

The Effects of Globalization on English Language: A Study on the Students of Business and English Department of The Millennium University, Bangladesh

Mizanur Rahman Jewel

Ex.Lecturer

Department of English
The Millennium University, Bangladesh
E-mail:mizanurjewel7@gmail.com

Md. Mahmudul Haque

Ex.Lecturer

Department of English,
The Millennium University, Bangladesh
E-mail: mahmud.shuvo@yahoo.com

Abstract

Now a day's Globalization has become a familiar issue in terms of every area related to human civilization and particularly in the English language. English is the soul media of communication in the modern world and globalization has brought new dimensions in that field. The present study is an attempt to reflect on the contribution of globalization for spreading English language everywhere. During this research one questionnaire has been developed to collect relevant information on the issue. The paper includes analysis on the various contributing factors of globalization.

Keywords: Globalization, English language, communicative competence, global market, ELT

Introduction

Globalization is, without doubt, one of the major defining characteristics of modern society. It constitutes both a threat and a challenge, depending on the point of view and the predisposition of the observer. This paper looks at the effects of globalization in the area of English language concentrating on the teaching of English to the speakers of other languages.

It reviews the present situation of English language with respect to globalization, drawing parallels among other issues, English as an international language (EIL), the question of ownership of such a language, the status of the native speaker as opposed to that of the non-native speaker of English, as well as some methodological considerations regarding the need for the raising of our learners' intercultural awareness as a means of safeguarding against the more dangerous effects of English as a 'global' language.

The paper begins with a concept of the globalization phenomenon with respect to its origins and its

implementation in the wider scientific and non-scientific communities. We then move on to considering language-oriented concerns that verge on that phenomenon and concentrate on the way the English language is conceived in this regard, as well as its role in foreign language pedagogy as a whole. Where necessary, there is analysis of the authors' on the student's linguistic, cultural and teaching environment in Bangladesh, and the possible impact of the English language on the Bangladeshi culture specifically on the students of The Millennium University in Bangladesh.

Objectives of the Study: The followings are the underlined objectives of the study.

- To find out the effect of globalization in Bangladesh.
- To analyze the perception of the students on English language of The Millennium University.
- The shortcomings of English language learning and teaching among the students of The Millennium University.
- To trace how and what extent globalization affects English language.
- To provide recommendation to solve the existing problem

Literature Review

There is a lack of literature documenting the effects of globalization on the English language. Although there are numerous articles discussing globalization, there are very few that depict what is actually happening.

The last few decades have seen a growth in the role of the English language around the world as the lingua franca for economic, scientific, and political exchange. The term lingua Franca means 'any language used for communication between groups who have no other language in common' (Matthews, 2000:209). According to Crystal (1997), 85% of the world's international organizations use English as their official language in transnational communication. About 85% of the world's important film productions and markets use English as well, and 90% of the published academic articles in several academic fields, such as linguistics, are written in English. In many cases, the increased growth in the use of the English language can be attributed to educational, economic, or cultural globalization.

Giddens (2000) defined globalization as a separation of space and time, emphasizing that with instantaneous communications, knowledge, and culture could be shared around the world simultaneously. Globalization has been viewed primarily as an economic phenomenon, involving the increasing interaction, or integration of national economic systems through the growth in international trade, investment, and capital flow. However, the definition has expanded to include also cross-border social, cultural, political, and technological exchanges between nations and in particular, between people.

Globalization has been defined by Giddens (1990:64) as 'the intensification of worldwide social relations which

link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa'. It is perceived in different ways, some tracing it back to the 15th century when Europeans began to map and colonize the world; others believe it began in the latter part of the 20th century. Some see it as an extension of an American imperialism while others reject the idea that globalization is a question of Western dominance over 'the rest' (Block, 2004).

