

Erasmus+ Project
“English as a Lingua Franca Practices for Inclusive Multilingual Classrooms
(ENRICH)”

2018-1-EL01-KA201-047894

CPD COURSE

Glossary

- **Accommodation.** Strategies and skills of adjustment typical of ELF interactions among non-native English speakers. Processes of adaptation occurring at a range of different linguistic levels, including pronunciation, lexis, grammar and semantics in order to promote mutual intelligibility among ELF users from different lingua-cultural backgrounds. With the ELF-awareness perspective, teachers may include in their teaching practice authentic materials related to accommodative processes as a reference for developing oral skills in intercultural communication. (SS)
- **Activity.** In general, an activity is any distinctive phase in the course of a language lesson, more specifically a particular type of classroom procedure. It is something that learners do that involves them using or working with language to achieve some specific outcome. It is a procedure that induces the learner to engage with the target language items in a meaningful way; in communicative language teaching, for example, activities involve students in communication. An activity can involve any or all of the four skills, as well as language areas like grammar and vocabulary. (LP)
- **Approach.** A set of principles and of assumptions, a theory of the nature of language, learning and teaching; underlying any language teaching approach there is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. The communicative approach, for example, is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. (LP)
- **Assessment.** *Formative assessment* takes place throughout the lesson, unit, or period. The intention is to give the learner feedback during the course of the assignment to help guide them forward. *Alternative assessment* is a form of formative assessment and the terms are often interchangeably used. Alternative assessment refers to the tasks that are utilized to assess student progress in lieu of the traditional test or quiz. Examples include projects, portfolios, group work or creative assignments. *Oral assessment* is the evaluation of a learner's production, which can include not only structure and pronunciation, but also ways of facilitating communication such as negotiating for meaning, asking for clarification, paraphrasing, or re-stating for better communication. (KR)

- **Attitudes.** Tendencies to think, feel and act positively, negatively or neutrally to something, for instance people, ideas, values, tasks, based on previous experience, beliefs and acquired knowledge. Attitudes are learned and can be unlearned. Learners' attitudes to learning another language may be affected by the distance they feel there is between their current level of proficiency and what is presented as the preferred outcome. Teachers have an important role to play in creating an inclusive learning environment where all learners are recognized as competent language users. (MF)
- **Authenticity (of tasks and inputs).** The term relates to the real communication value of language learning tasks and inputs. Authentic tasks are activities that pose real-life communicative demands on learners. Authentic inputs are spoken or written inputs (texts, articles, audiovisual materials) that reflect real-life interactions. In traditional EFL settings, authentic tasks and inputs typically reflect native speakers' communication activities and language production and perception. (NS)
- **Awareness.** A process whereby we become conscious of the underlying features of language communication, including our own conscious or subconscious evaluation of those features. *Metalinguistic awareness* is achieved through the involvement in activities that prompt learners to objectify language, i.e., discuss the ways (and reasons behind them) in which we use language in different communicative settings (e.g., why they may believe that certain languaging behaviours from so-called nonnative speakers may be considered erroneous). *Metacognitive awareness* is achieved through activities that ask learners to discuss their attitudes towards a particular communicative event and identify the deeper sources of these attitudes (e.g., why they may believe that the BBC accent serves communication better and therefore it should be a model for pronunciation teaching). (NS)
- **CLIL.** Content and Language Integrated Learning (CLIL) takes place when a subject is taught in another language – almost always English – rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. In a CLIL classroom, the curricular subject and new language skills are taught together; thinking and learning skills are integrated too. The main focus is not achieving standard language use, rather completing tasks and using the language to achieve non-linguistic objectives. CLIL teachers can be subject teachers, language teachers or classroom assistants. Students have a central role in CLIL lessons: their activities should be based on a peer cooperative work and they should help set content, language and learning skills outcomes. (LP)
- **Communicative strategies.** In ELF communicative contexts speakers tend to use strategies to convey their intended meaning or to overcome communicative problems. Strategies are also used to fill semantic or lexical gaps and to avoid or repair communicative breakdowns. They may include paraphrasing, substitution, code-switching, and asking for clarification. This practice is also

common in second language acquisition and strategies are often used by learners at different stages of L2 development. (SS)

