

American English in the Global Context

Abstract

The phenomenon of globalization with its extremely complex and multidimensional nature has recently become one of the major issues of the on-going political, economic and scholarly debate. It has also triggered numerous controversial issues in modern applied linguistics. One of the most important is the question of a world-wide accepted standard of English. Linguists claim that, as soon as the world has come to learn about its linguistic diversity, the urgent need for standardization is felt, which is going to pose many difficult questions in the years to come within the 1) scope of communicative competence and 2) ELT. Research into the linguistic aspects of globalization presents the frontline of research interests of the 21st century's applied linguistics. The current study attempts to investigate the status and function of American English in the global context with regards to its prospects to evolve into a global standard of the English language. The framework of the current research is inspired by the Kachruvian model of World Englishes, and includes literature review, interviews, questionnaire-based data collection, and experimental procedures. The study also attempts to prove, that the traditional triple standard-oriented Kachruvian model of users and uses of English worldwide requires serious review within the globalization paradigm. The research includes micro- (peculiarities of language use and function) and macro- (language status and planning) approaches. It also attempts to map Georgia within the World Englishes model in connection with the problems under investigation, which presents a total novelty and is of profound theoretical interest and practical significance.

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Abbreviations

EFL- English as a Foreign Language

EIL- English as an International Language

ELF-English as a Lingua Franca

ELT- English Language Teaching

IERT- International English Reference Tool

LF-Learnability Formula

NS- Native Speaker/s

NNS-Non-Native Speaker/s

TEIL-Teaching English as an International Language

Introduction

The problem of the status and function of American English in the global context is linked inevitably to globalization, which presents a fundamental issue of the 21st century. The phenomenon of globalization with its extremely complex and often contradictory nature has become one of the hottest issues in the academic debate worldwide. It encompasses a wide range of significant economic, political and cultural processes and implies fundamental changes to the structure of the modern society, thus providing far-reaching implications for virtually every aspect of the human activity.

Research Actuality: The linguistic dimension of globalization is growing in importance. The unprecedented expansion of the English language worldwide, accompanying economic and geopolitical globalization and the assumed hegemony of American English in this process are constructing a new sociolinguistic reality. Systematic understanding of this phenomenon constitutes a newest trend and a new scholarly undertaking with serious implications for effective communicative competence and ELT. The complexity of the research question requires an interdisciplinary approach, including the fields of American studies, applied linguistics, cultural studies, and political science.

Understanding the reality of globalization and positioning the theme within its complex structure presents a matter of vital importance for the future successful development of any country, and for Georgia in particular. The current thesis attempts to map Georgia within the complex scheme of linguistic developments connected with globalization. The latest tendency to increase the valence of the English language in the educational curriculum in Georgia stresses the need to consider fundamental issues connected with the global spread and use of English and its implementation in the daily practice of teachers of English in Georgia, offering a new perspective on the subject, eventually improving and extending the range of communication skills and understanding of the language, which is vital in the new global reality.

Subject of the study: Research into the linguistic aspects of globalization presents the frontline of research interests of the 21st century's applied linguistics. The phenomenon of the global expansion of American English is one of the most controversial issues in the field. It is the cornerstone of modern English language linguistics: linguists claim that with the globalization rapidly evolving, the urgent need for standardization of the English language and the acceptance of a global standard of English is felt, which is going to pose many difficult questions in the years to come within the scope of communicative competence and ELT. The current research studies the status and function of American English in the global perspective. It is carried out with the Kachruvian model of World Englishes as an evaluation model, and includes literature review, interviews, questionnaire-based data collection, and experimental procedures.

The Aim of the Research: The literature review allows us to state that the extent of systematic, fundamental, or at least more or less consistent research on the status and function of American English globally is absolutely insufficient. As a result, there is practically no reliable data on the dynamics of American English usage worldwide and the type and extent of correlation between its usage and globalization. We consider it important to fill this scholarly gap and to analyze and systematize the current status of American English in the global context as well as the possibility of its global evolution in the future. The research is also aimed at studying Georgia within the socio-linguistic, cultural and educational contexts of globalization in an attempt to map it within a complex matrix of the Global English.

Research question: The current research attempts to investigate the status and function of American English in the global context with regards to its prospects to evolve into a global standard of English. Close treatment of the phenomenon of English "going global" suggests, that, despite the fact that the USA is currently the leading power in political, economic and military spheres and a major party in the on-going globalization, which results in the ever-increasing importance of American English worldwide, it has not automatically transformed American English into a

global standard of English de facto, the paradox that will be carefully studied and discussed within the scope of the current research.

The framework of our research is based primarily on the conceptual scheme of World Englishes by B. Kachru, as a model illustrating the development tendencies of the English language. The model is studied and revised within the globalization paradigm, and is applied by us to the evaluation of the prospects of American English to evolve into a global standard of English.

Hypothesis: Our hypotheses in the research are as follows:

1. We think that it is possible to trace a clear tendency towards the global standard of English to emerge in the future. In the current study we conceptualize such standard as a Global Standard of English and attempt to systematize existing theories on the subject.
2. We consider American English a possible and most likely base for the future Global Standard of English.
3. We choose the Kachruvian model of World Englishes as the basic means of reference to be applied during the research for the evaluation of the process of expansion of American English globally, by the latter we assume: across cultures and as the result of globalization. However, we attempt to review the original model and attempt to prove that introduction of the new variable of globalization into the existing model significantly changes the traditionally accepted balance of power between and within the segments of the model, changing the extent and character of correlation and interdependence between its components.
4. In our research we assign and attempt to prove the primary importance of the Expanding Circle segment of the Kachruvian model in issues relevant to the phenomenon under investigation. Part of the research is designed as an attempt to explicate how cultures within the Expanding Circle (Georgian respondents) view prospects of the English language standardization and possibility of American English to become a global standard of the English language. This, in its turn, enables us to speak of either presence or absence of homogeneity of views on certain tendencies relevant to the problem in question. Our hypothesis is that, **in case of**

relative homogeneity of results throughout the Expanding Circle, it is possible to speak of the existence of a macro tendency throughout the segment to accept American English as a linguistic standard of English. Consequently, the magnitude of users within the Expanding segment significantly influences the valence of American English in the global context.

Scientific Innovation: Certain components of the current research present a total novelty, and it is possible to identify the attempts to analyze and systematize them as pioneering, namely:

1. We apply the Kachruvian model of World Englishes to the evaluation of the global status of American English.
2. In the current thesis we introduce, expand on and test two new concepts:
 - A. *Boundary/border dichotomy concept* for the evaluation of the status of American English throughout the segments of the World Englishes model;
 - B. The concept of *the learnability formula* as one of the reasons of American English possibility to evolve into a Global Standard of English.
3. There has been no research conducted on the peculiarities of status and function of English in general, and American English in particular in Georgia within the paradigm of linguistic developments connected with globalization, and the current study attempts to fill this scholarly gap.

Methodology: The research question of the current thesis is linked to the core components of globalization, but in its turn consists of a complex and relatively autonomous series of empirical developments, requiring careful examination and research. It shows the demand to conduct research with micro-(peculiarities of language use) and macro-(language status and language planning) approaches in mind.

The current research employed qualitative and quantitative methods of data collection. A series of questionnaire and interview-based surveys, as well as experimental procedures, were conducted on the total of 190 respondents with the purpose to explore and analyze the typology of attitudinal frames of the participants towards the phenomenon under investigation.

Practical Importance: The research on the global use and function of American English has recently moved into the forefront of interests of both linguists and language teachers; it presents an extensively fruitful corpus for further research and has outstanding impact on the many problems of applied linguistics and ELT. The results obtained within the scope of the current research have significant practical value for the English language curriculum and teaching methodology in Georgia. Relevant discussion and systematization of aspects and theories of globalization can provide valuable information for specialists and students in the fields of American studies, cultural studies, and political science.

Structure. The thesis includes 3 chapters: Chapter 1 provides an extensive overview of globalization, discussing relevant theories and attitudes towards the process, and focuses on the importance of cultural aspects of globalization as having significance in connection with the complex phenomenon under investigation.

Chapter 2 expands on the global significance of American English, beginning with the historical overview of the reasons for the global expansion of English, highlighting the rise and evolution of American English, and its growing significance and dominant role globally. The chapter also provides an overview of American English distinctiveness.

Chapter 3 gives an extensive outline of the experimental procedures investigating possibility of evolution of American English into the Global Standard of English. Results are summarized in the conclusion.

The hypotheses and results of the research were presented in three publications and during the proceedings of the International Conference and Summer School in Batumi.

Chapter 1

Globalization: An Overview

The problem of the status and function of American English in the global context is linked inevitably to globalization, which presents a fundamental issue of the 21st century. The phenomenon of globalization with its extremely complex and often contradictory nature has become one of the hottest issues in the academic debate worldwide. It encompasses a wide range of significant economic, political and cultural processes and implies fundamental changes to the structure of the modern society, thus providing far-reaching implications for virtually every aspect of the human activity.

Being one of the most important issues of the 21st century, globalization is at the same time very difficult to define, mostly because of its scope and variety. It is usually referred to imply a whole cluster of significant economic, political and cultural changes:

1. Liberalization of international trade
2. Growing dominance of Western and American forms of political, economic (“Dolarization”) and cultural life (“Westernization” or “Americanization”, and even “Mcdonaldization”) (Robertson, 1992)
3. The spread of new information technologies (the Internet Revolution);
4. The notion that the humanity is moving towards a new global order based on interconnectedness and interdependence, and that all of us have become citizens of the same “global village”. (Tomlinson, 1999)

Economic transnational development and internationalization can be traced back one century or more, while economic globalization began after World War II. Trade contacts and mutual investment between developed countries increased tremendously, various economic mechanisms began to take shape and transnational corporations became the engines of world economic growth. Meanwhile, large numbers of developing countries entered the international economic system and all of them interpenetrated and depended upon each other and tended towards economic

integration. By the 1980s, however, economic globalization appeared in an embryonic form. It was since 1990s that the international economy and politics have undergone historical changes and economic globalization has proceeded with accelerated momentum. Transnational distribution of essential factors of production reinforced the interdependent global system of division of labor, and information technology has promoted global capital flow and technology transfer, causing in turn new changes according to the laws of economic cycles. (Castells, 1996) Economic globalization has promoted the dissemination of Western, mostly American, values such as democracy, freedom, human rights, market competition, legal contracts and individualism (“Westernization” or “Americanization”, and even “Mcdonaldization”). Today economic globalization has become an irresistible tide. Observing the past and current trends of globalization, however, it is necessary to state that economic factor cannot be its basic characteristic and the only context; globalization is a complex multi-faceted phenomenon, and it must be the starting point for analyzing any important issue.

Only by situating ourselves in this complex process can we successfully examine and explore the phenomenon of American English in the global context. So, we consider it worthy to provide a comprehensive outline of historical and contemporary views on globalization.

1.1 Globalization Theories

The term “globalization” has only become commonplace in the last two decades, and academic commentators who employed the term as late as the 1970s accurately recognized the novelty of doing so (Modelski, 1972). However, long before the introduction of the term “globalization” into recent popular and scholarly debate, the appearance of novel high-speed forms of social activity generated extensive commentary about the compression of space.

In 1904, the literary figure Henry Adams diagnosed the existence of a “law of acceleration,” fundamental to the workings of social development, in order to make sense of the rapidly changing spatial and temporal contours of human activity.

John Dewey argued in 1927 that recent economic and technological trends implied the emergence of a “new world” no less noteworthy than the opening up of America to European exploration and conquest in 1492. For Dewey, the invention of steam, electricity, and the telephone offered unprecedented challenges to previously static and homogeneous forms of local community life. He was also the first who went beyond previous discussions of the changing temporal and spatial contours of human activity, however, by suggesting that the compression of space posed fundamental questions for democracy. (Dewey, 1927, p. 140). New high-speed technologies attributed a shifting and unstable character to social life, as demonstrated by increased rates of change and turnover in many arenas of social and political activity, creating “mania for motion and speed”.

Later in the 20th century the proliferation of high-speed technologies is probably the main source of the numerous references in intellectual life since 1950 to the annihilation of distance. The Canadian cultural critic Marshall McLuhan made the theme of a technologically based “*global village*” generated by social acceleration at all levels of human organization in the 1960s. (McLuhan, 1964)

But it was probably the German philosopher Martin Heidegger who most clearly anticipated contemporary debates about globalization. Heidegger not only described the “abolition of distance” as a main feature of the contemporary condition, but he linked recent shifts in spatial experience to the fundamental alterations in the temporality of human activity: “All distances in time and space are shrinking. Man now reaches overnight, by places, places which formerly took weeks and months of travel” (Heidegger, 1950, p.165). Heidegger also accurately prophesied that new communication and information technologies would soon introduce novel possibilities for dramatically extending the scope of *virtual reality*:

“Distant sites of the most ancient cultures are shown on film as if they stood this very moment amidst today's street traffic... The peak of this abolition of every possibility of remoteness is reached by television, which will soon pervade and dominate the whole machinery of communication” (Heidegger, 1950, p.165).

Since the mid-1980s, social theorists have moved beyond the relatively underdeveloped character of previous reflections on the compression or annihilation of space as a major conception of globalization. Major disagreements still remained about the precise nature of the causal forces behind globalization: some scholars focus exclusively on economic factors (Harvey, 1989), while others (Giddens, 1999; Held, McGrew, Goldblatt & Perraton, 1999) take into account more complex clusters of economic, political and social factors. At this time some consensus about the concept of globalization is emerging. Consequently, contemporary social theories on globalization tend to regard it as:

1. *detrterritorialization*, according to which a growing variety of social activities takes place irrespective of the geographical location of participants.

As Jan Aart Scholte observes, “global events can via telecommunication, digital computers, audiovisual media, rocketry and the like occur almost simultaneously anywhere and everywhere in the world” (Scholte 1996, 45). Business people on different continents now engage in electronic commerce; television allows people situated anywhere to observe the impact of terrible wars being waged far from the comfort of their living rooms; the Internet allows people to communicate instantaneously with each other notwithstanding vast geographical distances separating them. Territory in the traditional sense of a geographical location no longer constitutes the whole of “social space” in which human activity takes places.

2. *interconnectedness* across existing geographical and political boundaries.

Globalization in this sense is a matter of degree since any given social activity might influence events more or less faraway.

3. *speed* of social activity: The compression of space presupposes rapid-fire forms of technology; high-speed technology only represents the tip of the iceberg, however. Deterritorialization and the expansion of interconnectedness are tied to the acceleration of social life, which itself takes many different forms (Eriksen, 2001; Scheuerman, 2004).

4. *long-term process*: the triad of deterritorialization, interconnectedness, and social acceleration hardly represents a sudden or recent event in contemporary social life. Globalization is a constitutive feature of the modern world, and modern history includes many examples of globalization (Giddens, 1990).
5. *multi-pronged process*, since deterritorialization, social interconnectedness, and acceleration manifest themselves in many different (economic, political, and cultural) arenas of social activity.

High-speed technologies are employed by transnationally operating firms, the so-called “*global players*,” with great effectiveness. The emergence of “around-the-world, around-the-clock” financial markets, where major cross-border financial transactions are made in cyberspace at the blink of an eye, represents a familiar example of the economic face of globalization.

In political life, globalization takes a distinct form: political scientists typically describe the trend towards ambitious forms of supranational organization (the European Union, North America Free Trade Association) as important recent manifestations of political globalization.

6. *cultural phenomenon*. Cultural connotations of globalization are very rich. If discussed solely through terms of economic and political sciences, the essence of globalization will remain hard to grasp. The practical situation is much more complicated, as the importance of globalization lies not only in its economic and political forces, but also in the cultural experiences of the countries involved. Globalization involves nationality, national culture and nationalism. A good example of it is the pace of globalization in the Middle East, where it is extremely slow, among the basic reasons being cultural experiences of the Islamic world. Cultural aspect of globalization requires especially extensive treatment within the scope of the current thesis, as it is directly connected with the phenomenon under investigation.

1.2 Americanization

The term “Americanization”, though frequently used in connection with globalization, and often used synonymously, is, in fact, seldom defined correctly. A comprehensive outline of the term is necessary for further consistent use in connection with the problem under investigation.

The historical review states that originally the term was applied to the anticipated assimilation of immigrants and racial minorities in the U.S.: “a process by which an alien acquires our language, citizenship, customs and ideals”. (Hill, 1919, p. 612)

In the U.S. a potentially diverse people was to be assimilated (and until 1970s assumed to have been Americanized) by the combined forces of the frontier, a shared language, the pressures of the “melting pot”, common forms of government, universal education, shared forms of consumption, and widespread mobility, both economic and spatial. The spread of Americanization, however, did not end at the nation’s borders. During 1890s, ideals of national mission and economic prosperity and development propelled America outward to expand, as it sought an open door for its trade and commerce in the Asia-Pacific region. At the same time America attempted to stifle European and British colonial expansion by opening the world to its literalism, which became well-shaped during the World War II, when it was assumed that America has had a universal mission-to promote democracy, which should have become synonymous with Americanism. The Cleveland Americanization committee proclaimed: “Americanization is carrying democracy to all peoples without boundaries of America, in order that the world may have great industrial, educational, economic, and political freedom”. (Hill, 1919, p.629). America’s international military dominance was accompanied by expressions of civilizing missions and the extension of its political morality to the Old World. Woodrow Wilson maintained in 1919 that “the rest of the world is necessary to us”, and confidently accepted that his nation possessed “the infinite privilege of fulfilling its destiny and saving the world”. (as cited in Blum et al.,1988, p.559)

Geographically separated from the Old World, the U.S. nonetheless continued to extend its economic and cultural influence throughout much of the world. The

economic crisis of 1929, followed by a prolonged economic depression fostered determination to establish new international mechanisms to govern the international economy, which would assure long-term stability and prosperity for America. America's officials in the early 1940s were eager to expand their nation's access to new international markets, to avoid post-war contractions of demand for American products, to open new ways to U.S. investments. Such policies required new economic arrangements of liberal economic order. Emily Rosenberg has claimed that the brand of liberalism, emphasizing equal trade opportunity, open access, free flow, and free enterprise, was advanced as a formula for the global development, a formula that Americans liked to think had succeeded in the United States. (Rosenberg, 1982, p.232). As the most efficient industrial nation, advantaged by the developing economy and boosted by the demands of War, America was to benefit more than any other economy from liberal economic arrangements and the erosion of barriers to cultural interaction.

After World War II international conditions were the best for the expansion of America's cultural and ideological power-labeled by Nye later as "soft power", which will be thoroughly discussed in the next chapter of the thesis. America's institutions, from military and political to the economic and cultural were uniquely placed to promote "Americanization" as the alternative to authoritarian communism. President Truman observed, in words that betrayed his nation's persistent ambitions as well as its growing global interdependence: "The whole world should adopt the American system. The American system can survive in America only if it becomes a world system". (as cited in Thorne, 1986, p.2).

The U.S. enthusiastically pursued its new ambition towards an increasingly global order. (Von Laue, 1987; Iriye, 1993). In the post-war world it was necessary to promote American ideas abroad. They were promoted abroad by an elaborate machinery of "cultural" diplomacy and encompassed the activities of various organizations ranging from Pentagon and the CIA to the American Chamber of Commerce and cultural affairs in diplomatic posts. Like the Peace Corps, the many agencies of America abroad were expected, in President Kennedy's words, "to

represent the United States and its peoples in the most positive way”. (Said, 1993, p.25). Intergovernmental agencies-notably the World Bank, the International Monetary Fund, agencies of the United Nations, the Truman and Marshall Plans, GATT-helped to expand the global economy while containing socialism and stimulating demand for U.S. investments, consumer goods and technologies. Multinational corporations became even more persuasive vehicles of American expansion than government agencies, “The whole world outside the home country is no longer viewed as a series of disconnected customers and prospects for its products, but as an extension of single market”. (Barnett & Miller, 1974, p.213). The American way of life, and goods were projected abroad by advertising, and from the early 1950s, television. More than any other society, the U.S. realized and encouraged what was modern in the post-war era to its own benefit. The global reach of government, corporations and media overseas made the U.S. an exceptionally affluent, open, dynamic society-the model against which all other societies were beginning to be measured.

In this global model are embedded economic, political, social, and cultural elements that are Americanizing. America’s expanding activities in the post-war time became to be identified as Americanization. It implied not only direct political, economic and cultural incursions, but also attempts by the US to universalize its ideology and example. So, the term “Americanization” should be referred to the origins of a cultural item (language, dress, food).

Within media discourse it is applied to label a number of factors often seen as threatening to national(istic) identity, way of life or values. It means the use of social practices and cultural values which originated in the U.S. (or in Hollywood, LA and any other metonymic name for the country).

In a more scholarly discourse, Americanization is understood as linked to the global processes identified also as modernization or consumer society. Currently, the U.S. remains a powerful social, cultural and political model which other societies can not ignore. “America’s culture has become an unavoidable presence”. (Bell & Bell, 1993, p.57). As Bell and Bell had also emphasized, “The great and powerful

American friend has always been understood ambivalently by most within the smaller society”, which has also become a current reality in Georgia.

1.3 Significance of Cultural Issues in the Context of Globalization

The influence of the cultural issues in globalization caught the attention of prominent scholars as early as the 1990s: Lawrence Harrison published his book entitled *Who Prospers? How Cultural Values Shape Economic and Political Success?* in 1992, Samuel Huntington published his famous article “*The Clash of Civilizations?*” in 1993, Thomas Sowell published his book *Race and Culture: A World View* in 1994, Francis Fukuyama published his book *Trust: The Social Virtue and the Creation of Prosperity* in 1995. Their works were illuminating the impact of culture on international relations and globalization. Culture is an embodiment of civilization, the use of language is an embodiment of culture.

The wide use of modern information technology implements human social life in a new way. The application of the electronic media and the Internet makes it possible for the material and spiritual products to move globally in tremendous quantity and at an extraordinary pace; this has become the latest hallmark of the human civilization. As the new century proceeds, the culture of the information revolution continues to exert unprecedented impact on human life and behavior. It has no geographic or national confines, crosses the national borders and obviates the barriers of the time and space, affecting the process of modern society with these characteristics.

Obviously, the impact of the modern culture in the context of globalization is increasingly evident and strong. In recent years numerous articles and books have put forward the concepts of *cultural globalization*. Literature review suggests that cultural globalization is on the rise. (Robertson, 1992; Falk, 1999) Market economy is used for cultural infiltration through the export of ideas and values; production and export of cultural commodities have soared in the recent years. Culture has become a kind of *soft power*, and it is now ordinary for most countries to focus on the power of culture in the international relations and competition. World politics is entering a new

phase, in which the great divisions among humankind and the dominating source of international conflict will be *cultural*. (Huntington, 1993)

The concept of soft power was first developed by American scholar Joseph Nye, of Harvard University in a 1990 book, *Bound to Lead: The Changing Nature of American Power*. He further developed the concept in his 2004 book, *Soft Power: The Means to Success in World Politics*. The term is now widely used in international affairs by analysts and statesmen.

The primary currencies of soft power are an actor's values, culture, policies and institutions-and the extent, to which these "primary currencies" as Nye calls them, are able to attract other actors to "want what you want". This is the ability of a country to attract other countries by ideas; the ability of a country to make other countries think what it thinks through co-option and attraction. It is in contradistinction to "hard power", which is the use of coercion and payment.

Nye summarizes soft power as a directing, attracting force, and a co-optive power, that does not need much investment, but is of considerable value. (Nye, 1990) This power is closely related to such a formless power as ideology. A country's cultural universality and its ability to determine norms, rules and regimes that regulate international behaviors are key resources for a country's power. Though intangible, it can be estimated from a nation's cohesiveness, cultural popularity in the globe, and role in the international relations. Currently, comprehensive national power includes hard power, soft power, and their influence on international relations. Without an effective soft power, which implies strong culture with global appeal, a nation cannot have a say in international activities. With the rising tide of globalization, encompassing information revolution and the development of the internet culture, culture as a soft power reaches beyond the limits of the geographical boundaries, national ethnicity, and time and space.

From the strategic perspective in as early as 1990s, Nye pointed out that the U.S. should enhance the co-optive power of its culture and the attraction of its lifestyle in order to become preponderant not only in hard power, but also in soft power. This would establish its ideological domination throughout the entire world. To do this,

the key should be whether the U.S. has the political leadership and strategic perspective to translate the soft power resources into real power in the period of transnationalism in international politics. In September 1992, former U.S. President G. Bush highlighted in his “Agenda for American Revival”, “Our political and economic connections are supplemented by the attractiveness of American culture in the world. This is a new kind of soft power we can use”.

As a result, at present, the United States has the strongest soft power than any other country within the context of globalization, which implies that the co-optive power of its culture and the attraction of its lifestyle are at the possible maximum. These soft power resources are successfully translated into the political leadership and strategic dominance in the globe. Coca-Cola and McDonald are not only beverage and food, but also the meaning of culture and lifestyles attached to them. This provides a clear answer why the on-going globalization is often labeled through Americanization, and even Cocacolonization and McDonaldization.

The U.S. is, undoubtedly, the leading player in the process. Besides its economic and political supremacy, the U.S. is successfully employing the cultural strategy towards advertising their products worldwide and cultivating admiration, yearning and pursuit for their culture and lifestyle all over the world, through people exchange, communication of ideas, and value sharing. The U.S. steadily increases their investment in cultural industries and the export of cultural products. Ideological enterprises such as film, television, broadcast, CD, fax and Internet industries get very strong support and are provided favorable conditions overseas. According to the statistics, U.S. occupies 75% of the world market in film and television.⁷² of the 400 richest U.S. enterprises are cultural ones and the U.S. audiovisual industry is the seconds largest export industry, second only to aerospace. American pop-music, fashion, Hollywood movies and lifestyle spread to the world in the course of the U.S. media expansion. At present there are 13 top-domain-name servers serving the netizens all over the world, 10 of them belong to the U.S.

The fight for excellent human resources has become the focus of cultural power competition in the attempt to control the world human resource market. Every year

the U.S. accepts many students from all over the world, including the developing countries, assimilating them to the Western and American values, employing many to work, and regarding those graduates who return to their home countries as conduits of the Western and American civilization. The famous U.S. international strategist, Zbigniew Brzezinski, wrote in his *Grand Chessboard*, “American culture is uniquely adaptive to economic growth. It attracts and assimilates at a fast pace human resources from overseas, thus promoting the increase of national power”. (Brzezinski, 1998)

Summarizing the ideas expressed in the chapter, it is possible to state that American mass culture contained in products and communications has been made very attractive for various and diverse markets overseas. Its ethnic openness, as well as strong political and ideological powers behind it help to successfully promote it all over the world in the context of globalization.

1.4 Attitudes towards Globalization

The on-going globalization has formed two parallel and contrary cultural trends: it has not only created new trend of global culture in the world, which is dominated currently by the Western, and especially, American values; but also it has promoted cultural nationalization and localization, and reaffirmed the need to protect the unique meaning of each culture.

These two trends are classified as *ethnocentrism* and *trans-cultural relativism*: the ethno-centrists deem their national culture to be supreme and its values to be the most outstanding manifestation of it. Trans-cultural relativists not only recognize the diversity of world cultures, but also consider the values orientation as the core of all cultures. These theories accompany the obvious trend towards *uniformity* as opposed to *diversity* and self-assertion of a variety of cultures and civilizations. (Kochler, 2004; Jokhadze, 2004) The ultimate question of either acceptance or rejection of globalization by a nation, and, consequently, the pace of the process worldwide to a great extent depend on which of these trends prevails within a nation.

The contradictory nature of globalization is expressed in the fact that so many groups of people, belonging to different cultures and/or civilizational traditions, strive to interact with others at the global level, while at the same time trying to preserve their national, ethnic, cultural, and civilizational identity. The often repulsive reaction towards globalization is, in fact, the reaction towards the trend to uniformity and homogeneity, which is assumed to be part of globalization agenda. However, in the global reality of today, to achieve cultural and national security by merely closing doors to globalization is not only impossible technologically, but will also run contrary to people's desire. By its very nature, the process of globalization has opened a cosmopolitan space of economic, social, and cultural interaction, a development which cannot be easily undone. It has created a new "social reality" at the transnational level with far-reaching implications for the regional and domestic order everywhere. These issues are of dramatic importance for the developing countries, Georgia being among them.

Georgia has been actively integrating into major democratic, political and economic processes in the world and is attempting to integrate with NATO and EU. It means that, due to the scope of its political and economic activity, it can be included in the number of countries supporting globalization. Georgia's policy of the last half-decade can be characterized by a close affiliation with the U.S., which is the dominant power in the globalization, and openness towards Western thinking and values.

Geopolitically, it is the most Western-oriented culture in the region. At the same time, Georgia possesses a unique and rich culture, which has to be preserved. In July 1995, at a time when world leaders had just begun to speak of a "New World Global Order", the International Forum for Solidarity against Intolerance, held in Tbilisi under the auspices of UNESCO, already diagnosed "a new global threat of aggressive intolerance" which, according to the participants, can only be overcome through a "new culture of tolerance" as essential part of a dialog of cultures in the new global reality. Understanding the reality of globalization and positioning itself within its complex structure presents a matter of vital importance for the future successful development of our country. Unfortunately, the level of research on the economic,

political, cultural, and linguistic aspects of the problem in connection with Georgia is yet insufficient and requires further extensive development. The current thesis addresses the linguistic side of the problem and attempts to place Georgia within the complex facet of linguistic developments connected with globalization.

Chapter 2

American English: Global Expansion and Significance

2.1 Globalization and the Current Situation of English

As it has been stated in the previous chapters, globalization presents an extremely complex and multi-dimensional phenomenon, encompassing economic, political, cultural, and socio-cultural aspects. To these it is necessary to add the linguistic aspect, which is associated with the unprecedented expansion of the English language worldwide, accompanying economic and geopolitical globalization. It is worthy to cite Fishman (1996), who summarizes that the world of large scale commerce, industry, technology, and banking, like the world of certain human sciences and professions, is an international world and it is linguistically dominated by English almost everywhere. At the moment, a product in English—even if it is not only local, but also localist—is immediately an “international” product, while the same product in another language has a restricted circulation. Because English is so widely spoken, it has often been referred to as a “world language”, *the lingua franca* of the modern era. (Graddol, 1997) While English is not an official language in most countries, it is currently the language most often taught as a foreign language around the world. It is, by international treaty, the official language for aerial and maritime communications, an official language of the United Nations and many international organizations.

Technology also plays a huge role in English's global triumph. The British Council, an independent charitable organization, says that 80% of the electronically stored information in the world is in English; 66 % of the world's scientists read in it, the English language now has special status of one kind or another in 75 countries, one-third of the world's books are published in English. That two-thirds of all scientists read English. That three-quarter of the world's mail is written in English, and four-fifths of all electronic communications are in English. Some linguists (such as Crystal, Graddol, and Nunan) believe that it is no longer the exclusive cultural property of “native English speakers”, but is rather a language that is absorbing and influencing the cultures worldwide and continues to grow and evolve at an unprecedented rate; it embraces a huge range of messages, icons and brands that

together constitute cultural hegemony far greater than the British empire had ever achieved. Kayman writes that English is the language of globalization and its territory is no longer a set of countries, but a communication itself. (Kayman, 1998).

2.2 Reasons for the Global Expansion of English: Historical Overview

The English language can be traced back to the mixture of Anglo-Saxon dialects over 1500 years ago. Since then it has been altered and transported around the world in many different forms. The language we now recognize as English first became the dominant language in Great Britain during the Middle Ages and in Ireland during the 18th and 19th centuries. From there it had been exported in the mouths of colonists and settlers all over the globe. Over the course of the 20th century it has become a worldwide means of communication.

The global spread of English dates back to the late sixteenth century when the first expeditions started leaving the British Isles in search of new areas to settle, namely the New World in North America. Although few in number at first, settlements were established at an increasing rate, as new shiploads of immigrants arrived throughout the seventeenth, eighteenth and nineteenth centuries. Though these settlers came from a variety of countries, “within one or two generations of arrival, most of these immigrant families had come to speak English, through a natural process of assimilation” (Crystal, 2003, p. 35).

Throughout the same time, British world exploration also established settlements in Australia, New Zealand, and South Africa. In South Asia, during the years 1765 to 1947 when Britain maintained sovereign rule, “English gradually became the medium of administration and education throughout the subcontinent” (Crystal, 2003, p. 47).

The expansion of British colonial power and the emergence of the United States as the leading economic power of the 20th century, therefore, explain the world position of English today.

The 20th century saw unprecedented growth on a global scale in technology, transport and communications. Moreover, following two world wars, the need for greater political understanding and dialogue between nations was of particular

importance. International organizations, such as the United Nations and UNICEF, needed to find some linguistic common ground to facilitate communication. While it was usual for a small number of languages to be designated as ‘official languages’, English invariably held a prominent place. Crystal provides data of the 12,500 international organizations in the world in 1995-96 highlighting which languages they use in an official or working capacity. In the sample, 85% made official use of English (French was the next with 49%). Of particular significance in this sample is the fact that “one third of this number of organizations use *only* English to carry on their affairs” (Crystal, 2003, p. 88). “The need for a global language is particularly appreciated by the international academic and business communities and it is here that the adoption of a single lingua franca is most in evidence” (Crystal, 2003, p. 13). English, therefore, has penetrated all walks of life. The field of education is no exception. Not only are more and more courses now using English as the medium of instruction, but also English Language Teaching (ELT) itself has become a booming industry: the British Council claims, that people who spend time in Britain simply to learn English spend \$2-billion a year doing it.

Prior to the World War II, most teaching of English as a foreign language used British English as its model, and textbooks and other educational resources were produced here in the UK for use overseas. This reflected UK’s cultural dominance and perceived ownership of the English language. Since 1945, however, the increasing economic power of the U.S. and its unrivalled influence in popular culture has meant that American English is increasingly becoming the reference point for learners in the world. This point will be thoroughly discussed in the following chapters of the current thesis.

2.3 Reasons for the Global Expansion of American English

As it has been stated in the previous chapters, the end of the 20th and the beginning of the 21st centuries are typified by globalization, with the ever-increasing and, at present, obviously dominant economic, political and technical importance of the English-speaking countries, and, especially, of the U.S.

The leading and dominant position of the U.S. in global trade and politics, as well as effective export of its culture world-wide, indeed, are a reality and have granted the U.S. a leading position in the globalization: Graddol (1997, p. 9) states, "The growing economic and cultural influence of the U.S. and its status as the global superpower since World War II have significantly accelerated the language's spread on the planet". He affirms that any substantial shift in the role of the U.S. in the world is likely to have an impact on the use and attractiveness of the English Language among those for whom it is not the first language. He also claims that, "in the aftermath of World War II, the U.S. became a global economic and cultural presence, making American English the dominant world variety" (Graddol, 1999, p. 62). Steiner in the mid 70s, 25 years before the beginning of the globalization age observes the first signs of the new linguistic reality,

"English has acted as the conduit of American power and of American technology and finance. English and American-English seem to embody for men and women throughout the world-and particularly for the young-the "feel" of hope, of material advance, of scientific and empirical procedures. The entire world image of mass consumption of international exchange of the popular arts, of generation conflicts, of technology is permeated by American-English". (1975, p.469)

Barber sums up the cultural outcome of globalization as favorable to America and especially American English:

"The global culture speaks English or better American. American English has become the world's primary transnational language in culture and arts as well as science, technology, commerce, transportation and banking." (1996, p. 84) Thus, globalization is identified as one of the major driving forces behind the world-wide expansion of English, and it is possible to state that, as the result of the economic and

technical importance of English-speaking countries (and especially of the U.S.) and their political supremacy, the English language is adopted by more and more people and organizations world-wide and is most-frequently learned language at the moment.

It is true that American English is growing in importance as a result of the increasing weight and prestige of the American culture in the world. However, it is necessary to investigate and analyse other factors which account for its outstanding global status.

H. Mencken in his famous three-volume work “The American Language”, first published in 1919, already discerns the growing importance of American English worldwide, and gives the reasons for it which are worth to be cited here,

“ Because of the fact that American form of English is now spoken by three times as many persons as all the British forms taken together , and by at least twenty times as many as the standard Southern English, and because, no less, *of the greater resilience it shows, and the greater capacity for grammatical and lexical forms, and the far greater tendency to accommodate itself to the linguistic needs and limitations of the foreigners*-because of all this it seems to me likely that it will determine the final form of the language.”(1998 (1919), p.326)

In this passage H. Mencken is stressing the *hospitable nature* of American English, which manifested itself as early as the first permanent English-speaking colony was settled in America in 1607, and the borrowing and adapting from the indigenous language began. This is the period which can be characterized as the major step towards the globalization of the English language. Isolated from each other by the Atlantic Ocean, the dialects in England and the new colonies began evolving independently. Thus, the linguistic peculiarities and trends of American English can be understood through a historic overview of the development of American nation.

Mencken summarizes the chief characteristics of American English as the following:

1. general uniformity throughout the country
2. impatient disregard for grammatical, syntactical and phonological rule and precedent

3. large capacity (distinctly greater than the English of the present-day England) for taking in new words and phrases from outside sources , and for manufacturing them of its own materials: “ Let American confront a novel problem outside English, and immediately its superior imaginativeness and resourcefulness become obvious.” (Mencken, 1998 (1919), p.654)

Basil de Selincourt in his famous 1928 book *Pomona, or the Future of English* ascribes this feature of higher linguistic creativity of American English to the more stimulating historical climate of the United States, which has produced a more eager, a more expansive, and a more decisive people, who tends to revolt against conventional bonds and restraints and apprehends the world in sharper outlines, aspiring after a more salient rendering of it. The peculiar multinational and multilingual mixture at the dawn of American civilization, “the linguistic melting pot”, characterized by rich and diverse communicative context, resulted in openness towards new words and notions, greater flexibility of the American English grammatical and lexical forms, and a unique creative capacity both of the vocabulary and the language users.

