# LENKA KUNDRUMOVÁ

III. ročník – prezenční studium

Obor: Anglický jazyk se zaměřením na vzdělávání –

Německý jazyk se zaměřením na vzdělávání

# Standard varieties of English as reflected on the ELT in the Czech Republic

**Bakalářská práce**

**Vedoucí práce: Mgr.  Josef Nevařil, Ph.D.**

## OLOMOUC 2015

Prohlašuji, že jsem tuto bakalářskou práci zpracovala samostatně a uvedla úplný seznam použité a citované literatury.


V Olomouci dne


.....................................................

## ABSTRACT

The main goal of this bachelor's thesis is to find out whether the way English is taught at Czech elementary schools is still modern or rather outdated. It further explores which particular variety of English is taught and whether this variety of English is a sensible choice. It focuses mainly on what standard English is as well as what standard of English is considered to be the correct one in the Czech Republic. The chapters of this thesis deal with the English language in general then with the spread of English into the whole world and with the problem of standard English. The last two chapters focus on learning foreign languages and on teaching English in the Czech Republic.

# TABLE OF CONTENT

**ACKNOWLEDGEMENTS**

**ABSTRACT**

# INTRODUCTION

The concept of standard English is in the recent years a very controversial topic and causes a lot of discussions especially among speakers of other languages and linguists from all over the world. The English language has rapidly changed since its origin in the fifth century as English spread into all six continents of the world and has developed into a global language. That is why many varieties of English have occurred and we must speak not of English but of 'Englishes'. So far it is still not definite which variety of English should be the 'correct' one. As legitimate world norms are therefore considered the standard varieties of English in the countries where English is used as a native language. As this topic is really problematic, I decided to focus my bachelor's project especially on the problem, which variety of English is considered to be the standard and norm-providing only in the Czech Republic.

I have been learning the English language since elementary school but at school I have never learnt anything about its origin, further development, spread into the whole world or about varieties of English. That is why I decided to focus my bachelor's thesis on this topic.

The aim of this thesis is to find out whether the variety of English taught at schools in the Czech Republic is a sensible choice and how it is taught. I also deal with the requirements and goals the pupils need to fulfil in order to master the language. The particular goals and aims are specified in the Framework Educational Programme for Elementary Education (henceforth FEP EE). However, the current trend of English being often used as a lingua franca raises the following questions:

- Is the way English is taught at Czech schools still modern or is it rather outdated?
- Do the goals set in the FEP EE reflect the present situation?
- Does it make sense to teach British English in the 21$^{st}$ century?

This thesis is composed of 5 chapters. The first one introduces the term of the English language in general. It focuses not only on its origin and development, but also on its present form and possible future. The second chapter presents the spread of English into all six continents of the world in which English developed individually. This resulted in the further development of many variants of Englishes and English gained its global character. The third chapter deals with the term standard English itself. The fourth chapter focuses on

English as a foreign language; it explores the reasons why foreign languages are actually taught and learnt and briefly introduces the Common European Framework of Reference for Languages (CEFR) and its important parts. Finally, the last chapter concerns the problem of teaching English in the Czech Republic. It deals with the Framework Educational Programme for Elementary Education and its key competences. At the end of this chapter the problem which standard of English should be considered to be the 'correct' one in the Czech Republic is discussed.

# 1 THE ENGLISH LANGUAGE

This chapter deals with the term of the English language in general; it describes the origin of the English language and its further development. The development of English in three periods (the Old English, the Middle and the Modern English periods) is very important to mention because it highly influenced the form of English which is known today – its present form and its transition into a global language. The final part of this chapter focuses on the possible future of English.

## 1.1 The history of the English language

The history of the English language starts during the fifth century AD when three powerful Germanic tribes from north-west Europe, the Saxons, Angles and Jutes invaded and later on settled down in Britain. The Jutes settled in the South and South-East, the Angles settled in East and in the north Midlands, the Saxons settled in the South and Midlands (McDowall, 1989). The invaders were called 'Saxons' only, later on, they were renamed and known as 'Angles'. The nation in which they lived was called Angelcynn, afterwards their nation changed its name and it was called Englalong; their language was known as Englisc from which the word English is derived (Crystal, 1988).

The English language which is known today is the result of the development of English in three periods. Between the fifth and the eleventh centuries is the period, in which had English developed, known as the Old English period (see Chapter 1.1.1), from the eleventh to the fifteenth centuries the period is called the Middle English period (see Chapter 1.1.2) and the last period which lasts from the fifteenth century until present is called the Modern English period (see Chapter 1.1.3) (Crystal, 1988). Some authors (for instance Barbara A. Fennell in her book 'A history of English') even describe the development of English in five periods by adding the Early Middle English period and the Early Modern English period; however, these periods will not be described here. This chapter focuses only on the Old English period, Middle English period and Modern English period.

### 1.1.1 Old English period

As mentioned above, this period starts in the fifth century and lasts until the eleventh century. Kavka (2007) says that Old English is one of the Germanic languages

because it was spoken by the tribes from north-west Europe, the Saxons, Angles and Jutes (Kavka, 2007).

In the seventh century, Kavka (2007, p. 96) holds, English was enriched by Latin words thanks to missionaries who spread Christianity over the Isles. New words borrowed from Latin enriched many spheres such as the Church, education and home life. At this time period, English also adopted many new words from Norse and Danish Germanic languages. This was the result of the Danish (Viking) raids on Britain. The Danes then settled down in the north-east and their language began to influence Old English. As a result English adopted new words, for instance: want, ill, knife, give, window (Kavka, 2007).

Typical features of Old English, as stated by Crystal (1998, p. 149) are distinctive spelling which has an alien appearance, more varied word order and many compound words. For the Old English period is characteristic the first simplification of the language. Plural endings were unified to –s and also past tense endings were unified to –ed. The development of four dialects Northumbrian, Mercian, West Saxon and Kentish occurred in this period as well. West Saxon dialect is nowadays known as Southern dialect, Northumbrian as Northern and Mercian dialect was divided into an eastern dialect 'East Midland' and a western dialect 'West Midland'(Crystal, 1988).

As Válková (2014) further claims, although words of Old English origin form only about thirty per cent of the English word-stock, they belong to the ninety per cent of the most common words in English (Válková, 2014).

## 1.1.2 Middle English period

As Fennell (2001, p. 94) states, the Middle English period starts in 1066 when William the Conqueror, the Duke of Normandy, invaded and conquered England (Fennell, 2001). As Válková (2014) mentions, Norman French then became the dominant language of governing classes and bishops instead of English. English, however, did not vanish completely, it only was not used for official writing. In addition, English changed dramatically under the influence of French as it was gradually enriched by new words borrowed from the French language in many spheres such as art, medicine, law, monarchy and military. On the other hand many Old English words were lost (Válková, 2014).

As Válková (2014) points out, the status of English did not improve until the thirteenth century, after King John lost Normandy and English became more widely used among the upper class, in official documents and in literature again (Válková, 2014).

The English language also changed in the fourteenth and fifteenth centuries when English was enriched by over a thousand Latin words in the spheres of religion, medicine, literature and law as John Wycliffe translated the Bible from Latin to the English language and borrowed many words from Latin to English. The simultaneous borrowing of French and Latin words is the reason why English have a larger core of vocabulary than any other language (Crystal, 1988).

For this period, another simplification of the language is typical since prepositions are used instead of flection (Crystal, 1988).

