Trabajo Fin de Máster

"English as a lingua franca, monolingualism and multilingualism: An overview of these concepts and a proposal for their introduction in the 2nd NCSE English classroom"

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Abstract

When it comes to languages in general, changes are unavoidable and unpredictable. Even though languages mainly change due to different contexts and events, many factors have an influence on their development. Some languages undergo more changes than others but all of them change. However, out of all the languages in the world nowadays, English might be the only one whose changes have had a greater effect on the rest of the world and, consequently, on other languages, especially in the 20th century with the appearance of new technologies. Unfortunately, those consequences may be either positive (the hope for a more diverse and plural world) or negative (the disappearance of minor languages). English as a *lingua franca* is a reality and the debate is open: you love it or loathe it, monolingualism vs multilingualism. The future (as well as the change) is still to be continued.

**Key words:** language change, English language, global language, monolingualism, multilingualism, language death

Resumen

Cuando hablamos de lenguas en general, el cambio siempre es inevitable e impredecible. Incluso aun sabiendo que las lenguas cambian principalmente debido a diversos contextos y eventos, muchos otros factores influyen en su desarrollo. Algunas lenguas experimentan más cambios que otras, pero todas cambian. Sin embargo, de todas las lenguas existentes actualmente, el inglés es, posiblemente, la única cuyos cambios han tenido mayor repercusión en el resto del mundo y, consecuentemente, en otras lenguas, especialmente en el siglo XX con la aparición de las nuevas tecnologías. Desafortunadamente, dichas consecuencias pueden ser positivas (la esperanza por un mundo más plural y diverso) o negativas (la desaparición de lenguas minoritarias). El inglés como *lingua franca* es una realidad y la polémica está servida: lo amas o lo detestas, prefieres una única lengua o abogas por la pluralidad de lenguas. El futuro, al igual que el cambio, está aún por determinar.

**Palabras clave:** cambio lingüístico, lengua Inglesa, lengua global, monolingüismo, multilingüismo, muerte lingüística
1. Introduction

Living in the world of globalization, it is no surprise that the matter of the English language is more up-to-date than ever. English has surfaced as the suitable and unique language the global world needs in order to connect people from different countries, make mutual understanding, etc. It is undeniable that this situation is not a matter of countries but, what is most important, a matter of speakers, real artificers making it possible around the world. However, many questions that are still unanswered have raised in the last decades with the widespread of English as the global lingua franca:

- Is English the real lingua franca, vehicular or international language? If so, why?
  What are the main reasons and events which promoted the establishment of English as a lingua franca?
- What would happen if English was the one and only language in the world? Is it possible to live in a monolingual world? Should the rest of the languages in the world be afraid of the dominant position of the English language? Then, is it English a “killer” language?
- When was the first time we hear about the topic of multilingualism? Is multilingualism the cure for monolingualism? What is the prediction for the future: mono or multi?

The questions above and some others are going to be explored in depth and, to the extent possible, to try and be answered in the research following this procedure:

- State the basic constructs and definitions to make it easy to follow, such as the notion of lingua franca or global language.
- Explore the history: if we want to understand the present, it is crucial to take a look back. Consequently, it will start with a deep immersion on the English language through the years, from the Indo-European beginnings till the way we know English nowadays. Notice that it is not a simple path through the years but it will help us understand why English owns this global position in the present day.
- Monolingualism: definition and its problematic. We will study the reasons why some people are still in favour of the establishment of a unique language in the world.
- Multilingualism: is it the cure for monolingualism? Why should we promote a multicultural world?

In order to find an answer to the questions, my research can be easily divided into two parts: a literary review and a lesson plan. On the one hand, the former will cover all the
above points such as history of the English language or multilingualism. Its name is self-explanatory: a review of respectful researchers and their publications on the matter such as Crystal or Graddol. On the other hand, the latter will try to apply the topic directly into the classroom, theory into practice so that students get familiarized with the matter.

To finish this introductory section, I would like to comment on the purposes of my research from two different but complementary points of view. Firstly, regarding the educational purposes, it is no wonder that the English language is a significant part of the students’ curriculum nowadays. Children study English since they are in Primary School or even at earlier ages and nobody can doubt on the importance of English for the future generations. However, is English the only important language we should promote at school? With the widespread of notions such as plurilingualism, multilingualism or multiculturalism, students are subjected to understand we live in a world in which languages are a must. They are not only the key to travelling or mutual understanding anymore but also a passage to the respect and understanding of other cultures, among many other reasons. The purpose of the research is to show an account of the history of English as a global language and their multiple queries and divisions in order to create a final outcome for our students. This way, the theory provided in this literary revision will turn into a lesson plan suitable for our students.

Secondly, my research also has a particular, personal purpose apart from the educational one. There is an intrinsic motivation to study the topic due to the fact that the matter of the English language has always been an intriguing topic to my eyes. As a student and, most importantly, an English language learner speaker, you find situations during your study lifetime which make you question yourself and what you are currently studying. So did I. I wondered why I was studying the English language and not any other language. Why not Italian? What about German? I tried to find the answer in the classroom, in the books and notebooks you study, even outside the classroom atmosphere. No matter what, I have always been asking myself about English. Since I was young, my curiosity for the English language was impressive. Why did I use to listen to English music instead of Spanish music if that was my own language, my mother tongue? Was it because of the media? No surprise I ended up studying English at university. However, when I reached college, more questions about the matter aroused, especially during my stay abroad. Why is English everywhere? My stay took place in Poland, a country in which the official language is Polish, of course, but most of the population knows English as a second language to my own extent. They are able to communicate and speak fluently, almost without problem. Germany? Austria? Norway? Practically the same. Generally, it was quite difficult to bump into someone in Europe streets who could not say any word in English or was not able to keep a conversation.
As a consequence, my curiosity has been growing bigger and bigger over the past few years in which I have been studying the English topic. Due to my degree on English and to present, a Master’s Degree in Teaching & Education, I have been able to discover more and more concepts and topics in depth and improve my knowledge in specific notions concluding that the more you learn and discover, the more you want.

In conclusion, the above perspectives are put together so my personal purpose joins the educational purpose making myself feel curious and looking forward to getting more information, to create my own perspective and, justify this research again. The ultimate purpose of the research is to analyse the global position of English over the years as well as make up a conclusive and critical perspective on the issues of monolingualism and multilingualism nowadays. Besides, after concluding with the literary review, the research will end up with, as mentioned before, a lesson plan for students in Second Year of Non Compulsory Education. This lesson plan will include the subjects of culture in different countries, multilingualism around the world and respect for diversity as crucial for the students’ development not only as simple learners of a language but also as part of the formation of good citizens for the upcoming years.

2. Initial definitions

Before starting to get into the proper history of the English language, it is helpful for the reader to discuss some preliminary notions that will be mentioned in the following pages and may lead to confusion. Everybody has a clear concept of the word language. To my own extent, a language is any set or system of rules and structures that allows a specific group of speakers to communicate. When children only learn one language, their mother tongue, they are monolinguals; if they learn two, they are meant to be bilinguals and if they are exposed to more than one language, they are called plurilinguals. So far, so good. However, if we explore the concept of language, many subcategories such as natural language, common language, and business language among others appear. For the purpose of this research, we are going to strictly focus on the following categories: official and co-official language, global language, international language, lingua franca and vehicular language:

- **Global language**: Living in the world of new technologies and globalization, the definition of global language is not a tricky one. Furthermore, global referred to the world, a world language. Crystal establishes “A language achieves a genuinely global status when it develops a special role that is recognized in every country” (2003:3), that is to say, that a global language is that one which is used all around the world having a privileged position among the rest of languages.
International language: According to the Spanish Royal Academy of Language (Real Academia Española de la lengua), the word international means “Que trasciende o ha trascendido las fronteras de su país” (2004)\(^23\). An international language, then, is any language which has spread out of their own community of speakers having recognition outside their frontiers. Global and international language are complementary terms.

Lingua franca: Out of all the concepts seen in this section, this is possibly the one causing the most problematic as it is a Latin name we are not familiarized with. If you ask people what is an international language, they might tell you some ideas that come into their mind because of the term international. On the contrary, if you ask them what a lingua franca is, they will possibly freak out if they are not around the educational circles. Surprisingly, the term lingua franca is quite easy to understand. According to Crystal (2003:9), a lingua franca is that language used for the purpose of communication between people whose mother tongues or first languages are different. This way, the purpose of a lingua franca is meeting the communication needs that people from different countries have nowadays. McArthur extends the definition of lingua franca such as “a language common or shared by, many cultures and communities at any or all social and educational levels, and used as an international tool” (2002:2)

Vehicular language: The Spanish Royal Academy of Languages states that the term vehicular refers to a language “Que sirve de comunicación entre grupos de personas de lengua materna distinta.” (2004)\(^23\). It matches the definition of lingua franca; consequently, vehicular language and lingua franca are synonyms and they can be used indistinctively.

