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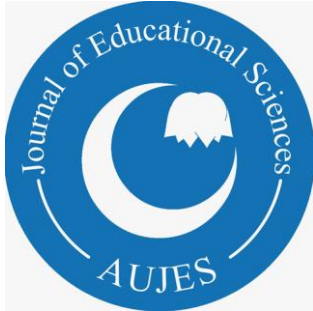
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The A Method Against “Linguistic Imperialism”: CLIL

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The A Method Against “Linguistic Imperialism”: CLIL

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Abstract

English Language Teaching (ELT) contains many social, economic, educational or political factors. This article will focus on the political effects of ELT. In this context, the concept of “linguistic imperialism” of R. Phillipson will be detected. It preaches that ELT can be a danger for local cultures. It can assimilate the learners in favor of English culture. In order to minimise this danger a solution is developed in this article. Thus, the Content-based Language Learning (CLIL) Method was applied to a 30-person experiment group. CLIL aims to teach content and language at the same time. The content of this study was chosen as Turkish Art History because the researches show that young people do not have knowledge about Turkish Art History and consequently their own local artistic culture. While Action Research Method was used, pre-tests and post-tests were evaluated using Arithmetic Mean Method. Open-ended questions, conversation, observation book and interview methods were included, too. As a result, in the experiment group, an increase in Turkish Art History knowledge was detected. Both groups learned English at a similar rate, but the control group did not have any knowledge about Turkish Art History. Thus, it can be said that CLIL can reduce the assimilative elements that English may reveal as a hegemonic language. **Key words:** Science education, Student engagement, Scale adaptation, Secondary school students

Introduction

English is a language that can be defined as a lingua-franco of today (Brutt-Griffler, 2002; Llorca, 2004). Rise of English as a lingua-franca is related to the economic, social, historical and political developments in the world. It can be said that English started to become dominant language with 1950s (Eskicumalı ve Türedil; 2010; Tözün 2012). From that time onwards, with the help of economic and political power of the USA and UK, English started to spread all over the world. Today, people try to learn English for different reasons like career, reaching knowledge, education and so on. Taking into account the positive roles that English plays internationally, this study focuses on the negative effects of English Language Teaching (ELT) over the local cultures of non-native speakers.

It is actually not just for English, all the hegemonic languages can pose the same cultural problems. As a matter of fact, the researches about the relationship between language and culture goes back to Herder (Andarab, 2014: 66). At the end of the 19th century, language was a part of national identity and a tool for the nation-buildings (Anderson, 2015). However, political effects of the learning a foreign language was overlooked until 1970s. When neo-Marxist ideas in education were in rise during 1970s, the relation between language and politics were emphasized more. The writings of Antonio Gramsci about language and hegemony were rediscovered and Louis Althusser’s ideas about education paved the way. The concept of “habitus” by Pierre Bourdieu or Basil Bernstein’s “code of speech” theory were all related to the relationship between politics and language in 1970s (Aronowitz ve Giroux, 1985:84-87; Lynch, 1989:21-25; Bernstein, 2000: 107-197).

The book called Linguistic Imperialism written by Robert Phillipson in 1992 caused big debates about politics and language. The debate still continues today. Phillipson defines Linguistic Imperialism as follows: “For example if an aid project provides funds for language X, and not for language Y, when both X and Y are central to the linguistic ecology of a given country, there may be linguistic imperialism at play” (Phillipson, 1997: 239). His definition of the concept seems much more related to the economical side of the language learning. However, his development of the concept includes much more than the economics.

For example, to Phillipson, the ideas like “only European languages are suited to the task of developing” is again about linguistic imperialism (Phillipson, 1997: 240). Linguistic imperialism is a sub-type of cultural imperialism for Phillipson. According to Linguistic Imperialism, English as a language spreads “Anglo-Saxon scientific tradition and academic manners” all over the world (Kayıntı, 2017: 70). English is accepted as a leader and unique for cultural and scientific areas (Phillipson, 1992: 47). Phillipson says that “English is marketed as a language that everyone needs to know”, so a big industry about it was established and the center of this industry in England and USA (Phillipson, 1997: 89). As a result, these very countries control the language learning all over the world. And this controlling issue is the main element of the Imperialism.