2.3.1 Highlights of the Rise and Evolution of American English

In the century between the Revolutionary and Civil wars, American references to “the American language” abounded. In 1780, American envoy John Adams was writing from France to lobby Congress for an American language academy, directed by learned Americans and empowered to “correct and improve” the young country’s rude misuse of the language. “English is destined to be more generally the language of the world,” he wrote, “than Latin in a previous age and French in the present age.” Language has always been closely connected to patriotism, and almost always to a particular country. The English regarded “the American language” as essentially barbaric. Inevitably, in the 19th century, Americans came to regard their distinctive English as a unique language. A revolutionary idea of the distinctiveness of American English emerged among the patriots, among whom there was Noah Webster. For them it was obvious that an independent nation should have an independent

language-even if it was a variety of English. Most intellectuals of that time believed that here was a connection between language and civilization, and for Webster monarchy spoke one language and a republic another. Noah Webster calls for the *reformation of faults* and *wrong spellings* as the initial point of such drifting away.

To him, then,

“The question now occurs, ought the Americans to retain these faults which produced innumerable inconveniences in the acquisition and use of the language, or ought they at once to reform these abuses and introduce an order, and regularity into the orthography of the American tongue? ... A capital advantage of this reform ... would be that it would make a difference between the English orthography and the American ... a national language is a band of national union. ... Let us seize the present moment, and establish a national language as well as a national government.” ((1789) as cited in Graddol, 1997, p. 6).

Noah Webster published his "Blue-backed" *American Speller* soon after the Revolution, teaching not only spelling but also pronunciation, common sense, morals, and good citizenship. His first dictionary (1806) was one of several (the first in English being Samuel Johnson's in 1755), but when Webster died in 1843, the purchase of rights to his dictionary by Charles and George Merriam led to a new, one-volume edition that sold for six dollars in 1847. This edition is important, because it became the first standard of American English. Except for the Bible, Webster's spelling book and dictionary were the best-selling publications in American history up to the mid-twentieth century.

In 1838, Indiana instructed its state university “to instruct the youth of the Commonwealth in the American language.” In 1854, secretary of state William Marcy ordered U.S. diplomatic missions to use only “the American language.” Though, the word "Americanism" had been coined as early as 1781 by John Witherspoon, a Scottish clergyman recruited to become president of Princeton University, it was John Pickering, who first analyzed and systematized the new usages in 1816. The Americanisms, Witherspoon wrote, were not "worse in themselves, but merely ... of American and not of English growth." Pickering

expanded: “We have formed some *new* words; and to some *old* ones, that are still used in England, we have affixed new significations; while others, which have long been *obsolete* in England, are still retained in common use with us” (as cited in Mathews, 1931, p.67)

At the end of the 19th century American English turned out to be the first variety where social ideas were given a linguistic character. A feminist writing in Godey’s Lady’s Book in 1865 thought that women would soon be recognized for their accomplishments and proposed to introduce new expressions for this purpose: *Americaness, paintress, professoress, and presidentess*, thus, prophesying a much later trend in the language. (as cited in Mencken, 1960, p.590-591). At this time ethnic and racial words were discovered to be damaging and hurtful, a new idea in language ideology: the greatest of American dictionary of the 1890s, *The Century* (Whitney 1889-1891), provided the following observation about *nigger*:” *Nigger* is more English in form than *negro*, and was formerly and to some extent still is used without opprobrious intent; but its use is now confined to colloquial or illiterate speech, in which it generally conveys more or less of contempt”.

Early in the 20th century, waves of immigrants arrived and populated American cities, particularly in the industrial northeast. The tendency of borrowing and adapting from other languages, which started with the first settlers and continued in American English through the following centuries with the new tides of immigration, proceeded in the 20th century, and once again loan words from language contact entered and enriched American English: *ranch* and *vigilante* from Spanish, *jazz* and *jukebox* from African Americans, *macaroni* from Italian, *geisha* and *tycoon* from Japanese, *lutefisk* from Swedish, *bagel* and *nosh* from Yiddish and thousands more. Following World War I, however, restrictive laws drastically reduced the number of new immigrants, and during the next half century America gradually became more monolingual than it had been for three hundred years. “Americanization” campaigns were conducted in some parts of the country, which made multilingualism seem unpatriotic, and as a consequence, borrowings from foreign languages became much less frequent than before. English-sounding alternatives were preferred over borrowed words: *hot dog*

over *frankfurter*, *cottage cheese* over *smearcase*, *brats* rather than *bratwurst*.

However, the distinctiveness of American English remained, but the source of new expressions took new directions-initialisms (like *AIDS*), manufactured words (*Kleenex*), derivations (*antinuclear*, *environmentalism*), phrases (*big top*), compounds (*rock star*), shortened forms (*bra* and *phone*), as well as numerous neologisms as the new strategies to refresh and renew the word stock of the language filled with new notions, mostly belonging to the sphere of technical innovations. John Ayto found an interesting correlation between neologisms and the events and inventions of the times:

Table 1. *Trends in New Words Formation, 1900-2000*

Decade	Category producing the majority of new words	Example
1900-1910	cars	accelerator
10s	war	Flame-thrower
20s	clothes	Bathing beauty, threads (slang for clothes)
30s	war	Fifth column, flak
40s	war	Ground zero, radar
50s	media	Teleconference, Xerox
60s	computer	Interface, cursor
70s	computer	Hard disc, microprocessor
80s	media	Cyberspace, dish (TV antenna)
90s	politics	Generation X, off-message

Source: Ayto (1999)

Pragmatic Americans have also often sought to simplify the language, the tendency which Mencken approves of, stating that, “American spelling is plainly better than English spelling, and in the long it seems sure to prevail.” (1998 (1919), p.483). He also claims that,

“The characteristic American habit of reducing complex concepts to the starkest abbreviations was already noticeable in colonial times, and such highly typical Americanisms as O.K., N.G., and P.D.Q., have been traced back to the early days of the Republic”. (1998 (1919), p.117).

The Simplified Spelling Board, created in 1906, sought to simplify the spelling of words like "though." "*But tho their filosophy was that simpler is better, they cood not get thru to peepl as they wisht.*” This is how The *Chicago Tribune* attempted to simplify spelling in their publication in 1935. (as cited in Mathews, 1951). However, the American public would not follow at the time, so the attempt was largely abandoned with a few exceptions, such as "tho," "thru," and "catalog”, which manifested and exemplified the American English distinctiveness. However, currently American spelling embraces quite a number of similar simplifications, which will be systematized in more detail in the next chapter of the current thesis, and is gaining considerable preference over its British counterpart over the world through the American English-based TOEFL, TEWL, GRE exams, which tend to be accepted worldwide, and through the worldwide-spread Microsoft Word Program, which reflects patterns of American spelling.

The 1940-50s were marked by the increasing valence of American English worldwide, accompanying its growing political, economic, and cultural importance. This is the time when American English can be characterized as a successful language-pusher,

“This American language,” says a recent observer “seems to be much more of a pusher than the English. For instance, after 8 years’ occupancy of the Philippines it was spoken by 800,000, or 10 %, of the natives, while after the occupancy of 150 years of

India by the British, 3,000,000, or 1% of the natives speak English.” (as cited in Mencken, 1998 (1953), p.276).

The success of American English as a language-pusher resulted in the fact, that since 1945 American English has become the reference point for learners of English in places like Japan, and even to a certain extent in some European countries, while prior to the World War II, most teaching English as a foreign language used British English as its model.

Gradually increasing throughout the years after World War II, the importance of American English worldwide reached its climax in the mid-1990s with the rise of globalization, accompanied by The Digital Era and the Internet Revolution. The factors behind its global hegemony of today can be summarized as follows:

1. Population (American English/British English about 70% vs. 17% of all native English)
2. Wealth of U.S. economy.
3. International political supremacy of the U.S.
4. Magnitude of higher education in America vs. the UK.
5. Magnitude of global mass media and media technology influence-dominated by the U.S. products-cable television (CNN, MTV, MCM), Voice of America (VOA) radio broadcasts, Microsoft Corporation
6. Appeal of American pop culture on language and habits-pop music, Hollywood movies, fashion
7. The American English-based TOEFL, TEWL, GRE exams and American Language Centres (American Councils)
8. Organizations where American English is the working language-UN, UNESCO, Amnesty International, American Peace Corps etc.

2.3.2 American English Distinctiveness

The discussion of the phenomenon of American English in the global context will be incomplete without an overview of the distinct pattern of American English in contrast to its British counterpart. The phenomenon of American English

distinctiveness is the effect of a centuries-long separation and unique evolution of the two varieties. It is manifested in the fields of vocabulary, pronunciation, grammar usage, semantics, and spelling. Within the scope of the current thesis it would be impossible and unnecessary to identify all the types of distinctive features or provide comprehensive lists of the features identified; rather we would like to highlight and illustrate the major distinct features of the two varieties which shape their unique nature and have importance in connection with the phenomenon under investigation.

Vocabulary

Most words brought to America by the English colonists still carry the same or almost the same meaning on both sides of the Atlantic. However, new words have appeared, and some old words have changed their meaning, not always in the same way on both sides of the ocean. The difference in vocabulary refers to many aspects of everyday life: Americans use the terms *highway* and *freeway* (not *motorway*), *traffic circle* (not *roundabout*), they usually *pass*, while in British English people *overtake* other drivers. Americans refer to *traffic jams*, not just *jams*, to *detours* instead of *diversions*, and to *construction* or *maintenance* instead of *roadwork*. British English terms like *contraflow*, *tailback* and *verge* are unfamiliar in America. Americans who have passed a ***driver's test*** and received a ***driver's license*** can ***rent a car***, check the ***tires*** of the ***rental car***, make sure the interior has been ***vacuumed*** and ***windshield*** cleaned, and then, assuming ***the line*** isn't too long, drive out of the ***parking lot*** to start a ***vacation***. Britons, after passing a ***driving test*** and getting a ***driving licence***, would ***hire a car***, ensure the ***windscreen*** was clean and the interior ***hoovered***, and then, assuming a short ***queue***, drive out of the ***car park*** to go on ***holiday***. Many differences refer to the domain of home:

Table 2. *Distinctiveness of American English: “Home”*

American English	British English
can	tin
eggplant	aubergine
dessert	pudding
baked potato	jacket potato
stove	cooker
supper	tea
dish towel	tea towel

However, there is not much that speakers of American English or British English would not understand in one another’s speech, especially in context: Americans use *nutrition facts* instead of *nutrition information* and *calories* instead of *energy* when speaking of labels on the package goods. Some common shorthand terms differ, like *math*, *TV*, and *ad* in American English from *maths*, *telly*, and *advert* in the British equivalent. (See Table 3 for more illustrations)

American English has shown inventiveness in colloquial and slang expressions, which have penetrated other varieties, including British. The following, identified in *Webster’s New World College Dictionary* as having American origins, are listed also in *The Concise Oxford Dictionary*: *jamboree*, *jalopy*, *widget*, *schoolmarm*, *sidekick*, *pencil pusher*, *jack pot*, *jack hammer*, *pushover*, *press conference*, *jigsaw puzzle*, *pratfall*, *joyride*, *whodunit*, and *tip off*, as well as shortened or combined forms *wiz*, *pen* (“penitentiary”), *prom*, *psychobabble*, *wino*, *hoopla*, *megabuck*, *jazz and honest-to-goodness*.

Table 3. *Examples of American English Distinctiveness*

American English	British English
face cloth/wash cloth	flannel
diaper	nappy
pants	trousers
underpants	pants
apartment	flat
sidewalk	pavement
trash can/garbage can	dustbin
busy signal	engaged
pay raise	pay rise
band aid	plaster
sweater	jumper
sneakers	trainers
flashlight	torch
realtor	estate agent
zee	zed (the letter “z”)
fired	sacked
laid off	made redundant
tailor made	bespoke

Pronunciation

The major pronunciation features of American English are so well-known that have become stereotypes: vowel correspondences, such as the stressed vowel in *tomato* (**ay** vs. **ah** in British English) and *banana* (**nan** vs. **nahn**), the first vowel in *leisure* (rhyming with **seizure**, but in British English with **pleasure**), and the miscellany represented in *schedule* (**sked** vs. **shed**), *charade* (**raid** vs. **rahd**), and *privacy* (**prive**

vs. **privv**). Stress patterns may also differ: Americans stress the first syllable in *controversy* and *renaissance* and the compounds *weekend* and *ice-cream*, Britons stress the second. In British English a more even stress pattern is retained in polysyllabic words and fewer vowels are reduced to schwa. The most significant pronunciation differences affecting sets of sounds and classes of words are as follows: intervocalic **t** and **d**, the use of postvocalic **r**, the *half, fast, class* set (with a pronounced **h** like in **cat**), the *tune* and *duty* set (with **u** and not **ju**), the *mobile* and *missile* set (**al** vs. **ail**), omission of final **g** in *-ing*. There are also differences of intonation patterns of utterances, especially questions.

Grammar

Popular opinion holds it that there are few grammatical differences between American English and British English, however, the analysis of the computerized corpora provides a variety of examples. Many of them are rather quantitative than qualitative and include agreement rules, mid-sentence ellipsis, use of different relative pronouns, past participles and other parts of speech.

The American English subject-verb agreement is determined by the form and not by the meaning like in British English:

*Anaheim Angels **has** won the cup.* (American English)

*Once ITV realize the BBC **are** doing wrong.* (British English)

The mid-sentence ellipsis is approximately twice as much prolific in American English, than in British English:

When you coming back?

How you doing?

In conversation and fiction, American English shows an overwhelming preference for question forms with *do* (*Do you have any fresh newspapers?* in contrast to British *Have you got any fresh newspapers?* or *Have you any fresh newspapers?*)

American English shows stronger preference for the relative pronoun *that* in contrast to *which* in British English. In news writing, that is about twice more frequent in American English than in British. (LG, p.616)

American English makes use of the conjoined pronoun *but neither* + auxiliary verb:

*Congress should not be running monetary policy, **but neither** should it...*

In American English, *got* is used as a simple past tense meaning “became” (She got tired) or “arrived” (when she got home). *Gotten* is preferred as the past participle of *got* in American English:

*The president’s war efforts have **gotten** high marks.*

In American English, *Have you got any?* is an equivalent for the British *Do you have any?* It is used in a shortened form:

I got a deadline early Monday.

Gotten often means “received” or “acquired” as in *Have you gotten any?* , while *have got* means simply “have”: *We’ve got ID cards now.*

American English is marked by the pronounced tendency to omit the infinitive marker *to* after *come*, *go*, *help*, and certain other verbs (Todd and Hancock, 1986, p.477), or to make them compound verbs:

*You wanna **go get** some water?*

*Proceeds will **help establish** a wetlands protection fund.*

*I feel it’s only right that I **come and help** out.*

American English shows little or no use of *have got no*, *have not got a/any*, and *have not got the*, while manifesting preference for *do not have the*, and *have no* forms of negation.

American English uses singular forms of nouns in compounds in contrast to British English: *drug policy*, *drug fund* vs. *drugs policy*, *drugs fund*.

In conversation, the modals *must*, *will*, *better*, and *got to* are less frequent. *Going to* (*gonna*) and *have to* (*hafta*) are more common than in British English.

For *you* in the plural, *you all* or *y’all* occur three times as often in American English than in British. (LG, p.330)

American English and British English use the indefinite pronouns *anybody* and *anyone*, but in fiction American English shows a strong preference for the *-body* forms. (L G, p.352)

Characteristic of American English is the use of amplifier *real*, as in *real good*, *real tall*, *real fast*, instead of *really good* , *really tall*, *really fast*. The amplifier *pretty* is

preferred to *quite* in American conversation strategies. Americans tend to use *quite sure* in negative contexts only.

In American English a preposition may be omitted in certain cases, while in British English the tendency is strong to keep them (*write me* vs. *write to me*). In some cases, different prepositions are used (*different than* in American English vs. *different from* in British English).

Semantics

Some words carry different meanings. *Mad* means “angry”, as it did for Shakespeare at the time English first arrived in North America, while in British English it means “insane”; *presently* means “at present, currently”, in contrast to “in a short while” of the British English. There are many similar examples of this kind, which can cause brief puzzlement in conversation.

American culture favors metaphors drawn from business, politics, food and guns. (Touttie, 2002) Above all, though, sport metaphors dominate.

It's not easy to get up off the mat after such a blow.

Anyone who bets against America is simply wrong.

The Monday-morning quarterbacking on Al Gore's defeat has begun.

American English exhibits far more frequent use of the hedges *maybe*, *kind of* and *like*, while British English prefers *sort of*. (LG, p.869)

There's like no place to put the stuff.

Her bones are kind of cracking.

We sort of were joking about it.

Spelling

American English prefers *-ize* over *-ise* (*subsidize* vs. *subsidise*), *-or* over *-our* (*favor* vs. *favour*), *-er* over *-re* (*center* vs. *centre*). Before adding the suffix *-ment* to verbs ending in *-e*, American English drops the *-e* (*judgment* vs. *judgement*). Conventions for consonant doubling distinguish *canceled* vs. *cancelled*, *kidnaping* vs. *kidnapping*, *traveled* vs. *travelled*. By contrast, American English doubles *l* in *installment* vs. *instalment*, *fulfillment* vs. *fulfillment*. Differences occur in words like *fetal*, *maneuver*,

and *encyclopedia* vs. British *foetal*, *manoeuvre*, and *encyclopaedia*. The following differences are familiar:

Table 4. *Examples of American English Distinctiveness in Spelling*

American English	British English
catalog	catalogue
curb	kerb
jail	gaol
pajamas	pyjamas
check	cheque
program	programme
story	storey
tire	tyre
ton	tonne

Some of the features discussed in the current chapter have formed part of experimental procedures in connection with the phenomenon under study, and are discussed in detail in the respective chapters of the current thesis.

2.3.3 Americanisms as a Sign of American Influence

The change in the conceptual picture of the modern world connected with globalization implies appearance of new forms of social experience and, consequently, necessity to fixate new lexical notions within the changing pragmatic situation. As it had been stated in the previous chapters, the dominant political, economic and cultural presence of the U.S. is being reflected in the vigorous spread of American English worldwide and its ever-increasing valence in various fields. As the result, Americanisms are actively penetrating other languages, including the varieties of the English language.

An Americanism is a word or a linguistic characteristic of American English that has become part of another language. Some Americanisms have adapted to other languages' spellings, grammatical or pronunciation conventions, others occur in their original form. Americanisms are found in spoken and written forms of many languages, and especially in mass media and the web.

As the political and economic influence of the U.S. increased since beginning in the early decades of the 20th century, the portion of Americanisms became much more significant, and since then has continued to increase consistently. Virtually all areas of life-music, dance, theater, radio, television, literature, travel, science, technology, industry, economy, politics, and the military-have witnessed the influx of Americanisms. In addition, fashion, food and tourism have been affected, as have the modern branches of sciences, such as information technology, atomic energy, air travel, and certain sports. The use of Americanisms is especially noticeable among youths due to the strong influence of American music industry and television. In the current chapter we consider it relevant to analyze Americanisms as the sign of American English influence and acceptance, providing examples from Georgian, Russian and German languages, and on the basis of British and Australian Englishes.

Americanisms in Languages Other than Varieties of English

Sources of Americanisms

The means of transfer of Americanisms are manifold. Specific sources of Americanisms include numerous specialized texts on political, economic and cultural issues due to the prominence of American English in many international political (the United Nations), economic (the World Bank), and media agencies; numerous web sites and services dominated by American English; abundance and popularity of American films, music and television programmes; increasing number of exchange students and professors traveling to the U.S.; the presence of American military service members. The media is playing a key role in facilitating the process of adoption and circulation of Americanisms.

Types of Americanisms

Americanisms show different extent of penetration into different languages, which is manifested through the different extent of impact on morphology, semantics, pronunciation, syntax, and writing conventions.

Americanisms include American English words in their original form that have been incorporated into other languages, such as *party, makeup, computer, teenager, trend, brand* -Party, Makeup, Computer, Teenager, Trend, Brand in German, with capitalization characteristic for the German language; პარტი, მეიკაპი, კომპიუტერი, ტინეიჯერი, ტრენდი, ბრენდი in Georgian, and *namu, компьютер, мейк-ап, тинейджер, тренд, бренд* in Russian).

Some Americanisms undergo additions or changes. Imported words frequently take on the target language's patterns of conjugation (verbs) (in German: *campen, joggen* and *coachen*; ჩატამბა, ძვლოჯამბანა in Georgian; *ксерокснуть, месиджевать* in Russian), although spelling changes are not always consistent (German: *recyclen* and *recycleln*). Another form of adaptation is the addition of a target language prefix or suffix (German: *aufstylen* "to make more stylish", *vertrusten* "to form into a trust"). In most cases the meaning of Americanisms is the same or almost the same as in American English, or the connotation may be slightly different from the equivalent existing in the target language: *baby* is a more affectionate term than the German *Saugling* "infant", and the Russian *дуня*.

In other cases, the Americanism may take an entirely different meaning: "clever" in German to mean "cunning" or "crafty", as compared to the more common English definition of "smart" and "witty".

Generally, Americanisms are pronounced as they are in English; sometimes, but not frequently they are pronounced using the native language's conventions or a combination of both languages, depending in part on the speaker's knowledge of English (*mail* and *message* in Georgian sound like **mail** and **ma-ssazh**).

Motives for Using Americanisms

Speakers may use Americanisms to refer to items for which there is no term in their native language: *jazz, hip hop, supermarket*-German *Jazz, Hip hop, Supermarket/Supermarkt*, Georgian *ჯაზი, ჰიპ ჰოპი, სუპერმარკეტი*, Russian *джаз, хип хоп, супермаркет*.

Americanisms may refer to the items that had been founded or popularized in the U.S.: *snowboard, skateboard*-German *snowboarden, skateboarden*; or specifically American culture features (*cowboy, hippie, star* meaning “celebrity”).

Some are introduced by the media and mean time-sensitive events (*Watergate*). In other cases, Americanisms offer synonyms and stylistic variations in order to create a desired tone or effect by providing an American flavor or color to the topic being discussed.

Americanisms can allow the speakers to be more precise or brief, since the original equivalent may be longer: many Americanisms are one-syllable (*snob, quiz*).

Americanisms may also be required for communication in special areas where the terminology dictates it; in the desire to imitate the publicity style used in the U.S.; some believe that the use of Americanisms, especially in advertising, can add an air of modernity and prestige to the product, as well as to the speaker or writer. Youth subculture and the entertainment industry have contributed to the popularity of Americanisms.

Reception of Americanisms

The existence of Americanisms and their increasing number have brought both positive and negative reactions from the target language speakers. Enthusiasm and openness for them is more common, given their overall prevalence, popularity, and recognition that they are gaining over time.

However, the purists’ campaigns have and had been conducted from time to time, encouraging the speakers to use their mother tongue as opposed to foreign words whenever possible. It is believed that speakers using abundance of Americanisms devalue their language. It is also true that many Americanisms are not understood fully by the elder listeners and create communication problems.

Nonetheless, researchers have found very little structural change in the target languages according to the influx, which implies that Americanisms should be viewed as enrichment to the target language.

Americanisms in Other Varieties of English

A broader review of the language is needed to examine American influence, taking in all levels of language, phonology, grammar, and vocabulary. The time dimension also needs to be taken into account. The notion of one English language dialect influencing another also needs to be problematized, since Englishes worldwide share a heritage which is seen in new context inspired by globalization. We consider it necessary to view various levels of language at which American influence can be registered, to make a comprehensive outline of Americanization of Englishes. In this connection we choose to analyze the type and extent of penetration of Americanisms into British and Australian varieties of English.

Phonological Evidence in English

To summarize the phonological evidence, American influence is matter of extensions to the existing patterns of stress and distribution of sounds. In Modern British English there is a tendency to change pronunciation of some sounds and combinations of sounds due to the influence of American English. These changes are most noticeable in the speech of teachers and students of the universities in the Southern part of England (Oxford, Cambridge, London).

Vowels

There are the following changes in pronouncing vowels:

- a) shortening of long vowels, especially at the end of the word and before voiceless consonants (*see, keep*);
- b) lengthening of short vowels before voiced consonants (*big, good, come, jam*). In such adjectives which end in /d / lengthening of the vowel is observed all over England (*bad, sad, glad, mad*).

- c) drawling of stressed syllables and clipping of unstressed syllables.
- d) in unstressed syllables a neutral sound is pronounced instead of / i /: /b `ko:z/, /`evid ns/ .
- e) in the words consisting of three or more syllables there is a tendency to have two main stresses, /`nes `s ri/, /`int `restin/.
- f) the diphthong /ou / is pronounced / u / (*home* /hum/, *go* /gu/).
- g) the diphthong / u / is pronounced /o:/ (*sure* /sho:/).

Vowels can also change under the influence of consonants:

- a) after fricatives and consonants /n/ and /m/ /ju:/ is pronounced as /u:/(*resume, music, news, enthusiasm*).
- b) before fricatives and combinations of fricatives with consonants /a/ is pronounced as / / (*dance, answer, class, fast*).

Consonants

The pronunciation of some consonants is also changed :

- a) after a vowel /r/ is pronounced (*car* /ka:rl/, *heart* /ha:rt/).
- b) there appears an intrusive /r/ in the combinations where after the final neutral vowel there is a vowel at the beginning of the next word (*the idea_of, Asia_ and Europe*) on the analogy with word combinations *there is, there are*.
- c) /p/ and /t/ are glotalized in the middle of the word.
- d) /s/ is used instead of /sh/ before /i/ in the structure of suffixes (*social* /`sousil/, *negotiate* / ni`gousi,eit/;
- e) /l/ is vocalized at the end of the word
- f) /sh/ is voiced in the intervocalic position in some geographical names (*Asia, Persia*);
- g) combinations of sounds /dj/, /tj/ , /sj/ in such words as *duke, tube, issue* have two variants of pronunciation: /dju:k/ and /d3u:k/, /tju:b/ and /chu:b/, /`isju:/ and /`ishu:/, the latter variant reflecting an American way of pronunciation.
- g) pronunciation approaching spelling is being developed (*often* /`oftn/, *forehead* / fo:`hed/) h) /t/ and /d/ at the end of words are not pronounced (*half past five* /`ha:f `pa:s`faiv/, *old man* /`oul `m n/.

Grammatical evidence

Zero derivation (adaptation of a word to a new grammatical role without any derivational suffix) has become especially prolific (Sussex, 1985; Taylor 1989). It typically creates new verbs out of nouns: *access-to access, impact-to impact, wow-to wow*. American English is far more accommodating of zero derivation than British and Australian English. Another derivational area in which American English is believed to be productive is the use of semi-affixes such as *hyper-, super-, mega-, macro-* etc. It is distinctively American feature to combine these prefixes with non-classical stems (*hyperstore, megadeath*). The most influential of imported American suffixes remains suffix *-wise* (*problem-wise, fashion-wise*).

Lexical evidence

There has been a long story of borrowing from American English, and numerous words can be traced throughout the varieties of the English language that had originally been borrowed from American English, but now are considered to be ordinary speech and are no longer felt to be Americanisms.

Table 5. *Borrowings form American English Assimilated throughout the English Language Varieties*

Words		Expressions	Colloquialisms
advocate	to park	aim to	boom
aero plane	phony	doing something on a shoestring	crank
baby-sitter	movies (pictures)	the first time in (for) years	crook
bedrock	publicity	live wire	hunch (premonition/intuition)
beeline	notify	megabuck salary	pep
butt in	radio	raw deal	slump
cold spell	raincoat	step on the gas	stunt
currency	rock n' roll	you look like a million bucks	
gimmick	roundabout	ball park figure	
hangover	sidetrack	zero tolerance	
hold up	teenager		

hooker	telephone		
jazz	truck (lorry)		
joyride	typewriter		
lengthy	O.K.		

Source: *Taylor (1989); Sussex (1995)*

The 20th century borrowings from American English in the British and Australian Englishes are listed in Tables 6-7. Later observers and commentators on the borrowings from American English (Sussex, 1985; Taylor, 1989; Sussex, 1995) continue to list newly acquired words and expressions from both colloquial and standard styles of communication. It is remarkable how many different Americanism their inventories contain in spite of the closeness in time. Taylor lists more colloquialisms, while Sussex registers plenty of standard terms in various domains of life. Both draw attention to the way in which American forms of address and discourse tags have been adopted. Phrases like *have a nice day* and *you are welcome* have been nativized very quickly, because Australians and Britons had had no similar courtesies to refer to persons with whom one was not acquainted, but wanted to maintain good social relations. It is possible to summarize, that American loan words and sayings are subject to rapid assimilation in Australian and British English.

Table 6. *The History of the 20th century Borrowings from American English in Australian English*

Sydney telegraph 1936	Baker 1945	Baker 1966	Gunn 1969	Sussex 1985
biff	bleacher	blastoff	bite	apartment
bluff	coke	breakthrough	high rise	bug
boss	corny	crash program	kick	drapes
to chip in	eyewash	escalation	scalper	downtown

hitched	to gyp	gas	scrub	fabric
tough	to high hat	gimmick	slot machine	elevator
turned down	lowdown	image	stag party	fastfood
	lay off		trunk	freak
	ok			flashlight
	posh			garbage
	poppycock			ketchup
	scram			overly
	to sell a pup			sneakers
	stooge			thread

Source: *Sussex (1985)*

Table 7.1 *The 20th century Borrowings from American English in Australian and British Englishes*

Greetings and Exclamations	People	Food	Health and medicine	Transport
Ah gee	buddy	candy	deliver health	gas
Have a nice day	chick	cookie	Director of nursing internship	rig
hi	chicken	French fries	paramedic	semitrailers
huh	doll			service station
sure	dude			truck
take care	gang			
wow	gay			
	guy			
	you guys			

Source: *Taylor (1989)*

Table 7.2

Sayings	Clothing	Food	Transport	People	Sport	Housing
Have a nice day	sneakers	sub	freeway	dude	draft	apartment
hi	jeans	frankfurter	gear shift	chick	turnover	elevator
great	sweatshirts	hamburgers	gas	guy	bug game	drape
ok	baseball caps	fries		nerd		garbage/trash
youh		cookies				
You're kidding						
You're welcome						

Source: *Sussex (1989)*

The IERT database (International English Reference Tool compiled at 1997) provides interesting insights into the relationships between American, British, and Australian varieties of English. Through IERT we can identify semantic areas where there is an “international” term in all three varieties, and where the terms are shared just by the two. Being shared by the three grants the term its international status. The number of sense units where Australia shares vocabulary with America is only about a third of what is shared with Britain 26 % vs. 60 %.(See Table 8).

Table 8. *Terms Shared by American, British, and Australian Englishes*

Totals	Am/Aus	Aus/British	Am/British	Common
Total no. of different terms in the database	2942			
Total no. of shared terms	309	760	96	463
% of shared terms	11	26	3	16
No. of shared standard terms	269	648	76	
No. of shared informal terms	37	103	20	
No. of shared formal terms	3	9	0	
No. of shared major terms	263	624	73	
No. of shared minor terms	73	136	23	
Total no. of sense units	1042			
No. of sense units containing common terms	270	630	64	393
% of sense units containing common terms	26	60	6	38

Source: *Data from the IERT*

The recent inventories of Americanisms throughout the varieties of English have registered around 800 new entries per year. The majority of them are initially labeled as neologisms, and some of them will eventually lose their American coloring and become nativized in the course of time.

2002

cuddle puddle- a heap of exhausted ravers

urbeach -an urban beach

2003

smirting -flirting between people who are smoking cigarettes outside a no-smoking building.

meh (from “The Simpsons”) -boring, apathetic or unimpressive

2004

glass ball environment -US intelligence of the weather in Iraq being often conducive to collecting images from above

huburb -its own little city within another city

wardrobing- buying an item and then returning it after wearing it

spange-street talk for “Spare change?”

J.Lo-the rounding bottom in a stock’s price chart

2005

California licence plate-a tattoo on the lower back

Picasso porn -the scrambled signal of a pornographic cable channel as seen by a non-subscriber

swoop and squa- to drive and pull in front of another vehicle and slam on the brakes, deliberately causing an accident to collect the insurance money

helicopter mom -a mother who micro-manages her children’s lives and is perceived to be hovering over every stage of their development

roider -someone who injects illegal steroids to enhance his body

open the kimono -to expose or reveal secrets or proprietary information.

nom de womb -a name used by an expectant parent to refer to their unborn child

sequencing -delaying your career until your children are in school

goose father a father who lives alone having sent his spouse and children to a foreign country to learn English or do some other form of advanced study

twixters -fully-grown men and women who still live with their parents

2006

chair plug -someone who sits in a meeting but contributes nothing

banana fold -fat below the buttocks

hail damage- cellulite (from its pitted appearance being similar to the effects of hail)

push present -an expensive gift given to a woman by her husband in appreciation for having recently given birth

2007

hippo's tooth -a cement bollard

puddle -a heap of clothing an actor steps into and is quickly zipped inside during one of the split-second costume changes that dazzle audiences

2008

shock and hee-haw -explosive devices under satchels on donkeys

flusher -a volunteer who rounds up non-voters on Election Day

2009

generica -features of the American landscape (strip malls, motel chains, prefab housing) that are exactly the same no matter where one is.

Chapter 3

Prospects of Evolution of American English into the Global Standard of English

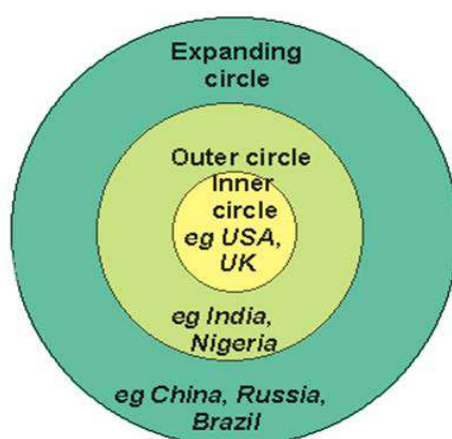
3.1 Main Theories and Concepts of the Research

Close treatment of the problem of global expansion and evolution of American English makes it necessary to conceptualize, organize and relate a number of theories, concepts and terms, which will be further studied and discussed in the thesis.

Even a cursory review of literary sources referring to the phenomenon under study shows limited agreement on certain important terms among the world's leading linguists and linguistic schools. Consequently, they should be clarified for further consistent use within the scope of the current thesis.

The major reference point in our research is presented by the model of World Englishes proposed by Braj Kachru in 1985, which has acquired the status of an acclaimed reference model in applied linguistics. It depicts the uses and users of the English Language world-wide in terms of three expanding circles: **the Inner**, **the Outer**, and **the Expanding** one.

Figure 1. *Kachruvian Model of World Englishes*



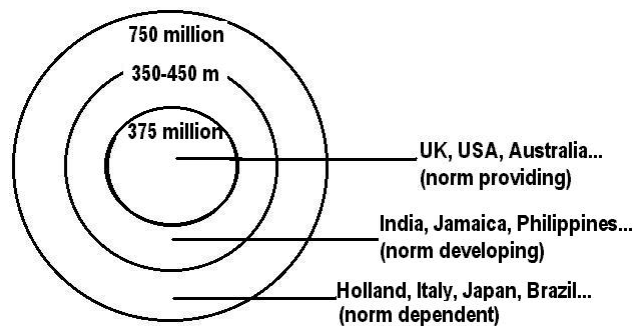
Source: <http://courses.nus.edu.sg/course/elltankw/history/NE.htm>

The Inner Circle countries are considered to be *norm* or *standard-providing*-these are the UK, the USA, Canada, Australia, New Zealand, the number of speakers being approximately 375 million. These countries are the so-called old variety English-using countries, where English is the first and dominant language, used extensively in media, government, education, and creative writing. American English is one of the varieties of the Inner Circle.

The Outer Circle countries (up to 500 million speakers) are, according to the model, *norm/standard-developing*. Here belong such countries as India, Japan, Philippines, where English has a long history of institutionalized functions and standing as a language of wide and important roles in education, governance, literary creating and popular culture, often as a colonial legacy, alongside the existing dominant national official language/languages.

The Expanding Circle (500-1000 million speakers) comprises countries where English has various roles and is widely studied for scientific and technical purposes. To such countries belong China, Indonesia, Korea, Former Soviet block countries, and among them –Georgia. According to the statistic data on the overall number of users of English here, it is the largest, the fastest growing segment of the model, and thus, potentially, the most influential.

Figure 2. *The Modified Model by Kachru (Adapted from Kachru 1986)*



Kachru (1986) comments on this in the following way,

“...the global diffusion of English has taken an interesting turn: the native speakers of this language seem to have lost the exclusive prerogative to control its standardization, in fact, if current statistics are any indication, they have become a minority. This sociolinguistic fact must be accepted and its implication recognized.” (p.30)

From the very time of its introduction the model caused controversy among the world's linguists, the centre of debate being the notion and distribution of norm/standard throughout the segments of the model. The revolutionary point of the Kachruvian model is the fact that it granted the right for existence to numerous local varieties of English, giving the name to the model itself, and changing the long-time belief in the monolithic nature of the English language. Kachru believed that acknowledgement of a multitude and diversity of norms would not lead to the lack of intelligibility among different users of English.

His main opponent, R. Quirk, insisted, however, that a common standard of use for written and spoken English was still necessary to regulate the use of English in different contexts. He claimed that the English language would divide up into unintelligible variants that would result into the language's loosening function of international communication. (Quirk, 1985)

This conceptual gap has remained through the years and up to the present time, and the situation became even worse in the presence of a new variable of globalization: the number of World Englishes is increasing, as the result, it adds to the disintegrated and mosaic picture of the phenomenon of globally expanding English. D. Crystal went as far as to describe the existing situation in terms of possible bilingualism in English:

“We may, in due course, all need to be in control of 2 standard Englishes: the one which gives us our national and local identity, and the other, which puts us in touch with the rest of the human race. In effect, we may all need to become bilingual in our own language”. (D.Crystal, 1988, p.265)

The situation became even more controversial with the rapid development of globalization, paralleled by the unprecedented expansion of English and the

increasing weight of American English worldwide. This new global linguistic reality significantly changes the traditionally accepted balance of power between and within the segments of the model, as well as the extent and character of correlation and interdependence between its components. Another problem existing within the model in connection with the globalization paradigm pertains to the notion of a linguistic standard. What should be treated a linguistic standard to be taught worldwide?

Which of the varieties is going to take the lead towards a possible global standard?

