UNIVERSITAT DE BARCELONA

Grau de Llengües i literatures modernes

Treball de Fi de Grau

Curs 2017-2018

TÍTOL:

The Main Difficulties for Spanish Speakers to Learn English. Phonics: a proposal

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Barcelona, 17 de juny 2018

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Abstract:

Despite the advances that have taken place in the last decades in the methodology used to teach languages, the origin of the student is rarely taken into account. Through some internal and external studies, we have the certainty that the Spanish are well below the average in learning foreign languages. This shortage is something disturbing since globalisation has made spectacular advances in recent years and these improvements reduce the distances between countries. Nowadays, job opportunities are endless, but to take full advantage of it, we must keep up with regarding communication. From this study, the specific needs to assimilate the English language by the Spanish speakers are analysed. The study also points out some of the deficiencies during the learning of the Anglo-Saxon language in the curriculum. Therefore, this shortage is the cornerstone of this proposal: the introduction of a methodology used successfully in the UK: Synthetic Phonics.

Keywords: Synthetic Phonics, methodologies, language, English, pronunciation.

Resumen:

En los avances en las últimas décadas en el campo de la metodología que se emplea para enseñar lenguas extranjeras, no se tiene en cuenta la procedencia del alumno y mediante varios estudios tenemos la certeza que los hispanos presentan dificultades en el aprendizaje del inglés. Su bajo nivel es preocupante, ya que la globalización ha avanzado en los últimos años hasta lograr reducir las distancias entre países y las oportunidades de trabajo se multiplican en el mundo, pero debemos estar a la altura en lo que respecta a la materia lingüística. A partir de este estudio se muestran los problemas para aprender el inglés de los hispanohablantes y las carencias durante su aprendizaje en el currículo escolar. Por esta razón, la introducción de la metodología usada con éxito en el UK para mejorar la habilidad del alumno en materia de lectura y pronunciación, Synthetic Phonics, sería beneficiosa.

Palabras clave: Fonética, metodologías, idiomas, inglés, pronunciación.

The Main Difficulties for Spanish Speakers to Learn to Speak English. Phonics: a proposal.

1. Introduction.

By the time I started the bachelor's degree in Modern Languages and Literature, my English level was a false beginner. I knew a certain amount of vocabulary and a vague memory of some basic structures about the English language from the period in which I studied in school, at that time called "Basic General Education" or "EGB" as it was popularly known. During last two years and a half, I suffered several problems to learn this language, specifically regarding speaking and listening. Some of these problems were related to pronunciation and also about confidence because I was aware of the difference between the other undergraduates and me. Although the progress I made during this time, I had this deficiency as a faithful travelling companion. Taking into account that at the Official College of Languages to achieve the required level to access at the university is five academic years, I had to raise the challenge of catching up the same level of my classmates while I was taking classes at the University of Barcelona.

It was not easy at all, but I have overcome the challenge with outstanding grades. However, studying the first academic year in an academy, and also on my own, I realised how complicated it is to learn to speak fluently a new language, in this case, the English language, which has some differential characteristics with my two native languages, Catalan and Spanish. These significant differences are mainly related to pronunciation and the structure used by the English language.

This problem is the reason why this final project is intended to analyse a series of inherent problems of Spanish when we study the English language and to propose a solution. To achieve this objective, we will analyse the improvements concerning methodology, where the problems are focused, the foreseeable future and how to overcome them.

2. Methodologies.

The best way to take the first step forward in a subject is always to review the past. Looking back, we can analyse where we come from, and rely on the mistakes made to rectify and build on a firm foundation. Before talking about improving part of the methodologies of teaching English, it is essential to know when the term methodology was used for the very first time. In this way, we will see the path travelled, the progress made and to determine the errors committed; and then, to analyse if they can help to improve the content of the subject.

The tour of the eight different approaches that will be analysed is based on the course of TESOL of Arizona State University (ASU) (Dixon); it will be the starting point to understand the problems that are still part of the methodology mostly used: Communication approach. However, it is essential to have in mind that nowadays some of the defenestrated methodologies are still used. As Diane Larsen-Freeman said "all of these methods are being practised today, it is also true that they are not equally distributed in classrooms around the world. In some parts of the world, certain older language teaching methods, such as the Grammar Translation Method, have endured for years (what was happening not long time ago in Spain). Similarly, the Direct Method has been preserved in particular commercial language reaching enterprises, such as the Berlitz Schools" (Littlewood 177)

2.1. Grammar Translation Method.

In 1880, it was when the first of the methodologies that we will review was considered with the name of "grammar-translation". This methodology lasted several decades, though it was replaced by the little success in what is the objective of teaching a foreign language: communication between people of different origins and with different mother tongues. This methodology was based on learning grammar rules from the mother tongue to the target language, translating and memorising vocabulary to create short sentences. With this methodology, the student played a wholly passive role; the teaching was focused on the teacher, and the knowledge of the target language can be considered quite high, except for a small objection: the student did not interact at any time. Moreover, beyond translating texts, they were unable to use the language to communicate in any way. As we see in figure 1, the oral part was deemphasised, the methodology was restricted to people of the aristocracy and writers; the material was the classical literature, far away from the language that we find in everyday life.

2.2. Direct Method.

In 1910, the first substantial change befell regarding methodology, direct approach became the new approach with a radical change, the grammar twisted into the inductive one, and the Speaking was emphasised. In this case, the type of student was one who wanted to travel and experience a new culture. The material was based on dialogues and artificial conversations,

extracts of text about other cultures and maps or visual objects based on the same type of material. Questions and answers, conversation practices, and reading aloud were some of the tasks that were used in the classroom. For the first time as we see in figure 1, the student left the theory and evolved to the oral practice; unfortunately, the students did it in the classroom and with a non-real material. This distance from the real world became significant when the student left the classroom and tried to communicate in the day to day.

2.3. Reading Approach.

A couple of decades later, in 1930, another methodology replaced the one that had been implemented in the nineteen-teens, the reading approach; the grammar was again taught deductively but this time away from the goal of the speaking. This methodology was designed for students who would rarely leave the country, and it wanted to teach a series of skills that the student could put into practice through reading. The readings were graded to the student's knowledge, and the vocabulary was extracted from them. To memorise vocabulary lists, translation and emphasising the evolution of the student through regular tests were part of the practice. The comprehension of the language took a step back because the student would not be able to put this knowledge into practice since it was not focused on the speaking as we see again in figure 1.

2.4. Audio-Lingual Approach.

The following decade was quite convulsive for the humanity, the Second World War broke out, and this event had a high influence concerning methodologies of language teaching. In 1940, another kind of methodology was needed to teach quickly and efficiently how to communicate in a foreign language. The American soldiers needed to communicate with the allies and the enemies; this was the reason that a solution was sought to the lack in the oral part that the previous methodologies had. The Audio-Lingual Approach was a success because it significantly helped out those soldiers in their communication on European soil. They were taught what they were going to use on the battlefield, the real world at that time, understandably an unwelcome world. Dialogues focused on specific objectives, a great mimicry without focusing on the meaning part were part of the material used. Games, memorisation of dialogues and quick assimilation of the student were the workhorse of this

methodology (see figure 1) that was very successful, mainly due to the high motivation of the students. However, once the memorised dialogues were over, knowledge was also over and it quickly fell into disuse after the war.

2.5. Cognitive Approach.

As Dr Shane Dixon says in the TESOL course at ASU, "The Cognitive Approach" is not a methodology in itself." However, "the number of studies produced in the late 60's and early 70's, by cognitive scientists put language learning on the university map." Thereafter, "language studies were now perceived as a serious discipline that could have been researched and understood." This considerable research focuses on how the brain processes language and how language structures and knowledge are acquired and remembered. Instead of techniques, the experts focused on the characteristics of the brain of the students and the strategies that were best adapted to improve the learning of the foreign language (see figure 2). Thanks to the cognitive approach, many of the previous theories became obsolete and classified as ineffective.

2.6. Affective Humanistic.

Coinciding with the civil rights era in the 70s and 80s, a time in the history of the United States and the world where much emphasis was placed on the feelings of people, a new methodology called "Humanistic Method" claimed its place within the world of language teaching. In this period, much emphasis was placed on the feelings of the students when they were learning the language. Bright colours, posters everywhere, music, dialogues and games were used to emphasise the learning of the language through an excellent atmosphere in the classroom, as we see in figure 2. The student could choose a new identity away from stereotypes, the teaching was somewhat spontaneous, but above all, there was an element that had never been taken into account: the student. From that moment, the student was the centre of the methodology; the teacher went into the background after decades of being the centre of teaching. At that time, a giant leap for methodology. Perhaps the only positive contribution of this methodology that was displaced a short time later by a new one.

2.7. Comprehension Approach.

In the eighties, two methodologies, the comprehension approach and the communicative approach were established as opposite poles within a new advance in the field of foreign language teaching. The first included a series of methodologies that focused on emphasising language comprehension instead of using it to speak. Through the inductive and deductive learning of grammar, the speech was placed in the background. It was based on making students gain confidence so that they could produce language more easily. The objects of the class came to the foreground, the actions that the student could do in the classroom, such as jumping, walking or sitting were used as the material (see figure 2). This new methodology relied upon the use of commands, the role reversal and the action sequence. Shortly afterwards, it was displaced and replaced by our last methodology, the one that is now the most widespread, used throughout the world to teach all languages as a foreign language.

2.8. Communicative Approach.

At this point, also in the eighties appeared the last methodology called Communicative Method. The name says it all; it is based mainly on communication. Its objective is targeted: to connect people to create new opportunities. The primary objective of learning a language should always be to communicate with other people, and that is why communicative approach emphasises the part of the speaking and writing. The target language is used from the first day, and the textbooks are carefully levelled with the student. The contents of the materials are authentic or a close reproduction of them. The four skills, listening, speaking, reading and writing, are used since the first day, and they are combined with the materials mentioned above. Diverse activities and group work are some of the strong points for the student to feel safe when producing in the target language since the first day (see figure 2). This methodology is the outcome of more than a hundred years of progress in methodologies, and it could be said that it is the perfect approach. However, the use of conditional in the last sentence denotes that something does not work, or it can be improved. The strongest point of the communicative method is based on the correction of the errors implemented in the previous methodologies; those errors provided much information. What was more than a hundred years ago something unforgivable, the error, now, it is the source of wisdom; the

source from which we draw conclusions to advance and improve all the good that is already in practice. In the next section of this project research, we will verify sadly through various studies that, despite the significant advances in methodologies, a specific group of speakers of a language have severe problems in some points of learning English, the Spanish.

3. Language Learning Problems.

The third section of this academic work shows that despite the efforts of the human being to achieve perfection, there is always something to improve. The evolution of the methodologies analysed in the previous point shows that from errors we can build something better and from there, to look for perfection. Nevertheless, despite the constant evolution in these methodologies in TESOL course by Dr Dixon at ASU, the Spanish still have a problem with Shakespeare's language. Over the last few years, there has been much comment on the lack of fluency and proper pronunciation that the Spanish have after years studying the Anglo-Saxon language. From the question of whether this legend that weighs on the Spanish is right or not, we can clarify it with several studies that ensure that indeed, this group of speakers present severe difficulties to listen and to speak English properly.

In the following two points, we will analyse two kinds of studies, the external one, from two sources, the Philadelphia Education Research Consortium (PERC), and the First European Survey on Language Competences (FESLC), and the external one, also elaborated by two sources, the European Information Network on Education (REDIE), and the European Study of Linguistic Competence (EECL). They all show the seriousness of the problem is highlighted, and point many causes without determining with certainty.

3.1. Foreigner studies.

In June of 2017, a study by the PERC was elaborated due to the increase of immigration in the city of Philadelphia. This growth, especially relevant in 2014 and 2015, led the city of Philadelphia to rethink how to absorb that immigration and how to help families in their integration, which included linguistic immersion. In this study, groups of students were distributed according to the level of English on their arrival to show more uniform results.

The level of pre-school children was divided into six levels, of which 49% of preschool children were placed at the lowest level as it can be seen in figure 3. The rest were distributed

at different levels as we see in other five levels. Once the study was completed, in figure 4, we see how 20% of children did not reach level 4 after four years of schooling. The members on which this study is presented is based on a vast ethnic diversity as mentioned in the PERC study: Seventy-five percent of the kindergarten ELs spoke one of five languages at home: Spanish (44% of students), Chinese (13 %), Khmer (7%), Vietnamese (7%), and Arabic (5%) (Lin and Neild 9). This Hispanic majority, after four years, reflected a linguistic reality that gives rise to this Final Project: only 43% of Hispanic students achieved a proficiency level after the first four years (Lin and Neild 10). These results are far behind those shown by those whose first language is Khmer with 64%, Arabic with 68%, Vietnamese with 72% and Chinese with 79% achievement in proficiency after the first four years (see figure 5). From this study, it is deduced that the Hispanics were the group with the most difficulties to progress beyond level 3; precisely 31% were unable to achieve it compared to 11% of the Vietnamese, 8% of the Chinese, 16% of the Cambodians and the 15% of Arabs (Lin and Neild 10). These results seem illogical because the last four languages have a considerable linguistic distance with English. Despite the differences between English and Spanish, they come from the same family of languages: Indo-European. Another noteworthy element of the study shows that where Hispanics show more deficiencies is in listening and speaking.

According to the study, it is emphasised that the kinship of languages be only one of the factors that affect achieving a proficiency level. They point out as one of the possible causes the socio-economic environment of the families and the fact that some of these groups when they are a majority, they create their community in the United States. In other words, it implies that the need to speak English correctly is lower in the Hispanic group because they speak Spanish in their daily life.

Once assimilated the results, somewhat discouraging of the PERC report, we cross the Atlantic to see if the results of the FESLC prepared by the European Commission (thereinafter EC) differ from the American one. This exhaustive report of almost 250 pages places Spanish in a position far away from where Spain should be in linguistic matters (see figure 32), only two countries show worse results in learning English as a second language (France and Poland). In figure 33, a phenomenon is presented that will be repeated in the subsequent reports that we will talk about; the results of our students improve ostensibly when the second language is French instead of English. However, returning to the Anglo-Saxon language issue, if we analyse one of the elements where our students limped in the PERC, auditory comprehension, we see that Spain presents a negative balance, only the

French are below our level (see figure 34). Regarding the hours that our students dedicate to English, we are in an intermediate position, the fifth-worst mark, concerning the other European countries (see figure 36). The following graph shows the number of hours our students spent in English at home, and again we are at the bottom, with only two countries having fewer hours of linguistic immersion at home (see figure 37). The same phenomenon is repeated in figure 38; we are again the third at the bottom in exposure to English in our nearest environment. The statistics do not improve on exposure to the English language when we travel abroad, only Bulgaria and Poland are in a worse place (figure 39). Concerning new technologies in English, only Belgium and France keep up appearances from the Spanish students, which is surprising if we take into account that our society lives in a dependent-vegetative state of mobile devices (see figure 40).

From all these data we could deduce that we do not show too much interest in the British language, however in figure 41, it is surprising when we see that only Greece participates more in "extra English language lessons". Likewise, in figure 42, we see that only Slovenia has more access to a multimedia laboratory language to practice that our students. From here in out, the list of graphs in which the Spanish students did not come off well is endless; therefore, these data by the EC validate those of the PERC. In the next section, we will see if the internal reports, from REDIE and EECL, ratify those analysed in this section.

