

ENGLISH AS A GLOBAL LANGUAGE AND INTEGRATING IN ENGLISH LANGUAGE TEACHING

ภาษาอังกฤษในฐานะเป็นภาษาโลกและการบูรณาการในการสอนภาษาอังกฤษ

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Abstract

This article aims to review the history of English and its evolution of English until it has become the English language used in the present. In addition, it aims to share how English belongs to those who speak English as a mother tongue, second language or foreign language. Originally, English has sprit out from Germanic dialect and it was spreaded into the other countries by colonizer. Additionally, it is spoken by people around the world in Inner circle country, where English is used as mother tongue, Outer circle country, where English is used as a second language and Expanding circle country, where English is used as a foreign language. To this view, it is interesting to apply the knowledge into English language teaching because English language is only spoken by native to native speakers but also non-native to native speakers and non-native to non-native speakers. In order to understand variety of English, Teachers of English should recognize that English is used by people around the world so, various varieties of English should be accepted. Thus, the teachers of English should suggest about how promote students to understand and to accept that English is global language as well.

Keywords: History of English, English as a Global language, Integrating for Teaching English as global language

บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อการทบทวนเกี่ยวกับประวัติศาสตร์และการวิวัฒนาการของภาษาอังกฤษจนกลายเป็นภาษาอังกฤษที่ใช้กันในปัจจุบัน นอกจากนั้นยังมีวัตถุประสงค์เพื่อนำเสนอให้รู้ว่า การเป็นเจ้าของภาษาของผู้ที่ใช้ภาษาอังกฤษเป็นภาษาแม่ ภาษาที่สอง และภาษาต่างประเทศ โดยมีต้นกำเนิดมาอย่างไร ซึ่งภาษาอังกฤษได้พัฒนาตัวมาจากภาษาเยอรมันท้องถิ่นและได้แพร่ขยายไปยังประเทศอื่นๆ โดยผู้ล่าอาณานิคมอีกทั้งภาษาอังกฤษได้ถูกนำมาพูดโดยผู้คนทั่วโลกในประเทศกลุ่มในคือ ประเทศที่ใช้ภาษาอังกฤษเป็นภาษาแม่ ประเทศกลุ่มนอกคือประเทศที่ใช้ภาษาอังกฤษเป็นภาษาที่สอง และประเทศในส่วนขยายคือ ประเทศที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศจากภาพรวมนี้ภาษาอังกฤษจึงเป็นเรื่องที่น่าสนใจที่จะนำมาประยุกต์และรวมอยู่ในการสอนภาษาอังกฤษเพราะว่าภาษาอังกฤษไม่ได้เพียงถูกใช้ระหว่างผู้ที่ใช้ภาษาอังกฤษเป็นภาษาแม่ด้วยกัน ระหว่างผู้ที่ใช้ภาษาอังกฤษเป็นภาษาแม่และผู้ที่ใช้ภาษาอังกฤษเป็นภาษาที่สอง และยังถูกใช้ระหว่างผู้ที่ใช้ภาษาอังกฤษเป็นภาษาที่สองด้วยกัน เพื่อให้เข้าใจในความหลากหลายของภาษาอังกฤษ ครูอาจารย์ผู้สอนภาษาอังกฤษควรตระหนักถึงภาษาอังกฤษที่ใช้โดยผู้คนทั่วโลก ภาษาอังกฤษที่มีความหลากหลายนี้จึงควรได้รับการยอมรับด้วย ดังนั้นครูอาจารย์ผู้สอนภาษาอังกฤษควรแนะนำผู้เรียนให้เข้าใจและยอมรับว่าภาษาอังกฤษนั้นเป็นภาษาโลก

คำสำคัญ: ประวัติศาสตร์ของภาษาอังกฤษ ภาษาอังกฤษในฐานะเป็นภาษาโลก การบูรณาการเพื่อการสอนภาษาอังกฤษในฐานะเป็นภาษาโลก

Introduction

English really plays important role in various parts of the world and it is now widespread used as a medium in publishing, communicating in worldwide, international meeting and / or conferencing, politic, military, technology, economy, etc. Crystal (1997) said that English is now a lingua franca and it is spoken as a mother tongue in England, America, Australia, New Zealand, etc. Furthermore, English is spoken as a second language in outer circle countries such as India, Hong Kong, Singapore, Africa, etc. Also, English is spoken as a foreign language in expanding circle countries such as Japan, China, Poland, etc. Crystal (1997) continued that the main reason that English is widely spoken around the world because of its history. Hence, the spread use of English language can

be explained that Britain had the largest colonial empire of times (Saraceni, 2002).

