



VNiVERSiDAD
D SALAMANCA

CAMPUS DE EXCELENCIA INTERNACIONAL



FACULTAD DE FILOLOGÍA

UNIVERSIDAD DE SALAMANCA

FACULTAD DE FILOLOGÍA

GRADO EN ESTUDIOS INGLESES

Trabajo de Fin de Grado

The Spread of English and its Implication in ELT

Noelia García Otero

M^a Consuelo Montes Granado

Salamanca, 2015



**VNiVERSiDAD
DSALAMANCA**

CAMPUS DE EXCELENCIA INTERNACIONAL



FACULTAD DE FILOLOGÍA

UNIVERSIDAD DE SALAMANCA

FACULTAD DE FILOLOGÍA

GRADO EN ESTUDIOS INGLESES

Trabajo de Fin de Grado

The Spread of English and its Implication in ELT

This thesis is submitted for the degree of English Studies

Date 22th of June 2015

Tutor: M^a Consuelo Montes Granado

V^o B^o

Signature

ABSTRACT

The unprecedented spread of the English language has led to an investigation into which the best option of teaching is. CLIL has flourished due to its success among students. In this paper, I will be analysing the reasons that has led to the rising importance of English as a lingua franca, why the English Language has become so important, explaining its impact and implementation on schools, the features of CLIL as well as analysing my particular study case.

Key words: CLIL, EFL (English as a Foreign Language), teaching approach, lingua franca, hypercentral Language, global language, native speaker fallacy.

RESUMEN

La gran expansión del inglés ha llevado a investigaciones para saber cuál es la mejor manera de enseñar una lengua. CLIL (AICLE) es un método de enseñanza que ha florecido por su éxito entre los estudiantes. En este trabajo de fin de Grado, se analizará las razones por las cuales el inglés ha ganado su importancia como lengua franca y se ha convertido en una lengua tan importante. Se explicará su impacto y su implementación en las escuelas, así como las características de CLIL (AICLE) y se analizará un caso particular de una escuela.

Palabras clave: AICLE, inglés como lengua extranjera, método de enseñanza, lengua franca, lengua hipercéntrica, lenguaje mundial, falacia del profesor nativo.

TABLE OF CONTENTS

1. Introduction.....	1
2. The spread of English.....	1
3. The impact of English on the school curriculum.....	2
4. The implementation of English on the school curriculum.....	3
5. CLIL.....	3
6. Case study: A bilingual school in southern Spain.....	8
7. Conclusion.....	10

1 INTRODUCTION

English has recently become the most commonly used international language worldwide (Crystal, 60). As a result of its globalization, English has come to be considered a lingua franca. The establishment of English as an essential language to learn in schools has been the consequence. A new perspective was given to English by introducing CLIL (Content and Language Integrated Learning) teaching approach in the early 1990s. In this paper, I will analyse firstly the spread of English worldwide. Secondly, the impact and implementation of the English language had on the school curriculum. In order to accomplish this task, I will resort to CLIL approach, which is the teaching approach that arose in the early 1990s as a model of language teaching. Finally, my last part consists of a particular case study where I will analyse the effectiveness of CLIL method in a southern school in Spain. In order to do this study I made use of a qualitative method of data collection. The answers will be explained carefully and I will draw the conclusions.

2 THE SPREAD OF ENGLISH

According to Phillipson, the spread of English could have been the result of the colonisation of English speaking countries, but in fact, English speaking countries did not colonise places where English is now considered the lingua franca. Moreover, he states “English has thus not been imposed through settlement by native speakers or through colonial dominance” (2007: 124). The reason for English expansion might be several. Myers-Scotton suggests that these reasons could be: firstly, the prestige of English in colonialist era in the twentieth century. Secondly, the scientific advances and technological inventions that took place mainly in Britain and the United States. Thirdly, the American mass cultural products such as films or pop music. And finally, the American dominance in industry, commerce and

finance (2005: 406). Therefore, English is now the hypercentral language of the world and now this language has become a very important tool for people and therefore, it has a huge impact on the school curriculum.

