



Teaching Guide

| Identifying Data | | | | 2016/17 |
|---------------------|--|--------|----------------|---------|
| Subject (*) | Variedades do Inglés | Code | 613G03042 | |
| Study programme | Grao en Inglés: Estudos Lingüísticos e Literarios | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Fourth | Optativa | 4.5 |
| Language | English | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Filoloxía Inglesa | | | |
| Coordinador | Núñez Puente, Carolina | E-mail | c.nunez@udc.es | |
| Lecturers | Núñez Puente, Carolina | E-mail | c.nunez@udc.es | |
| Web | | | | |
| General description | Study of the numerous and complex manifestations of the English language, other than the ones considered standard. | | | |

Study programme competences

| Code | Study programme competences |
|------|--|
| A1 | Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria. |
| A2 | Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual. |
| A6 | Ter un dominio instrumental avanzado oral e escrito da lingua inglesa. |
| A9 | Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa. |
| A11 | Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada. |
| B1 | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información. |
| B2 | Manexar ferramentas, programas e aplicacións informáticas específicas. |
| B3 | Adquirir capacidade de autoformación. |
| B4 | Ser capaz de comunicarse de maneira efectiva en calquera contorno. |
| B6 | Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva. |
| B7 | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico. |
| B8 | Apreciar a diversidade. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |

Learning outcomes

| Learning outcomes | Study programme competences |
|-------------------|-----------------------------|
|-------------------|-----------------------------|



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|---|-----|----|----|
| During and (especially) at the end of the course, it is expected that the students know: | A1 | B1 | C2 |
| | A2 | B2 | C4 |
| -To approach the world of linguistic and cultural varieties of English from an ethical and postcolonial point of view | A6 | B3 | |
| | A9 | B4 | |
| | A11 | B6 | |
| -To analyze the socio-cultural, political, economic and military issues surrounding the expansion of the English language and its consequences (e.g. capitalism, colonialism, globalization, and migration) | | B7 | |
| | | B8 | |
| -To locate the geographical regions and/or countries of the varieties of English worldwide | | | |
| -To know the main cultural characteristics of the mentioned regions and/or countries (history, literature, religion, customs, etc.) | | | |
| -To identify the phonological, morphological, and lexical characteristics of the different varieties | | | |
| -To recognize there are varieties of English regarding gender, class, age, ethnicity, profession, etc. | | | |
| -To speak eloquently and listen respectfully in and out of class | | | |
| -To read and write critically and creatively | | | |

| Contents | |
|---|-----------|
| Topic | Sub-topic |
| 1. Introduction | |
| 2. Basic concepts: accent, bilingualism, creole, dialect, diglossia, idiolect, jargon, pidgin, register, slang, etc. | |
| 3. The Queen's English; BBC English. Can a person or a corporation own a language? Standard British English as dialect | |
| 4. English in Great Britain and Ireland (London varieties, Scottish English, Wenglish, North of England, South of England, the Midlands) | |
| 5. English in the Americas (General American English, African-American English, Canadian English, Chicano English, Louisiana creole, Caribbean English) | |
| 6. English in Africa (Nigeria, Ghana, Liberia, Cameroon, South Africa) | |
| 7. English in Asia and Oceania (India, Australia, New Zealand, Maori English, Solomon Islands Pidgin) | |
| 8. Other English varieties according to gender, class, age, ethnicity, and profession (e.g. English for academic purposes) | |
| 9. Conclusions and feedback | |



