



Language problems in the Globalization context

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Abstract

The practice of international information sharing is significantly impacted by the objective process of globalization. In today's world, one of the most urgent issues related to social development and the growing interconnectedness of nations and peoples is how language functions and changes in the context of globalization. A people's language is the most important aspect of their national culture, which develops as their ethnic group does; this process is necessary for the group to exist. Language is the primary means of cultural expression; hence issues pertaining to ethnic identity and resistance to growing globalization cannot be resolved without it being taken into consideration.

Keywords: globalization, language, ethnic identity, interdependence, national culture, communicative competence; reflexivity complex

Introduction

The circumstances surrounding the instruction of foreign languages (FLs), studied, and employed have altered as a result of globalization, which is characterized by the movement of people and capital as well as the development of global technology and information networks. It has undermined the standards, guidelines, and practices that foreign language instructors relied on to assist students in becoming proficient speakers of the language after they left the classroom. Compared to expressive language education of the 1980s, these shifts demand a better reflective, evaluative, historically based, and politically involved instruction. This special issue will examine how we should conceptualize this type of instruction. The circumstances surrounding the instruction of foreign languages (FLs), learnt, and employed have altered as a result of globalization, which has brought about globalization through the movement of people and capital, global technology, and worldwide communication networks. The standards, guidelines, and practices that FL professors depended on as to assist students in becoming proficient language users after they left their classrooms have become unstable as a result. Compared to expressive language education of the 1980s, these shifts demand a better introspective, politically charged, historically informed, and interpretive involved instruction. This special issue will examine how we should conceptualize a teacher like that.

How does globalization challenge language?

This may result in the merging of customs, the adoption of loanwords, and the dissemination of popular culture. Local languages and customs may be eclipsed by dominant languages and cultural practices from powerful nations, which can result in the homogenization of languages and cultures as a result of globalization

How does globalization affect languages?

Languages are impacted by globalization in both positive and negative ways. The loss of minority languages as majority languages become the norm and the decline in grammatical proficiency as a result of online shorthand and abbreviations are among the detrimental repercussions.

This problem

The phrase "globalization" refers to a number of processes that have gained prominence throughout the past thirty years, or the "late modern period." Although it might be argued that globalization evolved much earlier as a fundamental aspect of late capitalism, most accounts place its start in the mid-1980s, with the financial deregulation of markets under Ronald Reagan and Margaret Thatcher (Cameron, 2006).

With the disintegration of deregulation in the Soviet Union at the close of the 1980s resulted within an unparalleled global movement that of people, money, products, and

understanding, as the majority of educators praised these advancements as numerous in the 1990s. However, globalization has altered the rules of the game and is calling into question the modernist principles that guide our work. Scholars worry that in the late modern era, globalization is profoundly altering our methods of knowing, thinking, and doing and that educational institutions are ill-equipped to handle these changes. Among those concerns, language and language education come first.

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Globalization: What does it mean for foreign language teaching across the world?

Blommaert *et al.* (2012) [12], Blommaert and associates drawing on in 2003, Foucault describe three dimensions of modernity that are challenged by Globalization in the introduction to their edited volume *Dangerous Multilingualism*. Language instructors will easily identify these axes as creating some of the obvious realities among their field. I enumerate these here along with the contemporary assumptions that go along with them.

Impurity against Purity

Language systems contain distinct categories for speech elements and structures. Additionally, they have boundaries that must be followed having two languages entails the capacity to utilize every language in its true, single-language version hybrid forms and code switching should be avoided. The conventional linguistic hierarchy established by modernist theory and regional Dialects possess thus have been complicated in this era of late modernity, with standard national languages having to contend with global English as well as other standard languages and regional varieties in the global market of linguistic exchanges (see Lo Bianco, this issue). Although FLs are not in direct conflict with English in the US, they do face competition from English-taught courses for students' enrollment in US academic institutions, such as those offering courses on world literature. In conclusion, the integrity of the common tongue and the legitimacy considering its usage through genuine NSs have called questioned by Globalization. Phatic exchanges, "truncated multilingualism" (Blommaert, 2010, p. 103) [7], and the heteroglossic actual world of linguistic hybridity are being exposed to students through alternative language use sites like the Internet and online exchanges. These are not the goals of communicative language pedagogy, which was to teach students how to understand, express, and negotiate intended meanings (Breen & Candlin, 1980).

