Intelligibility Vs. Accessibility Of Spoken English - A Phonetic Study

S. Santha Kumari, Dr. H. Narendra Kumar

Abstract

Intelligibility, The concept of mutual intelligibility different varieties of a language, holds significant implications for enhancing accessibility in spoken English. This abstract explores the relevance and potential applications of intelligibility in promoting accessibility for diverse linguistic communities. By fostering comprehension across various English dialects, accents and speech patterns. Intelligibility facilitates effective communication and inclusivity in educational, professional and social contexts. This paper highlights strategies for promoting intelligibility including accent modification training, linguistic awareness campaigns and technological advancements in speech recognition and synthesis. Additionally, it discusses the importance of linguistic diversity and cultural sensitivity in fostering intelligibility initiatives. On the whole, this abstract underscores the importance of intelligibility as a means to bridge linguistic barriers and promote equitable access to spoken English for all individuals, regardless of their linguistic backgrounds or variations.

Key Words: *Intelligibility, Accessibility, Spoken English, Mutual Intelligibility, Linguistic Diversity, Grammar, Inclusivity, Pronunciation, Accents, Comprehension, Communication, Linguistic Barriers, Equitable Access.*

Introduction

Human life in its present form would be impossible and inconceivable without the use of language. People have long recognized the force an[1]d significance of language. The Ancient Greeks adapted a veracity of the Phoenician consonantal script on to represent the distinctive component and vowel sounds of Greek, then producing the first alphabet such as is known today, was linked with the mythological figure Cadmus who, coming from Phoenicia was aid to have founded Thebes and introduced writing into Greece between a traditional account, the Arabic alphabet together with the language itself, won given to Adam by God.

Pieter Brueghel the Elder: The Tower of Babel

The Tower of Babel, oil painting by Pieter Bruegel the Elder, 1563; in the Kunsthistorisches Museum, Vienna.(more)

The later biblical tradition of the Tower of Babel (Genesis 11:1-9) exemplifies three aspects of early thought about language:

- divine interest in and control over its use and development
- a recognition of the power it gives to humans in relation to their environment, and
- an explanation of linguistic diversity.

Department of English, K.B.N. College (Autonomous), Kothapeta, Vijayawada, Andhra Pradesh
"Language is not a mere string of Words" - NgugiWaThiango
"Language is a sound of a silent Expression" – SanthiSeera

The fact that people in adjacent communities speak different and mutually unintelligible languages, together with a survey of the various speech communities of the world known at the time to the Hebrew people.

The origin of language has never failed to provide a subject for speculation, and its inaccessibility adds to its fascination. Informed investigations of the probable conditions under which language might have originated and developed are seen in the late 18th-century essay of the German philosopher Johann Gottfried von Herder, **"Abhandlungüber den Ursprung der Sprache" ("Essay on the Origin of Language")**, and in numerous other treatments. But people have tried to go farther, to discover or to reconstruct something like the actual forms and structure of the first language. This lies forever beyond the reach of science, in that spoken language in some form is almost certainly coeval with Homo sapiens. The earliest records of written language, the only linguistic fossils humanity can hope to have, go back no more than 4,000 to 5,000 years. Some people have tried to claim that the cries of animals and birds, or non-lexical expressions of excitement or anger, evolved into human speech, as if onomatopoeia were the essence of language; these claims have been ridiculed for their inadequacy (by, for example, the Oxford philologist Max Müller in the 19th century) and have been given nicknames such as "bowwow" and "pooh-pooh" theories.

In Christian Europe the position of Hebrew as the language of the Hebrew Bible (Old Testament) gave valid grounds through many centuries for regarding Hebrew, the language in which God was assumed to have addressed Adam, as the parent language of all humankind. Such a view continued to be expressed even well into the 19th century. Only since the mid-1800s has linguistic science made sufficient progress finally to clarify the impracticability of speculation along these lines.

When people have begun to reflect on language, its relation to thinking becomes a central concern. Several cultures have independently viewed the main function of language as the expression of thought. Ancient Indian grammarians speak of the soul apprehending things with the intellect and inspiring the mind with a desire to speak, and in the Greek intellectual tradition Aristotle declared, **"Speech is the representation of the experiences of the mind"** (On Interpretation), such an attitude passed into Latin theory and thence into medieval doctrine. Medieval grammarians envisaged three stages in the speaking process: things in the world exhibit properties; these properties are understood by the minds of humans; and, in the manner in which they have been understood, so they are communicated to others by the resources of language. Rationalist writers on language in the 17th century gave essentially a similar account: speaking is expressing thoughts by signs invented for the purpose, and words of different classes (the different parts of speech) came into being to correspond to the different aspects of thinking.