Official, co-official and second language: When a language is used by a country as it is established in their legal framework, it is called official language. It is primarily the language the speakers in that particular country used. However, that language can share their status of official language with another one. For instance, Spanish is the official language in Spain sharing their status with languages as Valencian, known as co-official. Finally, what is a second language? If we talk about second language, this language goes beyond geographical limits so people use it apart from their mother tongue for the purpose of communication. This way, German people speak German as their mother tongue
but they use a second language, English, to communicate with different speakers.

But why are all the above concepts meaningful for the research? In other words, what do they have in common? No surprise again, English is the “meeting point” for all the previous notions. In the following sections, we will explore how the English language has reached global position through the years, how it has become the possible global language or *lingua franca*.

### 3. History of the English language

As it was previously mentioned in the introductory section, all languages are generally subjected to change unless they are not spoken anymore, that is, unless they are dead. Historical events, internal elements but also external forces have caused major changes in languages. Focusing on the English language, Crystal (2004:9) affirms that the reasons why English owns special status nowadays do not have anything to do with their features as a language but probably because of their geographical position, culture and context. That is why we are going to focus on its historical background to understand how the language has changed and spread all around the world. Notice that the history of the English language is quite thick and wide to summarize in a few pages as well as it is only an element within the research so I will try to be as concise and clear as possible.

English, then, may be divided into five main periods: Old English, Middle English, Early Modern English, Modern English and Contemporary English. Let’s explore them one by one:

#### 3.1 Old English (449-1066): The Anglo-Saxon Period

During the first years, British lands were under the rule of the Roman Empire with Latin as their official language and Celtic spoken by the population (Graddol, Leith & Swann 2002:42) until the 5th century when major events can be accounted. In fact, Crystal (2004:3) identifies the 5th as the century in which the English language arrives to Great Britain. It would start, then, a period highly marked by the German invasions: the Jutes, the Angles and the Saxons. Obviously, this meant a strong influence in the English language as most of the invader languages had German roots.

What follows with the German invasions was a process of Christianization in most territories ruled by the Angles and the Saxons in the 6th century. That is why the Old English period is also called Anglo-Saxon Period (Brinton & Arnovick, 154:2011). Up to the 8th century, this process of Christianization provoked by the Irish who came into English territories reached its highest point. Even though, Christianization was imposed
having outcomes for the English language as the influence of the Roman alphabet or new words added into the language, it is a partial process as some specific places in England remained the same (Brinton & Arnovick, 155:2011). After the German invasions, new invasions on the same vibe as the German ones were produced such as the Scandinavian, whose languages were really closed to the German, having common features. Communication and English, consequently, barely changed within this years (Brinton & Arnovick, 157:2011).

3.2 Middle English (1066-1500): The Norman Conquest

In this period, Norman invasion is the most relevant event which generally marks the beginning of a new period for the English language, even “perhaps the single most important event affecting the linguistic development of English” (Brinton & Arnovick 241:2011). Crystal believes that “there was the combination of linguistic developments and socio-political factors which around the 11th century changed Old English to Middle English” (Crystal 2004:3)

It all started when King William of Normandy invaded England in 1066 which meant the end of the German influence and the beginning of French. Most Norman people spoke, in fact, French dialects so we agree that French was practically established as the main language with a difference: there was no imposition. People were not obliged to French; however, French prevailed as the main language of the nobility and the standard English was relegated to a merely spoken language, not a language of culture. It is important to remember that Latin was still present as a language of culture and literature, that is, more than one language in the same territory. This way, all these different dialects led to a division in terms of social classes (Brinton & Arnovick, 245:2011). We will have to wait till the 14th century to see the restoration of English in the territory thanks to events such as the One Hundred Years War and the English victories. Besides, cities were starting to raise and grow and so did populations, mainly, the middle class. “As the political power and social status of English speakers increased, so did the status of English” (Brinton & Arnovick, 246:2011).

3.3 Early Modern English (1500-1750): Renaissance, standardization and colonialism.

According to Crystal (2004:3), “[...]there was the period in the 15th century which took us from Chaucer to Shakespeare, resulting in an Early Modern English[...] characterized especially by the standardized effect of printing and the cumulative impact of the Renaissance” Notice that the term modern, both in Early Modern English and Modern
English, does not only refer to the language itself but it also takes the meaning of new society, politics and culture, a new way of thinking (Graddol, Leith & Swann, 2002:136)

Little by little, English began to claim its position and spread into the literature spheres. Eventually, English experimented a process of standardization, gaining prestige and placing its central location in London (Brinton & Arnevick, 315:2011). With the Renaissance, known as “the revival of learning” (Graddol, Leith & Swann, 2002:137) English gained even more recognition. People started to care about the beauty of their own language, giving it extra importance and preservation as much as possible; they seem to have developed a more national pride.

Apart from that, an important aspect in this period was imperialism. Although it is true that English reached the British Isles in the 5th century and that fact can be considered as a kind of colonization, the real process started around the 16th and 17th centuries with the American colonies (Graddol 2000:6) Even though these expansion of American lands seemed to be unsuccessful at first, it soon yield results. Pilgrim Fathers reached American lands in the “searching for a new land in order to find a new religious kingdom, free from persecution they had experienced in England” (Yeste Marco, 2015:8) Harper summarizes the colonial situation pointing out that those Pilgrim Fathers “ [...] brought with them not just a set of religious beliefs, nor only a pioneering spirit and a desire for colonization, but also their language” (2007:14) From the 16th century onwards, we can establish English started its own real spread around the world. In connection with the colonisation period, we must consider that immigration grew at the same pace colonisation did (Yeste Marco, 2015:9). Later, “thanks to the Independence of the United States of America (1776), many colonies were made out by both American and English people, causing a great cultural clash, mainly in terms of language” (Yeste Marco, 2015: 8) so the only choice left was mutual understanding. All that mixture of cultures and people resulted in “a massive growth in mother tongue use of English” according to Crystal (2003: 36).

3.4 Modern English (1750-1900): Industrial Revolution

Researchers started to claim English was a suitable language for international purposes. One of the most crucial events in England was the Industrial Revolution which, in Crystal’s words, made England “the workshop of the world” (2003:30). England was a pioneer country in new advancements and products, catching the eye of the rest of the world. Everybody wanted to be up-to-date with the trends surrounding England with a handicap: the English language. If they wanted to travel to England and be able to understand the new trends, learning the language was a must (Yeste Marco, 2015:5) This meant not only a major benefit for the English industries but also for the language
itself: people had to learn English and, consequently, they would spread it around the world. However, the English language was not only upgrading in terms of industry but also regarding to sciences, religion, society or politics. As Leick points out, from the 18th century onwards, “there was a period of extraordinary technological and social change” (2002: 161) Good examples of that are both the parliamentarism in England as a model to follow or the Bible, published in English in the 19th century and printed thanks to the introduction of the printing press by William Caxton (Fernández Vítores, 2009:61) Notice that the printing press marked a new era for English literature and the standardization of the English language. Books became cheaper and more popular among people which made them learn how to read in English.

3.5 Contemporary English. Wars and the special case of America (1900-present day)

One of the first events in the 20th century was wars, both having consequences for England and English. While the First World War (1914-1918) brought international power to England thanks to its victories, the Second World War (1939-1945) led to a major loss of territories for the country. It is no surprise that the position of England did not change after the First World War. One important element was the way English spread between countries due to treaties, convention and agreements. English was chosen as the intermediary language for communication, for instance, it was used to set peace after the war in the Versailles Treaty (Yeste Marco, 2015:6) We can establish that English was slowly becoming the lingua franca. Notice that, after wars, English starts to be present in different countries offering benefits concerning fields such as education or business, as in Africa or Asia (McArthur, 2006:369)

Nevertheless, knowing that England underwent a big loss of territories, why was English still in a privileged position after the SWW1? The answer is the United States of America (Fernández Vítores, 2009:63) After the SWW, while most of Europe was experimenting a process of restoration, the USA, on the contrary, were undergoing a massive expansion period. In Graddol’s words (2000:8) “The US today is the world’s third most popular country with around 260 million inhabitants”

3.6 An undeniable consequence: English as a lingua franca

Regarding the elements and events which influenced the English language the most and taking into account authors’ perspectives, it can be established that the linguistic legacy of the British Empire and the huge influence of the United States of America as a leading power in the 20th century are, perhaps, the main reasons why English is what it is today. As Graddol points out, “English emerges as the most popular working language for

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1 Second World War
transnational institutions [...] English-medium education was introduced in many parts of the world” (2000:7) Let’s see a summary of the main fields in which English has been unbeatable, having echo in the present day:

- Organizations/institutions: One of the first examples of the English expansion in this field was the establishment of English as a working language in the NATO² (McArthur, 2006:376) Crystal also points out how the League of Nations set English as official language, followed by its substitute, the United Nations (2004:12) Apart from that, many countries have been using English as a chief auxiliary language for the purpose of communication.

