SHORT REVIEW OF THE SOCIOLINGUISTIC STUDY OF GLOBAL ENGLISH

Ganisher Rakhimov Doctor of philological sciences, associate professor
Uzbekistan State World Languages University

Follow this and additional works at: https://uzjournals.edu.uz/philolm

Part of the English Language and Literature Commons, Language Interpretation and Translation Commons, Linguistics Commons, Other Languages, Societies, and Cultures Commons, and the Reading and Language Commons

Recommended Citation
Available at: https://uzjournals.edu.uz/philolm/vol2019/iss4/20

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Philology Matters by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkov@edu.uz.
**SHORT REVIEW OF THE SOCIOLINGUISTIC STUDY OF GLOBAL ENGLISH**

**ANNOTATION**

The aim of the paper is to analyze the study of the spread of the English language as global language, its place in communicative relations in various socio-economic spheres, sociolinguistic and pragmatic status of English. The article addresses the study of sociolinguistic and pragmatic features of internationalization of the English language.

Various interpretations are expressed in the scientific schools of world linguistics about the social role of the English language, which managed to get the status of an international language, but in these interpretations they remain spiritualized, being reflected in the philosophical ideas and points of view of different authors. However, the distinctive aspects of the social status of a language on the territories of different countries and their linguistic indicators are overlooked. It becomes more difficult to comment on the factors that ensure the interrelation of the language, as a phenomenon developing in an objective way and under the control of synergetic patterns, with thinking. Scientific research on sociolinguistic and pragmatic aspects of the English language is being elaborated in the leading scientific centers and higher educational institutions of the world, including: Cambridge University (England); Oxford University (England); University of Illinois (USA), Free University of Berlin (Germany); University of Warsaw (Poland), Aoyama Gakuin University (Japan), Moscow State University (Russia), Linguistic Institute of the Russian Academy of Sciences (Russia).

**Keywords:** the twentieth century, English, USA, UK, contact, culture, linguistic status, factor questionnaire.
INTRODUCTION

The scientific research aimed at studying the problems of the English language spreading in the world and the emergence of its new variants (variations) are undertaken at such leading scientific centers and higher educational institutions of the world as the Oxford Research Center for Humanities (Oxford University), London Metropolitan University (Great Britain); New York University, Illinois University, Chicago University (USA); Hong Kong University (Hong Kong); Stockholm University (Sweden); the Humboldt University (Germany); Edinburgh University (Scotland); Singapore University (Singapore); Tsukuba University (Japan); Shanghai University of International Studies (China); Moscow State Linguistic University, Voronezh State University (Russia); Kyev State Linguistic University (Ukraine).

As a result of studies undertaken in the world on globalization and the English language variations, the following scientific results were obtained: the differential signs of the English language variants used in different regions of the world are divided and classified (Illinois University, USA); signs of standardization of the current language are revealed (Oxford University, Great Britain); normative rules have been proved in the differentiation of variants with endonormative features (Edinburgh University, Scotland); the positive and negative aspects of the phenomenon of transference arising in the context of English as a foreign language and the language of the locality are explained (Hong Kong University, Hong Kong; Kiev State Linguistic University (Ukraine)); the causes and consequences of the spread of English around the world (Stockholm University, Sweden); philological, lexical and grammatical features of the English language variants as a working language in different countries (Tsukuba University, Japan; Shanghai University of International Studies, China; Singapore University (Singapore)); it is reasoned that the greeting of multilingualism is the product of the language policy pursued in our country (Institute of the Uzbek Language, Literature and Folklore of the Academy of Sciences of Uzbekistan); methods for analyzing sociolinguistic and pragmatic aspects of the English language, used in various spheres of socio-economic activity as a means of communication (Uzbek State University of World Languages) have been defined.

Today in the world of linguistics, research is being carried out on issues related to the acquisition by the English language a status of a world language, including problems of identifying the role of language and non-language factors in language variations; differentiation of criteria for the standardization of forms of linguistic communication; characteristics of the sociolinguistic essence of the use of English as a lingua franca; explaining the consequences of contacts of the English language with national languages. At the same time, much attention is paid to issues related to the study of the functions of the English language, performed in intercultural communication, socio-economic relations, and its linguistic-pedagogical essence in the cognitive-cultural aspect.