Such a view of language continued to be accepted as generally adequate and gave rise to the sort of definition proposed by Henry Sweet and quoted above. The main objection to it is that it either gives so wide an interpretation to thought as virtually to empty the word of any specific content or gives such a narrow interpretation of language as to exclude a great deal of normal usage) A recognition of the part played by speaking and writing in social cooperation in everyday life has highlighted the many and varied functions of language in all cultures, apart from the functions strictly involved in the communication of thought, which had been the main focus of attention for those who approached language from the standpoint of the philosopher. To allow for the full range of language used by speakers, more-comprehensive definitions of language have been proposed on the lines of the second one quoted at the beginning of this article-namely, **"A language is a system of arbitrary vocal symbols by means of which a social group cooperates."** Despite the breadth of this definition, however, its use of the word vocal excludes all languages that are not vocalized, particularly manual (signed) languages.

The relations between thought and communication are certainly not fully explained today, and it is clear that it is a great over simplification to define thought as sub-vocal speech, in the manner of some behaviourists. But it is no less clear that propositions and other alleged logical structures cannot be wholly separated from the language structures said to express them. Even the symbolizations of modern formal logic are ultimately derived from statements made in some natural language and are interpreted in that light.

The intimate connection between language and thought, as opposed to the earlier assumed unilateral dependence of language on thought, opened the way to recognition of the possibility that different language structures might in part favour or even determine different ways of understanding and thinking about the world. All people inhabit a broadly similar world, or they would be unable to translate from one language to another, but they do not all inhabit a world exactly the same in all particulars, and translation is not merely a matter of substituting different but equivalent labels for the contents of the same inventory. From this stem the notorious difficulties in translation, especially when the systematizations of science, law, morals, social structure, and so on are involved. The extent of the interdependence of language and thought-linguistic relativity, as it has been termed-is still a matter of debate, but the fact of such interdependence can hardly fail to be acknowledged.

Ways of studying language

Languages are immensely complicated structures. One soon realizes how complicated any language is when trying to learn it as a second language. If one tries to frame an exhaustive description of all the rules embodied in one's language-the rules by means of which a native user is able to produce and understand an infinite number of correct well-formed sentences-one can easily appreciate the complexity of the knowledge that a child acquires while mastering a native vernacular. The descriptions of languages written so far are in most cases excellent as far as they go, but they still omit more than they contain of an explicit account of native users' competence in their language, whether that language is English, Swahili, or Japanese Sign Language (nihonshuwa). Likewise, ongoing work in the study of language has underscored just how much effort is needed to bring palpable fact within systematic statement.

Phonetics and phonology

The most obvious aspect of language is speech. Speech is not essential to the definition of an infinitely productive communication system, such as is constituted by a language. But, in fact, speech is the universal material of most human language, and the conditions of speaking and hearing have, throughout human history, shaped and determined its development. The study of the anatomy, physiology, neurology, and acoustics of speaking is called phonetics; this subject is dealt with further below (see Physiological and physical basis of speech). Articulatory phonetics relates to the physiology of speech, and acoustic phonetics relates to the physics of sound waves-i.e., their transmission and reception.

Phonetics covers much of the ground loosely referred to in language study as pronunciation. But, from a rather different point of view, speech sounds are also studied in phonology, Spoken language makes use of a very wide range of the articulations and resultant sounds that are available within the human vocal and auditory resources. Each spoken language uses a somewhat different range, and this is partly responsible for the difficulty of learning to speak a foreign language and for speaking it "with an accent." But mere repertoires of sounds are not all that is involved. Far fewer general classes of sounds are distinctive (carry meaning differences) in any language than the number of sounds that are actually phonetically different. The English t sounds at the beginning and end of tot and in the two places in stouter are all different, though these differences are not readily noticed

by English speakers, and, rightly, the same letter is used for them all. Similar statements could be made about most or all of the other consonant and vowel sounds in English.

What is distinctive in one language may not be distinctive in another or may be used in a different way; this is an additional difficulty to be overcome in learning a foreign language. In Chinese and in several other languages loosely called tone languages, the pitch, or tone, on which a syllable is said helps to distinguish one word from another: ma in northern Chinese on a level tone means "mother," on a rising tone means "hemp," and on a falling tone means **"to curse."** In English and in most of the languages of Europe (though not all-Swedish and Norwegian are exceptions), pitch differences do not distinguish one word from another but form part of the intonation tunes that contribute to the structure and structural meaning of spoken sentences.

Languages differ in the ways in which consonant and vowel sounds can be grouped into syllables in words. English and German tolerate several consonants before and after a single vowel: strengths has three consonant sounds before and three after a single vowel sound (ng and th stand for one sound each). Italian does not have such complex syllables, and in Japanese and Swahili, for example, the ratio of consonant and vowel sounds in syllables and in words is much more even. Speakers of such languages find English words of the sort just mentioned very hard to pronounce, though to a native speaker of English they are perfectly natural, natural in this context meaning "within the sounds and sound sequences whose mastery is acquired in early childhood as part of one's primary language."

