

<https://doi.org/10.28925/2412-2491.2024.2310>

UDC 81`11

MODERN ENGLISH IN A GLOBALIZED WORLD

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Abstract. *This article analyzes the development of English in the epoch of globalization, the evolutionary changes causing the appearance of new variants of English, and the functions of English in social life. Moreover, it deals with the rapid spread of English, which is believed to be one of the main tendencies of globalization. This study offers an insight into the problem of English language variation. We also discuss the criteria to define both local variants and Global English and perspectives of their development.*

Globalization has led to the widespread use of English as the language of international communication (Lingua Franca), which facilitates communication between people from different cultures and countries. The dominance of English is due to the influence of English-speaking economies, technologies, and its role in education and science, where English has become the primary language for academic publications and research. This promotes cultural exchange, but also raises concerns about the possible displacement of local languages and cultures. Some researchers, in particular R. Phillipson, emphasize the risk of linguistic imperialism, when English reinforces the dominance of Western ideas and values. However, the spread of English as a Lingua Franca leads to its localization, producing different variants that reflect local cultures and needs. This adaptability allows English to integrate into different linguistic environments, although it creates new linguistic norms that differ from those of native speakers.

Key words: *lingua franca, Global English, cross-cultural communication, international English, Englishes, variants of English, variation.*

Мельник О. В., Кисельова І. І. Сучасна англійська мова у глобалізованому світі. У статті проаналізовано особливості розвитку англійської мови в епоху глобалізації, еволюційні зміни, що зумовлюють появу нових варіантів англійської мови, та

функції, які вона виконує у суспільному житті. Також ідеться про стрімке поширення англійської мови, яке, по праву, вважається одним із головних глобалізаційних тенденцій. Особливу увагу приділено питанням, пов'язаним із варіативністю англійської мови. Водночас, визначено критерії виокремлення локальних варіантів та *Global English*, а також та перспективи їхнього розвитку.

Глобалізація спричинила широке використання англійської мови як мови міжнародного спілкування (*Lingua Franca*), що полегшує комунікацію між людьми з різних культур і країн. Домінування англійської мови обумовлене впливом англосовних економік, технологій, а також її роллю в освіті та науці, де англійська стала основною мовою для академічних публікацій і досліджень. Це сприяє культурному обміну, але також викликає занепокоєння щодо можливого витіснення локальних мов і культур. Деякі дослідники, зокрема Р. Філіпсон, підкреслюють ризик мовного імперіалізму, коли англійська підсилює домінування західних ідей та цінностей. Однак поширення англійської як *Lingua Franca* веде до її локалізації, утворюючи різні варіанти, які відображають місцеві культури та потреби. Ця адаптивність дозволяє англійській інтегруватися в різні мовні середовища, хоча й створює нові мовні норми, відмінні від стандартів носіїв мови.

Ключові слова: *lingua franca*, глобальна англійська мова, міжкультурна комунікація, міжнародна англійська, *Englishes*, варіанти англійської мови, варіативність.

Introduction. In modern conditions of globalization, there is a clear trend towards the use of English as a universal intermediary language.

According to several researchers, globalization has accelerated the use of English as a *Lingua Franca* (ELF), facilitating communication between people of different linguistic backgrounds. Scholars such as David Graddol emphasize that the global spread of the English language is closely related to economic globalization, particularly the influence of English-speaking countries and international business. Robert Phillipson adds a critical perspective, arguing that the expansion of English often marginalizes local languages and promotes Western ideologies, a concept known as linguistic imperialism. In the field of education, S. Evans and P. Strivens emphasize that English has become the dominant language in academic and professional contexts, which, while contributing to the availability of knowledge, also creates problems for linguistic diversity. In addition, T. Richento discusses how the adaptability of English has led to the emergence of "world Englishes," localized forms of English that reflect cultural and regional identities, changing the language to meet diverse global needs. At the same time, the norms of native English speakers are gradually losing their role as a standard for users outside English-speaking countries. (Jenkins, 2012, pp. 13-15).

