

## *The Role of ESL Education for the Social and Economic Development in Global Contexts*

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### **Abstract**

English is the “Global language” which is widely used in international business, academics, politics, and technology in the world; therefore, English has been taught as first or second language in different countries in different regions. Wealthy countries, such as US, believe the more money invested in promoting English-as-second-language (ESL) education, the better the social and economic development of the developing and under-developed countries will have. As the economy in Asian-Pacific region has been growing, English is needed for the development of these countries for international affairs. The positive effect of ESL education on upward mobility is found in most Asian countries, such as China. Similarly, English plays an important role in language education, international business, and tourism in Latin America like Argentina (Porto, 2014). Meanwhile, professionals have to use English for technology, and the salaries of English-speaking workers have 25%-35% more than their non-English-speaking counterparts in European Union (Johnson, 2009). However, English-only instruction in the underdeveloped African countries benefits neither the cognitive development nor the socioeconomic development of primary and secondary students (Cooke & Williams, 2002). It is difficult to find any jobs as they are illiterate (L1) in the local settings for workers, whereas ninety percent of poor people work in informal sector where English is unused. This paper investigates whether the additive or detrimental effects of ESL education on socioeconomic development are due to imperialism (Phillipson, 1992), diversity or cultural difference. May the acceptance of “World Englishes” be the solution to the problem of English monolingualism in education? (250 words)

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## **1.0. Introduction**

English is the “Global language” which is widely used in international business, academics, politics, and technology in the world; therefore, English has been taught as first or second language in different countries in different regions. The post cold war global expansion of English has been controversial in the world. Some linguists treated it as neo-colonialism especially in the postcolonial countries, so its expansion should be stopped. Whereas others suggest that English as an international language not only facilitates global business and cross-cultural communication, but also stimulates social and economic development of the developing and under-developed countries.

In globalization, English as first or second language benefits those participants in the knowledge economy, though the proportion of employments required high English proficiency is comparatively small to the number of workers seeking world-wide jobs. Although it is hard to correlate which sector required which particular language, it is obvious that English as a “global language” with appropriate educational credentials is very advantageous for the competitors in the knowledge economy (Grin et al., 2010). The rise of English and the significance of English proficiency could be indicated by the following data in the world: 380 million English-first-language (L1) speakers and two-third as many as their second language (L2), as well as a billion English learners and a third of the world’s population with exposure to the language. As predicted, half the world will have more or less English proficiency by 2050. And also, English-speaking countries dominate 40 % of the world’s GDP (Williams, 2010). The data also demonstrate that the spread of English-as-second-language (ESL) will be quickening in the recent decades all over the world, and English-speaking countries are much richer and more advanced than those non-English-speaking ones.

In the 21 century, internet, computers, artificial intelligence and all sorts of new inventions in technology have been changing the personal, national, international and global communication in every aspect. Facing the rapid changing world of technology, English as “Lingua franca” (Van Parijs, 2000) facilitates interactions, live or online, directly and globally; and consequently, increases the productivity and gross domestic product (GDP) of the parties. Moreover, teaching and learning English reduces the number of highly trained English speaking citizens, such as professionals flee to the wealthy countries of knowledge economy. The statement “English is the language of the world; we must learn it to succeed” could be backed up by many people in different parts of the world, as English acts as a powerful tool for development, advancement, and success for many individuals and many countries. Besides an access to economic success, English has become a basic skill of modern life and a form of cultural capital.

On the contrary, Phillipson (1992) acknowledged that the dominance of English is due to imperialism in various sectors of globalization (Phillipson, 2001, p.187) including McDonaldisation, militarization on all continents, such as military links with NATO, UN peace-keeping operations and arms trade, as well as through culture, entertainment and news through Hollywood products, BBC World, CNN, and MTV. Moreover, as reported (Crystal, 1997), at least 85% of the world’s film market is in English. Under the global economic, political, and cultural influence of US, English is popular in world affairs, but he emphasized that the “natural” and “normal” use of English all over the world is hegemonism, which marginalizes

other languages (Phillipson, 2001). Regarding the adverse effects of western economic and political imperialism on underdeveloped countries after the Cold War, English suppresses other languages at all levels from local to global. Therefore, he advocated the “Ecology of languages”, which means “equality for speakers of all languages”. In other words, there should have “linguistic human rights” that preserve the native languages facing the global monolingualism of English.

This paper investigates whether the additive or detrimental effects of ESL education on socio-economic development to various countries in different regions in the world are due to imperialism (Phillipson, 1992), diversity or cultural difference. May the acceptance of “World Englishes” be the solution to the problem of English monolingualism in education?