All these considerations relating to the use of speech sounds in particular languages fall under the general heading of phonology, which may be defined as the sound system of a language; phonology is often regarded as one component of language structure.

Grammar

Another component of language structure is grammar. There is more to language than sounds, and words are not to be regarded as merely sequences of syllables. The concept of the word is a grammatical concept; in speech, words are not separated by pauses, but they are recognized as recurrent units that make up sentences. Generally, grammar is concerned with the relations between words in sentences. Classes of words, or parts of speech, as they are often called, are distinguished because they occupy different places in sentence structure, and in most languages some of them appear in different forms according to their function (English man, men; walk, walked; I, me; and so on). Languages differ in the extent to which word form variation is used in their grammar, English does not have much, and Latin and Greek had quite a lot. Conversely, English makes much more use of word order in grammar than did Latin or Greek.

Traditionally, grammar has been divided into syntax and morphology, syntax dealing with the relations between words in sentence structure and morphology with the internal grammatical structure of words. The relation between girl and girls and the relationship (irregular) between woman and women would be part of morphology; the relation of concord between the girl [or woman] is here and the girls [or women] are here would be part of syntax. It must, however, be emphasized that the distinction between the two is not as clear-cut as this brief illustration might suggest. This is a matter for debate between linguists of different persuasions; some would deny the relevance of distinguishing morphology from syntax at all, referring to grammatical structure as a whole under the term syntax.

Grammar is different from phonology and vocabulary (see below Semantics), though the word grammar is often used comprehensively to cover all aspects of language structure. Categories such as plural, past tense, and genitive case are not phonological categories. In spoken language they are, like everything else, expressed in speech sounds, but within a language these may be very different for one and the same category. In English

noun plurals, the added in cats, the vowel changes in man, men and in goose, geese, and the en in oxen are quite different phonologically; so are the past-tense formatives such as en in guarded, t in burnt, vowel change in take, took, and vowel and consonant change in bring, brought. In Latin the genitive case can be represented in singular nouns by -i, -is, -ae, -ūs, and -ei. The phonological difference does not matter, provided only that the category distinction is somehow expressed.

The same is true of the orthographic representation of grammatical differences, and the examples just given illustrate both cases. This is why the grammar of written language can be dealt with separately. In the case of dead languages, known with certainty only in their written forms, this must necessarily be done; insofar as the somewhat different grammar of their spoken forms made use of sound features not represented in writing (e.g., stress differences), this can, at best, only be inferred or reconstructed.

Grammatical forms and grammatical structures are part of the communicative apparatus of languages, and along with vocabulary, or lexicon (the stock of individual words in a language), they serve to express all the meanings required. Spoken language has, in addition, resources such as emphatic stressing and intonation. This is not to say, however, that grammatical categories can be everywhere directly related to specific meanings. Plural and past tense are fairly clear as regards meaning in English, but even here there are difficulties; in if I knew his address, I would tell you, the past-tense form knew refers not to the past but to an unfulfilled condition in the present.

Semantics
Language exists to be meaningful; the study of meaning, both in general theoretical terms and in reference to a specific language is known as semantics. Semantics embraces the meaningful functions of phonological features, such as intonation, and of grammatical structures and the meanings of individual words. It is this last domain, the lexicon, that forms much of the subject matter of semantics. The word stock of a language is very large; The Oxford English Dictionary, for example, consists of some 600,000 words. When the lexicons of specialized, dialectal, and global varieties of English are taken into account, this total must easily exceed one million. The lexicons of less widely used languages can be just as large.

Intelligibiltiy
Jenkins (2000) has referred to the notion of 'accommodation' to explore the dynamic interplay between speakers and hearers, suggesting that L2 users of English strategically make adjustments in their speech which lead to convergence with or divergence from their interlocutors' speech. Therefore, successful interaction may depend not only on the pronunciation teaching L2 speakers of English receive but also on the extenttowhichEnglishusersandlearnersarepreparedtolistento and understand varieties of L2 speech and to 'maintain a positive and receptive attitude' towards doing so (Munro 2008: 211). While the research pioneered by Derwing and Munro exclusively focused on the experiences of students living in an English – speaking country and instruction for them, Jenkins (2000, 2002) placedemphasis on the concept of intelligibility from the perspective of users of English as an international lingua franca. Based on her own research, she proposed a set of lingua franca core features for intelligibility-based pronunciation teaching, alongside a focus on both productive and receptive accommodation. This work repudiates adherence to native-speaker norms in instructional practices (and thus downplays the notion of accentedness), contending that accentednessand comprehensibility are not correlated; as Levis (2005: 370) puts it, 'communication can be remarkably successful when foreign accents are noticeable or even strong'.

Accessibility

Accessibility to the English language is a fundamental aspect of global communication, education, and social integration. English, as one of the most widely spoken languages worldwide, serves as a bridge between diverse cultures, facilitating exchange and understanding on an international scale. Access to English language learning resources and proficiency in English can significantly enhance opportunities for individuals in various spheres of life, including education, employment, travel, and cultural exchange.

