

# Globalization and european integration from students' perspective

---

Ivić, Vlatka; Šoštarić, Blaženka

Source / Izvornik: **Život i škola : časopis za teoriju i praksu odgoja i obrazovanja, 2016, LXII, 25 - 39**

**Journal article, Published version**

**Rad u časopisu, Objavljena verzija rada (izdavačev PDF)**

Permanent link / Trajna poveznica: <https://um.nsk.hr/um:nbn:hr:142:282161>

Rights / Prava: [In copyright](#) / [Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2025-02-05**



**FILOZOFSKI FAKULTET**  
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

Repository / Repozitorij:

[FFOS-repository - Repository of the Faculty of Humanities and Social Sciences Osijek](#)



  
DIGITALNI AKADEMSKI ARHIVI I REPOZITORIJI

# GLOBALIZATION AND EUROPEAN INTEGRATION FROM STUDENTS' PERSPECTIVE

Vlatka Ivić

Faculty of Humanities and Social Sciences, Osijek, Croatia

Blaženka Šošarić

Faculty of Humanities and Social Sciences, Osijek, Croatia

## Abstract:

The aim of the paper is to analyze the attitude of various profiles of Croatian students of English towards globalization and European integration and their understanding of the English terms related to the phenomenon as well as their attitude towards it.

Using a corpus of 24 terms related to globalization and the European Union, we studied the attitude of the respondents and analyzed their first associations when confronted with the selected terms. The study is based on the survey research method, and the obtained results have been statistically analyzed in order to assess if the associations are positive, negative or neutral. The results of the first survey conducted in 2010 have been compared to the results obtained in 2013, on the eve of Croatia's accession to the European Union, and to the results obtained in 2015, almost two years after the accession. The aim was to establish whether there is a difference in attitudes from then and now that Croatia is a full-fledged member of the EU.

**Key words:** associations, European integration, globalization, sociolinguistics, students

## INTRODUCTION

The aim of the paper is to analyze the attitude of various profiles of Croatian students of the English language towards globalization and related European integration, as well as their understanding of the English terms related to the phenomenon. It is considered to be a topical issue in Croatia as globalization trends have become increasingly visible, in particular bearing in mind the recent accession of Croatia to the European Union in 2013.

In 2010 and 2013, using a corpus of 20 phrases associated with the concept of globalization, including the word globalization itself, we explored how the respondents felt about it and what their first thoughts at the mention of some of the words associated with the topic were. The 2015 questionnaire included four additional terms related to European integration which were added in order to assess the respondent's attitude towards European integration and the opportunities the accession has brought.

The questionnaires were distributed to the research participants, and their responses were collected and analyzed. This has led to insights about the thoughts and feelings of students when it comes to globalization and European integration.

The associations shed light on whether the students look at the near future with joy and enthusiasm or they are tortured by doubt and uncertainty. The following words by Fishman fit well within this context:

We know very little about language-oriented attitudes and emotions (starting from linguistic loyalties – linguistic nationalism as just one expression of it, to hostility towards the language – the deliberate abandoning of the language being again just one

of the expressions) as opposed to attitudes and emotions towards the 'typical' individual speakers and language variants. (Fishman, 1978, p. 168)

Indeed, when it comes to globalization, the language cannot be tied only to the speakers of a particular nationality, but the language of globalization comes from everywhere and belongs to everyone. Therefore, it is interesting to see what associations Croatian nationals have when confronted with the terms, which consequently reveal their personal attitude towards the phenomenon. It is useful to learn the young educated people's personal attitude towards European Union and globalization in general as they might be the ones leading the country in 20 years' time, and their opinion will probably influence their future action in terms of international and European cooperation and the development and implementation of various projects that should promote the values of the Humanities and social sciences in contemporary society.

## ON GLOBALIZATION

Globalization is a broad term that has frequently been used over the past decade and its meaning seems to be familiar to everyone. Nevertheless, when it comes to defining the concept, there are many personal views on what globalization is and what it means. People associate it with both good and bad things, and there are few who are either exclusively for or against it. In order to accurately define the term, we looked up what the experts say about globalization, and, as assumed, there is a myriad of definitions of globalization.

According to the Oxford English Dictionary, the word globalization was first used in 1930 and it marked the holistic view of the human experience in education, and the Merriam-Webster dictionary registers the first known use of the word in 1951. Oxford Advanced Learner's Dictionary describes globalization as 'the fact that different cultures and economic systems around the world are becoming connected and similar to each other because of the influence of large Multinational Companies and of improved communication' (OALD, 2005, p. 659).

One of the simplest definitions of globalization, as most people experience it, is the one given at the International Symposium on Cultural Diplomacy 2010 on Culture, Globalization and International Relations, that says that globalization is 'the process of increasing the connectivity and interdependence of the world's markets and businesses ...'(Matthes, 2010, p. 2).

The definition assessed as the most positive one is given by Joseph E. Stiglitz, a Nobel Prize winner, who sees globalization as

... the closer integration of the countries and peoples of the world ...brought about by the enormous reduction of costs of transportation and communication, and the breaking down of artificial barriers to the flows of goods, services, capital, knowledge, and people across borders. (Stiglitz, 2003, p. 33)

Chase-Dunn distinguishes five different dimensions of globalization in an attempt to clarify the misunderstandings and misinterpretations caused by the term coined in the late 1980s. He argues that there are five different meanings of globalization: common ecological constraints, cultural globalization, globalization of communication, economic globalization and political globalization. (1999, pp. 190-193).

