

THE LINGUA FRANCA OF HEGEMONY: ENGLISH, GLOBALIZATION, AND THE PERPETUATION OF CIVILIZATIONAL POWER

Hadjer Ben Salem¹

University of Biskra, Biskra, Algeria

Abstract: *In the framework of present globalisation paradigm, this paper criticises the part English plays as a global hegemonic lingua franca. This paper argues that the global spread and veneration of English insidiously continue Western-centric civilisation power in departure from just neutral, functional tool explanations locating English. The study looks at how English hegemony affects world norms of communication, influences knowledge creation accessibility and quality, and shapes the appreciation and understanding of cultural capital in many different global settings. Through an examination of these processes, the article offers a sophisticated and critical perspective for grasping the socio-cultural effects of English as a global language and its role in preserving cultural and civilisational hierarchies in a more globalising society. The study acknowledges the need of acknowledging such power dynamics in order to promote cultural diversity, equitable knowledge sharing, and worldwide social equality.*

Keywords: *Linguistic Imperialism; Lingua Franca; Cultural Capital; Knowledge Production; Western-Centricity.*

Introduction

A major influence of modern times, globalisation operates across several interrelated economic, political, and socio-cultural aspects. Marked by the growing movement of goods, capital, people, and ideas across borders, it transforms relationships and interconnections all around. At the heart of this intricate web is language, which is both a fundamental enabler of these global transactions and a strong marker of their consequences. In the age of globalisation, language drives cultural awareness (or misunderstanding), spreads information, facilitates trade, and enables communication. Amidst the vibrant language scene, English has surfaced as the unchallenged growing global lingua franca. Its predecessor past, intimately linked to colonial imperialism and later driven by economic and technological pressures, has confirmed its status as the first language of international trade, science, technology, scholarship, diplomacy, and mass culture. Its broad reach shapes communication standards and access to opportunity across continents.

Although often portrayed as a sincere desire for international communication and exchange, the worldwide spread of English may be endangering awareness of the complexities of power relations natural in its supremacy. The idea of English as a simple neutral, functional tool in the globalised society merits more investigation. Is English just a clear vehicle of communication, or are there underlying prejudices to its dominance and contribution to the reinforcement of some cultural points of view at the expense of others? This paper poses the wide research question "How does English dominance in the era of globalisation contribute to the reinforcement of cultural and civilisational hierarchies?" so addressing this issue critically. We contend that the unarticulated continuation of Western-

¹ Hadjer Ben Salem, University of Biskra, Biskra, Algeria. Email: hadjer.bensalem@univ-biskra.dz

centric civilisational dominance is not only a matter of practicality but also a result of international spread and elevation of English. Establishing what beneficial cultural capital on the international stage, brokering access to essential knowledge and information, and setting international standards of communication help to achieve this. The very forms and conventions ingrained in the language, together with the cultures of origin from which it first emerges and is promoted, can implicitly favour particular ways of thinking, knowing, and relating and so quietly exclude others.

Being solely concerned with the loss of languages or political power, this work is of great novelty and relevance in trying to go beyond conventional viewpoints that acknowledge only the worldwide spread of English under the prism of linguistic imperialism. Though not denied here, this study outperforms this one in investigating more subtle, systematic means by which English hegemony significantly supports the continuation of societies and civilisations of hierarchy in the globalised world. Especially with respect to the preservation of cultural variety, fair production and distribution of knowledge, and efforts towards global social equity, understanding these dynamics is crucial to appreciate power disparities in the contemporary international scene. By stressing these often unnoticed channels of influence, this paper improves the present literature by providing a more complex and critical analysis of the socio-cultural consequences of English as a worldwide language.

Theoretical Framework

This study combines and draws on insights from several intersecting theoretical lenses to thoroughly investigate the several ways English dominance, globalisation, and the reproduction of cultural and civilisational hierarchies interact. This part explains the fundamental theoretical frameworks that guide our analysis, its relevance, and how they are combined to produce an awareness of the event.