Accessible English language learning resources encompass a wide range of tools and platforms designed to accommodate learners of different backgrounds, abilities, and learning styles. These resources may include textbooks, online courses, multimedia materials, language apps, tutoring services, and community-based language programs. Efforts to enhance accessibility often involve considerations such as affordability, ease of use, cultural relevance, and inclusivity for individuals with disabilities or learning differences.

Accessible English language education is essential for promoting social equity and inclusion. By providing equal opportunities for language learning, regardless of socioeconomic status or geographic location, societies can empower individuals to participate more fully in the global community, access higher education and job opportunities, and engage in cross-cultural dialogue. Moreover, accessible English language education fosters greater understanding and appreciation of linguistic diversity, promoting tolerance and respect for people from different linguistic backgrounds.

In recent years, advancements in technology have played a significant role in improving accessibility to the English language. Online platforms, mobile applications, and digital learning tools have made language learning more flexible and convenient, allowing individuals to learn at their own pace and according to their own schedules. Additionally, assistive technologies such as screen readers, speech recognition software, and captioning services have made English language learning more accessible to individuals with disabilities, ensuring that everyone has the opportunity to benefit from language education.

ANALYSIS OF INTELLIGIBILITY & ACCESSIBILITY
Intelligibility:

Intelligibility refers to the quality or state of being understandable or comprehensible. In the context of language, it denotes the degree to which speech or written communication can be understood by others. Several factors contribute to intelligibility, including pronunciation, vocabulary, grammar, and clarity of expression.

Here's a breakdown of key points regarding intelligibility:

Pronunciation:
"Pronunciation is the Beauty of Language" – SanthiSeera
Accurate pronunciation plays a crucial role in intelligibility. Mispronunciations or strong accents can hinder comprehension, particularly for non-native speakers.

Vocabulary and Grammar:
The use of appropriate vocabulary and grammatical structures enhances intelligibility. Complex or unfamiliar words and convoluted sentence structures can impede understanding

Clarity of Expression:
Clear and coherent communication facilitates intelligibility. Organized thoughts, logical sequencing of ideas, and effective use of transitional phrases contribute to clarity.

Context:

Intelligibility is also influenced by context. Familiarity with the topic being discussed or the cultural background of the speaker can aid comprehension.

Audience Factors:
Intelligibility may vary depending on the audience's linguistic proficiency, cognitive abilities, and prior knowledge of the subject matter.

Accessibility:
Accessibility refers to the extent to which something is available and usable by individuals, especially those with disabilities or diverse needs. In the context of language learning, accessibility encompasses various aspects, including physical, cognitive, economic, and technological accessibility. Here are some key considerations regarding accessibility:

Physical Accessibility:
Learning materials, facilities, and instructional methods should be physically accessible to individuals with disabilities, such as those with mobility impairments or visual or hearing impairments.

Cognitive Accessibility:
Learning resources should be designed in a way that accommodates diverse learning styles and cognitive abilities. This may involve providing multiple modes of representation (e.g., visual, auditory, kinesthetic) and scaffolding learning tasks to support comprehension.

Economic Accessibility:
Access to language learning resources should not be limited by financial constraints. Affordable or free resources, scholarships, and financial aid can promote economic accessibility.

Technological Accessibility:
With the increasing use of technology in language learning, ensuring digital accessibility is essential. This includes designing websites, apps, and online courses that are compatible with assistive technologies and adhere to accessibility standards.

Cultural Accessibility:
Language learning resources should be culturally relevant and inclusive, recognizing the diverse backgrounds and identities of learners. Avoiding stereotypes and incorporating diverse perspectives can promote cultural accessibility.

Language Accessibility:
Providing support for learners who speak languages other than English can enhance language accessibility. Translation services, multilingual resources, and bilingual instruction can facilitate learning for individuals with limited English proficiency.

METHODOLOGY

Methodology for Assessing Intelligibility and Accessibility:
Primary Data

Survey and Interviews:
Conducted surveys and interviews with language learners to gather insights and experiences with intelligibility and accessibility in language learning and spoken skills.
Questionnaire focussed on perceived barriers to understanding, challenges faced by learners with diverse needs, and suggestions for improving accessibility.

Focus Areas:

Language Proficiency Tests:
Administer language proficiency tests to assess learners' comprehension and production skills. Analyse the results to identify areas of difficulty and evaluate the extent to which intelligibility is achieved in communication.

Pronunciation Analysis:
Using speech recognition technology i.e., Audio- Visuals to analyse learners' pronunciation accuracy. Assessments can include identifying mispronunciations, accent strength, and clarity of speech to gauge intelligibility.

