

**WORLD ENGLISH ANALYSIS PROJECT REPORT -  
ABRIDGED  
1<sup>st</sup> EDITION  
SPRING, 2010**

Prepared especially for [Edwin L. Hodges Ministries](#)  
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## Introduction

In February, 2010 I was commissioned by Edwin L. Hodges Ministries to provide a thorough study and report of the use and development of the English language in every country in the world. The study was conducted over a three month period primarily through internet research together with the use of the resources of the John D. Rockefeller Library at Brown University and those of EBSCO Publishing made available through the Ocean State Library Network of Rhode Island. Information in this project and report is current to May, 2010.

This abridged version of this research project consists of two parts:

- 1) the World English Table providing at-a-glance analysis on English usage worldwide.
- 2) a report (this document) explaining the Table features and offering a general discussion of worldwide English advancement based on the research conducted and its implications for the English Christian literature distribution ministry.

This report and the World English Analysis Project in its entirety are non-commercial in nature and are provided as a ministry to Edwin L. Hodges Ministry and to the larger body of Christ dedicated to promoting the gospel of the Lord Jesus Christ to the world.

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# WORLD ENGLISH ANALYSIS PROJECT FEATURES

The complete World English Analysis Project consists of digital folders with informative files on the usage of English in every continent and nation (obtainable by permission of Edwin L. Hodges Ministries); and also a World English Table which is keyed to the folders and offers a guide to them. This abridged Section on the Project Features explains key analytical elements of the abridged World English Table.

## World English Table - Abridged

The World English Table is a spreadsheet in Excel format that provides an index to the National Folders in the complete project containing the specific files detailing the use of English in each nation.

NATIONAL REFERENCE		KACHRU CIRCLES OF ENGLISH INFLUENCE				MEDIA INFORMATION		WIKIPEDIA LIST OF COUNTRIES BY ENGLISH SPEAKING POPULATION					ETHNOLOGUE TABLE OF ENGLISH SPEAKING POPULATIONS BY NA									
Political Name	NATION FORMER	Recent Form (Name)	Mother Tongue Classification in the English Sphere (1-5)	Inner Circle	Outer Circle	Expansion Circle	Simple Informational Website	Presence of English as a Second Language	Wikipedia by English Speaking Pop.	Native	% English Speakers	Eligible Population	Total English Speakers	As First Language	As an Additional Language	Wikipedia Comment/Source	Number Identified with English Speakers	Total Identified English LI Speakers	Total Population	% English Speakers	Eligible LI Speakers	
Curacao	NETHERLANDS ANTILLES	Netherlands Antilles	C2			X																
Ecuador	Ecuador	Ecuador	C2	X					X	43									15,000,000	0.00%		
Czech Republic	Czech Republic	east of Czechoslovakia	C2			X			X	46									10,000,000	0.00%		
Denmark	Denmark	Denmark	C1	X						31							X		5,470,000	0.37%		
Dominica	Dominica	Dominica	A1	X						91							X	10,000	63,000	14,700		
Dominican Republic	Dominican Republic	Dominican Republic	C2			X				169							X		10,000,000	0.00%		
East Timor	SEE Timor-Leste					X													10,000,000	0.00%		
Egypt	Egypt	Egypt	C2		X				X										10,000,000	0.00%		
Ecuador	Ecuador	Ecuador	B		X				X										10,000,000	0.00%		
El Salvador	El Salvador	El Salvador	C2			X													10,000,000	0.00%		
Ecuador	SEE ECUADOR		A1	X															10,000,000	0.00%		
Ecuador	Ecuador	Ecuador	C2			X													10,000,000	0.00%		

The Table is the starting point for accessing the project research.

## A. NATIONAL REFERENCE

The National Reference section directs the researcher to the correct sovereignty for the country under investigation. There are three columns in this section:

NATIONAL REFERENCE		
Political Name	SOVEREIGNTY	Recent Former Name(s)

### 1. Political Name

The Political Name column provides the names of the various nations, autonomous regions and special administrative areas into which the world is subdivided. It includes the common variants on national and regional names by which national political entities are known. Most of these names are hot-linked to the site <http://www.listofcountriesoftheworld.com> which provides some very basic geographical information on that country.

