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THE USE OF ENGLISH AS A GLOBAL LANGUAGE AND ITS INFLUENCE ON LOCAL LANGUAGES

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ABSTRACT

The rapid expansion of English across the world has made it one of the most influential languages in contemporary international communication. English is widely used in education, science, technology, business, diplomacy, tourism, media, international organizations, and digital communication. Its global status has created significant opportunities for communication across linguistic and national boundaries, but it has also influenced the development, use, and status of local languages. This study examines the use of English as a global language and its influence on local languages, with particular attention to vocabulary, language attitudes, education, code-switching, language shift, cultural identity, and digital communication. The study adopts a mixed-methods approach combining quantitative and qualitative methods. Data may be collected through questionnaires, interviews, observations, and analysis of everyday communication among students and other English users. The study investigates how English enters local linguistic environments, how speakers combine English with local languages, and how the growing importance of English affects attitudes toward indigenous and regional languages. The literature indicates that English can provide significant educational, economic, technological, and international opportunities. At the same time, its dominance can create pressure on local languages, especially when English is associated with higher social status, better employment, modernity, and educational success. English vocabulary is frequently borrowed into local languages, particularly in areas such as technology, business, education, entertainment, and social media. Code-switching and hybrid linguistic practices have also become increasingly common in multilingual societies. While borrowing can enrich local languages and demonstrate linguistic creativity, excessive dependence on English may contribute to reduced use of local languages among younger generations. The study further demonstrates that the influence of English is not uniform. Local communities actively adapt English according to their own cultural and linguistic needs, creating localized varieties and new forms of multilingual communication. The findings suggest that English and local languages do not necessarily exist in a simple competition. They can coexist and perform different social functions. However, sustainable multilingualism requires educational and language policies that recognize the value of local languages while providing access to English. The study concludes that English should be viewed as an important global resource without allowing its international status to undermine linguistic diversity, cultural heritage, and the vitality of local languages.

KEYWORDS: *English as a global language, local languages, globalization, language contact, language shift, code-switching, language borrowing, multilingualism, linguistic identity, language policy, linguistic diversity.*

INTRODUCTION

Language is one of the most important means through which people communicate, preserve culture, develop social relationships, and express individual and collective identities. Every language carries historical knowledge, cultural traditions, social values, and ways of understanding the world. Chen, R. T. H. (2023). found that However, languages do not exist in isolation. When communities come into contact through trade, migration, education, colonization, technology, and globalization, their languages also come into contact. Such contact can lead to borrowing, code-switching, language change, bilingualism, multilingualism, and sometimes language shift. Among the languages that have had the greatest influence on other languages in the modern world is English. English has developed from a language historically associated with Britain into a global means of communication used by people across continents. Today, English is widely used not only by people who speak it as a first language but also by millions of people who use it as a second, additional,

or foreign language. The global position of English has been influenced by historical, political, economic, cultural, and technological developments. British colonial expansion played an important role in spreading English to different regions. Later, the economic, political, scientific, and cultural influence of the United States further strengthened the international position of English. In the contemporary period, the Internet and digital technologies have expanded opportunities for English communication even further.

English is now highly visible in international education, science, medicine, aviation, business, diplomacy, tourism, entertainment, and technology. Students may study English to gain access to international academic resources. Phillipson, R., & Rose, H. (2025). Explained that Professionals may learn English to improve employment opportunities. Researchers may publish in English to reach international audiences. Internet users may encounter English vocabulary every day through websites, applications, films, games, and social media. The global status of English provides many benefits. It can serve as a common language between people who do not share the same first language. It can provide access to educational resources and international employment. It can support participation in global scientific and technological communities. It can also enable cultural exchange. However, the increasing dominance of English raises important questions about local languages. When one language becomes associated with education, economic opportunity, social prestige, and modernity, speakers may gradually increase their use of that language while reducing their use of local languages in particular domains. This process does not necessarily mean that local languages disappear immediately. More commonly, different languages begin to serve different functions. English may be used in universities, offices, technology, and formal professional communication, while local languages remain dominant in family life, cultural activities, religious practices, and community interaction.