- **Comprehensibility.** Comprehensibility refers to the recognition of a meaning attached to a word, or understanding of possible meanings in utterances. It is also used to address how difficult or easy an utterance is to understand by the addressee. Since it involves a mental processing (grasping the potential meanings of utterances), comprehensibility is regarded as a higher level of understanding than intelligibility. (SB)
- **Corpus/corpora in ELT.** A corpus (corpora is the plural form) is a collection of naturally occurring language, language used everyday and not artificially constructed. It consists of spoken and/or written texts collected in machine-readable forms, they are electronic texts which can be automatically analysed with software packages. Corpora can be used to inform English language teaching, dictionaries and grammar and ELT materials. The direct use of corpora in the classroom is known as Data Driven Learning (DDL). In DDL learners are directly involved in observing language in use and in discovering language to the extent that it may challenge the beliefs of both learners and teachers. (LP)
- **Cultural Heritage.** It refers to all tangible (such as monuments, artifacts and works of art) and intangible (such as values, practices, languages and traditions) forms and representations of the culture of a social group which the members of that group consider to be valuable and essential to be preserved as a 'legacy' for future generations. For more information about the European Cultural Heritage, see the relevant European Union website here: https://europa.eu/cultural-heritage/european-year-cultural-heritage_en.html. (SK)
- **Curriculum.** In ELT, a curriculum is defined as a set of broad principles governing language teaching (also see "syllabus"). (NS)
- **ECTS.** Acronym of the term *European Credit Transfer System*. The term refers to the amount of workload required by the participants of a training programme to complete a particular training unit, in terms of study hours. In ENRICH, one credit equals 25 hours of trainee involvement. This includes everything the trainee does within the Course, i.e., viewing the videos, reading articles, book chapters, etc., carrying out the activities incorporated in each video, preparing for the main assignment, designing lesson plans, teaching, recording, and writing the final assignment. The ENRICH Course lasts for 20 weeks and offers 12 ECTS. This refers to 15 study hours per week (300 hours in total). In order for the participants to be able to recognize ECTS in their context, particular national regulations need to be taken into account. As an Erasmus+ project, ENRICH can only offer the tools for that: a very strong and coherent rationale underlying its CPD Course, which justifies the number of ECTS being offered and the corresponding amount of workload required. This rationale should be employed in order for ECTS to be officially recognized at a national level. More general information on ECTS can be accessed here:

https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en. (NS)

- **EFL.** The acronym for English as a Foreign Language; it refers to learning and using English as an additional language in a non-English speaking country, while ESL and ESOL refer mainly to learning English as a new resident in an English-speaking country. EFL materials tend to be written for learners either studying English in their own country or on a short course in an English-speaking country. In the last two decades the clear-cut distinction between EFL and ESL has been overcome by the widespread number of non-native speakers using English as a Lingua Franca. (LP)
- **EIL.** This term is generally used to refer to the use of English in multilingual international settings that involve a diversified range of users, native as well as nonnative speakers, in a variety of situations reflecting the users' distinct beliefs, practices and cultural values. Therefore, EIL is concerned with language contact and language interaction as it acknowledges the existence of different varieties of English around the world and how language is used depending on the aims of communication and the speakers involved in the interaction. (LC/LG/RP)
- **ELF.** ELF is a language of contact that allows different users of English, both native and non-native, to communicate across a variety of domains at both a national and international level. Because ELF users are generally bilingual/multilingual, ELF interactions are known for their collaborative nature where participants may draw on their diverse linguistic backgrounds to adapt their discourse to be as intelligible as possible, so to negotiate meaning and find a common ground. (LC/LG/RP)
- **ELF user.** Any user of English involved in spoken and/or written interactions with so-called non-native users of English. (NS)
- **ELF awareness.** In *EFL* teaching contexts (see term), ELF awareness refers to the process of critically reflecting on one's deep-rooted convictions regarding the usefulness of native-speaker-oriented, Standard-English-related instruction, its effects on task design, and correction and feedback techniques. ELF awareness has three components, awareness of language and language use, awareness of instruction, and awareness of what constitutes essential language learning concerning EFL learners. Also see *transformative learning*. (NS)
- **Expanding Circle > see *Kachru's Circles***
- **ICT.** Acronym for Information and Communication Technologies. These are technologies that utilize communication and exchange information through telecommunication. Such communication technologies include Internet-based systems that can be accessed through wireless networks, mobile phones, and other communication mediums. In the domain of English language teaching, ICT networks refer to online platforms and applications that prompt or enable language learning. (NS)

