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Simplifying the English Corpora: The Omission of Inflections

International Journal of English Learning and Teaching Skills

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Abstract

It is a long journey of English from its non-existence to the international recognition. It is a journey of English from ‘Synthetic’ to ‘Analytic’. The journey was mainly to make it simple, suitable, and acceptable to the people of England and beyond. And to make itself so, English had to peel off its inflections. While in the Old English Period a word had to bear more than 20 inflected forms to cope with various grammatical issues such as number, gender, tense etc., the same word in the Modern English Period has only 4 or 5 forms, which can still be diminished. Moreover a lot of verbs, nouns and pronouns in the English corpora are still carrying some inflections which are creating problems for the ESL and/or EFL learners to learn English effectively. This paper will show these ‘unnecessary’ inflections, discuss their uselessness and propose the uninflected and simple corpora for better English.

1. Introduction

Language is a living entity. That is why, it always changes. This change may take place in two ways: natural and forced. Inevitably every living language changes naturally. Apart from the natural change, languages sometimes undergo forced changes imposed upon them by the human beings (grammarians or language experts). This may work, and be accepted or refuted by the common.

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English is not a very old language. Its birth and subsequent drastic changes were not easy, but necessarily useful. In a very short time this language flourished and became internationally recognized. Chaotic and too much complex a language like English was able to shake off almost all its complexities ('complexities' means inflections, obviously) and became simpler. With the power of England, English began to spread over the world and enjoy that power. But this is true that if all the characteristics of Old English remained unchanged, it would be very difficult for the language to get access in the national arena, let alone in the international space.

English is one of the easily accessible languages of the world. It is more systematic and simplified than many languages.

The history of simplifying the language is based on human attempts. If England depended on the natural changes of the language, it would not take this simpler shape so rapidly.

Old English had innumerable complexities caused by inflections and made it very much intricate and difficult. The language began to shake off these inflections in the Middle English Period (1150-

1500) which is “marked by momentous changes in the English language, changes more extensive and fundamental than those that have taken place at any time before or since.” (Bough, 2000: 154) In short, this can be said that “Old English is full of inflexions, in Middle English most of these inflexions had been leveled; and Modern English is distinguished from its predecessors by the almost complete disappearance of inflexions.” (Roy, 1979: 49) The change was so vast and visible that English at the beginning of Middle English Period “is a language which must be learned like a foreign tongue; at the end of it is Modern language.” (Bough, 2000: 154) The changes went on up to 20th century. In the 19th century some associations were formed to simplify the spellings of English words. Though not all, many of the Old English inflexions diminished, and accepted unanimously by all.

Deliberate and drastic changes in the Old English Period were necessary for the betterment of the language. But the truth is that language does not like extremely drastic and illogical changes. Keeping this very truth in mind, this paper will show and discuss only some moderate changes regarding inflexions, which can be thought of for the further development of the language. It is not expected that all will be implemented. But some inflexions need special and immediate attention from the experts. This is because English, as the international language, is used in most countries of the world. In some countries it is the first language, and in some others, it is a second or foreign language. According to Greenbaum

English is the majority first language in twenty-three countries. It is an official language or a joint official language in about fifty other countries, where it is used in addition to the indigenous first

languages for a variety of public and personal functions. It is also used as a second language, though without official status, in countries such as Bangladesh and Malaysia. Countries where English is a first or second language are located in all five continents. The total population of these countries amounts to around 2.5 billion, about 49 per cent of the world's population. (1996: 3)

So, if the corpora are simplified, learning English by the non-English countries will be easy and trouble-free. However, the discussion of drastic changes regarding all inflections in the English words can be carried on for further improvement of the language.

2. Statement of the Problems

The 8 years old daughter of the author can speak English fluently and this has been possible through acquisition from TV channels. While talking, she frequently uses past forms of verbs like 'writed', 'catched' etc. Actually she tries to generalize the tendency of using '-ed' inflection to make a verb past and past participle. Because of the lack of this generalization of verb forms, the girl as well as all learners is to learn and memorize some strong verbs that do not follow this pattern in general. Learning English would be easier and simpler if there were no existence of such 'powerful' strong verbs! Because of the same tendency in mind, she says, 'He have a new book.'

