aspects related to the American and British cultural aspects. Therefore, International  
361 English has become a product of a spurring world culture that is notionally grounded upon intercommunicational  
362 dye and linguistic transculturation, which tends to intermingle both American and British Englishes.

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

## 367 **21 a) Obstruction**

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

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

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

## 379 **22 b) Theory of Appropriation**

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

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

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

394 However, within the English-speaking culture, instituting a relationship among ELT, patriotism and Muslim  
395 faith is regarded as one of the ELT objectives, as the chairman of the Punjab Textbook Board overtly asseverates:

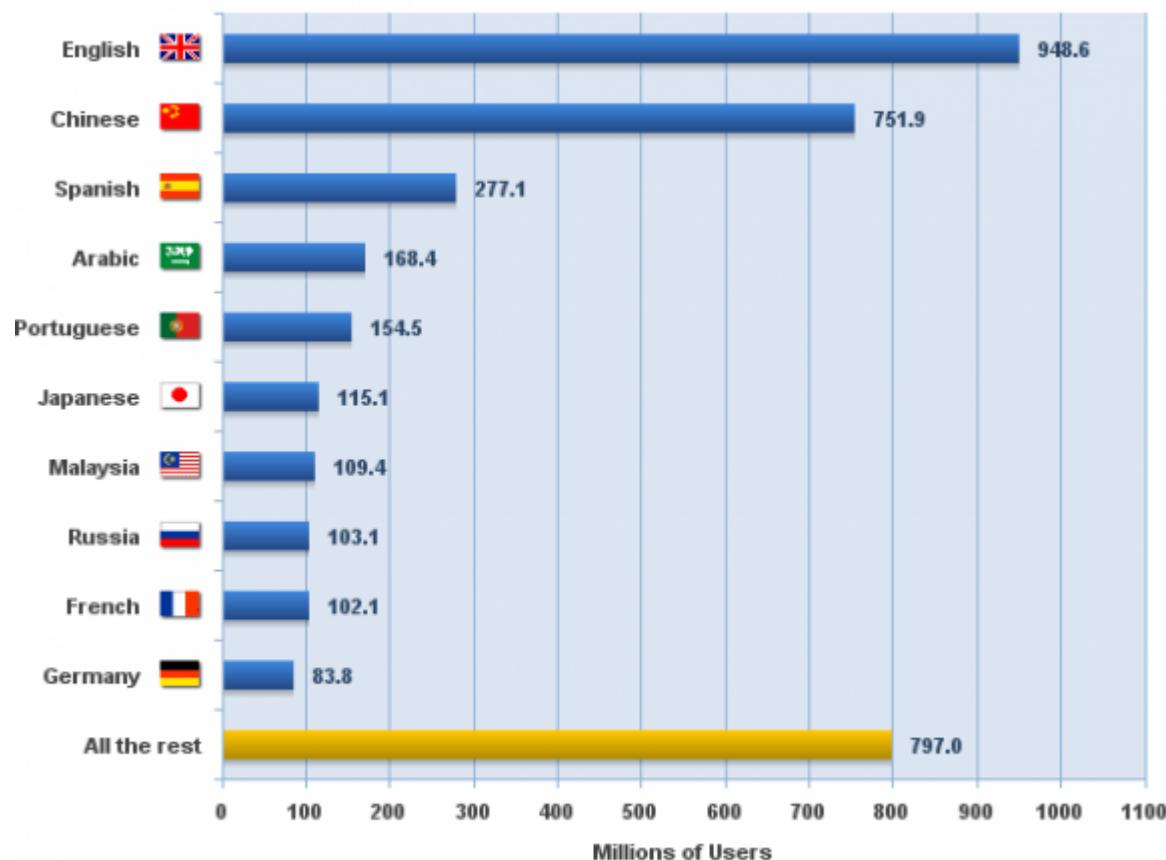
396 'The board ... takes care, through these books to inoculate in the students a love of the Islamic values and  
 397 awareness to guard the ideological frontiers of your [the students] home lands' (Punjab Text Book Board 1997).

