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Identifier Language Name(s) Status Code Sets Equivalent(s) Scope Language Type Denotations eng Active 639-2, 639-3 639-1: en Individual Living Ethnologue, Glottolog, Wikipedia Change Request Number Status Effective Date Change Type Change Attribute Old Value New Value 2007-177 Adopted 2008-01-14 Update Denotation English Expand by inclusion of [aex] Amerax 2006-044 Adopted 2007-07-18 Update Denotation English Expand to include [yib] Yinglish ,the free encyclopedia that anyone can edit.117,937 active editors 7,001,149 articles in EnglishThe English-language Wikipedia thanks its contributors for creating more than seven million articles! Learn how you can take part in the encyclopedia's continued improvement.GL Mk.II transmitter vanRadar, Gun Laying, MarkI, or GL Mk.I for short, was an early World WarII radar system developed by the British Army to provide information for anti-aircraft artillery. There were two upgrades, GL/EF (elevation finder) and GL Mk.II (pictured), both improving the ability to determine a target's bearing and elevation. GL refers to the radar's ability to direct the guns onto a target, known as gun laying. The first GL sets were developed in 1936 using separate transmitters and receivers mounted on gun carriages. Several were captured in 1940, leading the Germans to believe falsely that British radar was much less advanced than theirs. The GL/EF attachment provided bearing and elevation measurements accurate to about a degree: this caused the number of rounds needed to destroy an aircraft to fall to 4,100, a tenfold improvement over early-war results. The Mk.II, which was able to directly guide the guns, lowered the rounds-per-kill to 2,750. About 410 Mk.Is and 1,679 Mk.IIs were produced. (Fullarticle...)Recently featured: Andrea NavageroNosy KombaMcDonnell Douglas Phantom in UK serviceArchiveBy emailMore featured articlesAboutLieke Klaver ahead in the women's 400 metres final... that a 400-metre race in 2025 (pictured) was won by Lieke Klaver, who pretended that an absent competitor was running in front of her?... that the land snail Drymaeus poecilus is notable for the striking variety of colors and patterns on its shell?... that a forensic investigation of Signalgate has determined how a journalist was included in a group chat about Operation Rough Rider?... that two of the players involved in the 2005 Vietnamese football match-fixing scandal did not accept payment because they felt ashamed?... that a rebellion against a peace treaty with the Yuan dynasty operated out of the Historic Site of Anti-Mongolian Struggle on Jeju Island?... that Nathan Frink fled the United States with enslaved children to settle in Canada, where he was elected as a Member of the Legislative Assembly and caught in a smuggling conspiracy?... that Seattle's women's ice hockey team has an expected rival, despite not even having played their first game?... that Cave Johnson Couts was separately acquitted for shooting his foreman, firing on funeral mourners, and whipping a native laborer to death?... that characters' scars in an episode of The Last of Us were made with a paste-based appliance and a food mixer?ArchiveStart a new articleNominate an articleNgg wa Thiong'oKenyan writer and activist Ngg wa Thiong'o (pictured) dies at the age of 87.In sumo, nosato Daiki is promoted to yokozuna.In association football, Liverpool win the Premier League title.In motor racing, lex Palou wins the Indianapolis 500.Ongoing: Gaza warM23 campaignRussian invasion of UkrainetimelineSudanese civil wartimelineRecent deaths: Phil RobertsonMary K. GaillardPeter DavidAlan YentobGerry ConnollySebastio SalgadoNominate an articleMay 30: Statehood Day in Croatia (1990)Johann Sebastian Bach1431 Hundred Years' War: After being convicted of heresy, Joan of Arc was burned at the stake in Rouen, France.1723 Johann Sebastian Bach (pictured) assumed the office of Thomaskantor in Leipzig, presenting the cantata Die Elenden sollen essen in St.Nicholas Church.1922 The Lincoln Memorial in Washington, D.C., featuring a sculpture of the sixteenth U.S. president Abraham Lincoln by Daniel Chester French, opened.1963 Buddhist crisis: A protest against pro-Catholic discrimination was held outside the National Assembly of South Vietnam in Saigon, the first open demonstration against President Ng nh Dim.2008 The Convention on Cluster Munitions, prohibiting the use, transfer, and stockpiling of cluster bombs, was adopted.Ma Xifan (d.947)Colin Blythe (b.1879)Norris Bradbury (b.1909)Wynonna Judd (b.1964)More anniversaries: May 29May 30May 31ArchiveBy emailList of days of the yearAboutSeventeen performing "Oh My!" in 2018South Korean boy band Seventeen made their debut on May 26, 2015, when they performed a showcase for their debut EP 17 Carat in front of a crowd of 1,000 people. Since then, the group have held 9 concert tours, 13 fan meetings, and have performed at a number of music festivals and awards shows. Their concert tours include the Right Here World Tour, which sold over one million tickets, and the Follow Tour, which was noted by Billboard as being the top grossing K-pop tour of 2023. In 2024, Seventeen made their first appearances at festivals in Europe, when they were the first South Korean act to perform at Glastonbury Festival's Pyramid Stage and as headliners for Lollapalooza Berlin. Seventeen's live performances are well regarded by fans and critics alike, and garnered them the award for Top K-pop Touring Artist at the 2024 Billboard Music Awards. (Fulllist...)Recently featured: Accolades received by Top Gun: MaverickNational preserve76th Primetime Emmy AwardsArchiveMore featured listsIgnace Tonen (1840 or 1841 15 March 1916), also known as Nias or by his Ojibwe name Maiagizis ('right/correct sun'), was a Teme-Augama Anishnabai chief, fur trader, and gold prospector in Upper Canada. He was a prominent employee of the Hudson's Bay Company. Tonen was the elected deputy chief before being the lead chief and later the life chief of his community. In his role as deputy, he negotiated with the Canadian federal government and the Ontario provincial government, advocating for his community to receive annual financial support from both. His attempts to secure land reserves for his community were thwarted by the Ontario premier Oliver Mowat. Tonen's prospecting triggered a 1906 gold rush and the creation of Kerr Addison Mines Ltd., although one of his claims was stolen from him by white Canadian prospectors. This photograph shows Tonen in 1909.Photograph credit: William John Winter; restored by Adam CuerdenRecently featured: Australian white ibisHell Gate BridgeAnemonoides blandaArchiveMore featured picturesCommunity portal The central hub for editors, with resources, links, tasks, and announcements.Village pump Forum for discussions about Wikipedia itself, including policies and technical issues.Site news Sources of news about Wikipedia and the broader Wikimedia movement.Teahouse Ask basic questions about using or editing Wikipedia.Help desk Ask questions about using or editing Wikipedia.Reference desk Ask research questions about encyclopedic topics.Content portals A unique way to navigate the encyclopedia.Wikipedia is written by volunteer editors and hosted by the Wikimedia Foundation, a non-profit organization that also hosts a range of other volunteer projects: CommonsFree media repository MediaWikiWiki software development Meta-WikiWikimedia project coordination WikibooksFree textbooks and manuals WikidataFree knowledge base WikinewsFree-content news WikiquoteCollection of quotations WikisourceFree-content library WikispeciesDirectory of species WikiversityFree learning tools WikivoyageFree travel guide WiktionaryDictionary and thesaurusThis Wikipedia is written in English. Many other Wikipedias are available; some of the largest are listed below. 1,000,000+ articles DeutschEspaolFranaisItalianoNederlandsPolskiPortugusSvenskaTing Vit 250,000+ articles Bahasa IndonesiaBahasa MelayuBn-lm-gCataletinaDanskEestiEsperantoEuskaraMagyarNorsk bokmlRomnSimple EnglishSloveninaSrpskiSrpskohrvatskiSuomiTrkeOzbekcha 50,000+ articles AsturianuAzrbaycancaBosanskiFryskGaeilgeGalegoHrvatskiKurdLatvieuLietuviNorsk nynorskShqipSlovenina Retrieved from " 2EP by Seventeen17 CaratEP by SeventeenReleasedMay29,2015(2015-05-29)GenreK-popdance-pophip hopLength16:48LanguageKoreanLabelPledis EntertainmentLOEN EntertainmentSeventeen chronology17 Carat(2015)Boys Be(2015)Singles from 17 Carat "Adore U"Released: May 29, 201517 Carat is the debut extended play (EP) by South Korean boy group Seventeen. It was released on May 29, 2015, by Pledis Entertainment and distributed by LOEN Entertainment. "Adore U" serves as the lead single for the EP.17 Carat features five tracks written, co-written, and co-produced by Seventeen's group members. "Adore U" was chosen as the lead single for the EP and was performed on multiple music shows by the group. "Shining Diamond" was used as a pre-single on the group's reality debut show. The group stated that the tracklist was chosen to reflect Seventeen's core concept of "boys' passion".[1] The album has two physical versions: one with a "black" themed photo card set, and the other with a "white" themed photo card set. All copies include a CD containing the songs and a fold-up poster/lyric sheet."Adore U" is the lead single of the extended play. It was written by Woozi, S.Coups, and Yeon Dong-geon.[2] The Korea Herald states "'Adore U' is a funky pop song about a teenage boy trying to navigate through puppy love."[3] It marks the beginning of the group's trilogy composed of the singles Adore U, Mansae, and Pretty U about a boy meeting, falling in love and asking out a girl. The track was composed and arranged by Woozi, Bumzu, and Yeon Dong-geon. The music video for the single was released on May 29, 2015, and was directed by Dee Shin. The dance choreography accompaniment to the song was choreographed by Hoshi and focuses on "storytelling, and on highlighting each member's strengths onstage".[4] The single has sold more than 38,000 digital copies and peaked at number 13 on the Billboard US World Chart.The EP has sold over 82,972 copies in South Korea.[5] It peaked at number 4 on the Korean Gaon Album Chart[6] and number 8 on the US World Billboard Chart.[7]Year-end listsCritic/publicationListRankRef.BillboardThe 10 Best K-pop Album of 2015Placed[8]Hoshi participated in the choreography of "Adore U" and "Shining Diamond", Dino choreographed "Jam Jam".[9]Official track list[10]No.TitleLyricsMusicArrangementsLength1."Shining Diamond"WooziVernonS.CoupsKim Min-jeongWooziMasterKeyRishiMasterKeyRishi3:242.""Adore U"" (; Akkinda)WooziVernonS.CoupsBumzuWooziBumzuYeon Dong-geonWooziBumzuYeon Dong-geon3:073."Ah Yeah" (Hip-Hop unit)S. CoupsVernonWonwooMingyuCream DoughnutRishiCream DoughnutRishi3:294."Jam Jam" (Performance unit + Vernon)WooziHoshiDinoVernonWooziCream DoughnutCream Doughnut3:255."20" (Vocal unit)WooziWooziWon Yeong-heonWon Yeong-heonDong Ne-hyeong3:23Weekly chart performance for 17 CaratChart (2015-2023)PeakpositionJapanese Albums (Oricon)[11]46South Korean Albums (Gaon)[12]4US World Albums (Billboard)[13]8Year-end chart performance for 17 CaratChart (2015)PeakpositionSouth Korean Albums (Gaon)[14]47^ "Seventeen hopes to shine like diamonds with '17 Carat'". The Korea Herald. 26 May 2015. Retrieved 30 November 2016.^ "Adore U". Color Coded Lyrics. 29 May 2015. Retrieved 29 November 2016.^ "Seventeen hopes to shine like diamonds with '17 Carat'. The Korea Herald. 26 May 2015. Retrieved 30 November 2016.^ "Seventeen hopes to shine like diamonds with '17 Carat'". The Korea Herald. 26 May 2015. 