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Бочкарьова О.Ю.
(Київ, Україна)

THE GLOBAL SPREAD OF THE ENGLISH LANGUAGE

Стаття присвячена розгляду поняття «англійська як мова міжнародного спілку-вання». Здійснюється аналіз статусу «глобальна міжнародна мова», причин поширення англійської мови, груп носіїв цієї мови, а також переваг та недоліків існування такої «глобальної» мови

Ключові слова: міжнародна мова, носії мови, лінгва франка, варінти англійської, переваги та недоліки.

Статья посвящена рассмотрению понятия «английский как язык международного общения». Проводится анализ статуса «глобальный, международный язык», причин обширного распространения английского языка, групп носителей данного языка, а также преимущества и недостатки существования подобного «глобального» языка.

Ключевые слова: международный язык, носители языка, лингва франка, варианты английского, преимущества и недостатки

The article focuses on the notion of "global English". The following concepts are analysed: the status of "a global language", reasons for the English language expansion, groups of the English language speakers and also the advantages and disadvantages of such a "global" language existence.

Key words: global language, speakers, lingua franca, varieties of English, advantages and disadvantages.

Nowadays we can observe unprecedented massive changes in nearly all spheres of our life: economy, ecology, and communications; the field of languages is not an exception. It admits of no doubt that at present English is considered to be the most widely spoken and written language. We can state that it is the language that has been perpetuated in a wide range of human activities from business, education, sciences to interpersonal relations. Let us look at the statistics to prove this fact. David Crystal estimated that "320 to 380 million speakers use English as their first language, 300 to 500 million as a second language and 500 to 1000 million people learn English as a foreign language" [1: 19]. In other words, only one out of four users of English in the world is a native speaker and, according to Seidlhofer [2: 35], verbal exchanges not involving any native speaker heavily outweigh those including a native speaker.

On reflection it may seem strange that a language of a relatively small island nation has developed into an international language and achieved such a status. However, the global spread of English can be explained by the migration of substantial numbers of English speakers from

the present British Isles to North America, for example; and by the colonial expansion of Asia and Africa by the British Empire. In such a way the language was brought into new sociocultural contexts and has become an extremely important and useful language to larger local populations who have continued to expand the role of English [3: 72]. In other words, the expansion of the British Empire was accompanied with the growth of the English language use.

The view of English as virtually the international language raises an essential question: what is the so-called 'World English', or global English? Rajagopalan (2004) states that World English belongs to everyone who speaks it, but it is nobody's mother tongue. He makes a clear difference between World English as a linguistic phenomenon and the English language as it is spoken in English-speaking households. He perceives World English as a language spoken across the world – routinely at the check-in desks and in the corridors and departure lounges of some of the world's busiest airports, typically during multinational business encounters, etc. [4: 112].

So, the question is: who are the users of English? If it is becoming a global language, users of English cannot comprise only native speakers. Kachru has singled out three big groups of English language users [3: 77]. The Inner Circle includes native speakers from English-speaking countries of the old variety, like the USA and Britain. Though other languages are used as well, English is used extensively in all areas of public life and public discourse. The Inner Circle is considered to be "a traditional basis for the English language" [5: 1]. The Outer Circle contains the countries, such as India, Nigeria, Pakistan, where English was spread alongside with the Britain's policy of imperialism and the language had a function of institutionalizing in terms of education, governance, literature, etc. [3: 78]. English spoken as the second language uses new norms that are adapted by new sociocultural contexts [5: 1]. The Expanding Circle comprises such countries as Iran, China, Japan, Nepal, where English performs various functions and is mainly studied for special purposes, such as technical and scientific. It is spoken as a non-native language [5: 1].

This circle model is of great value, as it enables us to consider important implications in terms of political and cultural contexts, the dynamic advance of English around the world and its functions and standards of English, relevant to its "global incarnations" [3: 78], e.g., emerging of Global English that resulted from an increase in the number of English speakers in the Expanding Circle [5:1]. What is more, it is possible to notice that there the Outer and the Expanding Circles tend to show their independence of the Inner circle – in other words, independence from British English as mother tongue on the part of non-native varieties [1: 20].

