Globalisation and the English Language: Perceptions, Challenges and Educational Implications

Vivaan Malik

Research Scholar, L.D. Arts College, Ahmedabad

ABSTRACT:

Globalisation has transformed communication, commerce and culture, linking distant societies and influencing local practices. Central to this transformation is the English language, which has emerged as the de facto medium of international exchange. This paper explores the role of English as a global language, tracing its historical rise, its dominance in global networks and the consequences for other languages and dialects. Using survey data from 120 students of English and Business studies, the study investigates their awareness of globalisation, attitudes toward English and perceptions of its educational challenges. The findings reveal that most students recognize the importance of English but feel inadequately prepared to meet global standards. Literature reviewed highlights issues such as identity formation among teachers, the impact of English in non-Anglophone regions and the challenges of balancing national languages with global demands. The study concludes with recommendations for curriculum redesign, enhanced language training and greater exposure to global communication practices, to ensure that students can participate effectively in a globalised world.

KEYWORDS: Globalisation, English language, education, language policy, student perception, curriculum design.

INTRODUCTION

"Towards New Education" was the first publication to use the term "globalisation" in reference to a comprehensive understanding of the human experience in education, back in 1952. This idea has spawned numerous rival definitions and interpretations since its birth. Take Anthony Giddens as an example. He states that it is "the intensification of worldwide social relations which links distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa." According to Roland Robertson, the "accelerated compression of the contemporary world and the consciousness of the world as a singular entity" characterises the global processes. In order to link and spread human activities across regions and continents, globalisation refers to "those spatio-temporal processes of change which underpin a transformation in the organisation of human affairs." Though most theories concur on the broad contours of globalisation, there are differing opinions regarding its exact beginnings. While some academics place its beginnings in the contemporary age, others believe it to be a long-standing Phenomena. Robertson and Held concede that globalisation may have originated in the 15th century and is

therefore a pre - modern phenomena. According to Thomas L. Friedman, the history of its development may be divided into three main periods: the globalisation of countries occurred during period 1 (1492-1800), the globalisation of enterprises occurred between 1800 and 2000 and the globalisation of individuals occurred between 2000 and the present. Some theories adopt a more grounded approach, placing the start of global processes during the 1973 first major fuel crisis, the demise of conventional industrial production patterns and the following shift to a demand-led economy.

1.1. English, the Language of Globalization

English has emerged as a language of distinction throughout the last two or three decades. It used to be just one of the main European languages, comparable to French or Spanish, but now it is a global language that people use to connect with anyone who speaks a language other than their own. The TCP/IP protocol secures technical communication between computers over the internet, but English serves as the "protocol" for oral and written communication across national borders, making it the de facto language of the global network.

The other major languages' status has altered as English has risen to the top. They have been devalued in comparison to English, despite the fact that more people speak them than ever before. These days, languages like French, Spanish, Arabic, German, Russian and so forth are considered regional languages, national languages that are usable outside of their own countries. However, they are becoming less and less valuable as the official and informal language of international communication in political, commercial and intercultural situations. They are also becoming less useful as links between individuals who enjoy enhancing their lives with foreign media.

The difficulty that English presents has also had an impact on the other languages, as they have all tended to acquire English vocabulary, pronunciation, word order and other aspects to varying degrees. Simultaneously, an increasing number of dialects and languages face extinction. There are about 6,800 distinct languages in the world today, according to linguists. The amount of persons who speak each language varies greatly. Nearly half of all people on the earth are speakers of one of the eleven most common languages. About 341 million individuals spoke English as their first language in 1999, despite it not being the most commonly spoken language. Approximately 500 million people were native or second language speakers of English.

Nowadays, 417 languages are spoken by relatively few elderly individuals and are regarded as practically extinct. However, many more languages have declined in a number of ways (www.ethnologue.com). The pattern is not a recent development, nor can the growth of English be the only explanation for it. The domination of a few languages at the expense of several regional languages and dialects can actually be traced back centuries, to the period of European imperialism over most of the world. Economic and political imperialism have often been followed by linguistic imperialism.

In addition to being a result of worldwide imperial dominance, nation-building has also played a role in linguistic homogeneity. The establishment of nation-states has often accompanied the adoption of a single national language, following which there has been no longer been any schooling or cultural expression in various dialects and languages within the national borders. The usage of lesser languages and dialects has occasionally been outlawed or met with political repercussions. Similar to this, distinct varieties of the officially recognised national language hold varying ranks in a hierarchy, with one dialect serving as the standard. Globalisation and English's increasing dominance over other languages are therefore nothing new. It is actually more about the radicalization and acceleration of a centuries-old tendency wherein more universal language variations persist and local variety disappear.

1.2. Objectives of the study

The study's highlighted objectives are as follows.

- To ascertain the impact of globalisation.
- To examine how pupils view the English language.
- The inadequacies in the way students are taught and acquire the English language.
- To track the ways and extent that the English language is impacted by globalisation.
- To offer suggestions for resolving the current issue.

1. LITERATURE REVIEW

Feng, M., & Kim, H. K. (2023) investigated how two Chinese instructors of English as a foreign language (EFL) in a globally integrated Chinese city developed their identities. The study critically examined the variables that impacted the development of teacher identities, with a foundation in the conceptual frameworks of "identity in belief and practice" and the representations of teacher knowledge. Through observations in the classroom and interviews, the data were gathered. It became clear that the participants' approaches to acquiring and internalising professional information varied, leading to disparities in the beliefs and practices of teachers. People's practical identities did not always align with their initial expectations, even after acquiring instructional expertise. The participants' "glocal" identity construction was influenced by the discrepancies between their goals and reality and between teacher knowledge and practice. The results provide light on the conflicts and constraints that exist in the educational transfer between classrooms designed in the Western and non-Western styles among Chinese teachers.

