



English's Impact on Life as a Global Language: The Viewpoint of Teenagers

Chintia Dewi Sukri^{*1} , Anggita Bella Afrilla Nasution²

^{1,2}Faculty of Cultural Sciences, Universitas Sumatera Utara, Medan, Indonesia

*Corresponding Author: sukrichintiadewi@gmail.com

ARTICLE INFO

Article history:

Received 30 March 2024

Revised 5 May 2024

Accepted 15 May 2024

Available online 31 May 2024

E-ISSN: 2745-8296

How to cite:

Sukri, C.D., & Nasution, A.B.A. (2024). English's Impact on Life as a Global Language: The Viewpoint of Teenagers. *Lingpoet: Journal of Linguistics and Literary Research*, 5(4), 110-116.

ABSTRACT

Given that English is currently the most extensively utilized language globally, its importance cannot be dismissed or underestimated. This is because English is the most prevalent language spoken everywhere. Both consistent practice and patience are required in order to learn English. To advance in one's life, it is essential to have a working knowledge of the English language. It is the most important viewpoint of the contemporary world. Due to the prevalence of English as the primary language for communication worldwide, particularly among youth, this study focused on the impact that English has as a global language. The focus of this study was to explore what factors are contributing to why teenagers should learn English and the reasons why they had been learning English since earlier age. Teenagers were under the impression that all languages would eventually compete with English for the position of world language. It is anticipated that the future of English will provide us with a path to follow in how we conduct our operations in connection to the potential future of English. For millions of people all around the world, English is rapidly becoming an essential fundamental skill.

Keyword: English, Global Language, English Impact

ABSTRAK

Mengingat bahwa bahasa Inggris saat ini merupakan bahasa yang paling banyak digunakan secara global, pentingnya bahasa ini tidak dapat diabaikan atau diremehkan. Hal ini karena bahasa Inggris merupakan bahasa yang paling umum digunakan di mana-mana. Diperlukan latihan dan kesabaran yang konsisten untuk mempelajari bahasa Inggris. Untuk maju dalam kehidupan seseorang, penting untuk memiliki pengetahuan yang baik tentang bahasa Inggris. Bahasa Inggris merupakan sudut pandang yang paling penting di dunia kontemporer. Karena bahasa Inggris lazim digunakan sebagai bahasa utama untuk komunikasi di seluruh dunia, khususnya di kalangan anak muda, penelitian ini difokuskan pada dampak bahasa Inggris sebagai bahasa global. Fokus penelitian ini adalah untuk mengeksplorasi faktor-faktor apa yang berkontribusi terhadap alasan mengapa remaja harus belajar bahasa Inggris dan alasan mengapa mereka telah belajar bahasa Inggris sejak usia dini. Para remaja memiliki kesan bahwa semua bahasa pada akhirnya akan bersaing dengan bahasa Inggris untuk mendapatkan posisi bahasa dunia. Diharapkan bahwa masa depan bahasa Inggris akan memberi kita jalan untuk diikuti dalam cara kita menjalankan operasi kita sehubungan dengan masa depan bahasa Inggris yang potensial. Bagi jutaan orang di seluruh dunia, bahasa Inggris dengan cepat menjadi keterampilan dasar yang penting.

Kata Kunci: Bahasa Inggris, Bahasa Global, Dampak Bahasa Inggris



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.

1. Introduction

There are many differences between languages, including their popularity, cultures, vocabularies, influence, scope, aspects, accents, extra-linguistic factors, standards, and status. Each language is unique and diverse in these characteristics. From the moment of birth, infants engage in exchanges that expose them to the linguistic landscape that envelops them (Sukri & Perangin-Angin, 2024).

A practical command of the English language is possessed by around 1.75 billion people across the globe, which is equivalent to one out of every four people. According to our forecast, by the year 2020, a total of two billion people will either be utilizing it or they will be obtaining the abilities necessary to employ it. People who are economically engaged, thought leaders, business decision-makers, young people, and prominent individuals in the present and the future are included in the group of people who are studying and speaking English. A rising number of them are having conversations with one another, and English is the language that is most commonly used for communication on a global scale by these individuals. According to Crystal (2003: 5), English is spoken, learned, taught, and used by over one billion individuals worldwide in more than one hundred nations, serving as a first, second, foreign, and international language. These countries include Russia, Germany, China, Indonesia, Thailand, and a variety of other countries (Rao, 2019).

