Course name: World Englishes

Course number: LNG 3xx (If NEW, # to be assigned by Academic Services) (with prefix)

Term effective date: Fall 2004 School: Culture and Society

Course level: 300 Undergraduate 500 Graduate

Proposed Units: 4 Sem. Hour *(If other that 1.0 Unit or 4 SH please explain in Comment Box)

Is course repeatable for credit? Yes No If yes, how many times?

Are there pre-requisites? Yes No If Yes Specify:

One of the following: LNG 201, 202, 211 or permission of the instructor.

Select grade type: Normal Pass/Fail Special: Describe:

Offering schedule: Fall Spring Fall & Spring

Summer All Terms Occasionally

Activities code for primary activity: Lecture

Activities code for secondary activity: Guided Study Group

Cross listed: Yes No If yes, with what course number and name?

Does this replace a previous course? Yes No

If yes, indicate Course number:

Faculty weighted hours: (To be assigned by Deans) CAP = 28

Comments:

To be offered spring semester every other year in a cycle with two other 300 level LNG courses.

Approvals:

____________________/________________ Program Faculty Date

____________________/________________ Appropriate Comm. Date

(Optional)____________________/________________ Dean Date
Course Description: From 1945 on, English has been a language of the Post-British-Imperial world, becoming a global language of trade, governance, law, and literature. The course will discuss a variety of topics concerning varieties of English, from the standardization of English in Britain and North America to the emergence of English-based creoles in Asia and the Pacific. The course will focus primarily on English as a post-colonial language (particularly in South Asia and the Pacific), discussing the linguistic, social, political, and literary implications of its development. Students will interrogate the notion of a "Standard English" and discuss what workers in English language (teachers, literary scholars, journalists) need to know about language variation and social stereotypes, language spread, linguistic accessibility, and global literacy.

Prerequisites: One 200-level linguistics course in the English Department or permission of the instructor. The course is designed with the following assumptions about student proficiency: students will be able to distinguish between “linguistics” and “prescriptive grammar”; students will know the linguistic subsystems; students will be relatively comfortable with the basics of IPA transcription; students will be comfortable conducting interviews.

Goals: The course will contribute to departmental efforts to develop student “understanding of the history, structure, and artistry of language” at a more advanced level than existing linguistics courses in the English department. Students will be expected “to read critically, write and speak with clarity and grace, reason intelligently, and argue thoughtfully and persuasively” in multiple genres related to linguistic research: exposition of existing research, arguments based on secondary research, and interpretation of data. As a result, students will have an enhanced understanding of the way in which discourse about linguistic research influences decisions concerning language policy and discussions of literary merit in post-colonial literatures written in English. Students’ enhanced understanding of the interplay between institutional, community, and educational values concerning language will prepare them to engage and foster “genuine cross-cultural interaction” as educators, writers, and researchers. The course provides an opportunity for research into language that would support students’ development as competent and ethical researchers who “will know, understand, and practice current conventions for writing and researching in the disciplines articulated in the Department’s ‘Core Values.’” Students will “be expected to construct, integrate, and critique cultural” and linguistic frameworks for the study of the English language around the world. Specifically, the course will have the following goals. Students will:

- show an understanding of language acquisition and development as they relate to World Englishes (especially in the development of pidgin and creole languages);
- demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
- recognize the impact of cultural, economic, political, and social environments upon language in English speaking countries or countries where English is a major language of public discourse;
• show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
• show an understanding of the evolution of the English language and the historical influences on its various forms around the globe (especially in areas once colonized by the British Empire);
• demonstrate an understanding of English grammars;
• demonstrate an understanding of discourse, pragmatics, semantics, syntax, morphology, and phonology as they relate to variation in World Englishes;
• demonstrate their comprehension of and ability to critique scholarship concerning World Englishes;
• demonstrate their ability to interpret and critique field-based linguistic studies.

