LING290

Language, Globalisation and World Englishes

S2 Day 2018

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Peter Roger
peter.roger@mq.edu.au
Contact via peter.roger@mq.edu.au
Flexible - please e-mail to arrange a time

Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description
This unit explores the ways in which globalising forces are shaping the way that language is used in today's world, and examines in detail the shifts in language dominance and patterns of use that continue to occur in the coming decades. Against this broad context, we examine critically the social, cultural, political and ethical dimensions of the spread of English as a global language, and the emergence of a range of Englishes. From their studies in this unit, students gain a deep understanding of the strategic adjustments necessary for effective intercultural communication in both professional and social domains. They also develop a balanced awareness of the risks of linguistic marginalisation and prejudice, as well as the wealth of opportunities for communicative interaction and engagement that accompany the processes of globalisation.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Describe a range of current issues and research trends in the area of language, globalisation and World Englishes

Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this

field, both 'expert' and 'non-expert'

Describe a range of theories and approaches in the study of the inter-relationships between language, globalisation and World Englishes

Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world

Suggest personally relevant applications the material covered in the unit

General Assessment Information

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via ASK@mq.edu.au and provide suitable supporting documentation.

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day

- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.

- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.

- For more information on Special Consideration, see the university website: https://students.mq.edu.au/study/my-study-program/special-consideration

- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.

Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	15%	No	27 August 2018 at 23.59 PM
Assessment 2	35%	No	19 October 2018 at 23.59 PM
Assessment 3	10%	No	Aug - Nov 2018
Assessment 4	40%	No	Exam period

Assessment 1

Due: **27 August 2018 at 23.59 PM**
Weighting: **15%**

For this assignment, you will be given links to several short news articles. Select **one** of these articles, and write a 500 word commentary, in which you:

(1) identify the main issues raised by the article and link them to concepts covered so far in LING290

(2) explain your own reaction to the issues raised by the article

You should refer briefly to one or more of the readings associated with the lectures so far. Be sure to use appropriate referencing techniques (see the guidelines later in this outline) and include a reference list that is structured according to the guidelines available through the iLearn site for LING290. You do **not** need to do extra library research for this assignment, although you may do so if you wish.

Length: 500 words + references (*Please adhere to this word limit)

Grading criteria for Assignment 1

The assessment of this assignment will be based on:

- Identification and description of the linguistic issues (and your reaction to them) raised by the article that you choose

- Discussion of these issues from a linguistic standpoint, drawing on material covered in the unit so far

- The use of appropriate and accurate **referencing** formats (for in-text references and the reference list at the end)

On successful completion you will be able to:
- Describe a range of current issues and research trends in the area of language, globalisation and World Englishes
- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Describe a range of theories and approaches in the study of the inter-relationships between language, globalisation and World Englishes
- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Assessment 2

Due: **19 October 2018 at 23.59 PM**
Weighting: **35%**

This assignment involves writing *short critical reviews of two articles on different areas* covered in the first half of the unit, as described below. The goal of this assignment is that you demonstrate your understanding of the concepts and research findings relating to topics covered in the first half of LING 290.

Instructions

For **each** publication, you are asked to provide the **full bibliographic details** (following the style used in the guidelines provided in your tutorial) followed by a **800 word summary, commentary and critique**. This will include a brief summary of the overall scope and focus of the article, and the author's principal conclusion(s), followed by your critical reflection on issues such as applications to the 'real' world, the theoretical approach or framework used in the article, the way in which the author's claims are (or are not) supported by the evidence presented. It is also important to refer (even briefly) to other related publications in your review.

Remember that it is well-presented critical commentary that will earn marks, so be sure that you do much more than merely summarise the articles that you select. *You should choose your two articles from a list of references that the convenor will provide on iLearn early in the semester.*

Length: 1600 words ± 10% (including everything in the body of the assignment text, but excluding the reference list at the end) *Please adhere strictly to this word limit

Grading criteria for Assignment 2

The assessment of this assignment will be based on your ability to:

- demonstrate an understanding of key concepts contained in the articles

- evaluate the arguments (e.g. for support, currency, clarity and relevance)

- make links/comparisons with other published work in the field

You will also be assessed on the degree to which you:

- write clearly and concisely in formal academic style

- clearly organise and structure your work

- demonstrate familiarity with a range of relevant sources from published literature in the field

- demonstrate an understanding of how argumentation and discussion presented in your paper are positioned in relation to the literature

- present in-text and bibliographic references accurately and consistently

On successful completion you will be able to:

- Describe a range of current issues and research trends in the area of language, globalisation and World Englishes
- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Describe a range of theories and approaches in the study of the inter-relationships between language, globalisation and World Englishes
- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Assessment 3

Due: **Aug - Nov 2018**
Weighting: **10%**

Five of the marks allocated for tutorial participation will be based on attendance at tutorials as well as participation in discussion and group activities as part of these tutorials. The other five marks will be based on a short (5 minute) individual presentation that each student will do in one of the tutorials during the semester. Tutorial presentation topics will be allocated in Week 3, and detailed instructions will be provided.