3.2. Internal report.

As it has been verified in the previous section, those data on the capacity of the Hispanics to achieve the maximum linguistic competence in English are not very encouraging. In this section, we will analyse this capacity from a much closer point of view, an internal report. According to the "European Information Network on Education", thereinafter "REDIE", most of the Spanish students (629,195 students) were studying the English language as a mandatory foreign language; French followed English by far with 38,935 (Arroyo Pérez 35). It is evident that English occupies a favourite place when choosing language as a foreign language; then, from these data, we could suppose that the interest in English will help our students to excel in this area. According to this same study, REDIE shows that although Spain is one of the countries that most anticipate second language learning, it is not the one that obtains the best results. Data even indicate that the French results surpass those of the English students.

Again the problems analysed in the previous section are reaffirmed from the internal studies. Let's see how the teaching of English is structured in the classrooms of Spanish territory. In figure 6, we verify that the average of hours per autonomous community is approximately the same, about three hours. However, when we looked at figure 7, we found that the autonomous communities do not follow the pattern of communication skills established as a priority in the curriculum. This inequality can be seen better in figure 8, which shows that Galicia, Castile and León, Basque Country, Aragon, Balearic Islands, Ceuta and Melilla do not follow the Common European Framework of Reference for Languages (CEFR). Figure 9 shows that Catalonia, Andalusia and Aragon begin the study of the second language at the primary stage while the other communities do it in the early childhood stage. These significant differences in the implementation of the foreign language within compulsory education, although they are not the primary cause, they do not help to achieve balanced outcomes. In the same study, there are seven pages with reforms and proposals to improve the teaching of English in the classroom, from the Conversation Assistant: the extension of this figure to all educational centres (Andalusia, Catalonia, Madrid and Murcia) to improve the quality of teaching practice (Navarre) (Arroyo Pérez 185-191). However, none of the proposals is focused on overcoming the lack of skills regarding pronunciation. The closest one is the assistant language as an emerging figure in the classroom (Arroyo Pérez 189).

If we revise the prologue of the European Study of Linguistic Competence, hereinafter EECL, he cites that "knowledge of a second language is not only an alternative or complement to training but a requirement on a personal level to achieve a complete development in multiple fields of life" (Instituto Nacional de Evaluación Educativa 7). Despite this strong assertion, the results of the Spanish students compared to those of the European area that participated in the same study are somewhat adverse. In the same way that in the previous section it was pointed directly to the problems of comprehension and oral production, in the FESLC the results are even more deficient. Looking at figure 10, only France and England present more negative numbers; the conclusion of the ESLC is accurate, as we see the 31% of students do not take advantage of the opportunities offered by the educational system regarding oral comprehension. In the other two skills analysed, the reading comprehension and the written expression, in figures 11 & 12, the results are slightly less adverse to the expectations and reveal that the main problem of the Spanish student is the oral skills. The study put us far from Malta, Sweden, Holland and Estonia, the study gives us a first impression of the reasons why the results in the oral part are conclusive: the teaching methodology used for years,

which was persistent on content grammar and reading and writing comprehension. Besides, it is necessary to highlight the limited exposure of the English language in the Spanish social context.

It is convenient to pay attention to a data that the FESLC emphasises and that coincides with the REDIE, the levels of acquisition of the other language most used as a foreign language, French, are much more satisfactory. Figure 13 shows that Spain is the third country with the best results in reading comprehension, in figure 14, the same happens, Spain is only below Belgium (it is worth remembering that Belgium is partly a Francophone country) and Holland. However, in oral comprehension (see figure 15), Spain lowers some steps to be below the two countries mentioned, Malta, Slovenia and Estonia. From these data, we can deduce that there is a facility to acquire French that is not found in English.

Another data of the EECL that corroborates this difficulty in the acquisition of the Anglo-Saxon language is the percentage of repeaters, 30%, located at a considerable distance from those who repeat in French, only 13% (Instituto Nacional de Evaluación Educativa 63). It is also important to emphasise that only 10% of students in English and 6% of French are immigrants (Instituto Nacional de Evaluación Educativa 80). Therefore, there is no relationship between the lack of assimilation of the language concerning high immigration rates. With the data of this study, the FESLC concludes that the percentage of students in levels B (B1 and B2) of Spain is in the range that goes from 24% to 30% according to the skill analysed (with the worst results in the oral part), far from the objective that was proposed by the European Commission, estimated at 50% (Instituto Nacional de Evaluación Educativa 89). The final reflection of the EECL says "The results obtained reflect that in Spain it is necessary to improve the level of competence in foreign languages of students, especially in English. Analysing the levels of performance by skills, the worst results were in oral comprehension, which makes it necessary to make a greater effort to carry out actions that favour the acquisition of this skill" (Instituto Nacional de Evaluación Educativa 91)

These adverse reports can be better understood if we observe the Official State Bulletin (BOE) of the year 2015 carefully; once we are in number 3, section I, page 424 we have at our disposal "the contents, the evaluation criteria and the evaluable learning standards" of the first foreign language of the first cycle ESO. In block 1, comprehension of oral texts, a single reference "Sound, accent, rhythm and intonation patterns" (Ministerio de Educación 424). In block 2, production of oral texts: expression and interaction with the same reference "Sound, accent, rhythm and intonation patterns" (Ministerio de Educación 425). In the successive

years related to the ESO, we observed the same references, but in the classroom, it is hardly reflected in short conversations between classmates who present the same difficulties when speaking English. This lack of practice exposes Spanish to a dangerous condition as we will see in the next section.

3.3. Quandary.

The two previous sections, the reports PERC, FESLC, REDIE and EECL converge to the same direction, the limited success among the Spanish students when it comes to learning the language of Shakespeare. The worst results are related to oral skills, which seem an insurmountable obstacle to master the Anglo-Saxon language. Those results represent a severe problem because, as it will be analysed later, the concept of globalisation is changing fast. Having the certainty that both studies give us to assure that there is a problem to acquire the English language, despite all the advances achieved concerning methodology, the question is discover the specific difficulties that the Spanish have. In this way, we can look for a solution that suits the particular needs of this group.

4. Phonics.

The problem observed in the previous points has a common denominator: The difficulty of the Spanish concerning the oral skills. Although there are other shortcomings, there are two reasons why this study focuses on the phonetic side, the first because the purpose of learning a language is to communicate and for this, we need to speak better, and the second, because the precedent studies point to this part as the main problem.

4.1. The main difficulties in depth.

It is evident that this problem that affects the majority of Hispanics has a reasoned logic. To understand the origin of the problem, we must go back a long time ago when the Indo-European was mostly spoken in Europe and Asia. Experts reconstructed the mother of most European languages, the Indo-European also called Indo-Germanic, and that is still called in this way in Germany. Both Spanish and English come from the same language family as we see in figure 16 because Spanish belong to the Latin branch and English belong to the

Germanic one of the Indo-European. However, both languages took different paths; they evolved differently to this day. Although the differences and similarities indicate this kinship (called systematic correspondences), the influence of other tongues on English throughout the history has distanced them to the point of being unknown relatives. The main reasons for the evolution of English are two: the first is due to the transformation suffered by Shakespeare's language during the transition from Old English to Modern English, through Middle English and Early Modern English. The second was the vast lexicon borrowed from other languages, thanks to successive conquests, which English absorbed as its lexicon (Chamonikolasová 85-93). The following points highlight the main problem that makes English a difficult obstacle to overcome for Hispanic students.

4.1.1. The breakdown between pronunciation & spelling.

As previously said, the main problem faced by the student of English as a foreign language is pronunciation. If Spanish has a characteristic feature is precisely the ease of associating the spelling with sound. In short, Spanish is read as it is written. However, what happens when we deal with English as a second language? During the Old English period, English suffered a distancing between the pronunciation and the spelling that lasted for several centuries, this process is known as Great Vowel Shift (thereinafter GVS). Brian Mott describes GVS in its book as "the Great English Vowel Shift represents the most important series of vowel mutations to have affected English in the course of its history" (328). It was well-reasoned because this vowel change provoked a radical change in vowels pronunciation of English, but spelling remained in its original status. Nowadays, without knowing this evolution, for a student is impossible to understand the phonetic rules that make English so difficult to pronounce. This lack of awareness is one of the reasons that Spanish students have so many problems when trying to read or pronounce English properly.

4.1.2. Great Vowel Shift.

The Great Vowel Shift abovementioned was a massive sound change in English language affecting the long vowels from the fourteenth century to the eighteen century. This long process in which vowels mutated from their initial long form to its current form is the worst problem that Spanish speakers have to deal with. As we see in figure 18, this process affected

the seven long vowels in the fourteenth century English had. This mutation that long vowels experimented spanned many centuries and they shifted upwards. Closer vowels, that is to say /iː/ and /uː/, diphthongize to /aɪ/ and /aʊ/. Looking at the first example in figure 18, the word "life" initially was pronounced /liːfe/ and transformed its pronunciation into /laɪf/ at the end of the mutation process. We can see in more detail the process of mutation in figure 19, where the shift upwards can be seen. During this long period many changes affected the English vowel system, we can see in figure 22 that diphthongs also mutate from late Middle English to Modern English. This mutation, started because the Middle English diphthongs tended to monophthongise as it is said in (Algeo and Pyles 148).

4.1.3. Vowel quality: tense vs lax.

One of the characteristics that differentiate the vowel chart from English to Spanish is the number of vowels it contains. The number of vowels in English rises to 12 whereas in the Cervantes' language the number is reduced to 5; concerning the diphthongs, the British language has eight and surpasses the five Spanish diphthongs. This variety in number complicates the Spanish when it comes to recognising sounds that are not represented in the Spanish vowel chart as we see in Table 1.1. In Spanish, Norman Coe in Swan said, "spelling and pronunciation are very closely - and simply- related in Spanish, so beginning learners tend to pronounce English words letter by letter," (95). Another difficulty added is the fact that the Spanish vowel system is tenser than the English one. Besides, English differentiates between short vowels (lax vowels) and long vowels (tense vowels), so it does not surprise the difficulties of Spanish students when they try recognising or even perceiving some vowel sounds of English. This alternation, lax vs tense, makes the situation worse when dealing with minimal pairs, to distinguish between words like ship or sheep, fool or full, cat or cut becomes a nightmare for those novice students who see how they are not able to recognise or produce these sounds properly. Norman Coe in Swan said, "European Spanish speakers, in particular, probably find English pronunciation harder than speakers of any other European language" (91). To then to add "Speakers of Catalan, with its broader range of vowels and a stress system more similar to that of English, in general, have less difficulty" (91). This overbooking of English vowels provokes what in Coe's words "At least two English vowels share the 'phonetic space' occupied by the one Spanish/Catalan vowel, so one-to-one correspondences are practically impossible" (91).

4.1.3. Point of articulation.

In section 4.1.2, we have verified the most challenging obstacle to overcome for Spanish speakers when it comes to pronouncing words in English, the GVS. However, the GVS is not the only problem when speaking English; there are other factors beyond the vowels, the consonants also create problems. Starting with the stops, /p/ and /b/ do not represent any problem since both sounds are bilabial in both languages, in the same way, the sounds /k/ and /g/ are velars. When we arrive at the pair /t/ and /d/ we come upon the first difference, in English, both are alveolar while in Spanish they are interdental, this is the first remarkable difference. We also come to the English /ʔ/ sound called glottalic that does not exist in Spanish.

Then, we arrive at the most difficult point, the fricatives; there, Spanish /θ/ and /s/ correspond to their homonyms in English, so far so good. The next sound in Spanish /x/ no longer appears in English and /f/ that in Spanish is bilabial, in English it is labiodental. Remarkable differences to add to those that in English the sounds /v/, /ð/, /z/, /ʒ/ and the /h/ glottalic do not exist. As for the affricates, they present the same problem, the sounds /y/, /ĉ/ of the Spanish do not correspond to the sounds /tʃ/, /dʒ/ of the English, so the number of non-existent sounds increases.

Concerning nasal sounds, both languages correspond in /m/ as bilabial and /n/ as alveolar. However, we find that /ɲ/ in Spanish does not correspond to the /ŋ/ sound of English, another challenge.

About the following remaining sounds, we emphasise that the glide /w/ could be bilabial or velar in English, sounds that do not correspond to Spanish. The vibrant /ɾ̄/ simple and /r/ multiple in Spanish are alveolar, while the sound more similar in English, the /r/, is palatal. To finish, the laterals, the /l/ in both languages is alveolar although in Spanish the /ʎ/ is palatal.

In summary, when looking at figure 20 & 21, the differences are enormous, only seven of the sounds of both languages in the consonant chart are identical, three Spanish sounds do not exist in English, ten English sounds do not exist in Spanish, and six others that vary in their point of articulation. Adding these divergences to those noted in the section of the GVS, the difference regarding pronunciation is outstanding.

4.1.4. Phonotactic.

Another of the most controversial elements and difficult to assimilate by the Spanish speakers is phonotactic constraints. This branch of phonology is what defines the syllabic structures allowed in a language, sequences of sounds that are permitted or not within the words of Spanish differ from English, and the Spanish tend to pronounce the British language following the basic rules of Spanish. It is common to meet people who are not able to pronounce a term as simple as "Spanish" properly. This inability happens because the current Spanish does not support the group [s] + consonant at the beginning of the word, so most of the Spanish speakers will pronounce in word as /ˈespænɪʃ/. Also noteworthy is that Spanish has fewer consonant clusters than English; therefore, some speakers have some difficulties perceiving and producing them. Norman Coe in Swan exemplifies some of the most typical simplifications that Spanish speakers make when they found differences in phonotactic clusters between English and Spanish as in "espres" for express, "istan" for instant or "brefas" for breakfast among others (94)

4.1.3. Lexicon.

Thanks to all the previously described processes, GVF, Umlaut or Phonotactic, English is difficult to pronounce it properly. However, its pronunciation is further complicated by a large number of words borrowed from other languages. The uncertain origin of many of the words of this Germanic language raises the difficulty to predict its pronunciation. The number of loans is endless; Old English borrowed words from Latin, Scandinavian and Celtic. The Middle English period took a large number of French words thanks to the Norman Conquest and some from Latin. In the period known as the Renaissance, again Latin words were introduced as well as from French, Italian and Spanish. Finally, the number of loans since then from many other languages is countless. So, can we predict the origin of an English word and its correct pronunciation? If one has a high knowledge of other languages and an in-depth knowledge of English, we can foresee many of the origins, but a student who starts studying English lack this knowledge. Figure 47 reflects the proportion of different origins in modern English words, and one of the most striking things is the high number of words from French and Latin. Both languages contribute more than 56% of the total vocabulary of English, a fact that contrasts with the low number of words authentically

inherited from the authentic English, 22.2% in the SOED (Shorter Oxford English Dictionary). However, it must be said that many of these words are not commonly used, if we look at the GSL table (General Service List of English Words) the number of native words that make up the vocabulary of English increases to 47% and "only" the remaining 53% are borrowed words. All in all, it is an adventure to recognise the origin of every single word for new students. The word origin becomes hard to predict without previous training, and this obstacle is added to the previous ones, increasing the difficulty of foreseeing the pronunciation even more.