**Student Assessment:** The principal modality for assessment in the English major is writing assessment. Students will be given a grading rubric at the beginning of the semester that reflects the expectations for written discourse (thesis driven research-based argument, written in Standard Written English) based on a standard A-F grading scale. Since the English major focuses on written demonstration of understanding, all examinations will also be writing-intensive, using primarily short answer, identification, essay, or other written responses instead of machine gradable examination methods. The English department also values oral communication, so students will be expected to participate actively in small and large group discussions, which will be incorporated into the final assessment of student performance. For purposes of programmatic assessment, student performance in this course will provide important information on our program’s success in teaching critical thinking and writing, as well as in encouraging the study of “the history, structure, and artistry of language.” Moreover, this course will require students to develop specific skills in argumentation and exposition necessary to interpret and present quantitative and descriptive data, a skill not usually fostered in our segment of the curriculum.

**Learning Activities/ Pedagogy:** All learning activities in this course will encourage students to demonstrate understanding of linguistic concepts and extend these concepts beyond their original instructional context. Included in the following list are representative activities that might be employed in addition to traditional lecture:

- In 200-level linguistics courses in the English department, students focus their writing on reflective and discursive exercises that ask them to examine their own linguistic histories or their preconceptions about language. Writing exercises in this course will ask students to develop their sophistication in use of linguistic terminology, their understanding of linguistic theory, and their presentation of linguistic data. For example, students may be asked to write brief reviews of current scholarship in varieties of English around the world, principally in scholarship that explores norm-referencing and the connection between prestige variety identification and local usage. They may be asked to examine the thoroughness of the scholarship, situate it in its critical history, and analyze its potential applicability to their own areas of interest. Such exercises would encourage them to engage with scholarly discourse in the field, to evaluate its predictive and explanatory power, and to become familiar with scholarly conventions— as well as the diversity of styles and domains of scholarship within the field.
• Since one of the goals of this course for students to demonstrate “an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles,” they will be asked to investigate the particular history of English language as a medium of instruction and public discourse in a single area formerly occupied by the British Empire. For example, students may be asked to research the educational situation of early colonial India, asking how and when English was used as a medium of instruction, and investigating the resulting impact of that early educational history on publication standards in India. In order to complete this assignment, students would have to analyze early educational policy documents in India, interpreting their function and application during the colonial period.

• This course requires students to engage in meaningful and immediate analyses of English language use worldwide. Students will be asked to compare standards of spoken and written discourse in postcolonial communities, using online databases of speech and online newspapers. Students will analyze these recordings and documents and identify the prestige varieties used in both media. In order to complete these assignments successfully, students must build upon their skills in phonetic description they first cultivated in their 200-level linguistics courses.

**Student Outcomes of Learning Activities:**
Students come to linguistics courses with a number of misconceptions about language. All of our learning activities will address these misunderstandings, particularly misunderstandings about the nature of dialect. For example, students usually believe the following about language and dialect:

- Language does not change;
- Language only changes in the domain of the lexicon (vocabulary);
- Adults "teach" children to use language;
- Writing is language, not a technology that represents language;
- There is only one correct version of English that people ought to use;
- Dialects of English only differ in pronunciation or vocabulary;
- Dialects are geographically delimited and socially stable;
- Non-standard dialects are communicatively deficient;
- Non-standard dialects are the product of or related to cognitive impairment in their speakers;
- Linguistic resources (such as dictionaries or usage manuals) are non-ideological documents.

Moreover, students will develop a number of skills and knowledge sets that will prepare them for and enhance their experiences in other courses. For example, students will:

- Cultivate an understanding of dialect diversity that will prepare them for literature taught in their "Multicultural Literature" requirement or build upon what they've learned in "Multicultural Literature";
- Foster analytic reading skills, familiarity with scholarly discourse, and sophistication in research methods that will prepare them for their upper-level seminars;
- Transfer their understanding of linguistic variation to their understanding of literacy and literacy education;
• Transfer that understanding of dialect diversity to their experiences in education courses and educator preparation (if they are preparing for certification);
• Transfer their understanding and appreciation of World Englishes to their study of international literature written in English and to the mechanisms for popular recognition of international literatures written in English (such as the Booker Prize);
• Transfer their understanding of the contingent and arbitrary nature of language to their study of critical theory;
• Transfer their ability to analyze and interpret quantitative data to other writing tasks in business, the sciences, or public policy.
Course Description: The History of the English Language doesn't end at 1750, but you wouldn't know it from many “history of the English language” textbooks. English now extends beyond the geographical boundaries of Great Britain and North America and exists in forms never anticipated. Over the course of this semester, we will examine the sociological, linguistic, and political forces behind the creation and persistence of varieties of World Englishes that extend across the globe. We will examine standard varieties of English from both Commonwealth and Post-colonial nations as well as creolized varieties of English from around the world. We will also discuss the place of English among world languages, both dominant and endangered. Although this course will require you to develop a more sophisticated linguistic sensibility, you will also have the opportunity to examine the political, cultural, and literary forces in play in World Englishes.

