

## Anglo-American Studies for In-training Teachers

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### Keywords

Anglo-American studies, history of English, spread of English, Global English, World Englishes

### Abstract

The students who take the class 英米地域研究 (*Eibei Chiiki Kenkyuu*) or Anglo-American Area Studies have a high interest in English and Western culture but few of them know anything about the origins of English or the events that resulted in English taking on the role of a global language used by more than 2 billion people throughout the world. In class, we cover three areas. First, the three major stages of the development of the English language, Old English, Middle English, and Modern English are studied. The second stage deals with the development of English as a global language. In the third and final part, we study the recent concept of World Englishes.

### Introduction

A high percentage of students who take the class 英米地域研究 (*Eibei Chiiki Kenkyuu*) or Anglo-American Area Studies are planning to become English teachers and possess a high level of interest in English language and culture. Even those who do not plan to become teachers have a rather high level of English competence and both groups have been fortunate to study abroad for 6 weeks to 8 months in one of five countries where English is a major language for communication. They are all very keen on English and anything to do with English. However, they have limited knowledge and experience, therefore in class I strive to fill in some of the blanks in their knowledge and round out their understanding. I hope to empower those future teachers with the knowledge and desire to impart to their future students the need to learn English in order to function as global citizens in an ever-expanding global society. For those who do not plan to become teachers, my goal for them is that they themselves become more

empowered by their knowledge.

In the first stage, the class spends some time on the historical development of English (the origin of English). Next, we study how and why English spread throughout the world and the historical events that led to its development as a global language. Finally, the various roles of English as a global language used in numerous countries are investigated and finally the various forms of English which have come to be known as 'World Englishes' is introduced.

This paper will follow the above progression as I lay out the content of my course 米地域研究 (*Eibei Chiiki Kenkyuu*) in the same general format. Of course, as an introduction, this paper is merely an outline of the most important events.

## **1. A Brief History of English**

An extensive investigation of how English developed as a language is far beyond the scope of this course, however, it is necessary to provide sufficient background and detail to dispel students' misunderstandings and provide a base for the development of the English that we use today. It is common to divide the history of English into three distinct periods, Old English, Middle English and Modern English.

### **1.1 Old English**

The beginnings of the language that later became known as English have been documented to a certain degree. Historically we know that when the Romans under Julius Caesar came to Britain in 55 BC there were people already living there. These people we refer to as the Ancient Britons. The Celtic language they spoke was not the basis of the English Language. We also know that the Romans had varying influence over much of Britain until 410 AD. But that influence did not extend to the language of the common people, so when they left their language went with them. (Sergeant, 2012). During the Roman Period, small groups of people from northern Germany and the Jutland Peninsula in Denmark, the Saxons, the Jutes and the Angles came to live alongside the original British inhabitants. (Galloway and Rose, 2015). Fennel (as cited in Galloway and Rose, 2015) says it was only after a vacuum was created when the Roman deterrent was withdrawn that the numbers of Saxons, Jutes, and Angles increased rapidly and began to displace the original Britons, sometimes pushing them to the west and north. Over the next hundred years, more and more Angles and Saxons arrived and spread out through most of Britain. By 570, the new groups, the English had pushed further inland and established stronger bases of power (Strang, 1989). However, this was not a unified invasion as such. The way that the Anglo-Saxons conquered

created many small kingdoms and as they were not all from the same place of origin, there must have been dialect differentiation (Barber, 1993).

The invaders, having come from different Germanic tribes, had different dialects and this of course affected the dialects that developed in the regions they settled. By conquest and amalgamation, the number of regions were eventually reduced to seven (Barber, 1993). These seven regions progressively waxed and waned over the next four hundred years. In the seventh century, the Vikings came and were almost successful at taking over the whole of England. (Barber, 1993) However, Alfred of Wessex was barely able to defeat them and the seat of power and leadership passed to the kings of Wessex. In the ninth century, the West Saxon kings were able to regain control but large groups of Scandinavians remained throughout the country (Barber, 1993). These Scandinavians and their culture continued to fuse with the English till well after the Norman Conquest.

It should be noted that the spread of Christianity had an important effect on the language. In 570, the common written form of the language was runes, but runes were very limiting in usage. However, with the arrival of Augustine and his missionaries in 597, the Roman script and book learning was introduced. Thousands were converted to Christianity, but more importantly, the Church served as a welding force for the establishment of a more unified society. (Strang, 1989). Having a written form of the language allowed for laws and record keeping and eventually to a literary heritage. So that by 1000AD a distinct language, although a language that would be unintelligible to modern English users, was firmly established in a large part of the country.

## **1.2 Middle English**

The eleventh century ushered in a rather unified England with a common language, albeit one with several common dialects, and the emergence of Anglo-Saxon literature. Unfortunately, the further development of English was to be delayed by the events of fate. Edward the Confessor, who was half Norman, one of the last Kings of Wessex died without an heir in 1066. His secession led to the Norman Conquest. What ensued was a shift in leadership. Normans replaced the Saxon nobility. These Normans brought their own language, Norman French, which would, for the next three hundred years, be the language of politics, law, government administration and noble society. This caused the development of English to be put on hold. (Galloway and Rose, 2015). Actually, this turned out to be good for English. Rather than becoming extinct by being replaced by Norman French, the common people, the majority of the population, were able to keep their native vernacular.

