



# APROPOS

EDUCACION Y CULTURA EN INGLÉS

A newsletter dedicated to the EFL community

March - April 2006



## COLABORACIÓN ENTRE UNIVERSIDAD CARDENAL HERRERA CEU Y APROPOS

Los exámenes de University of Cambridge ESOL Examinations en Elche se realizarán, a partir de este año, en las instalaciones de la Universidad Cardenal Herrera-CEU ubicadas en la zona centro de la ciudad de Elche, cerca del ayuntamiento. Desde estas líneas queremos agradecer al Instituto Pedro Ibarra, y en particular a su Jefe de Estudios, Antonio Costa, la fenomenal colaboración que han prestado en los últimos años acogiendo las pruebas en su centro.

La Universidad Cardenal Herrera-CEU pertenece a la Fundación Universitaria San Pablo CEU, institución benéfico-docente sin ánimo de lucro y con más de 70 años de experiencia en el campo de la enseñanza. La Fundación es la organización educativa privada más importante de España, tanto por el número de alumnos como por el número de centros educativos: 25 centros repartidos por todo el territorio nacional, entre los que se incluyen 3 universidades y 6 centros universitarios de postgrado. La Fundación inauguró sus obras en Valencia en 1971 y en Elche en 1994. La Generalitat Valenciana aprobó la Ley de creación de la Universidad Cardenal Herrera-CEU que viene funcionando como tal desde el curso 2000-2001.

La colaboración entre la sede en Elche de la Universidad Cardenal Herrera-CEU y el Centro Examinador ES397 de University of Cambridge ESOL Examinations empezó en 2001. De hecho, personal docente de este centro universitario forma parte de la plantilla de examinadores orales del centro examinador en Elche. Son muchos los alumnos de la Universidad Cardenal Herrera-CEU en Elche que han realizado exámenes internacionales de University of Cambridge gracias a la preparación que reciben por parte del servicio de idiomas del centro. Este servicio ofrece tanto a estudiantes como al profesorado y al personal de administración y de servicios, la posibilidad de aprender inglés y de mejorar el nivel sin salir de la Universidad. Para los alumnos, estas clases son un excelente complemento para el inglés técnico que se imparte en las diversas carreras de la Universidad.

**CAMBRIDGE DAY** resultó nuevamente un éxito en su segunda edición. El pasado 3 de marzo de 9 de la mañana a 2 de la tarde la sede de *Apropos Educación y Cultura en Inglés* volvió a acoger una variada selección de charlas y presentaciones dirigidas a la comunidad educativa en inglés.

Una valoración muy favorable se refleja en la encuesta que los participantes rellenaron al final de la jornada acerca de la labor desarrollada por los responsables de cada una de las charlas que se incluían en la programación. **Rafael Niñoles** (*Oral TL del Centro Examinador ES397 de University of Cambridge ESOL Examinations en Elche*), **Richard Hart** (*Local Secretary del Centro Examinador ES001 de University of Cambridge ESOL Examinations en Alicante*), **Bryn Moody** (*Departamento de Filología Inglesa de la Universidad de Alicante*), **Joaquín Gerardo Mateu** (*Director de St Andrew's School of English en Elche*), **Lindsay Clandfield** (*Profesor, teacher trainer y autor canadiense. Autor de "Straightforward Elementary", a coursebook for young adults*), **Antonio Costa** (*Jefe de estudios Instituto Pedro Ibarra de Elche*) y **Vicente Sánchez** (*Oral Examiner y P.A. del Centro Examinador ES397 de University of Cambridge ESOL Examinations en Elche*) fueron evaluados muy positivamente por parte de los asistentes que también destacaron el acogedor, cálido y receptivo ambiente que reinó durante todo el encuentro.



Anne Robinson, Senior Presenter y responsable del equipo de "Seminar Presenters" de Cambridge ESOL en España felicitó a *Apropos* por la organización del evento a través de un cordial e-mail.

Queremos agradecer desde estas líneas la presencia de los numerosos colegas procedentes de distintos centros educativos de las provincias de Alicante y Murcia sin los cuales no hubiera sido posible el encuentro. Estuvieron representados **Academia Fajardo** (Elda), **Interlingua** (Elche), **Colegio Aitana** (Torrellano), **Academia Luis Vives** (Elche), **Lyceé Français** (Alicante), **Studio -3** (Alicante), **Your School** (Elche), **The Honey English School** (Elche), **I.E.S. La Asunción** (Elche), **Colegio Salesiano San Rafael** (Elche), **Torre vieja Language Centre** (Torre vieja), **Colegio El Valle** (Alicante), **Colegio Diocesano Sto. Domingo** (Orihuela), **St. Andrew's School of English** (Elche), **Hamilton School of English** (Crevillent) y otros asistentes que acudieron a título particular.

