

# Analyzing Prevalence of English Communication in the workplace for Glocal and Global perspectives

PRAFULLA KUMAR NAIK<sup>1</sup>, DR. B PATRA<sup>2</sup>

<sup>1</sup>Research Scholar of English, Shri Venkateshwara University

<sup>2</sup>Associate Professor, BBAU, A Central University, Lucknow and Convener, ELTAI: Bhubaneswar

*Abstract- In the present scenario, English is a widely spoken language. It is called 'Global Language' and English is an international medium of communication that has been used either as a native or as a second language by people to form a commonality. The Multi-lingua franca of the modern era. It is the language most often taught as a second language worldwide. In India, English is used in the process of communication with the outside world; it is also used for inter-state and intrastate communication where English has prevalence in education, technology, International relations and business communication, so the working language is English, the present paper highlights the Prevalence of English Communication in the workplace viewing Glocal and Global perspectives because the most of the world's communications are in English. It also discloses how English is widely used in scientific research, business and education. Glocal as well as Global emerged in trade and commerce in the past few decades, affecting many key aspects of industries in the modern world. Multinational companies keep English as a basic criterion for selection purpose, thus paving way for people to communicate with people from all around the world. This paper also focuses on how Industries, Companies, and Business organizations, and corporate sectors benefit by adopting English as their principal language of communication. This paper also highlights the importance of English in education and employment with local and global perspectives. Finally, some useful suggestions are also given to extend the use of English in several other fields. Despite the ever-increasing use of English in international business encounters, there seems to be comparatively little attention given to the interface between actual workplace communications. Nowadays, due to immense Globalization, countless organizations are being set up in all parts of the world, making every step of life more and more competitive. In global marketplace, facing massive industry pressures, Successful communications are progressively more vital for managing an organization's status and reputation.*

*Index Terms- Communication, English Language, Glocal and Global, Workplace Communication*

## I. INTRODUCTION

The English language plays a major role in our daily transactions, maybe at national or international levels. The English language has become part and parcel of our lives because of its international nature. A good proficiency in the English language means good opportunities for an individual. There is a great role of English language in the smooth and efficient functioning of business and communication; it is because of the English language that multi-national companies can do business in all the countries of the world. If one wants to become a successful businessman of an international reputation one needs to sharpen the English communicative skills. English communicative skills like oral and written proficiency are part and parcel of business transactions. An industry without successful communication between its different departments means failure of that company. English plays a very commendable role in multi-national companies for their business transactions. The present paper is an attempt to highlight all the domains of the business and communication sector whose success is not possible without the English language and evidence from the literature will also be given for a better understanding. Increasing use of English in international business encounters, there seems to be comparatively little attention given to the interface between actual workplace communication and language programs in terms of identifying and meeting learners' needs. To fill that void, the present study reports on the routine communicative practices in English of fifty-one Korean corporate employees. Insightful data from the so-called 'domain experts' who use English on a regular basis were obtained through an online survey with eight participants invited to a follow-up telephone interview. Based on the types of needs operational in the study, the findings imply that there indeed exist different dimensions of needs.

The study indicates that transactional and non-transactional communicative genres were both important but to a different extent with each genre being assessed differently according to their profession. Lastly, an implication regarding the importance of incorporating needs analysis as a key process that requires constant reexamination of language programs concerning workplace communication is discussed, and due to demands, recent years have witnessed an increasing influx of people with relatively high standardized English proficiency test scores into the job market. However, doing actual work using English as a medium in workplace settings requires a different dimension of language competence, and many have long been aware of this discrepancy. To address this issue with regard to strengthening and securing their competitiveness in global settings, many companies have been offering business English courses as part of their in-house training programs to foster their employees' English communication skills for business purposes.

#### Background:

The survey indicates English is spoken at some level by 1.75 billion people worldwide – roughly a quarter of the world's population. The vast majority of people who use English are non-native speakers, wherever you are in the world; English is the language of international business, science and research. Over 80% of academic journals are written entirely in English. And an estimated 85% of international organizations use English as one of their working languages.