### **2.1. ESL and the social and economic development in Asia**

As the economy in Asian-Pacific region has been growing, English is needed for the development of these countries for international affairs. The additive effect of ESL education on social and economic advancement is found in most Asian countries, such as in China, where English is a constructive tool for development and English proficiency facilitates many peoples’ success. According to the education policy of China, English is compulsory since primary one up to year two at college level. Moreover, a pass in any English proficiency tests set by education bureau is required for a bachelor degree. As candidates of English proficiency test for certification treat passing the examinations as “passport to better-paid employment” and “entrance ticket to the working world,” (Johnson, 2009) the English proficiency test training industry has become a big business. Even those companies, where English has no practical usage, the employers require certification of English for the interviewees. In other words, English proficiency stands for educational and socio-economic success.

After 30 years of reform and opening policy, China has been playing an active role in participating in international affairs, such as hosting 2008 Olympics, or joining UN, WTO and WHO, etc., creating a craze of learning English in the country. As a large population of young and old, common people or well-educated ones, are enthusiastically learning and communicating in English, Chinglish, as one of the “World Englishes” with a variation of localized English, is commonly found. Nowadays, Chinese with high English proficiency enjoys rapid direct access to economic and academic achievement as well as upward mobility. The graduates of English major in China have the advantage to enter top 500 international companies which required English for their international business, or further study for higher degrees to become more advanced in western countries such as USA, UK, Canada and Australia. After a few years of work, they could be promoted to managerial or director level, owing the accreditation for professionals, or become successful businessmen, for example, Jack Ma (Ma Yun in Chinese), the executive chairman of Alibaba.

According to Forbes China Richest List 2016, Ma is the second richest man owing more than 21 billion dollars, and the first mainland Chinese entrepreneur to appear on the cover of Forbes. Being a youngster, he has very strong curiosity in learning English, so he communicated with a lot of foreigners in Hangzhou as a volunteer tourist guide. After graduated from Hangzhou Teacher's Institute major in English, he became an English lecturer. His high English proficiency with curiosity opens the door to the new technology world and inspires his big e-commerce

empire for making him one of the wealthiest tycoons in China. In 1999, he found Alibaba, which provides a perfect e-commerce platform for Chinese enterprises, especially small and medium-sized enterprises (SMEs) with RMB500,000. The global e-commerce platform serves more than 79 million members in 240 countries. In the New York Stock Exchange in 2014, after Alibaba raised over \$25 billion in an initial public offering (IPO), the largest IPO in US financial history, it became one of the most valuable technology companies in the world (Wikipedia, 2016). As second largest economy, China has become a more consumer- and service-led economy and entered the golden age of globalization. In the recent decades, Ma has tremendous social and economic upward mobility from the son of a story-teller, volunteer tourist guide to a lecture, and even a billionaire recorded in Forbes and famous tycoon, and Alibaba has great contribution and plays a prominent role to the economic development in China.

Besides China, there is the former British colony with a huge population as well in Asia, India, where English learning has also been reported positively linked with social and economic development. English was the language restricted to the privileged upper class elites under imperialism (Phillipson, 1992) in the past British colonial period, whereas the rapid growth of the ESL population indicates the need for economy, social prestige and development of the middle-class Indians in the age of globalization. According to the data, the number of English speakers in India has grown largely from 2% in 1951 census to 12.2 % in 2001, which is the second largest population of English speakers in the world. Within India, there is a large variety of linguistic communities; however, the population of English users in India was 125.2 million, second to those Hindi (the principal majority language) speakers of 551.4 million in 2001 census (Mishra, 2013). In linguistic and cultural diversity, Indians use English as a lingua franca in term of Indian-English emerging localized or indigenized varieties of English with Indian accents and habits, which can be classified as “World Englishes”, to deal with international business.

Regarding to good jobs with high salary and social status of mainstream, English is no longer preserved for Indian elites. For instance, employers in the industries expect engineers with good skills in English, otherwise, their salaries will be cut or they could not have good job opportunities (Blom and Saeki 2011). Based upon a large household survey, the hourly salary of the young educated workers with good English communicative skills has been found increased by 34 % (Azam, Chin, and Prakash, 2010). Due to the fact that Indian economy has become more global, higher proficiency and better communicative skills in English is necessary. The call centres (Sonntag, 2009), served by fluent educated English-speaking workers, in India is the most well-known successful example benefitting from the workforce of high English communicative skills in the developing countries. Another example is the international big companies setting up their computer and technology centres with English-speakers including engineers and technicians for back up support, such as the computer centre of Chartered Bank, the top three big bank in Hong Kong, where expansive rental fees and high labour cost are required.