Content Analysis:
Analysed language learning materials, including textbooks, through ICT platforms, to evaluate their accessibility features. Consider factors such as readability, clarity of instructions, availability of alternative formats (e.g., audio descriptions, captions), and compatibility with assistive technologies.

User Testing:
Conduct user testing sessions with individuals representing diverse linguistic backgrounds, abilities, and learning preferences. Observe their interactions with language learning resources and gather feedback on usability, comprehension, and accessibility barriers.

Evaluation:
Engage language learners, accessibility specialists to review language learning materials and instructional practices. Solicit their experiences to identify potential improvements for enhancing intelligibility and accessibility.

Longitudinal Studies:
Conduct longitudinal studies to track learners' progress over time and assess the effectiveness of interventions aimed at improving intelligibility and accessibility. Collect data on language proficiency, confidence levels, and participation rates to measure the impact of accessibility initiatives.

STATISTICAL REPORTONINTELLIGIBILITY AND ACCESSIBILITY IN SPOKEN ENGLISH
This report presents an analysis of intelligibility and accessibility in spoken English, focusing on factors influencing comprehension and the availability of resources for diverse learners.

1. Intelligibility Assessment:

ASPECT	MEASUREMENT	RESULTS (%)
Pronunciation	Accuracy rating	85%
Vocabulary Use	Complexity rating	75%
Grammar	Error frequency	12%
Clarity of Speech	Rating Scale (1-5)	4.2
Contextual Understanding	Comprehension Test	90%
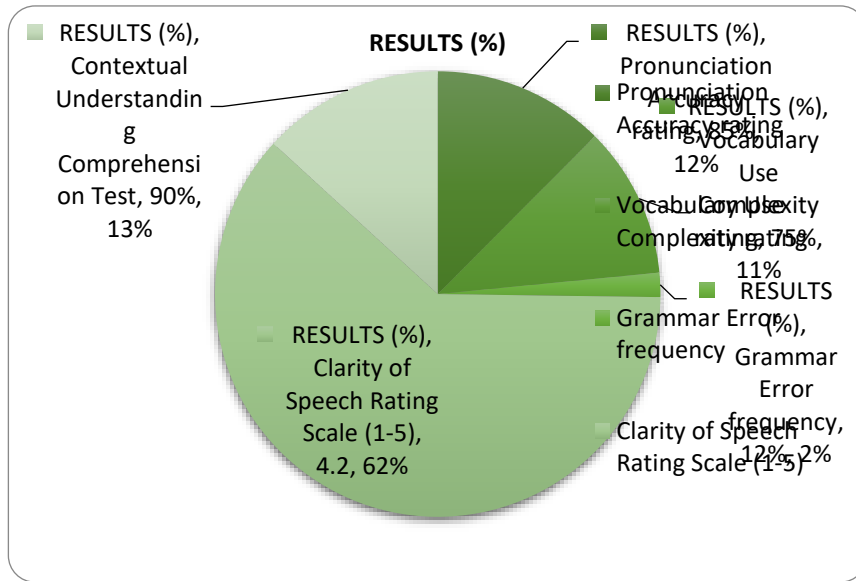
Statement: From the above graph, it is understood that the learners are intelligible and efficient in pronunciation and vocabulary when compared to the other aspect.

2. Accessibility Analysis:

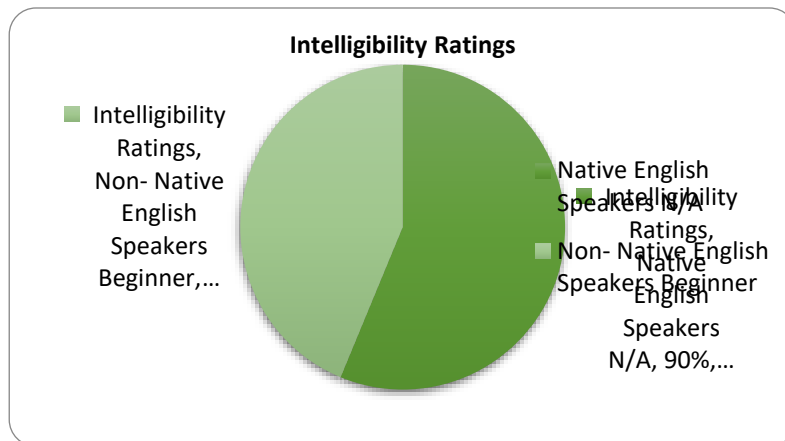| ACCESSIBILITY	AVAILABILITY	ACCESSIBILITY FEATURES	PERCENTAGE
Learning Materials	High	Text-to-Speech, Subtitles, Transcripts	90%
Digital Platforms	Moderate	Keyboard Navigation, Screen Reader Compatibility	70%
Language Support	Limited	Translation Services, Multilingual Resources	30%
Cultural Relevance	Varied	Inclusion of Diverse Prospective, Avoidance of Stereotypes	20%
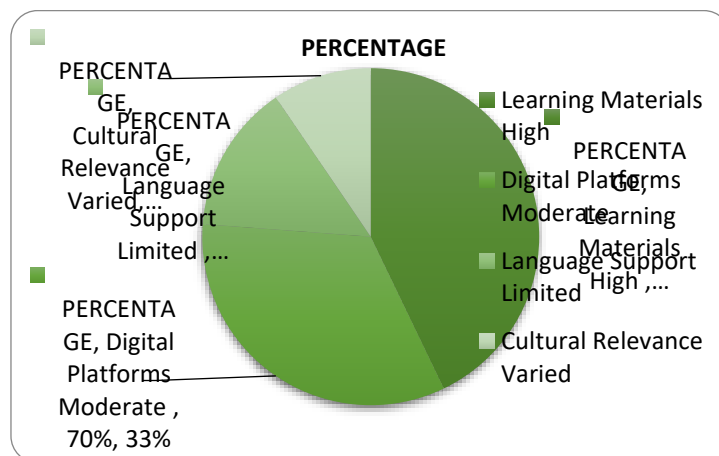
Statement:

