

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: English as a Global Language
<b>Course Code</b>	: ENG3346
<b>Department</b>	: Department of Linguistics and Modern Language Studies (LML)
<b>Credit Point</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: <i>Nil</i>
<b>Medium of Instruction</b>	: English
<b>Level</b>	: 4

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course aims at raising students' critical awareness of the socio-political and lingua-cultural consequences of the global spread of English. After examining a few prominent varieties of English spoken and used in other regions of the world, especially East and Southeast Asia, especially former Anglo-American colonies, we will discuss various socio-political-cultural implications and cross-lingua-cultural communication for local bilingual speakers of English. Case studies and international databases of English varieties will be utilised in the course to achieve a deep and nuanced understanding of critical concepts, including: 'norms and standards', 'linguistic variation', 'second language vs. foreign language', 'ownership', 'linguistic prejudice', 'linguistic imperialism' and the slippery dichotomy between 'native-speaker' and 'non-native speaker' in multilingual societies like Singapore, India, and Hong Kong.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate a critical understanding of the historical background leading to the global spread of English, and the socio-political issues and lingua-cultural problems thus arising (e.g. 'linguistic imperialism', 'linguistic capital', 'ownership of English', 'linguistic variation', 'act of identity', 'English as a second language vs. foreign language', etc.);
- CILO<sub>2</sub> Identify and describe a number of prominent regional varieties of English in addition to the standard varieties of English through the application of methodology learnt in the course; and
- CILO<sub>3</sub> Point out the key up-to-date arguments for and against the legitimacy of so-called non-standard varieties of English clearly, and make an informed personal and professional decision on this issue.

## 3. Course Intended Language Learning Outcomes (CILLOs)

*Upon completion of this course, students will be able to:*

- CILLO<sub>1</sub> Use metalanguage to describe the linguistic features of the different varieties of English.

## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"><li>● The global spread of English: Past and present:<ul style="list-style-type: none"><li>➤ Globalisation and the spread of English: the historical, social and political contexts.</li><li>➤ The legacy of colonialism</li></ul></li></ul>	CILO <sub>1,2</sub>	Reading, lectures, class discussions, class debates, role play and group presentations.

➤ Case studies: Postcolonial America and Africa: English Only in the US and African English (e.g., Nigeria English and culture)		
<ul style="list-style-type: none"> <li>● Contact-induced varieties of English: <ul style="list-style-type: none"> <li>➤ The origins of pidgins and creoles</li> <li>➤ Characteristics of pidgins and creoles: Explore the database</li> <li>➤ Case studies: Creole developments in the UK (London Jamaican) and USA (African American Variety of English)</li> </ul> </li> </ul>	<i>CILO</i> <sub>1,2 &amp;3</sub> <i>CILLO</i> <sub>1</sub>	Reading, lectures, class discussions, role play and group presentations;  Explore the morpho-syntactic features of pidgins and creoles via the international database E-Wave
<ul style="list-style-type: none"> <li>● World Englishes: Norms, models and ownership: <ul style="list-style-type: none"> <li>➤ Who speaks English today?</li> <li>➤ The <i>English Today</i> debate among scholars worldwide.</li> <li>➤ Teaching and testing World Englishes</li> </ul> </li> </ul>	<i>CILO</i> <sub>1,2 &amp;3</sub>	Reading, lectures, class discussions, class debates, role play and group presentations.
<ul style="list-style-type: none"> <li>● Variation in World Englishes: <ul style="list-style-type: none"> <li>➤ Types of variation across Englishes</li> <li>➤ The legitimate and illegitimate offspring of English</li> <li>➤ Emerging sub-varieties</li> </ul> </li> </ul>	<i>CILO</i> <sub>1,2 &amp;3</sub> <i>CILLO</i> <sub>1</sub>	Reading, lectures, class discussions, class debates, role play and group presentations.
<ul style="list-style-type: none"> <li>● The ‘Standard English’ debate: <ul style="list-style-type: none"> <li>➤ Standard language ideology</li> <li>➤ Standards across space: English varieties in Britain, North America and Australia vs. the varieties within Britain and North America</li> <li>➤ Standards across the spoken and written channels</li> </ul> </li> </ul>	<i>CILO</i> <sub>1,2 &amp;3</sub> <i>CILLO</i> <sub>1</sub>	Reading, lectures, class discussions, class debates, role play and group presentations.
<ul style="list-style-type: none"> <li>● English as an International Language (EIL): <ul style="list-style-type: none"> <li>➤ Why is English the world’s primary lingua franca?</li> <li>➤ Native and non-native speakers of English</li> <li>➤ Core approaches to EIL</li> </ul> </li> </ul>	<i>CILO</i> <sub>1,2 &amp;3</sub> <i>CILLO</i> <sub>1</sub>	Reading, lectures, class discussions, class debates, role play and group presentations.
<ul style="list-style-type: none"> <li>● New Englishes: The legitimacy of local norms <ul style="list-style-type: none"> <li>➤ The role of English in Asia and Europe: Similarities and differences</li> <li>➤ Case analysis: South Asian Englishes (e.g., Indian, Lankan, Pakistani, and Bangladeshi Englishes) vs. Englishes in Europe</li> <li>➤ En route to new standard Englishes</li> <li>➤ Attitudes to local norms</li> </ul> </li> </ul>	<i>CILO</i> <sub>1,2 &amp;3</sub> <i>CILLO</i> <sub>1</sub>	Reading, lectures, class discussions, class debates, role play and group presentations.

