

**Creating a Multilingual Armenia:
Adding English Language to Armenia's Education System and Society**

By

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**Presented to the
Department of English & Communication
In Partial Fulfillment of the
Requirements for the Degree of Bachelor of Arts**

**American University of Armenia
Yerevan, Armenia**

May 5, 2017

Abstract:

The key of communication between people in the same country or between people in different nation is language. Language is a powerful tool which helps one to share his/her ideology, be able to express and shape ones identity. Every nation is known to have its own language, but in order for these nations to communicate with each other, they should know other nations language. In this paper, the concept is to analyze the Languages spoken in Armenia and see if adding a second dominant language, where most nations share this common language, has its advantages to Armenia. According to many different sources, the English Language is the most advanced and demanded language by the youth in Armenia. This study will show how important multilingualism is and especially having English as one of the Languages used in Armenia and its education. This paper's goal is to guide the Armenian population, and provide enough knowledge to affect Armenia and how satisfactory would Armenia's education and economy become by increasing English in the society.

Keywords: *English, language, Global Language, Bilingual, Multilingual, Communication, Scientific Subjects, Education*

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Introduction

Armenia was part of the Soviet Union, until September 21, 1991 when it declared its independence. Since independence, Armenia has faced many challenges including domestic and political instability, an ongoing conflict with its neighbor Azerbaijan (Heritage Foundation, 2008), and high out-migration (Agadjanian & Sevoyan, 2014; Bellak, Leibrecht, & Liebensteiner, 2014). Prior to independence, the languages used in Armenia's education system was Armenian and Russian; this has continued even after the collapse of the Soviet Union. Armenian and Russian are two different languages that are not dominant global languages. Therefore it is difficult for the Armenian citizen to be able to communicate with the outside world, since the Armenian language is spoken by only a small fraction of the global population. Russian is considered to be the 8th language on the list of world languages; therefore we can see that even though Armenia is bilingual, these two languages are not sufficient for the people of Armenia to be globally engaged and competitive. The purpose of this research paper is to show the importance of multilingualism in Armenia and why the English language should be added to Armenian and Russian languages in the country's education system.

The Armenian elementary schools, grade 1 to 9, actually teach English language. However, according to one of the industry representatives of an important company in Armenia, in general, the level of English Language, in the Armenian schools, is very weak, compared to what is accustomed in North America.

“There is a growing need for individual multilingualism as a result of increasing communications among different parts of the world and the need to be competent in languages of wider communication.” (Edward, 1998). The world is changing every day and one needs to keep following to update their knowledge. However, knowing English Language is a huge step to break out of the box. The purpose of this study will show the importance of multilingualism and how it can impact and advance Armenia in a global context.

Language is the key for communication. Language is the key of life and relations. Katy Pearce and Ronald Rice explain in their article that “English opens doors to the digital world (Hargittai, 1999), but it also creates a barrier for those who lack proficiency.” It is of a high standard to use English language specifically in the scientific subjects. Boer Deng wrote the article “English is the Language of Science” sharing his experience as a student who happened to learn English, and he believes that the English Language is a great benefit in the scientific field since three-quarters of scientific papers that are published, are in the English Language. (Deng, 2015). It is better to use scientific terms in English Language so that the Armenian citizens would be able to share scientific ideas or experiments. However, it is better to take into consideration that teaching and using the English language in Armenia as much as Russian would be more beneficial for Armenia's education system, economy and provide wider opportunities to the new generation to be a part of the global community.

Whether or not the English language becomes a mandatory third language of instruction in Armenian schools, the new generation of Armenians will learn it

through exposure to different forms of media, when searching the Internet or communicating with foreigners who do not speak or understand either Armenian nor Russian.

This paper will examine the importance of multilingualism in Armenia and the importance of adding English language as a second domain language. Through the examination, surveys and interviews will be conducted and analyzed to find out the Armenian citizens interest to multilingualism and English language.

Literature Review

People all over the world are taking into consideration that multilingualism and multilingual education is an important issue. The Armenian Council of Europe Cooperation mentions that the Ministry of Education and Science states that they want to support multilingualism in Armenian society. Thereby, adding English language as a third language to Armenia's linguistic education would be helpful, favorable and worthwhile for Armenia's not only economy but politics, society and education. (Armenian Council of Europe Cooperation, 2009)

John Edward, who is an American television personality, author and alleged psychic medium, points out in his article "Beyond Bilingualism: Multilingualism and Multilingual Education".

