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Factors Affecting English Communication in Non-English Countries

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ABSTRACT

This research paper discusses about why English communications are so complex in non-English speaking countries, which many overseas (read: native-like speakers of Chinese) friends will understand. It analyses historical, colonial antecedents; educational policies and socio-cultural attitudes as predictors of English proficiency in addition to economic status and technological access. That said, the post here mentions some of that native language influence but also has a mention on media exposure and government policies; business requirements are referred later as well. This research paper returns to the languages of these men by examining how linguistic distance, communicative culture, and individual drive impact upon their competence in English. It also highlights the dynamic nature of these factors, stating that some are static and others can be changed through policy or social change. The final issue of research paper is that it underscores the need to strike a balance between English fluency and nondual in Overseas Chinese heritage enactment. In the end, the essay looks toward future technological advances and changing global economics along with an evolving acceptance of linguistic diversity all affect how English will be communicated in a non-native environment that sees it as necessary for engagement.

Keywords: *native language influence, media exposure, government policies, and business requirements*

FULL PAPER

Introduction

With the advent of Internet and globalization, English plays a vital role as medium to connect with different cultures & nationalities. But the extent to which English communication is effective in non-English speaking countries depends on a lot of other factors too. From historical and socio-cultural factors to policy making education, and technological development. By looking at the many aspects that affect English communication in non-English first-language countries this essay aims to highlight some of the problems and possibilities for development in this vital area of international discourse.

Impact of Historical and Colonial past

David Crystal, in his book *English as a Global Language* (1997), gets into how the kind of colonialism that made English spread around most parts of the planet has resulted on its present global standing and use patterns where former colonies are concerned.

The history of colonialism in many non-English countries determine a huge part of the communication strategy used in English. The English language is more established in nations with British or American colonization. The perfect example of that would be the inclusion of English in official languages for India, Nigeria, and even The Philippines amongst many others owing to their colonial history. This base might lend itself to an early fluency in English but deliberated at the experience of emotional and cultural baggage.

Or the non-English-speaking countries, which do not have this colonial background in relation with work involving a more neutral concept of entity known as - just for international communication. But not necessarily the deep historical built-up infrastructure and culture that can encourage the adoption of English.

Education Policies and Systems

Chapters in Maida Kirkpatrick's "*English as a Medium of Instruction in East and Southeast Asian Universities.*" As one of the few books to specifically examine both the implementation and effects of English as a medium of instruction in a variety Asian country, *Dynamic Ecologies* illustrates how these educational policies contribute to English proficiency.

How other countries approach the learning of English is a key to our ability both how if at all those in non-English speaking country may be able

too-to understand us. Countries that make English an early part of the educational curriculum and a core subject across all school years tend to create better speakers. For instance, the Netherlands and Scandinavian countries have one of the highest English skills in part documented by their high-quality national language policies that stress education on the global lingua franca.

There are numerous factors within education which have major importance:

1. Age: People who learn English at a younger age tend to score higher on dimensions of proficiency. According to critical period hypothesis language acquisition effectiveness is determined as low in older learners and high in younger ones.
2. Methodology of Teaching: The switch from the traditional grammar-translation methods to more communicative approaches has allowed English proficiency proliferation. Perhaps the best rule is to forget about rules such as this one and concentrate instead on communicating well in English, speaking enthusiastically without using some of its most effective means.
3. Quality of training of English teachers: The quality and method in which teachers are trained significantly determines dearth or surplus human capital. Some countries such as Japan invest more money into ongoing teacher development, and in hiring native-English speaking assistants to work alongside teachers; these investments often lead to superior results.
4. Authentic Materials: Institutions promoting theoretical learning in the sense that they use original English books, films, and news items to provide students with practical language skills.

Socio-cultural Attitudes

How English is treated across territories landlocked with Non=English speaking walls greatly affects the effectiveness of how we communicate. In lot of places, English is seen as a language that signals status and upward mobility. This will make people help in making good English.

On the other hand, in another culture there may be resistance to using English as a way of resisting cultural imperialism or because it is simply too protective for linguistic nationalism. It results in a lack of motivation to learn and use English affecting the overall communication skills.

While not universal, the idea of face in Asian cultures can influence how we communicate in English. Learners might be afraid of making mistakes

and having their faces hurt will stop them practising the spoken English necessary to gain fluency in it.

Factors Of economic and globalisation

English, for its part is highly dependent on levels of economic development and global interactions within individual countries. Demand for English skills is high in countries with strong international trade links (such as Germany) or a long history of tourism (the same went also for Switzerland if not only but we shall see), or where multinational corporations are headquartered. Often time this economic necessity trickles down to improved English speaking skills among the ranks.

For example, outsourcing industries in nations such as India or the Philippines have brought up levels of English fluency dramatically - especially among younger professionals living in urban centres.

Digital Divide Close the digital divide; Digital Literacy and Access to Technology.

Warschauer, "Technology and Social Inclusion: Rethinking the Digital Divide" Warschauer examines ways in which technology affects language learning and communication patterns generally thereby linking English proficiency (and other langs) to the digital divide manifesting by different economic statuses.

As for English communication, it has become a mandatory need to use technology and the Internet in the digital age. There are also many online resources and apps that can offer lots of practice, while English-language media at all levels (from children's programs to literature) provide exposure opportunities. When you live in a county with high internet penetration (above 75%) and digital literacy, you will see the countries have better English proficiency.

Social websites, international online games communities and global forums offer more casual opportunities to try your English. Yet there may still be significant within-country gaps in English proficiency, due to the digital divide which differentiates urban and rural areas as well as various socio-economic groups.