Now, considering the current state of late modernist globalization, let us review the five C aims and investigate

their modernist assumptions. The Standards (2006) state that the five objectives of FL instruction in the twenty-first century are as follows:

1. **Communication:** 1.1 Give and receive information; 1.2 Recognize and analyses oral another written vocabulary on a range of subjects; 1.3 Express sentiments and emotions and (4) Exchange ideas.
2. **Cultures:** 2.1 recognize the connection between viewpoints and practices; 2.2 recognize the connection between the studied culture's products and perspectives.
3. **Connections:** 3.1 Establish connections with scholars from various fields and obtain knowledge via the foreign language; 3.2 Learn about and identify unique perspectives exclusively accessible through the other languages and their civilizations.
4. **Comparative analysis:** 4.1 Gain an understanding that of linguistic structure additionally 4.2 Gain and understanding within culture by comparing it to their personal.
5. **Groups:** 5.1 engage in bilingual societies both inside additionally outside of the classroom, 5.2 Develop into lifetime learners through the use of the language in enrichment and individual delight.

Them globalization of language

One of the most important aspects of the national cultures of those who speak it is their language. As an essential and necessary condition for the existence of this ethnos, it forms concurrently with the ethnos. As a result, it is impossible to address issues related to ethnic identity, deal with processes that are only becoming worse, or handle the difficulties posed by globalization without considering language, which is the primary medium of cultural expression.

The two opposing trends that demonstrate the social conditionality of this global language process are.

1. The growing significance of world languages in the daily lives of various linguistic communities; and
2. The limitations placed on the use of several languages by global peoples whose languages are not part of the world.

The degree and directions of the contemporary global language space's development are reflected in these two developments. The first tendency has to do with how globalization processes have led to the spread and competition of world languages. World languages (English, French, Chinese, Russian, Spanish, and Arabic) are those that are widely used in many contexts of communication between individuals from various linguistic communities and are recognized as working languages in international public organizations. These days, the dominance of the United States in the world is the main factor linked to the globalization process.

Consequently, it is clear that the Anglo-American model of society, economics, politics, and culture forms the foundation of globalization. The expansion of the English language's use worldwide is the linguistic result of this. He is the one who serves primarily as the "home" of a globe that is becoming more interconnected by the day. English's rising use in cross-cultural communication is further facilitated by contemporary, highly developed information

technologies. Naturally, it is no coincidence that reports are frequently read and published in English at international scientific conferences, congresses, and other events, and that international negotiations are also held in English. Simultaneously, languages like Russian, German, and to a lesser extent French are becoming less important internationally. Thus, on a worldwide scale, the English language facilitates mutual understanding between various communication themes and allows for intercultural linguistic communication.

In the age of globalization, the English language serves as a kind of global community by serving as the language of worldwide communication. Over a billion individuals speak English as their first language worldwide. Out of 100 million people, barely 25% identify English as their mother tongue. For most people, English is either their first or second foreign language required for a restricted set of duties, mainly connected to carrying out professional responsibilities, or their second language of everyday and commercial communication. Language expansion results in the loss of the national language's quality, which also causes language to stop being a tool for identifying people. Large portions of the populace, as well as social and professional groupings do not want to be associated with jargon, barbarism, or a foreign language. This leads to the linguistic and cultural fragmentation of different social classes and communities. Many people worldwide are currently going through the process of learning English fast and efficiently for both personal and professional purposes. A new era of communication has begun, the core of which is the objective necessity of national-English bilingualism.

Conclusion

It appears that English will continue to be the primary language used for worldwide communication for a considerable amount of time. This situation will be supported not just by the major English-speaking nations' global influence but also by the unique language advantages of the structure of the English language, which makes learning it at the elementary school level very simple. Most likely, he will continue to play a crucial role in international trade, research, culture, diplomacy, and transportation, all of which will help to dispel the unfavorable "anti-globalist" sentiment that has been directed towards him. He can also distinguish himself quite a bit when speaking orally, yet the visual shape will remain cohesive. In the end, globalization promotes FL Teachers should remember the bigger picture when they are focused on teaching testable structures, creating the course syllabus's hierarchical evolution. By keeping an eye on the big picture, one can capture the essence of words, utterances, gestures, and silences both inside and outside of the classroom. These moments can be viewed as expressions of a writer's or speaker's voice, shaped not only by proper sentence, paragraph, and structure construction, but also by being conscious of the state of communication on a global scale.

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