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Trabajo Fin de Máster

**ENGLISH VARIETIES AS
PART OF FOREIGN
LANGUAGE TEACHING**

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ABSTRACT

The present Master's Dissertation aims to develop a didactic unit based on English varieties. It is well-known that the teaching of English as a foreign language has barely changed since it started being taught at Spanish schools. Nonetheless, education must change and adapt itself to nowadays' concerns. In the past, non-native speakers were trained to sound like native-speakers, but that should not be the case today, as most English speakers are non-native. Thus, students should be trained under a real communicative approach that allows them to achieve intelligibility. In this way, pupils will not only be able to communicate with people from different linguistic and cultural backgrounds, but they will also develop a sense of tolerance towards diversity.

Keywords: English as a lingua franca; English varieties; linguistic diversity; didactic proposal; English Language Teaching.

RESUMEN

El presente Trabajo Fin de Máster tiene como objetivo desarrollar una unidad didáctica basada en las variedades del inglés. Es bien sabido la enseñanza del inglés como lengua extranjera apenas ha cambiado desde que empezó a enseñarse en las escuelas españolas. Sin embargo, la educación debe cambiar y adaptarse a las preocupaciones del momento. En el pasado, se pretendía que los hablantes no nativos hablaran como hablantes nativos, pero esto no debería ser igual ahora, ya que la mayoría de hablantes del inglés no son nativos. Por lo tanto, se debería emplear una metodología comunicativa real que permitiese a los estudiantes conseguir cierta inteligibilidad en la lengua inglesa. De esta forma, los estudiantes no solo serán capaces de comunicarse con personas cuya cultura y lengua materna son diferentes, sino que también serán más tolerantes con respecto a la diversidad.

Palabras clave: Inglés como lengua franca; variedades del inglés; diversidad lingüística; unidad didáctica; enseñanza de la lengua inglesa.

We need to stop using language variation as a reason to exclude people. When language variation represents a difference, not a deficit, that should be celebrated and not subordinated – Kellam Barta

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1. INTRODUCTION

Language barriers are no longer a problem, as English is now used as means of communication for people from different countries and linguistic backgrounds. English-speaking countries, such as the United Kingdom or the United States, hold such power that it makes English be the most widely spoken language amongst non-native speakers. Nonetheless, this English language supremacy is not determined by the number of speakers, but by its economical, social and cultural power.

The English language has grown and spread all around the globe, resulting in different Englishes, as, like any other language, English can be acquired as a mother tongue, as a second language or as a foreign language. Thus, the English language is different in every country, as it is highly influenced by its culture and other official languages spoken within the same area. In this sense, different varieties have emerged all around the globe.

The implementation of English as a lingua franca might go against what the Council of Europe proposes. Nonetheless, this could be balanced out if English varieties are maintained and tolerated, as this institution itself also promotes linguistic diversity. On this basis, English should not be imposed as a single standard and “correct” variety. Thus, the main objective of this Master’s Dissertation is to make people aware of the importance of respecting different varieties and to propose a didactic unit based on English varieties, so as to achieve everything the Council of Europe and the current education legislation recommend.

1.1 Presentation

The project envisaged to be carried out aims to explore the possibilities of including English varieties within Foreign Language Teaching (henceforth FLT). It must be noted that the notion of “English variety” includes standard, pidgin and creole varieties of the English language (henceforward EL).

1.2 Justification

Being a future English teacher, the root cause for selecting this linguistic area cannot be simplified in a single sentence.

On the one hand, English is known to be the most important language, as it is used as means of communication in economy, science, sports, amongst other areas. In this sense, English acts a lingua franca (henceforth ELF), as it is the dominant language in international communication. Evident as it might seem, if English is studied because of its global importance, its varieties should be studied as well. This is so because English is spoken around the world and diversity is present in the language. In fact, some authors, such as Jenkins (2014) and Mesthrie and Bhatt (2008: 3-6), discuss about “World Englishes”, which include discernible subtypes of the EL. For instance, *metropolitan* and *colonial standards*; *regional* and *social dialects*; *pidgin*, *creole*, *immigrant*, *language-shift*, *jargon* and *hybrid Englishes*, *English as a Second Language* (ESL) and *English as a Foreign Language* (EFL) are distinguished.

On the other hand, according to the *CEFR Companion Volume* (2020), native speakers are no longer the model. This is so because intelligibility is nowadays’ foremost concern in communication. D’Souza (1999:273) states that “exposing all speakers of English to as many varieties of English as possible would do more to insure intelligibility than trying to impose a single standard on everyone”. Otherwise stated, the key to achieve intelligibility is to have a close acquaintance or knowledge about the EL. Society requests changes that 21st century schools must not reject.

1.3 Previous knowledge

The present project springs the interest of combining the English varieties within FLT. While studying Translation and Interpreting at the University of Granada, one whole subject (English B3) was fully dedicated to English varieties. The corresponding undergraduate dissertation formulated the importance of culture within language and the translation process, as language is considered to be an intrinsic part of culture. Furthermore, the object of study was a Gibraltarian (*llanito*) play written by Elio Cruz, *La Lola se va pa Londres*. The reason why this specific literary text was selected remains on the desire to give this variety the importance it deserves.

In general, there exists scarce information about the Gibraltarian variety—or any other not-so-popular variety—compared to other huge ones, such as American Standard English (AmSE) or British Standard English (BrSE). Fortuitously, enough information, authors and reads have been provided for the above-mentioned linguistic aspect.

1.4 Potential personal contribution

According to David Crystal¹ (2009), English learners must know that English is not a single variety; it is a “conglomeration of different varieties or dialects”. In most Spanish (high) schools, only BrSE is taught, although some vocabulary differences of the AmSE are explained as well. If Crystal’s words are taken into account, it is essential to teach English students that there exist other alternative ways of expression.

This project, thus, aims to contribute actively to the improvement on knowledge and comprehension of the different English varieties. It is obvious that not every variety can be taught. For this reason, English students will learn a specific English variety — probably the BrSE one, but they will be explained that other varieties do exist and that there is no right and wrong. In a globalised world, as nowadays’ world, English is in constant change and it self-enriches itself gathering characteristics from different varieties. For instance, *llanito* is mostly influenced by BrSE, but due to globalisation, its speakers now use American expressions (‘heavy fast’ instead of ‘very fast’).

1.5 Objectives

The main objective of the present Master’s Dissertation is to ensure intelligibility amongst Spanish students of EFL. In order to achieve the above-mentioned general objective it is necessary to pursue the following specific objectives:

- To combine both English varieties and ELT.
- To spread cultural awareness and teach students to appreciate different languages and/or varieties and to avoid discrimination and stereotypes.
- To favour linguistic diversity, just like the Council of Europe proposes.
- To design and propose a didactic unit proposal based on English varieties.
- To reveal the linguistic richness of the EL.

¹ This information was retrieved from an interview Macmillan Education conducted with David Crystal. The interview can be found on YouTube.

1.6 Hypothesis

Before digging any deeper into the present Master's Dissertation, it is essential to formulate a hypothesis to investigate the possibilities of including English varieties within the ELT in Spanish high schools. Is it possible to create a complete didactic unit based on English varieties? Is including English varieties within the ELT a conceivable option? If one of the main purposes of teaching foreign languages is to prepare students to communicate appropriately, then pupils should be exposed to as many varieties as possible, as they will encounter people from different linguistic backgrounds who might speak English differently to what they are familiar with. Thus, teachers must prepare students for real-life situations.

Considering the differences between BrSE and the rest of varieties, the following didactic unit will mostly focus on pronunciation, spelling and vocabulary, just a few grammatical aspects will be distinguished. This is so because varieties, in general, are not simply linguistic phenomena; they are based on social and cultural aspects. Thus, students will not only learn the English language as such, but its culture as well.

1.7 Personal expectations

With the implementation of the future didactic unit, it is hoped that students will be able to communicate in the English language no matter the variety being used. Thus, it is hoped that students acquire the intelligibility it is needed in order to communicate proficiently. Furthermore, as it is almost impossible to explain every English variety, it is hoped that this proposal will make students be aware of the linguistic diversity of the EL and, perhaps, it will awaken in English learners the interest in further learning.

1.8 Structure

This Master's Dissertation will essentially consist of two essential parts: the epistemological foundation and the didactic projection. Prior to the epistemological foundation, the root cause for selecting English varieties has been justified, the proposed objectives to be achieved have been listed and the hypothesis has been formulated. The epistemological foundation will consist of the theoretical background, which will contextualise the study. The didactic projection, thus, will be the practical proposal of a didactic unit. Finally, both conclusions and possible difficulties encountered along the investigation will be presented.

2. THEORETICAL FRAMEWORK

Preceding the proposal of this didactic unit, it is necessary to build a theoretical background beforehand. As stressed by Bou-Franch and Dolón Herrero (2015:23), the theoretical framework is an important section as it contextualises the study. In this sense, the present literature review will clarify every term used throughout this Master's Dissertation so the understanding of it can be guaranteed.

2.1 History of the English language

Most European languages and the Southwest and South Asia ones belong to the Indo-European family. The Indo-European family gathers those languages that happen to have an impressive structural relationship or that share remarkable characteristics (Joseph, 2015:5). The English language belongs to the Germanic branch, meaning that it shows correspondences with German, Swedish, Afrikaans and Dutch (amongst others), which are also part of the Germanic branch.

It is of no doubt that English has arisen, developed and evolved through generations of speakers. Baugh and Cable (2005:15) state that "the English language of today reflects many centuries of development". In this sense, nowadays' English language or its importance cannot be explained without the justification of its history.

Different groups of people have settled in the British Isles throughout history. Nonetheless, there is little or no record of the languages spoken there years and years ago. It was not until the landing of the Celts in the British Isles when there started to be more evidence of the language (Gelderen, 2006:20-21). Celtic is said to be the oldest language of the UK. The Celts were belligerent tribes who originated in central Europe and spread across the continent. However, their attitudes did not stop other tribes from trying to invade their territory.

The Roman Empire, also known as the Ancient Empire, was the largest and most powerful empire in Europe. Right after the conquest of Gaul (France, Luxembourg, Belgium, Switzerland, Northern Italy, the Netherlands and Germany), the Romans' aim was to invade the British Isles, which they did in A.D. 43. Nevertheless, this first Roman contact with the Celts in British territory only had a slight influence on English (Baugh and Cable, 2005:75) and Vulgar Latin words came through Celtic transmission. In this sense, Celtic survived despite Latin being the dominant language all across Europe, as only citizens belonging to upper classes could speak it. The Roman Empire collapsed years after their troops left Britain in A.D. 410.

Thus far, the British Isles have been conquered by different tribes, which influenced the evolution of the English language. The imposition of different languages resulted in the development of three main periods in the evolution of English. The above-mentioned periods are differentiated by certain characteristics that will be briefly discussed within the following sections.

2.1.1 Old English (450-1066)

The Old English is the earliest period of English. It is characterised by the use of inflections (Hogg, 2002:14). Latin was an inflected language as well. Out of nowadays' tongues, the German language is the one that uses declensions. There existed different cases in Old English, such as nominative, accusative, genitive and dative, and each of them played different roles (subject, direct object, etc.). Old English sounds and/or look nothing like the modern English language and it is largely incomprehensible now (Hogg, 2002:4).

English as such is said to officially start with the Germanic migration (Gelderen, 2006:21), which took place right after the fall of the Roman Empire in A.D. 449. As Bede mentioned in his *Historia Ecclesiastica Gentis Anglorum* (731), the three Germanic tribes who landed in England were the Jutes, the Angles and the Saxons. Soon after they came, both the Celts and the Romans were displaced. Celtic speakers became concentrated in Scotland, Wales and Cornwall, which explains why the Celtic language (Welsh, Irish, Gaelic, amongst others), its culture and traditions are still alive in the rest of the British Isles. The Jutes, the Angles and the Saxons settled in different parts of England and they formed seven different kingdoms under the general name of Heptarchy (Verba, 2004:19), which were Kent (Jutes); Essex, Wessex and Sussex (Saxons); and East Anglia, Northumbria and Mercia (Angles). At the same time, inhabitants of England managed to develop a common identity, known as the Old English language.

During this period, Christianity was coming to the English territory through missionaries from Rome, so the still-to-be-formed English language suffered the influence of Latin for a second time. Nonetheless, the first Roman contact in Britain resulted in the acquisition of Vulgar Latin borrowings, which differed from this second contact. The reintroduction of Christianity into the island led to an extensive adoption of Classical Latin elements. According to Serjeantson (1936:14) and Sheard (1970:121-122), this influence was mainly cultural, as religious and scholarly words were borrowed.

