

EBL: English as a Bilingual Language, the Most Effective and Efficient Way to Study English

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### **Abstract**

This project is about EBL: English as a Bilingual Language, to discover the ideal way to study and learn English as a second language. On a way of researching how people from countries whose first language is not English can obtain the proficient level of English as a global citizen effectively and efficiently, this project proposes that taking advantages from these three methods is the most successful way: English as a Second Language (ESL), English as a Foreign Language (EFL), and Second Language Acquisition (SLA). ESL is to study and learn English in countries whose first language is English. In contrast in EFL, people study and learn English in their home countries whose first language is not English. SLA is an academic field to research how people study and learn second languages especially English. SLA includes various academic fields, including linguistics, philology, cultural anthropology, sociology, and history, because languages themselves and use of languages have dramatically influenced how people communicate and how people build culture. The sources are from both primary sources (observation and analysis of English Language Institute at The University of Southern Mississippi) and secondary sources (academic research databases). As the implication, this project aims and suggests for the future that more people engaged in English instruction will get familiar with EBL methods to study and teach English, and they will improve the current situation of English learning experiences.

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### **Introduction: Why Does English Matter for Non-Speaking Countries?**

“A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power. The explanation is the same throughout history” (Crystal, 2003, p.9). The statement might be hard to accept for people around the world, but it is the reality. Greek used to dominate the world. Spanish or Portuguese used to dominate the world. And in even past, Latin used to dominate the world. Or hieroglyphs or sphenogram? However, they are all used to be.

The quote and the interpretation never mean that these classic languages had disappeared at all, but just implied that global languages have replaced them due to the convenience and power. Then, what is the number one language in the current world? English.

According to Crystal (2006), British linguist, approximately four hundred million people use English in their home countries as the first language, and another four hundred million people as their second language, and six to seven hundred million people as their foreign language; one in five in the world speak English (p.423-425). In addition to the large number, most people in ‘power’ have recognized English as one global tool, compared to other various languages, due to the logic, simplicity, power, and other factors. And in fact, a lot of business activities has taken place via English internationally and globally.

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This research project is not about the history of English, such as the reasons why English has been able to take the role as a global language. Instead, the author started the research as there is one developed country whose first language is not English, and are very poor at using English as a global tool. It may be very easy to guess: Japan.

There is a long history testing program to measure the skills of English (reading, listening, speaking, and writing) as a second language called TOEFL (Test of English as a Foreign Language). The following Table 1 shows the average score of 10 main Asian countries.

Table 1	Reading	Listening	Speaking	Writing	Total
Singapore	24	25	24	25	97
India	23	24	24	24	94
Philippines	21	22	23	23	89
Hong Kong	21	22	22	23	88
Indonesia	21	22	21	22	85
South Korea	22	21	20	21	83
Taiwan	21	21	20	20	82
Viet Nam	20	20	20	22	82
China	21	19	19	20	79
<b>Japan</b>	<b>18</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>71</b>

(Educational Testing Service, 2018)

According to the data, Japan has been proud of the worst prize among these ten countries with a total score of 71 (Ironically, they are improving with the score). It goes without saying that Japan is not good at English without showing these data, but the project would like to make sure that it is not prejudice but the right statement. As a Japanese, the author has

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considered answering the following question; compared to other Asian countries, why are they so bad at English, even though they had taken English classes in the educational system for more than ten years?

It is effortless to conclude by 'it is because they do not need English in Japan' (it is now partially true). For example, Japanese people can get opportunities for higher educations by their home language (Japanese), while some Asian countries cannot. However, the excuse will not work for the near future since even Japan is a part of a global society. In addition, particularly inside Japan, the people will (and even now) need to prepare to use English as various visitors from all over the world have attempted to utilize Japan well, economically, culturally, and others.

