

## Lin3677 World Englishes

### Spring 2024: MWF 4th (10:40-11:30am) MAT108



**Professor:** Caroline Wiltshire

E-mail: [wiltshir@ufl.edu](mailto:wiltshir@ufl.edu)

Web site: <http://www.clas.ufl.edu/users/wiltshir/>

Turlington 4123

Phone: 294-7448

E-learning: <http://elearning.ufl.edu>

**Student/Office Hours:** Time set aside for meeting with students. Spring 2024 they are:

**Wednesdays 11:45-12:35** (F2F in 4123 Turlington), and **Thursdays 3-4:30** (Zoom only)

**Thursday zoom link:** <https://ufl.zoom.us/j/94078718251?pwd=MjhrY1lOdU80UXNnY1kvYWIKSHBTdz09>

Meeting ID: 940 7871 8251

Passcode: 880132

I'm also available by appointment at other times; to ask questions or make an appointment: please email me directly at [wiltshir@ufl.edu](mailto:wiltshir@ufl.edu) anytime

**Overview:** There are more than one billion speakers of English world-wide. English is sometimes described as a killer language, overpowering minority languages, but it has also been adopted and adapted to accommodate the needs and goals of local communities, resulting in varieties that have their own form, function and status, distinct from the “standard” English of Great Britain or the US. These varieties are called World Englishes.

In this course, we will examine some of these varieties, including their characteristics at various linguistic levels (sounds, morphemes, syntax, semantics), their use and status in different countries, and issues of ESL teaching and testing. We will compare and contrast models categorizing Englishes and investigate the history and spread of English, the role of language contact and second language acquisition, the formal characteristics of Englishes around the world, and questions about language teaching, planning and policy. Teams of students will be responsible for leading class discussions based on the readings, and each student will develop a research project, focusing on some aspect of English structure or use in some variety.

**Prerequisite:** Lin 3010 (Introduction to Linguistics) or permission of instructor

**Objectives:** On completion of this course, students should be able to:

- ♦ describe the origin of English in different countries, the history and method of its introduction (trade, colonialism, education, etc.), the language systems in place before and after the introduction of English
- ♦ understand differences among Englishes, in structure and in use, and be conscious of and sensitive to formal and functional differences of language varieties
- ♦ investigate how English has been influenced by local languages in the past and present, by learning about sociolinguistic patterns within other countries, sociopolitical interactions between different countries, and interactions among different cultures and languages.
- ♦ analyze interactions between local languages and English, and the sociocultural issues that arise with the introduction of a new language into an established “language ecology”. Analyzing the domains of use (political, scientific, business) and attitudes towards English (a threat? a tool? high prestige? rejection of local values?)
- ♦ communicate more effectively with members of other cultures/speakers of different Englishes
- ♦ begin to formulate answers to questions such as: what is English? what are “Englishes”? what does it mean to be a ‘native’ speaker? what should teachers of “English” know & teach?

## Readings:

**Textbook:** Melchers, Shaw, & Sundkvist (MSS). 2019. *World Englishes*. 3rd edition. Routledge

**Articles** (Available on Canvas: <http://elearning.ufl.edu> in Start Here/Readings and in the Modules):  
Schneider, Edgar. 2003. The Dynamics of New Englishes: From Identity construction to dialect birth. *Language* 79: 2, pp. 233-281.

Van Rooy, Bertus. 2011. "A principled distinction between error and conventionalized innovation in African Englishes", in *Exploring Second-Language Varieties of English and Learner Englishes*, Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 189-207

Jenkins, Jennifer. 2002. "A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language", *Applied Linguistics* 23.1: 83-103

Kirkpatrick, Andy. 2007. *World Englishes: implications for international communication and English language teaching*. Cambridge. pp. 184-197.

**Additional Readings:** You will do additional readings of articles for your presentations, annotated bibliography, and research project.

