

University of Florida at Gainesville  
Linguistics Program  
4131 Turlington Hall

## **Lin4930, Lin6932 World Englishes**

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### **Overview:**

There are more than one billion speakers of English world-wide. English is sometimes described as a killer language, overpowering minority languages, but it has also been adopted and adapted to accommodate the needs and goals of local communities, resulting in varieties that have their own form, function and status, distinct from the “standard” English of Great Britain or the US. These varieties are called World Englishes.

In this course, we will examine some of these varieties, including their characteristics at various linguistic levels (sounds, morphemes, syntax, semantics), their use and status in different countries, and issues of TESL teaching and testing. We will compare and contrast models categorizing Englishes and investigate the history and spread of English, the role of language contact and second language acquisition, the formal characteristics of Englishes around the world, and questions about language teaching, planning and policy,. Teams of students will be responsible for leading class discussions based on the readings, and each student will develop a research project, focusing on some aspect of English in some variety.

**Prerequisite:** Lin 3010 (Introduction to Linguistics)

**Objectives:** On completion of this course, students should be able to:

- ♦ describe the origin of the presence of English in different countries, the history and method of its introduction (trade, colonialism, education, etc.), the language systems in place in those countries before and after the introduction of English
- ♦ understand differences among Englishes, both in structure and in use, and be conscious of and sensitive to formal and functional differences of language varieties
- ♦ investigate how English has been influenced by local languages in the past and present, by learning about sociolinguistic patterns within other countries, sociopolitical interactions between different countries, and interactions among different cultures and languages.
- ♦ analyze interactions between local languages and English, and the sociocultural issues that arise with the introduction of a new language into an established “language ecology”. Analyzing the domains of use (political, scientific, business) and attitudes towards English (a threat? a tool? high prestige? rejection of local values?)
- ♦ be able to more effectively communicate effectively with members of other cultures/speakers of different Englishes
- ♦ begin to formulate answers to questions such as: what is English? what are “Englishes”? what does it mean to be a ‘native’ speaker? what should teachers of “English” know & teach?

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**Spring 2018**

### **Textbook & Readings**

Melchers & Shaw. 2011. *World Englishes*. 2<sup>nd</sup> edition. Routledge. (M&S on syllabus)

Available on canvas: Files/Readings:

Schneider, Edgar. 2003. *The Dynamics of New Englishes: From Identity construction to dialect birth.* *Language* Vol 79: 2, pp. 233-281.

Kirkpatrick, Andy. 2007. *World Englishes: implications for international communication and English language teaching.* Cambridge. pp. 184-197.

Van Rooy, Bertus. 2011. "A principled distinction between error and conventionalized innovation in African Englishes", in *Exploring Second-Language Varieties of English and Learner Englishes*, Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 189-207

Additional Readings: You will do additional readings of articles for your presentations, annotated bibliography, and research project.

<b>Assessments</b>	<b>% of course grade</b>	<b>UGs</b>	<b>Grads</b>
Participation		8	4
Class discussion leading/presentations (twice)		20	20
Tests: 2 (15% each)		30	30
Annotated bibliography		12	16
Research presentations (UGs 10 minutes; Grads 15 mins)		10	10
Research project		20	20

### **More Details of Assessments**

**Participation:** You are expected to attend class regularly, having prepared by doing the readings listed on the syllabus, and to participate in class discussions & activities. Your participation grade will be based on regular class attendance/participation in discussions. Although I do not formally take attendance during most of the semester, I will during the final three weeks of research presentations.

**Tests:** Two tests, given on February 19<sup>th</sup>, and April 6<sup>th</sup>, worth 15% each. Review sheets and other information will be posted on Canvas approximately one week ahead of each exam.

**Annotated bibliography:** Undergraduates will read six articles, and Graduate Students will read eight, from linguistics journals or edited books, and for each will write a one page annotated bibliography. You must include at least 2 articles each from the two major journals: *World Englishes* and *English World-wide*. If you find an article and are unsure whether it is published in an acceptable journal/book, please ask me. More details on this assignment are posted on canvas.

**Class discussion leading/presentations** (teams; twice during semester): In teams of two or three you will lead the class in a discussion of an assigned chapter from our reading (often I can suggest supplementary material if you are interested). Your group will be responsible for planning a 25-30 minute presentation/discussion and bringing to class any additional material that would be helpful in stimulating class participation. You will sign up for the topics on Wednesday of week two.