- Music: If we turned the radio on right now, it would not be strange to hear an English tune. No matter where you live, music in English counts as a high percentage. It is important to consider that the USA influenced the music quite a lot back in the times, causing sensation in terms of genres such as hip-hop, dance or rock and roll. Basically, USA’s music was seen as a cultural influence to the eyes of the world so thanks to this example and the leading English bands, English spread continued to be unstoppable around the world.

- Cinema: Crystal states that English completely dominate the film industry when there was a huge raise of production after the First World War (2003:99). It is surprising that Hollywood is still the most important film’s industry in the world. Even though we are aware of the appearance of new industries such as Bollywood or Nollywood, the American industry is still on top of the pyramid (Graddol, 2000:15)

- Sciences: At the beginning of the 20th century, sciences included different languages such as French, English or German. However, by the years, English has mostly replaced them all. In an article from a famous Spanish newspaper, different renowned people connected with sciences speak about English within this field. It is surprising to read that “English is the vehicular language in sciences as in the old times was Latin [...] English knowledge is essential to have access to an investigation, its results are generally published in English. It is also important to share our results in English as well” (Duarte:EL MUNDO2015)

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² North Atlantc Treaty Organization
Education: Nieto García points out that, by the end of 2000, around one million people were already learning English around the world (2006:17). Consequently, it has been progressively added to educational institutions till the point that ELT\(^3\) is a reality. In a globalized and demanding world, student’s formation is a meaningful matter. As established in the introductory section, English is a decisive element in people’s curriculum. Every day, more and more people start learning English with different purposes, from a job application to a requisite for their studies.

Media and press: At first, English was used as a vehicle to spread information; magazines, newspapers and articles were mainly written in English for instance. Nowadays, most important channels such as BBC or CNN use English (McArthur, 2002:416) Furthermore, globalization changed the way we exchanged information, e.g.: Internet. This way, three of the quarters of the world’s emails were written in English (Vez, 1996: 17). The appearance of the Net was quite a revolution and English has been established as the preferred language for communication, the language of the Net per excellence (Graddol, 2000:15).

Traveling: When traveling, English is still a must. It goes beyond the limits of simple communication but also safety. Most of signs we find, especially in the air, are both in the local language and in English (Harper, 2007:15)

Economy and business: Having talked about all the previous fields, there is no surprise, Britain was at the top of the game in terms of banks and capitals. Crystal estimates that, out together with USA and Germany, Britain was “the world’s investment capitals” (2004:13) and, as a consequence, business meetings were generally made in English.

After compiling an account of events and historical background of the English language seen so far, it is impossible not to recognize the impressive way English followed till it has progressively reached *lingua franca* recognition. According to Crystal, English can be defined as “a genuine language” nowadays (2004:6) and by genuine, he means the sum up of different features. Basically, the genuine language is said to be spoken by a huge amount of speakers as their first language. Besides, it should have first language status in some countries: it is beneficial for a language to be recognized or seen as special by other countries, including official or semi-official status or even foreign language status.

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\(^3\) English Language Teaching
Then, does English own those characteristics? Facts and data speak by themselves; let’s check the following images:

![Diagram of Kachru’s concentric circles]

**Picture 1: Kachru’s circle, 1985**

First of all, it is important to clarify the terminology. Kachru’s concentric circles have been traditionally called inner, outer and expanding circles respectively. However, in the above picture, nomenclature is different but still complementary:

I. **Inner or norm providing circle:** It can be defined as those countries in which English has traditionally been the native language, e.g.: individuals who learnt the mother tongue both at home but also outside (surroundings, educational environment, etc.) (Nieto García, 2006:13) UK belongs to this group as well as the USA, even though the latter has got English as *de facto* language. Regarding the name *norm providing*, these countries originally own the standard language, the so-called *norm* and spread it around the world.

II. **Outer or developing circle:** In this group, we find countries that adopted the language as official, semi-official or second language; however, English was not the original language. Opposed to the example in the inner circle, individuals in this group would not necessarily learn that language both at home and outside (Nieto García, 2006:14); they are called developing due to the fact that they not only adopted the language but also they made some changes on it.

III. **Expanding or norm dependent circle:** The third stage belongs to the expanding areas in which English is mainly the foreign language par excellence, for instance, in education (Nieto García, 2006:14) They are called dependent because the language they learn comes directly from the inner circle, e.g.: the English the countries in this group learns is either British or American. This way, they are dependent of the standard language or providing *norm*. 
Secondly, if we take a look at the numbers, the conclusions we can draw are quite dramatic. On the one hand, the amount of speakers in the inner circle is practically equal to the amount of speakers in the outer circle. On the other hand, the amount of speakers in the expanding area doubles the amount of speakers in the inner circle and it is the same amount than both inner and outer circles together. English as a foreign language is a fact nowadays. Besides, that amount is growing by the days. What happens if we check the amount of speakers by country in the world? The results will be impressive still:

![Map of English speakers by country (% population), 2009](image)

Crystal estimates that “a quarter of the world’s population speak English” (2003:6). We are aware that there are still those three quarters left that may not speak English. Nevertheless, it is still a remarkable amount and we should not forget this amount might be growing: English, in fact, is present either officially or not in around 90 countries, 20% of the world’s population have enough competence in the language (at least, to keep a conversation) (Vez, 1996: 18).

### 4. English as a global language and its problematic

Although it is true that English is -due to obvious reasons explained in the previous section- the *lingua franca* in this globalized world we live in, that does not mean English is not subjected to public doubt. Many voices have surfaced in the last century with such different opinions on the matter, resulting in a clear disagreement: English as a serious bet for the future vs English as a threat.

#### 4.1 Society voices

Speaking about different views on the establishment of English as an international language almost everywhere, we must give special importance to the speaker’s opinion. In Crystal’s words “As speakers of our language, we feel that we are the best judges of
it, and furthermore, that something that we, in a sense, possess and can control" (2004:20) As it was already mentioned in the introductory section, speakers are the real artificers who make this possible around the world and their opinion matters. “[...] for many people its inexorable rise has been something to celebrate, though for others it causes real unease” (Harper, 2007:13) As a result, there are two distinctive points of view depending on how the speakers actually learnt the language:

I. Native speakers:

In this group, we consider speakers who generally belong to the inner circle, that is, those who learnt English as their mother tongue. However, we may sometimes include those who speak English as a second language. Overall, it is not a surprise that native speakers feel proud of themselves, of the achievements their language has accomplished, of the vision the world have about it. Crystal summarizes it in the following excerpt: “

“You may feel pride, that your language is the one which has been so successful; but your pride may be tinged with concern, when you realize that people in other countries may not want to use the language in the same way that you do, and are changing it to suit them” (English as a global language, 2003: 2)

It is a common feeling on native speakers that the language they have as their mother tongue is not theirs anymore. Crystal agrees with that statement due to the fact that ¾ of English speakers in the world are actually non-native speakers so natives no longer own English; nobody does (2004:23)

Apart from the sense of belonging, they are also concerned about change. They think their language should not be subjected to any change as a consequence of the increasing amount of foreign language speakers, something that it is called linguistic corruption. We speak of linguistic corruption when a language suffers changes. Remember that, since antiquity, linguistic change has been seen as impure, out of beauty, far away from the standard language proclaimed by the norm. This way, the inner circle might be losing the power to rule the changes nowadays.

