

World English- Summer 2012
Saint Michael's College
Dr. Shawna Shapiro

Contact info: sshapiro@smcvt.edu (?) or sshapiro@middlebury.edu cell: 206.919.6060
Office Hours: T/Th after class (12-1pm) or by appt

Course Description

In this course, we will explore the topic of English as an International Language (EIL), by looking at the varieties of English that are in use around the world, particularly in areas where English is expanding most rapidly. We will consider the benefits of a curriculum focused on "global English," and will identify the features that are most important for mutual intelligibility among non-native speakers of English. We will also design teaching materials that incorporate an awareness and appreciation of World Englishes.

Objectives: Students will be able to...

- Explain why and how English became a dominant language
- Define key terms in the field of World English, English as an International Language, and English as a Lingua Franca
- Identify varieties of English in use around the world and outline their linguistic features
- Make connections between World English and social justice
- Develop teaching activities and resources that incorporate an awareness of World English
- Reflect on the relevance of World English to their teaching philosophy

Required Readings

McKay, S. (2002). Teaching English as an International Language.

Other articles and resources will be uploaded to our course website:

http://shawnashapiro.com/courses/SMC_WorldEnglish/ (note _ after SMC)

Other Recommended Readings

Crystal, D. (2003). English as a Global Language (2nd Ed). Cambridge University Press.

English Next (2006)- British Council: <http://www.britishcouncil.org/learning-research-english-next.pdf> . Also see earlier publication- "The Future of English" (1997)

Kirkpatrick, A. (2007). World Englishes: Implications for International Communication and English Language Teaching. Cambridge UP.

Expectations

Cultivating academic community is an important aim of this course, and that community needs the active presence and participation of each member. Therefore, you are expected to attend class on time, complete all readings when assigned, and hand in all work on time. You are also expected to contribute to class discussion through both speaking and listening. Please keep in mind that this is a fairly intensive graduate-level course, for which at least two hours of work can be anticipated for each hour of classroom instruction. Late papers, unexcused absences, and missed assignments will have an adverse effect on your final grade, as well as on your ability to keep pace with the course. In the event of illness, please notify me (email or phone) before the class that you will be missing.

Communication and Support

Communication and respect are very important to our course. I attempt to return all phone calls and emails within 24 hours, and expect the same of my students. Your feedback is essential to the success of this course. If you encounter difficulties with any course material or assignments, please contact me **early** and **often**, so that I can help support you. ☺

If you have a disability or learning issue of any kind that might impact your studies, please communicate with me, or contact the Academic Support Office, so that we can make a plan to accommodate your needs. For more information, visit <http://www.smcvt.edu/en/Academics/Academic-Support/Accessibility-Services.aspx>

Grading Breakdown

Class attendance and participation -20%
Class preparation (including short HW assignments)- 10%
Oral presentation- 20%
Teaching unit- 30%
Reflection paper- 20%

Major Assignments

NOTE: More details on each assignment will be given in-class. This is just a general overview, so you can begin to plan your semester schedule accordingly).

Oral Presentation: *Profile of a Variety of English* (20%)

For this project, you will choose a specific country, region, or community to focus on, to develop a linguistic profile of the local variety of English used in that area. You will prepare a short oral presentation (10 min, plus 3-5 min for discussion). Your presentation should incorporate some form of visual or auditory aid. PowerPoint is not necessary, but you may use it if you feel more

comfortable. Please email any links to online material ahead of time, so I can have it ready for you on my laptop.

Your presentation should answer the following questions:

- 1) Where is this variety of English spoken, and by whom?
- 2) What are some of the distinguishing features of that variety?
- 3) What socio-political issues surround that variety? (e.g. attitudes, educational policies, etc.)
- 4) What might be some teaching implications for educators who wish to teach EIL in that country/region/community?
- 5) What observations/reactions do you have about what you have discovered through this project?

Some possibilities for this project:

- Inner Circle: Varieties used in the US, UK, Australia, etc.)
- Outer Circle: Hinglish, Singlish, Nigerian English, South African English
- Expanding Circle: Chinglish, Konglish, Denglish, Franglais, and many more...
- ESP: English for aviation, medicine, etc.

World Englishes Teaching Unit (30%)

This project allows you to put into practice some of what you have been learning in the class. You will develop a curricular unit that includes the following....

