

Svitlana Grynyuk,
Ph.D, National Aviation University, Kyiv, Ukraine

IN THE ERA OF GLOBAL ENGLISH MARKET

This article focuses on the issues of language policy that take place nowadays, including globalization with its strong and weak points in regard to education; foreign language learning and teaching in the conditions of drastic global changes in world economies.

It discusses the most peculiar characteristics of English learning and teaching; it briefly encompasses conditions under which foreign languages (FLs) are currently taught, learned, and used. It also respectively considers the positive and the negative effects of globalization. The article implies the tendencies and trends that are apparent in the light of the global English market.

Keywords: globalization, multilingualism, communicative competence, foreign language learning and teaching.

В ЭПОХУ АНГЛОЯЗЫЧНОГО РЫНКА

У статті здійснюється дослідження питань у галузі вивчення, викладання та навчання іноземних мов в умовах радикальних глобальних змін у світовій економіці, включаючи глобалізаційні процеси з їх сильними та слабкими аспектами.

У статті обговорюються умови, за яких на сьогодні забезпечуються процеси навчання та вивчення мови, як другої іноземної; розглядаються питання як позитивного, так і негативного впливу глобалізаційних процесів, які нині мають місце у системі світової економіки та аналізуються тенденції, що стали очевидними у контексті глобального англомовного ринку.

Ключові слова: глобалізація, багатомовність, комунікативна компетентність, вивчення та викладання іноземної мови.

В ЭПОХУ АНГЛОМОВНОГО РЫНКА

Статья сосредоточена на вопросах исследования в сфере изучения, обучения и преподавания иностранного языка в условиях радикальных изменений в мировой экономике, включая глобализационные процессы с их сильными и слабыми аспектами.

В статье рассматриваются условия имплементации процессов обучения и изучения языка как второго иностранного; рассматриваются вопросы как позитивных, так и негативных последствий глобализации, которая имеет место в системе мировой экономики; анализируются тенденции, которые стали очевидными в контексте глобального англоязычного рынка.

Ключевые слова: глобализация, мультилингвизм, коммуникативная компетентность, изучение и преподавание иностранного языка.

Stating a problem

Globalization, nowadays, has become a fashionable word in the popular context of average people. It is also a key word in the academic discourse of politics, economy, sociology, technology as well as culture [1].

Globalization has two macro-level paradoxical effects on our daily lives. First, it simultaneously both integrates and segregates. It integrates world cultures through the global communication networks and less restricted movement of individuals. At the same time it creates a tension between those who are benefiting more and those who may be marginalized by the market values and consumer cultures that are typical to many societies, especially in the areas that suffer from poverty or slower development. The challenge for future public education is to give priority to teaching ethics and a sense of global responsibility that go beyond the bounds of the knowledge economy. Second, globalization promotes competition although strategic alliances between competing parties are becoming a condition of success. Economic markets have become more open and flexible because of diminishing barriers of trade and lowering of labor and trade regulations. The mobility of goods, services, money and intellectual capital has increased due to sub-regional and global agreements. Competition to expand markets, promote innovations, and develop highly skilled workforces is shifting the focus of work from quantities to qualities and from mastery of facts to professional flexibility and continuous renewal of personal capacities. Globalization increases competition because productivity and efficiency have become key descriptors of successful economies. Corporations and service organizations are regularly using quality assurance policies and committing themselves to management strategies that are based on assessment of performance of both staff and managers. Thus, there is no doubt that globalization brings new requirement and challenge on education, and the interdisciplinary talents of high quality are needed to meet the need of world market [5].

The rationale of the article

Foreign language, especially English, is not only a form of knowledge, but also become the primary resources of economy in the special linguistic environment worldwide. Language competence can enhance worker's employability as a high communication skill; the teaching of foreign languages, as marketable knowledge, faces opportunities and challenges, with the transformation from specialty to versatility; and has also become a valuable commodity for learners and created changes in the labor market. Therefore, language as knowledge creates and extracts more economic values in the globalization context [3; 4].