Taking into consideration the new increased role of English in the countries of the former Soviet Block, and the so-called Third World, being exclusively part of the Expanding Circle, where this new significance has resulted from their increased affiliation with the Western (and, mainly, American) economy, culture, and ideology, it is possible to say that the Expanding Circle countries present the most populated segment of the model and, consequently, the most fruitful corpus for research. The English language in general and American English in particular are at the initial stage of penetration and acceptance here, and the dynamics of this process is directly dependent on the pace of globalization. In this connection it is possible to conceptualize major themes that we are going to keep to throughout the thesis:

1. We carry out the research under the assumption that the role of American English is and will be increasing in the future, resulting from and depending on the dominant role of the USA in the on-going globalization and due to the fact that America is generally associated with a place of many opportunities and hope, which significantly adds to the popularity and prestige of American English world-wide.

2. We choose the Kachruvian model as the basic means of reference to be applied during the research, for the evaluation of the process of expansion of American English globally, by the latter we imply: across cultures and as the result of globalization.

3. In our research on the global status and function of American English we assign primary importance to the Expanding Circle segment of the Kachruvian model as the most influential among the segments of the model, and attempt to explicate how publics within the Expanding Circle view prospects of the English language

standardization and possibility of American English to become a global standard of the English language.

Such research is still at the pioneering stage and is worthy further extensive development, as it can provide valuable data on the possibilities of language development and peculiarities of language policies in the age of globalization.

4. We think that standardization of some sort is necessary and even more, unavoidable throughout the World Englishes. We support those linguists (Crystal, 1988; Quirk, 1981, and Widdowson, 1993), who think that, as soon as the world has learned about the diversity phenomenon of World Englishes, an urgent need for standardization is felt, which is going to be a matter of both linguistic competence and considerable political concern. This issue also presents an important factor for effective ELT: Widdowson (1997) points out that the majority of users of English acquire the language in educational contexts, which puts emphasis on a particular standard and tends to ensure some unifying forms. (This point of our research presents a macro-approach to the problem under investigation.)

In this connection, we think that it is possible to trace a clear tendency towards a global standard of English to emerge in the future. In the current study we propose to conceptualize such a standard as a Global Standard of English and attempt to systematize existing relevant theories on English as an International language (EIL) (Trudgill & Hannah, 2002), which we consider a major precondition for the Global Standard of English.

5. We consider American English a possible and most likely base for the future Global Standard of English.

6. We think that the problem under study has extremely important implications for the ELT (English Language Teaching) and Georgia English Language curriculum. Within the scope of the current thesis we analyze and discuss the existing and relevant to the problem theories of EFL (English as a Foreign Language), ELF (English as a Lingua Franca) and TEIL (Teaching English as an International Language).

7. Though the current research belongs to the category of small-scale studies, it is aimed at providing valuable information on the typology of audience frames, and enables to implement a comparative analysis with the results of some similar research conducted in other countries, all belonging to the Expanding Circle of the Kachruvian model. This, in its turn, will enable us to speak of either presence or absence of homogeneity of views on certain tendencies relevant to the problem under investigation. In case of relative homogeneity of results throughout the Expanding Circle, it is possible to speak of the existence of macro-tendencies throughout the segment towards possibility of American English to evolve globally.

Understanding of the complex phenomenon of standardization, resulting in the emergence of a global standard, implies defining the notions of *norm* and *standard*, over which there is considerable controversy in modern applied linguistics.

Kachru labels the Outer Circle *norm-developing*, which implies having the opportunity to develop a variety of its own that slightly deviates from the standard accepted in the Inner Circle, while the Expanding Circle is labeled as a merely *norm-depending*. However, the changing linguistic situation influenced by globalization and resulting in the increased role of the English language in the international context prove the inadequate status of the language use allocated to the Expanding circle. It is worthy to cite S. Mollin, who is most precise in describing the major reason for such a discrepancy, " (the model) does not appear to take into account the fact that English has acquired a new dominant function world-wide: that of lingua franca between all the three circles, but especially within the Expanding Circle." (Mollin, 2006)

The notion of English as a Lingua Franca (ELF) is, however, even more controversial. This term was introduced into the scientific literature in 1996. Jenkins (1996) claims that it should replace the traditional EFL-English as a Foreign Language term. She is most consistent among other authors in defining how ELF differs from the EFL: she considers it relevant to introduce notions of Native Speakers (NS) and Non-Native Speakers (NNS), and ascribes the EFL to the sphere of use by the NNS, but not as a communicative tool between the NNS and NS. A lingua franca, in this case English, is labeled by Jenkins as a language variety used

between people who speak different first languages and for none of whom it is the *mother tongue*. According to Jenkins, the difference is mainly a functional one: a lingua franca has no Native Speakers, in direct contrast to a foreign language, which has Native Speakers-those who learn it as their mother tongue. (Jenkins, 2003). Speakers of a foreign language communicate with Native Speakers, while lingua franca speakers need to use the language primarily to communicate with the NNS of the language. It means that within the Expanding Circle people are using exactly this type of communication.

Consequently, it is possible to define the following features of the Expanding Circle:

1. Statistics indicates that there are now more Non-Native than Native Speakers of English, and the majority of them belong to the Expanding Circle (750 mln. vs. 350 mln.)
2. It is characterized by numerous local varieties
3. Taking into account the functional dimension of the language use, within this segment preference is more likely to be given to ELF rather than EFL.

We also consider it necessary to clarify the term “variety” with the purpose of further consistent use throughout the thesis. Ferguson (1971, p.30) defines a variety in the following way: “A variety is any body of human speech patterns which is sufficiently *homogeneous* to be analyzed by available techniques of synchronic description”.

Holliday et al. distinguish “varieties according to users” from “varieties according to use”, which they call “*register*”. We agree with this definition of the term and we consider it pertinent to our research on the status and function of American English in the global context, where it will be used as a defining criterion in the evaluation process. As far as the Expanding circle users of English are concerned, according to the Kachruvian model, they are supposed to be using one of the so-called “local varieties” of World Englishes, which are gaining more and more priority in research on the peculiarities of the English language function and use. However, in our mind, this attitude just adds to the inconsistent picture of the English status world-wide: linguists are enthusiastically analyzing the peculiarities of numerous local varieties, however, many of them Jenkins (2000) is most precise in labeling as just the

typical errors that most English teachers would consider in urgent need of correction and remediation and which have nothing to do with the real and authentic linguistic phenomena; this point of view is the one with which we strongly agree. However, it does not mean that all the local varieties within the Expanding segment of the Kachruvian model are just artificially created by linguists; it would be more precise to say that there exists a confusing situation connected with the inconsistent understanding and use of linguistic terms. The concepts discussed above have important ELT implications: the development of World Englishes, which is gaining increasing attention of linguists around the world, makes it obvious that the English language teaching needs to take into account these developments, and provide relevant techniques to be applied in the classroom. B.Seidlhofer (2004) sums it up by stating that fundamental issues to do with the global spread and use of English have, at long last, become an important focus of applied linguistics. And yet, the daily practices of most of million teachers of English seemed to be untouched by this development. This state of affairs has resulted in a concept gap in the ELT. The literature review suggests (Gnutzmann, 2005; Bruthiaux, 2003; Swan&Smith, 2001) that this issue relates to two fundamental opposing views:

1. The traditional prescriptive approach, which is still dominant in many countries and results in the use of idealized/artificial classroom English
2. The descriptive approach to language, which is manifested in the **TEIL**, which means Teaching English as International Language (Hassal, 2001; James, 2005) based on the Smith's basic inclusive principle: "English is the property of its users, native and non-native and all English speakers need training for effective *international communication*."

This is taking us to the concept of International English which is one of the most confusingly identified notions in the literature on applied linguistics, and which we consider to be a precondition, or rather, a transitional point towards the global standard of English. Currently the notion of International English is often mistaken for World Englishes, while, in fact, it is the standard of English for International Communication. Kachru (Kachru, 1992) makes a clear distinction, and describes

International English as the result of the process of *identification of a standard variety of English for good communication between participants*. In a similar line, Hassall (2001, p.421) describes International English as “idealistic, innovative (that) may ultimately be concerned with the *creation of new canons of English through negotiation between different users and varieties of world Englishes*”.

Both of these definitions have one thing in common, and this is the obvious prediction of a future commonly accepted standard, which can be obtained either through what Kachru calls “*identification*”, or through creation of new laws of the language that will need to be *negotiated* and agreed upon by the users of the numerous varieties of the World Englishes as the standard for effective international communication. In other words, both authors speak of the possibility of standardization. Jenkins (2000) already labels this yet hypothetical common standard in a number ways: International English, World Standard English, Literature English, World Standard Spoken English, World Standard Printed English, and English as an International Language. This is one of our major points of interest and is going to shape our research. We propose to identify this standard as a Global Standard of English and attempt to study it on the basis of research that will include relevant data on language attitudes, language policy, and acts on the language.

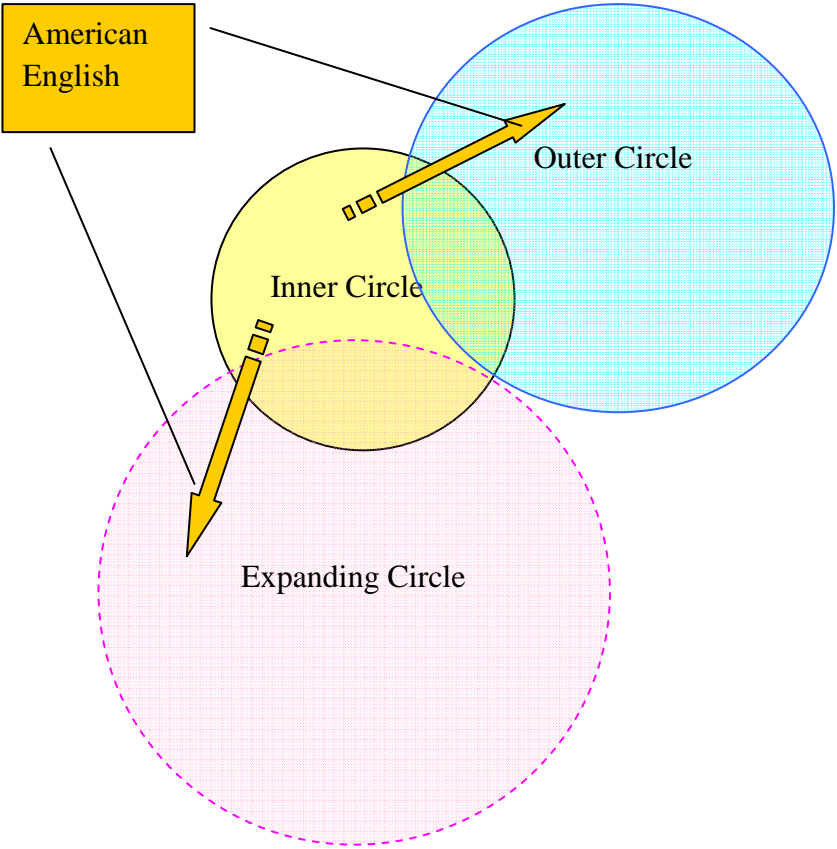
3.2 Current Status of American English in the World Englishes

As we have already mentioned, American English belongs to **the Inner Circle** of the model. With the application of globalization as a new component to the model, the balance of power between American English and its primary counterpart British English can be defined as sufficiently shifted in favor of American English. Though, the overall distribution of these 2 varieties within the Inner Circle is not changed significantly, which can be ascribed within this segment to the prevalence of geographical distribution of varieties rather than any other principle, results of the numerous studies suggest that American English is successfully penetrating the tissue of British English and is becoming increasingly influential within all the three segments of the model, from the linguistic point of view primarily through extensive

number of neologisms pertaining to the spheres of entertainment, pop-culture, and technical innovations.

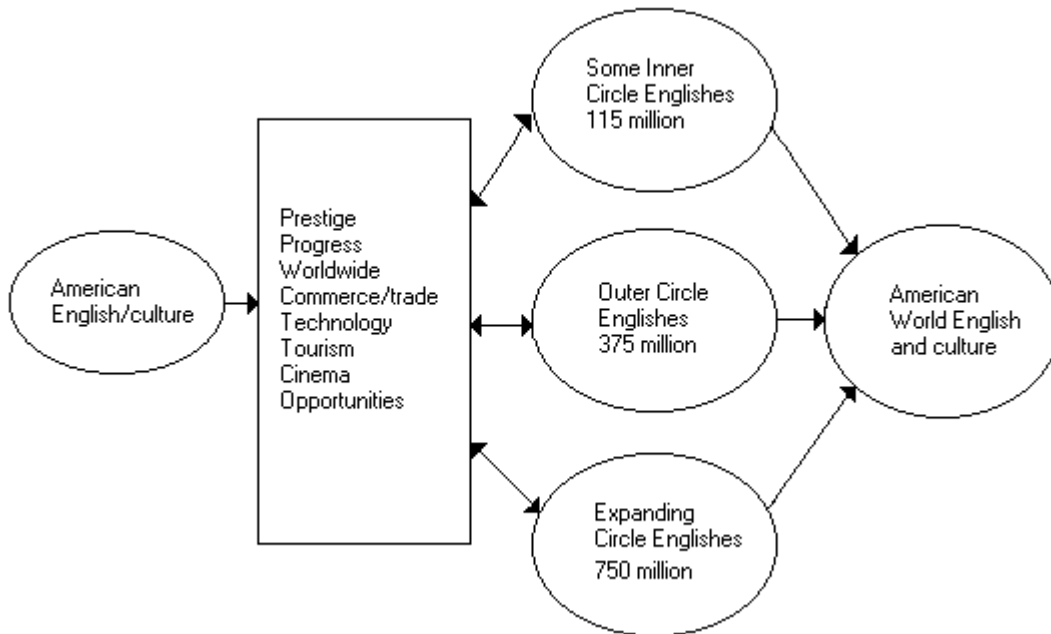
Figure 3 illustrates the current interdependence and evolution of Englishes in terms of the expanding circles proposed by Kachru: The Expanding Circle is becoming increasingly norm developing, especially in comparison with the Outer Circle, which initially was norm- developing in contrast to the norm-dependent Expanding Circle, with American English penetrating and influencing both Circles.

Figure 3. *The Current Interdependence and Evolution of World Englishes in Terms of Expanding Circles.*



Global factors influencing the weight of American English versus British English globally were discussed by us in Chapter 2 of the current thesis. Figure 4 below illustrates the valence of American English within the World Englishes in the following way:

Figure 4. *Americanisation of World Englishes (Statistics from Kachru 1986)*



Source: *Anchimbe (2005)*

American English and culture find comfortable places among other native Englishes (Australian, New Zealandian, Canadian, etc.), Outer circle, and Expanding circle Englishes through the force of its prestige, pop-culture and strength in trade, technology and tourism and its representation in the media. As these Americanisms are copied, the other Englishes tend to subordinate their individual heterogeneous identity into a broad-base homogenous variety built on the Americanisms. In other words, the author claims the hegemony of American English as a world-wide accepted standard of English.

However, our literature review-based investigation into the current status of American English within the World Englishes paradigm suggests of a paradoxical

situation: the fact that the U.S. is currently a leading power in political, economic, and military spheres, and a main party in globalization *has not* automatically transformed American English into a global standard of English. This allows us to assume the unequal extent of penetration of American English throughout the segments of World Englishes. The evaluation of the status of a variety with the unequal penetration presents considerable difficulty, as it is connected with changing variables from culture to culture, society to society. However, with the possibility of standardization in mind, we urgently need to identify the variables and dynamics of the process and to create models that will enable us to design effective possibilities for intervening in different types of situation. It is necessary to work out linguistic and sociolinguistic models that would explain the dynamics of the global evolution of American English.

3.2.1 Introduction of a Boundary/ Border Dichotomy as an Evaluation Criterion of the Status of American English in the World Englishes.

As it was stated in the previous chapter of the thesis, Kachru in as early as 1985 claims, that the number of English language speakers within the Inner and the Outer Circles is sufficiently minor than the number of speakers in the Expanding Circle, where it is growing steadily. This fact has granted the Expanding Circle an exceptional importance in the matters of language and standard development. To a great extent this increased role of the Expanding Circle should be ascribed to the globalization developments.

Thorough investigation of the peculiarities of language development throughout the World Englishes enables us to state an interesting and, to some extent, paradoxical scheme of a standard acceptance, as compared to many similar cases before: a variety seems to be accepted as a global one not just because of the political and economic dominance of the country of its use, which had almost always been the case before (e.g. world expansion of Latin, German, French and British English), but rather in case it is considered linguistically acceptable by the potential users. This is exactly what is taking place in case with the global status of American English: though the

general tendency towards its use is steadily increasing, the variety has not been granted the global status automatically because of the world-wide dominant role of the USA.

In an attempt to systematize the current status of American English we searched for a concept that could explain the existing controversy throughout the model.

In this respect we consider it worthy to extend and apply Barth's concept of **boundary and border** dichotomy of political framing. (Barth, 1969). He claimed that when a cultural difference occurs between the groups, and it is recognized as an identifying marker but is not politicized and has no relationship to differences in the distribution of power or advantage between the 2 groups, it is possible to speak of a *boundary* relationship.

When the cultural difference occurs, and those who possess the culture trait are relegated to a position of disadvantage in power relative to those who don't possess the trait, then the cultural difference is being politicized and it is being treated as a *border*.

Frederick Erickson (as cited in McKay and Hornberger, 1996) expands this analysis linguistically and exemplifies it by the relative social advantage or disadvantage of the ability to speak Spanish, English and French on either side of the national borders between Mexico, the U.S., and Canada. On the Mexican side of the U.S. border, no one is stopped and frisked for knowing Spanish, Erickson says. But on the U.S. side of the border, being a native speaker of Spanish and English is politicized, much more than the knowledge of Spanish and English at the border between the U.S. and Canada. Knowledge of French, however, does not lead to particular social advantages or disadvantages on either side of the border between Mexico and the U.S. in contrast to Quebec Province.

We consider it possible to evaluate the extent of penetration of American English throughout the Kachruvian model through a boundary and border dichotomy. This approach helps to explain the existing discrepancies within the traditional system: evaluating the original interdependence of the three Kachruvian expanding circles within this new frame of boundary/border analysis, we are able to see that the Inner

and the Outer circles are connected through *the boundary relationship*, while the Expanding circle is linguistically in *the border relationship* to the other two circles. This fact accounts for the linguistic inequality that the model originally contains, which is manifested by the imperialistic stigmas of the Inner-circle accents for the Expanding Circle users. The globalization has changed the border relationship into a boundary one between all the three circles, thus granting the users of the Expanding Circle the right to carry out their own standardization, that is to adhere to the standard that suits them more not simply because it is accepted in the Inner circle, but because it is more acceptable for them, which implies that it will be in the boundary (i.e. more favorable) relationship with their culture and linguistic anticipations.

3.2.2 The Learnability Formula of American English as one of the Reasons of its Global Expansion

In order to create a more or less consistent picture of the current status of American English and prospects of its global development, we consider it worthy to apply a micro-approach, focusing on the peculiarities of language functioning. This has resulted in the development of a **learnability formula** concept, which has been tested by a cluster of qualitative and quantitative methods.

Learnability exists as a term in cognitive science and is defined by the Concise Oxford Dictionary of Linguistics as a design feature of language by which any individual language can in principle be acquired equally well by any member of our species. (as cited in Mathews, 1997)

However, we equip the concept of the learnability with a new meaning and propose the following definition of learnability formula:

“Learnability formula is a sum of peculiarities of a language that facilitate its acquisition, and which is manifested through a relative simplicity of grammar, spelling, morphology, vocabulary, and syntax.”

These are the core components of any developed language, but they present variables from culture to culture and language to language. When their features are analyzed in universality, it is possible to speak of the learnability formula of a language. A simple

example illustrating the effectiveness of a learnability formula (LF) may be presented through the comparison of the Chinese and English spelling systems-it is obvious that, as far as this component is concerned, English has a far more effective LF. The LF can also be used to measure the individual attitudes of foreign language students towards its acquisition from the point of view of its adaptivity. In other words, the LF can be described as an instrument measuring the adaptive ability of a language to become learnable.

This notion is gaining considerable attention in the recent years as having profound impact on the ELT; certain problems which can be marked as pertaining to the LF have been covered in the works of Rogers (1969), Schmitt and MacCarthy (1997). They have mainly focused on the study of factors that cause difficulty for foreign learners, and have created the typology of mistakes foreign learners are likely to make in the fields of orthography, word length, pronunciation, grammar, semantic structure, notions of abstractness, register restriction, idiomacity, polysemy.

The studies suggest that a different writing system in the native language may adversely affect the process of learning of a foreign language, which may be a problem for those who speak Chinese, Japanese, Russian, Arabic, Semitic languages, and among others –Georgian.

The speakers of these languages are exclusively representing the Expanding Circle in the Kachruvian model. Though the research cited above makes general conclusions about the possible area, as well as the number and extent of the comprehension errors learners may have, the overall diversity of results suggests that within the scope of multilingual and multicultural Expanding Circle comprehension strategies and attitudes of speakers tend to be different from culture to culture.

However, within the scope of the current thesis we treat the learnability formula not just as a mere register of possible comprehension errors, or as a manifestation of the diversity within the segments of the Kachruvian model, but as a criterion that can either increase or reduce the possibility of a variety to be granted the status of a global one (in case of an effective LF), that is we view LF as an important criterion in case of global standardization.

We have attempted to measure the LF of American English alongside other factors and prove that its LF significantly adds to the possibility of this variety to be accepted a global standard.

Our research procedures in this connection included interview and questionnaire-based survey, that was conducted on the pool of 50 participants (aged 17-55) at different stages of their professional career, all using English professionally (teachers of English at schools and universities) and, respectively, having high proficiency of it, as well as being aware of the significant features of its cultural background (certain pre-testing took place during the selection process).

The participants were provided with a list of typical grammatical, lexical, spelling, and morphology examples from the main two varieties of the English Language- British and American English and asked to evaluate them from the point of view of their learnability.

During the interview session they were asked to expand on the chances of either variety to obtain a global status. The choice of these two varieties for comparison was based on the assumption that the possible global standard of English will be to a certain extent, if not fully, based on one of these traditional Inner Circle varieties and the choice of a variety as a base for the global standard will be dependent, among other factors, on the effectiveness of its learnability formula. The following chapters provide an extensive outline of the research methodology and procedures that were employed by us in order to explore and analyze the typology of attitudinal frames of the participants towards the phenomena under investigation.

3.3 Method

Sampling Information and Overall Methodology

A series of questionnaire and interview-based surveys were conducted on the total of 190 respondents with the purpose to explore and analyze the typology of attitudinal frames of the participants towards the phenomena under investigation, interpreting the hypotheses stated in the introduction part of the current thesis and generating

hypotheses for future research. The respondents were of both genders, equally represented within each group.

The total pool of 190 participants was tailored between several focus groups.

Table 9. Sampling Information:

Type of research	Non-experimental, small-scale mixed research: focus groups, causal-comparative research
Type of sampling	Homogeneous sample selection/systematic sampling
Response rate	100%
N-population size	40,000
n-number in a sample	190
Average age	28.7(range 17-55)
Method of data collection	Questionnaires ,interviews
Type of sample:	urban

Sample sites:

A sampling frame of all the people in the population was not available; however, it was possible to locate naturally occurring groups of sampling elements-sampling classrooms in schools and universities.

Tblisli -International Black Sea University, Tbilisi Technical University, University of Ilya, Kvemo Kartli: Rustavi -10 schools, 1 higher institution (RSU,)

Kacheti-Telavi I. Gogebashvili State University.

The choice of the sites is adequate for a small-scale research.

The Participants

The participants included Georgian citizens of several nationalities. The following table illustrates the pool of nationalities of the participants:

Table 10. *Pool of Nationalities of the Participants*

Nationality	n	%
Georgians	119	62%
Azeri	25	14%
Ukrainians	22	12%
Armenians	19	10%

Participation Prerequisites

As the survey was focusing on some specific linguistic problems of the English Language, an adequate communicative competence as well as knowledge of cultural background was considered a necessary inclusion criterion.

The adequate level of the language proficiency for the focus groups A and B was pre-intermediate to advanced (based on the IELTS test, average score 5.5 and higher (or equivalent TOEFL score 400 and higher). Within the focus groups C and D, where the participants were supposed to be using the language professionally, pre-testing took place with the comparatively less experienced members, (young professionals at the initial stage of their career).

Stimulus

High school and university students participated in research as an option for the course credit, teachers/ lecturers of English participated on a voluntary basis, because of their professional interest in the phenomena under investigation.

During the selection process for the focus groups C and D, the prospective participants were informed on the importance of the research for the ELT issues, as well as on the pioneering stage of the research, which acted as a stimulus. In all the educational institutions, which were the sites of the research, the reaction of the administration was exclusively favorable, resulting in exceptionally positive atmosphere and the best possible conditions for the researcher and participants during interview sessions and questionnaire fill-in.

The sampling for the current research can be characterized by the following:

1. The selection focus was relevant to the character of the linguistic phenomenon under investigation: certain homogeneity of respondents was a necessary provision.
2. Based on the partially qualitative type of the current research, a criterion-based selection which implies certain inclusion criteria to be taken into account was applied.

This resulted in the selection of such individuals who were able to provide information that would address the specific question of the research, which in our case implied high level of the English language proficiency. As the study was based on focus groups, we applied homogeneous sample selection.

Focus Groups

Focus groups were composed of 10-50 participants, depending on the research question; participants were purposively selected to be eligible to provide the information of interest to the researcher.

Table 11. *Focus Groups for Surveys 1 and 2*

Group A	Undergraduate high school students	17-19 years old	50 respondents
Group B	Sophomore-final year university students	20-24 years old	50 respondents
Group C	School teachers of English	25-55 years old	20 respondents
Group D	University lecturers of English	25-55 years old	20 respondents
			Total: 140

Table 12. *Focus Groups for Survey 3*

Group A	Undergraduate high school students	17-19 years old	10 respondents
Group B	Sophomore-final year university students	20-24 years old	10 respondents
Group C	School teachers of English	25-55 years old	10 respondents
Group D	University lecturers of English	25-55 years old	10 respondents
Group E	Control group	17-55 years old	10 respondents Total: 50

Table 13. *The Variables of the Research:*

Independent Variable	Globalization, changing linguistic reality
Dependent Variable	Kachruvian model of World Englishes
Intervening Variable	Changing status and peculiarities of function of American English

The character of the variables of the current research accounts for the respective choice of the methodology: we applied a non-experimental research, as in case of our study there is no possibility to manipulate the independent variable, so the use of

survey with both quantitative and qualitative methods of data collection was considered relevant, which resulted in a mixed type of research.

Controlled variables

The controlled variables in the research included:

- a. **Gender:** both genders were equally represented within the focus groups.
- b. **Age:** a broad scale of age groups was presented: we did not tailor groups according to the age, but strived for the representation of diverse age categories within each group to increase the spectrum and diversity of background and experience.

Part of the survey was organized around the typology that emerged during data analysis, resulting in additional procedures. (Survey 3)

Table 14. *Overall Survey Information:*

Country	Field dates	Sample frame	Survey Methodology	Type of Sample
Georgia	1 Nov. 2009- 25 Feb. 2010	18 years old- older	Face to Face, Interviews: standardized open-ended/ closed quantitative), Questionnaires	Urban

3.3.1 Survey Information: Objectives and Methodology

Survey 1

Survey 1 was aimed at measuring the extent of in-awareness of Georgian respondents of globalization components including linguistic ones, elaboration of effective strategies for achieving successful linguistic competence in English, and correlation between some core components of globalization and their linguistic representation.

Globalization is viewed by us as a contextual parameter, and as an independent variable of the research,” Context effects are a natural case for examining interactions between language and other cognitive processes, because context effects are common in many non-linguistic domains.”(Kachru, 1992)

The questionnaire-based data collection provided data which enabled us to examine how the notion of linguistic standard is perceived by the respondents, with the purpose to integrate their pool of opinions into a complex matrix of attitudes towards linguistic standard existing throughout the Expanding Circle.

During the interview sessions the following methodology was applied:

1. **Standardized open-ended interviews** with questions worded in an open-ended format were chosen with the purpose to increase the comparative ability of the responses and reduce the interviewer’s effect.

The weakness of the method which can be defined as less flexibility in relating the interview to particular individuals and circumstances, and certain limits, as far as the naturalness and relevance of the questions and answers are concerned, were considered to be relatively minor due to the focus group format and homogeneous sample selection, at the result of which the participants were of adequate competence and background in reference to the focus of the research.

2. **Closed quantitative interviews** were applied due to the relative simplicity of the data analysis, as responses could be easily compared and aggregated and many questions could be asked in a short time, which was vital for the participants working under time constraints. Though one of the major shortcomings of the current method is possible distortion of what respondents really mean by limiting them to response categories, we tried to reduce this

limitation to an optimal extent by careful choice of questions and response categories.

The combination of these approaches was aimed at minimization of their weaknesses and strengthening their effect and the extent of comparability of the data, which facilitates organization and analysis of responses.

The interviews ranged 40-90 minutes.

Phenomenology was applied in an attempt to understand how users of English, which represent the Expanding Circle, treat standardization and prospects of expansion of American English.

The survey had the following focal points:

1. Analysis of the attitudes towards globalization;
2. Evaluation of the extent of in-awareness of Georgian respondents of the increasing significance of English in the global context.

As the role of English is increasing worldwide, accompanying the on-going globalization, implementation of the latest tendencies in ELT, which are aimed at improving the extent of **communicative competence** of English language users should be paid special attention. In this respect, defining what form of teaching English-descriptive or prescriptive (the latter was defined during the procedure as a culture-bound one) is characteristic for the Georgian classroom, presents a matter of vital importance, and is connected with the phenomena under investigation.

Survey 2

Analysis of the factors influencing the way the notion of the linguistic standard is perceived by the respondents, with the purpose to compare and integrate their attitudinal frames into a network of attitudes throughout the Expanding Circle.

The focal points of the survey were:

1. What is considered a desirable accent of English for the Georgian respondents?
2. Whether or not the standardization process is necessary. If yes, what possible actions on the language could be used?

3. Which of the existing standards of English is considered by them a possible base for the Global Standard of English;

The survey addressed important issues in language attitudes research. The characteristics relevant to such an investigation (characteristics for judging) were elicited from the respondents themselves, following the method applied by Dennis R. Preston (2002) in his research identifying dialect areas and attitudes in the U.S.

In surveys 1 and 2 a macro-approach to the problems under investigation was applied. The learnability formula concept, manifesting a micro-approach (peculiarities of language functioning), was tested by a cluster of qualitative and quantitative methods in Survey 3.

Survey 3

The learnability formula phenomenon was explored through interview- and questionnaire-based survey, which has been conducted on the pool of 50 participants, divided between 5 focus groups (see Table 8 above)

The respondents were selected on the basis of a systematic sampling for the groups A, B, C, D, as well as for the control group E and during the sampling process were represented by all the 140 participants taking part in the current series of surveys.

The sampling interval (**k**) was 5 for groups A and B, and 2 for groups C and D respectively. For the control group **k** was equal to 28.

The working languages of the surveys:

The language of questionnaires was English. The interviews were conducted in Georgian for the 4 groups, while certain linguistic points for consideration (follow-ups) were provided in English. The interviewers had also excellent knowledge of Russian, which was used in case of interviewees with poor knowledge of Georgian. The total number of such individuals in the sample is 9 (5%).

Time limits of the procedures:

Questionnaires' fill-in lasted 90 minutes each, interviews lasted 40-90 minutes; respective interview protocols/guides and questionnaires are provided in the appendices.

3.4 Procedure

Survey 1

The survey began with a questionnaire-based data collection, which was aimed at obtaining information concerning measuring the extent of in-awareness of the participants of the major components of globalization (economic, political, cultural and linguistic ones).

The questionnaire was tailored in the way to elicit information on the perceptions and attitudes of the public towards the core components of globalization. In the wording of some questions (Questions 9, 11, 12, 13, 14, 15, 17) the word “globalization” is not used, though the question refers to one of its components. Taking into account extremely multidimensional nature of the phenomenon of globalization, we considered it important to elicit information and evaluate the participants’ perception of various aspects of this phenomenon, including those which immediately might not be directly associated with globalization.

Interview 1

An open-ended interview

In this case a qualitative open-ended interview was employed, with the interview guide appearing in full form in the Appendix. The respondents were asked to expand on their understanding of globalization, its core components, and possible effects of it on the evolution of the English language.

The interview opened with the following question:

1. Have you heard of globalization?

The follow up questions were:

2. Could you define what globalization is?
3. Could you expand on the core components of globalization?
4. Please expand on the possible effects of globalization on the world-wide expansion of the English language.

After asking these questions and obtaining respective responses from the participants, the researcher would go on with probes like these:

Why do you think so?

Anything else?

Any other reasons?

What do you mean?

Could you tell me more about your view on ...]

How do you feel about...

The length of an interview ranged 30-60 minutes.

Interview 2

A closed interview with a follow-up

In an attempt to define what form of teaching English-descriptive or prescriptive (the latter we defined as culture-bound in the interview protocol) is characteristic for the Georgian classroom and what tendencies that are relevant to the extent of communicative competence of Georgian users of English exist in this sphere, we applied a closed interview beginning with the question:

Q.1 What would be the best definition for the modern English language, please select one of the following categories:

a. English is a single, monolithic structure; it does not change greatly across cultures and nations where it is used.

b. English is a diverse culture-bound phenomenon, and it is possible to speak of many Englishes, each of which belongs to a particular communicative situation.

The follow-up was a list of examples illustrating difference in the English language use across cultures: E.g. the phrase “I see you have put on weight” has contrasting connotations in American (Inner Circle) and Turkish (Expanding Circle) Englishes: negative in the first case and positive in the second.

The respondents, who had chosen the **a.** category in response to the preceding question, were asked whether or not they could then change their point of view on the structure of the modern English language.

The next question was asked about the type of the English language which is currently being taught in Georgian classrooms, the participants were asked to choose among the following categories:

- a. English with a focus on the grammatical structure and vocabulary, as primary prerequisites for effective communication.
- b. English as a variety of accents, the importance of the cultural context for the effective communicative competence stressed.

After responses were obtained, the participants were asked, whether it was necessary to introduce teaching of the cultural context of English in the curriculum in Georgia, the response categories being:

- a. strongly agree
- b. somewhat agree
- c. somewhat disagree
- d. strongly disagree
- e. d/k
- f. refused

Survey 2

Activity 1

Stage 1

We were focusing on the peculiarities of the perception by the participants of the notion of a desirable standard of English.

In this activity there were only 3 focus groups: **B, C, D** (excluding group **A**), due to the specific nature of the question under investigation and some qualification (good listening comprehension skills) required during the procedure.

As we have already stated in Chapter 3.1 of the current thesis, Kachru, with reference to International English, speaks of the possibility of identification of a *standard variety of English for good communication between participants* (my italics) in the future the point of view which we attempt to extend and test in our study.

The participants were provided with the list of accents including:

British English, American English, Canadian English, Australian English, New Zealand English (Inner Circle) and Indian English, Philippine English (Outer Circle) Turkish English, Japanese English (Expanding Circle). They were asked to listen to the tape recordings of chunks of conversations, which were played in exactly the same sequence as the respective varieties were put in the interview protocol, which enabled easy identification and were asked to express which variety was considered by them either desirable or not, the categories for the choice were presented through a fully anchored rating scale and included:

A	B	C	D
strongly approve	approve	disapprove	strongly disapprove

Then the respondents were asked to demonstrate the extent to which they consider each presented variety a desirable standard by using a numerical rating scale.

Stage 2

The next step was to identify characteristics that would prove effective for an in-depth investigation of the attitudinal frames of the participants towards the varieties listed above. The characteristics were elicited from the participants themselves, by asking them to think of and to mention features that they most likely would associate with or apply to the varieties they had listened to.

The most frequently mentioned items were arranged into the following pairs of characteristics used as assessment criteria:

- 1. formal-casual**
- 2. educated-uneducated**
- 3. refined-rude**
- 4. slow-fast**
- 5. nasal-not nasal**
- 6. drawl-no drawl**
- 7. twang-no twang**
- 8 bad English-good English**
- 9. friendly-unfriendly**

10. snobbish-down-to earth

It appeared that the paired criteria could also be grouped in the following way:

Criteria **1-3** reflect register of speech; criteria **4-7** pertain to phonetic peculiarities, while criteria **8-10** manifest the overall emotional attitudes of the respondents to the varieties under investigation.

The following step in this research was a factor analysis, a statistical procedure that allowed us to group together the characteristics that were rated so similarly that there was practically no difference between them, which enabled to refine the major concepts in the evaluation of a language standard.

Stage 3

The next question was concerned with the attitudinal frames of the respondents towards the need for standardization: the participants had to answer either positively or negatively.

The following question was which of the existing varieties, as depicted in the Kachruvian model of World Englishes, could be considered an eligible base for the Global Standard of English. The respondents had to choose between the **Inner Circle** varieties.

Activity 2

The Experiment

Based on the results obtained from the above described activity and following the idea expressed by Calvet (1998) that any group of population can elaborate a language policy, three focus groups were selected for the participation in this experiment-groups B, C, D.

The main task of the experiment was to work out a list of possible changes that could be incorporated into the language in case of standardization, with the purpose of achieving competence in international communication. This experiment addresses the idea expressed by Hassall (2001, p. 421) who describes International English as “idealistic and innovative” and predicts that it “may ultimately be concerned with the *creation of new canons of English through negotiation between different users and varieties of world Englishes*”. The experiment involved two stages:

Stage 1: the participants had to work in a team within each of the focus groups and upon brainstorming produce their own variants of possible language changes;

Stage 2: the participants were provided with a list of examples of possible actions on the language from the constructed varieties of Global English: Basic English, Basic Global English, and Globish.

The analysis of the collected data stimulated one more point of research focused on the study of the peculiarities of the learnability phenomenon of American English, which we considered possible to be developed into a typology.

50 participants were divided between 5 focus groups, with the purpose to explore the peculiarities of the learnability formula of American English, the term which was introduced by us in Chapter 3.2.2.

Survey 3

Before the activities of the survey started, the participants were provided with the definition of the learnability formula that we propose and are going to test during the respective procedures:

“Learnability formula is a sum of the peculiarities of a language that facilitate its acquisition, and which is manifested through a relative simplicity of grammar, spelling, morphology, syntax and so on.”

