

THE IMPACT OF THE GLOBALIZATION AS A PHENOMENON IN FOREIGN LANGUAGE TEACHING

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Abstract

The globalization as a world process undoubtedly infiltrates all social categories and disciplines of life. This phenomenon affects each individual in a world that is constantly shrinking and affects one's intimate existence within the communication, economy, health, medicine, everyday learning and more. It is a challenge especially for academic and teaching educational process as a whole.

The word *globe* as a term etymologically comes from English language in the 15th century, which as a communication tool has emerged as a primary one in the information and technological processes in the 21st century. The globalization as a sociological element in a contemporary global society serves for expressing ideas, thoughts, emotions and value systems and its impact on teaching and pedagogy would be demonstrated by successful practice examples in teaching. We are going to talk about two contemporary methods in teaching English - *Blended Learning* and *CLIL*, and multiculturalism as well which are continually integrating the English language with other subjects areas and disciplines with the help of the information technology tools.

The attention will be drawn to the growing spread of the introduction of standards and criteria in normative educational formal documents in English speaking countries such as CEFR, ELP, EU Framework of Key Competences, National Framework of Competences and other.

The conclusion particularly in terms of the language teaching and realisation of the goals of educational language programs treats the language as a world language – *lingua franca* which surpasses the geographical areas and changes the local contexts, but also exists as an identification and peoples identity and culture.

Key words: *English language, Globalization, ICT, Blended Learning, CLIL, lingua franca.*

I. DEFINITION OF GLOBALIZATION AS A WORLD PROCESS

The Globalization as a world process undoubtedly touches and infiltrates all social categories and disciplines of life. As a phenomenon it involves each individual in a world that is increasingly shrinking and affects one's intimate existence within the communication, economy, health, medicine, media and everyday learning. It is a challenge, particularly for the academic and educational teaching process. According to the lexicon of the Financial Times it represents an "integration of economies, industries, markets, cultures and policy making around the world," integrated through a global network of commerce, communication, immigration and transport. Although it is primarily focused on the economic side, it implies activities in the field of culture, media, technology, socio-cultural and political context, and in the climate change as well.

Cambridge dictionary interprets this term as an "increase in trade around the world, i.e. a situation in which goods and services, social and cultural impacts gradually become similar in all parts of the world."

The scientists place the appearance of globalization in the 70-ies., and later in 2000, "International Monetary Fund (IMF) identifies four main aspects of globalization: trade and

transactions, capital and investment, migration of people and the dissemination of knowledge," meaning globalization processes affect business, economy, socio-cultural resources, the environment and education too.

Globalization is an elaborated theme in various scientific fields because it is present everywhere and influences all spheres of human life, so today we often hear terms like *global economy, global era, global TV, global politics, global democracy, global culture, global awareness, global cities, global interdependence, global warming, global citizenship, global village or global society, military globalization* etc. Therefore it is usually defined as a set of processes taking part in the whole society and is identified with the term *internationalization* or "raising awareness for the world as a whole, as a single place for living." (Drakulovska, 2015)

Some call it *westernisation*, as it represents the economic, political and cultural influence of the West on the rest of the world through technology, television, language especially **English**, lifestyles, food and so on.

As for the language, it becomes a *global language* when it is used beyond the nation-state around the world and becomes *lingva franca*, that is the world's leading language. Although it is a cultural identifier of the country, every language if does not keep its functionality, becomes not functional and begins to disappear and hence the fear for many speakers of the mother tongue from an excessive use of foreign words in the native language. However, it is the English language that is an example of a natural compilation of multiple source languages, primarily from the Anglo-Saxon and Norman-French, so that many of its users now belong to different language parts or bilingual or multilingual communities, which do not exclude identity of the other languages. In terms of its functionality and use of English as a first or second foreign language, we will focus on two approaches in everyday language learning.

II. METHODOLOGY AND PRACTICE (CLIL & BLENDED LEARNING)

When we talk about education, whether formal or informal, we can undoubtedly confirm that all topics or content associated with globalization are permeated directly or indirectly through the curriculum. The subject matter in foreign language teaching can be realized by using the language, t.i. through two approaches of language skills study: the CLIL and Blended Learning.

WHAT IS CLIL

CLIL is an innovative form of education, an effective solution in response to the demands and expectations of the modern age and globalization. CLIL is an acronym that stands for *Content and Language Integrated Learning*, ie approach that integrates the content and the language, both being simultaneously in the focus of learning. The language of the student is a foreign language or a second language, usually English. The essence of CLIL integration has a dual focus:

- 1) **Learning the language** can be inserted into the content of the other subject areas (eg. mathematics, history, geography, science, etc.).
- 2) **Learning the content from a variety of subjects** is used in learning the foreign language, which is often present in language learning on regular classes. The EL Teacher, collaborating with experts or other subjects' teachers, includes the other subjects' terminology and content during the classes. Students learn the language in order to understand and use the content.

