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THE ENGLISHES - A SURVEY OF THE WORLD ENGLISHES

SVĚTOVÉ VARIETY ANGLIČTINY

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Abstract

This thesis analyzes the history of the English language in different countries, which are divided by Kachru's model into three parts, at the second. In the introduction General history of English spread through colonies is mentioned. Afterward, the thesis is structured into three parts using Kachru's model. The first part is called "English as a native language." In this part, the author describes the history of the English language in countries such as Great Britain, United States of America, Australia, and South Africa. The second part is called "English as a second official language," and it describes the history of countries to which English was brought by the colonizers. In these countries, varieties of the English language are in close contact with native languages and are evolved depending on the area. Parts of this category are countries such as India, Singapore, and the Philippines. The third part is called "English as a foreign language" and lists countries in which the English language is recognized as international means of communication or lingua franca. Countries from this part of Kachru's model do not have rich history regarding the use of the English language, therefore the author decided to focus more on the current state of the English language in the world. The second half of the thesis focuses on the influence of modern technologies, especially the Internet, on the English language. Firstly, the impact of the internet on the creation of new words, and dialects is described as well as its influence on grammar. This thesis then continues with a division of the English language into written and spoken language. Both types are described, and different features of spoken and written English are listed. The author presented two examples of written English from the technical and psychology field, which were analyzed. Lastly, English as a lingua franca (ELF) is described and few features, common for ELF, are listed. The thesis is closed with the conclusion in which the author sums up the obtained knowledge.

Key words

English language, Varieties of English language, Native language, History, Colony, education, the Internet, dialect, Written language, Spoken language, lingua franca.

Abstrakt

Tahle práce analyzuje historii anglického jazyka v různých zemích, které jsou rozděleny podle Kachru modelu do tří částí, zároveň se také zaměřuje na aktuální stav Anglického jazyka a jeho využití. V úvodu je zmíněna obecná historie Anglického jazyka a jeho rozšíření skrze kolonie. Poté je práce strukturovaná do tří částí podle Kachru modelu. První část je nazvána „English as a native language“. V této části autor popisuje historii vzniku anglického jazyka v zemích jako Velká Británie, Spojené Státy Americké, Austrálie a Jižní Afrika. Druhá část je nazvána „English as a second official language“ a popisuje historii zemí, do kterých se angličtina dostala díky kolonizátorům. V těchto zemích jsou variace anglického jazyka v blízkém kontaktu s jazyky místních obyvatel a vyvíjí se s ohledem na území ve kterém se nachází. Součástí této kategorie jsou státy jako Indie, Singapore a Filipíny. Třetí část je nazvána „English as a foreign language“ a uvádí země, ve kterých je anglický jazyk uznáván jako mezinárodní komunikační prostředek nebo lingua franca. Jelikož historie anglického jazyka zemí, které jsou součástí této kategorie, není tak bohatá, autor se rozhodl soustředit se na aktuální stav Anglického jazyka ve světě. Druhá polovina této práce se tedy soustředí na vliv moderních technologií, převážně internetu, na Anglický jazyk. Jako první je popsán vliv internetu na vznik nových slov a dialektů, poté následuje vliv na změnách v gramatice. Práce poté pokračuje s rozdělením Anglického jazyka na psaný a mluvený. Oba typy jsou popsány, poté jsou uvedeny rysy běžné pro oba typy. Autor poté uvedl dva příklady psaného Anglického jazyka z technického a psychologického oboru, které jsou analyzovány. V poslední části je popsán Anglický jazyk jako lingua franca a několik rysů, jenž jsou běžné pro tento typ, je uvedeno. Práce je následně zakončena závěrem, ve kterém autor shrnuje získané vědomosti.

Klíčová slova

Anglický jazyk, Variace anglického jazyka, Rodný jazyk, Historie, Kolonie, Vzdělání, internet, Dialekt, Psaný jazyk, Mluvený jazyk, lingua franca

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Prohlášení

Prohlášení

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V Brně dne

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Jakub Köhler

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1. Introduction

With the expansion of modern technologies and the internet, the world has become a smaller place. People can easily communicate with each other across the globe. On top of that not only communication but also travel has never been easier and more accessible. With these new opportunities being presented it is important for people to be able to communicate and cooperate with each other despite the language barriers. Over 1,35 billion can communicate with English and therefore it is the most widely spread language as well as in most cases used as a common language.

The main reason behind the wide spread of English outside of Great Britain, where the language was created and formed, are colonies from the past. In the 1920s British Empire covered one-fourth of the globe and therefore it was called “The Empire on which the sun never sets”. But not all the colonies were the same, Mufwene (2001) distinguishes between three types of colonies. Trade, settlement, and exploitation colonies. In each type, English has evolved slightly differently. Trade colonies were mainly associated with the slave trade. A fitting example of this type of colonies are the ones on the West coast of Africa from the 15th to 19th centuries. Relationships in these types of colonies were quite difficult and led to the creation of new language varieties called pidgins (language which uses vocabulary and grammar based on at least two languages). On the other part of the world, in what is now known as America, settlement colonies were created with the purpose of beginning a new life and leaving the old, European, one behind. Interactions between different populations in these colonies often led to competition and selection of different languages or dialects which they brought with them. Which essentially led to shifting from one language or dialect to another and to eventually losing a few of them. While colonies can be considered a main influence on the English language from the past, in more recent times the English language has been significantly affected by the rise of modern technologies. During the colonial era, many new dialects were created but people who spoke those different dialects rarely encountered each other. This changed with the arrival of modern technologies and especially the Internet. Almost the whole world is now connected

through the internet, therefore people speaking different dialects across the globe have no longer problem interacting with each other. Increased use of the internet also caused the creation of several new dialects, which were mainly within different social media communities. It also caused significant changes in grammar such as an increase or decrease in the use of different punctuation marks and a significant decrease in the use of modal verbs. The English language itself can be then further divided into written and spoken English, each having different aspects and rules. Lastly, English as a lingua franca is briefly described.

I would like to emphasize that this thesis is research processed from multiple sources with the aim to observe the history of English in different countries as well as its current state.

2. Kachru's model

As English is so widely used, it has a lot of varieties not only across different countries but also within various professions. In this thesis, I intend to find out in which countries English is used, its origin, and its history across different countries. For this purpose, I will use Kachru's model to divide English-speaking countries into three groups using a circle graph.

1. Inner circle
2. Outer circle
3. Expanding circle

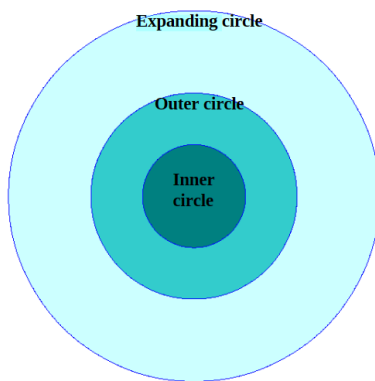


Figure 1 Kachru's model

Kachru, B. (1985): "The power and politics of English". In: *World Englishes* 5/2-3: 121-140

As already mentioned, this model divides English into three groups. Firstly, we have the Inner circle which represents countries in which English is used as a native language (Great Britain, USA, Australia, etc.). The outer circle consists of countries which use English as a second language (Singapore, India, South Africa, etc), English varieties in this circle are usually in close contact with local native languages, which can cause the creation of English typical for the territory where they are used. The last part, called the Expanding circle, shows countries in which English is recognized as an international means of communication, called lingua franca. Kachru's model has two great advantages over the classic ENL/ESL/EFL, firstly it considers English as a plural, which means that one English is spread into many Englishes, secondly the model does not compare

different English varieties, which means that one variety is not better than the other (Kirkpatrick 2007).

