

# TEACHING ENGLISH AS A GLOBAL LANGUAGE: AN EXAMPLE FROM A BULGARIAN UNIVERSITY CONTEXT

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**Abstract:** *This study focuses on the current status of English as a global language and discusses the way in which its new contexts of use highlight the need for transitions in the well-established teaching frameworks. The stance taken is that teaching practices in the age of global English should involve raising students' awareness of the fact that nowadays the language goes beyond the boundaries of English-speaking countries and is frequently used as an international lingua franca – a communicative tool among speakers of different mother tongues. Students should be encouraged to approach English in the plural, i.e. not as a single monolithic entity, but as a family of different varieties. Indeed, they should learn about the heterogeneous and dynamic character that English takes on today. In addition, students should be urged to develop intercultural communicative competence, that is, the ability to use English appropriately when interacting with speakers from different linguistic and cultural backgrounds. The current investigation demonstrates how these pedagogical ideas can be put into practice by providing an example from a Bulgarian university context. It examines the manner in which global English is incorporated into “Academic and General English” – an English language course offered at the Department of British and American Studies at Sofia University “St. Kliment Ohridski”.*