



Code	Subject Title	Cr. Hrs	Semester
<b>ENG-322</b>	<b>World Englishes</b>	<b>3</b>	<b>V</b>
Year	Discipline		
<b>3</b>	<b>English</b>		

**Aims:** This course is designed for students who are interested in the linguistic differences among the varieties of English around the world. They will look at the sociolinguistics that surrounds English in various settings. They will look first at **inner circle** English, where the users are native speakers. Then they will look at **outer circle** English, where the users use English as a second language in former colonies of the USA and Britain. Then they will look at a **new circle** created by English based pidgins and creoles.

**Objectives:** The students should:

- be familiar with the current debate in linguistics regarding the future of English as an International Language
- understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it.
- be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English
- At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various Englishes in the world, and on the legitimacy of New Englishes in particular.

**Course Contents:**

- Introduction
- English as a global language—An overview
- Language variations and discourse; language variety and culture
- English in the world: Its spread, functions and status
- The three circles of English
- Some features of New Englishes
- British and American English
- English in South-East Asia
- Pakistani English
- Indian English
- Debates and issues --- the prejudices associated with different varieties of English
- The role of teachers and educational institutions in creating, maintaining, and challenging prejudice.
- The future of English

### **Recommended Reading:**

- Bamgbose, A. (1998). "Torn between the norms: innovations in world Englishes", *World Englishes* 17 (1), 1-14.
- Crystal, D. (1997a). *English as a Global Language*. Cambridge: CUP.
- Graddol, D. (1997b). *The Future of English?* London: British Council.
- Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.
- Kachru, B. (1992). *The Other Tongue* (2nd Ed). Urbana: University of Illinois Press.
- Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. Oxford: Pergamon Press, reprinted 1990, Urbana: University of Illinois Press.
- Kachru, B., Yamuna Kachru & Cecil L. N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.
- Kachru, B., Yamuna, K., & Cecil L.N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.
- Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.
- Penny Cook, A. (1996). English in the world/The world in English. In J.W. Tollefson (1996) *Power and inequality in language education*. (pp.34-58). Cambridge: Cambridge University Press.
- Simo, B, A. (2001). "Taming the madness of English". *Modern English Teacher*, Vol.10, No 2, 11-17.