The topic of the paper also reflects the ideas promoted by the *Report to the European Commission on Improving the quality of teaching and learning in Europe's higher education institutions* published in June 2013. In the 'Recommendations' chapter on 'Internationalisation, globalisation, and mobility of staff and students' it says the following:

One major change in recent decades is the massive internationalisation and even globalisation of science, economics and politics. This development is likely to continue, accelerate and expand into ever more sectors of our public and private life – predominantly in the labor market – driven not only by the exponential growth of world trade, global capital investment and human mobility, but even more so by new media. This development will not only impact on the content of traditional subjects ('the international dimension') but also change the ways of delivery and reception. Any serious discussion about teaching and learning within the perspective of lengthening lifespans – most of Europe's students today will live to see the year 2080 – has to deal with the impact of globalization on education, including higher education. (McAleese, M., Bladh, A. et al, 2013, p. 50)

Globalization is relevant in terms of sociolinguistics as well. Blommaert contemplates rethinking the linguistic communication in an increasingly interconnected world which is marked by growing mobility of both people and languages. The English language has become both global and 'indigenized' and is constantly adapting to new communication models as well as local norms (Blommaert, 2010). Therefore, to avoid turning Croatia to an 'urban periphery' of the globalized world, students of all profiles, including students of English as a Foreign Language, should be educated to think globally and properly understand the terms related to globalization, in order to develop a critical stance towards them and to increase their capacity to promote the values of the Humanities in the contemporary world.

## RESEARCH METHODOLOGY

The study is based on the survey research method and the obtained results have been analyzed in terms of assessing whether the associations provided in the questionnaire are prevalently positive, negative or neutral. The 193 respondents involved in the study are double major students of English at the Faculty of Humanities and Social Sciences in Osijek. Their other majors are: Croatian, German, Hungarian, Philosophy, Pedagogy or History. The questionnaires are anonymous, but the respondents were asked to note their course of study (e.g. English and German, English and History, etc.) in an attempt to establish whether there is a significant difference in the positive or negative attitude among students of various majors.

The study was conducted in three phases. The first group of 21 respondents filled in the questionnaires in 2010. The second group of 73 respondents was interviewed in February 2013, on the eve of Croatia's accession to the European Union. The third group of 99 respondents filled in the questionnaire in March 2015; a year and a half after Croatia had become a full-fledged member of the EU.

A questionnaire containing 20 phrases related to globalization was developed in 2010 and was to be filled in on the principle of associatively related words. The globalization terms have been taken from the book by Joseph E. Stiglitz, *Globalization and its discontents* (2004, pp. 239-277), and are the following: *globalization, global economy, IMF, World Bank, WTO, open market, environmental protection, capital market, fair trade, European Union, economic growth, global integration, transparency, civil society, global political movement, antiglobalization, government intervention, economic policy, role of state and sustainable growth*.

The terms that were chosen for the questionnaire are related to economic globalization, political globalization, ecology, cultural and social values, and institutions. In the 'Results and Discussion' section, the terms were grouped mostly according to the above meanings of globalization in order to see if the students' attitude towards globalization varies depending on the different dimensions the term encompasses.

The 2015 questionnaire included four additional terms related to European integration (*European Commission, European Parliament, EU Funds, Erasmus*) as well as the question



'What has changed in Croatia since its accession to the EU?' These were added in order to assess the respondent's attitude towards European integration and the opportunities the accession has brought.

The respondents were given the list of terms and were asked to write what first comes to their mind when they read each phrase. The question serves as an incentive, a call to memory to find words that are associatively related (Škara, 1999, p. 741).

After the surveys were collected, the data were analyzed and we tried to assess, based on the associations provided by the respondents, if they expressed a positive, negative or neutral attitude. The results were statistically analyzed and shown as graphs for a better visual presentation.

## RESULTS AND DISCUSSION

The collected samples were analyzed in the context of associatively related words. The results have shown that the Croatian students of English have grown strikingly indifferent towards globalization and European integration over the 5 years covered by the study. They are neither strong advocates nor great opponents of globalization. In addition, the analysis has shown that the concept of globalization and the related terms were to a considerable extent linked to European integration in general, even in the 2010 and the 2013 surveys.

In this section, the terms are organized into six groups. The first group includes the terms that contain the word 'global' (*globalization, global economy, global integration, global political movement, anti-globalization movement*), aimed at establishing the general attitude towards globalization. The second group covers the institutions related to globalization (the IMF, World Bank, WTO, EU), and the aim was to see whether the students trust these institutions. The third group comprises globalization-related terms that are mostly assessed as positive phenomena: *environmental protection, fair trade, transparency, civil society, sustainable growth*, and we hoped to learn about the students' awareness of the importance of civil activism and personal involvement. The fourth group includes terms related to economic globalization: *open market, capital market, economic growth and economic policy. Government intervention and the role of state* were analyzed separately since they are related to politics. The EU-related terms added in the 2015 questionnaire were analyzed in a separate group.

### GLOBALIZATION, GLOBAL ECONOMY, GLOBAL INTEGRATION, GLOBAL POLITICAL MOVEMENT AND ANTI-GLOBALIZATION MOVEMENT

Figure 1 shows the results of the respondents' impressions on *globalization, global economy, global integration, global political movement, anti-globalization movement*.

The analysis of the data collected shows that the students have shown a significantly growing indifference towards *globalization* over the reference period (2010-2015). The extremely negative attitude expressed by 43% of the respondents in 2010 has almost disappeared and is now at negligible 5%. Although the students seem to be indifferent towards globalization nowadays, they have an equally strong negative view of the *anti-globalization movement* with steady 40% over the years. They also expressed a rather negative attitude towards *global economy*, in particular in 2013, when it reached almost 50%. The results for *global integration* indicate that they considered it extremely important in 2010 (over 60%) at the time we were facing some obstacles on our way to the EU, and in the same period the *global political movement* was perceived rather negatively (over 50%) which might be related to the former.