**Research project & presentations:** During the semester you will carry out a small research project based on some interesting aspect of English in the outer or expanding circles (where English is a second or foreign language). Consider countries and phenomena in which you have some interest already (e.g. English in Italian commercials, English in Korean popular music, tense/aspect in Indian English, etc.). Your journal reading in *World Englishes* and *English World-wide* for the annotated bibliography should also give you some ideas, or you can decide on your topic and read for the bibliography based on that topic. Three deadlines associated: project ideas due by March 2<sup>nd</sup> (you are most welcome to turn them in earlier); presentation during last three weeks of class; final paper

due April 25<sup>th</sup> . (more on Canvas)

<b>Grading:</b>	92-100 = A	89-91.9 = A-	86-88.9 = B+	82-85.9 = B
	79-81.9 = B-	76-78.9 = C+	72-75.9 = C	69-71.9 = C-
	66-68.9 = D+	62-65.9 = D	58-61.9 = D-	Below 58 = E

UF's policy of GPA points for grades: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

### Course Policies:

**Policy on working together:** You are expected to work together on your team presentations, but no collaboration of any kind is allowed on any test or writing (i.e., the annotated bibliography and research project). Remember you are bound by the UF honor pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

*"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is expected that all students will adhere to the full Honor code and academic honesty guidelines available at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

**Late Policy:** No late assignments or tests unless you receive permission before the due date. Let me know as soon as you realize you will be unable to meet a deadline. Assignments are collected at the beginning of class on the date they are due, and you may always turn them in early.

**Cell Phone Policy:** Cell phones should be switched off before class. If you need to leave it on for a specific class (because of a family medical emergency, for example) please notify me before class and sit near the door.

**Accommodations for students with disabilities:** Students with disabilities requesting accommodations must first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

**Health and Wellness:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a U Matter We Care team member can reach out to the student in distress.

**Course Evaluation Process:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available at: <https://evaluations.ufl.edu/results> .

**Note:** In the schedule below, deadlines for the tests, annotated bibliography, and research project (topic, presentations, and write-up) will not change. Other elements (reading due dates, in-class topics, discussion leaders) may be subject to changes, which will be posted and announced well in advance.

Week/Dates	Assignment		Topic(s)
	Reading	Assessments	
1 1/8 M 1/10 W 1/12 F	Syllabus M&S Chs 1-2 (p. 1-10) M&S Ch 3 (p. 11-31)		Introduction, Overview Roots and spread of English Variation in English
2 1/15 M 1/17 W 1/19 F	No class M&S Ch 3 (p. 31-43)		MLK, Jr. Day Variation in English cont. Models/Issues/Questions
3 1/22 M 1/24 W 1/26 F	M&S: Ch 4-4.2 (pp. 44-60) M&S: Ch. 4.3-4.4 (pp. 61-78) M&S: Ch. 4.5 (pp. 79-89)	Disc. Leaders Disc. Leaders	Inner Circle: British Eng, Wales Inner Circle: Scots, Irish Inner circle: US
4 1/29 M 1/31 W 2/2 F	M&S: Ch. 4.6 (pp. 90-99) M&S: Ch 4.7-8 (pp 100-113) M&S: Ch. 4.9-10 (pp. 114-20)	Disc. Leaders Disc. Leaders Disc. Leaders	Inner circle: Canada Inner circle: Australia & NZ Inner circle: S, Africa & Liberia
5 2/5 M 2/7 W 2/9 F	M&S: Ch. 4.11 (pp. 120-127) M&S: Ch. 4.12 (pp. 127-133)	Disc. Leaders Disc. Leaders	Inner circle: The Carribean Inner circle: Lesser Known Issues/Questions/ Comparisons
6 2/12 M 2/14 W 2/16 F	Schneider 2003 (233-256, and 266-273)		Models of World Englishes Models continued Summary & Review
7 2/19 M 2/21 W 2/23 F	M&S: 5.1-5.2 (pp. 134-142) M&S: 5.3 (pp. 143-151)	<b>Test 1</b> Disc. Leaders	Outer Circle Overview Outer Circle: South Asia
8 2/26 M 2/28 W 3/2 F	M&S: 5.4 (pp. 152-169) M&S: 5.5 (pp. 169-180) M&S: 5.6 (pp. 181-185)	Disc. Leaders Disc. Leaders <b>Res. topics due</b>	Outer Circle: Africa Outer Circle: South East Asia Outer Circle: "others"
3/3-3/11	Spring Break		Your choice
9 3/12 M 3/14 W 3/16 F	M&S: 6.1-6.2 (pp. 186-196) M&S: 6.3 (pp 197-201) M&S: 6.4 (202-208)	<b>Ann. bib due</b> Disc. Leaders	Expanding Circle Lingua Franca EC: ChinaEng & EuroEng
10 3/19 M 3/21 W 3/23 F	Schneider 2003: 256-260	Disc. Leaders	ASEAN & EU Topic: Fiji & Hong Kong (again) Topic: SLA, Contact
11 3/26 M 3/28 W 3/30 F	Van Rooy 2011: 189-207 Kirkpatrick 2007: 184-197 M&S: 7 (213-220)	Disc. Leaders Disc. Leaders	Topic: Innovation vs. error Topic: Implications for teaching Attitudes & ideologies
12 4/2 M 4/4 W 4/6 F		<b>Test 2</b>	<b>To Be determined</b> Review
13 4/9 M 4/11-13	Research presentations		Mon optional; meet re report
14 4/16, 18, 20	Research presentations		
15 4/23 M 4/25 W	Research presentations	<b>Res. report due</b>	Research reports/Summary