### 2. SOVEREIGNTY

The SOVEREIGNTY column directs the researcher to the correct sovereign national authority having oversight over the entity consulted in the Political Name column. Usually the two will be the same. But some political entities, though self-governing (autonomous) are not sovereign, falling under the jurisdiction of another sovereign state. For instance, if one searches on “**Canary Islands**” in the Political Name column, the SOVEREIGNTY column will direct the researcher to the folder “**SPAIN & AUTONOMOUS REGIONS**”:

NATIONAL REFERENCE		
Political Name	SOVEREIGNTY	Recent Former Name(s)
Canary Islands	SPAIN & AUTONOMOUS REGIONS	

Establishing sovereignty is important because it is usually the first clue to the prevailing language in the country.

The SOVEREIGNTY column may also redirect the researcher to a different Political Name to consult. For instance, should one search on “**East Timor**” in the Political Name column, the SOVEREIGNTY column will redirect the researcher to “**SEE Timor-Leste**” which is the correct currently accepted political name for this country.

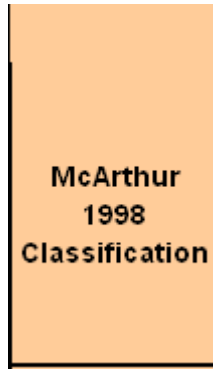
NATIONAL REFERENCE		
Political Name	SOVEREIGNTY	Recent Former Name(s)
East Timor	SEE Timor-Leste	

### 3. Recent Former Name(s)

National names change frequently enough that this column is provided offering previous names of countries to within the last 50 years (1960). This is particularly useful because some national names have changed since the time some research cited in this study was conducted. For example, the nation of Yugoslavia no longer exists, but is referenced in some of the research. Those sovereign republics which once belonged to Yugoslavia will have a note in the Recent Former Name(s) column to this effect:

NATIONAL REFERENCE		
Political Name	SOVEREIGNTY	Recent Former Name(s)
<a href="#">Macedonia</a>	Macedonia	part of Yugoslavia

## B. McArthur 1998 Classification



The McArthur 1998 Classification column provides the status of English language usage in every nation as classified by researcher Tom McArthur in his book [\*The English Languages\*](#), published by Cambridge University Press, 1998. McArthur is one of the most prominent British researchers of English usage worldwide, has written numerous books, including *The Oxford Guide to World English*, and is editor of [\*English Today\*](#), one of the world's leading journals on worldwide English usage.

As one scrolls across the columns, a McArthur 1998 Classification will appear as in this example:

<b>Political Name</b>	<b>McArthur 1998 Classification</b>
<a href="#">Angola</a>	C2

Explanation of the McArthur classifications follows:

## McArthur World English Language Code Key

McArthur uses three broad categories to identify the world's English speakers:

**ENL** (English as the National Language);  
**ESL** (English as the Second Language) and  
**EFL** (English as a Foreign Language).

The following classification description is quoted from *The English Languages*, pp. 53-54. (**Red** identifies the classifications used in the World English Table):

### **A** The ENL Territories

The great majority of people in these territories have English as their first and, in very many cases, their only language. The categories can be subdivided into two groups—without major competition, and co-existing with one or more other major languages

**A1** without major competition

**A2** with one or more other major languages

### **B** The ESL territories

Many people in these territories use English for specific purposes, and in some places it has an official, educational, or other role: see panel 2.2. [The worldwide status and roles of English]. Competence may vary greatly, from native-like fluency to 'broken English'. The language may be generally accepted, or may to varying degrees be a controversial (and politicized) issue.

### **C** The EFL territories

Many people in these territories learn English (using a British or American model of the standard language) for occupational reasons, usually as part of their education. Sometimes, acquisition may be more casual, within a family, at a place of work, or even on the street. Competence varies from basic survival to native-like fluency. The category can be subdivided into two groups:

**C1** English a virtual second language

**C2** English learned as the global lingua franca (the rest of the world)

## C. Graddol 2000 Classification

GRADDOL 2000 CLASSIFICATION	
Fluency Class	1997 Crystal Est. No. of English speakers per Class (in thousands)

The Graddol 2000 Classification column provides the status of world wide English usage as categorized by researcher David Graddol in his book [\*The Future of English? A Guide to Forecasting the Popularity of the English Language in the 21<sup>st</sup> Century\*](#), published by the British Council, 1997, 2000. (See also his follow up work [English Next](#) (2006).) Graddol's work is referenced in numerous other studies and dissertations, and is perhaps the most concisely comprehensive writing on the subject to date.

Graddol uses a 3-category model similar to that of McArthur, both of which mirror Kachru's Concentric Circles [see D. below]. Graddol's population figures are sourced from the 1997 estimates of renowned English researcher [David Crystal](#) in his work [English as a Global Language](#). Graddol's categories are quoted as follows:

### L1

First-language speakers [are those] for whom English is a first – and often only – language. These native speakers live, for the most part, in countries in which the dominant culture is based around English. These countries, however, are experiencing increasing linguistic diversity as a result of immigration.