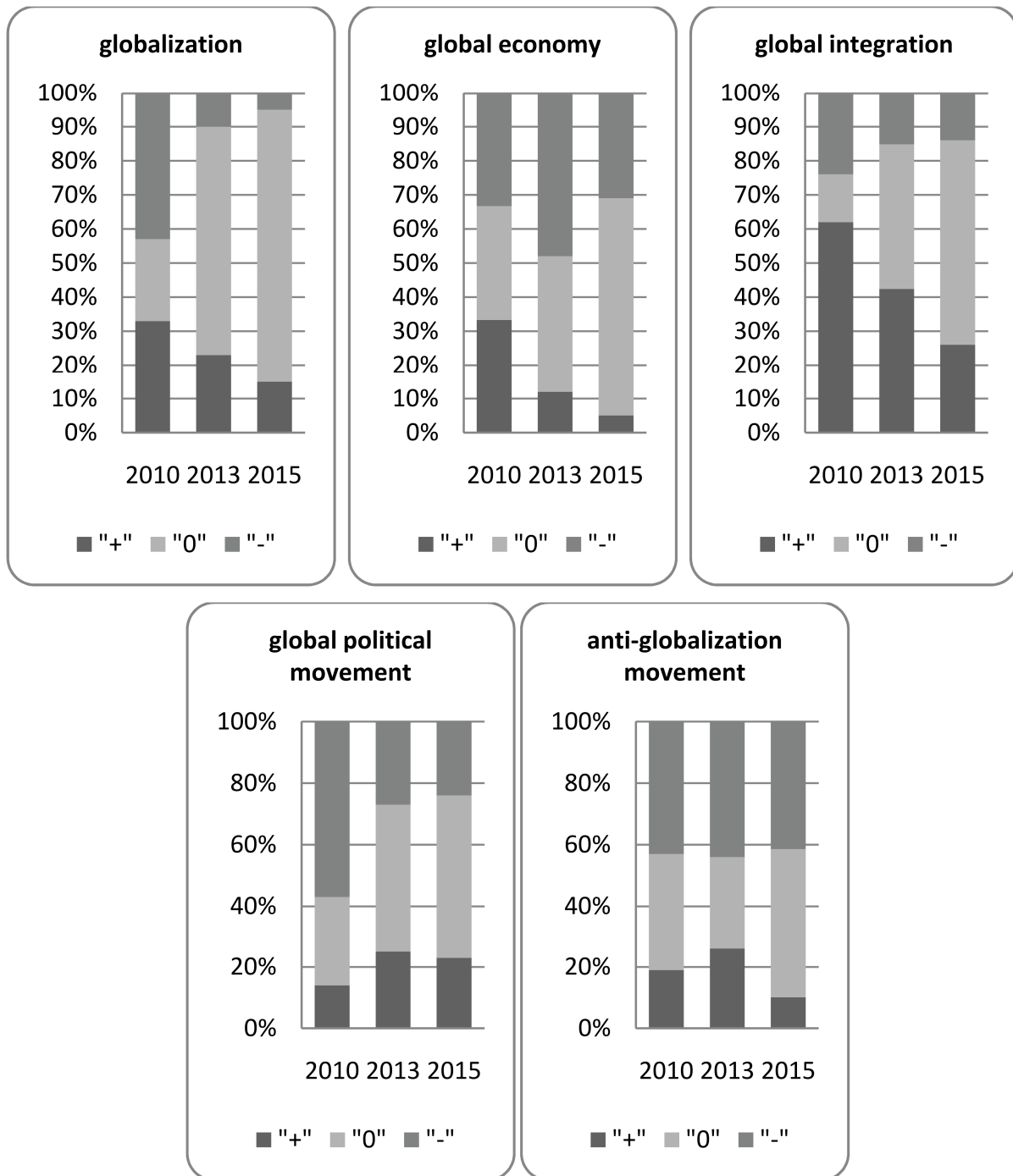


Figure 1: Results of associations on *globalization, global economy, global integration, global political movement and anti-globalization movement*

Looking at the associations provided by the students, we see that the word *globalization* is perceived as something that might bring a number of benefits (*sun, multiculturalism, summer, unity*) but still poses a danger of 'losing oneself' (*Masons, Illuminati, corruption, paradox, irony, loss of sovereignty*). The brands and the countries the globalization-related terms are associated with are the *Internet, Coca-Cola, Facebook*, on the one hand, and *English, the USA, the EU and China*, on the other.

As is evident from the individual associations evoked by the term *anti-globalization movement*, such as *selfishness, xenophobia, primitive or isolation*, the anti-globalization mo-

vement is perceived as violent and fragmented, leading to isolation and hampering economic development. Given that the majority of respondents have experienced global integration as a positive thing, or are at least neutral towards it, it is not surprising that the anti-globalization movement is not popular. The images from the media in which anti-globalization activists are reported as very violent and anarchistic during protests and demonstrations have most probably contributed to the extremely negative attitude. Naomi Klein gives a slightly different image of antiglobalists in her works and is trying to present them from a completely different angle, giving them the opportunity to explain their positions and leave the impression of the conscience of mankind:

The key to this process is the development of a political discourse that is not afraid of diversity, not trying to squeeze every political movement in a single model. Neoliberal economics is inclined at all levels of centralization, consolidation, homogenization. We are talking about the war declared to diversity. Against it, we need a movement that supports and fiercely defends the right to diversity: cultural diversity, ecological diversity, agricultural diversity - yes, and political diversity: different ways of doing politics. The goal is not improving faraway rules and rulers, but democracy in close-up, firmly grounded. (Klein, 2003, p. 174)

### IMF, WORLD BANK, WTO AND EUROPEAN UNION

The results for the *IMF (International Monetary Fund)*, the *World Bank* and the *WTO (World Trade Organization)* show that the students are predominantly neutral about it, especially in 2015. The most intriguing result is the one referring to the *European Union*. The students were the most negative in 2010 (almost 50%), and in 2013 they were the most positive about it (nearly 40%). Nevertheless, this contradicts the official results of the EU Referendum conducted at the time, according to which 66% of Croatian citizens were in favor of, and 33% against Croatia's accession to the EU. Today, the students are extremely indifferent towards the EU (approximately 80%), whereas the positive and negative attitude is equally divided at 10%.