The Old English brought by Germanic tribes and influenced by Latin mixed itself with the Old Norse, a North Germanic language spoken by Vikings, who almost conquered the English territory in 865. The Old Norse is the ancestor of the modern

Scandinavian language and it belongs to the Germanic branch, just like English. In this sense, the Old Norse and the Old English were quite close and almost intercomprehensible, so both the Vikings and Anglo-Saxons could understand each other (Braha, 2016:4).

In short, the earliest period of English, known as Old English, was characterised by the use of inflections and by the influence of Germanic languages and Classical Latin.

2.1.2 Middle English (1066-1500)

If Old English was characterised by inflections, Middle English is defined by the slight reduction of them (Baugh and Cable, 2005: 46) and by the inclusion of French vocabulary. Every period of the English language starts with a meaningful event: while Old English emerged from the Germanic migration, Middle English is a result of the Norman conquest. Middle English is one step closer to the English known today, although it is still incomprehensible.

The duke of Normandy at that time, William (then, William the conqueror), conquered England through the Battle of Hastings (1066), destroyed England's relation with Scandinavia and imposed French as the language of intercourse amongst upper classes (Baugh and Cable, 2005: 103). It is believed that the English society was bilingual, as both languages, Anglo-Saxon and Norman-French were used right after the conquest (Asghari Tabari, 2003:2).

This is so because French was the dominant language of upper-class people. The Royal Court, for instance, conversed in French, as English was thought to be "an uncultivated tongue" (Baugh and Cable, 2005:106). Nonetheless, lower class people kept speaking English. The difference between French-speaking people and English-speaking people was social instead of ethnic (Baugh and Cable, 2005:104). A hundred years later, those two languages merged and created what is known as Middle English (Baugh and Cable, 2005:108).

In the 14th century English raised their domination in Britain due to the Hundred Year War against France, which made French become "the language of an enemy country", as stated by Baugh and Cable (2005:130). The growth of national feeling gave rise to English becoming stronger in the church and the universities. Even though English was now the dominant language of the country, many French words still remained.

2.1.3 Modern English (since 1500)

The development of a language is always caused by events (as seen above) or by changing conditions of a society. In this sense, the growth of a national feeling was a turning point in the evolving of Middle English into Modern English. During this period (often divided into Early Modern Period and Modern Period), the standardisation and uniformity of the language took place, as printing was introduced and spelling, punctuation and grammar had to be regularised (Baugh and Cable, 2005:187). Many language internal changes occurred in this period, such as the Great Vowel Shift or the decay of declensions. In addition, the Modern Period was marked by many historical events, such as the Renaissance, the Civil War, the Restoration, the development of overseas colonies, the Enlightenment, Romanticism, the Industrial Revolution, etc. (Gelderen, 2006:203-205).

The Modern Period standardised, refined and fixed the English language. This is the reason why current English speakers can recognise, read and understand Shakespeare's words.

2.2 Varieties of English

The Norwegian linguist Leiv Flydal stated that there existed different varieties within a language and, in 1951, he created what is now called the "architecture of a language". Flydal (1951) discussed that a language use can vary depending on the dimension it is being used and he distinguished the diatopic (place) and the diastratic (social group) dimensions. Later on, other authors added different dimensions: Eugen Coseriu (1981) added the diaphasic (context) and diachronic (time) dimensions and, Mioni (1983), the diamesic (oral/written) one.

Throughout section 2.1, English has been studied from a diachronic point of view. As mentioned above, English has varied due to the influence on time: as time went by and new invasions came, the English language has been forced to change. During this section (2.2), English will be studied from a diatopic point of view to show how English varies in different geographical areas.

Ever since the 16th century Britain has been taking the English language from its island to settlements around the world. The colonial expansion of Britain has led to English being spoken in different places (Alameda-Hernández and Fernández-Santiago, 2014:11) and, thus, resulting in different Englishes. In this sense, the English language has been spread throughout different parts of the world, which has made English being

spoken by a greater number of non-native speakers, rather than native speakers (Jindapitak and Teo, 2013:191; Alameda-Hernández and Fernández-Santiago, 2014:7; Bieswanger, 2008:32).

Kachru (1992) categorises the spread of English throughout the world into three concentric circles. The author (1992:356) states that the three circles represent “the types of spread, the pattern of acquisition, and the functional allocation of English in diverse cultural contexts”. In this sense, the Inner Circle refers to countries whose mother tongue (also called “languages spoken at home”) is English. The United Kingdom, the United States, English Canada, Australia, New Zealand, Ireland, some of the Caribbean and Australasian territories (Jindapitak and Teo, 2013:192) are the countries that lie within this circle. The Outer Circle includes countries in which English is not the native language but the second one (henceforth, ESL). This is so because Britain colonised some countries that now have English as an official language. This is the case of India, Malaysia, Singapore, the Philippines, Nigeria, Bangladesh, Pakistan, South Africa, Tanzania, Kenya, etc., which comprise the Outer Circle. The third and largest Circle is the Expanding Circle. It encompasses those countries that use English as a foreign language (also called “additional language”), as English plays no historical or governmental role. This circle includes countries such as Thailand, China, Japan, Russia, western Europe, Korea, Egypt, Indonesia and even other European countries, though Kachru does not include them in this scenario (Mesthrie and Bhatt, 2008:30).

As stated by Nieto García (2006:13) and Alameda-Hernández and Fernández-Santiago (2014:12), Kachru’s circles comprise the different ways a speaker can acquire the English language in order to explain how English has spread in different areas. In this sense, there exists a distinction between native speakers, explained by migration (Inner Circle); those for whom English is a second language, due to colonisation (Outer Circle); and those who have learnt English as a foreign language thanks to language teaching (Expanding Circle).

Throughout this section and the didactic unit, some varieties from the Inner and Outer Circle will be studied. This is so because in the current Spanish educational system only the British Standard English is studied and this is the only English students are familiar with. Thus, in order to ensure intelligibility, students will be exposed to as many varieties as possible. As for varieties from the Expanding Circle, students will be shown different audios of different speakers so as to spread awareness upon different dialects and accents².

² Dialects and accents cannot be confused. Dialects refer to grammatical, vocabulary and pronunciation distinctions, whereas accent only refers to different pronunciation (Crystal, 2010:24; Wells, 1982:3).

2.2.1 Inner Circle varieties

The Inner Circle includes countries where English is the native language. It might seem inconsistent to include Inner Circle varieties into this Master's Dissertation, as it has been stated before that native speakers are no longer the model, according to the *CEFR Companion Volume* (2020). However, intelligibility is not the only purpose of this project, it is also aimed to spread cultural awareness upon different languages and varieties, as stated in section 1.5. This is so because there exist different dialects within the British Isles or England itself that, just like those in Spain (e.g. Andalusian), are disparaged.

Every time English is taught as a foreign language, only British Standard English (or Received Pronunciation) is studied, although American Standard English might be taught as well. However, Received Pronunciation³ (henceforth, RP) is not representative of English, as it is spoken by a small number of English native speakers.

So RP has only been spoken at most by about five per cent of the population of England. And don't forget it is England we're talking about. We're not talking about Wales, where RP was never an important element, nor Scotland, not Northern Ireland, let alone Ireland as a whole. But even in England, 50 years ago, only about five per cent of the people would have spoken RP, and that figure is now down, I imagine, to less than two per cent[...]. (Crystal, 2002:20)

If this is the case, why is RP shown as the model in ELT then? In any case, teachers should never imply that RP is the norm and that students should sound like RP speakers (Crystal, 2002:21). Departing from this, the present Master's Dissertation and the didactic proposal aim at ensuring a real model for ELT.

As has been mentioned above, there exist different varieties within the British Isles. The most common ones are RP, Welsh English, Scottish English and Irish English. However, RP is not the only dialect spoken in Britain, although many non-native speakers could think so. Linguistic diversity is not often distributed in specific dialectal areas, so many different dialects can be found within the same area; for instance, in the British Isles. It is therefore absurd to only study RP. For instance, if the map of England were to be traced, as shown in Figure 1, five different groups would be shown: West

³ RP is also known as the Queen's English, Oxford English and BBC English.

Country, Southern, East Anglia, the Midlands and Northern, each of them compiling different dialects.

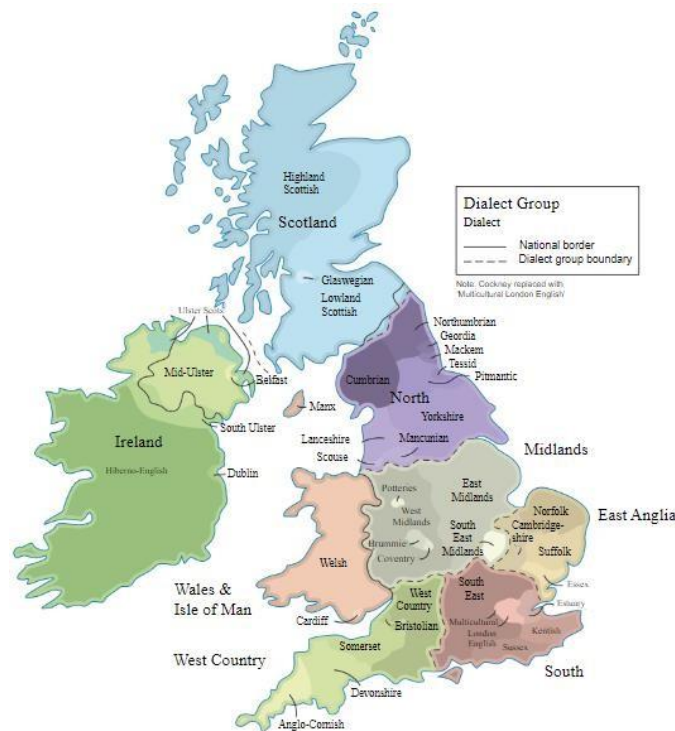


Figure 1: British Dialects

Apart from American, Australian, New Zealand, Scottish, Welsh and Irish English, this section will provide an overview of another dialect of England, such as Cockney. It must be said that it would be impossible to cover every single feature of each variety, so this project will only cover the most distinctive ones of each dialect.

2.2.1.1 Englishes spoken in the British Isles

❖ Scottish English

Scottish English is the English variety spoken in Scotland, which must be distinguished from Scots. Scottish English is a dialect, a variety of the English language, whereas Scots is considered to be a language in its own (McClure, 1994:23; Alameda-Hernández and Fernández-Santiago, 2014:16). Nonetheless, it is thought that the Scottish English variety is influenced by both British English and Scots. As any other variety, it is characterised by diverse grammatical, pronunciation and vocabulary features.

Regarding grammar, Scottish English tends to use multiple negation (*I cannot eat no more* [Alkazwini, 2017:85]) and to make irregular verbs regular (*sellt* and *froze* instead of 'sold' and 'frozen').

As for pronunciation, its main feature is rhoticity. Rhoticity happens when /r/ is preserved in word-final positions, before a consonant or a pause, whether as a tap [ɾ] or a trill [r]. In this sense, 'car' would be pronounced as [kɑ:] in RP but as [kɑ:r] in Scottish English. Another phonetical characteristic of this variety is the use of 'undiphthongised' forms (Alkazwini, 2017:84), that is, the use of pure vowels instead of diphthongs. 'Goat' might be pronounced as [ˈgəʊt] in RP, but as [go:t] in Scottish English. T-glottaling is another characteristic of Scottish English. Concerning intonation, this variety is represented by the falling one.

Scottish English lexis is influenced by Scots vocabulary, which is said to be "extraordinary large and diverse" (McClure, 1994:74). The most common words to be heard in day-to-day conversations are *aye* (yes) or *wee* (little).

❖ Welsh English

Welsh English is the dialect spoken in Wales. Wales is a bilingual country where both Welsh English and Welsh (Celtic language) are spoken (Mayr et al., 2017:252). Unlike in Scotland, Welsh has been able to stand its ground, as Welsh English has not replaced it despite diglossia.

Concerning grammatical differences towards RP English, the most specific one is the use of the question tag 'isn't it?', regardless of the prior statement (Alameda-Hernández and Fernández-Santiago, 2014:16). In this sense, RP 'You have eaten all the vegetables, haven't you?' would become 'All the vegetables, you have eaten, isn't it?' in Welsh English. Another characteristic is that the placing of both the subject and the verb is put at the end of the sentence to lay emphasis on them, as observed in the example above.

