

3

Digital Globalisation Transforming the English Language



Learning Outcomes

By the end of this unit, the students will be able to:

- demonstrate attentive listening skills while working in pairs and taking turns to speak with standard pronunciation and intonation.
- analyse organisational patterns in a text:
 - list/sequence of ideas/events
 - comparison-contrast
 - cause-effect
 - problem-solution
 - reasons/assumptions-conclusion
- provide an objective summary of fiction, non-fiction and poetry texts.
- read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks.
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing, and texts.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ensure that the topic sentence of each paragraph contains the main idea of the essay/piece of writing and also that each paragraph develops the idea of its topic sentence. Use the technique of hook, and lead-in sentences to develop the flow of thought.
- write multiple paragraphs essays or stories, poems or playscript using mechanics for correct writing.
- write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.



Pre-reading

- What do you think the phrase *digital globalisation* means?
- How might global use of the internet influence the way English is spoken or written?

1. In the 21st century, the world has **witnessed** a rapid expansion of digital technologies and global connectivity. This phenomenon, often referred to as *digital globalisation*, has not only transformed economies and cultures but also left a significant mark on languages, most notably, English.
2. Once the language of a few nations, English has become the dominant medium of digital communication, education, entertainment, and commerce. However, as English spreads across borders through digital platforms, it evolves in **fascinating** and sometimes **controversial** ways. Here, we will try to explore how digital globalisation has impacted the English language by altering its vocabulary, grammar, communication style, and cultural identity.
3. One of the most obvious effects of digital globalisation on English is the explosion of new vocabulary. The internet has given rise to hundreds of neologisms, newly coined words, that are now commonly used in everyday communication. Words like "hashtag," "selfie," "unfriend," and "meme" were either invented or popularized through social media platforms. Additionally, **abbreviations** such as "LOL" (laugh out loud), "BTW" (by the way), and "DM" (direct message) have become an integral part of digital language. These terms, born out of the need for speed and efficiency, reflect how the English language is constantly adapting to fit modern communication needs.
4. Another major shift involves the blending of English with other languages and local expressions. Since English is often used as a global *lingua franca*, a bridge language between speakers of different native tongues, it absorbs words and phrases from a wide range of cultures. For example, terms like "hijab," "sushi," and "aesthetic" are used freely across English-language social media and blogs, even if they come from Arabic, Japanese or Greek. In online spaces, it is common to see people mix English with their native languages; a practice called *code-switching*. This has resulted in **hybrid** dialects like "Taglish" (Tagalog + English) and "Singlish"



What is code-switching, and how does it reflect the influence of digital globalisation on the English language?

(Singaporean English), showcasing the linguistic **flexibility** digital globalisation has encouraged.



5. Grammar, too, has not been left untouched. While **traditional** grammar rules still apply in formal

writing, the rise of texting, tweeting, and chatting has created a more relaxed approach to sentence structure and punctuation. On platforms like Twitter, where characters are limited, users often **omit** articles, punctuation, and even capitalization to save space. For instance, a sentence like "I am going to the store" might be shortened to "goin 2 store." While some see this as a decline in language standards, others argue that it reflects a creative adaptation to new communication tools.

6. Furthermore, emoji use has added a visual element to language, sometimes replacing words entirely. A heart emoji or a fire symbol can now carry complex emotional meanings, acting like modern-day **hieroglyphs**.
7. Digital globalisation has also influenced how English is spoken. Pronunciation and intonation are being shaped by global media, especially YouTube. Accents are slowly blending, and new speech patterns are emerging, especially among younger generations. For example, many non-native speakers of English adopt American or British slang, pronunciation, and idioms through **exposure** to online content. The result is a more standardised, international form of English but it may also lead to the loss of regional accents and traditional forms.
8. However, the globalisation of English raises important questions about cultural dominance and inequality. Because English is the default language on most digital platforms, non-native speakers often feel pressured to adopt it in order to access information, participate in **conversations**, or gain job opportunities. While this opens doors for many, it also marginalizes local languages and contributes to their decline. In a digital world where English reigns supreme and smaller languages risk extinction if they are not preserved through conscious effort.

How does the dominance of English on digital platforms create both opportunities and challenges for speakers of local languages?

9. Despite these concerns, the influence of digital globalisation on English is not entirely negative. In fact, it has created a more **inclusive** and diverse linguistic landscape. New forms of English reflect the voices of people from different cultural and linguistic backgrounds. Whether it's a Ghanaian YouTuber mixing local proverbs with English or a Filipino blogger writing in Taglish or a Pakistani YouTuber giving the blend of Urdu to English, digital spaces have allowed English to become a truly global language; shaped by its users rather than confined by rigid rules.
10. The digital globalisation has had a **profound** impact on the English language. It has expanded vocabulary, loosened grammar rules, and introduced hybrid forms of communication that reflect global diversity. While there are concerns about the loss of linguistic purity and the dominance of English over other languages, the overall effect is one of growth, change, and adaptation. As digital technology continues to **evolve**, so too will the English language and adapting to meet the needs of its global speakers in creative and unexpected ways.