Of course, Japanese people (as a whole nation) have noticed that it is a big problem and they have been trying various methods to improve their English levels, including EFL methods, ESL methods, and SLA methods. EFL (English as a Foreign Language) is to study English in non-English-speaking countries such as private English schools and self-study. ESL (English as a Second Language), in contrast, is to study English in English-speaking countries such as studying abroad. SLA (Second Language Acquisition) is a study field to research how people study and learn their second languages. Even though the degree is not perfect, Japanese people have recognized these ways to adapt to their own studying habits to acquire English. If so, what are their remaining problems to prevent them from learning the fluent level of English?

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To solve the situation, this project proposes EBL methods. EBL, English as a Bilingual Language, to take advantages from these three methods and remove disadvantages from them. EBL methods analyze that they are the top three crucial reasons why English learners have still been struggled with English learning: *courses of direction, power of first language, and a concept of 'unlearn.'* By solving these issues, this project suggests taking effective and efficient ways to study and remove ineffective and inefficient ways to study.

This paper consists of seven main chapters (excluding the introduction and conclusion): bilingual language, foundation (vocabulary, grammar, and pronunciation), reading, listening, speaking, writing, and a concept of global citizen. Through these chapters, the three ideas above are the basis of EBL.

(Please remember; the main focus and example as an English learner are Japanese in this research project as the author is from Japan, but the author also did research for other non-English-speaking countries such as Panama and Brazil, in order to make the research more universal and adaptable among more cases.)

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### **Bilingual Language: What is 'Bilingual' to Be?**

Before discussing the study methods of English learning, let us consider the following question; what is bilingual? Although this project researches EBL (English as a Bilingual Language), the definition of 'bilingual' is somewhat different from the classic meaning.

When it comes to bilingual, most learners in EFL environments assume that they have to be good at English as high as the native speaker; however, it is not realistic but idealistic. Moreover, in order to use English just as a global tool, do they have to be the native speakers?

According to Baker (2001), Pro Vice Chancellor at Banger University, there is no single clear boundary to distinguish who is bilingual and who is monolingual, and all measurements have been varying; that is more about the capability of adaptation as the social member for the group using different languages, rather than the level of language itself (p.15). In other words, no one can say that he/she is bilingual because he/she can speak another language; instead, he/she needs well-understandings of the culture. In short, languages are just 'parts' of the culture, and cultural understanding is more important than language proficiency.

Importantly, non-native learners do not have to be good at English as high as the natives are, unlike their expectations to pursue the 'native-level.' They need to pursue the perfect, but it is not mandatory to become perfect. It is to make EBL methods realistic and achievable. From the next page, go on to promote better ways of studying the second language.



### **Foundation: Vocabulary, Grammar, and Pronunciation**

There are four main components of English learning; reading, listening, speaking, and writing that this paper divides into four following chapters. Before discussing them, this project needs to talk about the foundation parts that consist of the ‘basis’ of EBL methods, mainly from SLA theories: vocabulary, grammar, and pronunciation.

Why are these three components ‘the foundation’ of EBL methods? Taura (2016), a Japanese scholar of SLA, pointed out that vocabulary, grammar, and pronunciation are like a basic muscle in the back and legs to form better performance in sports (p.72-73). Importantly, there is nor ‘partially correct’ neither ‘partially incorrect’ in foundations, and we only have ‘100% correct’ and ‘100% incorrect’ in grammar, vocabulary, and pronunciation. For instance, if we misspell a word, the word is entirely different, as well as others. Therefore, we need to start with developing the proficient (almost ‘perfect’) level of these foundations at first.

*Vocabulary* is the very first one that English learner cannot avoid studying and takes a crucial part of English learning. We cannot read what we do not know. We cannot listen to what we do not know. It is the same phenomena in speaking and writing; to recognize the letter or sound as ‘word,’ we have to know the word as the ‘knowledge (vocab)’ before beginning the input process (reading and listening). In the output process, similarly, we cannot speak or describe anything if we are weak at vocabulary. Even if we try to explain difficult words by

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easier terms, we still need the ‘easier’ vocabulary. Studying processes for vocabulary is dull and boring, but all English learners have to deal with it.