2.1 Deconstructing Linguistic Imperialism

Typically because of political and economic power imbalances, historical linguistic imperialism theories have given us a starting point to grasp how dominant languages can be imposed and preserved. Robert Phillipson and other academics have shown how British colonialism directly affected the historical spread of English and how it was weaponised for administration, education, and cultural assimilation (Phillipson, 1992). These theories can demonstrate clearly how the promotion of a dominant language can lead to the suppression, marginalisation, and even extinction of native languages, so eroding linguistic diversity and culture.

Although appreciating the insightful work of these conventional viewpoints in revealing the power undertows behind language spread, this paper also highlights their shortcomings in grasping the subtleties of modern worldwide language trends. The dominance of English in the modern world is supported by intricate global networks including economic globalisation, technological change, media flows, and educational systems; it transcends clear colonial imposition. English is only used not just by force but also by perceived usefulness and desire, and so there follows an overly simple imperialism model. Thus, although linguistic imperialism offers a useful historical and critical starting point, our

paradigm aims to escape from it in all-encompassing viewpoints that tackle the more subtle and systematic ways English still dominates in the post-colonial, globally connected society.

2.2 Postcolonial Theory and the Persistence of Power

Postcolonial theory helps to understand the ongoing colonial legacies and the way historical power imbalances still affect modern world relations, including linguistic contexts. This study is very relevant to the ideas of hegemony (Gramsci, 1971), subalternity (Spivak, 1988), cultural capital (Bourdieu, 1986), and the critique of Western knowledge systems (Said, 1978).

In postcolonial settings, the perceived "superiority" or inherent "utility" of English on the global stage may be read as a form of neo-colonial control. The rise of English tends to imply inferiority on the part of non-English languages and the knowledge, cultures, and identities they carry. Controlling access to worldwide possibilities, sites of expression, and international recognition, this produces a linguistic order in which English language competence is a necessary kind of cultural capital. This process reinforces a kind of symbolic violence whereby the linguistic norms and standards of the former coloniser (or current global powers) continue to dominate, so affecting how people and groups place themselves inside the global order.

2.3 Theories of Civilizational Power

This paper uses relevant theories of civilisational power to help one grasp how English hegemony reinforces cultural and civilisational hierarchies. Notwithstanding critiques of big-brushstroke civilisational maps (Huntington, 1996), we rely on more complex methods that take into account how cultural influence and normative orders are spread worldwide (Wallerstein, 1974). This means thinking about how particular cultural models, sometimes historically connected with Western modernity, become implicitly or explicitly established as globally normative or desirable.

Arguing that English hegemony is a main driver in the (re)production of a particular model of civilization—one strongly based on Western epistemologies, values, and cultural practices—as normative across the world, we offer a novel synthesis of these theories with linguistic analysis. The transmission of Western models of academia, scientific method, legal frameworks, economic theory, and cultural products—media, popular culture, and educational software—occurs mostly via English. English linguistic hegemony's far-reaching distribution can result in the exclusion or relegation of non-Western knowledge systems, alternative value systems, and other kinds of cultural production. The language itself, with its built-in conceptual categories and historical connotations, can subtly condition thought patterns and understanding frameworks, therefore contributing to a global intellectual and cultural environment disproportionately shaped by Western points of view.

2.4 Critical Discourse Analysis (CDA) as a Methodological Lens

This paper will use Critical Discourse Analysis (CDA) as a main methodological tool to theoretically and empirically explore how English supremacy causes the reproduction of cultural and civilisational hierarchies (Fairclough, 1995), (van Dijk, 2001), (Hashemian & Farhang-Ju, 2022), (Wodak & Meyer (Eds.), 2009). CDA is an inter-disciplinary approach that views language as a social practice deeply intertwined with power relations and

ideologies rather than a tool for the only goal of communication. It aims to reveal how language is employed in efforts to build, preserve, and question social inequalities.