## Assessments

	% of course grade	points
Attendance/Participation	5	50
Class discussion leading/presentations (twice)	20	200
Tests: 2 (15% each)	30	300
Annotated bibliography	14	140
Research topic proposal	1	10
Research presentations (12-14 minutes)	10	100
Research project	20	200

<b>Grading:</b>	920-1000 = A	890-919 = A-	860-889 = B+	820-859 = B
	790-819 = B-	760-789 = C+	720-759 = C	690-719 = C-
	660-689 = D+	620-659 = D	580-619 = D-	589 or below = E

UF's policy of GPA points for grades: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## Details of Assessments

(see Canvas for more information)

**Attendance/Participation (5% = 50 points):** You are expected to prepare for class by doing the readings on the syllabus, attend regularly, and participate in class discussions & activities. Your participation grade is based on regular class attendance and participation in discussions; I take attendance on days on which students are presenting, whether as discussion leaders throughout the semester or during the final two weeks of class. Missing one of those classes without an excuse will deduct 3 pts from your grade.

**Tests (15% each = 300 total points):** Two tests, on 2/19 and 4/12. Review sheets will be posted on Canvas approximately one week ahead of time, and class days (2/16, 4/10) have been set aside for review.

**Annotated bibliography (14% = 140 points):** Read six articles from peer-reviewed linguistics journals or edited books, and for each, write a one page annotated bibliography. You must include at least 2 articles from the journal *World Englishes*, and if you are unsure whether an article is acceptable, please ask me. (due 3/29)

**Class discussion leading/presentations (twice, 10% each = 200 points total):** In teams of 2 (possibly 3), you will lead the class in a discussion of an assigned chapter/section/article from our reading. Your group will be responsible for planning a 25-30 minute presentation/discussion and bringing to class any additional material that would be helpful in stimulating class participation. I ask you to submit your preferred choices for discussion leading on 1/17 for the first round and 2/12 for the second round; possible topics/readings/days are in the day by day schedule on p. 5.

## Details of Assessments, cont.

(see Canvas for more information)

**Research project & presentations (31% = 310 points total):** During the semester you will carry out a small research project based on some interesting aspect of English in the outer or expanding circles (where English is a 2<sup>nd</sup> or foreign language), including interviewing three people. Consider countries and phenomena in which you have some interest already (e.g. English in Italian commercials or African hiphop, tense/aspect in Indian English, etc.). Ideally decide on your topic and read for your annotated bibliography based on your topic. Three parts: project topics & meeting to discuss (March 6<sup>th</sup>-8<sup>th</sup>, 1%); presentation during last 2 weeks of class (April 15-22, 10%); final paper (May 2<sup>nd</sup> 20%)

## Course Policies

**Attendance:** If you miss a class, be sure to review the powerpoints and/or handouts posted on Canvas for that class. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If you are sick and expect to miss deadlines, please contact me as soon as possible. If you are experiencing COVID-19 symptoms, follow UF's instructions on whether you should attend class.

<https://coronavirus.uflhealth.org/screen-test-protect-2/frequently-asked-questions/covid-19-exposure-and-symptoms-who-do-i-call-if/>

**Privacy:** If any class sessions involve zoom, they may be audio-visually recorded for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Policy on working together:** You are expected to work together on your team presentations, but no collaboration of any kind is allowed on any test or writing (i.e., the annotated bibliography and research project). Remember you are bound by the UF honor pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

*"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is expected that all students will adhere to the full Honor code and academic honesty guidelines available at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

**Late Policy:** No late assignments or tests unless you receive permission. Let me know as soon as you realize you will be unable to meet a deadline. Assignments are due at the beginning of class on the date they are due, and you may always turn them in early.

**Cell Phone Policy:** Cell phones should be switched to silent or vibrate before class. If you need to leave it on for a specific class (because of a family medical emergency, for example) please notify me before class and sit near the door.

**Mask Policy:** If you feel ill, please stay home, especially if you are in a transmissible phase. You are welcome to wear masks in the classroom any time.

## Course Policies, cont.

**Accommodations for students with disabilities:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

**Diversity Statement:** “I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.” (borrowed from the American Society for Engineering Educations Committee on Diversity, Equity, and Inclusion).

**Health and Wellness:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a U Matter We Care team member can reach out to the student in distress. If you would like online training in recognizing signs of psychological distress and helping your peers, check out the online training for students at: <https://counseling.ufl.edu/resources/kognito/>

**Course Evaluation Process:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in such a manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**In-Class Recordings:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Technical Issues?** contact the [UF Computing Help Desk: helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or call (352) 392-4357

**Note:** Deadlines for tests, annotated bibliography, and research projects will not change. Other elements may change; if so, I will post & announce changes well in advance.