EBL methods, as well as the three basic ideas (EFL, ESL, and SLA), do not propose that there is one single ideal way of vocabulary learning that fits all students effectively and efficiently. It is just because each student has each ‘preferred’ way to study vocabulary. For example, some researches in SLA have clarified that studying ‘over and over’ and studying ‘before asleep and after asleep’ build stronger memories for a long time (StudyHacker, 2018, p.101-102), but most people have already known the fact without scholar experiments.

However, one prominent brain research has suggested that studying vocabulary with ‘task-oriented’ activities that require the learner to take immediate actions can activate “the active working memory,” and is more effective and efficient for the learners to memorize vocabulary, compared to traditional processes to memorize words facing tables to write continuously (Jeong et al., 2009, p.807). For instance, supposing real situations such as business negotiations and self-introductions can make stronger impacts for a brain to memorize, rather than to study random words over and over again. As the method, we can take the ‘task-oriented’ activities to expect higher effectiveness and efficiency.

*Grammar.* It goes without saying that grammar is crucial in English learning, as it is a rule to build each sentence correctly. However, in some EFL environments that are very poor at

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English such as Japan, there is a misunderstanding; since current English educational systems have created the situation, these English classes are utterly useless that have importance on grammar and reading (Taura, 2016, p.92).

That is not true. It is natural for people who went through the educational system not to be able to English because they had had few opportunities to try what they had learned, especially for output (speaking and writing) purposes. In short, they had no place to ‘practice’ what they studied. In reality, the only purpose of their English learning was (partially still is) to pass admission exams for universities that ask them to answer many grammatical questions. Even though it is true that these systems need to change (it is changing in fact), it never means that grammar is useless.

In EBL methods, we can adapt very similar ways of studying vocabulary to grammar. It includes repeatedly practicing (not assuming that we can master grammar only at once), sleeping well instead of overnighing, and studying grammar with task-oriented situations.

*Pronunciation.* It is something that most learners from EFL environments have difficulties for assimilation. It is because some languages, especially Asian languages, have vast differences between English regarding the structure, but it is not the only reason. In English-speaking countries, the children study the rule of ‘phonics (adapting one sound per one alphabet letter),’ to make pronunciation much easier and smoother. Through the process of learning

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phonics, as well as the exceptional pronunciation called ‘sight words,’ the native children get familiar with how to pronounce English correctly.

However, the majority of English learners in EFL environments have never studied these pronunciation rules. One Japanese private English instructor pointed out that most Japanese people have few understandings of phonics, and they are more likely to pronounce words by ‘Japanese-like’ methods such as Roman letters and *katakana* (Saito, 2017, p.53-54). As a result, their ways of pronunciation heavily rely on their first language’s pronunciation to make it far from English correct pronunciation. That is why most learners have difficulties in pronunciation; they just do not know how to do.

For studying pronunciation, as well as studying phonics in various YouTube videos such as ‘Phonics Song,’ the learners will need to study sight words. Sight words are, incidentally, words that have exceptional rules from phonics and the learner have to ‘memorize’ the set of letter and pronunciation, such as ‘little,’ ‘because,’ and ‘together’ (Saito, 2017, p.186-187).

Through these three foundation parts, EBL methods do not create new ways to study and learn; instead, it proposes to spread the correct way of studying done by English natives that are unknown among most non-native people, especially for vocabulary and pronunciation.

### **Reading: How Do Natives ‘Keep Moving’ to Read?**

In EFL environments, especially whose first language is vastly different from English such as Japanese, the learners often feel difficulties in reading English sentences smoothly. How? For example, English almost always forms ‘Subject + Verb’ grammatically (under the order’s rule), while Japanese can have various correct forms such as ‘O+V+S (shopping went I)’ and ‘S+O+V (I shopping went).’ These differences often lead the learners to read English sentences in ‘back-and-forth’ ways; they go back to read previous parts after completing to read following sentences once to interpret well. As a result, they take more time to read sentences than the natives, while interpreting more poorly because they get confused about how to ‘translate’ it.