Then, let us have a look at the concept 'global,' which is seen as the one being loaded with connotations. Crystal (2003) states that a language becomes global, when it develops a special role that is recognized in every country [6: 3]. Tanabe evaluates this concept within the framework of the following oppositions: global vs. local; international vs. national/identified; open vs. closed; external vs. internal; general/universal vs. specific/professional/academic; common vs. special; practical vs. sophisticated [1: 22]. Having analyzed that, Tanabe summarizes the characteristics of English as a global language in two contexts. In a more general and common context, English as a global language should be general-purpose and practical English, and it should be taught by the time when people finish their senior high school [1: 27]. It is important to search for an idea, so that it is possible to establish a kind of social/educational system by cooperating with all the teachers of English in the country, getting strongly supported by the

government, business world, and all people in general. This kind of English should become Standard English of the country/ EGL [1: 27]. On the other hand, if we take educational and scientific contexts, this kind of global English should be taught by university as specific, professional, or for academic purposes [1: 27].

In the majority of situations, English is used as a *lingua franca*, which is defined as a contact language used among people who do not share a first language [2: 35]. Global English, though, means that "lingua franca interactions include conversations, in which one of the interlocutors is a native speaker of English, too" [2: 35]. What is more, it places emphasis on the kind of English that is used for communicative purposes between speakers of different mother tongues rather that individual varieties of English spoken in different parts of the globe [2: 36].

One of the results of the global spread of English is the development of new varieties of English, which provoked numerous discussions of "what standards should be promoted in the teaching of English" [7: 45]. A standard language is defined as "a variety of a language that is considered the norm that is ideal for educational purposes, has to do with rules that are taught at school" [7: 45-46]. Standard English of an English-speaking country can be defined as "a minority variety (identified chiefly by its vocabulary, grammar and orthography) which carries most prestige and is most widely understood" [7: 46].

Then, new varieties of English present the problem of plurality – as there should be standards for different contexts of use and each new Standard English should be determined locally, there appears the issue of multiple intelligibility and the danger that new varieties of English will lead to an intelligibility problem. The question of intelligibility involves the extent to which two speakers understand each other [7: 48].

Depending on the attitude to this issue, there are two positions towards global English. The monolithic model of English as a global language promotes native speakers as the best teachers and states that if local standards continue to develop, English speakers will not be able to understand each other [7: 48]. Another position, supported by Kachru, claims that "allowing new variety of linguistic norms would not lead to a lack of intelligibility among varieties of English; rather what would emerge from this situation would be an educated variety of English that would be intelligible across the many varieties of English" [7: 48].

We should accept that English serves the communicative needs of different communities; consequently, it must be diverse. However, it does not mean that such an international language will disperse into mutually unintelligible varieties. That is why it will naturally stabilize into a standard form to the extent required to meet the needs of the communities concerned [7: 48].

As a result of the British colonial expansion and the US growing world influence, English has been associated with power, and it takes on a power of its own. Linguistic power, as any other power, may be positive or negative, beneficial or exploitative.

There are many advantages of the global spread of English. First, we all experience the global impact of English as an international language. In such a way a utopian dream of the universal language is fulfilled. While national languages play a part in unifying national states, an international language is essential for a worldwide communication on the political arena, in business, technology, science and education. A global language can greatly facilitate and make the international communication more efficient [8: 8].

So, a lot of people view English as such an international language. This can be backed by the fact that the power of English is clearly shown in many aspects, for example, in giving

access to advances in technology and many modern forms of knowledge and progressiveness. What is more, English is used in education, government, and mass media. So, English manifests a variety of its functions, including business, science, culture, communications, interpersonal relations – all these functions give it its importance across the societies. An important thing is that the number of functions where English can be applied in is practically unlimited. In other words, English can be used in virtually any imaginable function of the twenty first century.

As we have mentioned previously, English has been brought into new sociocultural contexts. This fact also plays a part in the expansion of English. For instance, in a multilingual society the choice of either the indigenous language or English may have a number of implications and in such a way shows the way your regard a person.