Studies have shown that becoming multilingual is not an insurmountable endeavor if one is already bilingual. "Although Multi. Is different from Bi-ling. In both ... education more than one language is used as the medium of instruction, but

multilingual education can present additional challenges because it is more ambitious. By multilingual education, more than the first languages as media of instruction and they aim for communicative proficiency in more than two languages.” (Edward, 1998)

Jasone Cenoz, who is a professor working at the Department of Research Methods in Education, Faculty of Education at the [University of the Basque Country](#), 'Donostia/San Sebastian, Basque Country, Spain'

“Multilingualism is a powerful fact of life around the world, a circumstance arising, at the simplest level, from the need to communicate across speech communities”. Furthermore, multilingualism happens to what people are interested to include in their education (Cenoz, 2009)

The Multilingualism Debate

Becoming multilingual is adding an additional language to the educational system while the national language continues to expand and develop (Cenoz, 2009). Multilingual education would put students through challenges, where students would be able to experience different opportunities, since multilingualism is more determined and desired (Edward, 1998). What we mean by that is that once a student is multilingual, the learning process would be wider and not only in term of learning but also having the opportunity and knowledge throughout the world. Multilingualism has no boundaries, but in fact introduces one to the outside world. Lack of language draws a line between a person's ability of knowledge and the

global world. Furthermore, instructing specific subjects in different language, such as teaching Armenian History, Geography, and Civics in Armenian language, would enrich Armenian students with their cultural identities and traditions, meanwhile teaching Russian History and Russian Language in Russian would cultivate their social relationship with people of similar cultures like the Post-Soviet Countries (Erika, 2013). However, Cenoz J. believes that multilingualism encourages immigrants, students from different places, international agencies and aid workers to come and study in universities or invest and get encouraged to open agencies. (Cenoz, 2009). Through multilingual, students would be exposed to different cultures where the students would be out of barriers and benefit from the potential economic advantages in the future. Meeting different cultural traditions would also benefit a student to become more of aware of the things they are facing around them.

“The Impact of Diaspora and Dual Citizenship Policy on the Statecraft Process in the Republic of Armenia” that in the Middle East the range of the Armenian community is actually declining because of the existence of mixed marriages with Armenian Diasporas and other nationalities (Avakian, 2008) . The Armenian Diaspora has been trying to protect their language, Armenian identity and their traditions for more than 100 years, but things have changed over the years. No matter how hard the Armenian Diaspora have tried to provide their Armenian identity in the Diaspora yet according to some researches the Armenianness of the people has started to decrease. However there is another example which is that the

Armenian Diaspora has opened several Armenian schools because they believe languages taught in schools are directly linked and has a strong effect on society.

It is mentioned in the chart of 'Diaspora Populations per Republic of Armenia' that through their calculations which was done by the Ministry of Foreign Affairs, came up with the result that there is a higher number of Armenian Diaspora outside Armenian than the number of Armenians in Armenia, "approximately three million in Armenia, and more than six million all over the world, as many as twice the amount of ethnic Armenians live outside the borders of Armenian state." (Avakaian, 2008). Taking into consideration that the Armenian Diaspora has always had passion towards their motherland Armenia and all are willing to become a part of Armenia.

Adding to this idea the Armenian Diaspora does not feel comfortable communicating with the local Armenian "language is another "problematique" in Diaspora-homeland relations at least in two senses: first the difference of Eastern and Western Armenian, and second the dispute about the classical or Apeghian orthography." (Avakian, 2008). If Armenia decides to become multilingual, it would encourage the Armenian Diaspora to come over and invest because they have more language opportunities for education, jobs and facilities to actually move to Armenia and continue their lives. The Armenian Diaspora "can bring dramatic changes and help Armenia's economy development that will transfer the society in the stable growth and prosperity direction (Gevorkyan, 2006). This is the case why Armenian needs to focus in integrating Diasporans." Avakian, 2008)

Armenia: A Case Study for Multilingualism

In the post-Soviet societies, language plays an important identity role. The Caucasus are unique for taking into consideration their national language as their official language. (Pearce, Rice 2010). As well as having Russian and the national language, both covering the government materials, media and education. Russian language has never become an official foreign language in Armenia but a second native language. However, according to the youth, they are more interested in learning English Language as well.

As mentioned before Armenia has been a Post soviet country and location wise is surrounded by countries that were under the Soviet Union, where Russian is their second languages in Armenia. Russian is also spoken by a fairly large number of people where Armenia would also benefit from it. Not forgetting that Russian Language is spoken in the countries Armenia is surrounded. For example in the Armenian educational system there is this blank gap and lack of multilingualism in the education system. Is seeing the advantages and how Armenia would benefit once English Language is added and becoming a multilingual country is better? Or is that it would strengthen Armenia and give the citizen of Armenia more opportunities to become a part of the global community?