The survey consisted of a questionnaire and a closed interview.

Questionnaire

During the questionnaire fill-in the participants were provided with a list of grammar, morphology and spelling examples from American and British English and were asked to compare and evaluate them from the point of view of their learnability, namely, which of the varieties could be identified as having a more effective learnability formula.

Closed Interview

The same points were continued to be investigated in the closed interview, where the participants were asked to summarize on the effectiveness of a learnability formula of

each variety and to express their ideas, as to which of the two is more likely to become a basic form for the Global Standard of English.

3.5 Results

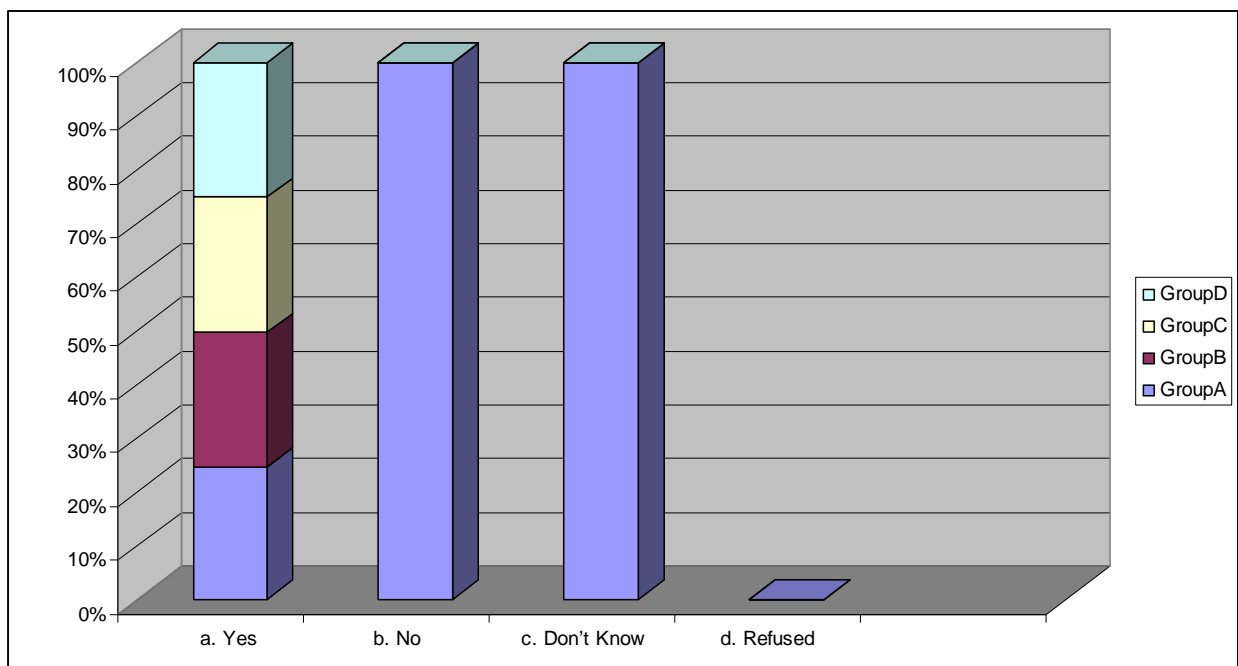
Data collected in the research were systematized and analyzed with the purpose to generalize and create either homogeneity or heterogeneity of views and frames, which were estimated on the basis of comparative data analysis. Data is exemplified with the help of grouped stacked histograms.

Survey 1

Questionnaire

The results obtained on the basis of the questionnaire illustrate high level of knowledge of Georgian participants of the core components of globalization.

Figure 5.1 Q.1: Have you heard of globalization:

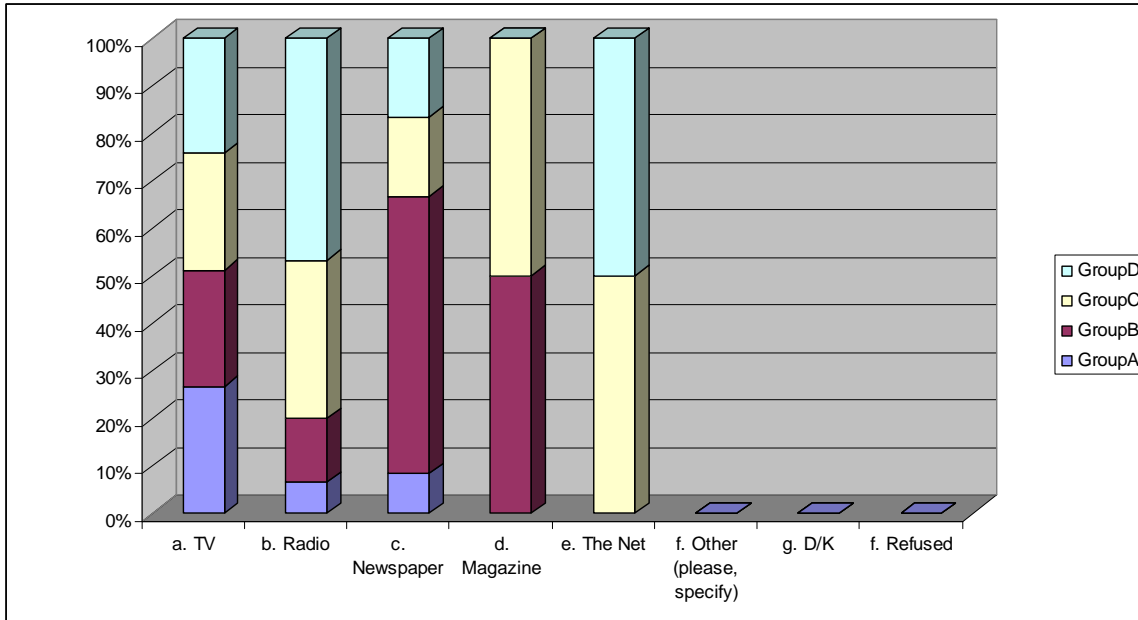


	Group A	Group B	Group C	Group D
a. Yes	98%	100%	100%	100%
b. No	1%	0%	0%	0%
c. Don't Know	1%	0%	0%	0%
Know	1%	0%	0%	0%

d. Refused 0% 0% 0% 0%

The overwhelming majority of the participants are acquainted with the term “globalization”. The results are similar in all the 4 focus groups.

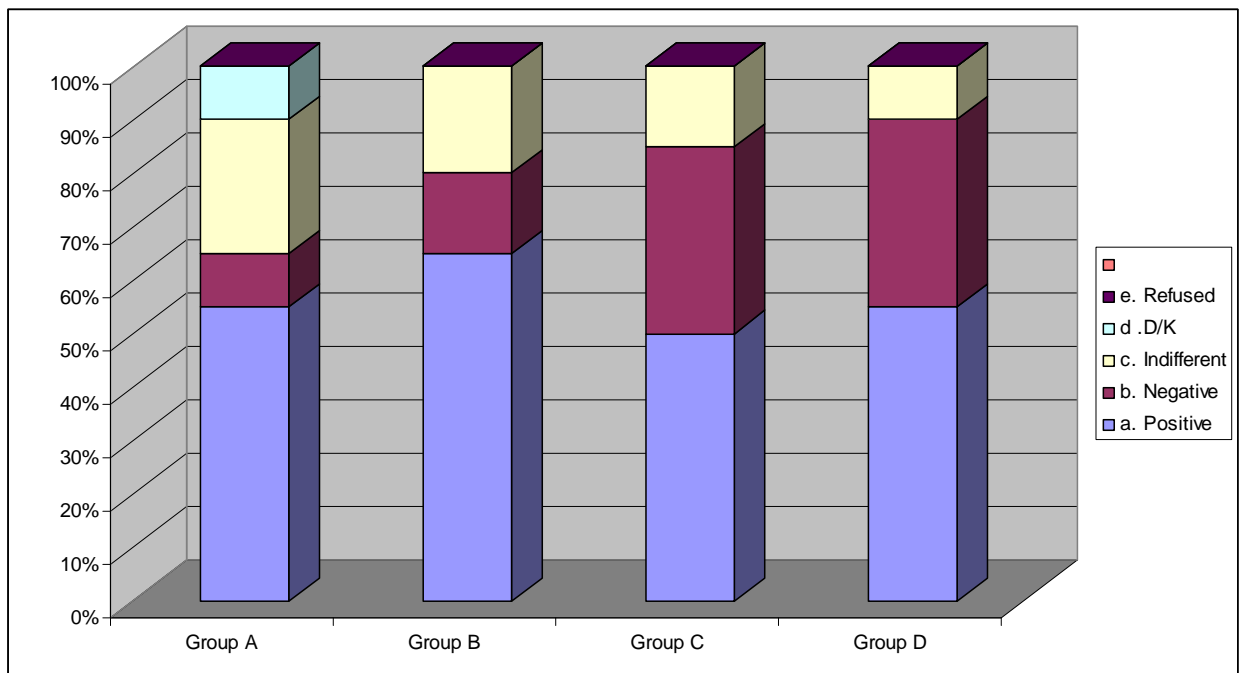
Figure 5.2 Q.2: Source of information on globalization



	Group A	Group B	Group C	Group D
a. TV	98%	90%	90%	89%
b. Radio	1%	2%	5%	7%
c. Newspaper	1%	7%	2%	2%
d. Magazine	0%	1%	1%	0%
e. The Net	0%	0%	2%	2%
f. Other (please, specify)	0%	0%	0%	0%
g. D/K	0%	0%	0%	0%
f. Refused	0%	0%	0%	0%

The major source of information on globalization for the participants, as the study indicates, is the TV.

Figure 5.3 Q.3: What is your attitude towards globalization?

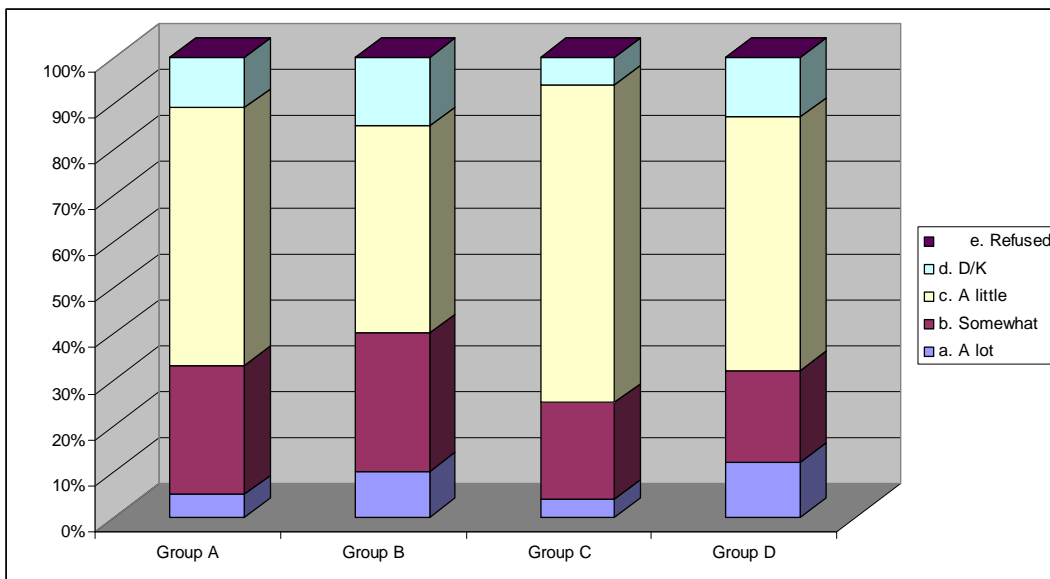


	Group A	Group B	Group C	Group D
a.				
Positive	55%	65%	50%	55%
b.				
Negative	10%	15%	35%	35%
c.				
Indifferent	25%	20%	15%	10%
d .D/K	10%	0%	0%	0%
e.				
Refused	0%	0%	0%	0%

The question on the overall attitude of the participants to globalization is placed at the beginning of the questionnaire with the purpose to increase the validity of the comparative analysis. The attitudinal frames, provided by the participants in their responses to the current question were compared to their answers concerning the integral components of globalization. In case of discrepancy it could have manifested that certain participants have inconsistent and superficial knowledge of respective questions under investigation; however it did not take place.

Globalization is viewed as positive equally throughout the 4 focus groups; however, participants from groups C and D provided higher rates of negative responses. The larger extent of younger participants (groups A and B) demonstrated their “indifferent” attitude to globalization.

Figure 5.4 Q.4: *How much does globalization bother you?*

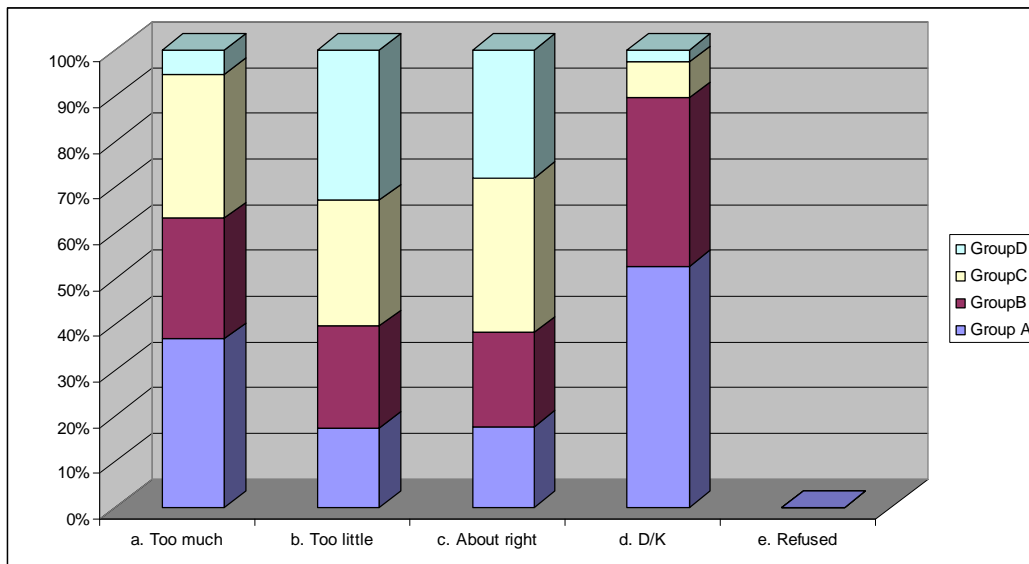


	Group A	Group B	Group C	Group D
a. A lot	5%	10%	4%	12%
b. Somewhat	28%	30%	21%	20%

c. A little	56%	45%	69%	55%
d. D/K	11%	15%	6%	13%
e. Refused	0%	0%	0%	0%

The results turned to be consistent throughout the 4 groups: the respondents indicate that they are just “a little” concerned with globalization. This reflects the extent of importance ascribed to globalization in Georgian society.

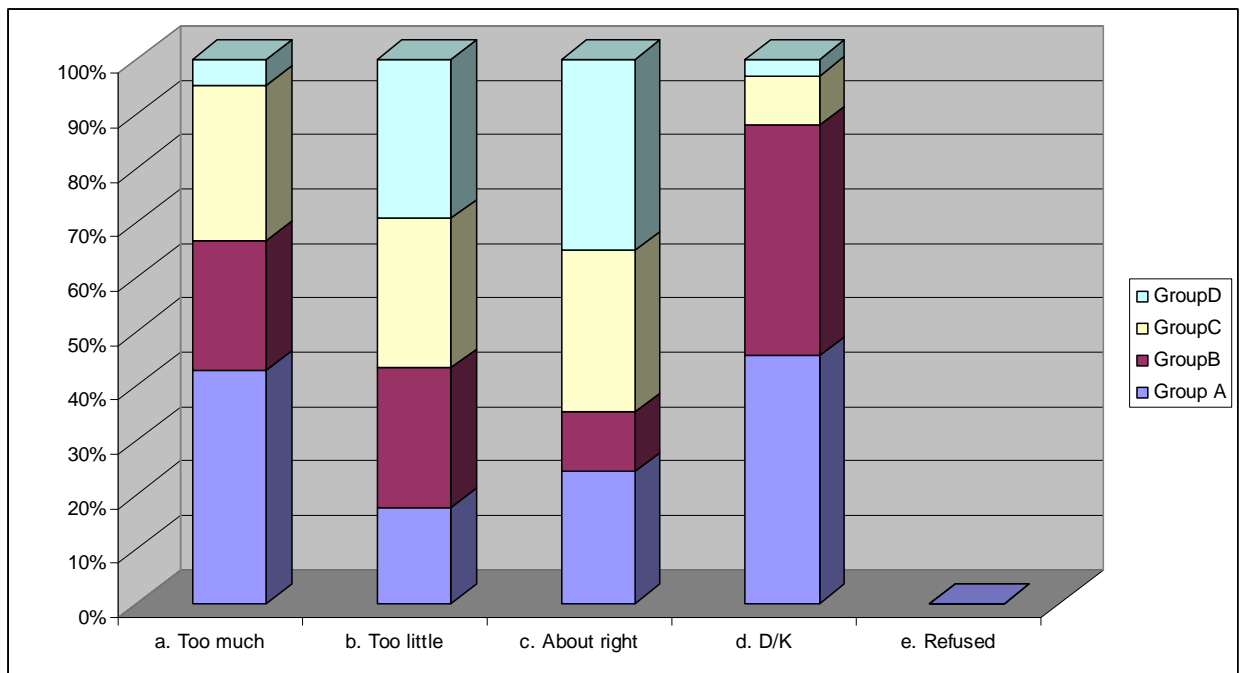
Figure 5.5 Q.5: *How do you think people in Georgia consider globalization?*



	Group A	Group B	Group C	Group D
a. Too much	7%	5%	6%	1%
b. Too little	41%	53%	65%	78%
c. About right	12%	14%	23%	19%
d. D/K	40%	28%	6%	2%
e. Refused	0%	0%	0%	0%

Responses to this question of the questionnaire support the conclusion, which was drawn on the basis of the results provided to the previous question: throughout the 4 focus groups the participants themselves identify the level of in-awareness of Georgian participants of globalization as insufficient.

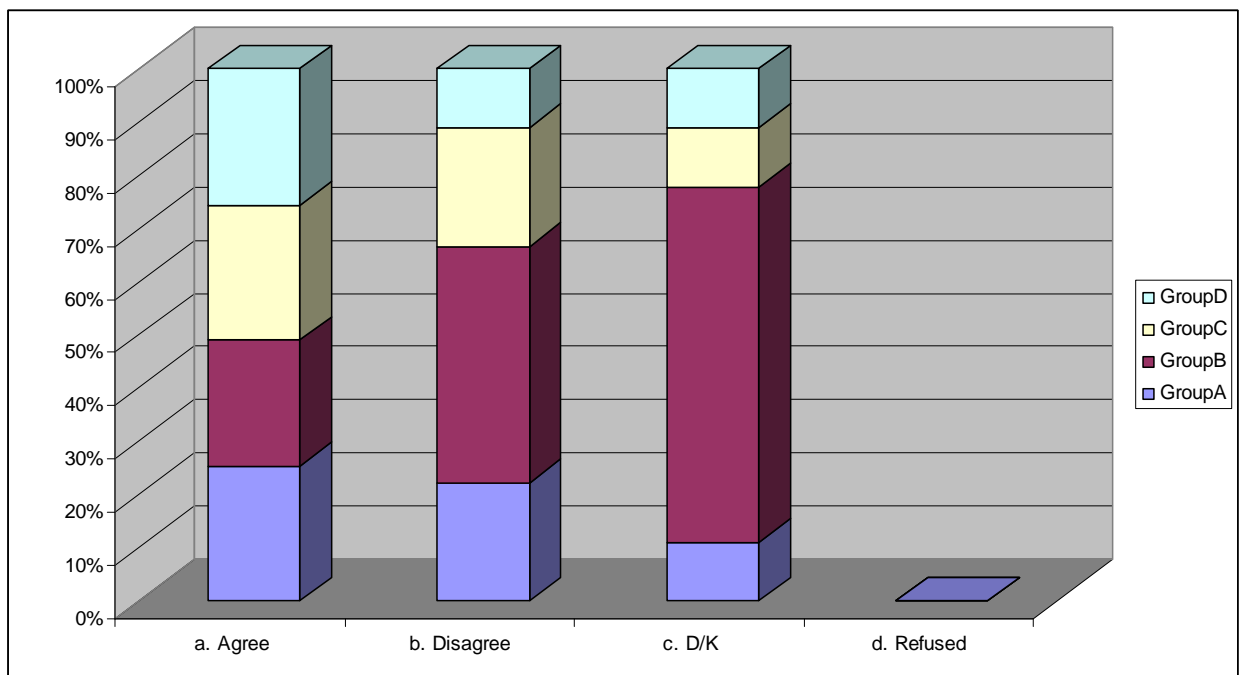
Figure 5.6 Q.6: How does Georgian government consider globalization?



	Group A	Group B	Group C	Group D
a. Too much	9%	5%	6%	1%
b. Too little	39%	57%	61%	65%
c. About right	22%	10%	27%	32%
d. D/K	30%	28%	6%	2%
e. Refused	0%	0%	0%	0%

The identical frame of responses is provided concerning the attitude of the government to globalization, which the respondents unanimously define as insufficient.

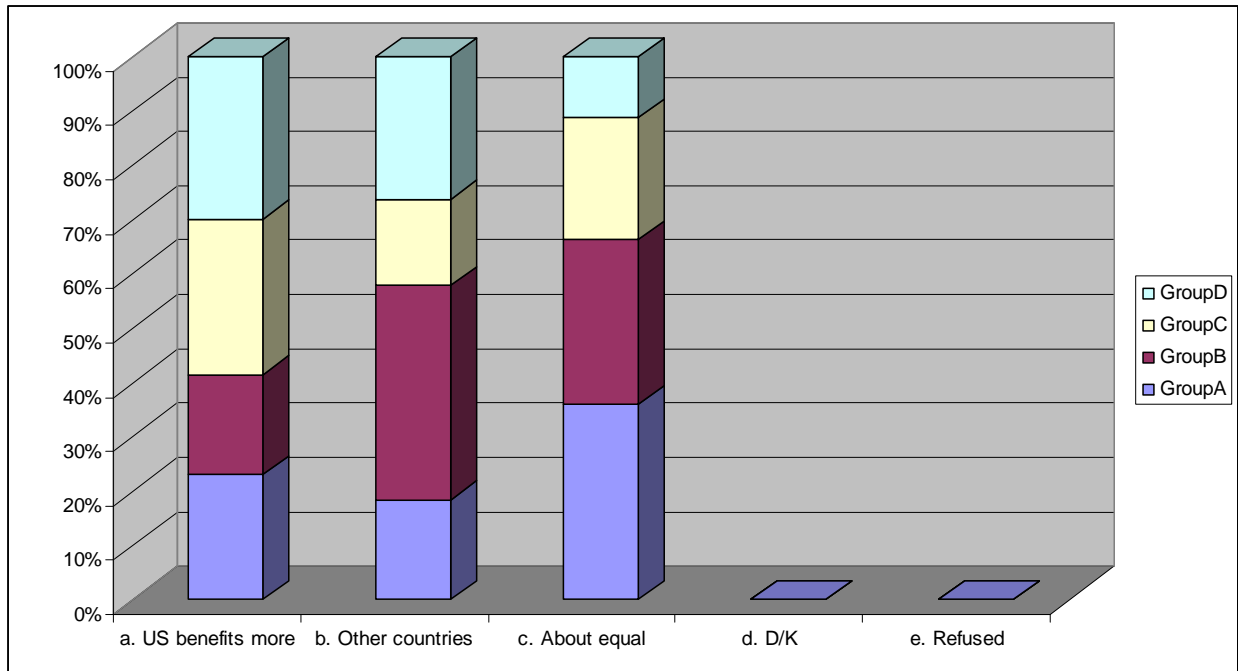
Figure 5.7 Q.7: World is getting interconnected through globalization



	Group A	Group B	Group C	Group D
a. Agree	97%	90%	97%	98%
b. Disagree	2%	4%	2%	1%
c. D/K	1%	6%	1%	1%
d. Refused	0%	0%	0%	0%

The overwhelming majority of the participants agree on the impact of globalization on the extent of interconnectedness in the world.

Figure 5.8 Q.8: Who benefits from globalization more?

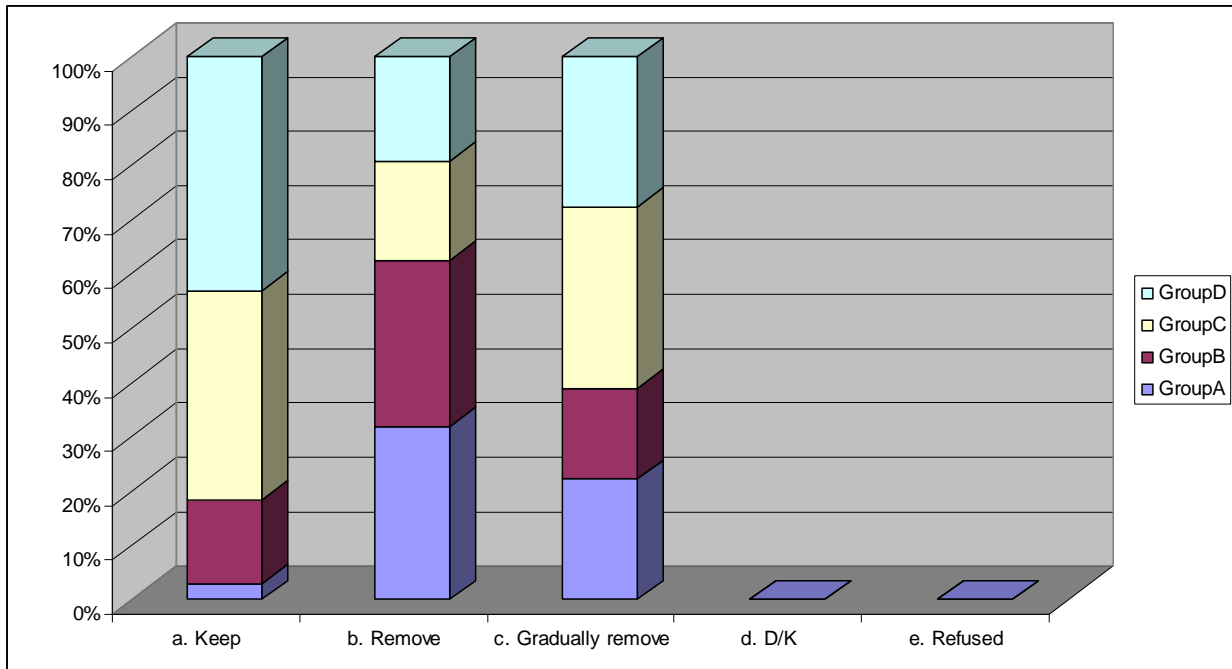


	Group A	Group B	Group C	Group D
a. US benefits more	54%	43%	67%	70%
b. Other countries	14%	30%	12%	20%
c. About equal	32%	27%	20%	10%
d. D/K	0%	0%	0%	0%
e. Refused	0%	0%	0%	0%

The participants were divided in their responses to this question, with the majority considering the USA the main winner in globalization; however, other countries are also believed to benefit from it. The frames obtained from groups A and B indicate

that the younger generation is more optimistic about the possibility of equal benefit for all countries.

Figure 5.9 Q.9: How would you act towards trade barriers throughout the world?

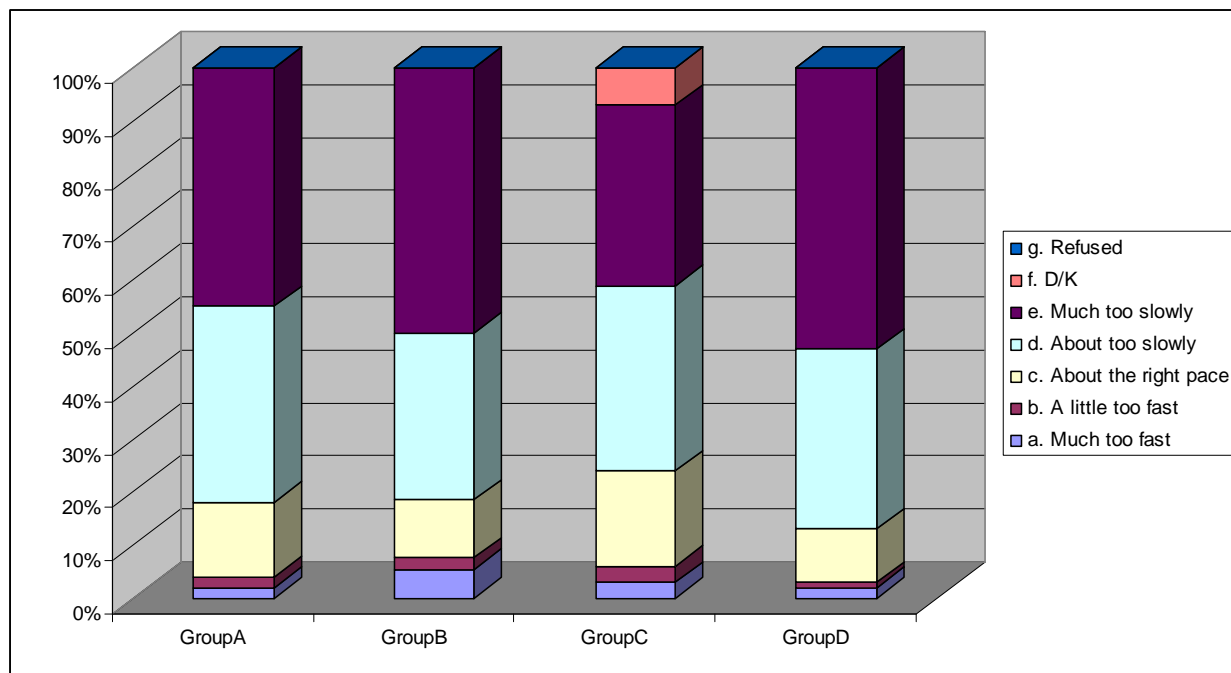


	Group A	Group B	Group C	Group D
a. Keep	2%	10%	25%	28%
b. Remove	78%	75%	45%	47%
c. Gradually remove	20%	15%	30%	25%
d. D/K	0%	0%	0%	0%
e. Refused	0%	0%	0%	0%

Though all the 4 focus groups provided the same type of response, demonstrating their wish to remove trade barriers in the world, more respondents from groups C and D expressed support for gradual removal, thus, manifesting a more cautious attitude, which is possible to identify as a major framing peculiarity and difference between groups A, B and C, D. Respondents from groups A and B are

characterized by a higher extent of optimism and enthusiasm towards globalization than those from groups C and D.

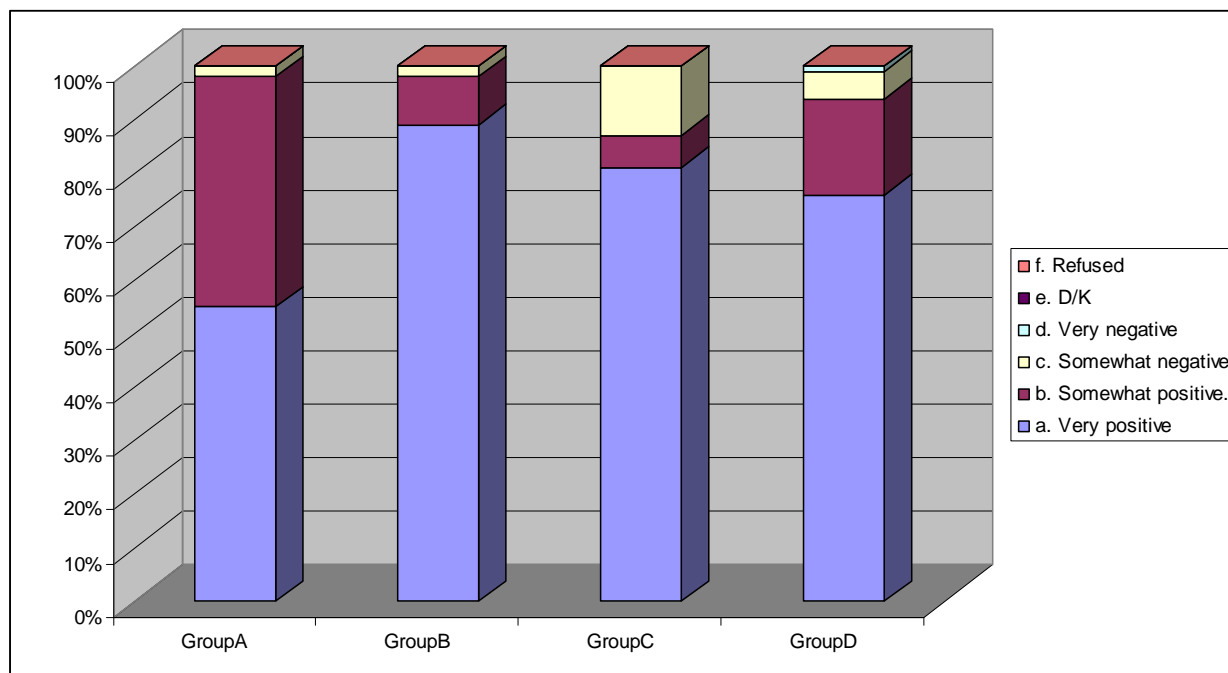
Figure 5.10 *Q.10: The tempo of globalization in Georgia.*



	Group A	Group B	Group C	Group D
a. Much too fast	2%	5%	3%	2%
b. A little too fast	2%	2%	3%	1%
c. About the right pace	14%	10%	18%	10%
d. About too slowly	37%	29%	35%	34%
e. Much too slowly	45%	46%	34%	53%
f. D/K	-	0%	7%	0%
g. Refused	-	-	0%	0%

The 4 groups unanimously identified the tempo of globalization in Georgia as “much too slow” or “about too slow”

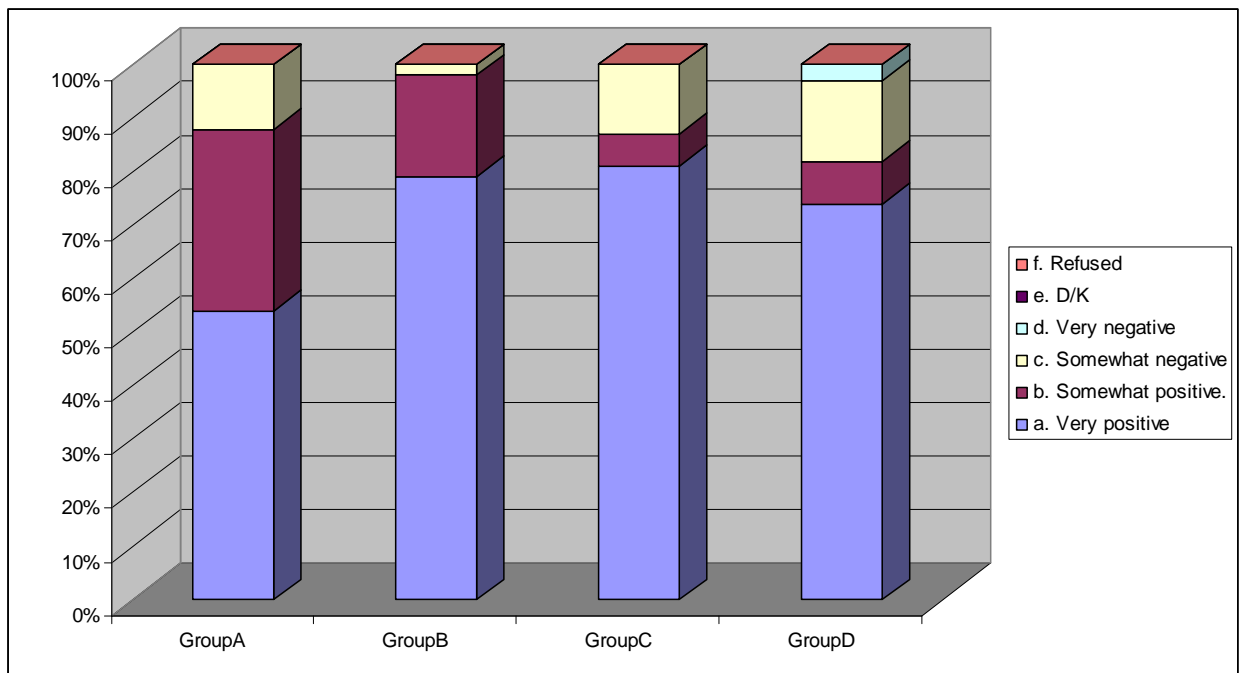
Figure 5.11 Q.11: *Globalization impact on the business opportunities in the world*



	Group A	Group B	Group C	Group D
a. Very positive	55%	89%	81%	76%
b. Somewhat positive.	43%	9%	6%	18%
c. Somewhat negative	2%	2%	13%	5%
d. Very negative	0%	0%	0%	1%
e. D/K	0%	0%	0%	0%
f. Refused	0%	0%	0%	0%

The attitudinal frames of the respondents indicate homogeneous attitudes throughout the 4 groups and the tendency to positively view economic changes introduced by globalization. The frames coincide with the results provided by a new report based on worldwide opinion poll conducted over the past 9 months in China, India, the USA, Indonesia, France, Russia, Thailand, Ukraine, Poland, Iran, Mexico, South Korea, the Philippines, Australia, Argentina, Peru, Israel, Armenia, and the Palestinian territories. The survey is part of a series of analytical reports on public attitudes toward key international issues. It was released by the U.S.-based Chicago Council on Global Affairs and is one of the authoritative points of reference in the current study.

