

COURSE PROGRAM

Academic Year: 2020/2021

Identification and characteristics of the course			
Code	500653	ECTS Credits	6
Course name (English)	Linguistic variation in Contemporary English as a Lingua Franca		
Course name (Spanish)	Variación lingüística en el inglés actual como lengua franca		
Degree programs	Grado de Estudios Ingleses/ English Studies		
Faculty/School	Facultad de Filosofía y Letras		
Semester	8	Type of course	Optional
Module	Estudio diacrónico de la lengua inglesa		
Matter	Estudio diacrónico de la lengua inglesa		
Lecturer/s			
Name	Office	E-mail	Web page
Carolina P. Amador Moreno	218	camador@unex.es	Carolinaamadormoreno.weebly.com
Subject Area	English		
Department	Filología Inglesa		
Coordinating Lecturer (If more than one)			
Competencies*			
<p>COMPETENCIES BASIC AND GENERAL</p> <p>Students should develop the following skills:</p> <p>CG2 - Research skills.</p> <p>CG6 - Ability to reflect critically and personally, including making decisions that lead to the solution of problems.</p> <p>CG8 - Ability to work autonomously.</p> <p>CG9 - Ability to work in an international context.</p> <p>CG10 - Ethical commitment.</p> <p>CB3 - Students should acquire the ability to collect and interpret relevant data (usually within their area of study) in order to create opinions that include a reflection on relevant social, scientific or ethical issues.</p> <p>CB4 - Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.</p>			

* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

<p>TRANSVERSAL</p> <p>CT1 - Capacity for analysis and synthesis. CT10 - Creative capacity, initiative and self-motivating spirit. CT2 - Time planning and management. CT5 - Ability to learn autonomously to a sufficient degree in order to undertake higher education and to continue a training process during active work life. CT6 – Team work capacity, both disciplinary or interdisciplinary. CT7 - Leadership capacity. CT8 - Project design and management. CT9 – Perlocutionary communication capacity, in order to transmit information, ideas, problems and solutions within its area of competence to both specialized and non-specialized individuals.</p>
<p>SPECIFICS</p> <p>CE13 - Knowledge of the techniques and methods of linguistic analysis. CE15 - Knowledge of specific tools, programs and computer applications. CE21 - Ability to communicate and teach the knowledge that has been acquired. CE25 - Ability to carry out linguistic analysis and commentaries. CE27 - Ability to receive, understand and transmit scientific production in the language which is studied. CE30 - Ability to relate philological knowledge with other areas and disciplines. CE35 - Ability to develop team-work spirit and debate. CE36 - Ability to learn and use verbal resources in the communicative process. CE37 - Receptive, critical and tolerant attitude towards different approaches and opinions.</p>
<p>This course aims to expand the students' knowledge on the topic of language variation in English.</p> <p>Knowledge and understanding: Students should be able to acquire a good basic knowledge of the concept of 'variation' and the relationship between language use and context. On successful completion of the course, students will be able to show general understanding of world Englishes, as well as a basic grasp of cultural and linguistic differences within the English-speaking world.</p> <p>Practical skills: In acquainting themselves with the recommended readings for the course, students will gain experience in reading, describing and interpreting a rich variety of materials in different settings. Their vocabulary will also expand. By the end of the course they should be able to describe the issues dealt with in the syllabus using the appropriate terminology.</p> <p>Intellectual skills: Through the discussion of problem sets and exercises, students will gain the ability of analysing real spoken data, think critically and extract relevant information. In the practical sessions, they will also develop problem-solving strategies. By learning to plan essays they will also learn to manage and organise new information and relate it to previous knowledge.</p>

Transferable skills:

In completing the set of tasks required for this subject students will (a) gain the ability to carry out independent study; (b) learn to work as part of a team; (c) develop the skill of managing time and working to deadlines; (d) evaluate the work of others in a constructive manner and get used to public speaking in English.

Contents

Course outline*

Present-day globalization and the spread of English around the world have resulted in a great diversity. This course aims to add to the description of language variation in context and to explore the communicative, cultural, sociolinguistic and pedagogical implications of English as an international language.

In this subject the term 'variety' is viewed broadly to encompass geographical varieties of language, native and non-native speaker varieties, in addition to variation in language that results from context of use.

This inter-varietal focus leads to the examination of questions across both situational contexts and language varieties. This perspective gives a more refined insight into the connection between language in use and conditions of use.

Course syllabus

Name of lesson 1: 1. General introduction: English around the world Global English, English as an International Language, and English as a lingua franca.

Contents of lesson 1: A general overview of what is meant by *variety* and the different models that have been suggested for the study of variation in English. Specific discourse domains in context. *Variety* vs. *variety* and the idea of context and variational pragmatics.

Description of the practical activities of lesson 1: Online activities; analysis of sound documents; discussion of topics based on background reading; group and pair work.

Name of lesson 2: Linguistic variation in the context of Britain
 Contents of lesson 2: Focus on England, Scotland and Wales
 Description of the practical activities of lesson 2: Case studies; discussion of topics based on background reading; group and pair work; analysis of a film clip

Name of lesson 3: Irish English in context
 Contents of lesson 3: Focus on Ireland; Irish English North and South; why study IrE separately? Main features.
 Description of the practical activities of lesson 3: Case studies; discussion of topics based on background reading; group and pair work; analysis of online material (audio and written)

Name of lesson 4: Linguistic variation in the context of North-American English
 Contents of lesson 4: Features of US English and Canadian English. Main features and differences.
 Description of the practical activities of lesson 4: Case studies; discussion of topics based on background reading; group and pair work; analysis of online material (audio and written)

Name of lesson 5: Outer circle varieties
 Contents of lesson 5: Australian English, New Zealand English, South African English and Indian English.
 Description of the practical activities of lesson 5: Case studies; discussion of topics based on background reading; group and pair work; analysis of audio and written material.