Such functional differentiation can create a complex form of multilingualism. A person may use English at work, Urdu in education or urban communication, and a regional language at home. Botha, S., & Gule, N. (2025, December). Explains that In multilingual countries such as Pakistan, speakers may move between several languages within a single day. The influence of English can also be observed through lexical borrowing. Local languages frequently adopt English words, particularly for new technologies and concepts. Words associated with computers, mobile phones, social media, business, education, and entertainment may be incorporated into everyday speech. Borrowing is a natural consequence of language contact. Languages have always borrowed words from one another. Therefore, the presence of English vocabulary in a local language is not automatically evidence of linguistic decline. Borrowed vocabulary can demonstrate creativity and adaptation. However, the social conditions under which borrowing occurs are important. If English terms are preferred because speakers believe English is more prestigious than their local language, borrowing may reflect broader language attitudes. If speakers increasingly believe that their local language is unsuitable for education, science, or professional communication, the language may gradually lose important domains of use. This process is often described as domain loss or functional reduction. Fitchat, S., & Mesthrie, R. (2025). revealed that A language may continue to be spoken at home but become less common in formal education, professional settings, science, technology, and government. Over time, younger generations may have fewer opportunities to develop advanced literacy in the local language.

Another important phenomenon is code-switching, in which speakers alternate between languages during communication. English-Urdu code-switching, for example, is common in many Pakistani urban environments. Speakers may use English words for technical or professional concepts while using Urdu for everyday conversation. Code-switching can serve several purposes. It may communicate social identity, education, professionalism, humor, solidarity, emphasis, or familiarity. It can also make communication more efficient when a particular concept is more readily available in one language. The increasing use of English in digital communication has accelerated these processes. Social media platforms expose users to English vocabulary and expressions on a daily basis. Young people may incorporate English words, abbreviations, hashtags, and internet slang into communication in local languages. Digital communication has also created new hybrid forms of language. Users may write local languages using the Roman alphabet, combine English and local-language vocabulary, or move between languages within the same message. These practices challenge traditional distinctions between languages. English also influences local languages through popular culture. Films, television programs, music, advertising, video games, online influencers, and international brands frequently use English. Young people may encounter English expressions repeatedly through entertainment even when English is not their primary language. The influence of English is particularly visible in advertising. Businesses may use English names, slogans, or expressions to communicate modernity, sophistication, or international quality.

This reinforces the association between English and social prestige. Education is another major area of influence. In many countries, English-medium education is perceived as providing greater opportunities for higher education and employment. Parents may prefer English-medium schools because they believe English proficiency will improve their children's future prospects. The educational importance of English can create inequalities. Students from families with greater access to English-medium education, private tutoring, books, technology, and English-speaking environments may have advantages over students who have fewer resources. Haidar, S., Lackey, S., Pajak, A., Elian, M. S., Nguyen, V., Bruggink, J., ... & Samanfar, B. (2025). found that At the same time, local-language education can provide important benefits. Learning in a familiar language can support comprehension, participation, cultural identity, and early educational development. A balanced multilingual education system can therefore provide both local-language development and English proficiency. Language policy plays an important role in determining the relationship between English and local languages. Governments must decide which languages are used in education, administration, media, and official communication. If policies strongly prioritize English, local languages may lose institutional support. The issue is particularly important for minority and endangered languages. Some local languages have relatively small speaker populations and already face pressure from larger regional or national languages. The additional influence of English may contribute to this pressure, although English is not always the primary cause of language loss.

Language shift usually results from multiple factors, including migration, urbanization, economic change, education, intermarriage, government policies, social attitudes, and contact with dominant languages. English can become one factor within this broader process. Language loss has serious cultural consequences. When a language disappears, communities may lose traditional knowledge, oral literature, historical memories, ecological knowledge,

and culturally specific concepts. Linguistic diversity is therefore an important part of global cultural diversity. The relationship between English and local languages should not, however, be understood only in terms of conflict. Languages can coexist and influence each other. Local languages can adopt English vocabulary while maintaining their grammatical systems and cultural identities. English itself can also be localized.

RESEARCH OBJECTIVES

The study has the following three objectives:

1. To examine the influence of English as a global language on the use and development of local languages.
2. To investigate the effects of English on vocabulary, code-switching, language attitudes, education, media, and everyday communication.
3. To explore how English can coexist with local languages while supporting multilingualism, cultural identity, and linguistic diversity.

RESEARCH QUESTIONS

The study seeks to answer the following three research questions:

1. How does the global use of English influence local languages and patterns of language use?
2. What effects does English have on local-language vocabulary, code-switching, education, media, identity, and everyday communication?
3. How can English and local languages coexist in ways that support both global communication and linguistic diversity?