Similarly, the learners in ESL environments still have the same difficulty to read English sentences as well as the native does. It is because most ESL (English Institute) instructors assume that the learners are familiar with ‘how to read’ sentences smoothly and their only problem is about a lack of vocabulary or background knowledge. Therefore, so-called reading classes in ESL environments tend to cover only comprehensive questions as the native does. As a part of the research, the author himself has observed ESL classes, and the students have faced on the same difficulty; they do not know how to read sentences like the native. Their problems are more about ‘how to read’ sentences as the technique and strategy, that the native can unconsciously do. However, the learners cannot do so until consciously trying to obtain the skill.

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So what is the ‘smooth’ way to read sentences, that the native has naturally gained? SLA theory defines the representative reading technique by the native as ‘chunk reading,’ that the reader separates sentences by themselves to make reading easier and faster (StudyHacker, 2018, p.115). It is the reading method that native English people are *unconsciously* able to do.

For instance, the native now read a sentence such as ‘On a way of researching how people from countries whose first language is not English can obtain the proficient level of English as a global citizen effectively and efficiently... (they are from the abstract part)’

To read the sentence, they will put slashes (/) such as ‘On a way / of researching how people from countries / whose first language is not English / can obtain the proficient level of English / as a global citizen / effectively and efficiently...’ This reading technique can prevent readers from ‘back-and-forth’ reading as they can interpret the meaning *per a separated chunk* by slashes chronologically while maintaining the quality. English learners have not studied it unless their instructors are *consciously committed* the way of reading to teach for others.

Therefore, EBL methods propose that the instructors teach the technique of chunk reading for the students to learn the native reading strategy. It takes time to know how to put slashes in sentences by themselves because it will require the learners to know grammar and breath knowledge. However, chunk reading is both beneficial and worth doing for them to read sentences smoothly and correctly.

### **Listening: How Do Natives 'Automate' the Process?**

In terms of linguistics, reading and listening are very similar to the 'input/receptive' skills (Taura, 2016, p.60-61). In EFL environments, the learners have issues that they try to listen to in 'back-and-forth' ways, as well as the reading process. In other words, they cannot interpret what they hear 'as they hear' just like the chunk reading technique. They can solve the issue by adopting the strategy for listening because reading and listening are essentially the same.

However, the back-and-forth way is not the biggest problem for them in listening. What is the most crucial issue? That is 'they cannot hear the sound.' For the native, it does not make sense that they cannot hear the sound except heavy accents like Southern's. In contrast, for non-native English learners, it happens all the times to make the interpretation process much tricky.

For instance, how do we pronounce 'what did you go?' If we talk in conversational styles as usual, we will probably say like 'wha-ju-go?' to make it natural. When we say 'how can I help you?' conversationally, we will say like 'how ca nigh hel-pyu?' as well. That is a problem for non-native learners to listen. In short, if speakers 'connect' words to pronounce, the learners feel as if they hear different languages, because they have never studied the rule.

In ESL environments, the instructors teach some connective rules in their grammar or listening/speaking classes, and thus the learners can get familiar with them. However, the connection methods are almost everywhere in English conversation without a single rule, and the

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learners often need to ask the speaker to confirm each word to avoid misunderstanding.

However, it takes almost forever to check every single word in quick conversation opportunities.

Also, some learners (especially from Asian countries) are afraid of asking what they just heard, as they supposed that they could not listen only by once is a rude behavior for the native.

In SLA, we can classify the rule of sound linking (and change) by the following six agendas: abbreviation ('I am' becomes 'I'm'), connection ('far away' becomes 'faraway'), omission ('sent to me' becomes 'sen-to-me'), assimilation ('have to' becomes 'haf to'), weakness ('some people' becomes 'sum people'), and 'l' sound ('citizens' becomes 'cilizens'), to make the learner possible to listen to words well (Taura, 2016, p.197-203). Depending on the criteria, the number of rules can increase or decrease. The non-native learners are already familiar with some of them such as abbreviation and connection, but especially if the speaker does not pronounce a particular part under the rules, the learners easily get confused to interpret.