From the above graph, it is understood that the accessibility features are encouraging.

3. Demographic Profile:

Demographic Group	Language Proficiency	Accessibility Needs	Intelligibility Ratings
Native English Speakers	N/A	N/A	90%
Non- Native English Speakers	Beginner	Visual and Description (oral)Support	70%

Statement:
The above graph representsthe accessibility needs of the English language among non-natives is 70%, is appreciable at this level.

Recommendations:
- Make use of available resources and programmes for individuals to learn and adapt to different accents and speech patterns, Enhancing mutual intelligibility.
- Invest advanced technologies that can accurately recognize and synthesize diverse speech patterns, facilitating better accessibility for individuals with different linguistic backgrounds.
- Develop guidelines for clear and effective communication emphasizing techniques such as speaking at moderate pace, enunciating clearly, and using simple language when necessary.

SURVEY RESPONSE

1) How do you feel talking in English?
A) In School, I used to feel somewhat confident and proud of my English Skills. I have learned it well and can communicate effectively with native or non-native speakers. I see English as a valuable asset that can help me in personal and professional life as well as to communicate with different cultures and people. But after completion of my schooling I have reduced speaking English. I am seeing English as Just another language that I know, but not as a part of my identity or culture. I now prefer to use my native language that I am more comfortable or familiar with.

2) Do you feel difficult in speaking English?
A) I don't find any difficulty in speaking English because; I am habituated to speak only in English since my childhood. I can speak English fluently, but with a noticeable accent or some errors such as using wrong syllables, it affects clarity and meaning of my speech. I

have a limited vocabulary in English which affect my ability to express my ideas, opinions or emotions effectively.

3) How do you access English?

A) I access English in many ways, primarily from school. It is taught as a compulsory subject in my school. It is used as a medium of instruction of other subjects such as science, maths etc.. It is also used in various forms of media, such as newspapers, magazines, books, television, radio, cinema etc..and next, I access English by Internet. It is dominant language of internet and its used for various online activities, such as browsing, searching, socializing, gaming, shopping etc.. So, like this I access English.

4) What makes speaking English easy?

A. The best way to improve speaking skills according to me is by practicing it regularly with a fluent speaker. It will help in developing vocabulary. Reading English texts such as books, articles, blogs etc. It helps us to explore various words, phrases. Listening to native or proficient speakers of English such as Podcasts, Audio Books will improve our pronunciation, intonation, rhythm. So, these are some ways which makes speaking English easy.

5) What is your idea on the importance of speaking in English?

A) Speaking in English is important for many reasons. It is most widely spoken language in the world, and it helps us communicate with people from different countries and cultures. It is also the language of Science, Technology, Business, Education and it helps us access and understand information from various sources. It boosts our confidence, creativity and thinking skills. It helps us express our thoughts and feelings effectively. It is not only a skill, but also a way to explore and enjoy the world. Speaking English is not only important but also its necessary.

6) How do you overcome the barriers in speaking English?

A) One of the most effective ways to overcome language barriers in English is to practice regularly with a fluent speaker. It will develop vocabulary, Grammar and fluency. Another way is to read and listen authentic English texts and audio, try to imitate the natural flow, intonation and expressions of the Language. Another way is using online tools and resources such as dictionaries, translators, grammar checkers etc..and the most important way to overcome barriers in speaking English is to have fun and enjoy the process, and not to let fear or doubt stop from expressing oneself.

7) What are the barriers in speaking English Easily?

A) Many people feel nervous, shy or insecure when they speak English and they worry about judging by others. And many schools colleges focus more on reading and writing skills and less on listening and speaking skills. Many people have limited vocabulary in English and they struggle to express their ideas effectively. Many people make pronunciation problems and grammar errors which can affect clarity, meaning, coherence and accuracy. These are some barriers in speaking English and they can be overcome with regular practice.