Course Objectives:
The design of this course assumes that you have taken most of your English department courses in sequence and that you have completed (or are concurrently enrolled in) LNG 201, 202, or 211. While those courses may require more formal linguistics than our class may, the skills you learned in describing language (the IPA Alphabet, for example) will prove useful. We can say that this course has three major objectives. You will:
- Discuss language development and change;
- Demonstrate understanding of major linguistic processes; and
- Demonstrate understanding of the impact that political, social, and cultural forces have on language.

Course Outcomes
By the end of this course you will:
- Have a deepened understanding of language acquisition and development;
- Recognize the impact of cultural, economic, political, and social environments upon language;
- Respect and understand diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
- Understand the contemporary evolution of the English language and the historical influences on its various forms;
- Understand English grammars (and understand why it is plural and not singular);
- Understand phonology, morphology, syntax, semantics, and pragmatics;
- Bring your new-found understanding of language to bear on your discussions of writing, whether literary or otherwise;
- Understand how to engage non-native speakers of English, or speakers of non-standard English, in productive dialogue about their language use;
- Appreciate the importance of field research in language.

Course requirements: Class attendance is mandatory. Class discussion will be the principal modality for learning in this course, so I don't want you to miss anything that your peers have to say. All assignments must be turned in on time.

Expectations for Class Work:
Class Participation:
As I said before, class discussion will comprise a significant portion of our class work. This course will require you to use a variety of skills: your skills in literary/rhetorical analysis, your linguistic skills, and your skills in historical analysis. On occasion, we will have a great deal of linguistic terminology to contend with; at other times, we'll be trying to keep track of a complicated timeline.

In order to facilitate our in-class discussions and to ensure that you understand all the material you cover, I ask you to describe any "muddy points" in the homework or readings that need clarification or to report any comments that you have to the electronic discussion list that we have on SOCS (http://socs.tcnj.edu). I expect you each to post to the discussion list at least eight times over the course of the semester. In addition, we will have two other resources at our disposal: an Addlink page, where I ask you to share any online research resources you have found with me and your peers; and a BiblioFile where you can share the bibliographical information for any print resources you have found.

**Out-of-class Work:**
Your out-of-class work/preparation will consist of five major components: readings, brief reviews/responses to readings (including readings you do for your final research project), a short (4-6 pages) researched essay, an annotated bibliography, and a final research project. Since this is a 300-level course, I expect you to focus a great deal of your attention on developing your writing. You will write six one page (single-spaced) reviews/responses to our readings (plan to write one every other week). You will write a short (4-6 pages) researched essay, which will ask you to investigate the historical underpinnings of a linguistic problem in one English-speaking region. You might choose to write about a colonial document or a linguistic process you have learned about in course readings. I want you to use this opportunity to do some background work for your final project. You will also compile an annotated bibliography, which will assist you in preparing your final research project. Your final research project asks you to become an "expert" in one regional/national variety of post-colonial, creolized, or non-native variety of English. Your final project should be between 14-20 pages in length, turned in on the day our final examination would normally be scheduled. You may take several different approaches to your final project. If you are interested in post-colonial literature, you may examine the treatment of language in the work of one particular author. If you are interested in educational policy, you may examine the treatment of English as a language of instruction in one country. We will meet individually at mid-term to discuss your projects. If you are dissatisfied with the grades you earn for either your reviews/responses or your short research paper, you may rewrite them to improve your grade. Be forewarned: I take the English department's mission to improve student writing seriously. You may find this daunting at the outset, but you will benefit from it in the end.