The status of English has been shifted from banishment of English language teaching (ELT) by politicians since 1960's to advocate for extension of ESL education to the masses by political leaders and activists like Daltis (backward class) leader Prasad in a decade. Ilaiah (2013),

explained the slow economic growth of Daltis is due to lack of English education, and strongly disagreed with the conservative opinion that “English will destroy the culture of the soil” (Ilaiyah, 2012). Nowadays, ESL education is commonly implemented from first class in India, even those deprived states such as Bihar. The recent awareness of ESL education among the socially, economically and educationally disadvantaged people in India is directly associated with their aspiration of economic growth and development. Through English learning, which was inaccessible, the economically and culturally underprivileged class/caste people are able to participate in the mainstream of the country’s social and economic activity (Mishra, 2013). In other words, the widespread acceptance of ESL education in India is the aspiration for betterment of economic, social and cultural development, which is contrast to the “Imperialism” or “neo-colonialization” of English described by Phillipson.

In response to the idea of linguistic imperialism of Phillipson, a Singaporean student has the following speech expressing Singapore has successfully adopted English as a medium of global communication in the multilingual society consisting of Chinese, Malaysian and Indian languages and dialects. In fact, they have developed their own English as Singlish, as being classified as one of the “World Englishes” with a variation from British-American standard, that suits the local context.

“Although it was definitely unpleasant to be colonized by another country, I have to say that the British in one way or another paved the way for the development of Singapore and have educated us in English and have enabled us to benefit from all its advantages and its standing as a global language. However, we have not by any means lost our cultural heritage. Multilingualism is prevalent and we are rich in the use of different languages and dialects, which we speak and use whenever the situation calls for it.” (Quoted in Berns et al., 1998, p. 278)

Although the debates of who will be benefited and be harmed by the spread of English and ESL education continue, Singapore is a role model of accepting English as lingua franca as well as respecting linguistic diversity and cultural heritage in multilingualism, similar to the “Ecology of languages” advocated by Phillipson. It is no doubt that English as a global language benefits the development of Singapore in all aspects.

## **2.2. TESOL in Latin America: an example of Argentina**

Linguistic and cultural diversity is commonly found in Latin American countries which comprise of multi-ethnic groups speaking more than 700 remaining native languages in the region. Portuguese and Spanish are the official languages, the first language in education policy, in most of these countries. While Spanish is the official language of Argentina, English as “Lingua franca” for the global business and international communication has been widely acknowledged. Comparing to the large number of studies focusing on ESL in other parts of the world (Bruthiaux, 2002; Clemente, 2007; Matsuda, 2003; McKay & Warshauer Freedman, 1990; McKay & Weinstein-Shr, 1993; Nunan, 2003; Tsui, 2007; Vavrus, 2002), there is very little research about the case of ESL education in Latin America. Based upon the overview of Porto (2014), we have a clear picture of the role and status of Teaching English to Speakers of Other Languages (TESOL) in Argentina as an example of Latin American countries.

In the 20<sup>th</sup> century, English was only taught in expansive private English-Spanish bilingual institutions, whereas it was first introduced in public secondary schools in 1960. Similar to the bilingual school model, English is compulsory from grade four (9-year-old) in private and public schools accompany to some new primary and secondary syllabi with nationwide impact in Argentina since 2007. From this perspective, other countries with similar situations in Latin America will follow Argentina.

As the most prestigious foreign language, English( Maersik Nielson, 2003) plays an important role in language education, international business, and tourism in Argentina (Porto, 2014). Maersk Nielsen (2003) stated that the use of English has several functions in Argentina. First is the interpersonal function -- English represents prestige, modernity and sophistication, so it is widely used in advertising, brand names of clothes, cars, perfumes, music, food, and many other areas, as well as business. Second is the instrumental function that English is used as the teaching medium in primary and secondary bilingual schools, teacher training colleges, at some courses in universities, ESL professional development courses, and international conferences of various disciplines. Third is the regulative function, all business contracts have to be written in Spanish according to the law, therefore, translators for English are necessary. The last is the innovative function which means a large amount of nativized, borrowing words, names and terms from English in sports (e.g. Newell's Old Boys, Boca Juniors, River Plate, Buenos Aires Lawn Tennis Club), computing, shopping, and advertising and many areas.

