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## Auszug aus:

*Going abroad and English as a lingua franca*

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Titel:	<b>English as a lingua franca and going abroad – kompetenzorientierte Arbeitsblätter</b>
Bestellnummer:	• 79763
Kurzvorstellung:	<ul style="list-style-type: none"><li>• Das Material bietet abwechslungsreiche und kompetenzorientierte Arbeitsblätter zum Oberthema „Going abroad“ – einem Thema, das auch in vielen Curricula der Einführungsphase verankert ist.</li><li>• Inhaltlich wird der Fokus auf die Sprache des Englischen an sich gelegt, indem die Schüler:innen das Thema Englisch als lingua franca sowie die unterschiedlichen Varietäten des Englischen erarbeiten. Darüber hinaus bieten weitere Arbeitsblätter eine Auseinandersetzung mit den Themen job applications and opportunities, working overseas und gap years.</li><li>• Viele der Arbeitsblätter bieten darüber hinaus eine Differenzierung im Hinblick auf eine sprachliche Unterstützung.</li><li>• Alle Arbeitsblätter nehmen jeweils eine zentrale funktionale kommunikative Kompetenz in den Blick (reading, writing, listening, speaking, mediating) und ermöglichen durch ausführliche Lösungen eine Chance, den eigenen Lernprozess kritisch zu reflektieren.</li></ul>
Inhaltsübersicht:	<ul style="list-style-type: none"><li>• Worksheet 1: English as a Lingua Franca (reading)</li><li>• Worksheet 2: English as the Lingua Franca? (speaking)</li><li>• Worksheet 3: Different Englishes (reading)</li><li>• Worksheet 4: Helping with job applications (mediation)</li><li>• Worksheet 5: Students cross borders (writing)</li><li>• Worksheet 6: Job opportunities abroad (listening)</li><li>• Worksheet 7: Working overseas (listening)</li><li>• Worksheet 8: Life after graduation (listening)</li><li>• Worksheet 9: Gap year (listening)</li><li>• Lösungen</li></ul>

## Worksheet 1: English as Lingua Franca (*reading*)

### Tasks after reading:

1. **Divide** the text **into** paragraphs and **find** a suitable heading for each paragraph.
2. **Answer** the questions and tasks about lingua franca in whole sentences.



The intensification of exchanges in our globalised world has dramatically increased the need for a common language. More and more often this common language is English, considered by many to be today's lingua franca and only secondarily the mother tongue of specific communities of speakers. The issue, however, is extremely controversial and raises as many questions as it tries to answer. English is not the first language to play this role, other languages have been used as lingue franche in the past and others may therefore acquire this status in the future. Moreover, the concept of lingua franca itself is often questioned. [...]

[L]ingua franca as a vehicular language [...] allows inter-comprehension among people speaking different mother tongues, as a neutral language or jargon of which nobody can claim ownership, but also as the mother tongue of one of the parties in the exchange. [...]

Throughout history, whenever and wherever different groups have come into contact, there has been a constant need for a common language enabling communities with different mother tongues to communicate. What is new is the scale of international communication today. The past few decades have witnessed unparalleled increases, emphasising the need for one or more vehicular languages that can overcome language barriers.

That this role is mainly played by English at the moment can scarcely be disputed. It is against this backdrop that labels such as “World English”, “International English”, “English as a Lingua Franca”, “Global English”, or “Globish” have been coined. English is the working language or one of the working languages of all international organisations. Besides the United Kingdom, Ireland, the United States, Canada, Australia, and New Zealand, most countries belonging to the former British Empire have adopted it as their — at times sole — official language and new countries are promoting its use (e.g. Rwanda designated English as the official language of education in 2008 and English is gaining ground on French as the chief foreign language even in former French colonies like Algeria, Tunisia and Morocco). It is also the main language of international business and is chosen ever more frequently as the corporate language in multinational corporations and in academic, technological and scientific contexts or in sports events. Its prestige is unchallenged in the media and the entertainment industry worldwide:

**Help: Language help:**

**introducing new arguments**

- Have you ever thought about \_\_\_\_\_?
- Another point I would like to make is that \_\_\_\_\_.
- It is a fact that \_\_\_\_\_.
- Do not forget that \_\_\_\_\_.
- Sorry to interrupt you, but \_\_\_\_\_.

**giving examples**

- For example, when you think of \_\_\_\_\_.
- Take \_\_\_\_\_ for example.
- For instance, look at \_\_\_\_\_.
- One example is \_\_\_\_\_.
- You can see this when you look at \_\_\_\_\_.

**making a statement**

- In my opinion \_\_\_\_\_.
- If you ask me, \_\_\_\_\_.
- I am of the opinion that \_\_\_\_\_.

**coping with interruptions**

- Just let me explain \_\_\_\_\_.
- Sorry, may I finish my argument first?
- Please do not interrupt!
- Excuse me, I was not done yet.

**useful discussion phrases**

**disagreeing**

- I (strongly) disagree.
- I think you are wrong.
- I get your point, but \_\_\_\_\_.
- I am not convinced by \_\_\_\_\_ (name/argument).
- Yes, but on the other hand \_\_\_\_\_.
- I doubt that!
- It is not as simple as that.