- **Informed practitioner.** Teachers should be knowledgeable of the theories, practices, methods and approaches in language teaching and learning. They should also be tangibly aware of their own teaching context, their learners and their learning profiles and the target situation. Teachers use the above knowledge and reach specific decisions regarding their teaching practice that is always contextualised and subject to evaluation. (NS)
- **Inner Circle > see Kachru's Circles**
- **Intelligibility.** Intelligibility refers to the extent to which a hearer can correctly identify the words he/she hears, or the extent to which the speaker's intended message is correctly understood by the hearer. It is used to address the initial word/utterance recognition before any further interaction takes place between the speaker and hearer. In any spoken or written interaction, it is crucial that the interlocutors are at least able to understand what each other is saying. In order to develop mutual understanding and achieve further communication, the speaker's message should be first intelligible to the hearer in any human interaction. (SB)
- **Intercultural Awareness.** It refers to a deep and conscious understanding of the role of culture in intercultural communication and the ability to put this understanding into practice so as to communicate in a flexible and context-specific manner (Baker, 2015). It includes ***Intercultural Communicative Competence***, and, at the same time, an awareness of the ways in which culture may be illustrated in and influence interactions in ***English as a Lingua Franca*** and the ability to participate in such interactions effectively and appropriately. (SK)
- **Intercultural Communicative Competence.** It refers to the ability to interact effectively and appropriately with people with a different culture or sets of cultures in a so-called "foreign" language (Byram, 1997). It includes *linguistic competence* (referring to the effective usage of language structures, including grammatical, lexical and phonological forms), *sociolinguistic competence* (referring to the appropriate use of language depending on the social context), *discourse competence* (referring to the use of appropriate strategies in constructing written or spoken texts), *strategic competence* (referring to the use of appropriate strategies to overcome potential communication barriers) and, finally, *intercultural competence* (referring to the knowledge, skills and attitudes enabling one to interact effectively across cultures). (SK)
- **Kachru Circles.** The three concentric circles, originally proposed by Braj Kachru in 1985, depict "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages" (Kachru, 1985: 12). They have been used ever since to describe the complexities in using, teaching and learning English in different contexts. The so-called *Inner Circle* refers to those countries where English is used as a mother tongue or L1: the USA, the UK, Canada, Australia, New Zealand and possibly South Africa. Inner Circle countries are traditionally associated with the so-called "native speakers"

of English and, therefore, the standard or norm that is the traditionally basis of teaching and learning English as a foreign language. The *Outer Circle* involves countries that are former colonies of the UK or the USA, e.g. Nigeria, Malaysia, Singapore, India, Ghana, Kenya, etc. In these countries English is legally recognized as an official language, but other local languages may also be recognized. The *Expanding Circle* refers to territories that do not have a history of colonization by Inner Circle countries and therefore English does not have an officially recognized institutional or social role. In these territories English is learnt as a foreign language. The countries in the Expanding Circle include the vast majority of European countries, Brazil, Russia, China, Japan, etc. (NS)