Figure 5.12 *Q.12: Globalization impact on the business opportunities in Georgia.*



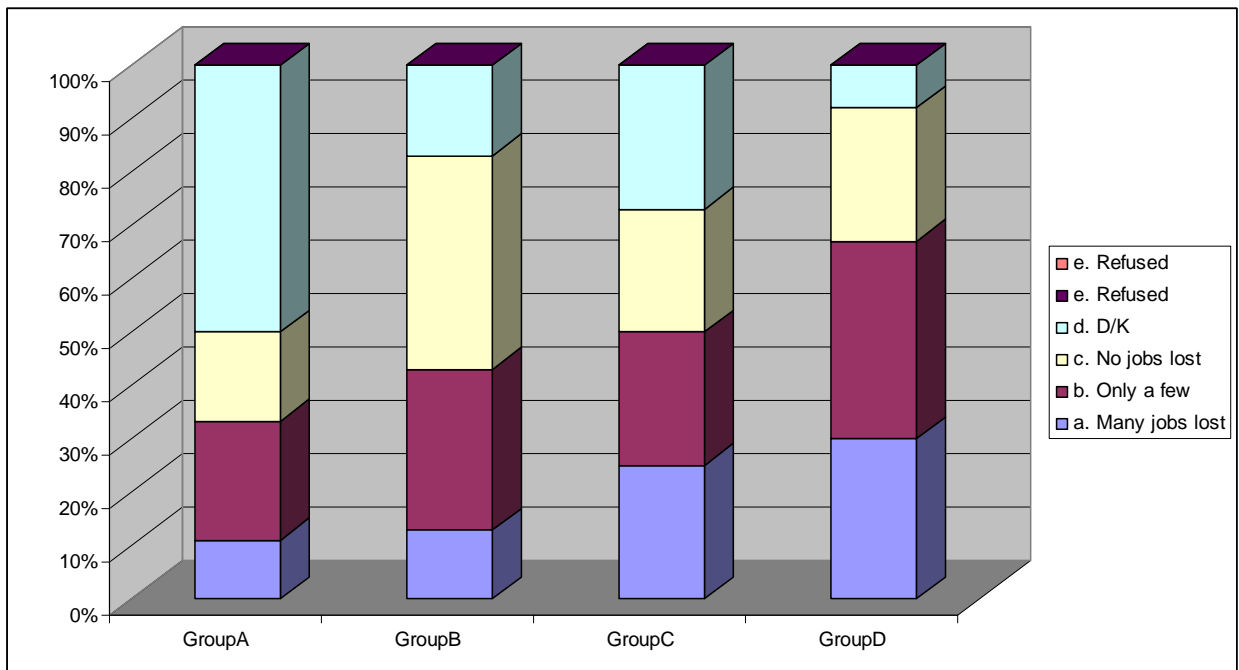
	Group A	Group B	Group C	Group D
a. Very positive	54%	79%	81%	74%
b. Somewhat positive.	34%	19%	6%	8%
c. Somewhat	12%	2%	13%	15%

negative

d. Very negative	0%	0%	0%	3%
e. D/K	0%	0%	0%	0%
f. Refused	0%	0%	0%	0%

The participants have responded equally positively, as far as globalization impact on business opportunities in Georgia is concerned.

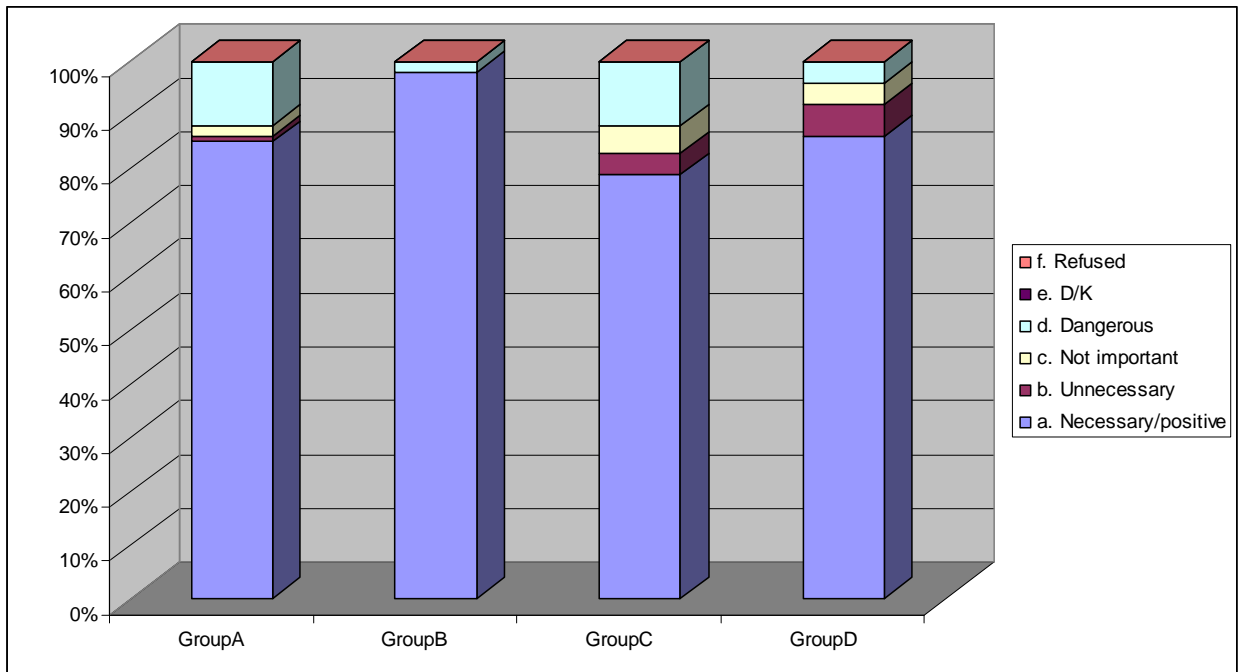
Figure 5.13 Q.13: Globalization and threat of unemployment in Georgia.



	Group A	Group B	Group C	Group D
a. Many jobs lost				
lost	10%	13%	25%	30%
b. Only a few				
few	20%	30%	25%	37%
c. No jobs lost				
lost	15%	40%	23%	25%
d. D/K	45%	17%	27%	8%
e. Refused	0%	0%	0%	0%

The majority of the respondents do not tend to treat globalization as threatening their jobs, which is not consistent with the findings of the worldwide opinion poll, the latter indicating that more people than ever, though, expressing strong overall support for economic globalization, think that globalization is threatening their jobs.

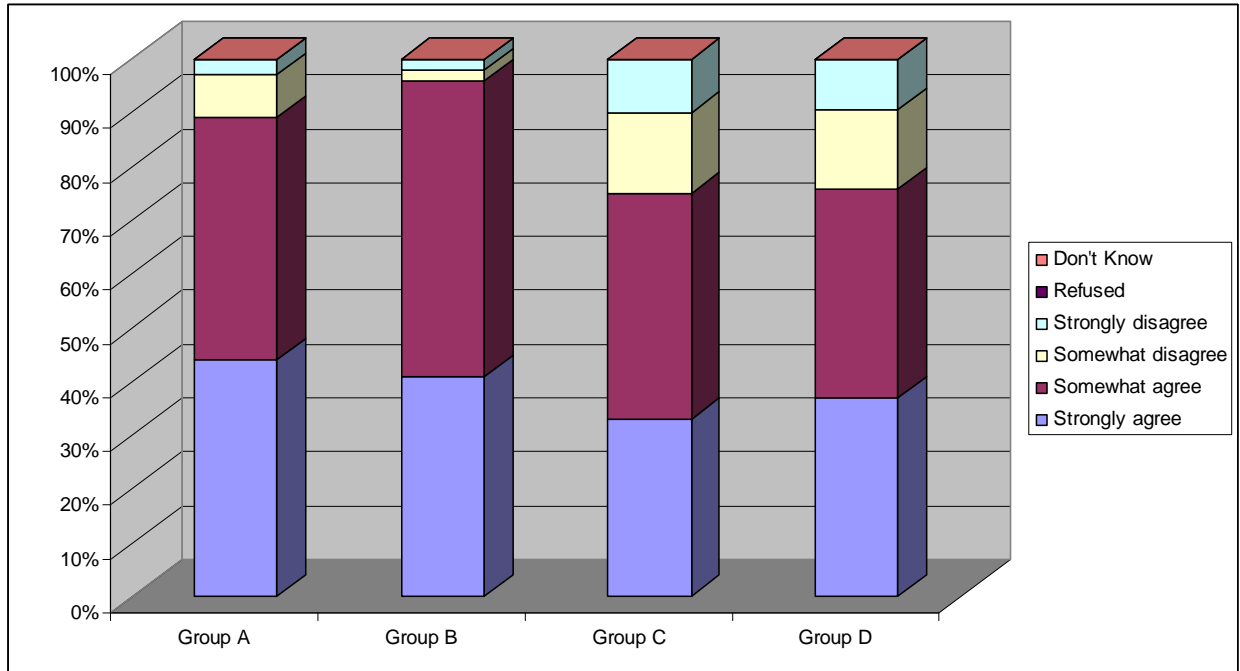
Figure 5.14 *Q.14: Foreign investments and Georgia.*



	Group A	Group B	Group C	Group D
a. Necessary	85%	98%	79%	86%
b. Unnecessary	1%	0%	4%	6%
c. Not important	2%	0%	5%	4%
d. Dangerous	12%	2%	12%	4%
e. D/K	0%	0%	0%	0%
f. Refused	0%	0%	0%	0%

The respondents positively view foreign investments in Georgia throughout the four focus groups.

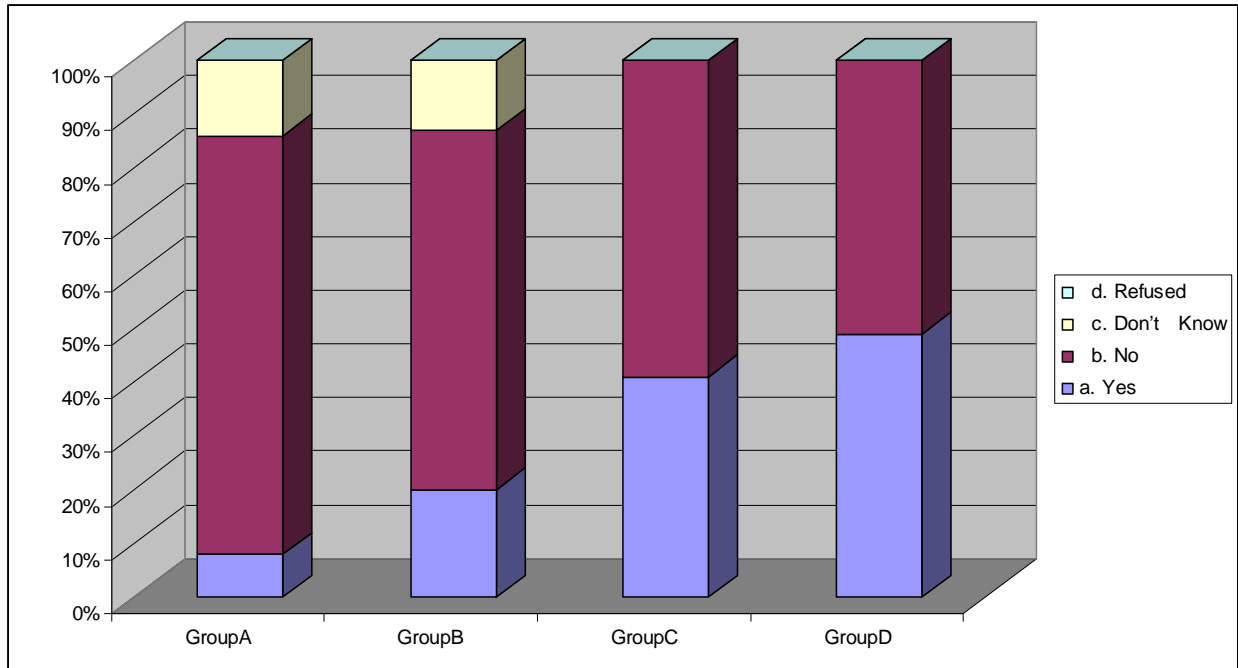
Figure 5.15 *Q.15: Georgians will become “citizens of the world” as the result of the absence of political barriers.*



	Group A	Group B	Group C	Group D
Strongly agree	44%	41%	33%	35%
Somewhat agree	45%	55%	42%	37%
Somewhat disagree	8%	2%	15%	14%
Strongly disagree	3%	2%	10%	9%
Refused	0%	0%	0%	0%
Don't Know	0%	0%	0%	0%

Groups A and B respondents were especially optimistic about the possibility of being accepted as “citizens of the world” as the result of globalization.

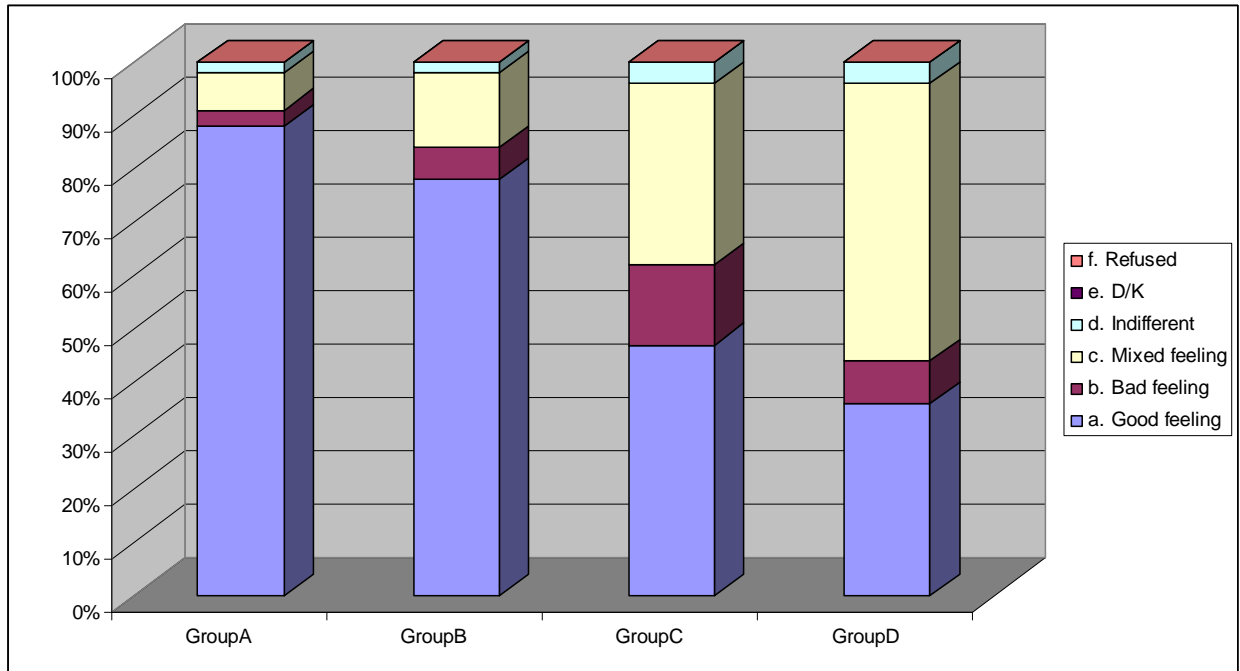
Figure 5.16 *Q.16: Does globalization present cultural threat?*



	Group A	Group B	Group C	Group D
a. Yes	8%	20%	41%	49%
b. No	78%	67%	59%	51%
c. Don't Know	14%	13%	0%	0%
d. Refused	0%	0%	0%	0%

The results indicate that respondents don't tend to regard globalization as a major threat to Georgian culture; rather they treat it as a minor one or no threat at all.

Figure 5.17 Q.17: American Culture and Georgia.

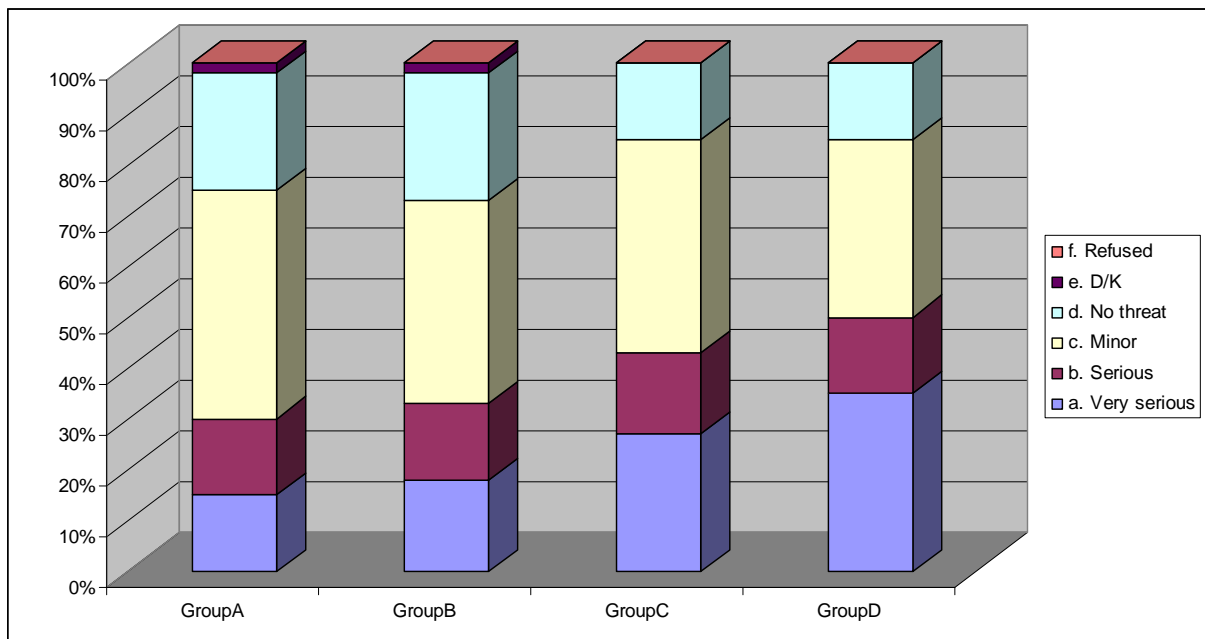


	Group A	Group B	Group C	Group D
a. Good feeling	88%	78%	47%	36%
b. Bad feeling	3%	6%	15%	8%
c. Mixed feeling	7%	14%	34%	52%
d. Indifferent	2%	2%	4%	4%
e. D/K	0%	0%	0%	0%
f. Refused	0%	0%	0%	0%

The majority of the respondents identify their attitude to American culture as “good feeling”, especially within groups A and B, while groups C and D provide

higher rate of responses of “mixed feeling”. It is worthy to note that such attitudinal differences between the focus groups remain consistent throughout the whole procedure.

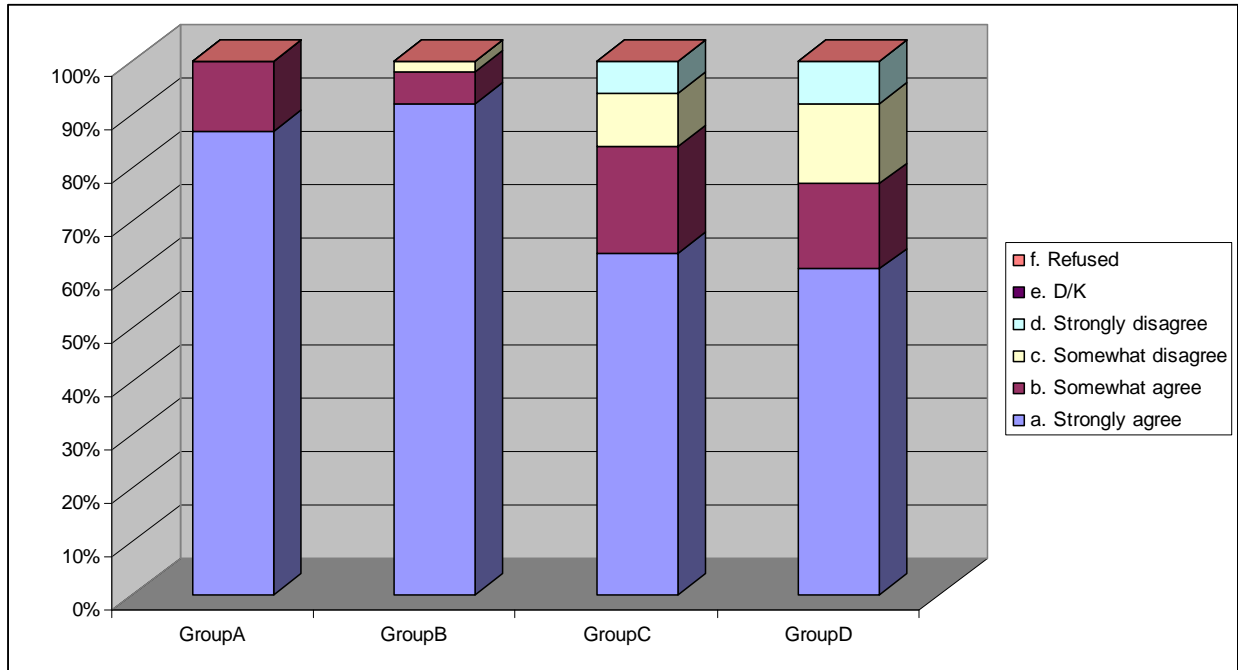
Figure 5.18 Q.18: Define the rate of threat of American culture to Georgia as the result of globalization.



	Group A	Group B	Group C	Group D
a. Very serious	15%	18%	27%	35%
b. Serious	15%	15%	16%	15%
c. Minor	45%	40%	42%	35%
d. No threat	23%	25%	15%	15%
e. D/K	2%	2%	0%	0%
f. Refused	0%	0%	0%	0%

The extent of threat of American culture to Georgia is defined as minor, with sufficiently higher rates of negative attitude in groups C and D.

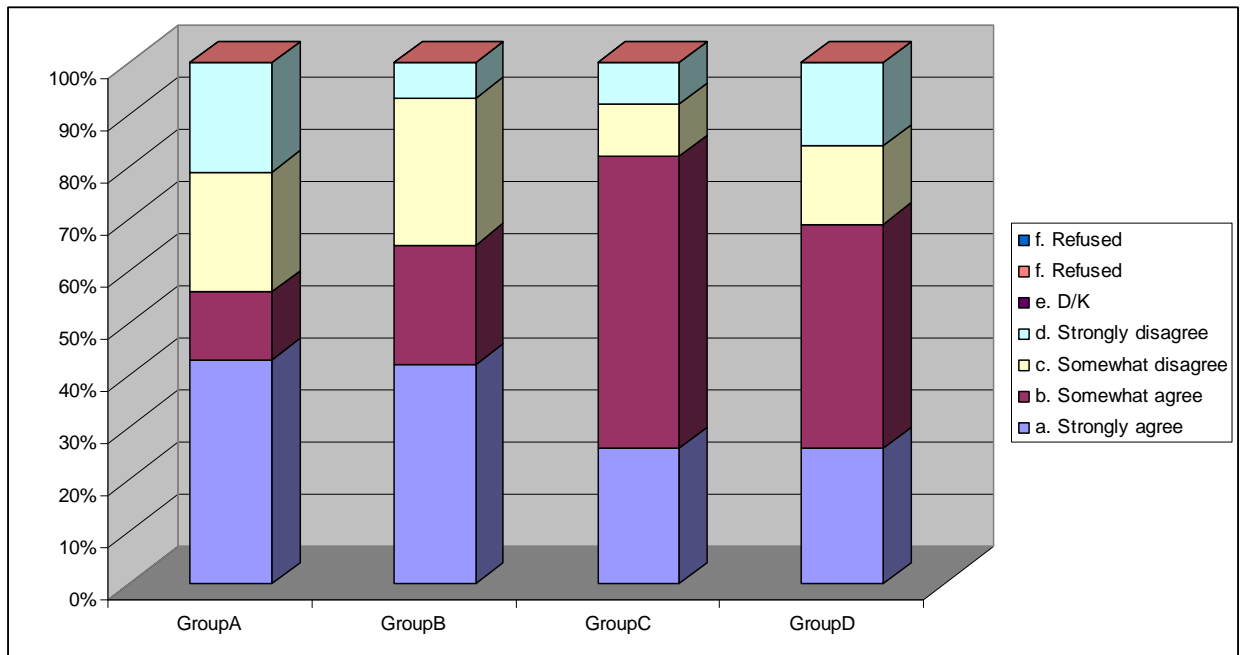
Figure 5.19 Q.19: *Georgia should accept globalization.*



	Group A	Group B	Group C	Group D
a. Strongly agree	87%	92%	64%	61%
b. Somewhat agree	13%	6%	20%	16%
c. Somewhat disagree	0%	2%	10%	15%
d. Strongly disagree	0%	0%	6%	8%
e. D/K	0%	0%	0%	0%
f. Refused	0%	0%	0%	0%

In full consistency with the views expresses by the respondents throughout the questionnaire fill-in, the majority support the idea of Georgia becoming part of globalization.

Figure 5.20 *Q.20: Georgia is already part of globalization.*



	Group A	Group B	Group C	Group D
a. Strongly agree	43%	42%	26%	26%
b. Somewhat agree	13%	23%	56%	43%
c. Somewhat disagree	23%	28%	10%	15%
d. Strongly disagree	21%	7%	8%	16%
e. D/K	0%	0%	0%	0%
f. Refused	0%	0%	0%	0%

The results indicate that opinions differ, as far as the current status of Georgia in globalization is concerned. Groups C and D are more skeptical about Georgia being currently part in globalization compared to the respondents in groups A and B.

The overall results of the questionnaire indicate that Georgian respondents are well-informed on the major issues connected with globalization.

The striking tendency is manifested in the fact that respondents from groups A and B treat globalization in general, as well as its perspectives for Georgia, more optimistically, than the respondents from groups C and D. This fact can be partially ascribed to the age difference between the participants, with groups C and D presented by an older sample, manifesting a more cautious and conservative policy. It is also possible to explain it through the overall cultural and educational mentality of the participants in groups C and D, which should be traced back to the Soviet times, when extremely conservative and negative attitudes towards the western and, especially, American style of life and culture were carefully cultivated in the minds of people.

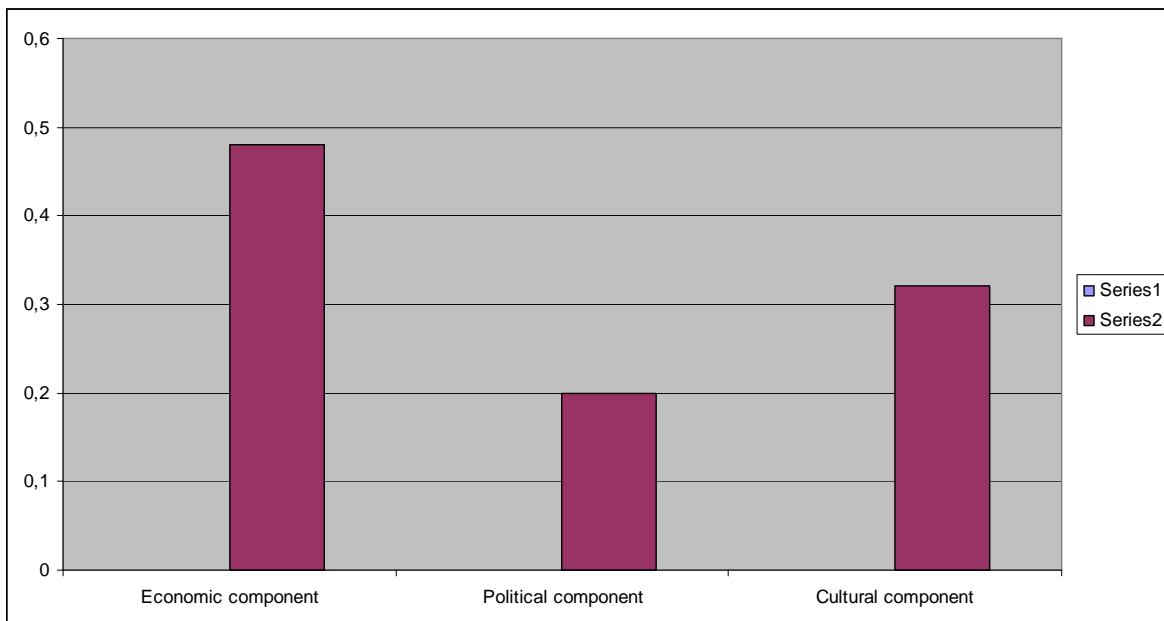
The linguistic attitudes of the participants can be paralleled to many similar studies on the impact of globalization on the spread and significance of English, the most exemplary among them being the study by Nunan (2003) across much of the Asia Pacific region (the Expanding Circle countries), which reports the growing significance of English and, consequently, its privileged position in the curriculum as directly connected with the high extent of enthusiasm for globalization and the material benefits it promises, especially among the young respondents.

Interview 1

During the interview respondents demonstrated attempts to define globalization by enumerating some of its components. The majority of the overall number of respondents successfully identified some of the core components of globalization, including growing economic, political, and cultural interconnectedness, elimination of certain trade and political barriers. During this part of the interview 32% of the

participants mentioned the growing expansion of English accompanied by the expansion of Western and especially of American culture throughout the world. The following figure illustrates the percentage of participants defining components of globalization.

Figure 6. *Definition of Globalization Components by the Participants*



Economic component	48%
Political component	20%
Cultural component	32%

Q. 2 Could you expand on the core components of globalization?

During this phase of the interview the participants had to express their ideas, as to which of the components that had been named by them presents the most favorable part of globalization. Economic benefits were regarded the most important ones. 46% of the overall number of the participants also ascribed importance to the cultural factors of globalization, and mentioned the increasing role of English in this

connection. The following verbatim responses of the participants exemplify this frame:

“Georgia is firmly oriented towards the West and its ideology. We are trying to integrate with NATO and Europe’s leading monetary, political and educational institutions; that’s why I think we are going to go more and more global and the value of English is going to increase year by year.” (Group D, age 43)

“My children visit private teachers from the age of 7; I want them to have excellent knowledge of English because it will provide them with the best of opportunities in the future. I want to see them one day graduating from a prestigious university in America or Europe. Even here in Georgia, they will not be able to find a good job, if they don’t know English well. English is needed everywhere. It is because we want to become an integral part of the global civilization.” (Group C, age 48)

“We are being part of the global world and this is great! I know English well enough to use the Internet resources and to communicate with my friends in other countries, and I feel part of their world! I am eager to improve my knowledge and to get education first here, and then to continue it in one of the universities abroad. American universities are great: look at our president and all our ministers-they are all educated abroad and their English is excellent. They are good examples for me.” (Group A, age 19)

“I am very keen to get a good command of the English language, because I want to communicate with people around the world, I surf the Net 15 hours a day and I try to make friends all around the world. All my friends think that globalization is great, it would enable us to travel much and to see wonderful places, and when I get there, I want to understand everything myself, and to become understood. Besides, good knowledge of English enables me to get education abroad, which is very prestigious, and then to get a good job. (Group A, age 18)

Q. 3 Please expand on the possible effects of globalization on the world-wide expansion of the English language.

The typology of answers provided by the interviewees on this question can be exemplified by the following responses:

“I am in my 2nd year now at the University, and though my major is Economy, I am taking private lessons in English, because it is vital for my future career. I support globalization, because it would stimulate our development, and I want to travel much, and knowledge of English would facilitate it all for me. Georgia is going to integrate into the NATO and the importance of English will be increasing, I am sure of it.”

(Group B, age 22)

“I have numerous private applicants of different professions and almost of all age groups; my eldest student is an academician and is getting on 60. All of them are keen to study English or to refine the knowledge that they had got in the previous years. They not necessarily need it in the professions, but most of them want to communicate adequately to foreigners, many of them want to travel abroad, or to get promoted and be sent on business abroad, and want to be able to communicate adequately. We are becoming part of the globalizing world, and it is impossible without the knowledge of English.” **(Group D, age 53)**

“My answer is very simple: America rules globalization and the global world is speaking English, mostly American English, that is what I think.” **(Group C, age 41)**

Results are consistent between groups, which enables us to state certain homogeneity of attitudes towards the question under investigation already at this initial level of research.

Interview 2

The results of the next procedure-investigation as to which form of the English language is currently being taught in Georgian classrooms: idealized/ artificial classroom English or culture-bound English, including variety of accents and

information on the importance of the cultural context for the effective communicative competence, provided us with the different typology of responses from Group C, as compared to the results from the other groups:

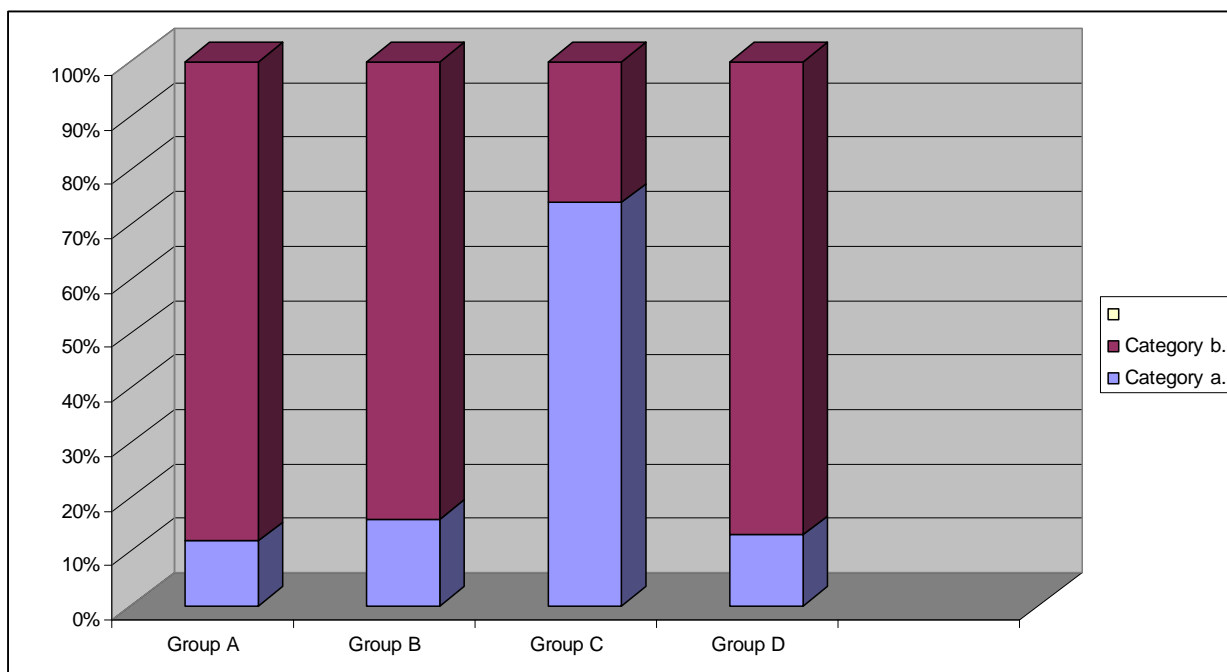
Extract from the Interview Protocol:

Q.1: What would be the best definition for the modern English language, please select one of the following categories:

a. English is a single, monolithic structure; it does not change greatly across cultures and nations where it is used.

b. English is a diverse culture-bound phenomenon, and it is possible to speak of many Englishes, each of which belongs to a particular communicative situation.

Figure 7. *Definition of Modern English by the Participants*



	Group A	Group B	Group C	Group D
Category a.	12%	16%	74%	13%
Category b.	88%	84%	26%	87%

The following verbatim extracts from the interview exemplify the results:

Respondent A:

Traditionally we were taught and are teaching now the British variety of English and peculiarities of the British way of life. I can't say that American English is getting much light in this respect, and I can't possibly agree that we must teach cultural and linguistic peculiarities of Australian or New Zealand Englishes, because it is going to take us too far.

Interviewer:

Could you expand on it?

Respondent A:

I mean that our students will get totally disorganized as to what accent to cling to. I can't even imagine a syllabus which would encompass so many things, many of which are never going to be practically important for the students. This is possible as additional information, which would be introduced during a couple of lessons, not more. We have little time for explaining grammar and practicing vocabulary, and besides, I have told you, the students will become totally confused, if we start teaching things like this to them. (Age 45, work experience at school-18 years)

Respondent B:

This will take the whole teaching and learning process out of control. It is going to be just a mess of knowledge that our students are most likely never to come across the opportunity of using in their lives. Besides, the most important argument here is the fact that they are not fluent enough in the standard variety, to say nothing of the other, less common and conventional. It is better to teach them something the whole world knows, and then go to a narrower field. (Age 27, experience-5 years)

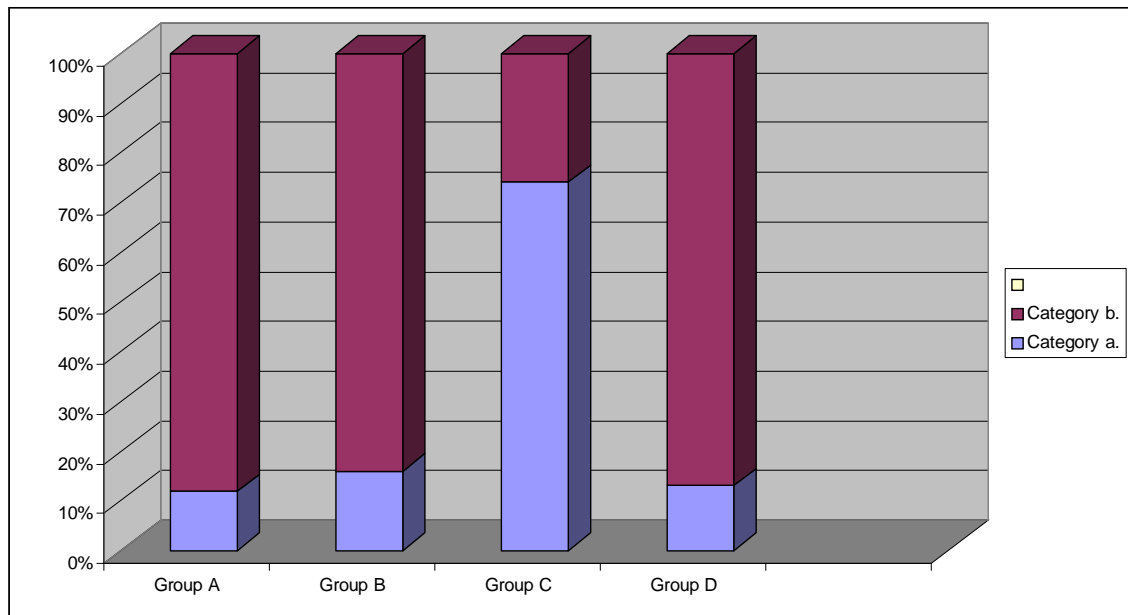
These responses indicate that the answers are similar with the representatives of various age groups and working experiences.