However, despite the ever-increasing prevalence of English in the workplace, there has been relatively little in-depth research into the English language skills required by employers in different industries and countries around the world. It analyses based on demand at local as well as global markets, this research focuses mainly on why English is the sole and primary language in all the existing Corporate Sectors. This report presents a country-by-country comparison of English language skills in the workplace. Countries and territories with survey responses from at least 20 employers have been included in this analysis. Countries and territories have been categorized into:

- Countries and territories where English is not an official language

- Countries and territories where English is an official or de facto official language
- In English-speaking countries, English is the first language of the majority of the population.

#### 1.2. Statement of Problems;

The Industrial workers in Angul district on Odisha are from remote, rural and tribal background that are unable to understand official information in English Language for which they exploited by the higher grade officials

- Communication gap between Low and High rank workers
- Socio Linguistic Barriers
- Cultural Barrier
- Attitudinal Barriers
- Communication hindrances

#### 1.3. The aim and objectives of study:

The aim of this research is to examine the significance of English in Corporate communications. Using qualitative research method, the empirical part of the study is comprised of a two-step research including two interviews and a questionnaire. Participants were selected from 1 multinational and 1 Public Sector Corporation.

English is the language of technology. Although employees might manage to operate certain software programs based on intuition and common sense, English is the main language used across several digital platforms, so mastering it becomes essential for workers to achieve their full potential

#### 1.4. The research questions:

- What level of English do employers need in workplace?
- Are there English language skills gaps?
- Do employees with a higher level of English receive enhanced benefits?
- How do different countries and industries compare?

## II. LITERATURE REVIEW

With English being the de facto lingua franca in many international business contexts, the important roles of spoken and written communication in English have

been the primary foci in much workplace communication research. According to Nickerson (2005), there has been a shift toward analyzing contextualized communicative genres in investigating business contexts regarding effective communication strategies in major verbal and written communicative genres such as business meetings (e.g., Bargiela-Chiappini & Harris, 1997; Bilbow, 2002; Lockwood & Song, 2020), negotiations (e.g., Charles, 1996; Vuorela, 2005), and e-mails (e.g., Gimenez, 2006; Gimenez- Moreno, 2010; Jensen, 2009; Kim & Lee, 2017).

Based on the importance of such communicative genres, notable research has directed their attention to examine spoken and written communicative use and needs, aiming to further provide insights in facilitating the teaching and learning of practical and authentic business English. Jackson (2005), for example, focused on the perceptions of business English lecturers in Hong Kong to understand the nature of English communication demands that were placed on students at tertiary institutions. Through semi-structured interviews and group discussions, his project emphasized the importance of collaboration between researchers and lecturers. Ainsworth (2013), receiving feedback via surveys and interviews, attempted to uncover business students' attitudes toward foreign language and necessary intercultural communication skills for their studies and future careers. She argued that in order to prepare them for the international workplace, all stakeholders should be engaged in the curriculum creation process to enhance students' capacity to successfully communicate.

Despite the importance of gaining data from language instructors and pre-service learners, there have examples of mismatches that have been occasionally reported (Long, 2015). While they together have much to offer as sources of information, recent research has revealed that domain experts (i.e., experienced workers) are likely to provide more sufficient and reliable description of their task.

Increasingly, corporate employees' perspectives have become the focus of investigation as they are insiders who are intimately familiar with the work and thus considered to be a major source of information (Chan, 2014; Serafini et al., 2015). This has led studies to

investigate communicative needs directly from workplace employees.

With an objective to develop intensive English language courses for trainee employees at a Japanese firm, Cowling (2007) emphasized the importance of the needs analysis process to reach an in-depth understanding of communicative practices and expectations in the target environment. He argued that insiders who were in positions using English at their work were found to be the most authentic and useful sources as they were able to provide quality information about their routine tasks. Studies with similar attempts were also carried out in identifying English communicative events and skills that were being used and required by workplace employees in the textile and clothing (So-mui & Mead, 2000), banking (Chew, 2005), engineering (Kassim & Ali, 2010), and service industries (Evans, 2010).