The relevance of the study of the peculiarities of the English language development is determined by the fact that in the era of such global bilingualism, communication in English is the norm, while compliance with the language and

cultural norms of Standard English is optional since communication takes place mainly outside English-speaking countries. Topics related to the variability of the English language do not lose their relevance. Different features of national variants of the English language, and territorial and social dialects are being studied all over the world. However, issues related to the status of global English, as well as the nature of its standard and substandard, are still debatable.

Theoretical Background. Such Ukrainian scientists as (O. Domnich, 2019), (M. Zelinska, 2021), made a significant contribution to the research of this topic.

O. Domnich (2019) and M. Zelinska (2021) focused on studying the impact of English as the language of international communication in the context of globalization, analyzing how this trend affects Ukrainian society and education. O. Domnich (2019) studied how the spread of the English language creates new opportunities for intercultural communication, especially in the professional sphere. She considers the role of the English language as access to international educational and scientific resources. Her work also raises the issue of preserving the Ukrainian language and culture in conditions of English dominance, particularly among young people and educational programs.

Their research offers a comprehensive approach to the analysis of the impact of the English language in Ukraine, from socio-cultural changes to practical aspects of its use in the professional sphere, and also outlines the prospects for Ukraine's integration into the global linguistic environment.

Among the foreign researchers, we can note (D. Crystal, 2003), (S. Evans 2015), (D. Graddol, 2006), (F. Green, 2014). Previous research on the role of the English language in the world shows that this role it is interpreted ambiguously. In addition, these researchers reveal the complexity of the interaction of English with local cultures and languages, and raise questions about possible solutions to the problems associated with the dominance of English. D. Crystal (2003) offers strategies for preserving cultural diversity in the face of globalization. He believes that while English has advantages as a common language, to maintain linguistic richness, other languages must be actively supported and developed through government programs, bilingual education, and cross-cultural communication. S. Evans (2015) analyzes in detail how globalization changes language priorities in different countries and how governments and educational systems can better adapt to new requirements. He emphasizes the need to integrate cultural sensitivity into educational programs so that students not only learn English, but also understand its cultural context and can preserve their national identity. D. Graddol (2006)

points out that the English language, although it acquires a global role, develops in the form of various local versions known as "World Englishes". This reflects the cultural characteristics of different communities, but can also create new language barriers when standards of English begin to diverge. F. Green (2014) emphasizes the inequality that can arise due to access or lack of access to learning English. He believes that knowing English becomes not only a tool for communication, but also a symbol of economic status and social opportunities, especially in developing countries. Thus, the work of these researchers offers a multifaceted understanding of the impact of the English language on globalization: from linguistic diversity to social equality, education, and cultural identity.

On the one hand, English is a *lingua franca*, voluntarily adopted as a means of communication in science, commerce, etc., or as a mediating language between speakers within the same nation where none of the interlocutors is a native speaker. In the Middle Ages, the term *lingua franca* was used to denote a narrowly professional trade lexicon with a limited set of words and phrases based on Latin, Arabic, and Italian. In the course of time, the *lingua franca* began to be used to preserve and exchange scientific and political information. Note that at different stages of human development, this role was performed by different languages (for example, Greek, Arabic, Latin, French). All of them served to accumulate and transmit information in the process of maintaining contacts of different cultures. (Crystal, 2003).

Nowadays, the term *lingua franca* is used only in relation to the single global language of international communication, which at this stage of the development of civilization is English.

On the other hand, there are several studies in which there is a view of *English as an international language* (Baker W., 2015). *World English* (Kachru, B. B., 1992), and *Global English* (Jenkins J., 2007). The traditional understanding of English as an international language refers to its use for international and interethnic communication. However, the use of the English language among people of different nations, with different national languages, involves the use of the term *lingua franca*. The result of such widespread use is that English is influenced by both native speakers and those who use it as a foreign language.

The purpose of our research is to determine the status of English as a language of international communication and review the problems of regional, social, ethnic, and national variability of norms in the context of globalization. These issues, from our point of view, require a separate study.

Methods. *Global English* is a cultural and political reality (Crystal D., 2003, p.1). According to the definition of several researchers, to achieve the status of global, a language must meet such criteria as wide geography of application, a significant number of its speakers as a native language, the status of a state, official, or regional language, use as a means of communication in such areas of activity as public administration, judiciary, mass media, education and dominant role in foreign language training of a large number of countries (House J., 2003, p.p. 556-558). As a result, in modern sociolinguistics, there is a permanent stereotype about the role of the English language as a global verbal "mediator" (Graddol, D., 2006, p. 206).