At this time, quite a few languages were being used in the country. Danish was spoken in the north. Cornish was in use in Cornwall. Welsh was spoken in the areas bordering Wales. Low German was spoken by some immigrants in East Anglia. Norman French was spoken by the ruling class and Latin was the language of the church and education. However, English was still the majority language (Seargeant, 2012). The fact that English was not replaced as the language of the common people guaranteed the survival of English as a language.

In the thirteenth century, after King John's loss of Normandy to the French Crown, English made a gradual comeback (Barber, 1993). As many of the nobility had estates in both England and Normandy, the law of 1204 forced them to make a choice as to which they would keep. This often resulted in one noble's son taking over the estates in one country and another son taking over the estates in the other. In this way, the ties with Normandy were gradually cut off resulting in the lessening of the use of Norman French language as well. In the fourteenth century, English made a comeback.

Two events in the fourteenth century were very important to the recovery of English. The Statute of Pleading enacted in 1363 established English as the language of the courts and it was in the same year that Parliament was opened in English for the first time. The other event of major import was the introduction of English as the medium of instruction in the grammar schools (Strang, 1970). Of course, the language of university education remained Latin.

Other events in this period contributed to the centralization and standardization of English. More people, not only the rich and wealthy, began to travel and move about the country. Pilgrimage was just one of the reasons for this. Some of these journeys were often long. Of course, this produced a mixing of dialects. It was during this period that the Crusades moved large numbers of people, often the common people, and put them together with speakers of other dialects causing further mixing. Furthermore, study at university put large groups of young men from all parts of the country together for extended periods. Moreover, the fact that these universities which were centrally located near London, the largest city in England, helped to centralize that dialect as the standard. Prolific English Poets produced works in the vernacular furthering the London standard dialect.

By the fifteenth century, London had been established as the standard for English. It became a center of learning. At the end of the century, Caxton introduced printing to the country in 1476. This made it possible to disseminate the same materials to large numbers of people. However, the more important thing here is that English had reached a level of importance that it was considered worthy of dissemination. It is

evident that there had developed sufficient numbers of literate people who were well off or of high status, who had a desire to read in the vernacular. The fact that Caxton printed two editions of Chaucer's "The Canterbury Tales" in 1478 and 1483 serves as a further proof of this.

### **1.3 Modern English**

The Great Vowel Shift that began in the fifteenth century and lasted through the sixteenth century generally marks the modern English period. The most prominent change was that all Middle English long vowels changed their pronunciation, but it must be noted that many other elements of English were changed in the process. Most scholars credit the rising prestige of the Midland dialect for most of the changes, however others associate it with the fact that the Midland dialect was that used by powerful and wealthy people and was therefore sought after and imitated (Galloway and Rose, 2015).

English became more important in other areas, too. As mentioned before, English had replaced Latin in schools and by this period, it had practically become the sole literary medium in England. In the sixteenth century, we still have some scholarly works written in Latin but more and more were being produced in English. Barber (1993) credits this to the loss of Latin prestige following the Protestant Reformation. Protestants regarded Latin as the Pope's language designed to maintain the power of the priests by keeping ordinary people in ignorance. The production of the Bible in English along with church services in English changed all of this.

By the end of the seventeenth century, a modern English had emerged which could be understood by most English speakers of today. It is here that English begins its spread throughout the world through trade and colonization. English continues to change but it is no longer the language of one country and one people. In the following sections the spread of English, the globalization of English and the recognition of the fact that there are many Englishes in our world will be briefly explained.

## **2. The Spread of English**

From the time of Queen Elizabeth I in 1603 to the present reign of Queen Elizabeth II, the number of English speakers ballooned from about five million to more than two billion. Crystal (2003) lists 75 countries and territories where English is used as either an inner or an outer language as defined by Kachru (as cited in Jenkins 2015). So why did English spread so widely. Seargeant (2012) lists Crystal's (2003) three reasons for the spread of English. Firstly, and most evident, it was the language of the

British Empire. Secondly, it was the language of science and the industrial revolution. Thirdly, it was the language of the United States that grew into a political and economic superpower.

Jenkins (2009) credits the two Diasporas of English as being the main factor for the spread of English around the world. The first Diaspora being the large-scale migration of native speakers to the British colonies in North America and later Australia and New Zealand resulting in several mother-tongue varieties of English. The second Diaspora, the spread of English to new communities through contact with English colonizers in Asia and Africa, led to the development of several second language varieties of English. Galloway and Rose (2015) do not embrace this as the best theory. They feel that the two-Diaspora model does not explain how English was introduced to each environment and does not provide an accurate chronological account of that spread. They propose a four-channel model as a better way to examine the spread of English irrelevant of timing or region. Their four channels are: 1) settler colonization, 2) slavery, 3) trade exploitation colonies, and 4) globalization.

