TENTATIVE COURSE OUTLINE

Department of English
The Chinese University of Hong Kong

ENGE 2600 World Englishes and Their Cultures
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COURSE DESCRIPTION
Although English has long spread around the world, the consequences of this spread are only now beginning to be appreciated by its speakers in their many locations. The discourse of world Englishes aims to re-imagine our understanding of the English language. The difference between error and innovation can no longer be decided by reference to ‘ownership’ of the language. Additionally, the language is beginning to be a medium of the expression of identity for more and more people in very different contexts. World English must be pluralized, which is why we think in terms of world Englishes. This course is split into two sections. The first section will introduce you to issues in the discourse of world Englishes: innovation, variety, creativity, globalization, etc. The second section will look at specific case studies of Asian Englishes, such as the use of English in Singapore, China, and Japan.

COURSE READING
There is no course book. Instead, the course reading will be available through CU Forum.

SELECTED FURTHER READING
Kachru, Braj (2005) Asian Englishes: Beyond The Canon, Hong Kong: Hong Kong University Press.
RATIONALE
This course:
• introduces and contextualizes ideas about and examples of World Englishes;
• introduces themes and contexts for World Englishes in general, and explores the example of Hong Kong English in particular;
• provides vocabulary and methods for further study in linguistics and literature;
• develops a range of study skills relevant to further study in the department and undergraduate studies in general.

TEACHING METHODS
• Lectures
This course is based around lectures, which will introduce key words or concepts for World Englishes, outlining the theories and contexts behind these words and concepts in order to build up a coherent picture of how they relate to specific examples. This background will not only enable further discussion in tutorials, but will also provide you with important information to help you pursue your own studies.

• Tutorials
Tutorials will be used for the purposes of group discussion of the weekly topics, further exploration of the ideas presented in lectures and formative assessment through presentations. It is required that you prepare for tutorials by reading the texts set for that particular week on the schedule. This preparatory reading is to ensure we all have the same points of reference in common for discussion. This is the bare minimum reading you need to do, and you should also explore the list of further reading contained in the course book, bibliography, or CU Forum before the seminars. The more you read, the more you will get out of the course.

LEARNING OUTCOMES
• Subject specific skills.
On successful completion of this course you will: be able to understand key linguistic and cultural theories; have acquired linguistic, historical and cultural literacy relating to World Englishes; have developed an understanding of frameworks for reading English language cultures generally.

• Central academic skills.
On successful completion of this course you will have developed: analytical skills in relation to visual and written texts; organisational skills in the preparation of various writing and presentation assignments; basic research skills using textual and visual sources; basic writing skills in standard academic formats (presentations, essays).

• Transferable skills.
On successful completion of this course you will have: become confident in expressing your views, asking questions, and responding to others, even in large groups; become more adept at giving formal presentations of your work.

COURSE ASSESSMENT
Class participation/presentation 20%
Final examination 40%
Final paper 40%
Class participation
The course reading gives you minimum background in preparation for each week of the course, and you must always complete this reading. The reading follows the structure of the course as shown in the schedule. This reading will give us a minimum of reading in common, allowing discussion of issues.

Presentation
The presentations will be based on further reading. A choice of different presentation questions will be made available, but you can propose another topic to your tutor for consideration.

Final examination
The examination will test your ability to explain and explore issues from the first half of the course, i.e. general issues in World Englishes.

Final paper
The final paper (8-10 pages) will require a detailed exploration of one of the topics introduced in the course, and may focus on a specific geographical location, as well as literary or cultural examples, to make its argument.

Questions for the final paper will be made available in week 6. The due date will be specified at that time. Grade penalties may be imposed for late submission of work, up to 10% for each day overdue.

Absence
If you are going to be absent, please let me and/or the teaching assistant know, and be prepared to explain the absence, with documentary evidence if necessary. If you have been absent, contact me and/or the teaching assistant before the following week’s tutorial, with the same conditions as above. You can discuss any difficulties with me during my office hours.
## ENGE2600 WORLD ENGLISHES AND THEIR CULTURES: SCHEDULE

Readings are from the course pack.

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Week 1</td>
<td>Outline</td>
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<td>Week 2</td>
<td>Introduction: why 'world Englishes'?</td>
<td>'Not the Queen's English', from <em>Newsweek</em> 03.05</td>
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<td>Week 3</td>
<td>Historical contexts: English, imperialism, and globalization</td>
<td>David Crystal, 'Why English? The historical context'; Robert Phillipson, 'English, the dominant language'</td>
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<td>Week 4</td>
<td>English today: error and innovation</td>
<td>Randolph Quirk, ‘Language varieties and standard language’; Braj Kachru, ‘Liberation linguistics and the Quirk concern’</td>
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<td>Week 5</td>
<td>Internationalization: standards of English</td>
<td>Marko Modiano, 'International English in the Global Village'; Modiano, 'Standard English(es) and Educational Practices for the World's Lingua Franca'</td>
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<td>Week 7</td>
<td>Asian Englishes: the Indian example</td>
<td>Braj Kachru, 'English as an Asian Language'</td>
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<td>Week 8</td>
<td>Singapore: English as a link-language</td>
<td>Debbie G. H. Ho, &quot;I'm not west. I'm not east. So how leh?&quot; Identity in flux: a Singlish speaker's dilemma'</td>
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<td>Week 9</td>
<td>Japan: is English in or of Japan?</td>
<td>James Stanlaw, 'The dynamics of English words in contemporary Japanese: Japanese English and a &quot;beautiful human life&quot;'</td>
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<td>Week 10</td>
<td>China: limits on the acceptability of Englishes</td>
<td>Hu Xiaqiong, 'Why China English should stand alongside British, American, and the other “World Englishes”'</td>
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<td>Week 11</td>
<td>Conclusion: futures of English</td>
<td>David Crystal, 'Into the Twenty-First Century'</td>
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