As Heller (2001) notes with reference to bilingualism in Canada, "[current] transformations in ideology and practice . . . reveal a shift from an ideology of authentic nationhood to an ideology of commoditization . . . [which] involves contradictions between language as a mark of authenticity and belonging or identity, and language as an acquirable technical skill and marketable commodity". He points out that "these contradictions have direct consequences for language teaching and learning, insofar as they affect what counts as competence, who gets to define what counts as competence, and what is considered the best way to acquire it" (p. 47). Although increasing focus on the issues that surround the essentially native speaker goals that are reflected in many textbooks and proficiency tests (see, for example, Cook, 1999, 2002; Firth & Wagner, 1997), the changing nature of English and the emergence of what are now often referred to as 'Englishes', helps to explain the problems faced on a day to-day basis by those involved in English language education in Taiwan, it does not currently make a major contribution to solving them. Taiwan has in the past had a very close relationship with the USA, a relationship that was fundamental to its economic progress. That relationship has had a major impact on its education system and on its conceptualization of the goals of English teaching and learning. Although Taiwan's relationship with the USA has changed, it should not be assumed that the overall conceptualization of English and of the goals of English teaching and learning have necessarily changed in any fundamental way.

Many countries throughout the world are beginning to see English as a basic educational requirement for all rather than simply as a desirable accomplishment for some (Maurais & Morris, 2003).

Several authors were successful in redirecting globalization towards an educational angle (Beveridge (1996), Coulby (2005), Gacel-Avila (2005), Hall (2001), Korsgaard (1997), Madhukar (2003), Robertson (2006), and Zambeta (1998)). Beveridge wrote that the impacts of globalization on education were a change in purpose from social to competing in a global economy and from community to market values; and that education became a trade commodity and was subject to goods and services trade agreements such as the General Agreement on Tariffs and Trade (GATT) and the North America Free Trade Agreement (NAFTA). Beveridge also reported on education's role in globalization and the sustainability crisis. He argued that educators needed to adopt green curriculum and operations to counteract the ecological damage caused to the earth by industrialization and consumerism. Beveridge also reported the need to incorporate critical and transformative education (including feminist, liberation, environmental and global education), ecological sustainability, human needs, community

and equity into instruction.

Result and Analysis

Respondents: To collect the data we have conducted a survey during the study period July to September 2012. A questionnaire has been developed for the students to conduct the survey. We have only focused the students of English and Business department of The Millennium University. The questionnaire was delivered to the students and they were required to fill up and return it within three working days. Total 100 students participated in the survey. Most of the questions were set up on the basis of yes/no answering method and only one question was narrative.



Figure: 1 Do you have any idea about globalization?

In the above fig.1 shows that 97 % that means 97 out of 100 respondents mentioned that they have an idea about globalization. On the other hand 3 % that means 3 out of 100 respondents mentioned that they have no idea about globalization.

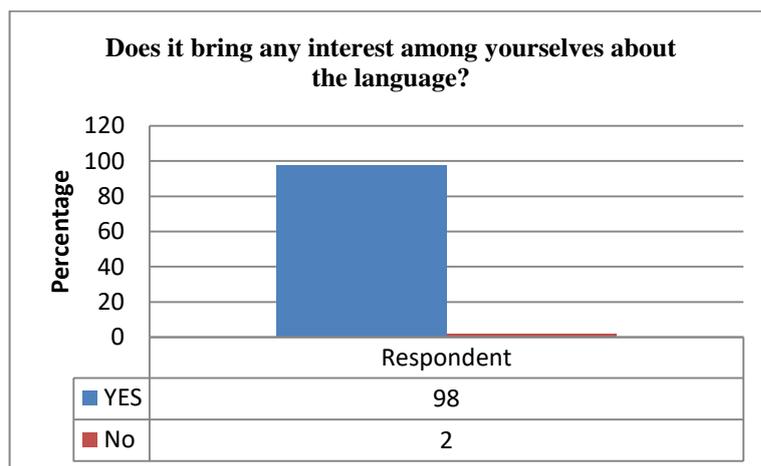


Figure: 2 Does it bring any interest among yourselves about the language?

In the above fig.2 shows that 98% of respondents mentioned that globalization brought interest among them and 2% of them mentioned globalization brought no interest.



Figure:-3 English language is necessary for the promotion of various goods .Do you agree with this idea?

In the above fig.3 indicates that case 99% of respondents agreed that English language is necessary for the promotion of various goods whether 1% of them gave negative opinion.