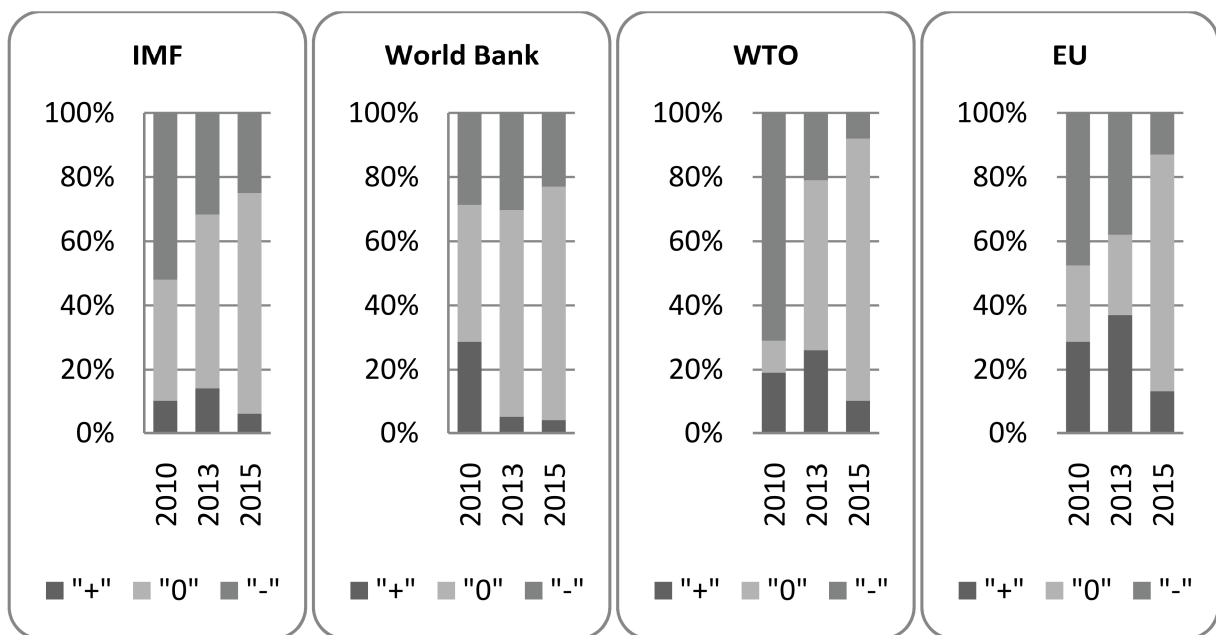


Figure 2: Results of associations on the *IMF*, the *World Bank*, the *WTO* and the *European Union*

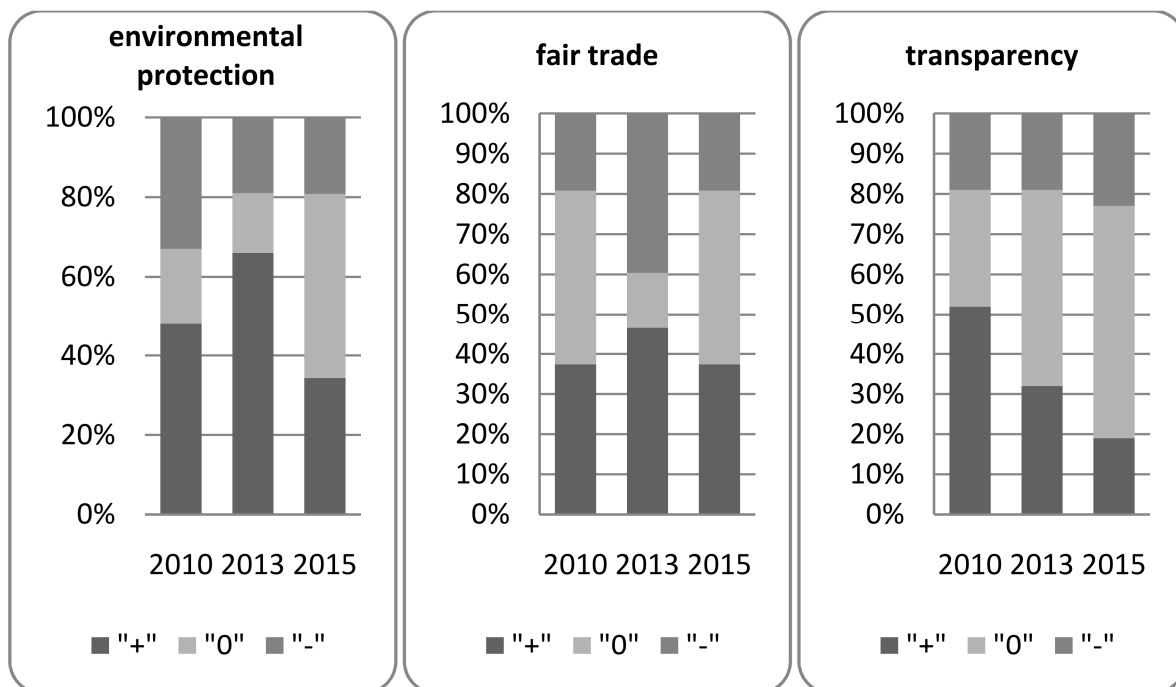
It is interesting to note that the students of English with their other major being Philosophy and History have been prevailingly negative in their view of the EU seeing it as *'New Yugoslavia, tyranny, burden and necessary evil'*. On the other hand, the students of German and Hungarian are the most positively oriented ones (*tolerance, future, education, employment*).

#### ENVIRONMENTAL PROTECTION, FAIR TRADE, TRANSPARENCY, CIVIL SOCIETY AND SUSTAINABLE GROWTH

Although the students see environmental protection as a *'lofty goal'* symbolized by *birds, water and forests*, when it comes to 'non-political' and 'non-economic' terms dealing with nature and society, the students seem to have turned significantly indifferent over the course of time, almost half of them being neutral in 2015. It might be considered alarming, since the terms are *environmental protection, transparency, civil society and sustainable growth*, terms important for the future of the planet as a whole.