In one of Katy Pearce's researches she mentions that surveys were done every year for the Armenian citizens from 2006 – 2010 by the Gallup Organization to see find out the interest of the Armenian in Russian. And the results were that 74%-78%

believe that “it is very important for Armenian children to learn Russian, and an additional 11-20% said that it is somewhat important” (Pearce, 2011). The interest of the Armenian people in Russian Language has been continuing till now and that is proven by the Yerevan Municipality's official website there are 13 schools in Armenia which are using the Russian education and around 30 which are actually considering the Russian education

Russian Language has always been a part of the Armenian people, their education system and has even been used in their homes. The Armenian citizens actually do prefer holding the Russian Language. So a better way for Armenia to have a better chance for different opportunities is to become multilingual. And since Armenia is already considered to be bilingual then it is not inflexible for the Armenia citizens to become multilingual just like Edward agreed on this term. (Edward, 1998). In fact adding to this it is also proven that almost “over half of the entire world's population is bilingual”. (Erika, 2013)

On the other hand we have seen different opinions that actually oppose this idea, such as an expert in Armenia's education, who was interviewed to share the ideology they believe it is suitable for Armenia and Armenia's education system. The expert was totally against it because according to the expert's ideology becoming multilingual is very dangerous and has its consequences. The reason why multilingual could be dangerous is because the students will not be highly qualified in speaking or understanding any of the three languages. The expert says “being bilingual is already dangerous for Armenia and could kill the Armenian Language”. For example: If the Armenian students in Armenia start being instructed

in Armenian Language, Russian Language and a third additional language, the level of the language the students will be able to bring together will be less against being taught only in a single language. The students will be stronger in that single language but having multiple could confuse them.

The Case for Including the English Language

English language has become a very powerful and influential language in the global world. Adding together English as Armenia's second language and making it equal to the Russian language, this will increase the competitive global economy, increase the opportunities for students to become part of a bigger world and be prepared for successive colleges or future professions. (Armanian, 2000).

Learning or knowing a dominant language that is used across global communities is very important. (Erika, 2013). And in this case English happens to be the dominant language. However, there is the negative part of this issue. English Language is expanding both geographically and at the expenses of other foreign languages in the educational system. It is also known as a dominant language that is dominating other languages that are considered to be minor languages. (Country Report Armenia, 2008)

Through English language, one has more access and use to internet and technologies around the world. Basically it is easier to do research in English, because there happens to be more English article exists other than other languages. Other languages are used too but limited amount of people would be

able to understand them. Katy Pearce argues that by learning English Language, one expects to be more successful, being provided by better job opportunities, “become a part of the global marketplace, learn more about the outside world, or have greater mobility... They also may want, through English proficiency, to show status or feel more ‘democratic’ or ‘Western’ or ‘international’ or ‘modern’”.

Trent Erika mentions that in her opinion there are benefits of having English Language as an additional language in the Armenian schools. She concentrates on the fact that students after middle school should be learning the scientific subjects in English, such as Math and science, to provide benefits to the student to compete with the global world (Erika, 2013)

English Language is declared to be the second most popular language chosen. Once English Language is utilized, it will be spread and used in the Armenian community to communicate in business, education, between societies and to communicate with travelers from all over the world (Pearce, Rice 2010). Isn't this what we as Armenian all want for Armenia?

Mesrop Aramian believes English language has its disadvantages. He mentions that through multilingualism there is probability for the Armenian Identity to be threatened. The Armenian Diaspora has been trying to keep the Armenian identity, history and cultural values protected because of Armenia's historical circumstances (Aramian, 2010). Armenia already has a huge number of Diaspora, and most of the Armenia schools are closing. This would cause risk to the Armenian education and divide the Armenian society through different elites. English language is become more powerful and dominant, this domination is strongly influencing on adaptation.

Avakian confirms with Aramian's statement, "Language is another symbol through which forms of national identity are articulated especially for those who know other, foreign languages. She believes that the Armenian culture will fade if the Armenian language is gone. "Dr. Armen Ayvazyan confirms the above statement by adding that there is no Armenian culture without the Armenian language. Along with the statehood and the territory under its control, the language is the foundation and paramount means of preserving the Armenian ethnicity. The fact that many of our compatriots, especially in Diaspora can feel and consider themselves Armenian without knowing the Armenian language, is possible only thanks to the people of Armenia who still speak, write and create in Armenian." (Avakian, 2008).

The Case when India Included English Language

Let's take in to consideration the Indians' obsession with English. India has been trying to become multilingual and adding English Language to their list of languages. English is being used in Hindi medium schools, in high number of private and public schools. English, Hindi and the Indians regional language has become the official languages of India. English is being used in schools, the classroom explanation are in English, between the teacher and the students, but when students are out of class they start communicating with each other in Hindi. (Mody, 2015)

"...the chemistry teacher, speaking in Tamil, tells me that science is taught in English in high school. I ask her whether the classroom discussion was also in

English. “For discussion, I allow Tamil, but I explain the concepts only in English,” she says.” (Mody, 2015)

India has been pushing the English language because they find English a “quick-fix solution” and “an only way out”. “English, it seems, will close the skill gap, offer employment opportunities and set the country on its path to greatness. This simple-minded link between job opportunities, economic success and the English Language has an increasing number of urban working class ...” (Mody, 2015)

Students in private schools are most likely to be taught in English, so parents are doing the best they can to actually send their children to a private school.