2.1. English as a native language (Inner circle)

English is not only the most spread language around the world but also one of the most used native languages. With over 370 million speakers English takes the third place right after Spanish and Chinese spoken by 471 million and 1.3 billion speakers, respectively. The four main and biggest countries using English as their native language are Great Britain, the United States of America, Australia, and Canada.

2.1.1. Great Britain

Great Britain is regarded as the main country which uses English and the main reason for the widespread is thanks to Britain's colonies. But what is the origin of the most widely used language in this country?

The answer to this question dates all the way back to the fifth century AD, when three Germanic tribes Angles, Saxons and Jutes invaded Britain from what is now known as Denmark and Northern Germany. Before the arrival of these three tribes, various dialects of Celtic were used as the main language, but after the invasion, the Celtic speakers were pushed west and north into what is known as Wales, Scotland, and Ireland (*History of English | EnglishClub, n.d.*). Words "England" and "English" were then derived from the land, from which the Angles came ("Engaland") and from the language they spoke ("Englisc").

Old English (450-1100 AD)

The language called Old English was formed from similar languages spoken by the three Germanic tribes. It can be further subdivided into three different time periods:

- Prehistoric Old English (5th to 7th century)
- Early Old English (7th to 10th century)
- Late Old English (10th to 11th century)

There is not much available from Prehistoric Old English apart from limited examples of ancient Anglo-Saxon runes which were used as an alphabet in their writing system.

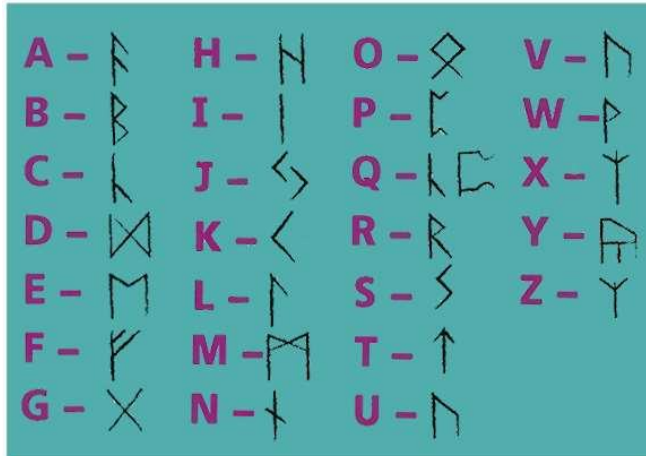


Figure 2 Anglo-Saxon runes

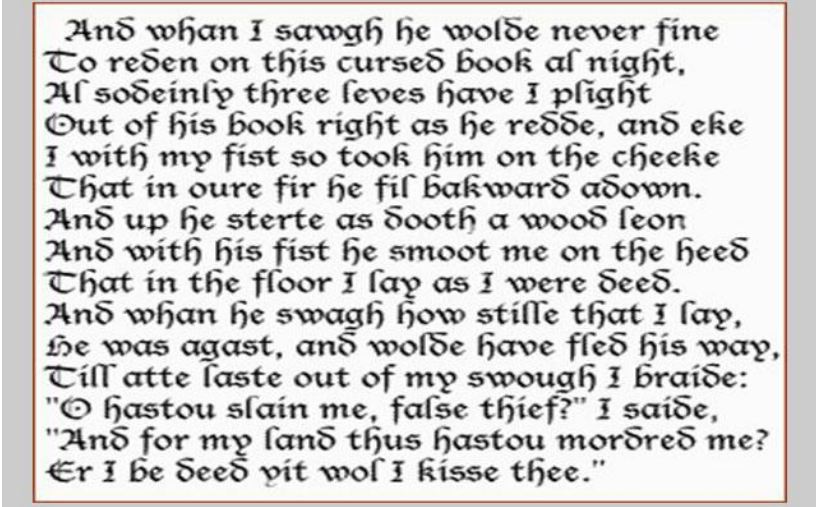
Kachru, B. (1985): "The power and politics of English". In: *World Englishes* 5/2-3: 121-140

Early Old English provides us with the first evidence of the English language brought by Cynewulf and Aldhelm who were notable authors and poets in Anglo-Saxon literature. The Late Old English is considered as the final phase of this language period which ended with English as a language being evolved into Early Middle English.

Early Middle English

This period of language was heavily influenced by the invasion of England by William the Conqueror, the Duke of Normandy in 1066, which meant that the French became the main language of the Royal Court and the upper class of society, whereas the lower class still spoke English. Within this period English language and especially its grammar started evolving. The special attention was on evolving Syntax (*History of English / EnglishClub, n.d.*). However, in the 14th century, the English language became dominant

again within Britain with the addition of many French words to create a language called Middle English.



And whan I sawgh he wolde never fine
To reden on this cursed book al night,
Al sodeinly three leves have I plight
Out of his book right as he redde, and eke
I with my fist so took him on the cheeke
That in oure fir he fil bakward adown.
And up he sterte as dooth a wood leon
And with his fist he smoot me on the heed
That in the floor I lay as I were deed.
And whan he swagh how stille that I lay,
he was agast, and wolde have fled his way,
Till atte laste out of my swough I braide:
"O hastou slain me, false thief?" I saide,
"And for my land thus hastou mordred me?
Er I be deed yit wol I kisse thee."

Figure 3 Example of Middle English language

History of English | EnglishClub. (n.d.). History of English | EnglishClub. Retrieved December 11, 2022, from <https://www.englishclub.com/history-of-english/>

Late Middle English

The most important thing, which marked this period, was the creation and spread of East-Midland's dialect, which was spread around the London area, as well as the growing cleavage between Scottish and other northern dialects. Geoffrey Chaucer (Canterbury Tales) was heralded as the greatest poem of this period and was also known as the Father of English literature. It was thanks to his various work that English as a language was "accepted" by the people alongside French a Latin.

Chancery English standard is a present-day term for the usage of English by the clerks of Chancery in London. Clerks were responsible for the preparation of the king's documents which until the 1430s were written mainly in French and Latin. After this date, they were written mainly in Central Midland dialect-based English. Some differences between this dialect and the East Midland dialect were:

- Use of "gaf" (gave) instead of "yaf"
- Use of "such" instead of East Midlands "swich"

- Use of “theyre” (their) instead of hir

With these changes, English started to shape into what we know now.

Modern English (1500 – present)

The early stage of Modern English saw a change in pronunciation called “the Great Vowel Shift,” where vowels were pronounced shorter. This change took place between years 1400 and 1700 in southern England.

From the 16th century English language underwent a fundamental change due to the contact with many foreigners caused by the war and colonisations, which, with the Renaissance of Classical learning, resulted in many new words and phrases being introduced into the English language (*History of English | EnglishClub, n.d.*). During this time William Shakespeare and other playwrights had a major influence on these new words being cemented within the language because they found some ideas which could not be expressed by the current English language. Therefore new “adopted” words were modified to fit and create a new experience.