REVIEW OF LITERATURE

The scientific and theoretical views of scholars who have made a great

If the issues of linguistic contacts, their interaction, the emergence of bilingualism, the differentiation of the social layers of the lexical system of a language are discussed in detail in Russian linguistics, Japanese scholars are engaged in the study of children's speech, the communicative ability of representatives of various social groups [Дьячков М.В., 1992; Панкин В.М., 1994; Солнцев В.М., Михальченко В.Д., 2000; Хегай М.А., 1994]. Currently the interpretations devoted to the study of the standardization of a language, its relationship with national culture, stylistic and pragmatic conditions of activation in discourse can be found in the works of German and French linguists [Löffler H., 1994; Tochina S., 2003; Collombat I., 2003].

In the works of such scholars as B. Kachru, A. Kirkpatrick, J. Zhenkins, B. Zidhofer, E. Schneider, M. Modiano, undertaking scientific activities in the United States of America and Great Britain, conclusions are presented on the globalization of the English language, linguistic signs of its new options, the formation of lingua franca as a means of communication, revealing the role of the standard language in the general communication system [Kachru B., 1992; Kirkpatrick A., 2006; Jenkins J., 2013; Seidhofer B., 2009; Schneider E., 2010; Modiano M., 1999].

Simultaneously Yu. Melnik, D. Deterding, R. Baumgardner, K. Bolton, S. Lawrence, Z. Shu and other scholars are studying the expansion of the English language in different regions in the form of separate options and innovative changes in the systems of these options [Melnyk Y., 2002; Deterding D., 2007; Baumgardner R., 1996; Bolton K., 2000; Lawrence C., 2012.; Xu Z., 2012].

Academician Alibek Ruštamov, who noted that a language is a means of mastering knowledge and its transmission, that through the language it is possible to express information at any point of the universe, wrote: “Thanks to the language, we learn things that we can not feel. Reflections of objects that have a form can be preserved in our consciousness, but formless things can be formulated in the form of words. Similarly, the invisible inner features of the inbeing we learn in the form of words and through the language we explain it to others” [Рустамов А., 2010].

DATA ANALYSIS

Indeed, the area of the English language expansion throughout the world is surprisingly wide, but even more striking is the high rate of its spread. Over the past 50-60 years, its globalization has been growing steadily. Currently, there are almost no countries where English speech is not heard; millions of people use it in all corners of the world. English became the main tool in the field of aviation, international business, scientific conferences, diplomacy, sports, electronic communications and many other
areas. As a result, the problem of distinguishing local variants of the English language is being actualized.

In recent years, in the scientific literature, the term “local standards” is used with respect to options used in such countries as India, Singapore, South Africa, Nigeria and Jamaica. The explanation of this term is quite simple: variants that arise in different countries, grammatically and morphologically correspond to the variant of British English, but differ in the rules of pronunciation and communication. Some scholars support the division of regional and social options, focusing on geographical and social indicators when grouping language variants [Rickford J.R., 1986].

The approach of “separatism” in the classification of world languages is not acceptable. In this classification, all indicators should be taken into account equally. The regional characteristics of the options are practically the same as their social. They can even be represented equally at the same time. In fact, the differences between the variants have qualitative and quantitative manifestations. Indicators of quality and quantity do not deny each other, on the contrary, they complement each other.

If in the variant A turns out to be an indicator X, and in variant B – an indicator V, if quality indicators are fixed, quantitative analysis is performed if the superiority of indicator X in variant B has been found. Qualitative and quantitative indicators at the same level simultaneously are the basis for distinguishing variants, and these indicators should not be accidental errors, they must consist of constantly and systematically recurring phenomena.