Here we can quote Stiglitz who warns:

If you want to respond to the legitimate concerns of those who have expressed their discontent with globalization, if we want the results of globalization to be felt by billion people who have not yet felt it, if we want globalization to become more humane, then we have to raise our voices and we cannot and we must not idly stand by. (2004, p. 277)



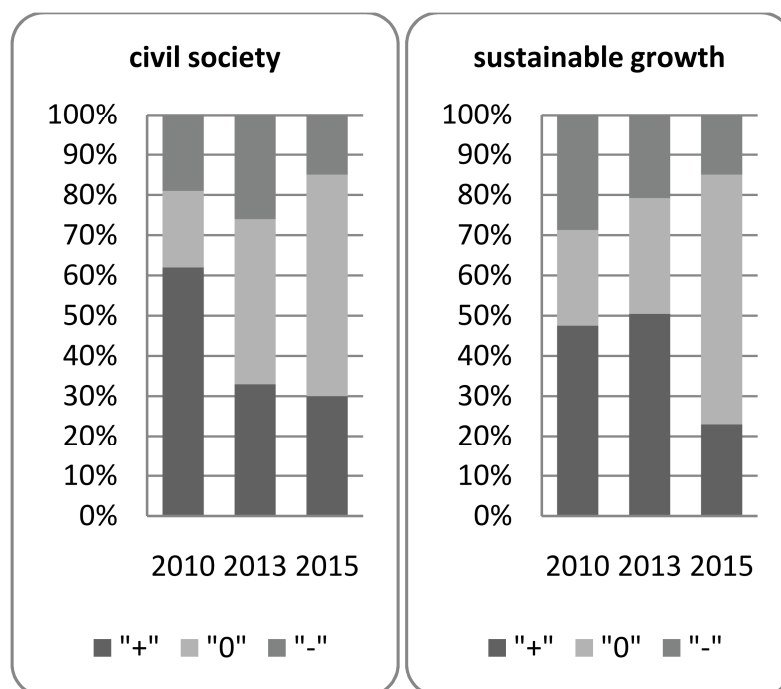


Figure 3: Results of associations on *environmental protection, fair trade, transparency, civil society and sustainable growth*

With regard to the term *fair trade*, the students are slightly less neutral, or indifferent, with 37% of them being positive, and 19% negative about it. The reason for it could be that the students were given the term in English, and they are familiar with its official meaning (trade in which fair prices are paid to producers in developing countries). In general, the public is rarely familiar with the project behind the term, and when translated into Croatian as '*poštena trgovina*' or '*pravedna trgovina*', people tend to treat it as an oxymoron commenting that such thing does not exist.

#### OPEN MARKET, CAPITAL MARKET, ECONOMIC GROWTH AND ECONOMIC POLICY

The students are rather skeptical about the term *capital market* showing support from little to almost none (12% in 2013, whereas in 2010 and 2015 reaching only 5% positive answers). They experience it as signifying theft, embezzlement and something filthy. However, they are more positive with regard to the term *open market* with 38% in 2010 and 35% in 2015, but above 64% in 2013. The students are probably in favor of the *open market* as it signifies greater employment opportunities, with their English/German/Hungarian language competence being a valuable asset on the EU single market. They see it as an *opportunity, freedom and challenge*. The indifference towards these two terms was continuously growing over the course of these five years; for *capital market* from 24% to 79%, and for *open market* from 19% to 54%.

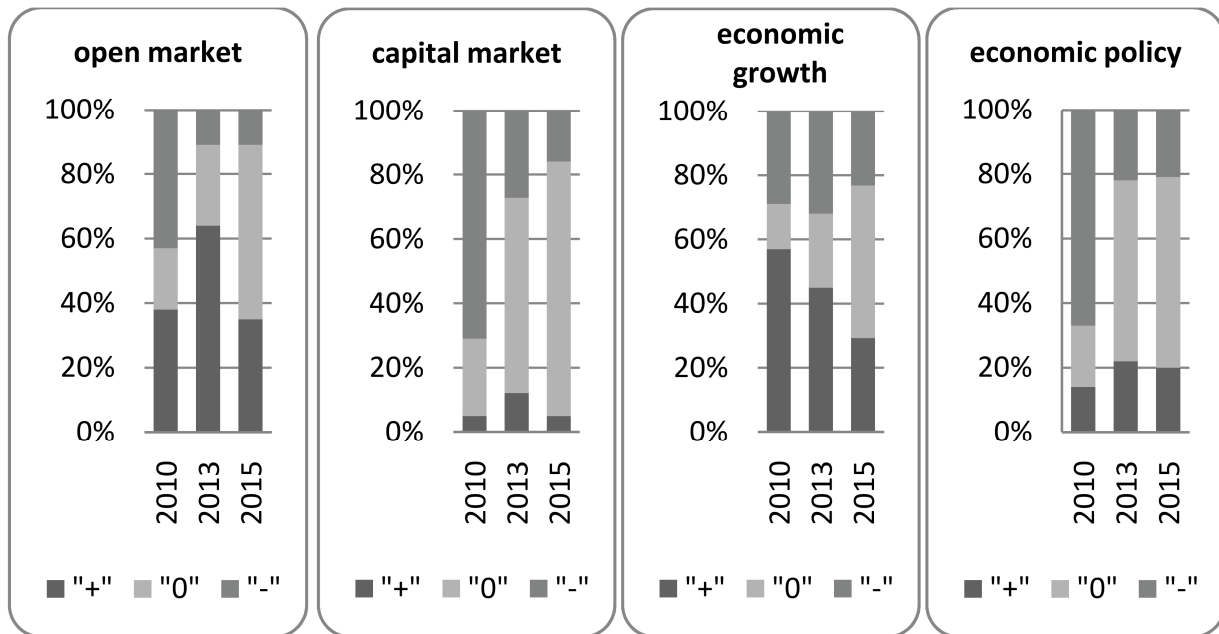


Figure 4: Results of associations on *open market*, *capital market*, *economic growth* and *economic policy*

The term *economic growth* started with 57% support in 2010, and decreased gradually to 29% in 2015, with indifference at almost 47% in 2015. From the associations related to economy it can be seen that the respondents think that the idea of economic growth is good but is actually '*wishful thinking*'. Nevertheless, the fear that the great and powerful will exploit the 'smaller ones' is still present, particularly expressed in the associations of students with their other major in History and Philosophy. The students do not seem to connect the term *economic policy* to an improved economic situation as 56% and 59% of them are neutral about it in 2013 and 2015 respectively, whereas they had an extremely negative view in 2010 (67%). This is not surprising, bearing in mind the long-lasting recession and global economic crisis that has resulted in growing inequality in the Western world.

In *The Great Divide* (2015) Stiglitz identifies inequality as an increasing problem in the Western world, and states that the 'dream of a socially mobile society is becoming an ever more unachievable myth'. Nevertheless, he argues that inequality is 'not inevitable but a choice – the cumulative result of unjust policies and misguided priorities' (Intelligence Squared, 2015). On a more positive note, Stiglitz believes that with the right policies we can have both sustainable growth and fairness in the globalized world.