Origins of English Language

Barber (1999: 81) said “The branch of Indo-European that English language belongs to is called Germanic which includes German, Dutch, Frisian, Danish, Swedish and Norwegaian”. In addition, there are three main branches which are divided into, the first is that **North Germanic:** *Icelandic, Norwegian, Faroese, Danish, Swedish and Gutnish*. The second is that **East Germanic:** *Burgundian, Vandal and Gothic* and. The third is that **West Germanic:** *German, Dutch, Frisian and English*. Barber (1999: 86-87) continued “during the break-up of the Roman Empire; in 5th century, Germanic military expeditions were made all over Europe and Mediterranean.

Franks and Burgundians settled in France, Anglo-Saxons occupied Southern Britain”. Crystal (1997) added that the language arrived in England in Northern Europe era. Then, it began to spread around the British Isles, and it entered into some parts of Wales, Cornwall, Cumbria and Southern Scotland until Vikings invaded the whole of Europe and England. The Vikings spoke strong influence on English, situation English was strongly spoken in the Empire, which is called Britain. In 1066, Norman, who came from France, colonized Britain. This invasion actually had impact on the English language. To this impact, almost half of English vocabulary was mixed by French (Saraceni, 2002). To this challenging event, it is interesting to investigate each era of English language.

1. Old English

Barber (1999) mentioned that by the middle of 5th to 6th century, Anglo-Saxons not only arrived but also unified invading army and settlement in Britain. Then, Anglo-Saxons also occupied and dominated most of England. This situational era, Anglo-Saxons had much more power on England, and this settlement had impacted on English language. Saraceni (2002: 3) state “The English language originated as a result of the invasion of Britain by colonizers, Anglo-Saxons was coming from North-Western regions of Europe”. Thus, English language was powerful and it could be said that English was a language dominator. Moreover, there was a language, which was Celtic language, took into English but this language was only influence

in English at a short time because the Celtic language was not popular and it was replaced by English (Crystal, 1997; Trudgill & Hannah, 1994; Barber, 1999). Therefore, Celtic language was fail from Old English as well. The examples of Celtic words were: “*Derwent*” or “*Darent*” (Celtic word) which names “*Water*” (English word).

Barber (1999: 102) continually narrated on the rousing history of “Anglo-Saxons who invaded and conquered England came North Sea coast and Danish and Jutes from Jutland”. They seemed to have close relationship as the same family, so Anglo-Saxon and Jutes were named Germanic invaders of Britain. Hence, since they were Germanic settlers in Britain, their languages and cultures were also applied with the people in Britain, consequently, English language was strongly impacted by the invaders. The examples below show some vocabulary of Old English.

Bloody – Old English is “*Blodig*”

Friendless – Old English is “*Freondleas*”

Thankful – Old English is “*Pancful*”

Book – Old English is “*Boc*”

House – Old English is “*Hus*”

Stones – Old English is “*Stan*”..., etc.

Since Anglo-Saxons and Jutes had dominated and conquered Britain, their civilization were powerful as well as their power also gradually dominated the colonized countries. Then, English was influenced in Britain and it was counted as literary standard. Regarding the language used as a literary language in Old

English period, it was mixed by four main dialects which were West Saxon, Kentish, Mercian and Northumbrian in the late Anglo-Saxon period (Barber, 1999). Then, the use of language was also developed and changed with the times. In the next era, there were two groups of people came to Britain and they actually had an impact on English (See 1.1. and 1.2).

1.1 Scandinavian Vikings in England

Barber (1999: 127) said “during the Old English was influencing in England, the Scandinavian Vikings which took place between about 750 and 1050 were great traders attacked varied from piratical expeditions by single ships to the invasion of England with large armies”. When the Scandinavian Vikings invaded Britain, they colonized for a long period. Then, Scandinavian Vikings who were colonizer could dominate Britain and they established the kingdoms as well as they were the great Scandinavian settlement (James, 2015). As the colonizer, Scandinavian Vikings played strong influence on English language. In addition, the language used was similar form to Old English, so the English language was not exterminated by the Vikings settlers. To this view, Saraceni (2002) and Barber (1999) supported that Scandinavian Vikings strong influence on English, so English was much more influence as a means of communication on the population’ speech. The people in Britain and Scandinavian Vikings understood each other in words and pronunciation, etc. Additionally, they understood the cultures appropriately; therefore, English language was profoundly and popularly spoken

in England. To this event, it reached the final of pure English language, then came the Norman from France and invaded this thriving land.

