

Critical Reading and Writing

Englishisation: one dimension of globalization and Linguistic imperialism, globalism and the English language all aim at analyzing the globalization of English; however, there are many differences between those two articles judging from the perspectives of their argumentation, structure and views of authors. This essay evaluates the two articles from their ideas and the argumentation construction; and then it researches similar articles in the following parts.

Summaries of the Main Ideas

Englishisation: one Dimension of Globalization

This essay includes three parts: *Introduction, English in the Brave New Europe, Charting and Countering Englishisation.*

In *Introduction*, it states that English is deeply involved in the process of globalization and localization. In order to discover the roles it plays adequately, the author suggests that it should be related to *economics, political science, political sociology, communications, cultural studies, history, discourse analysis, and sign languages*. A multidisciplinary effort should be concerned when analyzing the roles played by English and other languages in the process of globalization and localization. An example is given to demonstrate the idea that the privileged position of English has been established by a minority of haves, who are English speakers. Using this case, the paper denies the ideas that learning English leads the poor towards economic prosperity. What's more, it analyzes that, within wider perspectives - intellectual and material, theoretical and practical, Englishisation itself and the study of Englishisation are not neutral activities: it's the result of unequal resource allocation between North and South, and also related to the roles played by relative agencies.

In the following chapter, it goes further to bring forward that in Europe, some powers tempt to establish the dominant position of English to impose their political, economic, cultural and military influences on other countries; however, the forces impacted by the politicians and ambassadors are weaker than that of medias. The paper quotes Ammon's and Labrie's researches to explain that there are a growing number of literatures which focus on the area of EU language policy but less on empirical studies, so that there are many unanswered questions

remain. In order to fill the gap, the author carries out an empirical study to show the use of English in scientific communication at the university in Denmark. By analyzing the questionnaires filled by tenured professors and lecturers, the author concludes that English usage is strengthening in Danish higher education; however, *there is a need for academic policymakers and gatekeepers to pursue more active, explicit, and equitable language policies* (作者名字, 年代: 页码).

In the last chapter, it draws a conclusion that English and other languages should be treated equally within a reasonable range.

Linguistic Imperialism, Globalism, and the English Language

In *Linguistic Imperialism, Globalism, and the English Language*, the author analyzes the wild use of English language and holds the idea that the phenomenal growth of English is more a result of globalism rather than linguistic or cultural imperialism.

This paper is divided into three chapters: *Introduction, Case Study and Globalism and the English Language*. In the introduction part, the author expatiates that, when facing the choices of the official languages, some former colonies chose English as one of their official languages. However, some professionals questioned that the continuous usage of English might become a tool for those ex-colonial masters to maintain their economic, cultural and political dominance beyond independence.

Then the paper presents some remarkable literatures at the end of 20th centuries which regard the maintenance of a former colonial language (or the use of English language) as linguistic imperialism: Phillipson (年代, 页码) holds that the use of English in the developing countries is equated to the imposition of the cultural, social, emotional, and linguistic norms of the dominating society onto the dominated society. Pennycook (年代, 页码) also claims that English is a remnant of western imperialism, operating globally in conjunction with capitalist forces; especially those of operations of multinational corporations. Besides being the language of science and economic advancement, English is also the language of unequal distribution of wealth.

In the Case study part, the author explains the concept linguistic imperialism as “*ascribes too much power to the language, as opposed to the language policy makers and the language users*” (author, 页码, 年代). He takes Singapore as an example to illustrate his idea that the early dominance of English in Singapore is a result of its leader’s conscious decision after the consideration of world trends and local conditions. At the beginning of the section, it analyzes Singapore’s situations as: having many distinct races and cultures, a multicultural community, being poor, having a rapidly rising birth-rate and possessing few prospects for economic survival and depending largely on an external trade, etc. Therefore, when many countries teach their children more than one language, Singapore determines to educate its population English. This decision was made by Singapore government for the purpose of attracting foreign investment, giving the society the leading edge in education, academic achievement, international trade, and business. The choice of English is a pragmatic realization by the Singapore government, since it is *the world’s foremost auxiliary language, which is widely viewed as easily convertible into other forms of capital, such as educational qualifications and higher incomes*. In schools, a large amount of parents are willing to send their children to English-medium schools; in academic areas, lacking of English skill will deny the access to the extensive resources available in English. Then the author brings up the examples of Malaysia and Nigeria to demonstrate that learning English is pragmatic in nature for those countries. Finally, it reaches the conclusion that from pragmatic perspective, English, and any other languages are auxiliary tools for people’s access to a higher living standard.

