

Mladi za napredek Maribora 2016

33. srečanje

Učenje angleščine v Evropi

Družboslovno področje - tuji jezik

Raziskovalna naloga

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Februar 2016, Maribor

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Summary

In our research paper, we have been trying to find different organisations across Europe that allow students to learn the English language. We have also researched how and where students get into contact with the English language.

In the theoretical part of our research paper we have presented the main organisations which take part in helping students to learn English and which help to spread English culture across the world, particularly in Europe. We have found out that there are many summer courses where students can learn English and there is also an organisation called the British Council, where you can learn more about the English language, the English history and the culture of Great Britain.

In the practical part we have made a survey in which we asked students from different countries (Spain, France, Germany and Portugal) about the usage of the English language. Their answers then helped us to approve or disapprove our hypotheses.

Our hypotheses were:

- students come in contact with English via media
- students think that knowing English will help them in the future
- students use English not only in school but also elsewhere
- students learn English not only in school but also in different courses.

Povzetek

V raziskovalni nalogi sva poiskala različne organizacije v Evropi, ki omogočajo učencem učenje angleškega jezika. Raziskovala sva tudi kdaj, kje in kako se mladoletniki prvič srečajo z angleškim jezikom ter kje ga uporabljajo.

V teoretičnem delu sva predstavila glavne organizacije, ki sodelujejo pri učenju angleškega jezika in širjenju angleške kulture po svetu, predvsem po Evropi. Ugotovila sva, da je veliko poletnih tečajev, ki nudijo dodatno učenje angleščine. Ena izmed popularnejših in bolj znanih organizacij je British Council, ki ponuja tudi znanja o angleški kulturi in zgodovini.

V praktičnem delu sva izdelala anketo z vprašanji, ki bi nama pomagala potrditi ali zavrniti najine hipoteze o učenju in uporabi angleškega jezika v Evropi (Španija, Francija, Nemčija in Portugalska).

Na začetku sva si zastavila naslednje hipoteze:

- učenci se prvič seznanijo z angleškim jezikom preko medijev ;
- učenci menijo, da jim bo angleščina v prihodnosti koristila ;
- učenci uporabljajo angleški jezik tudi izven šole ;
- učenci se ne učijo angleškega jezika le v šoli, temveč tudi drugje (npr. v tečajih).

1. Summer boarding courses

This is a school for students from all over the world that wish to participate in a summer English course. It is divided into 7 different boarding schools and universities and each is meant for a different age and knowledge level.

- Abberley Hall (Summer School) Ages 8-12
- SBS Oxford (Summer School) Ages 10-13
- Headington Oxford (Summer School) Ages 13-16
- Dukes International (Summer School) Ages 12-15
- Oxford Collage (Summer School) Ages 15-17
- Cambridge Collage (Summer School) Ages 15-17
- Oxford Preparation (Collage) Ages 15-17

»The courses provide a truly international learning environment in fantastic locations, with English language and activity programmes that ensure students return home after an experience they will never forget.

Summer Boarding Courses uniquely combine the history and tradition of our partner boarding schools and universities, with over 20 years of summer school management experience from the Directors of Summer Boarding Courses.

Our UK residential courses provide the traditional British boarding school and college experience, bringing out the best in our students and giving them independence, along with the skills that allow them to embrace life's challenges with confidence.

As with UK boarding schools and colleges during the academic year, international students attending one of our courses will enjoy a huge variety of experiences inside and outside the classroom, all shared with other students from around the world.

Learning doesn't stop when lessons finish – activities, excursions and socialising during meals and free time allows students to practice their English while interacting with friends. Whether the activity is sport, dance, drama, art, a talent show, horse riding, adventure sports or an excursion, students will be challenged and stimulated in a positive learning environment. «

As stated on their website (<http://www.summerboardingcourses.co.uk/about-us/W>)

We asked them if they could give us the information about the students that visited their schools in the past 2 years and they happily replied and sent us this information:

1.1. 2015 Results

1.1.1 French

School	Students
Dukes Count	17
Headington Oxford Count	31
SBC Oxford Count	12
Abberley Hall Count	3
Oxford College Count	14
Cambridge College Count	9
OPC Count	9
Grand Count	95

Table 1 - 2015 French

1.1.2. German

School	Students
Dukes Count	19
Headington Oxford Count	26
SBC Oxford Count	16
Abberley Hall Count	1
Oxford College Count	13
Cambridge College Count	6
Grand Count	85

