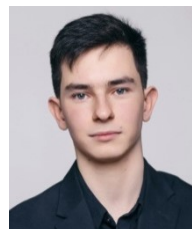


ПОЛІТИЧНА ЛІНГВІСТИКА

UDC 811.111

DOI: 10.24025/2707-0573.9.2024.293258



Mariia Makarenko, Arina Sydorkina, Oleksii Shpak, Volodymyr Pivnenko

ADVANTAGES AND DISADVANTAGES OF GLOBALIZATION OF THE ENGLISH LANGUAGE FOR UKRAINIAN PEOPLE

Since English is primarily the medium of communication for international business and trade. In addition to being the official language of many international organizations (such as the UN, WHO, etc.), it has become a lingua franca in the modern world. English language lessons are delivered and required in many secondary schools globally. English is taught by many public schools as a compulsory subject, sometimes at the expense of other languages. Taking into account the rapid global spread of the English language, the article examines the main advantages and disadvantages of English being a global language providing an example of Ukrainians living abroad and in their home country. Postcolonial and globalization theories are analyzed to demonstrate that the spread of English is a result of the British Empire and the rise of the United States as a global actor in international relations thereafter. On the contrary, the linguistic human capital theory and theory of cultural capital underline that language proficiency may serve either as a limitation or a getaway in socioeconomic situations. The article deploys a qualitative research method, namely, online surveys of Ukrainians in Poland, Estonia, Germany, Spain, and Ukraine. The results indicate that English as a global language provokes inequalities for Ukrainians whose English skills are even below pre-intermediate level, both within Ukraine and outside their home country. The driving motivation for both groups to learn English is better job opportunities.

Key words: English language, lingua franca, social inequality, linguistic human capital theory, theory of cultural capital, postcolonial theory, globalization, Ukrainians, Ukrainian migrants.

1. Introduction

English became a lingua franca in the modern world since its role is not limited by being the official language for a number of international organizations (e.g., UN, WHO, etc.). English is also the medium of international trade, and businesses.

© Makarenko M., Sydorkina A., Shpak O., Pivnenko V., 2023

English classes are gaining momentum worldwide and are compulsory for a number of secondary schools around the world. In many states, English has become a leading foreign language in schools and even sometimes replaces other foreign languages. For instance, in 1996, French classes were substituted with English classes as a foreign language in Algerian schools (Crystal, 2003). The prevalence of English is also highlighted by Rao (2019), who made a comparison between the popularity of English and Chinese languages and came up to the conclusion that even though Mandarin Chinese is spoken by a vast number of people, Mandarin is not as popular as English because it is limited to certain territories and Chinese businessmen should learn English in order to run business internationally.

This article addresses fundamental questions related to the advantages and disadvantages of English being a global language. The article provides a case study of the importance of English mastery for Ukrainians living in Ukraine and abroad. By investigating the advantages and disadvantages of the English language as a global language, we contribute to existing literature by framing these issues under the connectivity of linguistic and political theories. The theories used in the article are linguistic human capital theory, the theory of cultural capital, postcolonial theory, and globalization. We suggest three hypotheses related to the inequality invoked by English as a global language:

H.1. The essence of the knowledge of the English language is highlighted by the fact that it provides more social opportunities to people, especially if they are migrants.

H.2. Knowledge of the English language has a direct influence on personal income.

H.3. Young people in Ukraine are more aware of the necessity to learn English in comparison with the Ukrainian adults who live abroad.

The article offers a historical overview of English spreading as a result of colonization, the ways in which globalization of the English language is connected with the countries' economic growth, and the future prospects for the dominance of the English language worldwide. Furthermore, this article presents the findings of an empirical study wherein Ukrainians were surveyed, followed by a succinct analysis of the collected data. The novelty of the research is highlighted by the fact that the importance of the English language to the Ukrainian people (both within the country and abroad) has not been investigated after the full-scale invasion that spurred intensive migration of Ukrainians to the European Union.

2. Theoretical framework

In our study, we aimed to explore the intricate dynamics of language inequality, specifically focusing on the role of English language proficiency among Ukrainians in various countries and its impact on their lives. Drawing upon the linguistic human capital theory as discussed by Chiswick and Miller (2007), the research was designed to delve into the complexities of how language proficiency can serve as both a gateway and a barrier in different socio-economic contexts. This study is also anchored in Bourdieu's (1986) theoretical framework that posits language proficiency as a significant form of social capital in a globalized world. It explores the hypothesis, as articulated by Graddol (2007), that proficiency in a globally dominant language like English can potentially enhance a person's socio-economic opportunities, while a lack of proficiency can lead to inequality and marginalization. The dual role of English as both a facilitator of social mobility and a barrier contributing to social stratification is thus elucidated.

In our study, we apply postcolonial theory as the spread of the English language emerged due to the expansion of the British Empire and the appearance of the United States as a global actor in international relations thereafter. The theory benefits our study as it investigates how linguistic hierarchies created during colonial periods can contribute to current inequalities, as well as how English was used as an instrument of colonial control. In addition, the globalization theory of international relations is employed to show that English plays an important role in different nations. According to Kumaravadivelu (2008), globalization is the outcome of links and movements between countries, economies, and peoples, which has transformed modern social life in all of its aspects – economic, social, political, cultural, scientific, ecological, and human. There are three types of globalization, i.e., political, cultural, and economic. Kluver and Fu (2004) describe culture as a set of interpretations and worldviews, thus explaining cultural globalization as a transmission of various values across the world. In our article, globalization does not imply increasing migration flows from Ukraine. Rather, it demonstrates the widespread use of the English language across the countries and its impact on the migrants' lives, as a part of British and then American cultural expansion.