Therefore, EBL methods propose that instructors teach more about these linking rules for the learners to get conscious of and familiar with it in real conversations to hear. To make the instruction more realistic and enjoyable, they can use English songs as the pronunciation material to hear and pronounce by themselves. It is because English songs are the treasure trove of linking rules, and some singers such as Michael Jackson and Billy Joel have clearer and audible voices as the great material. From now on, go on to the 'output' strategies.



### **Speaking: How Do We Promote 'Input-Output' Cycle to Strengthen Skills?**

In traditional EFL environments, the learners have experienced few opportunities for output: speaking and writing (also known as 'productive' skills). Reflecting the issue, in newer curriculums for English instructions, they have increased the hours to speak and write English such as 'oral communication' classes and essay tests and exams. However, learners still feel difficulties in speaking and writing in English. Why do they still feel so? Especially for speaking, it is about the 'quality' of output opportunities, in addition to the quantity itself.

According to Dr. Anthony (2008) at Eastern Illinois University, there are three functions of output practices in English learning: noticing/triggering, hypothesis testing, and metalinguistic/reflective functions (p.473-474).

Firstly, through the process of 'trying' to speak something, the learner can notice what they need to study more; that is *noticing*. For instance, if the learner attempts to express that he/she feels sick from yesterday to now, he/she finds that they may need to use a perfect construction form ('I have felt sick since yesterday.') that he/she may be used not to know until the attempt. The students can notice what to study for the next; that is the first function.

Secondly, even if he/she does not know the exactly correct grammar, he/she tries to convey the message using current full knowledge; that is *hypothesis testing* to strengthen the effect and memory. In other words, challenging itself can promote better learning outcomes.

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And finally, in the group of learners, they may compare and contrast how each of them attempts to express by words to improve their speaking skills (reflecting each other); that is the *metalinguistic/reflective* function. Importantly, just increasing the amount of speaking is ineffective until completing these three functions to gain knowledge and technique.

In ESL environments, the learners can expect to get numerous opportunities to complete these three functions by themselves, as they are in the English-only situations to survive (called ‘immersion’). However, it is exceedingly difficult for non-native learners to notice, test, reflect what they speak *by themselves*, because they cannot judge whether what they speak is correct or incorrect by their own (until the native kindly tell them it is correct or not), as English is not their first language. According to Hiromori (2015), a linguist at Meiji University in Japan, the difficulty may lead to “fossilization,” which is to learn wrong ideas as right areas (as the misconception); to avoid it, the learners need to get opportunities of revision by other supports (p.67-68). That is a limitation of immersion environments in ESL; they need someone to support for improving and correcting.

Therefore, EBL methods propose to provide supports for better noticing and correction, by both native speakers and non-native speakers. It is because both of them have unique advantages to teach the learners. Most people assume that native people are always better than the non-native for speaking instructions, but it is not always true. It is since the learners tend to

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start thinking what they will speak by not English but by their first language in the brain, because non-native people can think logically with enhanced vocabulary the most, with not the second language but the first (Tada, 2014). The learners can explain 'what they want to say' in English at times, but at the other time, they cannot come up with proper words to express their opinions in English; they need help from first language approaches. Of course for the cultural aspect in English-speaking countries, the native will work the best.

Thus in EBL methods, as well as increasing the number of speaking opportunities, the learners can expect the higher effect of English learning by getting two sides' support: native and non-native. The principle leads to develop the quality of speaking experiences.

Specifically for instructions, to adequately promote the three output functions, EBL methods suggest increasing opportunities of discussion by a small group (such as three to five students) with supports by both native and non-native instructors. It is the ideal way for the learner to develop their speaking skills effectively and efficiently, compared to traditional large classrooms to have few chances to talk and fix, because the instructors can provide the proper support for the students much frequently and individually.

Then, the next chapter is the most 'difficult' skill in English learning: writing.