Table 2 - 2015 German

1.1.3. Portuguese

School	Students
Dukes Count	8
Headington Oxford Count	6
SBC Oxford Count	7
Abberley Hall Count	3
Oxford College Count	5
Grand Count	29

Table 3 - 2015 Portuguese

1.1.4. Spanish

School	Students
Dukes Count	4
Headington Oxford Count	11
SBC Oxford Count	10
Abberley Hall Count	13
Oxford College Count	6
Cambridge College Count	4
OPC Count	2
Grand Count	50

Table 4 - 2015 Spanish

1.1.5. Individual schools

Abberley Hall 2015	
French	3
Spanish	13
German	1
Portuguese	3

Table 5 - 2015 Individual schools 1.

SBC Oxford 2015	
French	12
Spanish	10
German	16
Portuguese	7

Table 6 - 2015 Individual schools 2.

Headington Oxford 2015	
French	31
Spanish	11
German	26
Portuguese	6

Table 7 - 2015 Individual schools 3.

Oxford Preparation College 2015	
French	14
Spanish	6
German	13
Portuguese	5

Table 8 - 2015 Individual schools 4.

Cambridge College 2015	
French	9
Spanish	4
German	6
Portuguese	0

Table 9 - 2015 Individual schools 5.

1.2. 2014 Results

1.2.1. French

School	Students
Dukes Count	30
Headington Oxford Count	31
SBC Oxford Count	20
Abberley Hall Count	10
Oxford College Count	17
Grand Count	108

Table 10 - 2014 French

1.2.2. Spanish

School	Students
Dukes Count	21
Headington Oxford Count	3
SBC Oxford Count	13
Abberley Hall Count	13
Oxford College Count	6
Grand Count	56

Table 11 - 2014 Spanish

1.2.3. German

School	Students
Dukes Count	19
Headington Oxford Count	28
SBC Oxford Count	27
Abberley Hall Count	2
Oxford College Count	14
Grand Count	90

Table 12 - 2014 German

1.2.4. Portuguese

School	Students
Dukes Count	16
Headington Oxford Count	15
SBC Oxford Count	7
Oxford College Count	4
Grand Count	42

Table 13 - 2014 Portuguese

1.2.5. Individual schools

Abberley Hall 2014	
French	10
Spanish	13
German	0
Portuguese	0

Table 14 - 2014 Individual schools 1st

SBC Oxford	
French	20
Spanish	13
German	27
Portuguese	7

Table 15 - 2014 Individual schools 2nd

Headington Oxford	
French	31
Spanish	3
German	28
Portuguese	15

Table 16 - 2014 Individual schools 3rd

Oxford College	
French	17
Spanish	6
German	14
Portuguese	4

Table 17 - 2014 Individual schools 4th

2. British council

The British Council, which was founded in 1934, is a British organisation that specialises cultural and educational opportunities.

2.1. History

It has its roots from the 1920s, after seeing that the official French, German and Italian cultural organisations were being very successful, which convinced them to make their own British Committee for Relations with Other Countries«. The name quickly changed to British Council for Relations with Other Countries«. In the beginning, the organisation focused on supporting the education of English language and culture across the world. The areas that the organisation targeted first were the countries of the Middle East and the eastern Mediterranean. After that, they also moved to Europe's poorer countries and to Latin America. After 2 years, the name changed again and became what is today known as the British Council. They started to open their own offices, the first one being in Egypt in 1938. The offices abroad also collected information about the local conditions and were looking out for opportunities for the British nation.

When the Second World War struck Great Britain, most offices that were located in Europe and the Middle East were closed, the exceptions were neutral Sweden, Spain and Portugal. In 1942, the Council undertook a promotion of British culture overseas, especially in the area of music, where they used the compositions of British composers like those from E. J. Morean, Belshazzar, Bliss, Bax and Elgar.

After the war didn't pose any more threads to the British islands, the Council ran into financial troubles and because they wanted to focus on Europe, they had to close many of their offices in other regions. As many countries were being liberated from the Germans, the British Council reopened many offices in former occupied Europe.

When the Second World War ended, the Council was still in big financial troubles and because of political reasons, they had to pull out of most countries in Eastern Europe, China and Persia.

The British Council survived its crisis, in the beginning in a lower profile, but slowly gaining more influence and resources.