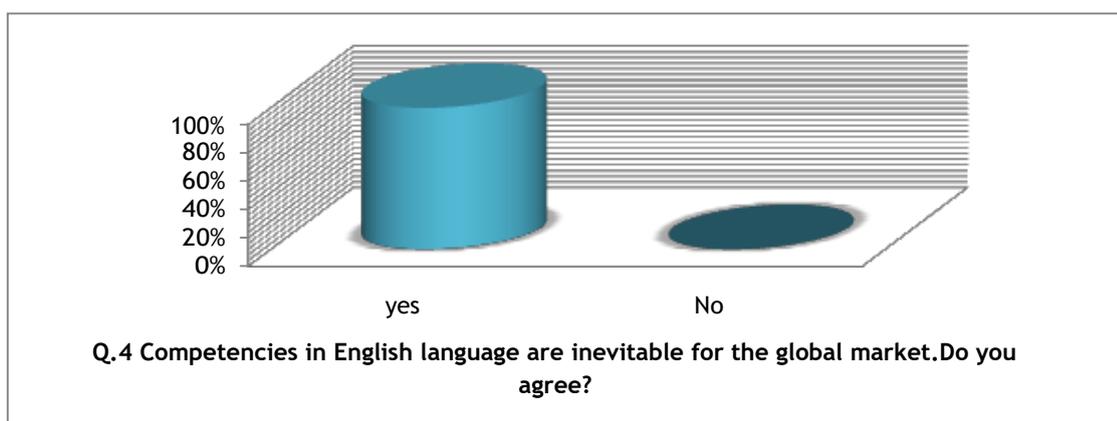


Figure: 4 Competencies in English language are inevitable for the global market .Do you agree?

In the above fig.4 shows that Competencies in English language are very much needed for surviving in the present global market. During our study we have found out that 80% of total respondents argued positively for the necessity of English language whereas 20% responded negatively.

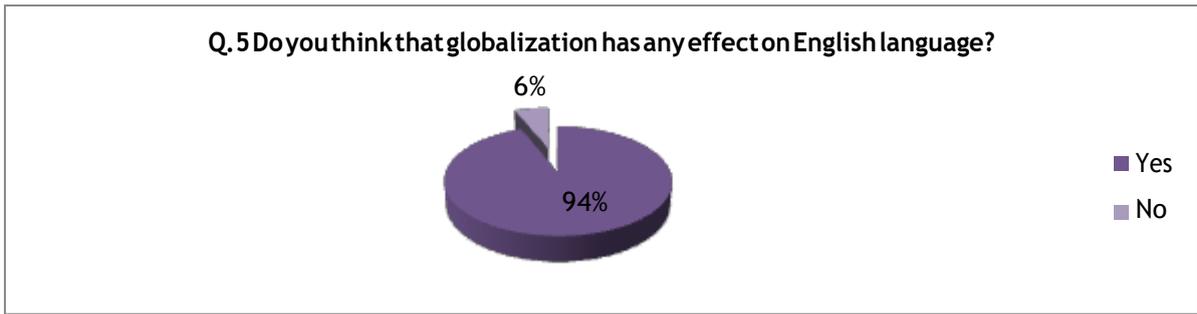


Figure: 5 Do you think that globalization has any effect a English language?

In the above fig.5 shows that in these days globalization has effected largely on English language so 94% of respondents thought that it is right and 2% of them thought wrong.