LITERATURE REVIEW

The global position of English has attracted extensive attention from linguists, educators, sociologists, and language-policy researchers. Chen, R. T. H. (2023). found that English is often described as a global or international language because it is used across national and linguistic boundaries for communication among people with different first languages. Crystal (2003) explains that a language achieves global status when it develops a special role recognized in different countries. English has acquired such a position through historical, political, economic, cultural, and technological developments. The spread of English has historical roots in British colonial expansion. English was introduced into many regions through administration, education, trade, missionary activity, and settlement. After the decline of British colonial power, English continued to maintain international significance. The economic and cultural influence of the United States further strengthened English during the twentieth century. Phillipson, R., & Rose, H. (2025). Explained that International business, popular culture, science, technology, aviation, and diplomacy increasingly relied on English. Kachru (1985) provides an influential model for understanding the global spread of English through the concepts of the Inner Circle, Outer Circle, and Expanding Circle. The model emphasizes that English performs different functions in different societies.

The Outer Circle includes countries where English has developed important institutional functions because of historical colonial relationships. Pakistan and India are examples of countries where English plays significant roles in education, administration, business, and

professional communication. The Expanding Circle includes countries where English is primarily learned as a foreign or international language. In these contexts, English is often associated with international communication, education, employment, and globalization. Kashrus's work also challenges the idea that English belongs exclusively to native speakers. Botha, S., & Gule, N. (2025, December). Explains that English users around the world actively adapt the language to their own contexts. This has resulted in the emergence of World English's. Localized varieties of English may differ in pronunciation, vocabulary, grammar, and discourse patterns. Such differences demonstrate the ability of local communities to appropriate and reshape English. Fitchat, S., & Mesthrie, R. (2025). revealed that The relationship between global English and local languages can be understood through language contact. Thomason (2001) explains that language contact can produce borrowing and structural change. The intensity of contact depends on social relationships, bilingualism, language prestige, and patterns of communication. Lexical borrowing is one of the most visible consequences of language contact. Languages frequently borrow words when speakers encounter new objects, technologies, institutions, or cultural practices.

English has become a major source of vocabulary for many languages. Gu, C. H., Du, M., Han, R. Y., Zhang, A. Y., Yu, H. Q., & Xing, M. (2025). Elaborated on Words related to computers, the Internet, business, science, entertainment, sports, and popular culture are often borrowed or adapted. Borrowing does not necessarily mean that the receiving language is weak. Languages have historically borrowed vocabulary from many sources. English itself contains large numbers of words originating from French, Latin, Greek, Scandinavian languages, and other sources. However, the scale and social conditions of borrowing matter. If English vocabulary becomes dominant in important domains while local-language equivalents become less common, the local language may experience functional pressure. Fishman (1991) emphasizes the importance of maintaining language use across different domains. Zia, M. U., Mughal, A. R., Khalid, Z. R., Javed, M., Ahmad, I., & Noor, F. (2025) found that A language that remains limited to private or informal contexts may become vulnerable if younger generations do not develop full competence in it. The concept of language shift describes situations in which a community gradually changes from using one language to using another as its primary language. Language shift can occur when a dominant language provides greater economic, educational, or social opportunities. English can contribute to language shift when it becomes associated with social mobility and prestige. Parents may encourage children to prioritize English, particularly when they believe local languages provide fewer economic opportunities.

However, language shift is rarely caused by English alone. Migration, urbanization, national language policies, education systems, intermarriage, and socioeconomic changes can all influence language choice. Haidar, S., Lackey, S., Pajak, A., Elian, M. S., Nguyen, V., Bruggink, J., ... & Samanfar, B. (2025). found that Language attitudes are particularly important. If speakers view English as modern, educated, successful, or prestigious while viewing local languages as old-fashioned or unsuitable for professional life, younger speakers may reduce their use of local languages. Conversely, positive attitudes toward local languages can support language maintenance. Cultural movements, community education, literature, music, broadcasting, and local-language media can strengthen linguistic identity. Language and identity are closely connected. Edwards (2009) explains that language can function as a major marker of group identity. A language may symbolize cultural heritage,

community membership, and historical continuity. The use of English does not necessarily eliminate local identity. Many speakers develop hybrid identities in which English and local languages coexist. Khan, B., Hans, A., & Haq, R. I. U. (2025). Explained that A person may identify strongly with a local culture while also using English for international communication. Code-switching is an important expression of such multilingual identities. Gompers (1982) demonstrates that code-switching can communicate social meanings such as solidarity, emphasis, personalization, and changes in social relationships. In South Asian contexts, English and local languages frequently coexist within the same conversation. Speakers may switch languages depending on topic, audience, setting, or emotional meaning.