After the year 2000, the Council ran into some problems with Russia, because they were accused of violating Russian tax regulations, but the accusation was proven wrong by the Russian court in 2009.

There were also problems in Afghanistan, where in 2011 armed men attacked an office of the British council, killing 12 people. Libya was also a place where an office was targeted, this time, by a car bomb that detonated in 2013.

2.2.Teaching

There are about 70 British Council Teaching Centres in 53 countries today. Having taught about 300,000 learners in 2006/07, they claim to be »the world's largest English-language teaching organisation«

2.3.Working abroad

The British Council administers the International Association for the Exchange of Students for Technical Experience. This programme operates in over 80 countries worldwide and gives students in the UK the possibility to take an internship as part of an international placement working abroad. The programme gives students, that are studying a technical degree, are in their second year or higher with a strong wish to work abroad, an opportunity to gain a paid course-related internship.

The British council also takes part in different sports programmes.

3. EF EPI-s

Also called EF English Proficiency Index for Schools.

This is an organisation that focuses on studying English and also finding out how students around the world are doing and how much they learn in a year. Each year they send out a test to find out how individual countries have improved in a year. They test the students in 2 different categories, listening and reading, and rate them from A1 to C2, even though none of the surveyed countries in 2015 came over the B2 level. For the most recent report (for the year 2015) for all the tested countries the students have a higher listening level than reading. There were 130,000 students from 16 different countries.

The key findings of the 2015:



- »Listening skills develop more quickly, outpacing reading skills throughout secondary and tertiary education. As students mature, this gap usually narrows, although not in all countries.
- There is a wider range of variability in English listening skills than in reading skills. This may be the result of more exposure to spoken English than to written English outside the classroom.
- Students do not improve their English at a steady rate. In some countries, students improve enormously in lower secondary school but make little progress in later years. In other countries, learning is steady all the way through university.
- The EF EPI has shown every year that, in most countries, women speak English better than men do. This gender gap is also present in students as young as 13.
- English abilities vary between peers in different cities, between public and private school students, and between university students in different fields.«

(http://media2.ef.com/___/~/media/centralescom/epi/downloads/epi-s/2015/ef-epi-s-2015-english.pdf)

3.1.Skill snapshots at ages 15 and 20

The EF English Proficiency Index for Schools made a graph of how English levels differ between countries. The reason why we chose to look into this is because it covers 2 of the 4 countries we surveyed. This company made a conclusion that the time when kids start learning English differs from country to country therefore they made a scale for ages from 15 to 20 to make sure they cover each country's preference. By the end of the lower secondary school, after five or more years of English instruction, students are on average at the B1 or B2 level in English listening skills and the A2 or B1 level in English reading skills.



 Reading
  Listening

4. Survey

(This survey was meant for students aged from 15 to 20)