Again, being a university teacher, the author of this paper frequently confronts sentences like 'Belinda wake up late in the morning.', 'He invited the old people who was unable to work and earn.' etc. which are 'grammatically' incorrect sentences. Students know the meaning of 'seek' but cannot figure out what 'sought' means! They think 'seeked' is the past and past participle forms of the verb 'seek'. Students who write this type of sentences consciously 'learned' that 'after

3rd person singular number, -s/es is added'. They also learned and memorized the different forms of 'strong verbs', the 'rules' of subject-verb agreement, right forms of verbs etc. This effort of memorizing grammatical rules is hampering the target of learning a foreign language like English. Pragmatically there is no difference between 'Belinda wake up late in the morning.' and 'Belinda wakes up late in the morning.' So, if 'Belinda wake up late in the morning.' is considered grammatically correct, there will be no harm. This means, the solution of all these 'unnecessary' and unwanted problems settles on only one click—to diminish 'inflections' which still exist with Modern English.

3. The Journey of the English Language: From Non-existence to the International Recognition

To know the start of English as a language, it is necessary to go back to past as far as 410 AD. Upon the inevitable retirement of the Romans from Britain, the land became literally vulnerable to the tribal attacks. So, the three major Germanic tribes—Saxons, Jutes and Angles—settled in Britain very easily and without any strong resistance. As a result of the capture, many Britons were killed and the rest were either driven away or made captive. This is why English is not the language spoken by the Britons. Rather the dialects of these major tribes merged together and made a new language—English: "English is an offshoot of an Anglo-Frisian dialect which was spoken in some part of the North Sea coast before the migration to Britain." (Roy, 1979: 19) It can be added here that the word 'English' has come from 'Angles'. According to Greenbaum.

From the middle of the fifth century and for the next hundred years, waves of invading tribes from the European continent—Angles, Saxons, Jutes, and Frisians—brought their Germanic dialects to Britain, settling in the country and driving the Celtic-speaking Britons westward to Wales and Cornwall. Isolated from other Germanic speakers, the settlers came to acknowledge their dialects as belonging to a separate common language that they called English. (1996: 4)

It is now clear that the history of the English language is not very old—“a comparatively short period in the world’s history.” (Bough, 2000: 41) To be precise, it has made a short journey of only 1500 years and spread all over the world through its colonies:

It [English] is essentially a Germanic language introduced by invading tribes from the European continent into what later became known as England. It spread from there throughout the British Isles and subsequently to the United States and other territories colonized by the British, almost all of which are now independent countries. Since the end of the Second World War English has been the foremost language for international communication. (Greenbaum, 1996: 2)

In spite of its short journey, the language has enjoyed, and is still enjoying the prestige of being the international language as well as one of the most powerful languages of the world.

It is also true that the beginning and the subsequent journey of the language were not smooth. It underwent a lot of troubles. It had to fight with the then prestigious and polished as well as ‘aristocratic’ languages like Latin, Greek, French etc., though the language and its vocabulary are largely indebted to these polished languages.

Latin ruled Britain for about 400 years. After a short period of about 500 years of her own rule, Britain came under the control of France after the victory of William the Conqueror in 1066. Upper class people along with the rulers used French as their daily language. According to Bough, “For 200 years after the Norman Conquest, French remained the language of ordinary intercourse among the upper classes in England.” (2000: 111) And in the subsequent years, French began to lose its hold in England. The development of love for education of the common people, the strong growth of patriotic feeling of the English, and the availability of books after the invention of printing press made the scholars think of the language. So,

From the late fourteenth century English displaced French for most purposes, and during the next century a standard English language emerged to meet the needs of the central bureaucracy, the printers, and the educators. Latin, however, was the language of learning throughout the Middle Ages—as in the rest of Europe—and remained so in England as late as the seventeenth century. (Greenbaum, 1996: 5)