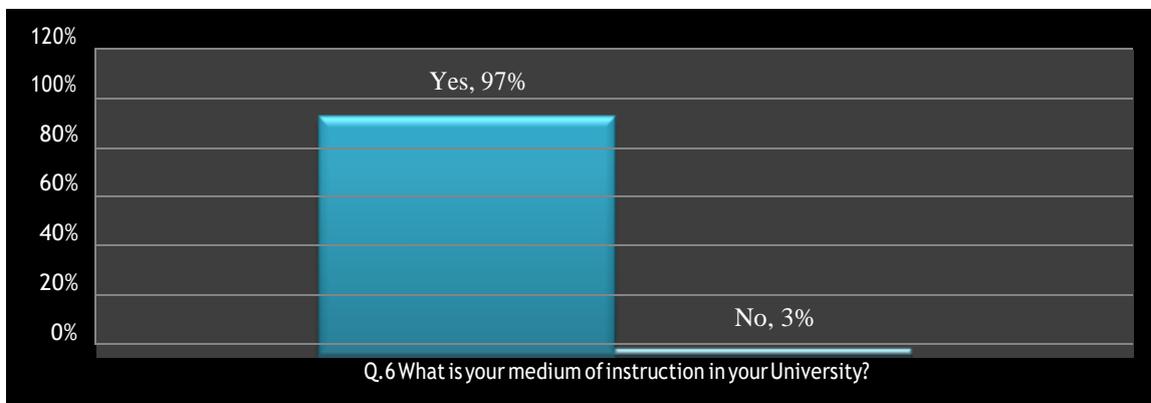


Figure: 6 What is your medium of instruction in your University?

In the above fig.6 implies that as English language is the International language and its only the medium for International communication 97% of respondents wanted English for medium of instruction and 3% didn't.

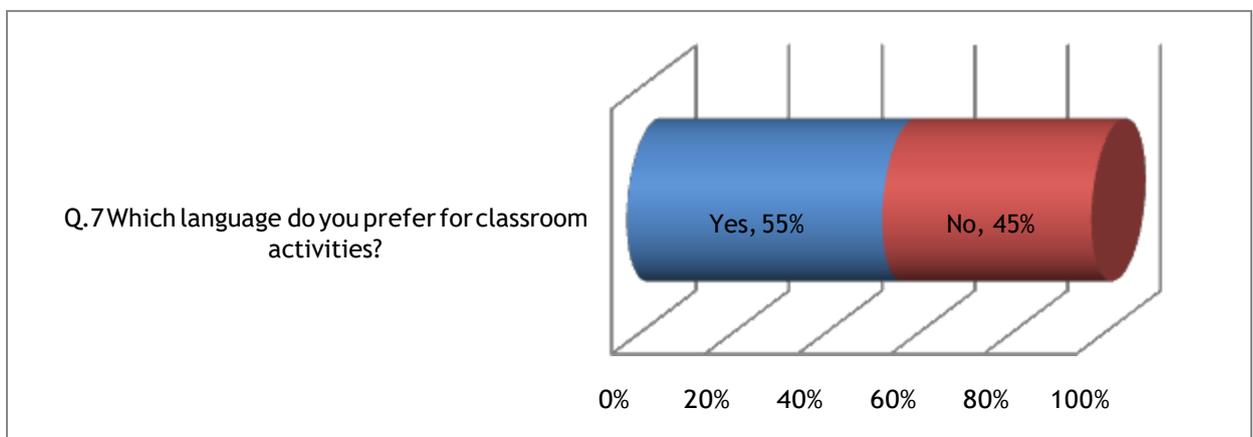


Figure: 7 Which language do you prefer for classroom activities?

In the above fig.7 indicates that Classroom activities are important part of education and teachers often fail to interact with the students. 55% of respondents preferred English and 45% of them preferred Bangla as

their classroom activities.

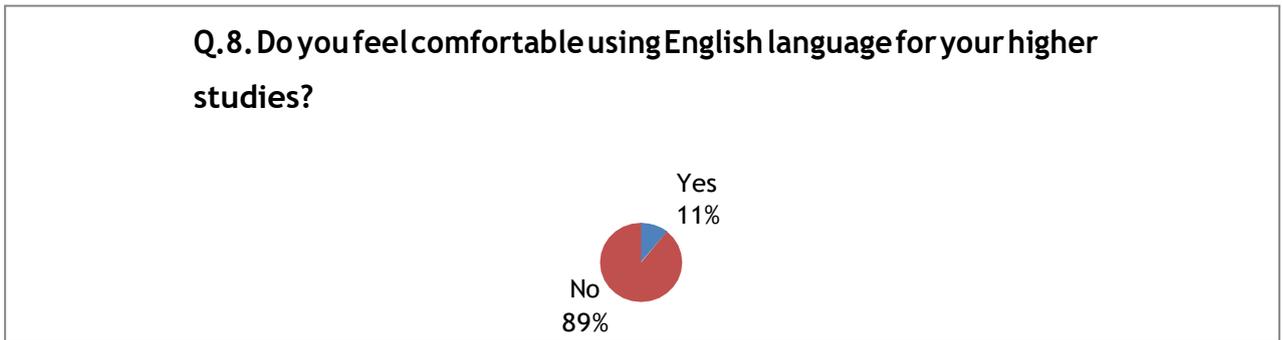


Figure: 8 Do you feel comfortable using English language for your higher studies?