Another important aspect connected to change is pronunciation. Traditionally, for example in the UK, such factors as class, education or socio-economic confidence continued to be involved with regards to the usage of the language. Even considering the vision those generations had is quite different from the same in the present day, native speakers tend to think a standard use of the language is better than a non-standard use. Let’s have a look at the definition of standard language:
“One that provides agreed norms of usage, usually codified in dictionaries and grammars, for a wide range of institutional purposes such as education, government and science […] Standard English to denote the primarily written, especially printed usage of educated people” (English: History, Diversity and Change, 2002:138)

Having a look into this definition, if English is not the primary language for foreign speakers as well as it is not codified in dictionaries, grammars, etc., does it mean foreign speakers are not speaking a right English? According to native speakers, they might not, especially in terms of pronunciation and accent. It is important to consider that not everybody learn a language at the same pace. Factors such as motivation, age and the predisposition effects on it, not forgetting the context and place in which someone learns English. Taking that into account, native speakers are aware of the noticeable differences in the way their language is spoken nowadays, making them feel quite irascible. Consequently, it is not only purity what worries native speakers, but also that feeling of possession in the sense that they feel threatened by the rest of the world, as if their language was being raped.

II. Non-native speakers:

This group includes speakers from the expanding circle who learnt English as a foreign language. Following the same rule as native speakers, foreign learners have mixed feelings on the matter. On the one hand, learning a language is always beneficial for an individual in such unexpected ways and, of course, learning a language is quite an accomplishment. In other words, “You may be strongly motivated to learn it [...] but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort [...] you will feel pride in your achievement [...] but may none the less feel that mother-tongue speakers of English have an unfair advantage over you” (Crystal, 2003: 3) As foreign language learners, people sometimes feel extremely pressured over the standard variety, that mastery Crystal talks about. For most of them, the idea is [...]to be able to use a language accurately and effectively –maybe even with flair” (McArthur, 2002:416) However, hard work always pays off and it is something to feel proud of. Being able to communicate in the global language makes foreign speakers feel stronger and more powerful, remove language barriers and open a new world full of chances for them.

On the other hand, non-native speakers”[…] may feel envious, resentful or angry. You may strongly object to the naivety of the populist account, with its simplistic and often suggestively triumphalist tone” (Crystal 2003: 3) Feelings of jealousy and worry are

4 Style, talent
completely normal between non-native speakers. Some of them are concerned about the status of their local language and appreciate it more than the global language.

4.2 How many languages do we need in the world? Monolingualism and its consequences

The title of this section might not make sense for most people, look inappropriate or even stupid. As it is reported in The Oxford History of English, looking at the Bible we can find passages in which people speak different languages in the sense that “until quite recently, the prevailing opinion has been the more languages the better” (McArthur 416:2006) In the past, it was something unimaginable to think about a world of a unique language. What has changed, then? Does English has to do with it? Truth is that, due to the establishment of English as the global language, new perspectives have aroused, some of them being quite importunate. Let’s consider the following excerpt:

“The big purge of world languages has already begun; it will continue until only a tiny crew remain, or maybe only an English payload for the new age of earth spaceships. In Hindu mythology, extinction marks the end of kaliyuga, the dark age in which man and his world in hopelessness and suffering. This extinction is salutary⁵, because it makes room for a new a better world” (Mohan & Zador 1986: 318)

Look at the words in italics, they are the key to understand the intriguing vision some people have about English nowadays. Regarding these people’s perspective English should rule the world as the only language for communication. They argue that if such situation happened, we would finally live in a peaceful world in which language differences and barriers would no longer exist. This perspective of English as the only language is mainly known as monolingualism. It might look appealing, even Crystal admits “the argument sounds very attractive” (2004:60) for the world’s future being their main benefit a world without communication barriers. However, this term encloses some alarming consequences. One of the major outcomes monolingualism would produce is language death. When we talk about language death, we refer to the disappearance of languages due to different, various reasons, one of them is, in fact, English. Thanks to the privileged position of English in our current society, many communities have started to use English to the detriment of minor languages. However, English is not the only reason. Crystal argues that language disappearance is nothing new to us since languages have been dying from antiquity and, furthermore, “a language dies when the last person who speaks it dies” (2004:49) Multiple factors play against languages even though English is one of them. From one’s country perspective, the establishment of a new language or the maintenance of its official/mother tongue will

⁵ Beneficial, healthy
depend on its politics, economy or the way they assimilate a new culture. Notice that, a
country can assimilate English for instance, but not necessarily. What if the chosen
language is, German or French? It is important to remember that all languages change
and affect others. Crystal proposes the standard procedure a country follows in the
assimilation a new culture: first of all, the country would try to imitate the dominant
culture till progressively includes its political and economic context as well; secondly,
the situation in the country would turn into a kind of bilingualism with two languages,
the dominant and the dependent; and, finally, this would lead to the disappearance of
the dependent language as their speakers find the dominant culture more relevant
(Crystal 2004:56) In this way, populations are sometimes the reason why languages
disappear; it is their choice to overcome a process of assimilation or keep their local
language.

4.3 English “sells well”

Coming back to English, let’s consider again the relevancy it has on media and society.
One traditional way to control society has always been media, that is, information. In a
world primarily concerned with new evolving technologies, the Internet is present in our
everyday life as well as its language. We know that English is basically the language of
the Net so it is no surprise that English is seen around the world as a trendy and cool
language. This is especially important in young people as they are “[...]target of a
globalized industry in media, consumer product and fashion” (Graddol, 2000:48) Let’s
face it, everybody wants to use a powerful language in the sense that “English is now
one of the most important products of the English-speaking countries. English is not a
merely medium, but a proprietary commodity to be marketed across the world”
(McArthur, 2002:45) Ever wonder why all your favorite celebrities, bloggers and famous
people use the English language on the Net? The answer is simple, English sells well and
people imitate what they see apart from the fact that nowadays it is a must to have
some knowledge about English to get information. In a world of social networking, even
if English is not your mother tongue, typing in English seems to be quite a trend such as
the case of Spain. English is not only used for the purpose of communication but to show
yourself off, make people aware you are trendy. Besides, people also use it to promote
themselves:

“In the case of Spain, multiple artists are now emerging and creating an English-
oriented career. The idea is to go beyond the Spanish borders and be recognized all
around the world. It should be admitted that English almost reaches out to the world
much more easily than any other language” (Yeste Marco, 2015: 13).
4.4 Diversity and multilingualism as opposed to monolingualism

Let’s consider Crystal’s definition of a language as a cultural contrast (2003:3) due to the fact that all languages in the world reflects the culture of their community, that is, its identity. Even if we talk about English, this can be the expression of so many different cultures nowadays. Being a language spoken primarily by non-native speakers has changed the appearance of English everywhere – what it is called code-switching (Crystal 2004:31) There is not only one variety of English, the standard, in the world anymore, remember in Society voices already talked about it. Having said that, diversity in languages is important in the sense that all variations should be welcomed as much as happens with the rest of languages.

Leaving English aside now, let’s focus on the issue of diversity. Against those who think there should be a unique language, plurilingualism or multiculturalism are possible the only cure to monolingualism. Notice that, as language and culture walk hand in hand, multilingualism and multiculturalism are going to be used indistinctively. This way, multilingualism is simply described as the fact that one individual or one community of speakers have the ability to communicate in some different languages. Nowadays, we can dare to say that most of the people’s population is bilingual, that is, they are able to communicate in, at least, two languages. Multilingualism is usually related to people who have learnt a language thanks to some special, privileged circumstances, that is, the learning process is not casual. However, it is nothing further from the truth: if we have a look at the history, multilingualism has always been there and so many different people are subjected to this phenomenon, from a refugee till a language student (Crystal 2004:96) It is important to consider as well, that multilingualism and multicultural topics might look recent issues when they are not. In History of the English language, we consider how even on the Bible we could already see passages when more than one language in a community are mentioned. Another example was the situation in British lands, where English, French and Latin lived side by side in the past. Nonetheless, what is relatively new is the fact that “more and more of the world’s multilingualism and multiculturalism is being governmentally recognized, sponsored, planned and protected” (Vez, 1996:22) This way, according to Crystal, a revolution of languages might have taken place and we took it for granted. It is difficult to find revolution in specific languages but English represents quite the exception. Apart from that, the author identifies things are recently changing in the world right now when it comes to languages: they are acquiring more attention in the 21st century (2004:2). Perhaps, this is a consequence of the great impact new technologies have had in our world. In such a context, not many people are aware of the existence of A World Language Day or even the International Mother Language Day or the European Year of Languages. Those events are just the results of the effort to promote plurilingualism, respect and
acceptance of diversity. Crystal thinks that such efforts will “[…] get people thinking about language more explicitly, more intimately, more enthusiastically” (2004:117)

4.5 Some considerations about the future

How many years, centuries will this privileged situation of English last? If we make a record of the languages considered international back in time, English has not been the only one. There was a period in history in which Latin was, in fact, the vehicular language, mostly in literature, culture and education. Even French was considered one in the 14th century although its importance never reached the status of English. Taking this into consideration, is English going to change over time? Well, change is unpredictable and unavoidable; however, it is possible to foresee some predictions for the upcoming years. In Crystal’s words, “we are unlikely to see a reversal of current trends in the course of the present century” (396) Possible changes will be stimulated or let’s see influenced by the presence of New Englishes, that is, the expanding circle we talked in section 3: “The increasing global presence of non-native speakers, now outnumbering native speakers in a ratio of three to one” (Crystal 2005:396) Other authors such as Graddol consider that English might be subjected to changes in its linguistic, status and speakers but they are uncertain as there is no such thing as an authority which measures the progress and achievements English as a global language is making (2000:16).

