



THE IMPACT OF ENGLISH IN GLOBALIZATION

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Abstract

The spread of English as an international language and the need of globalization that has no boundaries, are mutually enforcing trends in an age of modern scenario. English language learning in a global context needs learners of English language a new set of critical and interpretive skills. The English language is the nowadays tool for international organization and communication Major international and transnational organizations do have a policy of having the English language under their competencies. This paper attempts to discuss the impact of English language learning as well as the need for new frameworks for teaching English language in the new era.

Key Words: Globalization; English language, Communication.

INTRODUCTION

According to David Graddol, there will be two billion people speaking or learning English within a decade. Everywhere, anywhere today and most certainly tomorrow, English is to be present in the life of every citizen around the globe. It is the main tool for operating in most fields: INTERNET, banking, travelling. English, or better said, the concept of English language known as 'International English' is the global view of the language or the international standard for the language. It can also be referred as: Global English, World English or even Globish.

The powers of the English Language surround us. The words we need today, to recreate the future or imagine alternative futures, can be given by this global Language. And it does not prevent us from reflecting about English in a contemporary world, in a theorization between world margins and local story in which nearby happenings reflect on global areas as to regionalism to globalization; and global events affect close events and people as the World Economic Forum in Davos, Switzerland does each year happen and affect us.

The use of the language – verbal and visual – is essentially determined by its social and interactive nature, for who uses it, considers the person to whom is directing to, or who made an announcement by. All meaning is dual, in other words, it is built by its participants of the speech. Besides that, every interactive meeting is crucially marked by a social world which evolves it, by an institution, by the culture and by history. It means that counteraction events do not occur in vain or in a social vacuum; quite the contrary, when envelopes in an written interaction, or oral, people do it to act in the social world, in a determined moment and space, in relation to whom they direct to or by who they were direct to. In this sense the construction of the meaning is social. The marks that define social identity's, such as: rich, poor, men, women, black, white, homosexual, heterosexual, elderly, youth et, are intrinsic in the determination of how people can act in the speech or with others in relation to them, in their various interactions, orally and written, from which they participate. When using the language with another, it is done from a determined social place, and historical one.

As a new millennium begins, scholars say that about one-fourth of the world's population can communicate to some degree in English. It is the common language in almost every endeavor, from science to air traffic control to the global jihad, where it is apparently the means of communication between speakers of Arabic and other languages. It has consolidated its dominance as the language of the Internet, where 80 percent of the world's electronically stored information is in English, according to David Graddol, a linguist and researcher.

There may be more native speakers of Chinese, Spanish or Hindi, but it is English they speak when they talk across cultures, and English they teach their children to help them become citizens of an increasingly intertwined world. At telephone call centers around the world, the emblem of a globalized workplace, the language spoken is, naturally, English. On the radio, pop music carries the sounds of English to almost every corner of the earth.



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“English has become the second language of everybody,” said Mark Warschauer, a professor of education and informatics at the University of California, Irvine. "It's gotten to the point where almost in any part of the world to be educated means to know English." In some places, he said, English has invaded the workplace along with the global economy. Some Swedish companies, for example, use English within the workplace, even though they are in Sweden, because so much of their business is done, through the Internet and other communications, with the outside world.

As English continues to spread, the linguists say, it is fragmenting, as Latin did, into a family of dialects - and perhaps eventually fully fledged languages - known as Englishes. New vernaculars have emerged in such places as Singapore, Nigeria and the Caribbean, although widespread literacy and mass communication may be slowing the natural process of diversification.

The pidgin of Papua New Guinea already has its own literature and translations of Shakespeare. One enterprising scholar has translated "Don Quixote" into Spanglish, the hybrid of English and Spanish that is spoken along the borders of Mexico and the United States. But unlike Latin and other former common languages, most scholars say English seems to be too widespread and too deeply entrenched to die out. Instead, it is likely to survive in some simplified international form - sometimes called Globish or World Standard Spoken English - side by side with its offspring.

Globalization refers to the expanding connectivity, integration, and interdependence of economic, social, technological, cultural, political, and ecological spheres across local activities. In an increasingly globalized society, empowered individuals communicate across cultural and national boundaries as citizens of the world. They have access to new technologies that afford them unprecedented ways to reinterpret, appropriate, contest, and negotiate mass distributed texts in multiple forms. These global interactions force a heightened sensitivity to audiences with different interpretive positions, and necessitate an examination of underlying cultural assumptions and beliefs that frame intercultural communications. As English educators, our goal is to equip students with knowledge of global literacy and the critical awareness of how globalization defines and positions their languages, symbols, identities, communities, and futures. Consequently, English educators and teachers of English need to envision the subject of English within the contexts of global mass mediation, multimodal communications (i.e., communication which employs multiple modes of expression), migratory populations, and transnational economies.