Through different means, English, which benefits the whole society from educators to learners, parents, teachers, researchers, authorities, policy makers, and curriculum designers, provides positive effect on their individual development and social lives. As a cultural capital, English links with the world by various channels, accesses to knowledge and information, education, and employment, and results in social and economic mobility of the ESL learners (Byram et. al, 2012). However, learners interpret the symbolic, social, and cultural meanings (Cots, 2006) in their own ways when contact the world. Therefore, English is definitely additive to social and economic development in Argentina (Porto, 2014).

Meanwhile, English enriches their lives in linguistic, cultural, academic, social, and economic aspects. Furthermore, English becomes a tool for empowering and instrumental to emancipation for the ESL learners to fight for the inequalities of poverty and discrimination in their lives as Third World citizens. The rationale behind ESL education bases on a human capital education model and Progressive Education (Spring, 2009), which means foreign language teaching not only aiming for language development, but also celebrating learners as responsible, active, and conscientious citizens. Whether English is treated as utilitarian or hegemonism, it is an undeniable process of Americanization observable through TV, films, and other phenomena (Phillipson, 2008a). Similar to the descriptions of Matsuda (2003) in Japan and Vavrus (2002) in Tanzania, Argentina actors highly appreciate English. By all means, English as an international language enhances the social-economic communication, education, entertainment, and tourism in Argentina, but nothing related to "Imperialism" (Phillipson, 1992), except concerning the political aspect that Argentina was beat by Britain in the "Falklands War".

### **2.3. The status of English in Europe**

In Europe, English has a very high status spreading like fever with growing popularity. Through advertisements, media and pop culture, English represents modernity, global interconnection and daily communication with glamour, especially among the younger generations, who are using English for entertainments, internet, and even searching jobs and educational opportunities in the continent. As reported in 2004 Eurobarometer survey, English is believed to be the most useful language by 75% of Europeans, while 69% supported that all people of European Union (EU) should speak English. Among all European languages, English is top one as the most commonly studied foreign language and in the number of total speakers (Johnson, 2009).

Even in France, where they protect their national language with pride and rigid language regulations, English can be commonly found in the majority of the product names and program titles in advertisements, telecommunication and transportation. Moreover, English is adopted in the daily life of Europeans. For instance, “Euroshopper”, which provides generic grocery items in fifteen countries in Europe, uses both English and the local language for the ingredients and instructions. Another example is a popular Internet news source “Sign and Sight” through translating non-English articles into English to advocate “Let’s talk European”. The famous clothing brand “Esprit” just uses English for promotion, for instance, its slogan “The world is our Culture” in the advertisement is in English only, but not other languages. After the formation of Aventis by merging Rhone Poulenc of France and Hoechst of Germany in 1999, English, instead of French or German, has been chosen to be the corporate language. In fact, those non-English speakers will be in a risky position of being alien when their companies merging with others.

Without English proficiency, professionals such as computer engineers even having qualifications in European countries (e.g. Czech Republic) could not find good jobs. As computers and internet all set in English, they have to use English for technology, online communication, and daily work. English has become a basic skill of modern life for work or leisure. The salaries of English-speaking workers have 25%-35% more than their non-English-speaking counterparts in European Union (Johnson, 2009). In Europe, Germany, Sweden and Netherlands, which are English-rich countries, are much wealthier than those countries rarely use English in the Southern and Eastern Europe. According to the information (Crystal, 1997), there is about 85% of international organizations in the world choose English as the official language. Although UK is not a member of EMU, European Central Bank, headquartered in Frankfurt with only 10% of British staff, announced English as its official language. In dealing with international business, most corporations, professionals and individuals communicate in English, the lingua franca, for instance, Italians to Brazilians or Germans to Indonesians.

On the other hand, European Union (EU) views English proficiency correlating with socio-economic privilege, which has negative effects on civil society and democratic participation (Phillipson, 2008b). In European Union, English and the other 23 languages are accepted as official languages, but not English as the sole official language, mainly due to the concerns of the EU officials worrying English monolingual policy creating inequalities among the other Europeans’ political, social and economic life in diversity, and weakening the democracy in European countries, which is adverse to the prime aims of setting up EU.

The rise of English has not only been affecting business and politics, but also the academic. As recorded by Crystal (1997), 90% of academic articles of some areas, e.g. linguistics, in publication are written in English. Meanwhile, 95% of the articles were written in English in the Science Citation Index's Web of Science, and only half were written by authors in English-speaking countries. That means publications written in other languages received much lower frequency of citation and less rewarding with a smaller audience. Thus, some French scholars produced the quip and crank "publish in English or perish in French." (Johnson, 2009).