### L2

Second language speakers have English as a second or additional language, placing English in a repertoire of languages where each is used in different contexts. Speakers here might use a local form of English, but may also be fluent in international varieties.

### L3

The third group of English speakers is the growing number of people learning English as a foreign language (EFL).

Graddol lists only L1 and L2 countries. All others are presumed to be L3.

Graddol's categories subdivide nations between groups, showing the relative strength of L1 and L2 groups within one country. The stronger of the two groups is listed first. Graddol also indicates where countries appear to be shifting from L3 to L2. The set of entries below offers a sampling of the various categorizations:

NA GRADDOL 2000 CLASSIFICATION		
Political Name	Fluency Class	1997 Crystal Est. No. of English speakers per Class (in thousands)
<a href="#">Namibia</a>	L2 / L1	300 / 13
<a href="#">Nauru</a>	L2	9
<a href="#">Nepal</a>	L2 / L3 > L2	5,927

In this set, Namibia is categorized as an L2 country having an estimated 300,000 speakers of English as a second language, while also having a smaller estimated number of English speakers for whom it is their first language (13,000).

Nauru is classed solely as an L2 nation with an estimated 9,000 speakers of English as a second language.

Nepal is also classed as an L2 country of 5,297,000 English speakers, but it notes that there is an increasing shift of the rest of the L3 population toward becoming L2.

## D. KACHRU CIRCLES OF ENGLISH INFLUENCE

KACHRU CIRCLES OF ENGLISH INFLUENCE			
Inner Circle	Outer Circle	Expanding Circle	
English is Primary / (Wikipedia 76-100% proficiency)	English is Secondary / Institutional / Colonial / (Wikipedia 34-75% proficiency)	English is Minor – Foreign / (Wikipedia 0-33% proficiency)	English is Marginalized / Opposed / Controlled or land is War-torn

Professor [Braj Kachru](#) is the Director of the Centre for Advanced Study at the University of Illinois, Champaign, USA and is the internationally recognized leading researcher of English language usage worldwide. He has written numerous books and scholarly articles, and is co-founding editor of the journal [World Englishes](#). In the 1980s, Kachru devised a three-tiered linguistic classification model based on concentric circles for identifying the degree of English language penetration in the world (“Kachru’s Concentric Circles”). This model has since become the standard of scholarly dialogue in evaluating English usage internationally, forming the basis for all other three-tiered classifications such as those of McArthur and Graddol

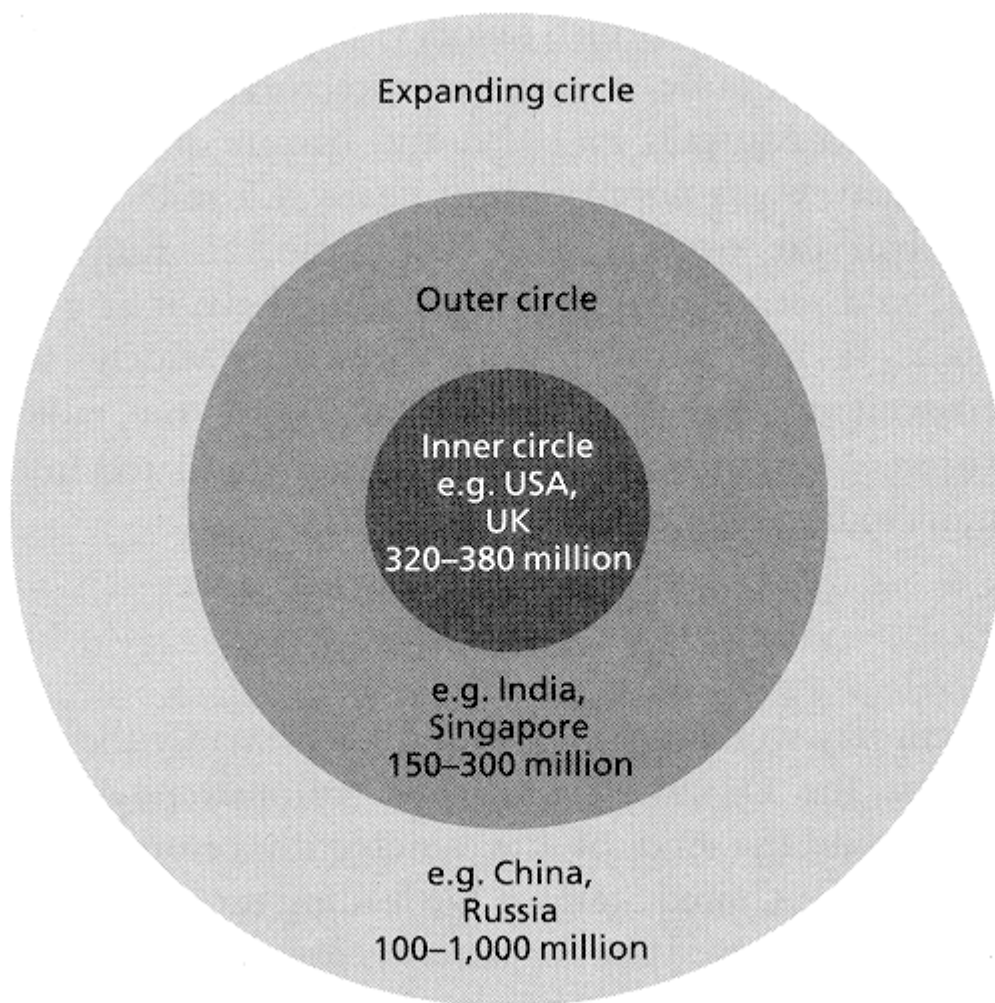
Kachru identifies three essential concentric circles of English usage and influence. The following description is taken from Crystal’s (1997) *English as a Global Language*, Cambridge University Press:

The **inner circle** refers to the traditional bases of English, where it is the primary language: it includes the USA, UK, Ireland, Canada, Australia and New Zealand.

The **outer circle** involves the earlier phases of the spread of English in non-native settings, where the language has become a part of a country's chief institutions, and plays an important 'second language' role in a multilingual setting: it includes Singapore, India, Malawi and over 50 other territories.

The **expanding circle** involves those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special administrative status. It includes China, Japan, Greece, Poland and (as the name of this circle suggests) a steadily increasing number of other states. In these areas, English is taught as a foreign language.

This diagram of Kachru's Concentric Circles is taken from <http://www.cla.purdue.edu/academic/engl/WE/circles.html>



In the linguistic research literature, the application of Kachru’s Concentric Circles is *partially subjective* and a matter of debate depending on the nation. As seen with Graddol, a nation may be considered to fall into more than one circle, such as Canada, where most of the country speaks native English as part of the Inner Circle, but English is a second language in the Province of Quebec, more characterized as an Outer Circle region. The same is true of South Africa—various parts of which some consider to fall into all three circles.

In view of this, the application of Kachru’s Concentric Circles in the World English Table is also necessarily subjective. I have modified the application by applying an arbitrary measure based on the Wikipedia study calculations of percentages of reported English speakers (see G. below) as follows:

Wikipedia List of Countries by English Speaking Population	Kachru Circle Classification
76%-100% national English proficiency	Inner Circle
34%-75% national English proficiency	Outer Circle
0-33% national English proficiency	Expanding Circle

In some cases, due to expert uncertainty, conflicting data, or clear internal linguistic divisions, a nation may be shown as belonging to more than one circle. A **black “X”** indicates this writer’s personal assignment of a Kachru circle based on the research in the National Folders (see the complete project research available through [Edwin L. Hodges Ministries](#)) and the Wikipedia figures. A **red “X”** indicates an assignment of a declared Kachru circle found in research literature.

Following is a sample entry for the country of Sweden. The first “X” is applied based on the Wikipedia sub-table (see G. below) which is in turn based on the European Commission’s 2005 survey showing that 89% of Swedes claim fluency in English. The second marking (“X”) is based on other sources that identify Sweden as an Expanding Circle country.

NA KACHRU CIRCLES OF ENGLISH INFLUENCE				
Political Name	Inner Circle	Outer Circle	Expanding Circle	
<a href="#">Sweden</a>	X		X	

For the purposes of this study, I have further modified Kachru's Concentric Circles by adding a fourth column identifying countries in which English is a) marginalized by other more pressing internal political issues or through national indifference, b) opposed by the ruling government, c) ideologically controlled by the government or d) the country is so torn by civil strife as to render meaningless any educational venue in which English may be learned. As an example from the essentially lawless Central African Republic:

NA KACHRU CIRCLES OF ENGLISH INFLUENCE				
Political Name	Inner Circle	Outer Circle	Expanding Circle	
	English is Primary / (Wikipedia 76-100% proficiency)	English is Secondary / Institutional / Colonial / (Wikipedia 34-75% proficiency)	English is Minor – Foreign / (Wikipedia 0-33% proficiency)	English is Marginalized / Opposed / Controlled or land is War-torn
<a href="#">Central African Republic</a>				X

Again, under prevailing contradictory conditions, more than one mark may be indicated, such as in Libya, where the spread of English has been alternately opposed and tolerated as a foreign language in the schools by the government, while the business community has nevertheless proceeded to embrace English in spite of the government's resistance.