3. Methodology

Employing a cross-sectional survey methodology, as recommended by Creswell (2014), we targeted Ukrainians in Germany, Poland, Spain, Estonia, and within Ukraine. This geographical diversity, reflecting the approach suggested by Vertovec (2007), was chosen to encapsulate a wide spectrum of socio-economic and cultural environments, thereby providing a comprehensive understanding of the phenomenon under study. In the design of this study, a deliberate selection of four countries was made to facilitate comparative analysis across diverse linguistic contexts. Specifically, Germany and Spain were selected as representative cases where Ukrainian migrants are less likely to share a common language with the local population, thereby necessitating reliance on English or the host country's language. Conversely, Poland and Estonia were selected due to availability of the Russian and Ukrainian languages, which are commonly understood or spoken by Ukrainian migrants, potentially reducing the reliance on English or the official language of the host state. Additionally, Ukraine itself was included as a focal group to provide insights into English language usage within the participants' native context. This inclusion offers a baseline against which the experiences of migrants in foreign linguistic landscapes can be compared.

Approximately 300 respondents from each country were surveyed, ensuring a substantial sample that allows for generalizable and reliable findings. The survey instrument, inspired by the work of Brutt-Griffler and Samimy (2001), was crafted to include a series of questions that would not only gauge the level of English proficiency among the participants but also probe into the perceived impacts of this proficiency on their career prospects and overall quality of life. To administer the survey, an online platform was utilized, leveraging the reach and accessibility of social networks. The participants' recruitment was conducted using the snowball sampling technique, a method well-suited for reaching specific population subsets, particularly in online environments. This approach facilitated a substantial and diverse set of responses, crucial for the robustness and validity of the study's findings.

In addition to quantitative data analysis, the study adopts a comparative framework, as suggested by Norris and Inglehart (2009), examining the variations in

the experiences of Ukrainian migrants across different countries. This comparative perspective is crucial for understanding how different socio-cultural and economic contexts, as discussed in the works of Piller (2016), influence the relationship between language proficiency and quality of life.

The limitation of our methodology arises from uneven age distribution of our respondents which is primarily due to the sampling method. It can be explained by the fact that social media networks are more popular among the younger generation so that is why most of our respondents are 18-50 years old.

4. Historical overview of the dominance of the English language

While there is a lot of literature on globalization and widespread use of the English language, there is a limited knowledge about why and when this language became so commonly used. A comprehensive understanding of the drawbacks and benefits of global predominance necessitates an analysis of its historical evolution. The historical aspect of this process roots in politics as the English language was imposed on the former colonies by the British Empire.

The British Empire included colonies in the Middle East, Africa, and the Pacific; the population of which was over 500 million people (Jackson, 2013). The British victory at Plassey in 1757 marked the beginning of the empire's ascent, which continued almost unabatedly in South Asia and the Pacific until the end of the Napoleonic Wars, regained momentum during the European scramble for Africa in the late nineteenth century, and ultimately came to an end during and after World War II (Armitage, 2000). Starting from the end of the 16th century and until the empire ceased to exist in the second half of the 20th century, English was spreading around the world due to the empire's expansion, entailing land grabs, massacres, enslavement, starvation, subjection, looting, and exploitation (McKean, 2023). The British colonial expansion into Africa and Asia, its early industrialization process, and its system of migration-intensive colonization of North America all had a significant impact on the future of English (Hamel, 2005).

The popularity of the English language within the British Empire was achieved in different ways including political policies, migration, and cultural expansion. On this basis, in 1988, a British linguist Quirk divided the spread of English into three variables, namely *imperial*, *demographic*, and *ethnocultural*, where imperial means language policies within the British colonies, demographic variable stands up for intensive spread of English on the certain territories due to the mass population movement, and ethnocultural meant that through the English language, the colonizers shared and imposed their culture (Brut-Griffler, 2002). The imperial variable can be explained by the fact that the main language of education, administration, and documentation was English in all British colonies. But, in contrast, there are different views on English language policy in former British colonies in Africa: while one believes that under British rule the essence of other languages as "*the vernaculars*" (which were spoken by particular ethnic groups within the state) was possible (Hirsch, 2020); others describe the colonial period as the time when the language of education was the language of the colonizer (Phillipson, 2012) and it made a lot of other languages extinct. This imperial variable influenced not only the decade of colonialism but future years as well. In addition, the British migration to New Zealand in the XIX century is a demographic variable, and in accordance with Gordon et al. (2004), this migration served as one of the possible reasons for the origin of so-called "*Austral English*". And, lastly, the example of an ethnocultural variable of language spread in the British Isles is the

introduction of the Prayer Book and the insurrection that followed in 1549, when the English state attempted to repress non-English language speakers with the Book of Common Prayer (Prah, 2002).

With disastrous results, a monolingual philosophy was spread throughout the British Isles (Philipson, 2011). Alongside the annihilation of the native population, a monolingual ideology was introduced to settlement colonies in North America and Australasia (Philipson, 2011). Though there are examples in history, where English was enforced, there was also an issue of inequality, where people, who knew English, were considered better or cleverer. Block (2008) citing Bisong (1995) narrates the story where some African and Asian families were struggling for their kids to be able to learn English, though, on the other side, there were people, who tried to protect their native languages, which were about to become extinct. Unfortunately, not all states could develop and preserve their languages (which were spoken by a smaller percent of the population of the state), and many countries adopted English as their only or second official language.