1. Which country do you live in?

a) France b)Spain c) German d)Portugal

2. Where did you first come across the English language?

a) School

b) Kindergarten

c) Media

d) Other

3. Do you think learning English will help you in the future?

a) Yes

b) No

4. Do you use English anywhere else than school?

a) Yes

b) No

5. Have you ever learned English outside school?

a) Yes

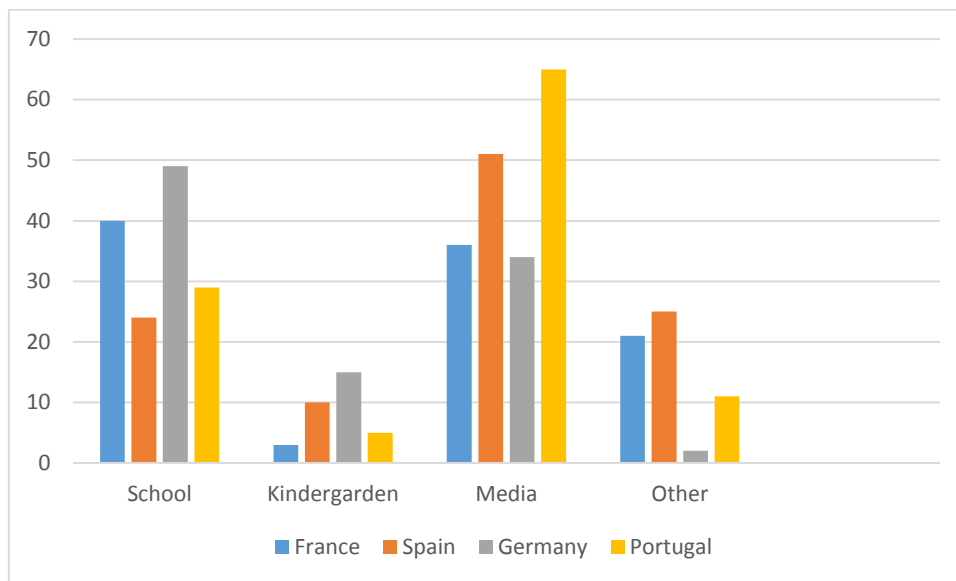
b) No

5. Answers

2. Where did you first come across the English language?

	School	Kindergarten	Media	Other	
France	40	3	36	21	100
Spain	24	10	51	25	100
Germany	49	15	34	2	100
Portugal	29	5	65	11	100

