

IMPLICATIONS OF GLOBALIZATION IN LANGUAGE EDUCATION

Miroslav FAŠANOK

Abstract

Globalisation has become a convincing force dragging nations into the global system. It has led to a mixing of cultures, economies, markets, political systems and technologies among nations. English has become the official language spoken for business, yet to be seen how globalisation can help the effective oral and written communication of students. There are doubts and complaints about the inability students and graduates to effectively engage in oral and written communication. It is therefore useful to look at the gains of globalisation and harness them in favour of improving the oral and written communication of students. In this study, questionnaire forms were administered to randomly chosen students belonging to FSEV out of which 80 were retrieved to examine whether or not globalisation has helped to improve their oral and written communication, identify the challenges they face in their quest to involve in effective oral and written communication and propose solutions that can address these challenges and enhance their communication ability.

Keywords:

impact of globalisation, oral communication, written communication, language competence

JEL Classification:

Introduction

Globalization is, without doubt, one of the major defining characteristics of modern society. It creates 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.

We now communicate and share each other's cultures through travel and trade, transporting products around the world in hours or days. We are in a huge global economy where something that happens in one area can have knock on effects worldwide. This process is called globalisation. The ELT Journal 2004 states that we are living in an age of greater upheaval and change, with unprecedented levels of interconnectedness among nation states and local economies and cultures, which are thanks in part—though not exclusively—to technological developments.

1 Globalization and its implications

Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Globalisation has been taking place for hundreds of years, but has speeded up enormously over the last half-century.

Globalisation has resulted in:

- greater international trade
- companies working in more than one country
- greater dependence on the global economy
- unrestricted movement of capital, goods, and services

Business today doesn't have national borders – it reaches around the world. The growth of multinational corporations places new requirements on human resource managers. The HR department needs to make certain that the suitable blend of employees in terms of knowledge, skills and cultural adaptability is available to handle global assignments. In order to meet this objective, the organizations must train staff to meet the challenges of globalisation. The employees must have working knowledge of the language and culture of the host country.

Human Resource Management should also develop mechanisms that will support multicultural individuals work together. As background, language, custom or age differences become more dominant, there are suggestions that employee conflict will increase. HRM would be required to train management to be more flexible in its practices. Because tomorrow's workers will come in different colours, `nationalities and so on, managers will be required to change their ways. This will demand managers being trained to recognize differences in workers and to appreciate and even celebrate these differences.

1. 2 Work-force Diversity

In the past HRM was significantly simpler because our work force was extremely indistinguishable. Today's work force includes of people of different gender, age, social class sexual orientation, values, personality characteristics, ethnicity, religion, education, language, physical appearance, marital status, lifestyle, beliefs, ideologies and background characteristics such as geographic origin, tenure with the organization, and economic status and the list could go on. Diversity is critically related to the organization's strategic course. Where diversity thrives, the possible profits from better creativity and decision making and greater innovation can be developed to help increase organization's competitiveness. HRM must train people of different age groups to successfully accomplish and to cope with each other and to regard the diversity of views that each offers. In situations like these a participative attitude seems to work better.

2. Globalisation and language teaching

It is known that the English language is becoming increasingly widespread across the globe. Furthermore, it has been estimated that "only one fourth of all English users worldwide are native speakers, and most non-native speakers using English do so in the absence of native speakers" (Seidlhofer, 2011). According to Crystal (2013) 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. Evidently, there is a large population of non-native English speakers throughout the entire world; however, this study focuses on comparing English language learners in Slovak Republic.

Language is a vital commodity in the globalized world. The services- and information based economy makes increasing demands on workers' language skills; new technologies and media change the cultural landscape; migration produces more linguistically diverse populations worldwide. Blockand, Cameron (2002). For language teachers around the world, the question is how discussions about globalization taking place in sociological circles relate to their overall approach to language teaching, and to their day-to-day practice.

Communication' is among the keywords of the global age, just as it was a keyword, though with a different set of meanings, in the age of the industrial revolution (Williams 2003). In contemporary usage we hear and read frequent references to '[information and] communication technologies (ICTs)' and '[mass] communications media', both of which, of course, are implicated in the processes of globalization. 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).