3 THE IMPACT OF ENGLISH ON THE SCHOOL CURRICULUM

A prime example of this fact is that in the middle of the twentieth century, schools that had originally taught languages such as French or German, had now displaced them with English, which was fast becoming the favourite language to be taught in schools. In their article, Yun-Kyung Cha and Seung-Hwan Ham reference a table outlining the percentage of countries teaching English as the first foreign language in primary and secondary schools from 1850-2005 (2008: 316).

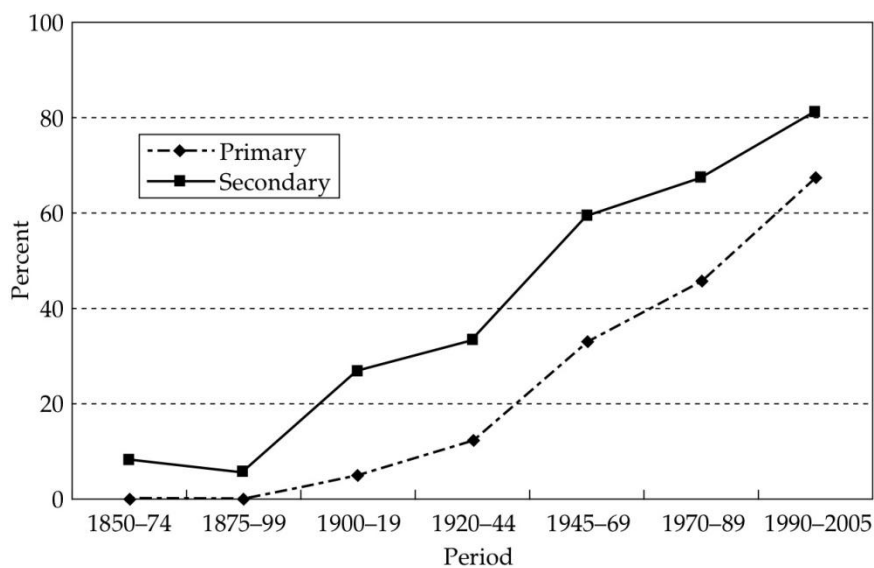


Table 1 Percentages of countries teaching English

It is undisputable tangible evidence such as this that one is able to see the meteoric rise of English throughout the world, staking its claim as the most dominant language of the modern era (Cha and Ham 313). Furthermore, this dominance has become so widespread that English is now considered an essential aspect of achieving the highest levels in your career or higher education; which has therefore led to English being an intrinsic part of the school

curriculum. That is why, nowadays people look to achieve the best result in the shortest time (Coyle, Hood, and Marsh 2).

4 THE IMPLEMENTATION OF ENGLISH ON THE SCHOOL CURRICULUM

During the initial implementation stages of English in the curriculum, schools deemed the best approach to learning English as a foreign language would be to import learning material from a native English speaking country and to hire a native speaking teacher. Their rationale being, only native speakers are fully competent in their language, meaning that only they can provide students with a complete and true learning experience (Phillipson, “Creating a Profession” 195); however this did not work out as expected. That said, although this rationale has been proven to be incorrect, the linguistic myth is still prevalent even today. I refer to the works of Canagarajah for this, who explains the barriers that a non-native ESL teacher faces when put in competition with a native ESL teacher, due to the ingrained perception that a native ESL teacher will provide a superior learning experience for students. Phillipson refers to this as the “native speaker fallacy”. In addition, Canagarajah argues that a native speaking teacher does not possess the linguistic and pedagogical strengths that their non-native speaking counterpart possesses (2012: 120). Hence, schools firstly needed to understand the true needs of the student in order to conclude the most effective method of teaching; thus providing students with the most efficient and successful way of learning.

5 CLIL

The arguments of the aforementioned critics as well as others, were enough to cause growing concern amongst the European Parliament and the Educational Council pertaining to the teaching of foreign languages, so much so that in 1984 they finally accepted that a reform was necessary (Coyle, Hood, and Marsh 8). The reformation would assess the optimal way to

fulfil the needs of the students and thus providing a learning environment to motivate students to excel (3), so a new competence-based teaching approach began in the 1990s called CLIL. The underlying principles of Content and Language Integrating Learning (CLIL) are to create a cross-curricular bilingual teaching environment in which they create fusion between language and subject education providing an equal measure between language and content. Therefore a CLIL lesson cannot be perceived as a language lesson, neither a subject lesson being conducted in a foreign language. However, this fusion is not something new. It actually encompasses many learning techniques and practices that have been incumbent in the educational system for many years such as those found in bilingual education (Coyle, Hood, and Marsh 1). David Marsh endorses the CLIL approach in one of his articles that this new approach to teaching languages through the inclusion within other subjects such as history, science, geography or others, helps students develop a positive 'can do' attitude towards learning languages (2000: 1).