Though the power of the British Empire weakened in the XX century, especially after World War II, and most of the former colonies are united through the Commonwealth, the globalization of the English language is still going on. Crystal (2003) explains that the United States becoming a global power in the international arena is the major reason why the English language is globalized nowadays. Moreover, the United States has strong international relations with many states, and its cultural and economic development affects the whole globe. American pop music, fast food chains, movies, and literature are worldwide known nowadays as well as have been playing a great role in boosting the importance of the English language for almost a century already.

5. Significance of English to the nations

While one would believe that language expansion is connected only with the cultural globalization of certain state (s), language policies may mold different economic situations within and outside the state. While Americans have no trouble launching businesses and receiving financial income from abroad, Estonians would spend years learning English in order to achieve the same results. Moreover, the knowledge of English may increase the level of inequality within the country as the person, who acquires a high level of English proficiency, would be more competitive in the job market. Thus, success in mastering the language may fetch dividends not only for a single person but for the whole country as well, and India, a former British colony, is a prominent example of it.

India is one of the most diverse linguistic societies, where, as of 1971, according to Meganathan (2011), the country had 1652 languages offspringing from different language families. This language variety made it very difficult for some children to study at school (especially if they spoke the language of a minority ethnic group). Therefore, to tackle this problem, the Indian government adopted the so-called Three Language Formula (TLF). As Devi (2017) states, the Three Language Formula requires learning of three languages and English is included into these three. However, the Three Language Formula and the compulsory learning of English not only solved the problem of multilingualism in India but also became the reason for the economic flourishing. For example, according to Azam et al. (2013), compared to males who do not speak English, men who speak it fluently earn 34% more of the average wage per hour and men who speak it somewhat earn 13% more of the average wage.

Around a billion people globally are studying English, the majority of them with the expectation that their linguistic abilities will increase their income or help them get a better position (Johnson, 2009, as cited in Zoranić & Fijuljanin, 2013). The countries are also aware of the benefits of having an English-speaking labor population for economic integration and increased global competitiveness (Johnson, 2009, as cited in Zoranić & Fijuljanin, 2013).

Earling & Seargeant (2013) also outlined the connection between English language proficiency and the economic boost of Singapore and Malaysia by saying that the countries could build strong infrastructures, businesses, and international trade networks due to the English language. Starting from this point, one should mention free trade, where knowledge of English helps a nation participating in a free trade market benefit its home economy. In turn, foreign capital flows into the home market as a result of international trade, which also speeds up money accumulation, encourages economic growth, and raises a nation's revenue (Bao, 2021).

6. Findings and Discussion

In this section of the article, the key findings from the surveys will be described. As we have mentioned before, the survey was conducted in Spain, Poland, Estonia, Germany, and Ukraine. Overall, approximately 300 responses from each state were received. The questions were aimed to examine the level of English, the interest in learning English, and the impact of English knowledge on the social and financial situation.

To analyze the first hypothesis, which shows that more social opportunities are given to those who know English, we correspondingly formulated inexorably intertwined questions, namely, what level of English a person possesses, if he/she faced inequality based on language knowledge and if yes, where this inequality happened (in Ukraine or abroad). The results of the survey show that Estonia has twice as many Ukrainian people with no or poor knowledge of English (39.4% respondents) in comparison to other states (18.5% in Ukraine; 18.2% in Spain; 15% in Poland; 10.3% in Germany) (see Figure 1). The percentage of respondents facing inequality is 19.5% for Germany, 25.3% for Poland, 27.1% for Spain, 30% for Ukraine. Estonia has the highest level of inequality related to possessing English language skills (47.8% of respondents) (see Figure 2), respectively. Moreover, 46.2% of respondents from Estonia indicated that they have faced this inequality in Estonia rather than in Ukraine and these inequalities were related to employment.