5. Conclusions

While it is true that I previously had some views on the matter, I must admit the more information you get, the more authors’ perspective you study, it turns out it is more difficult to have a clear, well-defined opinion. However, there are some undeniable facts I would like to highlight. First of all, in my opinion, English is the global language to the present day; I see English everywhere: on the streets, on the TV, on the Net, on the radio, even on text messaging. English has changed the rules of the game for the rest of languages and that is something we have to face. People who do not have knowledge on English, they are able to say a few words at least. No matter the place they live, no matter the age or the study level, English is always around.

The reasons why English is beneficial for the world we live in have been studied in section 2 but, to my own perspective, the educational one is the most meaningful. More and more schools are teaching English at earlier ages nowadays. I have been lucky enough to teach students in Compulsory and Non-Compulsory Secondary Education for a month and it is surprising how they are willing to study English, to improve and most surprisingly, to speak! Learning English will benefit our future generations not only for the purpose of communication but also for the purpose of people’s education and
progress. It is important to recall the word nowadays, on the contrary. The statement that English is the global language must be taken with care as we do not know what the future holds. This favorable situation for the English language may change in the future, removing all privileges English has in the present day.

Secondly, preservation of languages should be key in the future. It is true that English language among many other languages are endangering minor languages but we have to consider they are not the only reason. [...] there is no doubt at present that English is the language used for global communication, but this fact should not lead to the marginalization or even minorization of other languages (Vez, 2004: 362) As far as I am concerned, I think people’s actions are, perhaps, the cause of this marginalization of language. I completely agree with Harper in the sense that “[...]survival (of languages) is as much social as linguistic” (2007:16) On this path, it is a huge mistake to grow feelings of hate and rejection to the rest of languages different than yours with the only purpose of keeping your language alive. One the one hand, it is normal that countries are amazed by the desire of a lingua franca at the same time they are scared to change and gradually lose their own language. For this reason, countries should encourage their population to learn as much languages as possible, but also to promote, respect and care their own native language. A balance can be achieved between them, the solution remains in people’s mind as Crystal would say public awareness is a must. “As always with revolutions, it is up to individuals to capitalize on them” (Crystal 2004:117) Consequently, we should embrace English and take advantage of it. We have a wonderful international language to meet our linguistic needs, why should we not use it for its main purpose? Does this mean we will diminish our mother tongue/native language? The answer, to my own extent, has always been education and awareness. One of the challenges the educational system deals with right now is to train our students to face a society in which multilingualism is more than welcome and appreciated. Learning English is essential, of course, one thing does not rule out the other. However, learning other additional foreign languages is also beneficial as well as make an effort to keep our local languages. We cannot forget that “every language is a temple in which the soul of those who speak it enshrined” (Oliver Wendell Holmes in Crystal, 2004:5)

6. Bibliographical references


6.1 Electronic references


6.2 Picture references


7. Preface to the lesson plan

As foreign language teachers of English, it is important to be aware of the world we live in. Our students are learning how to speak English and the language is going to be crucial for their development not only as students but also citizens, for their future. However, we cannot deny we live in a new world in which multilingualism is also the future to achieve a more plural, diverse world. This way, what if we try to promote those ideas in our students by means of English? Both things are not incompatible. We have a responsibility to teach our students that English is important but also they cannot diminish other languages. We have the duty to encourage multiculturalism and diversity, introducing these ideas in our students’ curriculum. Consequently, the following lesson plan is aimed at raising awareness in our students, introducing topics they take for granted or they are not familiarized with.
A GLOBAL AND MULTICULTURAL WORLD

Picture 3. Bilinguals [collage], 2015
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JUSTIFICATION

The main aim of the didactic unit is to make our students aware of the importance of learning foreign languages in this globalized world. Students should learn we live in a global world where hundreds of languages exist and, consequently, different cultures. They will be familiarized with terms such as *lingua franca*, global language or multilingualism as well as the different patterns that we can find in the world. Apart from that, students will become aware of the fact that sometimes the spread of only one language might have fatal outcomes for the world, such as the disappearance of minor languages. It is important to highlight that this topic will help our students not only to acquire linguistic skills, grammar or linguistic concepts, but also to develop social skills such as be respectful and, tolerant with different cultures and people around the world as well as, empathize with their environment among others. Furthermore, it will develop themselves as citizens of this world. Even though this is an English subject, as language teachers we will not only encourage our students to learn English but also to appreciate and learn as many languages as possible.

The legal framework on which the following didactic unit is based is the LOE (Organic Law of Education), establishing the minimal requirements for the English language in Non-Compulsory Secondary Education (NCSE):

1. Royal Decree 1105/2014, where the core curricula corresponding to both Compulsory Secondary Education (CSE) & NCSE are established
2. Order ECD/65/2015, of January 21st, which describes the relationships among competences, contents and evaluation criteria
3. Order of August 5th, 2008, where the core curricula corresponding to NCSE is established.

According to the LOE, this topic is closely linked to some of the ideas proposed in this document as can be seen in the three paragraphs provided below (my own translation and emphasis):

“Students must value the foreign language as a door to new cultures and knowledge, to recognize the importance of the language as a means of mutual understanding, as a vehicular language, in this multicultural world we live in” (Order of August 5th, 121)
“Topics will be related with the student’s environment as citizens such as [...] Europe (its culture and diversity, common values, countries, institutions), the world (globalization, effects), etc.” (Order of August 5th, 118)

“The development of communication in a foreign language will also allow students to strengthen previous learning and it will also help their formation through respect, interest and communication with other speakers, developing an intercultural conscience working as a vehicle for the comprehension of this globalized world”. (Order of August 5th, 118)

**CONTEXTUALIZATION**

The group level is Second Year of Non-Compulsory Secondary Education (B1-B2), that is, students who are around 17-18 years old. In this particular case, the didactic unit will be applied in a high-school in the province of Jaén, namely Santa María de la Capilla, although it is well-known as “Hermanos Maristas”. There are 89 students in Bachillerato whose level is quite heterogeneous. That is why they are divided into sections depending on it -and also their optional subjects. After an initial assessment of the results obtained in a test, the qualifications from previous years plus the observations from the teachers, students form groups from A to C, A being the highest one. This way, the group I will work with is group C, consisting of 20 students, 9 girls and 11 boys. They have some kind of difficulties or they have not completely overcome the didactic objectives in previous courses. It is important to consider that there are two new students in the classroom and one of them retakes the course. The unfolding of the students into different levels will help teachers solve problems as long as the students get involved in the classroom, do the daily task and, homework as well as participate.

According to LOE:

“The use of the mother tongue or native language in the classroom should be exclusively for the complete understanding of explanation or as a means of support in the learning process. Furthermore, comprehension and speaking must be priority” and, [...]another factor that connects the contents to the European curriculum is the importance of Information and Communication Technologies (ICT)”. (RD 1105/2004, 173)

Consequently, classes will be in English, as much as possible and students will use both the traditional and the digital blackboard. There is also a digital Pad in the classroom for exclusive use of the students if necessary as well as a computer lab at the school.
Furthermore, the didactic unit will aim to create a balance between what the students demand and what they need to know. It is important to take into account that our students are mainly concerned with their final exams (university entrance exams known in Spanish as *Selectividad*). As a consequence, we must attend their needs but also try not to forget about the curriculum.

With regard to the spatial organization, students will be sitting individually although sometimes they will be re-arranged in pairs depending on the activities that are being carried out as well as on their attention, attitude and behaviour.

**TIMING AND NUMBER OF SESSIONS INVOLVED**

The number of sessions will be around 6. They generally take an hour but it is recommended to leave around 5-10 minutes for the queries, problems or simply regular actions that may alter the pace of the classroom and, consequently, the timing. This way, sessions will take 50-55 minutes.