4.1.4. Syllable-timed vs Stress-timed.

The last difficulty to lead by Spanish we will analyse is the fact that English is a stress-timed language whereas Spanish is a syllable-timed one. K.L.Pike coined both terms in 1945 to differentiate between both types of rhythms (H.O.Lira 115). Peter Roach also said that one of the most familiar distinctions in phonetics is that between STRESS-TIMED and SYLLABLE-TIMED languages. To briefly summarise what these two types of rhythm are, a stress-timed language (English) is the one where the stressed syllables are said at approximately regular intervals, then, to achieve this, the unstressed syllables shorten to fit this rhythm. On the other hand, Syllable-timed languages (Spanish) are those where each syllable takes approximately the same amount of time. Therefore, this difference that affects both languages creates another problem, the rhythm in which the language is spoken. It is not only the way in which we pronounce the words but also the way in which we stress them correctly in a whole sentence. This inequality creates a different rhythm which is appreciated in connected speech, where this difference is emphasised and magnifies the problem of pronunciation. Notice what Norman Coe in Swan said, "When Spanish speakers pronounce an English sentence with even stress and rhythm, these clues are missing, and English listeners find it difficult to understand because they cannot so easily decode the structure." (95)

4.2. Advantages of applying synthetic phonics in schools and academies.

Despite the uncountable advances achieved regarding methodologies (section 2), we have verified that Spanish (we can even broaden the group, including Hispanics) show manifest

signs of reluctance to learn the English language (section 3). We have also reviewed the main problems encountered by Spanish students when they face the world of learning English as a foreign language. A large number of the problems concerning English acquisition are related to oral skills as we saw in the previous points of section 4.

This difficulty is a serious problem because, as we will see later in section 5, the world inexorably advances to a new model of globalisation that forces us to be more prepared than ever to take advantage of the new job opportunities.

As the title of this final project indicates, Phonics is a methodology that helps to overcome those problems. However, what is Phonics, if we have to describe it in simple words? Phonics is a methodology used to learn to read and also to write English through the development of knowledge of the phoneme, which involves the ability to listen, identify and manipulate phonemes to understand the correspondence between these and the graphemes that represent them. Moreover, why is it important? Phonics is essential because its learning not only allows students to work themselves when it comes to decoding phonemes but also helps them to pronounce and write better.

Once seen above what Phonics means and what its contribution is, it is apparent that part of the problems mentioned before of Spanish students could be solved with this methodology. However, is there only one way to teach "phonics"? In fact, the answer is no. There are several types or methodologies within Phonics: traditional phonics (TP), analytical phonics (AP), analogy phonics or embedded phonics (EP) are some examples. Some of them occupied an important space within the curriculum of the United Kingdom in the past decades despite having been replaced by Synthetic Phonics (hereafter SP) after the report "Independent review of the teaching of early reading" by Jim Rose in 2006. Rose was her Majesty's Chief Inspector (HMI) of Primary Education, and he was also the director of Inspection for the Office for Standards in Education (OFSTED) in England. His influential 2006 report led to the adoption of the mandatory teaching of systematic SP in primary schools in the UK.

It is important to mention that it is never easy to ensure that a methodology that replaces another ensures success; however, Jim Rose was convincing in his report in 2006. Rose concluded: "Having followed those directions, and notwithstanding the uncertainties of research, there is much evidence to show from the practice observed that, as generally understood, 'synthetic' phonics is the form of systematic phonics work that offers the vast majority of beginners the best route to becoming skilled readers. Among other strengths, this

is because it teaches children directly what they need to know, i.e. the principles set out below, whereas other approaches, such as 'analytic' phonics, expect children to deduce them." (19) In the same report, Rose was critical of the previous model in which the British curriculum was based from 1989 to 1998. According to him, "very little impact was made on raising standards of readings" (3) despite the inclusion of methodologies focused on TP. Seeing how convincing the report was and its subsequent inclusion in the British curriculum, we can think that the advantages of applying this methodology are explicit. For this reason, we will analyse more in depth the results of this report and other studies to understand what SP is based on and how to implement it.

4.2.1. Synthetic Phonics vs traditional Phonics.

In this section, we will analyse the main differences between the previous methodology implemented in the UK (traditional Phonics) and the current one (Synthetic Phonics), which are its main characteristics and the advantages of SP according to the studies carried out.

To understand better the differences between both methodologies, let us first look at what AP or TP is based on: "the sounds of the letters are taught after the reading has already begun; children initially learn to read some words through sight, often in the context of meaningful text adapted for children" (Johnston and Watson). Originally, when it was implanted, it was thought that children could learn for themselves the relationship between letters and sounds. However, some deficiencies made experts thinking about its substitution, words unknown regarding meaning should be assumed by using context instead of giving a 'bottom-up' approach (looking at individual words) and applying phonic knowledge to decode words. This approach was a disadvantage concerning SP. As noted in previous sections, English is made up of a vast number of words taken from other languages, some words in the English language are irregular spelt due to their origin; the best example of this irregularity is the Word "yacht" which was not amenable to being read by this approach. Another fact against AP is because until the third term of the first year Children would not be aware of letter-sound importance; this is a contrast with SP where children are aware at the start of the first term. Moreover, at the end of the year, girls were approximately at the level required, but boys were five months behind. Both delays, from which AP no longer recovers concerning SP, the whole AP scheme is generally not completed until the middle of the third year in school, even the end of it. That study also points out "AP started to be seen with low esteem

due to lack of reference to the reading of a meaningful text; this makes it was often implemented in a rote manner" (Johnston and Watson).

Another study carried out by R.S. Johnston and J.E. Watson in 2004 of 228 children indicates that at the end of the first year, children also were reading five months below the expected level on the British curriculum.

Taking all these elements against AP, it was quite likely that a reliable alternative would be sought that would give useful results in a short period. At that point, Rose's report was a boost for the implementation of SP in the UK primary curriculum. That said, what are the main improvements that SP provides respect to AP? According to Johnston & Watson "The children are not said with the utterance of the new word by the teacher; The children sound each letter in turn and then synthesise the sounds together to generate the pronunciation of the word. Thus, the children construct the pronunciation for themselves" (11). This difference makes SP become an accelerated version of Phonics that does not begin by establishing an initial sight vocabulary. Students learn to decode letter sounds and later once they can construct the pronunciation for themselves, they are introduced to books.

Besides as Johnston and Watson said, "Most of the letter sound correspondences, including the consonant and vowel digraphs, can be taught in the space of a few months at the start of their first year at school" (11). In this way, unknown words that are difficult to decode, such as the case mentioned above of the word "yacht", can be interpreted correctly without the teacher's help. The mere fact that the teacher does not have to teach each word for the first time is a significant advance to understand the autonomy that SP gives to the student. With this advantage as standard-bearer, SP lays the foundations for a quick interpretation of the sounds, the correct decoding of them and what in this study is most interested, the accurate reproduction of them. Besides, the structure with which the sounds are learned makes that by doing the reverse way, the student can graphically represent the sounds with much more ease and with better levels in writing.

However, to get a precise idea of what the advantages of SP are, it is best to review the results of the Johnston and Watson's report and see the light that the data reflects. Once the program was finished, the group taught through SP was able to read and write at least seven months above what was expected at their age. Seven months regarding reading, and between eight and nine concerning writing. This result indicates that SP is not only beneficial when it comes to reading and pronouncing with accuracy but also boost the correct interpretation of sounds to transform them into their graphic form. The study that was developed over seven

years reveals remarkable data, at the end of Primary 7 (see figure 22) 10-year-old children read an average of three years and six months above the expected. Taking into account the UK school system (see figure 22), these results should be achieved by the end of the first year of the KS4 or GCSE which is equivalent to the third year of ESO in Spain. There is also the fact that these same students were one year and eight months above their level in spelling and almost four months of advance in reading comprehension in the same year 6 of the British system.

Another significant difference concerning AP is the distinction of sex. In previous study programs conducted in 35 countries internationally according to Johnston and Watson, it was found that boys were systematically (with a significant degree) behind girls regarding reading comprehension. However, in the study, it was revealed that with SP the boys were not only able to equate this distance concerning the girls but from the year three onwards their benefits were 11 months above the level shown by the girls. Almost nine months, they were above regarding written expression and another three months of advance in written comprehension. These numbers speak for themselves and despite the low receptivity of the boys in this skill, once finished the formative period with SP they have never shown a less favourable attitude towards the reading.

Another remarkable point of SP can be seen from the fact that students who began their training with AP and showed deficiencies in the terms described above, managed to reach the level of those who had started their training with SP after leaping the new methodology. After an acceptable period, they have never fallen back regarding pronunciation, reading comprehension or written expression. This last decisive point is something worth evaluating because many times when a methodology is changed during their formation period, students present problems when facing different routines.

For all these elements described, the conclusion of the report is conclusive about the effectiveness of SP concerning AP. In the same report, Johnston and Watson conclude: "Overall we conclude that the SP approach, as part of the reading curriculum, is more effective than the analytic phonics approach, even when it is supplemented with phonemic awareness training. It also led boys to read words significantly better than girls, and there was a trend towards better spelling and reading comprehension. There is evidence that SP is best taught at the beginning of Primary 1 (see figure 22), as even by the end of the second year at school the children in the early SP programme had better spelling ability, and the girls had significantly better reading ability" (69).

4.2.2. How Synthetic Phonics should be applied and when.

It is essential to understand how SP should be applied and when, although SP could be used to teach students of all ages, it is designed to apply at the early age for building the foundations of a correct way of learning. It should be not forgotten that Jolly Phonics (an SP program) provides a systematic approach to teaching children how to read and write in their first year of school. The children learn the letter sounds first of all and are then taught to read words by blending, the sounds together. This program allows children to work out unknown words for themselves, rather than being asked to memorise a long list of lexicon. Jolly Phonics is the way to lay the foundation stone for being an independent reader. As we can see in figure 25, Jolly Phonics is the first year in a seven-year literacy program; it starts at year 1 or primary 2 (in Northern Ireland) as we can see in figure 22, and it is taught until year 3 or primary 4 (NI). From the beginning JP teaches five fundamental skills, these together enable the children to read confidently and write independently. During these three years, there are four levels of JP readers and storybooks are essential because they give children a love for books.

The first step is to "crack the code" (CC) of comprehension which JP provides to students. This CC lies in five critical skills as said before: learning the letter sounds, learning letter formation, blending, identifying sounds in words and tricky words. Except the last one, the others are taught every day from the beginning. The last one, the tricky words, starts after 6 or 7 weeks of teaching.

The first step is as cited above to learn the letter sounds. Sounds are divided in building blocks for making words, in both senses, written and spoken. The Phonics Handbook provides games and activities for practising, and it is also provided in CD and Whiteboard software. These sounds (42 altogether) are subdivided into seven groups as we can see in figure 27. From one to seven, the groups are made to teach all the existent sounds progressively in English. The first block is the easiest one and provides children with the possibility to make words with three letters, which motivates them to start reading since the first week. The sound /k/ and /s/ is early introduced because its inclusion is the basis for several basic words. The sounds /d/ and /b/ are introduced in different order to avoid confusion when forming letters. Digraphs (see figure 28) are introduced from group four onwards because they are slightly harder to learn. Digraphs are used because the English

language has 44 sounds and only 26 letters and this means some sounds has to be written at least with more than one letter. It is also essential to observe that some digraphs are introduced in different sizes; the reason is that some sounds are different, but they are written using the same two letters, for instance, book /bʊk/ and moon /muːn/. This gradual introduction is a way to distinguish them at the earliest stage; later on, the children are expected to work out which sound is the right one. In figure 29, we can see that children are taught about alternative spellings, once the children master the spelling of vowels, they start to learn alternatives for reading. A multi-sensory approach is used to form letters correctly before writing them. All this makes the children be encouraged in these three fields: feel the letter formation, see the letter formation and write the letter in the air.

Another step is blending or the ability to run sounds together. The children should learn to blend words using sounds they already know. Whenever the children learn new sounds, they can blend new words, and this is one of the reasons the sounds are progressively taught in seven categories. When children are in stage four, they can start to blend digraphs what is a little bit harder for them. Blending becomes more comfortable with regular practice.

'Phonological awareness' is the ability to hear the sounds in a word. The students are encouraged since the first lesson and asked to identify sounds in words. A way to do so could be asking them if they recognise a /k/ in the word "cat". In the beginning, it could be hard, but gradually, with practice, they start to hear the sounds in isolation. This PA can be encouraged once the children know the first stage of sound. The last of these five essential skills are tricky words, which are the hardest for children. Frequently, children find easier read those words rather than to spell them, then; we use a range of techniques to help them to learn the spellings. As we see in figure 30, some methods could be: look, copy, cover, write and check, or using word families among others.

When the children master the 42 sounds and the first set of tricky words, the student can start reading and writing regular words; and then, they have to start reading the first set of Jolly Phonics Readers. These books are divided into three series; these series have four levels with six books each of them. The total of books is 72. Those three series are Inky Mouse, General Fiction and Non-Fiction. The books have guidance for teachers and parents, and they have some hints as highlight letters that should not be sounded out as <e> in <are>. In figure 31, we can see the levels graded. After finishing all the books included in the four levels of the readers, children are ready to start reading normal storybooks and to continue with the other phases as seen in figure 26 (grammar, spelling & punctuation).

5. New globalisation.

The third noteworthy element of this project is globalisation. This word so used for decades is fully implemented in our day to day; however, sometimes, this day to day do not let see its real evolution. To see transcendence of the changes, we must broaden our perspective, move away from the meaning we gave to this word in its beginnings and analyse it again. In the same way that the communicative approach had evolved since its implementation several decades ago, globalisation has undergone a considerable transformation in many of the meanings included inside the word. Two of the essentials significances of globalisation are related to the relativity of distances and financial or labour opportunities.

5.1. The empire on which the sun never sets: A new world.

The first of the meanings refers to distances, but to see how relative distance is today, we must go back to the beginnings of globalisation. We could associate the birth of globalisation with the discovery of America, as indicated by the Argentine politician and critical economist Aldo Ferrer, with the invention of the Internet, the arrival of man on the moon or many other events. If we make a review of all these events, without thinking about the specific time, they are different from the current world in the distance, the distance between two points, the one that is marked by the current means of transport. To reach America, it took months of navigation; at the time of the other more recent events people could travel much faster, but it was not affordable for the lower classes economies. However, nowadays, today's low-cost airlines offer much cheaper alternatives. Besides, its growth potential is beginning to focus on long-haul flights, which leads to seriously think that travelling at a low price around the world will turn into reality. This change starts to generate new possibilities of large-scale labour supply, get a job in England, Australia or the United States is much more feasible than decades ago. However, these new opportunities always go hand in hand with language proficiency. In any valued job, English is an indispensable requirement, and without mastering the Anglo-Saxon language, this opportunity for improvement vanishes as quickly as it came.

5.1.1 Impact of English in a Global world.

The English Effect Report by the British Council describes the evolution of English as "English is the dominant international language of the 21st century. It is spoken at a useful level by some 1.75 billion people – a quarter of the world's population. As the language of communications, science, information technology, business, entertainment and diplomacy, it has increasingly become the operating system for the global conversation" (5). The report is based on two elements, momentum and adaptability. Nowadays, English is considered the most influential language because it represents the international one, English is used to travel and for business among other important things. In figure 24 we can observe the way the two main branches of English, the American and the British, are spread around the globe (Winkler 70). As we saw in precedent sections, English is like a chameleon, through the history English has assimilated thousands of words proceeding from other languages. Its adaptability to all circumstances and the fact it is the universal language par excellence make it the reference for the future. Although it is not the goal of this project, there are multiple reports and studies that indicate more than likely that the majority of the population will eventually congregate in large cities. So, as the same report of the British Council says: "The growth in the demand for English is closely related to one particularly important dimension of globalisation: the trend towards increased urbanisation" (8). This trend is because urban dwellers have much more exposure to English than village inhabitants for instance. David Crystal goes one step further when assures in its book *English as a Global Language*: "In a future where there were many national Englishes, little would change. People would still have their dialects for use within their own country, but when the need came to communicate with people from other countries, they would slip into WSSE (World Standard Spoken English)" (Winkler 185). If these assertion ends up becoming a reality, most of the inhabitants of the planet will be forced to learn English, whatever their level of proficiency will be.