Kachru (1983) asserts that English has become the preeminent and influential language globally, prompting numerous linguists and language experts to designate it as an international language. The term "international language" gained popularity only when English became the primary language spoken by both native and non-native speakers in different places worldwide. English plays a crucial role in promoting sustainable global development. It facilitates trade between countries that lack a common language. English is utilized as a practical means of communication, promoting conversation and fostering trust in situations when comprehending different perspectives is essential. This is particularly important in peacekeeping and conflict resolution efforts, as security forces and other uniformed services are increasingly relying on English as a common language. A more equitable and economically successful world is also a more stable and protected one, and English is progressively becoming the common language that facilitates global discussions and deliberations on topics such as climate change, terrorism, and human rights.

The English language has a transformative impact on people's lives. The influence of globalization and economic progress has elevated English to the status of a language that offers significant opportunities and serves as a crucial tool for enhancing an individual's chances of securing lucrative work. For the upcoming generation that will soon have significant power in business, politics, media, and cultural spheres, being connected is of utmost importance. They have chosen technology as the means to achieve this connectivity, and English is fast becoming the primary language that will facilitate their endeavors. According to Baugh & Cable (1997); Crystal (2003); Jenkinsz (2003), the influence of a language is determined by the influence of individuals in politics, economy, technology, and education. If English is used in those industries, people will appreciate it since they will gain advantages after acquiring proficiency in it.

The Evolution of English

Beginning with the political, military, religious, and commerce classes, the momentum was initially given by these groups. The English language spread around the globe as a result of colonization, ship-borne trade with the Americas, North Africa, the Indies, and China, and the role that Christian missionaries played in this process. Conquest and religious conversion were the means by which Arabic and Spanish spread over the Islamic world and the Americas in a manner that was simultaneously parallel to the development of the English language. On the other hand, they did not adjust and accept the speed and adaptability of the English language. It was the Louisiana Purchase¹ in 1803 that would prove to be of significant importance, despite the fact that the political and military power of the United Kingdom was essential during the 19th and early 20th centuries.

This resulted in English becoming the dominant language in the United States, surpassing French. Subsequently, when the United Kingdom's empire collapsed during the 20th century, the quickly expanding global influence of the United States gave the language a momentum that was possibly unprecedented in the history of modern times. English was not only expanding, but it was also undergoing a process of adaptation and absorption, acquiring words from other languages. Arabic, Spanish, Hindi, and Malay words all made their way into the English lexicon as a result of trade and colonization. These words joined the contributions of Old Norse and Norman French, which had been brought into the English language a thousand years earlier, as well as Latin and Ancient Greek, which were brought in with the appearance of the Renaissance.

During the middle of the 19th century, the Industrial Revolution gave rise to a wide range of new words, commonly referred to as a new technical lexicon. These new words included the terms "factory," "steam press," and "stethoscope." While some of these words reverted back to their classical roots, others adopted more straightforward terms in order to describe processes, concepts, and artifacts that were either newly discovered

or newly developed. There are many more scientific, technological, and artistic breakthroughs (together with their patents and trademarks) that are now described and labeled in English, whereas in the past they were exposed to the public in German and French. This process is ongoing and has been more intense in recent years. The meanings of words are expanded to encompass new circumstances (for example, "a computer mouse"), and the language either generates new words or incorporates existing ones in order to communicate new ideas (for example, "to email" or "to google"). Only change is a constant in this world. This globalization of the language has resulted in a wide variety of "Englishes," which are subtly distinct not just from a "standard" English but also from one another. A good example of this is the European Commission², which acknowledges that over the course of time, "European institutions have developed a vocabulary that differs from that of any recognized form of English." Words that do not exist or are relatively unknown to native English speakers who are not affiliated with the EU institutions are presented in this document. Throughout its course, it provides a brief insight into concepts that are prominent in the bureaucratic practices of one country but are not prominent in the practices of other countries.