Overviewing the material

At these days global changes worldwide have changed what we mean by communication, language and culture; they require educators not to abandon all standard pedagogic norms of language but rather strive to make the students into multilingual individuals, sensitive to linguistic, cultural and above all, semiotic diversity and willing to engage with difference. Engaging with difference, in this context, means mastering the linguistic code well enough to be able to assume responsibility for one's linguistic choices and to respond appropriately to the choices made by others. Ultimately these changes call for «a much more reflective, interpretive, historically grounded and politically engaged pedagogy».

Language primarily used to be the formal elements of a linguistic system, standardized by grammars and dictionaries, and taught in rational sequences over the course of several years. With the communicative approach to language teaching, language got to include speech functions, appropriate gambits and useful verbal strategies to do things with words in situational contexts of everyday life.

In the last thirty years, the compression of time and space online, and the computer's unlimited storage of information, its ubiquitous presence and control have changed the nature of what we, as language teachers, are in the business of doing. Instead

of relying exclusively on words and sentences to make meaning, we now have images, films and YouTube videos to make that meaning visible, palpable, and graspable as never before.

In today's multilingual context, culture is no longer shared membership in one singular community of like-minded individuals who all share the same history, memories and dreams of the future. Culture has become deterritorialized; it lives in the minds and hearts of expatriates, immigrants, travelers. Thus, in our fast-paced era of global 24/7 media, information glut and constant change, communication has become at once more homogenized and more context-specific than ever meaning that a global neoliberal culture is taking hold around the world that prizes individual choice, risk-taking and an entrepreneurial mindset aimed at gaining visibility, popularity, and public forms of success. On the other hand, there is an ever greater fragmentation into local contexts of cultures of-use where the gap is growing between the young and the elderly, the wealthy and the poor, the idealists and the materialists, the monolingual locals and the multilingual cosmopolitans, those who have access to the internet and those who do not, those who were brought up in a print culture and those who only know the virtual culture offered by the computer.

In the context of the above mentioned processes that take place nowadays, we find the necessity and demand to discuss respectively the positive and negative effects of globalization on English language teaching and learning.

In this era of global English market, among the positive effects of globalization on ELT we see the following.

ELT is considered to be a great business and is seen as a kind of service industry. This means that English language is seen as a commodity, and teaching it is a service provided for people. This can imply that there are many career opportunities for English language teachers. Indeed, ELT plays a key role in providing better jobs for some people. It also expands communications, interactions and integration of people either in the local or global contexts. Currently, it has both local and global position that implies its importance for many corporations, companies, and other specialized fields.

Globalization, in a way, contributes effectively in developing materials of English language teaching and learning through sharing and getting benefits and experiments from a lot of specialists, experts and methodologists all over the world. It supports and strengthens communication between millions who have completely different cultures. This may attract English language teachers and learners to know something about the world around them. Besides, globalization also helps in sending many qualified native speakers around the world to teach English and this can help somehow in acquiring and knowing something about the culture of native speakers of English.

As demand for English grows, more providers of ELT service appear and competition becomes fiercer. Within this massive service industry, moreover, it is important to consider some organizations such as TESOL (Teaching of English to Speakers of Other Languages), TESL (Teaching of English as Second Language), TEFL (Teaching of English as a Foreign Language), the British Council and English foreign/second language examination market such as IELTS (The International English Language Testing System), TOEFL (Test of English as a Foreign language) and so on. Such organizations and agencies contribute to promote ELT and create a new marketplace in the global economic forces.

Being a global service industry, ELT provides this service for a range of specialized areas through the field of ESP (English for Specific or Special Purposes).

In this era of technology upheaval, it has become much more modern, advanced and developed. Global technology offers new teaching equipment which can help teachers in ELT such as overhead projectors, laboratories transparencies and so on. In addition, teachers can use the Internet to benefit from the unlimited teaching websites that provide them with the newest researches and articles in the broad field of ELT.

However, any process has two sides of the coin, and we can't omit stating its weaknesses or simply ignore the negative aspects that the globalization process has simultaneously brought. Technological changes produced by globalization affect ELT and learning in general and the improvement of some learning skills. It could be argued that although some global ELT approaches or methodologies can be effective and useful in some ELT classrooms, they can be inappropriate for particular ELT classrooms in which they may be used. Both the process and content of ELT can include some values, traditions, and social habits that may not socially and culturally correspond with particular environments [2; 6; 7].

