RESEARCH PROPOSAL

English as a World Language

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**ENGLISH AS A WORLD LANGUAGE**

**Abstract**

All countries use a common language officially despite the fact that they have their own language. We call it as "World Language", and this is English for many years. It has used as official language all over the world. Although it is a constantly used language, we have difficulties with it to learn and to teach. A lot of studies have been done about this issue so far. The purpose of this paper is to study on the proportion of countries English Proficiency and find the reasons why usage of English is low. In addition, we try to focus on studies, questionnaire that is done about "world English."

Keywords: World English, Teaching/Learning World English, Intercultural Communication.

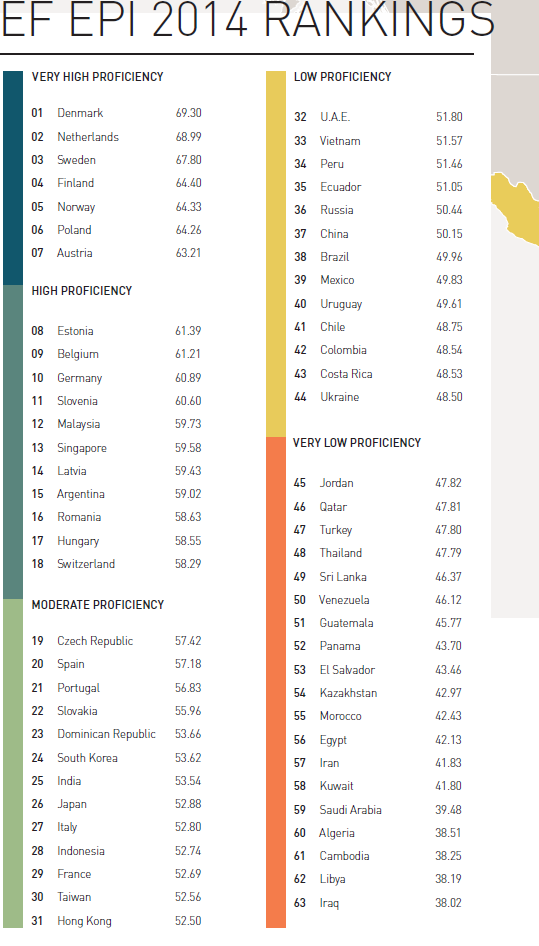
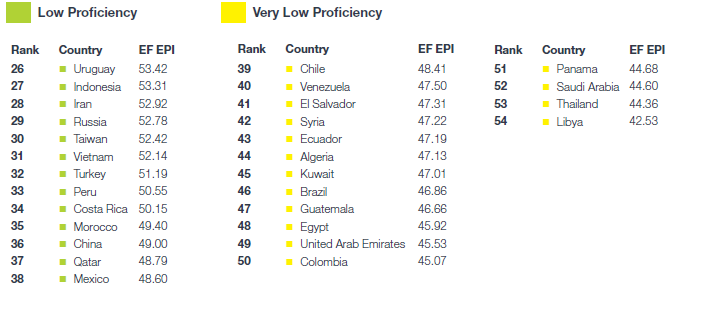
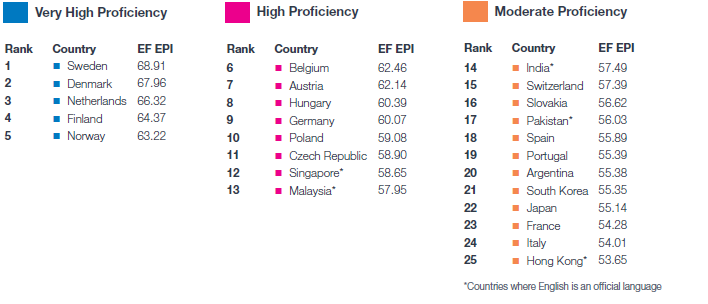
**Introduction**

Language has a highly significant role in development of countries. English is a language used in international communication for most countries. In the past, it was used as a second language. Year by year, English started to spread with the migration of native English speakers to America, Canada and Australia, and it continued with the colonization of Asia and Africa where people use English as the official and common language in colonial and postcolonial countries such as India, Pakistan, Ceylon, Singapore, Malaysia, Kenya, and Sudan (Ustinova,2013). However, the idea of "Global English" dates back to 1970s which English was used as an International Language (EIL), and it has gained more support year-by-year in globalized world. In this context, the reason why the term "Global English" is used instead of EIL or ELF is because of the word "global", which implies beyon nation-state framework (Ke, 2009).