While the aforementioned studies concentrated on examining transactional communicative needs, other recent studies have directed their attention to the importance of non-transactional communication, which requires soft skills related to a person's relationships with others (Planken, 2005; Pullin, 2010; Spencer-Oatey & Franklin, 2009).

By receiving feedback from corporations, Crosling and Ward (2002), for instance, found out that knowing how to engage in informal conversation was as important as attending any formal events. Robles' (2012) study also showed that employers required employees to possess strong interpersonal qualities.

Moreover, Moshiri and Cardon (2014) revealed how interpersonal skills have garnered increased attention in business English courses.

These findings indicate a shift toward acknowledging the importance of interpersonal communication skills over the past decade as they are considered crucial for productive performance in workplace settings (Holmes, 2000; Holmes & Stubbe, 2015).

### III. RESEARCH METHODOLOGY

As the study aimed to investigate the survey methodology in the Communicative English , it

becomes the matter of prime importance that we learn a clear cut distinction between the related terms namely ‘approach’, method, and ‘technique’

- Date Collection through Primary and Secondary Sources
- Tools and Techniques, Questionnaires and Interviews
- Field Survey Methods
- Data Analysis : Qualitative and Quantitative Methods

This research work is designed to look into the methodologies being used in the management and the areas of learning difficulties faced by the employees in the listening, speaking, reading and writing of English. A method is a set of procedures. It is a system that spells out how to teach a language. Method never contradicts the principles of the approach on which it is based. A method is more specific than approaches as they are more procedural but less specific than technique. One method can be compatible with one or at times with two approaches. A method is an overall plan for the orderly presentation of language material. A collection of teaching procedures that apply a particular approach is called methodology.

#### IV. RESEARCH ANALYSES

##### 4.1. Significant of English language skills

English is immensely important wherever you are in the world. In countries and territories where English is not a native or official language, over two thirds of employers say that English is important for their business.

English is the language of international business, so increasingly it is just as important for businesses in native and non-native English-speaking countries. The survey shows that English language skills are important for over 95% of employers in many countries and territories where English is not an official language.

Employers say it is important to have proficiency in all four language skills (reading, writing, speaking and listening). However, the most important language skill is reading (in 12 industries), followed by speaking (in eight industries). Reading in English is essential for maintaining professional knowledge, as it's the

language most often used in international journals, contracts and instructions. Speaking tends to be the most important skill in service industries such as Travel, Leisure and Hospitality, where social interaction is a big part of the job.

##### 4.2. Language Status

In countries and territories where English is not an official language, 69% of employers said that English is significant<sup>12</sup> for their organization. In countries and territories where English is an official or *de facto* official language, this increased to 97% of all employers.

Overall, English is important to the majority of employers in countries and territories where English is not an official language, but they were less likely to say that it is extremely important or the main language used.

”We serve predominantly foreign clients with different languages and cultures. It is essential for us to communicate effectively and clearly. English is the common denominator.”

##### Findings by language status

Across all countries and territories, the most important skills were reading and speaking. The most important skill for employers in countries/territories where English is not an official language was reading. However, for employers in English-speaking countries and countries/territories where English is an official or *de facto* official language, it was speaking.

##### 4.3. In Global perspectives-

Today, English is the only language with the latest knowledge. It is the language of business, science, etiquette and innovations. 'English is important for over 95% of employers in many countries and territories where English is not an official language, such as Belgium, Germany, Italy, Portugal and Switzerland. The countries and territories least likely to say that English is important were:

- Latin American countries: Brazil, Chile and Venezuela are among the five countries and territories least likely to say that English is important. In addition, Colombia, Argentina and Mexico all feature towards the low end of the list.

- BRIC countries: Brazil, Russia and China are all among the five countries and territories least likely to say that English is important.

Although these countries and territories feature towards the low end of the list, at least 50% of all employers (apart from in Chile) still say that English is important for their organization.

Further, there are scientific, cultural and art related organizations that try to coordinate the knowledge worldwide with use of English language.