Specifically, CDA will be applied to investigate the linguistic processes by which power relations are enacted and reiterated in particular global contexts where English is in use. Specific discourse examples-e.g., international press, academic writings, policy reports, or the internet-will be studied in order to determine patterns of lexical choice, grammatical structure, rhetorical strategies, and underlying assumptions of ideology. Deconstructing these language items reveals how English creates certain ideas, legitimises specific viewpoints, silences other voices, and subtly creates hierarchical power relationships between various cultural and civilisational groups. This approach allows us to show empirically how English becomes a centre of power inside the world system, therefore transcending careless theoretical pronouncements.

Literature Review

The rise of English as the leading world lingua franca of our times of globalization is an experience widely acknowledged and well recorded.¹ It is inextricably linked to processes of hegemony, power, and continuity of influences of civilisation; it is not just a question of language convenience or reach in population terms. Drawing on important theoretical studies and empirical data, this literature review investigates the complex interaction of English, globalisation, and the projection of civilisational power.

Especially as worked out by Robert Phillipson, the linguistic imperialism theory offers the starting point for an explanation of how English's historical spread, especially in colonial times, set the stage for its modern dominance (Phillipson, 1992).² For this viewpoint, the spread of English is not a natural process but one which is active and serves to promote inequalities between English-speaking (generally Western) and non-English-speaking countries. Various means help to accomplish this, including language policy in education, and worldwide fusion of cultural products (Phillipson, 2009).

A strong engine for advancing English has been globalisation, which has confirmed its relevance in many important fields. In economics, the unopposed language of international business, finance, and trade is English (Crystal, 2003). Often, entry into the international market depends on English proficiency, which gives native speakers and very skilled non-native speakers an in-built advantage. Economic necessity drives people and countries to spend great amounts on English language education, sometimes at the expense of learning or preserving local languages (Graddol, 1997).

Academically and scientifically, English is king. English is the language of most research databases, foreign conferences, and academic publications. This creates a system whereby researchers who are not native speakers of English may find it more difficult to publish their papers, obtain fresh research, and fully engage in worldwide knowledge production, therefore possibly pushing other points of view and knowledge systems to the margins (Flowerdew, 1999). Academic English supremacy could be interpreted as an epistemic injustice whereby knowledge produced and spread in other languages is given implicit low worth (Costa & de Souza, 2018).

Culturally, global media flows, entertainment, and web content driven by English-speaking nations reinforce the language's dominance. English-language films, music, and

internet material spread Anglophone worldviews, values, and cultural norms (Pennycook, 2017). Though English is hybrid and globalised, the vast reach and coverage of English-language cultural products have a major impact, often marginalising or eroding local cultural identities and language diversity (Canagarajah, 1999).

English supremacy is not always an obvious, forceful one. Using Gramscian theory of hegemony, English supremacy can be seen as maintained by consent as benefits and opportunities in English control drive societies and individuals to actively adopt the language (Gramsci, 1971). Positioning English as modernity, progress, and success under conditions of globalisation helps to generate consent.

The picture is not, therefore, uniform. There is also considerable research on the conflicts and subtleties of world English. World Englishes theory draws attention to the evolution of different kinds of English spoken all over the world, each with its own unique characteristics and cultural settings (Kachru, 1985). This theory rejects the notion of a single monolithic standard English and points out how non-native speakers shape and change the language. Apart from that, there are still efforts under way to promote multilingualism, recover endangered languages, and fight the homogenising appeal of globalisation and English supremacy (Phillipson, 2013).

Notwithstanding these objections, the structural benefits of English, based in international institutions, economic arrangements, and cultural flows, still support its function as the global lingua franca of power.¹⁸ A critical perspective including the historical legacies of colonialism, the economic pressures of globalisation, and the unspoken ways language produces and reveals power relations helps one to grasp this dynamic.

Research Content or Methodology

A set of complementary approaches that examine texts, evidence, and historical patterns will help one to understand the dynamic interaction of English hegemony, globalisation, and reproduction of civilisational power. Given the expertises of critical applied linguistics, cultural studies, and history, an ensuing approach would resemble the following:

This study also uses Critical Discourse Analysis (CDA) as its main methodological focus (Fairclough, 2001), (van Dijk, 2001). Particularly well suited to examine the building and operation of dominance and hierarchy in and through language, CDA sees language as a social practice tied with power and ideology. Using CDA means examining different kinds of text and communication to show how linguistic choices build, carry out, and normalise power disparities under English control. This could include looking at:

Examining language policy in education, government, and international organisations helps one to see what kinds of ideas there are about English and the other languages and how these policies might support language hierarchies.