In addition, English also disseminated to other regions across the globe as a result of colonization facilitated by commerce between merchants affiliated with the East Indies Company (EIC) and indigenous populations in Asia and Africa. The act of trading transformed into colonization when the British rulers provided military assistance to the traders. A significant portion of Africa, particularly South Africa, and Asia, including countries like India and Malaysia, were under British colonial administration, resulting in the development of bilingualism among the local populations. The native population in the regions were instructed in the English language. Consequently, it was taught without the optimal motivation for education. Instead, it served the interests of the British overlords, as highlighted by Kaplan (2000: 270) in the following manner.

"The British deemed it imperative to propagate the teaching of English across their expansive empire. This was essential in order to ensure effective communication between soldiers and their British officers in far-flung regions. Additionally, it facilitated the establishment of a civil service to uphold civil order under the guidance of British administrators."

English as A Global Language

English is commonly spoken as a second language in countries where it is either the official language (Crystal, 2003: 4) or the language used for administrative purposes (Graddol, 1997). Giddens (2000) argued that globalisation is characterised by the separation of space and time, allowing for the instantaneous sharing of communications, knowledge, and culture worldwide. Initially, globalisation was primarily understood as an economic phenomenon, involving increased interaction and integration of national economic systems through international trade, capital flow, and investment. However, the concept of globalisation now encompasses cross-border exchanges of technology, politics, social interactions, and culture between nations, particularly among individuals. An important motivating factor for learning a language is its immediate applicability in social, economic, and cultural contexts. Proficiency in the English language offers transformative opportunities and contributes to global wealth and security. In fact, English language education has become closely intertwined with development efforts in government, academia, and the media.

The globalization of the English language encompasses multiple dimensions, such as its role as a means for achieving economic prosperity, its contribution to the emergence of social disparities, its function as a tool for intercultural communication and cultural consciousness, and its status as a transient phase in the development of a global lingua franca (Johnson, 2023). Language today serves a function beyond mere communication; there is an underlying goal behind the endeavor to learn and acquire a new language. Research indicates that the worldwide dissemination of the English language has led to the emergence of a unique type of identity, where proficient English speakers view themselves as part of a distinct group. The English language exerts a substantial impact on the cultural identity of the growing population of proficient second English language speakers in developing nations like Africa and Asia (Hatoss, 2003). Linguists categorize English as a language instrument that signifies association with a specific social or cultural group.

English continues to play a crucial role in achieving self-sufficiency and prosperity for individuals. English is believed to stimulate the economic sector through numerous means. For instance, it equips individuals with fundamental abilities that enable them to navigate the modern era of technology (Seppala, 2011). Fluency in the English language allows individuals to comprehend the fundamental abilities required in contemporary

life, such as computer literacy and driving skills. The British deemed it imperative to propagate the teaching of English across their vast empire. This was essential in order to ensure effective communication between soldiers and their British superiors, as well as to establish a civil service capable of maintaining social order under the guidance of British administrators.

2. Method

A descriptive qualitative was conducted by performing questionnaire to teenagers randomly, around 15-16 years old. The steps of data collections were:

1. Creating a questionnaire which consists of 5 questions.
2. The researchers chose the participants randomly around 15-17 years old.
3. The participants were asked to fill the questionnaire.
4. The researchers described the teenagers' view about English impacts their lives.

3. Result and Discussion

Based on the above argument, statistical data has been presented as evidence to illustrate the influence of English as a global language on teenagers' lives. The following table provides an explanation of the opinions expressed by teenagers regarding the English language:

Table 1. The Age of the Teenagers

No	Subject	Age
1	T.1	16 Years Old
2	T.2	16 Years Old
3	T.3	16 Years Old
4	T.4	17 Years Old
5	T.5	16 Years Old
6	T.6	17 Years Old
7	T.7	17 Years Old
8	T.8	16 Years Old
9	T.9	17 Years Old
10	T.10	16 Years Old

Five questions were posed to teenagers in order to analyze this study. After surveying the teenagers, it was found that the majority of them have an interest in English. The table below provides a description of the response.

