ЗРАЗОК

завдання для перекладу та редагування

Historically, applied linguistics has been linked to second language teaching; consequently, critical applied linguistics has also given considerable attention to the sociopolitical critique of L2 education, in particular the role and position of English as an international language. In mainstream applied linguistics, the global expansion of English tends to be seen as either beneficial or neutral. The

English-as-beneficial position points to the advantages of having a worldwide lingua franca for international communication, while the English-as-neutral position considers it a utilitarian phenomenon resulting from events and processes that have been decades, if not centuries, in the making – and a phenomenon that may not survive long term, as has historically been the case with other languages of wider communication, e.g., Latin.

For critical applied linguistics, English is the international language of communication not for historical and now commercial, scientific, technological, diplomatic, and travel reasons, but rather for ideological, imperialistic, hegemonic, capitalistic – in short, political – reasons. Viewing language as inextricably tied to power, class, and socioeconomic relations, critical applied linguists reject the idea that global English can be regarded as either beneficial or neutral. In response to the former, they ask, ‘‘Beneficial for whom?’’ and their answer is that only the powerful and privileged elites in the world are advantaged by international English, whereas the less powerful or powerless are increasingly marginalized by not having access to English.

In response to the English-as-neutral point of view, critical applied linguists assert that there is no such thing as a neutral position, and that accepting the role of English in the world without a struggle is an uncritical endorsement of capitalism, its science and technology, a modernization ideology, the Americanization and homogenization of world culture, linguistic culture, and media imperialism. An extension of the charge of imperialism is that in attaining linguistic dominance,

English has contributed to the diminishment and death of other languages, as globalization, mediated above all through English, swallows up local cultures and languages, while educational systems throughout the world require students to study English at the expense of their local, indigenous languages.

Although English is currently the ascendant international language, indictments against the effects of its power can also be made against other major languages of the world. The dominance of Chinese (Mandarin Chinese), for example, has threatened the survival of at least 20 local languages in China. Spanish and Portuguese have contributed to the extinction or near-extinction of dozens of indigenous languages in Mexico and Central and South America.

The power of Russian in Siberia has caused the disappearance of nearly all of the 40 local languages there. Moreover, Russian was so oppressively imposed on educational systems in the former Soviet Union that after its break-up one of the first acts of the newly independent eastern European countries was to replace Russian with English as a second language in the schools. And to this day France and Germany spend millions to promote French and German language and culture around the world.