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Retrieved February 17, 2024.Retrieved from " 3The following pages link to 17 Carat External tools(link counttransclusion countsorted list) See help page for transcluding these entriesShowing 50 items.View (previous 50 | next 50) (20 | 50 | 100 | 250 | 500)Main Page (links | edit)Pledis Entertainment discography (links | edit)List of 2015 albums (links | edit)2015 in South Korean music (links | edit)Seventeen (South Korean band) (links | edit)S.Coups (links | edit)Vernon (rapper) (links | edit)Wonwoo (links | edit)List of awards and nominations received by Seventeen (links | edit)Seventeen discography (links | edit)Love & Letter (links | edit)Joshua (singer) (links | edit)Seventeen TV (links | edit)17 carat (redirect page) (links | edit)Going Seventeen (links | edit)List of Seventeen live performances (links | edit)Teen, Age (links | edit)Al1 (links | edit)Bumzu (links | edit)Boys Be (EP) (links | edit)You Make My Day (links | edit)You Made My Dawn (links | edit)Jun (Chinese entertainer) (links | edit)List of Stray Kids live performances (links | edit)The8 (links | edit)An Ode (links | edit)Seungkwan (links | edit)Fallin' Flower (links | edit)Heng:gar (links | edit)Semicolon (EP) (links | edit)Your Choice (links | edit)Going Seventeen (web series) (links | edit)Not Alone (Seventeen song) (links | edit)Attacca (EP) (links | edit)Rock with You (Seventeen song) (links | edit)Woozi (links | edit)Hoshi (South Korean singer) (links | edit)Don't Wanna Cry (Seventeen song) (links | edit)Darl+ing (links | edit)Face the Sun (links | edit)Left & Right (Seventeen song) (links | edit)24H (EP) (links | edit)We Make You (links | edit)Hot (Seventeen song) (links | edit)Dream (Seventeen EP) (links | edit)BSS (band) (links | edit)FML (EP) (links | edit)Super (Seventeen song) (links | edit)Always Yours (album) (links | edit)Seventeenth Heaven (links | edit)View (previous 50 | next 50) (20 | 50 | 100 | 250 | 500)Retrieved from " WhatLinksHere/17_Carat" Note: ISO 639-2 is the alpha-3 code. Where two codes are provided (21 languages total), the bibliographic code is given first and the terminology code is given second. ISO 639-1 is the alpha-2 code. Multiple codes for the same language are to be considered synonyms. ISO 639-2 Language Code ISO 639-1 Language Code English name of Language French name of Language eng en English anglais >> See change history for this code. >> Perform another search Comments on this document: Share copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. How can financial brands set themselves apart through visual storytelling? Our experts explainhow.Learn MoreThe Motorsport Images Collections captures events from 1895 to todays most recentcoverage.Discover The CollectionCurated, compelling, and worth your time. 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The purpose of this study was to determine the challenges participants faced when acquiring vocabulary and the approaches they employed to overcome those challenges. In the second semester of 2024, the researcher gave a questionnaire to every male and female student enrolled in King Faisal University's Applied College in English 101 and 102 to find out about their most common vocabulary problems. The twentyquestion questionnaire covers a wide range of topics, including the respondent's difficulties with vocabulary learning and their approaches to overcoming such difficulties. According to the study, learning vocabulary can be hampered by a number of factors, including difficulty pronouncing and spelling English words correctly, difficulty building vocabulary, difficulty applying vocabulary correctly, and difficulty grasping its meaning. There are many frustrating challenges ESL students face in the classroom, especially now that classes are being conducted online more. Its important that teachers understand what the most common types of challenges are so they can help students overcome them and deal with the frustration that sometimes accompanies language learning. Read on to learn how to help your students cope with common ESL struggles and have a positive learning experience! If youre new to teaching, youll want to get initial training and qualification with a TEFL certificate. You can explore our online TEFL courses to get started! There are many things you can do during each lesson to promote a relaxed and productive classroom environment. Here are a few ideas to have up your sleeve that you can pull out any time you see students starting to get frustrated. Play music: Use music in the ESL classroom to raise energy levels or calm everyone down if theyre already hyped up. Setting the appropriate energy levels before beginning instruction is very helpful in setting the right pace and avoiding future frustration.Take brain breaks: Set a timer and take everyones minds to a simpler, happier place for a few minutes. Put on a calm song in English, let younger students color, and have older students copy down a written passage into their notebooks. Research other therapeutic exercises you can utilize in your classroom to allow students to relax and digest some of the new concepts theyve learned.Play games: Turning topics that you suspect will be frustrating for students into ESL games is a great way to reduce stress and increase enthusiasm in the classroom. Stress affects our ability to learn and form new memories, so adding laughter into the classroom via gamification can set the tone for a fruitful learning experience.Switch tasks: Sometimes, the best thing to do is leave the topic for another day when your students will be less stressed and more receptive to learning. As a teacher, there are some things you can keep in mind when planning your lessons to ensure that students feel comfortable in class. When learners are relaxed and having fun, theyll be less likely to get frustrated and more likely to absorb what youre teaching them. The following simple strategies promote a classroom environment where students are comfortable expressing their thoughts and feelings, asking questions, participating in lessons, and making mistakes. Use ESL icebreakers to get all students speaking from day one.Make your lessons interactive so that no one recedes into their shell while listening to you speak. You can achieve this by reducing teacher talking time (TTT).Break students into groups often so they have an opportunity to get to know one another.Greet students as they enter the classroom, and speak more in-depth with at least one student each day.Play games, use videos, and choose other fun ESL activities to get students laughing.Ask students what they feel they need to work on and how they would like to work on it.Appeal to a variety of learning styles incorporate both energetic, interactive learning for extroverts and quiet, focused time for introverts. Connecting with students can make them feel more comfortable in class. Heres how to build rapport with learners when teaching online. Teacher Juicy Mae uses digital software like ManyCam to engage her online students. In the first few months of learning a language, most students progress relatively quickly. Essential vocabulary and basic tenses can be memorized, practiced, and mastered by any student willing to put in some effort. After this initial phase of rapid learning, however, students must string their bits of knowledge together and take a big step into natural conversation. At this stage, several obstacles arise that together form the dreaded plateau in learning: lack of clear learning goals (become conversational is not a SMART goal), lack of confidence, and lack of opportunities to engage with the language one-on-one, just to name a few. One solution that applies to the learning plateau, as it does to many other challenges in life, is to break things down and take them one step at a time. Organize your lesson objectives into specific and realistic goals. Instead of aiming towards an ill-defined idea of fluency, continue structuring your class around small, attainable objectives like: Successfully navigate between using past perfect and past perfect continuous five times in one class.Correctly decipher 80% of the words in a short speaking segment. If the majority of your students cannot meet such objectives on a daily basis, consider changing your goals until the majority of your class can feel accomplished and confident that they are progressing. Learn more about using objectives in ESL lesson planning. This is an extremely common problem ESL students face. Many students, especially those who are already shy in their native language, often lack the confidence to practice their speaking skills. Extroverted students may not appear to be self-conscious but will also suffer the debilitating effects of embarrassment and lack of confidence when it comes to learning a new language. Without the necessary confidence to take chances and make mistakes, students progress can be seriously limited. One very effective way to create a safe classroom atmosphere in which students are willing to be vulnerable is for you to show them how. Role reversal is a great way to get your students more comfortable with making mistakes as they play around with the complexities of English. Instead of constantly playing the role of instructor and arbiter of proper language usage, switch it up! Ask your students about their native language. Let them teach you how to speak properly. Not only will this imbue your students with confidence and pride in being able to share a piece of their own language and culture, but it is also a great opportunity for you to show them how to react to mistakes that inevitably arise when speaking a foreign language just brush it off and keep trying. Learning how to effectively correct student errors is another important aspect of building learners confidence in the classroom. Take a Micro-credential course in Error Correction in the EFL Classroom to master this skill. Teacher Jhonny keeps his online ESL class interesting by incorporating origami. Sitting in front of a computer and trying to remain focused on a lesson can be a very challenging task for young learners as well as adults! Many students need to move around to learn, and others crave direct interaction with their peers. Others struggle with attention deficiency already, and learning on the computer just aggravates this difficulty. If your lesson comes after hours of other Zoom lessons, dont take it personally when your students feel even more distant than usual. Whether theyre browsing the internet or staring off into space, there are things you can try to bring everyone back together. Get organized, active, and interactive. These concepts are present in any effective classroom, whether virtual or in-person. If youre teaching online, however, its important to realize how much more essential these three characteristics suddenly become. Every second the class spends waiting for you to find that video you wanted to show them, you lose a student or two to the World Wide Web. Every second you force young children to squirm through yet another static activity, you lose another enthusiastic learner. You get the idea. Heres what you should keep in mind when teaching English online: Be even more organized than you would be in the physical classroom, and always have the next activity loaded and ready to go.Be vigilant when students begin to squirm, and stand everyone up for a few minutes of active speaking/singing/dancing exercises.Finally, call on students much more frequently than you would in the physical classroom, and add in plenty of interactive activities to make up for the lost personal interactions! Here are more tips for keeping online students motivated when teaching ESL. Whether youre teaching young children or business professionals, be sensitive to the fact that your class may be activity number 15 for them that day. Many parents sign students up for an abundance of before- and after-school activities, hoping to keep them busy and help them find their passion. Other parents work late and send their children to extracurriculars, making them miss out on relaxing family time after school. Adults may be coming to class after a long day of work. If your students are overscheduled, they are likely stressed, tired, and find it difficult to focus. Heres how you can help. Talk to your students about their lives outside of your class. For students who are stressed or overwhelmed, the opportunity to talk about everything theyve done and everything they still have to do can be therapeutic sort of like making a verbal to-do list and crossing things off. Listen empathetically and react emotionally, without attempting to give advice or criticize their time-management skills. Not only is this a great English speaking exercise, but it can also clear everyones minds and prepare them to focus on your lesson. For younger learners, instead of sharing about their day, you might put together a puzzle or read a short book out loud. They will appreciate the break from overstimulation and will become much more receptive learners. An ESL teacher reads to young learners. Ambitious students are every teachers dream. Theyre attentive, enthusiastic, and make you feel like youre making a difference. Overambition, however, can backfire and stunt the students progress as well as negatively affect the classroom. Overambitious students are typically motivated by parental demands or an unrealistic understanding of what it takes to learn a language. They become agitated when they dont perform to their expectations, and they may frequently steer off-topic in an attempt to jump ahead of the class. Heres how you can handle these situations. Its important that you recognize and appreciate overambitious students passion to succeed. After doing so, you should introduce more realistic learning expectations and explain how they will contribute to the students broader ambitions in regard to learning English. You can frequently reference these ambitions in your lessons so that your students understand how each topic is tied to their eventual success. To help overambitious students who become discouraged by the pace of their progress, work with them to set smaller goals, and illustrate how each of these goals is tied to the learning objectives in your