

Module / Course Handbook

World Englishes					
Module/Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
World Englishes	340 minutes x 15 / 60 minutes = 85 hours	2 x 1.59 = 3.18 ECTS	Odd semester	2 CU x 15 = 30	15 meetings
1	Types of courses a) Lecturing b) Discussion	Contact hours 2 x 110 minutes = 220	Independent study 2 x 60 minutes = 120 minutes	Class size 35 students	
2	Pre-requisites for participation (if applicable) Introduction to Linguistics				
3	Learning outcomes (PLO + CLO) PLO <ol style="list-style-type: none"> 1. (PLO 1) Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. 2. (PLO 5) Being able to comprehend and apply basic research methods in language/literature, including but not limited to research design, data analysis, and interpretation. 3. (PLO 6) Being able to create sound academic or non-academic works both oral and written for various audiences and purposes. 4. (PLO 7) Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. 5. (PLO 8) Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement. CLO: <ol style="list-style-type: none"> 1. Being able to define various types of English. 2. Being able to compose articles on issues related to variations of English. 3. Being able to produce poster presentations on issues related to variations of English. 4. Being able to compose texts on variations of English using correct mechanics and effective presentation skills. 5. Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations. 				

4	<p>Subject aims/Content</p> <ol style="list-style-type: none"> 1) Provide an overview of the major varieties of English, including their characteristics at various linguistic levels, their use and status in different countries. 2) Discuss issues of TESOL teaching and testing. 3) Compare varieties of English. 4) Investigate the history and spread of English, the formal characteristics of Englishes around the world, and the language teaching. 5) Explore how globalisation plays an important role in the status, function, and features of English in the world today.
5	<p>Teaching methods Lecturing, Discussion, Case-based learning, Group project-based</p>
6	<p>Assessment methods Written test, Oral test, Project</p>
7	<p>This module is used in the following study program/s as well Undergraduate program</p>
8	<p>Module Coordinator Lina Purwaning Hartanti, S.Pd., M.EIL.</p>
9	<p>References</p> <ol style="list-style-type: none"> 1. Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge. 2. Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge. 3. Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction. London: Hodder Education, an Hachette UK company. 4. Mesthrie, Rajend and Bhatt, Rakesh M. 2008. World Englishes: The Study of New Linguistic Varieties. Cambridge: Cambridge University Press. 5. Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context. London and New York: Routledge.



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ARTS
ENGLISH LITERATURE STUDY PROGRAM**

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
World Englishes	7920202293	Linguistics	T = 2	P = 0	5	February 20, 2023
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme	
	Lina Purwaning Hartanti, S.Pd., M.EIL. Cicilia Deandra Maya Putri, S.S., M.A.				Pratiwi Retnaningdyah, Ph.D.	
Learning Outcomes (CP)	Programme Learning Outcomes (PLO) - Study Programme Imposed on Courses					
	PLO 1	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.				
	PLO 5	Being able to comprehend and apply basic research methods in language/literature, including but not limited to research design, data analysis, and interpretation.				
	PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.				
	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.				
	PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.				
	Course Learning Outcomes (CLO)					
	CLO 1	Being able to define various types of English.				
	CLO 5	Being able to compose articles on issues related to variations of English.				
	CLO 6	Being able to produce poster presentations on issues related to variations of English.				
	CLO 7	Being able to compose texts on variations of English using correct mechanics and effective presentation skills.				
	CLO 8	Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations.				
	Lesson Learning Outcomes (LLO)					

	LLO 1	Being able to summarize the concepts of the roots and spread of English.									
	LLO 2	Being able to criticize the concepts of the roots and spread of English.									
	LLO 3	Being able to explain the basic concepts of variations in English.									
	LLO 4	Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation.									
	LLO 5	Being able to critically analyze the main linguistic features and the use of English in the outer circle through selected videos.									
	LLO 6	Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle.									
	LLO 7	Being able to criticize issues on the teaching and testing of global English through group discussion (case-based learning).									
	LLO 8	Being able to compose an original academic article on a phenomenon of global English.									
	LLO 9	Being able to create reflective notes on English variations based on a phenomenon in students' surroundings.									
	LLO 10	Being able to respond to others' presentations in English using an appropriate manner.									
		LLO 1	LLO 2	LLO 3	LLO 4	LLO 5	LLO 6	LLO 7	LLO 8	LLO 9	LLO 10
	PLO1/CLO1	V	V	V	V	V	V	V	V	V	
	PLO5/CLO5								V		
	PLO6/CLO6				V		V		V	V	
	PLO7/CLO7	V			V		V		V	V	V
	PLO8/CLO8		V		V	V	V	V	V	V	V
Brief description of the course	This course provides an overview of the major varieties of English, including their characteristics at various linguistic levels, their use and status in different countries, and issues of TESOL teaching and testing. Students will compare varieties of English and investigate the history and spread of English, the formal characteristics of Englishes around the world, and the language teaching. In addition, students will explore how globalisation plays an important role in the status, function, and features of English in the world today. The teaching learning activities are conducted through lecturing, discussion, case-based learning, and group project-based. Students will develop a research project, focusing on some aspects of English in some varieties.										
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. The roots and spread of English (2) 2. Variation in English (1) 3. English in the inner, outer, and expanding circles (6) 4. English as a lingua franca (1) 5. Teaching and testing global Englishes (1) 6. Review and reflections (3) 										
References	Main Reference:										
	[1] Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction. London: Hodder Education, an Hachette UK company.										
	Supplementary Reading:										