#### GOVERNMENT INTERVENTION AND THE ROLE OF STATE

In 2010 and 2013, *government intervention* was perceived very negatively (40% and 43% respectively), evoking terms such as *crisis* and *unrest*, *bribery* and *corruption*, and even *war*. However, the *role of state* was attributed more positive things and seen as serving the citizens.

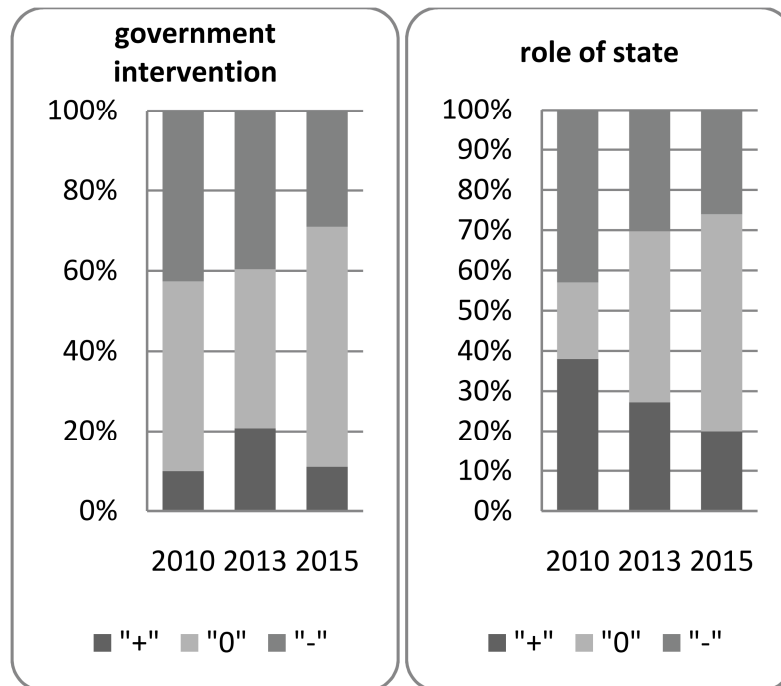


Figure 5: Results of associations on *government intervention and the role of state*

In 2015, the opinion tends to be more neutral as the students are either uninterested in the political developments in the country or feel apathetic and resigned which can be seen from their answers to the question posed in the questionnaire.

#### EUROPEAN UNION, EUROPEAN COMMISSION, EUROPEAN PARLIAMENT, EU FUNDS AND ERASMUS

The purpose of the terms added in the 2015 survey was to establish whether there is a significant change in the attitude of students of English now that Croatia has been part of the European Union for a year and a half. The added terms and the question *'What has changed in Croatia since its accession to the EU?'* were intended to prompt the students to express their attitude towards the most prominent EU institutions and to see whether the students are familiar with any positive effects of European integration in Croatia.

Overall, the students do not see any significant economic changes for the better in Croatia since its accession to the European Union. The most frequent response to the question posed in the questionnaire is: 'Nothing', and 'Not much'. In their opinion, 'a new flag has been added to the poles, nothing else'. The only thing the majority sees as a benefit is that they do not need a passport to travel. Only few have noticed some infrastructural projects being implemented through EU funds. Some of them are honest and say: 'Sadly, I do not pay much attention to news and media in general to actually know about any differences in the state then and now.'



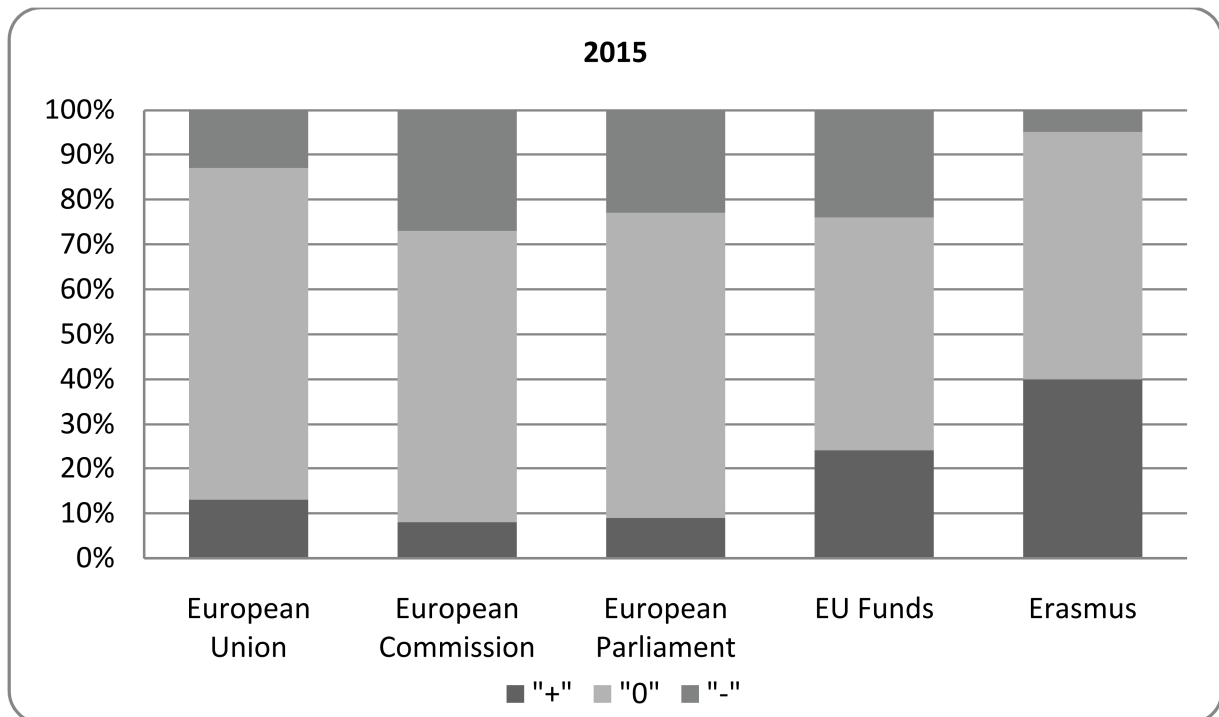


Figure 6: Results of associations on *European Union, European Commission, European Parliament, EU Funds and Erasmus* in 2015

The attitude towards the European Commission and the European Parliament is pre-vaillingly neutral (65% and 68% respectively). The majority is neutral towards the EU Funds, and the remaining ones are polarized in their opinion (24% each). The reason behind it might be that the prevailing public opinion is that Croatia has not been very successful in using the available EU funds and relate the funds to the current crisis in Greece.