lessons. They will begin to trust the process and focus on achievable outcomes rather than jumping ahead and getting discouraged. Take a look at 5 types of challenging online students and how to handle them. Overly chatty students, classmates with mismatched skill levels or misaligned learning styles, learners who dont want to participate the list goes on. When these types of problems go unmanaged in the classroom, they can create a demotivating learning environment for eager students. Working on your classroom management skills is essential as a teacher, and there are plenty of simple strategies you can use to combat issues related to group learning. Find out more about classroom management when teaching English online. If your classroom environment is not engaging or motivating enough to captivate all students, it may be time to shift your focus and unite them in English by dividing them in the classroom. Instead of comparing students to one another and setting universal standards of success, break them off into small groups. Group highly-focused learners together, and give them a quiet space and a challenging task. Group the active, talkative group together, and give them a high-energy task. Group the less advanced students, and set them an achievable learning objective to motivate them to keep trying. Now that youre aware of some common challenges ESL learners face and have ideas for how to help students overcome them, handling students frustration will be much more manageable. Whether youre teaching online or in the physical classroom, the most important thing you can do is to frequently check in with learners to see the challenges theyre currently facing and be persistent and creative in overcoming them. Good luck! West Germanic languageEnglishPronunciation/l/[1]NativetoThe English-speaking world, including the United Kingdom, United States, Canada, Australia, Ireland, New Zealand, Liberia, Guyana and othersSpeakersL1: 380 million(2021)[2]L2: 1.077 billion (2021)[3]Total: 1.457 billionLanguage familyIndo-EuropeanGermanicWest GermanicNorth Sea GermanicAnglicEnglishWriting systemLatin (English alphabet)Anglo-Saxon runes (historical)English Braille, Unified English BrailleSigned formsManually coded English (multiple systems)Official statusOfficial languagein57 countriesAntigua and BarbudaAustraliaThe BahamasBarbadosBelizeBotswanaBurundiCameroonCanadaDominicaEswatiniFijiThe GambiaGhanaGrenadaGuyanaIndiaIrelandJamaicaKenyaKiribatiLesothoLiberiaMalawiMaltaMarshall IslandsMicronesiaNamibiaNauruNew ZealandNigeriaPakistanPalauPapua New GuineaPhilippinesRwandaSaint Kitts and NevisSaint LuciaSaint Vincent and the GrenadinesSamoaSeychellesSierra LeoneSingaporeSolomon IslandsSouth AfricaSouth SudanSudanTanzaniaTongaTrinidad and TobagoTuvaluUgandaUnited KingdomUnited StatesVanuatuZambiaZimbabwe30 dependent territoriesAkrotiri and DhekeliaAmerican SamoaAnguillaBermudaBritish Virgin IslandsCayman IslandsChristmas IslandCocos (Keeling) IslandsCook IslandsCuraaoFalkland IslandsGibraltarGuamGuernseyHong KongIsle of ManJerseyMontserratNiueNorfolk IslandNorthern Mariana IslandsPitcairn IslandsPuerto RicoSabaSaint Helena, Ascension and Tristan da CunhaSint EustatiusSint MaartenTokelauTurks and Caicos IslandsUnited States Virgin IslandsAdministrative languageBruneiMalaysiaMauritiusSri LankaUnited Arab EmiratesVarious organisationsUnited NationsEuropean UnionCommonwealth of NationsCouncil of EuropeICCIMFIOCISONATOWTOUSMCAOASOECDOICOPECGUAM Organization for Democracy and Economic DevelopmentPIFUKUSA AgreementASEANASEAN Economic CommunitySAARCCaribbean CommunityOrganization of Turkic StatesTrksoyECOLanguage codesISO 639-1enISO 639-2engISO 639-3engGlottologstan1293Linguasphere52-ABACountries and territories where English is the native language of the majorityCountries and territories where English is an official or administrative language but not a majority native languageThis article contains IPA phonetic symbols. Without proper rendering support, you may see question marks, boxes, or other symbols instead of Unicode characters. For an introductory guide on IPA symbols, see Help:IPA.Part of a series on theEnglish languageTopicsEnglish-speaking worldAs a second languageIn the CommonwealthHistoryAdvanced topicsEnglish as a lingua francaEuropean languageModern EnglishLoanwordsLinguistic purismPhonologyPhonology (History)DialectsAmericanAnguillianAntarcticAntiguan and BarbudanAustralianBajanBangladeshiBay IslandsBelizeanBermudianBritishBruneiCameroonianCanadianCaribbeanCornishEnglandFalkland IslandsFijianGambianGhanaianGustaviaHong KongIndianIrishJamaicanKenyanLiberianMalawianMalaysianManxMyanmarNamibianNepaliNew ZealandNigerianPakistaniPhilippineSan AndrsProvidenciaScottishSierra LeoneSingaporeSouth AfricanSouth AtlanticSri LankanUgandanWelshZimbabweansee also: List of dialects of EnglishTeachingTeaching English as a second languagevteEnglish is a West Germanic language that developed in early medieval England and has since become a global lingua franca.[4][5][6] The namesake of the language is the Angles, one of the Germanic peoples that migrated to Britain after its Roman occupiers left. English is the most spoken language in the world, primarily due to the global influences of the former British Empire (succeeded by the Commonwealth of Nations) and the United States.[7] English is the third-most spoken native language, after Mandarin Chinese and Spanish;[8] it is also the most widely learned second language in the world, with more second-language speakers than native speakers.English is either the official language or one of the official languages in 57 sovereign states and 30 dependent territories, making it the most geographically widespread language in the world. In the United Kingdom, the United States, Australia, and New Zealand, it is the dominant language for historical reasons without being explicitly defined by law.[9] It is a co-official language of the United Nations, the European Union, and many other international and regional organisations. It has also become the de facto lingua franca of diplomacy, science, technology, international trade, logistics, tourism, aviation, entertainment, and the Internet.[10] English accounts for at least 70% of total native speakers of the Germanic languages, and Ethnologue estimated that there were over 1.4billion speakers worldwide as of 2021[update].[3]Old English emerged from a group of West Germanic dialects spoken by the Anglo-Saxons. Late Old English borrowed some grammar and core vocabulary from Old Norse, a North Germanic language.[11][12][13] Then, Middle English borrowed vocabulary extensively from French dialects, which are the source of approximately 28% of Modern English words, and from Latin, which is the source of an additional 28%.[14] While Latin and the Romance languages are thus the source for a majority of its lexicon taken as a whole, English grammar and phonology retain a family resemblance with the Germanic languages, and most of its basic everyday vocabulary remains Germanic in origin. English exists on a dialect continuum with Scots; it is next-most closely related to Low Saxon and Frisian.English is an Indo-European language and belongs to the West Germanic group of the Germanic languages.[15] Old English originated from a Germanic tribal and linguistic continuum along the Frisian North Sea coast, whose languages gradually evolved into the Anglic languages in the British Isles, and into the Frisian languages and Low German/Low Saxon on the continent.[16] Traditionally, the Frisian languages were thought to be closer to English than other languages in the West Germanic family, but most modern scholars no longer consider this to be a valid characterisation of the relationship.[17] Although both of these languages shared certain sound changes that did not affect other closely related languages around the North Sea at the time, these sound changes were not simultaneous and thus do not reflect a unique phylogenetic relationship.[18][19] Instead, it is likely that the three Ingvaeonic languagesEnglish, Frisian, and Low Germanshare one common ancestor which acted as a dialect continuum along the North Sea coast, later splitting off into the three languages during the Migration Period, around the 5th century.[16] Old English evolved into Middle English, which in turn evolved into Modern English.[20] Particular dialects of Old and Middle English also developed into a number of other Anglic languages, including Scots[21] and the extinct Fingallian and Yola dialects of Ireland.[22]Like Icelandic and Faroese, the development of English in the British Isles isolated it from the continental Germanic languages and their influences, and it has since diverged considerably. English is not mutually intelligible with any continental Germanic language, as it differs in vocabulary, syntax, and phonology. However, some of these, such as Dutch and Frisian, do show strong affinities with English, especially with its earlier stages.[23][pageneeded]Because of a long series of foreign invasions of the British Isles, English was influenced by various languages, especially Old Norse and French dialects, in contrast to Icelandic and Faroese, which remained isolated. These left a profound mark of their own on the language, so that English shows some similarities in vocabulary and grammar with many languages outside its linguistic cladesbut it is not mutually intelligible with any of those languages either. Some scholars have argued that English can be considered a mixed language or a creolea theory called the Middle English creole hypothesis. Although the great influence of these languages on the vocabulary and grammar of Modern English is widely acknowledged, most specialists in language contact do not consider English to be a true mixed language.[24][25]English is classified as a Germanic language because it shares innovations with other Germanic languages including Dutch, German, and Swedish.[26] These shared innovations show that the languages have descended from a single common ancestor called Proto-Germanic. Some shared features of Germanic languages include the division of verbs into strong and weak classes, the use of modal verbs, and the sound changes affecting Proto-Indo-European consonants, known as Grimm's and Verner's laws. English is classified as an Anglo-Frisian language because Frisian and English share other features, such as the palatalisation of consonants that were velar consonants in Proto-Germanic (see Phonological history of Old English Palatalization).[27]Main article: History of English Anglic languages English Scots within the North Sea Germanic languages, which also include Frisian (West, North, Saterland); Low German/Saxon; within the West Germanic languages, which also include Dutch in Europe and Afrikaans in Africa .....German (High): Central; in Lux.: Luxembourgish Upper ..... Yiddish The earliest varieties of an English language, collectively known as Old English or "Anglo-Saxon", evolved from a group of North Sea Germanic dialects brought to Britain in the 5th century. Old English dialects were later influenced by Old Norse-speaking Viking invaders and settlers, starting in the 8th and 9th centuries. Middle English began in the late 11th century after the Norman Conquest of England, when a considerable amount of Old French vocabulary was incorporated into English over some three centuries.[28][29]Early Modern English began in the late 15th century with the start of the Great Vowel Shift and the Renaissance trend of borrowing further Latin and Greek words and roots, concurrent with the introduction of the printing press to London. This era notably culminated in the King James Bible and the works of William Shakespeare.[30][31] The printing press greatly standardised English spelling,[32] which has remained largely unchanged since then, despite a wide variety of later sound shifts in English dialects.Modern English has spread around the world since the 17th century as a consequence of the worldwide influence of the British Empire and the United States. Through all types of printed and electronic media in these countries, English has become the leading language of international discourse and the lingua franca in many regions and professional contexts such as science, navigation, and law.[4] Its modern grammar is the result of a gradual change from a dependent-marking pattern typical of Indo-European with a rich inflectional morphology and relatively free word order to a mostly analytic pattern with little inflection and a fairly fixed subjectverbobject word order.