Q.: Please select between the following two categories and define, which type of the English language should be taught in a typical Georgian classroom.

a. English with a focus on the grammatical structure and vocabulary, as primary prerequisites for effective communication.

b. English as a variety of accents, the importance of the cultural context for the effective communicative competence stressed.

Figure 8. *The Participants’ View of the Type of English Taught in Georgia*



	Group A	Group B	Group C	Group D
Category				
a.	12%	16%	74%	13%
Category				
b.	88%	84%	26%	87%

FOLLOW-UP: For the participants who have selected a.:

Q.1: Please expand on your choice of category “a” for this question.

Session 1

Respondent A:

I am quite an experienced teacher, and I know what you mean by these terms, I also know that it is a whole new fashion now to teach language at school on the materials

presenting chunks of real-life conversation. But believe me, we must first of all teach our students standard structured English Grammar, syntax and standard vocabulary, and then, probably, at the final stage of their education, we can initiate them to the chunks of the real-life English. Otherwise, they would not understand it at all.

Interviewer:

So, you mean, that at first students are to be taught structured English, can we call it “artificial classroom English”, and only later the real-life, spoken English?

Respondent A:

Yes, that’s right.

Interviewer:

What about introduction of some cultural varieties of English together with their cultural contexts into the curriculum? Would you approve of it?

Respondent A:

*I see some point in providing our students with information on the ways local Englishes deviate from standard forms, but still I think that this additional, and our primary goal is to teach them **standard**.*

Interviewer:

And by the word “standard” which form of English do you mean?

Respondent A:

The traditional standards of British and American English.

Interviewer:

You have just mentioned two varieties, which of them more preferable for you personally as a teaching standard, and why?

Respondent A:

For me personally, as I am a representative of the so-called “old school” nothing will compare with “Queen’s English”, but for the younger generation, I know, American English is more preferable, and there are clear signs of its domination in the curriculum. For example, ways of formatting one’s essay during the national exam, they are clearly American. (Age 52, experience-26 years)

Session 2

Interviewer:

What is your point of view on the introduction of the cultural context into the curriculum; does it have any impact on the English language competence?

Respondent B:

Sure, it does.

Interviewer:

Could you give any examples?

Respondent B:

I am afraid, I can't at the moment.

Interviewer:

I will provide you with an example: let's take the phrase "I see you have put on weight". The fact is that in Turkish English it has a positive connotation and is used as a compliment, while in American English it has a negative connotation. Do you think it is necessary to draw your students' attention to such points?

Respondent B:

I think it is enough to introduce it as an optional course for those who are interested in such phenomena. (Age 34, experience 10 years)

Session 3

Interviewer:

When you explain some spelling rules to your students, do you mention that there is difference between certain rules of British and American Englishes?

Respondent C:

Well, I teach them British English at school, mostly. I am supposed to give a brief description of the differences.

Interviewer:

Do you provide them with any additional information on the American English spelling, vocabulary and the like?

Respondent C:

It is not focused in the curriculum.

Interviewer:

Do they (the students) ask you any questions about American English and British English differences?

Respondent C:

Well, they do ask me, but mainly this concerns such words like: can, ask, path, and some slang as well, lyrics from rap songs, for example.

Interviewer:

What is your reaction in such cases?

Respondent C:

I explain the difference, but stress that we are studying British English at school, though.

Interviewer:

Is it your school's policy?

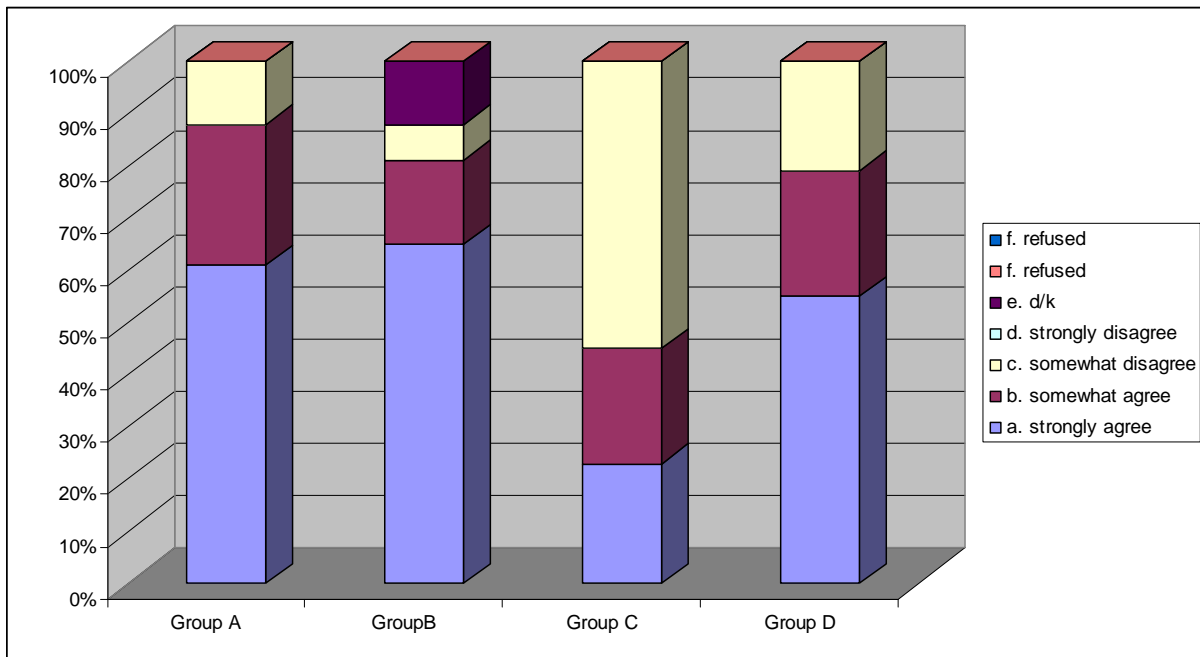
Respondent C:

It is official policy of the Education Department, as far as I know. (Age 28, experience-6 years)

The results indicate that Group C participants, unlike the respondents of the other 3 groups, tend to assign the priority in ELT to teaching grammar and vocabulary primarily of the British variety of English, and consider introduction of the cultural context as secondary, which, unfortunately, reflects the existing situation in Georgian secondary schools, where the conventional method of ELT is still based on teaching rules of grammar, rather than on the real-life peculiarities of function of the English language, including variety of accents and diversity of cultural contexts. Neither is the growing importance of American English sufficiently reflected and focused in the teaching practices of the majority of Georgian teachers. This is significantly affecting the extent of communicative competence of the language learners.

Q.: Is it necessary to introduce teaching of the cultural context of English in the curriculum in Georgia?

Figure 9. *The Participants' View on the Necessity to Introduce Teaching of the Cultural Context of English in the Curriculum*



	Group A	Group B	Group C	Group D
a. strongly agree	61%	65%	23%	55%
b. somewhat agree	27%	16%	22%	24%
c. somewhat disagree	12%	7%	55%	21%
d. strongly disagree	0%	0%	0%	0%
e. d/k	0%	12%	0%	0%
f. refused	0%	0%	0%	0%

Survey 2

Activity 1

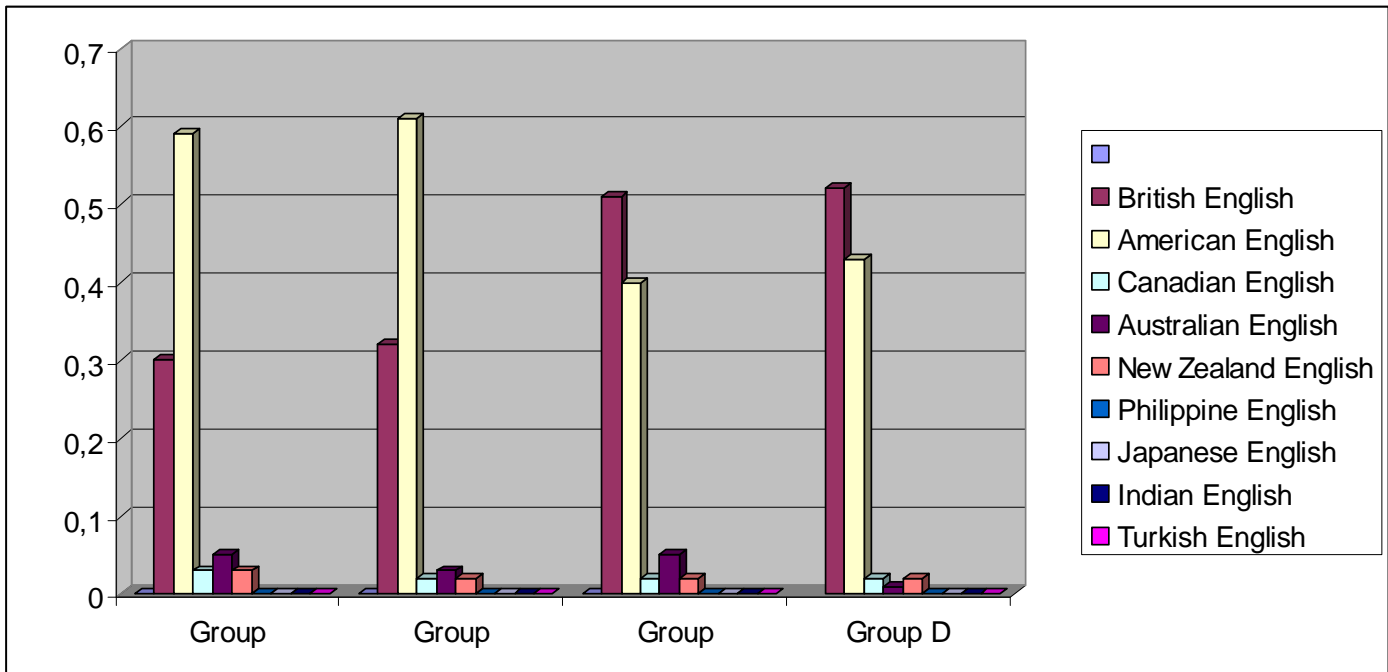
Stage 1

The results indicate that the overwhelming majority of the participants continue to regard traditional varieties of the **Inner Circle** as the most desirable standard for learning and teaching.

The data indicate that in groups A and B (the youngest pool of respondents) preference is given to American English, while in group C the traditional attitude to British English is prevailing. Other varieties (Canadian, Australian, and New Zealand English) were marked as the least desirable candidates for the status of a standard. The non-native accents (Indian, Philippine, Japanese, Turkish), belonging to the Outer and Expanding Circles were labeled as non-desirable, marked by the category “disapprove”.

These findings coincide with the results found by Dalton-Buffer et al. (1997) on the Austrian corpus English students, Timmis’ (2002) study of 400 English language students in 14 different countries of the expanding Circle, and Murray’s survey of Swiss English teachers.

Figure 10. *The Participants' Choice of a Variety as the Most Desirable Standard for Learning and Teaching*

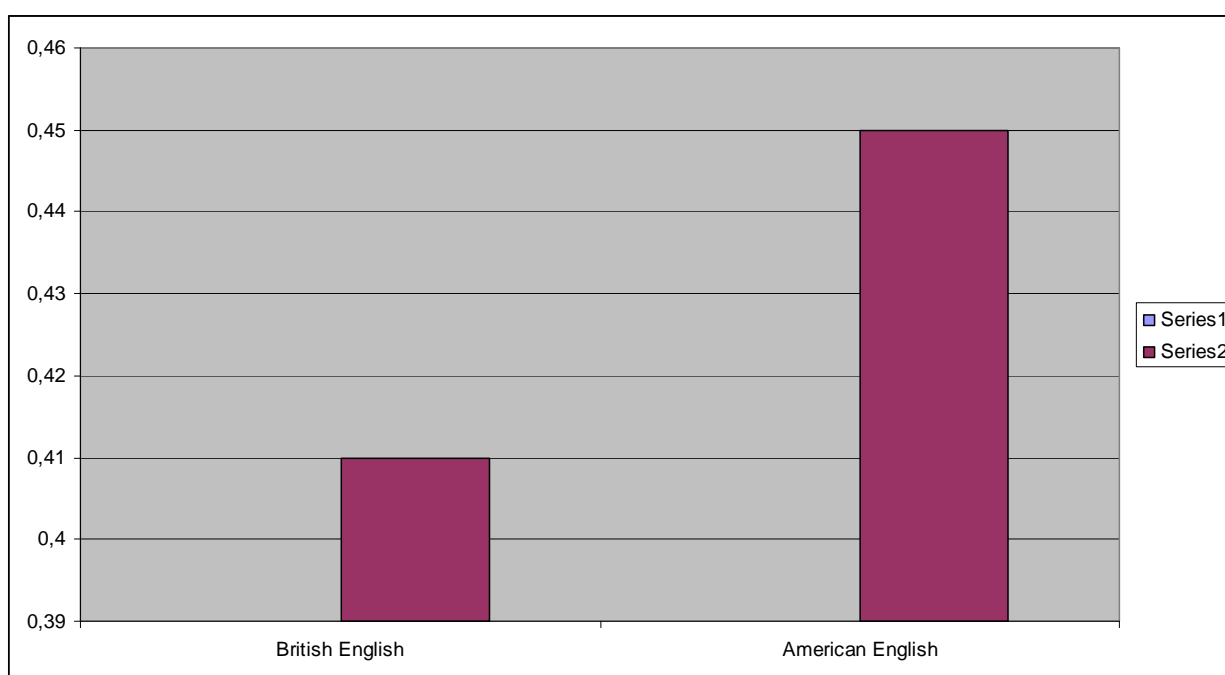


	Group A	Group B	Group C	Group D
British English	30%	32%	51%	52%
American English	59%	61%	40%	43%
Canadian English	3%	2%	2%	2%
Australian English	5%	3%	5%	1%
New Zealand English	3%	2%	2%	2%
Philippine English	0%	0%	0%	0%
Japanese English	0%	0%	0%	0%
Indian English	0%	0%	0%	0%
Turkish English	0%	0%	0%	0%

Q. 2. Please indicate the extent of desirability of a variety as the world-wide accepted English language standard:

The data analysis indicates higher extent of preference towards American English by a slight margin of 6% in comparison with its British counterpart: 45 % against 41 % of the overall number of participants respectively.

Figure 11. *The Participants' Choice of American English as the Possible World-Wide Accepted Standard of English*



Stage 2

3. Please think and put down the characteristics that are associated in your mind with each of the following varieties, (e.g. educated, slow etc.). The number of characteristics is not limited.

The aim of the current procedure was an attempt to explore and analyze the mechanism of creation of attitudinal frames of the respondents.

Upon the analysis of the collected data the most frequently mentioned items were arranged into the pairs of characteristics, which can be effectively used as

assessment criteria in evaluation of language attitudes. The following pairs were obtained:

- 1. formal-casual**
- 2. educated-uneducated**
- 3. refined-rude**
- 4. slow-fast**
- 5. nasal-not nasal**
- 6. drawl-no drawl**
- 7. twang-no twang**
- 8 good English-bad English**
- 9. friendly-unfriendly**
- 10. down-to earth-snobbish**

It appeared that the paired characteristics could be grouped in the following way: Characteristics **1-3** reflect register of speech, **4-7** pertain to phonetic peculiarities, while characteristics **8-10** manifest the overall emotional attitudes of the respondents to the varieties under investigation.

The factor analysis results enabled to group together those characteristics that were rated so similarly that there was no important difference between them. Two groups of paired items (Factor groups 1 and 2) emerged from this statistical procedure.

Table 15. *Ratings of Characteristics of the Factor Groups (As Mentioned by the Overall Number of Participants)*

Factor Group 1		Factor Group 2	
1. Educated	54%	1. Polite	62%
2. Refined	53%	2. Friendly	61%
3. Good English	49%	3. Casual	60%
4. No drawl	48%		
5. No twang	47%		
6. Formal	45%		

7. Fast	43%	
8. Down-to-earth	42%	

The analysis of the results in groups indicates that the Factor Group 1 contains those criteria that are associated with education and formal attitudes of the society, and can, consequently, be called “**Standard**”.

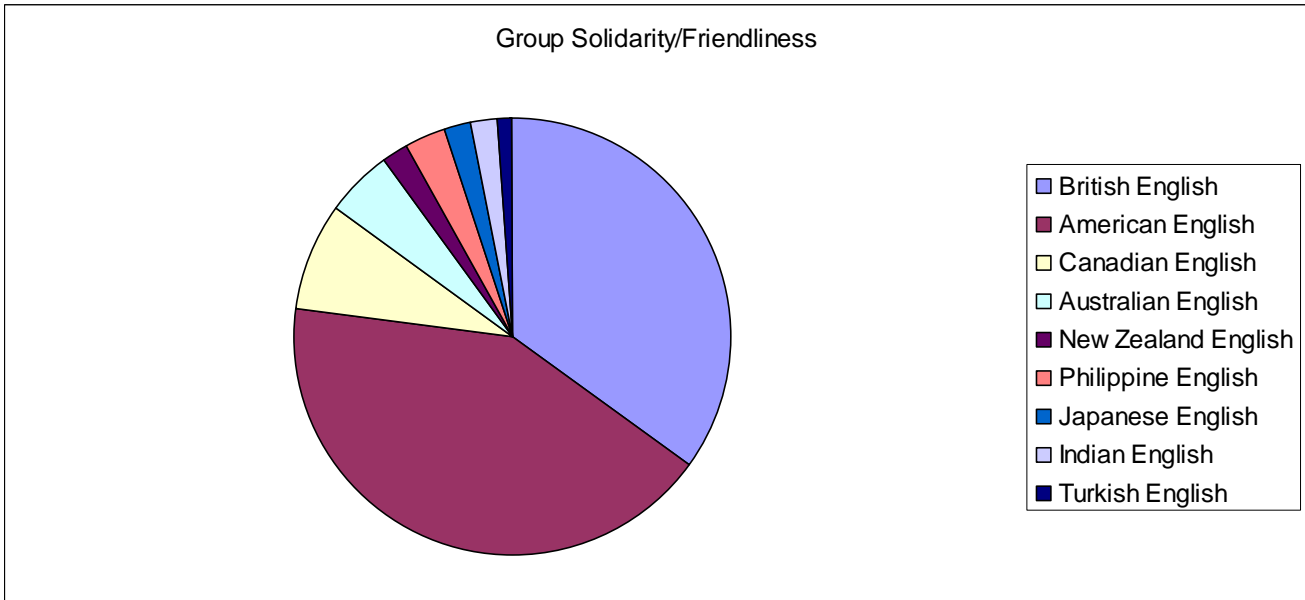
The second group (Factor Group 2) contains different sorts of characteristics and reflect the attitudinal frame that can be called “**Friendliness**”. These two factor groups suggest attitudinal frames that are similar to those provided by similar research on language attitudes: they reflect the two main dimensions of evaluation for language varieties, which are most often **social status** (“**Standard**”) and **group solidarity** (“**Friendliness**”).

Application of these characteristics to the varieties under investigation provided the following typology of frames of the overall number of participants:

The majority of participants label British English as “Snobbish” in comparison to other varieties. American English is labeled as “Down-to-earth” more than any of the other variety. It wins with a slight margin of 3% over its British counterpart as associated with “Good English”. The Expanding Circle varieties of Philippine, Indian, and Turkish Englishes take the lead as the varieties characterized with “bad English”, mostly due to their accents and the type of grammar and vocabulary used. British English is leading in the category of a “Formal” variety, significantly surpassing American English (72% over 16%). Just 1% margin makes British English a more “educated variety” over its American counterpart; it is also considered more refined by a margin of 8 % of participants. The non-Inner circle varieties were labeled as “Rude”. American English is leading as a “Friendly” variety. (The full data appear in the Appendix).

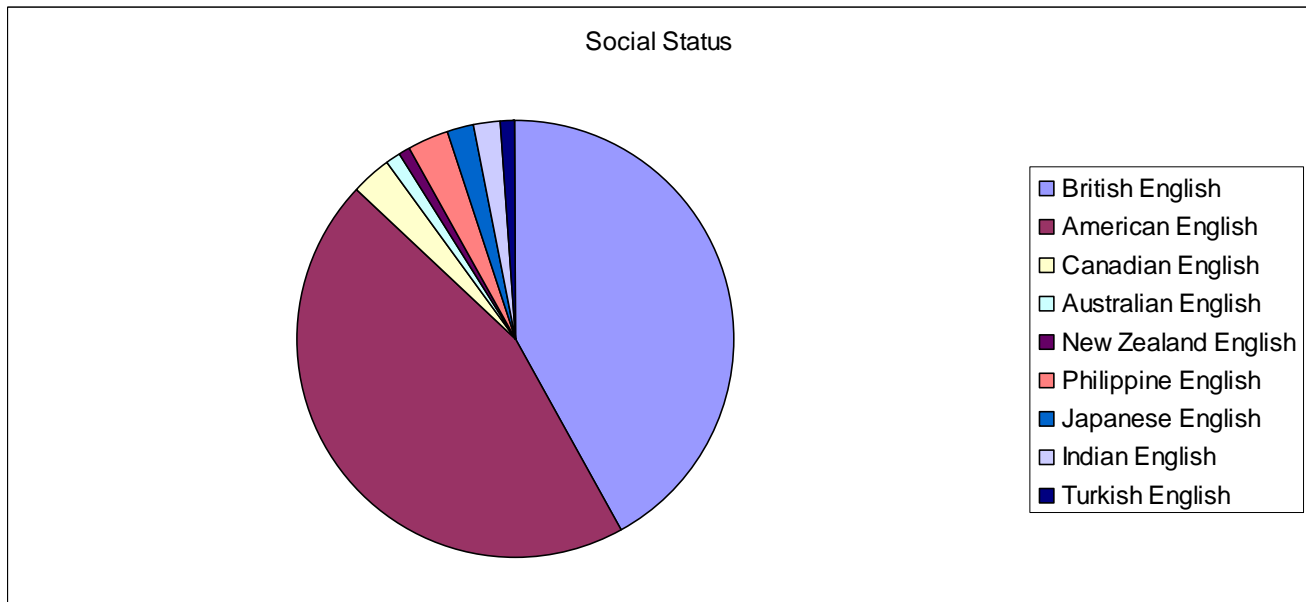
Figure 12.1. *Value of Varieties According to the Group Solidarity (Friendliness)*

Category



	Group Solidarity/Friendliness
British English	35%
American English	42%
Canadian English	8%
Australian English	5%
New Zealand English	2%
Philippine English	3%
Japanese English	2%
Indian English	2%
Turkish English	1%

Figure 12.2. *Value of Varieties According to the Social Status/Standard Category*



	Social Status
British English	42%
American English	45%
Canadian English	3%
Australian English	1%
New Zealand English	1%
Philippine English	3%
Japanese English	2%
Indian English	2%
Turkish English	1%

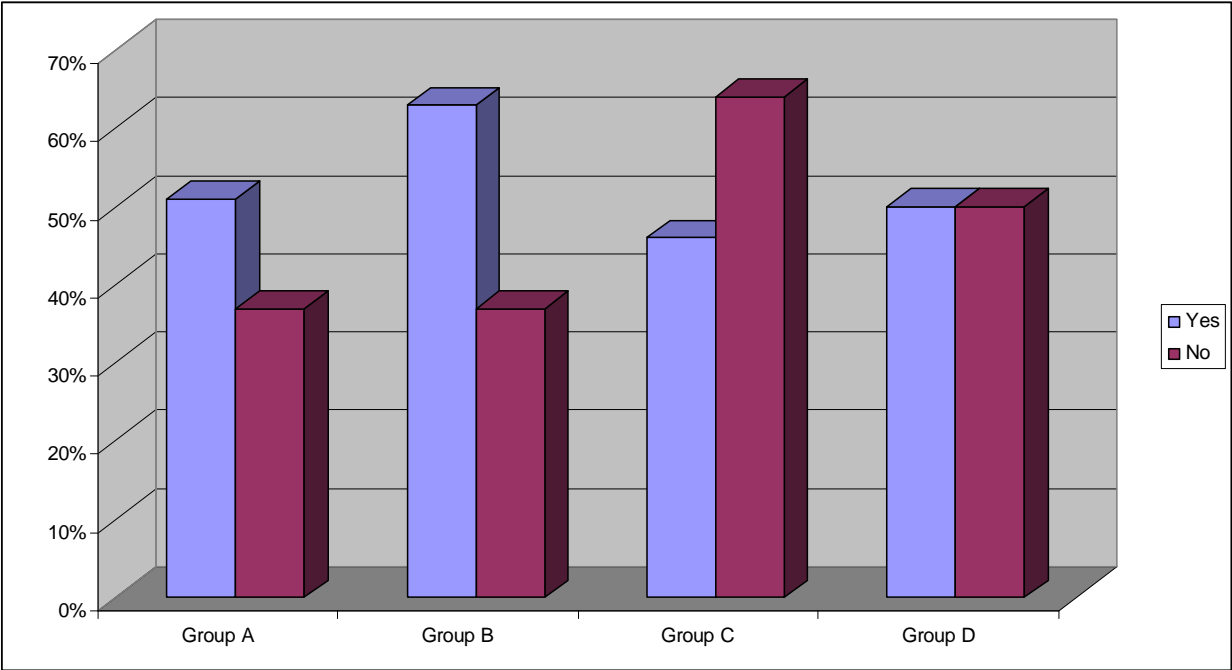
Stage 3

The respondents provided positive results concerning the need for standardization throughout the 4 groups. The results coincide with the Times’ (2002) study of 400

English language students in 14 countries of the Expanding Circle, which enables us to speak of the already existing homogeneity of views on this problem within the Expanding Circle segment.

**Q.1. Is it necessary to carry out standardization of the English language:
a.yes b.no**

Figure 13. *The Participants’ Opinion on the Necessity of Standardization*

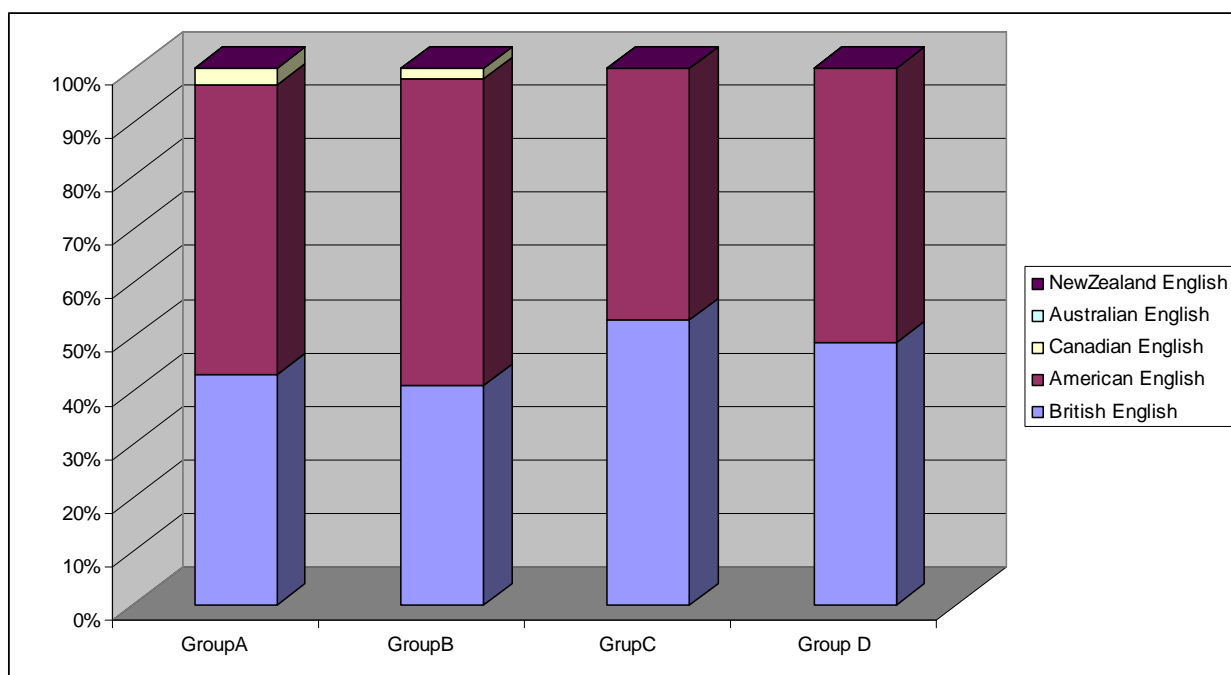


	Group A	Group B	Group C	Group D
Yes	51%	63%	46%	50%
No	37%	37%	64%	50%

Q.2. Which of the following varieties could be a possible basic form for the Global English?

Choosing between the varieties of the Inner Circle, the majority of the respondents from the 4 focus groups gave preference to American English as the would-be form of the Global Standard of English, which manifests the increasing importance and prospective dominance of this variety in Georgia.

Figure 14. *The Participants' Choice of a Variety to Become the Global Standard of English*



	Group A	Group B	Group C	Group D
British English	43%	41%	53%	49%
American	54%	57%	47%	51%

English				
Canadian				
English	3%	2%	0%	0%
Australian				
English	0%	0%	0%	0%
New Zealand				
English	0%	0%	0%	0%

The Experiment: Exploring Possibility of Language Change

Stage 1

The results obtained during stage 1 turned out to be illustrative of a cautious policy and were confined of the following:

1. Use of the 3rd person singular in the Present Simple Tense without **-s/-es** inflexion
2. Use of the Past Simple instead of the Present Perfect
3. Adoption of the American English spelling rules.

The results indicate that no significant changes in the field of grammatical structure are introduced by the respondents. In fact, the participants applied the strategy of *simplification* and acted in the similar line with the provisions of the American English Grammar.

Stage 2

During this stage of the experimental procedure the participants had to consider examples of possible language change to be applied during standardization extracted from the artificially constructed varieties of Basic English, Global Basic English and Globish. The following points were approved on by the majority of respondents in each group. (The full data appears in the Appendix).

1. There are two word Endings to change all adjectives: “-er” and “-est”.
2. There are two word endings to change the verb word ending: “-ing” and “-ed”.
3. Possibility of making questions with the opposite word order, and with “Do”.

4. Possibility to make qualifiers from all the adverbs by adding “-ly”.
5. Possibility to talk about amounts with “more” and “most”.
6. Making opposite adjectives with “-un”.

However, the following examples from Globish received “strongly disapprove” and “disapprove” labels by the overwhelming majority of the respondents due to the extreme distortion of the spelling structure of the language.

1. hee iz faain (He is Fine.)
2. too kaets too went tu siti..(Two cats went to the city.)
3. eet it kwikli (Eat it quickly!)
4. du yu no vear dha laabrari iz? (Do you know where the library is?)
5. dha world waunts pis aend prausperiti.(the world needs peace and prosperity)

It is possible to summarize the attitudinal frames of the participants in this respect as cautious, aimed at preserving the original intelligibility of the language without sufficient change to the grammatical structure of the language, and retaining its spelling system within the existing provisions of American English. The choice of grammatical categories reflects the tendency to focus on one of the two grammatical forms existing, for example favoring the use of inflexions –er/-est for adjective formation to the alternative forms of “more” and “most” before a polysyllable adjective. The responses of the participants manifest overall expectations towards simplification of the language in the process of language standardization.

Survey 3

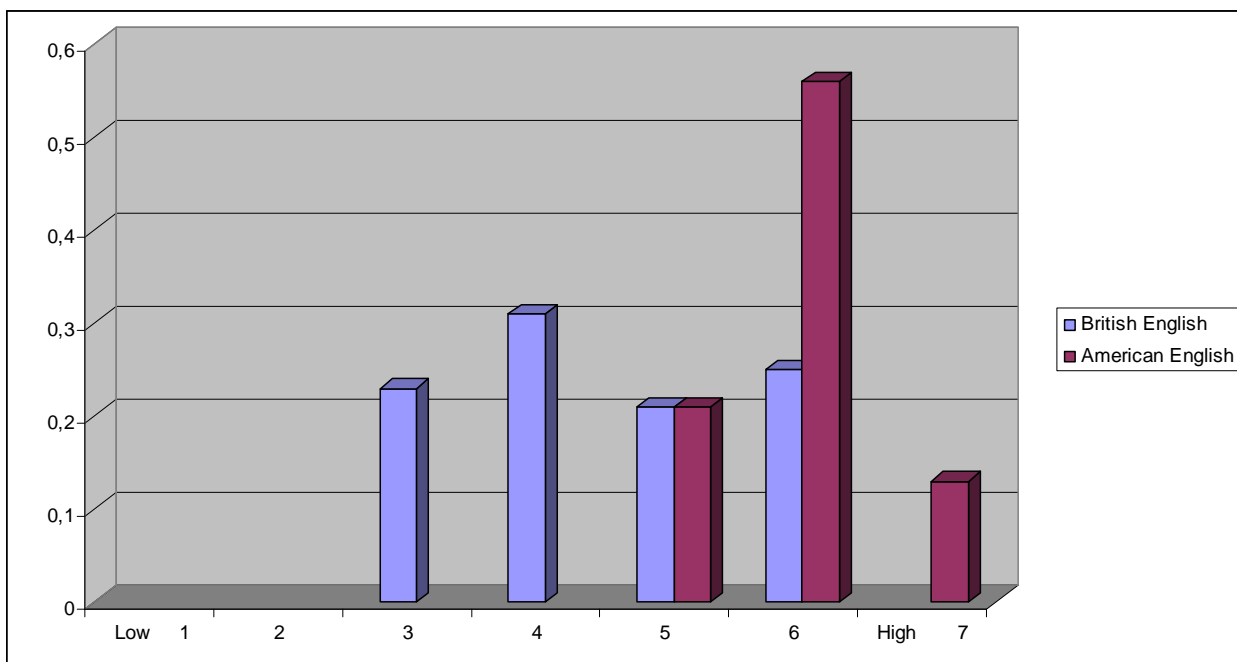
The data collected in Survey 2 provided a typology of answers favoring American English, and indicating its current significance and prospective dominance as a basic form for the Global Standard of English. The survey was based on a macro-approach, investigating peculiarities of language attitudes, language planning and language policies. We also attempted to investigate the current status of American English and prospects of its global development with the micro- approach (peculiarities of language functioning) in mind. This resulted in the development of a **learnability**

formula concept, which was tested by a cluster of qualitative and quantitative methods in Survey 3.

Activity1

The results obtained on the basis of the comparative analysis of the effectiveness of learnability formululae of British and American Englishes indicate preference given to that of American English.

Figure 15. *Comparative Analysis of the Learnability Formulae of American and*



British English

	Low				High		
	1	2	3	4	5	6	7
British English			23%	31%	21%	25%	
American English					21%	56%	13%

The participants were also asked to list the criteria that influence the effectiveness of the learnability formula.

The analysis of their responses provided the following typology of answers:

- 27% of the overall number of the respondents favor American English spelling rules
- 24% show preference to the American English Grammar,
- 18% express the view that morphologically American English is more flexible, most notably through the use of affixes and semi-affixes.
- In an attempt to define major components that enhance the effectiveness of American English learnability formula, 31% of the respondents named the overall tendency to simplification characteristic for American English.

American English was defined as an effective “language-pusher”, having a flexible system of word-formation and effectively integrating its features into other languages. Some respondents used the term “*donor-language*” in their attempt to account for this peculiarity of American English. They stressed that this feature is significantly adding to the pace of expansion of this variety in the world.

It is possible to summarize attitudes towards the possibility for American English to be accepted a Global Standard of English in the following way: it is considered to be exclusively adaptive and flexible, and its socio-linguistic features provide it with a highly effective learnability formula, as compared to other variety of English.

Some large-scale surveys conducted in a number of other countries of the Expanding Circle (Russia, Korea, China, Turkey, and Portugal) provided results, concerning the anticipations of the English language users towards the nature of a possible global standard, which coincide in the typology of the frames with the results obtained by us in the current research. We think that such homogeneity of views throughout the Expanding Circle should in no way be ignored by language policy planners in the current situation of pending standardization.

Conclusions

Our primary objective in the research was to analyze and systematize the current status of American English in the global context and the possibility of its future evolution into the Global Standard of English, which is one of our major hypotheses. The research was conducted using macro and micro-approaches, focusing on the peculiarities of language status, function and use. The research also attempted to map Georgia within the Kachrivian model of World Englishes, which served as a major reference and evaluation model throughout the thesis.

The comprehensive and consistent study of the questions under investigation required an extensive overview of the fundamental issues of globalization and Americanization.

The 20th century saw unprecedented growth on a global scale in technology, transport, and communication, which resulted in the phenomenon of globalization. It encompasses a wide range of significant political, economic, and cultural processes, and implies fundamental changes to the structure of the modern society, resulting in an unprecedented level of interdependence and interconnectedness.

Our study states the unrivalled leading role of the U.S. in the on-going globalization, which is defined as Americanization, and is manifested in the political and economic supremacy, and unprecedented cultural dominance world-wide. The dominant status of the U.S. in globalization has sufficiently increased the magnitude of American English in the most diverse cultural contexts. Currently, the valence of American English globally depends on:

1. Population (American English/British English about 70% vs. 17% of all native English)
2. Wealth of U.S. economy.
3. International political supremacy of the U.S.
1. Magnitude of higher education in America.

2. Magnitude of global mass media and media technology influence, dominated by the U.S. products-cable television (CNN, MTV), Voice of America (VOA) radio broadcasts, Microsoft Corporation.
3. Appeal of American pop culture on language and habits-pop music, Hollywood movies, fashion.
4. The American English-based TOEFL, TEWL, GRE exams and American Language Centres (American Councils).
5. Organizations where American English is the working language-UN, UNESCO, Amnesty International, American Peace Corps etc.

