

全球英語
Global Englishes: Politics and pedagogies

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Class time: F234
Classroom: HSS B304
Office hours: Thursday 12-1 or by appointment

Course Description

This seminar course delves into the critical debates surrounding the global spread and dominance of the English language. Throughout the course, we will explore:

1. The politics, policies, and practices that have influenced the global dissemination positioning of English as *the* global lingua franca.
2. The evolution of various English varieties, extending beyond their original mother tongue setting, and how these new Englishes develop as expressions of their users' identities
3. The impacts of English's global expansion on the ELT industry.
4. Cutting-edge pedagogical interventions/innovations designed to teach English in a globally-oriented manner.

At the end of the semester, you will each develop a practical syllabus to familiarize a group of local students of the concept of global Englishes

Texts

- Jenkins, J. (2015). *Global Englishes: A resource book for students*. Routledge.
- Hewings, A., & Tagg, C. (2012). *The politics of English: Conflict, competition, co-existence*. Routledge.
- Rose, H. & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge University Press.

Requirements & Evaluation

- Attendance and participation: 20
Your contribution to class discussion is expected at all times. Please do read the assigned materials before each class to help you participate actively in class.
- Word journals: 30
Before each class session, you need to submit a word journal that basically summarizes what you have read with a single word and a paragraph that explains your word choice.
- 10-minute papers: 30
At the end of a class session, you will write for 10 minutes in response to the materials discussed in that particular class. In these mini papers, you could answer questions such as “What’s the most important thing you learned today?” “Which concept or idea from today’s class was the most difficult for you to understand?” “so what? /what are the implications? How to apply it so we could do things differently?” Or you could paraphrase part of a lesson for a specific local audience and explain how it relates to them. Papers need to be submitted by the end of the class.
- Final project–practical syllabus: Presentation 10, written 10

You will need to design a 5-lesson syllabus for a specific group of local students to introduce the concept of global Englishes in a way that is relevant to them. Detailed instruction to the final project will be given in week 10 and a presentation of your syllabus will take place in week 15 to allow time for peer-feedback. The final project is due on 6/10 at 5pm.

Course Schedule

Week	Topic	Work due
1	Course introduction	
2	Global English: The historical, social, and political context Jenkins A1 & A2	Word journal 1 10-minute paper 1(in-class submission)
3	The power, politics and policies of global English Jenkins B2 Hewings & Tagg Ch 1	Word journal 2 10-minute paper 2(in-class submission)
4	Varieties, ideologies, and ownership Not all varieties are created equal Jenkins A4, B4, C7,	Word journal 3 10-minute paper 3(in-class submission)
5	Language ideologies and ownership (I) Jenkins A3, B3, C3, D7	Word journal 4
6	Language ideologies and ownership (II) Hewings & Tagg Ch 8 Jenkins D4	10-minute paper 4 (in-class submission)
7 4/5	No class	
8 4/12	The ELT Industry Hewings & Tagg Ch 4 Bernstein, K. A, Hellmich, E. A, Katznelson, N., Shin, J., & Vinall, K. (2015). Introduction to Special Issue: Critical Perspectives on Neoliberalism in Second / Foreign Language Education. <i>L2 Journal: An electronic refereed journal for foreign and second language educators</i> , 7(3).	Word journal 5 10-minute paper 5(in-class submission)
9 4/19	ELF the concept J6&7 Jenkins A6 & B6	Word journal 6 10-minute paper 6(in-class submission)
10 4/26	Final project instruction Teaching and testing of global Englishes: challenges, material, and teacher training (I) Jenkins C6 D6 HT3	Word journal 7 10-minute paper 7(in-class submission)
11 5/3	Teaching and testing of global Englishes: challenges, material, and teacher training (II) Rose & Galloway 1 & Hewings & Tagg Ch 3	Word journal 8 10-minute paper 8(in-class submission)
12 5/10	Teaching and testing of global Englishes: challenges, material, and teacher training (III) Rose & Galloway 6 & 7	Word journal 9 10-minute paper 9 (in-class submission)
13 5/17	Teaching and testing of global Englishes: challenges, material, and teacher training (IV) Rose & Galloway 8	Word journal 10 10-minute paper 10(in-class submission)

14 5/24	Reading week/online conference	
15 5/31	Final project presentation	In-class presentations
16 6/7	Online conference	Final project due 6/10 5pm