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**TEACHING ENGLISH
IN DIFFERENT GLOBAL CONTEXTS**



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INTRODUCTION

This dissertation paper presents a global vision on how to teach English in different countries. Worldwide, due to cultural or social differences, English plays an important or less important role, depending on the history of the country.

We cannot provide a general definition valid for all countries because there are major differences not only between continents but also between countries on a single continent. In this sense, I will focus on European countries that have been influenced by communism differently. The interest in English during communism did not exist, so some countries had developed faster and gave a stronger interest in English after that period.

Why is evolution so different? Due to the social relations that developed and the mentality of the people who have understood that an international language improves the communication between people.

Although an international language, the most widely used in the world today, it is taught and understood differently. Although we had countries whose national language is English, such as England, USA or Canada, there are grammatical differences, spelling differences.

A single word can have a double meaning depending on the country we are in. We also encounter different meanings and accents used differently even in one country. In New York, for example, we have different areas, such as the Bronx, Manhattan, Central Park, where the language used is different depending on zonal influences.

During university, a professor explained us how a type of English used in the high society in England can be annoying in the USA and vice versa.

Cultural differences play an important role in the way of teaching, providing a superficial or significant aspect. In African countries, for example, as I have presented below, it is quite difficult to implement a good education system, although South Africa has as its national language English, but countries on the same continent face serious problems, which globally are solved or do not exist in most countries. It is quite difficult to create a good educational system having other important issues such as hunger or a bad healthcare system. In a global context, English has different role, it has a different importance, determined by the country's external influences and human relations.

My dissertation paper started from the idea that each teacher has his own teaching method, moreover, depending on which country he is in, he changes his teaching method, adapting to local requirements and needs.

Chapter I offers a global vision of English teaching on different continents, general remarks, general differences.

Chapter II gives us a vision of the impact of communism on English studies, it deals with the effects of communism on education in these countries. It gives us an insight into how English is taught in Russia, East Germany and Poland. There are major differences, each of them adapting in a different way of approaching this subject.

In chapter III, I present how native English speakers, learn and study in different contexts. England, USA and Canada, in all of them English is the national language with a big history and importance behind, but they adopt different ideas. These ideas are defined by cultural differences.

CHAPTER I A GLOBAL VISION OF ENGLISH TEACHING

English is one of the most widely spoken languages in the world, every month people begin to learn or deepen Shakespeare's language. English is the third most spoken language in the world, immediately after Mandarin and

Spanish. We need to understand the difference between individuals who speak English as their mother tongue and those who use it as a second language.

We can estimate that there are just over 1.5 billion English speakers worldwide, and out of a total of 195 countries worldwide, there are 67 nations with English as their first official language. In addition, there are 27 countries that made English the second official language. The total number of people who speak English fluently is about 850 million (342 million people use it as their mother tongue and 508 million as a secondary language).¹

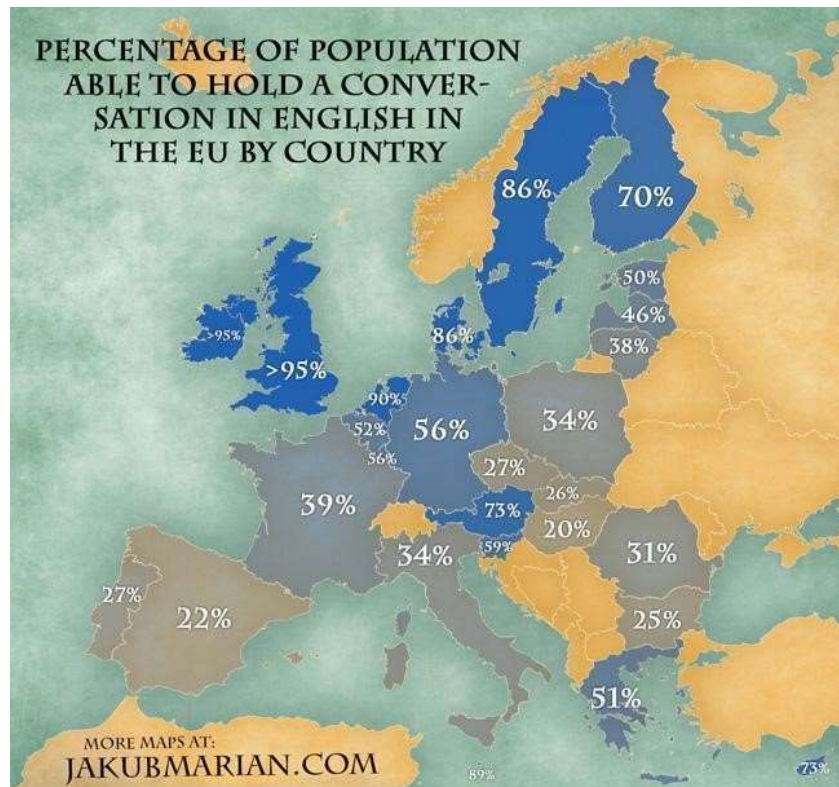


Image 1 retrieved from jakubmarian.com

Today, English is the common language internationally. And there are several factors that make this language an essential part of communication. Two people of different nationalities are more likely to communicate with each other in English. Speaking English helps people keep in touch!

English is probably the most accessible language, due to its wide presence in cinema, on television, in music or on the internet. English is the language of Hollywood, and everyone knows that Hollywood is in the United States. There were born the largest productions of television, film and music industry. Therefore, the cultural industry is

¹ <https://www.stgeorges.co.uk/blog/learn-english/how-many-people-in-the-world-speak-english>

dominated by English, and accessing these works is a great way to progress in English! In addition, mastering this language gives us access to thousands of movies, TV series or shows. But also, to discover other cultures!