This lesson plan corresponds to unit number 7, taking place at the beginning of May, that is, third term. Apart from that, the English subject will be taught three days a week as the following schedule points out:

<table>
<thead>
<tr>
<th>MONDAYS</th>
<th>TUESDAYS</th>
<th>THURSDAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30 – 14:30</td>
<td>12:30 – 13:30</td>
<td>10:00 – 11:00</td>
</tr>
</tbody>
</table>

**Didactic Objectives and Evaluation Criteria**

<table>
<thead>
<tr>
<th>Didactic Objectives</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To listen to and comprehend a video about multiculturalism in the UK</td>
<td>To be able to listen to and comprehend a video about multiculturalism in the UK</td>
</tr>
</tbody>
</table>
To study the appropriate way to write an opinion essay
To be able to know the appropriate way to write an opinion essay

To write an opinion essay on a topic related with the unit
To be able to write an opinion essay on a topic related with the unit

To revise and improve vocabulary about trending topics nowadays such as globalization, bilingualism, and multicultural societies
To be able to improve their knowledge and vocabulary about trending topics nowadays: globalization, bilingualism, and multicultural societies

To distinguish between passive voice and reported speech.
To be able to distinguish between passive voice and reported speech.

**Evaluation Instruments**

All evaluation instruments will be marked on a scale between 0 and 10. Notice that there will be a division of the final grade into concepts, procedures and attitude, including the final exam:

😊 **CONCEPTS/THEORY**: Vocabulary, verb tenses and grammar tests.

😊 **PROCEDURES**: Listening, Reading, Writing and Speaking Activities.

😊 **ATTITUDE**: Attendance and active participation in the tasks. Students are subjected to take part in every lesson, show interest and collaborate with the teacher and their classmates. Furthermore, this includes doing the homework required as well as bringing the material necessary for the sessions (worksheets, notebook or book, as required).

<table>
<thead>
<tr>
<th>Attendance &amp; Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>30%</td>
</tr>
<tr>
<td>Procedures</td>
<td>30%</td>
</tr>
<tr>
<td>Exam (<em>Selectividad</em>-Global)</td>
<td>30%</td>
</tr>
</tbody>
</table>
The previous table summarizes the percentages of each block (attendance, concepts and procedures) 30% of the grade will be awarded to the exam, this being a Selectividad exam including vocabulary and grammar from the unit. Besides, it is important to state that the assessment is continuous for the English subject.

**Contents**

Contents are grouped into four groups:

- **Listening, speaking and interacting:**
  - Specific and general comprehension of messages in a video, no matter if this is RP (Received Pronunciation) or a foreign accent
  - Participation in discussions and debates on relevant topics such as bilingualism or multiculturalism
  - Fluency in a conversation or debate.

- **Reading & writing:**
  - Skimming and scanning for information, vocabulary and structures within a text
  - Autonomous reading of texts and comprehension of them
  - Composition of texts with certain degree of difficulty, using the structures, grammar and discursive elements required.

- **Linguistic knowledge:**
  - Grammar: revision of verb tenses. Passive voice vs reported speech
  - Communicative functions: Use of different varieties of the language, formal vs informal, oral vs written: composition of an opinion text, debate on bilingualism
  - Lexical items related to the topic of the unit.
Sociocultural and intercultural awareness:

- Knowledge of relevant topics of culture: globalization, bilingualism and multiculturalism
- Awareness of the problems in the language sphere: language death
- Appreciation of the foreign language as a means of communication and mutual understanding among countries and cultures.

**Key Competences (KC)**

<table>
<thead>
<tr>
<th>KC</th>
<th>Competence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC1</td>
<td>Linguistic competence</td>
<td>Communicative competence in one’s mother tongue and in a foreign language. All sessions include this competence.</td>
</tr>
<tr>
<td>KC2</td>
<td>Mathematical competence</td>
<td>The mathematical competence is put into practice regarding the reading of dates, numbers, etc.</td>
</tr>
<tr>
<td>KC3</td>
<td>Digital and technological competence</td>
<td>Session 1. Video Session 2. PowerPoint presentation Session 5. Video It will also be developed in some sessions in which we will use the digital blackboard/digital pads for the activities.</td>
</tr>
<tr>
<td>KC4</td>
<td>Learning competence: learn to learn</td>
<td>Practice of the 5 main skills. PowerPoint presentation. Students will apply the theory into the practice</td>
</tr>
<tr>
<td>KC5</td>
<td>(Interpersonal, Intercultural) Social and civic competence</td>
<td>All activities will be done in pairs and groups.</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>
| KC6 | Entrepreneurship. Autonomy and initiative | Session 1. Listening comprehension  
Session 2. Debate  
Session 5. Writing |
| KC7 | Intercultural awareness competence | For this competence, it is necessary to be innovative, creative in relation with the individual activities, in pairs or in groups.  
Session 1. Initial questions  
Session 2. Debate and PowerPoint |

**VALUES AND CROSS-CURRICULAR ISSUES**

**Peace education in co-operation and citizenship**

**Intercultural education**: Students will be able to develop an understanding of different cultures and identities, being able to appreciate and respect them.

**International education**: Students will get skills and knowledge on global issues and topics outside the classroom environment in order to make them ready for the future in terms of culture, language awareness or language death.
INTERDISCIPLINARY ELEMENTS

- Computer sciences: Students are asked to prepare a PowerPoint presentation.

ATTENTION TO DIVERSITY

According to the LOE:

"Alternative methodologies must be created for those students with additional special needs, especially for those with speaking difficulties. It is important to consider that the specific curricular adaptations will never reduce the results obtained by the student".

As it was established previously, the Bachillerato group was divided into three levels to make the classroom as homogeneous as possible. Students who retake for the subject will get extra activities if necessary.

METHODOLOGY

SESSION 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>PURPOSE</th>
<th>ESTIMATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment</td>
<td>To recognize strengths and weaknesses before starting the unit.</td>
<td>5 min.</td>
</tr>
<tr>
<td>Initial questions on the topic presented in the unit</td>
<td>Warm-up, brainstorming, to raise the students’ curiosity.</td>
<td>5 min.</td>
</tr>
<tr>
<td>Watch the video entitled “Multicultural Britain” and complete the comprehension and vocabulary task.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session will start with the self-assessment, following by some initial questions and suggestions about the title and the image of the new unit:

### Self-assessment:

<table>
<thead>
<tr>
<th>I can...</th>
<th>YES</th>
<th>NO</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express the relation between language and culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and explain the following topics: bilingualism, multiculturalism, language death.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express actions in the most of verb tenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and differentiate between passive voice and reported speech</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Explain what you see in the image (Picture 3)
- Does anybody know the meaning of global or global world?
What is the meaning of globalization? How is globalization affecting our world in terms of languages?

What is multiculturalism?

Relationship language and culture.

Watch the video (British Council, 2015) and answer the questions.

Where did the first wave of immigrants come from?

a) India  
b) Somalia  
c) Jamaica

What doesn't Avinda like about his son's appearance?

a) His clothes  
b) His hairstyle  
c) His beard

What does Sunny like about living in a multicultural society?

a) You can hear different types of music  
b) You can eat different types of food  
c) You can wear different styles of clothes
Discuss the meaning of the following words from the video with your partner and try to give a correct definition.

- Settled
- Immigrants
- Overseas
- Refugees
- Cultures
- Multicultural

Read the following excerpts (Phillip & Cristal Ferreira, 2007-2016) about multiculturalism and write your own opinion on the matter (homework task).

St. Mary's school took part in the 'Open Cities' project. What does the project aim to do?

- a) To take photographs of immigrants
- b) To help immigrants find jobs
- c) To help immigrants become part of the community

Why did the photographer take Mercy's picture in front of a window?

- a) It represents the past
- b) It represents their hopes for their future
- c) It represents their concerns about the present.
From my point of view, multiculturalism promotes diversity and keeps us open-minded. I live in a multicultural neighborhood where Asians are 65% of the population, Latinos account for 19%, 29% White, and the rest are African-American. Racism, as far as I am concerned, is more or less rare since we’re used to seeing others of different backgrounds. To be honest, when communities are like 50% this race or that, the majority won’t be used to seeing others of different backgrounds when they grow up in life.

Anthony, 23

I hold the opinion that multiculturalism is a good way to meet new people. Nowadays our planet is becoming more and more developed, to the point that there aren’t blank spots on a map anymore. People made efforts to discover all places on the Earth through hard conditions and misfortunes. We have planes, trains, boats, cars, and all other vehicles that bring us to different destinations around the world. It goes without saying that it’s very easy to move from one country to another without any difficulties or problems. That’s why we can notice an enormous mixture of nationalities in a country. In just one nation we can meet Chinese, Vietnamese, English, French or even Indians. In this situation we must consider about the advantages and disadvantages of this phenomenon.