#### Findings by country and territory

There are no strong regional patterns regarding the skill which is most important to employers. For example:

- Europe: Reading is the most important skill for approximately half of all the employers in Belgium, Denmark, France, Germany, Portugal, Russia and Ukraine. However, speaking is the most important skill for employers in Italy, Lithuania, Spain and Switzerland.
- East Asia: Reading is the most important skill for approximately half of all the employers in Hong Kong, Japan and South Korea. However, speaking is the most important skill for employers in China.

#### Findings by industry

Across all industries, the most important skill for employers was either reading (12 industries) or speaking (eight industries).

Reading is most important to employers in:

- Electronics and High Technology
- IT and Computer Services
- Aerospace and Defence.

Speaking is most important to employers in:

- Travel, Leisure and Hospitality
- Transportation and Distribution
- Recruitment and HR Services
- Retail.

Industry case study: Research and development roles  
Some of the employers provided additional insights (after they had completed the survey). They stressed the importance of writing in certain job roles, in particular, for staff involved in research and

development. Publication quantity and quality is one of the main factors when distributing grant money. Over 80% of academic journals are written entirely in English. Scientists must be able to read, communicate and, most importantly, write in English because publications are the main measure of the outcome.’

Large multinational companies are likely to have offices and employees in many different geographical locations and time zones. Co-workers often can’t meet in person and rely on different forms of written communication, such as email, so it’s even more important to use a common language to avoid potential miscommunication.

Employees in businesses spread across fewer locations are likely to have more opportunities to speak face to face. Furthermore, with smaller numbers of employees, it is more feasible for the whole team to interact directly.

4.4. In Glocal perspectives- Country case study: India  
India is different from the other BRIC countries. Over 85% of employers say that English language skills are important for their organization. This result may reflect India’s historical connections to English-speaking countries.

Today, English is an official language in India. However, it is not always widely spoken throughout the country – it can be a first, second, or foreign language. Teaching English to primary school children has been controversial, both politically and pedagogically.

However, among parents, there is a strong demand for English, and the early years of schooling aim to develop proficiency in English as a base for later academic or professional language use.

#### Employers’ English language requirements

There is a wide range of English requirements in countries/territories where English is not an official language, with 7% of job tasks requiring native-level English, 49% requiring advanced English, 31% requiring intermediate English, and 9% requiring basic English. The highest English language requirements are in business sectors, such as Banking, Finance, and Law, where business publications tend to use complex

and technical English. Language requirements are lower in Travel, Leisure, Hospitality, Transportation, Distribution, and Utilities, possibly because customer-facing roles tend to use more everyday English, and issues in understanding can be resolved with relatively simple English. I think that English requirements for staff will remain at a high level. We are participating in joint research projects [and] the quality of scientific work is significantly improved.' East Asian countries and territories have some of the lowest English language requirements. However, countries/territories in this region were also most likely to report that many of their current workforces have an English language skills gap. In contrast, many European employers said they have no skills gaps, and countries/territories in this region have some of the highest English language requirements.

The survey findings indicate that English language requirements are influenced by the available skills. Employers' English language requirements are, in part, about being pragmatic.

#### Findings by industry

In Media, Entertainment and Arts, Law, Financial Services, and Banking, over a fifth of all jobs require native-level English. However, it is worth noting that these industries received a higher proportion of responses from employers located in English-speaking countries and countries/territories where English is an official or de facto official language.

Other industries, such as Construction and Property, FMCG, Recruitment and HR Services, Transportation and Distribution, and Utilities, received a high proportion of responses from employers located in countries where English is not an official language. These industries were more likely to require a mixture of advanced and intermediate-level skills.

#### Findings by organization size

English language requirements are very similar across all organization sizes, with approximately half of employers requiring advanced-level English. Large enterprises are most likely to require native or advanced-level English (two-thirds of all roles).

4.5. The employers have an English language skills gap

In every industry, there is a gap between the English language skills required and the skills that are available interestingly; there is little difference between large, medium-sized, and small employers. Across all company sizes, there is at least a 40% skills gap.