It was not even imagined that a neglected language which was still in its stage of zygote would become the international language only after 1500 years! And the language is not the outcome of any human design. “It is the sum total of a series of historical incidents.” (Roy, 1979: 18)

It is already stated that this access was possible because of the drastic and planned changes with the Old English vocabulary, spelling as well as grammar. Scholars tried to find out the existing problems with the language and worked to eradicate them. The most important challenges were to diminish the inflections, and to fix the orthography of the language. Along with inflections, the

language had to suffer from spelling problems for about 400 years. After the eradication of most inflections, and the attainment of the uniformity of spelling, English got its national recognition by 17th century. Scholars like Richard Mulcaster, Sir Thomas Elyot, Richard Carew, Sir Philip Sidney and others fought for this recognition in the national arena. The famous speeches of Mulcaster ('I love Rome, but London better, I favor Italie, but England more, I honor the Latin, but I worship the English') and of Sir Philip Sidney ('But for the uttering sweetly and properly the conceit of the minde, which is the end of speech, that [English] hath it equally with any other tongue in the world.') had a tremendous influence on the human psychology and patriotic feeling of the English. (Bough, 2000: 200-2) And in 1930 (only one hundred years ago) R.E. Zachrisson, a distinguished Swedish philologist, proposed that English be the international language.

4. Inflection

The term 'inflection' has been derived from the Latin verb 'inflectere' that means 'bend in'. Grammatically, 'Inflection' is the use of extra letter or letters with nouns, verbs and adjectives in their different grammatical forms. According to the Oxford Advanced Learner's Dictionary, an inflection is a change in the form of a word, especially the ending, according to its grammatical function in a sentence. So, two things are applicable to inflection: its attachment with a root word, and its function in the sentence. What are the possible attachments of inflections? Well, all the grammatical components do not receive inflections. It most commonly takes "the form of endings on the noun and pronoun, the adjective and the verb" (Bough, 2000: 54). To be more elaborate,

“Inflections in English grammar include the genitive 's; the plural -s; the third-person singular -s; the past tense -d, -ed, or -t; the negative particle 'nt; -ing forms of verbs; the comparative -er; and the superlative -est.” (Nordquist, 2018: 58) And an inflective word has different types of functions depending on the inflection used, its grammatical position in a sentence etc. It is also used to indicate a word’s part of speech. In *The Frameworks of English*, Ballard states

When considering inflections, it can...be helpful to use the notion of a stem. A stem is what remains of a word when any inflections are removed from it. In other words, inflections are added to the stem of a word. So frogs is made up of the stem frog and the inflection -s, while turned is made up of the stem turn and the inflection -ed. (2013: 65)

The grammarian Greenbaum explains that

Inflections are morphemes that signal the grammatical variants of a word; the inflectional -s at the end of ideas indicates that the noun is plural; the inflectional -s at the end of makes indicates that the verb is the third person singular, so that we say she makes but I make and they make. In addition, some affixes signal the part of speech to which a word belongs: the prefix -en in enslave converts the noun slave into a verb, and the suffix -ize converts the adjective modern into the verb modernize. (1996: 231)

Though the inflections with nouns and verbs are called declension and conjugation respectively, this article will use only ‘inflection’ to indicate all of them in general.

5. The Old English Inflections Diminished

The old English suffered a lot of inflections. Because of these inflections, the language maintained the characteristics of the synthetic language. By diminishing its maximum inflections the language has become analytic because the decay of inflections...

made it necessary to depend less upon formal indications of gender, case, and (in adjectives) number, and to rely more upon juxtaposition, word order, and the use of prepositions to make clear the relation of words in a sentence. (Bough, 2000: 157)

Roy stated that the “evolution of the English language is a story of progressive decay and disappearance of inflexions.” (1979: 49)

What were the inflections that made the language too fleshy and difficult? The following discussion will give a glimpse to the inflective difficulties of the language.