398 **23 XI.**

399 **24 Multi-Englishes**

400 Further future standardization of English might confront some difficulties. Those difficulties entail the necessity  
 401 of opting between endorsing a stable standardization forms of English language and neutralizing the English  
 402 language to some extent. Genuine attempts to internationalize English might override both current American  
 403 and British English as standards Englishes for international communication. That would result in constructing  
 404 General American English and standard British English with a miscellany of other varieties of English that could  
 reposition all these varieties of English.<sup>1</sup>

**Top Ten Languages in the Internet  
 in millions of users - June 2016**



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

Figure 1:

<sup>1</sup>© 2017 Global Journals Inc. (US) Why has English Become the Language for all the Written Materials at the International Level?

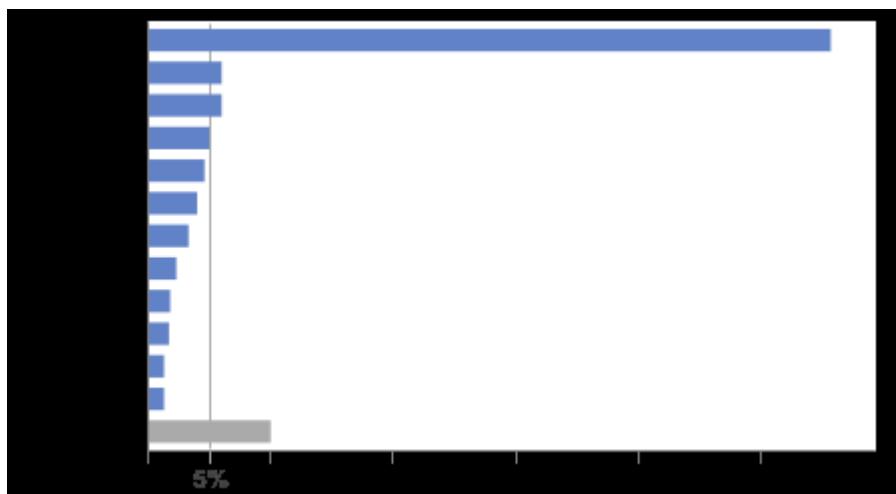


Figure 2:

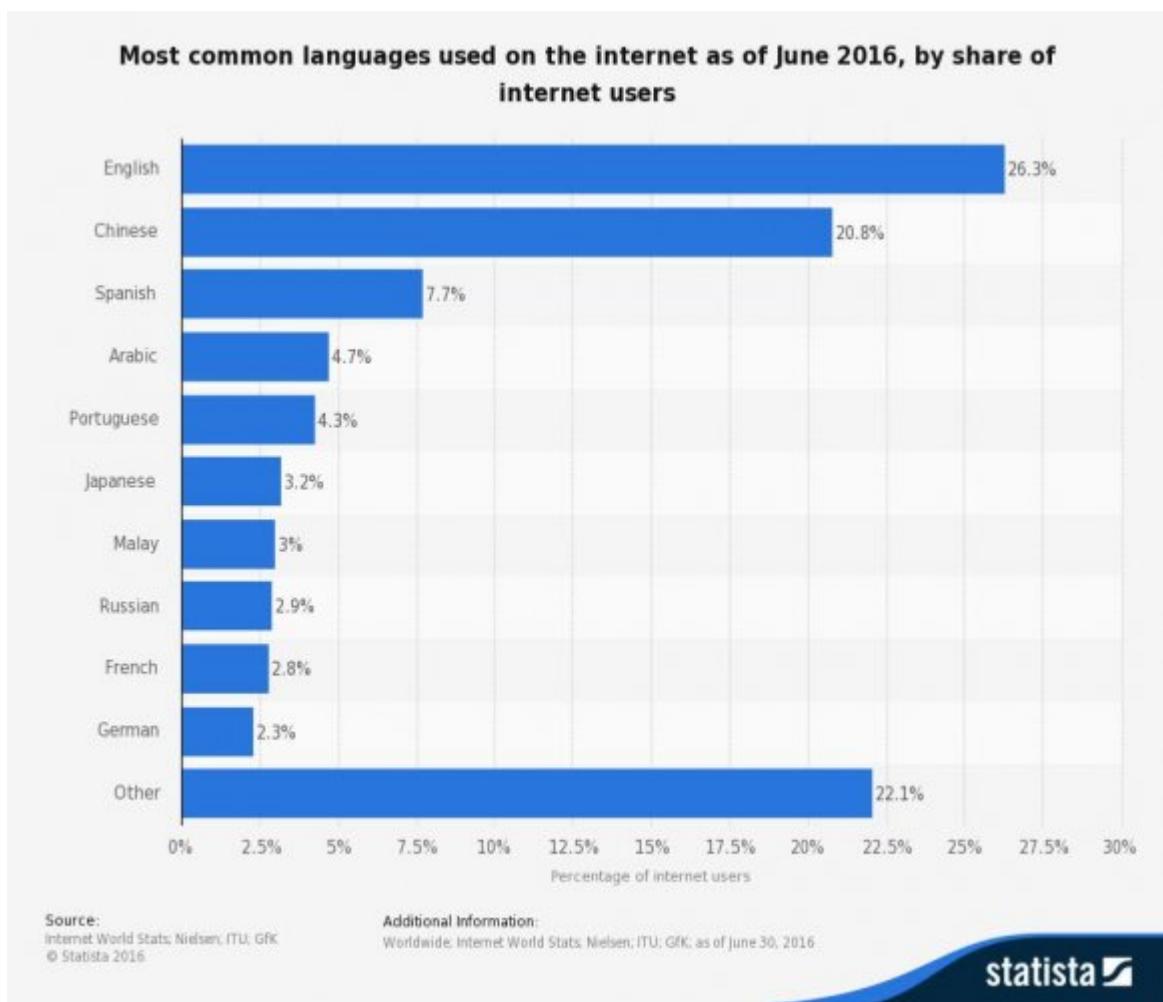


Figure 3:

(

Rank Language Table (6)

26 Finnish

27 Bulgarian

Top Ten languages In the Internet

Internet Internet penetration (% population ) Norwegian Lithuanian H  
users  
by lan-  
guage  
30 29  
28

English	Chinese	948,608,782	7.8%	Ukrainian	53.1%	Croatian
Spanish		31				
		751,985,224				
		32				
Year	Arabic	Portuguese	Japanese	168,426,693	8.4%	Serbian
2017	Malay	Russian	French	154,525,606	57.9%	91.0%
			German	34	37.8%	37.8%
				115,111,595	70.5%	70.5%
				109,400,982	25.9%	25.9%
				103,147,691	88.3%	88.3%
				102,171,481		Estonian
				83,825,134		
				38 35		
				36 37		

Top Ten languages 2,814,329 H32di 56.6%

39

Rest of the languages 797,046,681 33.7%

World Total All other languages are used in less than 0.1% 3,611,375,813 49.2%  
of websites. Even including all languages, percentages

e) Internet users by language

Rank Language

1 English

2 3 Russian Japanese Language

Rank

4 1 German English

5 2 Spanish Chinese

G

)

( 6 7 8 9 10 11 12 13 14 15 16 17 18 3 4 5 6 7 8 9 10 11-36 Others French Portuguese Italian Chinese Polish

Global

Jour-

nal

of

Hu-

man

So-

cial

---

Year 2017  
Global Journal of Human Social Science -

Figure 5:

Language	English	Book Publishing by	Percentage of total	-Global Journal of Human Social Science
Chinese (Mandarin)		Language Number of titles	21,84 % 10,99 % 9,78	
German	Spanish	200,698 100,951	% 8,88 % 6,12 % 5,29	
Japanese	Russian	89,986 81,649 56,221	%	
		48,619		
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 %	

Figure 6:



## 406 .1 Year 2017

407 Why has English Become the Language for all the Written Materials at the International Level? 'What could be  
 408 better than a type of English that saves you from having to re-edit publications for individual regional markets!  
 409 Teachers and learners of English as a second language also find it an attractive idea -both often concerned that  
 410 their English should be neutral, without American or British or Canadian or Australian coloring. Any regional  
 411 variety of English has a set of political, social and cultural connotations attached to it, even the so-called 'standard'  
 412 forms.' [14] We may, in due course, all need to be in control of two standard Englishes-the one which gives us  
 413 our national and local identity, and the other which puts us in touch with the rest of the human race. In This is  
 414 the intricate situation when English language users get frustrated due to their "nonstandard" dialect of English  
 415 as their birth tongue, but at effect, we may all need to become bilingual in our own language. -David ??rystral  
 416 (1988: p. 265) the same time have also been taught how to write and speak with a standard dialect. The problem  
 417 is that the requirements of some publishing houses obligate authors or academicians or researchers to publish  
 418 their written materials in journals or books with particular varieties of English, style, and spellings. That could be  
 419 challenging for some users. As far as spelling is concerned, the differences between American and British usage  
 420 is currently conspicuous because of the first authoritative lexicographers on each side of the Atlantic. Samuel  
 421 Johnson's 1755 dictionary strongly favored Norman spellings such as centre and colour; on the other hand, Noah  
 422 Webster's first 1783 guide to American spelling preferred spellings like center and the Latinate color.