English grammar is also easier for beginners compared to other foreign languages. However, to become bilingual, the level of learning becomes a bit more complicated as we progress. The most effective way to master English is to read more magazines, newspapers, and books in English, to watch audiovisual programs in English.

English is an essential language in the field of education. In many countries, children attend English-language schools and are encouraged to speak it as a second language. In addition, even in countries where it is not included as an official language, such as the Netherlands or Sweden, most science or engineering and university research programs are in English. Many students take English courses and go to international exchanges. English makes education more accessible.

Many Europeans speak English! And you will have the opportunity to speak English in many situations, on a trip or in a professional setting, with people of different European nationalities. Many Europeans, whose mother tongue is not English, are exposed to Shakespeare's language. Therefore, mastering the English language is a real asset in everyday life and on the labor market.

1.1 HOW DIFFERENT IS TEACHING ENGLISH IN EUROPEAN COUNTRIES

In May 2019, the Official Journal of the European Union published a paper entitled "Council Recommendation on a Global Approach to Language Teaching and Learning." The Council of the European Union considers it essential that European citizens know at least two foreign languages in addition to their mother tongue.²

At the time of the European Coal and Steel Community, created in 1951, Italian, French, German, and Dutch were the four official languages recognized by the six founding countries - Italy, France, Germany, Belgium, the Netherlands and Luxembourg. Following the accession of the new Member States to the European Community, the number of official languages has increased. First in 1973, with the addition of English and Danish, followed by Greek, Spanish and Portuguese in the 1980s. Over time, other languages joined the list, in parallel with the creation and expansion of the European Union, until reached a total of 24 official languages and more than 60 minority and regional languages.³

Multilingualism, one of the founding principles of the EU, is considered by the European institutions both as the ability of a person to express himself in several languages what is defined as «plurilingualism») and as meaning the coexistence of several language communities in each geographical area.

² [https://eur-lex.europa.eu/legal-content/GA/TXT/?uri=CELEX:32019H0605\(02\)](https://eur-lex.europa.eu/legal-content/GA/TXT/?uri=CELEX:32019H0605(02))

³ <https://op.europa.eu/webpub/com/abc-of-eu-law/en/>

In addition to the obvious commercial and industrial benefits, the promotion of language learning promotes mutual understanding between people from different cultures, facilitates transnational public debates and strengthens European identity. In other words, multilingualism has a strategic dimension for Europe and, in the words of the Council of the European Union, "multilingual skills underpin the vision of a European educational area"⁴.

At this stage, learning languages by European citizens is just a project on a piece of paper. If we look at the data published by Eurostat, just over half of European citizens say they are able to have a conversation in a second language. Only one in five citizens can speak two languages in addition to their mother tongue, while less than one in ten can speak more than three languages. The percentage varies naturally from one country to another, as well as depending on the age group and profession of each citizen (there is no major difference between men and women, by the way).

While almost 73 percent of 25- to 34-year-olds speak at least one foreign language, this rate gradually decreases for each successive age group, eventually reaching 55 percent among citizens between the ages of 25 and 34. 55 and 64 years old.⁵

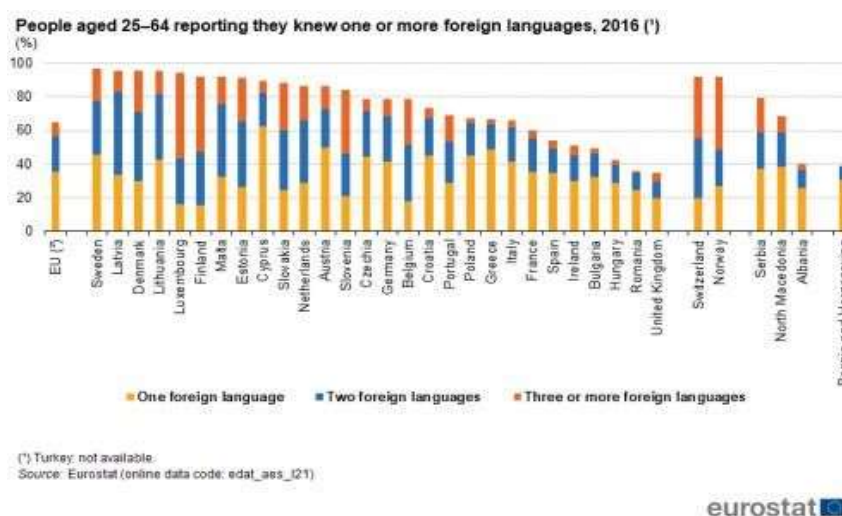


Image 1.1 retrieved from europa.eu/Eurostat

According to Eurostat, English is the most well-known and spoken foreign language in the European Union, which is not surprising. It is the language most frequently studied in lower primary and secondary

⁴ [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG0607\(01\)&rid=5](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG0607(01)&rid=5)

⁵ https://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign_language_skills_statistics ⁶ <https://ec.europa.eu/eurostat/data/database>

education (about 98 percent of students). French is in second place (33 percent of students), followed by German (23 percent) and Spanish (17 percent).⁶

In many countries, including Italy, a third language has begun to be studied. French is studied as the third language of over 50 percent of lower secondary students in Ireland, Italy, the Netherlands, Romania, and Portugal. German is studied as a third language by more than half of students in Denmark and Poland, while more than half of French students study Spanish. As for Italian, it is studied by 57 percent of Maltese students, 10 percent of Croatian students and 4 percent of French students.