The expansion of English took place in different parts of the world for various reasons and purposes. E. Schneider, who used the term “postcolonial variants” several years ago, considers the emergence of variants as an evolutionary phenomenon. The fact that development of options is an evolutionary process is really a fact, because this process coincides with socio-cultural events. But it is unlikely that the evolutionary stages in all cases of variation will pass uniformly and equally. To substantiate our idea, we would like to point out the stages of development proposed by E. Schneider: “foundation”, “exonormative stabilization”, “nativation”, “endonormative stabilization”, “differentiation”. They are explained as follows: [Schneider E.W., 2007].

1. The “foundation” stage reflects the use of English by a group of people who have moved to another territory. This phase passes in a certain period of time and ends when the language situation stabilizes, that is, the “nomadic” language triumphs.

2. “Exonormative stabilization” occurs under expansion of the English language after the occupation of the territory and the formation of a bilingual group among the local population.

3. At the stage of “localization” the communication of immigrants with their homeland is reduced, and as a result certain types of linguistic realities arise: the results of a “blending” between the native language and English are revealed, and the basis for the emergence of a new variant is created.

4. The stage of “endonormative stabilization” occurs at the moment of gradual adoption to local norms and the desire of migrants to achieve national unity with the local population, more precisely, in the process of forming a new nation. It is during
this period that dictionaries and manuals begin to record samples of new variants.

5. At the stage of “differentiation” a new national group is formed and in the language of this nation, consisting of various complexes of regional, social and ethnic groups, begin to appear internal differences of disagreements, i.e., of new dialects.

Braj Kachru, the creator of the classical model proposed in the 1990s, considering the expansion of English around the world along the chain, recommended that the emerging variants be presented in three circles. Most importantly, we can not forget that the relationships of these variants and placing them in circles are different, and these circles are described as intersecting and reflecting the real chain [Kachru B.B., 1985].

1. The Inner Circle. This circle includes such countries as the United States, Canada, Australia and New Zealand, where English is the main one. Although the population of these countries speaks other languages, a lot of people recognize English as their native language and it is officially declared as the state language.

2. The Outer Circle. It includes such countries as India, Pakistan, Singapore, South Africa, Nigeria, Zambia and the Philippines, where English has many functions, in particular, has its place in public administration, education, literature and culture.

3. The Expanding Circle. Although English is widely used in education, the language is mainly taught to work with scientific and technical literature and to form international communication skills. For some reasons, the author includes only China, Indonesia, Iran, Japan, Korea and Nepal into the list of such countries. In fact, this circle covers many countries of the world, including Uzbekistan.

Indeed, the model of B. Kachu has some shortcomings and errors. This model is based on simplifying the specifics of many variants, and in the grouping of options, geohistorical indicators are brought to the fore, i.e. their functions are equated to functional features. Worst of all, the classifiers (classification characteristics) chosen for the model do not always have a sociological interpretation.

Sociological factors, of course, are an important indicator of the separation of language variants and their classification. Therefore, let us compare the role and functions of the English language in Malaysia and Singapore, which are part of the “outer circle”. Malaysia and Singapore, having been a single state during the reign of Great Britain (British Malaya), after independence became separate states, and the sociolinguistic environment created by their linguistic policy was completely different. This is evidenced by the level and area of the English language.

In Malaysia, the use of English depends largely on the social status of people, whether they belong to some social group: if in Kuala Lumpur, intelligent and educated people use it as a “second” and “first” language for those living in remote areas, it still remains as a “foreign language”. In Singapore, on the contrary, English is widely studied, and its level of usage is much higher than in Malaysia. Even today, many young people learn English as their mother tongue, which, in turn, facilitates the transition to the “inner circle” of Singapore English.

Despite the mentioned shortcomings, B. Kachru’s “three circles” model, being the most convenient model for classification and description (characteristics) of the
English languages, extends the possibilities of determining the relationship between the practice of using this language, users, and finally, its forms. In addition, this model, which put variability on the main place in the study of the English language options in the world, is characterized by its simplicity, and therefore it is easier to describe in the drawing. In the following figure, we try to reflect the chain relations of English in the world:

![Diagram of English language variants]

**Figure 1.** Classification and interaction of the English language variants in the world.

As can be seen from the figures, the three-dimensional (three-circle) classification model is based on the principles of pluralism and the application of these principles enables us to represent the language as a system, at the same time directly perceive the conditions, the environment for its use, and describe it scientifically and interpret it.