Tutorial attendance is expected, and class rolls will be taken. Students who do not attend tutorials may find it difficult to meet the learning outcomes for this unit.

On successful completion you will be able to:

- Describe a range of current issues and research trends in the area of language, globalisation and World Englishes
- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Assessment 4

Due: **Exam period**
Weighting: **40%**

This will be scheduled during the examination period, and will involve multiple choice, short answer questions, and questions requiring answers of 1-2 paragraphs in length. It will include questions relating to material covered throughout the unit.

Students are allowed to bring into the examination one A4 page of handwritten or typed notes, printed on one or both sides of the page.

On successful completion you will be able to:

- Describe a range of current issues and research trends in the area of language, globalisation and World Englishes
- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Describe a range of theories and approaches in the study of the inter-relationships between language, globalisation and World Englishes
- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Delivery and Resources

1. GENERAL INFORMATION

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the unit convenor

1a. Teaching Staff in 2018

Convenor: Dr Peter Roger

12 Second Way (formerly C5A) Room 509

Email : peter.roger@mq.edu.au

Telephone: +61 2 9850 9650

The lecturer for each week is named on the unit schedule below.

Peter Roger will lead the tutorials for LING290 in 2018.

1b. General Enquiries

Ms Margaret Wood

Linguistics Undergraduate Office, Room 502, Level 5, Building C5A

Telephone: +61 2 9850 8740

2. ACADEMIC CONTENTS

2a. Unit Description

Welcome to LING 290!

This unit explores the ways in which globalising forces are shaping the way that language is used in today's world, and examines in detail the shifts in language dominance and patterns of use that continue to occur in the coming decades. Against this broad context, we examine critically the social, cultural, political and ethical dimensions of the spread of English as a global language, and the emergence of a range of Englishes. From your studies in this unit, you will gain a deep understanding of the strategic adjustments necessary for effective intercultural communication in both professional and social domains. You will also develop a balanced awareness of the risks of linguistic marginalisation and prejudice, as well as the wealth of opportunities for communicative interaction and engagement that accompany the processes of globalisation.

2b. Unit Rationale

Language is fundamental to human engagement at both local and global levels. The forces of globalisation have brought about large shifts in the languages that are used for communication on a global scale, and immigration to countries such as Australia has seen a great increase in the number of languages spoken within our own societies. One language, English, has taken on a role as a global lingua franca, and second language speakers of this language now outnumber those for whom it is a first language. Through your studies in this unit, we hope that you will acquire a respect for all languages and language varieties spoken around the world, as well developing an awareness of the varieties of English that are used in the broad sphere of international communication. This unit thus seeks to inculcate an understanding of and sensitivity to these issues

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3. DELIVERY AND RESOURCES

3a. Teaching and Learning Strategies

LING 290 involves a weekly lecture session (2 hours), as well as a weekly tutorial (1 hour) which will involve participation in discussions and small group activities. One of the aims of this unit is

that students develop skills in searching for research articles relevant to their own interests, and the lecturer will provide guidance in this respect during the course of the semester. Students are strongly advised to attend lectures if they are able to do so. Tutorial attendance is an expected element of the unit. Students should ensure that they have attended the lecture or listened to the recording prior to the tutorial the following week.

3b. Technology and Required Resources

This unit makes use of the iLearn facility, and students will find it useful to have internet and computer access with the capacity to play sound files, in order to listen to recorded lectures.

3c. Required and Recommended Texts and Materials

Prescribed unit materials: There is no set textbook for this unit. Some lectures will be accompanied by 1-2 core readings. These readings will be provided by the unit convenor in hard copy, or made available electronically through links or references that will enable the article to be accessed through the Macquarie University Library.