NA KACHRU CIRCLES OF ENGLISH INFLUENCE				
Political Name	Inner Circle	Outer Circle	Expanding Circle	
	English is Primary / (Wikipedia 76-100% proficiency)	English is Secondary / Institutional / Colonial / (Wikipedia 34-75% proficiency)	English is Minor – Foreign / (Wikipedia 0-33% proficiency)	English is Marginalized / Opposed / Controlled or land is War-torn
<a href="#">Libya</a>			X	X

Again, the World English Table gives only an initial perception of the status of English. The notes in the National Folders provide the explanations to any apparent contradictions through dual assignments.

## E. WEB INFORMATION

Two columns provide an introductory look at relevant websites regarding national English usage. They provide an initial sampling of websites referenced in the National Folders of the complete project and are offered only for cursory appreciation. The full list of relevant web sites is found in the web links in the notes and the web file archives inside the National Folder of the complete project.

[Note: not every nation has an entry in these columns, especially those known already to commonly speak English such as the United States, United Kingdom, Canada, etc.]

NA WEB INFORMATION		
Political Name	Sample Informational Websites	
<u>Cuba</u>	<a href="http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&amp;_ERICExtSearch_SearchValue_0=EJ624943&amp;ERICExtSearch_SearchType_0=no&amp;accno=EJ624943">http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&amp;_ERICExtSearch_SearchValue_0=EJ624943&amp;ERICExtSearch_SearchType_0=no&amp;accno=EJ624943</a>	<a href="http://books.google.com/books?id=Slu244rVu8C&amp;pg=PA10&amp;pg=PA10&amp;dq=Fishman+English+worldwide&amp;source=bl&amp;ots=FT06zmF6jN&amp;sig=7q1oE5i35LVb8YRomr5eijfMJvc&amp;hl=en&amp;ei=esl8S_noGIW1tgebocDNBQ&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=10&amp;ved=0CB0Q6AEwCQ#v=onepage&amp;q=Fishman%20English%20worldwide&amp;f">http://books.google.com/books?id=Slu244rVu8C&amp;pg=PA10&amp;pg=PA10&amp;dq=Fishman+English+worldwide&amp;source=bl&amp;ots=FT06zmF6jN&amp;sig=7q1oE5i35LVb8YRomr5eijfMJvc&amp;hl=en&amp;ei=esl8S_noGIW1tgebocDNBQ&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=10&amp;ved=0CB0Q6AEwCQ#v=onepage&amp;q=Fishman%20English%20worldwide&amp;f</a>

## F. Pearson-Longman Online English Branch Representative



The following is taken from [http://www.longmanhomeusa.com/about\\_us.php?mid=200](http://www.longmanhomeusa.com/about_us.php?mid=200)

### About Pearson Longman English Language Learning

Pearson Longman, a division of Pearson Education, is the leading publisher of language programs for middle school students, high school students, and adult learners in English as a Second Language. In addition to its multilevel English courses, skills texts, test prep books, and videos, Pearson Longman publishes more than 30 separate dictionaries for customers in over 150 countries. Longman Multimedia Programs provides interactive resources for teachers and learners of English.

As the leading provider of English language training programs throughout the non-English speaking world, Pearson-Longman has staffed branches in numerous countries for the promotion, sales and servicing of their English products to the world market, giving nationals first hand access to a source of English language learning. The Pearson-Longman Online English Branch Representative column provides a current listing to May 2010 of the countries that have access to a live representative.

NA	Pearson-Longman Online English Branch Rep
Political Name	
<a href="#">Ukraine</a>	X



<b>Eligible Population</b>	- total population in the nation
<b>Total English Speakers</b>	- total number of English speakers regardless of proficiency
<b>As First Language</b>	- number of English speakers for whom English is their mother tongue
<b>As an Additional Language</b>	- number of English speakers for whom English is not their mother tongue
<b>Wikipedia Sources / Comments</b>	- provides the original sources for the data obtained in the Wikipedia sub-table and other comments

Note that the Wikipedia sub-table does not have an entry for every Political Name listed in the World English Table.