Another major turning point was Williams Caxton’s innovation of an early print press, which resulted in cheaper prices of the books, therefore more people could learn how to read. Print also caused the standardization of English. Most of the publishing houses were situated in London so “London dialect” became a standard.

The later stage of Modern English differs from its early part mainly in vocabulary. The Industrial Revolution and modern technology caused the creation of many new words and phrases for the description of these new inventions. New words created by scientists were also based on Greek and Latin roots (bacteria, nuclear, biology).

2.1.2. United States of America

The reason English expanded into the continent of America is due to the expansion of the British Empire and its colonies. The first wave of English-speaking invaders, seeking a better future, arrived during the early 17th century and were later followed by further migrants during the 18th and 19th centuries.

First new words served to name unknown animals and were adopted from different Native American tongues (moose, raccoon, opossum).

New dialects

A new English dialect has begun to form around the year 1720 when settlers from other countries arrived to start their own colonies. With the arrival of the Irish and Scots, the new dialect and different accents were brought (*Wrona, 2020*). But the English-speaking settlers were not the only ones who arrived. During the colonization era also German, Spanish, Italian, Dutch, and French speakers also sought a new life and brought with them new words:

- Cookies (Dutch)
- Pretzel, dollar (Germany)
- Pizza, Pasta (Italy)
- Armada, Cigar (Spanish)
- Chocolate (French)

These new travelers with their new words also had a huge impact on shaping a new dialect across different areas which were colonized and by the 1800s there were three areas with the same vocabulary but different dialects and pronunciation. The first area was New York, New England, and due west situated on the Northern part of the country, second area was from Virginia to Georgia, Louisiana, and further west on the southern part. And the third area was Midland, which included Pennsylvania and the lower Midwest.

Difference from British English

Besides adopting unfamiliar words from Native American tribes or from foreign settlers, one of the first ways how American English began to differ from its British counterpart was by using words, which were considered by British people as obsolete:

- Wilt – Zvadnout
- Bureau – Úřad
- Fall – podzim

On the other hand, Americans also invented their own new words. Thomas Jefferson, the 3rd American president and author of the Declaration of Independence, first coined words like “groundhog” and “belittle” (*Hinz, 1999*).

American English is also known for its major use of contractions like “can’t, won’t” and “ain’t”. Even though contractions were already around for a while, Americans were the first to truly use their potential in improving grammatical freedom and the flow of the language.

19th century

In the United States 19th century is considered a golden age during which the nation experienced major growth and changes like:

- Shift from a farming economy to an industrial economy
- Westward expansions followed by displacement of native people
- Advances in technology and transportation

American grammar and literature also entered its golden times. In literature, many authors started to express their opinions about the growing power of capitalism, monopolies, and government overreach, by using the so-called “anti-authoritarian approach” (*Wrona, 2020*). This meant replacing conventional grammar “rules” with a more avant-garde style, which is a term for poetry or prose, which rejects the standard practices of other writers by pushing the boundaries and being rather experimental.

This period saw American grammar rise to its most elaborated level yet, where American elementary schools became synonym to English grammar schools, which were considered as an elite institution that taught the classics. This meant that grammar was available for everyone, and general grammar and language skills experienced major growth.

Not only American grammar expanded, but also its vocabulary. During the 19th century, thousands of new words were created mainly related to science and medicine like “biology” and “climatology” and many others which ended with the suffix “-ology”.

American English as an official language

Finally, during the 1920s the differences between American and Britain English were too substantial for many people, so they made them two different languages for good (*Wrona, 2020*). In 1923 state of Illinois, which is also known for the abolition of slavery and its part in the Underground Railroad, passed into law a declaration of “American” being the official language of the Illinois state as well as the United States of America.

2.1.3. Australia

The history of Australian English dates to January 26, 1788, when Captain Arthur Phillip led his fleet of 11 ships carrying one thousand men, of whom over seven hundred were British convicts from Ireland, Scotland, and Wales, to the colony of New South Wales, which was meant as a penal colony. All settlers were from various parts of Britain and spoke different dialects so to find a common speech the process called “leveling down” emerged (*Wilson, 2015*). Since all the settlers spoke different dialects and used different words, they had to level their dialect variations down, this was the first step in forming the Australian English. The first speakers of the Australian language were native-born colonist children in the Colony of New South Wales.

Australian gold rushes

The discovery of gold in New South Wales, Tasmania, and Victoria in the 1850s started a series of so-called “golden rushes”, which had an enormous impact on colonies. The first Golden Rush brought a substantial number of immigrants, which was about 2% of the population in Britain, as well as immigrants from around the world. With them came huge linguistic influences from various parts of the world like the introduction of American vocabulary with words like “*bushwhacker*” and “*squatter*” which were later considered typically Australian.

Elocution movements

“The art of speech or in other words “elocution” was the large scale, systematic effort to teach reading aloud.

In Australia, these movements appeared in the 19th century around the 1880s and 1890s, and had a lasting impact on the language. Kelvin Barry “Kel” Richards, Australian author, journalist, and radio personality in an interview for Dominic Knight from 702 ABC Sydney said: “*It started off on how to announce and speak clearly but what they did was pick one dialect, standard southern English, and they said 'that is correct'*” this meant that previously predominant general, middle Australian accent was slowly put aside after the arrival of broad Australian accents as a result of elocution movements. This conclusion was backed up in the late 1950s when the research was held during which elderly people, around their 80s and 90s, born in the western part of South New Wales and Tasmania were recorded on a tape (Wilson, 2015). Because they were born before elocution movements took place, all of them spoke a general, middle Australian accent.

2.1.4. South Africa

The first introduction of the English language to South Africa was through a military base called Cape Colony in 1795. The main aim of this military base was the establishment of trade routes between Europe and Asia. This colony was not meant for a permanent settlement at the time. English was brought to South Africa mainly by soldiers, missionaries, settlers, and fortune-seekers (*Penny Silva, 1997*). As a result of settlements in the Eastern Cape (1820), Natal (1848-1862), and the diamond and gold mines of Kimberley (1870) and Witwatersrand (1886), English took root as a Southern African language.

1820

In 1820 first major influx of English speakers headed into Eastern Cape. The colony then consisted of around five thousand people and in 1822, English was declared the official language by Lord Charles Somerset, who was the governor of the Eastern Cape colony (*GmbH, 2020*). To strengthen the influence and spread of English within the colony the officials began to recruit English-speaking teachers and clergy from Scotland to occupy positions in the education and church system.

1840-1850

Second large wave of settlers arrived from Britain to the Eastern Cape colony as well as to the colony of Natal, which was another British colony proclaimed on 4th May 1843. New settlers were mainly “standard speakers,” like military personnel and aristocrats, from Britain.

1875 and 1904

A third wave of new English settlers brought with them also diverse varieties of English dialects. Their children quickly lost their accents and transferred to somewhat established accent within the colonies, which was currently in development. Later

English within the colonies, especially in the Natal colony, started to be like Standard British English because of nostalgia for their home country (*GmbH, 2020*).

1910

The formation of the Union of South Africa meant that the English language alongside the Dutch language, which was replaced in 1925 by the Afrikaans language, became the official state language.