[33] Modern English relies more on auxiliary verbs and word order for the expression of complex tenses, aspects and moods, as well as passive constructions, interrogatives, and some negation.Main article: Old EnglishThe opening of Beowulf, an Old English epic poem handwritten in half-uncial script between 975 and 1025: Ht Grde/na ingar dagum od cyninga / rym ge frunon... ("Listen! We of the Spear-Danes from days of yore have heard of the glory of the folk-kings...")The earliest form of English is called Old English or Anglo-Saxon (c.4501150). Old English developed from a set of West Germanic dialects, often grouped as Anglo-Frisian or North Sea Germanic, and originally spoken along the coasts of Frisia, Lower Saxony and southern Jutland by Germanic peoples known to the historical record as the Angles, Saxons, and Jutes.[34] From the 5th century, the Anglo-Saxons settled Britain as the Roman economy and administration collapsed. By the 7th century, this Germanic language of the Anglo-Saxons became dominant in Britain, replacing the languages of Roman Britain (43409): Common Brittonic, a Celtic language, and British Latin, brought to Britain by the Roman occupation.[35][36][37] At this time, these dialects generally resisted influence from the then-local Brittonic and Latin languages. England and English (originally nglaland and nglisc) are both named after the Angles.[38] English may have a small amount of substrate influence from Common Brittonic, and a number of possible Brittonicisms in English have been proposed, but whether most of these supposed Brittonicisms are actually a direct result of Brittonic substrate influence is disputed.Old English was divided into four dialects: the Anglian dialects (Mercian and Northumbrian) and the Saxon dialects (Kentish and West Saxon).[39] Through the educational reforms of King Alfred in the 9th century and the influence of the kingdom of Wessex, the West Saxon dialect became the standard written variety.[40] The epic poem Beowulf is written in West Saxon, and the earliest English poem, Cdmon's Hymn, is written in Northumbrian.[41] Modern English developed mainly from Mercian, but the Scots language developed from Northumbrian. A few short inscriptions from the early period of Old English were written using a runic script.[42] By the 6th century, a Latin alphabet was adopted, written with half-uncial letterforms. It included the runic letters wynn and thorn , and the modified Latin letters eth , and ash .[42][43]Old English is essentially a distinct language from Modern English and is virtually impossible for 21st-century unstudied English-speakers to understand. Its grammar was similar to that of modern German: nouns, adjectives, pronouns, and verbs had many more inflectional endings and forms, and word order was much freer than in Modern English. Modern English has case forms in pronouns (he, him, his) and has a few verb inflections (speak, speaks, speaking, spoke, spoken), but Old English had case endings in nouns as well, and verbs had more person and number endings.[44][45][46] Its closest relative is Old Frisian, but even some centuries after the Anglo-Saxon migration, Old English retained considerable mutual intelligibility with other Germanic varieties. Even in the 9th and 10th centuries, amidst the Danelaw and other Viking invasions, there is historical evidence that Old Norse and Old English retained considerable mutual intelligibility,[47] although probably the northern dialects of Old English were more similar to Old Norse than the southern dialects. Theoretically, as late as the 900sAD, a commoner from certain (northern) parts of England could hold a conversation with a commoner from certain parts of Scandinavia. Research continues into the details of the myriad tribes in peoples in England and Scandinavia and the mutual contacts between them.[47]The translation of Matthew 8:20 from 1000 shows examples of case endings (nominative plural, accusative plural, genitive singular) and a verb ending (present plural):Foxas hab

grouped into different categories according to how English is used in each country. The "inner circle"[76] countries with many native speakers of English share an international standard of written English and jointly influence speech norms for English around the world. English does not belong to just one country, and it does not belong solely to descendants of English settlers. English is an official language of countries populated by few descendants of native speakers of English. It has also become by far the most important language of international communication when people who share no native language meet anywhere in the world.Percentage of London residents for whom English was their primary language as of 2021Braj Kachru's Three Circles of EnglishThe Indian linguist Braj Kachru distinguished countries where English is spoken with a three circles model:[76]"Inner circle" countries have large communities of native speakers of English,"Outer circle" countries have small communities of native speakers of English but widespread use of English as a second language in education or broadcasting or for local official purposes, and"Expanding circle" countries are countries where many people learn English as a foreign language.Kachru based his model on the history of how English spread in different countries, how users acquire English, and the range of uses English has in each country. The three circles change membership over time.[77]Countries with large communities of native speakers of English (the inner circle) include Britain, the United States, Australia, Canada, Ireland, and New Zealand, where the majority speaks English, and South Africa, where a significant minority speaks English. The countries with the most native English speakers are, in descending order, the United States (at least 231million),[78] the United Kingdom (60million),[79][80][81] Canada (19million),[82] Australia (at least 17million),[83] South Africa (4.8million),[84] Ireland (4.2million), and New Zealand (3.7million).[85] In these countries, children of native speakers learn English from their parents, and local people who speak other languages and new immigrants learn English to communicate in their neighbourhoods and workplaces.[86] The inner-circle countries provide the base from which English spreads to other countries in the world.[77]Estimates of the numbers of second language and foreign-language English speakers vary greatly from 470million to more than 1billion, depending on how proficiency is defined.[9] Linguist David Crystal estimates that non-native speakers now outnumber native speakers by a ratio of 3 to 1.[87] In Kachru's three-circles model, the "outer circle" countries are countries such as the Philippines,[88] Jamaica,[89] India, Pakistan, Singapore,[90] Malaysia and Nigeria[91][92] with a much smaller proportion of native speakers of English but much use of English as a second language for education, government, or domestic business, and its routine use for school instruction and official interactions with the government.[93]Those countries have millions of native speakers of dialect continua ranging from an English-based creole to a more standard version of English. They have many more speakers of English who acquire English as they grow up through day-to-day use and listening to broadcasting, especially if they attend schools where English is the medium of instruction. Varieties of English learned by non-native speakers born to English-speaking parents may be influenced, especially in their grammar, by the other languages spoken by those learners.[86] Most of those varieties of English include words little used by native speakers of English in the inner-circle countries,[86] and they may show grammatical and phonological differences from inner-circle varieties as well. The standard English of the inner-circle countries is often taken as a norm for use of English in the outer-circle countries.[86]In the three-circles model, countries such as Poland, China, Brazil, Germany, Japan, Indonesia, Egypt, and other countries where English is taught as a foreign language, make up the "expanding circle".[94] The distinctions between English as a first language, as a second language, and as a foreign language are often debatable and may change in particular countries over time.[93] For example, in the Netherlands and some other countries of Europe, knowledge of English as a second language is nearly universal, with over 80 percent of the population able to use it,[95] and thus English is routinely used to communicate with foreigners and often in higher education. In these countries, although English is not used for government business, its widespread use puts them at the boundary between the "outer circle" and "expanding circle". English is unusual among world languages in how many of its users are not native speakers but speakers of English as a second or foreign language.[96]Many users of English in the expanding circle use it to communicate with other people from the expanding circle, so that interaction with native speakers of English plays no part in their decision to use the language.[97] Non-native varieties of English are widely used for international communication, and speakers of one such variety often encounter features of other varieties.[98] Very often today a conversation in English anywhere in the world may include no native speakers of English at all, even while including speakers from several different countries. This is particularly true of the shared vocabulary of mathematics and the sciences.[99]English is a pluricentric language, which means that no one national authority sets the standard for use of the language.[100][101][102][103] Spoken English, including English used in broadcasting, generally follows national pronunciation standards that are established by custom rather than by regulation. International broadcasters are usually identifiable as coming from one country rather than another through their accents,[104] but newsreader scripts are also composed largely in international standard written English. The norms of standard written English are maintained purely by the consensus of educated English speakers around the world, without any oversight by any government or international organisation.[105]American listeners readily understand most British broadcasting, and British listeners readily understand most American broadcasting. Most English speakers around the world can understand radio programmes, television programmes, and films from many parts of the English-speaking world.[106] Both standard and non-standard varieties of English can include both formal or informal styles, distinguished by word choice and syntax and use both technical and non-technical registers.[107]The settlement history of the English-speaking inner circle countries outside Britain helped level dialect distinctions and produce koineised forms of English in South Africa, Australia, and New Zealand.[108] The majority of immigrants to the United States without British ancestry rapidly adopted English after arrival. Now the majority of the United States population are monolingual English speakers.[78][109]Australia has no official languages at the federal or state level.[110]In Canada, English and French share an official status at the federal level.[111][112] English has official or co-official status in six provinces and three territories, while three provinces have none and Quebec's only official language is French.[113]English is the official second language of Ireland, while Irish is the first.[114]While New Zealand is majority English-speaking, its two official languages are Mori[115] and New Zealand Sign Language.[116]The United Kingdom does not have an official language. In Wales and Northern Ireland, English is co-official alongside Welsh[117] and Irish[118] respectively. Neither Scotland nor England have an official language.In the United States, English was designated the official language of the country by Executive Order 14224 in 2025.[119] English has additional official or co-official status at the state level in 32 states, as well as all five territories.[120] Eighteen states and the District of Columbia have no official language.Main article: English as a lingua francaSee also: Foreign-language influences in English and Study of global communicationCountries in which English language is a mandatory or an optional subject[121]English is a mandatory subjectEnglish is an optional subjectNo dataEnglish Proficiency Index by country as of 2014[122] Very high proficiency (80100%) High proficiency (6080%) Moderate proficiency (4060%) Low proficiency (2040%) Very low proficiency (0.120%) No dataEnglish has ceased to be an "English language" in the sense of belonging only to people who are ethnically English.[123][124] Use of English is growing country-by-country internally and for international communication. Most people learn English for practical rather than ideological reasons.[125] Many speakers of English in Africa have become part of an "Afro-Saxon" language community that unites Africans from different countries.[126]As decolonisation proceeded throughout the British Empire in the 1950s and 1960s, former colonies often did not reject English but rather continued to use it as independent countries setting their own language policies.