CLIL has been implemented into school curriculums very slowly and it aims to develop a "lingua franca" and is a core instrument in achieving political directives for a multilingual population in Europe (Dalton-Puffer 1). A key advantage of CLIL is that it allows students to learn an additional language by embedding it within the natural learning environment, allowing students to learn through the connection of content learning and language learning. This provides a real context for students to learn and adopt the language while learning contents in other subjects. However, this approach does require a bi- or multi-lingual teacher with all of the necessary skills in order to create a successful learning environment (Coyle, Hood, and Marsh 28).

Having identified the changes that CLIL has brought into the school curriculum, it was necessary to also analyse just how this content should now be learned. There are different pedagogic approaches to learning: the traditional methods, where the teacher just teaches and

deposits the information to the learner; and the social-constructivist, where the student is at the centre and has an active learning role rather than adopting a passive one. Unlike traditional methods, the social-constructivist approach requires an entrenched social interaction between students and the teacher. This platform allows the learner to enhance their learning through being challenged along with providing appropriate support, scaffolding and guidance. They also improve their cognitive engagement by thinking for themselves. Being aware of their own learning would help them to develop metacognitive skills, for example, 'learning to learn' (Coyle, Hood, and Marsh 29).

Having clarified what content learning is, I am going to focus on language learning in CLIL contexts. English has traditionally been taught using English textbooks, teaching English grammar, translating, and such teaching methods. CLIL approach concentrates on learning using language as a tool of communication and, in this way, the learner acquires communicative skills instead of focusing almost exclusively on grammar; although this does not mean that there is not any attention paid to language because if there is little attention paid to form, this will have negatives consequences (Coyle, Hood, and Marsh 34). As Mohan et al. endorse "language is a matter of meaning as well as form" and that while students get new areas of knowledge, they are acquiring at the same time new areas of language and meaning (1999: 4). This means that students will learn language through content learning, but also by taking into account that meaning and form need to be addressed equally. Although the different variables in specific CLIL settings will determine the balance between them (Coyle, Hood, and Marsh 35).

That said, there is a pedagogical dilemma: a difference may exist in levels between cognitive functioning and linguistic competence. For instance, if a learner would like to talk about a discovery from the past but they have not yet covered the past tense, they are probably

going to be incapable of expressing themselves. Therefore, the sequence of objectives between language and content needs to be chosen carefully (Coyle, Hood, and Marsh 35).

In summary, CLIL needs to be interrelated by three perspectives: Language of learning: where it is necessary to research the needs of students and to adapt the learning to it; language for learning: supporting and scaffolding the learner in developing skills in order to have a quality learning experience so that the learner is able to understand content and use the foreign language; and language through learning: helping the learner to acquire new areas of knowledge without thinking about the language. In this way, students need the foreign language to support their ideas and while they are doing this at the same time they are enhancing their language learning. By doing so, they are also improving their thinking processes and obtaining new knowledge (Coyle, Hood, and Marsh 38).

In addition, it is important to take into account the cultural factor in this process of thinking and language. Culture is different in each language and because of that, culture is transferred to the language. This can become a problem when the speaker is for instance translating literally from one language to another, as it can lead to misunderstandings (Sudhoff 32). Therefore, “language, cultural understanding, cognitive engagement and thinking are all connected to the content and context of CLIL” (Coyle, Hood, and Marsh 39).

The teachers will be the ones that will have to put the students into contact with these intercultural nuances. Students will become more aware of their own culture and they will be developing skills and attitudes that might bring success in an intercultural exchange. Further than this explanation it is necessary to say that the teacher has to emphasise that English is not necessarily connected to just native speaking English cultures. On the contrary, being considered a “lingua franca” as I have mentioned, learning culture in CLIL classes is about providing students with a platform in which to effectively engage in a multilingual and multicultural globalised society (McDougald 11). Furthermore, there are four prerequisites for

teaching language and culture: Establishing a sphere of interculturality; teaching culture as an interpersonal process; teaching culture as a difference; crossing disciplinary boundaries (Kramersch 206).