5.1. Inflection and Nouns: In the past, nouns had to bear the torture of a lot of inflections. Depending on the gender, number, person etc. a noun had to adopt different inflective forms. Here is an example of noun inflection:

The word ‘cyning’ (king) had 8 different forms depending on its number and case. The determiners also adopted different forms for every different use of the words in a sentence:

Case	Nominative	Accusative	Genitive	Dative
Singular	se cyning	þone cyning	þæs cyninges	þæm cyninge
Plural	þā cyningas	þā cyningas	þāra cyninga	þæm cyningum

Table 1: Inflections with the Old English Nouns

By sacrificing all other inflections, nouns decided to continue with ‘-s/es’ inflections which are used to make a noun plural. Bough stated that-

By 1200 -s was the standard plural ending in the north and north Midland areas; other forms were exceptional. Fifty years later it had conquered the rest of the Midlands, and in the course of the fourteenth century it had definitely been accepted all over England as the normal sign of the plural in English nouns. (Bough, 2000, p. 156)

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5.2. Inflection and Verbs: The most complex inflective forms were found in the Old English verbs. Though the old English verbs had only two tenses (present and past) and three moods (subjunctive, indicative and imperative), a verb had 23 forms so far! Since English has transformed into analytic language from the synthetic one, it had to sacrifice the subjunctive mood. The other forms of verbs also diminished leaving some avoidable features in the verbs now.

A verb in the old English period had to entertain all forms from many corners of its grammar. It changed according to number (singular and plural), person (1st, 2nd and 3rd persons), tense (present and past), mood (indicative, subjunctive and imperative) etc. In the following table, this has been clarified through an example:

		Present Tense			Past Tense	
		Indicative	Subjunctive	Imperative	Indicative	Subjunctive
Singular	1 st person	write	-	-	wrát	-
	2 nd person	wrítest	wríte	wríþ	wríte	wríte
	3 rd person	wríteþ	-	-	wrát	-
Plural		wríteþ	wríten	wríteþ	wríton	wríten
Infinitive		wrítan				
Participle		wrítende			gewríten	

Table 2: Inflections with the Old English Verbs

In short, a single verb 'write' had 13 different forms (write, wrát, wrítest, wrít, wríte, wríteþ, wríten, wríton, wríten, wrítan, wrítende, gewríten) which were used in more than 17 different positions in sentences. And without any fixed pattern, all other verbs had their own formations. For example, seón (see) had séo, seah, síchst, síeþ, seah, sáwe, síehþ, séoþ, sawon, sáwen, séonde, gesewen, gesegen etc. forms, which, again were different from inflections of other verbs!

5.3. Inflection and Adjectives: It is painfully notice worthy that the adjectives in Old English suffered from extreme inflections. In order to conform to the number, case and gender of a noun, an adjective adopted more than fifty different forms! It also received different inflections labeling itself as a 'weak one' while it is preceded by a determiner. The following table shows it by illustrating different forms of gōd (good):

Number	Case	Strong Inflections			Weak Inflections		
		Masculine	Feminine	Neutral	Masculine	Feminine	Neutral
Singular	Nominative	gōd	gōd	gōd	gōd-a	gōd-e	gōd-e
	Genitive	gōd-es	gōd-re	gōd-es	gōd-an	gōd-an	gōd-an
	Dative	gōd-um	gōd-re	gōd-um	gōd-an	gōd-an	gōd-an
	Accusative	gōd-ne	gōd-e	gōd	gōd-an	gōd-an	gōd-e
Plural	Nominative	gōd-e	gōd-a	gōd	gōd-an		
	Genitive	gōd-ra	gōd-ra	gōd-ra	gōd-ena or gōd-ra		
	Dative	gōd-um	gōd-um	gōd-um	gōd-um		
	Accusative	gōd-e	gōd-a	gōd	gōd-an		

Table 3: Inflections with the Old English Adjectives

In short, a single adjective 'good' had 11 different forms (gōd, gōd-a, gōd-e, gōd-es, gōd-re, gōd-an, gōd-um, gōd-um, gōd-ne, gōd-ra, gōd-ena) which were used in more than 48 different positions in sentences according to number, person, gender etc. And without any fixed pattern, all other adjectives had their own formations.