According to Crystal (1988, p. 178), typical features of Middle English are many dialects and many variants of spelling even within one dialect, which caused chaos. At the end of this period, printing press was invented and the most used dialect by printers was East Midlands which eventually became the basis of Modern English. From this is obvious that the end of the Middle English period and the beginning of the Modern English period is not easy to define accurately as well as the chronological boundaries sometimes vary.

Also, towards the end of the fifteenth century the difference between regional and standard speech was clear. The standard speech was considered to be correct and used by educated people while the regional speech was regarded as incorrect and inferior (Crystal, 1988).

### 1.1.3 Modern English period

As Crystal (1988) remarks, the Modern English period begins in the fifteenth century and it is connected with the invention of printing press. As a result more texts appeared in this period. Some texts were written in English, some texts were translated into English from other languages. Nevertheless, English did not have many words concerning the new concepts, techniques or inventions which were connected with the progress and modernization of the world (Crystal, 1988).

As Válková (2014) explains, as a result of progress and modernization, translators had to borrow many words from other languages and English vocabulary was enriched by

words from Greek, France, Italian, Latin, Spanish and Portuguese. Many foreign words were anglicized by adding affixes however there were still no prescribed norms of pronunciation and spelling and thus different ways of spelling of one word frequently occurred (Válková, 2014).

This caused confusion so the language needed to be standardized. According to Crystal (1988) the problem with spelling was solved by Samuel Johnson who wrote "A Dictionary of the English Language" in 1755. He wrote the definitions of over 40,000 words, which explained their meanings and he also contributed to the unification of correct spelling (Crystal, 1988).

Johnson's Dictionary had a great impact on today's English. As Lynch (2004) says: 'Johnson's Dictionary would define the language for the next 150 years, until the arrival of the Oxford English Dictionary' (Lynch, 2004). From the eighteenth century more and more grammar books begin to appear; they are assumptions for the standardization of the language.

To sum up, the origin of the English language appeared at first in the fifth century AD when Germanic tribes invaded Britain. What is known today as the English language belongs to the group of Germanic languages and developed from Old English and Middle English to Modern English. Modern English, which is used at present, includes many borrowed words from other languages, especially from Latin and French; some of them were anglicized through affixes. The publishing of Johnson's Dictionary of the English language had a great influence on English as it set the standards and unified different varieties of spelling.

## 1.2 The English language today

As Crystal (2010, p. 370) says 'today English is used as an official or semi-official language in more than sixty countries' and spread into all continents of the world (Crystal, 2010). Stockwell (2002) further states that the number of speakers of English has moved to a third of the world's population and thus English became a global language (see Chapter 2.2). English no longer belongs to one nation only, because it has developed differently in every continent and that is why there is not only one variety of English but many Englishes. Differences among Englishes are obvious not only in accent but also in vocabulary and grammar (Stockwell, 2002).

## 1.3 The future of English

As Fennell (2001, p. 267) points out, it is always difficult to predict the future of the language because the future of any language is in fact closely connected with the prestige of its speakers. This is, however, hardly predictable as well. For example nobody predicted in the Middle Ages that Latin, which was at that time the language of education, would be considered a dead language in the future (Fennell, 2001). So how could the English language change in the future? What are the predictions?

As Crystal (1988, p. 275) suggests, many varieties of English in the world are still emerging and developing, that is why linguists nowadays speak of Englishes, rather than English. The differences between these varieties are becoming more and more significant and thanks to media even more noticeable; however, no one wants to lose their identity and change their regional variety of English. That is why Crystal suggests that in the future, so called 'bidialectism' could emerge. Bidialectism means that people will use one variety of English, their regional variety when they will be at home and one international variety when speaking with people from different linguistics backgrounds. So the assumption is that people will probably be bilingual in their own language (Crystal, 1988).

As far as the formal character of the English language is concerned, Crystal (In Jenkins, 2009, p. 232) suggests, that several changes in pronunciation might occur, such as the vanishing of interdental fricatives (for example in *th*e, *th*ink) within the next fifty years. The changes may affect grammar as well because uncountable nouns might become countable such as *informations*. This is in fact typical only for English as a second or foreign language (Crystal, In Jenkins, 2009).

To sum up, this chapter focuses on the English language in general. The first chapter deals with its origin in the fifth century AD and then with its later development and changes in three periods, in the Old English period, Middle English period and Modern English period. Last but not least there is a focus on the present form of the English language which is used today and its spread into all continents of the world. In every continent the English language has developed individually and that is why there is not only one variety of English but many Englishes. Finally, the last chapter predicts what might probably happen with the English language in the future.

# 2 WORLD ENGLISHES

This chapter describes the gradual spread of English into all six continents of the world. It describes not only as the first dispersal of English in North and South America, Canada, Australia, New Zealand and South Africa but also the second dispersal of English which resulted in the development of 'New Englishes' which are varieties of English as a second language. Further, it deals with the several models of the spread of English and towards the end of the chapter the focus is on the transition of the English language into a global language.

## 2.1 The spread of the English language

The English language began to spread continually from the seventeenth century onwards. As written in chapters 1.2 and 1.3, English is now widely spread in all six continents and beyond each continent developing their own varieties of the English language. This resulted in the development of Englishes. Jenkins (2009) describes the spread of English in two dispersals.

### 2.1.1 The first dispersal of English

The first dispersal of English started in the seventeenth century and shows us countries in which English became a mother tongue because of migration of the people from Britain to other countries (Jenkins, 2009).

**North America**

The colonisation of North America started in the seventeenth century. The colonists were mother-tongue English speakers from England, Scotland and Ireland who settled in 1607 in Jamestown and Virginia. Later on, in 1620 they were followed by the 'Pilgrim Fathers' who came from England and settled in New England, now known as Plymouth, Massachusetts. Both settlements had different linguistic backgrounds and as their linguistics backgrounds differed, their accents differed as well (Jenkins, 2009).

**South America**

Crystal (2003) presents that during the seventeenth century English began to spread in the south of America and the Caribbean because slaves from Africa were imported there in order to work on the plantations. Among the slaves emerged pidgin English which is a

mixture of their mother-tongue and English and it was used for communication only. However, when the next generation was born, the pidgin developed into a creole and was used as a first language (Crystal, 2003).

**Canada**

As Crystal (2003) describes, English became a native language in Canada when the loyal supporters of Britain left America after the Declaration of Independence in 1776. Soon they were followed by other people and that is the reason why Canadian English is similar to English spoken in North America (Crystal, 2003).

**Australia**

Crystal (1988) mentions that Australia was discovered in 1770 by James Cook. Further it began to be occupied by large number of settlers since 1820s. Some settlers came from south-east England, some from south-west England, Scotland, Ireland and this resulted in dialect mixing (Crystal, 1988).

**New Zealand**

As Jenkins (2009) says, New Zealand was settled for the first time by European traders in the 1790s. Later on, in 1840 it became the British colony after the Treaty of Waitangi between Maori chiefs and the British Crown. After the establishment of the colony, the large number of settlers from Australia, Ireland and Scotland began to arrive, this resulted in the mixture of different dialects (Jenkins, 2009).

**South Africa**

Fennell (2001, p. 247) states that South Africa was colonised in 1795, most settlers came from southern England, Ireland and Scotland; English was declared to be the official language in 1822 (Fennell, 2001).

To sum up the first dispersal of English is the result of the migration of people from Britain to America, Canada, Australia, New Zealand and South Africa. This migration is the reason why new varieties of mother-tongue English occurred.