But beyond the percentage of students taking language courses, it is necessary to know how many of them will really be able to assimilate them and will have the opportunity to practice them. Indeed, although official data on the age at which foreign languages are taught are encouraging, other research on the mastery of these languages reveals significant differences between students from different European countries.

The first comparative study on the efficiency of language learning, published in June 2012, showed that the results vary considerably from one European country to another. For example, 82 percent of Swedish students are fluent in English, compared to 27 percent of Spanish students and 29 percent of Polish students. Some countries, such as Italy, were not included in this study, but will be part of the next edition planned in a few years.⁶

According to Nathalie Baïdak, analysis and research coordinator at the Executive Agency for Education, Audiovisual and Culture (EACEA), who lead programs and activities on behalf of the European Commission, the reality shows that we are facing a complex mosaic. "On the one hand, it is encouraging to see that today children are starting to study foreign languages earlier and earlier: between 6 and 8 years old in practically all European Union countries. Twenty years ago, it was only around the age of 10-11 that they started their apprenticeship", Nathalie Baïdak explained to us. "On the other hand, looking more closely at the numbers, there are huge differences between countries and there is still much to be done to improve the study of a second language."⁸

According to her, success in language learning is essentially based on two factors: the effectiveness of language teaching in the school system and exposure to languages in the environment in which we live. Therefore, it is not only necessary to strengthen the role of schools (by investing in teacher training and ensuring better continuity between primary and secondary schools, for example), but also to increase children's exposure to foreign languages, by promoting the projection of schools. Subtitled and not dubbed films, as is the case in northern European countries.

⁶ <https://www.romaniajournal.ro/society-people/romanian-pupils-shine-on-learning-foreign-languages/>

⁸ <https://learningportal.iiep.unesco.org/en/library/developing-key-competences-at-school-in-europechallenges-and-opportunities-for-policy>

In this context, the implementation of the Internet and on-demand videos have greatly contributed to the learning of foreign languages, especially English.

Eurydice's latest studies - the European Education Information Network, which aims to provide Member States' policy makers with up-to-date and reliable information on which to base educational reforms, show the need for an approach to language teaching in a multipurpose Europe.⁷

In this regard, the Eurydice report entitled "Key figures for language teaching in schools in Europe" analyzes sixty indicators on language learning, considering variables such as the supply of languages in the compulsory education curriculum, the number of hours devoted entirely to language teaching foreign languages, transnational mobility of teachers and students, and language support measures for newly arrived migrant students.

Simona Baggiani, an analyst of European education systems and policies in the Italian Eurydice service and a member of the Erasmus, says that "in this respect, Italy is showing signs of improvement. In 2003, for example, compulsory English language teaching was introduced from the first year of primary school. In addition, Italian students, like about 60 percent of European students, start learning a second foreign language in high school."

But in Italy, as in other parts of Europe, language learning varies from region to region. In the 2019 Invalsi report, students in northern Italy achieved on average the best results in listening to and understanding English, compared to students in central and southern Italy. This situation is like that resulting from the Pisa International Survey (International Program for Monitoring Student Achievement), where the results, which exceed the OECD average in the north, gradually fall to the south, eventually reaching the OECD average.

Other important means must be used to ensure the effective learning of languages at school. "At the forefront of these means is the Erasmus + program and all the incentives for transnational student mobility (not only academics, but also at secondary level) provided by the European Union," says Simona Baggiani for Erasmus+, Learning Mobility of Individuals.

Student mobility plays a crucial role in acquiring the best language skills. As such, the European Union is committed to investing up to 30 billion between 2021 and 2027 to make the program more inclusive. But efforts will have to be redoubled for citizens to speak more languages, as recommended by the Council of the European Union.

In terms of English something between 80-90% of Scandinavians speak English, compared to Italy 10-20%.⁸

The biggest contribution to the success of Scandinavians in learning languages is their consumption of English language media. Scandinavians watch a lot of movies and TV series in in English, while Italians copy almost everything from English to Italian.

⁷ <https://eacea.ec.europa.eu/national-policies/eurydice/>

⁸ <https://polyglotclub.com/help/language-learning-tips/scandinavians-good-english>

This is an important difference because it means that Scandinavians are not only exposed to English early in their lives, but also on a regular basis. The amount of exposure to a foreign language usually correlates with one's level of understanding, ability to understand spoken language when fast and the ability to mimic sounds.

Another factor for the success of the Scandinavians is the quality of education, which is extremely high. One difference I can point out between Scandinavia and Italy based on conversations with a friend is that the education system attaches more Scandinavian importance to the integration of theory and practice.

The Italian system, however, focuses mainly on theory. The Scandinavian countries give more importance to a combination of theory and practice than Italy, and I think this is part of their success with languages.

Danish, Swedish and Norwegian are all Germanic languages, which is also the case with English. Learning a foreign language that shares aspects of your mother tongue, or a language you know well, makes the learning process easier. I mention this not to remove Scandinavian achievements, but to emphasize a factor that is often not considered by novice learners. Difficulty of a foreign language is relative. There are several aspects to consider, such as syntax, pronunciation, and vocabulary.

The need for Scandinavians to learn English is also something we can learn from. A strong motivation or desire to learn a language is crucial to success. A great motivator for me to constantly improve my languages are the friends I have made all over the world. The motivating needs or desires vary from person to person.

