# ENGLISH AS A GLOBAL LANGUAGE - THREAT TO SMALL LANGUAGES

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# ENGLISH AS A GLOBAL LANGUAGE - THREAT TO SMALL LANGUAGES

- English becomes a global language of communication
- perception of English - a language of cultural prestige
- the promotion of monolingualism and monolingual mentality is set in favour of English!
- Monolingualism in favour of English - regarded as a guarantee,a necessary precondition to modernity and progress
- multilingualism - associated with underdevelopment and economic, social and political backwardness

# CROATIAN LANGUAGE AND GLOBALISATION

- What about the fate of the national languages?
- Globalisation = the neutralisation of individual differences
- Today, we observe unselective assuming and influence of English

# CROATIAN LANGUAGE AND GLOBALISATION

- *On Croatian television*:
- we watch *soap operas*,
- TV hosts report from the *green room*,
- and we watch the performers *on stage*.
- avoiding the use of adjectives is common
- noun + noun structure has become dominant in use  (*Motovun film festival, Zagreb Dox .....*)

# THE FUTURE OF ENGLISH AS A GLOBAL LANGUAGE

- Is there another language that could jeopardise the status of the English language today?
- alternative in another global language
- alternative methods of communication (an automatic translation by computer)
- the Chinese language?
- the increasing promotion of national, linguistic and cultural identity of other states and nations
- English as the *European lingua franca* = a means of creating a new identity and a common mechanism

# NEED FOR LEARNING ENGLISH IN THE CONTEXT OF SOCIETY GLOBALISATION

- **Atkinson's need** for achievement = *achieving success and motivation, avoiding failure*
- **Brindley's** two types of needs:

  - *objective* = *problems of learning, level of knowledge of the laguage*

  - *subjective* = *related to affective needs, desires, expectations, learning style*

- *needs analysis* would help in defining the objectives of a foreign language learning program

# NEED FOR LEARNING ENGLISH IN THE CONTEXT OF SOCIETY GLOBALISATION

- Possible approach to the needs analysis:
- **John Munby's model** - *Communicative Needs Processor*
- **Nunan** differentiates between two types of needs analysis:

  - *learner analysis* (motivation for LL)

  - *task analysis* (reasons for LL)


- **Hutchinson-Waters model** of needs analysis
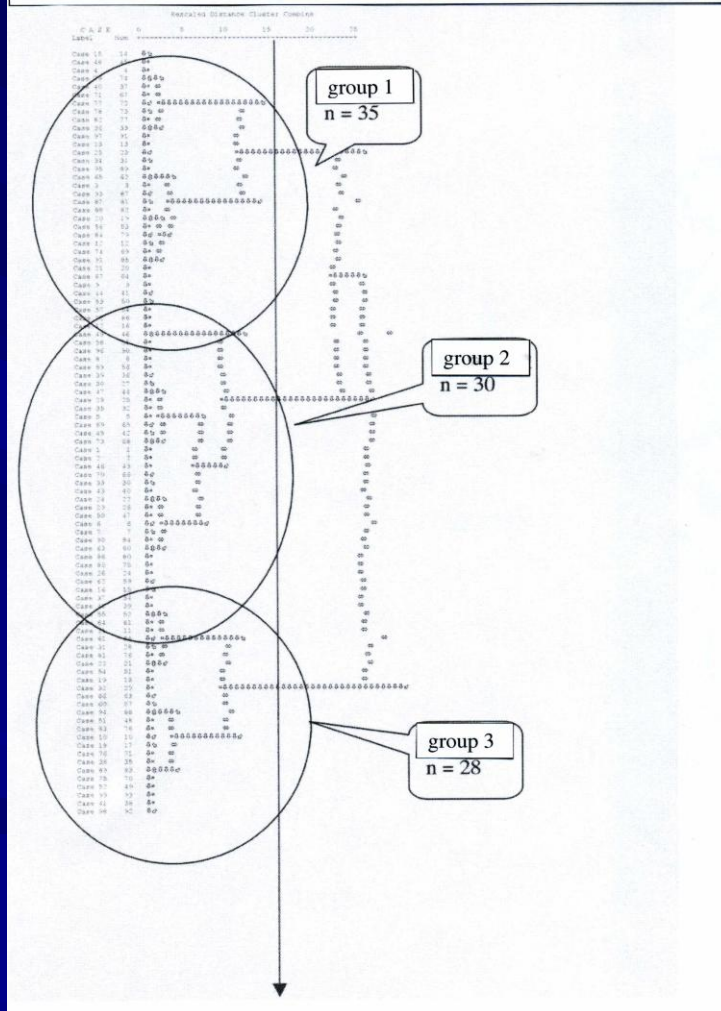  - *focused on students' capabilities*

# RESEARCH AND THE NEEDS ANALYSIS OF ADULT ENGLISH COURSE STUDENTS

- *Hypothesis*: Adult students choose to study for pragmatic reasons, i.e. adult students attend an English course for practical reasons, where globalisation processes play an important role in determining reasons for attending the course.

# RESEARCH AND THE NEEDS ANALYSIS OF ADULT ENGLISH COURSE STUDENTS



Graph 1: Cluster analysis of the participants based on motivational orientations

# RESEARCH AND THE NEEDS ANALYSIS OF ADULT ENGLISH COURSE STUDENTS

- The aim of the analysis was to determine specific needs for learning English
- *RESULTS*:
- People learn English because of professional needs (group 2)
- For practical needs (group 3)
- For love of language and Anglo-Saxon culture / affective-cultural motivation (group 1)

*"Languages are not natural forces, but conventions that people use in their mutual understanding. People themselves can decide how to communicate and if they want to communicate at all."*

(Matasović, 2005)