As for pronunciation, Welsh English is mainly characterised by initial /h/ and /w/ dropping and lilting intonation (Penhallurick, 2004:111) with a sing-song quality (Alameda-Hernández and Fernández-Santiago, 2014:16). There is a debate concerning rhoticity in Welsh English. Wells (1982:380) considers that it is a non-rhotic language, whereas other authors, such as Alameda-Hernández and Fernández-Santiago (2014:16) or Penhallurick (2004:110-111) contemplate Welsh English as a rhotic language. This is so due to Welsh influence, where /r/'s are always pronounced as a trill [r]. In this sense, Welsh English pronounces /r/'s as a tap [ɾ], slightly rolled. In addition, vowels also differ from RP. For instance, the [e] sound is more open and it is pronounced as [ɛ], whereas

the [ʌ] sound, which Welsh-speaking people would pronounce as [ɜ], is more closed and forward. Finally, the [ɜ:] sound is more closed, forward and rounded than in RP, and it is pronounced as [Ø].

As has been mentioned above, Wales is a bilingual country and thus, Welsh English has many words derived from the Welsh language (Jones, 2016:20). Some words that are unique from Welsh English are *cwtch* [kʊtʃ], meaning ‘cuddle’ and *butt*, meaning ‘friend’⁴.

❖ Irish English

Irish English is the variety spoken in the Republic of Ireland (Southern Irish English) and Northern Ireland (Northern Irish English). Apart from English, Irish (Gaelic language) is also spoken throughout this isle nowadays, as it has been maintained, specially in the Republic of Ireland, as “a symbol of national identity” (Alameda-Hernández and Fernández-Santiago, 2014:17). There is another recognised regional language within Northern Ireland, Ulster Scots (Hutchinson, 2013:2). Irish English is not a sole variety; in fact, different dialects exist within both Northern and Southern Irish English. Nonetheless, this project will only cover some shared features.

With regard to grammar, Irish English is known for the use of the so-called ‘after perfect’. The adverb ‘after’ is used with the verb ‘to be’ plus a gerund, forming this way a perfective that expresses a just performed action, as stated by Filppula (1999:99): “an event or activity which has taken place in the more or less recent past but the effect of which persist some way or other into the present moment”. In this sense, to express the following sentence ‘I have just won the lottery’, Irish English-speakers would say ‘I am after winning the lottery’.

As far as pronunciation is concerned, it must be said that both Northern and Southern Irish English are also rhotic, although not every Irish city shares this characteristic. Dublin (Republic of Ireland), for instance, is non-rhotic (Hickey, 2004:58). Another common phonological feature is TH-stopping, which consists in using [t] and [d] instead of the fricatives [θ] and [ð]. In this sense, words such as ‘thin’ and ‘tin’ would be homophonous (Alameda-Hernández and Fernández-Santiago, 2014:17).

Concerning vocabulary, it is obvious Irish English is influenced by both Irish and Ulster Scot. People from the Republic of Ireland would use *sham* to greet a ‘pal’ or ‘bud’

⁴ Examples have been taken from “British English Pronunciation - The Welsh Accent” Youtube video.

and people from Northern Ireland would use *buck eejit*⁵ to call someone an ‘idiot’. *Aye* is used by both countries.

❖ Cockney

Cockney is an English variety spoken in Southern England, most precisely in East End London, where RP originated. This variety is considered to be the dialect of the working class, as stated by Alameda-Hernández and Fernández-Santiago (2014:13) and Mott (2012:71), meaning that the level of respect of this variety is low (Mott, 2012:72).

Grammatically speaking, this variety is characterised by the use of the double negation to place emphasis on something (Matthews, 1972:189). Another typical feature is the use of some non-standard elements, such as the tag *ain’t*, regardless of the pronoun being used; or the *innit* (abbreviation for ‘isn’t it’) question tag. Finally, Cockneys are prone to switch the past form of the verb ‘to be’.

Regarding phonological characteristics, Cockney is distinguished in the sense that it is a non-rhotic dialect. In addition, Cockney speakers tend to make /t/ glottal (Wright, 1981:139), meaning this way that /t/ is dropped when in between vowels or before a pause (Hughes and Trudgill, 2012:77). In this sense, ‘butter’ would sound like [ˈbʌʔə] and ‘bet’ like [bɛʔ]. Moreover, diphthongs are also altered in the Cockney dialect and the [eɪ] sound would be replaced by [aɪ] and [aɪ], by [oɪ]. Thus, a Cockney-speaking person would say [braɪv] and [ˈtoɪm] instead of [breɪv] and [ˈtaɪm].

Lastly, as far as lexicon is concerned, this variety is mostly known for the famous Cockney Rhyming Slang, although authors like Mott (2012:72) state that this “use of language may never have been limited to London”. Rhyming Slang is said to have its origin in thieves' use of language, as they used it as a “secret language” (Mormol, 2016:43; Matthews, 1972:132; Franklyn, 1961:16). For instance, people who speak Cockney would use *britneys* to refer to ‘beers’ or the expression *use your loaf*, meaning ‘use your head’. Bearing in mind the above-mentioned examples, the formation of rhyming slang expressions can be assumed. Thus, it could be affirmed that Cockney expressions are composed of two or three words (Partridge, 1972:276), the last one being the one that rhymes with the target word (the one that is really meant).

❖ Llanito

Llanito is an English variety spoken in Gibraltar, also known as The Rock. Gibraltar is a British overseas territory, fronteering a Spanish town called La Línea de la

⁵ All examples have been taken from Vanity Fair’s Youtube channel videos.

Concepción and intersecting two continents, Europe and Africa (Alameda Hernández, 2006:33). Llanito can also be written as *Yanito*, as stated by Canessa (2019:9). Nonetheless, this project will use the prior term. Due to a series of social, historical and geographic factors, different individuals speaking different languages interacted in this piece of land and created a new diatopic variety.

This dialect is mainly characterised by code-switching and code-mixing, which, according to Jenkins (2009:33), is the use of words or phrases in two or more languages. That is, both English and Spanish are merged within oral conversations in Gibraltar. In fact, Levey (2006:724) states that Llanito-speaking people “will, consciously or unconsciously, alternate between English and Andalusian Spanish in everyday situations”. Frequently, Spanish sentences are added a gerund in English, which is a common feature within the Llanito dialect (Ballantine, 2000:122). Thus, Llanitos would say *hacer niting* instead of ‘to knit’. In addition, due to the Spanish influence, expressions are usually translated literally, resulting in calqued expressions such as *stop giving me the tin* (from the Spanish ‘deja de darme la lata’).

Llanito differs from RP in terms of phonology, despite being mainly influenced by it. Nonetheless, being in contact with Spanish makes it add prothetic vowels, just like Spanish-speaking people are prone to do when speaking English. In this way, instead of [ˈsteɪʃən], Llanitos would say [esteɪʃən]. When it comes to pronouncing Spanish words, its phonology is highly influenced by the Andalusian variety, as mentioned above. For instance, Llanitos tend to swap /l/ and /r/ and omit final consonants, so the Spanish word ‘soldado’ will result in the Llanito *sordao*.

The largest number of Llanito examples can be found in its lexicon, which is mostly of English origin but adapted to the Spanish language (both phonetics and spelling). One of the most common words, which are also used by their Spanish neighbours, are: *chinga* (‘chewing gun’), *liquirbá* (‘liquorice bar’), *carne conbí* (‘corned beef’) or *focona* (‘four corners’). The latter example refers to the Gibraltarian frontier, which is said to have four corners. Nonetheless, loans from other languages can be found within Llanito as well, as Gibraltar is a multicultural colony (Levey, 2006:725). *Marchapié*, from the Italian word ‘marciapiede’ is used instead of ‘pavement’.

2.2.1.2 American English

American English (AmE) encompasses a series of Englishes spoken in the United States of America. The English language crossed the Atlantic and landed in the USA, amongst colonists, who established Elizabethan English (Han, 2019:93). However, American English is different from British English. Noah Webster (1789, cited in Han,

2018:93) explains the development of American English in terms of national identity: "The reasons for American English being different from English are simple: As an independent nation, our honor requires us to have a system of our own, in language as well as in government. Great Britain, whose children we are, and whose language we speak, should no longer be our standard...". Amongst BrE, AmE is the other major variety within the English language.

Generally, as in any other English variety, changes in grammar are minor but still, a few of them can be mentioned. AmE tends to use past simple to express an action that occurred in a recent past, but affecting the present moment, instead of the present perfect, as British English (BrE) would do. In this sense, *I just had breakfast* would be incorrect in BrE but totally possible in AmE, whereas *I've just had breakfast* would be possible in both varieties. Another difference lies within the use of the verb expressing possession: 'have' or 'have got' (Alameda-Hernández and Fernández-Santiago, 2014:17), both correct and accepted in the above-mentioned varieties. However, while BrE prefers the 'have got' form, AmE prefers the 'have' form. Another feature that distinguishes AmE from BrE is the use of different past participle forms, such as gotten, burned or spoiled.

Regarding phonetics, AmE differs from BrE in some aspects. The most remarkable one is the stress difference. In the word 'adult', the second syllable is stressed in AmE [ə'dʌlt], whereas in BrE, it is the first one ['ædʌlt]. Another characteristic of AmE is that it is prone to speak out every syllable, whereas BrE omits some of them. This is the case of words ending in -ary or -ory, such as 'mandatory', which sounds like ['mændə,tɔ:ri] in AmE and like ['mændətəri] in BrE. The prior word is spoken as a four-syllable word in AmE, but as a three-syllable word in BrE. Finally, it must be noted that AmE is rhotic (Švejcic, 1978:38) and T-flapping, meaning that the sound /t/ is usually pronounced as a soft /d/. In this sense, if American speakers were to say 'water', they would say ['wɔ:tə] instead of ['wɔ:tə:], as pronounced in BrE.

The AmE lexicon can be classified into three categories, as it can be distinguished from BrE by its spelling, meaning and different word items. Concerning spelling, AmE ends words with -or, -re, -se or -ize/-yze, whereas BrE prefers ending words with -our, -er, -ce or -ise. On this matter, *color*, *theatre*, *license* or *analyze* would belong to AmE, while British people would be more likely to spell them as 'colour', 'theater', 'licence' or 'analyse'. In addition, there are some words which lose a consonant if compared to BrE, such as *traveler* ('traveller' in BrE) and others that suffer a slight change in spelling, such as *check* ('cheque' in BrE). As for meaning, both varieties share words, but not their meanings. This is the case of 'mean', which is said to describe an angry person (AmE) but also someone selfish (BrE), or 'rubber', which is a condom in

AmE and something that erases pencil markings in BrE. Sometimes, both varieties share meanings, but they express them differently, through different words. Namely, the denomination given to this sport consisting of scoring goals without using hands or arms is *soccer* in AmE, while this same sport is called 'football' in BrE and the rest of the world. This can be confusing at some points, because what Americans call *underwear* (something that is worn under the clothes), British call it 'pants', but *pants* means 'trousers' in AmE.

2.2.1.3 Australian VS New Zealand English

In this section, both Australian and New Zealand English will be explained by comparing both varieties, as they share some common features. On the one hand, Australian English is the variety spoken in Australia, which is highly influenced by Aboriginal languages. On the other hand, New Zealand English is the dialect of New Zealand, which has also been influenced by the Maori language.

Australian and New Zealand English grammar does not differ that much from BrE, although some unique features can be found within this dialect. For instance, the use of the negative form *usedn't to* is preferred by Australians over the standard 'did not use(d) to' form (Blair and Collins, 2001:116). New Zealanders, due to the Maori influence, often use *eh* as a question tag, instead of the typical 'isn't it?'. Just like Scottish English and North American English (Trudgill and Hannah, 1994:97), both Australian and New Zealand English use *will* instead of 'shall' to make offers or suggestions (Bauer, 2007:14; Blair and Collins, 2001:129).

As for pronunciation, Australian English is said to share phonetic features with Southern British English: RP and Cockney (Alameda-Hernández and Fernández-Santiago, 2014:27; Cox and Palethorpe, 2007:341) and it is non-rhotic, as well as New Zealand English. However, there are some vowel differences between these two closed varieties. For instance, /e/ sounds like [ɪ] when pronounced by a New Zealander, meaning that both 'dead' and 'did' sound the same. Moreover, /i/ is pronounced like [ə] in New Zealand English, so the expression 'fish and chip' would sound like ['fəʃ 'ænd 'tʃəp] instead of ['fɪʃ 'ænd 'tʃɪp]. However, similarities can still be found as far as intonation is concerned, as both varieties are characterised for their rising intonation in declarative statements, making them sound more like a question (Alameda-Hernández and Fernández-Santiago, 2014:27-28).