1994

In 1994 English and Dutch achieved equal status with nine other Southern Bantu languages (Afrikaans, Zulu, Xhosa, Northern and Southern Sotho etc.). And other eight languages were recognized as regional languages (Gujurati, Hindi, Urdu, Portuguese, Phut etc.).

With over two hundred years of history, South African English is a great example of how quickly language varieties can be formed. Through colonization, immigration and contact between different languages South African English has become its own recognizable and intelligible variety of an already well-established language in a brief period of time. (*GmbH, 2020*).

2.2. English as a second official language (Outer circle)

This category includes people who have learned English almost at the same time as their mother tongue. In Kachru's model, it is represented as the "Outer circle." This circle is a representation of places where people speak official Non-native varieties of English mainly because of their colonial history. In this category, we include countries like India, Egypt, Pakistan, Singapore, Malawi, or the Philippines. In this Thesis, I am going to pick only a few of them and explore their history of English.

2.2.1. India

The introduction of English into India came in the 17th century with the arrival of East India Company, which was a trading company, by establishing trading ports such as Bombay (Mumbai since 1995), Madras (Chennai since 1996), and Calcutta (Kolkata since 2001). However, it was not until the 1830s, when in 1835 English replaced Persian as the official language of the British East India Company. Christian missionaries were the first to start English study by erecting primary schools for Indians where the medium and language of instruction were local languages (*English Language in India, Indian Languages, n.d.*). Later they erected high schools for locals who tend to study, so they could possess sound knowledge of English. In this type of schools, English was used as a medium and language of instruction. The major part in the spread of English within the country of India had Thomas Babington Macaulay also known as Lord Macaulay, who was a British historian and Whig politician. His "Minute of Indian Education" was responsible for the introduction of Western institutional education to India and there he expressed the aim to create "a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals, and in intellect" (Kachru 1983: 22). With further development of Indian educational system, lot of new English-teaching universities were built across the country. In 1857 universities that were modelled as the University of London, and in which English was used, were built in Mumbai, Chennai, and Kolkata. The

penetration of English throughout the country increased, which was also partly caused by the hiring of Indians in the civil services.

Independence

In 1947 came legislation called The Indian Independence Act. This act split British India into two independent countries (India and Pakistan). This act was designed by Clement Attlee, the Prime Minister, and on 18th July 1947, it received royal assent. After the creation of India, the English language was at risk as Indians sought English to be phased out as the language of administration. The first choice as a replacement for English was Hindi, which was the most widely spread language in India, but after the violent protest in the state of Tamil Nadu in 1963 against this idea opinions remained divided (*English Language in India, Indian Languages, n.d.*). English remained as an Associate Language and the Official Language of the Union of India was Hindi alongside with 18 National languages spoken across different individual states (Bengali, Urdu, and Gujarati).

2.2.2. Singapore

As many other countries like the United States of America, Australia, or India, Singapore also was introduced to the English language through colonies. In 1819 the island of Singapore was claimed by Sir Stamford Raffles, British statesman and founder of modern Singapore, for the East India Company for establishment of trading posts.

19th century

Until the 19th century, the lingua franca in Singapore was a variety of Malay called “Pesar Melayu”. During this time very few children went to school and were educated at all and even fewer of them spoke English. Singapore’s variety of English language has its origin in Schools of colonial Singapore. Most of the students attending English medium schools were mainly children of Europeans and Eurasians who could speak English alongside some of the minorities such as Jews, Indians, Ceylonese or group of Chinese people

called “straight Chinese”. Proficiency in English became vital for social mobility and employment opportunities. After the end of Britain colonial rule English became the language of prestige and was widely used as lingua franca. The number of English speakers from different countries with their own dialects led to creation of English variation called “Singlish.” In 1960 and 1966 English became mandatory in primary schools and secondary schools respectively and was also established as lingua franca due to its economic benefits in international trade and access to English language educational resources (*Singlish and Our National Identity, n.d.*). In 1965 Singapore became independent, but the popularity of English still grew larger, and by the 1980s all education was in English (alongside with other Singapore languages). English is for many Singaporeans their main language and it is one of the first languages to be though.

Can

Can ah? <i>Can you or can't you?</i>	Can hor <i>You are sure then...</i>
Can lah <i>Yes.</i>	Can meh? <i>Are you certain?</i>
Can leh <i>Yes. I think so.</i>	Can bo? <i>Can or not?</i>
Can lor <i>Yes. Of course.</i>	Can can <i>Confirm</i>
Can hah? <i>Are you sure?</i>	Can liao <i>Already can / Done</i>

ANGMOHDAN.COM

Figure 4 Example of Singlish

A. (2014, March 28). *Why Singlish is So Efficient* - AngMohDan. AngMohDan. Retrieved December 11, 2022, from <https://www.angmohdan.com/singlish-efficient/>

2.2.3. Philippines

The first introduction of English in the Philippines dates to 1762 when the British invade and occupied Manila and Cavite during the Seven Years' War. This occupation had no effect on the English spread within the country.

The English Language Policy (1900-1975)

This stage of Philippine history was characterized by the first attempt of Americans to introduce English as a language of instruction in schools. (*English Language Teaching, n.d.*) In April 1900 declaration by President of the United States William McKinley was introduced. This declaration declared English as a medium of instruction at all levels. This led to the creation and evolution of a national variety called "Philippine English," which was one of the fastest to evolve and develop in the postcolonial world. With the declaration, 540 American teachers who were called "Thomasites" arrived in the Philippines and were assigned as public school teachers. Americans taught English using the direct method. They mainly taught pupils who they thought were ready and willing to learn. Later, Philippine teachers spread their variety of English among their people (*English Language Teaching, n.d.*). The brightest students who were called "Pensionados" were later sent to the United States to study in colleges and universities. According to *Bernardo (2009)*, this move was criticized to the extent that it made to another policy called "Bilingual Educational Policy".

Bilingual Educational Policy (1974)

The main goal of the Bilingual Educational Policy is to enable English language learners to become competent in reading, speaking, writing, and listening in the English language. In the Philippines was this policy introduced in 1974 by the Department of Education. The main reason behind this introduction was to have Filipino, which is the native language in the Philippines, as a medium of instruction alongside the English

language. According to *Bernardo (2009)*, this policy insisted on having English and Filipino as a medium of instruction in both elementary and high schools.

Mother Tongue-based Multilingual Education (2009)

The following policy was based on experiments of the usage of native language in education and later showed that students, who were taught in their native language, understood the school subjects better.

Nowadays English has a strong place in the Philippines, is part of their culture and it is considered as a rival of other languages within the country in terms of importance (*English Language Teaching, n.d.*).

2.2.4. Nigeria

The first varieties of English in Nigeria came with the invasion of the European colonial masters and slave trade activities along the West Coast of Africa. The varieties were called “Coastal English” and “Patua English.” These variants of English represented quick and easy ways of communication.

The origin of the English language in Nigeria dates to the colonial period before the middle of the 19th century. Prior to this visit education in Nigeria was done informally. Children were taught by their parents, who taught them tradition, culture, and history. (*History and Importance of English Language in Nigeria, n.d.*). after the formal system of education was accepted, missionaries began to teach children and adults who were willing to learn the English language.