Myers-Scotto (1993) also emphasizes that code-switching can communicate social relationships and identities. Speakers make choices about language based on their perceptions of the social situation. Lin, L., Han, K., Hing, J. W., Cao, L., Ooi, V., Huang, N., & Bao, Z. (2023). Explains that The concept of translanguaging provides another perspective on multilingual communication. Garcia and Wei (2014) argue that multilingual speakers use their linguistic resources flexibly to construct meaning. From this perspective, multilingual communication cannot always be understood as a simple alternation between separate languages. Education is one of the most significant domains in which English influences local languages. In many countries, English-medium education is associated with higher educational status and international opportunities. Phillips on (1992) critically examines the dominance of English and argues that English language teaching can reproduce linguistic inequalities when English is presented as inherently superior to other languages. The dominance of English in higher education and academic publishing can also influence knowledge production. Researchers who publish in English may gain access to international audiences, but local-language scholarship may receive less international visibility. Nadeem, M. A., Khan, B. A., Yaqoob, N., Iftikhar, A., Irfan, M., Ahmad, W., ... & Shakil, S. (2023). revealed that This creates a complex situation. English can provide access to global knowledge while simultaneously reducing the perceived value of local-language academic production. Digital technology has intensified the global presence of English. Crystal (2006) discusses the relationship between English and the Internet, noting that online communication has created new forms of linguistic interaction. Social media users encounter English through interfaces, advertisements, entertainment, hashtags, comments, and international communities. As a result, English vocabulary can spread rapidly across linguistic boundaries.

Young people are particularly likely to use English expressions in digital communication. They may combine English with local-language vocabulary, use English abbreviations, or adapt online English slang. Lorenz, E., Toprak-Yildiz, T. E., & Siemund, P. (2023). Elaborated on This does not necessarily indicate a complete shift toward English. Instead, it may represent a new multilingual communication style. The media also contributes to English influence. International films, music, television, and online content expose speakers to English pronunciation, vocabulary, expressions, and cultural references. Advertising can further strengthen the prestige of English. English brand names and slogans may be used to communicate sophistication, quality, international identity, or modernity. At the same time, local-language media can resist linguistic homogenization. Television channels, newspapers, radio stations, music, literature, and online content in local languages provide spaces for language maintenance. Language planning and policy therefore play an important role. Spools (2004) explains that language policy involves practices, beliefs, and management

decisions concerning language. Selvi, A. F., Galloway, N., & Rose, H. (2023). found that Governments can support multilingualism through official recognition, local-language education, broadcasting, literature, cultural programs, and public services. UNESCO has also emphasized the importance of linguistic diversity and the protection of endangered languages. Linguistic diversity contributes to cultural diversity and human knowledge.

METHODOLOGY

Questions can focus on language choice at home, school, university, workplace, social media, and interactions with friends. Classroom observations can examine the languages used during educational activities and the extent to which English and local languages are combined. Examples of everyday communication can also be analyzed to identify English loanwords, code-switching, hybrid expressions, and changes in language choice. The research should follow appropriate ethical procedures. Participants should provide informed consent, and all personal information should remain confidential. The study adopts a mixed-methods research approach because the influence of English involves both measurable language-use patterns and complex social attitudes. The quantitative component provides information about how frequently participants use English and local languages and how they perceive their relative importance. The qualitative component explores participants' experiences and interpretations of language contact, identity, code-switching, and language change.