**Essay Format:**
Although the documentation styles used by linguists and literary scholars differ, I will expect you to turn in both formal essays in MLA style and use MLA documentation style for your annotated bibliography. Your short reviews/responses should be one page single spaced, with your name and the date on the upper right hand corner and the title/chapter/page numbers of the work to which you are responding centered above your text.

**Examinations:** We will have no examinations for this course.
Grading:
This course is organized around a thousand point system. Semester grades will be calculated as follows:

- 1000 - 935 points = A
- 934 - 895 points = A-
- 894 - 865 = B+
- 864 - 835 = B
- 834 - 795 = B-
- 794 - 765 = C+
- 764 - 735 = C
- 734 - 695 = C-
- 694 - 595 = D
- 594 - 0 = F

Six Reviews/Responses (50 pts each)            300
Short researched essay                       200
Annotated Bibliography                       100
Final project                                300
Class participation                          100

Required Texts:

Schedule of Readings and Assignments:
Week One: Introduction to the course: methodology, scope, and materials. Discussion of resources about colonialism. [Macauley's Minute/Educational Tracts](#)
UNIT ONE: The Background of World Englishes. Read Memmi, "Does the Colonial Exist?"; Crystal, Chapters One and Two [Timeline of British Empire](#)
PowerPoint Presentation

Week Two: Legacy and scope of British Colonialism; Neo-colonialism; Read McArthur, Chapter One Response One Due [PowerPoint Presentation](#) Linguistic Models: Pedagogical and Scholarly Read McArthur, Chapters Two, and Three [PowerPoint Presentation](#) Linguistic Models: Trees, Puddles, and Waves Read McArthur, Chapter Four [PowerPoint Presentation](#)

Week Three: The Question of "Culture" Read Crystal, Chapters Three and Four Online Texts; Standardness Read McArthur, Chapter Five; UNIT TWO: The Mechanisms of Language Change. Read Aitchison, Chapter One

Week Four: Read Aitchison, Chapter Two Response Two Due

Week Five: Read Aitchison, Chapter Three; Alberto Nocentini, "Power and the Limits of Genetic Classification of Languages" (link in SOCS Resources); Read Aitchison, Chapters Four and Five; Randy Bax, "A Network Strength Scale for a Study of Eighteenth Century English" (link in SOCS Resources) Response Three Due

Week Six Read Aitchison, Chapter Six and Seven; M. Silverstein, "Contemporary Transformations of Local Linguistic Communities" (EBSCO Host Accession Number 1295358); Betty S. Phillips, "Fast Words, Slow Words" (EBSCO Host Accession Number
4179616); Donald Butters, "Chance as Cause of Language Change and Variation" (EBSCO Host Accession Number 6369304) Response Four Due

Week Seven: Read Aitchison, Chapter Eight Response Five Due; Read Memmi, "Mythical Portrait of the Colonized"; "Two Answers of the Colonized," Read Aitchison, Chapters Nine and Ten; Zhiming Bao and Lionel Wee, "Until in Singapore English." (EBSCOHost Accession Number 3253049); Read Aitchison, Chapters Eleven, Twelve, Thirteen; Read Aitchison, Chapters Fourteen, Fifteen, and Sixteen Short Research Paper Due

Week Eight: Read McArthur, Chapter Seven; Thomason and Kaufman, "Pidgins"; Suzanne Romaine, "The Grammaticalization of the Proximate in Tok Pisin" (Electronic Reserves); J. Diamond, "Reinventions of Human Languages" (EBSCO Host Accession Number 9106103411); Read McArthur, Chapters Six, Eight, and Nine; Adam R. Beach, "The Creation of a Classical Language in the Eighteenth Century: Standardizing English, Cultural Imperialism, and the Future of the Literary Canon" (Project Muse); Catherine and David Matheson, "Languages of Scotland: Culture and the Classroom" (EBSCO Host Accession Number 3602514) Response Five Due