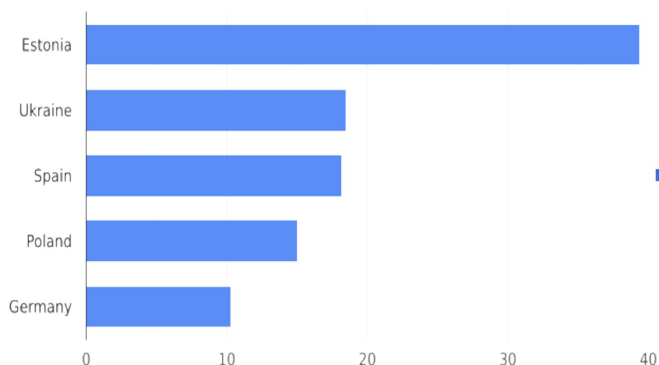


Figure 1. The countries with poor or no English language knowledge

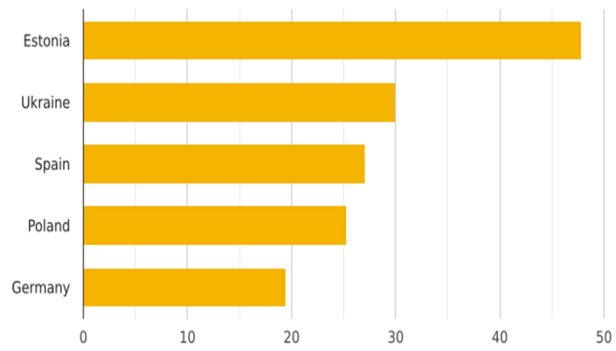


Figure 2. The percentage of respondents facing inequality

To assess the impact of English on the person's income, we asked our respondents whether they felt that higher English language proficiency would bring them higher salaries. Before addressing this issue, we must mention that when answering the question about the sphere where they experience inequality, Ukrainians in all the countries under research highlighted the problem of employment as the major issue, with the following results: Estonia – 31.7%, Poland – 20.9%, Spain – 20%, Ukraine – 15.4%, Germany – 12.3% (See Figure 3). In the survey, Ukrainian migrants in all the countries indicated that they believe that language proficiency has a direct impact on their income, although the percentage of respondents answering this question positively was the highest in Estonia and Poland. In our opinion, this is connected with the spread of Russian and Ukrainian languages in Poland and Estonia, which makes employment easier, while in Germany or Spain, the knowledge of these languages would not possibly benefit Ukrainian migrants.

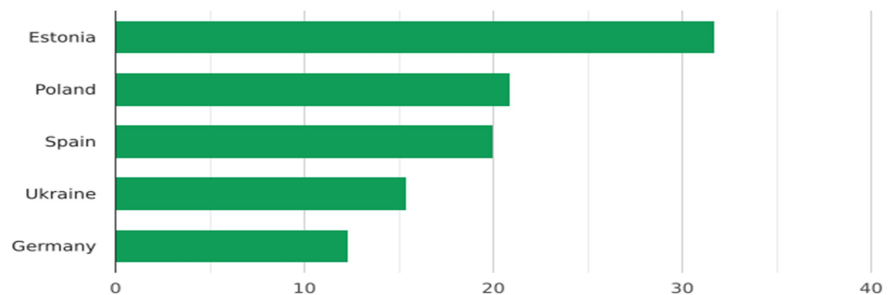


Figure 3. The problem of employment because of the lack or poor knowledge of English

To examine the third hypothesis, which indicates that middle-age Ukrainian migrants are not as motivated to learn language as young people who reside in Ukraine, we asked Ukrainians whether they have learned English in the past two years and if yes, what was the main reason for that. The hypothesis can be explained

by two facts, i.e., (1) people abroad are forced to learn the language of the host country and apply it in their workplace, which results in the lack of time for learning English; (2) young people in Ukraine learn English as the core subject in universities, colleges, and other educational institutions. On the contrary, this hypothesis could be faulty because of the impact of knowing English on middle-aged Ukrainians' employment and the salary abroad, therefore, we assume that they experience a much higher need of English mastery than the young generation, who live in Ukraine. Interestingly, the results show that young people in Ukraine (75.2%) and Ukrainians in Poland (73.8%) are much more motivated to learn English than in Estonia (66.4%), Spain (64.5%) and Germany (57.4%) (See Figure 4). While people in Ukraine indicated that they learn English for education, Ukrainians in Poland, on the contrary, acquire English skills to be employed. This result can be explained by the age group representativity, which is represented as follows: 65.5% of the respondents from Ukraine are 18-25 years old, while in Poland the highest number of responses came from Ukrainians aged 26-35 (29.2%) and 36-50 (45.9%).

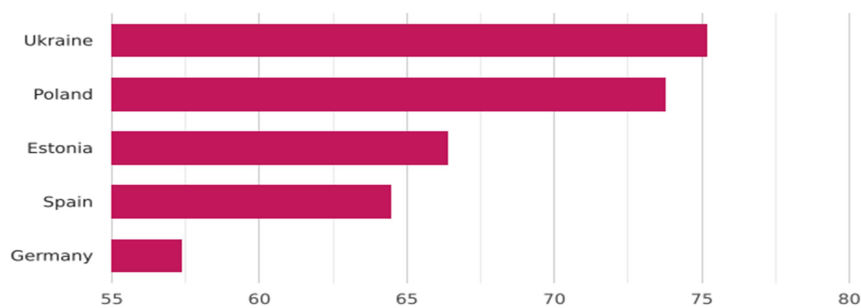


Figure 4. The percentage of respondents learning English

7. Future projections

English seems to have been developing and globalizing in the world for many centuries. The United States being a world leader in economy, culture and international affairs would boost the significance of English in the world, although there is also a question of whether the rise of China would change anything in terms of language usage. While Ding & Saunders (2006) raise the problem of the Chinese language being a lingua franca in the world economy, Prior (2023) states that by 2022, nearly 2 billion people worldwide – including those who speak English as a second language (ESL) – are expected to be proficient in the language and that represents more than 25% of the global population. There is also the fact that more and more people are interested in learning English as it increases the chances of getting high-paid jobs on the international market and that means that the number of English speakers will increase in the next decades. Also, although Chinese has the highest number of speakers (due to the population of China), according to Dyvik (2023), English is still considered to be the most spoken language in the globe (See Figure 5).