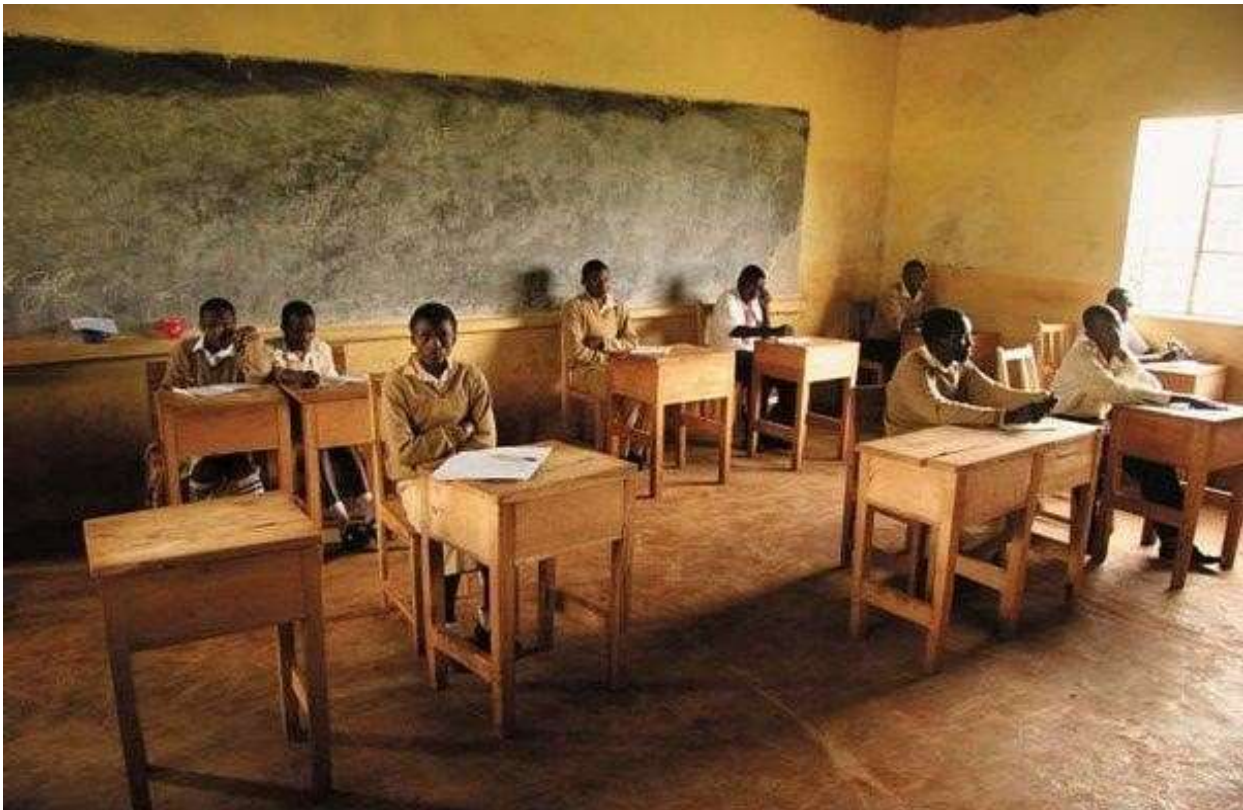
1.2 STUDYING ENGLISH IN AFRICAN COUNTRIES

Education in Zambia began to be very concerned in the early 2000s. At that time, the country's statistics were terrible: almost one million school-age children did not study, about 45% of adults were illiterate. To change the situation, the government of President Mwanawasa changed the laws. As a result, children had the right to free education from grades 1 to 7. The Zambian school is a complex of buildings. Most are modern: stone walls, corrugated roofs. But there are also authentic reed huts.⁹

Although primary education is free, not all children go to school. There are several reasons. Some educational institutions are located 20 kilometers from the villages, and it is not easy to reach them.

⁹ IOB – Impact evaluation. Primary education in Zambia www.government.nl › binaries › reports › 2008/04/26

Moreover, poor families believe that a child should work and not waste time acquiring knowledge. However, in recent years, people's mentality has changed. Parents understand that the only chance to change the fate of their children is to send them to school.



School education in Zambia is divided into several stages. The first of these is primary education, which lasts from grades 1 to 7. Then high school begins. Less than half of teenagers enter it. The study term is 5 years. It is divided into junior (grades 8-9) and senior (grades 10, 11, 12). There are all kinds of preferential programs in Zambia. For example, education is free for orphans. Regardless of their academic success.¹⁰

Image 1.2 by Leisa Tyler/LightRocket via Getty Images

¹⁰ <https://medium.com/talking-education/making-best-practice-standard-practice-in-african-schools-878857945f3>

There are many seedlings near the school, which are cared for by children. Apparently, this is how teachers try to teach schoolchildren to take responsibility for someone's life.

Each building is decorated with interesting art. Moreover, the themes of the drawings are different: from savannahs living in the savannahs to the Scottish flag. By the way, all tourists are invited to contribute to the development of African schools. There are various charity programs. For example, the symbolic assistance for the purchase of textbooks is \$ 300, the purchase of a school uniform - 1000, the payment for meals for students - 10,000. The prices are impressive!

More than other continents, Africa needs a review of its educational systems. In particular, the educational systems inherited from colonialism are kept almost unchanged under the pretext of the need to maintain a "certain quality" of education.

And here is the result: a small elite of students today use the same educational system they would have in Europe, while the vast majority are in fact deprived of modern types of education.

There is a striking contrast between the inability of this enlightened elite to change feudal social structures and the traditional agriculture of their countries and the success of the East Asian elites, who managed to make their savings even more efficient than the Western models from which they took an example.