So what was the problem? According to Mody, in order to be able to teach English teachers need to be highly skilled in the language. Teachers in Indian schools have to be multilingual because one teacher teaches all subjects. Teachers in the schools have 10 to 20 years of experience, but when it comes to putting a sentence together in English, Indian teachers have grammatical mistakes. “So how would they teach the English-medium students? “It’s government policy, so we will just have to,” they said.” (Mody, 2015)

According to a study done by the NCERT in 2012, they found out that even though the school instruction is in English but yet, the most of the time the classroom language goes in their mother tongue. The reason behind this is because large number of the Indian teachers is not confident in teaching in English. When teachers are asked the answers are pretty simple, “they said they were not trained in English-teaching, or they were not English teachers, but had to teach English or

their English pronunciation was poor and that they did not speak English correctly or fluently.” (Mody, 2015).

This is somehow a similar case to Armenia, but yet English is not being pushed. A industry representatives of one of the companies in Armenia stated that the books that are used are published generally in the Armenian schools (not all, but mostly public schools) by Russian publishers and authors, and not from English-language authors. Many of the sentence structures taught are not the North American or UK based structures. “In addition, most of teachers that I have encountered for my own kids are not highly fluent in English so the quality is equally affected”. (Industry representatives, 2017)

Research Questions (Hypothesis)

The purpose and main point of this research paper is to help introduce the English language as the secondary language, equal to the Russian Language, of instruction and educating in public and private schools. In order to do that there are different questions that should be focused on. First to learn about how multilingualism and adding English language to Armenia's education system will impact Armenia. Second of all, comprehend the advantages and disadvantages of adding the English Language and teaching the scientific subjects in English Language instead of Armenian. However, the third part, which is considered to be one of the most important, is studying what the Armenian citizen, including students

(Armenian, Diaspora Armenian, and from different nationalities), teachers, experts... etc, react and their interest towards the English Language.

Methodology

A quantitative content analysis was done to examine articles and books which shared different studies of the advantages and disadvantages of Multilingualism; a total of 23 books, articles, reports and research papers were examined. And articles were examined to rate the authors' ideology of adding English language or if they are inspired to the idea of teaching the scientific subjects in English. Articles, books, personal experiences and even blogs were taken into consideration. Based on the data's mentioned in those articles, we were able to improve our argument to support English language and multilingualism.

Content Analysis

A 12 item coding instrument was developed for the survey to find out how much of the student that study in Armenia supports (Pro) the idea of Adding English to Armenia's education and at the same time becoming multilingual in general and on another hand to see how many actually oppose (Con) this idea. The Pro answers are the one that actually support this proposal, are interested in English and believe that adding English is an advantage for Armenia. As for the Con answers are the ones opposing and refusing the proposal of adding English and discourage learning the scientific subjects in English instead of Armenian. Survey was sent to two

different universities, the first was the American University of Armenia and the second stage was sending the survey to Yerevan State Medical University.

However, 115 responded to the survey; 64 responses from the American University of Armenia and 51 from Yerevan State Medical University.

The survey was actually divided to 3 different sections. The Survey was in the English language. The first section is more personal to the asking of their interest in English and sees which language this new generation is comfortable to talk in. The second section is about how much English they use in their daily life and finally the third section is about their opinion if the new generation actually thinks adding English has an advantage.

Interviews were conducted with school principals, experts in Armenian Education and CEOs of different companies. Almost the same type of questions was asked to see if they are with or against this idea. There were some Pro answers and some Con answers based on their knowledge and experience.

Data analysis

The source of the analyses is based on the answers of the surveys done to the students in the American University of Armenia and Yerevan State Medical University. Qualitative review was done for the articles, the interviews and surveys including individuals and society such as students, citizens, industry representatives and academic researchers.

According to some of articles and different opinion, some actually agree with the ideology of the Armenian students, schools principles, experts in the Armenian Education and CEOs of different companies.