Table 18 - Answers for the 2nd question

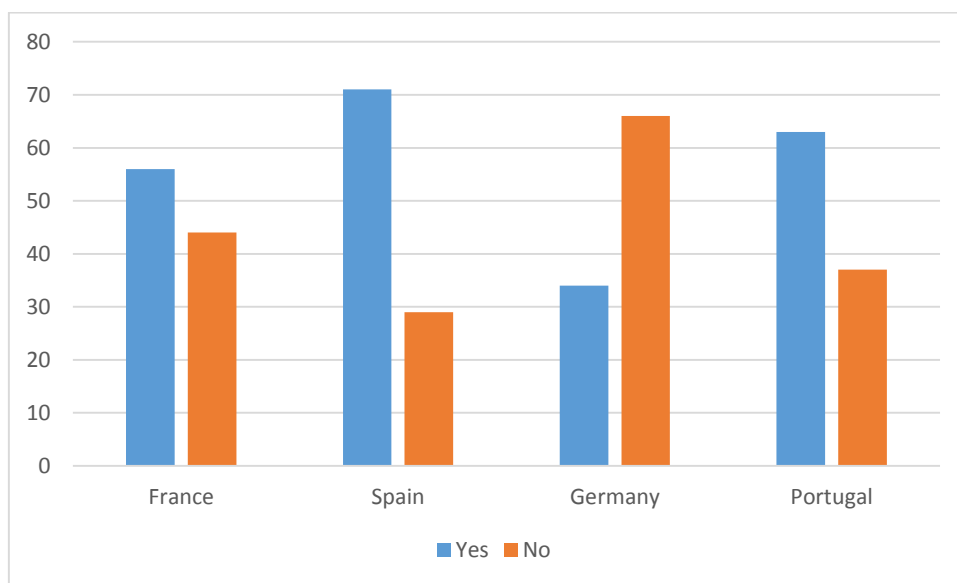


Graph 1 - Answers for the 2nd question

3. Do you think learning English will help you in the future?

	Yes	No
France	56	44
Spain	71	29
Germany	34	66
Portugal	63	37

Table 19 - Answers for the 3rd question

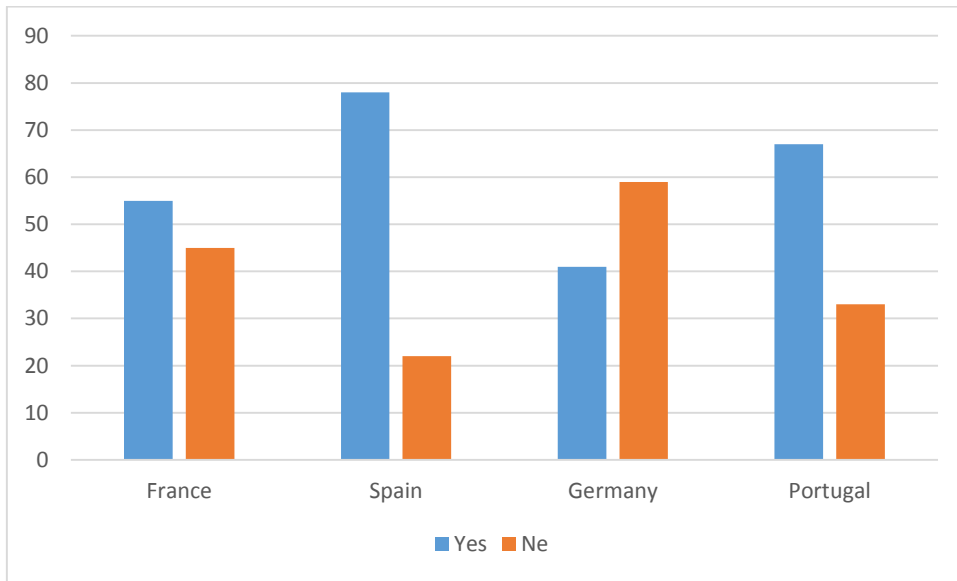


Graph 2 - Answers for the 3rd question

4. Do you use English anywhere else than school?

	Yes	Ne
France	55	45
Spain	78	22
Germany	41	59
Portugal	67	33

Table 20 - Answers for the 4th question

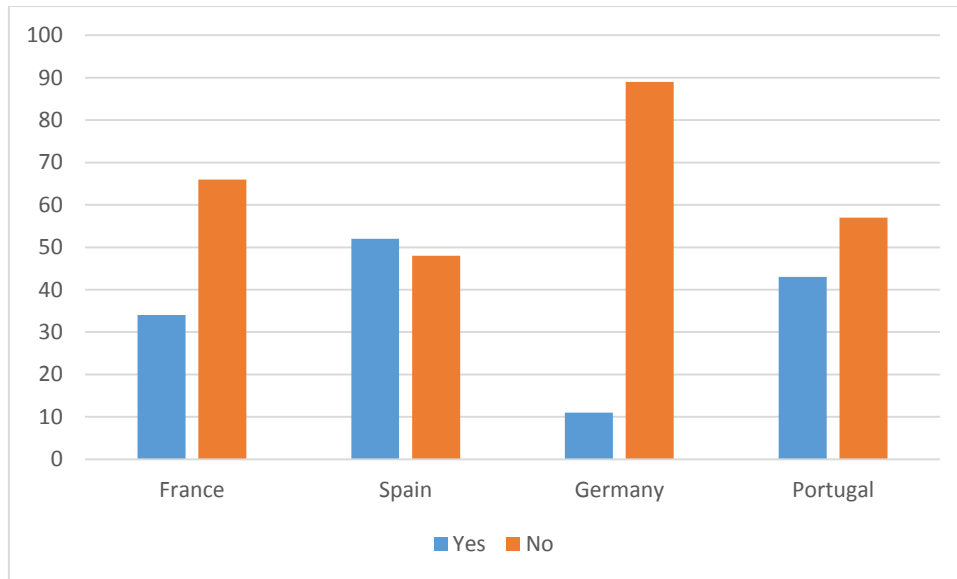


Graph 3 - Answers for the 4th question

5. Have you ever learned English outside school?

	Yes	No
France	34	66
Spain	52	48
Germany	11	89
Portugal	43	57

Table 21 - Answers for the 5th question



Graph 4 - Answers for the 5th question

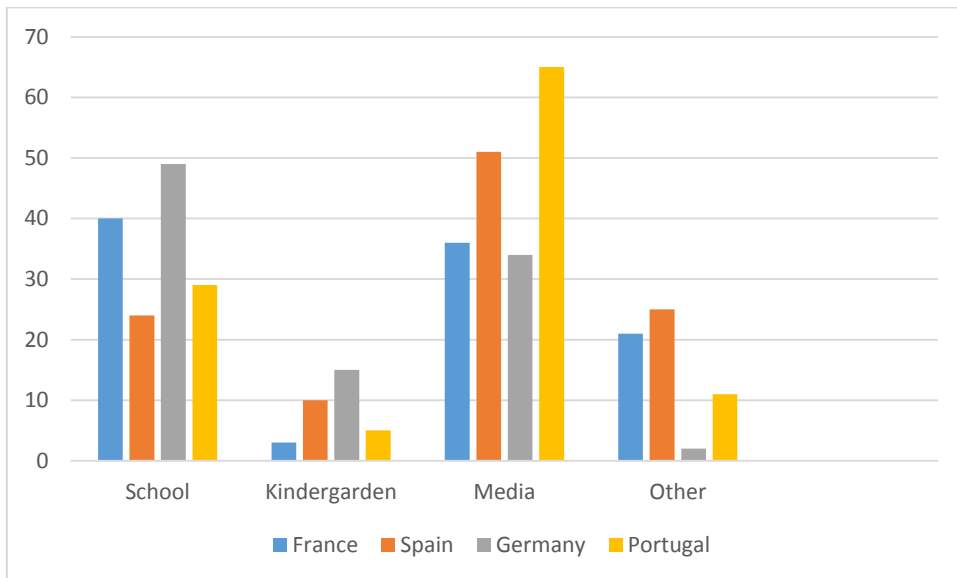
5. HYPOTHESES

5.1. Media is the place where most get their first contact with the English language.

In our first hypothesis we predicted that the media is in most cases the place where not only students but also other people learn English the most and get in contact with it the fastest. To confirm or disconfirm our hypothesis, we asked students from four different countries this question:

2. Where did you first come across the English language?

- a) School
- b) Kindergarten
- c) Media
- d) Other



Graph 5 - Hypothesis 1

Looking at the results, we can be sure to say that our hypothesis was right. In total, most students get in contact with English through media, but in Germany and France more students came across it in school.

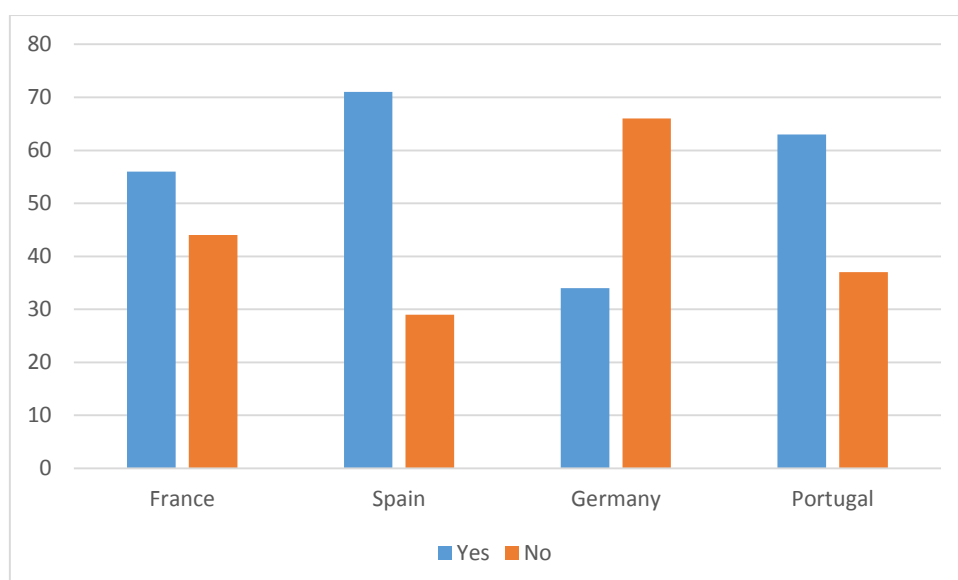
5.2. English language will help you in the future.

In our second hypothesis we predicted that students learn English because they think it will help them in the future, for example in getting jobs abroad. To be sure that our thinking was right, we have asked them the following:

3. Do you think learning English will help you in the future?

a) Yes

b) No



Graph 6 - Hypothesis 2

From the answers we have gathered, it seems to be safe to confirm our hypothesis. Most students think that knowing English will help them in the future, the only exception is Germany, where many think that although learning English is a good thing, it will not necessarily be of any importance in improving their future.

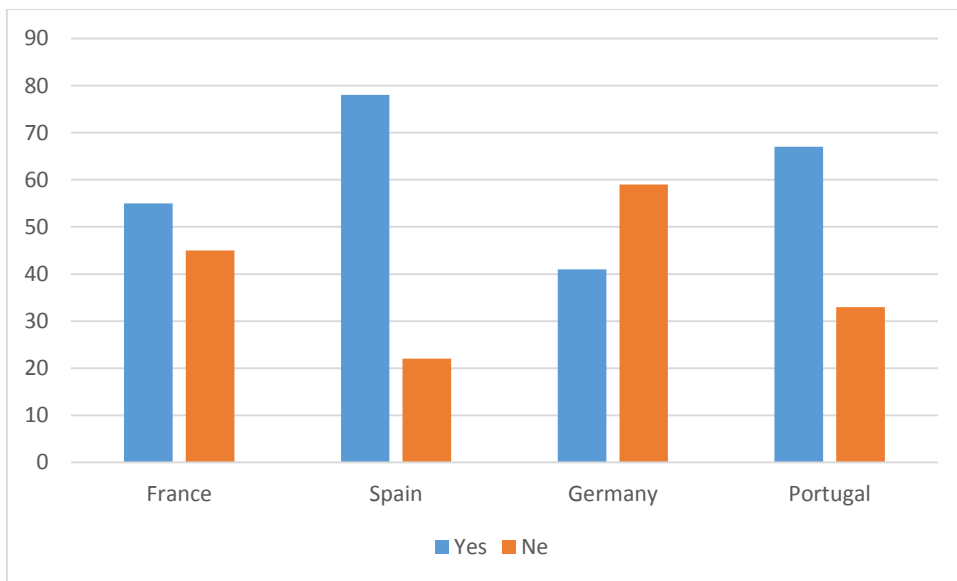
5.3. Students use English not only in school but also elsewhere.

