

Title of course	Változó angol a változó világban OTANG 350; MA CAn12
Title of course in English	Changing English in a changing world
Number of credits	5
Type of delivery	seminar
Number of hours	60 hours
Objectives	The overall objective of the course is to address issues regarding the global spread of English and its effect on the language. Participants will familiarise themselves with the terminology and recent developments in the research of the English language. They will also study pragmatic and linguistic theories that aim to capture how English functions in international contexts of use nowadays. The course also aims to enable participating students to interpret and analyse the changes and phenomena that stem from the role and status of English as a global lingua franca. The pedagogic implications of the changes resulting from the worldwide spread of English and its dominant use as a lingua lingua will also be discussed.
Contents of units	Unit 1: The spread of English Unit 2: Terminology/Standard varieties Unit 3: Corpora/English as a threat Unit 4: Worldwide use of English v. English language teaching Unit 5: Inner Circle varieties 1 Unit 6: Inner Circle varieties 2 Unit 7: Outer Circle varieties Unit 8: ELF research/ELF as a variety Unit 9: ELF as context Unit 10: Misconceptions of ELF/Issues in ELF Unit 11: Changing English: Implications for ELT Unit 12: ELF-oriented ELT Unit 13: The historical development of English Unit 14: The future of English/Suggested topics for student research
Learning outcomes	By the end of the course the participants will have a sound understanding of what constitutes the English language and its use today. Rather than perceiving English as a monolithic and static language, the participants will have acquired a dynamic and pluralistic conception of the language which more aptly reflects the linguistic diversity that results from the worldwide use of English. By the end of the course the students will have developed independent and critical thinking as well as their problem-solving skills, and

	will be able to make informed decisions. Participants will also have improved their research skills and will be able to collect and analyse data as part of their projects.
Relevance of course	In language teaching, it is necessary to select a codified standard variety which provides the basis for language instruction. However, apart from having a thorough understanding and a deep knowledge of this chosen variety, it is important that those teaching and researching the language are also aware of the fact that this codified standard variety is an idealisation. In reality, the English language and its use entail complex and dynamic processes where patterns emerge as a result of interaction between speakers from a variety of linguistic and cultural backgrounds. This view of English then challenges the basic tenets of traditional approaches to language description. It is, therefore, important that students adopt a conception of the language they will be teaching or researching which is more in line with current thinking about English and, in fact, language. The global relevance of the course also makes it suitable for attracting participants from different linguacultural backgrounds.
Assessment	Mid-semester summative test to check the understanding of terminology and key theories; presentation of individual or group project/research; seminar paper outlining and evaluating project/research
Equipment	Smartboard or laptop, projector, speakers, and access to the Internet
Set texts	<p>Crystal, D. (2012). <i>English as a global language</i>. Cambridge: Cambridge University Press.</p> <p>Eitler, T. (2006). Identity construction, speaker identity and Estuary English. In L. Varga, (Ed.), <i>The even yearbook 7</i> (pp. 1-14). Budapest: ELTE SEAS.</p> <p>Illes, E. (2009). An introduction to pragmatics for teachers. In R. Bhanot &amp; E. Illes (Eds.), <i>Best of Language Issues</i> (pp. 53-57). London: LLU+ London South Bank University.</p> <p>Illés, É. (2011). Communicative language teaching and English as a lingua franca. <i>Vienna English Working PaperS</i>, 20(1), 3-16.</p> <p>Ishikawa, T. (2015). Academic rigour in criticising English as a lingua franca. <i>Englishes in Practice</i>, 2(2), 39-48.</p> <p>Jenkins, J. (2006). The spread of EIL: A testing time for testers. <i>ELT Journal</i>, 60(1), 42-50.</p> <p>Jenkins, J. (2009). <i>World Englishes</i> (2<sup>nd</sup> ed.). London: Routledge.</p> <p>Jenkins, J. (2012). English as a lingua franca from classroom to classroom. <i>ELT Journal</i>, 66(4), 486-494.</p> <p>Jenkins, J., Modiano, M., &amp; Seidlhofer, B. (2001). Euro-English. <i>English Today</i>, 17(4), 13-19.</p>

	<p>Sayer, P. (2009). Using the linguistic landscape as a pedagogical resource. <i>ELT Journal</i>, 64(2), 143-154.</p> <p>Seidlhofer, B. (2005). English as a lingua franca. <i>ELT Journal</i>, 59(4), 339-341.</p> <p>Seidlhofer, B. (2007). Common property: English as a lingua franca in Europe. In Cummins, J. &amp; C. Davison (Eds.), <i>International handbook of English language teaching</i> (pp.137-153). New York, NY: Springer.</p>
Indicative bibliography	<p>Canagarajah, S. (2007). Lingua Franca English, multilingual communities, and language acquisition. <i>The Modern Language Journal</i>, 91(5), 923-939.</p> <p>Cook, G. (2010). <i>Translation in language teaching</i>. Oxford: Oxford University Press.</p> <p>Graddol, D. (2010). <i>English next</i>. London: The British Council.</p> <p>Kachru, B. B. (1992). Teaching World Englishes. In B. B. Kachru (Ed.), <i>The other tongue. English across cultures</i> (2nd ed.) (pp. 355-365). Urbana and Chicago: University of Illinois Press.</p> <p>Ranta, E. (2010). English in the real world vs. English at school: Finnish English teachers' and students' views. <i>International Journal of Applied Linguistics</i>, 20(2), 156-177.</p> <p>Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. <i>Annual Review of Applied Linguistics</i>, 24, 209-239.</p> <p>Widdowson, H. G. (2003). <i>Defining issues in English language teaching</i>. Oxford: Oxford University Press.</p>