



FACULTADE DE FILOLOXÍA
DEPARTAMENTO DE FILOLOXÍA INGLESA E ALEMANA

Variedades do Inglés

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GUÍA DOCENTE E MATERIAL DIDÁCTICO
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FACULTADE DE FILOLOXÍA. DEPARTAMENTO DE FILOLOXÍA INGLESA E ALEMANA

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2. ADEQUACY OF ‘VARIETIES OF ENGLISH’ WITHIN THE “ENGLISH LANGUAGE AND LITERATURE” CURRICULUM.

‘Varieties of English’ is an optional subject within the ‘English Language and Literature’ curriculum which, focusing on English from a linguistic standpoint, is very closely connected with other courses in the curriculum, such as the core subject **‘Phonetics and Phonology’** and another optional one, **‘Sociolinguistics’**: the connection lies on the fact that ‘Varieties of English’ is a linguistic study –mainly phonological, albeit not exclusively- of geographical varieties encompassing all social strata, whereas ‘Sociolinguistics’ focuses on varieties of English which result from the interaction of various strictly social parameters -such as age, sex, education, occupation, and so on- in any one given geographical variety of English. Such background notions, like the difference between ‘accent’, ‘dialect’ and ‘variety’ will be introduced in Unit 1. This leads us to the discussion of what is understood by the term ‘variety’, used here as a near synonym of ‘dialect’, in so far as the focus is on *regional* varieties. The label is taken to refer to both the various forms of English spoken within the United Kingdom (the regional varieties –such as Northern English, or Irish English, discussed in Unit 3-) and also those which were taken to overseas locations during the colonial period (roughly from the early 17th century to the late 19th century, when the expansion of the British Empire reached its peak at the end of the reign of Queen Victoria, as will be seen in Unit 2); varieties of English developed in specific ways in the different scenarios depending mainly on the geographical and social conditions of the English settlers and on the conditions of the overseas location. This process has given rise to varieties of English which are not only the official language, but in many cases, the native tongue in those former colonies, as we will see in units 4 and 5. The study of this spread of English is closely linked to other subjects in the curriculum, particularly **‘Culture and tradition in the British Isles’**, **‘History and culture of English-speaking countries’**, **‘Culture and tradition in USA and Commonwealth’**, **‘History of the English Language’** and **‘Analysis of Old and Middle English texts’**. The study of **literature** is also relevant, since these dialectal varieties will be reflected in the texts (**Irish, American, Postcolonial Literature**, etc). Moreover, the study of English varieties is also closely linked to the increasingly popular question of language change –driven largely by social and other contextual factors and also by the language structure itself- a topic which is dealt with in the various linguistics subjects (for example, **Morphology and syntax, Discourse Analysis**)

These varieties which are considered native –albeit their worldwide spread- must be distinguished from (i) those that have risen as a consequence of contact phenomena in some parts of the world (Unit 6) –areas with particular socio-political conditions, where the so-called pidgins have later developed into creoles- and also from (ii) what is known as international English, which is a variety of standard English used internationally, playing a central role given, for example, the economic status of the United States, but also considering reasons which are internal to the language structure itself. Thus, international English can be considered as a ‘second language’ variety of English, not only internationally, but specially in those countries where it fulfills the function of a *lingua franca*, given specific socio-political conditions, or other, reasons –as in the case of Nigeria, where English is the means of communication among communities which have many different and mutually unintelligible languages (Unit 7). We will also study one particular case of English as a global language, which is the case of English used in

advertising all over the world (Unit 8). Advertising is a text-type which combines both (audio)-visual elements with textual elements, exhibiting not only specific linguistic features, but also making extensive use of narrative techniques –such as figures of speech- while embodying both global and local culture realities.

Finally, as mentioned earlier, the subject matter of this course is closely linked to the contents of another subject, namely ‘Sociolinguistics’, eligible in fourth year. Therefore, an overview of other ‘varieties’ of English, in a wider sense of the word, has been considered appropriate, so that students, whether they choose ‘Sociolinguistics’ or not in the year after, are at least aware of this fact (Unit 9). Questions of style are taken into account in spoken *versus* written English; age is considered when looking at children’s speech; gender issues are analysed in ‘politically’ correct usage. Aspects which concern exclusively parameters associated with social class (namely, education and status) will not be looked into in this course.

The subject ‘Varieties of English’ is considered to be particularly adequate in a degree in English Language and Literature, not only because of its own value, but in relation to the other subjects in the curriculum.

3. GOALS & SKILLS TO BE DEVELOPED IN THIS SUBJECT:

General skills to be acquired in a degree in English Language and Literature.

- (1) ability to extract a generalization from data and provide a synthesis and analysis of the situation presented.
- (2) ability to transmit information, ideas, problems and solutions about aspects that are related to language and literature.
- (3) ability to use and apply certain IT tools for learning and communicating.
- (4) self-motivation (as they see how learning English can help to increase the pleasure they get out of life).
- (5) individual planning of study time (by learning how to plan out compositions, by making individual study plans, and by preparing for exams)
- (6) creativity (as they develop their own personal ideas into written compositions and oral presentations)
- (7) quality control and development (by learning how to plan out an activity before starting it)
- (8) recognizing diversity and multi-culturalism (as they learn how to take into account other cultural perspectives and understand certain cultural differences.)