- **Language teaching materials.** Teaching resources used in formal teaching settings. They may include textbooks, dictionaries, grammar books, interactive whiteboards, worksheets, or websites. They may also include materials that are developed and/or selected and introduced by the teacher and/or the learners themselves (e.g., newspaper articles, any online material, audio-visual or otherwise, etc.). (NS)
- **Languaging.** Coined by Swain (1985), the term refers to the cognitive process of negotiating and producing meaningful, comprehensible output as part of language communication. (NS)
- **Large culture.** It refers to the culture of ethnic, national and/or international social groupings (such as ‘the Great Britain’, ‘Europe’ and ‘West’) when viewed as a unified whole (Holliday, 1999). Adopting this perspective of culture often involves over-generalizing and stereotyping, for instance, judging people based on pre-determined characteristics and commonly held beliefs or presuppositions which may not be true. In turn, this may foster an ideology of ‘culturism’ and ‘otherism’, through the promotion of the assumption that certain cultures are in a way superior to others and that there are qualitative differences between ‘us’ and ‘other’ people. Also see *Small culture*. (SK)
- **Lesson planning.** The organisation of the activities to be carried out during a particular lesson, including their aims and particular objectives. Lesson plans should ideally include as much information about the teaching context, the learner profile, materials and resources used and projected lesson as possible, so that teachers may use them as a basis of and a reference for the evaluation of the actual lesson. (NS)
- **Lesson evaluation.** The process whereby the efficiency or “success” of a particular lesson is assessed against a specific number of criteria. These criteria can be taken from a broad array of theoretical and practice-laden areas, such as the teaching of the four language skills (and their sub-skills), specific instructional methodologies (such as task-based learning), learner needs analysis and so on. (NS)

- **Lingua Franca Core.** The Lingua Franca Cores is an inventory of pronunciation features suggested by Jennifer Jenkins in 2000 to achieve mutual intelligibility among ELF (English as a Lingua Franca) speakers. According to Jenkins, English learners should not try to imitate British or American speakers; however, keep their own legitimate regional accents, which should not be regarded as an error just because it is different from the native speaker norm. In her LFC, Jenkins proposes awareness in the following areas: consonant sounds and the preservation of most consonant clusters, vowel lengths, word groupings and placement of nuclear stress. Outside this core, teaching is done perceptively rather than productively, so that ELF speaker still can understand other accents while maintaining aspects of their own L1 accents, which is seen as a part of their own personal identity. (SB)
- **Linguistic diversity.** A term used to define the diversity of languages spoken in a particular region or country. Linguistic diversity is higher in some areas than others due to factors such as history, geographical location, political or economic structure. Given that there are about 7000 languages spoken across a few hundred officially recognized countries in the world today, linguistic diversity is not an exception but a norm. (SB)
- **Literacy.** The term literacy implies that an individual can show at least a minimal ability both to read and write, it is used to define the ability of an individual to make sense of the printed material. Literacy is understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential. Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. One more broad interpretation sees literacy as knowledge and competence in a specific area. Literacy skills help students gain knowledge through reading as well as using media and technology. These skills also help students create knowledge through writing as well as developing media and technology particularly in second language learning. (LP)
- **Materials > See Language Learning Materials**
- **Mediation.** The Common European Framework of References (CEFR) introduced the notion of mediation in language teaching and learning to describe a fourth category for communicative language activities in addition to reception, interaction and production. The written and/or oral activities of mediation make communication possible between people who are unable to communicate with each other directly generally because of linguistic, cultural, semantic or technical barriers. Mediation language activities, by processing – summarising and/or explaining – an existing oral or written text, are important in the linguistic functioning of our societies. Mediation integrates and goes further than the co-construction of meaning by underlining the constant link between the social and individual dimensions in language use and language learning. (LP)

- **Mentors.** In the context of the ENRICH Course, mentors are teacher educators who are engaged with the training programme by providing prompts, clarifications and support to trainees. In the ENRICH Course there are two kinds of mentors: “Moodle mentors” are subject specialists and experts in the various sections (or “bubbles”) of the Course; they follow activity in the Moodle Forums and provide online support in the form of clarifications, prompts and suggestions, clarifications to tasks, etc. Then, “local mentors” are educators who are responsible for organising the three online and/or offline meetings with ENRICH Course participants, at the beginning of the Course (clarifying its aims and objectives and helping to form a bond between the participants), at the middle of the Course (boosting motivation, answering questions), and at the end of the Course (advising participants on preparations for the final assignment). (NS)
- **Metacognitive awareness. See Awareness.**
- **Metalinguistic awareness. See Awareness.**
- **Method.** A method is an overall plan or design to present language material based upon a selected approach. Method is the level at which theory is put into practice and choices are made about content to be taught, the skills to be used. A method is when an instructional design includes a specific level of application in terms of objectives, teacher and learner roles and classroom activities. With a method, there are prescribed objectives, roles for teacher and learners and guidelines for activities. The teacher’s role is to implement the method. (LP)
- **Migration contexts.** European countries have always been important migration routes but there has been a significant increase in the number of people seeking refuge in Europe in the past few years. The majority of migrants use the Central Mediterranean or the Balkan route to reach Europe. For the time being, Germany reports the largest total number of immigrants in Europe, followed by the United Kingdom, Italy, France, and Spain. Multilingual and multicultural classrooms are the current educational settings where teachers may experience challenging situations in promoting an inclusive space for learners from different migrant backgrounds, refugees and asylum-seekers. Teachers, being aware of their learners’ previous migratory experience, may develop an inclusive pedagogy taking into account the importance of building a classroom community to support learning, and the implications of working with learners and families who have experienced traumatic situations. (SS)
- **Multilingualism.** A phenomenon used to describe both individuals and societies. Multilingualism as a human capacity is understood as proficiency in more than two languages, although it does not necessarily mean equally high proficiency in these languages. Societal multilingualism, meanwhile, refers to the use of multiple languages in a given society by its members who come from different national, ethnic, or linguistic backgrounds. Thus, both an individual and a country can be defined as multilingual. (SB)