Furthermore, English, performing one of its functions – that is education – can be used in a number of positive ways in language teaching. As a cross-cultural vehicle or medium English is indispensable in many areas of international business – for example, aviation, medicine, engineering, finance. With the view of that, a variety of Englishes for specific purposes have been broadly discussed and developed recently. Kachru (1996) also states that English has become an important medium of implementing multiculturalism – the recent recognition of the global community that the models to accommodate data about population trends and interactions need to be found. And English is considered to be an essential medium of not only teaching, but also leaning multicultural literature, customs, acceptance [3: 95-96].

Apart from such areas of the English language influence as business, education and culture, we can also speak about individual issues like performativity and identity in terms of the global spread of English. With the expansion of English one may fear to lose the national independence and identity. However, according to Pennycook (2003), 'the crucial point is that it is not so much whether or not one is born in a particular type of the community but rather what one does with the language. It is in the performance that the identity is created. It is not that people use language varieties because of who they are, but rather that we perform who we are by (amongst other things) using varieties of language' [9: 527]. The study of M. Tajima (2010) proves that using of English as a global language does not lead to losing national identity; on the contrary, using English may provide one with performing new identities [10: 51].

So we can assume that a wide spread of English and acceptance of its need is backed by economic notion of the language as capital [11: 35]. In other words, the acquisition of English will bring profits in the future, thus, the language is viewed as a key to economic success.

Nevertheless, despite all the obvious advantages of the global spread of English, scientists have expressed their criticism towards it, fingering out a few flaws in this process. Though English is perceived by many people as an international language, it is misleading, as the global spread of the language endangers many languages. Tollefson (2000) gives evidence that the pre-eminent position of English contributed to the death of indigenous languages in Australia and North America. What is more, as English is closely connected with the process of globalisation, the spread of English indirectly caused the loss of local languages in such regions, as India and Indonesia [8: 9]. A surprising fact is that English is expanding at the expense of even such 'big' European languages, as French or German. Phillipson (2008) gives an example of Rotary International which has nine official languages, but the international events tend to be held in English [12: 23]. With the view of that Phillipson introduced the terms 'linguistic imperialism', stating that English confirms Anglo-American dominance worldwide. In other words,

we can speak about the hegemony of English, Englishisation, which has been caused by the current world order where there is one hegemonic world language. As culture is closely connected with a language, we may assume that Englishisation can pose a serious threat to local cultures. For example, Tajima (2010) states that as a result of Englishisation a lot of Japanese people renounce their independence, worship English and Western cultures and are proud of doing so instead of trying to preserve and create their own culture [10: 51].

Another disadvantage of the global spread of English is inequalities between the speakers of English and other languages. While English is considerably used in politics, mass media, education, it contributes to significant social, political and economic inequalities [8: 8]. Rajagopalan (2004) also states that there exists unequal distribution of power taking into account linguistic communities overall. It would be naïve to say that English belongs to everyone who speaks it, for the world order is controlled be mass media giants, such as CNN or BBC [4: 113].

Furthermore, we should mention the impact of globalization that favours the global spread of English. Globalisation applies not only to economy, but also to culture, mass media and language. Phillipson (2008) provides the information that about seventy or eighty per cent of all television production which is broadcast in Europe is American [12: 26]. So, we can see that Americanization and cultural imperialism have taken roots deeply in Europe. Changes in consciousness go in tandem with economic and technological changes and are embodied in the linguistic form of expression in both English and by its transfer to other languages.

Another example of the globalization impact alongside with the spread of English is the educational process in Europe, known as the Bologna process. The aim of the Bologna process is to integrate the higher educational systems of Europe into a single unified area. The main focus of such 'internationalisation' is creation of a consolidated European higher education area, quality control, mobility of students within the area, recognition of qualifications and joint degrees. However, nothing is stated about bilingual degrees or principles of multilingualism in higher educational establishments. With the view of this Phillipson (2008) makes a conclusion that such 'internationalism' aims at creating English-medium higher education in Europe [12: 30]. And if it happens so, it will strengthen the position of the Anglo-American world and the linguistic hegemony of the English language.