So, how do we feel when we imagine that to write a single sentence in Old English, one had to think of more than 8 different forms of nouns, 18 different forms of verbs, 11 different forms of adjectives etc. only to fit their case, gender, number, person along with different grammatical positions?

6. The English Language Today: Existing Inflective Problems

English today is still bearing the testimony of inflections with mainly noun, pronoun, adjective and verb. All the inflections are not a problem. English has some inflections which are systematic, and beneficial for the language. But there are some problem-creating inflections in the language, and they need to be eradicated in order to make the language more accessible for the EFL/ESL

learners. The following discussion is meant to show the existing inflective problems that need special attention from the experts.

6.1. Nouns: Though nouns of today's English have been free from many inflections that worked with the old English nouns, only two of them are left. Plural markers (-s/es/en) with nouns of today's English are one of these reminiscences of the inflections of Old English. And the other one is the use of apostrophe s (-'s).

6.2. Pronouns: Pronouns also sacrificed a lot of inflections to cooperate the language. They also had a lot of different forms depending on the person, gender, number etc. The existing inflections with pronoun can be ignored, except the gender discrimination in the 3rd person singular number (he and she). Moreover, there is the presence of a different case for maximum pronouns. 'You' and 'It' have similar forms as both subjective and objective cases. But subjects of other pronouns (he, she, they, I, we etc.) are different forms their objects (him, her, them, me, us etc.).

6.3. Verbs: Verbs (specially the auxiliary ones) of Modern English are most chaotic. All verbs in the present indefinite tense do not receive s/es with them. Surprisingly, this inflection is added only when the subject is 3rd person singular number. It indicates that, this inflective use is utterly unnecessary. There is another issue of strong and weak verbs now. Many verbs have already left the strong group and joined the weak one by adopting -ed ending. This makes the path to make all verbs past and past participle with -ed inflection only.

As stated above, the most chaotic order is seen with auxiliary verbs, particularly with 'Be'. It has many faces to be used in the same tense with different persons and numbers. In the present form,

'be' has 'is', 'are' and 'am' forms. Similarly, it has 'was' and 'were' forms to show past. 'Have' has 'has' and 'have' in the present form only to distinguish singular and plural forms of the 3rd person. 'Had' is used to show both past and past participle irrespective of any person and number. 'Do' has, in the same manner, 'do', 'does', 'did' and 'done' (though 'done' is not used as an auxiliary form).

6.4. Adjectives: It is already seen that adjectives had maximum number of (about fifty) inflections in Old English. And it is adjectives that underwent drastic changes, and reduced almost all inflections. Thus it has become gender-free and simple today. The only existing inflection with adjectives now is the use of –er/est inflections to indicate comparative and superlative degrees.

7. Recommendations

It is now clear that Modern English is almost free of inflections. The existing inflections with nouns, pronouns, verbs and adjectives are making the language troublesome and a bit non-friendly especially to the ESL/EFL learners. Students need to memorize a lot of rules of grammar only to cope with these inflectional uses of words in a sentence. If the language can be free of all inflections, it will be the most trouble-free and easiest language in the world. And it is possible. It has been possible for some elements of grammar. For example, an adjective having fifty different inflectional forms has been able to cut off all inflections except one. This example as a guide for the language can be used as a model for other parts of speech. This section will try to show how the existing inflections from nouns, pronouns, verbs and adjectives can be diminished.