Among other factors that increase the global significance of American English it is necessary to state its linguistic features, which can be summarized as unique adaptivity, manifested in the large capacity for taking in new words and phrases from outside sources, as well as manufacturing them of its own resources, and flexibility of grammatical and lexical forms, combined with the overall pragmatic tendency to simplification. These peculiarities make American English a successful “language-pusher”, with numerous Americanisms penetrating and becoming nativized not only in other varieties of English (British and Australian, as shown in our research), but in other languages as well. The above mentioned linguistic features are summarized by us in the concept of a learnability formula, which we define in our study as a sum of peculiarities of a language that facilitate its acquisition, and which is manifested through a relative simplicity of grammar, spelling, morphology, vocabulary, and syntax. Our study suggests that the learnability formula of American English is more effective than that of British English, making it much more competitive as the basic form for the Global Standard of English.

In an attempt to evaluate the prospects of evolution of American English into the Global Standard of English, we applied Kachruvian model of World Englishes. The research also attempted to prove that this traditional standard-oriented model requires serious review within the new globalization paradigm. The historical and existing interdependence between the segments of the model was analyzed, and a method of evaluation of relationships between the segments was proposed.

The analysis of the attitudinal frames of the participants was another focal point during the research procedures. As the result, a typology of answers was obtained and analyzed, in an attempt to be integrated into a complex existing system of World Englishes. Our hypothesis was that, in case of homogeneity of answers, it would be possible to speak of certain macro-tendencies existing throughout the Expanding Circle of the Kachruvian model on questions relevant to the phenomenon under investigation.

The comparative analysis of the results elicited from the Georgian pool of respondents and from a number of recent surveys, conducted in other countries of the Expanding Circle indicate that there, indeed, exists overall homogeneity of attitudes towards globalization and relevant linguistic phenomena within the segment. Globalization is viewed positively, and American English is considered to be a preferable variety for use.

The value of the latter is dependent on the on-going globalization, where the dominant role of the USA is doubtless. The possibility of American English to evolve into a global standard of English is evaluated in the current research and in a number of significant modern studies on the basis of the Expanding circle of World Englishes. It is a manifestation of the unprecedented importance of the Expanding segment of the model, which is successfully changing its norm-dependent status it had been originally ascribed to by Kachru, for a norm-developing, which it has obtained with the development of globalization. The border/boundary dichotomy that we offer as an effective evaluation concept for the current status of American English throughout the model, enables to predict its increasing role in the Expanding Circle, because of the increased extent of cultural and political affiliation of the countries of this segment with Western, and mainly American culture and ideology. Within the countries of the Expanding Circle globalization is mostly viewed as a source of material benefit, which is proved by the results obtained from the Georgian respondents.

The data reflects favorable opinions of the participants on the possibility of standardization. It is possible to state that the respondents view American English as a preferable global standard due to the following reasons:

1. ever-increasing value of American English world-wide
2. effective learnability formula of American English

The experiments indicate that the demands of users towards the future standard of English are based on the tendency towards simplification. The currently existing artificially created forms of English for global use (Basic Global English, Basic English, and Globish) are not acceptable in the form they exist; rather, they should be considered as reflecting the vectors of changes in case of actions on the language during standardization. Georgian respondents demonstrated their preference for simplified forms, which are characteristic for American English, as sufficiently adding to the effectiveness of its learnability formula. On the basis of our research it is possible to stress the importance of the learnability formula in the evolution of American English throughout the segments of the model of World Englishes, and, consequently, towards a global status.

These findings require serious attention from the point of view of ELT and, consequently, English language curriculum in Georgia. Research designed as an attempt to explicate how various publics, and especially those within the Expanding Circle, view prospects of the English language standardization is still at a pioneering stage and is worthy further extensive development. It will undoubtedly provide valuable information on the possibilities of language development and language policies in the age of globalization.

The findings coincide with the results found by Dalton-Buffer et al. (1997) on the Austrian corpus of English students, Timmis' (2002) study of 400 English language students in 14 different countries of the Expanding Circle and Murray's (2003) surveys of Swiss English teachers: the overwhelming majority of the respondents from the focus groups continue to regard the traditional Inner Circle British English and American English a standard for teaching.

The research also indicates the priority granted to the American variety, especially among the younger respondents-it is winning over its British counterpart, which is directly connected with the increasing dominance of the U.S. in the global processes worldwide. This tendency can be traced among the users of English within the whole scope of the Expanding circle countries.

The research indicates that the traditional method of teaching English through grammatical structure is still prevailing, which leads to the fact that the student, who is primarily interested in making use of the language rather than just learning about its structure (and this is true for the majority of the students worldwide), is not likely to find such a method particularly helpful. Thus, his proficiency in actually using the language may be disappointing. Summarizing the results of the research on this point, it is worthy to cite B. Seidlhofer, "Fundamental issues to do with the global spread and use of English have, at long last, become an important focus of research in applied linguistics...And yet, the daily practices of most of million teachers of English seem to be untouched by this development. This state of affairs has resulted in a concept gap in the ELT" (2004, pp. 133-134).

Implementation of a culture-bound way of teaching English in Georgia, as well as introduction of American English in the curriculum is going to offer a new perspective on the subject, eventually improving and extending the range of communication skills and understanding of the language.

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Survey 1
Questionnaire

1. Have you heard of globalization?

- a. Yes
- b. No
- c. Don't Know (D/K)
- d. Refused

2. Source of information on globalization

- a. TV
- b. Radio
- c. Newspaper
- d. Magazine
- e. The Net
- f. Other (please, specify)
- g. D/K
- f. Refused

3. What is your attitude towards globalization?

- a. Positive
- b. Negative
- c. Indifferent
- d. D/K
- e. Refused

4. How much does globalization bother you?

- a. A lot
- b. Somewhat
- c. A little
- d. D/K
- e. Refused

5. How do you think people in Georgia consider globalization?

- a. Too much
- b. Too little
- c. About right
- d. D/K
- e. Refused

6. How does Georgian government consider globalization?

- a. Too much
- b. Too little
- c. About right
- d. D/K
- e. Refused

7. World is getting interconnected through globalization

- a. Agree
- b. Disagree
- c. D/K
- d. Refused

8. Who benefits from globalization more?

- a. US benefits more
- b. Other countries
- c. About equal
- d. D/K
- e. Refused

9. How would you act towards trade barriers throughout the world?

- a. Keep
- b. Remove
- c. Gradually remove

- d. D/K
- e. Refused

10. The tempo of globalization in Georgia

- a. Much too fast
- b. A little too fast
- c. About the right pace
- d. About too slowly
- e. Much too slowly
- f. D/K
- g. Refused

11. Globalization impact on the business opportunities in the world

- a. Very positive
- b. Somewhat positive.
- c. Somewhat negative
- d. Very negative
- e. D/K
- f. Refused

12. Globalization impact on the business opportunities in Georgia

- a. Very positive
- b. Somewhat positive.
- c. Somewhat negative
- d. Very negative
- e. D/K
- f. Refused

13. Globalization and threat of unemployment in Georgia

- a. Many jobs lost
- b. Only a few
- c. No jobs lost
- d. D/K
- e. Refused

14. Foreign investments and Georgia

- a. Necessary/positive
- b. Unnecessary
- c. Not important
- d. Dangerous
- e. D/K
- f. Refused

15. Georgians will become “citizens of the world” as the result of the absence of political barriers

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly disagree
- e. D/K
- f. Refused

16. Does globalization present cultural threat?

- a. Yes
- b. No
- c. Don't Know
- d. Refused

17. American culture and Georgia

- a. Good feeling
- b. Bad feeling
- c. Mixed feeling
- d. Indifferent
- e. D/K
- f. Refused

18. Define the rate of threat of American Culture to Georgia as the result of globalization

- a. Very serious
- b. Serious
- c. Minor
- d. No threat
- e. D/K
- f. Refused

19. Georgia should accept globalization

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly disagree
- e. D/K
- f. Refused

20. Georgia is already part of globalization.

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly disagree
- e. D/K
- f. Refused

Thank you for your cooperation.

Appendix 2

Survey 1

Interview 1

Interview Guide

1. Have you heard of globalization? Could you define what globalization is?
2. Could you expand on the core components of globalization?
3. Please expand on the possible effects of globalization on the world-wide expansion of the English language.
4. Can globalization be called a driving force behind the world -wide expansion of the English Language?

Possible Interview Probes:

Why do you think so?

Anything else?

Any other reasons?

What do you mean?

Could you tell me more about your view on this?

How do you feel about?

Survey 1

Interview 2

Interview Protocol

Q.1: What would be, in your opinion, the best definition for the modern English language, please select one of the following categories:

- a. English is a single, monolithic structure; it does not change greatly across cultures and nations where it is used.
- b. English is a diverse culture-bound phenomenon, and it is possible to speak of many Englishes, each of which belongs to a particular communicative situation.

FOLLOW-UP: Discussion of the contrasting connotations of the phrase “I see you have put on weight” in American English (Inner Circle of the Kachruvian Model) and Zambian and Turkish Englishes (Expanding Circle respectively):

The phrase “I see you have put on weight” has negative connotation in American English, which is part of the Inner Circle of World Englishes and positive in Turkish English, which belong to the Expanding Circle. And there are many more similar examples.

Q: Could you change your point of view that English does not change across cultures?

(The respondents, who had chosen the a. category as a response to question 1, are asked whether they could change their point of view.)

Q.2: Please select between the following two categories and define, which type of the English language should be taught in a typical Georgian classroom.

- a. English with a focus on the grammatical structure and vocabulary, as primary prerequisites for effective communication.
- b. English as a variety of accents, the importance of the cultural context for the effective communicative competence stressed.

FOLLOW-UP: *For the participants who have selected a.:*

Q.1: Please expand on your choice of category “a” for this question.

Q.2: Is it necessary to introduce teaching of the cultural context of English in the curriculum in Georgia?

- a. strongly agree
- b. somewhat agree
- c. somewhat disagree
- d. strongly disagree
- e. d/k
- f. refused

Appendix 4

Survey 2

Activity 1

Stage 1

1. You are going to listen to tape-recorded chunks of conversation of the varieties that are listed below in the same sequence as in the recording. Please mark which of the varieties you regard as a desirable standard for teaching and learning by selecting one of the following categories:

A	B	C	D
strongly approve	approve,	disapprove,	strongly
disapprove.			

1. British English

A	B	C	D
strongly approve	approve,	disapprove,	strongly
disapprove.			

2. American English

A	B	C	D
strongly approve	approve,	disapprove,	strongly
disapprove.			

3. Canadian English

A	B	C	D
strongly approve	approve,	disapprove,	strongly
disapprove.			

4. Australian English

A	B	C	D
strongly approve disapprove.	approve,	disapprove,	strongly

5. New Zealand English

A	B	C	D
strongly approve disapprove.	approve,	disapprove,	strongly

6. Philippine English

A	B	C	D
strongly approve disapprove.	approve,	disapprove,	strongly

7. Japanese English

A	B	C	D
strongly approve disapprove	approve,	disapprove,	strongly

8. Indian English

A	B	C	D
strongly approve disapprove	approve,	disapprove,	strongly

9. Turkish English.

A	B	C	D
strongly approve	approve,	disapprove,	strongly disapprove

2. Please indicate the extent of desirability of a variety as the world-wide accepted English language standard:

	1	2	3	4	5	6	7
	Non-desirable				Highly desirable		
1. British English	1	2	3	4	5	6	7
	<i>Non-desirable</i>				<i>Highly Desirable</i>		
2. American English	1	2	3	4	5	6	7
	<i>Non-desirable</i>				<i>Highly Desirable</i>		
3. Canadian English	1	2	3	4	5	6	7
	<i>Non-desirable</i>				<i>Highly Desirable</i>		
4. New Zealand English	1	2	3	4	5	6	7
	<i>Non-desirable</i>				<i>Highly Desirable</i>		
5. Australian English	1	2	3	4	5	6	7
	<i>Non-desirable</i>				<i>Highly Desirable</i>		

Stage 2

3. Please think and put down the characteristics that are associated in your mind with each of the following varieties, (e.g. educated, slow etc.). The number of characteristics is not limited.

1. British English
2. American English
3. Canadian English
4. Australian English
5. New Zealand English
6. Philippine English
7. Japanese English
8. Indian English
9. Turkish English.

Stage 3

Please answer the following questions by selecting between the given categories:

Q.1. Is it necessary to carry out standardization of the English language:

a.yes

b.no

Q.2. Which of the following varieties could be a possible basic form for the Global Standard of English? Put a tick next to the variety you choose.

1. British English,
2. American English,
3. Canadian English,
4. New Zealand English,
5. Australian English.

Appendix 5

Survey 2

The Experiment: Exploring Possibility of Language Change

Stage 1

You are to think what changes could be introduced into English in case of its standardization. Work in your group, and hand in all variants of language change that your group agrees on.

Stage 2

Below is a list of examples of possible actions on the language from the constructed varieties of the Global English, which include Basic English, Global Basic English and Globish.

Please consider the examples and rate them selecting one of the categories:

1. There are two word Endings to challenge all adjectives: “-er” and “-est”.
 - a. *Strongly approve*
 - b. *Approve*
 - c. *Disapprove*
 - d. *Strongly disapprove*
2. There are two word endings to change the verb word ending: ”-ing” and “-ed”.
 - a. *Strongly approve*
 - b. *Approve*
 - c. *Disapprove*
 - d. *Strongly disapprove*
3. Possibility of making questions with the opposite word order, and with “Do”.
 - a. *Strongly approve*
 - b. *Approve*
 - c. *Disapprove*
 - d. *Strongly disapprove*
4. Possibility to make qualifiers from all the adverbs by adding “-ly”.
 - a. *Strongly approve*
 - b. *Approve*

- c. Disapprove*
- d. Strongly disapprove*

5. Possibility to talk about amounts with “more” and “most”.

- a. Strongly approve*
- b. Approve*
- c. Disapprove*
- d. Strongly disapprove*

6. Making opposite adjectives with “-un”.

- a. Strongly approve
- b. Approve
- c. Disapprove
- d. Strongly disapprove

7. Changing spelling as in Globish:

hee iz faain (He is Fine.)

too kaets too went tu siti..(Two cats went to the city.)

eet it kwikli (Eat it quickly!)

du yu no vear dha laabrari iz? (Do you know where the library is?)

dha world waunts pis aend prausperiti.(the world needs peace and prosperity)

- a. Strongly approve*
- b. Approve*
- c. Disapprove*
- d. Strongly disapprove*

Appendix 6

Survey 3

Activity 1

Questionnaire

Before you start filling the questionnaire, please get acquainted with the definition of the learnability formula, which is going to be investigated with the help of your responses to the questions below.

Thank you for your cooperation.

“Learnability formula is a sum of the peculiarities of a language that facilitate its acquisition, and which is manifested through a relative simplicity of grammar, spelling, morphology, and syntax .”

Q.1 Please compare the following examples from British and American Englishes and evaluate the two varieties from the point of view of their learnability: which variety has a more effective learnability formula?

GRAMMAR

British English

American

English

Ellipsis in conversation

When are you coming back?

When you coming

back?

How are you doing?

How you

doing?

Are you serious?

Serious?

Is it too early for you?

Too early for

you?

Suffix -ment without preceding“e”

Judgement, abridgement

Judgment, abridgment

No consonant doubling:

Cancelled, dialled,

Canceled, dialed,

Kidnapping

kidnaping,

traveller

traveler

General deviation of spelling:

British English

American English

foetal

fetal

manoeuvre

maneuvre

encyclopaedia

encyclopedia

catalog

catalogue

jail

gaol

check

cheque,

program

programme,

story

storey,

ton

tonne

Regular forms vs. Irregular

spelled

spelt

learned

learnt

burned

burnt

LEXICOLOGY

British English

American English

Abundance of semi-affixed words

Considered to be Americanisms

work-oriented

labor-intensive

action-prone

friendly-based

British English

American English

Abundance of lexical phrases

Considered to be Americanisms

He spoke with a kick-off-your-shoes kind
of rhetoric.

He is trying now a new bit of
how-dumb-do-you-think-the-voters-are stuff.

Abundance of clipped words

Considered to be Americanisms

microcigs - microcigarettes

execs - executives

celebs - celebrities

memo - memorandum

phenom - phenomenon

the Feds – the Federals

Antonyms with prefix de- to any part of speech

Considered to be Americanisms

de-emphasize
de-complicate
de-gloom
de-mining

A. British English

1 2 3 4 5 6 7

Low

High

Effectiveness

Effectiveness

B. American English

1 2 3 4 5 6 7

Low

High

Effectiveness

Effectiveness

Q.2 Please think and list the criteria that can possibly influence the effectiveness of a learnability formula. Which variety is characterized by more effective components of the formula?

Activity 2

Interview Protocol

Q.1. Which of the varieties is more successful in creation and introduction of neologisms?

A. British English B. American English

Q.2. Which of the varieties is more linguistically flexible?

A. British English B. American English

Q.3. Which of the two varieties: British or American English has a more effective learnability formula?

A. British English B. American English

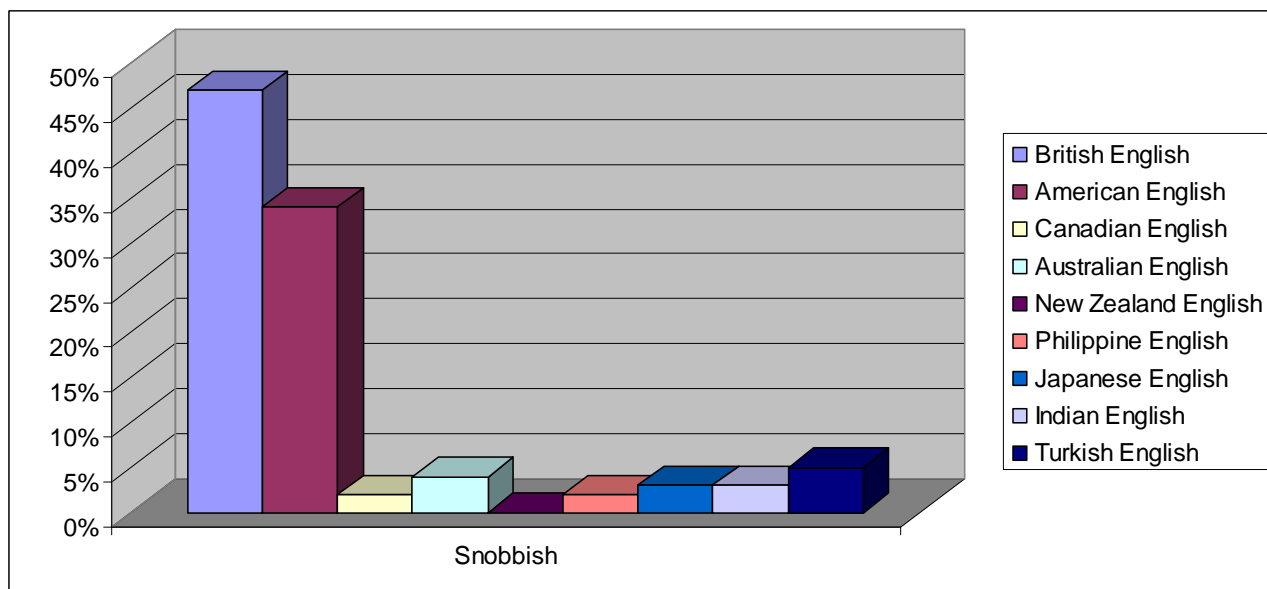
Q.4 Taking into account the extent of effectiveness of a learnability formula, which of the varieties is more likely to become a basic form for the Global Standard of English?

A. British English B. American English

Results:

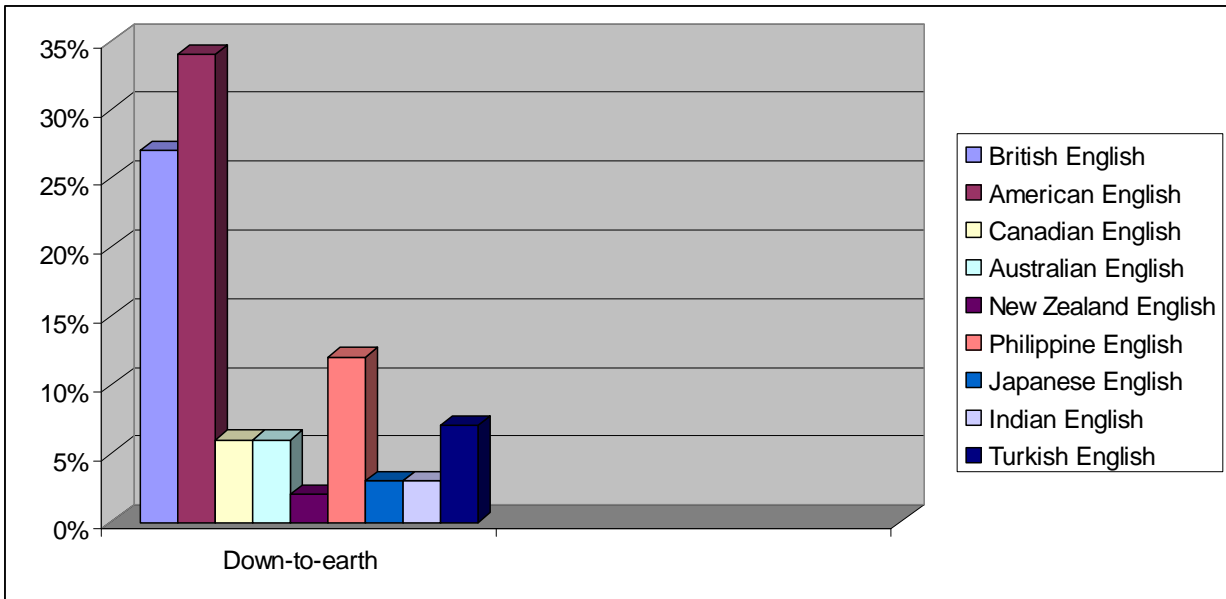
The Participants' Attitudinal Frames towards the Varieties under Investigation

Figure 11.1 Ratings of Varieties in the “Snobbish” Category



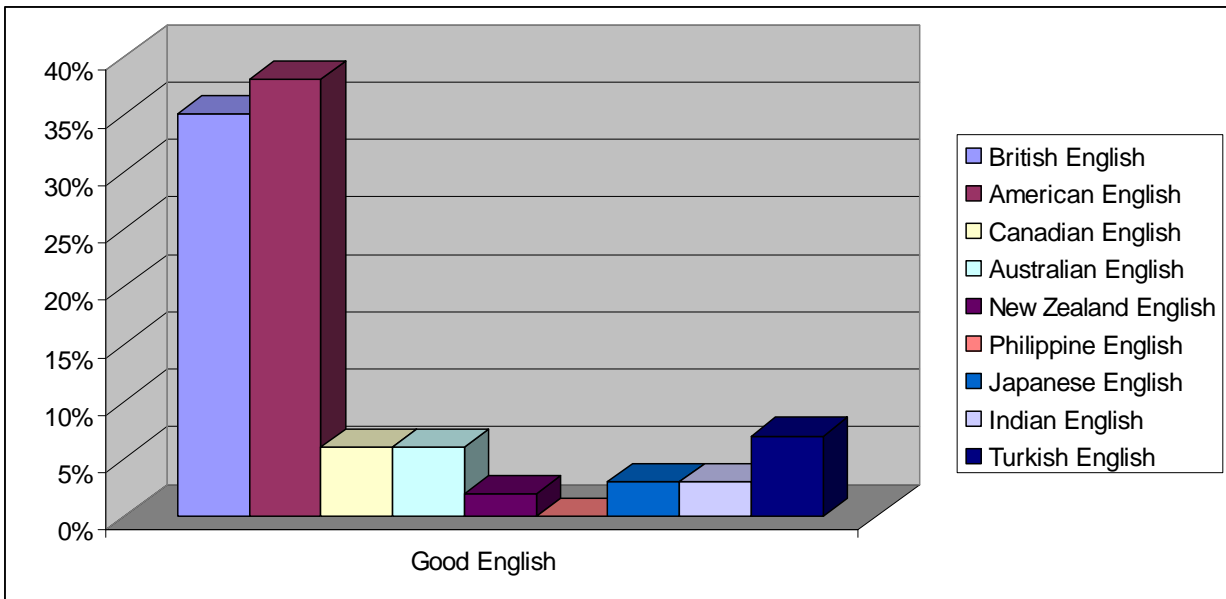
	Snobbish
British English	47%
American English	34%
Canadian English	2%
Australian English	4%
New Zealand English	0%
Philippine English	2%
Japanese English	3%
Indian English	3%
Turkish English	5%

Figure 11.2 *Ratings of Varieties in the “Down-to-Earth” Category*



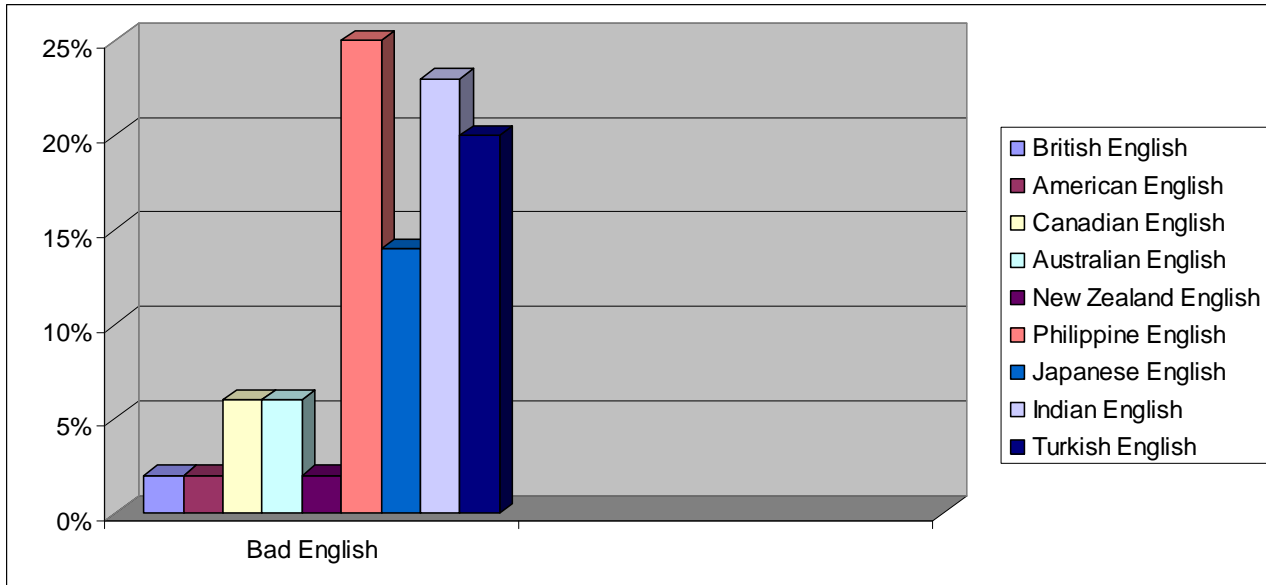
	Down-to- earth
British English	27%
American English	34%
Canadian English	6%
Australian English	6%
New Zealand English	2%
Philippine English	12%
Japanese English	3%
Indian English	3%
Turkish English	7%

Figure 11.3 *Ratings of Varieties in the “Good English” Category*



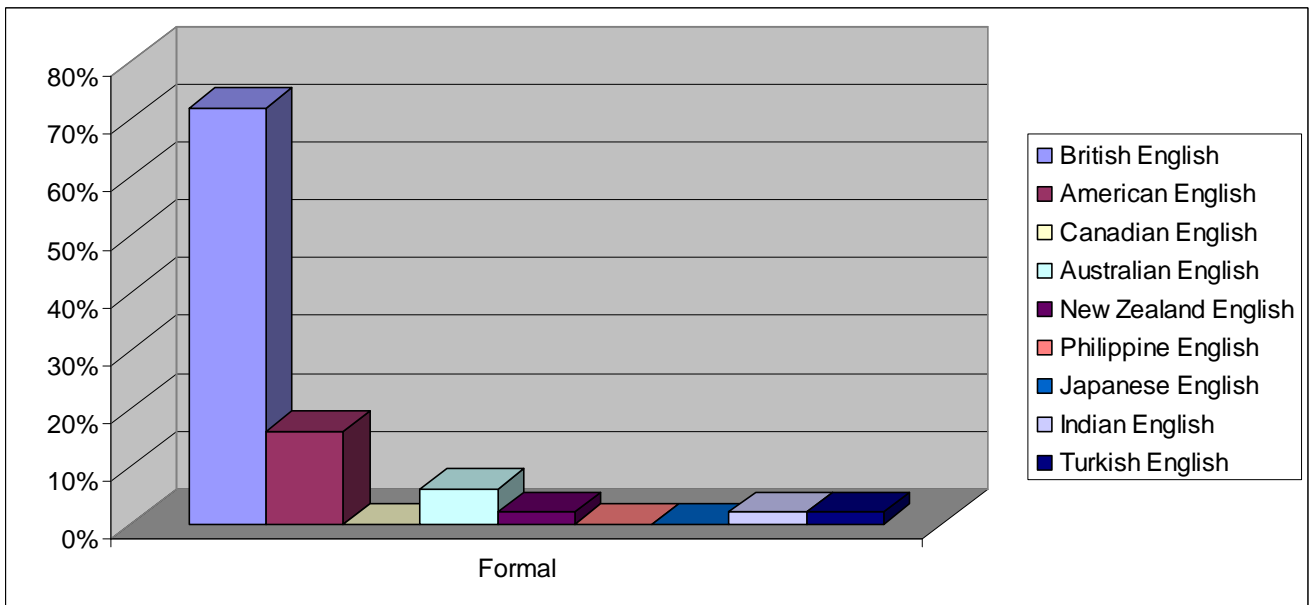
	Good English
British English	35%
American English	38%
Canadian English	6%
Australian English	6%
New Zealand English	2%
Philippine English	0%
Japanese English	3%
Indian English	3%
Turkish English	7%

Figure 11.4 *Ratings of Varieties in the “Bad English” Category*



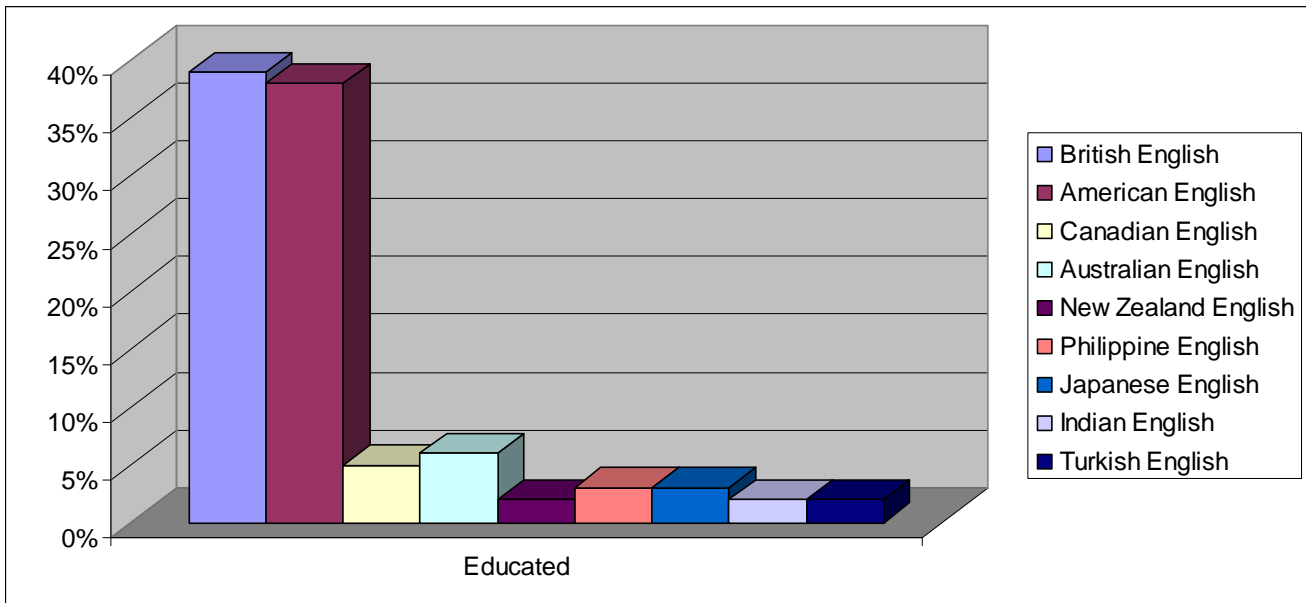
	Bad English
British English	2%
American English	2%
Canadian English	6%
Australian English	6%
New Zealand English	2%
Philippine English	25%
Japanese English	14%
Indian English	23%
Turkish English	20%

Figure 11.5 *Ratings of Varieties in the “Formal” Category*



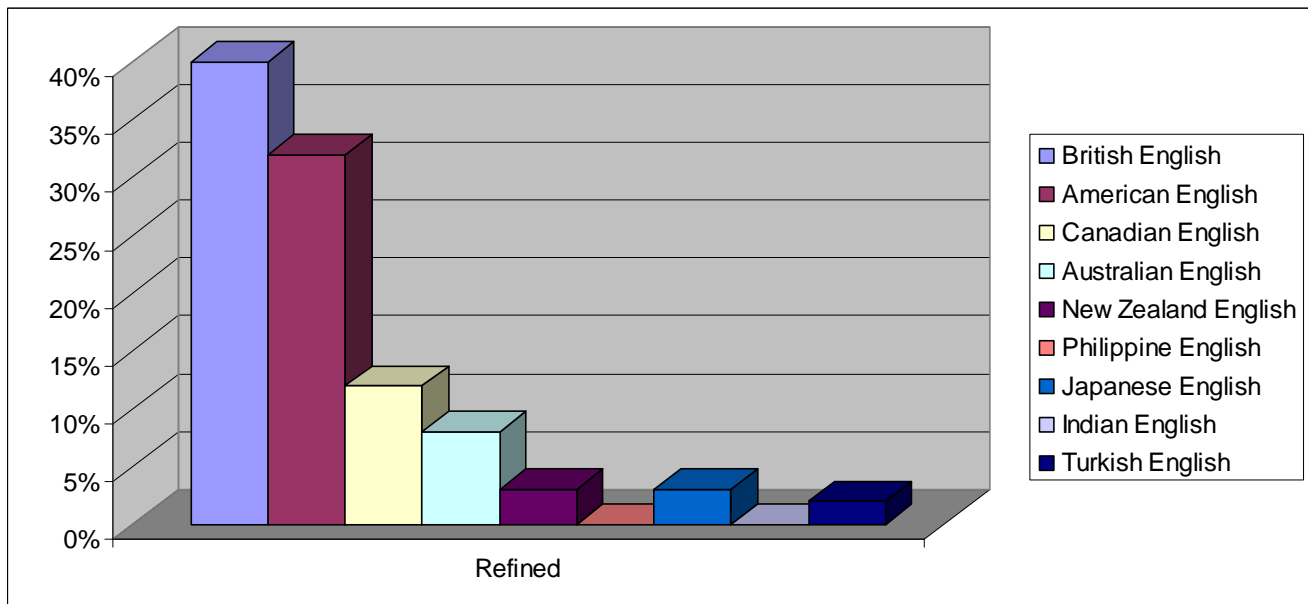
	Formal
British English	72%
American English	16%
Canadian English	0%
Australian English	6%
New Zealand English	2%
Philippine English	0%
Japanese English	0%
Indian English	2%
Turkish English	2%

Figure 11.6 *Ratings of Varieties in the “Educated” Category*



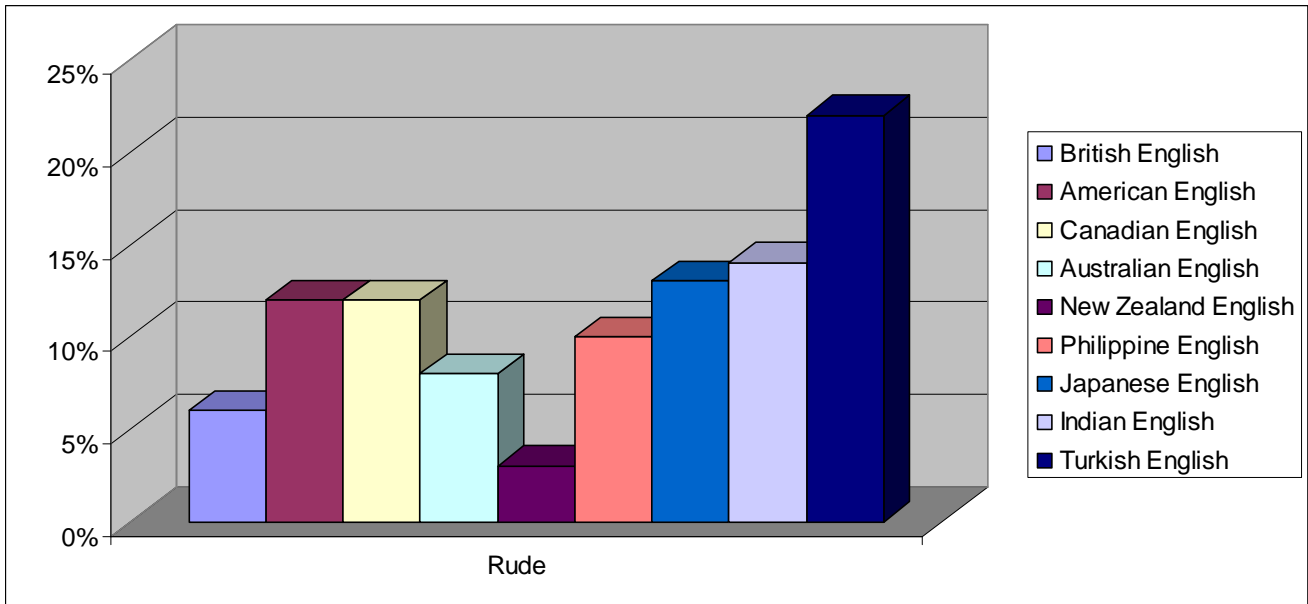
	Educated
British English	39%
American English	38%
Canadian English	5%
Australian English	6%
New Zealand English	2%
Philippine English	3%
Japanese English	3%
Indian English	2%
Turkish English	2%