5.2. The use of language.

Currently, the use of a foreign language opens a range of innumerable possibilities. Formerly, when globalisation was not so widespread, this point could be classified as limited to travel for pleasure, what is known as tourism, and specific agreements, or not so much, between

large companies worldwide. However, technological advances regarding mobility mean that by including this world of work and business, globalisation acquires a new dimension. According to a study by the Professor at Kent State University Donald R. Williams in 2011, the knowledge of English by Spanish workers provides a salary premium of between 6% and 9% (Williams), higher than that of other workers in other countries, between 3% and 5%. The reason is the delay in our case concerning the level of English regarding other countries.

If we look at figure 43, the vast majority of Spanish SMEs are not subsidiaries of others, which leaves them somewhat unprotected internationally. In figure 44 of the same report, some of the answers to the critical questions of the report show the lack of preparation to take this step forward at the international level. It also stands out among the answers, the lost business opportunities due to the scarce linguistic preparation of its employees. These lost opportunities play against the interests of Spanish SMEs because according to this study, linguistic competences will be essential to achieve the objectives of European policy, especially in a context of growing global competition.

The report proposes some suggestions for balancing inequalities between countries at the enterprise level. Some of the proposals are focused on seeking more training or language education experience of strength abroad. It also aims to support education and training programs that link languages and companies, working with schools, colleges and universities or embedding periods of work experience abroad. Finally, the report makes a reflection in which is necessary to strengthen the education of the foreign language within education and training at all levels; however, any specific reference to those skills that we have to pay more attention.

Moreover, in December 2005, the Directorate General for Education and Culture of the European Commission commissioned a report called ELAN (Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise); the report was done in 2006 by CILT (the UK National Centre for Languages). This report examined the linkage between language skills, cultural competence and exporting performance because as they said, "Language skills will be important in achieving European policy goals, particularly against a background of increasing global competition" (European Commission 1).

Once more, Spain is at the bottom of European countries; only Portugal shows worse numbers in this analysis (European Commission 55). These unfortunate results are more remarkable when we see what it is expected by the EC: "The increased demand for language skills will come from an average of 42% of companies across Europe as a whole. This level

of changing demand will not be easily catered for by current national educational provision" (European Commission 57). In this report CILT advised SME "to examine the potential for adaptation of existing mobility programmes" (European Commission 58); this is a patent indicator that current professionals have evident linguistic deficiencies due to a deficient educational system in linguistic matters.

5.2.1. Operational proficiency.

When speaking of real operational competence in a language, in this case, English, according to the MERC, it is possible to divide the levels into 6 (see figure 45), of which every two are subdivided into a Basic user, Independent user and Proficient user. We see this division in the MERC table of the Common European Framework of Reference for Languages, which explicitly specifies the skills of each group divided by skills. Recall the REDIE as mentioned above study, only 13% of Spanish students reach the threshold of B2 and another 14% of B1. The rest is divided into 17% in the A2 and a worrying 57% that is between A1 (35%) or pre-A1 (the remaining 22%). The question we must ask ourselves is whether this is enough or not; if we aspire to a real operational competence in what refers to English or the hypothetical one that is currently implemented; the last one ensures that all Spanish students after high school have a B2 level of a language foreign, what we see above that is not true. Competing with other countries in the linguistic field is not only a matter of having a certificate, but it is also to demonstrate that these supposed skills are mastered. In this case, the educational system gives the students the possibility of truly competing in the labour market. The litmus test is the moment in which the student faces his first job, and then if the level shown is that REDIE gives to us, the students will hardly find a position of value.

6. Conclusions.

Taking all the elements analysed and described in the previous points, we realise that to learn English is essential to have better job opportunities, and also to seal agreements between companies. At this point, taking into account the low level shown by Spanish students and also those from countries with Hispanic roots, it is obvious we must take measures to equate to the most industrialised countries to compete on equal terms. The difficulties encountered by this group when assimilating the pronunciation of the English could be reduced if we

introduce SP. Countries such as the UK, the USA or Australia, which thanks to this approach, have substantially improved the performance of their students in reading and pronunciation. It is evident that the introduction of this methodology is not the only element to solve this problem, but it would be a significant step forward in the teaching of English as a foreign language with success.

6.1.1. Why is phonics so essential?

There are many elements at play when it comes to helping a student to assimilate the correct pronunciation of the "target" language. Among them, we could suppress the dubbing of foreign films in theatres, the same when they are released on TV, promote international exchanges or even make the Erasmus mobility program mandatory for all undergraduate students. Four years ago, a decree was put into practice in Spain that forced the undergraduate students to obtain the B2 level of a foreign language to finish the degree, but today it is suspended. The low grade of involvement of those students who do not attend a degree specifically related to languages was the major force of its derogation. It is clear from this example that we must reach decisions instead of going back in our convictions and the best way is opening a new perspective to the students. Paul Iverson and Bronwen G. Evans demonstrated in 2007 and 2009 in their studies two fundamentals things: the first one, although "Germans were more accurate at recognizing English vowels than Spanish, there were no fundamental differences in what these individuals learned new aspects of the English vowel system rather than simply assimilating vowels into existing first-language categories." (Iverson and Evans, 'Learning English Vowels with Different First-Language Vowel Systems: Perception of Formant Targets, Formant Movement, and Duration') The second one, "A subsequent experiment demonstrated that Spanish listeners were able to improve as much as the German group after an additional ten sessions of training and that both groups were able to retain this learning" (Iverson and Evans, 'Learning English Vowels with Different First-Language Vowel Systems II: Auditory Training for Native Spanish and German Speakers'). These data show that specific training helps to pronounce better. While it is true that phonetics is highly beneficial for the correct pronunciation of a foreign language, it is also true that it is mostly seen as a dull and tedious matter that will complicate our life instead of facilitating it. Then, in the same way we promote reading among the youngest so that they acquire this habit at an early age, we should also make them see how productive, beneficial

and even fun a methodology can be that correctly presented multiplies their ability to interpret this universe of sounds in SP.

6.1.2. Excellent professional training.

The challenge is huge; we cannot forget that introducing an element that has been completely forgotten in the classroom during the foreign language classes is complex by itself. In this case, we would find an extra element to achieve it: The teacher. As previously mentioned, phonetics is seen as a taboo, so the challenge is twofold. First of all, teachers have to be trained, and then, the student can easily assimilate it in a fun way. As Burgess & Spencer said, "pronunciation teaching and learning is in some sense subsumed in phonology. Knowledge of the phonology of the TL is necessary for teachers" (193). With their small-scale research, there are three main areas covered: (i) Difficulties experienced by learners (196); (ii) What phonological features were taught/practised (197); and (iii) How pronunciation was taught/practised (198). Although the sample is small, it represents a wide range of professors from different professional backgrounds as we can see in figure 46. The result showed in areas (ii) and (iii) that the techniques used by teachers are vast and varied; however, a defined pattern is not followed in each of the teaching rooms. These data bring us to the initial reflection in this section: specific training is needed within the teaching staff to implement SP in the classroom. Taken as an example this study, with all the diversity of techniques used, we can conclude that in case a student changes the school is forced to start a new methodology, with new techniques, and with the damage that this can cause. With this methodology, through Jolly phonics, we ensure success in teaching pronunciation; however, it should be essential to have proper training among teachers because, without this crucial element, satisfactory results would not be achieved.

6.2. The need to implement changes in the curriculum in the classroom.

Taking as a reference all the points addressed in this research project we see the uncountable advances in methodology that have been made. We have also verified the intrinsic difficulties of Spanish students when learning English and the rapid evolution of globalisation that we are experiencing the last years. A sum of elements that do not ally with the Spanish regarding improving our benefits in the linguistic matter; this leaves us in inferiority concerning other

countries with which we should be equal. It is not an easy task to rectify what has been poorly done in recent decades in the education area, but we must reach solutions that offer an improvement regarding pronunciation and oral comprehension. Taking into account the excellent results in the teaching of reading comprehension and pronunciation in the educative system of the UK, the USA and Australia, the introduction of this crucial element into the foreign language curriculum should be considered. Spanish students are almost always the hardest hit when we talk about political decisions regarding teaching; look at the university system, unequal at European level with our BA degrees (4 + 1 vs 3 +2). Not only do we have this disadvantage when it comes to validating higher studies concerning other countries, but also we have this linguistic problem that leaves us at the bottom of the European countries. Including SP into the curriculum, we would provide our youngest students with an extraordinary linguistic potential, and we would be on the right path concerning the desirable one to be able to compete on equal terms with the rest of the world.

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8. Annexes:

Approach	Purpose (Why/Who)	Content (What)	Practice (How)
Grammar Translation (1880) Deductive Grammar Speaking Deemphasized	• to teach aristocracy, often rich young men, how to read Latin and Greek • to teach culture and morality • language for its own sake...as an intellectual exercise	• classical books, such as Homer and the Bible • Long passages of text • different genres: poetry, short story, and novel	• translation and "back" translation • deductive grammar instruction • reading comprehension questions • fill in the blanks • memorization of vocabulary • compositions (writing essays)
Direct Approach (1910) Inductive Grammar Speaking Emphasized	• to teach students who want to study or visit other countries • to travel • to experience culture: not just classic literature, but geography, history, and people	• dialogues and conversations • passages about how other cultures live (geography, politics, culture) • maps, visual aids (objects and pictures)	• inductive grammar instruction • reading aloud • conversation practice • map drawing and information gaps • question and answer • self-correction, when possible
Reading Approach (1930) Deductive Grammar Speaking Deemphasized	• to teach students who will most likely never leave the country • to teach a practical skill students might actually use • to teach by using teachers who are not native language speakers	• readings that are leveled to the learners' knowledge • vocabulary words from those readings • grammatical items from those readings	• deductive grammar instruction • memorization of vocabulary • translation • oral proficiency not emphasized • evaluative performance through testing is emphasized
Audio-lingual Approach (1940) Inductive Grammar Speaking Emphasized	• to teach soldiers how to speak so they can communicate with enemies and allies • to teach anyone who needs to communicate orally/aurally	• dialogues • language mimicry (without a focus on meaning) • visual aids (objects and pictures)	• habit formation drills: backward build-up, chain, single and multi-slot substitution, transformation • dialog memorization • use of minimal pairs • grammar games • overlearning

Figure 1 (Dixon)

Cognitive Approach (1960) Deductive Grammar Speaking Deemphasized	• to understand how languages work • to research and publish • to recognize the unique properties of the human mind	NOT TRULY A CLASSROOM APPROACH...A WAY OF UNDERSTANDING A LEARNER	Instead of techniques, experts focused on characteristics of the leaners' brains and strategies they can use to improve their learning.
Affective Humanistic (1970) Inductive Grammar Speaking Emphasized	• to respect student feelings as they learn a language • to increase the speed of learning	• bright colors and pictures, posters everywhere • music and fine art • dialogues • games	• positive reinforcement • choosing a new identity • multiple concerts: reading a dialogue with music in the background and playing it multiple times • spontaneous, creative thought through dramatic interpretations, games, singing and dancing
Comprehension Approach (1980) Inductive/Deductive Grammar Speaking Deemphasized	• to help make meaning clear (to make input comprehensible) • to help learners gain confidence so that they are willing to produce language	• classroom objects: a door, a clock, a chair, etc. • observable actions: jump, sit, walk, run • chunks of language in novel combinations	• use of commands • role reversal (now YOU are the teacher) • action sequence
Communicative Approach (1980) Inductive/Deductive Grammar Speaking/Writing Emphasized	• to connect people together in order to create opportunity and awareness. • to love other cultures and places • to use a language	• carefully leveled books with high interest themes books often • books often contain four "skills": reading, writing, listening and speaking • books also contain excerpts on pronunciation, grammar culture, learner strategies, speech acts, and vocabulary	• use of authentic materials • picture strips (comics) • information gap exercises • language games • group and pair work • activities that meet "diverse needs"

Figure 2 (Dixon)

Figure 2. Distribution of kindergarten ELs entry English language proficiency (ELP) levels on the WIDA-ACCESS Placement Test (W-APT), 2008–09 through 2011–12
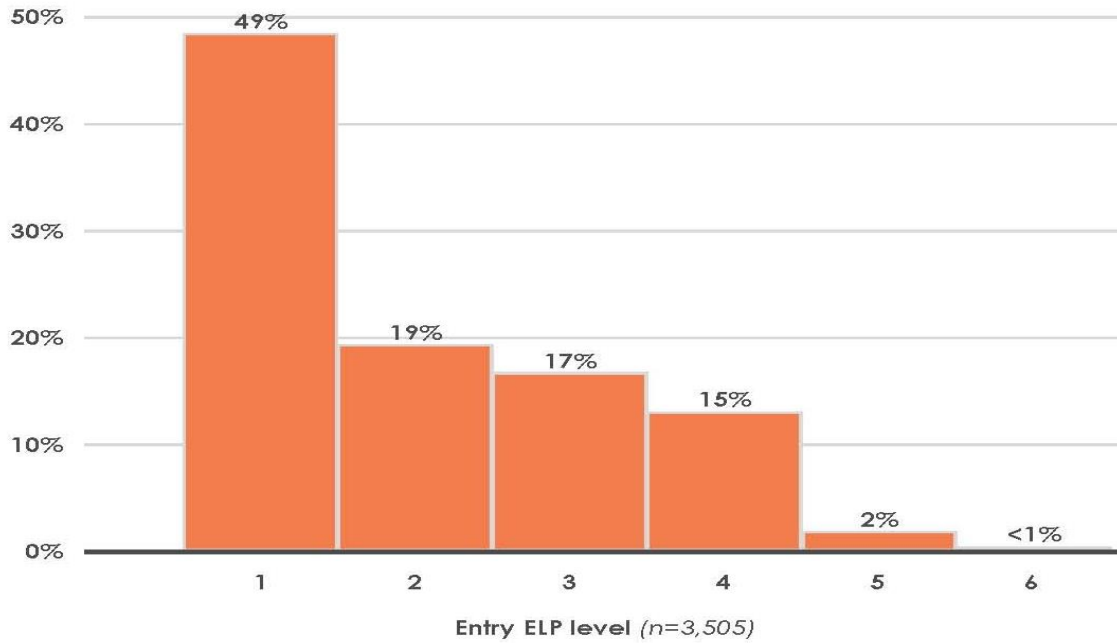
Entry ELP level *(n=3,505)*

Source: Authors' calculations based on student data provided by the School District of Philadelphia.