While technological wealth and communication innovations provide exciting possibilities for educators, Kramsch pointed out in her introduction [3]:

«...there has never been a greater tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom. In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for».

Western-produced textbooks remain ethnocentric and give little consideration to the sociocultural context in which they may be used. This can be skillfully illustrated on the example of the reading skills. Certainly, there is a shift in reading practices especially among young people who grew up with computers. That is to say, in some cases the screen is replacing the page. Different psycholinguistic processes may be required to decode information from a screen rather than from a page, especially when this is done at the click of a mouse, and the increase use of electronic dictionaries. This can imply that some regarding skills such as skimming, scanning, and guessing words from a context may be weakened and not enhanced.

Globalization may also provoke and cause some laziness and dependence on others. Some teachers of English may not be able to become productive and creative in improving their ELT methodologies, but they may be dependent on others who can supply them with new materials and methods. And more likely, they will, in the run of time, be gradually losing their professional potential. Besides, they may be not well-trained to use the new teaching equipment in their ELT classrooms. This may create an atmosphere of frustration and complexity for them and their students [3; 6].

The fact is that language teaching has become more exciting but, at the same time, it has also become considerably more complex. It is clear from the above discussion that globalization generates the issue of the cultural appropriacy of some global ELT approaches and materials for particular ELT contexts.

Kramsch points out that globalization, with its ability to complicate our understanding of the world, puts into question the «modernist tenets» of the language education profession which depends upon the stability of nation-states, linguistic grammars, and «codified norms of correct language usage» [3].

Summary

Clearly this is just a tiny sampling of the types of thinking and writing that is being done on the issue of language teaching and learning in this era of globalization. But it is an important area of inquiry as so much of who we think we are is bound up in the languages we speak, the languages we choose to learn, and the languages we use to describe ourselves.

In order to cope with these impacts of globalization on education, alternative directions are needed. Education policies and reform designers need to pay closer attention to the issues that have been suggested by many of the leading thinkers of educational development.

One visible trend within education is homogenization of the content of teaching and standardization of the expected learning in secondary schools as well as higher educational establishments. Insecurity and uncertainty, that are typical by-products of globalization, create new challenges for everyone involved in the educational process either a student, or a school teacher, or a university lecturer, or parents, or state authorities. We all need to be prepared for new world realities such as sustainable ecologies or knowledge economies.

References:

1. Block, D. and Cameron, D. (eds.) (2002). *Globalization and Language Teaching*. New York: Routledge. <http://ru.scribd.com/doc/109412599/Globalization-of-Language-and-Culture-in-Asia-the-Impact-of-Globalization-Processes-on-Language>
2. Brydon, D. 'Knowledge work in the era of the global turn'. Conference at the Umea-Manitoba partnership conference: from cultural capital to culture capital: understanding the impact of changes to our cultural climate, University of Manitoba, October, 2010.
3. Kramsch, C. (2012). Authenticity and legitimacy in multilingual SLA. *Journal of Critical Multilingualism Studies* 1(1), 107–128.
4. Jingbo Sun. Globalization and language teaching and learning in China. *International Journal on Integrating Technology in Education (IJITE)* Vol.2, No.4, December 2013.
5. Pasi Sahlberg Teaching and Globalization <https://nvardmanasian.files.wordpress.com/2011/02/teaching-and-globalization.pdf>
6. <http://framing.indiana.edu/2014/04/21/globalization-language-learning/>
7. <http://ppgi.posgrad.ufsc.br/files/2014/06/reaa-36-p-169-192.pdf>

УДК 811.111'42

Olesya Ladnytska,

L'viv Ivan Franko National University

FORMAL AND FUNCTIONAL PECULIARITIES OF OCCASIONALISMS IN IAN MCEWAN'S NOVELS 'SATURDAY', 'ON CHESIL BEACH', 'SOLAR'