Frank, 20

My own feeling on the subject is that pro-multicultural societies are great however flawed. In my country, we are very pro-multicultural and speaking personally from why own experience as a person who was born and raised here my whole life, that we have too much racial tension. I am generally open-minded about other cultures and I have many multicultural friends. But it seems to me that whenever I was bullied by someone from a different culture, they would call me racist and derogatory terms which made me develop negative opinions of certain cultures.

Imma, 23

Multiculturalism is very beneficial, in my opinion. Firstly, I think that living in a diverse society is beneficial because you can learn more about different cultures. For instance, you can try different foods and this helps us understand more about other cultures and also religions. This improves Britain as we get to know one another better. Britain is a country that recognizes people with different backgrounds, skills, experiences and this then brings fresh ideas & perceptions that can improve this country. In my eyes, this shows that living in a society can be a good thing.

Katy, 21

Picture 5. Is it good to live in a multicultural society?, 2016

### SESSION 2

#### Opinion essay tips

**PURPOSE:** To provide our students with useful structures they will need to write an opinion essay.  
**ESTIMATED TIME:** 10 min.

#### Bilingualism cards: opinion and discussion

**PURPOSE:** To provide our students with the information about the topic of opinion.  
**ESTIMATED TIME:** 15 min.

#### Bilingualism debate

**PURPOSE:** To write opinions in groups and to create a short PowerPoint presentation.  
**ESTIMATED TIME:** 35 min.
We will divide the class into groups. Different bilingualism cards will be shown to the students in order to create an opinion debate. Students are asked to use the structures provided in the worksheet above.
SESSION 3

Reported speech vs. passive voice exercises

PURPOSE: To revise the grammar and solve those problems that students might have with their completion.  

ESTIMATED TIME: 20 – 25 min.

Rephrasing exercises

PURPOSE: To revise the grammar and solve those problems that students might have with their completion.  

ESTIMATED TIME: 20 – 25 min.
Turn the following sentences into Reported Speech (Wilson, B. 1999-2015)

a) “Janet has just returned from India” Matthew said.

b) “Let’s go have some drinks” Susan suggested.

c) “Can you please give me some more information about the job position?” Sarah asked the manager.

d) “It will definitely snow tomorrow” the weatherman predicted.

e) “Where did you find such an interesting book?” Donna asked.

f) “He left the office last week” the manager said.

g) “Don’t eat crisps in the library” the librarian told the girl.

h) “Do people know how much environmental damage fracking causes?” the teacher said.

i) “Try all the different tapas in Granada” my friend said.

Fill in the blanks with active or passive voice in any appropriate tenses (ESL-Classroom, 2003)

a) The Amazon rainforest is extremely important to the ecology of the earth. 40% of the world’s oxygen .................. (produce) there.

b) The game .................. (win) by the other team tomorrow. They are a lot better than we are.

c) There was a terrible accident on a busy downtown street yesterday. Dozens of people saw it, including my friend, who .................. (interview) by the police.

d) Right now Susan is in the hospital. She .................. (treat) for a bad burn on her hand and arm.

e) Yesterday, a bank robber .................. (catch) by the police.

f) Frostbite may occur when the skin .................. (expose) to extreme cold.
g) The government used to support the school. Today the school................. *(support)* by private funds as well as by the tuition the students pay.

h) In some countries, certain prices are controlled by the government, such as the prices of medical supplies. However, other prices................. *(determine)* by how much people are willing to pay for a product.

i) Tom ............... *(inform)* by his teacher that his attendance had better improve.

j) Last night my car ............... *(steal)* from the parking lot.

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**ACTIVITY**

Rewrite the following sentences using the word/clue in brackets (Tejero, M.L. 2012)

a) I don't have a computer so I can't type the essay on English grammar. *(If...)*

b) Although the questions were difficult, she got a high mark in the exam. *(Despite...)*

c) I love German. Unfortunately, I can't speak it fluently. *(wish)*

d) She lost the race in spite of running well. *(Although...)*

e) Beth hasn't smoked since last December. *(Beth stopped...)*

f) I have failed all my university exams because I didn't study that much. *(Conditionals)*

g) If we don't meet this month, it will be two late. *(Unless...)*

h) Will you close the door when you leave? *(Would you mind...?)*

i) I last visited London fifteen years ago. *(I haven't...)*

j) Where is the nearest cinema, please? *(Could you tell me...?)*

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Selectividad test from previous years. The topic will be chosen by the students in an attempt to boost their motivation and give them autonomy.

**PURPOSE:** To get our students familiarized with the exam (they will not complete the exam entirely)                      **ESTIMATED TIME:** 50 - 55 min.
NEXT STOP: MARS

People have been walking on the surface of Mars for more than a century, in fantasy. Now, however, the possibility is so real that many people think the question is not whether humans will go to Mars, but when they will go, how they will get there and who will go first.

Although there is growing agreement that reaching Mars will be some kind of multinational effort, a prosperous nation, like the United States, seems capable of such an achievement by itself. For the US it is a political priority. The cost of the project has been estimated at $60 billion, about double the price of the Apollo Moon project.

Of all the other planets in the solar system, Mars is the most like Earth. With about half the Earth’s diameter, with one third of the gravity and only one percent of the atmosphere, space vehicles have found that Mars hides an important amount of water under its surface and in its frozen poles. While Venus is closer, with an average temperature of about 550 degrees, it is hostile.

From the presence of water and a relatively moderate climate comes another powerful attraction. The fascination with Mars controls around the issue of life. Mars is key to answering that critical question: is there life somewhere other than on Earth?

I° COMPREHENSION (This section consists of six items combining True/False and/or Multiple Choice questions) (3 points)

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D) (0.5 points each)

1) Why isn’t reaching Mars only a scientific challenge?
   a. The USA will gain reputation and will be considered a powerful country.
   b. As humankind will improve knowledge about other planets.
   c. Because Mars is similar to the Earth.
   d. Since it seems to be a multinational effort.

2) What is the most interesting reason for exploring Mars?
   a. To be the all-mighty country
   b. To know if it has living beings.
   c. To achieve the project and be powerful.
   d. To travel to other planets and explore them.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT (0.5 points each)

3) Mankind has actually set foot on Mars.
4) Reaching Mars can cost as much as reaching the moon.
5) Mars is the same size as the Earth.
6) Venus’s climate is gentle.

II° USE OF ENGLISH (4 points; questions 7-12, 0.25 points each; 13-17, 0.5 points each)

7) Find in the text the word which has the following definition: “a plan for work or activity of any kind” (noun)
8) Find the word that means opposite for FRIENDLY (adjective).
9) Give a noun with the same root as POLITICAL (adjective line 4).
10) Give one synonym for PROSPEROUS (adjective line 3).
11) Give one word with the same meaning as REACH (verb line 3) as it is used in the text.
12) WHICH WORD DOES NOT HAVE THE SAME MEANING?: Track / landscape / way / path
13) Join the following sentences using a relative pronoun. Make changes if necessary.
- A dog was sent into space in 1957. Its name was Lika.
- A dog was sent into space in 1957. Its name was Lika.

14) Turn the following sentence into the passive voice: We are going to invite Dr. Livingston to participate in the project.
15) Rewrite the sentence without changing its meaning. Begin as indicated.
- African countries are too poor to build a space station.
- African countries are too poor to build a space station.

16) Use the words in the boxes to make a meaningful sentence. Use all and only the words in the boxes without changing their form.

- useless space people exploration consider many

17) Complete the following conditional sentence: If they had travelled to Mars, ...