Worldwide distribution of the English language led to the emergence of the concept of English as a Lingua Franca (ELF). This is understood as the choice of English as a foreign language for people whose language and culture are not common. ELF will remain a foreign language in any case for communication partners and the presence of an English-speaking one will not be taken into account in the process of this communication. For this reason, some support the distinction of ELF from the English as an International Language (EIL), recognized as an “international language”. In our opinion, such limitations and discrepancies create different confusions. Best of all, without paying attention to the definition of ELF, whether English is a foreign language or a mother tongue for partners, it is advisable to take into account its lingualcultural factors and the level of activity.

The convenience of the term “ELF” is that it has a clear content, a certain scope of use, that is, it is a lingua-communication tool of interethnic relations, contributing to the global application and development of the language. But this “contribution” should not be measured on the basis of any “language combination” or “absorption” in the native language of the speaker of existing discourses.

Although the listed evolutionary stages are specific for the development of the
English language variants, they do not reflect all aspects of the language expansion across the world. When we pay attention to them, we see that this word is mainly related to the recognition of English as the first or native language, and only in some cases it is interpreted as the second (official) language. However, the expansion of English throughout the world is not limited to the foregoing. Today, millions of people around the world study this language as a foreign language, use it in official and scientific communication, publish newspapers and magazines, and make translations.

The expansion of the English language in Uzbekistan, sociolinguistic and pragmatic factors of its use, and the differential aspects of the various shifts (advances) that arise in linguistic discursive systems in the context of the remote relationship between the English and Uzbek languages, have not yet become objects of monographic research, nor the attention has been paid to the problems associated with the collision of options while introducing English into the educational system. When undertaking a special study, it is important to rely on theoretical views of domestic linguists aimed at language theory, the methodology of linguistic research, the normalization of the rules of the language system, the results of a fair and objective language policy pursued in our country [Нурмонов А., 2012; Махмудов Н., 2012; Абдуазизов А., 2010; Сафаров Ш., 2015; Бегматов Э., Маматов А., 1997].

The study of problems associated with the ontology of a language, along with the study of social factors of its origin and development, specifics and causes of qualitative and quantitative changes occurring in the language system, foresees the identification of internal and external signs of phenomena arising in the context of the relationship between such language abilities, as stability and dynamism. In particular, the expansion of English throughout the world, the sociolinguistic analysis of its functions performed in different continents, enables us to answer emerging questions and discover new aspects of linguistic activity. The development and scale of the functionality of the language, which follows the path of globalization (for example, English), are significantly different from its domestic form, its prototype. In contrast to the stagnation of linguistic forms, the shifts arising in speech use or language, contribute to the formation of primary and secondary options (variants). The changes that occur when differentiating the universal and unique features of different variants of a single language, which has an integral structure, are equally relevant to the language shell and the activation of functions in abilities. The source of emerging innovative states (phenomena) in a particular territory is the common elements, as these elements are differently activated in different regions. This, in turn, indicates that the development of language options does not occur in the same way.

CONCLUSION

In conclusion it should be noted that, one of the most important features of modern English is its belonging to different nationalities and ethnic communities. Polyethnic English is a communicative system with a multilevel structure that is widely distributed throughout the region, serving the requirements of communicative and cognitive needs of representatives of ethnic and socially diverse communities.
Under these conditions, the language variation is accelerating, as structural changes will occur at all levels of the language system, while in the process of a language dialogue, various stylistic and pragmatic shifts take place. Although English is widely used in Uzbekistan as a means of intercultural communication, it has not yet formed as a separate variant. The formation of local deontological standards is at the initial stage and, in fact, they are not yet being studied. There is no need to single out such a set of norms, because the differential features in the speech of the local population have not yet been included in the standard language system as an innovative process due to their proximity to extreme events rather than to stable ones. Therefore, it is advisable to include the English language, acting in our country, into a group of languages, like lingua franca.

REFERENCES

20. Rickford J.R. The need for new approaches to social class analysis in sociolinguistics //