	[2] Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge. [3] Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge. [4] Mesthrie, Rajend and Bhatt, Rakesh M. 2008. World Englishes: The Study of New Linguistic Varieties. Cambridge: Cambridge University Press. [5] Sargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context. London and New York: Routledge.
Lecturer(s)	Lina Purwaning Hartanti, S.Pd., M.EIL. Cicilia Deandra Maya Putri, S.S., M.A.
Course requirement(s)	Introduction to Linguistics

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, [Time Allotment]		Learning Materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form Written/Spoken	Offline	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1 - 2	LLO 1. Being able to summarize the concepts of the roots and spread of English. LLO 2. Being able to criticize the concepts of the roots and spread of English.	Write a critical summary of the roots and spread of English with correct grammar using Jam Board application.	Written	Lecturing Discussion Group assignment [2 (2x50')]	Lecturing Discussion Group assignment [2 (2x50')]	[1], [2]	10
3	LLO 9. Being able to create reflective notes on English variations based on a phenomenon	Complete reflective notes on English variations based	Written	Individual reading assignment Discussion [1 (2x50')]	Individual reading assignment Discussion [1 (2x50')]	Student's personal learning experience	2.5

	in students' surroundings.	on phenomena in students' surroundings using correct grammar.					
4 - 5	LLO 3. Being able to explain the basic concepts of variations in English.	Complete a worksheet on English variations.	Written	Lecturing Discussion Individual assignment [2 (2x50')]	Lecturing Discussion Individual assignment [2 (2x50')]	[1], [2], [3]	5
6 - 7	LLO 4. Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation. LLO 10. Being able to respond to others' presentations in English using an appropriate manner.	Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle. Present it using effective presentation skills.	Project	Discussion Group project [2 (2x50')]	Discussion Group project [2 (2x50')]	[1] until [5] and other related sources	20
8	LLO 9. Being able to create reflective notes on English variations based on a phenomenon in students' surroundings.	Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar.	Written	Individual assignment [1 (2x50')]	Individual assignment [1 (2x50')]	Student's personal experience	2.5
9 - 10	LLO 5. Being able to analyze the main linguistic features and	Critically analyze the main linguistic	Oral and Written	Lecturing Discussion Group assignment	Lecturing Discussion Group assignment	[1], [4], [5]	5

	the use of English in the outer circle through selected videos.	features and the use of English in Singapore, Malaysia, and India as portrayed in selected videos.		[2 (2x50')]	[2 (2x50')]		
11	LLO 6. Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle.	Compose a creative infographic in groups on the main linguistic features and the use of English in the expanding circle using correct grammar.	Written	Discussion Group assignment [1 (2x50')]	Discussion Group assignment [1 (2x50')]	[1], [2], [4]	10
12	LLO 9. Being able to create reflective notes on English variations based on a phenomenon in students' surroundings.	Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar.	Written	Individual assignment [1 (2x50')]	Individual assignment [1 (2x50')]	Student's personal experience	2.5
13	LLO 7. Being able to criticize issues on the teaching and testing of global English through group discussion (case-based learning).	Critically discuss in groups issues on the teaching and testing of global English based	Oral	Case-based learning Discussion Group assignment [1 (2x50')]	Case-based learning Discussion Group assignment [1 (2x50')]	Selected articles	10

		on given real-world cases.					
14 - 15	LLO 8. Being able to compose an original academic article on a phenomenon of global English.	Compose an original academic article on a certain phenomenon of Global English using correct grammar.	Written	Project-based learning Discussion Group assignment [2 (2x50')]	Project-based learning Discussion Group assignment [2 (2x50')]	Final Assessment	30
16	LLO 9. Being able to create reflective notes on English variations based on a phenomenon in students' surroundings	Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar	Written	Individual assignment [1 (2x50')]	Individual assignment [1 (2x50')]	Student's personal experience	2.5

ASSESSMENT

Project-based assignment



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
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UJIAN TENGAH SEMESTER GANJIL 2022/2023

MATA KULIAH : World Englishes
KODE MATA KULIAH : 7920202293
JUMLAH SKS : 2 SKS
PRODI/ ANGKATAN : Sastra Inggris/2020
HARI/TANGGAL : Monday, 17 October 2022
ALOKASI WAKTU : 2 weeks (poster presentation assignment)
DOSEN : Lina Purwaning Hartanti, S.Pd., M.EIL.
Cicilia Deandra Maya Putri, S.Hum., M.A.