There are so many differences between South African English and American English! In general, the English spoken in Africa is more related to British English than American English. Over the centuries some words from native and other languages also became part of the South African English vocabulary.

The most common language spoken as a first language by South Africans is Zulu (23 percent), followed by Xhosa (16 percent), and Afrikaans (14 percent). English is the fourth most common first language in the country (9.6%) but is understood in most urban areas and is the dominant language in government and the media.¹¹

¹¹ https://en.wikipedia.org/wiki/Languages_of_South_Africa

1.3 LEARNING ENGLISH IN ASIAN COUNTRIES

Asia is home to about 4.46 billion people speaking 2,300 languages.¹² The continent's population is about six times that of Europe and it is not surprising that the continent has many languages. In Europe, most people speak Indo-European languages, which include Slavic, Romanian and German. In Asia, the linguistic spectrum is much broader and includes Indo-European, Sino-Tibetan, Dravidian and Altaic. Asia is characterized by mountains, vast plains, islands and jungles, a feature that allows communities to isolate and develop languages without external influence. However, most Asians speak the common languages associated with the continent, Chinese, Hindi, English, Russian, Indonesian, Bengali and Japanese. The following are the most widely spoken languages on the continent.

The most spoken language in Asia is Chinese, due to China's position as the most populous country in the world, with a population of about 1.4 billion people. Chinese is made up of several dialects spoken by about 1 billion people in Asia and about 1.2 billion people globally. Mandarin is the most widely spoken dialect of China's official language. Other dialects include Wu, Min and Yue.

Children in Asia are the healthiest in the world. And that is because of the way they're educated. For example, in primary schools in China, students are given a bar under their chin to stop them from reading closely.¹³

From an early age, children in China are taught to follow a healthy lifestyle. For example, in primary school students are taught not to read closely. Metal bars are mounted above the benches to prevent them from bending their heads. Experts say that in this way children will avoid having vision problems and at the same time learn to stand up straight.

From outdoor dancing to exams held outside the classroom, students are taught to appreciate nature. According to researchers, taking outdoor exams helps them focus better and be less stressed. Benches can also be placed at a distance from each other so that children are not tempted to copy.

Independent from an early age, children in Asia are taught to walk to school on their own. Thus, if in other states students are waiting for the bus to go to school, in Japan, China or South Korea the little ones move to the classrooms. And if it's too hot outside then I stay home and attend a live session with a teacher they had a class with that day.¹⁴

¹² <https://www.worldatlas.com/articles/major-languages-spoken-in-asia.html>

¹³ <https://www.dailymail.co.uk/news/article-2564980/Thats-one-way-control-pupils-Chinese-schoolprotects-childrens-eyesight-installing-bars-prevent-getting-close-books.html>

¹⁴ <https://novakdjokovicfoundation.org/interesting-facts-about-japanese-school-system/>

Small Asians are taught to eat healthy, and portions are always small. And when they are sick, they must wear a surgical mask when they leave the house.

The illiteracy rate is almost 0. Although high school is not compulsory, 98% of young people are graduates. During the exams, the flights of the planes are diverted to the area of the big universities. Not all the cafes, bars or fast-foods are open 24 hours a day, but libraries. And no one finds it strange that even after 12 o'clock at night, the eyes of young people are full of reading. This is after the students stay at school for about 14 hours every day. All this is happening in South Korea, a country that has had the most efficient education system in the world for two years.¹⁵

The state pays close attention to education, and important student exams are national events, respected by the entire Korean society. The final high school exam, for example, lasts nine hours and is one of the toughest tests in the world. On the day of the evaluation, the means of transport are supplemented, and most companies start their program an hour later, so that the employees do not crowd the traffic.

Japanese culture places education on the highest podium of society. Japan ranks second in the most efficient education systems. The school prepares the Japanese to be model citizens and teaches them from an early age what responsibility means.

There is a day dedicated to the month when students clean the school, wash the windows and, at the end of the school year, they are also the ones who clean the whole school. Also, by rotation, the students put and gather the table or wash the dishes.¹⁶

Asia ranks second in the world after Europe among non-native English speakers, according to the 7th edition of the EF English Proficiency Index, the world's largest study that measures adult English proficiency among non-native speakers.

This high proficiency helps underpin Asia's prosperous economy, which has been growing significantly for years.

The study, conducted by EF Education First, ranks 80 countries and territories based on data from more than 1 million adults who took the EF Standard English Test (EF SET), the world's first free standardized English test. EF is the largest international education company, and it specializes in language training, educational travel, academic degrees and online learning.

¹⁵ http://smartcitiesservices.eu/files/Proceedings/Smart_cities_Orasul_intelligent_2019.pdf

¹⁶ <https://www.routledge.com/Routledge-Handbook-of-Japanese-Culture-and-Society/Bestor-BestorYamagata/p/book/9780415709149>

As a result, China's English proficiency has improved significantly over the past seven years, reflecting its economic growth and its efforts to internationalize its workforce and economy, according to EF. The same applies to Vietnam.

CHAPTER II THE IMPACT OF COMMUNISM ON ENGLISH STUDIES

Many countries were ruled by communism. Even though the revolution helped many countries become democrats, communism left deep marks in all areas, including education. This is best seen when it comes to learning English. In countries such as Russia, Ukraine, the Republic of Moldova, English has remained studied at a basic level, the knowledge of children and later adults being small in this field.

Although, English is the most widely spoken language, post-communist countries face obstacles in developing a culture of language and international communication.

However, there are countries that managed to adapt to the current Western rhythm after the revolution, even becoming role models. We can give the example of Germany.