### **Writing: How Do Non-Natives Write Papers Logically?**

The reason why the author discusses writing at the final order (among four components of English learning: listening, speaking, reading, and writing) is that writing is the most difficult among the four to get the proficient level of a ‘good writer.’ It is because the writer has to make sentences by themselves (output: productive skills), and they cannot ‘prevaricate’ unlike speaking that the learners *could* do so.

What is a ‘good writer’ by definition? This research project states that good writers can write papers that can complete the purpose (effectively) as soon as the readers read (efficiently), including to persuade the audience to take specific actions or to let them agree with the writer’s position. To do so, writers need to utilize logical explanations to ‘make it sense.’ For English natives, it seems to be natural to build a paper logically, such as the classic logical paragraph structure of OREO: O (opinion), R (reason), E (example), and O (opinion), as they have already studied these methods since their childhoods. It makes the discussion more logical (or generally called ‘make sense’), argumentative, and credible as a result for everyone to understand.

However, in contrast, they say that people in EFL environments, especially Japanese, are weak with logical approaches. The author lives in Japan and states that it is true as the tendency. Why? The answer is simple; they do not need logic in their lives, as long as they stay in their home countries. According to Nasu (2019), an educator at Sophia University, Japanese

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people have had several reasons why they do not rely on logic, such as the culture of ‘guess,’ few experiences in essay writing, and their feeling (emotional) approach.

First of all, as the majority of non-English-speaking countries are almost monoracial (single race), they have already shared their common values. Thus, they do not need to explain or discuss logically for their customs; instead, they just ‘conclude’ to make communication without adding illustrations (so-called ‘high-context’). In short, all they need to do is just guessing, instead of explaining why (with logic) because *that is what it is*, unlike English-speaking countries that are the mix of various backgrounds and the people need discussion to share the objectives such as the U.S. culture (so-called ‘low-context’ in contrast).

Secondly, the culture of guess leads to that each of the social members does not have their personal (individual) opinions as it distracts the harmony (in the collectivism). As a result, they have rarely studied how to write and express their opinions as a logical paper to persuade other people, including in educational institutions. Nasu (2019) emphasized that Japanese ‘essays’ are mostly either book reports or reflections of school events, while American ‘essays’ are mainly descriptive writing and creative writing that require the students to develop logic. As a result, American students (or native English students in general) have developed their logics, while the students in EFL countries are not.

Finally, due to these two factors, people in EFL environments mainly rely on emotional

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approach instead of logical approaches. In logic, they need to explain why showing evidence and examples; in contrast, emotional discussions (sense of feeling, or ‘pathos’) are just about ‘because I do not like it,’ ‘as everybody does so,’ and ‘as I feel so’ as the discussion. Therefore, writing is the exceedingly difficult concept for them to learn to be as high level as the native.

Instructors in ESL environments have supposed that students from EFL environments are not good at writing because they are just not familiar with college-level writing strategies, and keep writing would make them improve; that is not true. There are vast gaps between the native’s foundation and the non-native’s foundation in logical thinking, as well as how they have written papers in their first languages. In short, their issues are not only about grammar or vocabulary in English but also logical reasoning in their first language.

Then, how do they improve their writing skills through rhetorical strategies? EBL methods propose that instructors support students’ writing experience through the method of process writing, using *both their first language and second language* (English in this case). It is because they need to think logically by their first language before they are capable of doing so in English. Importantly, their level of English never exceeds their level of the first language, in terms of vocabulary, logical and critical thinking, use of sources, and other various factors, and the power of second language the power of first language (Inoura, 2018). Why cannot they write logical papers in English? It is because they cannot do so *in the first language* so far.

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To improve them, adapting the method of process writing into their curriculums is the suitable way. By definition, process writing is to complete papers by order, such as brainstorming, drafting, and revising; through the process, the instructors need to be available to advice why certain sentences (or paragraphs, chapters, or the paper as a whole) are logical or not logical to improve their level of discussion with evidence (Taura, 2016, p.169). Unlike traditional process writing, they revise and edit plural times (not end by only one time), to let the students think the logical methods by themselves, instead of just giving perfect answers.