1.2 Norman in England

Although, English language was influenced in England, it could not stand through when Norman from France invaded England in 1066. He was conqueror and he spoke strong French. To colonization, French played its role and it became upper class of language in England. In addition, the written literature was presented as superior language of the conquerors in French. Hence, the various situations of French also impacted on English and French was the aristocracy’s language (Barber, 1999). He added that if English native speakers, who wanted to get on in the world, they had to learn French. Consequently, French appeared in English and the English language began the transition from Old English. To the situation, civilization of Anglo-Saxons and Viking was impacted by Norman’s invasion. Then, English language arrived in Middle English era.

2. Middle English

To this era, there were main dialect areas of Middle English into the regions. Firstly, in the Northern, there were Scots and Northern English. Secondly, there were East Midland and West Midland. Thirdly, there were South-Eastern and Southern. Old English was separately spoken in each region because the population spoke their own different dialects into Old English. For the result of separation, it was from political separation and / or the descent from Mercian dialect of Old English. Hence, English was

impacted by different spoken dialects in the Middle English era (Barber, 1999).

English language in Middle era was trilingual because the language was mixed by Latin and French. Latin was the language of the church, scholarship and international communication while French was important in administration aspect and official language in England. French was spoken and written by nobilities of England and English language was developed its characteristics, which is called Anglo-Norman. Although, French was not mother tongue of the majority of the population in England, English was returned to its popularity by 14th century. Then, French was not popular and died out in England.

Since French had impacted on English, there were many French loan words in the Middle English era. Therefore, French loan words had reflected the culture and politic, consequently, it also impacted on English such as in the use of vocabulary, pronunciation, syntax, etc, during that period (Barber, 1999; Mastin, 2011). Based on Barber (1999), the examples of change in spelling and pronunciation of English are shown below:

Changing in spelling

There are spelling change from Old English into Middle English as follows.

Old English	Middle English
cween, cwick	queen, quick
fisc	fish
cin	chin
sentre	centre
Etc.	

Changing in pronunciation

The examples below show the change of pronunciation that took place in the transition from Old English to Middle English.

Old English	Middle English
<i>fader</i>	<i>father</i>
<i>heorte</i>	<i>heart</i>
<i>gat</i>	<i>goat</i>
<i>gos</i>	<i>goose</i>
Etc.	

To sum up, it is seen that Middle English was developed by the impact of dialect from each region and political separation. Moreover, the educated English people were trilingual: French, Latin, and English and there were various changes in the language. Thus, English was developed through the long period of time and it progressed into Modern English.

3. Modern English

Barber (1997: 173) said “English language triumphed over French and it was standard form of written language while Latin still had great prestige as the language of international learning”. The change of English was seen in Early Modern English and Late Modern English.

3.1 Early Modern English

Formerly, Latin was counted as a superior language of international learning. Thus, Latin was the medium of instruction in education, but it was not popular while English became powerful because it had a standard form of written language. To this view, there were various factors in which English was established by the following situations: Firstly, Baber (1999)

said that during reformation of English, those who engaged in written language or literature wanted to publish and wanted large population to read their publication. Moreover, translation of Bible in the church was in English and various publishing were written into English as well. Secondly, Jurcic (2003) supported that the use of English language increased their feeling of nationalism towards England while Latin was slowly failed. Thirdly, the occupational groups of people in society favoured English and they spoke little or no Latin. Fourthly, English was counted as a suitable language for works of science and scholarship. Lastly, Elizabethan's written books were written in English. Additionally, the English language was used in various fields of the study at that time. However, there was Renaissance which rediscovered of the classics in Europe, so England was, therefore, reactivation of Greed scholarship, consequently, Latin was still important language as well.