The biggest skills gaps are found in:

- Internal-facing roles, such as HR and Personnel, Accounting and Finance, Production and Logistics. External-facing roles, such as Marketing, Sales, and Customer Services, tend to have smaller skills gaps.
- Countries and territories where English is not an official language, where some of the highest skills gaps are in China, Japan, Russia, and South Korea.

The lowest skills gaps are in middle and top management, where there is a 25% skills gap.

Countries and territories that have historically traded with non-English-speaking countries often have the highest English skills gaps. The gap is smaller in countries/territories where English is an official or de facto official language (e.g. Singapore and India).

The English language requirements of our staff can only increase in the next 10 years because our business will depend more and more on global business.'

The industries most likely to have no skills gap were Law (38% of all employers), Telecoms (34%), Financial Services and Banking (32%), Aerospace and Defence (31%), Electronics and High Technology (30%), and Media, Entertainment and Arts (30%).

The industries most likely to report that a high proportion of their workforce had an English language skills gap (Recruitment and HR Services, Utilities, and Construction and Property) received a high proportion of responses from employers located in countries/territories where English is not an official language.

4.6. Evaluating English language skills during recruitment

98.5% of employers have at least one method of assessing English language competency. The most

common method is to interview applicants in English. In addition, over a quarter of all employers use an external English language test created by experts. The use of external English language tests created by experts indicates how important English language skills are to employers and the need to assess language skills thoroughly and reliably. We need to cultivate an English environment in the office, provide courses, and test regularly.’

#### Findings by language status

In English-speaking countries, employers rely on job interviews. Over three-quarters of employers say they always evaluate applicants’ English language skills in the job interview. These employers are least likely to test applicants, with approximately half saying they never use a test during the application process.

In contrast, employers in countries/territories where English is not an official language use a wide range of methods for evaluating English language skills – on some occasions interviewing in English, on other occasions testing applicants, and on others checking English language qualifications.

#### Findings by country/territory, industry and organization size

The approach to evaluating English language skills is relatively similar across different industries, organization sizes and countries/territories where English is not an official language. Overall, a range of different methods are used to evaluate English language skills – there is no reliance on one particular method.

The majority of employers do not ‘always’ use rigorous, research-based, reliable methods for evaluating English language skills. These methods could include:

- using English language tests created by experts
- checking qualifications focused specifically on testing English language ability.

These normally provide information about an applicant’s ability in each of the four key language skills (reading, writing, listening and speaking). This makes it easier for organisations to specify the exact language skills they need and to be confident that applicants have the right English language skills to succeed.

In many countries/territories, a high proportion of the workforce has an English language skills gap. It’s possible that this gap starts at the recruitment stage, with the use of informal and subjective methods of evaluating skills.

#### 4.7. Benefits for employees

In countries and territories where English is not an official language, approximately half of all employers offer a better starting package to applicants with good English language skills. Good English skills can lead to faster progression through job grades (50% of employers) and higher salary increases (49% of employers). Better packages are most common in countries and territories where English is not an official language, such as Brazil, China and Chile. These countries/territories also reported having some of the biggest English skills gaps. We live in an increasingly connected world and communication is an important part in this process. [People who] can communicate are more likely to grow professionally and personally. In countries and territories where English is not an official language, over half of all employers offer better packages to applicants with good English skills. Better packages are offered by only a quarter of employers in English-speaking countries. ‘Better packages’ take different forms.

In English-speaking countries and countries/territories where English is an official or de facto official language, employers are most likely to offer faster job progression. In countries and territories where English is not an official language, employers are most likely to offer salary increases and/or faster job progression. According to the Harvard Business Review, recruitment and HR managers around the world report that applicants with exceptional English language skills (compared to the average level in their country/territory) earn 30–50% higher salaries.

Research shows a direct correlation between English language skills and economic performance. This is a virtuous cycle, with improving English skills driving up salaries, which in turn creates more money to invest in further language training.<sup>25</sup>

#### Findings by industry

The industries most likely to offer better packages to applicants with good English skills are Recruitment

and HR Services, Travel, Leisure and Hospitality, and Construction and Property. Across all countries and territories, better packages tend to be least likely in the Metals and Mining industry.