Examining news stories, advertisements, internet material, and entertainment media to see how English represents particular cultures or ideas, promotes particular values, and maybe supports Western-directed goals and standards.

Examining academic policy, conference abstracts, and scholarly article language to identify linguistic prejudices and their consequences for international production and knowledge flow.

Examining multinational corporation and international institution internal and external communications to determine the influence of English on organisational culture building, power relations, and worldwide messaging.

Quantitative Methods: Could offer insightful data on the language use patterns and apparent presence of English across settings.

Examining corpora: Looking for contextual patterns and rates of English use in comparison to other languages using vast datasets of international communication—e.g., cross-regional organisational reports, regional news articles.

Systematic recording and analysis of the languages used on public signs, advertisements, billboards, and official notices at various locations to assess the visibility and symbolic power of English over the local languages. It shows empirical proof of English supremacy in the material world.

Examining citation statistics, journal submission records, and language profiles of scholarly publications helps one to measure English supremacy in particular academic disciplines and world areas.

Putting present patterns of English dominance in the contexts of colonial legacy and the more general historical dynamics of globalisation calls for Historical Analysis. Drawing on studies of archive materials, historical language policies, colonial administrative records, and narratives for the worldwide spread of English, one may highlight long-term changes of English hegemony in relation to patterns in changing world power dynamics. This covers mapping historical forces and decision-making that propelled English expansion into important worldwide domains.

The Multifaceted Role of English in Reinforcing Civilizational Power

Drawing on the theory developed in Section II, this part explores the material mechanisms by which English domination helps to maintain cultural and civilizational hierarchies in several global systems. While one cannot dispute the utilitarian value of English in international relations that are becoming globalised, critical analysis shows how its universal availability in forums of international agency really creates norms, access, and perceptions systematically biased towards Western frames of thought. Systematic, cross-comparative Critical Discourse Analysis studies investigating the specific linguistic processes by which English supports civilizational power in different non-Western institutional, academic, and cultural contexts, mapping local resistances and adaptations reveal a significant research gap to be filled.

3.1 English as the Language of Global Institutions and Governance

English plays a hegemonic function in influential global institutions such as the United Nations, the World Trade Organization, the International Monetary Fund, and other multinational corporations (Ches et al., 2017), (Aaliyah, 2021). Its influence on policymaking processes, access to important information and resources, and even the framing of world concerns is considerable (Lyons, 2021). Official records, talks, and negotiations are mostly in English, which might marginalise the voices and views of non-English speakers' representatives and stakeholders.

From a civilizational power viewpoint, English use in such areas can quietly inscribe and spread Western-framed ideas, values, and norms into global governance systems. Vocabulary and metaphors used, along with rhetorical techniques, can be traced back to particular cultural presuppositions about development, progress, and government that might not be compatible with non-Western knowledge or goals. Here, Critical Discourse Analysis can be used to investigate policy papers, statements from world leaders, and official statements to reveal how language decisions highlight how choices of language justify some approaches and exclude others by implication, therefore reaffirming a particular model of civilisation as normative for all.

3.2 English and the Global Knowledge Economy

Largely driven by English, the global knowledge economy spans from academic publication, scientific research, technological developments, and knowledge distribution. Largely in English are most high-impact scholarly journals, leading scientific databases, and excellent technological websites (Demeter, 2020), (Navarro et al., 2025). This causes notable obstacles for academics and researchers whose first language is not English, so affecting their capacity to publish their work, access ongoing research, and actively participate in global academic debate (Lillis & Curry, 2010), (Soler, 2025).