3d. Online Resources

There is an iLearn site for this unit, where notices about the unit will be posted (www.learn.mq.edu.au), as well as a link to the weekly lecture recordings (Echo) and the lecture notes or PowerPoint slides. Please check this site regularly. There is a range of other resources available to Macquarie students, including electronic access to a variety of book chapters and journal articles:

Unit Schedule

WEEK	DATE	TOPIC
Week 1	31 July	The linguistic dimensions of globalisation (Peter Roger)
Week 2	07 August	A brief history of English: From humble beginnings to global language (Peter Roger)
Week 3	14 August	English as a global language: Dark clouds and blue skies (Peter Roger)

Week 4	21 August	Globalisation and the world's biggest languages (Peter Roger)
Week 5	28 August	Endangered languages: A journey around the world (Peter Roger)
Week 6	4 September	World Englishes Case Study I - Singapore (Peter Roger)
Week 7	11 September	World Englishes Case Study II - The Philippines (Loy Lising)
Week 8	2 October	World Englishes Case Study III - Australia (Adam Smith)
Week 9	9 October	World Englishes Case Study IV - South Korea (Jean Cho)
Week 10	16 October	Which language? Language rights, laws, and attitudes (Peter Roger)
Week 11	23 October	World Englishes and English language teaching: A global view (Jill Murray)
Week 12	30 October	Language and globalisation: Implications for commerce and international diplomacy (Peter Roger)
Week 13	6 November	Pre-exam Summary: Language, Globalisation and World Englishes (Peter Roger)

Learning and Teaching Activities

Lectures

LING290 lectures will be held from 10.00 - 12.00 on Tuesdays in Semester 2, 2018. The lecture topic for each week will be followed up in the tutorial that follows one week later. It is therefore important to come to the lecture or listen to the complete lecture recording before the next week's tutorial. Students are strongly encouraged to attend the lectures if they are able to do so.

Tutorials

Tutorials will begin in Week 2 of the semester. Each tutorial will pick up on the theme of the previous week's lecture, and will involve discussions as well as whole class and small group activities. Attendance at tutorials is expected and will be recorded, and there is a 10% grade allocation for tutorial attendance and participation. Part of this assessment is allocated to a short individual presentation that each student will make in one of the tutorials. We aim to make the tutorials engaging and interactive, and the contributions of all students are a valuable part of this.

iLearn site

LING290, like all Macquarie units, has an iLearn site. Lecture slides and other resources will be posted on this site, and a link to Echo recordings can also be found here. Assignments will be submitted via links found on the LING290 iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (http

s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Academic integrity means you submit only your own work, and make it easy for the reader to work out which parts of your assignment are original and which parts come from named sources.

Collusion needs to be avoided

We value students collaborating together as part of their learning experience. Often students form informal study groups, where they share understanding of unit content, and approaches to the assessments. However, it is important to realize that unless you are doing Group Work for an assignment, all of the work you submit for individual assessment should be completely your own independent work. Students are encouraged to form study groups, but this must not involve collusion to present group work as the work of the individual.

How is an informal or formal study group different from engaging in Group Work?

Working in study groups is different from engaging in assessed Group Work. Working in Groups involves a group of students combining their efforts in different ways to produce an evaluated piece of work.

Please see the Macquarie university information on Group Work available at http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEIQFjAE&url=http%3A%2F%2Fwww.students.mq.edu.au%2Fpublic%2Fdownload.jsp%3Fid%3D55221&ei=plG_U7jIDovHkAWisoDYAg&usg=AFQjCNHNASv9JxEF9vY-q4TcsSuCO2qVog&bvm=bv.70810081,d.dGI

What is collusion?

This is the unauthorised presentation of group work as your own. It may involve

- Working with someone to provide one piece of work
- Allowing others to share your assignment answer or copy your work
- Using the assignment answer or work of another student (past or present) with or without their permission. It is collusion even if only small parts of the assignment are used
- Allowing others to edit and write your work
- Editing or writing the work of another student
- Offering to do work for another student or seeking payment for preparing academic work

for someone else

How can you avoid collusion?

- Do not share your findings or answers to an assignment
- Do not use another student's case studies, findings or ideas about an assignment
- Do not ask another student for a copy of their assignment
- Do not share your current or past assignments with another student (whether to "look at the structure" or any other reason).

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Suggest personally relevant applications the material covered in the unit

Assessment task

- Assessment 2

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Describe a range of current issues and research trends in the area of language, globalisation and World Englishes
- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Describe a range of theories and approaches in the study of the inter-relationships between language, globalisation and World Englishes
- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

- Assessment 4

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Describe a range of theories and approaches in the study of the inter-relationships between language, globalisation and World Englishes
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Describe a range of theories and approaches in the study of the inter-relationships between language, globalisation and World Englishes
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 2

- Assessment 3
- Assessment 4

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 4

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Describe a range of current issues and research trends in the area of language, globalisation and World Englishes
- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Describe a range of current issues and research trends in the area of language, globalisation and World Englishes
- Adopt a thoughtful, critical approach to the ideas and recommendations of writers in this field, both 'expert' and 'non-expert'
- Demonstrate an understanding of the major debates that currently surround the role and status of English in the contemporary world
- Suggest personally relevant applications the material covered in the unit

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4