In addition, the global spread of English has changed the nature of the English language as it is. We have already mentioned the term 'World English', or global English, that has very little to do with the languages, spoken in the Houses of Parliament. Phillipson (2008) considers global English as a product – the forms, used in geographically diverse community of users; a process – the way, in which the language is expanded; a project – the goal of making English a dominant language of international communication [12: 4]. Rajagopalan (2004) defines World English as a mixture of dialects and accents at different stages of nativisation with the rules constantly changing as the 'language' development progresses and is still in process [4: 115].

In summary, it is important to say that the global spread of English is a process of utmost importance for the whole world. The attempts to promote English as an international languages aim at making the international communication more efficient and at facilitating the international cooperation in a number of spheres, thus avoiding possible conflicts. English is viewed by many people as the languages that opens doors and can guarantee success in future. It can provide us an opportunity to perform new identities. It can be extremely positively used in terms of language teaching and learning and be the medium and vehicle of multiculturalism.

However, the disadvantages of the global spread of English seem to outweigh the advantages. The most serious disadvantage is the promotion of the interests of the Anglo-American world. The British and US expansionism is no longer territorial, but it is carried out by a lot of other means, including linguistic imperialism and language hegemony. Another thing we should keep in mind is that the World English which accompanies globalization in various areas, including culture and education, is different from the English language as such.

Phillipson (2008) gives some recommendation on how to counteract this process: we must develop new meaningful language policies which will maintain language diversity; we should create and ensure equality between the speakers of different languages; and we should use languages to decolonise our mind and to oppose colonisation, physical or mental [12: 39].

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Чолан В.Я.
(Київ, Україна)

АНТРОПОЦЕНТРИЧНИЙ ВИМІР ФУНКЦІОНАЛЬНИХ МОЖЛИВОСТЕЙ СИНТАКСИЧНИХ ОДИНИЦЬ УКРАЇНСЬКОЇ МОВИ У ТЕКСТОВИХ РІЗНОВИДАХ

У статті розглядається антропоцентричний аспект формування текстових конструкцій у лінгвотекстових параметрах військової комунікації, згідно з яким структурно-функціональна специфіка синтаксичних одиниць текстових різновидів зумовлена фаховими потребами військових комунікантів.

Ключові слова: *текстові одиниці, антропоцентричний аспект, військова комунікація, лінгвотекстові параметри.*

В статье рассматривается антропоцентрический аспект формирования текстовых конструкций в лингвотекстовых параметрах военной коммуникации, в соответствии с которым структурно-функциональная специфика синтаксических единиц текстовых разновидностей обусловлена профессиональными потребностями военных коммуникантов.

Ключевые слова: *текстовые единицы, антропоцентрический аспект, военная коммуникация, лингвотекстовые параметры.*

The anthropocentric aspect of forming of text constructions in linguistic text parameters of military communication, in accordance with which the structural and functional specific feature of syntactic units of text varieties is conditioned the professional necessities of participants of communicative process, is examined in the article.

Key words: *text units, anthropocentric aspect, military communication, linguistic text parameters.*

Текст як цілісна структура вербальної комунікації, що синтезує і реалізує засоби різних функціональних стилів і граматичних рівнів мовної системи, давно став першорядним об'єктом лінгвістичних досліджень. Називаючи текст феноменом реальності і водночас способом відображення цієї реальності, М. М. Бахтін, І. Р. Гальперін, А. П. Загнітко, О. О. Селіванова одностайні в тому, що багатогранність закономірностей мовної маніфестації його змісту зумовлюється різноманіттям видів діяльності людей, а мовні засоби при цьому стають інструментом для вирішення комунікативних завдань [1, с. 13; 2, с. 149 – 158; 3, с. 312 – 316; 4, с. 56 – 97].

Разом з тим множина встановлених тих чи інших закономірностей текстової організації, на яких акцентують увагу лінгвісти, не вичерпує сьогоденної актуальності антропоцентричного підходу до вивчення структурно-функціональної специфіки текстів, згідно з яким формування та функціонування текстових одиниць зорієнтоване на потреби учасників кожного комунікативного процесу. Саме антропоцентричний аспект взаємодії текстових одиниць із важливими складниками сфери спеціалізованої комунікативної діяльності становить об'єкт нашого дослідження.