<u>**B.A. (Honours) in Contemporary English Studies**</u>

Course Title	: English as a Global Language
Course Code	: ENG3008
Recommended Study Year	: 3rd or 4th Year
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week
	1-hour tutorial per week
Category	: Discipline Elective (Contemporary Language Strand)
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description

We often hear that English is a global language, but what does this actually mean? What are the observable phenomena, and how are they being discussed in both scholarly and public discourse about language? What are some of the consequences, for language users in different contexts? This course will take both a descriptive and a critical view on the expansion of the language beyond its original confines. It will engage with research topics in applied linguistics, such as World Englishes and English as a lingua franca, but will also identify the language ideologies that underpin the assumptions of separate varieties. Similarly, it will examine media discourse on the subject of contemporary English from a language-ideological perspective that seeks to tease out the prevailing assumptions and agendas. For example, why do people in many places (including Hong Kong) contend that standards of English are falling, and what does this reveal about the interaction between language practices and societal beliefs about language? Students will be encouraged to consider how the discourses of global English have affected their lives, and will have the opportunity to reflect upon their own language practices and experiences using the descriptive and critical lenses introduced during the course.

Aims

This course will enable students to:
1. Identify some of the phenomena of global English;
2. Understand how historical factors and language ideologies affect present-day discussions of global English in both academic and public discourse;
3. Appreciate some of the ways in which discourses of global English have affected their lives and those of others.

Intended Learning Outcomes

On completion of the course, students will be able to:
1. Explain some of the factors that have led to the status of English as a global language;
2. Identify some of the advantages and disadvantages arising from this status, adopting a range of perspectives;

3. Apply the concept of language ideology to contemporary discussions and debates about English;
4. Employ research, writing, presentation and IT skills effectively in producing a range of outputs for different audiences and in different media;
5. Reflect upon some of the ways in which discourses of global English have affected their lives and may affect them in future;
6. Evaluate language policies, including language education policies, by applying the critical lenses introduced in the course.

Indicative Contents

- Introduction: English in the world, and the world in English
- From Chaucer to call centres: How English went global
- Mapping the territory: World Englishes
- Claiming a space: English as a Lingua Franca
- Language ideologies I: critical perspectives on global English
- Language ideologies II: global English in the media
- English in the global workplace
- English on the international campus
- Teaching and learning English in the 21st century
- The future(s) of English

Teaching Method

This course consists of lectures and tutorials. Lectures will present the main concepts and relate them to the readings for the course, but will also include opportunities for discussion. In the tutorial sessions, small groups of students will be required to summarise an assigned reading and present their views to the class in such a way as to encourage discussion and debate.

Measurement of Learning Outcomes

Students' ability to apply relevant concepts and to engage with both scholarly and public debates will be assessed via a group presentation of an assigned reading (LO3, LO4, LO6).

Students' ability to engage with course concepts and reflect on their relevance to their personal experiences will be assessed via an individual reflective paper, written in response to an assigned reading (LO1, LO2, LO3, LO4, LO5, LO6).

Students' ability to apply course concepts to contemporary issues, to evaluate their relevance, and to use both primary and secondary data appropriately, will be assessed via an individual final term paper (LO1, LO2, LO3, LO4, LO5, LO6).

Assessment

No.	Assessment Method	Type	Percentage
1.	Participation, both in-class (e.g. contributions to discussion) and post-class (e.g. blog contributions)	Individual	20%
2.	Group presentation of an assigned reading, for discussion by the class	Group	20%
3.	A short paper reflecting on one of the assigned readings and commenting on its personal relevance	Individual	20%
4.	Final term paper reflecting on one or more related topics and exploring them in terms of their personal interest and/or local relevance, drawing on readings and primary data	Individual	40%

Required Readings

Because of the scope of the course and the nature of the assignments there are no specific required readings. Depending on the course units and assignments, students will be asked to consult the sources listed below.

Recommended Readings

Blommaert, J. (1999). *Language ideological debates*. Berlin: Mouton de Gruyter.

Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge: Cambridge University Press.

Bolton, K., and Lim, S. (2000). Futures for Hong Kong English. *World Englishes 19*(3), 429-443.

Bruthiaux, P. (2003). Squaring the circles: Issues in modelling English worldwide. *International Journal of Applied Linguistics* 13(2): 159–78.

Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations.* London and New York: Routledge.

Cogo, A., and Dewey, M. (2012). *Analysing English as a lingua franca: A corpus-driven investigation.* London and New York: Continuum.

Evans, S. (2011). Hong Kong English and the professional world. *World Englishes 30*(3), 293–316.

Gramling, D. (2016). *The invention of monolingualism*. New York and London: Bloomsbury.

Irvine, J. T., and Gal, S. (2000). Language ideology and linguistic differentiation. In Paul V. Kroskrity (Ed.), *Regimes of language: Ideologies, polities and identities*, 35–83. Santa Fe, NM: School of American Research Press.

Jenkins, J. (2011). Accommodating (to) ELF in the international university. *Journal of Pragmatics 43*, 926–936.

Jenkins, J. (2015). *Global Englishes* (3rd edition). London and New York: Routledge.

Kramer-Dahl, A. (2003). Reading the 'Singlish debate': Construction of a crisis of language standards and language teaching in Singapore. *Journal of Language, Identity, and Education*, *2*(3), 159-190.

Lin, A. M. Y. (1997). Analyzing the 'language problem' discourses in Hong Kong: How official, academic, and media discourses construct and perpetuate dominant models of language, learning, and education. *Journal of Pragmatics 28*(4), 427-440.

Makoni, S., and Pennycook, A. (2007). *Disinventing and reconstituting languages*. Clevedon: Multilingual Matters.

Pennycook, A. (1994). *The cultural politics of English as an international language*. Harlow: Longman.

Pennycook, A. (2018). *Posthumanist applied linguistics*. London and New York: Routledge.

Saraceni, M. (2010). *The relocation of English: Shifting paradigms in a global era*. Basingstoke: Palgrave Macmillan.

Schneider, E. (2011). *English around the world: An introduction*. Cambridge: Cambridge University Press.

Seargeant, P. (2009). *The idea of English in Japan: Ideology and the evolution of a global language*. Bristol: Multilingual Matters.

Shariatmadari, D. (2019). *Don't believe a word: The surprising truth about language*. London: Weidenfeld and Nicolson.

Thurlow, C. (1996). From statistical panic to moral panic: The metadiscursive construction and popular exaggeration of new media language in the print media. *Journal of Computer-Mediated Communication 11*, 667–701.

Watts, R. (2011). *Language myths and the history of English*. Oxford: Oxford University Press.

Wee, L. (2018). *The Singlish controversy: Language, culture and identity in a globalizing world*. Cambridge: Cambridge University Press.

Important Notes:
(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
(3) Students are required to submit writing assignment(s) using Turnitin.
(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.