The Effects of Globalization on English Language Learning: *Perspectives from Senegal and the United States*

By: Anna Poggensee

Speech Pathology and Audiology, Spanish

Acknowledgments

- Dr. Yvette Hyter
- Dr. Sarah Summy
- Dr. Maria Protacio
- Haenicke Institute for Global Education
- Lee Honors College

Agenda

- Purpose of study/Research questions
- Key terms
- Methodology
- Results
- Discussion
- Limitations
- Conclusion
  - Future research

Purpose of study

- To provide insight into globalization and its effects on the spread of English language learning in Senegal, West Africa and the United States Midwest
- Inspired by study abroad trip
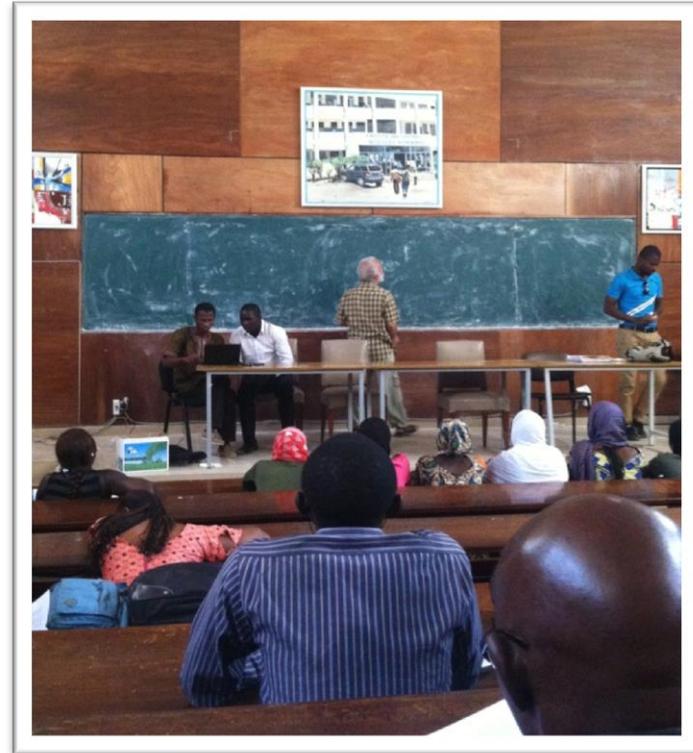
Research Questions

R^1: How has globalization affected the perceptions of English language learning in Senegal and the U.S. Midwest?

R^2: What are the perceived functions of English as a nonnative language relating to accessibility of education?

Key terms

Key term	Definition
globalization (Steger, 2003)	the interconnections of global economic, political, cultural and environmental processes that continually transform present conditions
globalization of languages (Steger, 2003)	the process of the spread of some languages that are used as international languages, and the disappearance of other languages that lack speakers
English language learner (NCTE, 2008)	an active learner of the English language who may benefit from various types of language support programs
English as a foreign language (ELF) student (NCTE, 2008)	nonnative-English-speaking students who are learning English in a country where English is not the primary language
world language (Ammon, 2010)	a language that serves as a means for international communication

Methodology: Theoretical framework

- **Ethnomethodology**- determining individual or group perspectives and meaning in order to make sense of a social situation (Westby, Burda, & Mehta, 2003)

- Experience of members of society is open to scientific analysis and interpretation (Garfinkel, 1967)

- Components of Ethnomethodology align with research questions

- Naturalistic observations and Ethnographic interviews

Methodology: Literature Review

- <u>Databases</u>: ProQuest Research Library, Linguistics and Language Behavior Abstracts (LLBA), Education Resources Information Center(ERIC), Google Scholar

- <u>Search terms</u>: globalization, language policy, English, world language, Senegal, United States, nonnative language, ESL, world English, education, English language learning, lingua franca, language endangerment

- United Nations and UNESCO

- Used to identify common themes related to research questions

Methodology: Observations

- Gain a better understanding of how language functions in daily life

- Naturalistic observations of students' language usage in a variety of social situations (classroom, between classes, university café, outside of university)

- Classroom observation: English department at University of Cheikh Anta Diop (UCAD) and Western Michigan University CELCIS

Methodology: Ethnographic Interviews

- a research tool that allows interviewers to acquire knowledge about an individual's perspective on a certain social topic

- asking open ended questions, summarizing what the interviewee said to clarify, using recurring themes mentioned by the interviewee to ask follow-up questions (Westby et al., 2003)

- HSIRB approval

- Common themes pulled from interview data to compare with observations and literature review