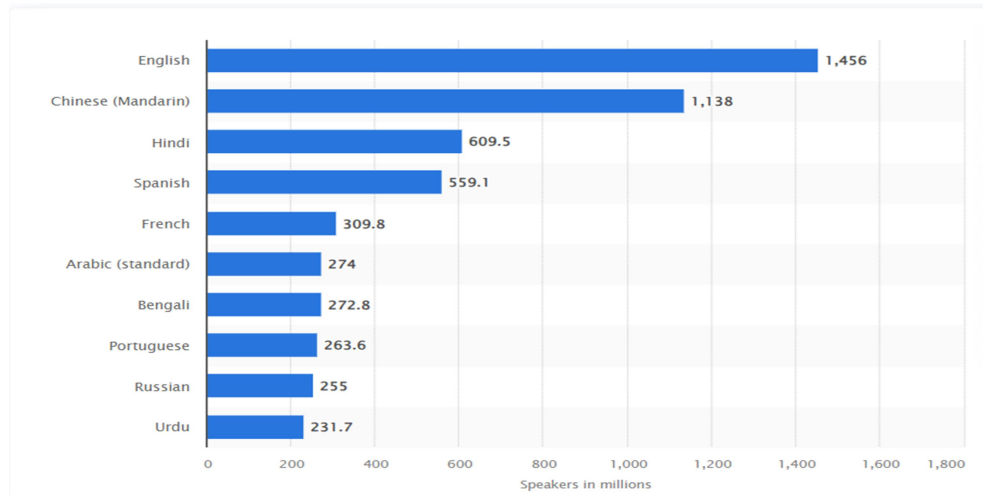


Figure 5. Speakers of languages in millions. Source: *Dyvik (2023)*

The English language is the leading language of the Internet. The *Historical trends in the usage statistics of content languages for websites* (2023) show that English is the most used language on the internet (please see the figure below) and in my opinion, this tendency will persist since the United States is one of the states leading in IT sphere. Moreover, as long as the Internet plays an important role in our lives, more and more people start working via the Internet and the IT industry so this fact can prove that the usage of English will be increasing with the rise of the importance of the Internet in daily life. The Internet connects users from different parts of the globe and English is and will remain the leading language in this sphere.

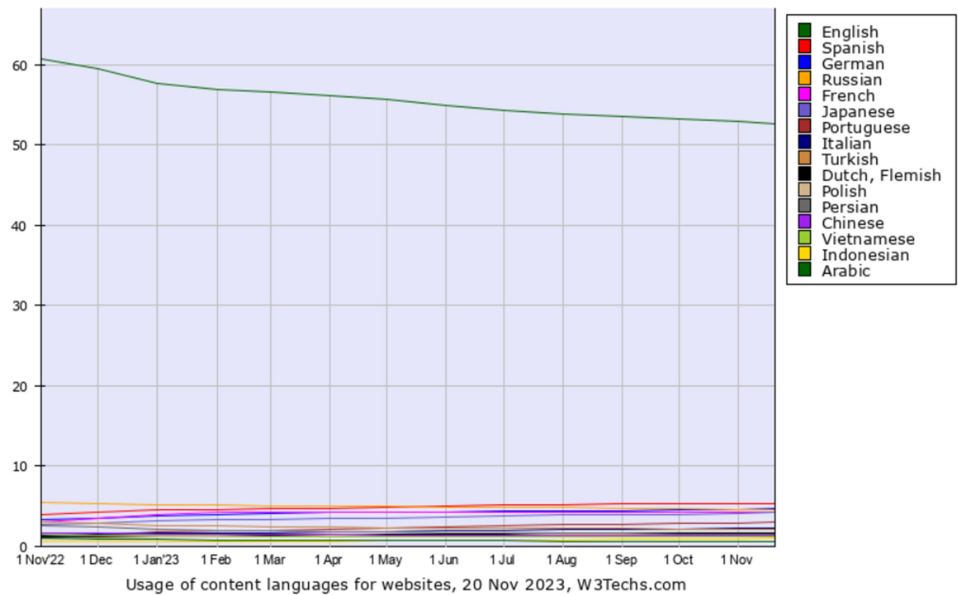


Figure 6. The top content languages for websites. Source: *W3Techs (2023)*

Finally, with a compound annual growth rate (CAGR) of 16.2%, the global market for English language learning, which was valued at US\$21.3 billion in 2022, is expected to increase to a revised size of US\$70.7 billion by 2030 (Research and Markets, 2023).

According to Global Market Insights (2022), the main reason for such rapid growth in learning English would be the effects of globalization, growing interest in multilingualism, popularity of e-learning as well as AR and VR technology in combination with language study platforms. It goes without saying that increasing the global market for learning English would also enlarge the number of English speakers as well as promote the status of the English language on a new global level.

8. Conclusions

The article examines the inequalities that arise due to the lack of or poor English language knowledge among Ukrainians who live abroad and in their home country. To answer the research question, the qualitative research method was used, i.e., an online survey, where Ukrainians in Estonia, Germany, Poland, Spain, and Ukraine indicated their level of English, the impact of English on their lives, and whether they undertake any measures in this regard. The historical overview of the English language expansion was explained with the help of linguistic and international relations theories, such as linguistic human capital theory, theory of cultural capital, postcolonial theory, and globalization.

English proficiency can serve as a political tool influencing the migrants trajectories. For migrants, the benefits of English proficiency are numerous. It enhances mobility, as English is useful in virtually any country, opening up a broader spectrum of job opportunities. Notably, the level of English proficiency can significantly impact salary, with higher mastery levels often correlating with increased earnings. Additionally, English proficiency provides access to educational opportunities and a wealth of information.

However, the inability to speak English can create substantial disadvantages for migrants. Limited English proficiency often results in restricted mobility and diminished employment prospects, reducing the range of available job types and potentially relegating individuals to lower-skilled positions, despite their qualifications in their native language. This linguistic barrier may also impede access to certain educational and informational resources.

