

## PHILOLOGICAL SCIENCES

### ENGLISH AS A LANGUAGE OF GLOBAL COMMUNICATION AND DISSEMINATOR OF CULTURE

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An unprecedented phenomenon in the world language system, namely the transformation of English into a global language and disseminator of culture as a result of the information revolution and the process of globalization of all aspects of human activities, changes the generally accepted ideas about foreign languages and the concept of literacy. One of the first scientists who announced the change of linguistic-educational paradigm was the Brazilian webmaster Robert Schütz who developed the site «English Made in Brazil» and became head of the group of authors publishing linguistic, philosophical and educational materials and studies on the site. In the paper «English is an International Language» on the 20<sup>th</sup> of December, 2002, Schütz drew the site visitors' attention to the social changes in history, namely, he presented some interesting fact about the level of illiteracy. English can no longer be considered as a foreign language since possessing it as a means of universal communication is an obligatory part of education. «Having chosen English as the world language,» says Schütz, «history sentenced monolingualism to illiteracy in the near future» [8]. The implicit recognition of the new linguistic-educational paradigm, according to which English is actually considered not as «foreign», but as an indispensable condition for «ensuring the participation of all the Europeans in the new knowledge-based society», is also evidenced by the documents of the European Commission «Multilingual Framework Strategy of Mastering Language Skills and Abilities» of 2000 and «New Multilingual Framework Strategy» of 2005, which set the task for European educational systems to achieve mastering «practical skills and abilities in at least two languages other than their own» by the Europeans [1; 3]. Even more convincing is the tendency of changes in the attitude of

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linguists and the political elite to the status of the English language and their recognition of a change in the linguistic-educational paradigm observed on the basis of studies of the development of the English language by D. Graddol on behalf of the British Council and published in 1997 and 2006. In the first work titled «The Future of English», Graddol «analyzes the complex combination of material and cultural trends that will shape the global destiny of the English language», and concludes that «the future is more complex and less predictable than it has been expected» [4, p. 1]. The author of the study refers to the opinion of the scientific community about the offensive of a new «world order» in the 21<sup>st</sup> century in which the Internet and information technology can lead to changes in traditional ways of communication. D. Graddol believes that in the new «world era, in which humans have entered, language and communication will play a more central role than before in economic, political and cultural life «just at that historical moment when a global language has emerged» [4, p. 3]. The study emphasizes the role of English as an important element of global scientific, technological, economic and cultural development, but gives a careful assessment of the tendency of language dominance of English in the future, «We cannot simply extrapolate on the basis of recent decades and assume that this trend will continue without change» [4, p. 4]. Over the next decade, the pace of globalization of the English language has not only not decreased, but even increased. The following study by D. Graddol, published by the British Council in 2006, presents the development of English for the next decades as the period of its unconditional triumph as a global language in virtually all the spheres of human activities. According to the forecast of this study, by the end of this period, four billion people will speak English, which is almost five times the population of countries where English is the official language [5].

The transformation of English into a global language of universal communication and disseminator of culture, and the ubiquitous transition to studying it not as a foreign language (English as a foreign language, EFL), but as a second language (English as a second language, ESL) also require the abandonment of the traditional model of distributing and using English in the world in the form of three concentric circles, first proposed by an American linguist of Indian origin B. Kachru in the fundamental article «Standards, Codification and Sociolinguistic Realism: English in the Outer Circle» (1985) [6]. According to the model by Kachru, the three concentric circles, internal, external and expanding, represent «types of distribution, models of assimilation and functional areas (domains) in which English is used as a means of intercultural and interlingual communication» [6, pp. 11–30]. The changes that occurred in the world by the end of the 20<sup>th</sup> century led D. Graddol to the conclusion he expressed in the study of the development of

