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## THE EFFECTS OF GLOBALIZATION ON ENGLISH LANGUAGE TEACHING AND LEARNING

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**Abstract:** The main function of the English language today is to facilitate communication across International and international borders. 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. English became the language of globalization- of international business, politics and diplomacy. The spread of English as an international language and the emergence of the technology as a fast communication channel that has no boundaries, are mutually enforcing trends in an age of globalization. Since its conception, the technology has, so it seems, revolutionize the ways of human communication as well as English language learning in a global context. Nowadays, the world is enchanted with what new information technology has made possible to the point that the world has become digitally controlled. This digital revolution has spread throughout the world and into many private homes and business. What we call it globalization is a result of this information technology which I consider now the basic of our daily activities. This technology has affected other sides of our life and interacted with our cultures and traditions through moving and merging some habits, customs, cultures or values of different societies into each other to create the concept of globalization. Among the things that have been affected by globalization is ELT. That is, with the rapid pace of globalization, there has been a major change in the field of ELT. Over the past few decades, significant economic and political changes have taken place around the world. These changes also have put a significant mark on English language teaching and learning practices across the globe. This paper attempts to discuss the impact of the Globalization on English language learning as well as the need for new frameworks for teaching English language in computer mediated contexts. This paper also examines positive and negative effects of globalization on English language teaching (ELT).

**Keywords:** English Language Teaching and Learning, Globalization, Technology.

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**Introduction:** 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 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. Globalization became a fashionable word in the popular context of average people. It is also a key word in the academic discourse of politics, economy, sociology, technology

as well as culture (Block and Cameron, 2002: p1). Language, as a substantial constitute of culture, is changing the world, nations as well as people's life through the increasingly frequent communication locally, nationally and regionally. Education in the English language in the context of accelerating globalisation has been approached from different perspectives because of the value of English as the most commonly used language for global political, cultural and economic exchanges. 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. In many cases, the increased growth in the use of the

English language can be attributed to educational, economic, or cultural globalization. Gupta (2001) discussed the contradiction between the establishment of English language education policies and the reality of learners' exposure to the English language and likely occasions to use it. Short et al. (2001) examined the rise of English as a form of global communication and discussed the implications of the trend. Bamgbo'e (2001) discussed globalisation and its implications for ethical issues and relevant research by outlining phenomena in the spread of English around the globe and raising the issue of opportunism in English language teaching. For the first time, learners of a language can now communicate inexpensively and quickly with other learners of speakers of the target language all over the world. The Internet has also an ever growing impact on the lexical, phonetic, syntactic standards of language, and the great importance that most teachers place, or should put, on the use of 'correct' language.

**The Concept of Global Language (English):** English language assumes the spot of global most used and influence language. Globalization is the drive toward opening up of different part of the world to outside influence. It is the abortion of natural boundaries to encouragement trade, technology, culture, finance and language. The concept has to do with interrelationship and growing collaboration between people of different language and background. Globalization exposes one to innovative ideas and services and products and modern methods of doing things in the international context. Globalization may also consider as process of transforming relationship between states and organizations, the universalization of certain operation, and the global rearrangement of the current decade since the dissolution of socialist structure and the liberal capitalist relations as observed by (Adetugbo, 2006). English is now the world's most important language and it is estimated to be spoken by one in five of the world's population. It is the language of international commerce, popular culture, and the internet and holds an unassailable position among the world's major languages not in terms of the number of speakers but in terms of domain of use and international spread. The place of English language as the driving world by and that of Science and Technology is indisputable as argued by (Leliot2000). "In fact majority of the scientific,

modern and educational data was expressed in English and about 80% of the data retrieve from the system using English" as argued by (Crystal 1997). This shows the significance of English language in our current trend of globalization. This has justified the lingua franca positions of English language in the world.

**Positive Effects of Globalization on ELT:** In this era of global English market, as stated by Pennycook (1994), ELT is considered to be a kind of service industry. This means that English language is seen as a commodity, and teaching it is a service provided for people. This commodification, according to Block and Cameron (2002), affects people's motivations and choice of language to be learned in that they may prefer English over other languages because it is associated with better jobs, higher positions and promotions. In support of this, Heller (2002, cited in Block and Cameron, 2002, p. 71) observes that 'many entry-level service jobs in tourism, travel, leisure and hospitality demand foreign language competence. Within this massive service industry, moreover, it is important to consider some organizations such as TESOL (Teaching of English to Speakers of Other Languages), TESL (Teaching of English as Second Language), TEFL (Teaching of English as a Foreign Language), the British Council and English foreign/second language examination market such as IELTS (The International English Language Testing System), TOEFL (Test of English as a Foreign language) and so on. Such organizations and agencies, Phillipson (1992) asserts, contribute to promote ELT and create a new marketplace in the global economic forces.