Specific course goals of ‘Varieties of English’. There are three types of objectives for this subject: (1) theoretical, (2) practical and (3) methodological:

(1) Theoretical objectives:

- (i) the consolidation of a basic methodological framework for the systematic comparison of varieties of English, on the basis of their historical background, geographical distribution, sociolinguistic parameters and linguistic features (phonological and grammatical, with considerations on lexical variation whenever appropriate)
- (ii) description of the main geographical, and other, varieties of English in the world today, both as native in the UK and in other parts of the world, and as non-native or ‘new Englishes’.
- (iii) the study of certain linguistic phenomena as a result of the contact between English and other languages (pidgins and creoles).
- (iv) understanding English as a global language.
- (v) analysis of other variations within Standard English, as a preliminary approach to Sociolinguistics.
- (vi) recognition and appreciation, through varieties of English, of diversity and multiculturalism.

(2) Practical objectives:

- i. identification of the main varieties of Standard English in the British Isles and overseas through recorded speech.
- ii. description of the main varieties of English.
- iii. analysis of the use of English as a global language in the field of advertising

(3) Methodological objectives involve the active participation of students in the class and the development of their critical thinking process, of their autonomy in their own learning process, and of being able to work in groups and share results that have been achieved. Students should be able to handle technical vocabulary properly, both in writing and in speech, and give a short oral presentation, using the appropriate IT tools, both in the collection of information and data stage, and for its presentation.

4. SUBJECT CONTENTS

1. Background notions

- 1.1. Accent, dialect, language and variety
- 1.2. Standard versus non-standard
- 1.3. Home and colony; colonial lag
- 1.4. Dialect mixing
- 1.5. Variation within Standard English

2. The spread of English

3. British English: regional variations

- 3.1. Received pronunciation
- 3.2. London English (Cokney and Estuary)
- 3.3. Northern English, Midlands
- 3.4. Scottish and Irish

4. North American English

5. Southern hemisphere:

- 5.1. The Pacific
- 5.2. Australasian
- 5.3. Africa

6. Contact phenomena:

- 6.1. English-based pidgins
- 6.2. English-based creoles
- 6.3. West India Standard English

7. Second language varieties of English

8. English as a global language

- 8.1. A case study: English in advertising

9. Other variations:

- 9.1. Spoken English versus Written English
- 9.2. Children's speech
- 9.3. Variety in Spoken English
- 9.4. Variety in Written English
- 9.5. 'politically correct' usage



5. BIBLIOGRAPHY

Bauer, Laurie. (2002). *An Introduction to International Varieties of English*. Edinburgh: Edinburgh University Press.

Crystal, David. 2003. *English as a global language*. Cambridge: Cambridge University Press

Freeborn, Dennis. 1993). *Varieties of English*. London: the Macmillan Press Ltd.

Hughes, Arthur and Peter Trudgill. (1996). *English accents and dialects*. London: Edward Arnold

Schneider, Edgar et al (eds.) (2004). *A handbook of varieties of English*. Berlin & New York: Mouton de Gruyter

Trudgill, Peter and Jean Hannah. (1994). *International English*. London: Edward Arnold

Trudgill, Peter. (1994). *Dialects*. London: Routledge

Electronic resources:

<http://www.uni-due.de/SVE/>: varieties of English website/ Raymond Hickey

<http://www.uni-due.de/SHE/>: the history of English website / Raymond Hickey

<http://ice-corpora.net/ice/index.htm>: International Corpus of English

<http://www.soundcomparisons.com/> : accents of English from around the world. Listen to the sounds of English

<http://web.ku.edu/~idea/>: International Dialects of English Archive

6. METHODOLOGY & ECTS WORKLOAD

Students are strongly encouraged to attend lectures, to participate actively in seminars and to devote themselves to studying the subject and doing the exercises outside class time. The lectures (*sesiones expositivas*) will take place twice a week, and will introduce the key topics as in the list of contents. The seminars (*sesiones interactivas*) will focus on auditions of speech recordings with the aim to help students identify the different varieties of English (various audio-visual materials will be made use of).

Given the subject matter of this course, and the fact that lessons are entirely carried out in English, it is strongly recommended that students should have taken 'English Language 3' and 'English Phonetics and Phonology'.

There are three tutorial sessions in this course, during which films/documentaries which are relevant to some of the main topics will be shown. Specific guidelines for the oral presentations will be given in class.

ECTS CREDITS

IN-CLASS ACTIVITIES <i>ACTIVIDADES PRESENCIALES</i>	TOTAL HOURS
Lectures <i>sesiones expositivas</i>	32
Seminars <i>sesiones interactivas</i>	16
Tutorials <i>sesiones tutorias programadas</i>	3
Exams <i>sesión de evaluación</i>	4
TOTAL	55
Individual study time	40
Preparation oral presentation	15
Preparation of seminars	32
Film watching	8
TOTAL HOURS WORKLOAD FOR STUDENTS	6 ECTS = 6 x 25 = 150

7. ASSESSMENT

'Varieties of English' is based on a 'continuous assessment' system, for which the following activities are proposed:

- (1) 2 mid-term written test(s):
 - one in March (Unit 1, 'Background notions', 10%);
 - another one in April (Unit 2, 'The spread of English', 15%).
- (2) Oral presentation:
 - early May (Unit 8, 'The use of English as a global language in advertising' 10%)
- (3) Final exam:
 - End of May: (Units 3, 4, 5, 6, 7 and 9, 60%)
- (4) Regular attendance and active participation 5%

PLEASE NOTE THAT IF A STUDENT DOES NOT TAKE PART IN THE CONTINUOUS ASSESSMENT SCHEME S/HE WILL ONLY BE ABLE TO ACHIEVE 60% OF THE FINAL MARK IN THE FINAL EXAM.

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SANTIAGO DE COMPOSTELA, JUNE 2011