Results

Table 1- Students of the American University of Armenia's Responses of the Survey: Jan 30 – Feb 15, 2017

Characteristic	No of % or Mean
<u>Number of AUA Students responded</u>	64 (100 %)
<u>Nationality</u>	
Armenian	64.1%
Armenian Diaspora	29.7%
Other	6.2%
<u>How would you rate your English Language?</u>	
0-5	0
5-10	1.6%
10-15	25%
15-20	73.4%
<u>How/Where did you Learn English?</u>	
School	47 (73.43 %)
Language Center	15 (23.43 %)
Home	21 (32.81 %)
Television	33 (51.56 %)
Books	26 (40.62 %)
Other	21 (32.81 %)
<u>Did you study in a Public or a Private School?</u>	
Public School	54%
Private School	20.6%
Other	25.4%
<u>I Prefer watching movies in Language/s.</u>	
Armenian	15 (23.43 %)

English	50 (78.12 %)
Russian	32 (50 %)
Other	3 (4.68 %)
<u>In which languages are you interested the most?</u>	
Armenian	15.6%
English	54.7%
Russian	7.8%
Other	21.9%
<u>Should Armenian Schools teach Scientific subjects (Math, Biology, Chemistry...) in English?</u>	
Yes	59.4%
No	40.6%
<u>English Should be used in Armenia</u>	
Strongly Agree	45.3%
Agree	45.3%
Disagree	7.8%
Strongly Disagree	1.6%
<u>What Language do you use the most for research?</u>	
Armenian	5%
Russian	3%
English	87.5%
Other	4.5%

Table 1 basically summarizes the characteristics of 64 students from the American University of Armenia who filled out the survey online from January 30 to February 15, 2017. As for **Table 2**, 51 students filled the survey on spot, on February 24, 2017. However, the survey was in English so there were number of students who were having hard time understanding and reading the survey, meanwhile some students preferred translation. Those two tables (Table 1 and 2) are the same survey to different universities however the majority were Armenian citizen students.

In **Table 1**, there were 64 responses from the students of the American University of Armenia. 64.1% of the students were local Armenian and only 29.7% were Armenian Diaspora. What was very interesting to see is that 78.12% of the AUA students preferred watching movies in English, the most language they are interested in is English (54.7 %), 45.3% strongly agree on the statement (*English should be used in Armenia*) and 45.3 % agree on that statement, finally the students were asked if (*should Armenian Schools teach scientific subjects (math, biology, chemistry...) in English*) and the results was that 59.4% answered **Yes** and 40.6% answered **No**, the reasons they answered what they did will be shown in a bit in the discussion section.

Table 2- Students of the Yerevan State Medical University's Responses of the Survey: Feb 24, 2017

Characteristic	No of % or Mean
<u>Number of AUA Students responded</u>	51 (100 %)
<u>Nationality</u>	
Armenian	57.9 %
Armenian Diaspora	26.7 %
Other	15.4 %
<u>How would you rate your English Language?</u>	
0-5	18.7 %
5-10	30 %
10-15	28.9 %
15-20	22.4 %
<u>How/Where did you Learn English?</u>	
School	37 (72. 54 %)
Language Center	13 (25.49 %)
Home	10 (19.6 %)

Television	28 (54.9 %)
Books	15 (29.41 %)
Other	26 (50.98 %)
<u>Did you study in a Public or a Private School?</u>	
Public School	62.4%
Private School	20.2%
Other	17.4%
<u>I Prefer watching movies in Language/s.</u>	
Armenian	30 (58.82 %)
English	25 (49.01 %)
Russian	28 (54.9 %)
Other	17 (33.33 %)
<u>In which languages are you interested the most?</u>	
Armenian	36.6%
English	54.6%
Russian	20.1%
Other	10%
<u>Should Armenian Schools teach Scientific subjects (Math, Biology, Chemistry...) in English?</u>	
Yes	36.3%
No	63.7%
<u>English Should be used in Armenia</u>	
Strongly Agree	25.7%
Agree	34.5%
Disagree	27.2%
Strongly Disagree	11.6%
<u>What Language do you use the most for research?</u>	
Armenian	73.5%
Russian	10.9%
English	12.1%
Other	3.5%

In **Table 2**, 51 students from the Yerevan State Medical University took the same survey. What was different is that some students asked for translation in Armenian. 57.9% of the students that took the survey were local Armenian, 26.7%

of the students are Armenian Diaspora and 15.4% was other including Indians. The results of **Table 2** were kind of different from the results of **Table 1**. 49.01% of the students in Yerevan State Medical University prefer watching movies in English language, almost equal to the students in the American University of Armenia, the students in the Yerevan State Medical University are interested in English language (54.6 %), 25.7% of the students strongly agree that English should be used in Armenia and 34.5% of the students agree, which is less than what the students in the American University of Armenia have agreed on. However, 36.3% answered **Yes** for the fact that the scientific subjects should be taught in English, so this leaves us with 63.7% on answers of **No**.

According to the survey's result, it is shown that the students in both universities are interested in Armenia and learning other languages further than Armenian and Russian. The interest toward the English language is high but the number of students agreeing and disagreeing the fact of teaching the scientific subjects in English is almost equal.

According to the interviews, almost the same questions were asked, since the purpose of the interviews was to understand if Armenian schools' principals believe in multilingualism and adding English, if English Language is needed in companies and the experts' opinion concerning this topic. It was very interesting to know about the opinion of Armenian students, schools principles, experts in the Armenian Education and CEOs of different companies. There were people who supported

(Pro), some who opposed (Con) and some who had neutral or balanced opinion on the fact of multilingual Armenia and adding English Language.