- Triangulation of results

Ethnographic Interviews

Ethnographic interview participants and themes			
Interviewee	**Senegal, West Africa**	**United States Midwest**	**Initial Interview Themes**
University level students who speak English as a foreign language (6 students total)	University of Cheikh Anta Diop (3 students)	The Center for English Language and Culture for International Students at Western Michigan University (3 students)	1. Describe your process of learning English. 2. What role does English play in the education system? 3. Talk about the functions of English use in your life. 4. How has learning English affected your primary language/culture? 5. Tell me about your future goals regarding the English language?
Faculty 1: Professor in English/ESL department Faculty 2: Faculty familiar with multilingual students	Professor in English department at UCAD Language professor at UCAD	Professor in ESL teaching program at WMU Faculty at El Sol Bilingual Elementary School	1. Tell me about your role in the department. 2. Discuss some of the goals for the department regarding English. 3. What are the benefits and consequences of students learning English? 4. How has globalization influenced English use in the education system in the past 10 years?

Results: Literature Review

Globalization and language spread

- English is the predominant language of the U.S., United Nations, World Bank, International Monetary Fund, and other large organizations and businesses (Phillipson & Skutnabb-Kangas, 1996)

- Only 1/4 of all English users worldwide are native speakers, and most non-native speakers using English do so in the absence of native speakers" (Seidlhofer, 2011)

Language endangerment as a result of world English

- Nearly half of the existing 5,000-6,000 languages will be extinct in the next 100 years (Nettle & Romaine, 2000)

- Cultural assimilation- when a dominant culture begins to replace another one's language, behaviors and more (Crystal, 2000)

- English words mixed into languages and reduces the pureness (Nettle & Romaine, 2000)

- Other languages are also affecting English because of this 'mixture' of languages (Crystal, 2000)
  - Results in many varieties of English

Results: Literature Review (cont.)

Language and Education in Senegal

- Official language of Senegal is French, 24 local languages, and six other national languages (USAID, 2015)
- French is main language used in classrooms, but recent movement towards multilingual education (USAID, 2015)
    - Arguments for and against incorporating English*
- Many Senegalese languages at risk for endangerment (Ethnologue, 2016)
- Language is part of one's cultural identity, and when the language becomes endangered, a part of their identity is lost (Sallabank, 2013)

Functions of world English

- Two prinicipal arguments relating to function:
    - English as a communicative tool that allows individuals to access education, employment, and other services (Mufwene, 2010)
    - English is acting in an imperialistic and dominating manner to African language and culture (Phillipson, 2008; Mazrui, 2004)

Results: Observations

Social context	Senegal, West Africa	United States Midwest
In the classroom	Students spoke English to participate in class, ask questions, and discuss among classmates.	Students spoke English to participate in class, ask questions, and discuss among classmates.
Between classes in the hallway	Students mainly spoke in Wolof or French. Some English was used with professors or native English speakers.	Students mainly spoke English. Other languages were used when groups of students who speak the same language were together. Other languages were used for telephone calls.
At the university café	Students mainly spoke in Wolof or French. The students seemed motivated to greet visitors in English if they appeared American.	Students mainly spoke English. If students were with other students who speak the same language, they commonly used the other language.
Outside of university (restaurants, markets, sporting events, etc.)	Students mainly spoke in Wolof or French. The students seemed motivated to say start conversations in English when they saw Americans.	Students mainly spoke English when they were with American students. If students were with other students who speak the same language, they commonly used the other language.

Results: R1 Interviews

Senegal, West Africa

- Start learning English in 6th grade
- Preference to learn/use English over French
- Speakers of English are considered more educated and sophisticated by society
- Deterioration of first language and culture in Senegal, but not detrimental

United States Midwest

- Began learning English from a young age
- Society expects students to know English if they want to be successful in the U.S.
- Greater effects on first language and culture
  - No longer able to write proficiently in first language (Student 2)
  - Word retrieval difficulties

Results: R2 Interviews

Senegal, West Africa

- Motivation to learn English:
  - Educational opportunities (access to research)
  - Occupational opportunities
  - Communication with others worldwide
- English does not have a large role in daily life

United States Midwest

- Primary motivator was coming to U.S. to learn English for the education and to get a good job
- More of a desire to communicate and assimilate with native English speakers (socializing)

Discussion R1: How has globalization affected the perceptions of English language learning in Senegal and the U.S. Midwest?

- English is a highly valued language to members of society
  - Senegal: more valued than French, higher social status
  - United States: expectation to speak English for education and employment opportunities
- All students appear to have experienced a decease in proficiency of their first language
- Greater effects in U.S. possibly due to language exposure
- Cultural assimilation- spread of English may lead to language endangerment (Crystal, 2000; Nettle & Romaine, 2000)

Discussion R2: What are the perceived functions of English as a nonnative language relating to accessibility of education?