3) **The Learning skills** are an additional element to help the success for the achieving the two above mentioned goals in a broader context of learning.

CLIL is a term that covers a dozen or more educational approaches (eg. intensive course, bilingual education, multilingual education, enriched language programs etc.). It allows students to be exposed to the use of language in a flexible framework, from the level of the learning language skills to the high level of its use. 4C elements are incorporated in this approach - content, communication, cognition and culture.

1. **C**ontent– is the subject or CLIL topic;
2. **C**ommunication - is *learning how to use the language and use the language to learn* the content as a two-way conversion;
3. **C**ognition (cognition) - there is a skills development from concrete thinking to abstract or higher order of thinking when understanding the contents of the various subjects and areas; it is the way how we learn about the world;
4. **C**ulture – the various contents nurture the feeling of self and others, of the identity, as a citizen that helps for pluricultural understanding of the world and international understanding. Keith Kelly says that CLIL is "an instrument for the so called 'Competence-led education', i.e. education driven by the development of skills and abilities and he lists the key competencies that are present in the activities of CLIL as "EU Transversal competences", of a student as a citizen of Europe. They are listed in the document of the European Commission as the ***European framework of key competences***. Then he adds that this approach allows explicit use of them all during the time of teaching. They are: competence to communicate in the mother tongue, competence to communicate in a foreign language, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship and awareness of the culture and intercultural competence.

II.1 BLENDED LEARNING

Another approach that incorporates language and enables varied learning content through technology is called ***Blended Learning***. It is a program of formal education, also known as "personalized learning" or "differentiated instruction" in which the student learns through digital content and online instruction with partial control by the teacher in terms of time, place, course and pace of learning. Unlike classical teaching in the school and traditional face-to-face classroom methods, this study aims to provide a combination of school-learning and computer-mediated activities. It is also used for professional development and training of participants of different age. In English language learning students are frequently exposed to the authentic language and the content during the teaching.

Although as a concept it has existed for a period of time, its boom is experienced in this century especially in the last decade and mainly is classified into six models:

1. "*Face to face*" learning where the teacher guides instruction enriched with digital tools;
2. "*Rotation*" learning which let the students have a schedule of free time on independent online learning besides the physical presence of the teacher;
3. "*Flexible model of learning*" where the participant receives the curriculum via a digital platform, and teachers are available for consultation and support;
4. "*Laboratory Learning*" – realized via a digital platform with a full curriculum in a given physical place with the possibility of traditional classes in the classroom;

5. “*Self-combined learning*” - here pupils choose online courses as an additional course activity to the classical learning;

6. “*Online learning*”- all learning and program are available through the digital platform with the possibility of consultation and checkups by the teachers on scheduling meetings when needed.

It is important to note that the models themselves can be combined together and they are complementary and not mutually exclusive. Teachers, who use this learning approach, emphasize the need for planning tools use, with specific objectives and guidelines for the purpose technology to be used and note out that the mere use of technology without incorporated aims, content and technology is not a blending learning.

One of the instruments of this approach represent the MOOCs Online Courses (Massive Open Online Courses) usually realized in English. They are a useful tool for learning through digital content and guidance of instructors and professors that requires registration for the course by the participant at the appropriate website. They provide high quality teaching, planning the learning at one’s own pace, and recognizes the achievements and completion of the course through the issuance of certificates and collaboration with other participants around the world. They can be as one-hour webinars with given objectives of learning up to weekly and monthly courses according to the program content and objectives. They are often combined with classical teaching on the respective universities that offer the courses as additional support and activities for credit examination of the relevant study program. The participants with a common interest from different countries and continents can be registered on the platform for the course attending, having the opportunity to discuss on a given topic, to share experiences and knowledge and to evaluate each other. We can say that they are a model of a global classroom.

III. ALIGNING STANDARDS DOCUMENTS FOR THE EUROPEAN AND WORLD EDUCATIONAL SYSTEMS

Besides the above mentioned document of the EU Commission on the *Key Competencies* of an EU citizen, there are other documents as a determinant for the competencies of students and teachers, providing comparability and compatibility of the educational systems worldwide.

The Bologna Declaration document as a common document of the European ministers, obliges the countries to accept the European credit system and compatible study programs that offer international competitiveness and improvement of European citizens skills and opportunity for mobility and exchange of students and quality assurance in higher education in order to develop comparable criteria, documents and methodologies.

Within the Lifelong Learning project in 2010, *The National Framework of Qualifications* (HPK) concept document was implemented in Macedonia. (Hart, 2010) It is an essential instrument in the development of European higher education (ENEA) with an objective to improve the quality of education through defining skill qualification levels, subjected to standard assessment and accreditation. The clearly described levels are a prerequisite for clearly defined and applied knowledge, skills and competencies leading to corresponding certificates and to simplified international recognition. NRK includes all kinds of qualifications acquired through formal, non-formal and informal education, set in correlation to the eight levels of the European Qualifications Framework (EQF), comparable with international qualifications. The subsystems of NRK cover all levels of the educational system. All members and those who join the EU, develop qualifications framework comparable to the European Qualifications Framework adopted by the EU Parliament in 2008.