Native Language Influence

The linguistic similarities and differences between the primary natural language(s) spoken in a country can have massive implications for how well locals communicate in English. Likewise, knowing a language with similar

sounds in its alphabet or slightly resembling grammar structure and vocabulary (i.e. some Germanic languages) can make things easier for learners too. For instance, highly distinct languages from English (e.g. East Asian languages) may have more hurdles to climb over for learners.

The phonological differences can also cause communication problems in English. It may be difficult for people who do not speak the tonal languages spoken in English to understand intonation patterns, or it may be difficult for them to pronounce certain words if their first language is devoid of some phonemes present in the American pronunciation.

What is in the Media and Culture Pools

As the majority of Western television shows and films are not subtitled in English, it could be inferred that access to English-language (language playback is critical here as all-the-best good stuff is not dubbed) media products serve a significant role in developing communication skills. That has led to a) English TV shows, movies, music, and literature are widely consumed by some countries like Scandinavia because they all air with subtitles only (i.e. not dubbed), b) even though the Nordics do not usually subtitle their own dubs this is less of an issue as listening comprehension in those places tend to be pretty high indeed, false.

For example, the popularity of Hollywood movies and American TV series in countries such as Scandinavia has led to an incredibly high level of proficiency with English for these nations.

Policy, Government and Language Planning

So, a relevant country-wise post-Pandit government language policy can alter much of the landscape in non-native English-speaking places. Although this will improve the overall proficiency, some brave nations have begun using English as a medium of instruction in higher education or certain subjects. For example, in Malaysia some groups believed that it was better to turn almost all non-English subjects into English and teach them bilingually (in order to be a quick learner of the subject but also learn how to use English language well as you go by).

The resulting policy of isolationism can go as far to prevent the use of English beyond a servant language, thus maybe obstructing broad communication in it - being forced down that path by more protectively-loving attitude towards their own languages.

Rules for Business and Professionals

English communication skills are usually an inevitable in nations which do not practice English at home, owing to the demands of business world and professional environments. The industries like IT industry, international finance too demand the knowledge of English language in high degree and many a time well above the percentage. Countries that heavily engage in these sectors tend to focus on English skills with their workforce.

Language is also arguably related to become the medium of instruction in professional certifications and international business schools help to further enhance English communication within a business context.

Mobility and international exposure

Seed for learning English communication skill: The opportunities for going abroad, Study Abroad, and international travel.... These experiences affect a lot to our proficiency of using the language. Greater numbers of outbound students or large expatriate populations can also drive up the English language proficiency in these returnee groups. Moreover, nations from abroad that draw in large number of tourists or where the foreign population is high create an environment using English as a lingua franca which permits natives to talk and enrich their communication skills. One of the reasons MIT PhD students generally find themselves with high-quality datasets is that there are simply not very many (structures) in this world, and virtually everything they print out has to seem really sophisticated-it went through a lot!

Linguistic distance, or the measure of how relatively similar a learner's native language is to English also has an amazing impact on acquiring and developing communicative competence in English. Speakers of the sister languages within Indo-European family, such as German or Latin may unconsciously find many things easier when learning English.

On the other hand, we can find more difficult in English-speaking communication for instance when talking of speakers from different language families (Sino-Tibetan or Austronesian languages). Such linguistic distance can manifest itself through pronunciation, grammar, or idiomatic expressions.

Cultural Communication Styles

The dominant communication styles in a culture can affect the way people see English communication radically. For example, cultures that work in more direct way (like many Western countries) will find it is easier to obey English communication rules. By comparison, cultures that are higher context and have more implicit communication may experience a challenge with the

lower context (more direct) style frequently assumed in English communications.

Those differences in cultural communication can show up as the way people use silence, how they respond to conversations being spoken over, and what counts for acceptable levels of formality depending on where you are. Those communication gaps are important to understand and fill, if your writing will make a difference in non-English speaking parts of the world that want (or must) employ English-language communications.

Inspiration and perceived usefulness

One of the biggest reasons people do not communicate their thoughts in English in non-English countries is motivation to learn and use English, which is predominantly related with its perceived utility. People will only choose to spend time and effort on improving their English if it is more or less up in the air, both used for a better job market (or high education beyond) and not necessarily increase social status.

This motivation can be either intrinsic (personal interest in the language or culture) or extrinsic (motivated by external rewards, pressures). This would be the case for countries where speaking English is intrinsically linked to economic gain, and as a result citizens are more likely have good conversation ability in English.

Conclusion

The nature of English language communication entails a complex network that weaves together, among others, historicity; educationalist and culture in all its dimensions; social life across class strata-power structures irrespective - based upon the numerical integrity instead); political economy (in their global-extras-geographically-simultaneity where one is divisible by another factor form iii) many futures wisdom vs. arithmetic growth calculations), alongside emotional intuitive flourish florals! Of these, some factors such as colonial history or linguistic distance are more difficult to change while others like educational policies, access to technology and cultural attitudes can be manipulated and altered across time.

English has become a truly global language but it puts many non-English speaking countries in the dilemma of how to help retain their linguistic and cultural identities while at the same time balance against national needs for an increase supply of English skilled graduates. These more successful practices are often holistic strategies that understand language as a multipart

proceeding, by working not only on the communicative competence in Spanish but also over cultural awareness and practical application.

The presence of English in the communicative realm of non-Anglophonic nations will be increasingly mediated by technological progress, shifts in global economic power relationships and new developments concerning linguistic plurality. And as these factors evolve, so will the strategies used by people and institutions alike to navigate in competition of global English communication.

Therefore, truly impactful English communication in non-English speaking countries cannot be achieved by mere language competence but rather it means an ability to connect cultures, encourage international relations, and engage the world's pool of information sharing. It, therefore, remains a very important aspect for educators and policymakers everywhere in our brave new world order.

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