- Main purposes of learning English is to have educational opportunities that are not available in other languages
- Motivation to learn English: education, employment, communication with other English speakers (native and ESL)
- Function of English= an instrument that aids in the overall success of the individual Mufwene (2010)
  - Contradicts Phillipson (2008) and Mazrui (2004) idea that English is oppressive

Limitations of study

- Small sample size of research participants affects credibility of generalization

- Participant background

  - All perspectives from English speakers, middle-high SES

- Observations in Senegal did not distinguish between French and Wolof usage

Conclusion

- English as a world language plays a critical role in accessibility to education for students in both countries
- Encourages international communication among speakers of English
- ESL/EFL students use English as an instrument for success and recognize the deterioration of their first language, but are not threatened by the consequences

Future research:

- motivation of language learning in English speaking countries vs. non-English speaking countries
- effects of English on first language and culture

References

- Ammon, U. (2010). English and other international languages under the impact of globalization. *Neuphilologische Mitteilungen,111*(1), 9-28.
- Barnes, L. (2005). Review article: English as a global language: An African perspective. *Language Matters, 36*(2), 243-265.
- Crystal, D. 2000. Language Death. Cambridge: Cambridge University Press.
- Crystal, D. 2003. English as a Global Language (Second edition). Cambridge: Cambridge University Press.
- Diallo, I. (2010). The politics of national languages in postcolonial Senegal. Amherst, NY: Cambria Press.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, N.J.: Prentice-Hall.
- Hyter, Y. D. (2014). A conceptual framework for responsive global engagement in communication sciences and disorders. *Topics in Language Disorders*, 34(2), 103-120. doi:10.1097/tld.0000000000000015
- Kamwangamalu, N. M. (2010). Vernacularization, globalization, and language economics in non-English-speaking countries in Africa. *Language Problems & Language Planning, 34*(1), 1-23.
- Masgoret, A.-M. and Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. Language Learning, 53: 167–210. doi: 10.1111/1467-9922.00227
- Mufwene, S. (2010). The ET Column: Globalization and the spread of English: what does it mean to be Anglophone?. English Today, 26, pp 57-59. doi:10.1017/S0266078409990605
- National Council of Teachers of English. (2008). English language learners: A policy research brief produced by the National Council of Teachers of English. *James R. Squire Office of Policy Research*. Retrieved from www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf
- Nettle, D., and S. Romaine. 2000. Vanishing voices: The extinction of the world's languages. Oxford: Oxford University Press.
- Neuman, W. (2006). *Social research methods: Qualitative and quantitative approaches* (5th ed.).

References (cont.)

- Paul, M., Simons, G., and Fennig, C. (eds.). 2016. Ethnologue: Languages of the World, Nineteenth edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com
- Phillipson, R. (2008) The linguistic imperialism of neoliberal empire. Critical Inquiry in Language Studies, 5:1, 1-43, DOI: 10.1080/15427580701696886
- Phillipson, R. and Skutnabb-Kangas, T. (1996), English Only Worldwide or Language Ecology?. TESOL Quarterly, 30: 429–452. doi: 10.2307/3587692
- Rottet, K. J. (2004). Language in danger: The loss of linguistic diversity and the threat to our future. Language in Society, 33(5), 783-785.
- Sangasubana, N. (2011). How to conduct ethnographic research. The Qualitative Report, 16(2), 567+. Retrieved from http://go.galegroup.com.libproxy.library.wmich.edu/ps/i.do?id=GALE%7CA256280489 &v=2.1&u=lom_wmichu&it=r&p=AONE&asid=4ac6f7264862f4b52293acccbf0329a2
- Seidlhofer, B. (2011). Understanding English as a lingua franca. Oxford: Oxford University Press.
- Steger, M. (2013) Globalization: A Very Short Introduction. Oxford, United Kingdom: Oxford University Press.
- UNESCO. (2000). The Dakar Framework for Action. Retrieved from http://www.unesco.at/bildung/basisdokumente/dakar_aktionsplan.pdf.
- UNESCO. Language vitality. http://www.unesco.org/new/en/culture/themes/endangered-languages/language-vitality/.
- United States Agency for International Development. (2015). Report on Language of Instruction in Senegal.
- What is the Bologna Process? (n.d.). Retrieved June 23, 2015, from http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-basics.aspx
- Westby, C., Burda, A., & Mehta, Z. (2003, April 29). Asking the Right Questions in the Right Ways : Strategies for Ethnographic Interviewing. The ASHA Leader.
- Zimmerman, D. H. (1978). Ethnomethodology. American Sociologist, 13(1), 6-15. Retrieved from http://search.proquest.com/docview/38344979?accountid=15099