**asking for explanation**

- Could you please explain \_\_\_\_\_ to me?
- Sorry, could you repeat that, please?
- I am sorry, but I do not get what you mean by \_\_\_\_\_.
- Excuse me, did you say that \_\_\_\_\_?

**coming to a conclusion**

- Finally, I am of the opinion that \_\_\_\_\_.
- During the discussion my opinion on \_\_\_\_\_ has changed/stayed the same.
- Can we find a compromise?
- The conclusion seems to be \_\_\_\_\_.
- In the end, we could all \_\_\_\_\_.
- In the future, we should \_\_\_\_\_.

**agreeing**

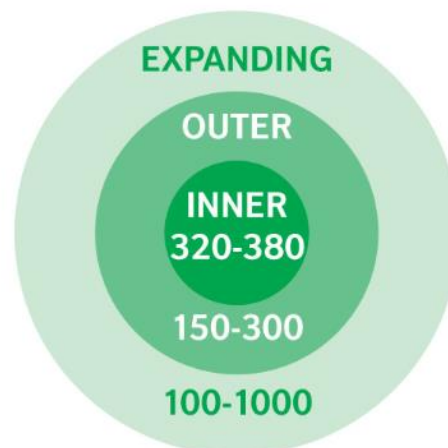
- I (completely) agree.
- I think you are right.
- I am of the same opinion as \_\_\_\_\_ (name).
- That is true!
- You are right!
- Absolutely!
- Well, that is a good point!

### Worksheet 3: Different Englishes (*reading*)

Both those who favour the adoption of English as the global language and those who oppose it acknowledge that English is currently the main world language. It is spoken as a first language by a declining portion of the world population but by an increasing number of second language speakers and even more by speakers of English as a foreign language (EFL)<sup>1</sup>, rising at an unprecedented speed. According to Ethnologue's data, English is used by about 330 million native speakers (behind Mandarin Chinese, at approximately the same level as Spanish). [...]

To address this situation, where native speakers are a minority, new variations are consolidating and new communities of speakers assert their right to appropriate the language, a new 'polycentric' approach has become necessary. The most successful model to describe English as a world language was devised by the Indian linguist Raj Kachru, who also coined the term "World English".

Kachru classified English as a world language consisting of three circles: the Inner Circle, the Outer or Expanded Circle, and the Expanding Circle. The Inner Circle refers to the traditional bases of English where it is spoken as the mother tongue, and includes the USA, UK, Ireland, Canada, Australia, and New Zealand. The Outer Circle includes nations where English has a key role in institutions, plays an important function in multilingual settings and may be adopted as an official language; it includes about 50 territories, mainly belonging to the former British Empire, notably India and Singapore [...]. Lastly, the Expanding Circle denotes nations where English is acknowledged as an important international language, but does not compete for the role of official language. This includes countries which have not been colonised by speakers of the Inner Circle and where English is taught as a foreign language, from [...] Brazil to Japan.



The three circles of English as conceived by Kachru  
(source: Graddol, *English Next*)

According to this model, Inner Circle communities are norm providing, i.e. they have their own varieties of English that are traditionally regarded as the correct ones. Outer Circle communities are norm developing, meaning that they are now developing their own varieties on the basis of the conflict between linguistic norm and linguistic behaviour which characterises these communities. Speakers in the Expanding Circle are norm-dependent, i.e. they are not recognised the right to develop new varieties, since all deviations from native speaker standard are regarded as mistakes.

Though Kachru's classification and terminology remain the starting point when studying English in international contexts, his model is often criticised as being outdated and unsuitable to account for

<sup>1</sup> English as a foreign language indicates the use of English in a non-English-speaking region, where study normally occurs as part of the normal school curriculum.



- for three months during the first half of his gap year on his own.
- Kevin went on a trip to Europe for three weeks during the second half of his gap together with a group.

**Kevin planned his trip...**

- not at all and decided from day to day where to go to.
- by buying a rail pass and general ideas of countries worth visiting.
- in advance.
- a week before when he had to catch flights.

**Along his trip, Kevin...**

- went to Morocco instead of Southern Spain.
- 's highlight was to spent time in Spain.
- found out that Morocco was great because it is cheap.
- spent most of the time in the north of Europe, mostly in the Czech Republic.

**Travel buddies?**

- Kevin does not like to travel alone because he likes to make an itinerary together.
- Kevin only travelled together with other people once in Morocco.
- for Kevin it is easy to travel alone because he likes to have his own timing.
- Kevin did not really have a travel group, but he met people at the hostels.

**Relationships:**

- Kevin's group from east coast keeps in touch even after five years.
- Travelling with people bonds them because they experience new things together and share memories together.
- He has met a lot of people again after his gap year and nothing between them has changed since then.

**After his gap year,**

- Kevin has changed his course of studies because he wants to make an impact on community and tackle local problems.
- Kevin now spends most of his time travelling abroad and developing sustainability.
- Kevin thinks that taking a gap year is an awesome opportunity, even if you stay at home.
- Kevin studied international relations.



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