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

## 427 .2 a) Bi-Standards

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

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

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

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

439 [Erling ()] , Elizabeth J Erling . 2000.

440 [Jenkins ()] , Jennifer Jenkins . *World Englishes* 2003. Routledge.

441 [Grzega ()] , Joachim Grzega . *Journal for EuroLinguistiX* 2005. 2 p. . Reflection on Concepts of English for  
 442 Europe: British English, American English, Euro-English, Global English

443 [Grzega and Schöner ()] 'Basic Global English (BGE) as a Way for Children to Acquire Global Communicative  
 444 Competence: Report on Elementary School Project'. Joachim Grzega , Marion Schöner . *Journal for*  
 445 *EuroLinguistiX* 2007. 4 p. . (Print)

446 [Berger et al. (ed.) ()] Lutz Berger , Joachim Grzega . *Lernen durch Lehren im Fokus: Berichte von LdL-*  
 447 *Einsteigern und LdL-Experten: epubli*, Christian Spannagel (ed.) 2011. (Print)

448 [Crystal ()] *English as a Global Language*, David Crystal . 1997. Cambridge: Cambridge University Press.

449 [Grzega ()] 'Globish and Basic Global English (BGE): Two Alternatives for a Rapid Acquisition of Commu-  
 450 nicative Competence in a Globalized World?'. Joachim Grzega . *Journal for EuroLinguistiX* 2006. 3 p. .  
 451 (Print)

452 [International/Global/World English: Is a Consensus Possible? Postgraduate Conference Proceedings]  
 453 'International/Global/World English: Is a Consensus Possible?'. *Postgraduate Conference Proceedings*,  
 454 The University of Edinburgh, Department of Applied Linguistics. (Postscript.)

455 [Introduction to the Study of Present-day English Varieties Terminological Glossary] *Introduction to the Study*  
 456 *of Present-day English Varieties & Terminological Glossary*, (3rd edition. Iasi: Demiurg)

457 [Grzega ()] 'LdL im Englischunterricht an Grund-und Hauptschulen'. Joachim Grzega . *Lernen durch Lehren*  
 458 *im Fokus: Berichte von LdL-Einsteigern und*, Ed Ldl-Experten, Lutz, Joachim Berger, Christian Grzega, :  
 459 Spannagel, Epubli (ed.) 2011. p. . (Print)

460 [House ()] 'Pragmatic Competence in Lingua Franca English'. Juliane House . *Lingua Franca Communication*,  
 461 Karlfried / Knapp, Christiane Meierkord (ed.) (Frankfurt (Main) 2002. Peter Lang. p. .

462 [Kachru ()] 'Standards, Codification and Sociolinguistic Realism'. Braj Kachru . *English in the World*, Randolph  
 463 Quirk (ed.) (Cambridge) 1985. Cambridge University Press. p. .

464 [Crystal ()] *The English Language*, David Crystal . 1988. London: Penguin.

465 [Grzega ()] ‘Towards Global English via Basic Global English (BGE): Socioeconomic and Pedagogic Ideas for a  
466 European and Global Language (with Didactic Examples for Native Speakers of German)’. Joachim Grzega  
467 . *Journal for EuroLinguistiX* 2005. 2 p. .

468 [Grzega ()] ‘Towards Global English Via Basic Global English (BGE): Socioeconomic and Pedagogic Ideas for a  
469 European and Global Language (with Didactic Examples for Native Speakers of German)’. Joachim Grzega  
470 . *Journal for EuroLinguistiX* 2005. 2 p. . (Print)

471 [Using English(es) ()] *Using English(es)*, 2005.