Marginalisation of non-Western knowledge systems, research methods, and theoretical traditions results from this linguistic prejudice (Demeter, 2020). Knowledge generated in other languages has less likelihood of being known outside or having any influence, therefore distorting the world knowledge map with too much representation of Western research goals and priorities. This dynamic is tied to the idea of cultural capital (Bourdieu, 1986), whereby mastery of academic English becomes a desirable kind of capital required for obtaining recognition and advancement in the worldwide academic field. By means of its worldwide spread, English helps to support the civilizational dominance of those areas where it is a native language by influencing what is legitimate or desirable knowledge on the planet (Wallerstein, 1974).

3.3 English in Media, Popular Culture, and the Construction of Global Identities

Global mass media and popular culture-including film, music, television, and online content-also feature English quite much (Park University, 2024), (IELC, 2025). Mass-level consumption of English-language media helps to create worldwide cultural tastes, preferences, and standards. Such exposure can result in the internalisation of particular values, lifestyles, and desires usually linked with Western societies, which could cause the loss or adaptation of local cultures.

Media dominance of English may also be viewed as a neo-colonial hegemony following postcolonial theory (Said, 1978) in the sense of silently diffusing models of culture and spreading assumptions of Western superiority or desirability. A useful tool for investigating how English-language media create and disseminate particular images of "modernity," "development," and "success," usually linked with Western cultural models, is Critical Discourse Analysis. Narrative analysis, characterisation, and linguistic framing in global media can show how English serves to naturalise the hierarchization of certain cultures and produce global identities that may privilege the ability to speak English as well as Western cultural markers.

3.4 English as a Gatekeeper to Opportunities and Social Mobility

English fluency is a major gatekeeper to entrance to higher education and future professions in many areas of the world. In many situations, access to top-tier universities, high-paying job prospects, and transnational networks calls for a great degree of English proficiency (Duchêne et al., 2013), (Bergström, 2024). Such language gatekeeping has significant socio-economic consequences that could reinforce already existing inequalities and generate new kinds of linguistic stratification both between and inside countries (Roberts, 2013), (Piller & Takahashi, 2013).

Those from higher class backgrounds who have more exposure to high-quality English education are better equipped to stockpile this very important kind of cultural capital (Bourdieu, 1986), therefore enhancing their position in society once more. People without access to such same facilities might perhaps find their own social mobility just as much hampered depending on their natural ability or other skills. This is part of the reproduction of social hierarchies where English language proficiency serves as the most basic criterion of a person's ability to succeed in a globalised society, therefore supporting the power structures linked to the ruling language and the model of civilisation it represents.

Empirical Evidence: Case Studies of English Dominance

This part offers three separate case studies to offer concrete examples of the complex function of English in asserting civilizational superiority. These examples, taken from various international settings and fields, show the theoretical debates created in the previous parts and highlight the complex interactions in reality among language, power, and cultural hierarchy.

4.1 Case Study 1: The Role of English in Higher Education in a Specific Non-Western Context

Especially in fields like science, technology, medicine, and business, English has become the main language of instruction in higher education in many places outside the West. Often this shift has a big impact on curriculum design and leads to the use of syllabi and textbooks designed for Western education systems. Teaching methods can also change to fit the norms of English-medium education, therefore changing conventional wisdom and learning methods. This language environment shapes both teacher and student experiences; students may find understanding difficult even with subject matter knowledge; teachers may find it difficult to teach complicated concepts in a second language or have to publish in English-language journals to be recognised (Lillis & Curry, 2010), (Demeter, 2020).

By possibly stressing Western epistemologies, research methods, and theoretical paradigms ingrained in English sources of knowledge, this hegemony shapes the reception and distribution of information. The official curriculum might exclude or marginalise locally relevant systems of knowledge or alternative viewpoints. Empirical data from qualitative data, such as interviews of the students and employees on their experience, policy documents supporting English-medium instruction analysed, and critical analysis of curriculum content assisted with the aid of CDA, can show the way linguistic choice and institutional policy support a hierarchy of knowledge with a preference for Western scholarly convention.