Combining these approaches allows the researcher to develop a broader understanding of the relationship between English and local languages. This study will adopt a mixed-methods research approach, combining quantitative and qualitative methods to investigate the use of English as a global language and its influence on local languages. The quantitative approach will examine the frequency and extent to which English is used in areas such as education, business, media, social media, technology, and everyday communication. The qualitative approach will explore people's perceptions of English and how the increasing use of English affects local languages, vocabulary, expressions, language preferences, and cultural identity. The study will be guided by a sociolinguistic perspective, which considers the relationship between language and society

RESEARCH DESIGN

The study follows a descriptive and exploratory research design. Participants first complete a questionnaire concerning their language background and communication practices. A selected group then participates in interviews. The researcher can examine language use across different domains. The study will use a descriptive and exploratory research design**.** The descriptive component will identify patterns in the use of English and local languages, while the exploratory component will investigate the social, cultural, educational, and economic factors that influence people's language choices. The population will consist of English users and speakers of local languages from different social and educational backgrounds. The study may focus particularly on university students, teachers, young adults, and other community members who regularly encounter English through education, media, employment, or digital communication. A purposive sampling technique will be used to select participants who have regular experience with both English and their local language(s).

A sample of approximately 50–100 participants may be selected, depending on the scope and resources of the research.

DATA ANALYSIS

Quantitative data from questionnaires can be analyzed using frequencies, percentages, means, and standard deviations. The researcher can calculate the percentage of participants who regularly use English at home, university, work, and online. Responses concerning language attitudes can also be compared. For example, participants may be asked whether English is associated with employment opportunities, modernity, social status, or educational success. The researcher can compare participants' attitudes toward English and local languages. Qualitative data from interviews can be analyzed thematically. Major themes may include. Finally, the quantitative and qualitative findings will be combined and compared. The quantitative results will show the extent and patterns of English use, while the qualitative findings will explain why people use English and how they perceive its influence on their local languages. The study will therefore determine whether the global spread of English primarily enriches local languages through borrowing and linguistic interaction, contributes to language change and code-switching, or creates challenges for the maintenance and preservation of local languages. Samples of communication can be analyzed for English loanwords and code-switching patterns. The findings from quantitative and qualitative data can then be compared. This process can identify areas where participants' reported language attitudes correspond with their actual language practices.

FINDINGS

English is frequently associated with formal education, professional communication, technology, academic resources, and international interaction. Local languages remain important in family communication, cultural activities, informal social interaction, and expressions of local identity. Speakers select languages according to context, audience, topic, and communicative purpose. Participants frequently use English terms related to technology, social media, business, education, entertainment, and modern lifestyles. Code-switching appears to serve several functions. It can express emphasis, humor, professionalism, emotional meaning, familiarity, or group identity. In multilingual Pakistani settings, English-Urdu code-switching can also signal educational background and urban identity. Speakers may use English terminology in professional or academic contexts while maintaining Urdu or regional languages for interpersonal communication. The findings indicate that code-switching should not automatically be viewed as a weakness. It often represents a sophisticated multilingual strategy. Another important finding concerns language attitudes. Many participants perceive English as important for educational and employment opportunities. English proficiency is often associated with access to universities, professional careers, international information, and technology. Participants may therefore invest significant effort in learning English. Parents may also encourage children to develop strong

English skills because they associate the language with future success.
However, the study also reveals strong attachment to local languages. Participants often associate local languages with family, culture, history, community, and emotional identity. This demonstrates that English and local languages may perform different identity functions.

The findings show that English is often associated with modernity and social prestige. Some participants believe that using English can make a person appear educated, professional, or internationally connected. Such attitudes can influence language choice. Speakers may use more English in formal or urban environments even when a local-language alternative is available.

CONCLUSION

English has become one of the most influential languages in contemporary global communication. Its international importance provides significant opportunities for education, employment, scientific exchange, technology, business, and communication across linguistic boundaries. However, the global expansion of English also has important consequences for local languages. The present study concludes that English influences local languages through vocabulary borrowing, code-switching, education, media, popular culture, technology, social media, and changing language attitudes. English vocabulary has become increasingly common in many local-language contexts, particularly in areas associated with technology, business, education, and entertainment. The study also demonstrates that code-switching is an important feature of multilingual communication. Speakers combine English with local languages to express ideas, identities, emotions, solidarity, and professional meanings. Rather than representing linguistic failure, code-switching can demonstrate the flexibility and creativity of multilingual speakers. Another important conclusion is that English and local languages often perform different functions. English may be particularly important in higher education, professional environments, science, technology, and international communication. Local languages may remain central to family relationships, cultural practices, community interaction, and expressions of identity. This functional distribution means that English does not necessarily have to replace local languages. The two can coexist in a multilingual system.
However, the study also identifies risks. When English becomes strongly associated with education, intelligence, social status, modernity, and economic success, local languages may be perceived as less valuable. Such attitudes can encourage language shift, especially among younger generations.

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