- **Nativespeakerism.** Attitudes and beliefs that preference the native speaker as the owner of English and native speaker norms of accuracy and appropriateness as valid for non-native speaking contexts. These attitudes promote native-speaking teachers as the best teachers of English, as they represent Western cultural ideals in teaching and using English. (LC/DS)
- **Oracy.** The ability to use the oral skills of speaking and listening. Oracy refers to the skills involved in using talk to communicate effectively across a range of social contexts. Oracy education means the direct, explicit teaching of those skills. Speaking and listening are key to learning. A focus on oracy in education is important because language shapes our individual thinking, we do not just use language to interact. (LP)
- **Outer Circle > See Kachru's Circles**
- **Plurilingual/Pluricultural competence.** The communicative competence of social actors who are capable of functioning in different languages and cultures, of acting as linguistic and cultural intermediaries and mediators, and of managing and adapting this multiple competence as they proceed in their lives. Plurilingualism does not describe fixed competences, because individuals develop competences in a number of languages mainly from necessity, in order to meet the need to communicate with others. The possession of skills in more than one linguistic code means that one can switch from one language to another according to the situation. Plurilinguals may also switch from one language to another in the same conversation; the transition from one language to another in the same discourse is not an indication of the speakers' weaknesses or inability to distinguish languages clearly. In fact, the ability to switch from one language to another implies a mastery of all the systems in contact. (LP)
- **Pragmatics.** Pragmatics is a branch of linguistics and semiotics that deals with the way individuals understand and create meaning through the use of language especially in social context. It studies the connection between linguistic structures and the people who use these structures. According to pragmatics, meaning does not only depend on grammatical or lexical knowledge but also on the context of the situation, the background knowledge and intent of the speakers as well as other factors. Therefore, pragmatics shows how language users solve conflicts of ambiguity by looking at the place, time, context, manner, etc. of an utterance. (SB)
- **Reflective teaching.** The application of an ongoing critical appraisal of an educator's instructional practices. It involves a self-assessment of the various teaching practices, which include an examination of the pedagogy, the impact of instruction on learning, learner motivation and engagement, strategies regarding feedback provision and correction, assessment and testing of learning, as well as syllabus design and courseware adaptation. A useful tool in reflective teaching is **lesson planning** (see term). Reflective teaching aims at the improvement of teaching on the basis of current theorizing, and this necessitates the development of the instructor who is an **informed practitioner** (see term). (NS)