The article provides insights into the nature of word-building occasionalisms on the basis of which the appropriate lexical units are drawn from Ian McEwan's three late novels with their further classification according to the ways and models of word-creation as well as their functional load. The novels are disparate in topics, settings and occasionalisms per page proportion, but on average there is one occasionalism for every other page (1:1,96). On the whole, they reveal a high degree of motivation as well as implicit predication in many of them. Due to research data, out of 426 innovations 57% are compounds proper (including multicomponent innovations), 19% are complex derivatives, 10% are occasionalisms formed by means of affixation proper and 12% are innovations coined by means of combining forms/semi-affixes, shortenings and conversion constitute a small percentage (1-2%). A peculiar feature of the occasionalisms in Ian McEwan's mature novels is their imagery, communicative nature and syntactic compression prompted by syntactic convenience, hence the semantic, structural and functional relevance of the coinages, the latter being mainly realized in the nominative and pragmatic (expressive, evaluative, emotive) functions of theirs.

Key words: occasionalism, compounding, affixation, complex derivatives, derivation by means of combining forms, a function, Ian McEwan.

СТРУКТУРА ТА ФУНКЦІЇ ОКАЗІОНАЛІЗМІВ У РОМАНАХ ІЕНА МАК'ЮЕНА 'SATURDAY', 'ON CHESIL BEACH' І 'SOLAR'

Стаття подає аналіз словотворчих okazіоналізмів (загалом 426, в середньому 1 на 1,96 сторінки тексту), зафіксованих у трьох зрілих романах сучасного англійського письменника Ієна Мак'юєна. Лексичні інновації класифіковані за словотворчими способами та моделями (більше половини з яких словоскладання) із зазначенням їх функціонально-го навантаження (головно номінативна та прагматична функції, а також синтаксична вигода).

Ключові слова: okazіоналізм, словоскладання, афіксація, складнопохідні слова, словопродукування з участю комбінованих форм, функція, І. Мак'юєн.

СТРУКТУРА И ФУНКЦИИ ОККАЗИОНАЛИЗМОВ В РОМАНАХ ИЭНА МАКЪЮЕНА 'SATURDAY', 'ON CHESIL BEACH' И 'SOLAR'

Статья представляет анализ словообразовательных окказионализмов (всего 426, в среднем 1 на 1,96 страницы текста), зафиксированных в трех зрелых романах современного английского писателя Иэна Макьюэна. Лексические инновации проклассифицированы по словообразовательным способам и моделям (больше половины из которых словосложение) из указанием их функций (в основном номинативная и прагматическая, а также синтаксическая выгода).

Ключевые слова: окказионализм, словообразование, аффиксация, сложнообразовательные слова, словопродуцирование с участием комбинированных форм, функция, Иэн Макьюэн.

Language, highly susceptible to even the slightest changes in social, political, economic, cultural aspects of life, constantly changes. Involuntarily it is the lexical system of the language which experiences the greatest alterations, the appearance of new words being one of them. It takes time and a number of other conducive factors for lexical innovations appearing in speech to become part and parcel of the system of language, the event itself being marked by the lexeme getting registered and defined in a dictionary. The stage in between the time of coinage and becoming an update to some dictionary is different if altogether possible for each occasionalism, dependent on its semantics, the discourse it appeared in, its applicability to other communicative situations etc.

Literature transcends the borders of different types of discourse registering past and present, random and recurrent, intertwining fact and fiction, juxtaposing the topical, the imaginary and the forthcoming. The language of modern fiction is thus an indicator of both – the current state of language development and the potential it anticipates. As regards the latter it is occasionalisms which are the most obvious and conspicuous in fiction in terms of vocabulary. Not that occasionalisms are the subject matter of fiction alone: journalism as well as everyday discourse abounds in various kinds of words coined ad hoc to denote new objects, phenomena, processes, notions, qualities and actions or reddenote the existing ones in the light of new perspective, in which case the innovations are called 'retronyms' [3, p. 15]. The **object** of this article being occasional word-formation in modern English fiction, in McEwan's novels in particular, its **subject** is the formal and functional peculiarities of these coinages which have not presented the research matter before, hence the **novelty**. The **topicality** of the study is prompted by the necessity of the language evolution research in all its manifestations.

The **research methodology** for the article takes into account the modern contextualist approach in linguistics analysing the speech elements in their functional perspective without discarding the formalist approach to the investigation of lexemes because of its relevance to the topic under study.