Week Nine: Read Anne Pakir, "Standards? Dictionaries and their development in second language learning contexts" (EBSCO Host Accession Number 3253103); Shirley Lim, "English-Language Creative Writing in Hong Kong: Colonial Stereotype and Process" (Project Muse) English as a Second Language Australasian English: Donn Bayard, et al., "Pax Americana? Accent Attitudinal Evaluations in New Zealand, Australia, and America" (EBSCO Host Accession Number 4335401); Arthur Delbridge, "Standard Australian English" (EBSCO Host Accession Number 3253107); Gerhard Leitner and Inke Sieloff, "Aboriginal Words and Concepts in Australian English" (EBSCO Host Accession Number 3253058)

Week Ten: Indian English: Vinay Dharwadker, "English in India and Indian Literature in English: The Early History, 1579-1834" (Project Muse); Amitav Choudhry, "India: Bursting at the Linguistic Seams" (EBSCO Host Accession Number 2999102) Jean D'souza, "Contextualizing Range and Depth in Indian English" (EBSCO Host Accession Number 4745969); Shobhana L. Chelliah, "Constructs of Indian English in Guidebooks" (EBSCO Host Accession Number 4745968) Response Six Due

Week Eleven African Varieties: Arua E. Arua, "Some Syntactic Features of Swazi English" (EBSCO Host Accession Number 3253057); Augustin Simo Bobda, "Comparing Some Phonological Features Across African Accents of English" (EBSCO Host Accession Number 3421928); Emmanuel Quarcoo, "The English Language as a Modern Ghanaian Artifact" (EBSCO Host Accession Number 9410051718)

Week Twelve: English Education: Maria C. M. de Guerrero and Olga S. Villamil, "Metaphorical Conceptualizations of ESL Teaching and Learning" (EBSCO Host Accession Number 6719540) Barbara Seidhlofer, "Double Standards: Teaching in the Expanding Circle" (EBSCO Host Accession Number 3253105) Susan Parks and Mary H. Maguire, "Coping with On-the Job Writing in ESL" (EBSCO Host Accession Number 3454343)

Week Fourteen: English in Asia: Zhiming Bao and Lionel Wee, "The Passive in Singapore English" (EBSCOHost Accession Number 3253087); Hiroko Matsuura, et al., "Intelligibility and Comprehensibility of American and Irish Englishes in Japan" (EBSCOHost Accession Number 3253091); Susan Butler, "A View on Standards in South-East Asia" (EBSCOHost Accession Number 4325533)

Week Fifteen: Hong Kong: Tony T. N. Hung, "Towards a Phonology of Hong Kong English" (EBSCOHost Accession Number 4325530); Rhea Ann Ashmore, "How the Chinese Assess English" (EBSCOHost Accession Number 9707062785); Kingsley Bolton, "The Sociolinguistics of Hong Kong and the Space for Hong Kong English" (EBSCOHost Accession Number 4325534); Amy B. M. Tsui and David Bunton, "The Discourse and Attitudes of English Language Teachers in Hong Kong" (EBSCOHost Accession Number 4325533)

Assignment Prompts:
Responses/Reviews
The purpose of the responses/reviews is to get you thinking about the linguistic, historical, or theoretical material that we've read and to get you to make that material relevant to your own interests. As I think about the response essays, I can think of four major approaches that you could take: interrogation, critique, application, or synthesis.

Interrogation
By interrogation, I mean the "asking of questions" of a certain text. For example, in the preface to Crystal's English as a Global Language, he says that he subscribes to two principles: the value of multilingualism and the value of a common language. I might interrogate this notion. How do chapters one and two demonstrate that proposition? Do they demonstrate it? Does he spend any meaningful time describing or discussing the other languages in any of the English speaking areas he describes?

Critique
A critique actively rejects or rebuts a proposition offered in any text. Since Crystal says that he believes in multilingualism, I might say that his focus on English in its colonial context undermines that proposition. I might try to demonstrate that really he is a triumphalist, even though he claims he's not.

Application
I might try to apply linguistic, historical, or theoretical material to another text. I could look at a newspaper article on Zimbabwe, and try to apply Crystal's discussion of Zimbabwe's linguistic history to it.