III° PRODUCTION (3 points)

WRITE A COMPOSITION OF APPROXIMATELY 120 WORDS ABOUT THE TOPIC PROPOSED AND FOCUS STRICTLY ON IT.

a) Should the money of the Mars project go to poor countries? Why?

b) Do you believe there is life outside our planet? Why?
**SESSION 5**

<table>
<thead>
<tr>
<th>Verb tenses worksheet</th>
<th><strong>PURPOSE:</strong> To revise the verb tenses students have been dealing with in the previous sessions.</th>
<th><strong>ESTIMATED TIME:</strong> 10 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video about language death</td>
<td><strong>PURPOSE:</strong> To make our students aware of the importance of languages.</td>
<td><strong>ESTIMATED TIME:</strong> 5 min.</td>
</tr>
<tr>
<td>In pairs, write a composition about languages nowadays and the benefits of language learning</td>
<td><strong>PURPOSE:</strong> To improve the students’ writing skills and to boost their motivation by asking them to write in pairs.</td>
<td><strong>ESTIMATED TIME:</strong> 40 min.</td>
</tr>
</tbody>
</table>

**VERB TENSES:** Write the verbs in brackets into the right present, past or future tense.

1. Jessica (never fall) ....................... in love until she (meet) .................. Ricky two years ago.
2. Bruce (never stop) ....................... studying until he (revise) .................. all topics this evening.
3. When the old woman (hear) .................. that the police (arrest) .................. Her grandson for robbery, she (get) .................. a big shock.
4. When Megan (have) ....................... problems at school, her parents (usually help) .................. her to cope with them.
5. We (wait) ....................... for the bus for nearly half an hour, but it (not arrive) .................. yet, so I don’t think we (be able to) .................. attend the meeting on time.
6. When Sarah (graduate) ....................... from university next year, she (study) .................. English for nearly four years.
7. While the children (play) .................. by the lake, one of them (drop) .................. his ball and (try) .................. to get it out himself.
8. Tomorrow at around 7.30 pm, I (drive) .................. through America.
9. Builders (finish) ....................... the new stadium by the end of the year.
10. When I (have) ....................... another look, I (realize) .................. the shirt in the laundry (shrink) ..................

*Picture 8. Verb tenses mixed exercise (2016)*
SESSION 6

Students will take the final exam for unit 8 in this last session, being this a Selectividad-kind exam (my own realization) as they have been working on them during the year in an attempt to get familiarized with the test. After the exam, they will re-evaluate themselves using the Portfolio they filled before starting session 1. This way, they will be able to self-assess and notice differences in learning, knowledge and the different linguistic skills after having completed the unit. Notice that, if there were no time to fill the self-assessment form, students will do it at the beginning of session 1, unit 9.

<table>
<thead>
<tr>
<th>Test</th>
<th>PURPOSE: To have empirical data to back up our evaluation.</th>
<th>ESTIMATED TIME: 50 - 55 min.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Self-assessment</th>
<th>PURPOSE: To make our students aware of strengths and weaknesses.</th>
<th>ESTIMATED TIME: 5 min.</th>
</tr>
</thead>
</table>
GLOBAL ENGLISH IS THE TENDENCY

Estimates of the number of present and future speakers of English suggest English will be spoken across the globe for the foreseeable future. But what kind of English will it be? Evidence from other languages indicates that there are two opposing movements of linguistic change at work within a language.

The first movement is convergence - in which speakers of separate languages come together and share common words and grammatical structure. The Scandinavian countries are examples of this: although the languages Swedish, Norwegian and Danish are similar, and from a common Old Norse root, an overwhelming number of speakers use English as their second language.

The second movement is divergence - in which speakers of a common language differentiate their speech from each other and create distinct dialects. We see this from Latin which migrated into Italian, Spanish, and Portuguese.

Both forces are constantly at work. Which force is more likely to take control of English as a world language? Only major changes in the political climate are likely to make an impression in the short term, through a series of minor external influences could cause a more important change.

The major change could well be a change in the power of English’s main speakers, the USA. In a parallel with Latin following the decline of the Roman Empire, it is likely that any decline in the political, economic or technological power of the USA would lead to greater divergence and the development of separate mutually incomprehensible varieties. The general change of increased global communications and travel has already had a strong influence on the use of English, leading to significant convergence on English as a second language, this is the tendency.

I. COMPREHENSION (This section consists of six items combining 'True/False' and/or 'Multiple Choice' questions) (3 points)

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D) (0.5 points each)

Convergence and divergence are...

a. Forces that complement each other  
   b. Only two of the main forces that influence in a language.
   c. Forces which show similarities in a language.  
   d. Opposite forces of linguistic change in a language.

2) English is being spoken as a second language because of...

a. The amount of speakers in the USA  
   b. External influences to English.
   c. Travels and the increase of worldwide communication  
   d. The political power of the USA.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT (0.5 points each)

3) English would be a world language even if the USA had an economic, political or technological decline.

4) A pidgin is usually the result of mixing different languages.

5) Latin is a good example of divergence.

6) Old Norse is spoken in Scandinavia as a second language.

II. USE OF ENGLISH (4 points; questions 7-12, 0.25 points each, 13-17, 0.5 points each)

7) Give one synonym for SIGNIFICANT (adjective line 17).

8) Find in the text one opposite for UNDERSTANDABLE (adjective).

9) Give a noun with the same root as TECHNOLOGICAL (adjective line 15).

10) Find in the text the word which has the following definition:

   “Power to affect persons or events especially power based on prestige” (noun)

11) Give one word with the same meaning as DISTINCT (adjective line 5) as it is used in the text.

12) WHICH WORD DOES NOT HAVE THE SAME MEANING: amazing / overwhelming / encouraging / astonishing.

13) Join the following sentence using a relative pronoun. Make changes if necessary.

   Scandinavian countries are an example of convergence. Many people speak English in Scandinavia.

14) Turn the following sentence into reported speech:

   What kind of English will it be in the future? Anna replied.

15) Rewrite the sentence without changing its meaning. Begin as indicated.

   Although my neighbour is really smart, he is not good at languages.

   Despite...

16) Use the words in the boxes to make a meaningful sentence. Use all and only the words in the boxes without changing their form.

   fluently  
   English  
   people  
   European  
   merry  
   speak

17) Turn the following sentence into the passive voice:

   The Minister of Culture is going to present a report to parliament declaring English its second language.

II. PRODUCTION (3 points)

18) WRITE A COMPOSITION OF APPROXIMATELY 120 WORDS ABOUT THE TOPIC PROPOSED AND FOCUS STRICTLY ON IT.

   a) Why do you think English is so important?
## Self-assessment:

| I can... |  |  |
|----------|--------------------------|
| **Express the relation between language and culture** | **YES NO** | **NOT YET** |
| **Describe and explain the following topics: bilingualism, multiculturalism, language death.** | **YES NO** | **NOT YET** |
| **Express actions in the most of verb tenses** | **YES NO** | **NOT YET** |
| **Identify and differentiate between passive voice and reported speech** | **YES NO** | **NOT YET** |

| I have improved my... |  |  |
|-----------------------|--------------------------|
| **Speaking and interacting skills** | **YES NO** | **NOT YET** |
| **Listening skills** | **YES NO** | **NOT YET** |
| **Reading skills** | **YES NO** | **NOT YET** |
| **Writing skills** | **YES NO** | **NOT YET** |
1) Translation sentences.

1. Las playas estaban sucias y llenas de basura. Estaba molesta al ver toda la suciedad en la arena.
2. Fue una gran escalada hasta la cumbre del Kilimanjaro. Llegamos exhaustos.
3. Habíamos pasado un día agotador deambulando por Hollywood cuando regresamos al hotel.
5. No entendíamos el idioma del lugar. Los signos nos resultaban confusos.
6. Ahora los chicos están durmiendo la siesta. No hagas ruido.
7. ¿Qué vas a hacer esta noche a las nueve? He quedado con los amigos, vamos al cine. ¿Qué haces? Leo un libro de aventuras.
8. ¡Por fin! ¡Ya viene el camarero!
10. Estoy buscando trabajo pero aún no lo he encontrado.
11. ¿En qué piensas? Pienso en mi familia que está en el extranjero.
12. Siempre voy en avión porque es más rápido.

2) Reported speech sentences.

1. “Where did you go on holiday last summer?” I asked Linda.
2. “Do you know where Angela is living?” he said.
3. “How much do you think it will cost?” he said.
5. “Can I borrow some money for a fizzy drink?” Donna asked.

6. “How far is the station from our hotel?” the girl wanted to know.

7. “What time did your friends leave last night?” he asked.

8. “Who was singing just now?” asked my mother.

9. “Do you want to go to a film?” Mark asked Amy.

10. “Did anyone try to save her life?” the police officer asked.

3) Passive voice sentences.

1. Nobody should report about this -> It...

2. He should have checked it -> It...

3. It is understood that he is willing to meet her -> He...

4. Nobody expected you to act that way -> you...

5. Someone must give him a prize -> He...

6. People should claim that administration is too low -> Administration...

7. Tom will ask someone to develop these photos -> Tom...

8. Somebody acknowledged Tom had got rid of it -> Tom...

9. It is believed that he did not accept the offer -> He...

10. Everybody said that she was really upset -> She...

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