Since Latin still influenced English, it was seen that English language loan words came from Latin and the influx of French was still impact on English. With reference to the examples of borrow words, some of them were adapted into English from Latin words: "*atus*" was adapted into "*ate*", "*entia*" was adapted into "*ence*", etc. Furthermore, the loan words in English borrowing from French such as "*bayonet*", "*feint*", "*muscle*", etc. In addition, there were some words borrowed from other languages such as Italian and Spanish. For some reasons, some of young educators were tour and came back to England, they

might speak the foreign words into English until the words were popular and widespread in the language. Then, the words from other languages impacted on English. In addition, there were some 3 changes in the form of grammatical features such as the use of verb forms. For examples, the use of verb forms were in past tense, "*sung*", "*swum*", "*writ*" and past participle form were, "*arose*", "*ran*", "*shook*", "*spoke*", etc. In addition, by the development of English language, some of grammatical features was illustrated through Shakespeare (Barber, 1999). He continued that the use of English such as grammar was used in ancient form, for example, the use of verbs "*ic healp*" (I helped), "*we hulpon*" (We helped) and "*holpen*" (helped). Moreover, the English spelling in this period was also used in non-standard form until English language was changed and developed in the arriving next era.

3.2 Late Modern English

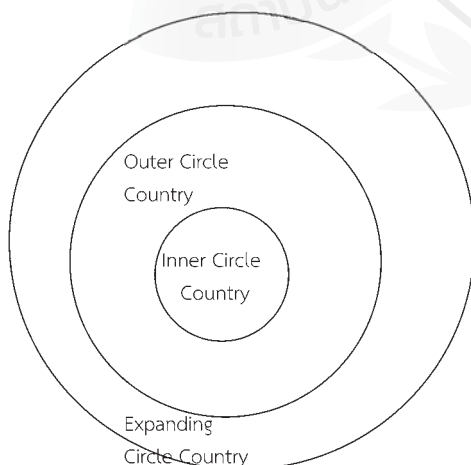
The use of language forms were changed when Late Modern English arrived. There were many developments of spelling which had become standardized in printed books by the writers at the end of 17th century. Barber (1999) claimed, "Dictionaries of English were brought such comprehensive dictionaries of English and English grammar. The first brought dictionaries were written in two languages which were English-French and Latin-English, but no dictionary was in pure English. Barber (1999) continued that the dictionaries were written with stabilized spellings and word meanings and came to be retained as authorities. However, English grammar was still a grammar of Latin

because some grammarians strongly believed that Latin was the suitable classical language but many writers argued that the use of language should be settled in English.

Fighting in the use of English, it seemed to be in the battlefield because the changing of English in Late Modern English era. Furthermore, the large developing of English was the change of meaning of words and it was adopted by scientists. After that the English language was created as the new standardized varieties of English, which were not only accent but also grammar and vocabulary. Then, come the time when English was continually developed and spoken as a global language.

4. English as a Global Language

Since English was influence in Britain. The English language now reaches the climax period. It has become a global language so far. According to Crystal (1997), Barber (1999), Saraceni (2002) and Crystal (1997), they suggested Kachru's model in order to know that English is now spread around the world.



To this model, It is divided the world into three parts. The first is inner circle country, where English is spoken as a mother tongue, the second is outer circle country, where English is spoken as a second language and the third is expanding circle country, where English is spoken as a foreign language. The English language spoken in different areas are explained as follows.

4.1 Inner Circle Country

America

With reference the use of English in America, Saraceni (2002) said that English language is widespread outside Britain because trading and immigrating. Furthermore, the English language is gradually penetrated into America in two settlements, they were in Virginia (South) and New England (North): their accents were different and because of their different linguistic backgrounds. Saraceni (2002: 2) continued by saying "The immigrants came from England in the 17th century and from Ireland and Scotland, they spoke different dialects and accents and came to coexist side by side in the various settlements. In addition, the differences between those accents became less evident, merging into a more uniform accent". Barber (1999) and Crystal (1997) added that the Southern settlements, their characteristic accent were strongly "s" and "r" while the Northern settlements did not pronounce "r". Crystal (1997) supported that there are many mixed dialects and accents. Then, the English language is now be heard as commonly associated with present day and the people also speak in the differently in different

dialect and pronunciation and their unexpected dialect form were mixed as American speech.

Canada

To the use of English in Canada, Crystal (1997) claimed that the English language penetrated and contacted in Canada since 1497 but it was conflicted with French. In Canada, French was directly replaced by settler from New England because the increasing of the new comers from England, Ireland and Scotland. In addition, of a group of people named Loyalist supporters of Britain mostly moved from America to Canada, consequently, English language was widespread spoken in Canada. To this situation, it is the origin of Canadian English and the English language spoken in Canada is similar to these in North America and it is not different from British English. Hence, Canadian English is not identified as a variety of non-native tongue. Similarly, Saraceni (2002: 2) said “Canadian English arrived both from America and Britain and the linguistic situation is very similar to American English”. According to this mention, English spoken in Canada is relatively uniform accent to American English, therefore, it counts that Canadian English is spoken in the inner circle country as a native tongue.