Synthesis
You'll probably not find yourself writing synthesizing arguments until later in the course. You could try to synthesize the material from Memmi with that from Crystal. How do Memmi's discussions of the "colonial" match up with Crystal's discussions of colonialism? Why are Crystal's descriptions of colonialism so neutral, while Memmi's are so critical?
Researched Essay

We’ve read three discussions of English as a world language or as an object of historical study. We’ve also read one brief piece dealing with colonialism. Most of the speakers of English worldwide, however, live in previously colonized regions. If you are interested in a particular regional variety of English (New Zealand, India, Australia, Canada), research into the historical background of that area with respect to its linguistic situation. You might research the historical background or historical context of a particularly relevant document or grammar or dictionary (for example, any of those referenced by McArthur or Crystal in their discussions of standardization or the spread of English as a world language). You might research the biography, works, or influence of one particular official, grammarian, educational theorist. You may also research more into one particular theoretical framework to address language or language in a colonial setting.

Consider these potential topics as models for your essays:

- If you’re interested in India, you could research the educational situation of early colonial India. How was English used as a medium of instruction? What sorts of official/unofficial documents discussed its use?
- If you’re interested in South Africa, you could research the role of English as a language of the African National Congress. How does English become a language of dissent in South Africa? How does its ethnic background get separated from Eurocentrism?
- If you’re interested in New Zealand, you could research the role that missionaries played in the spread of English.
- If you’re interested in New Zealand, Australia, Papua New Guinea, Hawaii, Malaysia, Singapore, you could investigate how indigenous peoples were educated in English. Have the methods changed? Have there been efforts to make English education less imperialistic?
- If you’re interested in “decorative” English, you could research how and where it began in Asia/Japan/Europe and how it was treated initially.
- If you’re interested in the United States, you could research the English-Only movement. What is the historical background of the movement? Is it gaining credibility? What is the reaction of the general populace to the movement? Is it different in different regions?
- If you’re interested in EFL education, you could research the history of EFL education. How has it changed? Does it have different purposes now? Are there different assumptions now about the audience for EFL education than there may have been years ago?

In any case, your researched essay should be short (4-6 pages), with documentation in MLA format. It should make some sort of assertion (be argumentative), backing the assertion with evidence from credible sources that are effectively documented. I expect you to do research requiring synthesis of multiple scholarly sources with primary sources. Hence, I expect (in an EFL project, for example) a close reading of an EFL resource (textbook, for example), that explores its audience, discusses its provenance and the importance of that provenance, integrated with scholarly discussions of EFL resources and techniques.
Annotated Bibliography
Annotated bibliographies have multiple functions. They

• Provide you and your reader with a guide to your research materials.
• Provide both abstracts and critiques of your research materials.
• Prompt you to interrogate both the quality and the quantity of your research.
• Demonstrate your comprehension of your sources.
• What goes into an AB?
• Complete bibliographical information.
• Some or all of the following information:

For each source you cite (or consult during your final project) provide the following: a description of authority of the author; summary of scope and purpose of the work; discussion of any biases you detect; description of the intended audience and level of difficulty; and a summary (1-2 sentences) of the argument. Annotations should be no more than 150 words.

Sample Annotation

Dixon, professor of linguistics at the Australian National University, applies his knowledge of Australian languages to a critique of the “family-tree model” of language development. Dixon’s relaxed writing style and graphical representation of linguistic concepts makes this book appropriate to beginning students of historical linguistics. The most significant contribution of this book is the application of the “punctuated equilibrium model” (from evolutionary biology) to linguistics. While this book does have significance for study of Indo-European languages, Dixon admits that he has a bias toward the study of living minority languages. (90 words)

Final Project
Your final research project asks you to become an “expert” in one regional/national variety of post-colonial, creolized, or non-native variety of English, examining an important issue concerning that variety. Your final project should be between 14-20 pages in length, turned in on the day our final examination would normally be scheduled. Final projects in this course generally address one of three general areas of discussion: formal linguistics issues (such as issues of language change, phonology, syntax, or pragmatics), language policy issues (English as a language of government, instruction, or media), or the role that dialect plays in post-colonial literature. As you read in the first half of the term, keep track of topics that capture your interest and use your response papers as an opportunity to plan for your final project. No matter the topic, the successful final project will demonstrate your competency in the overall course goals. You must competently

• Discuss language development and change;
• Demonstrate understanding of major linguistic processes; and
• Demonstrate understanding of the impact that political, social, and cultural forces have on language.