Figure 11.7 *Ratings of Varieties in the “Refined” Category*



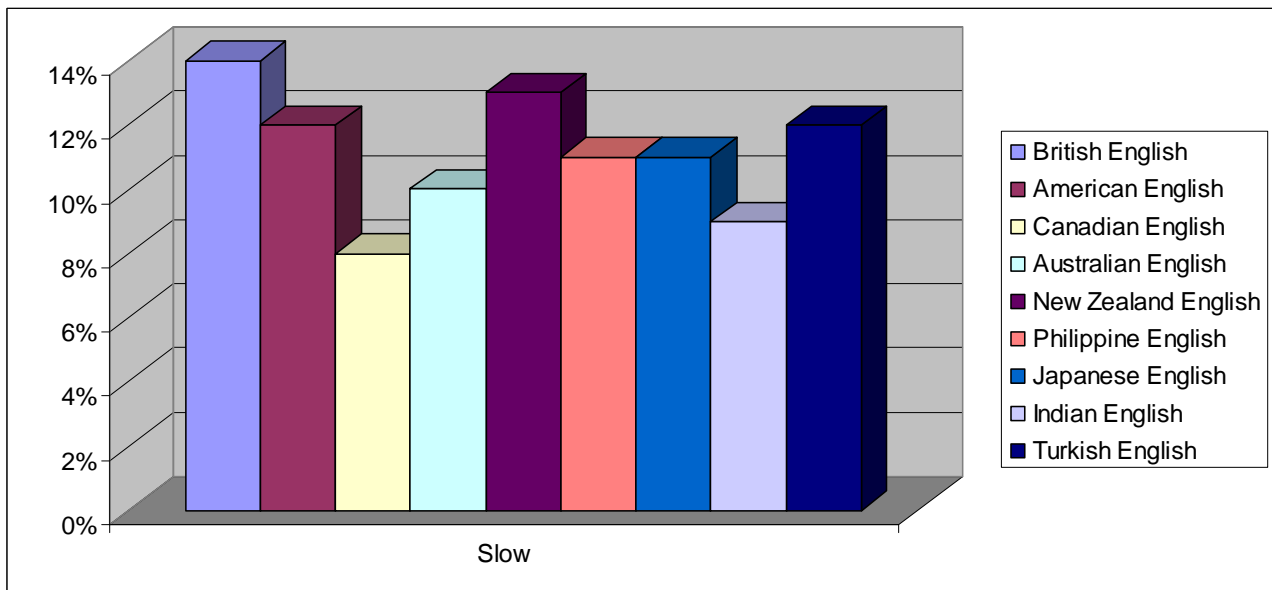
	Refined
British English	40%
American English	32%
Canadian English	12%
Australian English	8%
New Zealand English	3%
Philippine English	0%
Japanese English	3%
Indian English	0%
Turkish English	2%

Figure 11.8 *Ratings of Varieties in the “Rude” Category*



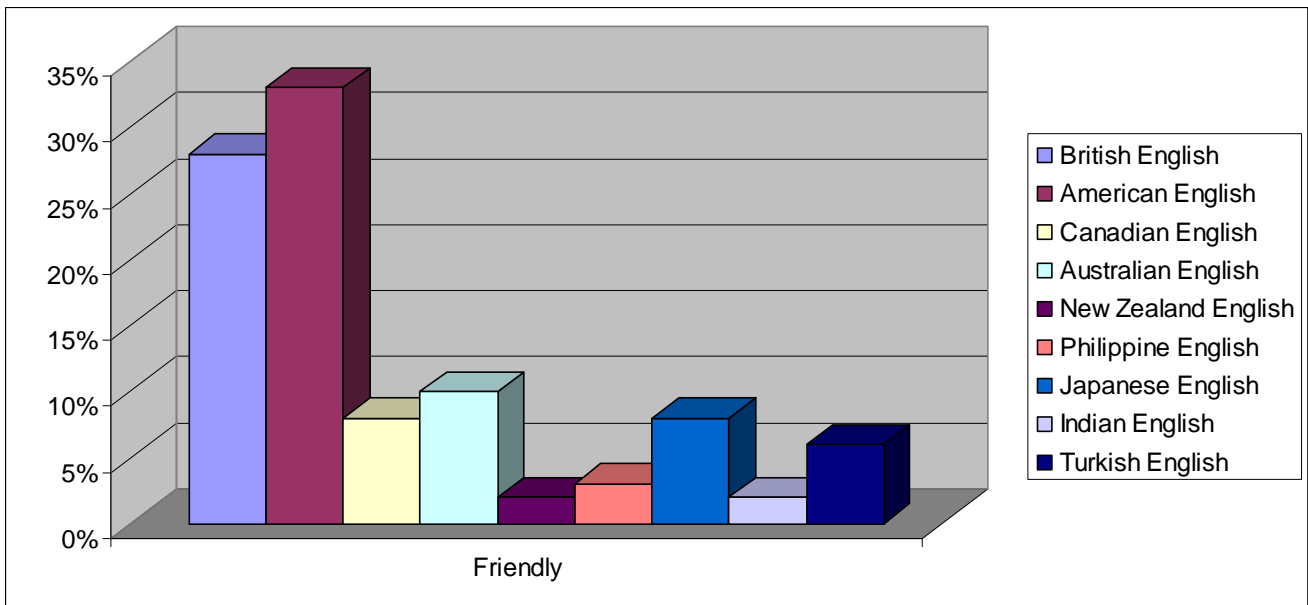
	Rude
British English	6%
American English	12%
Canadian English	12%
Australian English	8%
New Zealand English	3%
Philippine English	10%
Japanese English	13%
Indian English	14%
Turkish English	22%

Figure 11.9 *Ratings of Varieties in the “Slow” Category*



	Slow
British English	14%
American English	12%
Canadian English	8%
Australian English	10%
New Zealand English	13%
Philippine English	11%
Japanese English	11%
Indian English	9%
Turkish English	12%

Figure 11.10 *Ratings of Varieties in the “Friendly” Category*

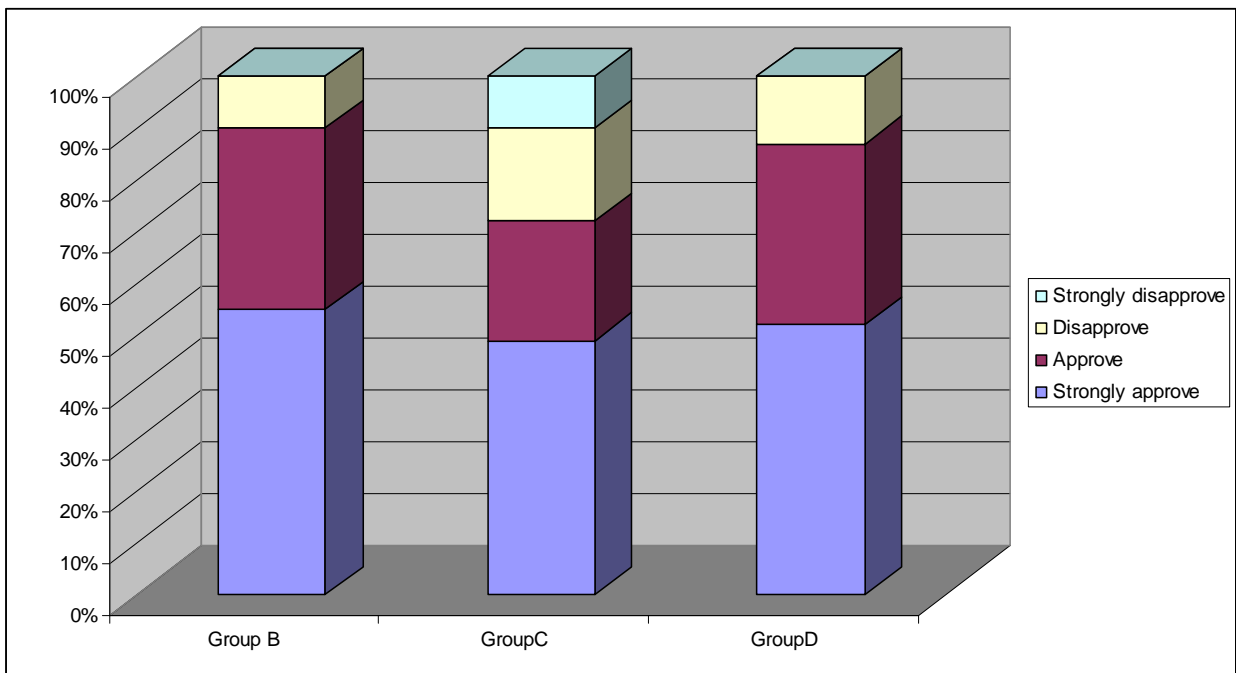


	Friendly
British English	28%
American English	33%
Canadian English	8%
Australian English	10%
New Zealand English	2%
Philippine English	3%
Japanese English	8%
Indian English	2%
Turkish English	6%

Results:

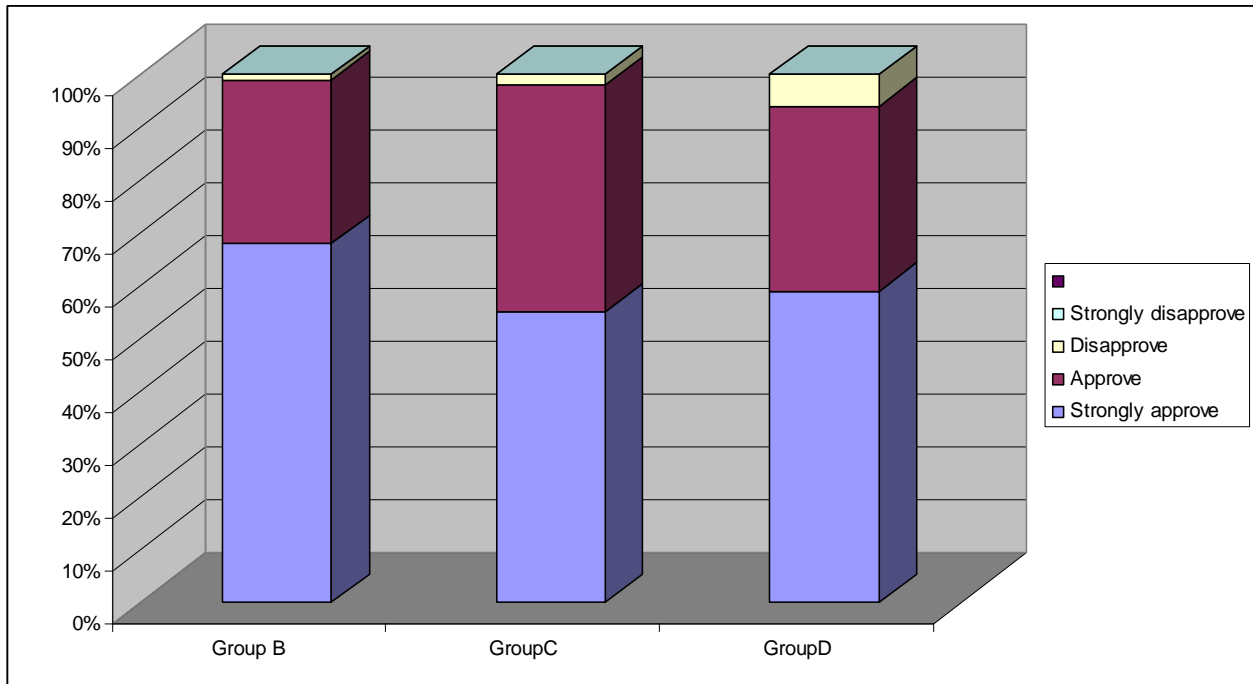
The Experiment: Exploring Possibility of Language Change

Figure 14.1 *The Participants' Responses on the Possibility to Change All Adjectives through “-er” and “-est”*



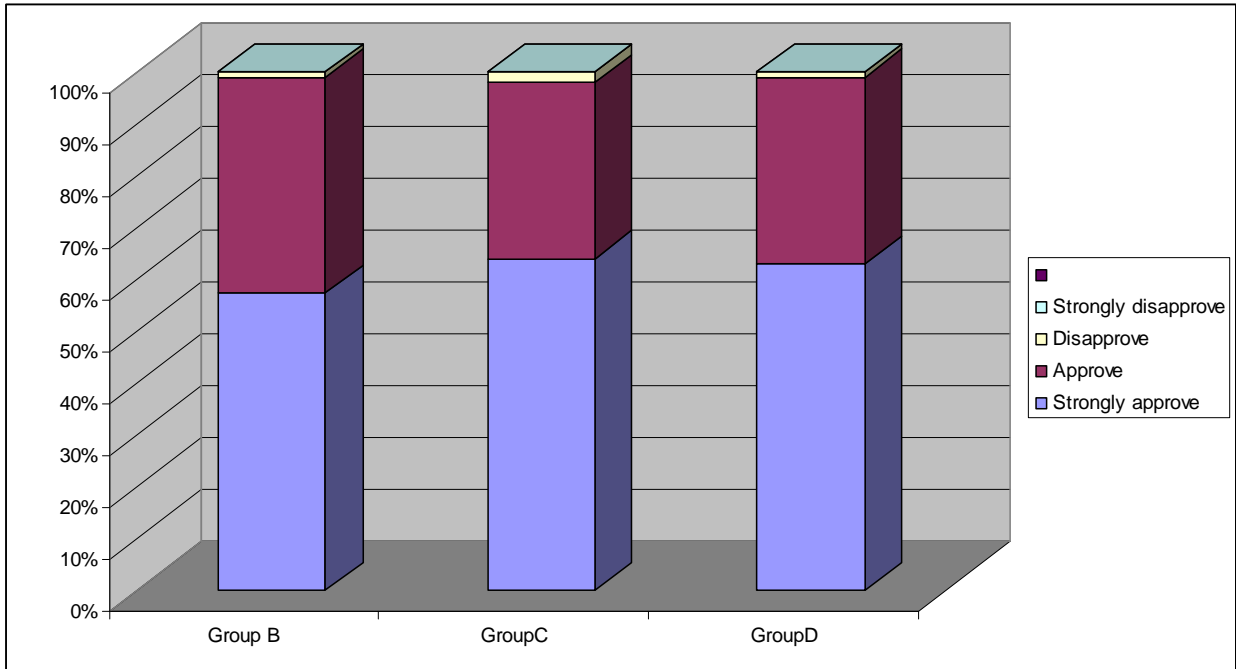
	Group B	Group C	Group D
Strongly approve	55%	49%	52%
Approve	35%	23%	35%
Disapprove	10%	18%	13%
Strongly disapprove	0%	10%	0%

Figure 14.2 *The Participants' Responses on the Possibility to Change the Verb Solely Through "-ing" and "-ed"*



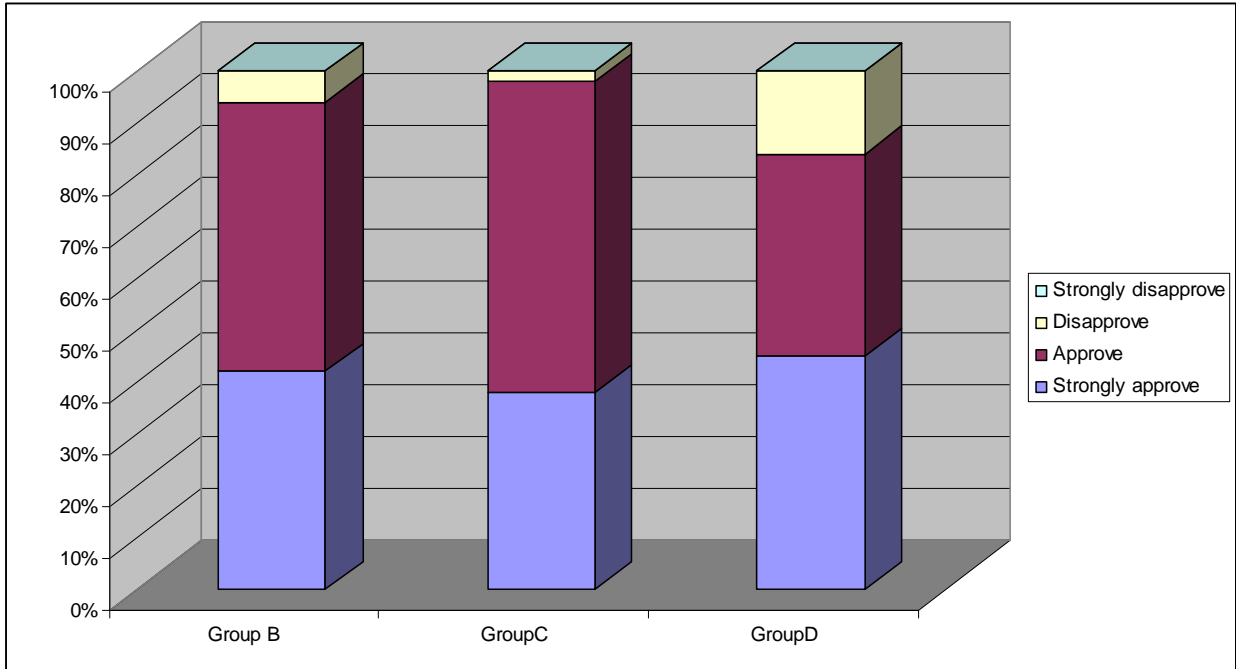
	Group B	Group C	Group D
Strongly approve	68%	55%	59%
Approve	31%	43%	35%
Disapprove	1%	2%	6%
Strongly disapprove	0%	0%	0%

Figure 14.3 *The Participants' Responses on the Possibility of Making Questions with the Opposite Word Order, and with "Do"*



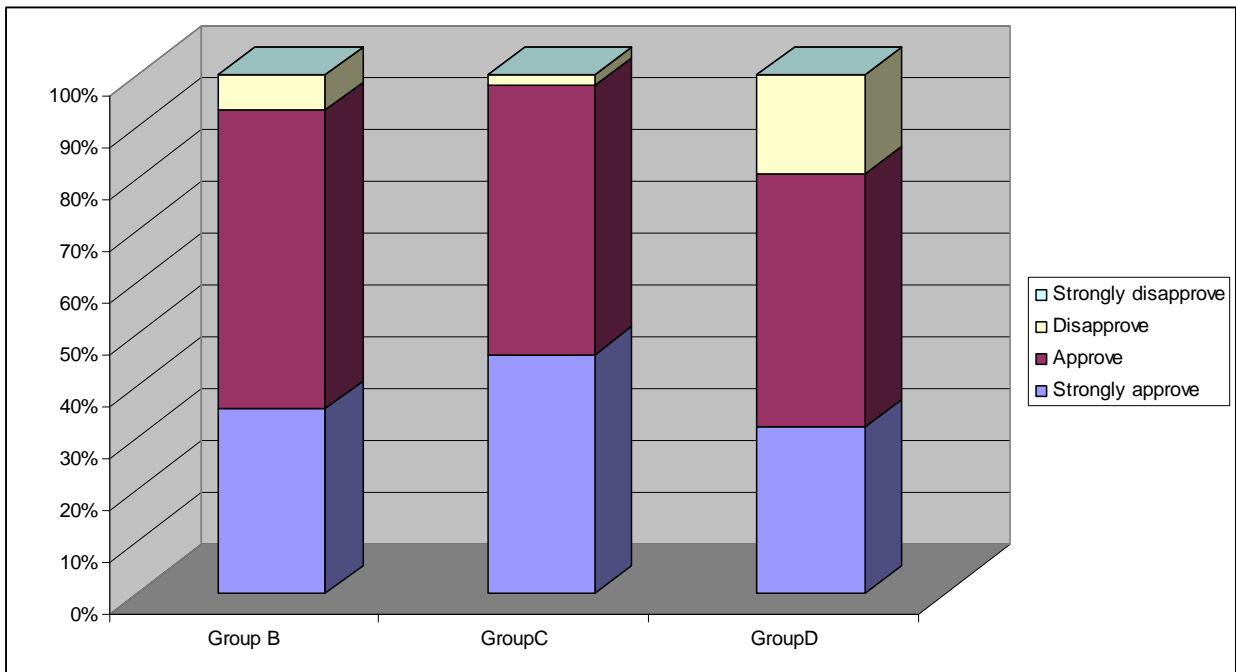
	Group B	Group C	Group D
Strongly approve	58%	64%	63%
Approve	42%	34%	36%
Disapprove	1%	2%	1%
Strongly disapprove	0%	0%	0%

Figure 14.4 *The Participants' Responses on the Possibility of Making Qualifiers from All the Adverbs by Adding "-ly"*



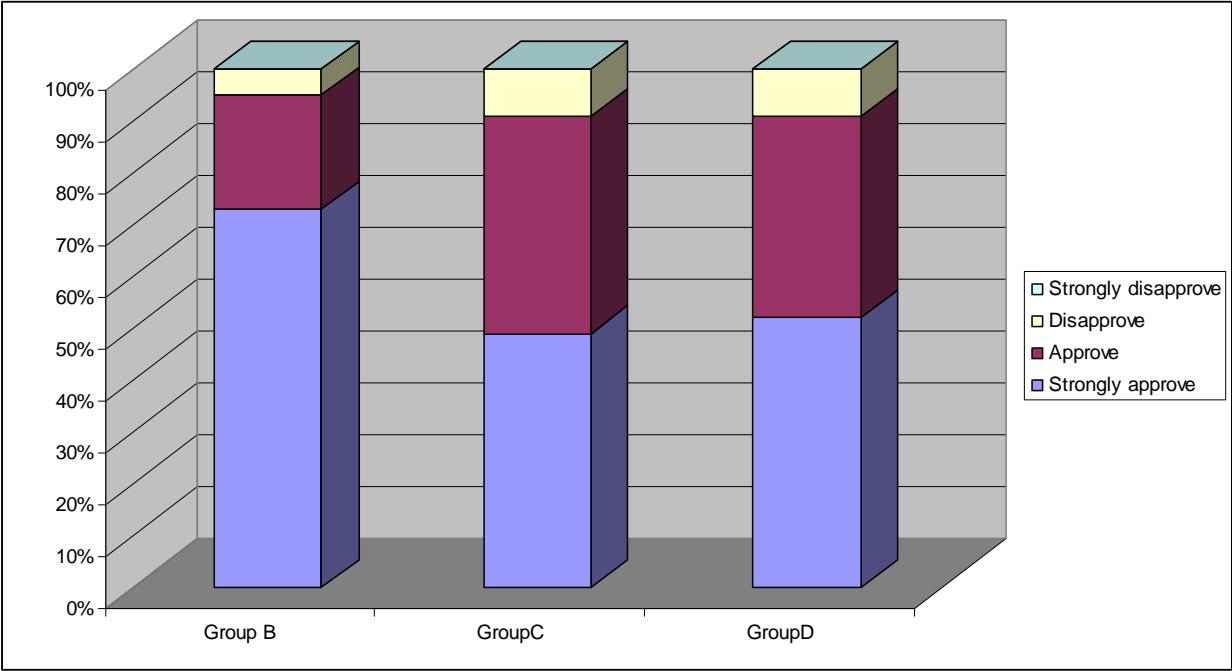
	Group B	Group C	Group D
Strongly approve	42%	38%	45%
Approve	52%	60%	39%
Disapprove	6%	2%	16%
Strongly disapprove	0%	0%	0%

Figure 14.5 *The Participants' Responses on the Possibility to Talk about Amounts with "more" and "most"*



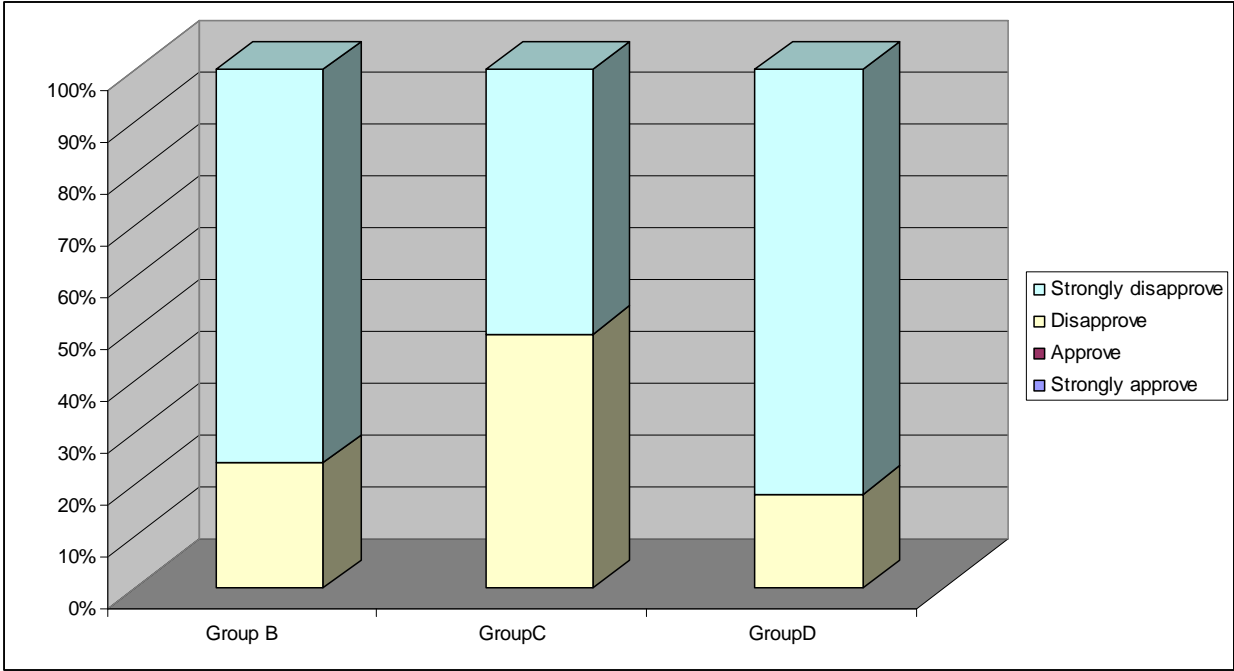
	Group B	Group C	Group D
Strongly approve	32%	46%	32%
Approve	52%	52%	49%
Disapprove	6%	2%	19%
Strongly disapprove	0%	0%	0%

Figure 14.6 *The Participants' Responses on the Possibility of Making Opposite Adjectives with "-un"*



	Group B	Group C	Group D
Strongly approve	73%	49%	52%
Approve	22%	42%	39%
Disapprove	5%	9%	9%
Strongly disapprove	0%	0%	0%

Figure 14.7 *Examples from Globish*

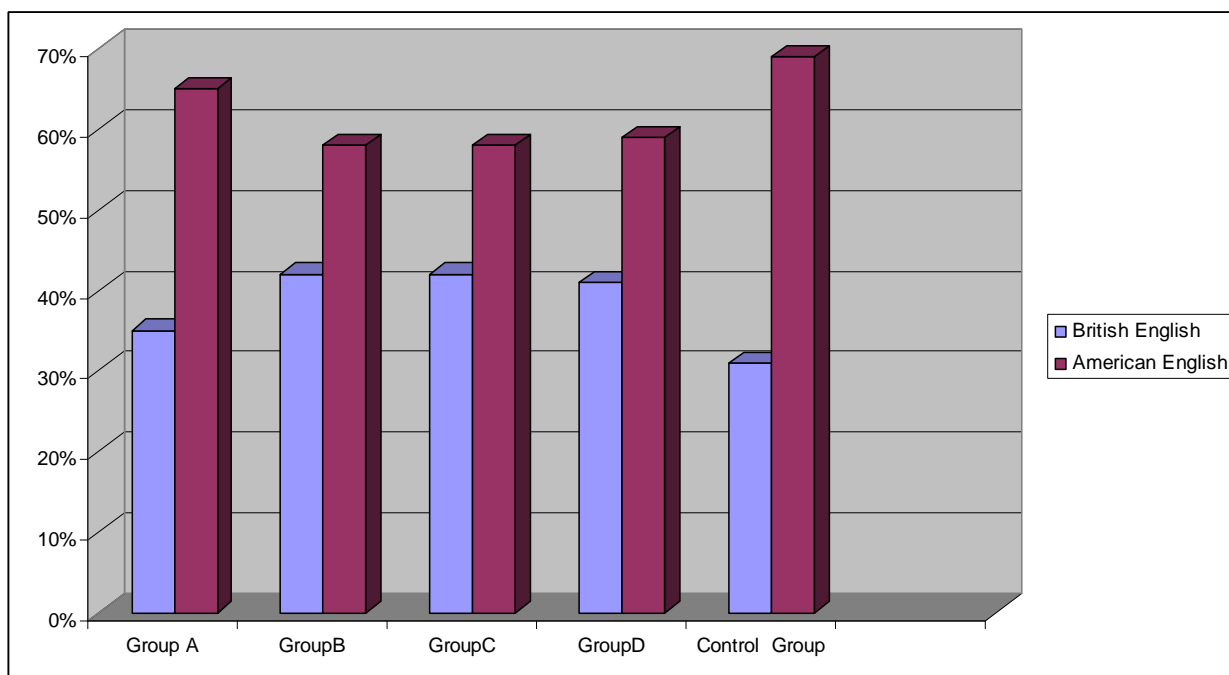


	Group B	Group C	Group D
Strongly approve	0%	0%	0%
Approve	0%	0%	0%
Disapprove	24%	49%	18%
Strongly disapprove	76%	51%	82%

Results: Survey 3

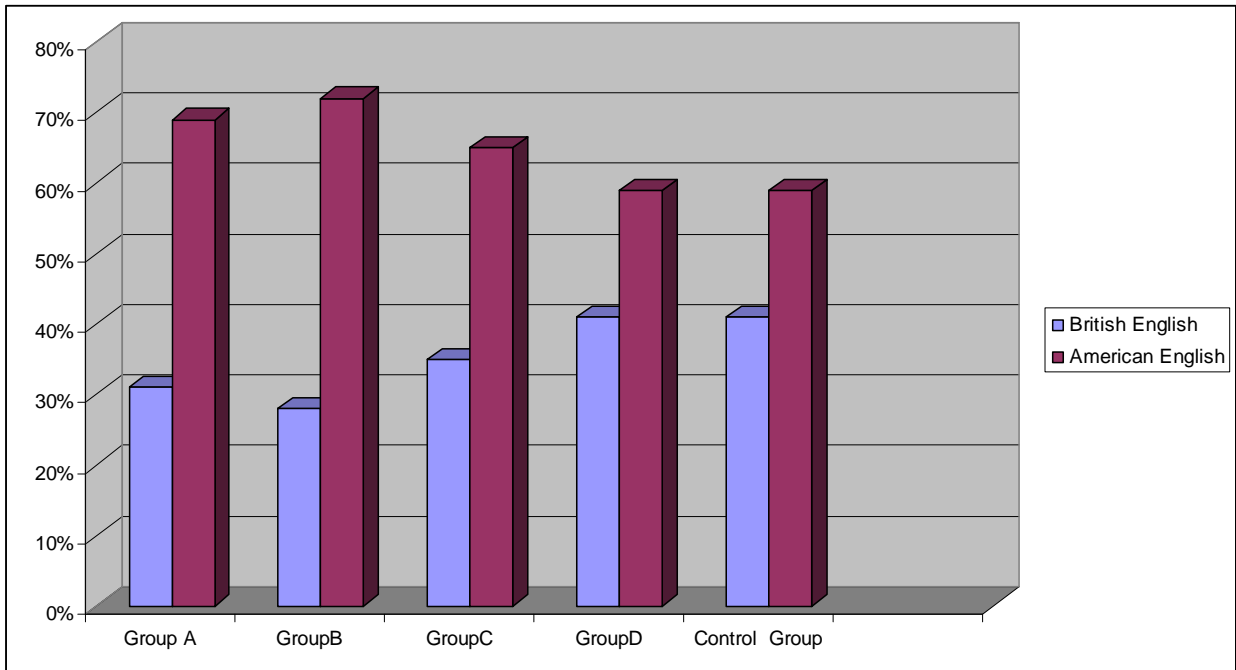
Activity 2

Figure 15.1 Q.1 Which of the varieties is more successful in creation and introduction of neologisms?



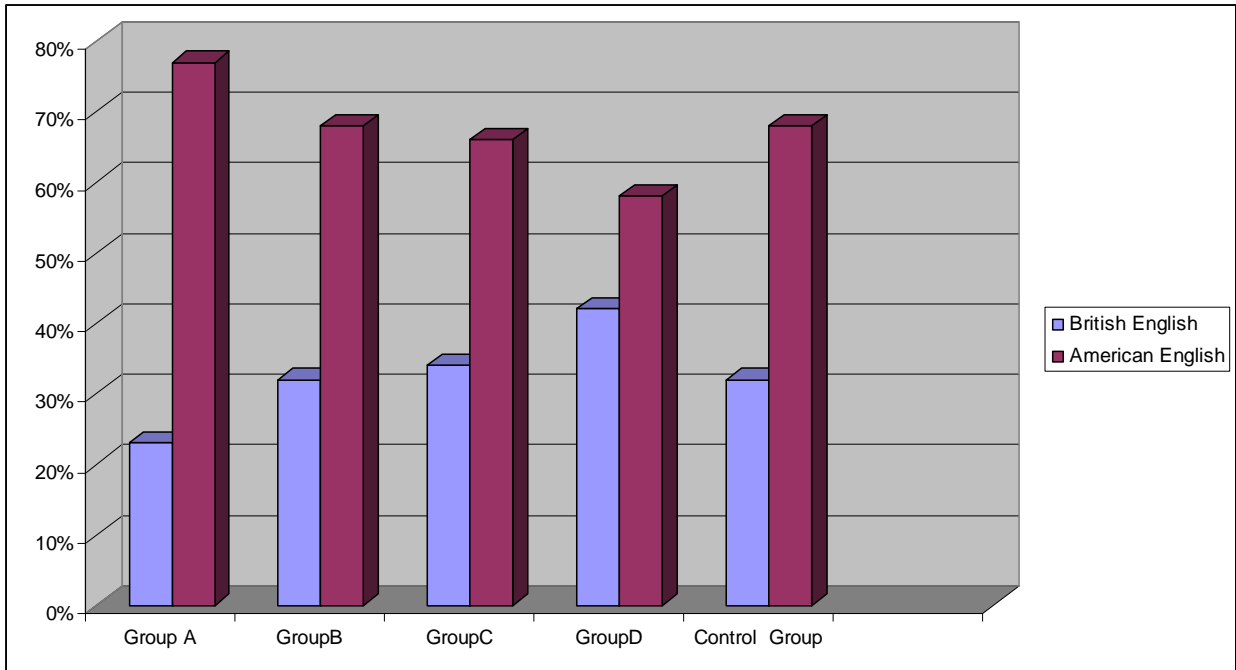
	Group A	Group B	Group C	Group D	Control Group
British English	35%	42%	42%	41%	31%
American English	65%	58%	58%	59%	69%

Figure 15.2 Q.2 Which of the varieties is more linguistically flexible?



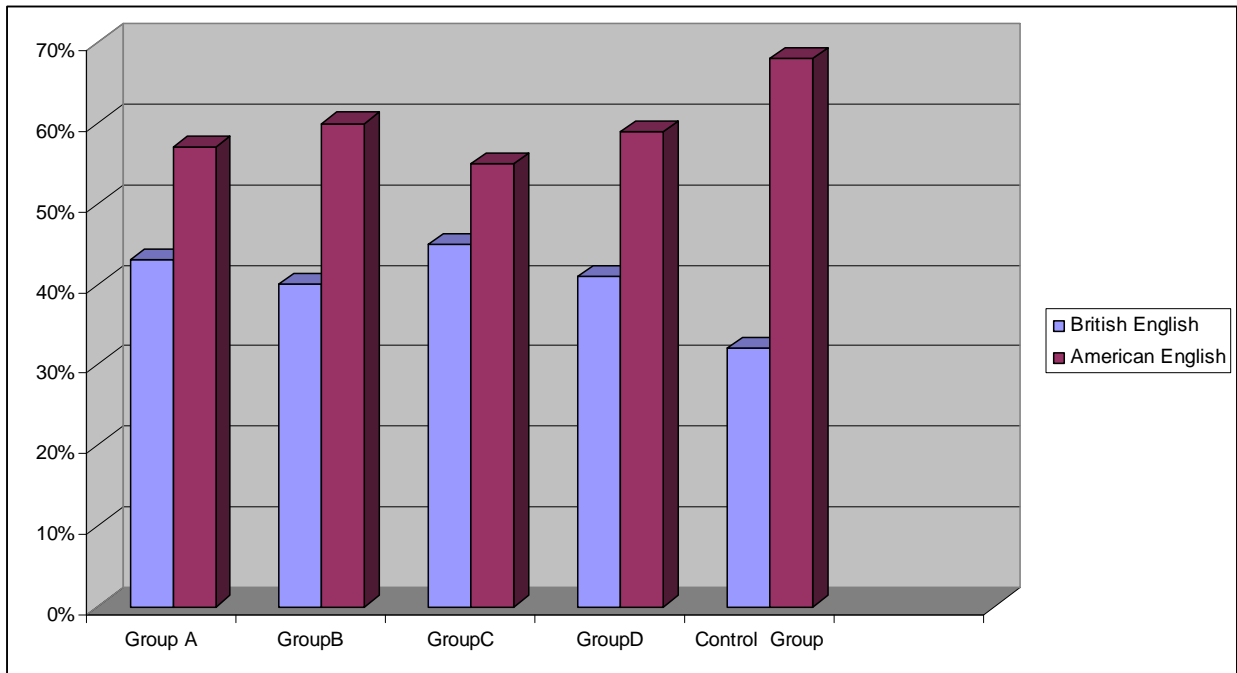
	Group A	Group B	Group C	Group D	Control Group
British English	31%	28%	35%	41%	41%
American English	69%	72%	65%	59%	59%

Figure 15.3 Q.3 Which of the two varieties: British or American English has a more effective learnability formula?



	Group A	Group B	Group C	Group D	Control Group
British English	23%	32%	34%	42%	32%
American English	77%	68%	66%	58%	68%

Figure 15.4 Q.4 Taking into account the extent of effectiveness of a learnability formula , which of the varieties is more likely to form the base for the Global English?



	Group A	Group B	Group C	Group D	<i>Control Group</i>
British English	43%	40%	45%	41%	32%
American English	57%	60%	55%	59%	68%