GLOBALIZATION AND ENGLISH LANGUAGE TEACHING

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ABSTRACT
English is everywhere some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world’s population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization- of international business, polities and diplomacy. It is the language of computers and internet. It is now the global language. The main function of English language today is to facilitate communication across international borders. Now-a-days English is a global language which predominates in all spheres of world communication. The increasing number of non-native speakers of English goes hand-in-hand with the process of re-evaluating and developing new models for teaching English. The ongoing process of pluralization and appropriation of the English language poses new questions for English language teaching professionals. Another aspect of English Language Teaching which needs to come under scrutiny is the tenets of Communicative Language Teaching [CLT]. Since the 1970s the achievement of communicative competence based on native speakers’ language norms [usually standard British or American English] has been seen as the ultimate goal of English Language Teaching.

KEYWORDS: Globalization, Global Language, Communication, English Language Teaching, Communicative Language Teaching.

INTRODUCTION
English is everywhere some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world’s population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization- of international business, polities and diplomacy. It is the language of computers and internet. It is now the global language.

Globalization is, without doubt, one of the major defining characteristics of modern society. It constitutes both a threat and a challenge, depending the point of views and the predisposition of the observer.
Defining globalization can be quite a difficult task. Globalization is a fashionable word to describe trends perceived to be dramatically and relentlessly increasing connections and communications among people regardless of nationality and geography.

Globalization is a notion and a term, is predominantly a loan from the science of economics, but it is more widely implemented to denote the interrelationship of economic, political and most importantly, cultural issues.

GLOBALIZATION AND LANGUAGE:

It is generally contended, today, the globalization reality has enormous repercussions on the numerous natural languages. These effects are studied by the linguistic sciences; On the one hand, it is accepted that all languages have a cultural, literary, social and communicative value. On the other hand, it is beyond doubt that certain of these languages are rapidly disappearing. Inevitably any one intending to understand the globalization phenomenon regarding language identity, language survival and language loss would have to become involved with and make some sense of both of these points and consider their connotations.

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In order to better appreciate this looming ‘danger’ which is implicit in the term native it would be necessary to distinguish language teaching into two distinct groups that of the first language (L₁) and that of the ‘other’ language (L₂). By ‘other’ the different teaching / learning situations can be implied as:

- As a second language
- As a foreign language
- As a additional language
- As an international language
- As a lingua franca
- As inter cultural communication.

Needless to say, the globalization phenomenon on the language teaching has tremendous effects not only on L₂, but on L₁ teaching as well.

FACING THE GLOBALIZATION CHALLENGE:

What is suggested is the effective reform of foreign language policy in non-English Speaking Countries with the aim of improving the implementation of course design principles. Another trend adopts a more teacher oriented stance. In this respect, teachers have to be aware of the cultured and linguistic ‘threats’ of English with regard to the mother
tongue of the county. Such reflective awareness would enable them to deal critically with the globalization challenges of English as International Language [EIL]. Even as far as the teaching methodology of EIL is concerned, one of the most crucial questions that has to be addressed is which of the cultural, literary, social and communicative values supposed to concentrate on in their teaching? To that effect, responsible decision making should be related to the following factors:

- **Learner’s Age:**
  Not all learners are to be treated in the same manner-young learners, adolescents and adults do not share the way they perceive the world and exhibit variable degrees of awareness of the role of English in their lives. For this reason, they should be approached carefully and with considerations.

- **Language Level:**
  A key factor is the level of proficiency or fluency deferent learners have reached, or believe they have reached. All learners, whether they are at the beginning, intermediate or more advanced level, can and should be able to appropriately implement the language they have mastered in different cultural situations.

**Purpose Factor:**
It is important to understand that English as International Language teaching classroom would have to concentrate on investigating non-native speakers’ communicative needs. Learners need to be motivated to use English internationally either as a means of general communication, or in the more academic and occupational domain; as a result, learners should also be made aware of the constraints of a primarily culture-based learning context.

**Affective Factors:**
Of particular concern when it comes to enhancing learners’ motivation is a appreciation of their favourite strategies for language learning that they use either individually or as group. Every educational system has certain objectives which aim at bringing about desirable changes in pupil. Thanks to the globalization in all the fields; it necessitates the learning of a language which is international. Undoubtedly English has become a world language rather than the language of only the English speaking countries such as U.K and the U.S.A because the number of the people who use English as a means of communication exceeds much more than the number of people who speak it as their mother tongue. In case of India, more than two centuries, India has been directly and indirectly had influence of the language English on all the fields, such as Education, Medical Science, etc.
RESTRICTURING ENGLISH TEACHING AND GLOBALIZATION

The main function of English language today is to facilitate communication across international borders. Now-a-days English is a global language which predominates in all spheres of world communication. The emergence of global English is not a pure co-incidence of factors collaborating in favour of the English language, but a result of the unequal distribution of economic, political and cultural influence and a deliberate effort of native English speaking countries, mainly the U. K and the U.S.A to promote English around the world.

The term ‘global English’ reflects various functions English serves on all continents. In the inner circle countries, it is the first and majority group language. In the outré circle countries, for example; India, Pakistan, Singapore and Nigeria, English is used as a second language together with other languages as a means of international communication and in the Expanding circle, which covers an unspecified number of countries, English is largely taught as a foreign language in schools.