The English language has gained global status due to such factors as the active colonization of territories that later became independent, but chose it as a state language (USA, Canada, Australia); traditional study of this language by local elites to expand opportunities in former British colonies on different continents (India, Hong Kong, Philippines); the use of English by official international organizations, with the headquarters of one of the most influential of them, the United Nations, located in New York.

In short, they are "concepts" that refer to the global status of English as influenced by various external factors in political, economic, technological, educational and cultural contexts (House, J., 2003, p.p. 556-578). It is the combination of these factors inherent in the United States, as the researcher of global English D. Crystal notes, that made its language a **lingua franca**. However, the main factor is the rapid spread of the language through the Internet. Considering the complexity and gradualness of the evolutionary process, it is impossible to consider all these factors as a simple sum for the transformation of the English language into the contact language of the globalized space. With all confidence, researchers claim the synergistic effect of the components.

At the end of the twentieth century, English was still seen as a mono system, an indivisible language with only one serious variant in North America (American English). Nowadays, it is no longer possible to claim the existence of "the English language" as such, since the world has encountered many English (Pennycook A., 2007). English people no longer have a monopoly on the English language. In addition, it ceases to be tied to the speakers of the language and begins to exist separately from them, no longer being American or British, but increasingly turning into global English as a phenomenon. This means that the English language begins to function independently and separately from its speakers.

Experts claim that the English-speaking world includes about one and a half billion people. Today, English is spoken by three times more people for whom it is not their native language. Nowadays, the language continues to spread around the world, fragmenting into many local dialects, which have been called Englishes.

It has already become customary among linguists to represent the entire variety of the English language in the form of three circles according to the Japanese researcher Braj Kachru (Kachru B. B., 2014, p. 47). The first, «Inner circle" includes mainly native speakers of such countries as Great Britain, USA, Canada, Australia, and New Zealand. At the end of the twentieth century, they made up 5.5% of the world's population (400 million speakers). The second, and another covers the territories where English is studied and used as a second language. This mainly includes the former colonies of the British Empire, where the English language serves as a means of communication between communities that speak different languages.

Beyond this circle is the "expanding circle", i.e., a circle that expands and includes all those who study and use English as a foreign language. It is this circle that represents the territories that, since the middle of the twentieth century experienced the greatest growth. From the statistical data given in numerous studies regarding the number of people who communicate in English, researchers note that those who belong to the "outer circle" and "expanding circle" significantly outnumber native speakers of the language. According to D. Graddol, it is these two categories that will decide the fate of the English language in the future (Graddol, D., 2006).

The processes of global convergence and interaction are difficult to imagine without the presence of communicative means by which such convergence becomes real. Such a mediator in the modern world has become the English language, a means of communication and mutual understanding between the subjects of globalization relations in various spheres. English has become a kind of *lingua franca* for business and the latest technology, an important means of commerce, academic exchange, and electronic communication for those who do not share a common mother tongue. English has turned into a means of access to knowledge and its dissemination. D. Crystal claims that if we summarize everything that was done by English and American scientists, it will become obvious that in the period from 1750 to 1900, more than half of all significant scientific works were written in English (Crystal, D., 2003). The English language begins to play a dominant role in foreign language training in a large number of

countries, it is used as the main means of communication in such spheres of activity as public administration, the judiciary, mass media, and education. This role is becoming so important that there are even several attempts to simplify the English language, to create such a form that foreigners could master more easily and quickly. Among these attempts, we note Globish, a language created by Jean-Paul Nerriere in 2004 with a vocabulary of 1,500 words. (J.P. Nerriere, 2009). Globalization processes that began in the 20th century became the driving force for the adaption of the English language. However, we rightly note the reverse process, which contributed to the assimilation of variants of the English language. Thanks, first of all, to the mass media, the language features of the more prestigious options have spread to other social circles. In practice, this meant that US English fell into British and other regional variants.

Results and Discussion. As a result, the English language is a global verbal "mediator" used in almost all spheres of globalized relations. This function of global English nowadays is accepted as an undeniable fact in most scholar studies.