8) Can you suggest any step for access in English easily?

A) Speak English as much as possible, the best way to learn a language is to use it in real situations. Reading English that Interests you. It will expose you to a variety of words. Listening to native speakers of English will help you improve your listening skills and pronunciation skills. English is not a rigid or fixed language; It is a flexible and dynamic. Learning how to use contractions, reductions, linking and stress patterns will make English more colourful. Have fun and enjoy speaking English. It should never be either boring or stressful. You can use games, quizzes, puzzles, jokes, stories or other activities. These can help accessing English easily.

9) Can you comprehend what you hear in English?

A) Yes, I can comprehend what I hear in English, as I listen to a variety of English content that matches to my level and interests. I listen repeatedly and review what I have heard. I listen and interact with native fluent speakers. I also use some online resources to practice listening. So, I comprehend English from What I heard in English.

10) Why do you learn English, for professional purposes or personal purposes?

A) I learn English for professional purpose, because it can help us communicate effectively in various fields such as business, medicine etc.. It helps to access more information and learn new skills and knowledge that are relevant to our specific specialization. It will improve our memory power and problem solving capacity and enhance our creativity. It helps to impress your employees, clients or partners with our English proficiency. So, I learn English for professional purposes as it helps us in various ways and have many advantages.

HYPOTHESIS

FROM THE LEVEL OF BEGINNER TO PROFESSIONAL

The Importance of English at Global Level:

English is understood by 2 billion speakers across the world. But it's not just the most common language: it's the most important one to learn. Here's why!

It is known that English is the most understood language today, with 2 billion speakers across the world.

English is not just the most common language: it's also the most important one for you to learn for many reasons!

The British Council conducted interviews with six English language students to understand the ways in which their English courses were impacting their lives. They found that English was a liberating force: enabling the learners to be competitive in the job market, access college-education overseas and enhance their ability to access information and build friendships online.

This important language has changed the lives of so many people. It could just change your life too.

ENGAGING INSIGHTS INTO THE ENGLISH LANGUAGE

There's always something interesting to learn about English. Below are 5 surprising facts that will help you understand more about this incredible language!

❖ **There are 2 billion English speakers in the world**

With 2 billion speakers worldwide, English is the largest language by the number of speakers. It is also the third largest language by the number of native speakers.

As the most common language, English has the power of connecting people from many different cultures, building relationships and understanding. After putting your time and effort in to learn English, you'll be able to speak with around 20% of people in the world.

❖ **English is the official language of 67 countries**

That's right, 67 countries! In some countries where English is not the most spoken language, it is still an official language. That means, it's accepted by a country's government, and often taught in schools. That's a lot of the world covered with just one language!

Amongst these countries are the "core Anglosphere". These include the USA (with at least 230 million native English speakers), the UK (with 60 million speakers), Canada (at least 20 million), Australia (at least 17 million), and New Zealand (4.8 million). Due to the

colonial history of the British empire, some countries also have English as an official language. These include Barbados, India, Nigeria and Cyprus.

❖ **English words used to have gender**

If you speak Spanish, German or French, you'll be familiar with languages where nouns come in three varieties: masculine, feminine or neutral. These days, English nouns don't have a gender. But once upon a time, they did.

Up until the 1200s, instead of using the articles "the" or "a", Old English had the masculine article "se" and the feminine article "seo". Linguists aren't sure what happened to provoke the change.

However, Professor Anne Curzan claims in her book Gender Shifts in the History of English that English lost its genders after the language was mixed with many others over hundreds of years. A lot of this language mixing took place in the North of England, where the Vikings made a huge impact after invading between the 700s and the 1000s.

Since English has such complex grammar rules, it's fortunate that there isn't the added complication of gendered nouns!

❖ **There are ~171,000 words in the English Vocabulary**

Before explaining just how deep the English language is needed to mention — there is absolutely no need for English learners to be scared by the number of words there are. In fact, research shows that you will be able to understand about 65% of all writing in English with only the 300 most common words.

At the time of writing, the Oxford English Dictionary contains 171,476 words. However, it's hard to tell if these numbers are reliable, simply because English has repurposed words from so many other languages. It's also surprisingly difficult for linguists to measure what "counts" as a whole word… for example, should we include plurals, diminutives and conjugations?

It's estimated that three words are added to the dictionary every two hours, and roughly 1,000 words are added to the Oxford English Dictionary every year. In 2020 alone, "LOL", "awesomesauce", and "shticky" were all added to the dictionary, which shows how flexible and fun the language has become.

❖ **Shakespeare added over 1,000 words to the English language**

Changes in a language are usually down to the effort of hundreds of thousands of speakers over hundreds of years. It's extremely unusual for one person to be responsible for a big linguistic shift, but in English, there is one exception — William Shakespeare.