## 2.1.2 The second dispersal of English

The second dispersal of English began in the eighteenth and nineteenth centuries and is connected with the colonization of Asian countries (India, Bangladesh, Pakistan, Bhutan, Singapore, Malaysia, Hong Kong, Philippines) and African countries (Sierra Leone, Ghana, Gambia, Nigeria, Cameroon, Liberia and Kenya, Tanzania, Uganda, Malawi, Zambia, Zimbabwe). Transportation of the language included only a small group of English-speaking people and this colonization is the result of the development of 'New Englishes' which are second language varieties of English (Jenkins, 2009). English is therefore used in these countries as an official language of government, education and commerce of the media.

## 2.1.3 Models of the spread of English

There are several models which display the spread of English. Jenkins (2009, p. 17) describes that the first is Steven's world map of English (see appendix Figure 1) which displays the spread of English after the American English, also known as General American, became independent of the British English.

Other model is McArthur's circle model of World Englishes which has World Standard English in the middle. World Standard English, however, still does not exist. This model also shows the standard and standardizing varieties of eight different regions, such as British and Irish Standard English, American Standard English, Canadian Standard English and others. For every standard or standardizing variety, he also displays its subvarieties (see appendix Figure 2) (Jenkins, 2009).

As Jenkins (2009, p. 18) claims, the most influential model, however, is Kachru's three-circle model of World Englishes (see appendix Figure 3). The model consists of three circles which divide World Englishes according to the countries which 'represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts' (Jenkins, 2009). As Stockwell (2002, p. 20) explains, the 'Inner Circle' shows the countries where English functions as a native language and is considered to be 'norm-providing' or standard, such as the USA, the British Isles, Canada, Australia and New Zealand (Stockwell, 2002). In these countries English has the dominant role and is used in media, government, education and writing. Jenkins (2009, p. 18) further mentions that the 'Outer Circle' shows the countries where English is used as a second language and

it is said to be 'norm-developing', for instance Bangladesh, Ghana, Kenya or Sri Lanka. Although some 'Outer Circle' Englishes have their own standard form, they are considered to be non-standard by outsiders. The 'Expanding Circle' displays the countries in which English serves as a foreign language and does not have any official function. This one is 'norm-dependent', for example China, Egypt, Japan or Korea (Jenkins, 2009).

## 2.2 English as a global language

The spread of English was so enormous that English acquired a global character. Crystal (2003) remarks that there are two factors which caused the worldwide spread of English. The first factor was the growth of the British Empire and the colonization in the nineteenth century. The second one was when the United States of America became the leader of the economic power in the twentieth century. Crystal also explains that English became a global language especially because of political and military power of its people (Crystal, 2003). Crystal (2003) further explains that it was not only the political or military power which caused the international dominance of English in the nineteenth and twentieth centuries. It was more connected with the economic development which began to be spread into the whole world and this spread was facilitated by new communication technologies such as radio or telegraph. In other words, it was business which brought into existence international marketing. At the beginning of the nineteenth century, it was Britain which had been the most powerful industrial and trading country. At the end of the century, the USA had the economic supremacy since its economy became the most producing. As the USA became the most powerful country, English became the most powerful language. As Brumfit (2001, p. 116) mentions, the result of this global spread of English means that English is no longer owned by any one nation. English is the language of everybody who uses it (Brumfit, 2001).

English as a global language means that it is a common language which serves for international communication among people from different linguistic backgrounds. As Crystal (1988) points out, it is the language of international business, academic conferences, science, technology of modern communication and air transportation, tourism, medicine, diplomacy as well as popular music, video games and computers. People who speak English are thus more privileged and that is why English is learnt also in countries where this language has no official status (Crystal, 1988). It is learnt here as a foreign language.

Although the global English facilitates the international communication, it has several disadvantages as well. In fact, the more English is used, the quicker minority languages will die. As the research shows: 'of the world's 6,000 or so languages, as many as 3,000 are in the process of dying out, and another 2,400 are endangered' (Grenoble, Whaley, 1998). The loss of a language means also the loss of cultural identity because it is especially language which differentiates one culture from another. The other disadvantage is that those who were born as native speakers of English will probably have better position and a higher preference unlike people who use English as a second or foreign language. That is why English should be learnt as soon as possible in the childhood, especially at primary schools in order to minimize these differences and to avoid such discrimination. Another danger is that people will be lazier and they will have no motivation to learn other languages instead of English and that there will be no need to know other languages. This might result in a massive language death and in the loss of social identities (Crystal, 2003).

# 3   STANDARD ENGLISH

This chapter focuses on the problem of standard English which is nowadays a very controversial topic and causes a lot of discussions, especially among the linguists from all over the world. At the beginning of this chapter it is defined the term 'standard language' and then it is described the process of standardization of the language in four stages (selection, codification, elaboration and acceptance). Furthermore, the differences between standard language and language standards are compared; towards the end of this chapter there is the comparison of various definitions of standard English by different linguists because so far it is not definite what standard English actually is.

## 3.1 Standard language

In his definition, Stockwell (2002, p. 13) states that standardization of the language is the variety of the particular language that has been approved by institutions, codified into a dictionary or grammar, or been used for prestigious texts, for instance national newspapers, religious books or canonical literature. Standard language is thus regarded as a language variety which is considered to be the correct way of writing and speaking; non-standard varieties are, on the contrary, incorrect and inferior (Stockwell, 2002).

As Finegan & Besnier (1989, p. 496) claim 'a standard language variety is one which has undergone the lengthy process of standardization' (Finegan & Besnier, 1989). A language needs to undergo a certain process in order to become standard. As Haugen (1966) claims, the process is highly influenced by the intervention of the society and has four stages: selection, codification, elaboration of function and acceptance.  In the first stage it is selected which language variety will be considered to be the standard language. The process of selection is undoubtedly the result of a social and political process. Subsequently, the variety which was chosen must be open to the public and easily accessible for people so that they could use the language correctly. The correct use is therefore fixed in grammar books and dictionaries. This stage is called codification. Then the standard language must be elaborated according to its function (for instance: law, education, literature) and new lexical items are added. In the final stage the acceptance of the language variety by the population is essential. The standard language reinforces not only the national identity and unity but also shows the difference from other languages (Haughen, 1966).

## 3.2 Language standards

Language standards are concrete written rules of the language that we acquire during education. These rules, however, change over time as the language itself develops and they do not consider the local variety. Parakrama (1995) claims that language standards are to a certain extent discriminating for people who are not able to adapt to these standards such as minorities or underclass; nevertheless, he realizes the necessity of these rules. As a result he suggests broadening the standard as much as possible among the 'uneducated' arenas or the largest possible section of the population because this could improve the correct usage of the language (Parakrama, 1995).

## 3.3 Definition of standard English

Standard English is at the moment a hot topic and can be quite controversial, in particular amongst linguists and the various speakers of other languages. It is definitely a challenge to determine the term standard English because it is still unclear what it actually is. As Jenkins (2009) claims, World Standard English still does not exist (see Chapter 2.1.3). However, as legitimate world norms are considered the standard varieties of English in the countries where English is used as a native language (Jenkins, 2009).

Jenkins (2009, p. 35) lists several definitions of standard English.

1. 'Standard English is the variety of the English language which is normally employed in writing and normally spoken by educated speakers of the language. It is also, of course, the variety of the language that students of English as a foreign or second language are taught when receiving formal education. The term 'standard English' refers to grammar and vocabulary (dialect) but not to pronunciation (accent)' (Trudgill and Hannah, 2002).