The European Language Portfolio is an important document approved by the European Commission and developed by the European Centre for Modern Languages (ECML). It is based on the European Reference Framework of Languages and is a self-evaluating instrument with descriptors intended for both students and teachers. They are statements of didactic and pedagogical skills competencies for recording the progress of learning and professional development, ie a taxonomy of competencies for all teachers of English within the EU.

Common European Reference Framework of Languages - CEFR with standardized levels of languages provides a common basis for the creation of national plans and programs in schools in the EU, studied on higher education institutions, used for the administration of internationally recognized examinations (CEF, CAE, BEC , BULATS, APTIS, IELTS etc.). as well as for the publication of books in foreign languages. It is also represented in the description of the programs of the Bureau for the Development of the Education in MKD as a starting point for determining the levels and objectives in the language programs for different grades.

The European Commission for Education and Culture as a body has built European principles for the competences and qualifications of the EU teacher, who is a key player in the implementation of educational reforms. "Teachers with knowledge and respect to the cultural diversity and experience will be globally responsible in educating students to become citizens of the EU." The following are considered common European principles: *Well-qualified profession* (developed multidisciplinary knowledge of the field); *Profession in the context of lifelong learning* (continuing professional development and readiness for innovation); *Mobile profession* (includes rewarding participation in foreign projects, learning more languages and study of specialized language areas); *Profession based on partnerships* (cooperation with authorities and institutions at local and global levels, the use of technology in the social work and preparing students to be globally aware and responsible for intercultural respect in building understanding the diversity of cultures).

As we see the EU principles of the European Commission for Education and Culture represent a range of competencies, skills and knowledge that prepare the student and the teacher for a learning environment that will enable faster and more successful inclusion in a world of change caused by the internationalization or globalization in order to be able to adapt to the challenges of new technologies and new digital world. (Panev, 2015)

IV. CONCLUSION: GLOBALIZATION AS A WORLD PROCESS

Maria Drakulevska Chukalevska in her book "Sociology of Globalization" (Drakulovska, 2015), provides an overview of globalization as term and a multidimensional phenomenon in sociological, historical and social contexts, and she points out two opposing views in explaining this global reality.

The first refers to globalization as a process of integration of societies in a global society where globalization connects most remote places through intensification of the local events, so that living in a world society assumes identity of extra territorial and universal aspiration of connecting worlds in the creation of a single one.

On the other hand the globalization is perceived as a social phenomenon that causes anxiety and fear about tomorrow because of the spread of the western institutions and forms of interdependence by the world economy, military order and the international division of labor.

That way the globally active corporations have a political impact on other areas in order to achieve greater profits and global money market and goods. This power is reflected not only

in economics and politics, but also in culture, education and lifestyle. The world division leads to poverty, inequality and conflicts, cultural and ecological destruction, where the local contexts are victims of westernization that is threatening the cultural and linguistic identity through technology, language (English), lifestyle and even food.

As a bridge to these two opposite attitudes lies the conclusion that in the era of the globalization, the national one-sidedness become increasingly impossible today and we cannot escape and neglect the world's reality. That is why we talk about The World Peace, the Nobel Prize, Global Impact factor, The United Nations, World literature, Universal Human Rights, the Rio Declaration on the sustainability of the country, Olympics etc. because the globalization includes all nationalities and entities into one international society through global institutions. The tools of global and communication technology and the learning about the world ruin the concept of a territory walls between people, so that geographical restrictions on social and cultural relations disappear, and today we are faced with multiculturalism and polyethnicity in global civil concept. Globalization refers to a shrinking world and the intensification of consciousness of the world as a whole, so the notion of closed society is fictive and no country can isolate from the interactions between the local and the global.

According to Drakulovska (2015): although there is not clear what the globalization represents, it is a real social phenomenon and process leading to the unification of the mankind through the interference and influence of the global to local and vice versa. As a result there are two terms or perspectives introduced in sociology by Robertson and Ritzer, the so called **glocalization** and **grobalization**. The first indicates the adjustment of global markets to the territorial context where globalization and localization intertwine and complement each other, resulting in heterogenization and differentiation of cultures and languages. The second term denotes the imposition of the global in the local context because of interest and profit, leading to a homogenization of cultures. Both processes lead to the transformation of cultures, but that does not mean that individual cultures and values will disappear. (p 110-114). According to the author (idem) "on the contrary they have to live freely and in constant interaction and communication with each other, which rejuvenates and restores them giving them the ability to evolve and adapt to the processes of the new era." Ljosa points out (quoted in Drakulovska, 2015, p.114) that "in terms of connections to the world and the opening of the countries to the authentic cultural values, everything that has value will survive and will find its place" in the global world.

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