

English Globalisation

Pre-Reading

A. Warm-Up Questions

1. What language do you speak at home?
2. When did you start to learn English?
3. Do you ever mix your native language with English when you are speaking?
4. How many people around the world do you think speak English as a second language?
5. Have you ever heard the terms 'Spanglish' or 'Hinglish'? What do you think these terms mean?
6. What is the meaning of globalisation?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------|---|
| ___ 1. native | a) worldwide |
| ___ 2. estimate | b) to change to fit a new use or situation |
| ___ 3. skill | c) in the area |
| ___ 4. currently | d) to give support or confidence, to help |
| ___ 5. expert | e) to give an idea of the approximate size, number, etc. |
| ___ 6. predict | f) profitable, bringing money |
| ___ 7. compete | g) now, at the present time |
| ___ 8. global | h) a form that is different from the original |
| ___ 9. local | i) born in or belonging to a certain place |
| ___ 10. encourage | j) the ability to do something |
| ___ 11. version | k) to say what will happen in the future |
| ___ 12. adapt | l) a person with a lot of knowledge about a certain topic |
| ___ 13. lucrative | m) to try to win or be better than someone else |

Reading

1. Today, the English language is spoken as a second language by more people than ever before. In 2019, for every **native** English speaker, there were **estimated** to be three non-native English speakers.
2. English is now the language of business, computer technology, and **skilled** employment worldwide. **Currently**, hundreds of millions of people, especially in China and India, are learning to speak English, many of them in small **local** language schools. Some **experts predict** that English will be one of only three languages (also Spanish and Mandarin) that doesn't die out by the end of this century.
3. Many non-English-speaking countries now start to teach their children English in school at a young age. This not only helps the children to learn English but also to get better jobs when they are older. A country that has workers who have both English and computer skills is better able to **compete** in the **global** marketplace.
4. English is also the language of the Internet. Many people work in the field of Internet technology, while many others use the Internet to help them do their jobs or to improve their English skills.
5. As more non-native speakers have learned English, words from local languages have become mixed with it. For example, Spanglish, a mix of Spanish and English, is now spoken in the United States and Mexico. Hinglish, a mix of Hindi and English, is becoming more common in India.
6. In fact, some experts think that people could one day speak one kind of English at home, another at work or school, and a third while travelling or talking to international visitors. Other experts believe that countries should **encourage** local **versions** of English.
7. Some native English speakers are upset at these changes. However, they will have to **adapt** to them because the globalisation of English has become a fact of life. The highly **lucrative** English as a second language teaching industry and the demand for native English speakers will continue to grow for some time to come.

'A different language is a different vision of life.'

—Federico Fellini, Italian film director and screenwriter

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. In 2019, what was the ratio of non-native English speakers to native English speakers?
2. In what fields or industries is English spoken around the world?
3. What major prediction have some language experts made?
4. Why are many non-English-speaking countries starting to teach their children English at a young age?
5. Give two examples of languages that have started to mix with English.

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1.
You may need to change the word form.

1. They _____ live in Canada, but they are planning to move to England soon.
2. When you move to a new country, you have to _____ to new customs.
3. Thousands of athletes from around the world _____ in the Olympic Games.
4. At first he lost money in his business, but now it is becoming very _____ .
5. John has become a very good student because all his teachers _____ him to work hard.

Discuss

Work with a partner or in small groups. Discuss the following questions.

1. At what age do you think children should begin to study a second language in school?
2. What do you think is the best way to teach English to children?
3. Why do you think English has become the global language?
4. Besides business and technology, what other industries function primarily in English?
5. How is the spread of English throughout the world affecting local languages and local cultures?
6. What can countries do to preserve their local languages?
7. Do you think it is important for English language teachers around the world to try to maintain a standardised form of English? Why or why not?
8. In what ways do languages change throughout time? Give some examples.
9. Nowadays, many young people are travelling to foreign countries to teach English as a second language. Do you think this would be a good job? Explain your answer.

Debate

Below are two topics to debate in small groups or pairs. Your teacher will tell you if you will be debating for or against the idea. You will have ten minutes to prepare your arguments.

Topic #1

With English becoming the global language, the loss of national languages and cultures is inevitable.

Topic #2

In order to facilitate effective international communication, the mixing of local languages with English should be discouraged and teachers everywhere should use one global standard for English language instruction.

Write

Choose one of the questions from the Discuss section above. Then write a paragraph in your notebook stating your own opinion.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying / Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was... (rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarising / Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarise by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the globalisation of the English language. After they read the article and review new vocabulary, students engage in debates about language loss.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: English, globalisation, language loss, native speaker, Chinese, Spanish

Pre-Reading

A. WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. i | 3. j | 5. l | 7. m | 9. c | 11. h | 13. f |
| 2. e | 4. g | 6. k | 8. a | 10. d | 12. b | |

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- In 2019, for every native English speaker, there were estimated to be three non-native English speakers.
- English is now the language of business, computer technology, and skilled employment worldwide.
- Some experts have predicted that by the end of the century there will only be three languages in the world (English, Spanish, and Mandarin).
- This not only helps the children to learn English but also to get better jobs when they are older. A country that has workers who have both English and computer skills is better able to compete in the global marketplace.
- Spanglish, a mix of Spanish and English, is now spoken in the United States and Mexico. Hinglish, a mix of Hindi and English, is becoming more common in India.

Vocabulary Review

- | | | |
|--------------|--------------|--------------|
| 1. currently | 3. compete | 5. encourage |
| 2. adapt | 4. lucrative | |

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 5). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practise making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practise interrupting politely. (See our Functional English lesson plan on Interrupting: <https://esllibrary.com/courses/92/lessons/1747>) Consult our Teachers' Notes for more ideas on using ESL Library's Mini-Debates in the classroom: <https://esllibrary.com/courses/73/lessons/1311>

Write

Answers will vary.