Vocabulary is where most differences are found, as both varieties are influenced by two different languages. Nonetheless, Australian and New Zealand English share some common features. For instance, both varieties prefer BrE when it comes to spelling

words ending in -our, -er, -ce or -ise or words with double consonants. Moreover, these two dialects tend to abbreviate words, also known as 'clippies' or 'hypocoristics' (Blair and Collins, 2001:108) or divide them. In this sense, 'Australian' becomes Aussie; 'good', *good-o* and 'teacher', *chalky*. Many terms of these varieties have been borrowed by the Aboriginal (in the case of Australian English) and Maori (in the case of New Zealand English) language, especially those referring to fauna and flora. In that respect, the English vocabulary has been enlarged with words such as *wallaby* (Australian English meaning 'small kangaroo'; *koala* (Australian English); *kiwi* (New Zealand English meaning 'Zealanders', but it is also the name of a native bird) and *totara* (New Zealand English, name of an endemic tree).

2.2.2 Outer Circle varieties

The Outer Circle represents countries where English plays an important role and is used as an official language. Due to colonisation, some countries had to adopt English as their official language and it is now used for governmental purposes and it serves as a tool for communication in most cases.

2.2.2.1 Indian English

Indian English is the variety spoken in the subcontinent of India. The denomination of this dialect is somehow controversial, as many Indians do not feel well about it, as it has been used to stereotype people who speak 'bad English' (Sailaja, 2009:13). Thus, some scholars have proposed different denominations, such as Indlish (Sanyal, 2006) or Inglish (Khubchandani and Hosali, 1999). Nonetheless, the term Indian English is the one that will be used throughout this Dissertation, because its main aim is to raise cultural awareness and avoid stereotypes. Indian English shares its status as an official language amongst the Hindi language. It must be noted that most of the time, Indian English encompasses all English varieties spoken within South Asia, meaning that Pakistani or Bangladeshi English might share the same characteristics as Indian English.

Regarding Indian English grammar, Salles-Bernal (2015-93) states that it is "syntactically close to the native varieties (particularly BrE)". However, it is also highly influenced by other regional languages, such as Hindi. Making stative verbs progressive is a common feature of Indian English (e.g. 'They are believing everything they read'), as well as using the aspect system regardless of tense (Jenkins, 2009:39-30). In this sense, Indian English prefers showing if an action continues or has already finished, instead of pointing out when it takes place (e.g. 'I have lived there in 1999'). In addition, the use of question tags like 'is it?', 'isn't it?' or 'no?' is characteristic of Indian English, despite the

subject of the previous statement. This feature is shared with other dialects, such as Welsh, which uses 'isn't it?', or Llanito, which also uses 'no?'.

According to Patra (2016:252), Indian English phonological patterns are what best defines this variety, as it is "relatively close in approximation to the written form". In this sense, as Jenkins (2009:27-28) explains, Indians are prone to replace [θ] and [ð] sounds and use /t/ and /d/ instead, just like Irish English. In addition, they tend to make RP [a:] shorter, so words like 'staff' ['sta:f] would sound more like 'stuff' ['stʌf]. Finally, diphthongs are often shortened and they become monophthongs instead. This is the case of words like 'take', where the sound [eɪ] becomes [e:]. It must be noted that Standard Indian English is non-rhotic, while most non-standard varieties from this part of the world are (Sailaja, 2009:19-20).

In terms of lexis, Indian English core vocabulary is influenced by British English, although American usage is preferred in some cases ('stove' instead of 'cooker') and other words are completely different from both American and British English. For instance, instead of 'aubergine' or 'eggplant', Indians would say *brinjal*, mostly due to Hindi's influence. Some words that are used in the above-mentioned varieties acquire different meanings in Indian English. This is the case of *smart*, which means that someone dresses properly, instead of that someone is 'intelligent'. The Indian variety has enlarged the English vocabulary, including words like *curry*, *guru*, *bungalow* and *shampoo*.

2.2.3 Expanding Circle

The Expanding Circle is the largest one, as it contains the greatest number of English speakers. Countries belonging to this circle recognise the importance of English, which is often studied as a foreign language.

2.2.3.1 China English

China English is the variety spoken in China, a country located in the Asian continent. Regarding the term 'China English', it might seem unknown to many people, as it is often confused with terms such as 'Chinese English' or 'Chinglish' (Wang and Wang, 2012:71), even though scholars and linguists are trying to establish China English as the main denomination. Belonging to the Expanding Circle, China does not consider English as an official language, the only official language is Standard Chinese, also known as Mandarin. However, English does play an important role somehow, as it is used by

many Chinese people on a daily basis. In addition, there exist newspapers, magazines and TV channels that use English as the communication medium (Yang and Dai, 2011:9).

Firstly, it must be noted that China English grammar, as well as pronunciation, is highly influenced by Chinese. The Chinese language is tenseless, meaning that the same verb form is used to express all tenses (Nose, 2020:22). Thus, tenses are usually expressed by a time marker. However, as those adverbs are usually placed at the beginning of the sentence or right after the subject, Chinese English tends to do the same. In this sense, instead of saying 'I will go to the beach tomorrow', a China English-speaking person would say either 'Tomorrow, I will go to the beach' or 'I tomorrow will go to the beach'. In addition, it is not common to conjugate verbs in spoken China English and they can sometimes be omitted, especially copular verbs ('You my sister' instead of 'You are my sister'). Nonetheless, even subjects can be omitted, as Yang and Dai (2011:11) state, and sentences like 'Long time no see' can be heard throughout China.

When it comes to phonology, China English is prone to pronounce both /r/ and /l/ like with the [l] sound, so 'red' and 'led' are homophones. Moreover, one of its main characteristics is that [θ] and [ð] sounds are replaced with [s] and [z]. Finally, rhythm and stress are quite different in China English, as Chinese is a syllable-timed language, whereas English is a stress-timed one (Wu, 2019:90).

China English has also enlarged the English vocabulary providing words such as *silk* or *chopsticks*. However, what best characterises this variety is nativization, also known as domestication, of the English language. Before giving any examples, it is necessary to provide a definition of what nativization is. According to Tunde-Awe (2014:485), nativization is a term used to describe "the indigenization of English in a second language environment". In this sense, there are cultural references in Chinese that have been translated literally into English. However, although it might seem that some words can be understood by most English-speaking people, the reality is that they do not really know the cultural context behind them. For instance, if a Chinese person is talking about a *red envelope*, an English-speaking person would visualise a red envelope as such. However, the term *red envelope* refers to a monetary gift in China. In other words, China English lexicon is understood but not comprehensible to most speakers of English, as it is written in English but it has a deep contextual and cultural background.

2.3 English as a lingua franca

English is considered to be nowadays' lingua franca. There is not a consensus upon this denomination. In this sense, some authors prefer referring to it as English as

a global (Crystal, 2003; Galloway and Rose, 2015) or as an international (McKay, 2004; Baratta, 2019) language, or even mediator language (Schneider, 2011:2). Nonetheless, the first term, *lingua franca*, is the one that will be used throughout the present Master's Dissertation.

English as a lingua franca (henceforth, ELF) refers to "the common language of choice, among speakers who come from different linguacultural backgrounds" (Jenkins, 2009:200). To put it another way, it is a language which is used between speakers who do not share the same mother tongue (Nieto-García, 2006:3; Seidlhofer, 2005:339).

In nowadays' globalised world, people need to travel, communicate and meet people from different parts of the globe. English is the dominant language at present in international communication (Mesthrie and Bhatt, 2008:221) and also in education systems. Therefore, English is the current common language for speakers of different languages. Sharing a common language is not only important to communicate, but also to build knowledge, it is a way to "bridge language barriers" (Hülmbauer et al., 2008:26).

2.3.1. How does a language become a lingua franca?

Previously on, the meaning of the term *lingua franca* has been provided. This section, however, will deal with some issues that can be summarised within the following questions: Why and how does a language become a lingua franca? Does this situation last forever?

It is assumed that English is nowadays' lingua franca because almost everyone can speak it. However, according to McKay (2004:2), "the sheer number of speakers is not a sufficient reason to label a language as an international language". In addition, it is also suggested that English has been chosen to be the lingua franca because it is grammatically easier than other languages (Crystal, 2003:7). In fact, what makes English a lingua franca is its special role, which is acknowledged in many parts of the globe (Crystal, 2003:3). This unique special role has provided English with an international status. In this sense, if the rise of a language as a lingua franca is not defined by the number of speakers, it is then defined by its power. As reported by Phillipson (2018:250), English's status is international because it is a *lingua economica, emotiva, academica, cultura, politica* and *bellica*. In other words, the English language is not only a lingua franca because it makes communication between non-native speakers possible, but also because it serves as a medium for international trades, as a medium to entertain and share knowledge. In this sense, based on Crystal's words (2003:7), in order to become a lingua franca, a language must accumulate economic, technological and cultural power, just like the Roman and Norman Empire did back then when Latin and French were the

lingua franca at some point in history. As mentioned before, it was believed that English was international due to its lack of difficulty. However, languages such as Latin and French, whose inflections and gender differences make the languages hard, were once international as well.

To summarise this section, it must be noted that a language does not become global just by the amount of speakers nor the ease of its grammar. In fact, what makes a language international is its power. The English language exerted dominance over different countries through imperialism, just like the French, Spanish or Portuguese. However, its economic and cultural power allowed it to remain and expand itself (Crystal, 2003:10). Thus, a language loses its international status when all those powers are lost and people stop speaking it.

2.3.2 Advantages and disadvantages of sharing a common language

Sharing a common language can often be seen as an advantage or as a disadvantage. In this sense, what some regard as a gift, others see an unfortunate consequence. This is why this dissertation will not explicitly discuss whether communicating through a single language results in an advantage or a disadvantage.

Opposed to what the Council of Europe proposes, the presence of a lingua franca reduces the chances of achieving multilingualism. Thus, diversity of languages cannot be reached if English, in this case, keeps its dominant and international position.

Moreover, according to some authors, language and culture are linked and cannot be explained separately. This is the case of Nord (1997:23), who considers language to be “an intrinsic part of culture”. However, other authors, such as Newmark (1988:95) do not conceive language as part of culture. Nonetheless, if the first approach is taken into account, sharing a common language would not be useful, as that language might not represent everyone.

Certain cultures, in order to feel closer to the language they are not native speakers of, tend to change the language. As has been studied in the previous section, the English language has suffered phonetical, grammatical and lexical features in order to fit in some countries and cultures. This is often regarded as a problem, as English native speakers see their language changing and no longer feel custodians of it (Seidlhofer, 2005:339).

As some scholars regard the spread of English as a linguistic imperialism (Phillipson, 2013:3), they decided to create an artificial language to overcome the above-mentioned (and still-to-be-mentioned) dilemmas: Esperanto. This artificial

language was thought to be a better lingua franca than English, as it was nobody's mother tongue (Li, 2003:36). In fact, it was a mix of different languages whose main purpose was being fair so every language was on the same ground. Nonetheless, the creation of the Esperanto language was a failure because there cannot exist a common language if a common culture is not shared as well.

Additionally, the language being used as lingua franca, English in this case, is considered to be dominant over other languages. Swales (1997:374) uses a metaphor in which English is compared to a *Tyrannosaurus rex*, as it is seen "as a powerful carnivore gobbling up the other denizens". This is so because the rise and international importance of English has caused other languages to lose their speakers. In other words, some languages are at risk of disappearing in specific areas because speakers are "forced" to speak English. For instance, Spanish, as well as English, used to be widely spoken in Gibraltar. However, due to historical issues and the international role of English, the latter language is the preferred one amongst Gibraltarian people. Other endangered languages are Hawaiian or Scots.

2.4 English in a Spanish school context

Spain is one of the many European countries belonging to the Expanding Circle, as English is taught as a foreign language. In fact, English is said to be studied by 96.4% of the European population, as statistics from Eurostat (2021) show. However, when it comes to language teaching, Spain is at the very bottom in Europe, along with Greece, Portugal, Ireland and Italy.

To trace back this problem, this section will briefly relate to the different education laws within the Spanish context. The Moyano Law (1857), whose main aim was to solve the pending issue of illiteracy in the country, was the first education law in Spain. In fact, it was the current education law until 1970 (Izquierda-Lebrero, 2009:2). The Moyano Law divided school years into three stages: *estudios de primera enseñanza* (6-9 years old), which was compulsory; *estudios de segunda enseñanza*, which was divided into general studies (2+4 years, later reduced to 5 years) and applied studies; and *estudios de las facultades y de las enseñanzas superior y profesional*. The study of languages was established within the second period of *segunda enseñanza*, being called *lenguas vivas* ("alive languages") as opposed to dead languages. French was the language taught in general studies, whereas students got to choose in applied studies whether they preferred studying English, Italian or German. Thus, while the study of

French was mandatory, the study of English was optional and only people from middle and/or upper classes could study it, as they were able to afford this stage.