Table 3- Descriptive Characteristics of reports of becoming multilingual and adding English Language: October 31, 2017 – March 31, 2017

Characteristic	No of % or Mean
<u>Total Articles</u>	23 (100 %)
Books	6 (26.08 %)
Articles	5 (21.73 %)
Report	8 (34.78 %)
Research Paper	4 (17.39 %)
<u>Year</u>	
1998	1 (4.34 %)
2000	1 (4.34 %)
2006	2 (8.69 %)
2008	5 (21.73 %)
2009	2 (8.69 %)
2010	1 (4.34 %)
2011	1 (4.34 %)
2013	2 (8.69 %)
2014	3 (13.04 %)
2015	4 (17.39 %)
2016	1 (4.34 %)
<u>Multilingualism in</u>	12 (52.17 %)
Pro	
Books	2 (8.69 %)
Articles	2 (8.69 %)
Reports	3 (13.04 %)
Research Paper	1 (4.34 %)
Con	
Books	3 (13.04 %)
Articles	2 (8.69 %)
Reports	2 (8.69 %)
Research Paper	1 (4.34 %)
<u>English Language in</u>	16 (69.56 %)

<u>Pro</u>		
Books		4 (17.39 %)
Articles		3 (13.04 %)
Reports		3 (13.04 %)
Research Paper		2 (8.69 %)
<u>Con</u>		
Books		3 (13.04 %)
Articles		2 (8.69 %)
Reports		4 (17.39 %)
Research Paper		2 (8.69 %)

Coming to the quantitative analysis in **Table 3**, the total analysis of the descriptive characteristics of reports of becoming multilingual and adding the English Language is 23. However it was divided: 6 Books (26.08 %), 5 Articles (21.73 %), 8 Reports (34.78 %) and 4 research papers (17.39 %). All books, articles, reports and research paper were published between 1998 and 2016. Some took account of the advantaged and disadvantages of multilingualism some have a discussion on the Pro and Con of English language as an addition language to a foreign country.

Discussion

One of the experts in Armenia's education directly opposed the idea of making Armenia a multilingual country, specifically teaching the scientific subjects in English. The expert believes students will be weak in the scientific subjects, due to the low level of English. The expert questions, that Armenian is the native language

of Armenia, then why learn the scientific subjects in English? Armenian Language is already in the list of languages to disappear, then why risk it.

However, one of the industry representatives believes that English language needs to be advanced in Armenia. The reason the industry representative believes that is because in most corporations in Armenia, or institutions, employees must have a strong English base. "In other words, apart from Armenian, English is now a second mandatory language in workplaces. From simply email communications all the way to vendor selection process, local corporations require effective employees who can communicate and collaborate with international institutions, the primary language of which is English". This CEO believes that if graduates are not fluent in English, they will not have a strong chance to find a decent paying job in the market. "Globalization has greatly impacted Armenian economic market and this means that Armenian graduates must be well equipped to survive in the industry".

The CEO also believes that it is a good idea to teach the scientific subjects in English. "Absolutely. Most of the science courses and terminologies in the world are English-based, so to make education in Armenia in sync with international standards, science-related courses should all include English terminologies...especially if these graduates may study abroad, or if we want foreign students to come study/live in Armenia".

On the other hand the expert in Armenia's education believes that becoming bilingual already make things risky and dangerous. Why? Because students ability of knowing two different languages will make them weak on both languages and end up not knowing one of the languages completely.

However, Mody has a different position, “A mass of research shows that children’s ability to learn a second or even a third language improves greatly if their first language skills are well developed. And, far from being burden, children who know one language well are very fast and receptive in learning new languages. The three-language formula for schools, which emphasize learning in the mother tongue, seemed to acknowledge this”. (Mody, 2015)

Armenia has the same issue such as India’s case; teachers in Armenia are highly qualified in English. There are different reasons and not being ready is one of them. However there is another reason, the books used to teach the English Language. According to some Diaspora Parents and the experts in Armenia’s education, mention that the textbooks used in Armenia to teach English language to the Armenian students, are originally Russian books that have been translated to English. The translation that is done is not accurate.

Nevertheless, the CEO was asked to bring up the advantages and disadvantages of English language on Armenia. The CEO mentioned that actually, English is an integral part of the education system in Armenia. “But if your question relates to the fact that English should/could be part of all the subject matters in school (i.e. math, science, religion, physical education), that is a different question/answer and in this case, I would say there is a clear and distinct disadvantage. The entire purpose of our school system is to educate our children to understand/appreciate/respect their culture and heritage. If Armenian is not part of the system, then this purpose would be defeated, and we would be a country like

any other. What distinguish us is our culture, collective history and identity, and if we lose that, then there would be no Armenia”.