On the other hand, Erasmus has been perceived as a positive change and the driving force of progress by 40% of the respondents – *travel, experience* and *excellence*. The students' associations related to the Erasmus program support the line of thought expressed by the High Level Group on the Modernization of Higher Education, as they state that the mobility of students and staff should become an essential feature of higher education in Europe.

Higher education institutions should develop and implement holistic internationalisation strategies as an integral part of their overall mission and functions. Increased mobility of student and staff, international dimension of curricula, international experience of faculty, with a sufficient command of English and a second foreign language and intercultural competences, transnational delivery of courses and degrees, and international alliances should become indispensable components of higher education in Europe and beyond. (McAleese, M., Bladh, A. et al, 2013, p. 51)

Same as globalization, the EU is a controversial topic with a lot of skepticism and pessimism involved (Løkkegaard, 2014). Nevertheless, the Erasmus+ program is one of the rare projects that all stakeholders, including Croatian students, have a positive view of.

When discussing the EU, we often find ourselves in a skeptical environment, defending and explaining issues. In this sense then the Erasmus+ program is a rare bird. It may be one of the very few EU ideas that everyone, regardless of political color, speaks positively about. When looking at the figures it is not difficult to understand why. Since the inauguration of the program in 1987 more than two million students have studied abroad. Thousands and thousands of teachers have seen how their colleagues work. Mobility is no longer just a term, it is how Europeans live and learn. (Løkkegaard, 2014)



The European Union offers a variety of programs to boost competitiveness and creation of new jobs. Therefore, students should be prompted to take advantage of them, Erasmus in particular. The programs will help them gain skills and experience that will prepare them for a globalized market that particularly favors employees who have acquired international experience in particular in the field of languages and related cultures.

Why is this important? Because we need to equip students all over Europe with the right tools to prepare them for the job market. In a globalizing world, more and more enterprises are looking for employees with international experience in terms of both knowledge of languages and cultures. Student mobility can thus help to ensure that Europe has the graduate skills it needs to stimulate growth and improve its competitive position. (Løkkegaard, 2014)

It is a good thing that Croatian citizens are already familiar with the process of globalization. This has probably reduced the possible culture shock following European Integration that may have resulted in total disorientation of travelers faced with a foreign culture (Toffler, 1978). However, the situation imposes constant adapting to new conditions. The culture shock, as said by psychologist Sven Lundstedt, is 'a form of personality maladjustment, that is, the reaction to the failed attempts to get people to adjust to the new environment and a new society' (1975, p. 280). Judging by the prevailing indifference by the youth it seems that they have not experienced the culture shock, as Croatia's path to the EU has been a decade long, and they have had the time to get accommodated to the changes. On the other hand, they do not seem to recognize any significant changes in Croatia since its accession to the EU, apart from easier travel across the state border and the benefits of the Erasmus program.

## CONCLUSION

As has been widely recognized, globalization has both positive and negative sides and opportunities, which makes it contradictory, open to discussion and uncertain. Therefore, it is not surprising that the associations evoked in Croatian students of English differ widely as well.

In this sense, the critical thinking that has been reflected in some of the associations offered by the students of English confirms that the majority of the respondents (especially in 2010 and 2013) had a fairly realistic view of globalization and, consequently, European integration, recognizing the benefits it brings. At the same time, they did not get carried away by far-fetched expectations that the globalization process might allegedly bring to small developing countries. They realistically presented the negative sides that both globalization and European integration inevitably entail. One thing is for sure, globalization should not leave people indifferent, because they must be aware that 'globalization cannot be reversed. It is here and here to stay.' (Stiglitz, 2004, p. 247)

A reason for concern is that the study has shown that the Croatian students of English have grown strikingly indifferent towards globalization and European integration over the 5 years covered by the study, even when it comes to ecology, culture, activism and civil society. Nevertheless, they are still quite skeptical about economic and political globalization.

The associations evoked by the terms over the course of the years are similar. On the one hand, globalization is perceived as a benefit, offering various types of freedom, networking and greater employment opportunities. On the other hand, some respondents (students majoring in History and Philosophy) see globalization and European integration as a loss of identity, sovereignty, extending poverty and posing global threat to the environment. We have also noticed a possible lack of understanding of terms such as *fair trade* being understood literally by some of the respondents and not as the underlying project.

Students seem not to be fully aware of the variety of programs the European Union has developed to boost competitiveness and creation of new jobs. Therefore, even EFL (English as a Foreign Language) curricula should include contents that will raise students' awareness of the EU programs available, Erasmus in particular. Consequently, it would provide the students with the opportunity to gain skills and experience that will prepare them for a globalized market that particularly favors employees 'with international experience in terms of both knowledge of languages and cultures' (Løkkegaard, 2014).

As a follow-up, it would be interesting to conduct a further study to establish whether the mobility of Croatian students within the Erasmus program actually results in excellent degrees, increased employability and cultural competences of the students.