Figure 3 (Lin and Neild 6)

Figure 4. Highest English proficiency levels reached on the ACCESS by the end of third grade, 2008–09 through 2011–12
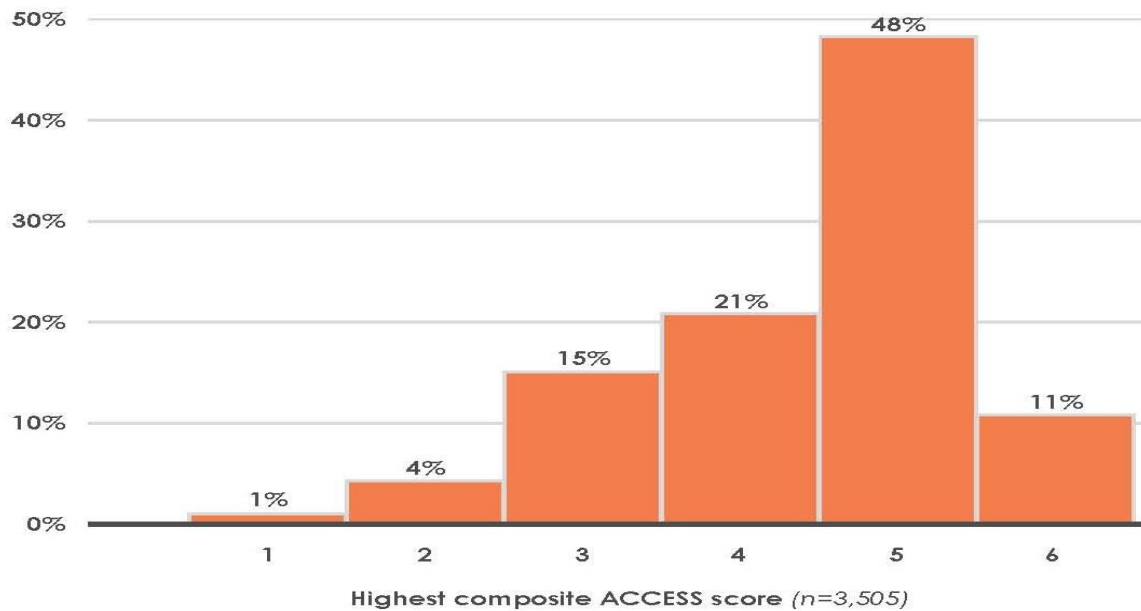
Highest composite ACCESS score *(n=3,505)*

Source: Authors' calculations based on student data provided by the School District of Philadelphia.

Figure 4 (Lin and Neild 9)

Table 1. English proficiency rates for five largest home language groups in EL kindergarten cohorts, 2008–09 through 2011–12

Home language	Number of students	Four-year proficiency rate
Spanish	1,533	43%
Khmer	239	64%
Arabic	173	68%
Vietnamese	235	72%
Chinese	465	79%
Overall	3,505	59%

Note: Proficiency was defined as reaching a composite score of 5 or greater on the ACCESS assessment.

Source: Authors' calculations based on student data provided by the School District of Philadelphia.

Figure 5 (Lin and Neild 10)

Gráfico 4. Porcentaje de alumnos por niveles de rendimiento en la Competencia en primera lengua extranjera. 2011
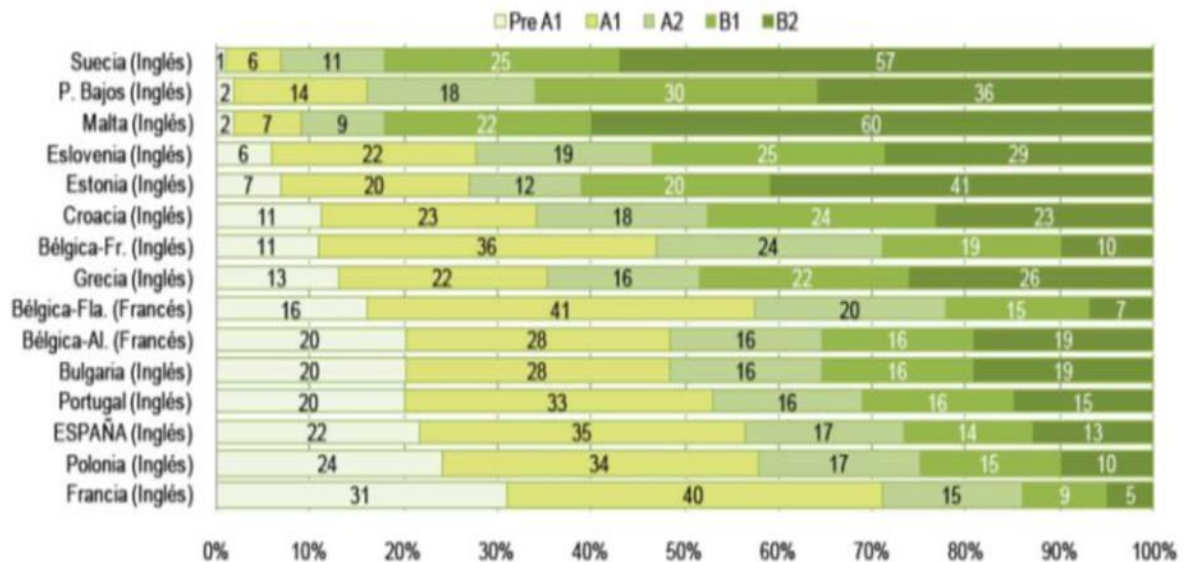
Fuente: Sistema Estatal de Indicadores de la Educación. Edición 2012. Instituto Nacional de Evaluación Educativa.

Figure 6 (Arroyo Pérez 30)

Tabla 7. Destrezas comunicativas establecidas como prioritarias en el currículo, por etapa educativa y Comunidad Autónoma. Curso 2012/13

		AND	AR	PA	IB	CAN	CANT	CLM	CYL	CAT	CV	EX	GA	CM	RM	CFN	PV	LR	CeyM	TOTAL
Educación Infantil	CA	■		■		■	■	■	■	■		■	■	■		■		■		12
	CL						■						■							2
	IO	■				■	■	■	■	■		■	■	■				■		10
	EO	■				■	■	■	■	■		■	■	■		■		■		11
	EE						■						■							2
Educación Primaria	CA	■			■	■	■	■	■	■		■	■	■		■		■	■	13
	CL	■					■	■	■	■			■	■						7
	IO	■			■	■	■	■	■	■		■	■	■				■	■	12
	EO	■			■	■	■	■	■	■		■	■	■				■	■	12
	EE	■					■	■	■	■			■							6
ESO	CA	■					■	■	■	■		■	■						■	8
	CL	■					■	■	■	■			■							6
	IO	■					■	■	■	■		■	■						■	8
	EO	■					■	■	■	■		■	■						■	8
	EE	■					■	■	■	■			■							6
Bachillerato	CA	■					■	■	■	■		■	■							7
	CL	■					■	■	■	■			■						■	7
	IO	■					■	■	■	■		■	■							7
	EO	■					■	■	■	■		■	■							7
	EE	■					■	■	■	■			■						■	7
TOTAL		18	—	1	3	6	20	18	18	18	0	12	20	7	0	3	—	6	8	—

Notas:
CA: comprensión auditiva
CL: comprensión lectora
IO: interacción oral
EO: expresión oral
EE: expresión escrita

Fuente: elaboración Eurydice España-REDIE (CNIIE, MECD).

figure 7 (Arroyo Pérez 52)

Gráfico 13. Uso del Marco Común Europeo para las Lenguas (MCERL) por Administración educativa. Curso 2012/13

Sí
No

Fuente: elaboración Eurydice España-REDIE (CNIIE, MECD).

Figure 8 (Arroyo Pérez 43)

Figure 9 (Arroyo Pérez 46)

Figure 10 (Instituto Nacional de Evaluación Educativa p.49)

Gráfico 3.2b. Distribución por niveles del MCERL en la primera lengua evaluada. Comprensión lectora

Figure 11 (Instituto Nacional de Evaluación Educativa p.50)

Gráfico 3.2c. Distribución por niveles del MCERL en la primera lengua evaluada. Expresión escrita

Figure 12 (Instituto Nacional de Evaluación Educativa p.50)

Gráfico 3.3b. Distribución por niveles del MCERL en la segunda lengua evaluada. Comprensión lectora

Figure 13 (Instituto Nacional de Evaluación Educativa p.53)

Gráfico 3.3c. Distribución por niveles del MCERL en la segunda lengua evaluada. Expresión escrita
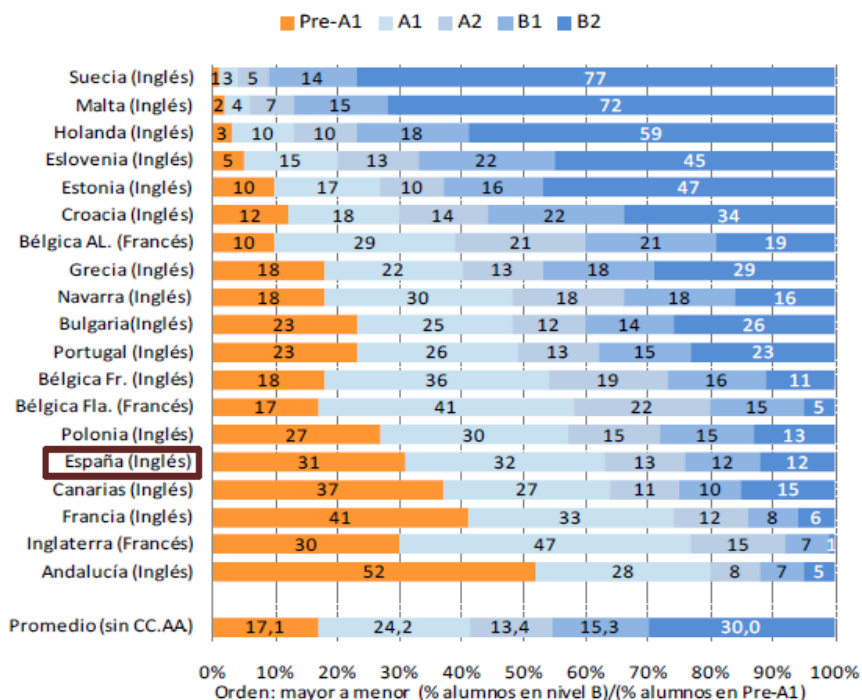

Figure 14 (Instituto Nacional de Evaluación Educativa p. 53)