7 CEOs were interviewed and almost all had the same ideology, and some also believe that Armenia is already multilingual. Companies in Armenia require English skills from employees while others might have no choice because they have a Russian market. Through the interviews done with some principals (9 school principals were interviewed), we found out that English language is taken into consideration and is being taken seriously, but they believe it should be limited. Students should learn English language for their future's sake but it not needed to be thought in for all the subjects, such as the scientific subjects. All principals mentioned that the English language taught in the schools is enough and that the teachers are well qualifies. In my opinion, Armenia is similar to India's case because they are very interested in English language but they need guidance.

Reading – through the reasons why students answered **Yes** or **No** for teaching the scientific subject in English is the following. Before going the lets us take a glance back on **Table 1** and **Table 2** and see the result different of what they answered about learning the scientific subject in English. We had three different approaches for this question, Pro, Con and neutral or balances.

The students that support (Pro) the idea of teaching the scientific subject in English gave the following reasons:

- *Because scientific languages have a specific global term that are used. English is an international language and should be adopted in schools worldwide*
- *Learning these subjects in English will help students' transition in non Armenian universities in Armenian or other countries and this helps the students to use the language fluently.*
- *English can be used on a international scale more than Armenian*
- *Because I'm English educated, and studying these important subjects in English has benefited me a lot. Especially when it comes to applying to foreign universities.*
- *Because jobs in Armenia are becoming to require communication with foreigners in English*
- *To ease exchange programs with well known universities and colleges worldwide*
- *World demands professionals that can apply their knowledge in an understandable way, which includes the factor of language*

The students that oppose (Con) the idea of teaching the scientific subject in English gave the following reasons:

- *Because later on they (Students) will be using the Russian terms in real life, and if they learn only in English, nobody (People, Armenian society) will understand them. Not to forget that Armenian language will slowly go extinct.*

- *Why would Armenian kids possibly need to learn scientific subjects in English? This already creates pre-conditions for the kids to leave Armenia.*
- *Because all of the subjects in the state universities of Armenia are covered in Armenian.*
- *Because they (scientific subjects) are hard to understand and learn so it would be even harder to study them in English language. Students may misunderstand lots of important materials due to lack of knowledge of a language.*

The students that oppose (Con) the idea of teaching the scientific subject in English gave the following reasons:

- *First, that should be elective, for those who are really interested in studying those subjects in English, and have plans to study in American institutions.*
- *I don't think that teaching the subject(s) in English will help student better understand them, but they can use the terminology in English which will help student after graduation if they want to study something related to those fields.*
- *English remains an option for students who want to study in foreign universities outside or inside Armenia.*
- *Yes and no. At a young age, it should all be in Armenian. As a teenager, it should be both. If you don't encourage the use of Armenian from a young age, then the Armenian language will simply die out in the future. If they do, Armenian language will suffer setbacks, and it is important for Armenians to know their own language as language in some sense defines the nationality.*

Conclusion

According to all the analysis of the books, survey and interview we came up as a conclusion that having English as an integral part of the languages taught in schools is important to ensure competitiveness in the international market, but without losing the identity and cultural affinities that Armenians have compared with other nations. The Armenian people are supporting multilingualism and adding English language to their education system. On the other hand they were not very supportive of the idea of teaching the scientific subjects in English language.

No matter how interested the Armenian society is in English but yet they would never want to risk of extinction. This study will help one know the advantages and disadvantages of multilingualism and adding English language to Armenia. The reaction of the Armenian society was pretty clear and the people supporting and opposing the idea. There were some major ups and downs but they all do believe is English is good for Armenia because English is a must in large corporations in Armenia. The job applicant must have strong English skills. Most of the business communication with outside companies is in English so if employee struggles with communication matters, so will the businesses.

Through the examination we were able to show the importance of English language and multilingualism with the support of the Armenian students, school principals, experts in Armenian Education and CEOs of different companies, of course few number were opposing it. Nevertheless, not everyone agreed with the idea of the scientific subjects being taught in English language.

“Learning a language, any language, is about getting a skill that’s necessary to gain an education. It’s not an education in itself. Moreover, done badly, it deprives a child of proper education”. (Mody, 2015)

Limitation

For this paper, several different studies were done. The study included books, articles, reports, research papers, surveys and interviews. However, I had to disqualify some types of interviews such as the interviews with some schools principles and interviews done with a Syrian Armenian family to avoid the generalization and the complication.

For this paper I believed that the Armenian citizen, specially the new generation, would be more interested in English language. According to the result they were but here is an important question that a future researcher, who would like to know more, can look for the reason that the Armenian citizen do not believe in teaching the scientific subjects in English language. Yes, reasons were given by the students in the survey but I believe it was limited.