#### Findings by organization size

Large enterprises are the least likely to offer better packages to applicants with good English skills. This appears to be particularly true in English-speaking countries and in countries/territories where English is an official or de facto official language – where in general, the smaller the organization, the more likely they are to offer better packages to applicants with good English skills.

#### 4.8. Future trends

In the long term, changing technology and demographics could influence the demand for English. However, in the short to medium term, business demand for English is predicted to continue growing. The future is unpredictable. Language is also strongly linked to global demographic shifts as well as the economic prowess of a nation, among other things. As the rate of change hastens globally, the importance of the English language will also adjust to that.'

Business demand for English, In recent years, there has been unprecedented investment in English language learning. However, the responses to this survey show that there is overwhelming business demand for English language skills.

English is the language of global business, and the globalization trend is predicted to grow even further. By 2030, global trade in goods is forecast to nearly double to \$18 trillion, up from \$10.3 trillion in 2013. The sheer size of the English language skills gap is surprising. English has been an international lingua franca for some time. It indicates how prevalent English requirements have become – in all industries, all organization sizes, all functions and at all management levels. English language skills have never been more essential to succeed and progress at work.

#### The English language learning market – short-term trends

The global English language learning market is currently one of the fastest-growing parts of the

education sector (other than the educational technology market). An estimated 1.5 billion people are currently learning English: one in seven of the world's population. More than a billion people are learning English around the globe right now and the number is increasing exponentially. English is important because it's a global language and although it's not the first language in many countries, it is taught as the foreign [language] subject.'

#### The English language learning market – medium-term trends

The English language learning market in China is forecast to have an annual growth rate of approximately 20%, with the majority of growth coming from school-aged learners. In other regions, there is a similar focus on English language learning in schools. A recent EU study found that 94% of upper-secondary school European students are learning English as a foreign language. The use of English in higher education is also increasing. For example, English-medium undergraduate and master's degree programmes in Continental Europe have more than tripled over the last seven years. These trends will take time to reach businesses. However, the outlook in the medium term is that even more of the future workforce will be English speaking.

The only way to have a generation with a good command of the language is to start them at a young age in school, which was how it was during my time. My command of the national language certainly did not suffer for the good command of English that I have.'

### CONCLUSION

In this paper, the importance of English as a global language has been comprehensively discussed and some statistical data has also been given as evidence to prove that English is the only language that is internationally spoken and accepted language. First of all, the importance of English in the field of science and technology has been thoroughly discussed. Then, the importance of English in education has been discussed in detail. Later, the scenario of the international job market has been extensively discussed. Furthermore, the use of English in business has been highlighted. Hence, the essence of English



for business organizations to use English as medium of their communication in order to continue their business relationships and promote their business has been clearly discussed. Companies are gaining ground and becoming more competitive due to changed world economy, the employees are always kept on their toes. It is like either you work hard and show your performance or perish for not taking care of your professional growth. The ability to use a language efficiently is very much required to remain employable.

Thus, it is not a denying fact that, English is a Multi lingua franca of the world. The usage of English is constantly been increasing in many countries and it is the mother tongue in most of the countries. Communication in English became worthwhile in the present scenario. If one gets enough mastery over English he can share his/her thoughts, gather information, knowledge etc and keep in touch with the challenging world thus improving his career which results in the development of the country.