For Phillipson, Linguistic imperialism is mostly about “linguistic hierarchisation, addressing issues of why some languages come to be used more and others less, what structures and ideologies facilitate such

processes, and the role of language professionals” (Phillipson, 1997: 238). For him, “inequalities between native speakers of English and speakers of other languages” can be seen as one of the most important indicator about linguistic imperialism (Phillipson, 1997: 86). Phillipson reminds that the very symbols of English “glorifies the dominant language and stigmatize others”. The worst of all is that the target language, that is English, is put at the highest place at the hierarchy and it is “rationalised and internalized as normal and natural” (Phillipson, 1999: 4). The central exams like TOEFL or IELTS, having the dominancy of course books or other materials for ELT by USA and UK increase the suspicions about ELT.

Shortly, Phillipson turns the attentions to three elements of Linguistic Imperialism: 1) money transfer or “aid” from abroad for language learning, 2) inequality of English speakers and other languages’ speakers, 3) putting English on top in the hierarchy and make it untouchable. When these three elements are detected in a country, it can be said that there is a linguistic imperialism in this country.

In the Turkish case, things do not seem clear. Can one say that ELT in Turkey is in line with the definition of Linguistic Imperialism of Phillipson? Actually for a clear answer, the money transfers or “aid” that comes from abroad for ELT should be detected detailly. Turkey was not a colonial country. And the money part of Phillipson’s book seems mostly about former-colonial countries. However, the issues like the native-speaker teachers, monolingual education efforts, using coursebooks or other materials coming from abroad, early start to ELT, having English as a communication language in universities or the request by employers for the English exam results done by USA or UK rise the suspicious about ELT in Turkey. Does English have an untouchable position in Turkey? There is not such a study, too. These three elements should be detected detailly in terms of Turkish case.

Moreover, the researches show that the course books used by Turkish Ministry of Education are not in line with Turkish traditions or national values (Altunal, 2015; Dinçer, 2019; Dündar 2018). Although there are some international cultural elements in the coursebooks, the culture of target language seems more dominant (Barışkan, 2015). The so-called “touristic perspective” that exists in the books is so cliché and does not cause any realisation of the local culture on the behalf of the students (Dlaska, 2000). The course books written by the printhouses of UK or USA are needed to be evaluated in terms of local culture, too. And some researches show that, Turkish young generation use English words in their daily speeches. Also the effect of Internet, global economy, tourism, American movies and having multi-channels cause English to play bigger role in Turkey (Acar, 2004). Furthermore, not only in some universities but also in some schools medium of instruction is English, the age for learning English getting earlier and the hours for English instruction in schools are increasing.

As a result, about linguistic imperialism in Turkey, at least it can be said that even if Turkey does not carry all the symptoms to be a victim of linguistic imperialism, for Turkish students it is really difficult to learn English by preserving their own culture. More researches should be done about the subject and the negative effects of ELT should be discovered. Unfortunately, there are not enough studies or enough empirical information about negative effects of ELT or linguistic imperialism. This article may rise a curiosity about linguistic imperialism and lead the way for additional researches.

At this point comes the research question of the article: “What kind of a teaching method should be used in order to decrease the negative effects of ELT over the local culture?”. In this article, there is a search for a solution within ELT. Some argue that the culture of the target language should be taught during the language teaching. In doing this, it is argued that the students can have a stronger communication with the speakers of the target language. H. Brown equalizes learning of a language with learning of a culture (Brown, 2007). R. Tang thinks that “culture is language” (Tang, 1999). Researchers like J.F. Kuang and D. Atkinson also argue that learning culture of the target language is “a natural process of the language learning” (Kuang, 2007; Atkinson, 1999).

However, Kramersch thinks that the culture of the target language is not a necessary issue to teach to the learners (Kramersch, 1998). McKay also argues that the importance of the local cultural elements are understood by lots of countries and these countries are trying to include the local cultural elements to the course books (McKay, 2003). The theories called Sapir -Whorf warns about the negative effects of the target language over the learners. The theory says that people’s frame of mind is determined by their own language (Acar, 2013: 16). Therefore, learning a new frame of mind can distort what exist in a person’s mind. If the states are not sensitive enough, their people can end up with an underestimation and alienation of their own language and culture (Ngugi, 1985). Therefore, “cultural content hidden in the language teaching” should be examined carefully (Dlaska, 2000).