Another study that can be done additional to this, is studying the English language level of the Armenian students, “grammar, accent, lingual, vocabulary ...”, and learn about the way English language is being taught in the Armenian schools, the method used, books used and the professors performance in the classroom.

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- 2016 թվականին Երևանի քաղաքապետարանի աշխատակազմի հանրակրթության վարչության կատարած աշխատանքներ

Appendix

I. Survey Questions (Interest in Language)

1) Nationality

- a) Armenia**
- b) Armenian Diaspora**
- c) Other**

2) Age

- a) 16-18**
- b) 18-20**
- c) 20-25**
- d) 30+**

3) On a scale from 0-20, how would you rate your English language?

- a) 0-5**
- b) 5-10**

c) 10-15

d) 15-20

4) How/where did you learn English

a) School

b) Language Center

c) Home

d) TV

e) Books

f) Other

5) Did you study in a Public or a Private School?

a) Public School

b) Private School

c) Other

6) I Prefer watching movies in Language/s.

a) Armenian

b) English

c) Russian

d) Other

7) In which languages are you interested the most?

a) Armenian

b) English

c) Russian

d) Other

8) Should Armenian Schools teach Scientific subjects (Math, Biology, Chemistry...) in English?

- a) Yes
- b) No

9) Please Specific why

10) English should be used in Armenia

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

11) What Language do you use the most for research?

- a) Armenian
- b) English
- c) Russian
- d) Other

12) What language/s do you feel comfortable to have a conversation in?

- a) Armenian
- b) English
- c) Russian
- d) Other

II. Interview Transcript with one of the CEO of company X.

- a. Do you think the Level of English Language in the Armenian schools is well enough?

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If you mean Armenian elementary schools (i.e. grade 1 to 9), then I would say that in general the level of English is very weak, compared to what I am accustomed to in North America. The books used in schools, especially in the private Armenian schools used English books that are translated from Russian, meaning that this publishers are Russian authors and not English. Sentences are not being taught the way they should be like the way they are taught in North Ricancan or UK. In addition, most of teachers that I have encountered for my own kids are not highly fluent in English so the quality is equally affected.

- b. Does Armenia need to advance English language? Why?

Yes, because we believe that most of the good companies in Armenia should have employees with strong English base. In other words, apart from Armenian, English is now a second mandatory language in workplaces. From simply email communications all the way to vendor selection process, local corporations require effective employees who can communicate and collaborate with international institutions, the primary language of which is English. Let's say students graduate and still are not fluent and comfortable with English language do you

think they will even be able to get a decent job or get paid well enough? Globalization has greatly impacted Armenian economic market and this means that Armenian graduates must be well equipped to survive in the industry.

- c. Is it a good idea for Armenia to become multilingual? If yes what should it. E (for example Armenia, Russian and ...)

I believe Armenia is already multilingual. At least that is the case in private corporations. Armenian is mandatory, evidently, due to the local laws (labor, financial and corporate laws), as well as English. Those companies who shareholders are Russian (i.e. Beeline, Gazprom, etc.), they have no choice but to have Russian as a secondary language. In other words, to answer this question, it all depends on the direction in which the market is heading. If most local companies are Russian-based, then you have no choice but to ensure bilingual with Russian.

- d. Would it be a good idea to teach the scientific subject in English Language?

Absolutely. Most of the science courses and terminologies in the world are English-based, so to make education in Armenia in sync with international standards, science-related courses should all include English terminologies...especially if these graduates may study abroad, or if we want foreign students to come study/live in Armenia.

- e. Is English Language required from an employee while applying for a job? How is it in Company X, is English required?

Like I mentioned earlier, English is a must in large corporations in Armenia. The case of Company X, when someone wants to apply English Skills is a must, we communicate with many companies, outside Armenia and we can't risk giving business in the hands of an employee who struggle in communicating in English.

- f. If English Language was to be added to Armenian's education system, what would the advantages and disadvantages be?

There are no disadvantages. Actually, Armenian, English and Russian are all mandatory language courses. But if your question relates to the fact that English should/could be part of all the subject matters in school (i.e. math, science, religion, physical education), that is a different question/answer and in this case, I would say there is a clear and distinct disadvantage. The entire purpose of our school system is to educate our children to understand/appreciate/respect their culture and heritage. If Armenian is not part of the system, then this purpose would be defeated, and we would be a country like any other. What distinguishes us is our culture, collective history and identity, and if we lose that, then there would be no Armenia.

III. Notes taken after interview with the expert in Armenia's education system.

Meanwhile she proposed that except of teaching the Scientific Subjects in English, let's focus on helping the students truly learn science and then help the students learn more vocabulary, including the scientific terms in English.

- a. Focus on improving the level of English Language. Training the teachers to become better, get more advanced books and materials.
- b. This way we are preserving the Armenian language and still learn English as an extra language for them.

Study the understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.