To sum this last part up, it can be said that an effective CLIL consists of *the 4Cs Framework* that integrates: “content (subject matter), communication (language learning and using), cognition (learning thinking processes) and culture (developing intercultural understanding and global citizenship)” (Coyle, Hood, and Marsh 41).

While CLIL offers a plethora of teaching methodologies, these act only as a guidance tool for teachers who will have to use their experience to adjust their own teaching style for each individual class, age range and group to create the most effective way of teaching.

Before presenting the results and case study of a particular school, I will highlight some aspects of Christiane Dalton-Puffer’s article that I found interesting. Dalton-Puffer states that there is a lack of assumptions when it comes to research results on CLIL. However, he collected some research that has been conducted in some European countries. According to this research, CLIL students develop a higher level of stress tolerance, better understanding of curricular concepts and a higher level of communicative competence (2008: 1-5). Additionally, by learning in CLILs, it has been demonstrated that students acquire a better knowledge of grammar and vocabulary. CLIL lessons are better for students’ interaction in such a way that learning opportunities for students are better in order to enhance their command of the target language than in an EFL class. However, these lessons might differ depending of the institution due to the need of adapting lessons (10). When focusing on speaking skills most research indicates that in CLIL lessons, students are listeners most of the time (11). However what these studies missed is that there are classes that adopt a student-centered lesson, so that allows the student to participate more actively in such a way that it enhances the communication skills. Most of the times the problem is the quality of the

questions that teachers need to ask to correlate answers with types of responses i.e. asking an open question would allow the student to explain more widely. However this is not an easy task for the teacher, and some teachers even argue that training should be provided to allow them to gain the necessary skills required for this (11).

6 CASE STUDY: A BILINGUAL SCHOOL IN SOUTHERN SPAIN

In my empirical part I conducted a survey to assess the effectiveness of the CLIL teaching approach in a school in Southern Spain that has implemented it. The method of investigation is the collection of data by a qualitative method based on an open question survey. Although the time devoted is greater, the reason for choosing a qualitative method over a quantitative one is that I was able to obtain very detailed information; ultimately providing more valuable and reliable answers. The survey consists of two different questionnaires dependent on the participant; students and teachers. Each questionnaire will be discussed in turn. A total of 104 surveys were completed by children ranging from 10-12 years old.

Block of Questions 1: Confidence about English Language. Most of the children felt their English is better than those children who did not attend a bilingual school giving them the ability to communicate more competently. This was reinforced through examples of situations where they were able to communicate more successfully with English speakers.

Block of Questions 2: Studying English Language through contents. Most of the 10 and 11 year old children have to memorise specific vocabulary (particularly scientific vocabulary). They were asked to give positive and negative aspects about studying English: “My pronunciation and vocabulary have vastly improved; although I had to dedicate many hours” (11 year-old-student). However 12 year olds stated that they were able to learn the content in class, which meant they did not have to devote as much time to studying: “As my

teachers explain everything clearly, I am able to acquire the knowledge in class” (a 12 year old student). All students agreed that an effective way of learning is by memorising concepts, allowing them to understand the correct use of words and meanings; with few suggesting they only utilise this to pass exams. Interesting enough is the fact that 13 out of 104 say that they study just to pass the exam. Conversely, 91 students agree that memorising concepts is worth it. “I don’t memorise. I prefer to learn the concept in order to use it again in the future” (11 year-old-student).

Block of Questions 3: The teachers’ methodology encouraged the students to use English as much as possible; which in turn gave them confidence and motivation. Although the teachers with the most effective results were those where the students enjoyed the class.

Block of questions 4: Vision of benefits about studying in a bilingual school. The consensus among the students was that English will play an invaluable part in their future, whether domestically or abroad. “The ability to speak English competently could be a distinct advantage”. “English may be the key reason when finding a good job” (12 year old students).

Block of questions 5: Learning culture. Students not only learn about language but also culture. One way they do this is through international days, where they play games which teach them about culture and cultural differences. “We learn about different cultures including Asia, the Americas and the UK”, “Once a year we play a mega quiz where they ask students about other cultures that we have learned about in classes” (11 year old students).