In Romania, communism is still felt in 2021, however, when we talk about English, we see the efforts and even achievements of young people and not only to achieve a high level of communication in English.

A decisive factor in learning English was its introduction as a field of study from primary to high school inclusive. It has also been shown that countries where international films are not dubbed have a higher English-speaking rate.

2.1 ENGLISH IN RUSSIA

Russians have been struggling with the English language for several generations now and just can't quite seem to master it. But why is learning English—often regarded as a relatively straightforward language—such a headache for many Russians?

There is a joke among Slavs that always gets a good laugh at a party: They just start speaking in English with a heavy "Russian" accent—just like the Russian villains in Hollywood movies talk. So yes, the notorious Russian accent in movies might be yet another thing that Hollywood has exaggerated.

Can you imagine that most Russians have never heard the original English-language voices of the characters in South Park or The Simpsons?

"You bet I was shocked when I heard unfamiliar voices coming from Homer's, Marge's and Bart's mouths," recalls user Alex DeLarge on Quora, a linguist with experience living in Russia. At the time, The Simpsons was being

shown on Russian TV, fully dubbed into Russian, and Alex immediately thought: "People in Russia could watch The Simpsons for decades without even knowing the sound of their characters' voices."¹⁷

In fact, living in Russia without knowing English is not much of a problem. All foreign films shown in the country are dubbed, and most books are translated. And so, in most cases this enormous country covering an area larger than the surface of Pluto does not really have to struggle with the grammatical structures of foreign languages, which have no major role in most people's lives.

For most Russians, the matter of speaking English only comes up if they travel abroad. But this does not even apply to many people since 72 percent of Russians don't even have a passport for foreign travel, and 59 percent of them have never traveled beyond the borders of the former Soviet Union.

If you ask a Russian where and when they studied English, most likely you will hear the standard reply: "For about eight years at school and then at university." You might think this is a very long time, or at least long enough to become fluent in English, but you would be wrong there.

"In the end we can observe a sort of 'dog syndrome' common to almost all Russians— both children and adults—that can be summed up as: 'I can understand something, but I can't say anything,'" says Margarita Golomidova, a teacher, for "RussianBeyond.com"

There is another reason too: The English language of the 19th century is what was adopted as the standard in Soviet schools. Thus, according to "Soviet English," "dinner" is "supper," "lunch" is "dinner" and "hello" is the only correct greeting because "hi" is seen as disrespectful.

2.2 GERMAN DEMOCRATIC REPUBLIC

The German education system is different in many ways from the ones in other countries, but it produces high-performing students. The overwhelming majority of German students attend public schools. The whole German education system, including the universities, is available to the children of bona fide expatriates.

The catch, of course, is that the classes are conducted in German, which is usually all right for school beginners but becomes more and more of a problem as the children get older. But there are also many private schools. Although education is a function of the federal states, and there are differences from state to state, some generalizations are possible.¹⁸

For years, German politics has been talking about reforming the education system and including guaranteeing equal opportunities for education for children from immigrant families. Because also for years, test after test and PISA

¹⁷ <https://www.rbth.com/lifestyle/330073-why-russians-speak-english>

¹⁸ <https://www.howtogermany.com/pages/germanschools.html>

statistics show that young people of foreign origin get poorer results in education, compared to those from German families.

There is a lot of emphasis on the child's psyche. The advantage is that in this way children grow up with a strong self-confidence, self-control, not timid in a rigid system. The downside is that they start with learning sounds and only then letters. At first, they write how it sounds, not how it is grammatically correct. They motivate this technique by the ease with which the child must learn. Parents have the impression that they do not go to school, that they play all day, we lack the "discipline" known from home. At least in the first phase.

German has itself become a widely spoken language, studied in many countries.

English is the most common foreign language spoken among Germans, followed by French and Spanish. But Germany is a country of immigration, and immigrants obviously bring with them their native languages as well as their cultures. So, in the cities, you will hear lots of

other languages, especially Turkish and Italian. German students are required to start learning English at the age of about 9 and can begin taking a third language later in their educational career.¹⁹

So, teaching English from an early age and understanding its importance have made Germany one of the countries with the best education system and one of the countries where English is spoken by most of the population.

2.3 CULTURAL DIMENSION OF ENGLISH IN POLAND

Poland is one of the countries hard hit by communism. Out of the desire to erase the traces of communism, only a few monuments remain in Warsaw that remind us of that period, most of them were destroyed.

I must say that I am fascinated about Poland, one of the persons I admire the most is Irena Sendler, she was a nurse during Hitler's era, she saved thousands of Jewish kids from prisons.

Due to the fact I admire her, I went to Warsaw to visit her grave but not only. After reading so much about her I start to understand how things are going in Poland.

I visited Warsaw and I was so impressed because this city has few things left about communism.

Moreover, the society looks more like some north countries, such as Sweden. Many old men were enjoying their coffee next to youngsters. They also know how to use gadgets and they speak very well English. It was very easy to ask for help in Warsaw, people were speaking English fluently, with a Russian accent though.

¹⁹ <https://www.thelocal.de/20081121/15674-2/>

According to the 2019 EF English Proficiency Index, Polish citizens show a "very high level" of proficiency in English, just like Swedes, Germans, or Finns. The country was ranked 11th in the Index that was topped by the Netherlands and the Nordic countries: Sweden, Norway, and Denmark.²⁰

English, however, is very widely spoken, especially by younger people, you will probably be surprised by the high level of foreign languages in Poland in comparison to other European countries. The next most common language is German, with Spanish and Italian gaining popularity in recent years.