#### REFERENCES

- [1] Ahmad, S. R. (2016). Importance of English communication skills, *International Journal of Applied Research*, 2(3), 478-480.
- [2] Ahulu, S. (1997). General English: A consideration of the nature of English as an international medium. *English Today*. 13(1): 17-23.
- [3] Brutt-Griffler, J. (2002). World English: A study of its development. Clevedon and Buffalo: Multilingual Matters.
- [4] Crystal, D. (1997). English as a Global Language.(1st Ed.). Cambridge: Cambridge University Press.
- [5] (2001). English and the Internet. *Cambridge: Cambridge University Press.. p. 69.* (2006).
- [6] David; Hogg, Richard M. A *History of the English language*. Cambridge University Press. pp. 420–
- [7] 439. ISBN 978-0-511-16893-2.
- [8] Fisher, John,H.(1996).The Emergence of Standard English. Lexington:Univ. Press of Kentucky.
- [9] House, J. (1999). Misunderstanding in intercultural communication: Interactions in English *lingua franca*
- [10] and the myth of mutual intelligibility.In Claus Gnutzmann (Ed).73-89.
- [11] Giddens,A.(2000). Runaway World: How Globalization is reshaping Our Lives. New York: Routledge.
- [12] Graddol, D. (1997). "The Future of English?" (PDF). UK: The British Council. Archived from the original
- [13] (PDF) on 19 February 2007. Retrieved 15 April 2007
- [14] Hogg, David, M. & David Denison. (2008). A History of the English Language. Cambridge: Cambridge University Press.
- [15] House, J. (1999). Misunderstanding in intercultural communication: Interactions in English as a *lingua franca* and the myth of mutual intelligibility. In Claus Gnutzmann (Ed).73-89.
- [16] Hwang, Kumju. (2005). Science Communication: An International, interdisciplinary Social Science
- [17] Journal. *The Inferior Science and the Dominant Use of English inn Knowledge Production: A Case Study of Korean Science and technology*. 26(4): 390-427.
- [18] Jenkins, J. (2000). The phonology of English as an International Language.Oxford University Press. (2007). English as a Lingua Franca: Attitude and identity. Oxford: Oxford University Press.
- [19] Kachru, B. (1983). The Other Tongue: English across Cultures. Oxford: Pergamum.
- [20] Leitner, G., Hashim, A. & Wolf, Hans-Georg. Communicating with Asia: the future of English as a
- [21] global language. Cambridge: Cambridge University Press. (2007).

- [24] McLuhan, M. (1962). *The Gutenberg Galaxy: The Making of Typographic Man*. Toronto: University of Toronto Press.
- [25] of Toronto Press.
- [26] Modiano, M. (1999). International English in the global village. *English Today*.20 (2003). English as a Global Language (2nd Ed.). Cambridge: Cambridge University (3),3-15.
- [27] Paradowski, Michał B. (2008). Winds of change in the English language – Air of peril for native speakers? *Novitas-ROYAL (Research on Youth and Language)* 2(1), 92–119.
- [28] <http://www.novitasroyal.org/paradowski.pdf>
- [29] Pavlik, J.V & Macintosh, S. (2016). *Converging Media: A New Introduction to Mass Communication*, (5th Ed.). Oxford: Oxford University Press.
- [30] Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- [31] Rehm, G. & Uszkoreit, H. (2012). *The English Language in the Digital Age*. Berlin, Heidelberg:
- [32] Ring, T. (2001). *Communication between cultures and the importance of English as an international language: an interdisciplinary approach*. Egelsbach; Munchen: Hansel-Hohenhausen.
- [33] Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a Lingua Franca. *International Journal of Applied Linguistics*. 11 (2): 133-158. (2006). English as a Lingua Franca in the Expanding Circle: What It Isn't. *English in the World: Global Rules*, ed. by Rani Rubdy and Mario Saraceni. Continuum.
- [34] Sneddon, J. (2003). *The Indonesian Language, its History and Role in Modern Society*. Sidney: NSW Press.
- [35] The importance of the English Language in Today's World. [https://owlcation.com/humanities/importance\\_of\\_english\\_languages](https://owlcation.com/humanities/importance_of_english_languages)
- [36] Walters, P.G.P. (1990). The significance of foreign language skills for initial entry positions in international firms. *Journal of Teaching in International Business*, 1(3): 71-83.
- [37] Warschauer, M. & Healey, D. (1998). Computers and Language Learning: An Overview. *Language Teaching*. 31(2): 57-71.
- [38] Widdowson, H. G. (1997). The forum: EIL, ESL, EFL: Global issues and local interests. *World Englishes*. 16(1): 135-146.