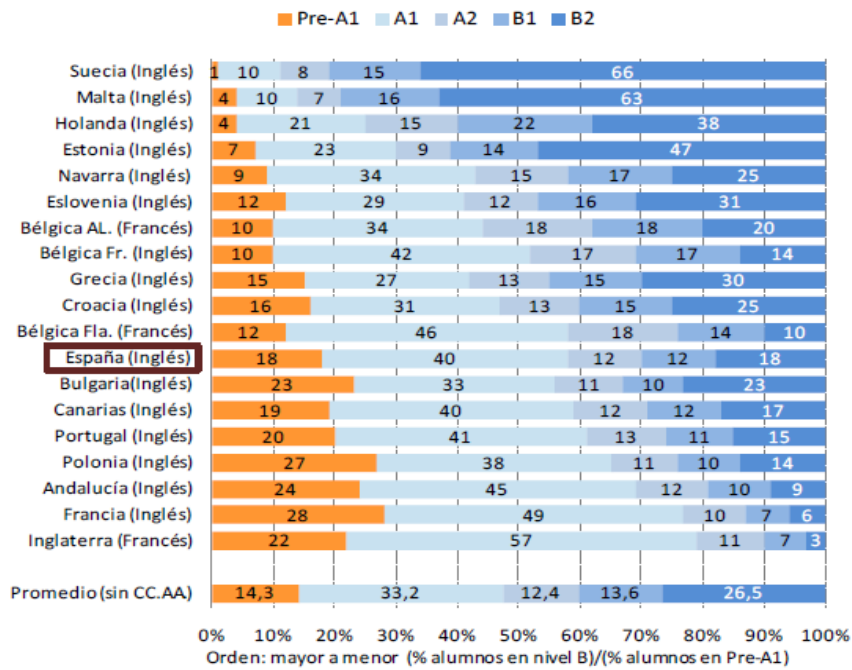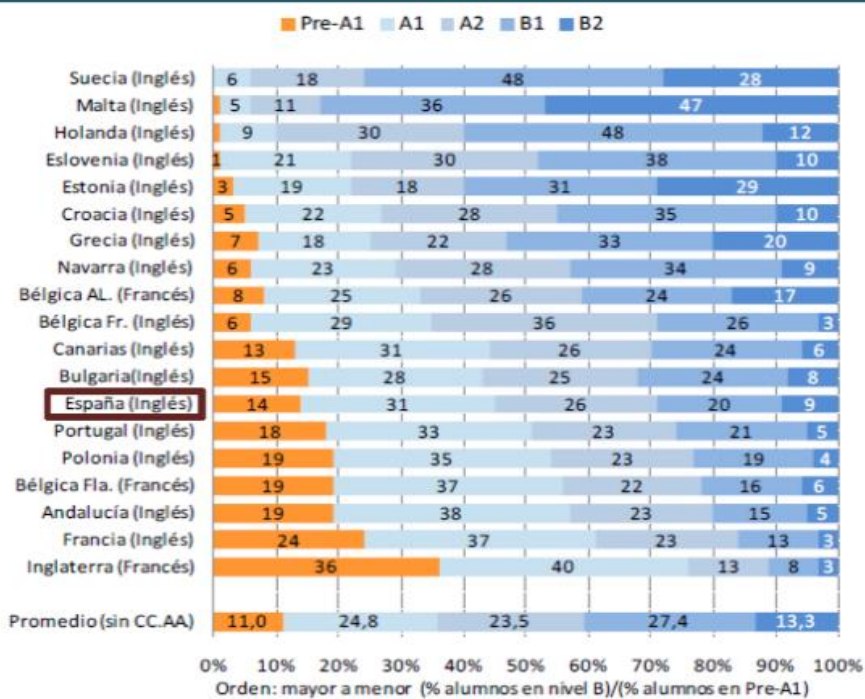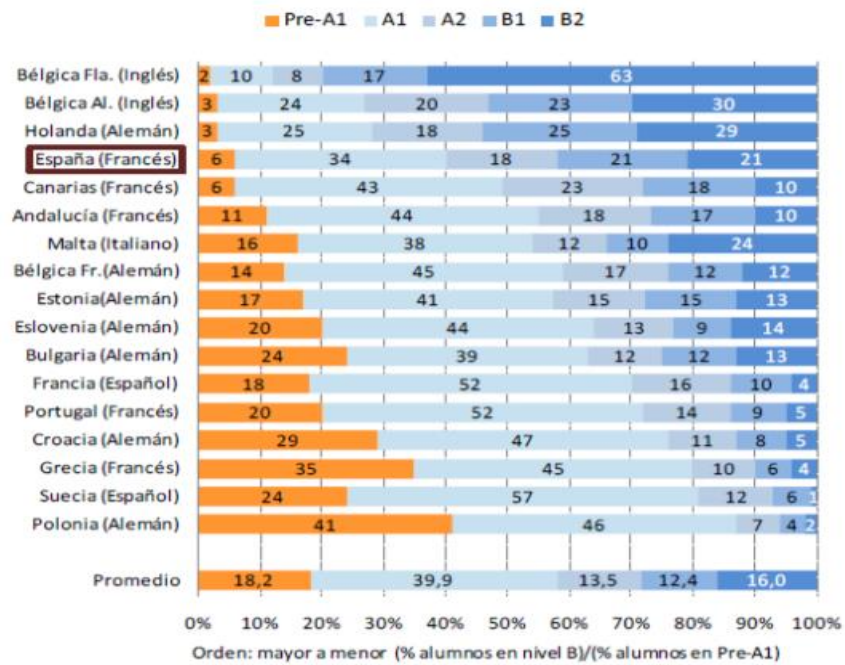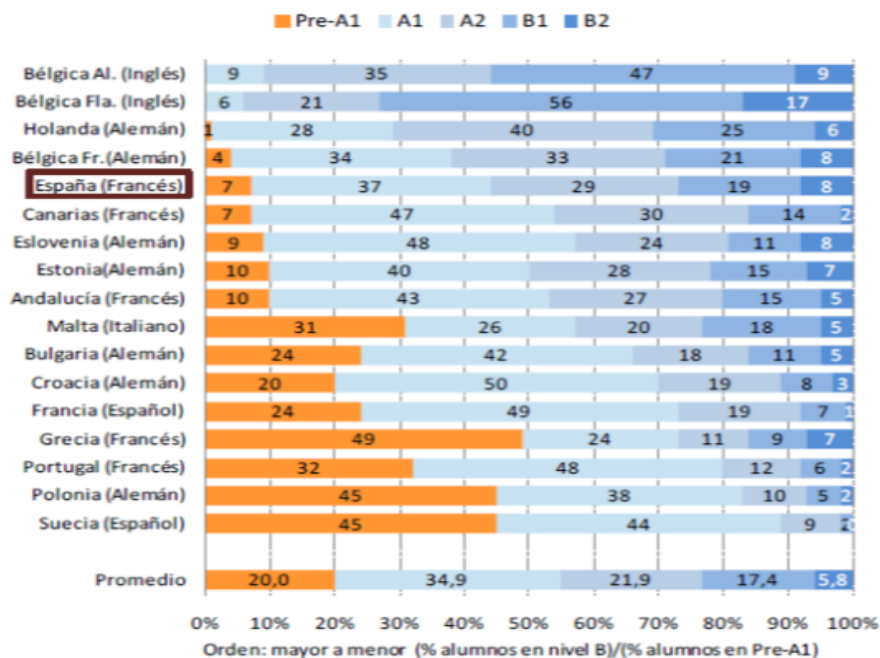Gráfico 3.3a. Distribución por niveles del MCERL en la segunda lengua evaluada. Comprensión oral
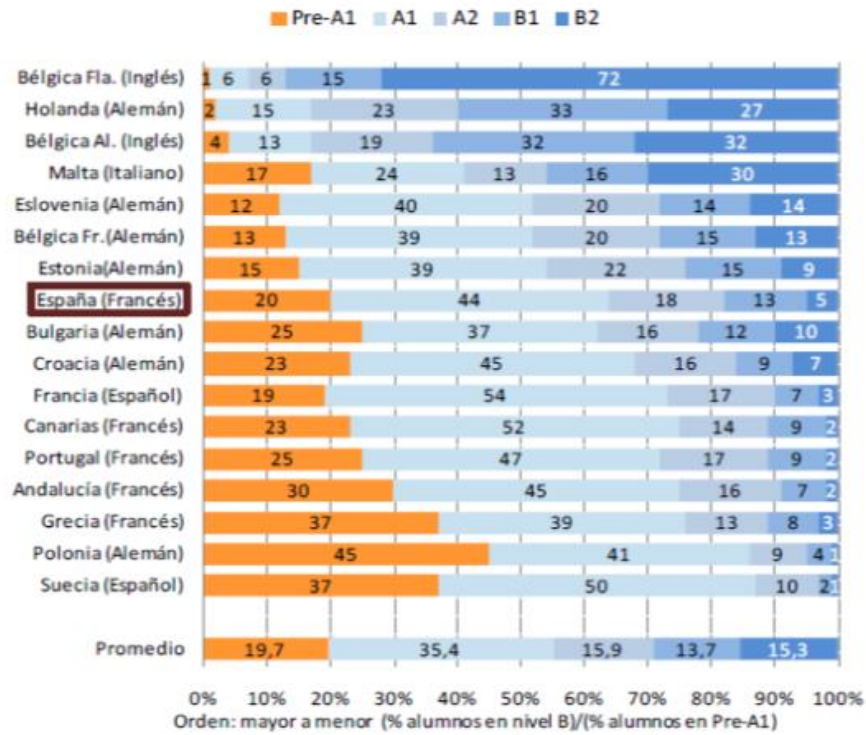
Figure 15 (Instituto Nacional de Evaluación Educativa p.54)
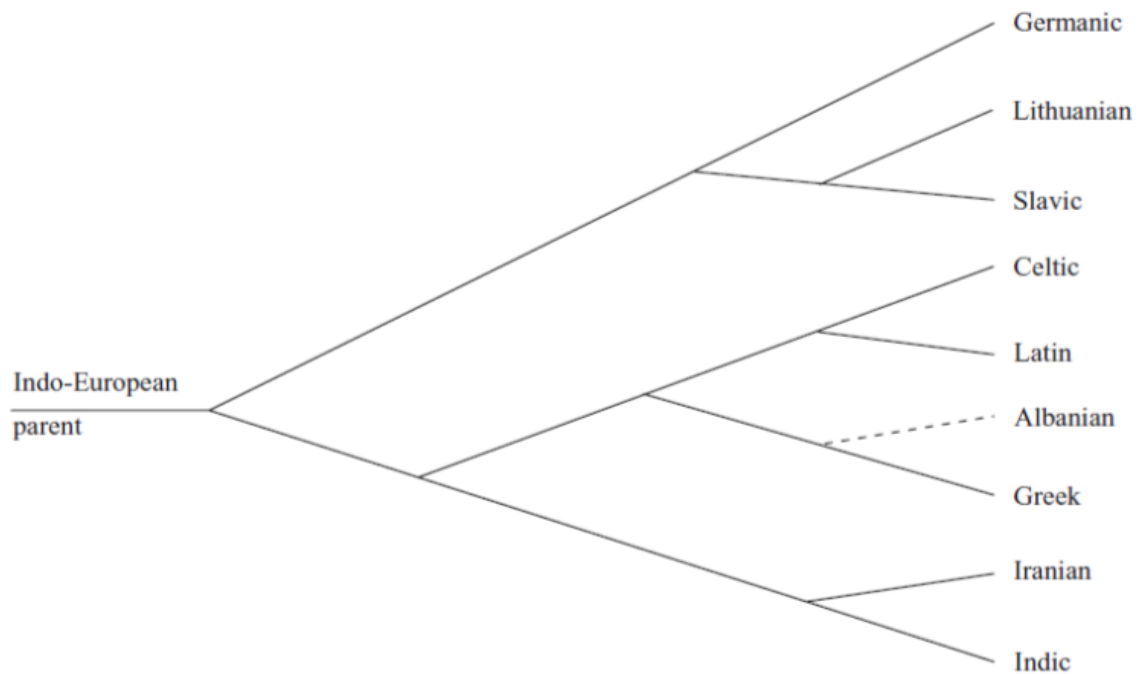
Figure 16 (Clackson p.10)

	Indo-European Branches		Indo-European Languages
1.	Anatolian		Hittite, Luwian, Lydian
2.	Tocharian		Tocharian
3.	Germanic	East	Gothic
		North	Eastern Group: Swedish, Danish, Norwegian Bokmål Western Group: Icelandic, Norwegian Nynorsk
		West	Anglo-Frisian Group: English, Frisian Low Germanic Group: Flemish, Dutch, Afrikaans High Germanic Group: German, Yiddish
4.	Italic (< Latin)	East	Romanian
		Central	Italian, Sardinian
		West	French, Catalan, Spanish, Portuguese
5.	Celtic	Continental	Gaulish, Lepontic, Celtiberian
		Insular	Goidelic Group: Irish Gaelic, Scots Gaelic, Manx Brythonic Group: Cumbrian, Welsh, Cornish, Breton
6.	Armenian		Armenian
7.	Balto-Slavic	Baltic	Latvian, Lithuanian
		Slavic	Eastern Group: Belarusian, Russian, Ukrainian Southern Group: Bulgarian, Macedonian, Serbian, Croatian, Slovene Western Group: Polish, Slovak, Czech, Upper & Lower Sorbian
8.	Hellenic		Greek
9.	Indo-Iranian	Indo-Arian	Sanskrit, Bengali, Hindi, Marathi, Panjabi
		Iranian	Avestan, Pashto, Persian, Kurdish
10.	Albanian		Albanian

Figure 17 (Chamonikolasová, *A Concise History of English 10-11*)

14th cent.	15th cent.	16th cent.	17th cent.	18th cent.	Example
iː	ij	ei	əi	aɪ	life
eː	iː				deed
ɛː	eː		iː		deal
ɑː	æː	ɛː	eː	eɪ	name
ɔː		oː		əʊ	home
oː	uː				moon
uː	uw	əu	eu	aʊ	house

Figure 18 (Mott p.328)
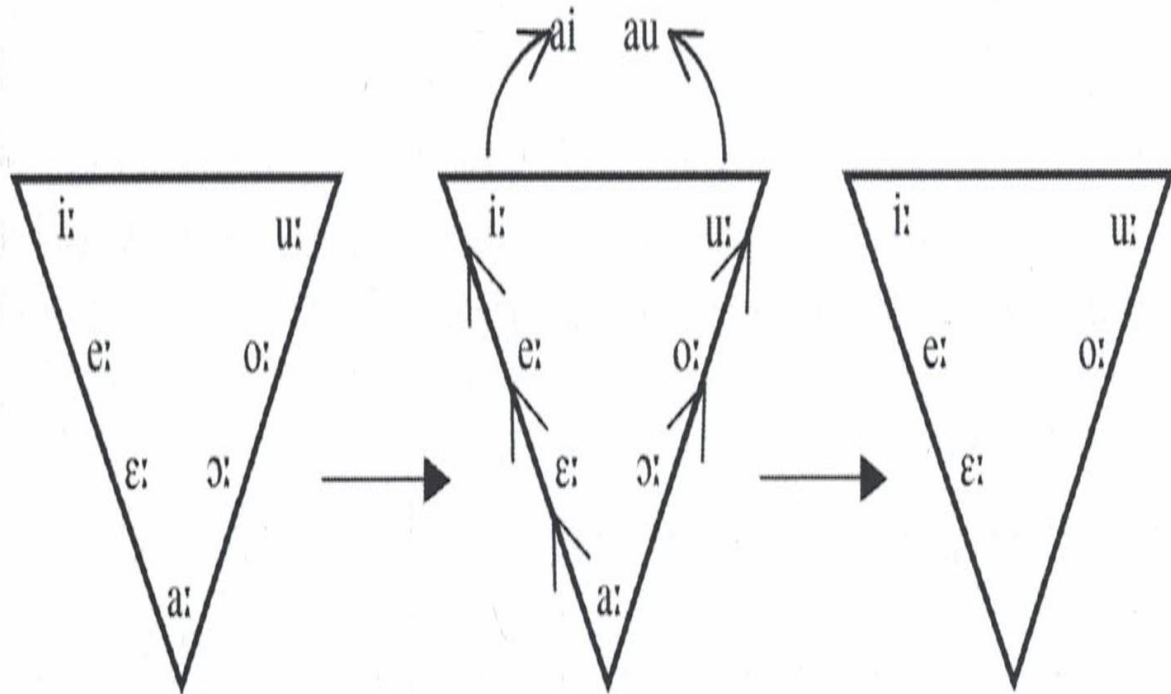
Figure 19 (Mott p.329)

		PLACE						
MANNER	VOICING	BILABIAL	LABIODENTAL	INTERDENTAL	ALVEOLAR	PALATAL	VELAR	GLOTTAL
STOP	VOICELESS	p			t		k	ʔ
	VOICED	b			d		g	
FRICATIVE	VOICELESS		f	θ	s	ʃ		h
	VOICED		v	ð	z	ʒ		
AFFRICATE	VOICELESS					tʃ		
	VOICED					dʒ		
NASAL	VOICED	m			n		ŋ	
LATERAL	VOICED				l			
RHOTIC	VOICED					r (ɹ)		
GLIDE	VOICED	w				j	w	

Figure 20 English consonnant chart

42

	PUNTO DE ARTICULACIÓN							
MODO	SONORIDAD	BILABIAL	LABIODENTAL	INTERDENTAL	ALVEOLAR	PALATAL	VELAR	GLOTTAL
OCLUSIVA	SONORA	b		d			g	
	SORDA	p		t			k	
FRICATIVA	SONORA							
	SORDA	f		θ	s		x	
AFRICADA	SONORA					y		
	SORDA					ĉ		
LATERAL	SONORA				l	ļ		
VIBRANTE	SIMPLE				ř			
	MULTIPLE				r			
NASAL	SONORA	m			n	ŋ		

Figure 21

Edad	Curso	Etapa educativa/ *examen*	Equivalente sistema educativo español
3	Nursery	Foundation Stage	Primero de infantil
4	Reception/Primary 1 *(IdN)*		Segundo de infantil
5	Year 1/Primary 2 *(IdN)*	KS1	Tercero de infantil
6	Year 2/Primary 3 *(IdN)*		Primero de primaria
7	Year 3/Primary 4 *(IdN)*	KS2	Segundo de primaria
8	Year 4/Primary 5 *(IdN)*		Tercero de primaria
9	Year 5/Primary 6 *(IdN)*		Cuarto de primaria
10	Year 6/Primary 7 *(IdN)*		Quinto de primaria
11	Year 7/Year 8 *(IdN)*	KS3	Sexto de primaria
12	Year 8/Year 9 *(IdN)*		Primero de la ESO
13	Year 9/Year 10 *(IdN)*		Segundo de la ESO
14	Year 10/Year 11 *(IdN)*	KS4 *GCSE*	Tercero de la ESO
15	Year 11/Year 12 *(IdN)*		Cuarto de la ESO
16	Year 12/Year 13 *(IdN)*	KS5 (Sixth form) *A-Level*	Primero de Bachiller
17	Year 13/Year 14 *(IdN)*		Segundo de Bachiller

Figure 22 Educative system of UK

DIPHTHONGS

Late Middle English	Early Modern English	Later English
[aʊ] lawe ⟶	[ɔ] ⟶	
[ɔʊ] snow ⟶	[o] ⟶	
[æɪ] nail ⟶ [aː] ⟶ [æː] ⟶	[ɛː] ⟶	[e]
[ɛʊ], [ɪʊ] fewe, knew ⟶	[yu] ⟶	
[ʊɪ] join ⟶	[əɪ] ⟶ [aɪ] ⟶	[ɔɪ]
[ɔɪ] joy ⟶		

Figure 23 (Algeo and Pyles p.148)
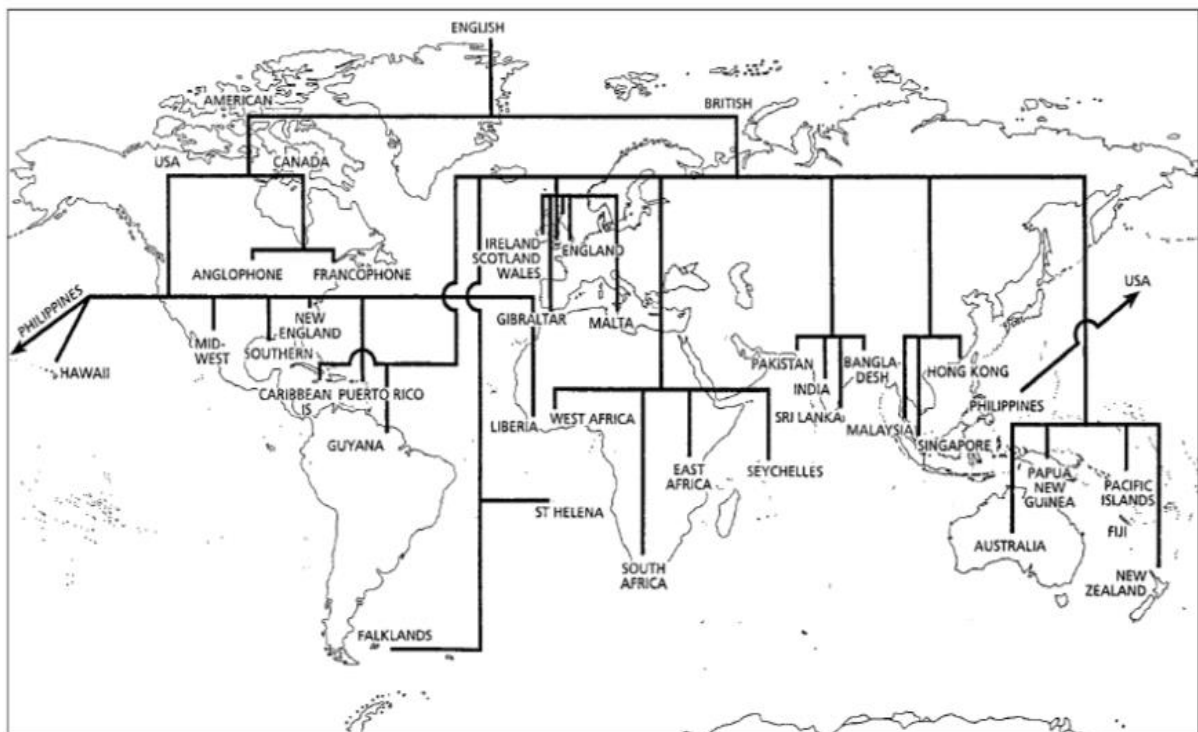
Figure 24 (Winkler p.70)

Figure 25 (H.O.Lira p.35)

Figure 26 (Oplex Carrers)

Figure 27 (Oplex Carrers)

Figure 28 (Oplex Carrers)

The alternative spellings of the vowel sounds:

Introduced as:

ai	(rain)
ee	(feet)
oa	(boat)

Taught later as:

ay	(play)	a-e	(flame)
ea	(leaf)	e-e	(these)
ow	(snow)	o-e	(bone)

Figure 29 (Oplex Carrers)

Some words are tricky and cannot be sounded out. Here is a way of learning them.