Additionally, a total of 6 surveys were completed by teacher of Science, Sports, English, Maths, Biology and Spanish. All teachers agreed that the previous teaching methodology was limited and needed change. Since the adoption of CLIL they have been able to effectively track students’ progress, allowing them to create synergies as well as implement changes which are discussed in periodical teacher meetings.

The teaching strategies usually consist of flashcards, videos and vocabulary exercises. “Concepts are presented in readings and I use different resources that include videos, text fragments, pictures . . .” (Biology teacher).

Most of the teachers present key content in Spanish and then they code switch in English. “I use Spanish to teach the key content and then I explain same in English” (Science teacher). However one of the teachers said that he tries not to use Spanish at all.

They actively encourage student participation in class through tactics such as games, songs and dialogues, allowing students to exude confidence and motivation for learning. Teachers echoed that an important factor in language learning is to create a relaxed atmosphere.

The teachers choose not to explain grammatical issues within the class unless specifically requested to do so by a student. For instance the English teacher explained that she uses an inductive teaching method. Evaluation is based on homework as well as oral and written exams.

7 CONCLUSION

It seems that the CLIL teaching approach is having a positive impact in this school. The confidence level of the children is very high and they are aware that their level of English is better than that of other people that surround them. It has been demonstrated that while younger students have to memorise some vocabulary, older students are able to learn purely through regular class attendance and participation, demonstrating in this way that it seems that they develop their cognitive functions. Additionally, just 12.5% of students are reluctant to learn and memorise new vocabulary, not seeing any positive effects by doing so. Nevertheless, 87.5% of them seem to feel that they are increasing their learning in classes, furthermore if they have to memorise, it will be worthwhile. Children feel motivated in

classes particularly when the teacher creates a more enjoyable learning environment. The participants interviewed agree that English is an essential tool for their future in that it will enhance their future prospects and opportunities. Therefore, it seems that children have adapted to CLIL approach successfully, and that they are developing their cognitive skills. Furthermore, they also feel motivated and culturally educated, and it seems that their learning through content is satisfactory. Teachers have a good grasp of CLIL's teaching methodology which gives them a strong basis for teaching competently, although there is still the prevailing idea that teachers only have to use English. Additionally, teachers not only limit themselves to teach linguistic issues, but also they instil culture. While they use innovative methods in classes to encourage students to participate, their evaluative methods are traditional written and oral exams, and daily basic homework. It might be true that evaluating students' language skills in CLIL classes can be very difficult, however they need to explore suitable techniques and methods for successfully evaluating students' performance (Houttu 1). A transition is needed from these aforementioned traditional methods over to newer and more effective ones in line with CLILs frameworks. Therefore, teachers would need to achieve a consensus to change this weak point by creating new ways to evaluate.

To conclude, it seems the CLIL teaching approach is fulfilling its expectations as students have enhanced their skills and understanding of content, culture and concepts compared to the previous levels achieved in an EFL class. In conclusion, as originally predicted by Dalton-Puffer (2008) as well as demonstrated throughout my report, students of the CLIL teaching approach are able to reach: a higher level of communicative competence, a better knowledge of grammar and vocabulary and a higher level of stress tolerance by developing a can-do attitude towards learning through its student-centered lessons.

WORK CITED LIST

- Canagarajah, Suresh. "Postmodernism and Intercultural Discourse: World Englishes" *The Handbook of Intercultural Discourse and Communication*, First Edition. Edited by Christina Bratt Paulston, Scott F. Kiesling and Elizabeth S. Rangel. Blackwell Publishing Ltd, 2012. 120. Print.
- Cha, Yun-kyung, and Seung-Hwan M. Ham. "The Impact of English on the School Curriculum." *The Handbook of Educational Linguistics*, First Edition. Edited by Bernard Spolsky and Francis M. Hult. Blackwell Publishing Ltd, 2008. 313-316. Print.
- Coyle, Do, Philip Hood, and David Marsh. "A Window on CLIL." *CLIL: Content and Language Integrated Learning*. 1st ed. Cambridge, UK: Cambridge UP, 2010. 2-11. Print.
- . "CLIL as a theoretical concept." *CLIL: Content and Language Integrated Learning*. 1st ed. Cambridge, UK: Cambridge UP, 2010. 28-41. Print.
- Crystal, David. *English as a Global Language*. 2nd Edition. Cambridge: Cambridge University Press, 2003. Web. 14 Mar. 2015.
- Dalton-Puffer, Christiane. "Outcomes and Processes in Content and Language Integrated Learning (CLIL): Current Research from Europe." *Werner Delanoy and Laurenz Volkmann, (eds.) Future Perspectives for English Language Teaching*. Heidelberg: Carl Winter. University of Vienna (2008). 1-11. Web. 6 Mar. 2015.
- Houttu, Aino. "Some Thoughts on Evaluation – CLIL through English in Primary Education." *CLIL Network*. Tammela School. 1. Web. 2 June 2015.
- Kramsch, Claire. "7. Teaching Languages along the Cultural Faultline" *Context and Culture in Language Teaching*. Oxford: Oxford University Press, 1993. 205-206. Print.

