

‘Courses in TESOL’: Postcolonial Desires for Colonial English

Professor Angel M.Y. Lin

Head of the Division,
Division of English Language Education,
The University of Hong Kong



**21 November 2017 (Tuesday), 12:30 – 2:00pm
Room RM203, Runme Shaw Building, HKU
Chair: Dr. Yuen Yi Lo**

Abstract:

In this paper, I seek to deconstruct the discourses that naturalise and normalise what I call ‘postcolonial desires for colonial English’, a phenomenon observed in many officially post-colonial or independent societies, as well as in contexts themselves considered imperial powers. I do this first by tracing the historical origins of the gradual inscription of these desires upon the subjectivities and cultural imaginaries of the colonised by analysing the historical processes of imperialism, colonialism and Cold War structures, and the cultural and psychological aftermath of such processes. I conclude by outlining what is needed to interrupt the working of the effects of these processes at the level of subjectivity and cultural imaginary, and propose new ways of reconstituting desires in learning languages in multilingual contexts without subscribing to historical or contemporary hierarchies of languages.

About the speaker:

Angel M. Y. Lin is Professor & Head of the English Language Education Division at the Faculty of Education, University of Hong Kong. She is well-respected for her interdisciplinary research in classroom discourse analysis, plurilingual education, academic literacies, Content & Language Integrated Learning (CLIL), and language policy and practice in postcolonial contexts. She has published over 90 research articles and 7 research books. Her new book, *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts*, was published by Springer in 2016. She is also Director of the Consortium for Research on Language Policy and Practice (CRLPP) set up at the University of Hong Kong in 2016.

ALL ARE WELCOME! PLEASE REGISTER AT:

https://hkuems1.hku.hk/hkuems/ec_regform.aspx?guest=Y&ueid=53262

Post-colonial criticism also takes the form of literature composed by authors that critique Euro-centric hegemony. Post-colonial criticism also questions the role of the Western literary canon and Western history as dominant forms of knowledge making. The terms "First World," "Second World," "Third World" and "Fourth World" nations are critiqued by post-colonial critics because they reinforce the dominant positions of Western cultures populating First World status. This critique includes the literary canon and histories written from the perspective of First World cultures. So, for example, a post-colonial critic might question the works included in "the canon" Start studying POSTCOLONIAL ENGLISH. Learn vocabulary, terms and more with flashcards, games and other study tools. Only RUB 79.09/month. Postcolonial english. Study. Flashcards. A way of reading and rereading texts of both metropolitan and colonial cultures to draw deliberate attention to the profound and inescapable effects of colonization on literary production; anthropological accounts; historical records; administrative and scientific writing. Trauma. psychic injury, especially one caused by emotional shock the memory of which is repressed and remains unhealed. Trauma. For Fanon, results when colonized subject realizes that he can never attain the whiteness he has been taught to desire, or shed the blackness he has been taught to devalue. Postcolonial literature addresses the problems and promises of decolonization, the process of non-western countries in Asia, the Pacific, Africa, the Middle East, Latin America, and the Caribbean becoming independent from western control. It is the literature of people trying to reclaim their freedom and their new identities after struggling for independence. Some of the themes of postcolonial literature include re-asserting the identity of the indigenous culture, revisiting and revising colonial history, and providing fuller descriptions of the people created by colonialism and the way in whi