This article suggests a solution against that aforementioned problem. The solution is within English. It is a resistance to English within English. Content-based English Teaching Method (CLIL) can be a way to prevent the one’s alienation to his/her own culture. CLIL which re-emerges in 1994 preaches that the foreign language should be taught around a specific context (Sulistova, 2013: 47; Belles-Calvera, 2018: 110; Yılmaz ve Kaya, 2018: 4). It aims to teach both foreign language and content “at the same time”, although “different intensity” (Yalçın, 2016; Yılmaz ve Kaya, 2018:4). By establishing a “meaningful relationship” between

language and content, the language learning is made meaningful for the student. While teaching the foreign language is one of the aims, the language is also used as a tool for teaching the content. In other words, for the CLIL, both language and content are simultaneously given attention and they are both essential in the learning process.” (Bonces, 2012: 180). This method has the advantages like “deepening student’s knowledge, e.g. of history, geography, arts, or mathematics, producing life-long learners and enhancing motivation and self-confidence” (Klimova, 2012: 575)

Motivating students by using interesting contents is one of the most important goal of the method. (Geneese, 1994; Mohan, 1986). Another purpose of the method is to develop students in cultural and professional fields. While this method can be applied to the language teaching at all levels, it helps to save time in terms of the curriculum (Wolf, 2003; Yılmaz ve Kaya, 2018, 5). In some researches, it is seen that the curiosity and motivation of the students increase and the course becomes more enjoyable for the students with the CLIL (Mehdiyev vd., 2019; Yalçın, 2016:113).

CLIL can be used to teach the local culture to the students while they are learning English. The researches show the positive effects over the students when the English lessons are taught through local cultural elements (Gimatdinova, 2009; Acar, 2013; Prodromou 1992). In Italy, Czech Republic, Colombia, Taiwan, Sweden, Finland, Japan, it is observed that the implementation of CLIL is successful (Capone et.al, 2017; Klimova, 2012; Bonces, 2012; Yang, 2016). Belgium, Luxembourg, and Malta are countries that also apply CLIL throughout all education system (Cinganotto, 2016)

This article tries to show an example study about CLIL that will be using in order to combat the effects of linguistic imperialism. At the same time, this study tries to supply empirical data to the academic literature about the implementation of CLIL in Turkey. CLIL was implemented with a local cultural content in a Turkish high school. The results will be helping the CLIL methodology and the solutions that are searched to struggle against the linguistic imperialism..

Method

In order to implement CLIL in a Turkish school, a project was developed. In the project called “Learning English with Art” , it is decided to use Turkish Art History for the content of CLIL. The reason for that is the researches which show that Turkish education system is not successful to teach Turkish Art History to their high school students (Uysal, 2005; Halıçınarlı, 1998; Aslan, 2016). Moreover, art is an action that can help people to come over some psychological problems. There is such a field called Art Therapy that help people to gain self-confidence (Nguyen, 2015: 29). Art also can help young people to develop their creativity. It is thought that Turkish Art History as a content of CLIL can teach the students a sense of beauty together with the knowledge Turkish Art History. With the artistic activities carried out in English classes, the students can also have a self realisation and sense of artistic creativity.

The project was implemented in Bakırköy Fine Arts High School in Istanbul for the first semester of 2019-2020 education period . The universe of the research is 9th grade students (60 students). Two groups of 30 students are formed as study groups. The Action Research Method was used for the research. The collected data from open-ended questions and interviews were analysed with Content Analysis Method. Mean Average has been also used as a tool for analysing pre-tests and post-tests.

Firstly, the literature research was carried out about the CLIL and the examples in the world were examined. A search about the Turkish Art History was carried out. The multiple-choice pre-tests about Turkish Art History and English were prepared . After the preparation stage, the pre-tests were implemented into two study groups. The students were unaware that there would be an exam before the application of the pre-tests and post-tests. Then, in the experiment class, CLIL with Turkish Art History was implemented from September to January. In the control group, the traditional ELT continued. During the implementation of the CLIL, observations were made and observation books were kept by the teacher. The teacher interviewed with the students and took notes. In the last stage, the post-tests were issued and the results were evaluated. In the end, observation book, interview, pre-tests, post-tests and applied lessons were used to evaluate the results.

