

Lecture
1

Introduction

Introduction

English as a
first language

(e.g. USA, UK)



English as a
second language

(e.g. India, Singapore)



English as a
foreign language

(e.g. China, Russia)



Adapted from Crystal, D. (2003). *English as a global language* (2nd ed.).
Cambridge: Cambridge University Press.

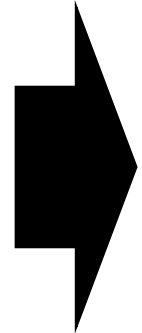
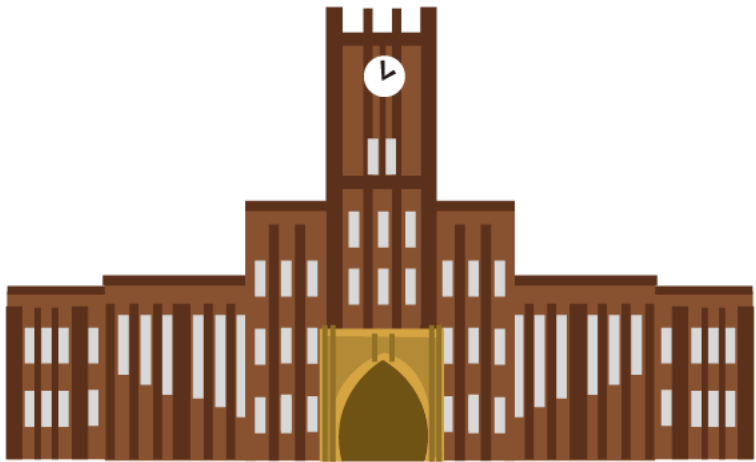
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Introduction

EA3

EMI in universities



EA4

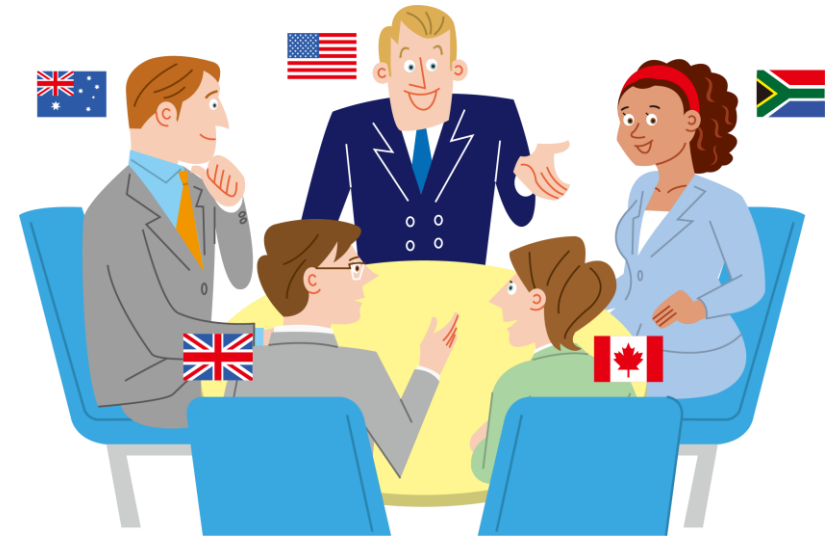


Introduction

- English associated purely with ‘native’-speaking nations



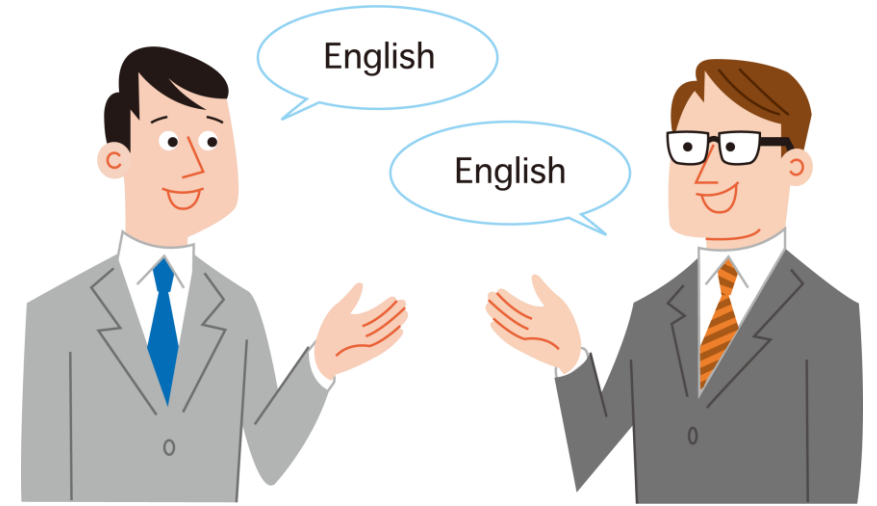
- English as a language with a global ownership
 - How far can we call English a ‘foreign’ language?



