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Секція 3

ТРЕНДИ МУЛЬТИКУЛЬТУРАЛІЗМУ В УМОВАХ ГЛОБАЛІЗАЦІЇ

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THE IMPACT OF GLOBAL ENGLISH ON STUDENTS' PERCEPTION OF ENGLISH

Анотація. Стаття присвячується аналізу сучасного освітнього середовища, в якому вивчення англійської мови розглядається як опанування мови для міжкультурного спілкування в умовах глобалізаційних процесів. В статті аналізується поняття «global English», та яким чином це поняття впливає на формування ціннісного ставлення студентів до опанування іноземною мовою (англійської). Також виокремлюються структурні компоненти ціннісного ставлення студентів до вивчення мови.

Ключові слова: глобальна англійська мова, вивчення іноземної мови, вища освіта, комунікативні навички.

Summary. The article is devoted to the analysis of the modern educational environment, in which the study of the English language is considered as mastering the language for intercultural communication in the conditions of globalization processes. The article analyses the concept of «global English» and how this concept affects the formation of the value attitude of students towards mastering a foreign language (English). The structural components of students' value attitude to mastering global English are also highlighted.

Key words: global English, learning a foreign language, higher education, communication skills.

Introduction. Increasingly globalized economies, a heightened need for national security, and changing demographics in Ukraine have increased attention to our country's need for a foreign language capability. Every call to action to prepare our students — future economists for the 21st Century includes offering them the opportunity to learn foreign languages, especially English, and increase their knowledge of other cultures. It goes without saying, that language education is critical to our students' success in the world of the future: a world that will insist upon their need to interact effectively with people from different cultural backgrounds. It is critically important that institutions of higher education offer our students that opportunity to develop a foreign language competence and communication skills.

Furthermore, globalization has also brought about drastic changes not only in our economic, financial, social and cultural spheres, but also a paradigm shift in our understanding of the language functioning, making the English language the predominantly working language in international business and collaborative settings, giving rise to «Global English» (GE). Attitudes towards GE among English users in multinational work environments vary, with some aiming for native-like accents and accuracy, while others adopt a simplified version assuming effective communication through context. The latter approach to understanding the language functioning as a means of imparting information and cross-cultural communication in our perception currently predominates among innovative educators and scholars.

Thus, we are deeply confident that a foreign language learning environment needs to be created that is mainly rich and constantly changing, but which at the same time enables students to develop and practice the skills and acquire the knowledge they will need in a volatile, uncertain, complex and ambiguous intertwined world. In particular, knowledge workers are supposed to deal with situations and contexts that are volatile, uncertain, complex and ambiguous (in modern parlance it is referred to as VUCA environment). This certainly applies to educators and scholars working with ever new, emerging technologies, very diverse students, and a rapidly changing external world that puts pressure on institutions of higher education to change meeting market opportunities.

The English language has, unarguably, become the global default lingua franca [8]. Indeed, English is spoken by more people for whom it is a second or additional language than by those for whom it is a first language. It follows, then, that English is no longer used exclusively in communication involving native users but is increasingly employed in interactions in which neither participant uses English as their native language [8]. It is estimated that only 4% of English language interactions in the world today contain solely second or additional language speakers [5]. Thus, a lot of people refer to English as « ... a lingua franca with speakers from diverse lingua-cultural backgrounds» and is characterised by a high degree of fluidity and variability [7, p. 119].

The purpose of the article is to justify the necessity to cultivate students' attitudes to English as the global language focusing mainly on improving their communication, interaction and intercultural skills in the process of mastering a foreign language (English notably). In this writing we shall try to analyze the recent publications concerning viewing English as a global language and all those changes in teaching practices they can imply. In addition, it was deemed important to investigate students' attitudes, one of the main stakeholders in ELT, in order to gain a deeper understanding and to think critically about English education since curriculum change should not be made prematurely.

Literature and recent publication review. One of the founders of Global English as Lingua Franca (ELF), a new academic research field, is Barabara Seidlhofer, professor at Department of English, University of Vienna (Austria). In her perception, Global English, as a relatively new field of academic research, is inclusive in nature, bringing together World English (WE), which focuses on the identification and codification of national varieties of English, and English as a Lingua Franca (ELF), which is «any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option» [10, p. 7]. Despite differences, as the scholar puts it, both WE and ELF scholars stress the need to place less emphasis on the NES, emphasize the diversity of English, and the irrelevance of NES norms for ELT. As such global English-related pedagogical concerns are becoming the subject of a lot of scholarly research discussion in the field, and empirical research needs to be conducted on students' attitudes towards English and learning the language.