Since 1970, nine different education laws have been set, each one depending on the government in charge. The one that laid the basis of the current education system in Spain was the *Organic Law for the General Organisation of the Education System* (LOGSE, 1990), which established that foreign languages shall be studied from primary education till secondary compulsory (E.S.O.) and non-compulsory (Baccalaureate) education.

Given the importance that English had been gaining throughout the world, most Spanish schools decided to teach English as their first foreign language and French as their second language. In addition, many Spanish schools are joining the European Union's call for bilingualism and plurilingualism.

According to Royal Decree 1105/2014, 26 December, which establishes the basic curriculum of Compulsory Secondary Education⁶ and the Baccalaureate, it is important to learn foreign languages because people now interact more with people from different linguistic backgrounds. Furthermore, it is stated that achieving proficiency in foreign languages enables individuals to integrate into society, thus stimulating their development as individuals and providing them with more opportunities, whether academic, personal or professional (BOE, 2015:422).

Besides the above-mentioned national curriculum, each autonomous community has its own curriculum. The Andalusian curriculum in CSE and Baccalaureate is regulated by the Order of January 15th, 2021. Acquiring certain knowledge of a foreign language is considered to be mandatory, as nowadays' societies are plurilingual and intercultural due to globalisation. Thus, learning a foreign language is essential for an individual's development (BOJA, 2021:105).

Nonetheless, despite the efforts of the Spanish Education System, Spain is still at the bottom of Europe when it comes to the acquisition of foreign languages.

⁶ Henceforth, CSE.

2.5 Implementation of English varieties within ELT

Ever since 1990 the study of English as a foreign language (EFL) has been compulsory in Spanish schools. However, students are only exposed to British English and RP pronunciation. The English language has changed dramatically due to globalisation and no longer belongs to the British Isles exclusively. Thus, the way of teaching EFL shall change as well and stop following this outdated pedagogy which trains students to act as native speakers.

The current Spanish education system establishes that foreign languages shall be taught under the communicative approach (Communicative Language Teaching, CLT), whose main aim is to help learners develop their communicative competence. The term *competence* was first used by Chomsky (1965:4), who made a distinction between *performance* (use) and *competence* (knowledge). This linguist defined *linguistic competence* as the ability to produce grammatically correct expressions. Nonetheless, this unrealistic linguistic competence could not set the basis of the CLT and it was later replaced by Hymes' (1972) *communicative competence* term. The communicative competence widened Chomsky's concept of competence, as someone's ability to communicate cannot be entirely determined by grammatical competence. In addition, other aspects of language had to be taken into account (Bagarić and Mihaljević-Djigunović, 2007:95). The CEFR (2001:129) divides communicative language competence into three different categories: linguistic competence, sociolinguistic competence and pragmatic competence. In this sense, learners are not only supposed to be grammatically proficient in a language, but to be able to use the language appropriately in different situations, for instance. In addition, the CEFR (2001:136) points out the importance of being aware that different dialects and accents exist.

In this sense, what is the point of following the communicative approach if students are not exposed to all kinds of situations, including the different English varieties they might encounter? As has been studied in the previous sections, English is now spoken by more non-native speakers than native ones, so it is more likely to come across with people with different linguistic backgrounds. As stated by Morrow (2004:95), teaching students about English varieties will allow them to study English "as it is actually used in the world". In addition, a good communicator is said to be someone who is aware of the diversity of a language (Modiano, 2009:59).

There are several reasons that explain why English varieties should be taught in schools, apart from those that have been mentioned above. Firstly, by exposing learners to different dialects, they develop a sense of tolerance towards diversity. It is important to mention that there exist different Englishes because they sometimes serve different functions, as for instance in different cultures. In the same way, if students are aware of reality, they will not feel confused when encountering non-native speakers of English in real life contexts. Thus, this will avoid discrimination towards different dialects. Moreover, this knowledge will enrich their linguistic repertoires, helping them to become “internationally-minded people” (Jindapitak and Teo, 2013:195), as they will meet people from different cultures who speak a different language. Finally, exposing students to different dialects might encourage them to express themselves aloud, without feeling ashamed of sounding different from what they are familiar with.

Taking everything into consideration and evident as it might seem, the implementation of English varieties within ELT should no longer be ignored. In fact, some countries have already started including them, as briefly explained by Jindapitak and Teo (2013:195-196). For instance, the Department of World Englishes at Chukyo University (Japan) has created the School of World Englishes to allow students to make full use of the English language. Its main aim is to make learners appreciate varieties by exposing them to the different dialects that exist all around the globe. Likewise, there has been an attempt to teach English varieties via the Internet (Baik and Shim, 2002), where different newspapers, radio and/or television broadcasts were shown to students.

3. DIDACTIC PROJECTION

The following didactic projection consists in the practical proposal of a didactic unit based on English varieties. Thus, it stems from the theoretical framework that has been previously developed. The ensuing sections will contribute to the detailed explanation of the didactic unit that has been designed. In this sense, both the title and the justification of choice will be presented. Then, the didactic projection will be contextualised in relation to the students it is aimed at and the highschool where it will take place. Later on, every aspect that can be found within the current educational law, such as the key competences (KC), objectives, contents and cross-curricular elements will be fleshed out. Next, it will be explained whether the English department will need to cooperate with others in order to carry out this didactic unit. Sequently, the methodology being employed will be presented and explained as well, as it will depend on students’ strengths and weaknesses. Next, the resources and materials needed for the implementation of this didactic proposal will be listed. Finally, the sequencing of

activities and its timing will be presented in a table and after that, the evaluation process will be explained in as much detail as possible. To conclude, the step-by-step activities will be included at the end of the didactic proposal, to show how students will receive the information.

3.1 Title

Under the title “MR. WORLDWIDE”, this didactic unit aspires to make students aware of the importance of English, as it is nowadays’ *lingua franca*.

3.2 Justification

The present didactic proposal, whose main purpose is to ensure intelligibility amongst Spanish students, is based on the recommendations of the Council of Europe. As stated in Royal Decree 1105/2014, learners are to achieve a plurilingual and intercultural profile in order to be able to participate in different contexts and situations. In addition, it also aims to make learners reflect upon equal treatment and non-discrimination, as the above-mentioned legislation recommends.

3.3 Background and contextualisation

This didactic unit is aimed at 4th year of Compulsory Secondary Education (CSE) students who study in IES Fuente de la Peña. This didactic proposal will be developed in 8 sessions of approximately 50-55 minutes each, and it is aimed to be implemented in the third term, during May 2023.

Each section will be dedicated to one specific English variety, except for sessions 1 and 2. On the one hand, session 1 will introduce the term *varieties* to students, as well as the term *lingua franca*, so they become aware of the importance of acquiring a foreign language in today’s world. On the other hand, session 2 will only focus on varieties spoken all across the British Isles.

Both the characteristics of target students and the contextualisation of the high school where this didactic unit will take place will be explained within the ensuing sections.

❖ High School contextualisation

IES Fuente de la Peña is a state high school located in the outskirts of the province of Jaén. This school is intended to meet the demands of CSE and Non-Compulsory education in a large area from the South of the province. In this sense, it is far from the educational core of the city of Jaén, since the other high schools, which are relatively close to each other, are in the North (4), West (2) and Centre (2). As for CSE, the area is shared with five grant-maintained schools, which are Andrés de Vandelvira, Divino Maestro, Marcelo Spínola, Pedro Poveda and Santa María de los Apóstoles.

IES Fuente de la Peña has two establishments: *Sede 1* and *Sede 2* respectively, which are 600 metres apart from each other. *Sede 1* is where CSE and Baccalaureate take place, whereas *Sede 2* puts up vocational education and training (FP, from the Spanish *Formación Profesional*) students. The main difference between both establishments is the type of student, but also their size, as *Sede 1* has four floors and *Sede 2* is considerably smaller. In addition, the latter establishment was built in 1955, being older than *Sede 1*, which was built in 1986. Nonetheless, it is planned for next year to mix learners, so those studying vocational and training education might be sent to *Sede 1*.

The profile of citizens living in this area corresponds to relatively modest social classes. Their economic level can be considered medium-low, since the average annual family income is around twice the minimum interprofessional salary, which means that it is less than half the minimum interprofessional salary. Regarding the labour field, between 50 and 60% of the parents are permanent employees, and between 70 and 80% of them work in the service sector. Some of them work at the flea market, others are owners of small stores or neighbourhood workshops and only a minority is made up of liberal professionals. The main characteristic data of the neighbourhood's labour panorama is that the female activity rate is less than 25%, so that most mothers work exclusively at home, although the number of mothers working as cleaners as a professional activity is now increasing.

Considering the level of education of the families, it must be noted that it is actually very low. About 20% have a high school education or university degree; 60% have a primary school education only and 20% have no education at all. Most of them declare that they would like their sons and daughters to finish Compulsory and Non-Compulsory Education. However, the participation and involvement of families is yet to be improved.

The teacher staff is composed of 81 teachers, of which only 43 are permanently assigned to the centre, so the staff is somewhat unstable. As for the student body, the centre has 674 students.

❖ **Students' features**

The group for which this didactic proposal has been developed is made up of 31 students: 20 girls and 11 boys. They are in their 4th year of Compulsory Secondary Education and, as a whole, most of them plan on studying Health Science Baccalaureate.

This group may seem to have a heterogeneous level of English, as some students obtain better grades than others do. Nonetheless, all of them are hard-working learners, which makes them end up achieving good grades. Despite the level not being homogeneous, it can be said that the level varies between A2+ and B1. Overall, most of the students of this group suffer from anxiety, due to stress, since they have not been exposed to that much pressure before. They seem to be motivated and they behave well in class, as they wish to study further education.

As far as diversity is concerned there is one girl diagnosed with dyslexia, although nobody could tell by her impeccable exams. There are two gifted students (boys) whose main problem is calligraphy. In fact, their exams are free of mistakes but they are difficult to revise, as their handwriting needs some improvement. There is one slow learner (girl) who suffers from low self-esteem and family issues. In addition, there are two boys who often miss lessons due to health problems, them being malaise or hospitalisation. Nonetheless, they are not considered to be absent students.

3.4 Key competences

This didactic unit integrates the ensuing key competences, as they are part of the acquisition of an additional language.

Competence on Linguistic Communication (CLC) is the main one, as the English language is used as a tool to achieve effective communication, to interact and to express feelings and thoughts.

Social and Civic Competence (SCC) plays an important role as well. As learners will be exposed to different English varieties with different cultural backgrounds, they will become tolerant to different languages and cultures. In line with that, Cultural

Expression and Artistic Awareness (CEAA) competence is also present, as students are to use and study different artistic and cultural aspects of several English varieties.

Lastly, students will develop Digital Competence (DC), as they will use Information and Communication Technologies (ICTs) to learn and actively participate in some of the activities.

3.5 Objectives

The objectives that are meant to be met by students can be divided into three: stage objective, area (FL) objectives, and didactic objectives. In this sense, what students must achieve after this didactic unit is the following:

❖ Stage objectives

Stage objectives are based on Royal Decree 1105/2014, 16 December, and they establish the basic curriculum of CSE and Baccalaureate. Thus, the stage objectives that students are meant to achieve at the end of CSE are:

- i) To understand and express themselves in one or more foreign languages in an appropriate manner.
- j) To know, value and respect the basic aspects of one's own and others' culture and history, as well as artistic and cultural heritage.

❖ Area objectives

The area objectives, which are based on the Order of January 15th (2021), develops the curriculum in CSE and Baccalaureate, regulates attention to diversity and arranges the evaluation of the learning process. In this sense, what students are expected to achieve at the end of 4th grade is the following:

1. To listen and to understand specific information from oral texts in a variety of communicative situations, adopting a respectful, tolerant and cooperative attitude.
2. To express themselves and to interact orally in common communication situations in an understandable and appropriate way, using dialogue as a means to solve conflicts peacefully.

3. To read and to understand a variety of texts at students' appropriate level and interests, in order to extract general and specific information and to complement it with other sources, in order to acquire new knowledge with a critical sense.

5. To write simple texts for different purposes on different topics, using appropriate resources of cohesion and coherence.

9. To make appropriate use of learning strategies and all available means, including Information and Communication Technologies (ICTs) and audio-visual media, to obtain, select and present information both orally and written in the foreign language.