[62][63][127] For example, the view of the English language among many Indians has gone from associating it with colonialism to associating it with economic progress, and English continues to be an official language of India.[128] English is also widely used in media and literature, and the number of English language books published annually in India is the third largest in the world after the US and UK.[129] However, English is rarely spoken as a first language, numbering only around a couple hundred-thousand people, and less than 5% of the population speak fluent English in India.[130][131] David Crystal claimed in 2004 that, combining native and non-native speakers, India now has more people who speak or understand English than any other country in the world,[132] but the number of English speakers in India is uncertain, with most scholars concluding that the United States still has more speakers of English than India.[133]Modern English, sometimes described as the first global lingua franca,[65][134] is also regarded as the first world language.[135][136] English is the world's most widely used language in newspaper publishing, book publishing, international telecommunications, scientific publishing, international trade, mass entertainment, and diplomacy.[136] English is, by international treaty, the basis for the required controlled natural languages[137] Seaspeak and Airspeak, used as international languages of seafaring[138] and aviation.[139] English used to have parity with French and German in scientific research, but now it dominates that field.[140] It achieved parity with French as a language of diplomacy at the Treaty of Versailles negotiations in 1919.[141] By the time of the foundation of the United Nations at the end of World War II, English had become pre-eminent[142] and is now the main worldwide language of diplomacy and international relations.[143] It is one of six official languages of the United Nations.[144] Many other worldwide international organisations, including the International Olympic Committee, specify English as a working language or official language of the organisation.Many regional international organisations such as the European Free Trade Association, Association of Southeast Asian Nations (ASEAN),[66] and Asia-Pacific Economic Cooperation (APEC) set English as their organisation's sole working language even though most members are not countries with a majority of native English speakers. While the European Union (EU) allows member states to designate any of the national languages as an official language of the Union, in practice English is the main working language of EU organisations.[145]Although in most countries English is not an official language, it is currently the language most often taught as a foreign language.[65][66] In the countries of the EU, English is the most widely spoken foreign language in nineteen of the twenty-five member states where it is not an official language (that is, the countries other than Ireland and Malta). In a 2012 official Eurobarometer poll (conducted when the UK was still a member of the EU), 38 percent of the EU respondents outside the countries where English is an official language said they could speak English well enough to have a conversation in that language. The next most commonly mentioned foreign language, French (which is the most widely known foreign language in the UK and Ireland), could be used in conversation by 12 percent of respondents.[146]A working knowledge of English has become a requirement in a number of occupations and professions such as medicine[147] and computing. English has become so important in scientific publishing that more than 80 percent of all scientific journal articles indexed by Chemical Abstracts in 1998 were written in English, as were 90 percent of all articles in natural science publications by 1996 and 82 percent of articles in humanities publications by 1995.[148]International communities such as international business people may use English as an auxiliary language, with an emphasis on vocabulary suitable for their domain of interest. This has led some scholars to develop the study of English as an auxiliary language. The trademarked Globish uses a relatively small subset of English vocabulary (about 1500 words, designed to represent the highest use in international business English) in combination with the standard English grammar.[149] Other examples include Simple English.The increased use of the English language globally has had an effect on other languages, leading to some English words being assimilated into the vocabularies of other languages. This influence of English has led to concerns about language death,[150] and to claims of linguistic imperialism,[151] and has provoked resistance to the spread of English; however the number of speakers continues to increase because many people around the world think that English provides them with opportunities for better employment and improved lives.[152]Though some mention a possibility of divergence of English dialects into mutually unintelligible languages, most think a more likely outcome is that English will continue to function as a koineised language, in which the standard form unifies speakers from around the world.[153] English is used as the language for wider communication in countries around the world.[154] Thus English has grown in worldwide use much more than any constructed language proposed as an international auxiliary language, including Esperanto.[155][156]Main article: English phonologyThe phonetics and phonology of the English language differ from one dialect to another, usually without interfering with mutual communication. Phonological variation affects the inventory of phonemes (i.e. speech sounds that distinguish meaning), and phonetic variation consists in differences in pronunciation of the phonemes.[157] This overview mainly describes the standard pronunciations of the United Kingdom and the United States: Received Pronunciation (RP) and General American (GA). (See Dialects, accents and varieties, below.)The phonetic symbols used below are from the International Phonetic Alphabet (IPA).[158][159][160]Main article: English phonology ConsonantsMost English dialects share the same 24 (or 26 if marginal /x/ and glottal stop (//) included)consonant phonemes. The consonant inventory shown below is valid for California English,[161] and for RP.[162]Consonant phonemesBilabialLabiodentalDentalAlveolarPost-alveolarPalatalVelarGlottalNasalmn*Plosivepbtdk()AffricatetdFricativefvsz(x)hApproximantCentral**jwLaterall* The sound // can only occur as a coda.** Conventionally transcribed /r/In the table, when obstruents (stops, affricates, and fricatives) appear in pairs, such as /p b/, /t d/, and /s z/, the first is fortis (strong) and the second is lenis (weak). Fortis obstruents, such as /p t s/ are pronounced with more muscular tension and breath force than lenis consonants, such as /b d z/, and are always voiceless. Lenis consonants are partly voiced at the beginning and end of utterances, and fully voiced between vowels. Fortis stops such as /p/ have additional articulatory or acoustic features in most dialects: they are aspirated [p] when they occur alone at the beginning of a stressed syllable, often unaspirated in other cases, and often unreleased [p] or pre-glottalised [p] at the end of a syllable. In a single-syllable word, a vowel before a fortis stop is shortened: thus nip has a noticeably shorter vowel (phonetically, but not phonemically) than nib [nb] (see below).[163]lenis stops: bin [bn], about [bat], nib [nb]fortis stops: pin [pn]; spin [spn]; happy [hpi]; nip [np] or [np]In RP, the lateral approximant /l/, has two main allophones (pronunciation variants): the clear or plain [l], as in light, and the dark or velarised [ˡ], as in full.[164] GA has dark l in most cases.[165]clear l: RP light [lat]dark l: RP and GA full [fˡ], GA light [at]All sonorants (liquids /l, r/ and nasals /m, n, /) devoice when following a voiceless obstruent, and they are syllabic when following a consonant at the end of a word.[166]voiceless sonorants: clay [kle]; snow RP [sn], GA [sno]syllabic sonorants: paddle [pad.l], button [bt.n]Main article: English phonology VowelsClosing diphthongsRPGAWordebayoroadacryacowboyCentring diphthongsRPGAWordpeerepairpoorMonophthongsRPGAWordiineedbidebedbackbrabox, clothpawuufoodgoodbutbirdcommaThe pronunciation of vowels varies a great deal between dialects and is one of the most detectable aspects of a speaker's accent. The table below lists the vowel phonemes in Received Pronunciation (RP) and General American (GA), with examples of words in which they occur from lexical sets compiled by linguists. The vowels are represented with symbols from the International Phonetic Alphabet; those given for RP are standard in British dictionaries and other publications.[167]In RP, vowel length is phonemic; long vowels are marked with a triangular colon in the table above, such as the vowel of need [nid] as opposed to bid [bd]. In GA, vowel length is non-distinctive.In both RP and GA, vowels are phonetically shortened before fortis consonants in the same syllable, like /t t f/, but not before lenis consonants like /d d v/ or in open syllables: thus, the vowels of rich [rt], neat [nit], and safe [sef] are noticeably shorter than the vowels of ridge [rd], need [nid], and save [sev], and the vowel of light [lat] is shorter than that of lie [la]. Because lenis consonants are frequently voiceless at the end of a syllable, vowel length is an important cue as to whether the following consonant is lenis or fortis.[168]The vowel // only occurs in unstressed syllables and is more open in quality in stem-final positions.[169][170] Some dialects do not contrast // and // in unstressed positions, such that rabbit and abbot rhyme and Lenin and Lennon are homophonous, a dialectal feature called the weak vowel merger.[171] GA /r/ and /r/ are realised as an r-coloured vowel [ˠ], as in further [fˠ] (phonemically /frr/), which in RP is realised as [f] (phonemically /f/).[172]An English syllable includes a syllable nucleus consisting of a vowel sound. Syllable onset and coda (start and end) are optional. A syllable can start with up to three consonant sounds, as in sprint /sprnt/, and end with up to five, as in (for some dialects) angsts /aksts/. This gives an English syllable the following structure, (CCC)V(CCCCC), where C represents a consonant and V a vowel; the word strengths /strks/ is thus close to the most complex syllable possible in English. The consonants that may appear together in onsets or codas are restricted, as is the order in which they may appear. Onsets can only have four types of consonant clusters: a stop and approximant, as in play; a voiceless fricative and approximant, as in fly or sly; s and a voiceless stop, as in stay; and s, a voiceless stop, and an approximant, as in string.[173] Clusters of nasal and stop are only allowed in codas. Clusters of obstruents always agree in voicing, and clusters of sibilants and of plosives with the same point of articulation are prohibited. Several consonants have limited distributions: /h/ can only occur in syllable-initial position, and // only in syllable-final position.[174]See also: Stress and vowel reduction in English, Intonation (linguistics) English, and English ProsodyStress plays an important role in English. Certain syllables are stressed, while others are unstressed. Stress is a combination of duration, intensity, vowel quality, and sometimes changes in pitch. Stressed syllables are pronounced longer and louder than unstressed syllables, and vowels in unstressed syllables are frequently reduced while vowels in stressed syllables are not.[175] Some words, primarily short function words but also some modal verbs such as can, have weak and strong forms depending on whether they occur in stressed or non-stressed position within a sentence.Stress in English is phonemic, and some pairs of words are distinguished by stress. For instance, the word contract is stressed on the first syllable (/kntrkt/ KON-trakt) when used as a noun, but on the last syllable (/kntrkt/ kn-TRAKT) for most meanings (for example, "reduce in size") when used as a verb.[176][177][178] Here stress is connected to vowel reduction: in the noun "contract" the first syllable is stressed and has the unreduced vowel //, but in the verb "contract" the first syllable is unstressed and its vowel is reduced to //. Stress is also used to distinguish between words and phrases, so that a compound word receives a single stress unit, but the corresponding phrase has two: e.g. a burnout (/brnat/) versus to burn out (/brn at/), and a hotdog (/htd/) versus a hot dog (/ht d/).[179]In terms of rhythm, English is generally described as a stress-timed language, meaning that the amount of time between stressed syllables tends to be equal.