Globalism and the English Language concludes that the wide use of English is the result of globalization in economy, culture and science. Therefore, ascribing the growth of the international language merely to the notion of linguistic imperialism, without the consideration of the relentless march of globalism and the pragmatic perspective of newly formed nations can not lead to a proper explanation. .

Construction of Argumentation

Englishisation: One Dimension of Globalization adopts a progressive argumentation, which deepens its analysis gradually to reach the conclusion. The following part of this essay mainly devotes to analyze how Phillipson and Skutnabb-Kangas use other sources to support their arguments.

In the Introduction part, it uses the proportion of haves and have-nots to show that English competence will lead the have-nots towards economic prosperity **is a false promise, there is something (what thing?) related to the privileged position of English**. Supported by the ideas of Pennycook, Hamelink and Tomalevski, the article goes further to analyze that, Englishisation is a complex topic, which cannot be explained merely by one or two factors; then it refers to other literatures again to mention that the agency also plays a important role in the process of Englishisation.

In the second part, at first, it provides the US's diplomatism to show the popularization of English language might be some European countries' attempts to impose their influence to other countries. Then it conducts further analysis that the role played by political agencies is less than global integration does through using examples of the development of Microsoft, NBC and ABC in the world. In the following paragraph, it lists several authors' researches to explain that some unanswered questions in the area. The core content of this part is to present an empirical study which adopts the questionnaire as is method. It takes the professors and lecturers in the humanities, social and natural sciences at the university as the objectives to carry out its research through a number of questions focusing on the use of English and Danish in academic areas in Denmark. Through analyzing of the feedback, it proves that, the marginalized position of Danish in academic areas is the result of the domination of English.

In the final chapter, it takes South African language planning to bring forward the authors' concern- how to keep a reasonable use of English and other languages, which brings the thesis to its climax.

In *Linguistic Imperialism, Globalism, and the English Language*, when constructs its arguments, the author adopts the method of a case argumentation, it is an approach which is from cases to deducing a certain opinion, from analyzing and researching the individual to summing up a common conclusion. In the thesis, it uses Singapore as a main case (and materials from other countries as minor cases) to prove that the choice of English language as an official language in many newly independent countries is these countries' pragmatic option when facing challenges of globalization rather than linguistic or cultural imperialism.

In *Introduction*, after a brief introduction of the background of choosing the thesis, it starts with the opinions from a series of scholars' literatures to present the argument points which will be questioned in the next part, such as Phillipson's ideas of *Linguistic Imperialism*, which takes the spread of English as a post-colonial plot of the core English-speaking countries'; Shannon and Sonntag's thinking which holds that English will replace the *use of minority languages*, as well as Skutnabb-Kangas and Cummins' theory - the wide use of certain languages is a result of languages' *achieving the Status of 'dominant', 'prestigious' or 'inferior'* when competes with other languages, etc.

In addition, in the following chapter, it produces a case study to contradict the above frame of reference. First and foremost, it illustrates Singapore as a poor country with many distinct races and cultures, deep ethnic and linguistic segmentation as well as dependent external trade in 1960s. Besides, it makes a further analysis that, the government believed that a dominant language was needed urgently to enable it survive politically, socially, and English language, with its leading position in education, academic achievement, international trade, and business became the first choice. Besides its economic consideration, it goes further to analyze that it is also a pragmatic option in education through using the cases of many parents' preferring to *enrolling their children in English-medium schools*; the rising ratio of *preference for enrolment into Primary One English-medium schools* and teaching English as a first language in 13 elected Chinese schools. To enable its argumentation more convincing, it supports its analysis with cases of Malaysia and Nigeria and relevant literatures (Fasold's, Pool's, Chew's and Phillipson's, etc) to prove that *multilingualism leads to slower economic development, learning it (English) is pragmatic in nature*. Last but not least, it again cites a case from Phillipson and Skutnabb-Kangas's paper that there is a loss of the mother tongue in some Indian families, then it uses Singapore as a case to refute that although there has been similar situation in Singapore, in which *many grandparents have been unable to communicate with their grandchildren due to the loss of the mother tongue*. However, *for the material wellbeing*, the older generation is willing to sacrifice. With the example, it wants to show that it (learning English) is Singaporean's own choice for *material wellbeing*, further more, it uses the situation that British pupils have gotten a less excellent levels of English examination than those from non-English speaking countries to prove that *a high level of instrumental motivation has also enabled increasing numbers of younger Singaporeans to compete effectively with native-speaking children in Britain*.