A defining feature of the modern period of the formation of the English language is that a significant role is assigned to representatives of the second and third circles according to the classification of B. Kachru (Kachru, B. B., 2017). That is why the development of the English language beyond the borders of the native countries leads to the appearance of characteristic features that are stable and consciously supported by a certain circle of people. Accordingly, variability in these conditions can become a separate object of interpretation.

In the modern scientific paradigm, among the main tasks of Englishes research, such perspective directions as linguistic and sociocultural dimensions of Global Englishes, usage patterns, and interlingual and intralingual variability are defined. It is also important to study the steadfastness of the position of the English language today, the functions and projected scenarios of the development of the English language in the context of globalization, and the trends of language policy in the conditions of a globalized world.

Scientists believe that each new version of the English language under the influence of a new cultural environment finds expression in a new language model pattern, which is implemented at the phonetic, lexical, and grammatical levels. Such a pattern should have a local character and characterize the speech not of individual speakers but of society. All innovations also acquire systemic features and reflect the originality and vulnerability of regional options. They can be represented both by borrowings from the languages of the local population and by

the mixed use of structural elements of English and local languages and most importantly, they perform their communicative function only in this region.

Researchers distinguish such local options according to three criteria, namely, (1) territorial – geographical location, (2) language - features of difference from Standard English, and (3) cultural – characteristic cultural realities of this region (Crystal, D., 2003, p.p. 420-439).

The criteria for determining the status of Global English are still debatable issues (Crystal, D., 2003). The lingua franca differs from the English language itself, as it follows its own development path, different from the British or American variants of the English language. Nowadays, the terms "offshore", "contact" or "global English" are widely used to denote an international language used in oral and written communication by those for whom it is foreign.

Lingua franca users are the largest group in the world and far outnumber those who use English as a second language (immigrants). English is native to only one in four speakers, so communication takes place mainly between non-native speakers. The concept of ELF, along with English as a native language, needs systematic research, i.e., how it is used, how it functions, and most importantly, how to teach this language. The process of communication in English is contact between persons separated by language barriers and cultural differences. Empirical studies of linguistic features of ELF are conducted at different levels – phonological (Jenkins, 2000), lexical-grammatical (Seidlhofer, 2004), etc. ELF corpora such as the English as a lingua franca in Academic settings (ELFA) corpus (Mauranen, 2003) and the common Vienna-Oxford International Corpus of English (VOICE) (Seidlhofer, 2004) have been compiled.

The features of English that are necessary for effective international communication are increasingly different from those that may not be conducive to mutual understanding. This is especially true for learners who are predominantly working in a global context.

Therefore, in the era of globalization, it is appropriate to distinguish between the English language as a carrier and custodian of the people's culture and language as a means, an instrument of communication. Mastering the first form provides an opportunity to get acquainted with a foreign culture and tolerant perception of its traditions and customs of the people, while the second aspect contributes to the organization of dialogue between cultures in the world language space. Understanding these key points will free up valuable time to master basic communication strategies.

Conclusions and perspectives. In the wave of globalization, the English language conquered the modern world and became the main means of intercultural communication. Many factors contributed to its spread and spread, among which the dominance of two powerful empires - British and American, the strengthening of the power of the United States as a world political and economic leader, and rapid progress through the Internet. Another important trend of the modern world is the fragmentation of the English language into local dialects,— i.e., Englishes. Such dialects have a local character and characterize the speech not of individual speakers but of society. They are characterized by numerous innovations that become systemic and reflect the uniqueness of these regional options.

So, the fact that the world order will be determined by global English, which needs a comprehensive study, is already indisputable. This will contribute to the improvement of both the ELF teaching process and cross-national understanding. We see the prospects for further scientific research in the study of the problem of variability at different language levels, the study of the national and cultural specificity of system norms, how local English differs from standard English, as well as how the native language of speakers affects their speech when communicating in English. When learning or using a second language, native speakers often transfer rules or patterns from their native language. For example, a native speaker whose native language does not distinguish between specific tenses may have trouble with English tenses.

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Дата надходження статті до редакції: 12.09.2024

Прийнято до друку: 04.11.2024