Week/Dates	Assignment		Topic(s)
	Reading	Assessments	
1 1/8 M 1/10 W 1/12 F	Syllabus MSS Chs 1-2 (p. 1-10) MSS Ch 3 (pp. 11-28)		Introductions, Overview Roots and spread of English Variation in English (Form)
2 1/15 M 1/17 W 1/19 F	<b>No class</b> (review MSS pp. 11-28) MSS Ch 3 (pp. 28-39)	DL #1 choice due	<b>MLK, Jr. Day</b> Variation in Form, cont. Variation in English (other)
3 1/22 M 1/24 W 1/26 F	MSS: Ch 4-4.2 (pp. 40-55) MSS: Ch 4.3-4.4 (pp. 55-72)	Disc. Leaders	Models/Issues/Questions Inner Circle: British Eng, Wales Inner Circle: Scots, Irish
4 1/29 M 1/31 W 2/2 F	MSS: Ch 4.5 (pp. 72-84) MSS: Ch 4.6 (pp. 84-92) MSS: Ch 4.7-8 (pp 92-106)	Disc. Leaders Disc. Leaders Disc. Leaders	Inner circle: US Inner circle: Canada Inner circle: Australia & NZ
5 2/5 M 2/7 W 2/9 F	MSS: Ch 4.9-10 (pp. 107-112) MSS: Ch 4.11 (pp. 112-118) MSS: Ch. 4.12 (pp. 118-124)	Disc. Leaders Disc. Leaders Disc. Leaders	Inner circle: S, Africa & Liberia Inner circle: The Carribean Inner circle: Lesser Known
6 2/12 M 2/14 W 2/16 F	Schneider 2003 (skip 256-65)	DL #2 choice due	Issues/Questions/ Comparisons Models of World Englishes Summary & Review
7 2/19 M 2/21 W 2/23 F	MSS: 5.1-5.2 (pp. 124-133)	<b>Test 1</b>	Research projects & resources Outer Circle Overview
8 2/26 M 2/28 W 3/1 F	MSS: 5.3 (pp. 134-141) MSS: 5.4 (pp. 142-156) MSS: 5.5 (pp. 157-170)	Disc. Leaders Disc. Leaders Disc. Leaders	Outer Circle: South Asia Outer Circle: Africa Outer Circle: South East Asia
9 3/4 M 3/6 W 3/8 F	MSS: 5.6 (pp. 171-175)	Disc. Leaders <b>Res. topics due</b>	Outer Circle: "others" Your research projects: individual appointments Wed-Fri
3/9-3/17	Your Choice		<b>Spring break</b>
10 3/18 M 3/20 W 3/22 F	MSS: 6.1-6.2 (pp. 176-185) MSS: 6.3 (pp 185-191) MSS: 6.4 (pp. 192-199)	Disc. Leaders	Expanding Circle Lingua Franca EC: China, Vietnam, Russia
11 3/25 M 3/27 W 3/29 F	Schneider 2003: pp. 256-264	Disc. Leaders <b>Ann. bib due</b>	ASEAN & EU Topic: Fiji & Hong Kong (again) Topic: SLA, Contact, Epicenters
12 4/1 M 4/3 W 4/5 F	Van Rooy 2011: pp. 189-207 Jenkins 2002: pp. 83-103 Kirkpatrick 2007: pp. 184-197	Disc. Leaders Disc. Leaders	Topic: Innovation vs. error Topic: EIL Pronunciation (teach) Topic: Implications for teaching
13 4/8 M 4/10 W 4/12 F	MSS: end of 6, 7 (pp. 199-211)	<b>Test 2</b>	Attitudes, ideologies, & future Review
14 4/15-19	Research presentations	<b>Res. Pres.</b>	Your topics
15 4/22 M 4/24 W 5/2 Thur	Research presentations Research pres (if needed)	<b>Res. Pres.</b> <b>Research write-</b>	Your topics Summary, Future Questions <b>up due by 9:30am via Canvas</b>