Caribbean

According to the difference between Caucasian and Blackamoor and the Europeans were colonialism, they imported African slaves to America by 17th and 18th century for working. Crystal (1997: 33) claimed “...ships from Europe travelled to West African coast...the slaves were shipped to the Caribbean islands and the American coast”. The use of language when

travelling by the ship, their communication was spoken by pidgin between slaves and sailors, who spoke English. Therefore they had to communicate by speaking pidgin English until they arrived in the Caribbean. However, the travelers arrived the land, pidgin English was continually spoken. As a result of the people spoke pidgin and English, the pidgin was gradually mixed to speak in English; this spoken English provided the beginning of Creole English. With reference to definition, Trudgill & Hannah (1994: 43-44) “A **Pidgin** is an auxiliary language which arises to fulfill certain limited communication needs among people who have no common language” and “A **Creole** is a pidgin which has become the mother tongue of the members of a speech community”. Since, the evidence of interweaving of Creole and English, the variety of English has been spoken as mother tongue in Caribbean island so far.

Australia and New Zealand

English language was brought into Australia by James Cook in 1770. As a result, the situation of the overcrowded prisoners in England, he, therefore, moved them to the land, where named Australia. By moving the prisoners to Australia, they were the first settlers, they were mostly from London and Ireland and then Australia became British colony. Then, the population of Australia was more and more crowded and they had to speak English in communication. Moreover, the group of settlers mostly came from London and Ireland, so the variety of English in Australia was influenced by London and Irish English varieties (Crystal, 1997) and (Saraceni, 2002).

Similarly, James Cook, who speaks English as a mother tongue, arrived New Zealand and he continued the story of expansion of English language like a hunter. Then, New Zealand was invaded and it became British colony. Moreover, Crystal (1997) informed that European whalers and traders were the settlers by 1790, and Christian missionary worked among Maori, who were tribal residences, they used English to communicate to each other. To the most settlers, they were from British Isles: they were relative with high number coming from Scotland. Then, Maori chiefs and the British were crowded in New Zealand, consequently, the spoken English closed to Scottish accent as well as English was also spoken by accent of the residents (Saraceni, 2002). Thus, the English language in New Zealand was a variety of English in the inner circle country as well.

4.2 Outer Circle Country

The outer circle country, where English language was spoken as a second language and it was used in organization, education, government, etc. The variety of English language use is depended on language used by the local people in different contexts to communicate each other. Moreover, these countries were colonized by Britain such as South Asia; Indian subcontinent, South-East Asia; *Singapore, Malaysia, Hong Kong, Philippine* and South and Other African countries.

Indian subcontinent

There are six countries of people who speak English as South Asian English: *India,*

Bangladesh, Pakistan, Sri Lanka, Nepal and Bhutan. Previously, the subcontinent was contacted by Britain and India was British colony from 1765 to 1947. To be colonisee, English was used as the medium of administration and education (Crystal, 1997; Saraceni, 2002). Also there were conflict between supporters of English and Hindi and regional language. While Hindi was being spoken as a lingua franca in some religions, English was spoken in business, the media legal system and government administration. Consequently, the languages (English and Hindi) were associated with official language which was used as the medium of communication in this subcontinent.

South-East Asia

In Philippine, English language was spoken by the local people. This mean, the English language was spoken together with Tagalog. However, Tagalog is spoken among residents but English is much more powerful because of colonization. Hence, English is spoken as a medium of communication in government offices, etc. Among the variety of English in Philippine, it is closely American English because Philippine was under American control from 1898 to 1946 (Saraceni, 2002).

Singapore

In Singapore, Crystal (1997: 51) said “In 1950, a bilingual educational system was introduced in Singapore, with English used as a unifying medium alongside Chinese, Malay or Tamil”. In addition, Saraceni (2002: 3) supported “the official language; Mandarin, Malay and Tamil” were used in education and in adminis-

tration”. Furthermore, English is mostly spoken by large number of people, therefore, it has become variety of English as well as the people’s English accent were still interfered with their local language as well.