Educational activities *

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	28	6				6		16
2	28	6				6		16
3	28	6				6		16
4	27	5				6		16
5	27	5				6		16
Assessment **	12	2						10
TOTAL	150	30				30		90

L: Lectures (100 students)
 HI: Hospital internships (7 students)
 LAB: Laboratory or field practices (15 students)
 COM: Computer room or language laboratory practices (30 students)
 SEM: Problem classes or seminars or case studies (40 students)
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies*

The topics covered will be introduced in class in the format of a general lecture. Each lecture will then be followed by class activities connected with the topics, in a seminar format, where students are expected to share their answers with the rest of the class, contribute to group discussion, work in pairs, etc.

The course also includes **viewing of different films and clips, including:** *Whale Rider* (2002, directed by Niki Caro); *One Week* (2008, directed by Michael McGowan); *Made in Dagenham* (2010, directed by Nigel Cole); *Manhattan Murder Mystery* (1993 directed by Woody Allen) y *Brooklyn* (2015, directed by John Crowley).

RECOMMENDATIONS

Important for international students: you should have a C1 level of English in order to be able to follow the module comfortably. Before enrolling, please discuss this with the lecturer if you are unsure about your linguistic ability.

1. Attendance at the general lectures, the seminars and the tutorials is important. If you HAVE TO miss a class, make sure you find out what was covered during the hour(s) that you missed, either by asking other class-mates or by going to see the lecturer during her consultation hours.
2. Be an active learner: participate in discussions of issues raised in class.
3. Ask questions to ensure that you have understood both the content and how to express your ideas in English.
4. Consult the literature provided by the lecturer and make sure you prepare in advance when required.
5. When planning your essay do approach the lecturer for guidance.
6. Make sure you meet the deadlines given for each assignment (read the late submission policy below).
7. If you have problems of any kind, that you think may affect your performance, please let the lecturer know.

** Indicate the total number of evaluation hours of this subject.

Late Submission Policy: All assignments must be turned in during class on the day they are due. Late assignments will have one grade deducted for each working day that they are late. All requests for extensions must be discussed with the lecturer at least 24 hours in advance.

Learning outcomes *

Expected learning outcomes:

- successful completion of tasks and exam questions.
- advanced theoretical and practical domain of the English language, both orally and in writing.
- Ability to analyse and comment texts in different varieties of English.
- Ability to communicate and use the knowledge acquired.
- Ability to locate, use and synthesize bibliographic information.
- Ability to perform consultancy work in English.
- Acquisition of knowledge, skills and abilities to ensure the progression from undergraduate to postgraduate studies.

Assessment systems *

Assessment for this subject is designed to test all the learning outcomes and is based on class work (3 assignments in total, worth 30%), attendance and participation in debates, presentations and collaborative work (20%) and a final test (50%) at the end of the semester, designed to test the student's grasp of key concepts dealt with in class.

Students who decide not to follow the continuous assessment system will have to sit a final exam (100%) consisting in some theoretical and some practical questions. Repeat exams will be available to those who having chosen the continuous assessment system, did not pass, and for those who did not pass the final exam. Students will be required to show a command of the key concepts covered in the course and must demonstrate successful achievement of the learning outcomes to pass the subject.

For those considering the final examination option, a mock exam paper will be available through the Aula Virtual platform, so that everyone can get an idea of the exam format.

Students should note that attendance for this subject is an important contribution to successful learning. To be able to take the continuous assessment option students will need to have attended at least 60% of the teaching hours.

The assessment should allow students to demonstrate:

- a. their analytic and argumentative skills, using correct written English;
- b. their understanding of the key topics dealt with in class
- c. their ability to analyse different texts and present their ideas in a clear and concise manner;
- d. their general knowledge of world Englishes in the contexts dealt with in this course

Bibliography (basic and complementary)

- Bell, A. and K. Kuiper (eds) (2000). *New Zealand English*. Amsterdam: John Benjamins.
- Blair, D. and P. Collins (eds) (2001). *English in Australia*. Amsterdam: John Benjamins.
- Davydova, J. (2012) *Englishes in the Outer and Expanding Circles: A comparative*

- study. *World Englishes*. Volume 31, Issue 3, pages 366–385, September 2012.
- Hay, Jennifer, Margaret Maclagan & Elizabeth Gordon (2008). *Dialects of English: New Zealand English*. Edinburgh: Edinburgh University Press.
 - Kachru, B. Y. Kachru and C. L. Nelson (eds) (2006). *The Handbook of World Englishes*. Oxford: Blackwell.
 - Kortmann, Bernd, and E. Melchers, G. and Shaw, P. (2011). *World Englishes*. Second Edition. London: Hodder Education. 4 volumes.
 - McColl Millar, Robert (2007). *Dialects of English: Northern and Insular Scots*. Edinburgh: Edinburgh University Press.
 - Melchers, G. and Shaw, P. (2011). *World Englishes*. Second Edition. London: Hodder Education.
 - Ronowicz, E. and Yallop, C. (2007) *English. One Language, Different Cultures*. London: Continuum.
 - Siemund, P. Davydova, J. and Maier, G. (2012) *The Amazing World of Englishes. A Practical Introduction*. Berlin/ New York: Mouton de Gruyter.

Other resources and complementary educational materials

<http://www.dialectsarchive.com/>

<http://www.bl.uk/learning/langlit/sounds/>

<http://www.loc.gov/collections/american-english-dialect-recordings-from-the-center-for-applied-linguistics/about-this-collection/>

<http://ewave-atlas.org/>

<https://www.uni-due.de/SVE/>