In 1841, British people entered the southern and southwestern parts of Nigeria. This arrival raised the question of which language should be adopted for communication between foreigners and natives. British people believed that native Nigerian native languages were “too extensive and not of high quality,” they also believed that these languages were not practical enough for civilization (*History and Importance of English Language in Nigeria, n.d.*). Therefore in 1882 English language, which was already well

spoken within Nigeria by the elites and their children, became the main language of instruction and was approved and used in corporate environment (Post Offices, Airports, Schools, Federal and State Parastatals). English was also used for business with British partners; therefore, traders were also able to speak their trading partner's language clearly.

In places like Lagos, Badagary, Bendel and Abeokuta was English immensely popular and spread especially among the elites. It was also regarded as a prestige language of success and power. Furthermore, native languages were relegated to the background and students in schools were punished for using them. Nowadays English language is in Nigeria learned as their main language and it is widely used across the country

2.3. English as a foreign language (Expanding circle)

Expanding circle consists of over one thousand million speakers in countries such as China, Russia, Brazil, Japan, Turkey, Saudi Arabia, etc. In these countries, the English language has no special administrative status, and it is widely studied as a foreign language while being regarded also as lingua franca (*The "Expanding Circle" of English-Speaking Countries, 2019*). Speakers from countries, which belong in expanding circle must follow rules, which were established by countries from the Inner circle and developed by speakers from the Outer circle. But how does it come, that so many countries can speak the English language without having it as an official or second official language? There are two main reasons behind such a widespread. First are colonies from the past and second is the arrival of modern technologies.

As described throughout this paper, colonies are one of the most important aspects regarding the wide spread of the English language. Thanks to them, native English speakers could spread their knowledge of their own language to different parts of the world. After the language was presented to residents in different countries, various dialects began to form, depending on the local areas. However, during the colonization era, these dialects rarely came across each other and were mainly held around their

area. This changed with the arrival of modern technologies and inventions such as the internet or various devices like computers and mobile phones.

2.3.1. Internet's Impact on the English Language

The impact that the internet has on the use of the English language is enormous. At the current state, 5,16 billion people have access to the internet, which is over 60% of the current world's population. This means that the internet's influence on the English language is enormous. Billions of people across the whole world can communicate with each other without any difficulties. Since people from different countries are in contact not only as friends but also as colleagues at work, they needed a common language to share their experiences, ideas, stories, etc. The English language was already one of the most spread languages thanks to colonies, so it naturally became one of the main languages to communicate with each other across the globe. This essentially meant that English speakers from whichever background could encounter various dialects and varieties they never heard before.

Creating new dialects

Dialects can be defined as a form of language that is used by a specific group of people, region, ethnicity, or social class. English speakers from different geographical backgrounds speak English differently, for example, "New York English" or "Cornish English". Dialects are not only distinguish based on geographical background. The social background of each speaker can also influence the variety of English person speaks. *"Two children may grow up in the same Yorkshire village, but if one is born into a wealthy family and attends an expensive private school, while the other is born into a less well-off family and attends the local state school, the two are likely to end up speaking rather different varieties of English. It is this combination of regional and social variation that I refer to collectively as 'dialect,'"*(Hodson, 2014).

The creation of new dialects is one of the biggest impacts of the internet on the English language or language in general. For example, Africa-American Vernacular English. Words such as, “bae” (boyfriend/girlfriend), “woke” (aware of political realities), or “lit” (something is lit => something is great), have origin in this dialect and are used from 2016 up until now. (*4 Ways the Internet Has Changed the English Language*, n.d.). Thanks to the internet we not only encounter dialects we never heard before, but we also create new dialects. This is common within different social media communities like Tumblr, Twitter, Reddit, etc. Tumblr is probably one of the most extreme examples of creating its own new dialect. It even went as far as having its own guide on how to speak their dialect. For example, the word “Beef” means argument, usually online. Or the word/phrase “asdfghjkl” is an alternative to “too many feels”.

Creation of new words

As you can see creating new words is a major part of these new dialects as well as it is another way of how the internet impacted English. On the internet, the ability to be connected to many people around the world resulted in the creation of new words and their quick spread. But as fast as new words or phrases can be created and spread, there are also a lot of examples of words that were as quickly abandoned from being used. For example, acronyms such as “IOW” (“In other words”), “OTOH” (“On the other hand”), “LAT” (“Lovely and talented”), or “4COL” (“For crying out loud”). The reasons behind such acronyms were rather practical. For example, one of the reasons was the cost of the texts back then. Another reason was the size of the displays mobile phones had back then. It was feared that these abbreviations will facilitate communication so they will be used even more, but with improvements in technology, they began to impede communication. Later, these acronyms and abbreviations were reduced or abandoned completely. While the internet and technologies expanded and evolved, many slangs, words, or phrases have fallen into oblivion and others were created and used. Words like “YOLO” (“You only live once”), *bae*, *fleek*, *hashtag*, *salty*, etc. are used approximately

from 2016 up until now and it is almost certain, that in the future we will have to get used to new different phrases or words, which will be popular. *“It’s important to remember that a lot of internet vocabulary belongs to the category of slang or jargon; it serves a particular purpose within an in-group, like professional slang. Hand-wringing articles appear when people from outside that in-group try to understand it, but that was never the purpose for which that vocabulary developed.”* (4 Ways the Internet Has Changed the English Language, n.d.-a).

Grammar

“Grammar is what makes language constructible and communicable; we need to produce language and have it be understood. Grammar is a finite system for conveying infinite meanings—all languages can (and must) be able to express absolutely anything.” (Pierce, 2019)

As the Internet became the main part of communication the language structure changed, mainly regarding informal communication. One of the most notable changes in grammar is regarding punctuation. It can be stated that one of the factors which influenced these changes is the graphic possibilities of the internet. People tend to omit the punctuation marks such as commas or full stops as well as plenty of users usually overuse punctuation marks, for example, to express their mood or feelings (*“incredible!!!!”*). These changes can be defined as new minimalism and maximalism respectively. Punctuation takes on a new meaning, for example when a full stop is used in a previously unpunctuated chat exchange. In this case, the full stop can add some sense of absurdness or seriousness. Punctuation marks are also used for creating emojis, which became one of the most important parts of today’s communication through the Internet and social media, especially in informal communication.

	Early 1990s	Current English	Percentage change
,	5 169	5 145	0.5 %
.	4 808	5 130	6.3%
?	268	440	64,2%
;	235	233	-5,1%
!	95	193	103,2%

Table 1 Evolution in use of punctuation marks

Brezina, V. (2021, December 28). *Five ways the internet era has changed British English – new research*. The Conversation. <https://theconversation.com/five-ways-the-internet-era-has-changed-british-english-new-research-172432>

In this table shows the results of a study based on the British National Corpus 2014 (BNC2014). The data presented shows the evolution in the use of punctuation marks from the early 1990s up to the current state of language already influenced by the internet, more specifically it shows the punctuation frequency change (per million words). As mentioned before, in chat exchanges, the punctuation marks such as full stops and commas are usually reduced or even omitted from conversations and when they are reused, they take on new meanings. This essentially means that the use of such quotation marks did not change drastically as it only increased by 0.5% (commas) and 6.3% (full stops). More visible changes can be spotted regarding question marks and exclamation marks. The use of these two types of most used punctuation marks increased by 64.2% and 103.3% respectively. One of the reasons behind such a radical increase is, as already mentioned, maximalism. Internet users tend to overuse them to express their feeling or current mood via their chat exchange with friends.