4.2 Case Study 2: The Linguistic Landscape of Global Advertising and Branding

Even in non-English speaking nations, English is commonly used in global advertising and branding initiatives. Often, multinationals use English slogans, brand names, and marketing messages to suggest modern or global image. This linguistic approach goes beyond mere communication; it embeds cultural values and ideas linked to the source society, usually Western, into local settings. English use can suggest connotations of refinement, progress, or beauty, quietly connecting these qualities to the goods or brands under advertising and, therefore, to the cultural models they represent (Park University, 2024), (IELC, 2025).

Here, critical discourse analysis might help to clarify the linguistic techniques used in worldwide advertising. A discourse analysis of lexical choice-for example, the use of English loanwords-grammatical structure, and rhetorical devices in advertisements will be able to expose underlying presuppositions of culture and power relations. For example, the regular link of English with luxury products or cutting-edge technology can support a civilizational hierarchization in which Western goods and ways of life are presumed to be normative standards. One possible way to empirically understand how English affects local values and consumption patterns is how local consumers read and respond to these messages.

4.3 Case Study 3: The Impact of English on Indigenous Language Revitalization Efforts

General English hegemony creates great obstacles to indigenous language revival efforts all over the world (Phillipson, 1992). Often, the relatively better status, economic value, and social capital of English make the younger generation more ready to learn and use English instead of their traditional languages. It is likely to create intergenerational disconnection in language transmission and fluent speakers loss, which endangers the survival of indigenous linguistic and cultural legacy.

The demand for studying English for academic and economic reasons could compromise community-led efforts towards the promotion and preservation of indigenous languages through immersion schools, festivals, and linguistic material production. Examining policy responses-such as government support (or lack thereof) for bilingual education or native language education-and subjecting the language use within indigenous society to the critical discourse analysis (CDA) can help one identify the power imbalances. All these obstacles notwithstanding, communities are fighting to navigate their way through this language universe, using resilience and agency to preserve their linguistic and cultural particularity against global English hegemony.

Discussion: Towards a More Nuanced Understanding of Language, Power, and Globalization

This paper has sought to chart the multifaceted roles of English as the dominant global lingua franca during the period of globalisation and to contend that its impact goes beyond mere practical use to include active involvement in supporting and abetting the strengthening of cultural and civilizational hierarchies. Drawing on linguistic imperialism, postcolonial theory, theories of civilizational power, and Critical Discourse Analysis, we have observed how English functions as a gatekeeper to access, the media, the knowledge

economy, and international institutions. The case studies offered empirical examples of these processes in higher education, international advertising, and indigenous language revitalisation efforts.

5.1 Re-evaluating the Notion of Linguistic Imperialism in the 21st Century

Synthesising the data from the earlier parts, it is clear that while traditional linguistic imperialism provides a significant historical background (Phillipson, 1992), the 21st century calls for a more nuanced knowledge. English supremacy is maintained not only by overt imposition but also by subtle, internalised means of influence. Its spread and entrenchment are mainly driven by the perceived benefits and expectations linked to English proficiency-cultural capital, access to worldwide networks (Bourdieu, 1986). Inscribed in global structures and practices, such soft power lets English act as a tool of civilisational power by changing values and norms instead of depending on clear coercion (Gramsci, 1971). From the use of Western academic paradigms in university education to the cultural ideas infused into global branding, the case studies show how this impact is felt across several sectors.

5.2 Implications for Cultural Diversity and Linguistic Equity

The near-universal dominance of English has serious consequences for linguistic variety and cultural equality on the worldwide level. The marginalisation of non-English languages in the major international domains, knowledge generation in academia, and global media can cause the decline of linguistic variety, as the speakers themselves value English for perceived possibilities. This, in turn, endangers the survival of cultural legacy natural in language. The case study of indigenous language revitalisation acknowledges the urgent difficulties for communities to preserve their linguistic and cultural uniqueness in the face of the perceived greater status of English. By reinforcing a linguistic divide that marginalises those who are not competent, English hegemony can aggravate social inequalities and therefore promote fundamental questions of social justice in a globalised society.