In the above fig.8 shows that although English language is essential for higher studies, 89% of the respondents felt uncomfortable with English and 11% of them answered positively.

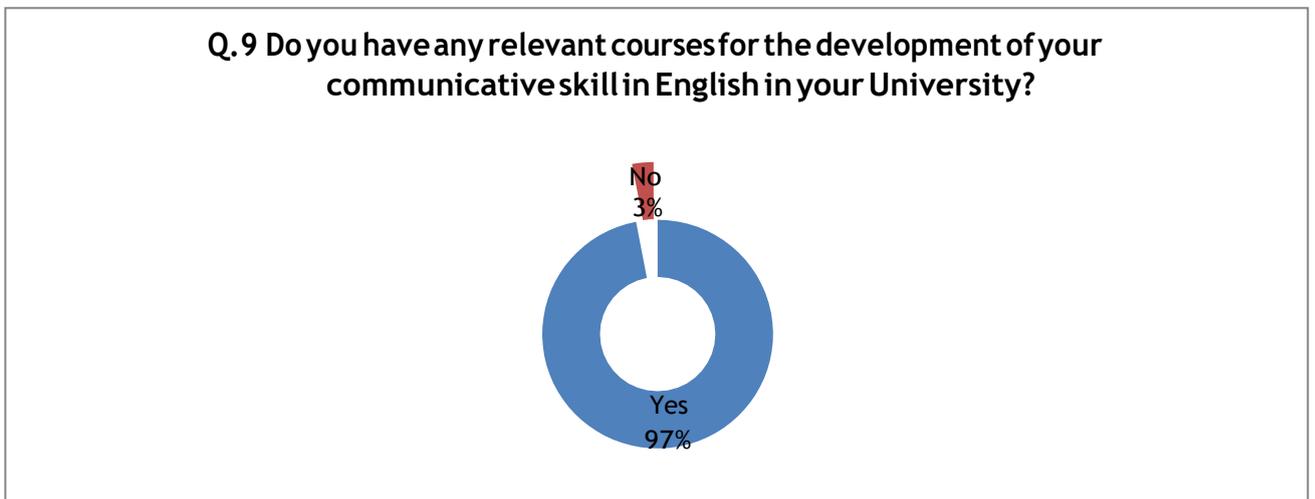


Figure: 9 Do you have any relevant courses for the development of your communicative skill in English in your University?

In the above fig.9 indicates that because of the importance of English our Educational system includes different courses in the syllabus and respondents of almost 97% gave the proof that they have relevant courses.

Narrative Question: 10 Mentioned your suggestion for the effective uses of English language based on global demand

Recommendation: Through the study and the analysis of the result and the opinion of the students it has been recommended that

- To cope with the current global market, English curriculum should be designed with the contemporary global demand.

- Student's fluency in English language should be emphasized.
- Both the written and spoken capacity of English language of the students should be done.
- Presentation skill should be improved.
- Idea of globalization should be clear among the students.
- Seminar, symposium, lecture, workshop, conference should be introduced in the university level on globalization and English language.
- On the theme of globalization different English dramas may be staged, exhibition on globalization, English movies, and competition on promoting the language globally are student's next preference.

Limitations of the Study

The study was conducted mainly in one private university namely The Millennium University based in Dhaka City. And the opinion was taken mainly from the students of English and Business Studies Department. The main source of data was the opinion given by the students and some points on the literature review part was taken from internet and from various websites.

Conclusion

This paper has looked into the job of English dialect versus the marvel of globalization. Diverse types of ELT have been exhibited and it has been battled that there is a looming requirement for educating and socially sharpening EFL students as for both the social status of English as a universal dialect and also their very own job as communicators in the worldwide English-speaking town. It is in this way fundamental, in ESOL classrooms, that specific consideration is attracted not exclusively to rehearsing interactional correspondence, however to advancing intercultural informative ability. Furthermore, it has been inferred, all through this paper, a standout amongst the most essential jobs of the ESOL expert in this globalization age is that of the social good example.

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