Moreover if needed, the instructors should be familiar with approaches from their first languages to build their basis of logical reasoning before doing so in English. The project understands that being familiar with the students' first language takes times and requires skills, but it is worth understanding for the students to increase their level of logical writing dramatically.

That is it for the 'how to study' chapters. The following last chapter is about 'why to study' in a global society with considering the *courses of direction*.

### **Global Citizen: Second Language and Noblesse Oblige**

Let us suppose that the learners from non-English countries just acquired the proficient level of English. Alternatively, at least, they are now pursuing it for a specific goal at the end.

Here is the question; getting English as a global tool, what do we want to do?

The first reason why this research asks the question is that acquiring the proficient level of English takes much time. Especially, the more different their first languages are from English, the more the time to complete the learning process would be. For instance, according to Hiromori (2015), American state departments indicate that these languages take 2,200 hours for English natives to be proficient: Arabic, Chinese, Korean, and **Japanese** (p.18).

We can guess that it happens vice versa; for these natives, it takes about 2,200 hours as well to acquire the English level. If we divide 2,200 hours by 8 hours, the answer is 275 days. If per day continuously, it becomes about 90 days total. If we have 8 hours for 275 days or 90 days' break, what can we do instead of language acquisition? We may study professional fields more. We may read thousands of books. Or, we may travel to various places in our home countries or others. Before deciding to study English, the learners may need to notice that it would be a long way. More importantly, we will have to utilize English very well, after 'investing' a lot.

Also, ultimately, it is both the right and responsibility for people who got the English level to take the role as a global citizen to work as the ambassador between English-speaking



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countries and non-English-speaking countries in a global society. It is because ‘we can do various things with English’ means ‘we need to be responsible for it.’

Here, EBL methods would like to introduce the word: *noblesse oblige*. It is a French word, meaning “the idea that someone with power and influence should use their social position to help other people (Cambridge Dictionary).” It is just like a relationship between ‘freedom’ and ‘responsibility’ in the U.S.; in order to fully enjoy the right of personal freedom, the citizens need to complete personal responsibility.

In the case of English, using English as a medium or the passport, we can do various business almost all over the world, or connect and discuss with friends almost all over the world as well. Of course, as a global citizen, we can think the ways of *Aufheben*: to make two different factors better than they are used to be. However, these rights and actions also mean that we may ‘represent’ where you are from with the responsibility, and we may represent where we are originally from, and more significantly, the broader perspective: the earth (Crawford, 2013, p.1).

The ultimate goal in this research project is to remove all barriers to prevent English learners from English acquisition because they have no time to be worried about English to think globally. Even after the learners get proficient in English, they will face other problems to build a world peace in global society. This research believes that the study outcome of EBL methods will dramatically help the learners to take a role as a global citizen, under the idea of *noblesse oblige*.

## Conclusion

EBL (English as a Bilingual Language) is a set of suggestions for English learning methods, by promoting effective and efficient ways to obtain the proficient level. To do so, we need to stop doing ineffective ways and inefficient ways to study. How can we find ‘ineffective and inefficient’ ways? The keys of the solution are the three components in the introduction part: *courses of direction, power of first language, and concept of unlearn.*

*Courses of direction.* In addition to determining why the learners study English, they need to clarify why they do each part of practices in English learning. Why do they study the foundation? Why do they write papers, or speak? There must be the ‘focus’ to accomplish.

*Power of first language.* For outputting proper words with basic understanding, foundational knowledge in the first language is necessary, before learning it in English.

*Concept of unlearn.* The learners need to be familiar with various ways of studying that the natives do daily and the non-natives do not, such as chunk reading technique and logical thinking. Also, misconception of ‘the native (non-native) people are always better to teach English as a second language’ may deduct the effectiveness and efficiency to study.

Ultimately, EBL methods hope for all English learners to learn English effectively and efficiently for the level they want by removing misunderstandings and promoting better ways, and use it in the real world; that is a mission of the second language, or English.

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