Maybe, you say what is the importance of English as a world Language. Dr. Ustinova (2013) replies this question with these words:

"In 21st century, English, still, continue to play the dominant role on a global scale because it has an important demographic weight, a strong economic, intellectual, technological, and military power, a previously established international spread, and a high level of modernization. More than 300 million people are native speakers of English, and nearly 400 million use it as the second language; the estimate of English learners and users is within the range of 800 million to 2 billion people (Goodman and Graddol 1996, Modiano 1996, Trunchot 1997, Ustinova 2005, 20089. The dominance of English in science, research, commerce, mass media, transport, communication, and youth culture goes hand in hand with an unprecedented need for a Lingua Franca 8Crystal 1997). According to the survey, held by the British Council, as many as 79% of respondents disagree that another language will challenge the role of English, and over 95% agree that English will remain the global main language of communication and the media in the future ( Bamgbose 2001, 357). English undoubtedly is the most important language of international exchange; though other languages are still used as Linguae Francae in the world:Arabic, German, Mandarin, and Russian among them (Forbes Insights 2012,1)."

Yet, there are something missing in learning English whereas it is used by millions of people all around the world. People cannot use English sufficiently although it is world language. A lot of researcher have made investigations about this issue, and they have found some results. Now will analyze the results of English Proficiency by proportions with data of English Proficiency Index (2013, 2014) :



When we compare these two chart, we see Japan has moderate proficiency. It has 52.88 rank of English Proficiency in 2014 while this proportion was 55.14 in 2012. Liang Morita (2013) interpret that situation with these words: In Japan, levels of English proficiency is low despite six years of near-compulsory English in junior high and high school, and the multi-million-dollar English conversation school industry. Many English teaching professionals claim that it is partly because of the grammar translation method by giving an example such as "word-by-word translation of English text into Japanese and vice versa." But that method was considered to be harmful for learning language because the learner of authentic language is less valuable than the memorization of language rules. Then government attempted to develop education of English language between in 1989 and 2002. The grammar translation method has been replaced with a communicative approach to Teaching English as a Second Language (TESOL). That program required some establishments such as "the Japan Exchange and Teaching (JET) program in 1987. It was to make native speaker of English assistant English Teacher in schools. Also, English conversation was introduced in elementary schools as an elective course. With these improvements, including taking a listening component in the central university entrance examination since 2006, the grammar translation approach is still used commonly in schools and universities. In addition to the grammar translation method, lack of student's motivation is a factor in being inadequate in student's English skills. To be able to solve this problem, students need to improve themselves in nature where English is used actively, so teachers, also, modify their teaching methods.

**THE LITERATURE OF REVIEW**

1. *English Proficiency Index 2012*

*English Proficiency Index 2014*

This document contains rates of English Proficiency that is searched in 2012 for countries, and information about the relationship between these countries and English. I used the rates of Japan's English Proficiency.

2. *Journal of English as an International Language*

*Vol. 8, Issue 1, 2013*

*The title of article: Globalization, Intercultural contexts and the sociocultural contexts and the of an English course*

*Author of article: Liang Morita*

Most of information I have reviewed is available in that article. These knowledge consist of general reports about, education system of Japan, the reason why Japan has a low rate in English, a study and results of that.

3. *The Global Studies Journal*

*Title: English and Russian as Languages of Intercultural Communication*

*Author: Dr. Irina Ustinova*

*Southeast Missouri State University, USA*

This article is about the role and status of English and Russian as means of intercultural communication. Also the history and development of English and Russian is mentioned in the article. Among all these knowledge, I reviewed the history of English and its development.

4. *English as an International Language Journal*

*Volume 5, 2009*

*Title: Global English and World Culture: A study of Taiwanese university students’ worldviews and conceptions of English*

*Author: Chung Ke*

I made use of the meaning of the term " global English "

**THE STUDY**

According to a study mentioned in Morita's article;

* 55 students ( 40 male, 15 female) were used for this study. They were applied a questionnaire. These students were from Literature, Engineering, and Science class.
* The students were given a copy of a questionnaire prepared by the teachers in class.
* Participation was voluntary and it did not affect to student's grade.
* The questionnaire was written in Japanese, and it consisted of eight statements.
* There were sections which are *strongly disagree, disagree, agree and strongly agree.* There was also space for comments for each statements.

The aim of this study is to know thoughts of students about English as World Language.

**RESULTS**

* 81.5% of the respondents agreed that English was important to be able to live and work in an international environment.
* 18.5% of respondents disagreed that view.

They also commented the questions. Comments were like those:

“It is important to interact with the world.”

" Intercultural contact occurs in graduate school only, possibly due to vigorous efforts to attract more international students to Japan, Because opportunities to interact with foreigners will increase such as when researching and presenting at graduate school."

“That depends on people. Some may want to continue to live in their country.”

“I, who want to be an English teacher, will teach internationalization to future students, but personally it does not affect me at all.”

“I think even Japanese companies will be internationalized, for example, English will be required inside the companies.”

The fact that as many as 50% of the respondents felt they would not be in intercultural contexts is significant. It shows that many still see Japan as impenetrable to the forces of globalization. Only 53.7% of the respondents wanted to be able to live and work in intercultural contexts in future and 46.3% did not want to, again reflecting the idea that one could opt out of intercultural contexts. However, 88.9% thought they would need to use English in future and 11.1% did not. According to one respondent who thought he needed English:

“More and more companies are becoming internationalized, and some require the score of TOEIC when applying to them.”

“It is necessary just when I take an entrance exam for graduate schools.”

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