- **Small Culture.** It refers to the culture of any social grouping (such as a group of friends, a work team, a family and a school class), no matter how small or temporary that may be, and includes all features which may make that particular grouping cohesive (Holliday, 1999). Adopting this perspective of culture involves focusing on what contributes to the harmonious co-existence and successful dialogue among the members of that grouping, thereby avoiding judging them based on pre-determined characteristics that may not be relevant in their case. In turn, this also entails focusing on the role of culturally-based features that may emerge while people engage in intercultural communication in *English as a Lingua Franca*. Also see *Large culture*. (SK)
- **Spoken language/discourse > see Oracy**
- **Standard English.** The form (structures and functions) of a dialect of the English language that has, for various historical reasons, been accepted as the national norm. Standard English is widely described in the form of dictionaries and grammar books and is considered as the default norm used in EFL (English as a foreign language—*see term*) instructional settings. (NS)
- **Strategies > see Communicative strategies**
- **Syllabus.** A document that specifies in some detail the aims, detailed objectives and activities that are to be carried out in a course. Syllabi provide information about the order and rationale of instructional activities, assessment and testing principles and techniques and, in essence, everything an instructor should know to be able to steer the teaching and learning process of a specific teaching context in the right direction in view of the goals set by the curriculum. (**also see curriculum**)
- **Task-based Learning/TBL.** A teaching and learning approach in which learning takes place through the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication. The emphasis is on interacting in the target language because this is the precondition for learning to communicate in a second language. (LP)
- **Teacher competences.** They refer to a complex combination of knowledge, skills, values and dispositions which a teacher needs to possess in order to bring about the desired learning outcomes in his/her class. In general, they may include: a) knowledge of the subject matter (including recent developments, such as, in our case, issues relevant to *English as a Lingua Franca* and *Linguistic diversity*) and other relevant areas (e.g. knowledge of the *Curriculum* and of *Assessment* processes); b) teaching skills (e.g. using various methods and approaches, such as *TBLT*, and skills related to *Lesson planning* and *Lesson evaluation*) and other important capacities (e.g. for engaging in *Reflective teaching* and *Transformative learning*); c) a range of values and dispositions facilitating the teaching and learning process (e.g. flexibility, open-mindedness, interest in networking and collaboration and inclination towards lifelong learning, for instance, by viewing critically one's own *Attitudes* and developing

one's *Awareness*). For more information, see a relevant publication of the European Commission here:

https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/teacher/teachercomp_en.pdf. (SK)

- **Teaching context.** The English language teaching special teaching-learning situation that is unique to a specific classroom. Teaching context is defined by many dimensions, such as the number, age, gender, motivational and learning profiles of individual learners, the courseware used (if any), the target situation (e.g., a high-stakes exam), the broader institutional context and the even broader cultural and/or national specifications surrounding it. It also refers to the values, beliefs and attitudes of key stakeholders and how they influence what is considered “correct”, “good” or “useful” English language teaching and how open this is to ELF-aware teaching. (LC/DS/NS)
- **Transformative learning.** In the context of English language teaching, transformative learning refers to the practice and process of deep, constructive and meaningful assessment of an instructor’s deeper convictions about concerns that are generally considered as given, such as the role and usefulness of the native speaker and the Standard English norm in English language teaching, the impact of correction on learning, etc. This practice will often inform (or transform) the instructor’s future decisions and practices which will continue to be critically assessed and fine-tuned through targeted experimentation throughout the instructor’s lifetime. (NS)
- **Translanguaging.** A term used to define the ability of multilingual speakers to use all their linguistic resources flexibly for meaningful communication. The notion of translanguaging suggests that bilinguals have a unified linguistic repertoire from which they can select features strategically to make meaning and communicate. According to the concept of translanguaging, languages reinforce each other and there is no hierarchical relationship between them. Viewed as normal, natural mode of communication, translanguaging offers a new approach to language teaching which allows for students’ diverse and dynamic language practices. (SB)
- **Techniques.** A technique takes place in a classroom; it is the level at which classroom procedures are described. In terms of procedure, technique explains how tasks and activities are integrated into lessons. Teachers use techniques as a tool for teaching. Using techniques that appeal to the interests of students can promote the success of the class. There are controlled techniques that are mostly teacher-centred. Both the teacher and students know what they will do during the activities, while in semi-controlled techniques, the teacher interferes only when necessary. (LP)

- **World Englishes.** A general term referring to the different forms and varieties of English used in various sociolinguistic contexts in different regions of the world. The plural form 'Englishes' emphasizes that the language belongs not only to those who use it as their mother tongue but also to those who use English as an additional language for intranational as well as international communication. World Englishes (not to be confused with the term World English) includes not only American and British English, but such varieties as Indian, Pakistani, Australian, and New Zealand English, as well as the English spoken in various African and Asian countries.
- **Written language/discourse.** See *Literacy*