- Marsh, David. "Using Languages to Learn and Learning to Use Languages." *Tie-CLIL*. (2000). 1. Web. 4 Feb. 2015.
- McDougald, Jermaine S. "The CLIL Approach: A Gateway to Interculturality in the Classroom." *Latin American Journal of Content & Language Integrated Learning (LACLIL) 48th ASOCOPI Annual Conference* "ELT and Culture: Conceptual and Practical Perspectives" (2013) University of Dayton Publishing. Universidad De La Sabana. 11. Web. 17 Apr. 2015.
- Mohan, Bernard, and Margaret Van Naerssen. "Understanding Cause-Effect: Learning through Language." Forum Online. FORUM. (1999). 4. Web. 11 Feb. 2015.
- Myers-Scotton, Carol. "Language Policies and Globalization." *Multiple Voices. An Introduction to Bilingualism*. First ed. Oxford: Blackwell, 2005. 472. 406. Print.
- Phillipson, Robert. "Creating a Profession: The Structure and Tenets of ELT." *Linguistic Imperialism*. Oxford: Oxford UP, 1992. 195. Print.
- – –. "English, No Longer a Foreign Language in Europe?" *International Handbook of English Language Teaching*. New York: Springer, 2007. 124. Print.
- Sudhoff, Julian. "CLIL and Intercultural Communicative Competence: Foundations and Approaches towards a Fusion." *International CLIL Research Journal*. Article 3. (2010). 32. Web. 11 Feb. 2015.

APPENDIX

Students' questionnaire.

1. Since bilingualism was introduced, do you feel that your English has improved? Do you believe that your English has surpassed the level of your similarly aged from other schools that do not use bilingualism? If so can you provide any examples of a situation that demonstrates this?
2. Have you ever experienced any difficulties expressing yourself in English due to a lack of grammatical knowledge?
3. Please can you explain in detail how you study English? Could you provide both positive and negative aspects of having to study English?
4. Are you able to learn English through classroom learning alone or do you need to have additional learning time outside of your classes?
5. Could you please describe the methods that you use to learn the content of the subject? Do you memorise concept in English? If so do you feel it is beneficial for your long term understanding and knowledge or simply as a short term method to pass the exam?
6. Do you feel that the methods used by your teacher are effective for your learning development?
7. Do your teachers provide you with the motivation to communicate in English? If so how do they achieve this?
8. Do you believe that studying in a bilingual school will have a positive impact on your future? If so why?
9. Do you have any particular preferences as to which teacher you would prefer to have? If so could you explain this in more details?

10. Besides learning content, do you learn about particular cultures? If so how do you learn about them?

Teachers' questionnaire.

1. Do you believe that the previous teaching methodology in languages was providing effective results?
2. Did you receive any particular training in preparation for the introduction of bilingualism to ensure you understood the methodology and ways to achieve the intended goals? Do you have any teacher meetings to discuss bilingual system function?
3. What strategies do you use in class to introduce new learning contents? Do you use key words?
4. Do you use Spanish to introduce key content and then code switch in English?
5. Which methods do you use to present subject content?
6. In classes, which methods do you use to encourage student participation?
7. Which techniques do you use to organise activities stay relevant to the subject content?
8. Do you believe it is important to have a relaxed environment in class? If so please explain how you achieve this.
9. Do you normally explain grammatical issues in classes?
10. Which evaluation methods do you use?