ENGL 4310 History of English: Global Focus
Fall 2013
Instructor: Chatwara Suwannamai Duran, PhD.
cduran4@uh.edu

This course explores the forms and functions of English**es** in various parts of the world today and critically examines the linguistic, sociolinguistic, cultural, literary, pedagogical, and political implications of the spread of the language that is now called an international/global language. We will briefly cover Old English, Middle English, and Early Modern English, then move to focus predominantly on Modern English, Post-colonial era and current issues around the spread of English, how English alters in the process, how English has become English**es**, and what are the consequences. Topics addressed in the course include, but not limited to, language change, language and power, language and identity, language teaching, literary creativity, language and technology, linguistic imperialism, and the ownership of English.

Required textbook

Seargeant, P. & Swann, J. (2012). *English in the World: History, Diversity, Change.* Routledge.

Other Tentative Resources

The Status of English, Terminology, and Definition

Crystal, D. (1997, 2003). *English as a Global Language.* Cambridge University Press.
Graddol, D. (1997). *The Future of English.* London: British Council. Available on-line at: http://www.britishcouncil.org/learning-elt-future.pdf
Freidrich, P. & Matsuda, A. (2010). When five words are not enough: A conceptual and terminological discussion of English as a lingua franca. *International Multilingual Research Journal, 4*(1), 20-30.

Attitudes toward English

Hiraga, Y. (2005). British attitudes toward six varieties of English in the USA and Britain. *World Englishes, 24*(3), 289-308.
Sharifian, F. (2006). A cultural-conceptual approach and world Englishes: the case of Aboriginal English. *World Englishes, 25*(1), 11-22.

Post-Colonial Englishes (the Outer Circle)

Anthonissen, C. (2013). "With English the world is more open to you"—language shift as marker of social transformation. *English Today, 29*(1), 28-35.
Bamgbose, A. (1992). Standard Nigerian English: Issues of identification. In B. Kachru (Ed.), *The Other Tongue* (pp. 148-161).
Bekker, I. (2013). The formation of South African English. *English Today, 29*(1), 3-9.
Kirkpatrick, A., Deterding, D., & Wong, J. (2008). The international intelligibility of Hong Kong English. *World Englishes, 27*(3/4), 359-377.
Rubdy, R. (2001). Creative destruction: Singapore's Speak Good English movement. *World Englishes, 20*(3), 341-355.
Malcolm, I.G. (2013). The ownership of Aboriginal English in Australia. *World Englishes, 32*(1), 42-53.

Englishes in the Expanding Circle

Baumgardner, R. (2006). The appeal of English in Mexican commerce. *World Englishes, 26*(2), 251-266.

Kang, H. (2012). English-only instruction at Korean universities: Help or hindrance to higher learning. *English Today, 28*(1), 29-34.

Ljosland, R. (2007). English in Norwegian academia: a step toward diglossia? *World Englishes, 26*(4), 395-410.

You, X. (2008). Rhetorical strategies, electronic media, and China English. *World Englishes, 27*(2), 233-249.

Salakhyan, E. (2012). The emergence of Eastern European English. *World Englishes, 31*(3), 331-350.

Intelligibility of Englishes

Nelson, C. (2008). Intelligibility since 1969. *World Englishes, 27* (3/4), 297-308.

Smith, L. E. & Nelson, C. L. (2006). World Englishes and issues of intelligibility. In B. B. Kachru, Y. Kachru & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 428-445). Malden, MA: Blackwell.

Englishes and English Language Teaching

Groom, C. (2012). Non-native attitudes toward teaching English as a lingua franca in Europe. *English Today, 28*(1), 50-57.

Jenkins, J. (2006). Current perspectives on teaching World Englishes and English as a lingua franca. *TESOL Quarterly, 40*(1)*, 157-181.*

Matsuda, A. (2006). Negotiating ELT assumptions in EIL classrooms. In J. Edge (Ed.), *(Re)locating TESOL in an age of empire* (pp. 158-170)*.* Hampshire, UK: Palgrave MacMillan.

Englishes and Technology

Aarts, B., Clayton, D. & Wallis, S. (2012). Bridging the Grammar gap: Teaching English Grammar to the iPhone generation. *English Today, 28*(1), 3-8.

Models and Assessment

Canagarajah, S. (2006). Changing communicative needs, revised assessment objectives: Testing English as an international language. *Language assessment quarterly, 3*(3), 229-242.

Kachru, B.B. (1992). Models for non-native Englishes. In B.B. Kachru (Ed.), *The other tongue* (pp. 48-74). Urbana, IL: University of Illinois.

Lowenberg, P. (2012). Assessing Proficiency in EIL. In A. Matsuda (ed), *Principles and Practices of Teaching English as an International Language.* Bristol, UK: Multilingual Matters.

Linguistic Imperialism or Linguistic Empowerment?

Alatis, J. & Straehle, C.A. (1997). The universe of English: Imperialism, chauvinism, and paranoia. In L. E. Smith & M. L. Forman (eds.), *World Englishes 2000* (pp. 1-20). Honolulu, HI: University of Hawai'i.

Chew, P. G-L. (1999). Linguistic imperialism, globalism, and the English language. *AILA Review, 13*, 37-47.

Phillipson, R. & Skutnabb-Kangas, T. (1999). Englishisation: One dimension of globalisation. *AILA Review, 13*, 19-36.

Pennycook, A. (1995). English in the world/The world in English. In J. W. Tollefson (Ed.), *Power and inequality in language education* (pp. 34-58). New York: Cambridge

University Press.

Linguistic Creativity

Varughese, E.D. (2012). New Departure, New World: World Englishes literature. *English Today, 28*(1), 15-19.

Thumboo, E. (2006). Literary creativity in world Englishes. In B. B. Kachru, Y. Kachru & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 406-427). Malden, MA: Blackwell.