Malaysia

In Malaysia, the spread used of English in Malaysia was the impact from the invasion of Britain. Then, Malaysia was independence in 1957. Consequently, Bahasa Malaysia became the official language. Additionally, English was less important and it was more spoken as a foreign language than as a second language. To the present, English is now become a global language and it is necessary, so the use of English in Malaysia is the variety of English (Crystal, 1997; Saraceni, 2002).

Hong Kong

Hong Kong was once British colony but English is now limited to speak in Hong Kong because the population speaks Chinese in business, administration, law, education, etc. Therefore, there is mixing use of language as English and Chinese in this island.

South and Other African countries

By 19th century, the British arrived in South Africa. The South Africa was colonized by 1806. Moreover, Britain also expanded their influence into other African countries. Since, South Africa and other African countries were Britain colony, English was, therefore, spoken as official language in education, business, law, etc. Consequently, English is now spoken as lingua franca by African people. The characteristics of African English is similar to the use of English

in South England. Gough (2015) gave an example of African English word “now-now” instead of “now”, which mean “immediately”. Additionally, based on Crystal (1997), there are some examples of the widespread use of English in African countries. **Nigeria**, it was British colony but the population also use English as pidgin or Creole English. It is supported by Akinmade (2015), he gave some examples of Nigerien English: “*I no no*” means “*I don’t know*”. “*How Bodi?*” means “*How are you doing today?*” **Cameroon**, the language used which was explored by Portuguese, Spanish, Dutch and British but the use of English in Cameroon was broken and / or bush English because the English language was mixed by native language as well as the local tongue. **Kenya**, it was British colony in 1920, therefore, English was used as official language. After, Kenya was independent in 1963, to this situation, it is claimed by Crystal (1997: 47), “English none the less retains an important role in the country”. **Uganda**, it was invaded by Britain. After, Uganda was independence in 1962, English became the official language while Swahili was used as lingua franca (Crystal, 1997). Crystal (1997) added that **Malawi** was invaded by Britain in 1907, after it was independent, the English language is used as official language with Chewa. Thus, the use of English is also Creole English as well.

4.3 Expanding Circle Country

These groups of countries are independent, they do not have a history of colonization by members of the inner circle. These countries are Thailand, China, Japan, Russia,

Egypt, etc. English is spoken and it is taught as a foreign language (Crystal, 1997). The people use English as a medium instrument of communication, they learn English in language institute, school and university as American and / or English variety, so the people in the expanding circle country may use both variety between American English and British English as well.

With reference to the real situation such as Thailand, those who use English to communicate might care of grammar correction and they may be shy to pronounce some wording sounds of English. In addition, they usually mispronounce some English words, for example, “Zebra” most Thai people pronounce “Sebra”, and “Zoo”, they pronounce, “Soo”. Importantly, most Thai people and / or students have thought that English is actually difficult for them.

Since English split up from Germanic dialect and it was developed by long history, it gradually penetrates into various countries. At present, English is now spoken by people around the world and with varieties, particularly, English language will be used as the medium of communication in Associate Economic Community (AEC). To this situation, English is not only spoken among native speakers but also non-native speakers; therefore, the theory of Kachru’s model can be out of date in the future. For the possible reason, firstly, the people in various parts of the world can speak English like native speakers and they really know the rule of grammar and language used. Secondly,

people may speak English by mixing various varieties or dialects from different areas of the world. Thirdly, people around the world acquire, learn, and/or absorb the variety of English and they understand each other. Consequently, it can be implied that three circle countries may not be separated from one another. Indeed, the three circle countries may be combined into the same circle. In addition, in the future, it may not be said that people speak English language, instead it can be said that people speak / use global language as the medium of communication.

In order to help students to understand English as a global language, we can provide a task so that learning English as a global language is also integrated in English Language Teaching (ELT). By teaching, it is concerned with, firstly, linguistics approach; it refers to the grammatical and lexical capacity. Secondly, sociocultural competence; it refers to the ability to create and understand the appropriate utterances used in various social contexts (Brown, 1994) and (Wilkins, 1976). Thirdly, discourse competence; it refers to the knowledge of how to combine grammatical forms and meaning to achieve a unified spoken or written text in various genres and situations. Fourthly, Strategic competence; it refers to ability to make repair to cope with imperfect knowledge and to sustain communication through paraphrase, circumlocution, repetition, hesitation, avoidance and guessing and shifts in register and style (Rebecca & Robin, 1992; Savignon, 1983). Thus, to be successful teaching,

the teachers should be able to motivate these four approaches in teaching. Hence, the theory can be provided suitable tasks for students. Furthermore, it depends on the curriculum, syllabus design and teachers' teaching strategies. Additionally, it depends on methodology of teaching to provide the tasks such as Task Based Learning (McKay, 2003). By applying the theories, the writer made a lesson plan and provided the task to students in language class below.