7.1. Nouns: The existing inflections with nouns are found only with its number, and possessive case. (Well, the article ignores those inflections that change the part of speech of nouns. This type of inflectional use is not hazardous for the health of the language; rather it is a boon for it since this inflectional use enriches the vocabulary of the language in a systematic way.) ‘apostrophe s’ should continue its journey. It is necessary and systematic. But the language might cut the plural markers (s/es/en etc.) from its nouns. The plural determiners will show that the noun has been used as a plural one. Instead of “Many (or two or hundreds of etc.) students love to read science fiction.”, “Many student love (this use of verb is explained below) to read science fiction.” can be written. This expression does not affect the meaning of the sentence. Pragmatically both sentences bear the same meaning. [To be more flexible, only s/es with the nouns can be used to show their plurality. But there must not be strong nouns that receive ‘en’, ‘a’ etc. to make nouns plural (such as oxen, corpora etc.)] What about the nouns which are always plural, or nouns which are uncountable? Well, they will be kept untouched.

7.2. Pronouns: If anomalies with pronouns are eradicated, things will be finer. ‘You’ and ‘It’ are used as both subjective and objective positions. Like ‘you’ and ‘it’, all other pronouns can have the same words to be used as subjective and objective. Again, only ‘you’ has the same form to express both singularity and plurality. But all pronouns need to have singular and plural forms since there is no existence of plural markers with the nouns in the proposed corpora. So, for greater purpose to be served, the paper proposes to add a singular form using ‘you’ as a plural number of 2nd person. Eradication of gender discrimination in he/she is also necessary. The proposition is as follows:

SI	Person	Number	Subjective	Objective	Possessive	Double Possessive
1.	1 st	Singular	I	I	My	Mine
		Plural	We	We	Our	Ours
2.	2 nd	Singular	Thou	Thou	Thy	Thine
		Plural	You	You	Your	Yours
3.	3 rd	Singular	He	He	Her	Hers
		Plural	They	They	Their	Theirs
		Singular	It	It	Its	Its
		Plural	They	They	Their	Theirs

Table 4: Proposed forms of Pronouns

This can be illustrated with the following examples:

1. I wanted he to stay with they together.
2. Helal love fried chicken. Her friend is in favour of mutton. So, they have different order.
3. Both of they is looking for a good job.
4. Is you in the office now?
5. Is thy sister comeing today?

7.3. Verbs: The formation and change of verbs in the old English period were most complex and chaotic. It has already been seen that every verb had more than 12 different forms. And these formations of verbs did not follow any particular pattern. That is why, a learner had to learn all the forms of all the verbs separately! So, the scholars had to work on it consciously not only to minimize the number of forms of verbs, but also to bring and fix them to a regular pattern. And the scholars were almost successful.

The modern English verbs are still bearing the Old English inflections. Therefore, this part of the English grammar needs maximum attention. Here goes a discussion on this issue:

(i) Auxiliary verbs (except modals): This area of the verbs is the most chaotic one. 'Be' verb has so many different forms according to tense, number and person. The present article proposes to make it only one! Since this paper is not in favour of any sea change, 'be' verbs are treated leniently with reason. As an exception, 'Be' verb will have 'is' or 'be'

(or both for less change, where 'be' will be used after to and modals), 'was', been, and being (Its hardcore changes may be like this: is, ised, ised, ising!). The present paper thinks, there is NO necessity of 'am', 'are' and 'were' as forms of the 'be' verb. In the same way, the auxiliary verb 'have' will have 'have' as the present form, and 'haved/had' as both past and past participle forms. And the 'do' verb will have 'do' (present form) and 'doed/did' (past and past participle).

Here are some examples:

- a. I is a teacher. (I am a teacher.)
- b. I will be a teacher. (I will be a teacher.)
- c. They is working for two hour. (They have been working for two hours.)
- d. I is never late in the class. (I am never late in the class.)
- e. He haved/had a nice wrist watch which he losed in the last weding ceremony. (He had a nice wrist watch which he lost in the last wedding ceremony).
- f. Doed/Did you purchase those mango from Rajshahi? (Did you purchase those mangoes from Rajshahi?) etc.