[180] Stressed syllables are pronounced longer, but unstressed syllables (syllables between stresses) are shortened. Vowels in unstressed syllables are shortened as well, and vowel shortening causes changes in vowel quality: vowel reduction.[181]Varieties of Standard English and their features[182]PhonologicalfeaturesUnitedStatesCanadaRepublicof IrelandNorthernIrelandScotlandEnglandWalesSouthAfricaAustraliaNewZealandfatherbother mergeryesyes// is unroundedyesyesyes/r/ is pronounced [ˠyesyesyesyescotcaught mergerpossiblyyespossiblyyesyesfoolfull mergeryesyes/t, d/ flappingyesyespossiblyoftenrarelyrarelyrarelyrarelyyesoftentrapbath splitpossiblypossiblyoftenyesyesoftenyesnon-rhotic (/r/-dropping after vowels)yesyesyesyesyesclose vowels for /, /yesyesyes/l/ can always be pronounced [ˠlyesyesyesyesyesyes// is fronted before /r/possiblypossiblyyesyesDialects and low vowelsLexical setRPGACanSound changeTHOUGHT//// or ////cotcaught mergerCLOTH//lotcloth splitLOT//fatherbother mergerPALM//BATH////trapbath splitTRAP//Varieties of English vary the most in pronunciation of vowels. The best-known national varieties used as standards for education in non-English-speaking countries are British (BrE) and American (AmE). Countries such as Canada, Australia, Ireland, New Zealand and South Africa have their own standard varieties which are less often used as standards for education internationally. Some differences between the various dialects are shown in the table "Varieties of Standard English and their features".[182]English has undergone many historical sound changes, some of them affecting all varieties, and others affecting only a few. Most standard varieties are affected by the Great Vowel Shift, which changed the pronunciation of long vowels, but a few dialects have slightly different results. In North America, a number of chain shifts such as the Northern Cities Vowel Shift and Canadian Shift have produced very different vowel landscapes in some regional accents.[183]Some dialects have fewer or more consonant phonemes and phones than the standard varieties. Some conservative varieties like Scottish English have a voiceless [ʍ] sound in whine that contrasts with the voiced [w] in wine, but most other dialects pronounce both words with voiced [w], a dialect feature called winewhine merger. The voiceless velar fricative sound /x/ is found in Scottish English, which distinguishes loch /lx/ from lock /lk/. Accents like Cockney with "h-dropping" lack the glottal fricative /h/, and dialects with th-stopping and th-fronting like African-American Vernacular and Estuary English do not have the dental fricatives /, /, but replace them with dental or alveolar stops /t, d/ or labiodental fricatives /f, v/.[184][185] Other changes affecting the phonology of local varieties are processes such as yod-dropping, yod-coalescence, and reduction of consonant clusters.[186][pageneeded]General American and Received Pronunciation vary in their pronunciation of historical /r/ after a vowel at the end of a syllable (in the syllable coda). GA is a rhotic dialect, meaning that it pronounces /r/ at the end of a syllable, but RP is non-rhotic, meaning that it loses /r/ in that position. English dialects are classified as rhotic or non-rhotic depending on whether they elide /r/ like RP or keep it like GA.[187]There is complex dialectal variation in words with the open front and open back vowels / /. These four vowels are only distinguished in RP, Australia, New Zealand and South Africa. In GA, these vowels merge to three / /,[188] and in Canadian English, they merge to two / /.[189] In addition, the words that have each vowel vary by dialect. The table "Dialects and open vowels" shows this variation with lexical sets in which these sounds occur.Main article: English grammarAs is typical of an Indo-European language, English follows accusative morphosyntactic alignment. Unlike other Indo-European languages, English has largely abandoned the inflectional case system in favour of analytic constructions. Only the personal pronouns retain morphological case more strongly than any other word class. English distinguishes at least seven major word classes: verbs, nouns, adjectives, adverbs, determiners (including articles), prepositions, and conjunctions. Some analyses add pronouns as a class separate from nouns, and subdivide conjunctions into subordinators and coordinators, and add the class of interjections.[190] English also has a rich set of auxiliary verbs, such as have and do, expressing the categories of mood and aspect. Questions are marked by do-support, wh-movement (fronting of question words beginning with wh-) and word order inversion with some verbs.[191]Some traits typical of Germanic languages persist in English, such as the distinction between irregularly inflected strong stems inflected through ablaut (i.e. changing the vowel of the stem, as in the pairs speak/ spoke and foot/ feet) and weak stems inflected through affixation (such as love/ loved, hand/ hands).[192] Vestiges of the case and gender system are found in the pronoun system (he/ him, who/ whom) and in the inflection of the copula verb to be.[192]The seven word-classes are exemplified in this sample sentence:[193]Thechairmanofthecommitteeandtheloquaciouspoliticianclashedviolentlywiththemeetingstarted.Det.NounPrep.Det.NounConj.Det.Adj.NounVerbAdvb.Conj.Det.NounVerbMain article: English nounsEnglish nouns are only inflected for number and possession. New nouns can be formed through derivation or compounding. They are semantically divided into proper nouns (names) and common nouns. Common nouns are in turn divided into concrete and abstract nouns, and grammatically into count nouns and mass nouns.[194]Most count nouns are inflected for plural number through the use of the plural suffix -s, but a few nouns have irregular plural forms. Mass nouns can only be pluralised through the use of a count noun classifier, e.g. one loaf of bread, two loaves of bread.[195]Regular plural formation:Singular: cat, dogPlural: cats, dogsIrregular plural formation:Singular: man, woman, foot, fish, ox, knife, mousePlural: men, women, feet, fish, oxen, knives, micePossession can be expressed either by the possessive enclitic -s (also traditionally called a genitive suffix), or by the preposition of. Historically the -s possessive has been used for animate nouns, whereas the of possessive has been reserved for inanimate nouns. Today this distinction is less clear, and many speakers use -s also with inanimates. Orthographically the possessive -s is separated from a singular noun with an apostrophe. If the noun is plural formed with -s the apostrophe follows the -s.[191]Possessive constructions:With -s: The woman's husband's childWith of: The child of the husband of the womanNouns can form noun phrases (NPs) where they are the syntactic head of the words that depend on them such as determiners, quantifiers, conjunctions or adjectives.[196] Noun phrases can be short, such as the man, composed only of a determiner and a noun. They can also include modifiers such as adjectives (e.g. red, tall, all) and specifiers such as determiners (e.g. the, that). But they can also tie together several nouns into a single long NP, using conjunctions such as and, or prepositions such as with, e.g. the tall man with the long red trousers and his skinny wife with the spectacles (this NP uses conjunctions, prepositions, specifiers, and modifiers). Regardless of length, an NP functions as a syntactic unit.[191] For example, the possessive enclitic can, in cases which do not lead to ambiguity, follow the entire noun phrase, as in The President of India's wife, where the enclitic follows India and not President.The class of determiners is used to specify the noun they precede in terms of definiteness, where the marks a definite noun and a or an an indefinite one. A definite noun is assumed by the speaker to be already known by the interlocutor, whereas an indefinite noun is not specified as being previously known. Quantifiers, which include one, many, some and all, are used to specify the noun in terms of quantity or number. The noun must agree with the number of the determiner, e.g. one man (sg.) but all men (pl.). Determiners are the first constituents in a noun phrase.[197]Main article: English adjectivesEnglish adjectives are words such as good, big, interesting, and Canadian that most typically modify nouns, denoting characteristics of their referents (e.g., a red car). As modifiers, they come before the nouns they modify and after determiners.[198] English adjectives also function as predicative complements (e.g., the child is happy).In Modern English, adjectives are not inflected so as to agree in form with the noun they modify, as in most other Indo-European languages. For example, in the phrases the slender boy, and many slender girls, the adjective slender does not change form to agree with either the number or gender of the noun.Some adjectives are inflected for degree of comparison, with the positive degree unmarked, the suffix -er marking the comparative, and -est marking the superlative: a small boy, the boy is smaller than the girl, that boy is the smallest. Some adjectives have irregular suppletive comparative and superlative forms, such as good, better, and best. Other adjectives have comparatives formed by periphrastic constructions, with the adverb more marking the comparative, and most marking the superlative: happier or more happy, the happiest or most happy.[199] There is some variation among speakers regarding which adjectives use inflected or periphrastic comparison, and some studies have shown a tendency for the periphrastic forms to become more common at the expense of the inflected form.[200]Main article: English determinersEnglish determiners are words such as the, each, many, some, and which, occurring most typically in noun phrases before the head nouns and any modifiers and marking the noun phrase as definite or indefinite.[201] They often agree with the noun in number. They do not typically inflect for degree of comparison.Main article: English pronounsEnglish pronouns conserve many traits of case and gender inflection. The personal pronouns retain a difference between subjective and objective case in most persons (I/me, he/him, she/her, we/us, they/them) as well as an animateness distinction in the third person singular (distinguishing it from the three sets of animate third person singular pronouns) and an optional gender distinction in the animate third person singular (distinguishing between she/her [feminine], they/them [epicene], and he/him [masculine]).[202][203] The subjective case corresponds to the Old English nominative case, and the objective case is used in the sense both of the previous accusative case (for a patient, or direct object of a transitive verb), and of the Old English dative case (for a recipient or indirect object of a transitive verb).[204][205] The subjective is used when the pronoun is the subject of a finite clause, otherwise the objective is used.[206] While grammarians such as Henry Sweet[207] and Otto Jespersen[208] noted that the English cases did not correspond to the traditional Latin-based system, some contemporary grammars, for example Huddleston & Pullum (2002), retain traditional labels for the cases, calling them nominative and accusative cases respectively.Possessive pronouns exist in dependent and independent forms; the dependent form functions as a determiner specifying a noun (as in my chair), while the independent form can stand alone as if it were a noun (e.g. the chair is mine).[209] The English system of grammatical person no longer has a distinction between formal and informal pronouns of address (the old second person singular familiar pronoun thou acquired a pejorative or inferior tinge of meaning and was abandoned).Both the second and third persons share pronouns between the plural and singular:Plural and singular are always identical (you, your, yours) in the second person (except in the reflexive form: yourself/yourselves) in most dialects. Some dialects have introduced innovative second person plural pronouns, such as y'all (found in Southern American English and African-American (Vernacular) English), youse (found in Australian English), or ye (in Hiberno-English).In the third person, the they/them series of pronouns (they, them, their, theirs, themselves) are used in both plural and singular, and are the only pronouns available for the plural. In the singular, the they/them series (sometimes with the addition of the singular-specific reflexive form themself) serve as a gender-neutral set of pronouns. These pronouns are becoming more accepted, especially as part of the LGBTQ culture.