Shahjahan, R. A., et.al., (2022) Based on the international multidisciplinary literature on decolonizing curriculum and pedagogy (DCP) in postsecondary education, we conducted a critical analysis of the concept of decolonizing within the framework of global academic disciplines and universities. We propose three themes connected to DCP, based on a critical analysis of 207 English-language articles and book chapters and centred on a geopolitics of knowledge frame: (a) decolonizing meaning(s), (b) actualizing decolonization and (c) difficulties to actualizing. We

identified four strategies to actualize DCP and three main definitions of decolonization that were related to institutional, stakeholder, disciplinary and/or geographical contexts. Despite certain parallels across the literature, we contend that DCP's meanings, actualizations and problems are ultimately contextual, with implications for politics and epistemology. We conclude by outlining future options for DCP education research and pointing to the potential for a decolonial studies subject or discipline.

Iranmehr, A., & Davari, H. (2018) Examining the ups and downs of English in Iran reveals that, particularly in the past 20 years, it has been the scene of an intensifying conflict between two opposing sectors. The first is the corporate sector, which has played a major role in the global dissemination of English and the second is the public sector, which has served as a spokesperson for the regionalized form of the language. Owing to the public sector's lack of effectiveness, the private sector—a thriving industry—is taking the lead in English instruction. Given this, the authors' initial goal is to present these two competitive areas. The causes of this increasing struggle are then sought to be explored in detail using the literature that is currently accessible on the subject. The results show that English will continue to be used in the public sector in its localised form and in the private sector in its globalised version in the future.

Takhtarova, S. S., et.al., (2015) has investigated the linguistic and cultural environments of three European cities: Kazan (the Russian Federation's Republic of Tatarstan), Paris (France) and Berlin (Germany). The influence of English as a medium of international communication on the evolution of the linguistic environment in these places is the focus of the analysis. Every one of these capital cities has a language strategy in place that attempts to preserve the distinctive language and cultural legacy of that country. The Republic of Tatarstan faces two challenges: Tatar and Russian, the two official languages of the territory, are both endangered. Nonetheless, the effects of globalisation are felt in every European nation and English is playing a bigger and bigger part in the evolution of the linguistic landscape. The names of businesses, stores, cafes and other ergonyms all reflect this. Here, the task of accurately translating the borrowed lexical units presents a barrier for linguists. This research adapts other cities' experiences to help facilitate and enhance ergonym translation accuracy. The writers' contributions went beyond expanding the corpus of ergonyms—especially those that came from the English language—but they were primarily focused on enhancing Kazan's favourable reputation abroad. Through this primarily comparative study, best practices for the preservation and promotion of national languages and cultures in France, Germany and Russia were gathered and critically analysed in order to be adopted in Kazan, which aspires to become an essential part of Europe.

Yamao, S., & Sekiguchi, T. (2015) examined the elements that influence non-native English speakers' dedication to their companies' globalisation, with a particular emphasis on the significance of self-perceived English language competency and human resource (HR) procedures.

Through a study of 693 non-native English speakers in Japan, we discovered that emotional and normative commitment to their enterprises' globalisation is directly and interactively impacted by their self-perceived English language competency and HR policies that support language acquisition. When considering globalising their operations to other nations, non-Anglophone businesses should make sure that their personnel are proficient in English through HR policies.

2. RESEARCH METHODOLOGY

Those who responded: During the July through September 2018 study period, we conducted a survey to gather data.

A survey questionnaire has been created so that the students can administer it. We have limited our attention to English and Business department pupils. The students were given a questionnaire, which they had to complete and send back within three business days. One hundred and twenty students took part in the survey. The majority of the inquiries were set up on the basis of yes/no answering method and only one question was narrative.

3. DATA ANALYSIS

As can be seen in the figure above, sixty percent of the respondents, or seventy-two out of a total of one hundred twenty, have said that they are aware of globalisation. On the other hand, forty percent, which is equivalent to forty-eight out of one hundred and twenty respondents, stated that they are unaware of globalisation.

Seventy-three percent of those who participated in the survey stated that globalisation piqued their interest, while twenty-seven percent disclosed that globalisation did not pique their interest at all. For your convenience, this information is shown in the figure that can be found up top.

4. CONCLUSION:

The findings affirm that globalisation has firmly established English as a central medium for education, business and cultural interaction. While awareness among students is relatively high, significant gaps remain in language proficiency, presentation skills and global exposure. The study underscores that language is not merely a technical skill but also a cultural and economic asset in the global marketplace. The rise of English has also intensified concerns about linguistic imperialism and the erosion of regional languages, reflecting a tension between global integration and cultural preservation. To address these challenges, institutions must integrate global perspectives into curricula, invest in comprehensive English language training and encourage multilingual competence. Activities such as seminars, film screenings, debates and dramatizations on themes of globalisation can make language learning dynamic and relevant. Ultimately, equipping students with strong language skills and cultural awareness will not only enhance employability but also foster informed participation in the increasingly interconnected world.

5.1. Recommendations

It has been advised, based on the study, analysis of the results and student opinions, that the English curriculum be built with the needs of the modern global market in mind.

- Stressing a student's proficiency in the English language is important.
- Students' written and spoken English language proficiency should be assessed.
- Enhancing one's presentation skills is necessary.
- The students' understanding of globalization should be evident.
- At the university level, seminars, symposiums, lectures, workshops and conferences on globalisation and the English language should be introduced.
- Students' next preferences include English films, exhibitions on globalisation and competitions aimed at promoting the language worldwide. Various English dramas can be performed on the theme of globalisation.

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