**Negative Effects of Globalization on ELT:** It could be argued that although some global ELT approaches or methodologies can be effective and useful in some ELT classrooms, they can be inappropriate for particular ELT classrooms in which they may be used. Pennycook (1994, p. 159) affirms that 'the export of applied linguistic theory and of Western-trained language teachers constantly promotes inappropriate teaching approaches to diverse settings.' Both the process and content of ELT can include some values, traditions, and social habits that may not socially and culturally correspond with particular environments. With regard to the technological changes (for example, networked-based language teaching) produced by globalization, Warschauer and Kern (2000) argue that these changes affect ELT and

learning in general and the improvement of some learning skills. One of the examples, they give, is the reading skill. They (2000) go on to argue that there is a shift in reading practices especially among young people who grew up with computers.

**The Challenges of Globalization:** Globalization drive has entered even remote parts of the globe. Tierney (2004) defines it as “a borderless worldwide social relationship where nation - state come together for economic, political, and cultural to interact for common benefit.” “He notes that new development, bypass national boundaries, frees information from being tied to geography or time and globalization engenders intermingling of cultures becomes a stimulus of globalization” (Tierney, 004). Globalization and English language are closely related, where the former encourages the learning and teaching of English and the proficient in language raises the characteristics of globalization e.g. Labour mobility internationally. Yen (2008) argued that the impact of globalization such as access to better employments, has become the major driving power for the improved and intensified learning of English language, a situation prompting educational inequality those who can afford the kind of language skills needed look further than the public education system for the English language teaching that is probable to meet anticipated level of proficiency as further argued by (Tierney, 2004; Bruton, 2009). English is central in the development and spread of commerce internationally. Furthermore, English language is essential to the acquisition of ICT skills since the technology is mostly denominated by English Communication on the internet is mainly in English, making English proficiency important in accessing information and data individual development and improvement and for common living. Therefore, absence of language of communication deprived mostly less disadvantaged people (Charles, 2006). In real sense, English language as a basic course of study is encountered many problems in its learning and teaching. Most of these challenges are: Problems Intrinsic in English Language Itself. This is a main challenge in the teaching and learning of English largely. As a Second language its technical demonstration of the practical position of that language rather than its place in consecutive order of attainment.

**Recommendations:** The students should be authorized to be accountable for their own learning

and also the teachers should be allowed also to be able to imitate on practice, determine what learners want to be capable to develop, try out innovative approaches to do things. Furthermore, knowing the effects of electronic teaching particularly the use of computer in the teaching and learning practice it is advised that sufficient facilities, computer inclusive be provided to all institutions in the country. This will support the teaching of all the use of English courses. Language is learnt through via it rather than simply practicing linguistic items. Intercultural, communication to prepare students communicate in a new world categorized by people of different cultural upbringings networking at this time. The teachers and the students should make use of web resources. Some teacher and learner resources abound on the internet which can make remarkable influence in use of English if adopted. ICT practice is significant for both teacher and learner. Teachers were incapable to deliver all native repertoires and nuances and other diversities for effective language knowledge in a current world of globalization. Better learner independence is to be stimulated self-learning for broader knowledge and for life learning. Lifelong learning has become a mode of life in ever dynamic information driven world. Developing learning approaches and strategy through learner independence will guarantee that the learner continues to realize language learning on own even after schooling. Students' autonomy has the possible to help learners experience language items as a necessary part of living with a language and using them to realize real life objectives.

**Conclusion:** In the age of knowledge economy, the mastery of English has become a high skill for professional teachers and ‘cultural capital’ or ‘linguistic capital’ for learners. English level is closely linked with employability and occupational competition which may further bring about changes in the labour markets. In addition to the economic manifestations of the influences of English teaching and learning, ideological and political impact of new language should not be ignored. 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

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Teaching Co-ordinated by national/State policies has contributed considerably to the world wide use of English.

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