

# LLL200 English as a World Language

3rd and 4th quarters, Sophomore

Instructor	LEHNER ALBERT JOSEPH JR, Ph.D.
Style of Class	Seminar
Number of Credits	2
Day and Period	Monday, period 4/ Tuesday, period 4

## Course Description

More often than not, English is described as today's *lingua franca*, that is, the common language of a world which is international, or global. Yet, as English develops and prospers, it also evolves. Today there are, in fact, numerous world Englishes; standards of correctness and appropriateness are far from universal. **HUM 200** introduces students to several of the major factors that have brought English to the front of the world stage as well as some of the problems associated with this global linguistic movement. For example, it is vital to analyze the impact of English on local cultures and languages. Related directly to the existence of world Englishes is the necessity to consider the meaning of the term "native speaker" in light of the spread of English as a world language (EWL).

## Course Objectives

Students will...

- (1) consider the various Englishes found in the world today
- (2) analyze the connection of English language dominance in the world and power
- (3) define key features of what it means to be a "native speaker" of English
- (4) explore connections between language and culture
- (5) become familiar with how English is viewed within Japan
- (6) experience active, collaborative learning in which each class member has responsibility

## Prerequisites

HUM 200: Introduction to Linguistics

## Class Materials

- (1) Crystal, D. (2002). *English as a Global Language (Canto Classics), second edition*. Cambridge, UK: Cambridge University Press. This might change, if not available.
- (2) Honna, N. (2008). *English as a Multicultural Language in Asian Contexts: Issues and Ideas*. Tokyo: Kurosio Publishers.  
\*on reserve in the library:
- (a) Canagarajah, A.S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford, UK: Oxford University Press.
- (b) Fishman, J.A., Conrad, A.W., & Rubal-Lopez, A. (Eds.). (1996). *Post-imperial English: Status change in former British and American colonies, 1940-1990*. Berlin: Mouton de Gruyter.
- (c) Kachru, B. (Ed.). (1992). *The other tongue: English across cultures*. Chicago, IL: University of Illinois Press.
- (d) Kachru, B. (2005). *Asian Englishes: Beyond the canon*. Hong Kong: Hong Kong University Press.

- (e) Kachru, B., Kachru, Y., & Sridhar, S.N. (Eds.). (2007). *Language in South Asia*. UK: Cambridge University Press.
- (f) Kachru, B., Kachru, Y., & Nelson, C. (Eds.). (2006). *The handbook of world Englishes*. UK: Blackwell Publishing Limited.
- (g) McKay, S.L. (2002). *Teaching English as an international language*. Oxford, UK: Oxford University Press.
- (h) Pennycook, A. (1996). *The cultural politics of English as an international language*. London: Longman.

## Course Methods

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The teaching method used in this course will follow a seminar style. The instructor will regularly offer brief lectures on the assigned readings. As well, each student should come to class prepared to actively discuss and question the assigned texts. At different times in the course, each student will be required to lead a small-group discussion on the reading assigned for that day.

## Evaluation/Assessment

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**Response Papers:** Three times during the semester, students must write a 1-page Response Paper (RP) to one of the readings (or a combination of readings). While not formal pieces of academic writing, each response paper represents a student's current thinking (including confusion) on a given topic related to English as a global language. Guidelines for completing these response papers will be provided during the first class meeting. Students choose which three Response papers to write.

**Analytical Paper:** At the end of the course, each student will write a 5-page analytical paper (AP) in which he/she analyzes an issue of interest regarding English as a global language. The paper can critique some text or idea discussed in the course, offer a synthesis and point-of-view about an issue presented in the course, or be an exploratory paper which focuses more deeply on an issue raised within the course. Each student will present his/her paper to the class at the end of the semester.

## Grading

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25%	in-class discussions
30%	response papers
15%	analytical paper presentation (AP)
30%	analytical paper (AP)

## Course Schedule

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### Week 1:

Introduction to course

Introduction to writing for this course

*Reading (Discuss):*

Crystal, Chapter 1: "Why a global language?" pp. 1-13

*Writing:*

RP to either Crystal, or: *What are you thinking?*

### Week 2:

*Reading (Discuss):*

Crystal, Chapter 1, cont'd. pp. 14-28

*Writing:*

RP: *Right now, do you think that using one language as a world language has more benefits or problems? Explain.*

**Week 3:**

*Reading (Discuss):*

Crystal, Chapter 2: "Why English? The historical context" pp. 29-43

*Writing:*

RP: *At this point, which historical aspects of the spread of English do you find most interesting? Explain.*

**Week 4:**

*Reading (Discuss):*

Crystal, Chapter 2, cont'd. pp. 43-71

*Writing:*

RP: *What are your impressions of Kachru's "circles?"*

**Week 5:**

*Reading (Discuss):*

Crystal, Chapter 3: "Why English? The cultural foundation" pp. 72-85

*Writing:*

RP: *What are some of the primary aspects of the cultural foundation of EWL that make sense to you or that concern you?*

**Week 6:**

*Reading (Discuss):*

Crystal, Chapter 4: "Why English? The cultural legacy" pp. 86-104

*Writing:*

RP: *How has culture, as one effect of colonization, led to the "staying power" of EWL? Do you agree with Crystal's thinking?*

**Week 7:**

*Reading (Discuss):*

Crystal, Chapter 4, cont'd. pp. 104-122

*Writing:*

RP: *Is it possible that another language could replace English as the world's language? Explain.*

**Week 8:**

*Reading (Discuss):*

Crystal, Chapter 5: "The future of global English" pp. 123-146

*Writing:*

RP: *How is identity related to a discussion on having one language as the world's language? Explain.*

**Week 9:**

*Reading (Discuss):*

Crystal, Chapter 5, cont'd. pp. 147-172

*Writing:*

RP: *Discuss the linguistic character of new Englishes. What interests you—or perplexes you? Explain.*

**Week 10:**

*Reading (Discuss):*

Crystal, Chapter 5, cont'd. pp. 172-191

Honna, Chapter 2: "English as an Asian Language: From Observations in Singapore and India" pp. 19-38

*Writing:*

RP: *Based on everything you've been studying so far, how would you characterize or assess English in Singapore? How does it impact your thinking about EWL? Explain.*

**Week 11:**

*Reading (Discuss):*

Honna, Chapter 3: “English a Multicultural Language and Diversity Management” pp. 51-70

*Writing:*

RP: *What does Honna mean by “diversity management?” What do you think of his suggestions? Explain.*

**Week 12:**

*Reading (Discuss):*

Honna, Chapter 5: “English in Japanese: A Case of Language Contact” pp. 91-120

*Writing:*

AP: *Draft #1*

**Week 13:**

*Reading (Discuss):*

Honna, Chapter 6: “English as a Japanese Language and Linguistic Auditing: From an Environmental Sociolinguistic Point of View” pp. 121-142

*Writing:*

AP: final

*Class Presentations of AP: Part 1*

**Week 14:**

*Writing:*

RP: *What have I learned in the past 13 weeks?*

*Class Presentations of AP: Part 2*

**Week 15:**

*Class Presentations of AP: Part 3*

**Week 16:**

Review of course

Course / Instructor Evaluation

**Preparation and Follow-up**

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- Preparation: Read the relevant portions of the reference materials (about one hour)
- Follow-up: Review the content of the lecture and note any points you are not sure of (about one hour)