2. 'The term 'standard English' is potentially misleading for at least two reasons. First, in order to be self-explanatory, it really ought to be called 'the grammar and the core vocabulary of educated usage in English'. That would make plain the fact that it is not the whole of English, and above all, it is not pronunciation that can in any way be labelled 'Standard', but only one part of English: its grammar and vocabulary' (Stevens, 1985).

3. Crystal (1995, repeated in the 2nd edition, 2003) defines the standard English as: 'a prestigious language and as a minority variety of the English language

concerning vocabulary, grammar and orthography which is understandable for the majority of people' (Crystal, 1995, repeated in the 2nd edition, 2003).

Although these definitions differ from each other, they have one similar characteristic in common. They define the standard English as a matter of grammar and vocabulary which is acquired through education, however, they do not consider pronunciation to be the standard (Jenkins, 2009). Some linguists, on the other hand, consider Received Pronunciation to be the standard spoken form of British English. Received Pronunciation is, however, spoken by less than five per cent of the British population and that is why Roserwarne (1996) suggests that an Estuary English accent, spoken mainly in south and south-east of England, might replace Received Pronunciation because it becomes more and more spread as well as popular. Milroy (1999) even claims that spoken standard language is a result of removing Estuary English, Brummie, Cockney, Geordie, Scouse, various rural dialects, London Jamaican transatlantic slang and conservative Received Pronunciation spoken by older members of the upper class from the language (Milroy, 1999). So in conclusion it is still not clear what actually the standard spoken form is or whether there should be unified standard pronunciation at all.

According to McKay (1996), standard language is one particular dialect. Dialect is a type of English, usually understood as a typical way of speaking in a particular region among a small, not particularly educated group of people; however, in this case, dialect is characterized by identifiable differences, such as in pronunciation, lexis, grammar, in comparison with other dialects (McKay, 1996). Freeborn (1993, p. 39) on the other hand claims that standard English is no longer a regional dialect as it is spread into the whole country. What is more, it is mainly spoken by educated people and this variety is taught to foreign learners of English (Freeborn, 1993).

The varied definitions above show that it is not easy to state what standard English actually is, on the other hand it becomes clearer what standard English is not. Thus Trudgill (in Bex, Watts, 1999), defining standard English, does not consider the pronunciation to be the standard. According to him, standard English is not a language, it is only the variety of the English language with a high prestige. Standard English is not even style, register or a set of written rules because many rules have its origin in the Latin language (Trudgill, in Bex, Watts, 1999).

At this moment, it seems impossible to determine what the 'correct' standard English actually is and because of its global status, it is similarly unclear to decide who has the right to determine the rules of standard English. English is nowadays the language of everybody and so everybody can use it in their own way (see Chapter 2.2). As an example Jenkins (2009) shows the standardization of English in the Outer Circle Englishes such as Standard Singapore English, however, in the Inner Circle or in the Expanding Circle these Englishes are considered to be non-standard varieties (see Chapter 2.1.3) (Jenkins, 2009).

To sum up, because of the controversy over the problem of standard English it is difficult to determine only one 'correct' variety. Therefore, as legitimate world norms of standard English are so far considered the 'Inner Circle' standards where English is used as a native language and as a 'norm-providing' variety of English (see Chapter 2.1.3).

# 4 LEARNING FOREIGN LANGUAGES

All the people who begin to learn a language, which is different from their native language, expect that they will learn the correct and standard form of the language. This is, however, complicated with the English language because English does not have one specifically prescribed norm and unified standard (see Chapter 3).

## 4.1 English as a foreign language

In the Czech Republic, as well as in over 100 other countries, English is learnt as a foreign language. This means, unlike English as a second language, that English has no official or semi-official function. English is not, of course, the only foreign language which is taught at schools, however it is a priority language in this country.

As Crystal (2003) remarks, it is the government which enables people to learn this foreign language because it supports language teaching at schools and in other institutions. Thanks to the government also books and other teaching materials are available (Crystal, 2003). Language learning is a life-long process which usually starts at educational system. Children are taught English mostly at schools, adults in different institutions or they learn it by themselves since this language serves for international communication. As mentioned above (see Chapter 2.2), English is nowadays the language of business, science, airports, diplomacy as well as it is the language of popular culture (films, music, literature) so the ability to speak English is an immense advantage.

## 4.2 Why learn foreign languages?

According to Council of Europe (2001, p. 139) language learning is a long-lasting process which needs to be planned ahead especially when learning the language at school or in an institution (Council of Europe, 2001).

Foreign language learning is nowadays not only an advantage but also an absolute necessity if a country wants to participate in world affairs and wants to succeed in an international world of commerce and industry (Crystal, 2010). A common language is therefore essential to mutual understanding and cooperation. The ability of mastering a foreign language is currently necessary for international communication as well as for our own personal needs. A foreign language facilitates not only the access to the information but also the contact with foreign people and this allows us better integration in the society.

As Crystal (2010, p. 389) states: 'foreign language learning promotes understanding, tolerance, and respect for the cultural identity, rights, and values of others, whether abroad, or at home in minority groups. Language learning thus broadens the mind' (Crystal, 2010).

As Crystal (2010, p. 389) presents, in Europe, the Committee of Ministers of the Council of Europe suggested learning of more than one foreign language if possible. In Europe it is largely English which is a compulsory part of the curriculum (Crystal, 2010).

Thanks to the publication of the Framework Educational Programme for Elementary Education in 2004 in the Czech Republic, learning of a foreign language is a compulsory part of the curriculum. The schools usually choose English, sometimes they decide to teach German, French, Spanish or Russian as the first foreign language. Since 2013 it is obligatory for Czech pupils to learn two foreign languages, one of them must be English.

## 4.3 The Common European Framework of Reference for Languages

This chapter explores the Common European Framework of Reference for Languages (CEFR) in order to find out whether there is a reference to correct or standard varieties of languages.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment is a document which describes the achievements of learners of a foreign languages. As the Council of Europe (2001, p. 1) writes: 'The CEFR provides a common basis for the elaboration of languages syllabuses, curriculum guidelines, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively' (Council of Europe, 2001).

As Crystal (2010, p. 396) states, the CEFR was created by the Council of Europe in the 1990s and facilitates not only educational and occupational mobility, but also it provides a basis for the mutual recognition of language qualifications among European countries (Crystal, 2010).

### 4.3.1 Proficiency levels of foreign language

The CEFR solves the long-standing problem how to describe the achievements of foreign language learners and further how to describe their proficiency levels in the foreign

language. These levels of proficiency are important to mention since the FEP EE states that Czech pupils need to reach the level A2 when learning the first foreign language and the level A1 when learning the second foreign language. Crystal (2010, p. 390) describes the proficiency levels as follows: A1 and A2 levels as basic, B1 and B2 as intermediate and finally C1 and C2 as advanced levels of linguistic ability (Crystal, 2010). The Council of Europe (2001, p. 24) defines the following classification of the basic levels of proficiency:

'Level A1 means that users can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Further, users can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. They can also interact in a simple way provided the other person talks slowly and clearly and is prepared to help. In level A2 users can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can also describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need' (Council of Europe, 2001).

All Czech pupils should be able to fulfil all of these requirements when learning the first or the second foreign language, one of them must be English, in order to master it and be able to communicate in the foreign language.