Following is a sample entry for the Federated States of Micronesia:

NA		WIKIPEDIA LIST OF COUNTRIES BY ENGLISH SPEAKING POPULATION						
Political Name	Wikipedia Rank by English Speaking Pop.	Nation	% English Speakers	Eligible Population	Total English Speakers	As First Language	As an Additional Language	Wikipedia Comment / Sources
<a href="#">Federated States of Micronesia</a>	89	Micronesia	57.66%	111,000	64,000	4,000	60,000	Source: Crystal (2005), p. 109.

# **DISCUSSION OF WORLD ENGLISH PENETRATION AND DEVELOPMENT**

Research across the internet and scholarly linguistic journals is unanimous on the hegemony and continuing expansion of the English language into virtually every corner of the world. This hegemony is owed to the supremacy of the British and American economies over the last 200 years, beginning with the global reach of the 19<sup>th</sup> century British Empire, and transferring to the further-reaching U.S. economy of the 20<sup>th</sup> century which has dominated not only the many product lines used by the rest of the world but also the key mediums of scientific research and communications industries such as television, radio, film and the internet.

## **Economics: The Driving Force of English Expansion**

The spread of the positively-perceived American economy to so many countries has necessitated foreign governments and businesses to learn English in order to compete with their neighbors who likewise have imbibed of the American dynamic. Because America speaks English, an incidental worldwide perception has been created—one that reaches even into the remotest jungles of the poorest nations—that learning English is at the very least advantageous if not absolutely necessary to enjoy greater economic opportunity in an increasingly globalized economy. As world economies have come under the influence of the American dollar, the demand for English fluency in business has risen, becoming more and more a pre-requisite for landing the best jobs in a country.

## **English in Global Administration**

The American economy's strength and distant cultural impact have raised English to become the dominant language of the major internationalist forums for global planning that have come into being since World War II. As such, English has replaced French as the language of international diplomacy to become the global *lingua franca*—a common second language between peoples whose mother tongues differ—among the world's elite administrative planners and financiers. Thus for instance the literature of the United Nations and its educational arm UNESCO which furthers education projects in less developed countries is most readily found in English. This naturally adds a predisposition to the spread of English in such countries.

## **The Demand for English Education**

The economic power of English has fueled a reactive demand for English education to the point that among the countries of Kachru's "expanding circle," English is at a minimum offered as a foreign language in nations very ideologically and economically removed from American and British culture (such as Tibet), while it is becoming the first foreign language of choice among many less distant foreign partners—in some cases displacing previously favored foreign languages in countries that once had a different colonial master (such as French in West Africa and Russian in Eastern Europe)

Using the three-tiered linguistic model of Kachru, Graddol, McArthur et al, this discussion wants to focus on the English education dynamic outside the Inner Circle. We want to observe the societal factors that affect the spread of English in the Outer and Expanding Circle nations, and especially look at the major obstacle "belts" to English expansion in certain world regions.

## **The Sectors and Agencies Responsible for Foreign English Education**

Three main sectors are responsible for the foreign advancement of English education. They are the government sector (including the education ministry), the commercial sector and the humanitarian / volunteer sector. Of these three, the government and commercial sector initiatives for English expansion may come from either the target nation itself, or from one of the 5 key Inner Circle nations (Britain, United States, Canada, Australia, New Zealand) or may involve a partnership between the two. The humanitarian volunteer sector initiatives meanwhile naturally come from outside the target nation.

### **- Five Agencies of English Advancement**

This produces an effective set of 5 agencies by which English education is spread, working in various interrelationships depending on national development:

**1. Indigenous government promotion through the home Ministry of Education at the tertiary, secondary and primary school levels**

**2. Outside government promotion and aid from the Inner Circle countries and the United Nations:**

To the greatest degree:

- the British Council
- U.S State Department / Embassy programs, including the military

To a lesser degree:

- Australian Government Scholarships and the Australian Agency for International Development (Aus)AID)
- New Zealand's International Aid and Development Agency (NZAID)
- Canadian International Development Agency
- UNESCO

### **3. Indigenous commercial efforts by the local corporate business community, home grown “International Schools” and TESOL / TEFL institutes**

### **4. Outside commercial enterprises offering English training through private TESOL / TEFL institutes and/or the auspices of commercial entities originating in the Inner Circle**

- the British Council (commercial programs)
- Pearson Longman
- other internet based training programs
- American and U.K university programs
- oil company and other industry education programs

### **5. Humanitarian / Volunteer groups and initiatives**

- the Peace Corp
- World Teach
- Short and long term American Church and para-church ministry missions programs

Various partnerships are formed among the players within these five agencies to bring English education into the nations. Home governments partner with Inner Circle governments, and/or with their own nation's business organizations, and/or with outside commercial enterprising organizations, and/or with humanitarian volunteer organizations.