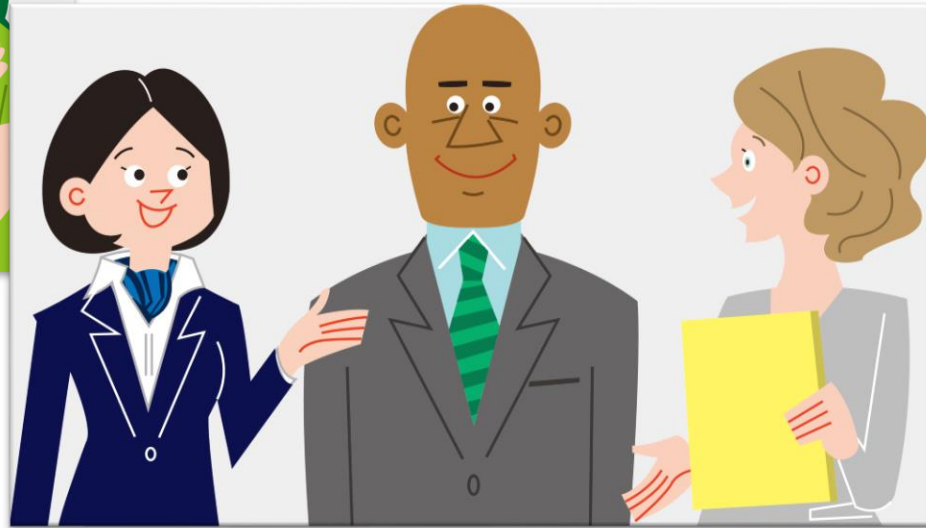
Introduction

Japan

- One of the largest commercial markets for ELT
 - Virtually the only foreign language option in schools
 - English is used as the main language of communication in some companies