The Council of Europe (2001, p. 24) further describes other levels of language proficiency such as B1, B2. In level B1 users are able to understand the main points of clear standard input on familiar matters. Further, they can produce simple connected text on familiar topics and briefly give explanations for opinions and plans. B2 users interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible. They are also able to produce text on a wide range of subjects.

C1 proficient users understand a wide range of demanding, longer texts. Furthermore, they express themselves fluently without searching for expressions. They also produce clear, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. In C2 level users understand with ease virtually everything heard or read. They can summarize information from different

sources. They can also express themselves spontaneously, fluently and precisely, differentiating finer shades of meaning even in more complex situations (Council of Europe, 2001).

These six levels of linguistic ability help learners to see at which level of the language proficiency they are and show them their skills in a language proficiency, including reading, writing, listening and speaking. As mentioned above, Czech pupils should reach the levels A1 and A2 at the end of the elementary education in the second and in the first foreign language

**4.3.2 Sociolinguistic competences**

To reach the communicative competence is considered the main goal for the learners of a foreign language (see Chapter 5.1.2). The CEFR describes, besides other things, sociolinguistic competences as an inseparable part of the communicative language competence. With adequate sociolinguistic competences the learner is able to distinguish different varieties of one particular foreign language; furthermore the learner can distinguish between various dialects and accents as well as between standard and non-standard varieties of the language. Sociolinguistic competences are thus one of the main and important aims of elementary education. Further aims of the primary and lower-secondary education which are necessary when learning a foreign language and which are connected with communication and culture are according to the FEP EE (2013):

- to guide pupils towards engaging in effective and open communication on all possible issues
- to develop the pupil's ability to cooperate and to respect their own as well as others' work and achievements
- to create in pupils the need to express positive feeling in their behaviour and conduct when undergoing various situations in life; to develop in them perceptiveness and sensitive relations toward other people, the environment and nature
- to guide the pupils toward tolerance and consideration for other people, their cultures and spiritual values, to teach them to live together with others (FEP EE, 2013).

To summarize, the CEFR is really an important document which states the requirements which the learners of foreign language need to fulfil in order to master a foreign language and it describes skills they need to posses in order to be able to communicate in a foreign language. Furthermore, the CEFR defines the six levels of linguistic ability A1, A2, B1, B2, C1 and C2. Thanks to these levels the achievements in the language proficiency can be described. The CEFR, besides other things, reflects the importance of sociolinguistic competences which take into consideration different varieties of one language. On the other hand, there is no comment on standard varieties of languages.

The CEFR had an immense impact on the Czech educational system as it had influenced the formation of the Framework Educational Programme for Elementary Education (FEP EE) in the Czech Republic in 2004.

To sum up, this chapter deals with the English language as a foreign language and it specifies several reasons why English should be learnt. At the end of this chapter the CEFR is briefly described and there is a focus on its proficiency levels of the foreign language and on sociolinguistic competences.

# 5 TEACHING ENGLISH IN THE CZECH REPUBLIC

Teaching English at elementary school is nowadays obligatory for all pupils since the third grade. However, until the implementation of the Framework Educational Programme for Elementary Education it was not precisely specified and clear which requirements Czech pupils need to fulfil in order to master the English language and what aims they have to accomplish.

## 5.1 The Framework Educational Programme for Elementary Education

This chapter deals with the Framework Educational Programme for Elementary Education for the purpose of finding out whether there is any reference to standard English or whether there is specified which variety of English should be taught at Czech elementary schools.

The FEP EE is the document which defines the education system in the Czech Republic since 2004 when the Ministry of Education passed a law concerning the education of pupils between 3 and 19 years of age. This decision changed the system of curricular documents which are developed at two levels. The first one is the state level and the curricular document is called the Framework Educational Programme. The second level is the school one and it is represented by the School Education Programme (SEP). All the primary and lower secondary schools have to work according to the principles of the FEP EE. What is more, according to these principles they also have to create their own School Educational Programme (see Chapter 5.3) (FEP EE, 2013).

The FEP EE (2013) further creates the basis for teaching; it formulates the aims of the compulsory elementary education as well as it specifies the content of education in the Czech Republic. Furthermore, it specifies what is absolutely necessary for all the pupils to learn and which goals they should achieve. In addition, it describes key competences which all the pupils should reach at the end of the elementary education (FEP EE, 2013).

### 5.1.1 The characteristics of elementary education

The elementary education is acquired at elementary schools and compulsory school attendance is obligatory for every member of the population in the Czech Republic. Elementary schools are responsible not only for pupils' education but also for creating optimal conditions for developing each pupil's personality. During the elementary

education the pupils will gain particular qualities which will help them in further education, for example at upper-secondary or grammar school, and which will enable them to improve themselves in the particular profession. During the elementary education the pupils will also learn how to communicate in a foreign language which is predominantly English.

The FEP EE (2013) states, that the elementary education in the Czech Republic has two stages. Stage 1 comprising education between first and fifth grade (i.e. primary school) is based on acquiring new knowledge, developing individual needs and interests of each pupil. The education at this stage also motivates pupils for further learning. Stage 2 includes education between sixth and ninth grade (i.e. lower-secondary school). For this stage, unlike in stage 1, the acquisition of information, the ability of self-studying as well as the development of values which lead to responsible decision making and which respect the rights and obligations of a citizen of the Czech Republic are characteristic. In stage 2 the education is more interconnected with the life outside of school. That is why new methods and ways of learning at this stage can be used; pupils also have bigger responsibility and are able to deal with more complicated tasks (FEP EE, 2013).

In the first stage, specifically in the third grade, the pupils start to learn the first foreign language which is usually English since it is obligatory for Czech pupils to learn this foreign language. However, it is not exactly specified which variety of English should be taught. The following chapter deals with goals set in the FEP EE which the pupils need to reach.

**5.1.2 Key competences**

Key competences are specified in the FEP EE and they summarize what should the pupils gain at the end of the elementary education. They set the goals of elementary education at Czech schools. According to the definition in the FEP EE (2013, p. 11), 'key competences are a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for individual's participation in society. Their selection and conception are based on values generally accepted in society as well as commonly held ideas on which competences of the individual contribute to his/her education, contented and successful life and to strengthening the functions of civil society' (FEP EE, 2013). Therefore, the main aim of the elementary education is to equip all the pupils with these competences. Key competences include: learning competency,

problem-solving competency, communication competency, social and personal competency and civic and professional competency.

All these competences are essential for all the pupils to gain, however the most important competence which is the most related to learning English is the communicative competence. The communicative competence is the skill to use the language appropriately. The FEP EE (2013, p. 12) presents, that at the end of the elementary education a pupil:

- formulates and expresses his/her ideas and opinions in a logical sequence; expresses himself/herself pertinently, coherently and in a cultivated manner in both oral expression and writing;
- listens to other people's utterances, understands them and responds to them adequately; participates effectively in discussions; defends his/her opinion and argues appropriately;
- understands various types of texts and records, graphic materials, commonly used gestures, sounds and other information and communication means, reflects on them, reacts to them and uses them creatively for his/her development and active engagement in social events;
- uses information and communication means and technologies for quality, effective communication with the surrounding world;
- uses his/her acquired communication skills to form relations necessary for full-fledged coexistence and quality cooperation with others (FEP EE, 2013).

It can be concluded that the general communicative competence includes a lot of skills the pupils need to possess when learning a foreign language, namely English. Nevertheless, not even this part of the FEP EE includes any remarks on a standard variety of a language.