We might note that in surveys undertaken to assess which skills are needed to maximize employability, employers almost invariably distinguish 'communication skills' from 'literacy' and 'ICT skills'. Furthermore, they consistently rate the 'communication skills' displayed by recruits to the workforce as more important than their literacy skills or their facility with ICTs – and also, in many cases, as less satisfactory (Cameron 2002).

It is true, of course, that linguistic abilities were an important factor in labour market stratification long before the current phase. Individuals have long been, and still are, denied access to certain kinds of work because of their inability to read and write, or to use a standard language.

In economically advanced societies where manufacturing industries are in decline while the service and creative industries are expanding rapidly, is that individuals will need a relatively high level of linguistic skill if they are to participate in waged labour at all. The practice of instructing people in speaking and listening is also gaining ground in educational institutions because education should prepare students to meet the needs of the new economy.

Contemporary approaches to teaching communication it cannot be fully understood without reference to the culture of self-improvement what comprises a range of practices and text-types focusing on the individual and her or his relationships with others, and particularly on the problems of modern personal life. New ideas about the nature of work and the demands it places on workers, recent trends towards skill-based or competence-led curricula in education all contribute to the increasing sense that speaking and listening, long taken for granted as things everyone could do 'naturally' without special help, are in need of more explicit and systematic attention.

3 Objectives of the study

Generally, the main objective of this research is to find out the effect of globalization in Slovakia to examine whether or not globalisation has helped to improve the oral and written communication among students at Alexander Dubček university in Trenčín. In detail, other objectives include evaluating the place of English language in the global arena, to recognise the challenges faced by these students in their quest to engage in effective oral and written communication and to provide recommendation that can address these challenges and enhance the communication of students.

3.1 Research Design

In this research, the authors have employed survey method to examine whether or not globalisation has helped to improve the oral and written communication among students at TNUNI, the challenges and way forward. In addition, secondary data were instrumental in assessing the place of the English language in the present global economy and places a need on Slovak to be competent and skilled at the rules of English grammar so they can favourably

compete and be relevant in the present global configuration.

3.2 Population, Sample Size and Sampling Technique

The TNUNI is a science-based university which has a rough estimation of about 2500 student population. Since there was no way we could have studied the large population of students because of cost and limited time, first year students of selected colleges and departments were involved in the study. Meanwhile eighty questionnaire forms were randomly distributed among the final year students in the eight selected departments, ten questionnaire forms for each department. Out of these, fifty-three questionnaire forms were retrieved and found to have been properly filled by the respondents (students) for analysis.

4 Instrument of Data Collection

One major research instrument was used to collect quantitative data for the study which was questionnaire.

5 Method of Data Processing and Analysis

Quantitative data were analysed using the simple percentages.

Table 1 Students' Opinion on Globalisation, Oral And Written Communication Of Students

Statement	Responses	Frequency	Percentage
Because of globalisation learning English is no longer viewed as something optional, but essential.	Strongly agree	8	19,5
	Agree	25	61
	Strongly disagree		
	Disagree	8	19,5
	Total	41	100
Statement	Responses	Frequency	Percentage
Globalisation has impacted different areas in the society such as health, banking, commerce, agriculture, education, language and communication.	Strongly agree	18	44
	Agree	14	34
	Strongly disagree		
	Disagree	9	22
	Total	41	100
Statement	Responses	Frequency	Percentage
English language is necessary for the promotion of various goods.	Strongly agree	16	39
	Agree	14	34
	Strongly disagree	5	12

	Disagree	6	15
	Total	41	100
Statement	Responses	Frequency	Percentage
Globalisation has helped the language learning of students such that they can engage in effective oral and written communication.	Strongly agree	12	29
	Agree	16	39
	Strongly disagree	3	8
	Disagree	10	24
	Total	41	100
Statement	Responses	Frequency	Percentage
Students now engage in effective oral and written communication.	Strongly agree	9	22
	Agree	21	51
	Strongly disagree	4	10
	Disagree	7	17
	Total	41	100
Statement	Responses	Frequency	Percentage
Your assessment of students' spoken and written English is encouraging.	Strongly agree	13	32
	Agree	21	51
	Strongly disagree	2	5
	Disagree	5	12
	Total	41	100
Statement	Responses	Frequency	Percentage
Students obey the rules of English grammar in their oral and written communication.	Strongly agree	12	29
	Agree	19	46
	Strongly disagree	4	10
	Disagree	6	15
	Total	41	100
Statement	Responses	Frequency	Percentage
The present level of Students' spoken and written English can make them competitive in the global arena.	Strongly agree	9	22
	Agree	22	54
	Strongly disagree	3	7
	Disagree	7	17
	Total	41	100