Globalization arises through a confluence of mass mediated symbols, words, images, sounds, objects, or activities. While "mass" refers to the recurring and expanding distribution of these material signs in human interactions beyond a local social context, "mediated" refers to the meanings produced when a sign is used to represent, or signify, a meaning for something other than itself. A rose in the garden, in a box with eleven others, pinned to clothing, white, red, or yellow, all stand for something other than the flower itself, and stand for different things depending on the social context or frame of reference (Pierce, 1998; Eco, 1979; Lakoff, 2004). But, when one of these meanings becomes mediated over and over again in human interactions, through many different multimodal signs (Kress, 2003), in many different audiences geographically dispersed, the mass mediated sign constructs globalized meanings and frames of reference.

Globally, no sign mediates a single stable transcendent meaning. The relationship between a sign, its meaning, and its frame of reference in any moment of mediation is mutually constructive. However, communities do attempt to conventionalize the mediation of a sign in order to establish and maintain desired positions and relationships within a social context, such as the family, the classroom, workplace, political party, nation, academic society, or transnational economy. Debates about the "right" meaning of a sign, and attempts to carefully construct messages to influence sign meanings, and their framing beliefs and values, are commonplace. Global news organizations are nonstop re-presentations of sign interpretations and debates, and unfortunately, the debates rarely articulate the values and beliefs of the underlying ideologies that differentially frame the contested signs. Even if the news organization claims objectivity, no framing is value neutral.



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Of critical importance however in such a highly technologized global world, with information collectively owned and managed among their users, will be to understand the strengths and limitations of the newer technologies for meaning making and information exchange. As Farrell (2003) argues, the differences in the users' relationship to these new technologies (e.g., technology savvyness, education, gender, religion, ideology, culture, or identity) and in their ways of appropriating such tools for communicative purposes will both enrich and challenge communication and information exchange within and across communities of practice. In other words, the ways of appropriating and communicating with new technology tools in one culture, one context, one language, or one medium are not going to be necessarily the same in another culture, context, language, or medium. This is because technology users from different cultural, ethnic, economic, ideological, and social backgrounds are likely to differ substantially in both their understanding and use of these tools for communication and information exchange. Such differences are often reflective of the sociocultural and technological milieus where their members get socialized into the ways of thinking and being around technology that are characteristic of their own culture, ideology, resources base, and other idiosyncrasies shaping their unique digital societies.

As English educators, we need to explore how globalization is (re)shaping and (re)defining literature, language, composition, and mass media in the following ways: Literature is broadening in terms of authors, audiences, genres, and modes of representations. Readers have an expanded set of possible identities, discourses, subjectivities, communities, and modes of interpretation.

At a time when the globe is becoming increasingly accessible because of instantaneous communications, the corpus of print literature is expanding almost exponentially because of the number of works either being written in English or being quickly translated into English. The consequence is that in some departments the privileged place traditionally accorded British and American literature in high-school anthologies is giving way to courses in world literature and diverse cultural authors. Prospective teachers of English, as well as English educators, must now be much more attuned than they were in the past to works being written by major authors outside the United States or the British Commonwealth.

CONCLUSION

The power of the English Language surrounds us. The words we need today, to recreate the future or imagine alternative futures, can be given by this global Language. And it does not prevent us from reflecting about English in a contemporary world, in a theorization between world margins and local story in which nearby happenings reflect on global areas as to regionalism to globalization; and global events affect close events and people as the World Economic Forum in Davos, Switzerland does each year happen and affect us.

In the future, today's youth will be required to actively address economic, environmental, and cultural problems that could have widespread and long-term consequences for themselves and their world. In order to be active problem solvers, they should be able to think with clarity, imagination, and empathy. Literacy instruction is one avenue through which such contemporary critical thinking might be taught. By teaching literacy skills through intercultural reader response theories of literary interpretation, social-cultural methods of language study, global rhetorical approaches to writing, and juxtaposed multimedia representations, students can begin to think critically and globally in a world that, increasingly, will require a politically and socially active citizenry.

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