## 5.2 Learning English in the Czech Republic

Since 2013 it is obligatory for Czech pupils to learn two foreign languages at elementary school, and it is further specified that one of them must be English (see Chapter 4.2 above). Therefore, English is mostly the first foreign language which is learnt by pupils in the third grade.

The FEP EE (2013) specifies the requirements which are necessary to fulfil in order to master the foreign language. These requirements are based on the Common European

Framework of Reference for Languages, which describes the levels of language proficiency. When learning the first foreign language, the pupils need to reach the level A2 (see Chapter 4.3.1). In the second foreign language the pupils need to attain the level A1 (see Chapter 4.3.1) (FEP EE, 2013).

As written above, the English language is mostly taught as the first foreign language and the FEP EE particularizes not only the educational content but also the particular skills the pupils need to gain at the end of the elementary education. At Stage 1 (see Chapter 5.1.1) the pupils need to gain receptive, productive and interactive language skills. At Stage 2 (see Chapter 5.1.1) the pupils need to enhance the quality of their receptive language skills, productive language skills and interactive language skills. The FEP EE even specifies what the expected outcomes are. Furthermore, it describes in detail what particular competences and skills the pupil shall gain (see Chapter 5.1.2).

The FEP EE therefore exactly specifies how the foreign language which is mostly English has to be taught. Nevertheless, it does not determine which standard should the teachers teach and which variety of the English language is considered to be the appropriate one, for the pupils to learn. In other words it is not set what is the 'correct' standard of English.

## 5.3 The School Educational Programme (SEP)

As mentioned above (see Chapter 5.1), the SEP is the curricular document which interconnects the educational content with the key competences.  Unlike the FEP EE, the SEP is on the school level (see Chapter 5.1) however all the primary and lower secondary schools have to work according to the principles of the FEP EE. The schools therefore have to take into consideration these principles when creating their own SEP. In other words, the SEP is created in order to implement the requirements of the FEP EE.

Thanks to the SEP, the teachers can differentiate the school in which they are teaching from other schools, they can formulate their own imagination about education at their school, they can teach creatively as well as they can cooperate when creating the SEP. As the FEP EE and the SEP are public documents, the pupils can easily choose the school in which they would be educated the most effectively.

Unlike the FEP EE, the SEP specifies:

- educational Strategies of the School;
- educational Strategies of the Subjects of Instruction;
- syllabi which include elaborated outcomes and elaborated subject matter.

Even though the SEP elaborates in more detail the FEP EE, it usually does not specify which particular variety of English should be taught either.

However, I asked several teachers of English and according to my experience with several schools in the Czech Republic, Czech teachers consider as a general rule Standard British English to be the standard variety of the English language taught at schools for several reasons. One of them is that England is the place in which the language originated (see Chapter 1), so the 'proper' English can be heard there. The English, can therefore be considered to be the custodians of this language. As a result, their variety of English should, according to Czech teachers, be the 'correct' one.

As written in chapter 3.3, standard English does not consider pronunciation (accent) to be the standard, it refers only to grammar and vocabulary we learn through education. Moreover, while the written form of standard English is very important, the spoken form does not seem to be so. Grammar and vocabulary are taught with the help of course books. These course books are the most widely used for teaching English at elementary schools. They of course give preference to British English as they are mostly published by Oxford University Press (for instance Chit Chat or Project) or Cambridge University Press and imported into the Czech Republic for the purpose of teaching Standard British English.

However, having studied a substantial amount of literature concerning the problem of standard English, I am convinced that teaching Standard British English at elementary schools is in these days rather outdated. English in fact no longer serves for the purpose of communicating with native speakers as the number of non-native speakers highly outnumbers the total of native speakers of English. As Crystal (In Jenkins, 2009, p. 232) mentions: 'for every one native speaker, there are now three or four non-native speakers' (Crystal, In Jenkins, 2009). It follows that English nowadays serves for the purpose of international communication as lingua franca rather than for communication with native speakers.

Of course, the standard varieties of English are considered the 'Inner Circle' Englishes (standard British English, standard American English, standard Canadian English, standard Australian and New Zealand English) (see Chapter 2.1.3). However, the most powerful variety is not the British English but the American English for several reasons. As Crystal (2003, p. 10) states, the USA have a larger population than any of the countries of western Europe and used to have the most productive and fastest growing economy in the world (Crystal, 2003). The USA are therefore one of the most influential countries of the whole world and that is why this country's language is the most powerful as well (see Chapter 2.2).

Mastering the English language is undoubtedly an absolute necessity otherwise there is a high risk of ignorance by the international community. If people are mastering the Standard American English, they have even bigger advantage than others as this variety is nowadays the most influential as well as the most powerful. For this reason I would therefore recommend teaching standard American variety of English instead of the traditional teaching of Standard British English. The world is developing every day and there is a need to keep up to speed with it and with American English there is a bigger chance of success within the international community.

# CONCLUSION

In conclusion, this bachelor's project aims at determining which variety of English is taught, as well as which variety of English seems to be a sensible choice to teach at Czech elementary schools.

The general information about the English language such as its origin, present form and its possible future are described in the first chapter. The following chapter focuses on the world Englishes, in particular on the spread of English in two dispersals and it comprehends English as a global language. In the third chapter there is a focus on the term standard English and several definitions of standard English are compared in this chapter as well. The second part of this thesis is concerned with learning and teaching foreign languages, it explores besides other things why it is important to learn foreign languages and it also describes how English is taught at schools in the Czech Republic.

It is the Framework Educational Programme for Elementary Education which states since 2004, how the compulsory education at elementary schools has to look and it sets the particular goals of elementary education. One of the main goals of elementary education when teaching foreign languages, predominantly the English language, is for the learners to gain a sufficient communicative competence. The pupils should, among other things, be able to recognize different varieties of one language – standard as well as non-standard varieties of the language. The FEP EE further states how foreign languages should be taught and what the pupils need to handle in order to master the language. The FEP EE sets goals which are necessary to reach in order to master foreign language. The main goal when learning a foreign language is to gain communicative competence which reflects the present situation at Czech elementary schools.  However, the FEP EE does not specify which variety of English should be taught. It is the School Educational Programme which has to work according to the FEP EE and which is created by particular schools. Although the SEP specifies even in more detail how the foreign languages should be taught, there is still not a mention of which variety of English should be the standard one.

As a standard variety of English is according to my experience considered Standard British English as most materials available for teaching English in the Czech Republic give preference to this particular variety. However, British English is nowadays no longer the most influential variety of English. It is the American English which became thanks to its

economic power the most influential and I therefore consider teaching of Standard British English rather outdated, especially in the 21$^{st}$ century.

# BIBLIOGRAPHY

1. BEX, Tony a Richard J WATTS. *Standard English: the widening debate*. Re-issued. New York: Routledge, 1999, xi, 312 p. ISBN 04-151-9163-7.

2. BRUMFIT, Christopher. *Individual freedom in language teaching*. Oxford: Oxford University Press, 2001, 207 s. ISBN 01-944-2174-0.

3. COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: learning, teaching, assessment*. 3. pr. Cambridge: Cambridge University Press, 2001. ISBN 05-210-0531-0.

4. COUPLAND .., Ed. by Nikolas.. *Sociolinguistics: a reader and coursebook*. 9th printing. Basingstoke: Macmillan [u.a.], 1997. ISBN 978-033-3611-807.