When taking about a teacher career, Poland offers many opportunities. From private individuals to public schools to language schools, Poland provides many chances to secure TEFL jobs abroad without a degree. English teachers with the right experience can also look up the options at companies. Teaching jobs are available all over the country from Warsaw to Krakow to Silesia.

CHAPTER III NATIVE ENGLISH SPEAKERS, LEARNING AND STUDYING IN DIFFERENT CONTEXTS

Over two billion people speak English as of the 2000s, making English the largest language by number of speakers, and the third largest language by number of native speakers. The United Kingdom and the United States, with 67 million and 330 million respectively, have the most native speakers.²¹

²⁰ <https://www.careersinpoland.com/article/news/english-is-easy-poles-ranked-among-world-s-best-speakers-ofenglish>

²¹ English-speaking world – Wikipedia, <https://en.wikipedia.org>

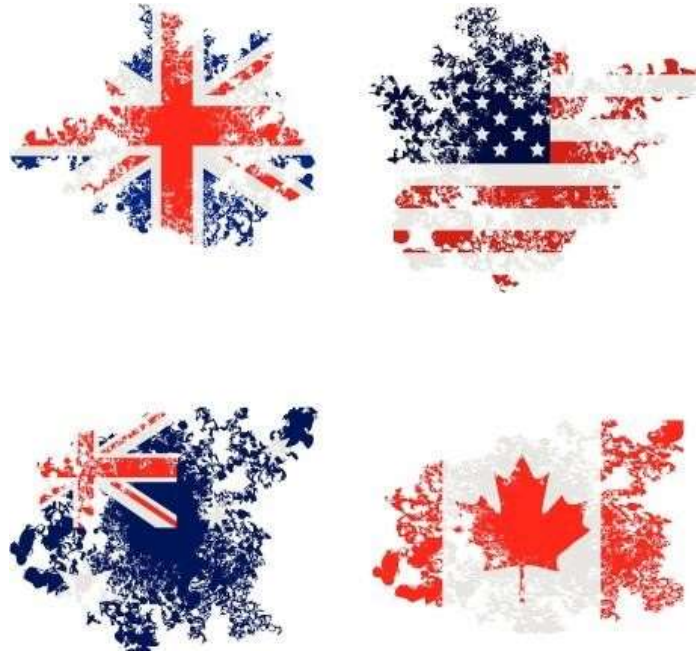


Image 3 retrieved from englishharmony.com/natives

English speakers usually learn during childhood and is considered their «mother-tongue». A native speaker is more than fluent—he correctly and easily uses his first language, in a proper sense as well as understands and can use colloquialisms, idioms and slang.

A C2 level of English is essentially a native level. It allows for reading and writing of any type on any subject, nuanced expression of emotions and opinions, and active participation in any academic or professional setting.



Image 3.1 retrieved from exika-translations.com/blog

There are some reasons why US and UK English sound so different. The first one is due to the fact that American English is actually older than UK English. Moreover, British English is more like French, there plenty similarities between them. Also, American spelling was invented as a form of protest. American English likes to drop words completely. These two types of English have borrowed words from different languages.

3.1 ENGLAND, ACCENT AND TEA

There are some exciting ways you can learn English in England, such as: joining a Summer English Camp. Camps are not just for kids. You can also register for a University Language Program, or you can take an intensive course at an English school.

British English is the standard dialect of the English language as spoken and written in the United Kingdom. Variations exist in formal, written English in the United Kingdom. For example, the adjective *wee* is almost exclusively

used in parts of Scotland, North East England, Ireland, and occasionally Yorkshire, whereas the adjective "little" is predominant elsewhere. Nevertheless, there is a meaningful degree of uniformity in written English within the United Kingdom, and this could be described by the term "British English". The forms of spoken English, however, vary considerably more than in most other areas of the world where English is spoken and so a uniform concept of British English is more difficult to apply to the spoken language. According to Tom McArthur in the "Oxford Guide to World English", British English shares "all the ambiguities and tensions in the word 'British' and as a result can be used and interpreted in two ways, more broadly or more narrowly, within a range of blurring and ambiguity".

Colloquial words for British English include: "Bringlish" (recorded from 1967), "Britglish" (1973), "Britlish" (1976), "Brenghish" (1993) and "Brilish" (2011).²²

Traditional afternoon tea consists of a selection of dainty sandwiches (including of course thinly sliced cucumber sandwiches), scones served with clotted cream and preserves. Cakes and pastries are also served. Tea grown in India or Ceylon is poured from silver tea pots into delicate bone China cups.

You have probably heard lots of people saying "Oh, they have a British accent!" or "they speak with a British accent". The thing is accents from the United Kingdom differ massively depending on where the speaker is from. Sometimes they can even differ from village to village.

And, you've guessed it, accents in the UK can be English, Welsh, northern Irish, or Scottish, but there is no such thing as one British accent.²³

What people commonly describe as a "British accent" is actually called "received pronunciation". This term describes "the standard accent of Standard English" and is generally spoken in the south of England. The term was introduced by phonetician Daniel Jones, but it is sometimes replaced by other terminologies such as "BBC Pronunciation".²⁴

Regardless of the way you call it, you can master this accent. Or if you prefer, any other UK accent!

3.2 ENGLISH ON THE AMERICAN FREE LAND

The English language is the global unifier. It is the language billions of people around the world want to speak, not for a love of the United States, but as a means of economic empowerment. One study has linked the proficiency of spoken English to higher income and a better standard of living. This appears to be true for individuals as well as entire countries. The research shows that the English skills of a population are positively correlated to that population's economic performance. With the prevalence and popularity of the English language, it's surprising to find

²² https://en.wikipedia.org/wiki/British_English

²³ <https://blog.lingoda.com/en/british-accent/>

²⁴ https://en.wikipedia.org/wiki/Received_Pronunciation

that a massive one in five people in the U.S. speaks a non-English language when at home - according to the 2017 United States Census Bureau American Community Survey.