Over the last 20 years scholar (A. de Boer, S. J. Pijl, A. Minneart, P. Garrett and others) have paid a significant amount of their academic attention to analysing the key components of language attitudes pointing out cognitive, affective, and behavioural components [3, p. 346]. In the academics' points of view cognitive attitudes involve beliefs, opinions, and knowledge about certain issues triggering or being triggered by affective or perceptual reactions and may be expressed verbally or nonverbally. Affective attitudes relate to emotional responses toward stimuli, such as objects, persons, or situations. These affective responses may be triggered by cognitive attitudes, and in turn, cognitive attitudes may prompt individuals to act in certain ways, such as attempting to correct grammatical errors. Behavioral attitudes relate to a person's tendency to act in specific ways, reflecting the interplay between cognitive and affective components. The interplay among these three attitude components significantly influences individuals, as positive or negative attitudes, along with approving or disapproving sentiments, profoundly impact language choices and linguistic behaviors within a community [3, p. 347].

We totally agree with foreign academics (Eagly, A. H., Chaiken, S.) that language attitudes play a pivotal role in influencing both language reception and production. They are learned dispositions that shape individuals' thoughts, emotions, and behaviours toward language use [3, p. 347].

Eagly and Chaiken (1993) refer to attitudes as psychological tendencies expressed through evaluations of entities with varying degrees of favor or disfavor. Oppenheim, B. (1982), in turn, further concludes that attitudes encompass cognitive and behavioral aspects, emphasizing the state of readiness in individuals to notice, perceive, select, feel, remember, and react to specific issues or topics in both real and abstract verbal forms [3, p. 346]. We can conclude that attitudes play a pivotal role in language reception and production, shaping our communicative competence and expertise. We share the widespread scholars' opinion that language attitudes influence our reactions and responses to people who speak different languages, as well as our language choices and messages conveyed to specific interlocutors [3, p. 348].

Discussion. With increased globalisation in all spheres, the most common use of English today is English as a lingua franca (ELF). Such a shift in usage and the evolution of English into a global language require a profound reconsidering of teaching language practices and curricula as well as the language itself. Growing research within the Global Englishes paradigm provides education policy makers, curriculum planners, practitioners, materials, language functions as a global lingua franca. The growth in the importance of communicativeness, and the need to expose students to «real» and «authentic» language, prompted an earlier paradigm shift towards communicative language teaching (CLT). This shift towards communicative views of language learning related to sociopolitical changes and an increasingly mobile community of speakers that highlighted a need to be able to communicate languages.

However, we have witnessed further globalisation and the entrenchment of English as a global language used by speakers from diverse lingua-cultural backgrounds. The needs of English language learners have changed; for many today, real and authentic use of English is as a lingua franca with speakers from diverse lingua-cultural backgrounds.

Over the last decades we have been witnessing the gathering pace prominence of English as an international language which has significantly driven the ever-increasing demand for introducing and implementing innovative English language teaching practices across the globe. At the same time, the changing face of English presents a challenge for English teaching practices to better and vividly reflect the current sociolinguistic reality. Traditional English as a foreign language (EFL) pedagogy which idealises the attainment of native-like competence are «neither responsive to nor consistent with the current profile of English» [2, p.9]. For a long time, we used to teach our learners of English that they may have been studying the language to communicate with native speakers, this is no longer the case for most learners who will be using English to interact with other users of English as a second or additional one. It is therefore critical that English language learners be equipped with an awareness of the current status of English and the skills necessary to communicate with users from a range of linguacultural backgrounds [6, p. 386].

Knowledge-based approach in educating our students at Kyiv national economic university named after Vadym Hetman involves two strongly inter-linked but different components: content and skills irrespective what field the learning process is involved

in. Content includes facts, ideas, principles, evidence, and descriptions of processes or procedures. Most educators and scholars at our university are well trained in content and have a deep understanding of the subject areas in which they are teaching. Expertise in skills development though is another matter.

The point here is not so much that scholars and educators do not help students master and develop skills – they do – but whether these intellectual skills match the needs of knowledge-based professionals, and whether enough emphasis is given to skills development within the curriculum.

We have analyzed the corresponding literature and identifies the key areas. The skills required in a knowledge-based society mainly include communications and interaction skills (adapted from Conference Board of Canada, 2014) [1, p. 18]. As well as the traditional communication skills of reading, speaking and writing coherently and clearly, we need to add social media communication skills.