5. CRYSTAL, David. *English as a global language*. 2nd ed. New York: Cambridge University Press, 2003, xv, 212 p. ISBN 05-215-3032-6.

6. CRYSTAL, David. *The Cambridge encyclopedia of language*. 3rd ed. New York: Cambridge University Press, 2010, 516 p. ISBN 978-052-1736-503.

7. CRYSTAL, David. *The Cambridge encyclopedia of the English language: a guide to varieties of Standard English*. 2nd ed. New York: Cambridge University Press, 2003, vii, 499 p. ISBN 05-215-3033-4.

8. CRYSTAL, David. *The English language*. London, England: Penguin Books, 1988, x, 288 p. ISBN 01-401-3532-4.

9. CRYSTAL, David. Two thousand million?. *English Today*. 2008, č. 1.

10. FENNELL, Barbara A. *A history of English: a sociolinguistic approach*. Malden, Mass.: Blackwell Publishers, 2001, xi, 284 p. ISBN 06-312-0073-8.

11. FINEGAN, Edward a Niko BESNIER. *Language: its structure and use*. San Diego: Harcourt Brace Jovanovich, c1989, xiv, 546 p. ISBN 01-554-9175-X.

12. FREEBORN, Dennis, Peter FRENCH a David LANGFORD. *Varieties of English: an introduction to the study of language*. 2nd ed. Houndmills, Basingstoke, Hampshire: Macmillan, 1993, xiii, 269 p. ISBN 03-335-8917-3.

13. GRENOBLE, Lenore A a Lindsay J WHALEY. *Endangered languages: language loss and community response*. Re-issued. New York: Cambridge University Press, 1998, xvi, 361 p. ISBN 05-215-9712-9.

14. HAUGHEN, Einar. Dialect, language and nation. *American Anthropologist*. 1966, č. 68.

15. JENKINS, Jennifer. *World Englishes: a resource book for students*. 2nd ed. New York: Routledge, 2009, xvi, 256 p. ISBN 04-154-6612-1.

16. KAVKA, Stanislav J. *Past and present of the English language*. Ed. 1st. Ostrava: Faculty of Arts, University of Ostrava, 2007, 193 s. ISBN 978-807-3683-139.

17. LYNCH, Jack. *Samuel Johnson's Dictionary: Selections from the 1755 Work That Defined the English Language*. London: Atlantic books, 2004. ISBN 184354296X.

18. MCDOWALL, David. *An illustrated history of Britain*. Harlow: Longman, 1989, 188 p. ISBN 05-820-4432-4.

19. MCKAY, Sandra Lee. *Sociolinguistics and Language Teaching*. New York: Cambridge University Press, 1996, 484 s. ISBN 05-214-8434-0.

20. MILROY, James a Lesley MILROY. *Authority in language: investigating standard English*. 3rd ed. New York: Routledge, 1999, xi, 173 p. ISBN 04-151-7413-9.

21. PARAKRAMA, Arjuna. *De-hegemonizing language standards: learning from (post)colonial Englishes about "English"*. 2nd ed. New York: St. Martin's Press, 1995, xxxvii, 216 p. ISBN 9780333616345.

22. *Rámcový vzdělávací program pro základní vzdělávání* [online]. Praha: MSMT, 2013 [cit. 2015-03-13]. Dostupné z:http://www.msmt.cz/vzdelavani/zakladni-vzdelavani/upraveny-ramcovy-vzdelavaci-program-pro-zakladni-vzdelavani

23. ROSERWARNE, David. Changes in English pronunciation and some implications for teachers and non-native learners.*Speak Out!*. 1996, č. 18.

24. SPOLSKY, Bernard. *Sociolinguistics*. Oxford: Oxford University Press, c1998, xiii, 128 s. Oxford introductions to language study. ISBN 01-943-7211-1.

25. STOCKWELL, Peter. *Sociolinguistics: a resource book for students*. New York: Routledge, 2002, xv, 213 p. ISBN 04-152-3453-0.

26. STREVENS, Peter. Standards and the standard language. *English Today*. 1985, 1/2.

27. TRUDGILL Peter a Jean HANNAH. *International English: a guide to varieties of Standard English*. 4. ed. London: Arnold, 2002. ISBN 03-408-0834-9.