Beyond the shadow of a doubt, English has became the major lingua franca and has achieved a high level of international significance. What is remarkable about English and what makes it unique is the extent to which it has spread throughout the world. No other language has ever had the influence in world affairs that English has today.

The role of English as the global language is also supported by local language educational policies in which English is preferred to other languages and is predominantly taught as a subject or used as a medium of instruction.

THE CONSEQUENCES OF GLOBAL ENGLISH

The Globalization of English has brought contradictory results. On the one hand, in many countries English has successfully superseded other competing language, but on the other hand, the global use of English has given rise to the fragmentation and hybridization of the language itself, ‘New English’, or regional varieties of English, have developed in the outer circle countries where they have became marks of the cultural identity of English as Second Language users who have appropriated English by adding peculiar lexical items, by making changes in pronunciation and grammar, by employing local pragmatic conventions to meet their communicative needs. As a result of its widespread status of the traditionally defined notion of standard English have become challenged. So no one owns English now. Although there was a time when the British ‘owned’ it, through its historical connection, English is
now used in so many places by so many people that it no longer has a single centre of influence.

In International communication, a kind of super national English—the world standard spoken English—should be used alongside standard British English. English as an international language will also inevitably exhibit variation and appropriation by its users coming from different linguistic and cultural backgrounds. Because the natural process of hybridization, diversification, and development can’t be controlled. Mutual intelligibility will be preserved not by imposing a standard institutionally, but by the inner mechanisms of control developed by the users of English themselves.

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The increasing number of non-native speakers of English goes hand-in-hand with the process of re-evaluating and developing new models for teaching English. The ongoing process of pluralization and appropriation of the English language poses new questions for English language teaching professionals. What kind of English should students be taught? Obviously the question requires different answers in different countries because English serves different functions. However, in both the English as second language [ESL] and English as Foreign Language [EFL] contexts some aspects of English Language Teaching need to be re-examined.

First, it is the choice of a model variety of English suitable for ESL and EFL students. There are several reasons why the popular native speaker model fails to meet their needs. The term ‘native speaker’ is problematic itself. Given the complex nature of personal identities in the globalized world, the existence of a monolingual and mono cultural person, who fully conforms to the standards of his/her native language and national culture, is unrealistic. From a purely pedagogical point of view, achieving a native speaker’s competence is unattainable.

Secondly, the process of second or foreign language learning is additive and cannot imitate the process of first language acquisition. There are many culture specific meanings and socio cultural conventions embedded in English which simply can’t be learnt by students in all their totality.

Third, the ESL and EFL learners themselves many not prefer the native speaker model since they do not necessarily have to expect that native speakers of English will constitute the majority of people they will be communicating with.

In order to satisfy the needs of the students who want to use English mainly as a lingua franca, a model of English as an International Language [EIL] is being developed.
This newly emerging EIL become one of the burning issues in the study of English now-a-days. Some research has been done into the nature of EIL, however, a comprehensive model of this international variety has not been designed yet since establishing a synthetic and efficient alternative to the native speaker model is a long term task.

At the same time, it is important to note that the idea of changing the model of English is not always welcomed. Applying only linguistic criteria, all varieties of English, compared to standard English, are fully developed language systems; therefore they are equal. But local, international and standard varieties do not carry the same social connotations. This may partially explain the less favourable attitudes of some outer circle countries towards new varieties of English. Educators, for example in China, India or Singapore, still prefer standard English and the native speaker model in language instruction.

Another aspect of English Language Teaching which needs to come under scrutiny is the tenets of Communicative Language Teaching [CLT]. Since the 1970s the achievement of communicative competence based on native speakers’ language norms [usually standard British or American English] has been seen as the ultimate goal of English Language Teaching. To put it another way, to be proficient in English has meant to approach as closely as possible the native speakers’ communicative competence.

The communicative competence consists of four basis competencies-

- Linguistic [Covering Lexicology, morphology, syntax, phonology of English]
- Socio Linguistic [Understanding of social context and appropriate language use]
- Discourse [An ability to interpret meaning and produce coherent texts]
- Strategic Competence [The knowledge of compensation strategies such as paraphrasing, hesitation, circumlocution]

The main aim of CLT is to use language fluently and in a manner that is appropriate to the communicative situation.

IT [CLT] also emphasizes the importance of co-operative environment, students’ individuality and student-centered learning. It focuses on developing students’ fluency in English and their ability to convey and interpret message and to negotiate meanings interpersonally within specific contexts.
RESTRUCTURING RELATIONSHIPS THROUGH INNOVATIONS IN ENGLISH LANGUAGE TEACHING [ELT]

As we know, the process of globalization and appropriation of English from bottom up urges revision of current English Language Teaching practices. What needs innovation in the first place are learning objectives. The aim of English Language Teaching is neither behaving like native speaker nor automatically accommodating one’s communicative behavior to the members of the target language community. It is crucial that the receptive and productive components of the communicative competence are distinguished.

The language learning process should not aim at the exteriorization of a fixed set of conventions, but at broadening learners’ language and cultural awareness, their repertoire of cognitive, communicative and social competences and their ability to negotiate their use in communication with non-native and native speakers of English.

CONCLUSION

The Global use of English has not only led to the modification of the learning objectives within the communicative approach, but has also enhanced the development of ‘appropriated’ language pedagogies, i.e new approaches to English Language Teaching which take into account cultural background and the specific needs of students. To conclude, the English Language Teaching Co-ordinated by national/State policies has contributed considerably to the world wide use of English.

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