

## WRD 507, Global Englishes

### Course Description

English has become a *lingua franca* for business, technology, research, education, and popular culture around the world. However, there are ongoing debates about this phenomenon. Is the spread of English good or bad? Is it natural or forced? Does it create new opportunities for cross-cultural communication, or does it intensify existing global economic inequality? In this course, we will explore global Englishes in their historical and present contexts, engaging perspectives from the fields of linguistics, sociolinguistics, postcolonial studies, and English language teaching.

By the end of WRD 507 you will:

- have extensive knowledge of several diverse phenomena related to the historical and current-day spread of English.
- have a thorough understanding of key perspectives and theories from the field of global English studies.
- have an awareness of some specific linguistic processes related to language change and variation.
- be able to link knowledge of global English spread to other areas of academic inquiry, including writing studies and the teaching of English.

### Selected Readings

Canagarajah, Suresh. *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Oxon: Routledge, 2013. Print.

Crystal, David. *English as a Global Language*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2003.

Eades, Diana, et al. "Pidgin, Local Identity, and Schooling in Hawai'i." *Dialects, Englishes, Creoles, and Education*. Shondel J. Nero. Mahwah, N.J: Lawrence Erlbaum, 2006. 139-163. Print.

Forey, Gail. "The Impact of Call Centre Employment on Women in India." *World Englishes*. 32.4 (2013): 503-520. Print.

Higgins, Christina. "From Da Bomb to *Bomba*: Global Hip Hop Nation Language in Tanzania." *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language*. Eds. H. S. Alim, Awad Ibrahim, and Alastair Pennycook. New York, NY: Routledge, 2009. 96-112. Print.

Jenkins, Jennifer. *World Englishes: A Resource Book for Students*. 2<sup>nd</sup> ed. New York: Routledge, 2009.

Phillipson, Robert, and Tove Skutnabb-Kangas. "English Only Worldwide or Language Ecology?" *TESOL Quarterly*. 30.3 (1996): 429-52. Print.

Ramanathan, Vaidehi. *The English-Vernacular Divide: Postcolonial Language Politics and Practice*. Clevedon: Multilingual Matters, 2005. Print.

## **Assignments**

### *Weekly Reading Responses*

For each of the weekly readings, you will be asked to post a brief response on our D2L site that demonstrates your engagement with the text. These are fairly “free” responses, but some of the ways you might approach them include the following: post a question you have about what you have read; explain why you agree or disagree with an author’s perspective; make a connection between the reading and something else you know about from your life or your studies.

### *Leading a Class Discussion*

One time during the quarter, you and a classmate will lead the class conversation for a specific text. For this assignment, you should come to class prepared to do the following in no more than 10-15 minutes: give a brief background on the author and the text; summarize the main points of the reading; highlight a few points that you find most engaging, intriguing, or problematic, and explain your own responses to them. Then, you will pose discussion questions to the group and lead the conversation.

### *Final Project*

For the Final Project, you can develop any topic you want that connects to global Englishes. I strongly encourage you to pursue an area that you have found particularly engaging, and, if possible, to connect what you have learned about global Englishes to your own research or teaching interests. I am very open to your ideas, including projects that are multimodal, and even projects that are more visual than written.