## REFERENCES

- Blommaert, J. (2010). *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press
- Chase-Dunn, C. (1999). Globalization: A World-Systems Perspective. in *Journal of World-Systems Research*, V, 2, Summer 1999, 187-215.
- Chomsky, N. (2003). *Hegemony or Survival: America's Quest for Global Dominance*. New York: Metropolitan Books.
- Fishman, J. A. (1978). *Sociologija jezika: Interdisciplinarni društvenonaučni pristup jeziku u društvu*, Sarajevo: IGKRO «Svjetlost», OOUR Zavod za udžbenike.
- Friedman, T. L. (2003). *Lexus i maslina: Razumijevanje globalizacije*. Zagreb: Biblioteka Izvori sutrašnjice.
- Gavioli, L. (2005). *Exploring corpora for ESP learning*, Amsterdam: John Benjamins.
- Intelligence Squared (2015). *Joseph Stiglitz on the Great Divide*. Retrieved on 21 May 2015 from <http://www.intelligencesquared.com/events/joseph-stiglitz-on-the-great-divide/>
- Klein, N. (2007). *The Shock Doctrine: The Rise of Disaster Capitalism*. Knopf Canada.
- Løkkegaard, M. (2014). *EU United over 'positive' benefits of Erasmus*. Retrieved on 12 December 2014 from <https://www.theparliamentmagazine.eu/articles/feature/eu-united-over-positive-benefits-erasmus>
- Matthes, D. (2010). *International Symposium on Cultural Diplomacy 2010. Culture, Globalization, and International Relations*. Retrieved on 15 March 2015 from [http://www.culturaldiplomacy.org/academy/content/articles/symposium2010/participant-papers/Danielle\\_Matthes\\_-\\_Usa.pdf](http://www.culturaldiplomacy.org/academy/content/articles/symposium2010/participant-papers/Danielle_Matthes_-_Usa.pdf)
- McAleese, M., Bladh, A. et al. (2013). *Report to the European Commission on Improving the quality of teaching and learning in Europe's higher education institutions*, Luxembourg: Publications Office of the European Union. Retrieved on 13 October 2013 from [http://ec.europa.eu/education/library/reports/modernisation\\_en.pdf](http://ec.europa.eu/education/library/reports/modernisation_en.pdf)
- Merriam-Webster Dictionary*. Available at <http://www.merriam-webster.com/dictionary/globalization>
- Oxford Advanced Learner's Dictionary*. (2005). Oxford: OUP.
- Oxford English Dictionary* (1999). Oxford: OUP.
- Riggs, F.W. (2010). *Globalization: Key Concepts*. Retrieved on 5 September 2010 from <http://www2.hawaii.edu/~fredr/glocon.htm>.
- Ritzer, G. (1999). *Mekdonaldizacija društva: istraživanje mijenjajućeg karaktera suvremenog društvenog života*. Zagreb: Jesenski i Turk: Hrvatsko sociološko društvo.
- Schlesinger, A.M., Jr. (1998). *The disuniting of America: Reflections on a Multicultural Society*. New York: W.W. Norton & Company.
- Stiglitz, J. E. (2003). *Globalization and Its Discontents*. New York: W.W. Norton.
- Stiglitz, J. E. (2015). *The Great Divide: Unequal Societies and What We Can Do About Them*. New York: W.W. Norton.
- Škara, D. (1998). 'Globalisation of British Culture and its Impact in Croatia', in: *British Cultural studies: Cross-Cultural Challenges*. Zagreb, 319-326
- Škara, D. (1999). 'Interkulturalna analiza asocijativno vezanih riječi', in: *Teorija i mogućnosti primjene pragmatolingvistike*, Zagreb, Rijeka: HDPL, 741-748

- Škara, D. (2003). *The Interpretation of American Images in Southeastern Europe: Transmission of Global Metaphors*, Institute of European Studies, Cornell University
- Škara, D. (2005). *Vocabulary, Culture, Cognition*, Zadar: Sveučilište u Zadru.
- Toffler, A. (1975). *Šok budućnosti*, Rijeka: Otokar Keršovani.

## Globalizacija i europske integracije iz perspektive studenata

**Sažetak:** Cilj je rada analizirati različitost stavova studenata engleskog jezika u Hrvatskoj prema globalizaciji i europskim integracijama te njihovo razumijevanje engleskih pojmova koji su vezani za ovaj fenomen, kao i njihovo mišljenje o tome.

Koristeći korpus od 24 pojma koji se odnose na globalizaciju i Europsku Uniju, proučavali smo stavove ispitanika i analizirali njihove prve asocijacije kada se susretnu s odabranim pojmovima. U istraživanju je korištena metoda anketiranja i dobiveni podatci statistički su analizirani tako što su vrednovani kao pozitivni, negativni ili neutralni. Rezultati prvog ispitivanja u 2010. godini uspoređeni su s rezultatima dobivenim u 2013. godini, neposredno prije pristupanja Hrvatske Europskoj uniji i s rezultatima iz 2015. godine, gotovo dvije godine nakon pristupanja. Cilj je bio utvrditi postoji li razlika u stavovima *nekada* i *sada* kada je Hrvatska punopravna članica EU-a.

**Ključne riječi:** asocijacije, europske integracije, globalizacija, sociolingvistika, studenti

## Globalisierung und europäische Integration aus Studentenperspektive

**Zusammenfassung:** Das Ziel des Beitrags ist die Analyse der verschiedenen Einstellungen von Englischstudenten in Kroatien zur Globalisierung und der europäischen Integration, und ihr Verständnis der damit in Verbindung stehenden englischen Begriffe sowie ihre Einstellung dazu.

Die Einstellungen der Befragten wurde mit einem Korpus von 24 im Zusammenhang mit der Globalisierung und der Europäischen Union stehenden Begriffe untersucht und ihre ersten Assoziationen beim Kontakt mit den ausgewählten Begriffen analysiert. Die verwendete Forschungsmethode war die Umfrage und die erhaltenen Ergebnisse wurden statistisch analysiert, so dass sie als positiv, negativ oder neutral gewertet wurden. Die Ergebnisse der ersten Umfrage aus dem Jahr 2010 wurden mit den im Jahr 2013 erhaltenen Ergebnissen verglichen, kurz vor dem EU-Beitritt Kroatiens. Diese Ergebnisse wurden dann noch mit den Ergebnissen aus dem Jahr 2015 verglichen, fast zwei Jahre nach dem Beitritt. Das Ziel war festzustellen, ob es einen Unterschied in den Einstellungen zwischen damals und heute gibt, wenn Kroatien ein vollwertiges EU-Mitglied ist.

**Schlüsselbegriffe:** Assoziationen, europäische Integration, Globalisierung, Soziolinguistik, Studenten