Instruction:

1. Divide the class into 5 different groups. Each group consists of 4-5 students.
2. Compare the similarities and differences of Englishes in the inner circle (British, American, and Australian English).
3. Do a literature or web research on the topic.
4. Make an A3 poster on the topic.
5. Make a 7-10-minute video recorded presentation. Everyone must present.
6. Submit the video and the poster in Google Classroom by **Saturday, 29 October 2022 at 10 PM**. Submission is done by the group leader.

Assessment Rubric

Criteria	Points
<p>Poster Presentation</p> <ul style="list-style-type: none">a. Display attracts viewer's attention.b. Poster is well organized and easy to follow.c. Graphics and other visuals enhance presentation.d. The poster is neat and appealing to look at.e. References are listed.	Max 25
<p>Content</p> <ul style="list-style-type: none">a. Content is clear and easy to understand.b. Key simplifying assumptions are identified.c. Poster is free of unnecessary detail.d. Conclusions are stated clearly.	Max 40
<p>Presentation</p> <ul style="list-style-type: none">a. Each presenter could succinctly (2-3 minutes) describes the part of the presentation.b. The 7-10-minute presentation gave a clear picture of the topic and recommendation.	Max 35

REFLECTIVE NOTES

What have you learned from this course that you didn't know before?* *

Long answer text

What was the best takeaway from this course? *

Long answer text

What is the most interesting topic throughout the course? Why? (inner circle, outer circle, expanding circle, others?) *

Long answer text

What would you like to learn more about this course? *

Long answer text

What sources would you use to improve your knowledge about this course? *

Long answer text

Sample Answers for Student's Reflective Notes

What have you learned from this course that you didn't know before?*

20 responses

Different varieties of English besides British and American, I have also learned on the history of English language and the spread.

before entering this class i didn't know that english can be divided in several circles

I didn't know that English actually has tons of variety besides british, american, and australian

About how powerful British kingdom in colonize until English become spread internationally and become the main language (even with each version) in outer circle countries

variety of English specifically

By the opportunity in joining World Englishes class, i learned that Australia is a part of English inner circle. Back then due to its history, i thought Australia is part of outer circle of English.

I have studied all kinds of Englishes in the world and the history. I have also learned about inner, outer, and expanding circles of English in the world.

What was the best takeaway from this course?

20 responses

Learning th variety of English just broaden my view of how differs one language could from one country to another.

learn about all the circle in the world, the differences with english that i learn, the grammatical and the historical about the country

That English is the world's lingua franca. So no matter how hard we try to erase it, it'll remain

About varieties of English in several country

i thought this course is really difficult since we talked many things but at least i know the history of English spreading in Korea

The best takeaway from this course is i know some characteristic of English which each country might have their unique.

The biggest takeaway from this course is collaboration space with friends while doing assignments. Because this course is rather difficult, collaboration and cooperation with friends really helped me

What is the most interesting topic throughout the course? Why? (inner circle, outer circle, expanding circle, others?)

20 responses

Inner circle and outer circle.

the expanding circle because we can see how they pronounce and learn the language that strange for them

English as Lingua Franca because not only we can get a lesson that English is the main medium of intercultural communication, but we also can learn the tips and tricks in using it

Indiam English, Singaporean English, ELF

expanding circle

Expanding circle, because nowadays English is growing rapidly in many countries. The process of acculturation of English with other languages will vary greatly. This process of language acculturation really caught my attention.

I really love expanding circle especially in Korean English. Because of my fascination with Korean cultures, makes it easier for me to like Korean English. Besides that, because Indonesia is also an expanding circle,

What would you like to learn more about this course?

20 responses

A deeper understanding on British and American English, because we just a little of it and there are many more to explore.

the accent that they have

I want to learn how to use another accent besides American

About English as Lingua Franca

why their accents really hard to understand

Expanding circle

Due to the wide variety of Englishes in the world, I want to learn more about World Englishes in other countries and how they acquire English.

I would like to learn more about expanding circle