Modal verbs on the other hand experienced a noticeable decrease in their usage according to a new study based on the British National Corpus 2014 (BNC2014). This study employed a methodology called corpus linguistics, which analyses a large amount

of language thanks to the use of special software. By using this method, we can find and compare word frequencies across various texts and genres. According to this study modal verbs such as must, may, and shall reach new lows. The use of the verb “must” has decreased by 42% over the last 20 years and is now used around 350 times per million words on average. The modal verb “may” experienced a similar decrease of around 41% and the use of the verb “shall” has decreased by over 60% and is now only use around 64 times per million words. This decrease in frequencies of modals began to take place at the beginning of the 20th century. Generally, modals such as” must” and “may” were then used around 1000 times per million words. The modal verb “shall” has always been the verb with the lowest frequency of use, compared to the other two, being used around 400 times per million words. A general shift to informality is regarded as one of the main reasons for such a decrease.

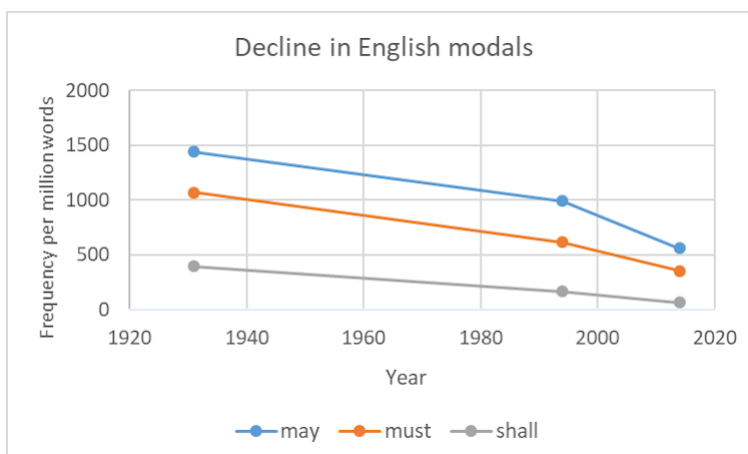


Figure 5 *Decline in English modals*

Brezina, V. (2021, December 28). Five ways the internet era has changed British English – new research. The Conversation. <https://theconversation.com/five-ways-the-internet-era-has-changed-british-english-new-research-172432>

2.3.2. Spoken and Written English

Spoken English

“The ways in which the English language is transmitted through a conventional system of sounds.” (Nordquist, 2019)

In comparison to written English, spoken English is a more natural and widespread way of transmitting information. It is the type of communication, which one hears or uses during conversation with others. For example, when you meet your friend on the street, you use spoken English. As mentioned earlier, this type of communication is considered more natural and therefore less organized compared to written English. This is because people during this communication often express their feelings, thoughts, or what they see at the very moment of the communication. In literature, there is a technique called a stream of consciousness, where authors express the ideas of character as they come to them. It can be stated that spoken language is similar to this technique because we usually do not structure our responses as we do in written English.

Features of Spoken English

1. Informality

One of the main features of Spoken English is its informality. Unlike Written English, where the text is more structured and complex, Spoken English is rather more general and requires knowledge of intonation, stress, timing, and pitch.

2. Rhythm of Spoken English

Compared to Written English, where there is more defined content, in Spoken English there is more rhythm. When two people talk together, there are differences in the speed of talking with pauses as well as gestures in body language.

The rhythm of the English language is rather regular, and the sound of the language is organized around the stressed syllables. English is also known as a stress-timed language. This means that stressed syllables are said at approximately regular intervals and unstressed syllables are shortened to fit this rhythm.

3. Narrative form

Since Spoken English is face to face type of communication, it is rather narrative, event-based, action-based, or story-based.

4. Use of slang

In Spoken English, the use of slang is much more common compared to Written English. As an example, we can consider words like “Bae”, “Lit” or shortened forms like twenty-twenty (2020), instead of two thousand and twenty.

Written English

“Written English is the way in which the English language is transmitted through a conventional system of graphic signs (or *letters*).” (Nordquist, 2019)

It refers to the English language that occurs in text and other such materials like books, magazines, newspapers, article letters, etc. Through these materials, readers can become aware of some information like messages, knowledge, or news. Emotions can also be expressed using written language. For example, reading a letter from a friend or partner. You can notice the attitude through the writing’s diction. This is also known as inferring.

Written English can be distinguished into two different types: Early written English and Standard written English. During the period of Early written English, the majority of books, manuscripts, or other papers were written in Latin or French and the earliest form of written English was mainly the translation of Latin works into English until the 14th century. *“A new standard form of written English, this time based on the usage of London, began to emerge from the fifteenth century onwards. This was generally adopted by the early printers, who in turn provided a norm for private usage from the sixteenth century onwards.”* (Jeremy J. Smith, *Essentials of Early English*. Routledge, 1999).

Features of Written English

1. It has more permanence.

“Written discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes.” (Prabha I. 2019)

2. It has more explicitness.

Written text needs to be explicit. This means, that it needs to make clear the context and all the references.

3. Density of information

In written texts, the information is presented more densely compared to spoken text, where the information is expressed through many more words and expressions. The spoken text consists of more repetitions, glosses, and so-called fillers.

4. Organization of text

Since writers have more time to express themselves, written texts tend to be more organized and carefully formulated, so they are available to read. In comparison, the spoken text consists of a lot of improvisations.

5. It uses standard language.

In the case of written texts, generally, acceptable standard written language is mainly used. In spoken types of texts, the speakers can use a variety of different dialects while communicating with each other.

Examples of written English

1) Written English in the technical field

7.11 MOSFET COMPACT MODEL FOR CIRCUITS SIMULATION

“Circuit designers can simulate the operation of circuits containing up to hundreds of thousands or even more MOSFETs accurately, efficiently and robustly. Accuracy must be delivered for DC as well as RF operations, analog as well digital circuits, memory as well as processor ICs. In circuit simulations, MOSFETs are modeled with analytical equations much like the ones introduced in this and the previous two chapters. More details are included in the model equations than this than this textbook can introduce. These models are called compact models to highlight their computational efficiency in contrast with the device simulators described in section 7.10.

*It could be said that the compact model (and the layout design rules) is the link between two halves of the semiconductor industry--technology/manufacturing on the one side and design/product on the other. A compact model must capture all the subtle behaviors of MOSFET over wide ranges of voltage, L, W, and temperature and present them to the circuit designers in the form of equations. Some circuit design methodologies, such as analog circuit design, use circuit simulations directly. Other design methodologies use **cell libraries**. A cell library is a collection of hundreds of small building blocks of circuits that have been carefully designed and characterized beforehand using circuit simulations.” (Hu, 2009, p. 302)*

This example is from a textbook called “Modern Semiconductor Devices for Integrated Circuits” by Chenming Calvin Hu.