Look	Cover	Write,	Have
Say the letters.	Try writing them.	Check	another go
the	the		
are	are		
you	you		

Fill in the missing letters.

t_he   ar_   y_u
a_e   t_e   _re
yo_   th_   _ou

- Look, copy, cover, write and check
- Say it as it sounds
- Mnemonics: 'o u lucky duck!'
- Word families

Figure 30 (Oplex Carrers)

Jolly Phonics Readers

	Books per pack	Pages per book	Tricky Words per book	Alternative Spellings per book	Sentences per page
Read & See Pack 1 & 2	24	8	0	0	1 word per page
Level 1	18	8	11	0	1
Level 2	18	12	20	0	2
Level 3	18	16	40	5	4
Level 4	18	16	61	18	4

Figure 31 (Oplex Carrers)

Table 12 Percentage of students at each CEFR level by educational system using composite index (First target language)

Educational system	Pre-A1	A1	A2	B1	B2
France (EN)	31	40	15	9	5
Flemish community of Belgium (FR)	16	41	20	15	7
Poland (EN)	24	34	17	15	10
Spain (EN)	22	35	17	14	13
Portugal (EN)	20	33	16	16	15
French Community of Belgium (EN)	11	36	24	19	10
Bulgaria (EN)	20	28	16	16	19
German Community of Belgium (FR)	9	29	21	21	19
Greece (EN)	13	22	16	22	26
Croatia (EN)	11	23	18	24	23
Slovenia (EN)	6	22	19	25	29
Estonia (EN)	7	20	12	20	41
Netherlands (EN)	2	14	18	30	36
Malta (EN)	2	7	9	22	60
Sweden (EN)	1	6	11	25	57

Figure 32 (Eurobarometer p.94)

Table 13 Percentage of students at each CEFR level by educational system using composite index (Second target language)

	Pre-A1	A1	A2	B1	B2
Sweden (ES)	36	50	10	3	1
Poland (DE)	44	42	9	4	2
Greece (FR)	40	36	11	7	5
Portugal (FR)	25	49	14	8	3
France (ES)	21	51	17	8	3
Croatia (DE)	24	47	16	8	5
Bulgaria (DE)	24	39	15	12	9
Slovenia (DE)	14	44	19	12	12
Estonia (DE)	14	40	21	15	10
French Community of Belgium (DE)	10	39	23	16	11
Spain (FR)	11	39	22	18	11
Malta (IT)	22	29	15	15	20
Netherlands (DE)	2	23	27	28	20
German Community of Belgium (EN)	2	15	25	34	24
Flemish community of Belgium (EN)	1	7	12	29	51

Figure 33 (Eurobarometer p.95)

Figure 33 Can-do scores and test performance by educational system: English

English Reading
Can-do self-rating and test performance compared

English Listening
Can-do self-rating and test performance compared
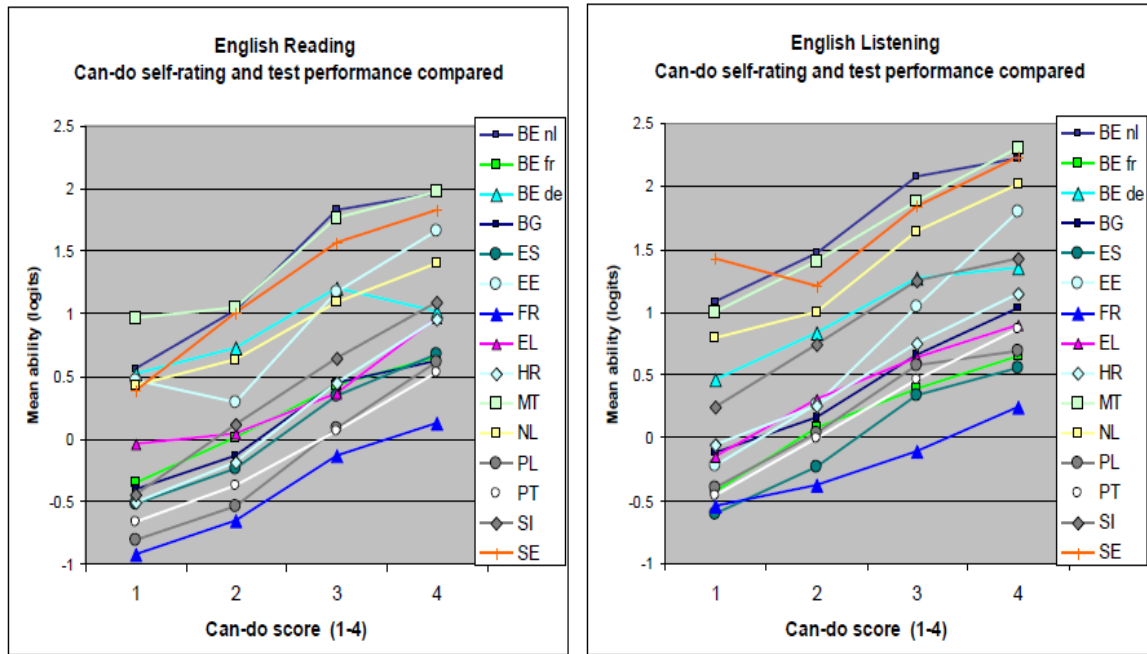
Figure 34 (Eurobarometer p.99)

Reader's guide to abbreviations and codes used in this report

The following educational system and language codes are used throughout this report.

Participating educational system	Educational system code	Questionnaire language(s)	Language code
Flemish Community of Belgium	BE nl	Dutch	Nl
French Community of Belgium	BE fr	French	Fr
German Community of Belgium	BE de	German/French	de, fr
Bulgaria	BG	Bulgarian	Bg
Croatia	HR	Croatian	Hr
England	UK-ENG	English	En
Estonia	EE	Estonian; Russian	et, er
France	FR	French	Fr
Greece	EL	Greek	El
Malta	MT	English	En
Netherlands	NL	Dutch	Nl
Poland	PL	Polish	Pl
Portugal	PT	Portuguese	Pt
Slovenia	SI	Slovene	SI
Spain	ES	Spanish, Basque, Catalan, Galician, Valencian	es, Spanish-Basque Spanish-Catalan, Spanish-Galician, Spanish-Valencian
Sweden	SE	Swedish	Sv

Figure 35 (Eurobarometer p.3)

Figure 48: Foreign language lesson time a week (SQ)
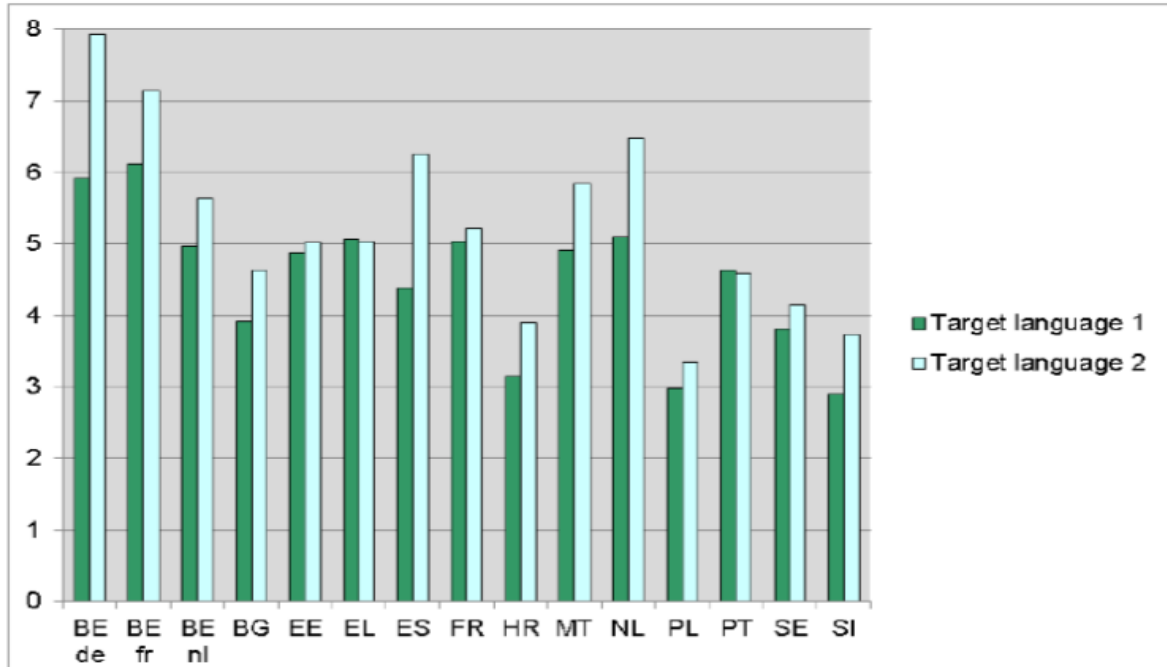
Figure 36 (Eurobarometer p.155)

Figure 55: Students' target language use at home (SQ)
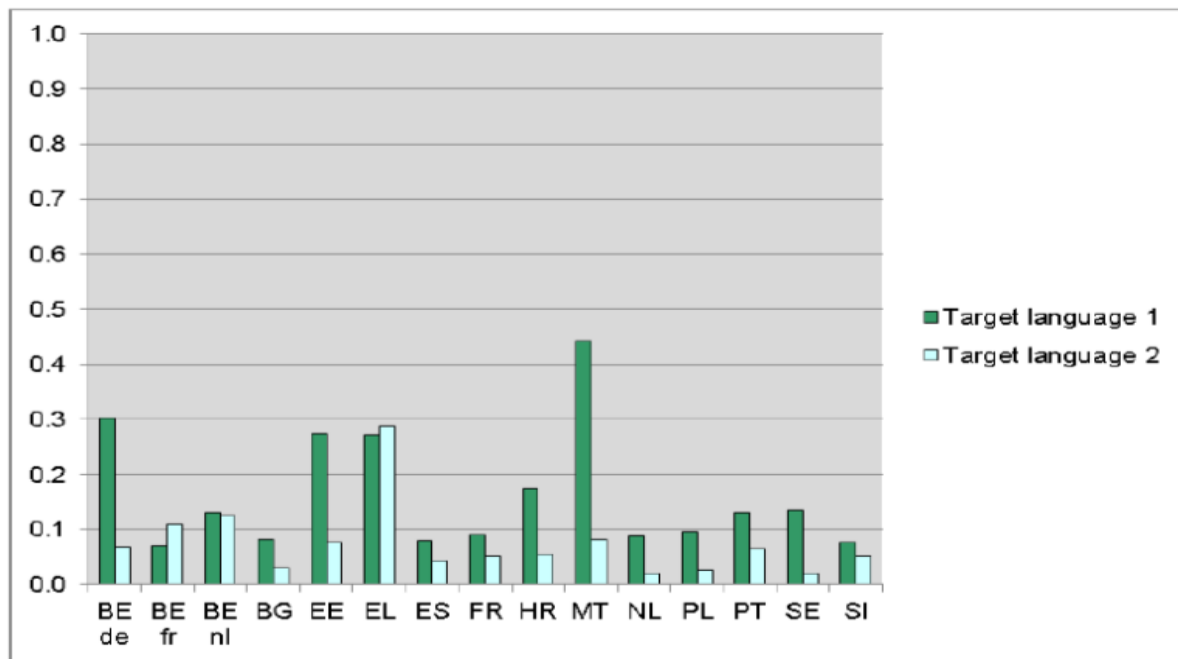
Figure 37 (Eurobarometer p.165)

Figure 56: Target language exposure through the living environment (SQ)
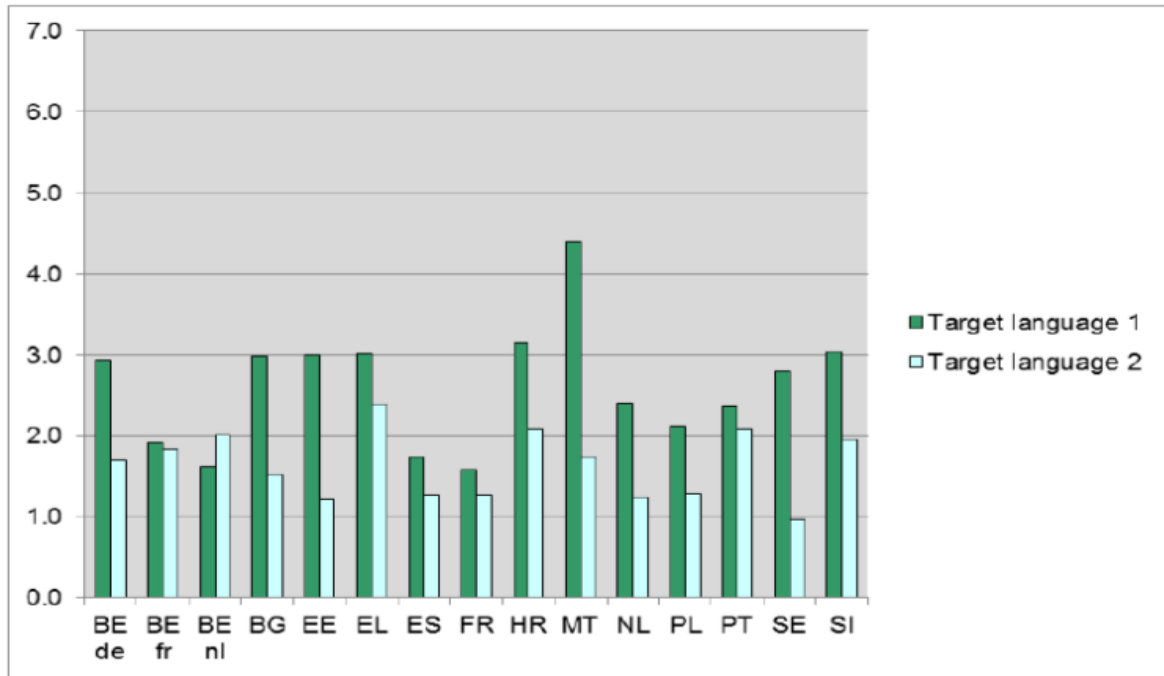
Figure 38 (Eurobarometer p.166)