As English is commonly used in transnational communication among Germans, Italians, and French and other Europeans, but not a must to speak to British or Americans, Crystal (1999) pointed out the emergence of a Euro-English, a kind of "World Englishes", with its own lexical patterns and becoming more syllable-based intonation pattern. However, the European youngsters believe that they could communicate internationally and globally by English as lingua franca across all linguistic, political and social territories, while speaking English symbolizes the fulfillment of international life, association with "modern" things, upward mobility, and glamorous elite culture in Europe, just similar to the cases anywhere.

#### **2.4. Imperialism and neo-colonization of English in Africa**

Wealthy countries, such as US, believe the more money invested in promoting English-as-second-language (ESL) education, the better the social and economic development of the developing and under-developed countries will have. Thus, a huge amount of foreign aided money has been spent on promoting English in Africa, where English becomes the sole official teaching medium at all levels of education. Only a minority benefits from English language teaching for personal economic and social development. English as a vehicle for social and economic ability, Brutt-Griffler (200, p.29) quoted two examples: Mrs. L and Pamela, who represent poor black South Africans with a lack of high English proficiency, cannot access to wealth in the world. She criticized those promoting teaching of mother tongues instead of English did not realize English as an aid to get rid of poverty. Her idea aligns with the philosophy of "English First" in American public education and "English Only" movement in US (Pogge, 2003). Both Pennycook (2004, p.148) and Bruthiaux (2002) criticized her case study only represents some individuals' economic mobility, but not providing evidence for large scale reducing poverty in South Africa. By using English (L2) as language of instruction, the African students could have no opportunity to establish their native languages (L1) literacy.

Although only a few studies focused on relations between language in education and development, the English-only instruction has been found detrimental at primary level. Bunyi (1999) reported that the primary students in Kenya after learning science through English medium could not apply the concepts at home, where a native tongue being used. Regardless the content, those students repeat drilling of English, but still fail to achieve the goal set by education bureaus. By citation of a number of studies in African countries (Williams, 1996; Kulpo, 1998; Machingaidze, 1998; Nassor & Mohammed, 1998; Nkamba & Kanyika, 1998; Voigts, 1998; as cited from Cooke & Williams, 2002), Cooke and Williams (2002) stated that by applying English as sole official language of instruction, most primary school pupils cannot read thoroughly in English. They also concluded that English-only instruction is ineffective for school



children in developing countries having little exposure to English outside the school; and consequently, low-quality education is inevitable. We suggest that economic development is to reduce poverty and improve the economic conditions of the severely impoverished, and as a result, they have upward mobility for societal development. However, English-only instruction in the underdeveloped African countries benefits neither the cognitive development nor the socioeconomic development of primary and secondary students (Cooke & Williams, 2002). It is difficult to find any jobs as they are illiterate (L1) in the local settings for workers, whereas ninety percent of poor people work in informal sector where English is unused.

On the other hand, some research (Greaney, 1996, cited in Cooke & Williams, 2002) found better cognitive development and school performance for the students who build basic literacy and oral skills in their first languages (L1) as initial instruction. Aligned with this finding, The Association for the Development of African Education (1996) reported similar phenomena in Kenya, Mali, Nigeria, and Tanzania (Cooke & Williams, 2002). In Nigeria, a study found that learners of mother tongue instruction had better scholastic attainment than those English-as-second-language (ESL) instruction counterparts. Establishing early literacy and facilitating their understanding of subject contents in first language (L1) teaching medium results in greater cognitive development for the young school learners. After reviewing a number of studies (e.g., Phillipson, 1992; UNESCO, 1999), Cleghorn and Rollnick (2002) proposed the best way for teaching L2 in most of the under-developed countries is to encourage and build a two-way transfer of literacy skills between L1 and L2 with reinforcement of personal identity. In other words, the most appropriate time to teach English-as-second-language (ESL) should only be after or during the establishment of L1 literacy.