Theme

The dynamic transformation of the English language in response to global digital communication, highlighting how technology, online culture, and cross-cultural exchange reshape vocabulary, grammar, and usage.



Glossary

Words	Meanings
abbreviations	a shortened form of a word or phrase
controversial	causing disagreement
conversation	a talk, especially an informal one
evolve	develop gradually
exposure	the revelation of something secret
fascinating	extremely interesting
flexibility	the ability to be easily modified

For the teacher

- Help the students read and analyze the text to identify its structure, purpose, features, and reflect on its meaning.

hieroglyphs

a stylised picture of an object representing a word, syllable or sound

hybrid

a thing made by combining two different elements

inclusive

including all the services or items

omit

leave out or exclude

profound

(of a state, quality, or emotion) very great or intense

traditional

produced, done, or used in accordance with tradition

witnessed

have knowledge of (a development) from observation or experience



Reading and Critical Thinking

A Answer the following questions:

- 1 What is digital globalisation, and how is it connected to the English language?
- 2 Give examples of vocabulary that emerged through digital globalisation.
- 3 What is code-switching, and how does it appear in online communication?
- 4 How has digital communication affected traditional grammar rules?
- 5 What concerns does the author raise about the dominance of English on digital platforms?
- 6 Do you agree with the author's claim that English is becoming more flexible and creative due to digital globalisation?
- 7 How do emojis and memes function as a new kind of language?

B Choose the correct option.

- 1 What is the meaning of *code-switching* as used in the essay?
 - a. changing passwords frequently
 - b. switching between slang and emojis
 - c. mixing English with another language in conversation
 - d. using only formal English in digital spaces

- 2 Which of the following is an example of a word created or popularized by digital platforms?
- a. friend
 - b. television
 - c. hashtag
 - d. grammar
- 3 Why do the people often break grammar rules in online messages?
- a. They don't know the rules.
 - b. Online platforms encourage spelling errors.
 - c. It's faster and more efficient in digital communication.
 - d. Teachers tell them not to use grammar online.
- 4 What role do emojis play in modern English?
- a. They distract from real meanings.
 - b. They serve as a replacement or support for words.
 - c. They are used only by teenagers.
 - d. They improve vocabulary.
- 5 What is a possible negative impact of English dominating digital spaces?
- a. Everyone will become fluent in English.
 - b. People will stop reading books.
 - c. Local languages may decline or disappear.
 - d. People will stop using emojis.
- 6 What does the essay suggest about English spoken around the world today?
- a. It is exactly the same everywhere.
 - b. It is shaped by global media and cultural blending.
 - c. It is becoming less important.
 - d. It is mostly used by older generations.
- 7 Which of the following best defines *lingua franca* as used in the unit?
- a. a local dialect spoken in France
 - b. a universal sign language
 - c. a common language used by speakers of different native languages
 - d. a type of digital slang



Vocabulary and Grammar

Adjectival, Prepositional, and Adverbial Phrases:

1. Adjectival Phrase: A group of words that describe a noun or pronoun in a sentence. It usually tells what kind or which one.

Example: *The book **on the top shelf** is mine.* ("on the top shelf" describes "book")

2. Prepositional Phrase: A group of words beginning with a preposition and ending with a noun or pronoun. It can act as an adjective or adverb.

Example: *She sat **under the tree**.* ("under the tree" is a prepositional phrase)

3. Adverbial Phrase: A group of words that modify a verb, adjective, or another adverb. It tells how, when, where, or why.

Example: *He ran **with great speed**.* ("with great speed" tells how he ran)

A

Read the sentences and identify the type of phrase underlined.

- 1 The girl with the red scarf is my cousin.
- 2 We walked along the beach at sunset.
- 3 He responded in a rude manner.
- 4 The house by the river is abandoned.
- 5 They arrived after the ceremony.

B

Read the sentence and identify the type of phrase and write them with its accurate type.

The dog **with the golden fur** slept peacefully **under the old wooden table during the quiet afternoon**. Its owner, a boy **in a blue jacket**, watched **with great interest** as the rain fell softly **on the windowpane**. The calm room **filled with the scent of coffee** made the perfect setting **for a lazy weekend**.

Adjectival Phrase:

Prepositional Phrase:

For the teacher

- Help the students understand, identify, and apply inference and deduction skills while reading or analyzing texts, enabling them to "read between the lines" and draw logical conclusions based on evidence.

Adverbial Phrase:

Connotative and Denotative Meanings of Words:

Denotative Meaning: The literal, dictionary definition of a word. Its objective does not include any emotional or cultural associations.

Connotative Meaning: The emotional, cultural, or personal associations a word carries beyond its literal meaning. Connotations can be positive, negative, or neutral and are often shaped by the context.

For Example:

Words	Denotative Meanings	Connotative Meanings
snake	a legless reptile	danger, betrayal
home	a place where one lives	warmth, family, comfort
cheap	low in price	inferior quality (negative)
inexpensive	low in price	good value (positive)

Similar Denotation, Different Connotation: Slim and skinny

- Both denote "thin in body."
- **Slim** connotes attractiveness (positive) while **skinny** may imply being underweight or unhealthy (negative).