The fact that we focused on the generation of kids, in which the internet is very popular, we presumed that the surveyed people use English almost every day. So we stated a question in the survey to confirm or disconfirm it.

4. Do you use English anywhere else than school?

a) Yes

b) No



Graph 7 - Hypothesis 3

From the answers we got we can confirm this hypothesis. The only exception is Germany, where most of the surveyed people answered with no, but for the other 3 countries the answers were as we predicted.

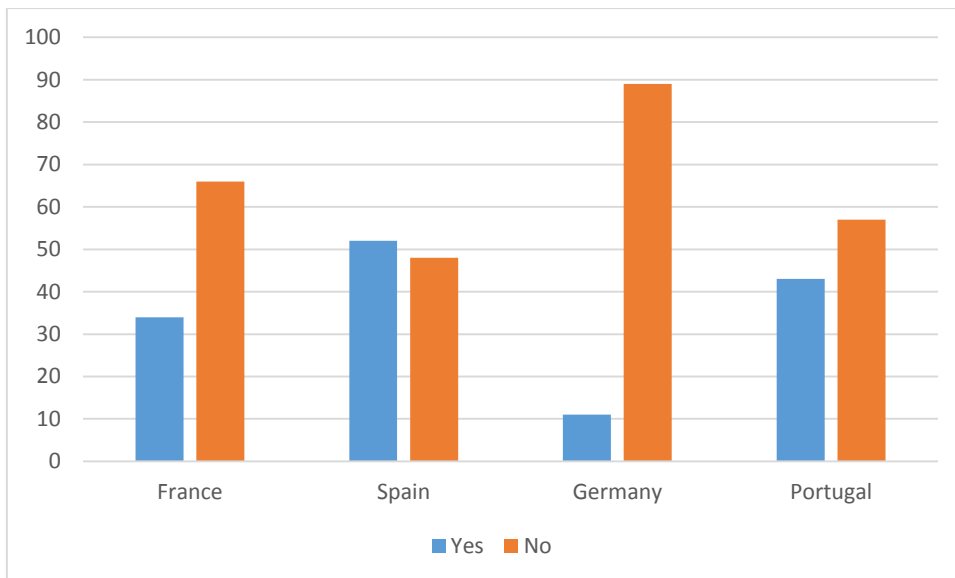
5.4. Students aren't learning English only in school, but also in different courses

The purpose of this hypothesis is that we contacted an English course and got interesting results from them. We also wanted to find out how much of our surveyed people take English courses or other types of learning English outside school as well.

5. Have you ever learned English outside school?

a) Yes

b) No



Graph 8 - Hypothesis 4

This hypothesis is proven false because in 3 countries there were more people that answered with no than yes. In conclusion, even though the hypothesis »English language will help you in the future« was confirmed true, people still do not think they need to take additional courses of English besides learning it in school.

6. DRUŽBENA ODGOVORNOST

Izjavljam, da sem v projektu Mladi za napredek Maribora, pri nastajanju raziskovalne naloge upošteval in deloval v skladu z družbeno odgovornim ravnanjem in upošteval načela družbene odgovornosti.

Učenje angleškega jezika za vse, ne glede na starost učečih in razvitost gospodarstva ter politike; Enake možnosti za vse, razvite in nerazvite.

V raziskovalni nalogi sva prispevala podatke drugih držav, in s tem preprečila uporabo neresničnih informacij.

Uporabljala sva izključno e-pošto v izogib porabe papirja.

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Summer boarding courses 2.2.2016 na spletnem naslovu:

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https://en.wikipedia.org/wiki/British_Council