Similarly, English proficiency can be both beneficial and disadvantageous for those residing in Ukraine. English speakers often have higher wages and wider job opportunities, particularly in international companies. They also benefit from easier access to global information and educational resources. Conversely, those lacking English proficiency in Ukraine may face lower salary prospects and limited access to some kind of information, potentially blocking their professional and personal development. This dichotomy highlights the profound impact of English language globalization on individual opportunities and societal dynamics.

The case study shows that Ukrainian migrants in Estonia and people in Ukraine do not possess a high level of English and, consequently, they more often experience inequality. The study has shown that most respondents believe that knowledge of English would benefit them in getting a better job or higher salary. This problem is most prominently highlighted in Spain and Germany and one of the reasons for that is the wide usage of Russian and Ukrainian languages in Poland and Estonia. Lastly, middle-aged Ukrainian migrants are not as driven to acquire the language as younger Ukrainian citizens. On the other hand, the motive to learn English in Ukraine is mostly education, while respondents from other states learn

English for employment. This can be explained by looking at the age group representation: in Poland, the largest percentage of responses came from those in the 26–35 (29.2%) and 36–50 (45.9%) age groups, whereas 65.5% of those surveyed from Ukraine are between the ages of 18 and 25.

The English language will continue being a global language as long as the global power of the United States in the international arena is rapidly increasing and that will influence directly people's lives. The data provided in the article proves that globalization of the English language will only flourish as it is widely used on the Internet and the number of English learners is expanding, which will motivate more Ukrainians to learn English.

Acknowledgments

The authors are grateful to all Ukrainians who live abroad and in their home country who took part in the online survey. Our particular thanks to the administrators of social media groups in Facebook, who assisted us in the promotion of the surveys. The authors of the article express their gratitude to reviewers of our article as well as the publisher of the journal.

References

- Armitage, D. (2000). *The ideological origins of the British Empire*, Vol. 59. Cambridge University Press.
- Azam, M., Chin, A., & Prakash, N. (2013). The returns to English-language skills in India. *Economic Development and Cultural Change*, 61(2), 335-367.
- Bao, F. (2021). *The globalization of the English language and its impact on international trade*: Universidad de Valladolid.
- Bisong, J. (1995). Language choice and cultural imperialism: A Nigerian perspective. *ELT journal*, 49(2), 122-132.
- Block, D. (2008). Language education and globalization. *Encyclopedia of language and education*, 1, 31-43.
- Bourdieu, P. (1986). The Forms of Capital. In Richardson, J. (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). New York, NY: Greenwood.
- Brutt-Griffler, J., & Samimy, K. (2001). *Transcending the Nativeness Paradigm*. *World Englishes*, 20(1), 99-106.
- Chiswick, B. R., & Miller, P. W. (2007). *The Economics of Language: International Analyses*. London, UK: Routledge.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Crystal, D. (2003). *English as a global language*. Cambridge, UK: Cambridge university press.
- Devi, C. S. (2017). Three language formula and the first and second language: A case of North East India. *Language in India*, 17(8), 1-13.
- Ding, S., & Saunders, R. A. (2006). Talking up China: An analysis of China's rising cultural power and global promotion of the Chinese language. *East Asia*, 23(2), 3-33.
- Dyvik, E. (2023, June 16). *The most spoken languages worldwide 2023*. Statista. Retrieved 2023, November 17 from <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>
- Gordon, E., Campbell, L., Hay, J., Maclagan, M., Sudbury, A., & Trudgill, P. (2004). *New Zealand English: its origins and evolution*. Cambridge, UK: Cambridge University Press.
- Graddol, D. (2007). English Next. *ELT Journal*, 61 (1), 81-83.
- Grogger, J. (2019). Speech and wages. *Journal of Human Resources*, 54(4), 926-952.
- Hamel, R. E. (2005). Language empires, linguistic imperialism and the future of global languages. *México DF: Universidad Autónoma Metropolitana, Dpto. De Antropología*.