At first, it is obvious that this text contains a lot of terminology specific to technical field such as:

- **MOSFET** – a type of field effect transistor (FET).
- **Processor** – Integrated electronic circuit, which performs the operations.
- **DC, RF operations**

- **Circuit** – Electrical circuit consisting of different electronic components.
- **Semiconductor** – material that can conduct electricity much better than insulator (glass) but worse than conductor (copper).
- **Voltage** – Difference in electrical potential between two points. The symbol for voltage is either U or V. It is measured in volts (V).
- **L** – L is a symbol for inductance, which can be described as a property of a conductor wound in the shape of a coil that opposes any change in a current flowing through it. The unit for inductance is Henry (H).
- **Cell library**

These words are well known among the people within this field, but might be difficult to understand for people, who are not familiar with such terminology.

Within this example, we can also notice a high density of information, which is a typical aspect of written language in general. While consisting huge amount of information, written text must be well organized, so the information is available and comfortable to read. Therefore, this text can be considered as an academic scientific prose style.

Transactional function, from Brown and Yule's topology, can be considered as a dominant function of language presented in the following text since its main purpose is to convey certain information about the topic.

Intertextuality is also heavily used in the following book. In our example presented above the only sign of intertextuality is at the end of the first paragraph, "described in section 7.10", where the author refers to another part of the book for further clarification of used information.

The following text is formal, it is mainly written in the present tense, and it is considered cohesive and coherent. Cohesive devices which appear in the example are conjunctions ("and", "or") or pronouns ("them", "these").

2) Written English in the Psychological field

Theory of planned behavior

“TPB, proposed by Ajzen in 1991, is an extension of the theory of reasoned action 54. It is one of the most widely used psychosocial theoretical models and the one that has the greatest empirical support in a variety of behaviors 56. This theory states that human behavior is influenced by three main factors: attitude (extent to which an individual evaluates a relevant personal behavior as positive or negative), subjective norm (individuals’ perception about the degree of approval or disapproval from relevant social groups) and perceived behavior control (degree of difficulty perceived by the individual regarding the performance of a specific action) 52, 54, 56, 57. Based on TPB, besides considering their personal assessment of different therapeutic options, orthodontists would also consider the opinion of other professionals, that is to say, they will be more inclined to select a treatment that is better perceived by their peers or the therapy that seems to be the most popular one. Additionally, the degree of control over a given clinical decision is included, that is to say, the extent to which the success of the treatment can be guaranteed. For instance, the clinician might choose fixed appliances that do not depend on the patient’s behavior but exclusively on their action.” (Matthews, Francisca, Cartes-Velásquez, Ricardo, 2017, pp. 11-12)

The above example is from a literature review titled “Factors that influence therapeutic decisions in Orthodontics” by Matthews, Francisca, Cartes Velasquez, and Ricardo. It describes several factors, which affect or may affect the therapists’ decisions in orthodontics such as clinician-related factors or patient-related factors. It also describes behavioral theories. In the example above, the Theory of planned behavior is described. It is clear that special terminology is not used as frequently as in the technical field; therefore, it is more accessible for people outside of the psychology field. A few examples of special terminology are presented such as:

- **TPB** – Stands for the theory of planned behavior.

- **Orthodontists** - Dentist who is qualified to treat irregularities in the teeth and jaws.
- **Clinician** - Doctor having direct contact with patients rather than being involved with theoretical or laboratory studies.

These words might be difficult to understand for possible readers outside of the psychology field, but overall due to the reduced amount of special terminology, this text is more understandable compared to the prior example of the technical field.

As a dominant function of language, presented in the following text, can be considered a transactional function from Brown and Yule topology. The main purpose of this text is to describe certain topic, therefore convey information about it.

Text is mainly written in the present tense, it is formal, and it consists of cohesive devices, therefore it can be considered cohesive and coherent.

2.3.3. English as a lingua franca (ELF)

English as a lingua franca is a term that refers to the use of the language as a common means of communication for speakers of different native languages. (Nordquist, 2020)

Lingua franca can be described as a chosen shared language between people with different language backgrounds. It is a pre-existing language with colonial history, which is then learned by non-native speakers as a foreign language and later used for communication with other non-native speakers. These are usually languages with colonial history such as English or French. The English language is used as a lingua franca across the whole world. One of the main and its use as a lingua franca is nothing new. The English language was for such purpose used since the late 16th century in British colonies, as British linguist Jennifer Jenkins says *“English has served as a lingua franca in the past and continues to do so nowadays, in many of the countries that were colonized by the British from the late sixteenth century on (often known collectively as the Outer Circle following Kachru 1985), such as India and Singapore. ... What is new about ELF, however, is the extent of its reach,”* ELF is used at a local, regional as well as international

level and it is considered as a tool for communication, therefore it has many variations in its present form and there is no standardized version.

Despite the fact that the English language has fewer native speakers than Mandarin Chinese or Spanish, it is still considered a global lingua franca. According to linguist David Crystal (1997), the main reason behind the fact that some language becomes international language is the so-called “power of its people”. As stated, multiple times before, one of the first and main reasons behind such a wide spread of English, and its use as a global lingua franca, are British colonies from the past. Later it was due to the industrial revolution and the fact that the USA emerged as a political and economic superpower. Internet and popular culture then helped to increase the influence of the English language. Today English is considered to be the international language of business, diplomacy, medicine, science, etc.

Features of English as a lingua franca

Considering the number of varieties English as a lingua franca has, it is difficult to appoint its features. Some of them appear quite often across different varieties, therefore they can be considered as its features.

- 1) Dropping the “S” when using the third person, singular form, for example, “She fight” instead of “She fights”.
- 2) Omitting articles such as “a” or “the”.
- 3) Use of the tag questions “Isn’t it?” or “Yes?”.
- 4) Inserting prepositions where they are not needed, like “We have to study about”.
- 5) Increase in use of certain verbs, which are very general in meaning, such as “do”, “have”, “make”, and “take”.
- 6) Using that-clause instead of infinitive construction, like “I want that we go to the cinema” instead of “I want to go to the cinema”.
- 7) Explicitness, such as saying “blue color” instead of “blue”.

According to Seidlhofer (2004), all these features occur in ELF frequently, systematically, and without causing problems in communication.

ELF in Politics and other global matters

Besides being often used by tourists in a very simple form, ELF is also significant in international politics and diplomacy, international law, business, media, and in tertiary education and scientific research. Yamuna Kachru and Larry Smith (2008: 3) call ELF “mathetic function”, therefore it can be said, that it is not reduced lingua franca in terms of original (Frankish) sense. (Mackenzie 2014).