10. To value and to appreciate the foreign language as a means of communication, cooperation and understanding between people from different backgrounds and cultures, fostering solidarity and respect for human rights, within the democratic exercise of citizenship.

12. To show an attitude of receptiveness and self-confidence in the ability to learn and use the foreign language in a creative way, taking the initiative and participating with a critical sense in situations of communication in that foreign language.

❖ **Didactic objectives**

The didactic objectives aimed to be reached at the end of this didactic unit are the following:

- To understand both oral and written information about the topic of English varieties.
- To understand and express opinions on English varieties.
- To properly use reported speech to express other people's words.
- To recognise English varieties.

3.6 Contents

In order to achieve the aforementioned objectives and key competences, students must acquire a set of skills and abilities first. They are known as contents, and, as they appear in Royal Decree 1105/2014, they are divided into four. In addition,

contents are integrated within the four main skills: listening (block 1), speaking (block 2), reading (block 3) and writing (block 4).

❖ Comprehension and Production strategies:

- Block 1. Oral text comprehension. Understanding the main ideas of an oral text on the topic.
- Block 2. Oral production: expression and interaction. Discussing and expressing opinion on the topic.
- Block 3. Written comprehension. Reading and understanding the main ideas of a graded reader on the topic.
- Block 4. Written production. Writing in both direct and reported speech and using it in different types of texts (opinion essays and e-mails).

❖ Sociocultural and Sociolinguistic aspects:

- Recognising the foreign language as a means of communication with people from other countries.
- Respecting speakers of English regardless of their linguistic or cultural background.

❖ Communicative functions:

- Expressing opinions.
- Recognising reported speech.
- Distinguishing direct and indirect speech.

❖ Syntactic-discursive structures:

- Expressions to give opinion.
- Specific vocabulary of the different English varieties.
- Reported speech.

3.7 Transversality/Cross-curricular elements

Needless to say, this didactic unit also promotes and raises awareness upon different cross-curricular elements that can be found within Royal Decree 1105/2014. In this sense, what this didactic unit is intended to achieve is students' personal growth on the following issues:

Students will acquire knowledge on History and other countries' values, so civil and constitutional education plays an important role within this didactic unit. Besides, they will reflect upon equal treatment and non-discrimination on the basis of any personal or social condition or circumstance. Thus, coeducation is also a pivotal element, as learners will become aware of the existence of different English varieties and they will learn to respect them all. In this sense, education for peace is also present, as tolerance towards other cultures and varieties will be encouraged throughout the didactic unit. In addition to that, diversity and interculturality will be recognised all over the process and they will work on their self-esteem, as they will be encouraged to embrace their own variety.

3.8 Interdisciplinarity

In order to successfully develop the present didactic proposal, the English department will collaborate with other departments, such as those of the areas of History, Spanish Language and Literature and Ethics and Values Education.

Firstly, students will need a previous knowledge of, for instance, reported speech in their mother tongue, so it is easier for them to acquire this knowledge in their first foreign language. In this sense, it is necessary to cooperate with the Spanish Language department. Additionally, students are supposed to previously study colonialism and imperialism in History, since they will need that knowledge for the development of this didactic unit. As for Ethics and Values, positive values will be fostered and students will be able to recognise whether something is morally good or bad.

3.9 Methodology

No specific methodology has been proved to be the most effective one to teach a foreign language. This is why this didactic unit will not focus on a single one, but a combination of some of them. Thus, different approaches will be used depending on

what each session requires. Moreover, using different methodologies can help to improve learners' motivation and to avoid monotony, which is usually the main cause why students do not fancy studying.

The focus is placed on the communicative approach, as recommended by the current Spanish legislation. This is so because most of the activities involve real communication in order for students to communicate appropriately and fluently in different contexts and situations. In addition, all five skills are involved, as learners are expected to interact with each other, to practise their speaking, to comprehend oral and written texts and to write opinion essays or e-mails on the topic.

Other approaches, such as content-based instruction, are also taken into account. Pupils will learn in an inductive way, as they will learn through practising and the focus will mainly lay on them. In addition, peer-coaching is also used, so students will somehow feel powerful and it will encourage them to keep learning and, therefore, teaching their own peers.

Last but not least, another approach that will always be used is the Universal Design for Learning, known in the Spanish context as DUA, the abbreviated form for *Diseño Universal de Aprendizaje*. This approach intends to break any barriers that might exist amongst students, as attention to diversity will be covered in each session.

3.10 Resources and materials

In order to accomplish the different tasks included in the didactic unit, some resources and materials are needed.

As for materials, students will have to bring any electronic device, be it mobile phones, tablets or laptops, as they will be using electronic sources in some activities. Thus, an interactive whiteboard and projector will be needed as well, as most of the tasks are meant to be projected on the interactive whiteboard, so learners can follow them in case they forget their copy. Finally, a blackboard is also required.

As for resources, it is indispensable to have access to Internet connection, as many activities will be carried out using electronic devices. Thus, each student must be in charge of a Google Classroom account in case the teacher uploads new materials. The present didactic unit will be using resources such as Youtube, Edpuzzle, Mentimeter, Padlet, online worksheets, etc.

3.11 Outline of sessions

There are eight sessions in total of approximately 55 minutes each. The development of this didactic unit will take place during the third term (May 2023).

Each session has an idiom or expression of each variety as the heading, so students become familiar with cultural references. It is expected to devote one session to one specific variety, except for sessions 1, 2 and 8. Session 1, whose heading is the title of the didactic unit, is an introduction to the topic. Session 2 is not devoted to one specific variety but to some dialects spoken within the British Isles. Finally, session 8 is a recap of every variety that has been studied.

This section only includes the summary of the sessions, the amount of time each activity will take, the skill that is being developing at each task, the Bloom's taxonomy (especially HOTS) and the way students will be working, be it individually (IW), in groups (GW) or as a whole (WC). The explanation of each activity, which is what will be given to students, can be found in section 3.14.

SESSION 1: MR. WORLDWIDE				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. WARM-UP ACTIVITY				
1.a Mentimeter brainstorming and poll	5'	Writing Speaking	Analysing	IW/WC
1.b Edpuzzle poll questions	5'	Listening	Evaluating	IW/WC
2. ENGLISH IN THE WORLD				
2.a Pre-task: What is the most widely spoken language in the world?	5'	Speaking	Analysing	GW
2.b Task: Watch the video and	5'	Listening	Understanding	IW

answer the questions		Writing	Evaluating	
2.c Post-task: In what sense will English change in the future?	10'	Speaking	Creating	WC
3. WORD BY WORD				
3.a Pre-task: Questions on Padlet	10'	Writing	Analysing	IW
3.b Task: Spot the differences in both texts	10'	Reading	Analysing	GW
3.c Post-task: Reporting verbs	5'	Speaking	Understanding	WC
SESSION 2: BOB'S YOUR UNCLE!				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. WARM-UP ACTIVITY Four corners (Appendix 1)	10'	Reading Speaking	Evaluating	WC
2. REPORTED DOMINOES! (Appendix 2)	10'	Reading	Understanding	GW
2.a Group of experts	15'	Speaking	Analysing Applying Creating	IW/WC
3. WHAT DO THEY MEAN?	10'	Listening Reading	Analysing	IW
3.a How can we use them?	10'	Writing	Creating	GW

		Speaking		
SESSION 3: OUT OF WHACK				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. WARM-UP ACTIVITY: Quizizz	10'	Reading	Recognising	IW
2. I'M SORRY, WHAT DID YOU SAY?	10'	Speaking Listening	Understanding Applying	WC
2.a Conclusions	10'	Speaking	Analysing	GW
3. AMERICAN ACCENT OR DIVORCE?				IW/WC
3.a Pre-task: Mentimeter	5'	Writing	Evaluating	
3.b Task: John Krasinski and Emily Blunt interviews (Appendix 3)	10'	Listening Writing	Understanding Evaluating	IW
3.c Post-task: Reported questions	10'	Writing	Applying	IW

SESSION 4: GO OFF LIKE A FROG IN A SOCK				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. WARM-UP ACTIVITY: Listen to 5SOS' song, <i>Unpredictable</i>	7'	Listening	Creating	IW
1.a Joke	3'	Reading	Analysing	IW
2. REPORTED COMIC STRIPS				
2.a Pre-task: Read comic strips	5'	Reading	Applying	IW
2.b Task: Discuss reported structures	10'	Speaking	Analysing	GW
2.c Post-task: Fill or create comic strips	10'	Writing	Creating	IW
3. WOULD YOU RATHER..?				GW
3.a Pre-task: Would you rather questions	5'	Speaking	Evaluating	
3.b Task: Listening + questions	5'	Listening Writing	Recognising	IW
3.c Post-task: Match abbreviated words with their meaning	10'	Reading	Analysing	IW

SESSION 5: DO THE NEEDFUL				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. WARM-UP ACTIVITY: Debate about stereotypes	15'	Speaking	Analysing	WC
2. THE SIMPSONS 2.a Pre-task: Can you tell any stereotyped characters in The Simpsons?	10'	Speaking	Analysing Evaluating	WC
2.b Task: "Homer goes to India"	10'	Listening	Recognise	IW
2.c Post-task: Recommendation to avoid stereotypes	10'	Speaking Writing	Applying Creating	GW
3. WORD SEARCH	10'	Reading	Recognising	IW
SESSION 6: THINK THREE TIMES. ACT AFTER				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. WARM-UP ACTIVITY: Hot Seat	15'	Speaking	Recognising Applying	WC GW
2. CHINA ENGLISH 2.a Pre-task: How do you picture English spoken by	10'	Speaking	Recognising	WC

Chinese people?	10'	Reading	Evaluating	IW
2.b Task: Reading	5'	Speaking	Evaluating	WC
2.c Post-task: Would you consider China English a new developed version of English?			Analysing	
3. WRITING TASK	15'	Writing	Creating	IW
SESSION 7: LET'S EMBRACE OUR ACCENT!				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. WARM-UP ACTIVITY: Wordle	5'	Writing	Applying	IW
2. LA ROSALÍA	10'	Writing	Analysing	IW
2.a Pre-task: Mentimeter				
2.b Task: Youtube video about Rosalía in Jimmy Falloon's show	10'	Listening	Analysing	IW
2.c Post-task: Debate	10'	Speaking	Understanding Evaluating	WC
3. FINAL PROJECT: Explanation	20'	Speaking	Creating Recognising	IW GW

SESSION 8: IT'S SHOWTIME!				
ACTIVITY	TIMING	SKILL	HOTS/LOTS	GROUPING
1. FINAL PROJECT: Presentations and performances	60'	Speaking	Creating Recognising	IW GW

3.12 Attention to diversity

As far as diversity outreach is concerned, there are two gifted students who always finish early, one slow learner, one girl suffering from dyslexia and two students who often miss class due to health problems.

Fast-finishers will be given extension activities so they do not get bored in class. In addition, they can help their peers in case anyone is having difficulties with the activities.

Slow learners will be given reinforcement activities such as online worksheets so they can practise at home. Additionally, they will be given help when required and they will have additional explanations uploaded into Classroom in case inductive learning does not work for them. Both activities for fast-finishers and slow learners are included in Appendix 7.

As for the students who often miss class, they will have everything uploaded into Classroom, even the answers for the activities done in class.

Finally, the girl suffering from dyslexia will be given the activities with a different font (Comic Sans), which is said to be helpful for people with this condition. Moreover, she will always work in pairs with one of the gifted students so he can read aloud while she reads in silence.

3.13 Evaluation

Students are to be assessed according to evaluation criteria, which are based on the Order of January 15th, 2021. In this sense, the current legislation states that the learning process should be evaluated in terms of what, when and how to. In this sense, what is evaluated is everything students were supposed to acquire; when to evaluate refers to the different types of evaluation (initial, formative or summative) and how to evaluate alludes to the different instruments that will be used in order to assess students.

Taking into consideration the previous summary, this didactic unit plans to evaluate students through criteria, as recommended by the current legislation. Evaluation will be formative and summative, as students' process will always be taken into account in case problems or difficulties are detected and anything needs to be changed. Finally, different instruments, which will be later explained, will be used to evaluate students' learning process.

3.13.1 Evaluation criteria

Evaluation criteria are to be selected in conformity with the didactic objectives and they are based on what is found on the Order of January 15th, 2021.