- Hirsch, A. (2020, January 29). *Africa's colonisation of the English language continues apace* | *Afua Hirsch*. The Guardian. Retrieved 2023, November 17 from <https://www.theguardian.com/commentisfree/2020/jan/29/africa-colonisation-english-language-oxford-dictionary-nigerian>.
- Historical trends in the usage statistics of content languages for websites*. (2023). W3Techs. Retrieved 2023, November 17 from https://w3techs.com/technologies/history-overview/content_language.
- Jackson, A. (2013). *The British Empire: a very short introduction*. Oxford, UK: OUP Oxford.
- Johnson, A. (2009). The rise of English: The language of globalization in China and the European Union. *Macalester International*, 22(1), 12.
- Kluver, R., & Fu, W. (2004). The cultural globalization index. Retrieved 2023, November 20 from <https://foreignpolicy.com/2004/02/10/the-cultural-globalization-index/>.
- Language learning market size & share: Growth trends - 2032*. (2022). Global Market Insights Inc. Retrieved 2023, November 17] from <https://www.gminsights.com/industry-analysis/language-learning-market>.
- Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Haven, CT: Yale University Press.
- Li, H. (2020). Changing status, entrenched inequality: How English language becomes a Chinese form of cultural capital. *Educational Philosophy and Theory*, 52(12), 1302-1313.
- McKean, C. A. (2021) *The problem with English*. Aeon. Retrieved 2023, March 16 from <https://aeon.co/essays/how-do-you-decolonise-the-english-language>
- Meganathan, R. (2011). Language Policy in Education and the Role of English in India: From Library Language to Language of Empowerment. *Online Submission*.
- Norris, P., & Inglehart, R. (2009). *Cosmopolitan Communications: Cultural Diversity in a Globalized World*. Cambridge, UK: Cambridge University Press.
- Phillipson, R. (2011). English: from British empire to corporate empire. *Sociolinguistic Studies*, 5(3), 441-464.
- Phillipson, R. (2012). Imperialism and colonialism. In *The Cambridge Handbook of Language Policy* (pp. 203–235). Cambridge, UK: Cambridge University Press.
- Piller, I. (2016). *Linguistic Diversity and Social Justice*. Oxford, UK: Oxford University Press.
- Prah, K. K. (2002). The burden of English in Africa: from colonialism to neo-colonialism. *TESL-EJ (Teaching English as a Second or Foreign Language-Electronic Journal)*, 6(1).
- Prior, J. (2023) *English language statistics: How many people learn English?*. DoTEFL. Retrieved 2023, November 2 from <https://www.dotefl.com/english-language-statistics/>
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Research and Markets. (2023) *Global English language learning - market report 2023-2030: Impact of competitors like Berlitz languages, McGraw-Hill Education, Rosetta Stone Pearson and EF Education first*. GlobeNewswire News Room. Retrieved [2023, September 14] <https://www.globenewswire.com/en/news-release/2023/09/14/2743084/28124/en/Global-English-Language-Learning-Market-Report-2023-2030>.
- Vertovec, S. (2007). "Super-diversity and its implications." *Ethnic and Racial Studies*, 30(6), 1024-1054.
- What is globalization? examples, definition, benefits and effects. (2020). Youmatter. Retrieved 2020, October 6 from <https://youmatter.world/en/definition/definitions-globalization-definition-benefits-effects-examples/>
- Zoranić, A. L., & Fijuljanin, F. (2013, May). English language as an instrument of globalization. *International Conference on Economic and Social Studies (ICESoS'13)*, 10, 11.

Резюме

Макаренко Марія, Сидоркіна Аріна, Шпак Олексій, Півненко Володимир

ПЕРЕВАГИ ТА НЕДОЛІКИ ГЛОБАЛІЗАЦІЇ АНГЛІЙСЬКОЇ МОВИ ДЛЯ УКРАЇНЦІВ

Постановка проблеми. Англійська мова стала лінгва франка в сучасному світі, оскільки вона є не лише офіційною мовою багатьох міжнародних організацій (наприклад, ООН, ВООЗ тощо), а й мовою міжнародної торгівлі та бізнесу. У багатьох країнах англійська мова стала провідною іноземною мовою в школах і навіть іноді замінює інші іноземні мови.

Мета. Беручи до уваги широке розповсюдження англійської мови у світі, ми намагаємося показати головні переваги та недоліки цієї ситуації для українців, що живуть в Україні та за кордоном.

Гіпотези. Г.1. Важливість знання англійської мови підкреслюється фактом, що надає більше соціальних можливостей надається людям, які знають англійську мову, особливо якщо вони є мігрантами. Г.2. Знання англійської мови безпосередньо впливає на дохід. Г.3. Молодь, що живе в Україні, відчуває більшу потребу вивчати англійську мову, ніж дорослі, які живуть за кордоном.

Методи. Ми спираємося на теорію постколоніалізму, теорію глобалізації, лінгвістичну теорію людського капіталу та теорію культурного капіталу. Застосовуючи методологію перехресного опитування, згідно з рекомендаціями Creswell (2014), ми провели опитування українців у Німеччині, Польщі, Іспанії, Естонії та в Україні. Набір учасників проводився за допомогою методу вибірки «сніжної кулі», методу, який добре підходить для охоплення певних груп населення, особливо в онлайн-середовищі. Окрім кількісного аналізу даних, у дослідженні застосована порівняльна система, запропонована Norris та Inglehart (2009) для встановлення відмінностей мовного досвіду українських мігрантів у різних країнах.

Результати. За допомогою теорії постколоніалізму і теорії глобалізації показано, що поширення англійської мови є результатом експансії Британської імперії та становлення Сполучених Штатів як глобального актора в міжнародних відносинах одразу після розпаду Британської імперії. За допомогою лінгвістичної теорії людського капіталу та теорії культурного капіталу доведено, що володіння мовою може бути як обмеженням так і перевагою в різних соціально-економічних ситуаціях. Результати опитування свідчать, що в Естонії вдвічі більше українців, які не володіють англійською мовою або знають її погано (39,4% респондентів), порівняно з іншими державами (Україна – 18,5%; Іспанія – 18,2%, Польща – 15%; Німеччина – 10,3%). Відсоток респондентів, які стикаються з нерівністю, наступний: Німеччина – 19,5%, Польща – 25,3%, Іспанія – 27,1%, Україна – 30%, і водночас Естонія має найвищий рівень нерівності через низьке володіння англійською мовою (47,8% респондентів). Українські мігранти в усіх державах зазначили, що вважають, що знання мови безпосередньо впливає на їхній дохід, хоча в Естонії та Польщі відсоток респондентів, які позитивно відповіли на це запитання, був найвищим. Результати показують, що жителі України (75,2%) та українці в Польщі (73,8%) набагато більше мотивовані вивчати англійську мову, ніж в Естонії (66,4%), Іспанії (64,5%) та Німеччині (57,4%).