This four-channel model merits consideration as much can be explained by it. Channel 1 (settler colonization) accounts for the dispersal of English through North America (including the Caribbean, Africa and the Pacific via the movement of large groups of first-language English speakers. Channel 2 (slavery) brought large populations of non-English speakers into native-English environments and forced this new language on them as their new language. Channel 3 (Trade and Exploitation Colonies) spread English for the purpose of trade. Sometimes it was simply a *Lingua Franca* where a bare minimum of the language was learned and would cease to be of use were the trade removed. However, in some areas of extended contact, such as Papua New Guinea or Sierra Leone a form of Pidgin or Creole remains today. In some few cases, such as Singapore, the language was used more extensively, and remained after the British influence was reduced. The biggest difference between this channel and the former two is that few native speakers are involved, and English was used as an additional language to the local language. Channel 4 (globalization) refers to the spread of English to non-colonized regions which have had limited historical contact with the language. Strengthening the world's interconnectedness through globalization has produced a need to connect the world linguistically and English has come to fulfill that role.

### **3. English as a Global Language**

Crystal (2003) lists a strong power base, both politically and militarily, as the

two main factors that determine whether a language becomes a global language or not. It takes a militarily powerful nation to establish a language and an economically powerful one to maintain that role.

The military, political and economic power of the British Empire, established English as a global language and this has been followed up by the United States' dominance in areas of communication, science and industry, technology, medicine, and education. All of these factors helped propel English into the role of "a means to an end" and has fueled the explosive spread of English as a global language.

Global English is a facilitator of increased globalization. A common language to disseminate information coupled with the ease and speed of modern tele-communications and the internet have propelled English into a role much greater than just being the first-language of millions of people. Mauranen (as cited in Galloway and Rose (2015) acknowledges this fact when he points out that 'we are living in the first generation of ELF' (p. 12). English as a lingua franca (ELF) denotes an ownership by no one and everyone at the same time. Lack of ownership makes it much less onerous for everyone to accept English as a common language without the common conditions that accompany English used as native, second, or even foreign language.

#### **4. World Englishes**

English has come to be used in multiple roles throughout the world. Of course, native speakers use it and more often than not when a native-speaker speaks with a non-native. However, in our present global society it is also the most common language used by non-natives from different language backgrounds. Kachru & Smith (2008) separate English into three varieties, (1) English as the primary language used by most people in a country, (2) English used as a secondary language in countries that are multi-lingual, and (3) English used almost exclusively for international communication. There are more speakers of type 2 and type 3 than there are of native-speakers (type 1). These *Englishes* are all distinct but they are all legitimate forms of English, none more than any other.

B. Kachru (as cited in Kachru & Smith (2008)) captures the diffusion of English in three Concentric Circles: the Inner Circle, the Outer Circle and the Expanding Circle. The Inner Circle would encompass native-speakers, the Outer Circle would be those regions colonized by Britain and the US. Moreover, the Expanding Circle would be areas where English is used as a medium for international communication (p. 4). Jenkins (2009) would classify these as English as a Native Language (ENL), English as a Second Language (ESL) and English as a Foreign

Language (EFL). He uses other terms for EFL, English as a Lingua Franca (ELF) and English as an International Language (EIL). Although the exact numbers of speakers in any one group is almost impossible to calculate, it is safe to say that the number of ESL speakers far outnumber the native speakers and the EFL (including ELF or EIL) far exceeds the number of native speakers and ESL speakers combined. Now may be appropriate time to stop referring to English as “Global Language” with many accepted varieties called “World Englishes”. Perhaps a more appropriate term would be “World Common Language” which would remove all traces of ownership by any particular groups making it more acceptable to peoples of all language groups and less vulnerable to strictures of correctness.

## 5. Conclusion

In this short paper, I have attempted to cover the main areas of study in my class *Eibei Chiiki Kenkyuu*. How much we cover and the depth of the study depends a great deal on the language ability and interest of the students. The research interest in this field is snowballing and the amount of new data is remarkable. What is more remarkable is the rapid pace that English is sweeping the world. Tourism, international sporting competitions and especially the Olympics produce great changes in very short periods. International commerce, borderless online shopping, and digital communications have brought English into everyone’s home. The internet has made the world a very small place, and Social Networks have connected people of all races and all language groups.

By participating in this class, I hope that my students will come to understand how English developed as a language and then progressed into a ‘Global Language’. I also expect that they will come to realize their own roles in this increasingly global society and that their realization will help them to become better teachers. Teachers who will instill in their students an understanding of what it means to be global citizens and impress upon their students the importance of learning a “World Common Language” like English.



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## 要旨

### 教職を目指す学生のための英米地域研究

ペニントン・ウェイン

英米地域研究の授業を履修する学生の大半は教職を目指し英語と西洋文化に高い関心を持っているが、そのうちの多くは英語の起源についての知識が少なく、歴史的になぜ英語が20億人に使われるグローバル言語に発展したかを知らない。授業では英語の言語発展の過程にあった古英語、中英語、近・現代英語を紹介し、共通語としての英語の現代世界での役割を調べる。最後に世界中の様々な国の独自の英語の使い方を研究する。