Turkish Art History as a content of CLIL composed the information about art of Miniature and Tezhip. Moreover, it consisted of the life stories of the artists like Osman Hamdi, İbrahim Çallı, Mihri Müşfik, Şeker Ahmet Paşa, Fikret Mualla, Nuri İyem, Bedri Rahmi Eyüboğlu, Mehmet Siyahkalem, Fausto Zonara, Guillemet, Aivazovski, Namık İsmail. The planned lessons aimed to attract the attention of the students. The exercises covered the interesting life stories of the artists. Every student represented an artist throughout the year, which was determined by students at the beginning of the year through drawing. The students put on the names of the artists that they represented on to their collars. The posters about the artists and their works were hanged over the walls of the class. Moreover, the students disguised and presented the artists. They made English speeches to represent the artists. Each lesson was assigned to a student artist and reading-listening-writing exercises were carried out about this very artist. All students talked about this artist and asked questions

to the student artist. When they watched the listening videos or read texts about the artists, they had a word to say. Furthermore, competitions and theatre plays were issued about the artists.

With the control group, the coursebook send by the National Education Ministry was used and traditional ELT method was implemented. For two groups, there were 2 hours English lessons weekly. The official curriculum was implemented into both groups. The CLIL program of experiment group was prepared in line with the official curriculum.

Results

Tablo 1 The Result Table of Pre-tests and Post-tests

	LGS Avrg	Num of st.	English Pretest	English Posttest	Pre test	Post test
Experimental Group	305	30	46	60	26	67
Control Group	312	30	49	56	17	13

When evaluating the findings related to the research, some negative factors should be told about the implementation of the project. For example, it should be kept in mind that the LGS (The Entrance Exam to High School) average of the students to whom the project was implemeted is not high. Therefore, it can be said that the motivation of the students for the academic success was not high. According to the survey that was carried out among the students, they came from the families which had low income. Some students declared that they worked at the weekends. It was a negative effect over the success of the students. There were students transfers coming and going from schools and it was a big handicap to measure the success of the CLIL.

According to the results of the pre-test and post-test,

1. The average of the post-tests about Turkish Art History for experiment group is higher that the control group. The experiment group has almost 40 points higher average compared to the pre-test. It seems that the control group didn't learn anything about Turkish Art History even the average fell.

2. The average of the post-tests about learning English seems similar although the experiment group seems a bit more successful compared to the control group.

3. In experiment group, there were no students who took 100 points neither in English nor in Art History pre-tests. However, in the post-tests there were 5 students who took 100 points in Art-History and 3 students in English post-tests. In control group, there were no students who can take 100 points in Art History pre-tests and post-tests while in English post-test 2 students could take 100 points.

4. "Who is the best artist for you?" was an open-ended question and the answers to the question did not consist of any Turkish artists. In experiment and control groups, the students wrote their best artists as Picasso, Munch, Salvador Dali, Da Vinci, Frida and Van Gogh . However, in the post-tests of Experiment group, the artists like Osman Hamdi, Mihri Müşfik could become the best artists for the students. 12 students in the experiment group changed the idea of the best artist in the favor of Turkish Artists. When they were asked about the reason they said that they hadn't known Turkish artists really and what they had written in the pre-tests were just what they had heard from the media. As they learned about the Turkish artists and their life stories, they started to get a realisation about the art and artists. One student said: "every day the painting of İbrahim Çallı was in front of me. Then, I wondered about him and made a small search. Then, I started to like him".

The students in the control group didn't change their ideas about the best artist and continued to write the names of Picasso, Munch, Salvador Dali, Da Vinci, Frida and Van Gogh.

5. Only three students in experiment group knew in pre-test that the Tortoise belonged Osman Hamdi. In the post-test, all of the students in experiment group had lerned about Osman Hamdi and his painting. In the control group, only 1 student could know about Tortoise and Osman Hamdi.

6. In pre-test, it was asked to the students to complete the surnames of the artists (Namık...../İbrahim). None of the students knew the question in pre-tests. Hovewer in the post-test, all students in experiment group could completed the names of the artists.