| Planning | | | | |
|------------------------|-----------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Workbook | A1 A2 A10 A17 A19 A20 B8 C6 C7 | 16 | 27 | 43 |
| Workshop | A6 A9 A11 A15 | 16 | 16 | 32 |
| Supervised projects | A14 B1 B2 B3 B6 B7 B9 C5 | 2.5 | 24 | 26.5 |
| Oral presentation | B4 B5 B10 C2 C3 C4 C8 | 0.5 | 10 | 10.5 |
| Personalized attention | | 0.5 | 0 | 0.5 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------|---|
| Methodologies | Description |
| Workbook | They are a set of texts and written documents that were collected and edited as a source of deepening the working contents. |
| Workshop | Training application-oriented mode of learning in which you can combine various methodologies / tests (exhibitions, simulations, debates, problem solving, guided practice, etc.) through which students develop eminently practical tasks on a specific topic, with the support and supervision of teachers. |
| Supervised projects | Methodology designed to promote independent learning of the students, under the (academic and professional) guidance of teachers in various scenarios. It refers primarily to learning how to do things. An option based on the assumption by the students of their responsibility for their own learning. This education system is based on two basic elements: the independent learning of the students, with the monitoring and supervision of the teacher-tutor. |
| Oral presentation | Inherent intervention processes of teaching and learning, based on verbal exposure in which students and teachers interact in an orderly and dynamic way, proposing questions, making clarifications and exposing issues, concepts, facts or principles. |

| Personalized attention | |
|--|--|
| Methodologies | Description |
| Oral presentation Supervised projects | We are available to the students in our offices during office hours, as well as via phone and email. |

| Assessment | | | |
|-------------------|--------------------------|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Oral presentation | B4 B5 B10 C2 C3 C4 C8 | There will be two oral presentations: an individual presentation in the lab classes (5%) and a group video-project (10%). The individual presentation follows the standard format, which consists of making a practical analysis of a non-standard English variety?e.g. the phonetic and / or grammatical features of a song; the group video-project (3-9 students) is freer, as long as students RESPECTFULLY imitate a non-standard English accent during the presentation. You cannot repeat any variety used in either presentation or the essay?this means that, in total, you will work on at least 4 different varieties. The rest of the details will be explained in class. | 15 |



| | | | |
|---------------------|-----------------------------------|--|----|
| Workshop | A6 A9 A11 A15 | <p>The workshops (or "practical classes") will take place in the computer room. We will read, listen to, and analyze texts in different varieties of English. Many of these texts will be audiovisual. We might also correct assignments from previous days. I will create a FORUM on MOODLE and students will have to post their analyses and comments there; your grades in this section will depend upon the information you post on this forum while you are in class.</p> <p>The students who do not pass the continuous assessment of the workshop can take a practical exam in January.</p> | 20 |
| Workbook | A1 A2 A10 A17 A19 A20 B8 C6 C7 | <p>In the large groups, apart from explaining the THEORY, I will ask you questions about the READING/S of the week; you may pick up the READER (collection of readings) at the photocopy shop at the beginning of the semester. Although the readings are mostly about language and literature, I will provide you with information on history, culture, geography and other details corresponding to each variety of English.</p> <p>IMPORTANT: I will only consider the participation of those students who demonstrate they REALLY did a thorough reading of the texts.</p> <p>The students who do not pass the continuous evaluation of the readings may take an exam about them in January.</p> | 50 |
| Supervised projects | A14 B1 B2 B3 B6 B7 B9 C5 | <p>You will have to write a comparative essay on two or more varieties of non-standard English. You cannot write about any variety that has been treated in the individual oral presentation or the Project. The papers will be written in MLA style--one variety of academic writing that will be explained in class, along with the rest of the requirements.</p> <p>I will correct your paper and send it to you by e-mail. Then you will have to rewrite it following my directions and re-send it to me. The grade obtained will only be effective after such rewriting.</p> | 15 |

Assessment comments



-To pass the course, the students will have to obtain (at least) a 5 in all evaluable parts and (at least) a 5 in the final grade.

-My teaching method is based on continuous assessment, which takes into account: participating in the theoretical classes to demonstrate your understanding of the readings, doing audiovisual exercises in the practical classes, an essay and two oral presentations. If you pass all these individual tasks with a 5 and your final grade is 5 or more, you will have passed the course - I will give you this information at the end of December.