ELF in Local and International Settings

English as a lingua franca is present on different levels such as local, national, regional, and international. It is observed that more variations of lingua franca arise while English is more localized. When ELF is used in local conditions it displays identity markers. This means that explicit nativized forms as well as code-switching can be expected. When English as a lingua franca is used for international communication, its speakers frequently avoid the use of local as well as nativized norms and expressions. (Kirkpatrick, 2007)

3. Conclusion

The English language is the most spread language in the world spoken by over 1.5 billion people. Its widespread is a result of Great Britain's colonies from the past. Colonies differed into three categories: Trade, Settlement, and Exploitation colonies. In each country Britain colonized, the English language has evolved differently. South Africa is an example of a trade colony in which the language began to be spread through the education system and with its close contact with the Dutch language, certain varieties were created. Eventually, nostalgia for their homeland brought South African English closer to its origin. A fitting example of a settlement colony is the United States of America, which was colonized by British people with a vision of a "New beginning." First, new settlers borrowed unfamiliar words from natives to describe animals that were new to them. New English dialects began to evolve across different colonies with the arrival of foreigners from other countries such as Italy, Germany, Dutch, and French. Exploitation colonies were created for extracting resources from colonized territories to colonial nations. A colony in Australia called New South Wales was considered as a penal colony for convicts from Britain, Ireland, and Scotland. But after the discovery of gold, a lot of new immigrants began to travel to Australia for its treasure. Since the English language is widely spread across the world it is only natural that it began to differ from its origin. A lot of new dialects and new words were created, and, in each country, English has a different status. Kachru's model distinguishes these countries into three categories: Inner circle (English as a Native language), Outer circle (English as a second official language) and Expanding circle (English as a foreign language and lingua franca. Kachru's model represents a simple practical classification of the English language used around the world. As described above, colonies are not the only factor, which impacted the English language, the rise of modern technologies, mainly the internet, also significantly impacted the English language. While colonies are the main reason behind the creation of new dialects, the internet can be considered the main factor behind the interactions between people using different dialects across the globe. These interactions also resulted in the creation of new dialects, which are mainly located within certain

social media communities such as the Twitter community or Tumblr community. These communities are the reason behind the creation of new words, which are part of their dialects, mainly abbreviations. This thesis covers the creation and evolution of the English language across different countries.

Rozšířený abstrakt

Tato bakalářská práce se zaměřuje na historii, šíření a aktuální stav anglického jazyka a jeho variety, jedná se o rešerši, v níž autor uvádí informace k danému tématu, tak aby se jednalo o kompletní práci. Cílem této bakalářské práce je shromáždění informací k danému tématu, které je poté zpracováno. Úvod práce je zaměřen na seznámení čtenářů s probíraným tématem. Autor v něm zmiňuje důležitost anglického jazyka v dnešní době a ve zkratce uvádí hlavní důvody, které vedly k jeho rozšíření po celém světě. Jedná se o vliv kolonií z minulosti, které ovlivnili nejen jeho rozšíření ale i jeho rozvoj a vznik nových dialektů, a vliv moderních technologií, převážně vliv internetu. První polovina práce se zaměřuje na již zmíněnou historii, k rozdělení anglicky mluvících zemí do tří částí autor použil takzvaný Kachru model. Tento grafický model rozděluje anglicky mluvící země do tří částí. První část je nazvána „English as a native language (Inner circle)“ a zahrnuje státy jako Velká Británie, Spojené Státy Americké, Austrálie, Jižní Afrika a další. V této bakalářské práci se autor zaměřuje pouze na výše uvedené země. Historie Anglického jazyka ve Velké Británii je rozdělena do čtyř fází, „Old English“, „Early Middle English“, „Late Middle English“ a „Modern English“, v nichž jsou popsány příčiny vzniku a vznik anglického jazyka, jenž se poté rozšiřoval do celého světa. Dále je popsán počátek a rozvoj anglického jazyka ve Spojených Státech Amerických. Příčiny vzniku nových dialektů a rozdíly mezi Britskou a Americkou angličtinou jsou také popsány. Jako další je poté popsán vznik a šíření Anglického jazyka v Austrálii. Autor zde popisuje příjezd prvních osadníků, následně takzvané „Gold rushes“ a v neposlední řadě jsou zde zmíněny i takzvané „Elocution movements“. Na závěr je popsán vznik a rozvoj Anglického jazyka v Jižní Africe, jenž je rozdělen podle důležitých dat. Druhá část Kachru modelu je nazvána „English as a second official language (Outer circle)“ a zahrnuje země jako Indie, Singapur, Filipíny a Nigérie. Tyto země jsou známe tím, že využívají Anglický jazyk jako úřední. Historie Anglického jazyka ve výše zmíněných zemích již není tak bohatá jako v zemích, jež jsou součástí „Inner circle“. Autor tedy jen stručně uvádí vznik a rozvoj Anglického jazyka v těchto zemích a v případě Singapuru uvádí i příklad místního

dialektu zvaného „Singlish“. Historii a rozvoj Anglického jazyka ve Filipínách autor rozděluje do tří částí „English language policy“, „Bilingual education policy“ a „Mother tongue based multilingual education“. Poslední částí výše zmíněného Kachru modelu je takzvaná „English as a foreign language (Expanding circle)“. Do této části spadají státy, jenž využívají Anglický jazyk k mezinárodní komunikaci a jako lingua franca. Historie Anglického jazyka v těchto zemích již není bohatá, a proto zde autor začíná s popisem vlivu moderních technologií na Anglický jazyk, dále ho rozděluje na psaný a mluvený jazyk, a nakonec ho stručně popíše jako lingua franca.

Druhá polovina práce začíná vlivem internetu na šíření a rozvoj Anglického jazyka. Autor zde stručně popisuje fakt, že internet slouží k propojení lidí po celém světě a zdůrazňuje jeho důležitost a pro šíření Anglického jazyka. Následně autor začíná s rozбором jednotlivých vlivů. Hlavní vliv internetu na Anglický jazyk je vznik nových slov a dialektů. Autor zde v krátkosti porovnává rozdíly mezi vlivem kolonií a vlivem internetu na nové dialekty a uvádí že mezitím co kolonie byly hlavní důvod pro vznik nových dialektů, tak internet způsobil jejich společnou interakci po celém světě. Další vliv internetu na Anglický jazyk, který je v práci zmíněn je vliv na gramatiku, která byla nejvíce ovlivněna ve dvou ohledech. První je vliv na používání interpunkčních znamének. Autor zde uvádí tabulku, ve které je zvýrazněn vývoj v užívání jednotlivých interpunkčních znaků. Druhý vliv se týká užívání modálních sloves. Zde autor popisuje vývoj užívání jednotlivých modálních sloves, který znázorňuje obecnou klesací tendenci. Dále je v práci uvedený graf, jenž potvrzuje daný fenomén. Následující kapitola se zaměřuje na rozdělení Anglického jazyka na psaný a mluvený jazyk. Jako první je popis mluveného jazyka, součástí kterého, je uvedena stručná definice a jsou zmíněny charakteristické vlastnosti mluveného jazyka. Autor poté pokračuje popisem psaného jazyka, který začíná stručnou definicí a poté se věnuje vlastnostem psaného jazyka, které ho charakterizují. Autor poté uvádí příklad z knihy „Modern Semiconductor Devices for Integrated Circuits“ od autora Chenminga Calvina Hu. Následuje stručná analýza, jež se zaměřuje na hledání charakteristických vlastností psaného textu jako jsou například formalita, hustota informací, speciální terminologie související s daným oborem a užití jazykových funkcí. Jako druhý uvedený příklad psaného jazyka je přehled literatury s názvem „Factors that

influence therapeutic decisions in Orthodontics“ od autorů Matthewse, Francisca, Cartese Velasqueze, a Ricarda. Tento příklad je poté autorem analyzován se zaměřením na charakteristické vlastnosti psaného textu, jakými jsou formalita, hustota informací, speciální terminologie související s daným oborem a užití jazykových funkcí. Poslední kapitola se zaměřuje na Anglický jazyk jako lingua franca. V této kapitole je stručně popsána definice lingua franca a jsou zmíněny vlastnosti, jenž tento typ jazyka charakterizují.

Práce je zakončena závěrem, ve kterém autor shrnuje získané informace na dané téma a stručně je popisuje.

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