1.1 To identify essential information and relevant details in oral texts, independently of their length (CLC, DC).

1.2 To make use of sociocultural and sociolinguistic knowledge to understand oral texts (CLC, SCC).

2.1 To produce oral texts, independently of their length, register and context (CLC, DC, IE).

2.3 To incorporate sociolinguistic and sociocultural knowledge within oral interaction (CLC, SCC, IE).

2.9 To interact simply but effectively in clearly structured oral exchanges (CLC, LL).

3.1 To identify essential information and relevant details in written texts, independently of their length (CLC, MSTC, DC).

3.3 To make use of sociocultural and sociolinguistic knowledge to understand a written text (CLC, SCC).

4.1 To write brief, coherent texts about common topics either on paper or electronically (CLC, DC, IE).

4.3 To incorporate sociolinguistic and sociocultural knowledge within written production (CLC, SCC, IE).

4.5 To use syntactic strategies in the correct communicative context (CLC, LL, IE).

3.13.2 Evaluation instruments and marking criteria

Students will be evaluated through the following instruments of evaluation and their marking criteria is the following:

- Rubric: 25%. One of the writing exercises will be evaluated and the instrument for it is an analytic rubric, where each dimension is evaluated separately (see Appendix 4).
- Observation scale: 25%. The final task, which is an oral presentation and representation of one specific English variety will be assessed through an observation scale (see Appendix 5).
- Check List: 10%. Students are required to hand out a worksheet about one listening activity, which will be evaluated (see Appendix 6).
- Daily observation: 10%. Students' daily participation in class will be evaluated.
- Test: 30%. At the end of the development of the didactic unit, students will express their knowledge doing a test. The test will contain a reading and listening part and a few exercises of reported speech.

3.14 Curricular material and classroom procedures

Activities have been created taking into consideration students' interests, which is why most of the tasks are motivating.

It must be stated that all curricular materials are original and my own design, except for the listening activities, which have been downloaded from Youtube and then adapted to the topic. As stated in previous sections, English varieties are not yet included in ELT, so there was not any available textbook that could be useful for this didactic unit.

Thus, every activity has been designed by the author of this Master's Dissertation,

who has used different resources, such as Canva, Pixton or Edpuzzle, to create custom-made activities. For instance, the different comic strips have been created with Pixton and edited with Canva. As for reading activities, information has been retrieved and adapted from the theoretical background (see Section 2).

In this sense, the different evaluation instruments are also original, as most of them are analytic and, thus, related to the topic.

SESSION 1: MR. WORLDWIDE!

Expression used by the singer Pitbull to express that he is an international icon, just as English is nowadays.

1. WARM-UP ACTIVITY

1.a Check the following [link](#), join Mentimeter and answer the following questions:

- "Varieties" of a language. What are they?
- What do you think about language varieties? Are they interesting or irrelevant to you?

1.b Listen to the following [audio](#)⁷ and list the accents from the most to the least difficult.

2. ENGLISH IN THE WORLD

2.a Pre-task: What is the most widely spoken language in the world? Why do you think so? Discuss it with your partner. You can use the structures below to express your opinion.

I (really) think that...

I (strongly) believe (that)...

I feel that...

I imagine...

I guess...

In my (humble) opinion... / My opinion is that... / My personal opinion is that... / Personally,...

I agree... / I disagree...

I have no doubts that... / I am certain that...

To be honest, ...

⁷ Original audio. English-speakers from different parts of the world have been selected and contacted to prove which dialect might be the most difficult to understand by Spanish students of EFL.

2.b Task: Watch the [video](#) and listen to it carefully. Answer the questions:

- (0:22) Why is the language called "English"?
- (1:02) Welsh, Scottish Gaelic and Cornish have their origin in the... a) English language; b) Celtic language or c) Latin language.
- (1:20) Different cultures and languages settled in the British Isles... a) True or b) False
- (1:45) If English was not established as an official language until the 14th century, which language did people speak back then?
- (2:01) How can a language be spread?

2.c Post-task: In what sense will English change in the future? Think of an example and let's discuss it!

3. WORD BY WORD

3.a Pre-task: Click the [link](#) and answer the questions on Padlet.

- Global language: Can you think of any other term related to this phenomenon?
- Global languages: Do you think English will continue to be a global language in the future? Why? Why not? Which language will replace it?
- Spanish as a global language: Has Spanish ever been a global language? Will it ever be? Explain your answer.

3.b Task: In pairs, read the following E-mails⁸ and spot the differences you can find in them.

⁸ E-mails have been invented by the teacher. Information has been retrieved from section 2.3.

Hello, Anna, how are you? Remember I told you I was going to a conference soon? It was yesterday. I know you like this topic, so I'm going to tell you everything the expert said about English as a Global language! "English is considered to be a Global language because everyone around the world uses it to communicate. The number of native speakers does not determine a language from becoming global. In fact, what makes a language global is power: social and economic power. So, if English is a global language now, it is because the UK and the US are two global powers". I hope you enjoy reading this as much as I enjoyed hearing it in person. See you soon, Monica XOXO	Hello, Anna, how are you? Remember I told you I was going to a conference soon? It was yesterday. I know you like this topic, so I'm going to tell you everything the expert said about English as a Global language! The expert said that English was considered to be a Global language because everyone around the world used it to communicate. He also mentioned that the number of native speakers did not determine a language from becoming global. He highlighted that what made a language global was power: social and economic power. In this sense, he affirmed that if English was a global language then, it was because the UK and the US were two global powers. I hope you enjoy reading this as much as I enjoyed hearing it in person. See you soon, Monica XOXO
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3.c Post-task: Taking into account what you have just read, which verbs would you use to report what someone said?

SESSION 2: BOB'S YOUR UNCLE

Idiom meaning "as simple as that" and used in Britain and the Commonwealth colonies.

1. WARM-UP ACTIVITY: Four corners (Appendix 1). You will be shown four different pictures or statements and you will move all around the room and place yourself in the corner that represents each picture/statement. Then, as a group, you will explain your choice.

2. REPORTED DOMINOES!⁹ (Appendix 2) You will be playing dominoes in groups of five, except for one group, which may have six members. You will find cards with two sentences and the main purpose of the game is for you to match the direct and indirect speech, but pay attention to the statements! They contain true information about different English varieties.

2.a Group of experts. Now, put in common the differences you just found. You will be assigned two or more examples of the dominoes and then you will have to agree on the rules of reported speech. Once you have decided the rules, you will switch groups, so each new group has one expert for each example. Every expert has two minutes to explain the rules to the rest of the group. Feel free to ask any question in case instructions are not clear enough! Once every group has jumped into conclusions, let's discuss it together!

3. WHAT DO THEY MEAN?¹⁰ As you can see, three different columns are shown, each one containing different information: words/expressions, meaning and different varieties spoken in the British Isles. First, try to match each word with its meaning and the variety they belong to. Then, you will listen to an audio in which those words and expressions are pronounced in their corresponding dialect. This might help you to match meanings with varieties. Pay attention to some words, as they are used in more than one variety sometimes!

⁹ Original material. Reported dominoes created with Canva. Information retrieved from section 2.

¹⁰ Original activity. Vocabulary retrieved from section 2.2.1.

WORDS	MEANING	VARIETY
a) Aye	1. Beers	Welsh
b) Chinga	2. Ass	Irish (Republic of Ireland)
c) Britneys	3. Head	
d) Wee	4. Idiot	Irish (Northern Ireland)
e) Butt	5. Little	
f) Sham	6. Believe	Scottish
g) Focona	7. Cuddle	
h) Buck eejit	8. Chewing gum	Welsh
i) Cwtch	9. Yes	Llanito
j) Adam and Eve	10. Friend	
k) Loaf	11. Four corners	Standard British English

3.a How can we use them? In pairs, think about situations in which those words or expressions can be used. Try to use at least three of them and do not worry if they do not belong to the same variety.

SESSION 3: OUT OF WHACK

Expression used in the United States to express that something is broken or defective.

1. WARM-UP ACTIVITY. Let's play Quizizz! You can join either using the [link](#) or the code shown in the screen. In some questions, you will be given two different words and one picture and you have to choose the word you usually use to refer to that image. In other questions, you will be given two statements and you will choose the one you find the most appropriate.

2. I'M SORRY, WHAT DID YOU SAY? The Fortune Wheel will pick a student (student A). Student A must ask a question to Student B. However, Student B is not paying attention and asks the teacher what Student A has asked. Then, as the teacher says what Student A has asked, Student C writes it down on the blackboard. If you feel confident enough to reformulate your partner's question, just say "I volunteer!".

2.a What conclusions did you jump into after listening to your teacher/partners? Discuss it in groups of 5 (or 6 if necessary).

3. AMERICAN ACCENT OR DIVORCE? The actor John Krasinski is American, whereas his wife, Emily Blunt (actress as well) is British.

3.a Pre-task: Join [Mentimeter](#) and answer the following questions:

- I can distinguish American vocabulary from British vocabulary... YES/NO
- Word cloud. What are the main differences between those two varieties?

3.b Task: You will watch the [video¹¹](#) twice. You will be given a listening worksheet that you must fill and hand to your teacher (Appendix 3).

¹¹ This video has been adapted by the teacher, as it contains three different Youtube videos.

3.c Post-task: In the previous video, John Krasinski relates what happened to him while he was visiting his wife in Britain. However, he always uses direct speech. Can you write it in a reported speech?

There was one guy about my age who seemed a bit grumpy and he said "you an actor?" and I said "Yeah". He goes "where do I know you from?" and I said "I don't know, if you'd know, I mean, we did the American version of your British Office". Strike one. "Wow, I love that show". And then he said "Who you visiting?", "wife", and he said "she an actress?" and I said "yeah". He said "do I know her?" and I said "I don't know" and he said "what's her name". I said "Emily Blunt" as he was writing something and goes "YOU?".¹²

¹² Information transcribed from [The Graham Norton Show]. (10th April, 2018). Emily Blunt Wishes John Krasinski Would be Less American

SESSION 4: GO OFF LIKE A FROG IN A SOCK

Australian expression to say that something is going crazy.

1. WARM-UP ACTIVITY: 5SOS is an Australian punk/rock band. You will listen to [Unpredictable](#), one of their first songs. Pay attention to the pronunciation of the word 'day'.

1.a Now that you know how 'day' is pronounced in Australia, do you understand this joke?



(My own design)

2. REPORTED COMIC STRIPS

2.a Pre-task: Read the following comic strips. As you can see, the mother is ordering her daughter to do or not to do certain things. Then, the daughter complains about it in her on-line diary.

2.b Task: In pairs, discuss the structure of reported orders and commands.

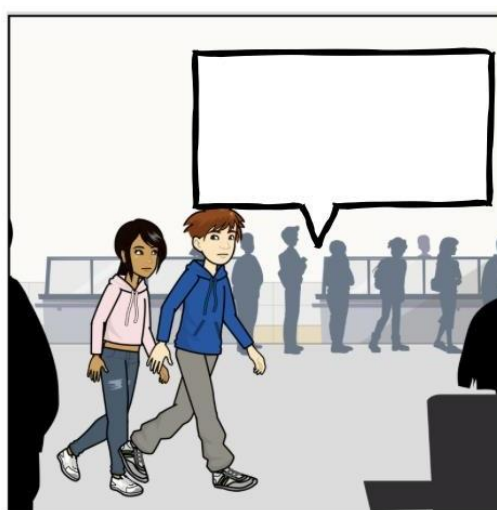
2.c Post-task: Individually, fill your own comic strip. You can use the one proposed or you can draw your own situation.

2.a, 2.b



(My own design)

2.c



(My own design)

3. WOULD YOU RATHER...?

3.a Pre-task: In pairs, ask each other "would you rather" questions. While one student talks, the other one listens carefully. Then, you switch pairs and you tell each other what your partner answered.

3.b Task: Join [Edpuzzle](#) and answer the questions as you listen to the audio.

- (0:42) Did you find anything on their pronunciation that caught your attention?
- (1:08) Can you say another word for "chewing gum"? Remember the previous varieties.
- (1:35) Northern Irish English also had a word for "stupid". What was it?
- (3:13) Both "mate" and "cuz" refer to "friend". Which Irish English word is their equivalent?

3.c Post-task: Did you know that? Both Australian and New Zealand English tend to shorten words¹³. Read both columns and then match each word with the original word.

a. Barbie	1. Cup of tea	e. Copper	5. Liquor store
b. Arvo	2. Thank you	f. Cuppa	6. Umbrella
c. Bottle-o	3. Police officer	g. Ta	7. Barbecue
d. Brolly	4. Sandwich	h. Sanga	8. Afternoon

¹³ Words retrieved from The Modern Guide to Aussie Slang.

SESSION 5: DO THE NEEDFUL

Indian English expression meaning "do whatever it is needed to make it happen".