5.3 Exploring Counter-Hegemonic Forces and Resistance

However, strong forces pushing English hegemony, it is vital to find and examine places of cultural and linguistic resistance. These counter-hegemonic forces take many shapes, from the promotion of multilingualism in worldwide and local settings to language activism for the revival of minority languages to community-led projects to create and distribute knowledge and cultural material in local languages. The indigenous language revitalisation case study, which highlights challenges, also reveals the resilience and agency of communities actively striving to preserve their linguistic legacy. Even if still mostly blocked by severe barriers, increased visibility of material in languages other than English on the internet and in the media worldwide is also a kind of resistance subversively reversing the dominant monolithic linguistic representation. These initiatives show that English is not just a language ruling others but also one that negotiates, adapts, and fights back.

5.4 Future Directions for Research

Though many issues still beg for research, this paper offers a model of accounting for the intricate interaction between English hegemony, globalisation, and civilizational power. With an eye towards local resistances and accommodations, thorough, comparative

Critical Discourse Analysis studies that methodically investigate the particular linguistic tools through which English promotes civilizational power in various non-Western institutional, academic, and cultural contexts will enrich later research. Qualitative techniques including ethnography and in-depth interviews would help us more about the lived reality of people operating in English-dominated multilingual environments. Studies on the efficacy of various language revival initiatives and policy interventions to reduce negative effects of English hegemony on linguistic variety and cultural justice would also be helpful. An integrated study of this multifaceted worldwide phenomenon calls for interdisciplinary methods including data from linguistics, sociology, political science, cultural studies, and education.

Conclusions

Over this paper, we have contended that English's dominance in the age of globalisation is not a harmless linguistic fact but one that actively seeks to reinforce cultural and civilisational hierarchies. Examining its widespread presence in global institutions, the knowledge economy, the media, and as a social mobility driver helps us to show how English is a powerful, though sometimes subtle, instrument for reproducing Western-centric civilisational power.

The main findings of the study show that English supremacy in global governance shapes policy and access by means of linguistic exclusion and framing. In scientific and academic discourse, it favours Western epistemologies and creates a hurdle for non-English speakers in the knowledge economy. English-dominated global media and popular culture spread cultural values that could influence local norms and identities. Furthermore, a key gatekeeper of opportunity is English proficiency, which strengthens already prevalent socio-economic disparities and language hierarchy. The case studies showing the material results in the areas of higher education, advertising, and in indigenous language environments gave empirical bite to these claims.

Challenging current power relations and promoting more linguistic and cultural equity depend on the consequences of the results of this study. The ongoing growth of English threatens global linguistic variety and the preservation of rich cultural legacy. Comprehending English as a tool of civilizational power is essential if one is to be able to create strategies that would let other languages and knowledge systems be honoured and allowed space to flourish, therefore promoting a more plural and equal world order and reducing its possibly homogenising impact.

Finally, the narrative of English in globalisation is one of power-not only the power to communicate but also the power to shape knowledge, shape ideas, and shape society, therefore stressing the continuous need of critical awareness and active participation in the formation of a really multilingual and multicultural society.

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Hadjer ben Salem

University of biskra, Algeria,

ORCID  <https://orcid.org/0009-0003-8916-166X>

hadjer.bensalem@univ-biskra.dz

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Резюме: Тази статия е критика на ролята, която английският играе като световен хегемон лингва франка в контекста на днешната парадигма на глобализация. Отклонявайки се от обясненията, които локализируют английския като просто неутрален, функционален инструмент, тази статия заявява, че световното разпространение и почитането на английския положително продължава по един коварен начин западноцентричната цивилизационна сила. Проучването изследва как английската хегемония оформя световните норми на комуникация, влияе върху достъпа и качеството на производството на знания и оформя разбирането и оценяването на културния капитал в различни глобални контексти. Анализирайки тези механизми, документът предоставя нюансиран и критичен поглед към разбирането на социокултурните въздействия на английския като глобален език и неговия принос за поддържане на културни и цивилизационни йерархии в един по-глобализиращ се свят. Изследването признава необходимостта от признаване на такива властови отношения в опит да се насърчи културното многообразие, справедливият обмен на знания и глобалното социално равенство.

Ключови думи: Езиков империализъм, Lingua Franca, културен капитал, производство на знания, западноцентричност

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