28. VÁLKOVÁ, Silvie. *History of English*. Olomouc, 2014. (nepublikovaná přednáška)

## APPENDICES
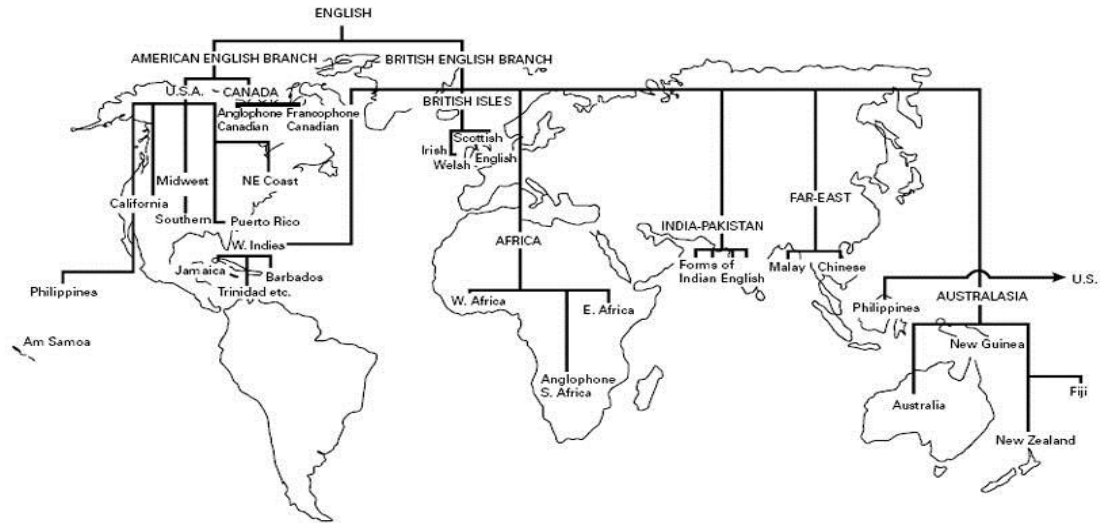
Figure 1: Steven's world map of English



**Figure 1**. Spread of English according to Strevens (1980)

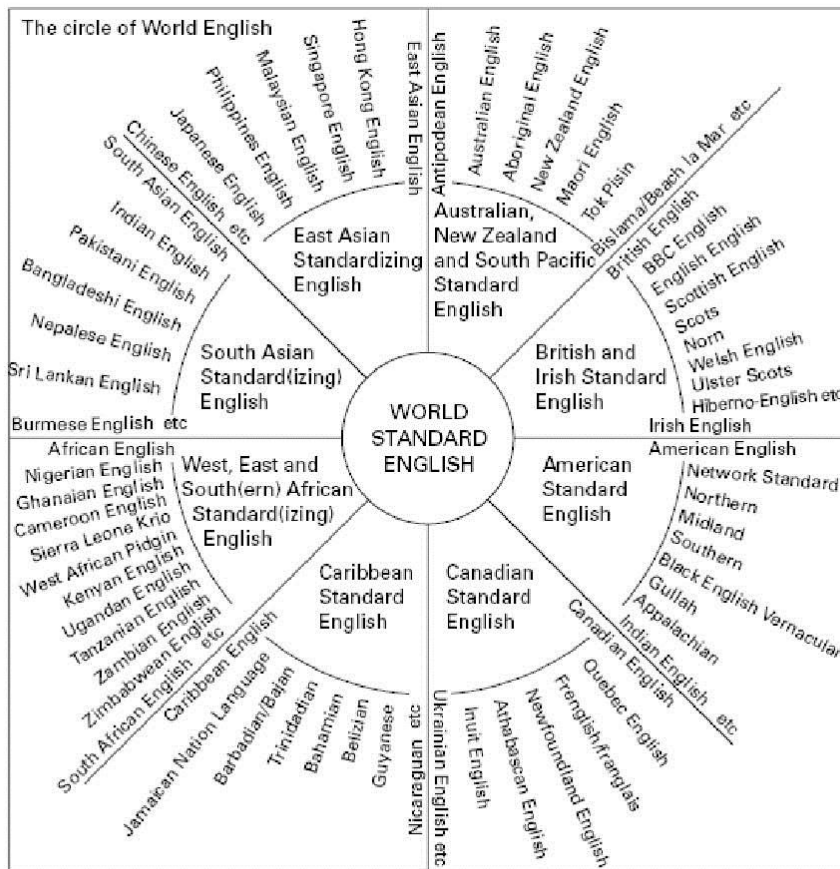Figure 2: McArthur's circle model of World Englishes



**Figure 2**. Relationship among the World Englishes, according to McArthur (1987)

Figure 3: Kachru's three-circle model of World Englishes



The "Expanding Circle"

| China | 1,088,200,000 |
| Egypt | 50,273,000 |
| Indonesia | 175,904,000 |
| Israel | 4,512,000 |
| Japan | 122,620,000 |
| Korea | 42,593,000 |
| Nepal | 18,004,000 |
| Saudi Arabia | 12,972,000 |
| Taiwan | 19,813,000 |
| USSR | 285,796,000 |
| Zimbabwe | 8,878,000 |

The "Outer Circle"

| Bangladesh | 107,756,000 |
| Ghana | 13,754,000 |
| India | 810,806,000 |
| Kenya | 22,919,000 |
| Malaysia | 16,965,000 |
| Nigeria | 112,258,000 |
| Pakistan | 109,434,000 |
| Philippines | 58,723,000 |
| Singapore | 2,641,000 |
| Sri Lanka | 16,606,000 |
| Tanzania | 23,996,000 |
| Zambia | 7,384,000 |

The "Inner Circle"

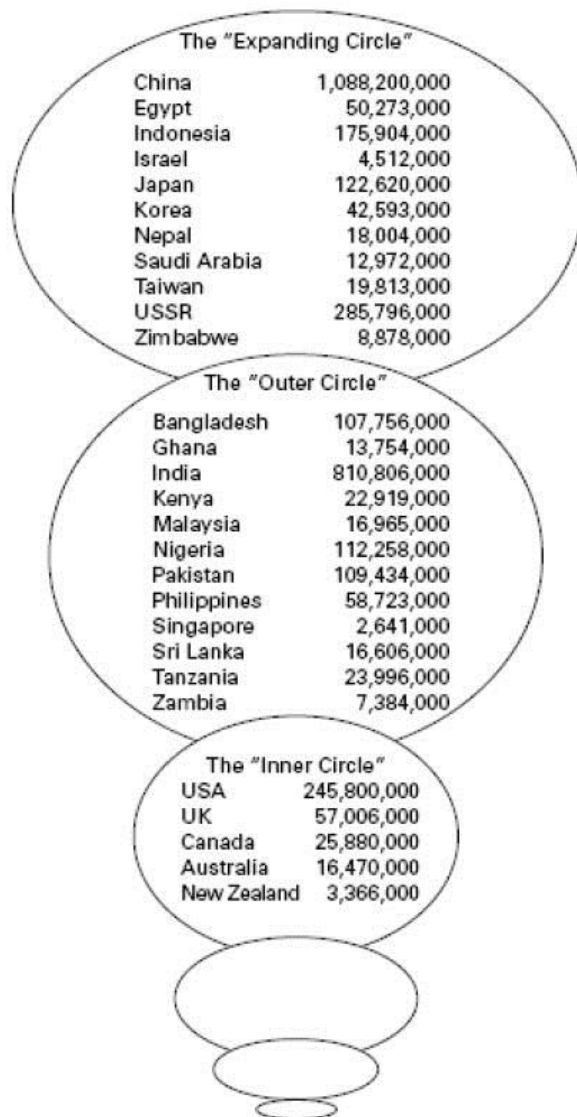| USA | 245,800,000 |
| UK | 57,006,000 |
| Canada | 25,880,000 |
| Australia | 16,470,000 |
| New Zealand | 3,366,000 |

**Figure 3**. World Englishes classification by Kachru (1992)

# RÉSUMÉ

Bakalářská práce se zabývá problematikou standardní angličtiny a zaměřuje se na to, která varianta anglického jazyka se vyučuje na českých základních školách. Dále je zkoumáno, jestli způsob, jakým se v dnešní době anglický jazyk vyučuje, je stále moderní nebo už zastaralý, a jestli má smysl vyučovat britskou angličtinu v 21. století. První kapitola se zabývá historií, současnou podobou a budoucností anglického jazyka; druhá kapitola popisuje rozšíření tohoto jazyka do celého světa a popisuje angličtinu jako globální jazyk. Třetí kapitola se věnuje problematice standardní angličtiny a porovnává její různé definice. Poslední dvě kapitoly se zabývají výukou cizích jazyků a výukou anglického jazyka na českých základních školách. Na konci práce je navrženo, která varianta anglického jazyka by měla být považována za standardní a proč.

# ANNOTATION

| | |
|---|---|
| **Jméno a příjmení:** | Lenka Kundrumová |
| **Katedra:** | Katedra anglického jazyka |
| **Vedoucí práce:** | Mgr. Josef Nevařil, Ph.D. |
| **Rok obhajoby:** | 2015 |

| | |
|---|---|
| **Název práce:** | Standardní varianty angličtiny a jejich odraz na výuce anglického jazyka v České republice |
| **Název v angličtině:** | Standard varieties of English as reflected on the ELT in the Czech Republic |
| **Anotace práce:** | Bakalářská práce se zabývá problematikou standardní angličtiny a zaměřuje se na to, která varianta anglického jazyka se vyučuje na českých základních školách. Dále je zkoumáno, jestli způsob, jakým se v dnešní době anglický jazyk vyučuje, je stále moderní nebo už zastaralý, a jestli má smysl vyučovat britskou angličtinu v 21. století. Na konci práce je navrženo, která varianta anglického jazyka by měla být považována za standardní a proč. |
| **Klíčová slova:** | standardní angličtina, učení cizích jazyků, výuka anglického jazyka |
| **Klíčová slova v angličtině:** | standard English, foreign language learning, English language teaching |
| **Anotace v angličtině:** | The bachelor's thesis deals with the problem of standard English and focuses especially on which variety of the English language is taught at Czech elementary schools. Further, it explores whether the way English is taught is still modern or rather outdated and whether it makes sense to teach British English in the 21st century. At the end of this thesis it is suggested which variety of English should be considered to be the standard one and why. |
| **Přílohy vázané v práci:** | Příloha č. 1 - Stephen's world map of English<br>Příloha č. 2 - McArthur's circle model of World Englishes<br>Příloha č. 3 - Kachru's three-circle model of World Englishes |
| **Rozsah práce:** | 43 s. |
| **Jazyk práce:** | Angličtina |