1. WARM-UP ACTIVITY: Let's debate about stereotypes. Different nationalities or cultures will be mentioned and you must say the first thing that comes into your mind.

2. THE SIMPSONS

2.a Pre-task: Can you tell any stereotyped characters in The Simpsons?

2.b Task: Go into Youtube and search for the "[Homer goes to India](#)" video. Stop and rewind the video as many times as you need. Write down all the stereotypes about Indian people you can find. Would you include any more stereotypes?

2.c Post-task: What could we do to avoid stereotypes? Discuss in pairs and then, tell the rest of the class what your partner suggested. You can use the example¹⁴ below to suggest something in reported speech.

"We should stop watching shows that stereotypes characters" - My teacher suggested that we stop watching shows that stereotypes characters.

"We could accept every nationality so they do not get stereotyped" - My teacher suggested accepting every nationality so they do not get stereotyped.

3. WORD SEARCH¹⁵. The Indian language has influenced English as well. Try to find the different words (12) people use on a daily basis without knowing their Indian origins.

¹⁴ Example made up by the teacher, as to show students how reported suggestions are used.

¹⁵ Original Word Search created with Educima.

INDIAN ENGLISH WORDS

Did you know that many Indian words are now used in English?

C	S	F	S	I	P	A	R	C	U	R	R	Y	V
J	F	T	Y	B	O	C	A	S	H	M	E	R	E
G	L	I	L	A	C	P	Y	J	A	M	A	S	Z
R	X	R	E	N	N	I	R	V	A	N	A	V	Y
Y	Q	H	N	D	X	O	K	D	U	A	U	M	A
O	S	W	R	A	E	S	Y	O	G	A	C	C	Y
M	M	W	C	N	S	V	F	R	H	T	H	E	M
E	S	M	X	A	F	Q	P	E	V	K	E	O	A
F	E	G	W	D	G	S	V	M	T	A	E	L	M
H	F	V	R	R	U	L	N	I	C	R	T	G	A
Y	C	L	J	G	R	B	H	Y	L	M	A	K	N
Y	B	Y	C	Z	U	G	S	B	I	A	H	O	T
S	H	A	M	P	O	O	V	L	X	O	E	D	R
T	Q	N	X	Q	H	A	K	D	R	J	H	E	A

SESSION 6: THINK THREE TIMES. ACT AFTER

China English expression equivalent to "Think before you speak".

1. WARM-UP ACTIVITY: Hot Seat. The class will be divided into different teams. One person from each team sits in the Hot Seat, which is facing the classroom. Teacher writes a word belonging to the previous varieties studied and one member of the team must help the student sitting in the Hot Seat to guess the word. The game continues until every member or every team has described a word.

2. CHINA ENGLISH

2.a Pre-task: How do you picture English spoken by Chinese people?

2.b Task: Read the following text¹⁶ about the characteristics of China English and highlight whatever catches your attention.

English is not an official language in China, but it is taught as a foreign language. Although China's official language is Mandarin, English plays an important role, as many Chinese people use it on their day-to-day. China uses the same verb form to express all tenses, but adding a time expression, which is usually placed after the subject. Additionally, verbs can be sometimes omitted. Both /r/ and /l/ are pronounced like /l/, just like they would do in Spanish. China English has provided the English language with new vocabulary, such as chopsticks. Finally, China English tend to translate everything literally into English, which can sometimes lead into confusion.

2.c Post-task: After reading the text, would you consider China English a new developed version of English? Why? Why not?

3. WRITING TASK: Now that you have studied several English varieties, you have to write either an opinion essay or an e-mail. You should use direct and/or reported speech in both texts and, of course, the topic is "English Varieties".

¹⁶ Adapted text whose information has been retrieved from section 2.2.3.1.

SESSION 7: LET'S EMBRACE OUR ACCENT

Most non-native speakers are ashamed of their accent, because they do not sound like native speakers. Nonetheless, what does a native speaker sound like? As we have studied throughout the previous sections, English is different all around the world and each type of English is correct.

1. WARM-UP ACTIVITY: Let's play Wordle! Click on the [link](#). You will be redirected to a Word document containing different links. Guess as many words as possible!

2. LA ROSALÍA

2.a Pre-task: Join [Mentimeter](#) and answer the questions.

- When you become internationally famous, the language you use to communicate, apart from your mother tongue, is English. Do you know any Spanish-speaking famous people who can speak English?

- Do you think they have to improve their English in order to be understood? Why? Why not?

2.b Task: Watch this [Youtube video](#) from minute 2:30 to 6:50. Then, in pairs, discuss Rosalia's accent.

2.c Post-task: After watching the video, do you think it is necessary to sound like native speakers in order to be understood?

3. FINAL PROJECT: Now that you have studied different English varieties, choose your favourite one and try to imitate the accent (individually, in pairs or in groups). Right below you can find different videos (shows, TV series, films, TikTok...) you can recreate. You have one week to present your show to the whole class and highlight their main features. Feel free to investigate different English dialects.

The following links can lead you to different Youtube videos in which different varieties are used: [Llanito](#), [Irish](#), [Scottish](#), [Welsh](#), [Indian](#), [Australian](#), [Cockney](#).

SESSION 8: IT'S SHOWTIME!



(Original poster created with Canva)

4. CONCLUSIONS

A hypothesis was formulated in section 1.6. At the beginning of this Master's Dissertation I was concerned about whether it was possible to create a didactic unit based on English varieties. Fortunately, this hypothesis has been successfully proved, as shown in section 3, where a didactic unit related to English varieties can be found.

The present Master's Dissertation aimed at providing a solution for this ever-changing situation. The current Spanish model for teaching foreign languages only focuses on teaching the standard varieties, which is British Standard English in this case. Nonetheless, society has changed, so should do education. This is the reason why this Master's Dissertation was written. As stated in section 1.5, ensuring intelligibility amongst Spanish students of English as a Foreign Language (EFL) was the main objective of this dissertation. This general objective has been successfully achieved because some specific objectives have been accomplished as well.

4.1 Limitations of the study

As any other research, this Master's Dissertation might hold pitfalls and it could definitely be the object of improvements. This project is no exception and, in this respect, this section will focus on drawbacks, limitations and difficulties encountered.

Firstly, the severest limitation was the social circumstances, which hampered the possibility of implementing the practical approach of the research. The work placement (*Practicum*) for this Master's Degree in Teacher Training lasts for less than a month. Thus, it has been unattainable to put the didactic unit into practice.

In addition, considering the lack of materials for this topic, the creation of the didactic proposal needed to be started from scratch. This fact has also been a drawback, taking into account the amount of time this required.

4.2 Suggestions for further research

As stated above, it has been proved that it is possible to create a didactic proposal based on English varieties. However, it is necessary to implement it to see if it really is a conceivable option. Nonetheless, this Master's Dissertation will shed light in future research within the field of English varieties.

Hopefully, this didactic proposal will be carried out in a near future and, thus, it will

be the object of improvements, as it cannot be assumed that a didactic unit will work out if it is not tested first.

As has been stated throughout this Master's Dissertation, there are few studies dedicated to the teaching of English varieties. In this way, this dissertation might have broadened the range of studies. Thus, the building of this didactic proposal might mark a milestone in the teaching of English as a foreign language.

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6. APPENDICES

All activities and evaluation instruments are original, as they have been created by the teacher. Pictures from Appendix 1 and Appendix 2 have been taken from Canva, meaning that they are copyright-free. As for evaluation instruments, criteria have been chosen taking into consideration didactic objectives and evaluation criteria.

APPENDIX 1: Four Corners



1- Master the English language only

2- Speak every language except for English

3- Speak English with a strong Spanish accent

4- Have a little knowledge of every language

1- English spoken in the whole world

2- Chinese spoken in the whole world

3- Spanish spoken in the whole world

4- Every country has their own language

APPENDIX 2: Reported Dominoes

"I won't drink no more", promised my Scottish friend	My Irish sham admitted he had been saying 'thin' and 'tin' the same way	"The water froze last night", informed my Scottish friend	My Scottish friend promised he wouldn't drink no more
"Cockney slang had been created by thieves", said the linguist	My Scottish friend informed me that the water had froze the night before	"I am trying not to say any Spanish word now", said a Llanito guy	The linguist said Cockney slang had been created by thieves
A Llanito guy confessed that they hadn't eaten carne conbí two days before	A Llanito guy said he was trying not to say any Spanish word then	A Scottish girl complained that British people had made fun of her /r/ pronunciation	"We didn't eat carne conbí two days ago", confessed a Llanito guy
"British people made fun of my /r/ pronunciation", complained a Scottish girl	My Cockney father insisted that he had already drunk a britney	"I had already drunk a britney", insisted my Cockney father	Welsh students told their teacher they would study a wee bit more
"We will study a wee bit more", said Welsh students to their teacher	"I can pick up your butt Annie", insisted the Scottish driver	The Scottish driver insisted that he could pick up my friend Annie	"I am using my loaf now!", yelled the angry Cockney girl

The angry Cockney girl yelled that she was using her loaf at that moment	This Welsh guy admitted he never gave any cwtdh	"We both use 'Aye' instead of 'Yes'", highlighted Mark (Scottish) and Niall (Irish)	"I never give any cwtdh", admitted the Welsh guy
The Welsh historian explained that we mustn't forget our roots	Mark (Scottish) and Niall (Irish) highlighted that they both use 'Aye' instead of 'Yes'	"This Irish boy should stop talking like he were singing", insisted the British waiter	"You mustn't forget about your roots", explained the historian Welsh
"We used to speak Scots", remembered my Scottish grandma	The British waiter insisted that that Irish boy should stop talking like he were singing	Levey explained that Llanito is a mix of English and Andalusian	My grandma remembered that they used to speak Scots
"Llanito is a mix of English and Andalusian", explained Levey	Crystal David stated that there are different types of English	"There are different types of English", stated David Crystal	This Scottish thief admitted that he had sellt the jewels
"I sellt the jewels", admitted the Scottish thief	"She has been giving me the tin for hours", claimed my Llanito neighbour	My Llanito neighbour claimed that she had been giving her the tin for fours	"I have came across a buck eejit", complained my Northern Irish mate

My Northern Irish friend complained that he had came across a buck eejit	"I may stop hating the Brits", stated my Scottish grandfather
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My Scottish grandfather stated that he might stop hating the Brits	My Cockney flatmate explained to me that she never pronounced /t/s
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The Welsh historian explained that our language could remain	"I never pronounce /t/s", explained my Cockney flatmate
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"I was pronouncing 'thin' and 'tin' the same way", admitted my Irish sham	"Your language could remain", explained the Welsh historian
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APPENDIX 3: Listening worksheet

1. What is the main topic of the audio?

2. Both of the interviewers refers to British English as “Emily’s mother tongue”, what do they mean?

3. Can John speak British English? What makes you think so?

4. Can Emily speak American English? What makes you think so?

5. Do Britons dislike Americans? How can you tell?

6. What is the phonetical example that is repeated in every video?

APPENDIX 4: Rubric for the writing task

	0	0.25	0.5	0.75	1
Punctuation	No punctuation at all	Erratic punctuation	Some errors	Few errors	No errors at all
Organisation	No organisation at all	Little evidence of organisation	Some evidence of organisation	Adequate organisation	Strong organisation
Vocabulary	Limited vocabulary	Repetitive vocabulary	Adequate vocabulary	Accurate vocabulary using new words	Appropriate vocabulary
Grammar	Extremely limited using only basic structures	Very limited using only basic structures	Accurate use of reported speech despite errors	Adequate use of reported speech	Accurate use of reported speech
Contents	Ideas are not related to the task	Lack of creativity	A few ideas related to the task	All ideas relate to the task	All ideas are original and related to the task

APPENDIX 5: Observation scale for the speaking presentation

	Unacceptable	Adequate	Good	Excellent
Creativity				
Performance				
Accuracy				
Fluency				
Pronunciation and intonation				

APPENDIX 6: Check List

	YES	NO
Identifies essential information		
Distinguishes main ideas with visual support		
Identifies details		
Makes use of sociolinguistic and sociocultural knowledge to understand oral texts		

APPENDIX 7: Attention to diversity

- **Reinforcement activities** for slow learners:

[Worksheets](#) with British English VS American English vocabulary (Liveworksheets).

[Reported speech](#) explanation (Amigos Ingleses).

[Reported speech](#) practise worksheet (Liveworksheets).

- **Extension activities** for fast finishers:

[Reported speech backshift](#) worksheet (Liveworksheets).

[Reported statements](#) worksheet (Liveworksheets).

[Reported questions and commands](#) worksheet (Liveworksheets).