Where the home governments are too poor and weak or fractured to establish English education on their own, outside governmental bodies from Inner Circle nations such as the British Council and the U.S. State Department through the Public Affairs Department of its embassies will partner with outside commercial enterprising organizations and/or with humanitarian volunteer organizations to advance English education as far as is feasibly possible within the practicalities and tolerances of a nation.

The British Council is perhaps the premier governmental institution in the world dedicated to promoting English education throughout the entire world, seconded only by

the U.S. State Department. Together, these two governmental institutions maintain an ongoing “rivalry” of sorts to determine whose brand of “English” will prevail throughout the rest of the Outer and Expanding Circle nations.

The exact interplay between all these agencies in any given nation is discovered in the National Notes section of the National Folders in the complete World English Analysis Project.

### **The National Development Factor**

As seen, the five agencies work at different levels of cooperation and/or competition to provide English education in the outer circle and expanding circle nations. The degree of indigenous versus outside initiative is dependent on a nation’s development:

The **developed nations** of Europe, the Middle East and East Asia are largely able to order, finance and implement their own English language training through their ministries of education. In these countries, English is a strongly emphasized or required part of the educational curriculum, in some cases to the point that—as in Scandinavia—the nation can almost be considered bilingual.

The **mid-developed nations** of Asia, Africa, Eastern Europe and South America are partly able to sustain their own English education initiatives while remaining reliant on some outside investment of U.S. and British governmental, commercial and volunteer programs. In these countries, the indigenous government and business communities form partnerships with the outside agencies to sponsor English education—training indigenous English teachers in the higher educational institutions and helping provide English curriculum in the primary and secondary schools.

The poorest **under-developed nations** of Africa, South and Central America, the Caribbean (Haiti) and the South Pacific are almost entirely dependent on outside governmental, commercial and volunteer help in bringing English education to their people since they have a weak or even non-existent educational infrastructure. All teaching and materials must be imported from the outside. English advancement is slowest in these highly illiterate nations simply because education itself is held back by numerous spiritual obstacles.

## **Four World Belts of Resistance to English**

Despite the near universal spread of English into the fabric of nations worldwide, a few world regions offer significant resistance to English. This is largely due to long standing cultural or ideological animosities held toward the primary Inner Circle nations in those regions which the otherwise prevailing economic incentive is slow to overcome.

### **1. The French Colonial Belt**

The strongest resistance to the incursion of English is found in all the parts of the world previously colonized by France. This is due to the intense historic animosity between the French and British cultures reaching back over five centuries of colonial contest. Significantly, hardly an area of the globe has not been touched by the French-English rivalry—from the North American divide over “French Canada” (Quebec) to the “French West Indies” of the Caribbean, to “French West Africa,” to the “French Mandate” countries of the Middle East, to the “French Indochina” of Southeast Asia, to the “French Polynesia” of the South Pacific.

In all the Expanding Circle nations of this belt there is openness to learning English as a foreign language as there is in France itself; but either actual learning comes only of grudging economic necessity or—among the poorer nations—dependence on France is simply too historically great to exert a will to fully embrace English. These countries are therefore likely to remain part of the Expanding Circle for decades to come.

There are nevertheless some signs English is replacing French as the preferred foreign language in some of France’s historic colonial bastions. Both Rwanda and Algeria are replacing French as the preferred language with English and Arabic respectfully. English is also replacing French in Cambodia and Vietnam, and the South Pacific French territories are admittedly entirely surrounded by English possessions, coming under a certain irresistible economic influence affecting their ability to hold out against English.

### **2. The Turkish-Russian Belt**

Since the fall of the Iron Curtain in 1989, a greater openness to learning English has prevailed throughout all the former Soviet bloc countries of Eastern Europe and West-Central Asia, not to mention Russia itself. Prior to that time, the learning of English was very limited and strictly confined to serving the purposes of the Soviet ideological agenda. After the curtain came down, the newly freed Eastern European nations—except Belarus—quickly moved to embrace English as their first foreign language, in some cases marginalizing the study of Russian altogether.

