

HONG KONG BAPTIST UNIVERSITY

COURSE SYLLABUS

1. **Course Title**

English as a World Language

2. **Course Code**

LANG 7550

3. **No. of Units**

3 units

4. **Offering Department**

MA in Language Studies Programme

5. **Prerequisite**

Nil

6. **Medium of Instruction**

English

7. **Aims & Objectives**

The course aims at helping students to acquire a new perspective on the English language in its *totality* -- not as the language of a few traditional English-speaking countries but as a *de facto* world language, with several 'old' and 'new' varieties which exhibit their own linguistic features and functions, and to enable students to analyze the linguistic as well as social, political, cultural and educational issues arising from the emergence of English as a world language.

8. **Course content**

- (1) The English language today
- (2) Conceptual framework: the 'Three Circles'; 'native' vs. 'non-native'; nativisation and acculturation, etc.
- (3) Structural variation: Phonology, grammar, discourse; 'Standard English'
- (4) History and development of English
- (5) The 'Inner Circle':

- Modern British English
 - North American English
 - Australian & New Zealand English
- (6) The ‘Outer Circle’:
- Indian English
 - Singapore & Malaysian English
 - Hong Kong English
- (7) The ‘Expanding Circle’:
- Mainland Chinese English
 - The future of English
- (8) English as a ‘lingua franca’ (ELF); international intelligibility and inter-cultural communication; political, cultural, social implications of English as a world language
- (9) Implications for the teaching of English

9. Course Intended Learning outcomes (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Explain the history and development of English from its beginnings in the 5 th century to the present day, and the spread of English as a ‘world language’ in the 20 th -21 st centuries
CILO 2	Apply the concepts and tools of ‘World Englishes’ to the analysis of the linguistic features of ‘New Englishes’ (particularly Hong Kong and China English), as well as their social, cultural, educational and political roles in their respective societies
CILO 3	Analyze the linguistic and socio-cultural features of some well-known modern varieties of English, including British, American, Australian, Indian, Singapore, Hong Kong and China English
CILO 4	Assess the linguistic, social, political, cultural and educational issues and problems arising from the emergence of English as a world language

10. Teaching & Learning Activities (TLAs)

CILO No.	TLAs
CILO 1	<ul style="list-style-type: none"> • Lectures, illustrated by clips from the TV series ‘Story of English’, on the history of English and the evolution of

	different varieties of English
CILO 2, 3	<ul style="list-style-type: none"> In-class analysis of the linguistic features of selected varieties of English (both old and new), including British, American, Australian, Indian, Singapore, Hong Kong and China English, illustrated by video and audio clips
CILO 2, 4	<ul style="list-style-type: none"> Explanation and discussion on key issues in World Englishes, including the 'ownership' of English, roles and functions, linguistic variation, standards and norms, culture and identity, etc.
CILO 2 - 4	<ul style="list-style-type: none"> Students' individual oral presentations on selected aspects of World Englishes
CILO 2 - 4	<ul style="list-style-type: none"> Assignments requiring students to think critically about important issues and linguistic and socio-cultural features of World Englishes

11. Assessment Methods (AMs)

Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Assignments	20+20%	2-4	2 assignments, testing the students' understanding and interpretation of key concepts and methods in World Englishes, and their ability to analyze linguistic and socio-cultural features of World Englishes
Oral presentation	20%	2-4	An 8-minute presentation on some aspect of World Englishes chosen by the student (with prior approval)
Active participation/ teamwork	10%	1-4	Students are expected to initiate and respond to forum, class discussion, and collaborative learning.
Term paper	30%	1-4	An in-depth investigation into a key issue in World Englishes, requiring students

			to demonstrate knowledge of the concepts, principles and methods of World Englishes, and the ability to think critically and marshal evidence to support their arguments
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