the English language (1997) in which he writes that Kachru's concentric circles model «will not be the most useful model for describing the use of English in the 21<sup>st</sup> century [4, p. 10]. According to D. Graddol, with an increase in the number of English speaking people as their second language, the future of English will be determined largely by them, and not by «native speakers». Accordingly, instead of the concentric circles, D. Graddol offered three partially overlapping circles. In the given study, D. Graddol still considers the use of terminology in terms of English to be consistent, according to which all the English speakers are divided into three groups: those who speak a language like the first (L1), speak a language like the second (L2), and a foreign language (EFL). Explaining the difference among the English speakers both as the second language and a foreign language, he notes, «The main difference between those speaking English as a foreign language fluently and speaking English as the second depends on whether English is used in the country and in the family of speakers and, thus, whether it determines the language repertoire of his/her personality» [4, p. 11]. In the second study of the prospects for the development of English, Graddol (2006) describes the peculiarities of English as a foreign language and its study, which is now becoming part of the heritage of history [5].

In connection with the acquisition of the global status of the English language, the most urgent issue is what is the language of global communication and how it differs from the national variants of English. One of the characteristic features of the English language is its variability, which is not limited to the differences in the grammatical and lexical structure of the two main variants of the English language that have developed historically as a result of the independent political development of the United States, which led to the emergence of the North American English version. The British variant, however, has retained its influence on all other countries that were British colonies, and then – the countries of the Commonwealth. Both the basic versions of English – American English and British English, despite a number of characteristics that separate them from each other, are not homogeneous. British English in Australia, New Zealand, South Africa, etc. has its own characteristics that allow considering the English languages in these countries as separate variants. The variability of the American version, in its turn, is evident not only from certain differences between the USA's and Canada's variants but also from the considerable variability in both in the USA and Canada.

The concept of «English as a language of global communication» reflects a completely new phenomenon, although many researchers of use of English for international communication even long before turning English into a global language conducted a series of investigations of the English language

as a «lingua franca» (English as a Lingua Franca, ELF), in contrast to studying the use of the language as the national one by the very native speakers. At the beginning of the 21<sup>st</sup> century, in the opinion of A. Mauranen, in the preface to the scientific collection «English as a Lingua Franca», published in 2009, investigating the use of English as ELF became one of the most «burning areas of research» [7, p. 2].

The process of transforming international English into a means of global communication at the turn of the 20<sup>th</sup> and 21<sup>st</sup> centuries has proceeded so rapidly that the academic community have been unable to reach a consensus on the global standard of the English global language due to insufficient research of the issue. But there are still a lot of unsolved and provocative issues: a) whether to recognize for the language of worldwide communication the right to develop its own norms based on studying research material contained in the database of using international English those who speak English as the second language or not; b) whether to consider the so-called «broken English» appropriate for being used as a means of interlingual communication among people who do not speak the standard form of the language used in education and government administration (In 1994, P. Blanche, in the article «Is the international language «broken English»?») analyzed the reasons for the success of the widespread use of English and the emergence of its many forms and concluded that with the increase of international communication throughout the world it should be recognized that the phrase «broken English» became obsolete [2]) or not; c) to develop the strategy of perfectionism in learning English as this gives way to the strategy of developing communicative competence for communicating not only with native speakers but mainly with bilingual users or not.

Thus, it can be concluded that today English has become a truly global language for intercultural communication. English, being the language of global distribution, is a secondary means of cultural and linguistic identity, allowing each ethnical community to share its cultural heritage with representatives of other nations. The above indicates that the influence of English in the world is quite large and continues growing with each passing year. However, one should not forget about the literary norm, which is a significantly differentiated complex of language means, which preserve a number of variants and synonymous ways of expression. Multilingualism does not take into account or does not wish to take this into account, and in this one can consider the impending threat to the language norm, because the variability of language means provides functional and stylistic differentiation of the literary language, and that, in its turn, ensures its richness and expressiveness. Without this, the language becomes lean and emaciated. Based on the above, the most effective is the combination of globalization

processes and the preservation of local elements, i. e., close communication of world cultures in all spheres of life, carried out with close attention and constant consideration of such factors as the national mentality.

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