-JANUARY: The students who fail the continuous assessment of the READING and/or WORKSHOP sections and may repeat them in January. Therefore, on the official exam day, you must complete one or two tasks: 1) an EXAM with the coordinator about the course readings; 2) AUDIOVISUAL exercises based on the materials of the practical classes.

-JULY: The students who do not pass the ORAL PRESENTATION section will have to (re)take it on the official date of the July opportunity. Since there will be no classes, both presentations will BE RECORDED; for this reason, you can make the group project individually. The reading, workshop and paper parts will be examined like in January.

-If there is a teachers' strike, I may provide you with the teaching materials via Moodle. If there is a student strike, the teacher could ask the students to do homework.

-Students must hand in the assignments on the agreed dates. The assignments that are submitted late but are justified by an official document (e.g. due to a medical problem) will be accepted.

- An essay that shows signs of plagiarism will be qualified with a 0.

- Both in January and in July, the students who do not meet 50% of the requirements will be qualified as DID NOT SIT.

- Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied in the July opportunity.

- Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.



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| Basic | <p>Bibliografía básica Ahmad, Dohra, ed. Rotten English: A Literary Anthology. New York: Norton & Co., 2007. Print. Cheshire, Jenny. English Around the World: Sociolinguistic Perspectives. Cambridge: CUP, 1991. Print. Crystal, David. English as a Global Language. Cambridge: CUP, 2003. Print. Freeborn, Dennis, et al. Varieties of English: An Introduction to the Study of a Language. London: Macmillan, 1993. Print. Graddol, David, Dick Leith, and Joan Swann. English: History, Diversity and Change. London: Open University, 1996. Print. Hickey, Raymond, ed. Legacies of Colonial English: Studies in Transported Dialects. Cambridge: CUP, 2004. Print. Hughes, Arthur, Peter Trudgill, and Dominic Watt. English Accents and Dialects: An Introduction to Social and Regional Varieties of British English. London: Hodder Arnold, 2005. Print. Kortmann, Bernd, et al. A Handbook of Varieties of English. 2 Vols. and CD. Berlin: Mouton de Gruyter, 2004. Print. Krach, Braj B., Yamuna Kachru, and Cecil L. Nelson, eds. The Handbook of World Englishes. Oxford: Blackwell, 2006. Print. Schneider, Edgar. Postcolonial English: Varieties Around the World. Cambridge: CUP, 2007. Print. Seoane, Elena, and Cristina Suarez-Gomez, eds. World Englishes: New Theoretical and Methodological Considerations. Amsterdam: John Benjamins, 2016. Print.</p> <p>Filmografía básica The Adventures of Priscilla, Queen of the Desert. Dir. Stephan Elliot. Perf. Terence Stamp, Hugo Weaving, Guy Pierce, etc. Gramercy Pictures, 1994. Film. Bend It like Beckham. Dir. Gurinder Chadha. Perf. Parminder Nagra, Keira Knightley, etc. 20th Century Fox, 2002. Film. Keeping Up Appearances. Dir. Harold Snoad. Perf. Patricia Routledge, Clive Swift, etc. BBC, 1990-1995. Film. My Fair Lady. Dir. George Cukor. Perf. Audrey Hepburn, Rex Harrison, etc. Warner Bros, 1964. Film. Monsoon Wedding. Dir. Mira Nair. Perf. Vasundhara Das, Vijay Raaz, etc. Mirabai Films, 2001. Film. Real Women Have Curves. Dir. Patricia Cardoso. Perf. America Ferrera, Lupe Ontiveros, etc. HBO, 2002. Film.</p> <p>Webs básicas English Online. Eva L. Easton. 1997. Web. 1 July 2014. The Routes of English. BBC Radio 4. n.d. Web. 1 July 2014. Worldwide Accents of English. Gabrielle Azzaro. 2000. Web. 1 July 2014.</p> |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.