None of the students in the control group could answer the question.

7. None of the students knew about the headpainter of the Ottoman Palace in the pre-tests. However, in experiment group 23 students out of 30 students could remember the names of the headpainters in the post-tests .

None of the students in the control group could answer the question.

8. None of the students knew about Turkish Miniature and even astonishingly 21 out of 30 students in experiment group thought Nedim was a miniature artist. However, it is observed that in the post-tests, 18 students in the experiment group could learn about the Miniature. All the students in the experiment group learned that it was not Nedim but Levni who was the most famous Turkish miniature artist. It should be noted that all the students in experiment group drew a miniature from Levni into a paper and wrote what it tells us in English. It seems that the project worked.

In control group, none of the students knew anything about the Miniature neither in pre-tests nor in post-tests.

9. None of the students knew about Mehmet Siyahkalem but in the post tests of the experiment group, all of the students could learn who Mehmet Siyahkalem was. It should be noted that a group project was issued about Mehmet Siyahkalem and the groups made presentations in English to the class about him.

However, the control group didn't know anything about Mehmet Siyahkalem even in the post-tests.

10. It is understood that students had difficulty to learn about the periods like Rokoko or Barok. Although there were true answers about it in experiment group, the general average of the experiment group was not high about the questions of art periods. Again, the control group didn't know anything about the periods of art.

Discussion

If it is looked at the results closely, it can be seen that CLIL became successful in teaching both English and Turkish Art History. Students had an idea about the Turkish Art History that was not told in other lessons in high school. They could have a general knowledge about Turkish painters, their paintings, their life stories, Tezhip, Miniature and famous Miniature artists.

Today, trend in ELT is moving towards authentic subjects in order to motivate the learners. These authentic subjects can be chosen from the local culture so the learners will have a word to speak about. Each country could implement such an ELT curriculum in order to hinder negative effects of ELT.

It is obvious that new materials will be needed in the form of textbooks, workbooks, coursebooks, videos, handouts, posters. There will be a need for the teachers to be educated. Because student competency will increase as the quality of the input (teacher, coursebook, listening etc) increases. However it is difficult to struggle against British or American "soft power of the ELT industry, for universities, publishers, language schools, 'aid', consultancy etc" (Phillipson, 1997: 82). However, the danger of the "linguistic imperialism" coming from English over the local culture can be lessened by giving importance to the local culture.

As mentioned above, the coursebooks written in the United States or Great Britain can lead to the students to have an alienation towards their own culture (Andarab, 2014: 90). Therefore, the coursebooks, story books or other materials should be prepared by local educators who know the importance of "linguistic imperialism".

It is also suggested that English is a world wide language and it doesn't stuck with only English or American culture. English is always reshaped and uploaded with new different cultural elements. However, it is accepted in anyway that English culture does exist in the coursebooks or in other teaching materials (Nault, 2006). This existence affects the learners inevitably.

It should be noted that the role of the teachers in the class is very important. Teachers can have the power in order to rise the significance of the local culture in the eyes of the students whether CLIL they are implementing or not. Therefore, the realisation of the negative effects of ELT should be taught to the teachers.

In the course books, there can be some themas like culture of target language, culture of local language, international culture or the mixture of three. In this study, it is seen that it is possible to teach English using only local cultural elements. In other words, it is possible to teach English using the local cultural content. When there is a meaningful content and if this meaningful content insists to exist throughtout the year, students will learn it as it can be seen in the experiment group. In order to catch the internatonality of the language, for example to the content of Turkish Art History, some famous artists can be added from different countries. Knowledge about Art History of the students will be increasing again but this time adding foreign artists to the content.

The good thing is that CLIL is appropriate for all levels at schools. It is flexible. Not only Art History but all kind of different themas can be used. However, Turkish Art History can be a good example for CLIL content. Art and Art History pose enjoyable activities and again enjoyable subjects for the students. Moreover, the students will be developing an understanding of beauty. The issue of Art Theraphy should not be forgotten, too. Learning one's own Art History is a very important cultural improvement and a way to know about the local culture. As a result it can be said that whatever content is chosen, since the aim is to decrease the effects of linguistic imperialism, it is important to select the content from the local cultural elements. .

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