Figure 57: Target language exposure and use through visits abroad (SQ)
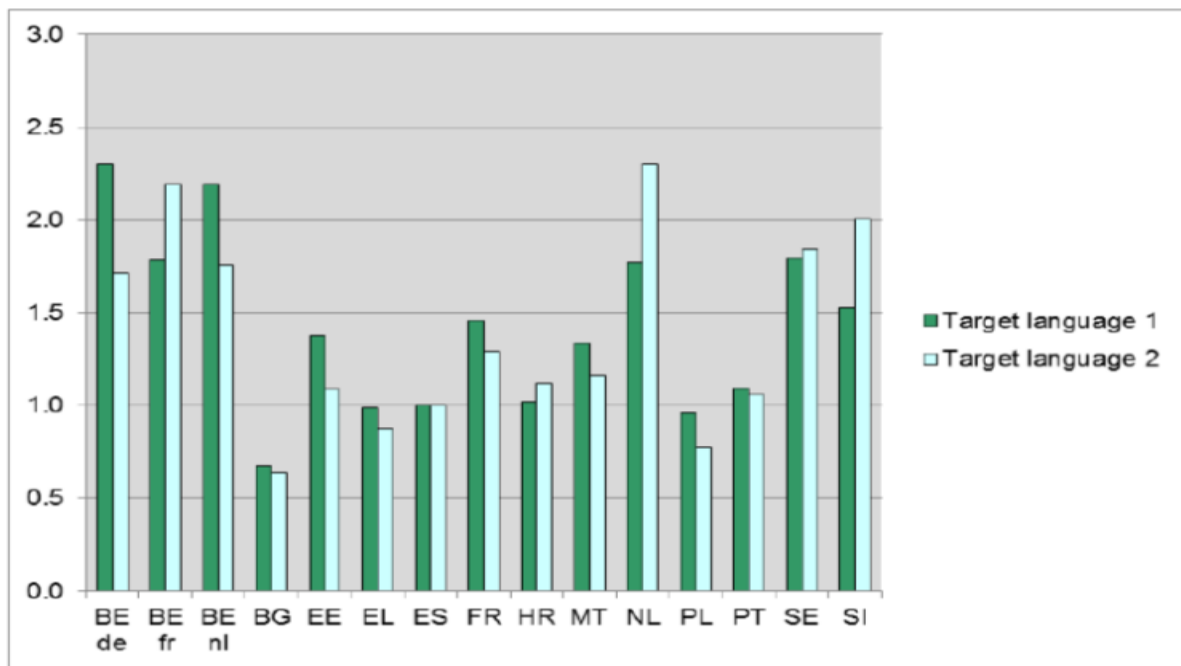
Figure 39 (Eurobarometer p.166)

Figure 58: Target language exposure and use through traditional and new media (SQ)
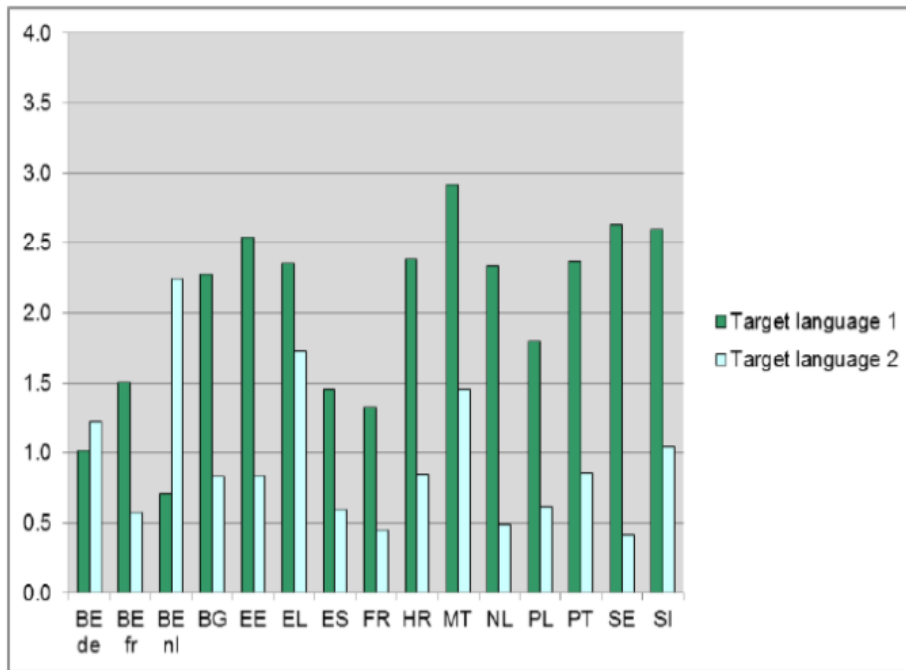
Figure 40 (Eurobarometer p.167)

Figure 62: Participation in extra target language lessons (SQ)
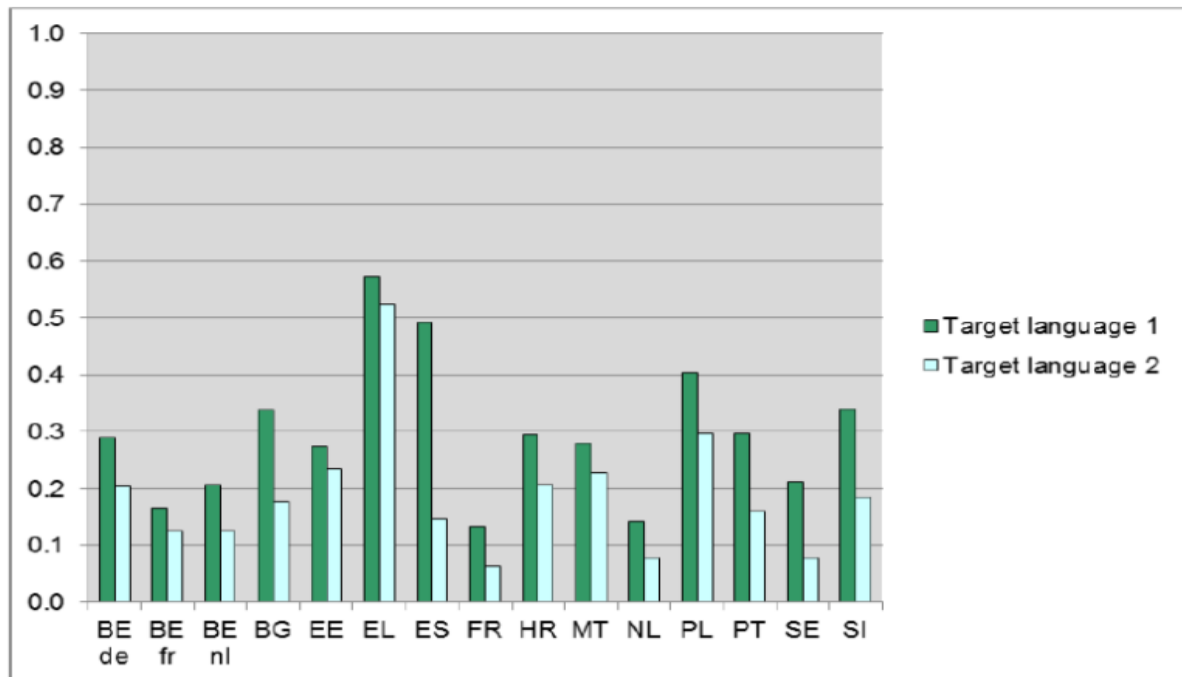
Figure 41 (Eurobarometer p.171)
Availability of a multimedia (language) lab (PQ)

Educational system	Target language 1		
	No	Not language specific	Yes
BE de	75%	25%	0%
BE fr	71%	7%	22%
BE nl	68%	14%	18%
BG	47%	41%	12%
EE	80%	16%	5%
EL	72%	18%	10%
ES	37%	34%	29%
FR	89%	4%	7%
HR	56%	42%	1%
MT	41%	51%	8%
NL	48%	25%	26%
PL	71%	4%	25%
PT	58%	35%	7%
SE	71%	13%	16%
SI	52%	15%	33%

Figure 42 (Eurobarometer p.173-174)

Figure 3. Percentage of SMEs with are or are not subsidiaries (by country)

Figure 43 (European Commission p.62)

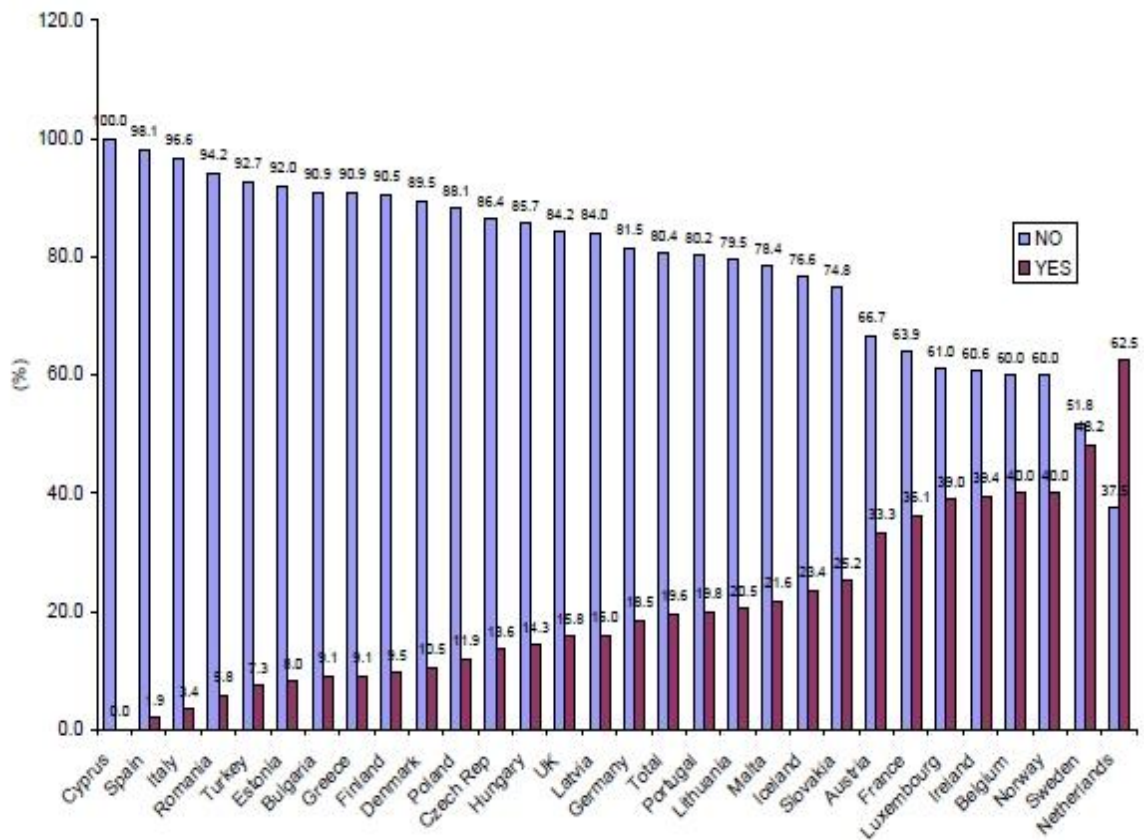|	Latvia	Lithuania	Luxembourg	Malta	Netherlands	Norway	Poland	Portugal	Romania	Slovakia	Spain	Sweden	Turkey	UK	Average
In order to deal with customers abroad does your company have a formal language strategy?	49%	21%	48%	38%	50%	31%	50%	93%	65%	36%	44%	27%	47%	3%	48%
Has the language competence of your staff ever influenced your company's choice of export markets?	27%	26%	0%	3%	0%	10%	8%	25%	30%	13%	25%	6%	17%	4%	13%
Have you acquired staff with specific language skills due to export needs?	51%	25%	52%	11%	13%	38%	39%	48%	67%	32%	56%	42%	45%	15%	40%
Have you ever employed native speakers full time in your company who support your foreign trade?	39%	1%	32%	5%	17%	38%	13%	9%	22%	20%	26%	32%	16%	16%	22%
Have you ever used local agents and/or distributors who speak your own native language in your foreign markets?	51%	15%	23%	5%	38%	12%	39%	26%	23%	16%	33%	46%	18%	29%	31%
Have you ever employed external translators/interpreters for foreign trade?	62%	84%	25%	19%	33%	56%	41%	18%	23%	36%	52%	59%	57%	15%	45%
Do you ever adapt your website for foreign markets?	33%	62%	69%	57%	25%	92%	77%	44%	48%	64%	66%	77%	80%	5%	62%
Is there any possibility that your company ever missed an opportunity of winning an export contract due to lack of foreign language skills?	3%	5%	5%	3%	25%	16%	7%	3%	25%	2%	13%	20%	26%	6%	11%
Has your company ever missed an opportunity of winning an export contract due to lack of cultural competence in any particular country?	1%	1%	2%	3%	0%	4%	0%	2%	2%	5%	5%	12%	2%	1%	4%
Do you keep a record of staff language skills?	69%	58%	63%	47%	13%	88%	48%	82%	81%	53%	43%	43%	60%	62%	57%
Have you ever offered language training to your staff?	39%	32%	53%	11%	63%	58%	42%	55%	50%	84%	56%	70%	24%	16%	49%
Has your company undertaken foreign language training in the last 3 years?	28%	18%	48%	3%	38%	28%	41%	44%	45%	57%	61%	43%	14%	10%	35%
Do you think your company will need to acquire additional expertise in languages in the next 3 years?	59%	44%	25%	25%	17%	44%	52%	44%	88%	34%	63%	43%	69%	4%	42%

Figure 44 (European Commission p-71-74)

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Figure 45 (COE)

Table 1
Professional contexts of respondents

Professional contexts	Responses
Private language schools	4
Universities	12
Colleges	12
State schools overseas	1
Freelance working in different types of institution	3
Total	32

Table 2
Qualifications of some of the questionnaire respondents

Qualifications	Responses
BA + general teaching qualification, but no TEFL qualifications	5
MA + general teaching qualification	1
Certificate only	1
Bachelor degree + Diploma	3
MA (not Linguistics or TESOL) + Certificate in TEFL	2
Bachelor degree + Certificate in TEFL	7
Bachelor degree + Master's in TEFL	3
Master's in TESOL + Diploma in TEFL	1
Total	23

Figure 46 (Burgess and Spencer p.196)

Table 2.1 Proportions of words of different origins in modern English.

	SOED (%)	ALD (%)	GSL (%)
Inherited[3]	22.2	27.43	47.08
French	28.37	35.89	38.2
Other Romance languages	1.86	1.6	0.2
Latin	28.29	22.05	9.59
Greek	5.32	1.59	0.25
Scandinavian element	2.16	2.51	3.11
Dutch, Low German, Frisian	1.42	1.61	0.7
High German (incl. Yiddish)	0.5	0.28	0
Celtic	0.43	0.32	0.025
Other European languages	0.13	0.11	0
Non-European languages	2	1.12	0.05
Unknown etymology	4.03	3.84	0.98
Proper names	3.29	1.96	0

Source: Scheler (1977) 72

Figure 47 (Durkin 30)