Table 2. The Answer teenagers by first question

No	Subject	Question 1 (Do you Interest of English?)
1	T.1	Yes
2	T.2	Yes, I am
3	T.3	Yes, I am Interested
4	T.4	Yes, I interested
5	T.5	Yes, I do
6	T.6	Yes
7	T.7	Yes, I do
8	T.8	Yes, I do
9	T.9	Yes
10	T.10	Yes, I do

Table 3. The Answer Teenagers by Second Question

No	Subject	Question 2 (How long have you learn English?)
1	T.1	12 Years
2	T.2	Since elementary school
3	T.3	I learn English for 1 hour apart from

		school
4	T.4	8 Years
5	T.5	Almost 10 years
6	T.6	Almost 4 years
7	T.7	10 years
8	T.8	It is been 8 Years
9	T.9	Yes
10	T.10	From the basic

After read all the answer by the participants the main reason why learning English is appealing to teenagers is the plethora of opportunities it provides. English is crucial for cross-border communication in business, education, and entertainment since it is the universal language. Teens who are proficient in the language can take advantage of more educational resources, have better job opportunities in the global economy, and enjoy popular entertainment and media without having to translate. Speaking English also makes it easier to network and socialize with people around the globe, which is especially desirable in this connected digital age. The answer describes on the table below:

Table 4. The Answer Teenagers by Third Question

No	Subject	Question 3 (How do we need from English?)
1	T.1	<i>I think english is very important and I want english to second language</i>
2	T.2	<i>Because it's important to us</i>
3	T.3	<i>It also can open many more future opportunities in your career path</i>
4	T.4	<i>Because English is needed</i>
5	T.5	<i>Because learn English is the language of the world</i>
6	T.6	<i>Because English is an international language</i>
7	T.7	<i>We need to learn English because it is international language that make us easy to get job in the future</i>
8	T.8	<i>Many reason why we need learning English. The first is English as international language and then English give us career opportunities in business or education. The second is English make us easier to get network</i>
9	T.9	<i>Because English international language</i>
10	T.10	<i>Because, by learning fluent English we will be more confident when talking to foreigners. Learning English can also increase the chances of making friends with other people from various countries. Even later in the world of work.</i>

English can improve a teen's chances for education and employment, which can have a big impact on their life. English language proficiency often opens doors to prestigious schools and scholarships, extending one's horizons both professionally and academically. It also makes a wide range of jobs available internationally and in multinational corporations more accessible. Socially, teens who speak English can interact with classmates anywhere in the world, take part in international conversations, and access a wealth of knowledge and entertainment on the internet. All things considered, learning English gives teenagers the skills they need to prosper in a globalized society. The specific answer from the teenagers describe on the table below:

Table 5. The Answer Teenagers by Fourth Question

No	Subject	Question 4 (How English change your life?)
1	T.1	<i>Yes its change</i>
2	T.2	<i>You can communicate with (almost) anyone in the world</i>
3	T.3	<i>Very good</i>
4	T.4	<i>Can see the world and understand its contents</i>
5	T.5	<i>English made me know many amazing things</i>
6	T.6	<i>English make me easy speak with international people.</i>
7	T.7	<i>I think I can communicate with anyone in the world</i>
8	T.8	<i>Open the knowledge</i>
9	T.9	<i>It's really important.</i>

10	T.10	<i>By first knowing English, starting from the basics, when I'm abroad, it's easy for me to understand English, because once we understand it, we'll get used to it and it's good.</i>
-----------	------	--

The objectives of engaging in English communication with teenagers are to enhance their social, vocational, and educational opportunities. Proficiency in the English language provides individuals the opportunity to access a wider range of educational materials, participate in international programs, and enhances their employability in global markets. English also provides individuals with the opportunity to connect with a worldwide network, enabling personal development and fostering intercultural communication. Essentially, acquiring proficiency in the English language equips teenagers with the necessary aptitudes to thrive in a globally interconnected society. The purpose, as described by all the teenagers in the table below, are:

Table 6. The Answer Teenagers by Fifth Question

No	Subject	Question 5 (what is purpose of learning English?)
1	T.1	<i>Because I want English is my second language</i>
2	T.2	<i>Whether your aim is to travel widely, learn about other cultures, socialize more easily with native speakers and other students, become an entrepreneur, work internationally or study abroad, building strong English skills will help you achieve these goals.</i>
3	T.3	<i>For future needs</i>
4	T.4	<i>I purpose to know and know the contents of the world</i>
5	T.5	<i>To be smarter</i>
6	T.6	<i>To get job</i>
7	T.7	<i>To communicate effectively with people from other countries in the world</i>
8	T.8	<i>Increase foreign languages</i>
9	T.9	<i>To connect with another people using English</i>
10	T.10	<i>The aim is to make it easier for us to communicate with foreigners and to make it easier for us to learn, especially English, which is very common in films, games, applications and so on.</i>

Table 7. The Conclude from All The Question and Answer by Teenagers

No	Subject	Age	Q.1	Q.2	Q.3	Q.4	Q.5
1	T.1	16 yo	Yes	6 years	English is Important	Can communicate	To make a second language
2	T.2	16 yo	Yes, I am	12 years	Important	Very good	To travel
3	T.3	16 yo	Yes, I do	12 years	For the future	Can see the world	To future needs
4	T.4	17 yo	Yes, I interested	8 years	English is needed	Made know amazing things	To know the content
5	T.5	16 yo	Yes, I interest	10 years	International Language	Make easy to speak	To be smarter
6	T.6	17 yo	Yes, I do	4 years	International Language	Can communicate	To get job
7	T.7	17 yo	Yes	10 years	Make easy to get a job	Open the knowledge	To communicate
8	T.8	16 yo	Yes, I do	4 years	International Language	Its really important	Increase foreign language
9	T.9	17 yo	Yes	10 years	International Language	Because start in English	To connect with other
10	Teenagers 10	16 yo	Yes, I do	10 Years	International Language	I understand of English	English make the easier thing

4. Conclusion

This study presented a complete discussion on the significance of English as a worldwide language. Additionally, some statistical data has been provided as proof to demonstrate that English impacted on teenagers' life as a global language. On a daily basis, the significance of the English language is growing significantly all over the world. Understanding the English language and being able to utilize it as a foreign language or a second language for a variety of purposes is therefore crucial in today's world for everyone, regardless of the areas, countries, or contents of their lives.

Based on the analysis of the previously mentioned information, it can be inferred that teenagers consider the impact of English as a worldwide language to be of great importance and advantageous. Granting access to global institutions and markets not only broadens educational and employment prospects, but also promotes personal growth and global connection. Teenagers appreciate the English language for its capacity to enable worldwide communication, foster cultural exchange, and grant access to a diverse array of information and enjoyment. English is a crucial asset for teenagers to successfully navigate and prosper in an increasingly interconnected world, given its status as a global language.

References

- Baugh, A. C., & Cable, T. (1997). *A History of the English Language*. Prentice Hall.
- Crystal, D. (2003). *English as a global language* (2nd).
<http://books.google.com.au/books?id=d6jPAKxTHRYC&printsec>
- Giddens, A. (2000). *Runaway World: How Globalization is reshaping Our Lives*. Routledge.
- Graddol, D. (1997). *The Future of English?* The British Council.
- Jenkinsz, J. (2003). *World Englishes*. TJ International.
- Johnson, A. (2023). The rise of English: The language of globalization in China and the European Union.
Macalester International, 22(1).
<http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1447&context=macint> Kanno
- Kachru, B. (1983). *The Other Tongue: English across Cultures*. Pergamum.
- Kaplan, R. B. (2000). *Why is English a Global Language? Problems and Perplexities*. In H.W Kam and C. Ward (Eds). SEAMEO RELC.
- Rao, P. (2019). *The Role of English as A Global Language*. 4, 65–79.
- Seppala, M. (2011). *The effects of the English language on the cultural identity of Chinese university students*.
- Sukri, C. D., & Perangin-Angin, A. Br. (2024). The Stages of Second Language Acquisition: Early Age Language Production. *Journal of Language*, 6(1), 78–86. <https://doi.org/10.30743/jol.v6i1.8495>