Introduction

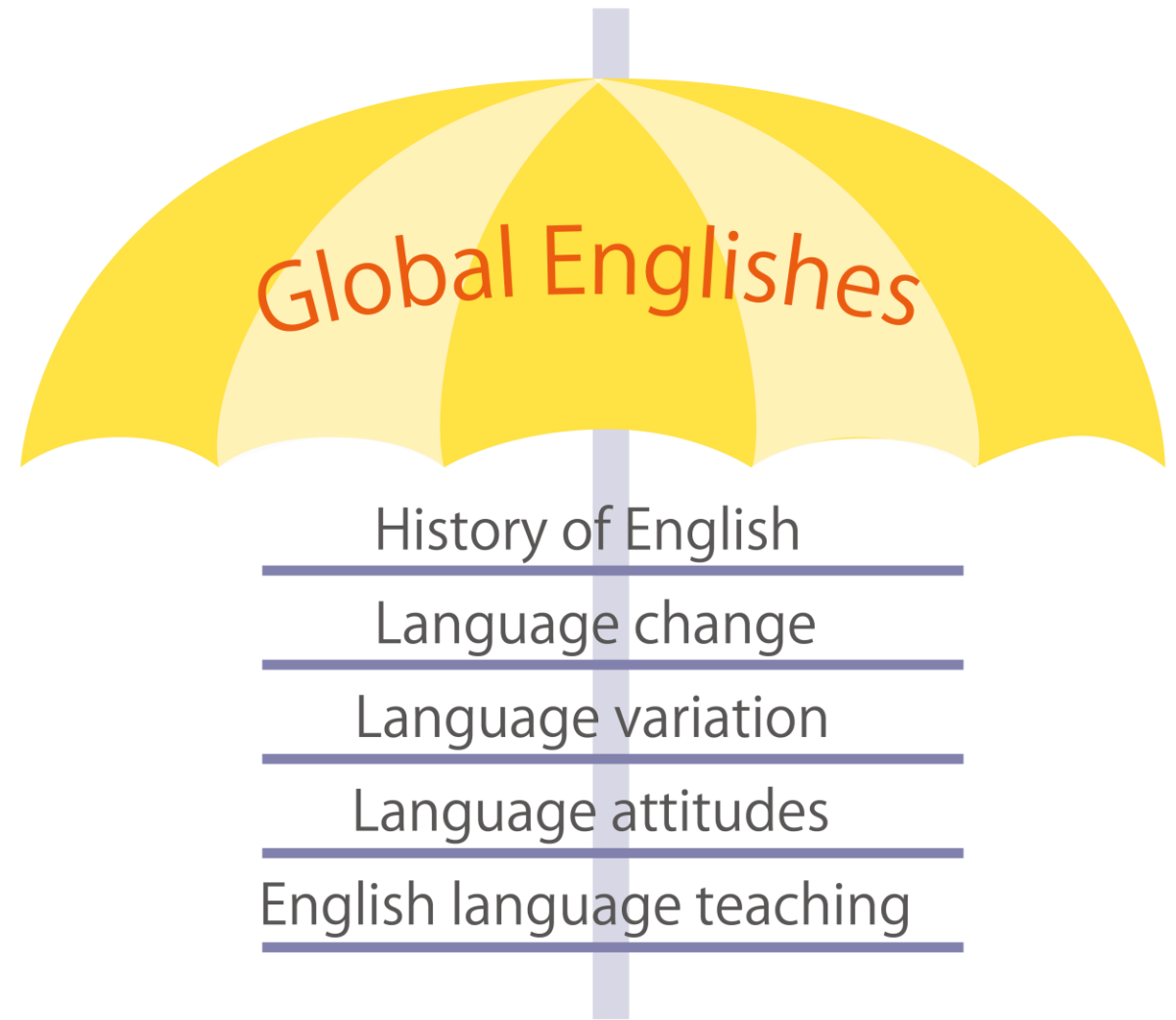


Introduction

- Shift in
 - English language use
 - The needs of English language learners
- Necessity of curriculum innovation in
 - Teaching English as a subject
 - Teaching in English

What is Global Englishes?

- The changing sociolinguistic uses of the English language



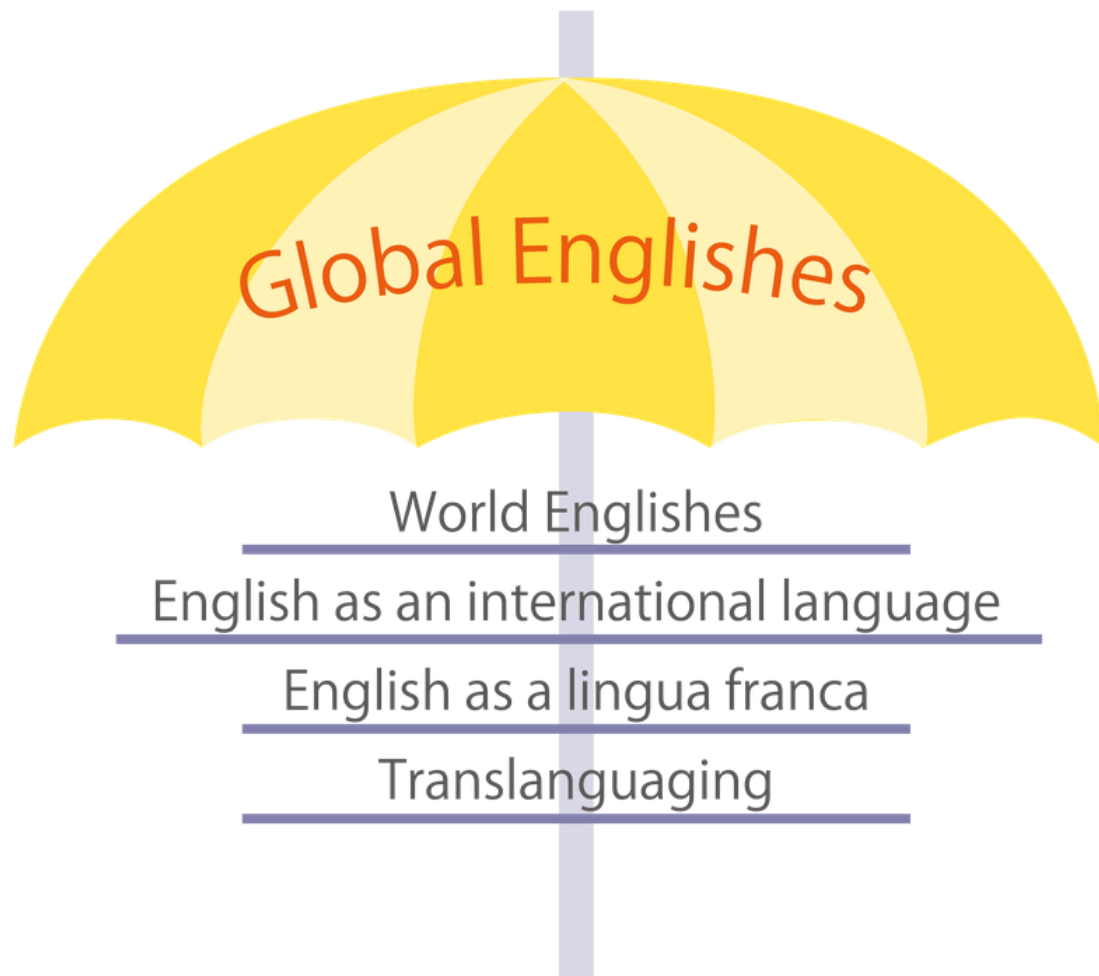
What is Global Englishes?

- Language change is natural and normal
- Languages are in contact with one another
- Ownership of English should be viewed as a global concept
- English is adaptable, fluid and ever-changing

EA4

- The global spread of the English language
- The development of English
- Key issues in the field of Global Englishes
- The implications of such research on the way English should be taught

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Language variation and change

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The 'ownership' of English

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A Global Englishes perspective

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Language-related challenges and language use

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'What English' in EMI?

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Approaches to EMI

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A curriculum perspective

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