At the end of the thesis, it takes the penetration of signs of many famed multinational corporations' (such as Coca-Cola, Mickey Mouse) into other countries to argue that the wide use of English is the result of globalization, using Dicken's reference, it concludes that the growth of English can not be *merely taken the notion of linguistic imperialism without considering the relentless march of globalism and the pragmatic perspective.*

Researches of Similar Articles & Evaluation

These two articles both deal with researching the progressive growth of English. Similar content can be found in *How Do You Say 'Imperialism'? - The English Language Teaching Industry and the Culture of Imperialism in South Korea* (Robert Prey, 2001), which is based on a case argumentation. First of all, it introduces relevant theory and literature of Englishisation, as well as related theory, which holds that Englishisation is cultural imperialism, such as: critical theories of language spread, followed by is the theory which goes against the former ideas, the representative is reverse-flow theory, then it cites example of YBM / SI-sa to expatiate that English is taken as a tool by the developing countries to participate in the competition with the developed countries. The approach of argumentation used in the thesis is similar with used in *Linguistic Imperialism, Globalism, and the English Language.*

Judging from the standpoint of content, the above three articles have admitted that English has played an increasing important role in today's international community, they all admit that English has become the world's most important language and there is a progressive growth of English, whereas many small languages has gradually disappeared, and with the process of globalization, the trend has enhanced further.

At the same time, there is much differences when the three articles carry out analysis on the reasons lead to Englishisation: *Englishisation: One Dimension of Globalization* holds that it dues to a privileged position of a particular language; *Linguistic Imperialism, Globalism, and the English Language* believes that it is a pragmatic choice; In *How Do You Say 'Imperialism'? - The English Language Teaching Industry and the Culture of Imperialism in South Korea*, it takes English language as merely a tool to participate in international competition.

The first article from reasons of politics, economy, culture and many other aspects to explore

the reasons and phenomenon of Englishisation, it also conducts researches on the reasons of a higher level that lead to this situation, and the latter two articles are more from an economic perspective to analyze the reasons, which results in an incomplete analysis of the root causes of this problem. On one hand, politics, economy and culture are interrelated, in the last century, English is the language that influence the non-English-speaking countries most, when colonial countries ended, the old economic order and system left, (Pennycook, Alastair, 2000), the influence in culture, politics, military, academic areas still impacted on the newly independent countries. In order to keep up with the developed countries in economy, politics, culture and military, learning advanced technologies and science from these countries (Davis, Dorothy, Alan Olsen and Anthony Bohm, 2000), these developing countries which are mostly non-English speaking have to accept English language to compete with these English-native countries; on the other hand, in order to continue domination, some former colonial countries penetrate the developing countries in areas of economy, politics and culture with its influences through its dominant language (Appadurai, Arjun. 1990; Chew 1999). The authors of *Englishisation: One Dimension of Globalization* from the political, economic and cultural perspectives to research the deep reasons of *Englishisation*, which is more comprehensive, deep than the other two.

Taking the construction of argumentation into consideration, the latter two are all used qualitative research method -case study, which focuses on predicting the development trend, the direction and major turning point of things. But it is also vulnerable to be impacted by the subjective emotion, so I think that the research results of the latter two articles have been received the impact of the world view of authors' to a certain extent, which leads to an unconvincing conclusion. For example, the second article mentions that the East does not accept the way of thinking of the West when accepting the language of the West; it seems a relatively new and convincing opinion, due to a lack of credible data for argumentation, its persuasion declines.

While *Englishisation: One Dimension of Globalization* adopts the approach of a case study and the questionnaire, which combines both qualitative research and quantitative research. On the one hand, it has predicted the development trend, the direction and major turning point of things, on the other hand, it depends more on statistical information, which is less susceptible to subjective factors, and the conclusion drawn by the article is more convincing.

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