- A profile of an imagined (or actual) group of learners you will be teaching, including their purposes for learning English and their relationship to EIL/ELF.
- A description of three classroom activities related to World Englishes, EIL, and/or ELF relevant to this group of learners. For each activity, include content/language objectives, and a brief explanation of what would be done before, during, and after.
- An annotated bibliography of at least 5 additional resources that would be relevant to teaching EIL with this group of learners. Each resource should be accompanied by an annotation that describes the resources, evaluates its strengths and resources, and discusses how it might be used in the classroom, or for students' independent learning.
- A micro-teaching session (15 min), where you "teach" a point or facilitate a short activity from your unit.

Reflection Paper: Philosophy of Teaching English in a Global Context (25%)

In this 3-4 page paper, you will discuss some of the key concepts and issues from class that are most relevant to your own teaching philosophy and professional goals. Although you do not need

to cite course materials, you need to be specific about what you have learned and what the implications are for your pedagogical practice.

Some questions you might wish to address are as follows...

1. How has learning about World English changed the way you think about teaching?
2. What is your overall approach to teaching EIL/ELF?
 - a. How do you decide which English(es) to teach?
 - b. How do you determine what is the “core” of your teaching?
 - c. How important is fluency vs. accuracy?
 - d. What is your approach to teaching and addressing cultural issues?
3. What can be done to address issues of power/privilege in the English language classroom?
4. How might you validate multilingualism and/or multi-dialectalism in your classroom?

COURSE CALENDAR (tentative)

June 25 (M)- Introduction/Overview of class. Ice-breaker : Jigsaw Survey.
(What are some of the key terms and themes in the field of World English?)

June 26 (T)- **Crystal (online):** “World English: How? Why? When? Where? Which? Whither?”
(How and Why has English become a global language?)
(What are some of the key terms and themes in the field of World English? [cont’d])

June 27 (W)- **McKay Ch 1: English as an International Language**
Also listen to **BBC: Word of Mouth- English as a Lingua Franca** (online)
(What is EIL? What is ELF? Why are they important to TESOL?)
Choose topics for oral presentation and begin research.

June 28 (Th)- **McKay Ch 2: Bilingual users of English.**
Amy Tan- “Mother Tongue” (#1) [online]
Also explore **PBS- Do You Speak American?** (website)
(Who is learning/using English? Where? Why?)
(What varieties of English are in use around the world? in the US?)

July 2 (M)- **Hertog- “Mother Tongue” (#2)** [online]
Due in-class: Oral Presentation.
(More overview of varieties of English.)
(Discussion of linguistic attitudes/prejudice and language and identity.)
Also discuss teaching units.

July 3 (T)- **McKay Ch 3: Standards for English as an International Language**
(What is the rationale for an EIL/ELF approach to teaching?)
(What are the features of such an approach? What does it look like in practice?)

Note: No class July 4th Enjoy the holiday ☺

July 5 (Th)- **English Next: Section 2- Learning English** (online)
McKay Ch 5: Teaching methods and English as an international language
Optional additional reading: Matsuda, 2003 (online)
(What are some additional approaches and considerations related to EIL/ELF?)
Due in-class: Micro-teaching for curriculum unit

July 9 (M)- **McKay Ch 4:** Culture in teaching English as an international language.
(What role does cultural competence play in EIL/EFL?)
(What are the teaching implications of this?)
In-class peer critique of teaching units (bring draft to class).
Due by 5pm: Teaching unit (via email)

July 10 (T)- **Jambor- “English Language Imperialism”** and **Park- “English Fever”** (online)
(What are the dangers of English language dominance?)
(Is English to blame for the death/decline of other languages and cultures?)
(What are the implications of these questions for teachers?)

July 11 (W)- **“English in the Future”** and **Crystal- “Diversity? We Ain’t Seen Nothing Yet!”**
(online).
(What will happen with English in the future, and what are the implications for teachers?)
(Is there cause for optimism about endangered languages?)

July 12 (Th) Wrap-up.
Sharing/reading from reflection papers.
Course Evaluations.

Due by 5pm on Friday July 13 (via email): Reflection Paper

My Favorite World English Resources:

PBS- Do You Speak American? <http://www.pbs.org/speak/>
Bochum Gateway to World Englishes: <http://www.ruhr-uni-bochum.de/wegate/>
British Council (for teaching and learning English): <http://www.britishcouncil.org>
David Crystal’s website: <http://www.davidcrystal.com/>

Journals: English as an International Language- <http://www.eilj.com/>
World Englishes- <http://www.iaweworks.org/journal.php>
English as a Lingua Franca- <http://www.degruyter.com/view/j/jelf>

**These and more resources will be posted to our course website, at <http://shawnashapiro.com/>