As A. Bates states these might include the ability to create a short YouTube video to capture the demonstration of a process or to make a sales pitch, the ability to reach out through the Internet to a wide community of people with one's ideas, to receive and incorporate feedback, to share information appropriately, and to identify trends and ideas from elsewhere [1, p. 18].

With globalization transforming English into the dominant language of international communication Global English has gained increasing attention. This evolving form of English emphasizes clarity, conciseness, and contextual cues over rigid grammatical structures [9].

In multinational work environments, attitudes towards GE among English users vary, with some individuals striving to imitate British or American accents and emphasizing grammatical accuracy, while others prefer a simplified version of English, assuming effective communication can be achieved through context alone [3, p. 346].

As English is increasingly used for global communication in multilingual contexts these days, Native English Speakers (NESs) are in the minority in contrast to the rising number of Non-native English Speakers. However, despite the changing demographics of English speakers around the globe, the Native English Speaker (NES) episteme still dominates in English Language Teaching (ELT), evident in the continued use of native English as a yardstick of competence [3, p. 349].

A number of pedagogical proposals have been put forward for change in ELT practice in relation to the globalisation of English. These proposals contend for the necessity to expose English learners to the diversity of and raise their awareness of multilingualism and issues related to the spread of English.

Our lecturers play an important role in guiding students to understand how English is used in the 21st century and to develop an open-minded attitude toward the diversity of English. However, more suitable English language pedagogies are needed so that teaching reflects the real-world use and linguistic landscapes of a global version of English [9].

Attitudes towards one's native language or a foreign language, influenced by societal prestige, also play a crucial role in shaping one's identity and behavior in various social circles [11]. These multifaceted language attitudes are influenced by beliefs, deep values, and social stereotypes, showcasing the complexity and significance of attitudes in shaping linguistic behaviors. Language attitudes in global work contexts vary widely among English users. Some professionals adhere to native-speaker norms, while others embrace linguistic diversity and adapt to various forms of English [9]. Understanding language attitudes is critical for effective intercultural communication, particularly in settings where individuals from diverse linguistic and cultural backgrounds interact.

Most scholars share the idea that the ability to learn independently implying taking responsibility for working out what you need to know, and where to find that knowledge is undeniably crucial. This is an ongoing process in knowledge-based work, because the knowledge base is constantly changing. Incidentally we are not talking here necessarily of academic knowledge, although that too is changing; it could be learning about new equipment, new ways of doing things, or learning who are the people you need to know to get the job done.

In the ever-changing business environment learning global English will definitely cultivate our students' awareness of ethics and responsibility. This is required to build trust (particularly important in informal social networks), but also because generally it is good business in a world where there are many different players, and a greater degree of reliance on others to accomplish one's own goals.

In conclusion, we can emphasize the importance of Global English (GE) in multinational work environments, the role of language attitudes in communication as well as language learning practices. Understanding language attitudes is crucial for effective intercultural communication in global settings, and globalization provides opportunities for embracing linguistic diversity.

At the institutions of higher education, we need to emphasize the importance of helping learners acquire strategies to use ELF successfully and critically consider and analyse the cultural content of materials, information and content. At the same time, we clearly understand that there are certain problems with current English teacher hiring practices. In order to support such proposals, there is a need to examine the attitudes of language learners towards English in general, as well in relation to learning the language, in light of the changing sociolinguistic realities of English to evaluate current ELT practices. The field of global English recognises the diversity of English speakers worldwide and does not use the NES as a yardstick of competence.

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МЕТОДОЛОГІЧНІ ЗАСАДИ ОРГАНІЗАЦІЇ ДИСТАНЦІЙНОЇ РОБОТИ СТУДЕНТІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ США. ДОСВІД ДЛЯ УКРАЇНИ

Анотація. У статті здійснено аналіз психолого-педагогічної літератури з досліджуваної проблеми, розкрито сутність і значення дистанційної роботи студентів у навчальному процесі американських вищих навчальних закладів, визначено методологічні засади її організації, основні підходи до структурування змісту освіти в контексті управління самостійною дистанційною (позааудиторною) діяльністю студентів вищих навчальних закладів США. Здійснено аналіз розвитку кореспондентського, відкритого і дистанційного та електронного навчання в США та Україні; розкрито основні види зарубіжних моделей дистанційного навчання; виявлено провідні тенденції розвитку дистанційного навчання у зарубіжній вищій школі з метою запропонувати кращі з них для запровадження в Україні.

Ключові слова: інформаційні технології, комунікаційні технології, зміни, розвиток, інноваційні засоби, первинна освіта, тенденція удосконалення, професіоналізації освіти, моделі реформ.