But in Belarus and the newly independent Turkish republics, the strength of contest in national language policy between Russian and the local national languages has been so great as to marginalize the embrace of English. For the most part, the Turkish republics

recognize the necessity of English and have begun partnering with the U.S. government and other providers to bring English into their school systems. But English is yet seen as a distant third language in import under the prevailing conflict over the place of Russian in the national dialog. In Belarus and Turkmenistan, there also remains a large ideological control over English instruction. Until the essentially tyrannical spirit over these areas is broken, English will be slow to develop here.

### **3. The South American Amerindian Belt**

A similar conflict of national language policy as that in the Turkish-Russian Belt together with a historic suspicion of American imperialism and poverty stricken economies has dampened English education in northwestern South America, particularly the countries of Bolivia, Paraguay, Ecuador, Peru, and to a lesser degree Columbia and Venezuela. Most of these countries are caught in language policy conflicts between Spanish and the prevailing language of the native Amerindian inhabitants, making English a non-issue politically.

On one hand under great poverty and suspicion of American intentions, yet recognizing the global importance of English, there is in these countries a conflict of interest and desire in learning English. The poor recognize its importance, but the governments in the main have neither the funds nor will power to invest in English education given the more pressing realities. What learning occurs therefore is heavily dependent on the investment of outside volunteer organizations.

### **4. The Islamic-Arab Belt**

The Arab countries stretching from the North African coast (including northern Sudan) through to Iran offer a mixed picture of reception to learning English. While most such as Morocco, Tunisia, Egypt, Lebanon, Jordan, Saudi Arabia, Iraq and the Emirates strongly embrace English as a foreign language and have solid educational infrastructures for its teaching, others put up significant resistance and place heavy restrictions on its venues for learning. Sudan, Libya, and Iran in particular have offered significant resistance and/or control on the learning of English.

Among the welcoming Arab countries, English learning is generally conducted from the top down, with the greatest learning occurring at the higher education level. Evidence suggests that the cultural pervasiveness of the Islamic religion which is intrinsically based on the Arabic language impedes the ability of English learning at the younger levels as it is important for Arabs to preserve their religion by preserving its Arabic linguistic heritage.

## **Conclusion: Implications for the Spread of English Christian Literature**

This *World English Analysis Project* was commissioned for the ultimate purpose of assessing the prospects for disseminating English Christian literature in the various nations of the world. For four centuries, the spread of the Christian faith has been largely tied to the spread of the English-speaking political and economic empires of the world.

Today, the opportunities for the spread of the gospel through the dissemination of English Christian literature still remain—not by following the powers of empire and economy, but on the wings of what some scholars call the new English “linguistic imperialism” taking over the world. In view of this, the publishing of Christian literature in English is not a limitation on the spread of the gospel to the rest of the world, but actually a positive stratagem for its extending.

While it is true that most Christian literature is written in English, the fact is that the vast majority of all world literature is published in English, following a global trend in which in lands foreign to English, English is becoming either a dual language with another native language, a lingua franca connecting people of many languages, or the first foreign language of choice. Where historically the thought has been to translate Christian literature into as many languages as possible in order to reach the lost, God may be instead bringing the lost of the world to learn the prevailing language of the gospel.

What then can the church learn from the globally advancing English education dynamic to best further the spread of its own English literature? The answer would be to receive from the Lord Spirit-led strategies that utilize the Five Agencies of English Advancement. Where we find an itch, we scratch. The English Christian literature distribution ministry needs to find where the world is itching relative to the Five Agencies and offer a scratch that not only helps relieve the world’s demand to learn English, but in the process achieves its own objective to put English Christian literature into the hands of Expanding Circle and Outer Circle nations.

The most effective advancement of English occurs through the partnership efforts among the Five Agencies. Similarly, Christian literature distribution ministries should seek to capitalize on this dynamic by discovering the mutual need for and initiating partnerships with those agencies in ways that can also advance their ends. This may not be possible or done easily with agencies that have a strong secular or religious anti-Christian bias or that seek to control English learning for ideological purposes. But it may be done with agencies that have no such bias, particularly with the governments and business communities of the Outer and Expanding Circle themselves as well as with other humanitarian / volunteer agencies.

Creative partnerships can be devised to support the demand for English education by these agencies that also allow for the importation and distribution of English Bibles and Christian literature into countries. Literature can be tailored to the needs of emerging

business communities. It can be tailored to the needs of basic education. It can be tailored to work with the offerings of TESOL and TEFL enterprises. Some Christian believers have specifically used opportunities through such agencies to spread the gospel in other countries. While meeting the demand for English instruction, they are also able to impart the gospel.

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This concludes this report on the global spread of English and its implications for the advancement of the gospel of Christ.