What role does identity play in the foreign-language learning process? Reflect upon concepts such as EFL, EIL, critical ELT, descriptive vs. prescriptive grammar, multiculturalism, communicative ability, native speaker ideal, accommodation, culture, democracy and culture for example. Discuss the conception of English as an international language based on Kachru´s concentric model of the inner, outer, and expanding circle countries, compared to Modiano´s centripetal circle of World varieties. What are the fundamental differences and what implications will this have from a teaching perspective? Reflect upon concepts such as native speakers, second-language speakers, and foreign-language speakers, democracy and culture for example. Discuss how English has developed as a global lingua franca. Give some examples of how varieties of English have evolved, first and second varieties and become standardized, i.e. how colonialism and British English has impacted on a country´s variety of English. Reflect upon concepts such as intelligibility, diversity, identity, EIL, ELF,settler colonization, pidgin and creole, globalization, new mother tongue varieties vs. second-language varieties (new Englishes) language contact, economic power, international business for example. Discuss whether the emerging world Englishes due to globalization potentially could threaten mutual comprehensibility where BrEng or AmEng no longer are the norm. What are the implications and what could some of the solutions be? Also, briefly define and describe the term ‘standard English’. What are the pros and cons of having such a term? Reflect upon concepts such as multiculturalism, monoculturalism, assimilation, core English, EIL, English as a lingua franca, cross-cultural communicative competence, corpus linguistics for example. choose 2 topics