(ii) Principal Verbs: All verbs will have only two inflections. One is the ‘-d/ed’ ending to make verbs past and past participle, and the other one is ‘-ing’ to show present participle form of the verbs. Though the verbs will have ‘-ing’ inflection to indicate its continuous form of tenses, the final ‘e’ or ‘y’ at end of the verb should remain intact. For example, instead of ‘coming’, ‘comeing’ should be written. This will bring the common pattern of using –ing with the verbs. And learners will face less problems regarding ‘-ing’ inflection. With the same intention of facilitating the learners, there should not be any s/es inflection with the verb in the present indefinite tense.

Here are some examples:

- i. He play cricket. (He plays cricket.)
- ii. He caught fish in the river once in a week. (He caught fish...)
- iii. He will read a book. (He will read a book.)
- iv. He have readed seven book this month. (He has read seven books this month.)
- v. They is planing and createing new ideas to promote the product. (They are planning and creating new ideas to promote the product.)

However, if hardcore change is preferred, only one rule will then be in action: there will be NO inflection with verbs. In that case, some tense markers (such as ‘do’ for present indefinite tense: ‘He do come.’, ‘have’ for present perfect: ‘He have go.’, ‘was’ for past continuous: ‘They was come late.’ etc.) will be needed to implement this sea change.

7.4. Adjective: In present English, adjectives seem to be free from those numerous inflections of Old English. The only modification that needs attention is its use of –er and –est suffixes which are used to make comparative and superlative degrees respectively with some strong adjectives (such as good- better- best etc.). Instead of these suffixes, ‘more’ and ‘most’ can be used before all adjective irrespective of any number of syllables. For example, ‘good-better-best’ will be ‘good- more good- most good’ as this is practised with polysyllabic words (beautiful- more beautiful- most beautiful).

Major Recommendations at a Glance (order on the basis of importance):

1. In the present indefinite tense there will be no ‘-s/es’ with the verbs.
2. There will be no ‘am’, ‘are’, ‘were’ and ‘has’ as auxiliary verbs.
3. Nouns will have no plural by adding ‘-s/es/en’, or, they should have only one weak form ‘noun+s/es’ to make all countable nouns plural.
4. Subjective and objective pronouns will be same.
5. Adjectives should not have any strong (good-better-best) comparative and superlative forms.

8. Specimen of English Proposed

English Now:

Mr. Sumon is a very honest person. He wanted to return the three books which were left in his shop by an old man. The name and address on the books were written in English. His younger sister knows English. So he called her. His sister saw a mobile number at the bottom of the page.

She dialed the number. An old man received her call and thanked them. Sumon is very much pleased now. The old man has come and taken the books from him.

English Proposed:

Mr. Sumon is very honest person. He wanted to return the three book which was left in her shop by an old man. The name and address on these book was writed in English. Her younger sister know English. So he (S) called he. Her sister seed a mobile number at the bottom of the page. She dialed the number. An old man received her call and thanked they. They is very much pleased now. The old man have comed and taked these book from he.

9. Conclusion

No doubt, the purpose of this paper is to make English easier and more comfortable to the EFL/ESL learners. This comparatively easy structure of English will enjoy more technological acceptance for machines prefer less rules, more output.

The observation/recommendation made here is completely based on the problems extracted from the first hand experiences in the EFL classrooms. It should be admitted that the recommendations are stimulated from the history of the English language. The seeds of the solutions actually lie in the evaluation of the history, which shows the path of making the language easier by diminishing disturbing inflections. In the process of diminishing inflections from Old English, some were left out. Among the left out inflections, only the most crucial ones that can be diminished leaving the language unharmed have been considered in this paper.

It is true that all inflections from English can be cut, but not so drastically. Forced changes should be slow and logical. Press as well as other active users of language should accept the change. For this change, a perfect and fertile ground is necessary to implement the tremendous changes. However, the moderate changes regarding inflections that have been discussed in this paper may demand soft attention from the experts. As a significant part of development, the abolishment of inflections is the demand of the time, and of the third world countries where learners make maximum mistakes regarding 's/es' with verbs. This implementation of the recommendations mentioned in this paper is sure to make the language easier and more acceptable not only to the English speaking people along with EFL/ESL learners, but also to the machines.

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