El fenomenal trabajo de los representantes de las editoriales *Pearson Educación*, *Cambridge University Press*, *MacMillan - Heinemann*, *Oxford University Press* y *Stanley - Laberinto de Libros*, así como *Versi Educational Consultancy* debe ser destacado. También queremos agradecer la inestimable colaboración de la **Caja de Ahorros del Mediterráneo (CAM)** que aportó el material de papelería.



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# English, “A Rainbow Language”



## Global English

The development of English as a global language is one of the most remarkable phenomena of the late 20th and early 21st centuries. For the first time in the history of human society, a single language has become sufficiently universal that it can be used as a global lingua franca for communication between speakers of many languages. The history of English has traditionally been divided into three main phases: Old English (450-1100 AD), Middle English (1100-circa 1600 AD) and Modern English (since 1600). But it seems that Global English represents a new and fourth phase in which its main use around the world is between non-native speakers - a phase of its history which has only just begun and in which both the status and linguistic form of the language are rapidly developing. In the next 10-15 years we may witness a situation that has been much discussed since the nineteenth century, in which the majority of the world's population can speak English.

Although Global English is largely a product of economic globalisation and very recent developments in communications technology (and indeed has helped accelerate both), the wider roots of English as a world language lie much further in the past. Some point to the first English colonies in Wales and Ireland in the 12th century, or to the late 17th century when English-speaking settlements were established in North America and the slave trade brought cheap labour from Africa. But it was largely the British colonial expansion in the 19th century which helped establish the large communities in which English now serves as a second language - in West and East Africa, South and South-East Asia. New varieties of English - often referred to as New Englishes - quickly emerged from contact with local languages. Indeed, by the end of the nineteenth century there was concern that these New Englishes were diverging so much from native-speaker varieties that English would become a group of mutually unintelligible languages - in the same way as Spanish, French and Italian evolved from Latin. In other words, World English might have been no more than a celebration of diversity, like World Music, rather than the global lingua franca which it has become. Describing Global English as a lingua franca - a means of communication between speakers of different mother tongues - does not necessarily imply that it has become a new standard language, like the old standard languages of nation states but now on a global level. The evidence points to a growing tolerance of multiple standards in English and growing flexibility and fluidity in the use of English by global citizens.

In this context, what are the mechanisms for maintaining the effectiveness of English as an international language? First, there is a principle of mutual intelligibility. Strict adherence to a particular standard of usage may not be the most important means of achieving mutual comprehension. Speakers of Global English can happily carry over linguistic features from their first languages provided they do not endanger intelligibility. At the same time, native-speaker features which cause problems for learners and which are not essential for international intelligibility can be safely disregarded. In other words, it is not necessary to sound like a native speaker in order to be understood around the world, and speakers of Global English do not have to give up their existing identities. For example, research has shown that a 'correct' articulation of 'th' may be of the mark of a native speaker, but is unimportant in Global English. On the other hand, the distinction between short and long vowels (eg the difference between 'sit' and 'seat') remains crucial to intelligibility. There are pragmatic strategies used by skilled cross-cultural communicators which need to be adopted even by native speakers if they wish to be understood in lingua franca contexts. For example, using highly idiomatic language should be avoided. In lingua franca contexts more formal language may actually be more comprehensible.

In the last few years, governments across the world have embarked on ambitious educational reforms which will integrate English more deeply into the curriculum. English will cease to be a foreign language for many, perhaps most, of the world's citizens as it becomes repositioned as a 'basic skill', to be learned by primary school children alongside other 21st century skills in Information Technology. A 'wave of English' is now building up. Within a decade nearly a third of the world population will all be trying to learn English at the same time.

Does the emergence of Global English represent a form of neo-imperialism, serving the economic and cultural interests of the English-speaking countries - especially the United States of America? Undoubtedly, there has been an economic advantage for English speakers during recent decades. Multinationals based in English-speaking countries have found it easier to outsource manufacturing and services to parts of the world with cheap labour. But Global English has not arisen because of a conspiracy between English-speaking governments or multinationals. Learning English is now seen as being of economic benefit to individuals and national economies in every part of the world.

*Written by David Graddol, former Open University Lecturer, who has a particular interest in the development of global English. David's recent work includes a new analysis of global trends in English and English education, which was recently published in autumn 2005 for the British Council.*

Due to space limitations, this article has been abridged.

For the original version: <http://www.open2.net/word4word/globalenglish.html>