Decision of English-only instruction is not only made by the African governments, which in favour of promoting English as an official language symbolizing national unity, but also strongly supported by the local communities, parents and teachers. The common impression of English proficiency is an access to economic success for larger markets and political unity of a large variety of vernacular; therefore, many Africans expect their children start learning English (L2) in preschool (Cleghorn & Rollnic, 2002), and resist native language (L1) instruction, such as in Peru (Hornberger, 1987; Davies, 1996 as cited in Cooke & Williams, 2002). In fact, very few people in these countries participate in white-collar positions in larger national or international markets which require English for communication, whereas most poor population works in local, informal sectors which dominate 40% of the gross domestic product (GDP) and 50% of the labour force in under-developed countries (Montiel, Agenor, & Haque, 1993 as cited in Bruthiaux, 2002). The monolingualism in education in African countries benefits only the small population who access to work in the larger formal, national and international firms, but not the majority of severely impoverished who only require local languages for work. Comparative speaking, the relatively wealthy urban citizens receive better education to get into larger markets and white-collar jobs through high English proficiency than those poor and disadvantaged people. Due to the low-quality education, the impoverished groups lack good English (L2) proficiency and native language (L1) literacy, and English becomes an upper-class language. Rather than maintaining socio-economic development and unity, English (L2) as teaching medium in education creates economic and political instability. Cooke and Williams (2002) pointed out that

the use of English-only in education in many poor countries has led to national disunity rather than political unity. Meanwhile, Djite also agreed that English monolingualism “has significantly contributed to the socioeconomic and political instability of most African countries” (cited in Cooke and Williams, 2002).

To a large extent, implementation of English, of course, benefits overall economic and social development of Africa, but the English-only education policy has to be revised. Although the critical academics have provide evidence proving the negative effects of English monolingualism in education, there should be change of the mindset of the politicians, policy makers, educators, local communities, parents and teachers in the Third World through campaign focusing on the effects of language choice in education on social and economic development. By overturning the illusion that English is the medicine for all developmental problems, various stakeholders have different contribution. The wealthy nations could spend more money on aiding ESL programmes as well as literacy courses and high quality teaching materials conducted in native languages. Facing the reality, the governments and local communities should support native tongue (L1) instruction at primary schools to facilitate the children’s establishment of literacy, and then provide English (L2) education or enhancement programmes at upper primary or secondary school levels. Another alternative is shifting from English monolingual to bilingual, English plus a major local language as medium of instruction, education.

### **3.0. Conclusion**

In the 21century, the rise of English is not only limited to the developing or underdeveloped countries, but also in wealthy countries in European Union, as English has become the lingua franca for international and global business, politics, entertainment, social contact and academic in the rapid changing world of technology. The ESL population has outperformed the number of native English speakers and keeps on growing swiftly in the world. “World Englishes”, emerging localized and or indigenized varieties of English, including Chinglish, Indian-English, Singlish and Euro-English, are functional and effective in global communication with different ESL communities in the world.

After reviewing ESL education relating to the social and economic development in Asia, Latin America, Europe and Africa, both the advantageous and harmful effects have been found. As certification of English proficiency test is “passport to better-paid employment” and “entrance ticket to the working world,” English is a constructive tool for development and English proficiency facilitates many peoples’ socio-economic and academic success in China. Unlike the old British colonial era, when English was limited to upper-class elites, urge for ESL education even comes from economically and culturally underprivileged classes and deprived states in India to tackle the severe economic problems. The widespread acceptance of ESL education has brought betterment of economic, social and cultural development to India in the knowledge economy. As a norm of adopting English successfully as lingua franca, Singapore has gained advantages for development in all aspects paved by English, and Singaporeans have localized Singlish based upon the linguistic and cultural diversity in multilingualism. In Latin America, students of Argentina learn English as second language since primary four in bilingual school model. English is not only utilitarian in social-economic development, education, tourism and

employment, but also a cultural capital of modernity in Argentina. Through advertisements, media and pop culture, English represents modernity, global interconnection and daily communication with glamour, and English has become a cultural capital as well as a basic skill of modern life in Europe. The positive effects of ESL education on social, education, economic, and cultural development has been reported in all the above countries in different regions except Africa. In Africa, ESL education benefits only a small minority of elites, but not the vast majority. The main reason is that those countries with successful experience of ESL education allow bilingual or even multilingual education, whereas English-only education policy is implemented at all levels in Africa without building native language (L1) literacy.

As concluded, accepting “World Englishes” accompanying to bilingualism or multilingualism with respect to diversity and cultural differences could be a solution to the problems of English monolingualism in education. Although I enjoy McDonald, it doesn’t mean that I have to give up Japanese sushi, Italian spaghetti, or Chinese fried rice. English is one of the most commonly acceptable language choices, but not the only one. Otherwise, the world will become monolingual or colonial ruled by “Imperialism” of English as noted by Phillipson.

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