Source: Field Study

From Table 1, majority of the respondents (80, 5%) were of the opinion that globalisation had impacted society in different palpable ways. However, a great number of the respondents (34%) disagreed or strongly disagreed with the notion that globalisation had helped the language learning of students in the area of effective oral and written communication. This agrees with the findings made by Her (2007) in her

doctoral thesis where she argued that globalisation alone could not impact the oral and written communication of students because such factors as attitude, motivation and willingness to commit to self-development were important considerations in determining the improvement of students' oral and written communication. However, on the issue that students now engage in effective oral and written

communication, the majority of the respondents strongly agreed (22%) or agreed (51%). For the time being, a large proportion of the respondents were of the opinion in their assessment that students' spoken and written English was encouraging (32% and 52%). The combined percentages of those who strongly agreed and those who simply agreed with the view that their students did not obey the rules of English grammar were 76%. This supports the belief that obeying the rules of grammar students will, among other factors, help them improve their oral and written communication skills. In accordance with this finding the respondents (46%) still felt that their students

could compete in the global market (combined percentages 76%). On the other hand, the combined percentages of those who strongly disagreed and those who simply disagreed (i.e. 24%) confirmed that some students still could not compete in the global arena with the present level of spoken and written communication. The combined percentages of those who strongly agreed and agreed (73%) with the statement English language is necessary for the promotion of various goods confirms the idea that good command of English is needed in the world of business.

Table 2 Students' Opinion on Their Oral And Written Communication Challenges And Solutions

Statement	Responses	Frequency	Percentage
The challenges students face regarding effective communication include the following:	Lack of interest	5	12
	Poor reading culture	7	17
	Laziness	9	22
	Lack of priority	9	22
	Preference for the language	5	12
	Differences in perception and viewpoint	6	15
		41	100
Statement	Responses	Frequency	Percentage
The solutions to solving students' oral and written communication challenges include the following:	Reading journals	10	24
	Create problem-focused writing and speaking assignments	8	20
	Development of interest	5	12
	Being mindful of the rules of English grammar	3	7
	Commitment to speaking the language often	6	15
	Thinking about the words	9	22
		41	100

Source: Field Study

From Table 2, majority of the respondents (44%) believed that the number one challenge of their colleagues regarding their spoken and written English was attributable to laziness and to lack of priority, followed by poor reading culture (17%), lack of making a commitment to effective oral and written communication a priority is also regarded as a problem (15%). According to the respondents, to

solve students' oral and written communication challenges, there is the need for development of reading habit (24%), followed by modelling of good speakers and writers of the English language (22%), commitment to speaking of the language often (15%), development of interest (12%) and being mindful of the rules of English grammar (7%).

Conclusion

This research has examined the impact of globalisation on the oral and written communication competence among undergraduate students at FSEV TNUNI. The study also investigated the place of the English language in the present global configuration as the dominant language of communication used for international relations and diplomacy, business, music, technology, education, sports, scientific discoveries. The research has identified the challenges students at FSEV are faced with regarding their oral and written communication. These challenges include, lack of interest in studying the language, laziness, poor reading culture lack of priority and preference for the local language. Lastly, the study has identified solutions that could address the problems encountered by students in their effort to gain competence in oral and written communication.

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These solutions are that students must develop interest in mastering the English language, develop a culture of reading, are to be mindful of the rules of grammar, are to commit to self-development programmes in this regard, and are to model good speakers and writers of the language.

This study recommends the following:

- There is necessity for forming a friendly and encouraging study surroundings for students to read, learn, study and engage in active research;
- It is essential for English language teachers to propose more learning opportunities to their students and involve many more students with diverse learning styles.
- Students should be stimulated to participate in more writing and speaking projects and be adequately remunerated for their performances.

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Contact

PhDr. Miroslav Fašanok, PhD.
 Trenčianska univerzita Alexandra Dubčeka v Trenčíne
 Fakulta sociálno-ekonomických vzťahov
 Študentská 3
 Trenčín, 911 50
 Slovakia
 e-mail: fasanokmiro@gmail.com