Different Denotations but Related Use: House vs. Home

- Denotatively, a *house* is a building while a *home* is a place where one lives.
- *Home* has a warmer, emotional connotation.

C Read the following passage:

"The old man lived alone in a small house at the end of the street. Some said he was *frugal*, always saving and avoiding unnecessary expenses. Others whispered that he was just *stingy*, never willing to spend a dime—even on things that mattered. His house was *simple*, with few decorations, but it felt *cold* and *bare*, not cozy or welcoming."

Now, Identify Denotative Meanings:

Define the literal meanings of:

- *frugal*: _____

- *stingy*: _____
- *simple*: _____
- *cold*: _____
- *bare*: _____

Explore Connotative Meanings:

Discuss the feelings or ideas these words suggest. Are they:

- Positive? _____
- Negative? _____
- Neutral? _____

Find and Use Synonyms with Different Connotations:

Words	Synonyms	Your Choice
frugal	economical / cheap	
stingy	thrifty / greedy	
cold	unwelcoming / minimalist	
bare	plain / empty	



Oral Communication Skills

Partner Interview:

[Students A and B are sitting face-to-face for their interview activity.]

Student A: Assalam-o-Alaikum! I'll start with the first question. What is something you're passionate about and why?

Student B: Wa-Alaikumussalam! I'd say, I'm passionate about photography. I love capturing moments, especially nature and city life. It helps me see the world differently.

Student A: That sounds really cool. Do you take photos with your phone or a camera?

Student B: I started with my phone, but now I use a camera. It gives me more control over the settings.

For the teacher

Help the students understand the difference between denotative (literal) and connotative (implied or emotional) meanings of words, and apply that knowledge to better understand texts and improve their own writing.

Student A: Nice! Thanks for sharing. Okay, next question, if you could travel anywhere, where would you go and what would you do?

Student B: I'd love to go to Murree and will like to capture all the natural beauty.

Student A: Sounds like a great trip. Alright, now it's your turn to ask me.

Student B: Great! So, what's something you're passionate about?

Student A: I really enjoy writing short stories. It helps me express my thoughts and explore different ideas and characters.

Student B: That's interesting. What kind of stories do you usually write?

Student A: Mostly realistic fiction, but I'm trying some fantasy too. It's fun to build a new world from scratch.

Student B: Okay, if you could travel anywhere, where would you go?

Student A: I'd go to Lahore. I love history and art, so visiting places like the Lahore Fort, the Badshahi Masjid and the Lahore Museum would be a dream.

Student B: I can see why! I bet the food's amazing too.

Student A: Definitely! I'd probably eat *nehari* every day.

[They both laugh and wrap up the interview.]

Student B: Alright, I'll get ready to introduce you to the class. You're a writer with a dream of visiting Lahore!

Student A: And you're a photographer aiming for Murree. We've got creative goals!

A

Now, Conduct a Partner Interview & Report Back:

The students will practise attentive listening and speaking in pairs, using clear pronunciation and intonation while taking turns.

Instructions for the Students:

- 1 You will work with a partner. Each of you will take turns interviewing each other.
- 2 You may use the following questions to guide your interview:
 - What is one thing you're passionate about and why?
 - What's your favourite memory from the past year?
 - If you could travel anywhere in the world, where would you go

and what would you do there?

- What's a new skill you'd like to learn?
- 3 One student asks questions while the other answers. Then switch roles. While your partner is speaking, practise attentive listening: maintain eye contact, nod occasionally, and avoid interrupting.
 - 4 Use standard pronunciation and intonation so your partner can understand you easily. Speak at a natural pace.
 - 5 After both of you have shared, each person will introduce their partner to the class, summarizing what they learned.



Writing Skills

Writing of Clear and Well-Developed Paragraph:

Read the information given below and you'll be able to write a well-organized paragraph with the identification of its components and techniques:

1. **Topic Sentence:** A topic sentence is the first sentence in a paragraph that states the main idea. It tells the reader what the paragraph will be about.

Example: "Digital technology has significantly changed the way we communicate."

2. **Paragraph Development:** Each sentence in the paragraph should support, explain, or provide examples of the topic sentence. This keeps the paragraph focused and coherent.

Example Development: "People now rely heavily on instant messaging and social media instead of face-to-face conversations. While this makes communication faster, it can also reduce emotional depth in interactions."

Techniques to Write a Well-Developed Paragraph:

1. **Hook:** A hook is an engaging sentence at the beginning of an essay or paragraph that grabs the reader's attention.

Example Hook: "Imagine a world where no one talks in person anymore, just texts and emojis."

2. Lead-in Sentence: A lead-in sentence connects the hook to the topic sentence, providing context or background before the main idea.

Example Lead-in: "This digital reality is becoming more common, especially among younger generations."

A

Select a topic and write a well-structured paragraph using a hook, a lead-in, a topic sentence, supporting sentences and closing sentence (optional) that develop the idea clearly.