[202][210][211]English personal pronounsPersonSubjective caseObjective caseDependent possessiveIndependent possessiveReflexive1st, singularImemyminemyself2nd, singularyouyouyouryoursyourself3rd, singularhe/she/it/theyhim/her/it/themhis/her/its/theirhis/hers/its/theirshimself/herself/itself/themself/themselves1st, pluralweusouroursourselves2nd, pluralyouyouyouryoursyourselves3rd, pluraltheythemtheirtheirsthemselvesPronouns are used to refer to entities deictically or anaphorically. A deictic pronoun points to some person or object by identifying it relative to the speech situationfor example, the pronoun I identifies the speaker, and the pronoun you, the addressee. Anaphoric pronouns such as that refer back to an entity already mentioned or assumed by the speaker to be known by the audience, for example in the sentence I already told you that. The reflexive pronouns are used when the oblique argument is identical to the subject of a phrase (e.g. "he sent it to himself" or "she braced herself for impact").[212]Main article: English prepositionsPrepositional phrases (PP) are phrases composed of a preposition and one or more nouns, e.g. with the dog, for my friend, to school, in England.[213] Prepositions have a wide range of uses in English. They are used to describe movement, place, and other relations between different entities, but they also have many syntactic uses such as introducing complement clauses and oblique arguments of verbs.[213] For example, in the phrase I gave it to him, the preposition to marks the recipient, or Indirect Object of the verb to give. Traditionally words were only considered prepositions if they governed the case of the noun they preceded, for example causing the pronouns to use the objective rather than subjective form, "with her", "to me", "for us". But some contemporary grammars no longer consider government of case to be the defining feature of the class of prepositions, rather defining prepositions as words that can function as the heads of prepositional phrases.[214]Main article: English verbsEnglish verbs are inflected for tense and aspect and marked for agreement with present-tense third-person singular subject. Only the copula verb to be is still inflected for agreement with the plural and first and second person subjects.[199] Auxiliary verbs such as have and be are paired with verbs in the infinitive, past, or progressive forms. They form complex tenses, aspects, and moods. Auxiliary verbs differ from other verbs in that they can be followed by the negation, and in that they can occur as the first constituent in a question sentence.[215][216]Most verbs have six inflectional forms. The primary forms are a plain present, a third-person singular present, and a preterite (past) form. The secondary forms are a plain form used for the infinitive, a gerund-participle and a past participle.[217] The copula verb to be is the only verb to retain some of its original conjugation, and takes different inflectional forms depending on the subject. The first-person present-tense form is am, the third person singular form is is, and the form are is used in the second-person singular and all three plurals. The only verb past participle is been and its gerund-participle is being.English inflectional formsInflectionStrongRegularPlain presenttakelove3rd person sg.presenttakeslovesPreteritetooklovedPlain (infinitive)takeloveGerundparticipletakinglovingPast participletakenlovedEnglish has two primary tenses, past (preterite) and non-past. The preterite is inflected by using the preterite form of the verb, which for the regular verbs includes the suffix -ed, and for the strong verbs either the suffix -t or a change in the stem vowel. The non-past form is unmarked except in the third person singular, which takes the suffix -s.[215]PresentPreteriteFirst personI runI ranSecond personYou runYou ranThird personJohn runsJohn ranEnglish does not have future verb forms.[218] The future tense is expressed periphrastically with one of the auxiliary verbs will or shall.[219] Many varieties also use a near future constructed with the phrasal verb be going to ("going-to future").[220]FutureFirst personI will runSecond personYou will runThird personJohn will runFurther aspectual distinctions are shown by auxiliary verbs, primarily have and be, which show the contrast between a perfect and non-perfect past tense (I have run vs. I was running), and compound tenses such as preterite perfect (I had been running) and present perfect (I have been running).[221]For the expression of mood, English uses a number of modal auxiliaries, such as can, may, will, shall and the past tense forms could, might, would, should. There are also subjunctive and imperative moods, both based on the plain form of the verb (i.e. without the third person singular -s), for use in subordinate clauses (e.g. subjunctive: It is important that he run every day; imperative Run!).[219]An infinitive form, that uses the plain form of the verb and the preposition to, is used for verbal clauses that are syntactically subordinate to a finite verbal clause. Finite verbal clauses are those that are formed around a verb in the present or preterite form. In clauses with auxiliary verbs, they are the finite verbs and the main verb is treated as a subordinate clause.[222] For example, he has to go where only the auxiliary verb have is inflected for time and the main verb to go is in the infinitive, or in a complement clause such as I saw him leave, where the main verb is see, which is in a preterite form, and leave is in the infinitive.English also makes frequent use of constructions traditionally called phrasal verbs, verb phrases that are made up of a verb root and a preposition or particle that follows the verb. The phrase then functions as a single predicate. In terms of intonation the preposition is fused to the verb, but in writing it is written as a separate word. Examples of phrasal verbs are to get up, to ask out, to back up, to give up, to get together, to hang out, to put up with, etc. The phrasal verb frequently has a highly idiomatic meaning that is more specialised and restricted than what can be simply extrapolated from the combination of verb and preposition complement (e.g. lay off meaning terminate someone's employment).[223] In spite of the idiomatic meaning, some grammarians, including Huddleston & Pullum (2002:274), do not consider this type of construction to form a syntactic constituent and hence refrain from using the term "phrasal verb". Instead, they consider the construction simply to be a verb with a prepositional phrase as its syntactic complement, i.e. he woke up in the morning and he ran up in the mountains are syntactically equivalent.Main article: English adverbsThe function of adverbs is to modify the action or event described by the verb by providing additional information about the manner in which it occurs.[191] Many adverbs are derived from adjectives by appending the suffix -ly. For example, in the phrase the woman walked quickly, the adverb quickly is derived in this way from the adjective quick. Some commonly used adjectives have irregular adverbial forms, such as good, which has the adverbial form well.In the English sentence The cat sat on the mat, the subject is the cat (a noun phrase), the verb is sat, and on the mat is a prepositional phrase composed of a noun phrase the mat, headed by the preposition on.Modern English syntax language is moderately analytic.[224] It has developed features such as modal verbs and word order as resources for conveying meaning. Auxiliary verbs mark constructions such as questions, negative polarity, the passive voice and progressive aspect.English word order has moved from the Germanic verb-second (V2) word order to being almost exclusively subjectverbobject (SVO).[225] The combination of SVO order and use of auxiliary verbs often creates clusters of two or more verbs at the centre of the sentence, such as he had hoped to try to open it.In most sentences, English only marks grammatical relations through word order.[226] The subject constituent precedes the verb and the object constituent follows it. The example below demonstrates how the grammatical roles of each constituent are marked only by the position relative to the verb:The dogbitesthe manSVOThe manbitesthe dogSVOAn exception is found in sentences where one of the constituents is a pronoun, in which case it is doubly marked, both by word order and by case inflection, where the subject pronoun precedes the verb and takes the subjective case form, and the object pronoun follows the verb and takes the objective case form.[227] The example below demonstrates this double marking in a sentence where both object and subject are represented with a third person singular masculine pronoun:HehithimSVOIndirect objects (IO) of ditransitive verbs can be placed either as the first object in a double object construction (S V IO O), such as I gave Jane the book or in a prepositional phrase, such as I gave the book to Jane.[228]Main article: English clause syntaxIn English a sentence may be composed of one or more clauses, that may, in turn, be composed of one or more phrases (e.g. Noun Phrases, Verb Phrases, and Prepositional Phrases). A clause is built around a verb and includes its constituents, such as any NPs and PPs. Within a sentence, there is always at least one main clause (or matrix clause) whereas other clauses are subordinate to a main clause. Subordinate clauses may function as arguments of the verb in the main clause. For example, in the phrase I think (that) you are lying, the main clause is headed by the verb think, the subject is I, but the object of the phrase is the subordinate clause (that) you are lying. The subordinating conjunction that shows that the clause that follows is a subordinate clause, but it is often omitted.[229] Relative clauses are clauses that function as a modifier or specifier to some constituent in the main clause: For example, in the sentence I saw the letter that you received today, the relative clause that you received today specifies the meaning of the word letter, the object of the main clause. Relative clauses can be introduced by the pronouns who, whose, whom, and which as well as by that (which can also be omitted.)[230] In contrast to many other Germanic languages there are no major differences between word order in main and subordinate clauses.[231]Main articles: Do-support, English auxiliary verbs, and Subjectauxiliary inversionEnglish syntax relies on auxiliary verbs for many functions including the expression of tense, aspect, and mood. Auxiliary verbs form main clauses, and the main verbs function as heads of a subordinate clause of the auxiliary verb. For example, in the sentence the dog did not find its bone, the clause find its bone is the complement of the negated verb did not. Subjectauxiliary inversion is used in many constructions, including focus, negation, and interrogative constructions.The verb do can be used as an auxiliary even in simple declarative sentences, where it usually serves to add emphasis, as in "I did shut the fridge." However, in the negated and inverted clauses referred to above, it is used because the rules of English syntax permit these constructions only when an auxiliary is present. Modern English does not allow the addition of the negating adverb not to an ordinary finite lexical verb, as in *I know notit can only be added to an auxiliary (or copular) verb, hence if there is no other auxiliary present when negation is required, the auxiliary do is used, to produce a form like I do not (don't) know. The same applies in clauses requiring inversion, including most questionsinversion must involve the subject and an auxiliary verb, so it is not possible to say *Know you him?; grammatical rules require Do you know him?[232]Negation is done with the adverb not, which precedes the main verb and follows an auxiliary verb. A contracted form of not -n't can be used as an enclitic attaching to auxiliary verbs and to the copula verb to be. Just as with questions, many negative constructions require the negation to occur with do-support, thus in Modern English I don't know him is the correct answer to the question Do you know him?, but not *I know him not, although this construction may be found in older English.[233]Passive constructions also use auxiliary verbs. A passive construction rephrases an active construction in such a way that the object of the active phrase becomes the subject of the passive phrase, and the subject of the active phrase is either omitted or demoted to a role as an oblique argument introduced in a prepositional phrase. They are formed by using the past participle either with the auxiliary verb to be or to get, although not all varieties of English allow the use of passives with get. For example, putting the sentence she sees him into the passive becomes he is seen (by her), or he gets seen (by her).[234]Both yesno questions and wh-questions in English are mostly formed using subjectauxiliary inversion (Am I going tomorrow?, Where can we eat?), which may require do-support (Do you like her?, Where did he go?). In most cases, interrogative words (wh-words; e.g. what, who, where, when, why, how) appear in a fronted position. For example, in the question What did you see?, the word what appears as the first constituent despite being the grammatical object of the sentence. (When the wh-word is the subject or forms part of the subject, no inversion occurs: Who saw the cat?.) Prepositional phrases can also be fronted when they are the questions theme, e.g. To whose house did you go last night?. The personal interrogative pronoun who is the only interrogative pronoun to still show inflection for case, with the variant whom serving as the objective case form, although this form may be going out of use in many contexts.[235]While English is a subject-prominent language, at the discourse level it tends to use a topic-comment structure, where the known information (topic) precedes the new information (comment). Because of the strict SVO syntax, the topic of a sentence generally has to be the grammatical subject of the sentence. In cases where the topic is not the grammatical subject of the sentence, it is often promoted to subject position through syntactic means. One way of doing this is through a passive construction, the girl was stung by the bee. Another way is through a cleft sentence where the main clause is demoted to be a complement clause of a copula sentence with a dummy subject such as it or there, e.g. it was the girl that the bee stung, there was a girl who was stung by a bee.[236] Dummy subjects are also used in constructions where there is no grammatical subject such as with impersonal verbs (e.g., it is raining) or in existential clauses (there are many cars on the street). Through the use of these complex sentence constructions with informationally vacuous subjects, English is able to maintain both a topic-comment sentence structure and a SVO syntax.Focus constructions emphasise a particular piece of new or salient information within a sentence, generally through allocating the main sentence level stress on the focal constituent. For example,