More recently, the Census Survey from 2018 found that 67.3 million U.S. residents, including those born in the U.S. and those who immigrated here, spoke a non-English language at home. Of those, 41.5 million speak Spanish at home. This means that of the 327.2 million residents at the time, 256 million residents spoke only English.²⁵ The number of people speaking non-English languages at home has tripled since 1980 and has more than doubled since 1990. We might expect to see the numbers reducing over time, but instead, they're growing.

In nine U.S. states, more than one in four residents speak a non-English language at home. These states represent 67% of all non-English speaking U.S. residents. This percentage is interesting when we see that in 1980, the non-English speaking residents were one in four in just two states New Mexico and Hawaii. And these two states represented just 2% of all non-English speakers.

The states with the most significant numbers of non-English speakers are California (45%), Texas (36%), New Mexico (34%), New Jersey (32%), New York and Nevada (31% each), Florida (30%), Arizona and Hawaii (28% each) and Massachusetts (24%).²⁶

Despite all of this, the people living in the U.S. are still overwhelmingly English-speaking. Research shows that after only three generations, many people could no longer speak the language of their ancestry. And in 2018, of a population of 307.5 million residents over the age of 5, a massive 240 million people only spoke English.²⁹

Although 43% of Americans believe that they should speak more than one language, 75% of them have no second language. This is no doubt due to the dominance of the English language in everyday life. This is also the likely reason that non-English speakers lose the ability to speak their ancestral language after three generations.²⁷

3.3 CANADIAN ENGLISH

Partly because of its close contact with French, Quebec English is the most distinctive type of Canadian English in terms of general vocabulary. Many of its unique words are borrowings from French that are not found in other regions. Canadian does exist as a separate variety of English, with subtly distinctive features of pronunciation and vocabulary. It has its own dictionaries; the Canadian Press has its own style guide; the Editors' Association of Canada has just released a second edition of *Editing Canadian English*.

The primary reason for Canadians' hard-to-identify accent is, of course, historical.

²⁵ <https://www.libertylanguageservices.com/post/what-percentage-of-people-in-the-us-speak-english>

²⁶ <https://www.libertylanguageservices.com/post/what-percentage-of-people-in-the-us-speak-english> ²⁹ <https://paa2008.princeton.edu/papers/80685>

²⁷ <https://www.libertylanguageservices.com/post/what-percentage-of-people-in-the-us-speak-english>

Canadian English was partly shaped by early immigrants from the UK and Ireland, but it was affected much more by the arrival of about 45,000 loyalists to the British crown during the American Revolutionary War. While Canadian English tends to be closer to American English in most regards, the precise influence of American English, British English and other sources on Canadian English varieties has been the ongoing focus of systematic studies since the 1950s²⁸.

In recent years, academics have noticed that the Canadian accent is undergoing a curious change. Known as the 'Canadian vowel shift', the vowels among a wide variety of Canadian demographics are becoming higher and pronounced further back in the mouth – bagel is turning into 'bahgel', shoes into 'shahs'. The reasons aren't clear, and despite the name of the shift, Canadians are not alone in undergoing the change: something similar is happening in parts of the US, including California (some people are describing this process as the "Valley Girl-isation" of the Canadian accent). Other parts of the US, including some northern regions, aren't experiencing the shift, so it may end up amplifying differences between the two accents rather than muddling them.²⁹

Vocabulary

Canada	American	British
bus depot	bus station	coach station
Elevator	Elevator	Lift
Gas	Gas	Petrol
main floor	first floor	ground floor
phone, call (v)	call	Phone
Vacation	Vacation	holiday
Washroom	Ladies' room	Gents/Ladies
University	College	University
Railways	Railroads	Railways
Fire hall	Fire house	Fire station

Image 3.3 retrieved from International Links' channel on youtube.com

CONCLUSIONS

There are currently have 6368 schools in 125 countries worldwide and online.³³

So what is it that makes English so hard for foreigners to learn? The answer is: the combination of its vocabulary, orthography, and pronunciation. Most languages have a regulatory body which issues spelling reforms as the pronunciation of the language develops.

²⁸ <https://www.bbc.com/culture/article/20160921-where-does-canadas-accent-come-from>

²⁹ <https://www.bbc.com/culture/article/20160921-where-does-canadas-accent-come-from>

There are now about 8,000 international schools around the world, teaching 4.26 million students, according to research by the International School Consultancy³⁰.

Each country, each person has their own identity, their own culture. How different are we? How many things we share and we have in common? For me, the globalization had a big impact on culture. When I was a student I studied English and Turkish. I had many colleagues from Turkey, we spend half of the courses together, so I start celebrating their events, eating their food and going in Istanbul for many times.

In Constanta, because there are many Turkish people living in, I went to many dance events, food events, books events regarding their origins. I enjoy drinking Turkish tea every morning and sometimes I go to eat in their restaurants. Going to University and studying Turkish had a great impact on me. Although, there are many ways globalization had effects on our culture, especially on our language without being directly involved.

There are many English universities in Europe to choose from, but with all the hype whirling around the big named countries like England, France, or Spain, Sweden.

Teaching and learning English help us to develop new social relationships and new skills, being one of the most important and useful things worldwide.

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³⁰ <https://www.iscresearch.com/>