5. Integrating into English Language Teaching

Lesson Plan

English as a Global Language: English in different style

Listening and Presentation

3 hours

*****Lesson Plan can be flexible depends on situation in classroom*****

Supposition:

1. The students have background knowledge and learned English as a Global Language.
2. The students are learning in the second year in the school of Liberal Arts.
3. The students have good proficiency of English.
4. The students were asked to bring computer note book to the class since last time.

Objectives

1. Students can identify different style of English.
2. Students can speak pronounce accent of words and / or sentences in an English style

such as Singapore English, Japanese English, African English, Hong Kong English and / or Indian English.

3. Students accept English as a Global language.

Pre-Teaching (30 minutes)

1. The lesson plan today, teacher prepares 6 styles of English for students to learn and to practice.
2. Teacher elicits students by asking question "Have you ever heard the different style of speaking English?", If so, What style have you ever heard?
3. Teacher asks students to show example of speaking variety of English?"
For example:

Students may speak some sentences of Singapore English, Indian English, etc.

4. Teacher may record the students' speaking of variety of English.
5. Teacher asks students "Where did they learn such Singapore or Indian accent from?"

While-Teaching (2 hours)

1. Teacher leads students to watch video clip and listen to how to speak different type of English. Teacher prepares the VDO clip from website, if the internet is variable.

1.1 African English



<https://www.youtube.com/watch?v=qj0uRrjo7QY>

1.2 Indian English



<https://www.youtube.com/watch?v=z7MlyQS9p5E>

1.3 Singaporean English



<https://www.youtube.com/watch?v=BgEy92CSbss>

1.4 Thai English



<https://www.youtube.com/watch?v=U6dfDvKaMtk>

1.5 Japanese English



<https://www.youtube.com/watch?v=LPcKa7LHoak>

1.6 Scottish English



<https://www.youtube.com/watch?v=mALkCGVA2BU>

Credit: Youtube

2. Teacher divides students into group (depends on number of students in class).

3. Teacher turns on the video clip again and asks each group to look at the style of

speech, accent, etc. carefully.

4. Teacher gives the students away a CD concerned with each English style to a group

5. Teacher assigns each group to focus on an English style.

For example:

Group 1 focuses on African English

Group 2 focuses on Indian English

Group 3 focuses on Singaporean English

Group 4 focuses on Thai English

Group 5 focuses on Japanese English

Group 6 focuses on Scottish English

6. Teacher asks each group to turn on CD and watch it carefully.

7. Teacher asks students to note down the assigned English style of their own group.

8. Teacher asks each group present how the English styles are spoken. To this, each group will present in English in front of the class. (15 minutes for each group). To this step, the students have to show the example of their speech by talking variety of English such as if their group present Singaporean English, they have to show how Singaporean English is spoken.

9. After presentation, teacher asks students to write their opinion about English as a Global Language.

The question can be “In your opinion, how do you feel, if you hear those who come from Outer and Expanding circle countries speak English?”

Explain (200 words) (Students’ answers are varied)

Post-Teaching (30 minutes)

1. Teacher gives the students feedback about their presentation and concludes about English as a Global Language to them.
2. Teacher selects some paper work to read and give feedback to the students' idea.
3. Teacher explains to students about English as a Global language in order to re-mind their acceptability of variety of English.
4. Teacher provides opportunity for students to ask the questions.
5. Teacher asks each group to do home. Each group finds their other English speaking style and they have to present on next class.

Conclusion

English language was developed from Germanic dialect and it was originally spoken in Roman Empire until the English language was used in the inner circle country, outer circle country and expanding circle country. For the reason, the colonizer who invaded the other countries until English is now spoken around the world. Then, English is now not only spoken with native and native speakers but also native and non-native speaker and non-native and non-native speakers. Consequently, the English language is develop into the field of English Language Teaching which should teach the learners to know as English is Global Language.

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