pronouncing spy almost like spa), the "Southern breaking" of several front pure vowels into a gliding vowel or even two syllables (e.g. pronouncing the word "press" almost like "pray-us"),[306] the pinpen merger, and other distinctive phonological, grammatical, and lexical features, many of which are actually recent developments of the 19th century or later.[307]Spoken primarily by working- and middle-class African Americans, African-American Vernacular English (AAVE) is also largely non-rhotic and likely originated among enslaved Africans and African Americans influenced primarily by the non-rhotic, non-standard older Southern dialects. A minority of linguists,[308] contrarily, propose that AAVE mostly traces back to African languages spoken by the slaves who had to develop a pidgin or Creole English to communicate with slaves of other ethnic and linguistic origins.[309] AAVE's important commonalities with Southern accents suggest it developed into a highly coherent and homogeneous variety in the 19th or early 20th century. AAVE is commonly stigmatised in North America as a form of "broken" or "uneducated" English, as are white Southern accents, but linguists today recognise both as fully developed varieties of English with their own norms shared by large speech communities.[310][311]Main articles: Australian English and New Zealand EnglishSpeech exampleAn example of a man with a general Australian accent.Problems playing this file? See media help.Speech exampleAn example of a South Australian woman with a broad Australian accent (Julia Gillard).Speech exampleAn example of a Queensland man with a cultivated Australian accent (Geoffrey Rush).Speech exampleAn example of a woman with a New Zealand accent (Eleanor Catton).Speech exampleAn example of a man with a New Zealand accent (John Key).Since 1788, English has been spoken in Oceania, and Australian English has developed as the first language of the vast majority of the inhabitants of the Australian continent, its standard accent being General Australian. The English of neighbouring New Zealand has to a lesser degree become an influential standard variety of the language.[312] Australian and New Zealand English are each other's closest relatives with few differentiating characteristics, followed by South African English and the English of South East England, all of which have similarly non-rhotic accents, aside from some accents in the South Island of New Zealand. Australian and New Zealand English stand out for their innovative vowels: many short vowels are fronted or raised, whereas many long vowels have diphthongised. Australian English also has a contrast between long and short vowels, not found in most other varieties. Australian English grammar aligns closely with British and American English; like American English, collective plural subjects take on a singular verb (as in the government is rather than are).[313][314] New Zealand English uses front vowels that are often even higher than in Australian English.[315][316][317]Main articles: Southeast Asian English, Singapore English, Philippine English, Malaysian English, and Brunei EnglishSpeech exampleAn example of a male teenager with a Singaporean accent.Problems playing this file? See media help.Speech examplesExamples of a man and woman with Filipino accents.The first significant exposure of the Philippines to the English language occurred in 1762 when the British occupied Manila during the Seven Years' War, but this was a brief episode that had no lasting influence. English later became more important and widespread during American rule between 1898 and 1946 and remains an official language of the Philippines. Today, the use of English is ubiquitous in the Philippines, being found on street signs and marquees, in government documents and forms, in courtrooms, in the media and entertainment industries, in the business sector, and in various other aspects of daily life.[318] One particularly prominent form of English usage in the country is found in everyday speech: most Filipinos from Manila use or, at the very least, have been exposed to Taglish, a form of code-switching between Tagalog and English.[319] A similar code-switching method is used by urban native speakers of Bisayan languages under the name of Bislish.See also: South African English, Nigerian English, Caribbean English, and South Asian EnglishSpeech exampleAn example of a man with a South African accent.Problems playing this file? See media help.Speech exampleAn example of a woman with an educated Nigerian accent (Chimamanda Ngozi Adichie).Speech exampleAn example of a woman and man with Jamaican accents.Speech exampleAn example of a Northeast Indian woman with an Indian accent (Arundhati Roy).English is spoken widely in southern Africa and is an official or co-official language in several of the region's countries. In South Africa, English has been spoken since 1820, co-existing with Afrikaans and various African languages such as the Khoe and Bantu languages. Today, about nine percent of the South African population speaks South African English (SAE) as a first language. SAE is a non-rhotic variety that tends to follow RP as a norm. It is one of the few non-rhotic English varieties that lack intrusive R. The second-language varieties of South Africa differ based on the native languages of their speakers.[320] Most phonological differences from RP are in the vowels.[321] Consonant differences include the tendency to pronounce /p, t, t, k/ without aspiration (e.g. pin pronounced [pn] rather than as [pn] as in most other varieties), while r is often pronounced as a flap [] instead of as the more common fricative.[322]Nigerian English is a variety of English spoken in Nigeria.[323] It has traditionally been based on British English, but in recent years, because of influence from the United States, some words of American English origin have made it into Nigerian English. Additionally, some new words and collocations have emerged from the variety out of a need to express concepts specific to the culture of the nation (e.g. senior wife). Over 150million Nigerians speak English.[324]Several varieties of English are also spoken in the Caribbean islands that were colonial possessions of Britain, including Jamaica, the Leeward and Windward Islands and Trinidad and Tobago, Barbados, the Cayman Islands and Belize. Each of these areas is home both to a local variety of English and a local English-based creole, combining English and African languages. The most prominent varieties are Jamaican English and Jamaican Creole. In Central America, English-based creoles are spoken on the Caribbean coasts of Nicaragua and Panama.[325] Locals are often fluent in both the local English variety and the local creole languages, and code-switching between them is frequent. Indeed, a way to conceptualise the relationship between such creole and standard varieties is to view them as a spectrum of language registers in which the most creole-like forms serve as the "basilect" and the most RP-like forms serve as the "acrolect", the most formal register.[326]Most Caribbean varieties are based on British English and consequently, most are non-rhotic, except for formal styles of Jamaican English which are often rhotic. Jamaican English differs from RP in its vowel inventory, which has a distinction between long and short vowels rather than tense and lax vowels as in Standard English. The diphthongs /ei/ and /ou/ are monophthongs [e] and [o] or even the reverse diphthongs [ie] and [uo] (e.g. bay and boat pronounced [be] and [bot]). Often word-final consonant clusters are simplified so that "child" is pronounced [tail] and "wind" [win].[327][328][329]As a historical legacy, Indian English tends to take RP as its ideal, and how well this ideal is realised in an individual's speech reflects class distinctions among Indian English speakers. Indian English accents are marked by the pronunciation of phonemes such as /t/ and /d/ (often pronounced with retroflex articulation as [] and []) and the replacement of // and // with dentals [t] and [d]. Sometimes Indian English speakers may also use spelling-based pronunciations where the silent h found in words such as ghost is pronounced as an Indian voiced aspirated stop [].[330]Main article: Non-native pronunciations of EnglishSpeech exampleAn example of a Hispanophone man speaking English.Problems playing this file? See media help.Speech exampleAn example of a Japanese man speaking English (Shinzo Abe).Speech exampleAn example of a German man speaking English (Werner Herzog).Non-native English speakers may pronounce words differently due to having not fully mastered English pronunciation. This can happen either because they apply the speech rules of their mother tongue to English ("interference") or through implementing strategies similar to those used in first language acquisition.[331] They may create innovative pronunciations for English sounds, not found in the speaker's first language.[331]Linguistic purism in EnglishEnglish-speaking worldEnglish-only movementEnglish in the Commonwealth of NationsList of countries and territories where English is an official language^ Oxford Learner's Dictionary 2015, Entry: English Pronunciation.^ "What are the top 200 most spoken languages?". Ethnologue. 2023. Archived from the original on 18 June 2023. 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Latin and French each account for a little more than 28 per cent of the lexis recorded in the Shorter Oxford English Dictionary (Finkenstaedt & Wolff 1973)^ Bammesberger 1992, pp.2930.^ a b Bazelmans 2009, pp.325326.^ Bazelmans 2009, p.326: "According to most researchers, this means that there cannot have been an 'original' Anglo-Frisian entity [...]".Stiles 2018, p.31: "[...] It is not possible to construct the exclusive common relative chronology that is necessary in order to be able to establish a node on a family tree. The term and concept of 'Anglo-Frisian' should be banished to the historiography of the subject."^ Versloot 2017, pp.341342.^ Stiles 2018, pp.56.^ Robinson 1992.^ Romaine 1982, pp.5665.^ a b Barry 1982, pp.8687.^ Harbert 2006.^ Thomason & Kaufman 1988, pp.264265.^ Watts 2011, Chapter 4.^ Durrell 2006.^ Knig & van der Auwera 1994.^ a b Short, Ian (1 January 2002). "Language and Literature". A Companion to the Anglo-Norman World. 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Although do coexisted with the simple verb forms in negative statements from the early ninth century, obligatoriness was not complete until the nineteenth. The increasing use of do periphrasis coincides with the fixing of SVO word order. Not surprisingly, do is first widely used in interrogatives, where the word order is disrupted, and then later spread to negatives."^ Leech et al. 2009, pp.1819.^ Mair & Leech 2006.^ Mair 2006.^ "EF English Proficiency Index 2019" (PDF). Retrieved 15 August 2024. (pp. 67).^ Breene, Keith (15 November 2019). "Which countries are best at English as a second language?". World Economic Forum. Archived from the original on 25 November 2016. 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