Дискусія. На нашу думку такі результати пов'язані з поширенням російської та української мов у Польщі та Естонії, що полегшує процес працевлаштування, тоді як у Німеччині чи Іспанії українським мігрантам знання цих мов не принесе користь. Якщо в Україні респонденти вивчають англійську для навчання, то українці в Польщі, навпаки, вивчають англійську для роботи. Частково це можна пояснити диференціацією відповідей у вікових групах.

Ключові слова: англійська мова, лінгва франка, соціальна нерівність, лінгвістична теорія людського капіталу, теорія культурного капіталу, теорія постколоніалізму, глобалізація, українці, мігранти з України.

Abstract

Makarenko Mariia, Sydorkina Arina, Shpak Oleksii, Pivnenko Volodymyr

ADVANTAGES AND DISADVANTAGES OF GLOBALIZATION OF THE ENGLISH LANGUAGE FOR UKRAINIAN PEOPLE

Background. English has become the lingua franca in the modern world, since it is not only the official language of many international organizations (such as the UN, WHO, etc.), but also the language of international trade and business. In many countries, English has become the leading foreign language in schools and sometimes even replaces other foreign languages.

Purpose. Taking into account the wide spread of the English language in the world, this article shows what are the main advantages and disadvantages of English for Ukrainians living in Ukraine and abroad.

Hypotheses. H.1. The importance of possessing English language skills is highlighted by the fact that knowledge of English secures more social opportunities, especially in case of migrants. **H.2.** Knowledge of the English language has a direct influence on personal income. **H.3.** Young people, who live in Ukraine, feel more motivated to learn English in comparison to adults, who live abroad.

Methods. We draw on postcolonial theory, globalization theory, linguistic human capital theory, and cultural capital theory. Employing a cross-sectional survey methodology, as recommended by Creswell (2014), we targeted Ukrainians in Germany, Poland, Spain, Estonia, and within Ukraine. The participants' recruitment was conducted using the snowball sampling technique, a method well-suited for reaching specific population subsets, particularly in online environments. In addition to quantitative data analysis, the study adopts a comparative framework, as suggested by Norris and Inglehart (2009), examining the variations in the experiences of Ukrainian migrants across different countries.

Results. The theory of postcolonialism and the theory of globalization show that the spread of the English language is a result of the British Empire's expansion and the United States positioning as a global actor in international relations immediately after the collapse of the British Empire. With the help of the linguistic theory of human capital and the theory of cultural capital, we have demonstrated that language proficiency can be both a limitation and an advantage in various socio-economic situations. The results of the survey show that in Estonia there are twice as many Ukrainian people who do not speak English or know it poorly (39.4% of respondents) compared to other countries (Ukraine - 18.5%; Spain - 18.2%; Poland -

15%; Germany – 10.3%). The percentage of interviewees facing inequality 19.5% in Germany, 25.3% in Poland, 27.1% in Spain, 30% in Ukraine. At the same time, Estonia has the highest level of inequality due to low English proficiency (47,8% of respondents). In the survey, Ukrainian migrants in all countries indicated that they believe that language knowledge directly affects their income, although the percentage of respondents who answered positively to this question was the highest in Estonia and Poland. The results show that people in Ukraine (75.2%) and Ukrainians in Poland (73.8%) are much more motivated to learn English than in Estonia (66.4%), Spain (64.5%) and Germany (57.4%).

Discussion. In our opinion, the results are related to the spread of Russian and Ukrainian languages in Poland and Estonia, which facilitates employment, while in Germany or Spain, knowledge of these languages will not benefit Ukrainian migrants. If people in Ukraine indicated that they study English for education, Ukrainians in Poland, on the contrary, study English for work. The results may have been influenced by the age group representativity.

Key words: English language, lingua franca, social inequality, linguistic human capital theory, theory of cultural capital, postcolonial theory, globalization, Ukrainians, Ukrainian migrants.

Відомості про авторів

Макаренко Марія, студентка магістерської програми «Міжнародні Відносини», Талліннський університет (Естонія), e-mail: mariia08@tlu.ee
Makarenko Mariia, master's student of International Relations, Tallinn University (Estonia), e-mail: mariia08@tlu.ee

ORCID 0009-0003-3335-8551

Сидоркіна Аріна, аспірантка, університету Яна Кохановського в Кельце (Польща), e-mail: arina.sydorkina@ujk.edu.pl
Sydorkina Arina, PhD student, Jan Kochanowski University in Kielce (Poland), e-mail: arina.sydorkina@ujk.edu.pl

ORCID 0000-0003-2433-1165

Шпак Олексій, студент бакалаврської програми «Політика та Управління», Таллінський університет (Естонія), e-mail: oleksiis@tlu.ee
Shpak Oleksii, bachelor's student of Politics and Governance, Tallinn University (Estonia), e-mail: oleksiis@tlu.ee

ORCID 0009-0006-1434-0577

Півненко Володимир, аспірант та викладач кафедри філософських та політичних наук, Черкаський державний технологічний університет (Україна), e-mail: v.pivnenko@chdtu.edu.ua

Pivnenko Volodymyr, Postgraduate student and teacher of the Department of Philosophical and Political Sciences, Cherkasy State Technological University (Ukraine), e-mail: v.pivnenko@chdtu.edu.ua

ORCID 0000-0003-4930-1288

Надійшла до редакції 05 грудня 2023 року

Прийнято до друку 18 грудня 2023 року