The English language wouldn't be the same without the writer of famous plays like Romeo and Juliet and Hamlet. Through him, we were introduced to words like "lonely", "critic", and "addiction".

EXTENSIVE AREAS TO ACCESS ENGLISH LANGUAGE

1. English is the dominant language in Academia:

As of 2020, 17 of the top 20 universities in the global rankings are English-speaking. This alone shows how widely-adopted English is as the language of academia.

Learning English opens the door to some of the world's top colleges and universities, particularly in the United States and United Kingdom. Many of these institutions ask for a B2 level of English. If you're looking to improve your English specifically to meet this criteria, you can easily find an online tutor who can assess your speaking, writing, listening and reading skills.

Achieving B2 level English might sound like a challenge, but academic institutions ask for a strong level for your own good. It's so you can keep up with your classes and learn effectively, without stressing over your language barriers.

The best way to prove your English level is by achieving a certification from either the IELTS or TOEFL English exams. One of these two certifications is your golden ticket to opportunities, not just at university, but in your career too.

2. English is the most common business language
Learning English will make you more employable to not just businesses in the UK and US, but also businesses across the world. Research by Cambridge English found that English is important for over 95% of employers, even in many countries where English is not an official language.

If you don't speak the common language in your office, you'll miss out on bonding time with colleagues. More seriously, you may find it difficult to make yourself understood in your day-to-day role, as well as with customers and potential clients. That's why international businesses are always on the lookout for competent English speakers.

With English, you'll be valuable to any company. And you'll be rewarded for your knowledge, too. One study found that being fluent in English can increase your hourly wage by 28% on average.

By learning English you can create a bright future where you can earn and work almost anywhere in the world. Just ask Marc, who was promoted and relocated to New York after improving his English. "For my new job, I needed to be able to bring more nuance to my conversations," he said. "Now, I'm calmer when I take part in large meetings with other managers who come from the UK."

3. The most popular entertainment in the world is in English
Hollywood and Netflix have opened up our minds to brilliantly-told stories and incredible must-see TV. When you learn English, you won't need to read pesky subtitles with weird translations any longer!

Entertainment is also one of the easiest and most fun ways to learn English! For example, you could watch movies with a notepad, pausing throughout to look up new vocabulary. Or, you could "shadow" your favourite characters, by pausing the movie when they say something interesting, and repeating it carefully. These are fun ways to learn new words, as well as practice your pronunciation.

YouTube is also a great resource to learn a language, since 66% of YouTube's content is in English. There are also lots of bloggers and channels dedicated to online language learning, like Bob the Canadian, LinguaMarina and Mr Duncan. Check out our 10 favourite YouTube channels to learn English.

4. English is the most useful language for travel
With so many English speakers, traveling across the world becomes so much easier!

As a common second language, you can often speak with people in English to learn about your surroundings and cultures. Knowing even a little bit of English certainly helps if you're stuck somewhere and need to find the local bus station, or if you want to negotiate bargain prices in a market. In an emergency, it could even save your or somebody else's life.

In many popular tourist destinations, hospitality workers use English as it helps their businesses. They are able to better communicate with potential customers. It also helps customers find what they need and get their money's worth.

If you're able to bridge the communication gap with English, you'll find traveling so much simpler. If you're taking a holiday sometime soon, take a look at these must-know English travel phrases.

5. English is the language of the online world
Over half of the most visited web pages in the world are in English, making it the dominant language online. With over 1 billion internet users typing in English, you'll be able to access many types of resources and learning platforms to strengthen your skills.

You'll be entertained by YouTube videos and movies. You'll be able to read the headlines on The New York Times. You'll be able to interact with people on language

exchange apps. You might even find love with dating apps. The internet is so vast, so the possibilities are endless!

English is not just an advantage for online entertainment. Individuals can develop and advertise their skills using English on the internet, such as building their own website or taking an online course. International companies are also using online tools such as email and Linked-in to source new English-speaking employees, and Zoom to conduct online interviews.

Whether it's to grow professionally or simply for fun, understanding English can help you open new opportunities and possibilities all through the power of the internet.

6. English is the easiest language in the world to learn

Learning English is not without its difficulties. You'll have to battle with odd spellings and pronunciation of words like "colonel" and "choir." However, there are many reasons why people consider English the easiest of all the languages to learn.

To start, English nouns have no genders and a (relatively!) simple grammar system. Sentence structures are fairly straightforward without a tricky morphology. Morphology is when words change depending on their function in a sentence. For example, in English you won't change the ending of an adjective depending on the gender of the noun in a sentence, like you would in languages like Spanish. This makes learning nouns and adjectives a breeze.

Conclusion

Intelligibility focuses on the clarity and understandability of language, while accessibility addresses the availability and usability of language learning resources for diverse learners, including those with disabilities or diverse needs. Both intelligibility and accessibility are essential considerations for promoting effective and equitable language learning experiences.

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