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Group presentation on an in-depth study of one variety of English	30%	<i>CILO</i> <sub>1,2 &amp; 3</sub> <i>CILLO</i> <sub>1</sub>
(b) Final Examination of the course's key concepts	60%	<i>CILO</i> <sub>1, 2 &amp; 3</sub> <i>CILLO</i> <sub>1</sub>
(c) Class activity participation	10%	<i>CILO</i> <sub>1, 2 &amp; 3</sub> <i>CILLO</i> <sub>1</sub>

## 6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s)

Jenkins, J. (2015). *World Englishes. A resource book for students* (3<sup>rd</sup> ed.). London and New York: Routledge.

## 8. Recommended Readings

Albrecht, S. (2021). Current research on the linguistic features of Chinese English. *World Englishes*, 2021, 1-20. DOI: 10.1111/weng.12572

Baratta, A. (2021). Varieties of 'standard accents' among teachers in contemporary Britain. *World Englishes*. 2021, 1-16. DOI:10.1111/weng.12561

Bolton, K. (2003). *Chinese Englishes. A sociolinguistic history*. Cambridge: Cambridge University Press.

Bolton, K. (Ed.). (2002). *Hong Kong English: Autonomy and creativity*. Hong Kong: Hong Kong University Press.

Brutt-Griffler, J. (2002). *World English: A study of its development*. Clevedon, UK: Multilingual Matters.

Crystal, D. (2018). *Cambridge encyclopedia of the English language* (3rd ed.). Cambridge: Cambridge University Press.

Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press.

Davies, M., & Robert, F. (2015). Expanding horizons in the study of World Englishes with the 1.9 billion words Global Web-based English Corpus (GloWbE). *English World-Wide. A Journal of Varieties of English*, 36(1), 1–28.

Degenhardt, J. (2021). Requests in Indian and Sri Lankan English. *World Englishes*.

- 2021, 1-21. DOI: 10.1111/weng.12573
- Diskin-holdaway, C. (2021). *You know and like* among migrants in Ireland and Australia. *World Englishes*, 40, 562-577. DOI: 10.1111/weng.12541
- Evans, S. (2015). Testing the dynamic model: The evolution of the Hong Kong English Lexicon (1858-2012). *Journal of English Linguistics*, 43(3), 175–200.
- Filppula, M., Klemola, J., & Sharma, D. (Eds.). (2017). *The Oxford handbook of world Englishes*. London: Oxford University Press.
- Graddol, D. (2006). *English Next*. London: The British Council.
- Gonzales, W. D. W., & Dita, S. N. (2018). Split infinitives across world Englishes: A corpus-based investigation. *Asian Englishes*, 20(3), 242-267.
- Hsu, J. (2019). The nativization of English in Taiwanese magazine advertisements. *World Englishes*, 38, 463–485.
- Hu, X. Q. (2004). Why China English should stand alongside British, American, and the other ‘World Englishes’. *English Today*, 20(2), 26–33.
- Hundt, M. (2019). Corpus-based approaches to world Englishes. *The Cambridge Handbook of World Englishes*, In D. Schreier, M. Hundt, & E. W. Schneider (Eds), (1st ed., pp. 506–533). London: Cambridge University Press.
- Irvine, M. (2022). St. Lucia Creole English and Dominica Creole English. *World Englishes*, 41, 169–182.
- Kachru, B. B. (2005). *Asian Englishes: Beyond the Canon*. Hong Kong: Hong Kong University Press.
- Kachru, B. B., Kachru, Y., & Nelson, C. L. (Eds.). (2009). *The handbook of World Englishes*. Malden, Mass.: Blackwell.
- Kachru, Y. & Nelson, C. L. (2006). *World Englishes in Asian contexts*. Hong Kong: Hong Kong University Press; London: Eurospan.
- Kirkpatrick, A. (Ed.). (2020). *The Routledge handbook of world Englishes*. London and New York: Routledge.
- Kirkpatrick, A. (2007). *World Englishes. Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Kirkpatrick, A. (Ed.). (2002). *Englishes in Asia: Communication, identity, power and education*. Melbourne: Language Australia.
- Li, D. C. S. (2017). *Multilingual Hong Kong: Languages, literacies and identities* (Vol. 19, Multilingual Education). Cham: Springer International Publishing.
- Li, D. C. S. (1999). The functions and status of English in Hong Kong: A post-1997 update. *English World-Wide*, 20(1), 67-110. Reprinted in K. Bolton and Y. Han (Eds.), *Language and society in Hong Kong* (pp. 194-240). Open University of Hong Kong Press.
- Li, D. C. S. (2007). Researching and teaching China and Hong Kong English: Issues, problems and prospects. *English Today*, 23(3&4), 11-17.
- Li, D. C. S. (2010). When does an unconventional form become an innovation? In A. Kirkpatrick (ed.), *Routledge Handbook of World Englishes* (pp. 617-633). London and New York: Routledge.
- Mair, C. (2022). Nigerian English in Germany. *World Englishes*, 41(2), 296–317.
- Marlina, R. (2017). *Teaching English as an international language: Implementing, reviewing, and re-envisioning world Englishes in language education*. London: Routledge.
- McArthur, T. (2003). English as an Asian language. *English Today*, 19(2), 19-22.
- Melchers, G., & Shaw, P. (2011). *World Englishes: An introduction* (2nd ed., English language series). London: Hodder Education.
- Northrup, D. (2013). *How English became the global language*. Basingstoke: Palgrave

- Macmillan.
- O'Regan, J. (2021). *Global English and political economy*. London and New York: Routledge.
- Schreier, D., Hundt, M., & Schneider, E. W. (Eds.). (2020). *The Cambridge handbook of world Englishes*. Cambridge: Cambridge University Press.
- Seib, P. (2012). *Al Jazeera English: Global news in a changing world* (The Palgrave Macmillan Series in International Political Communication). New York: Palgrave Macmillan US.
- Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24, 209-239.
- Thomason, S. (2001). *Language contact: An introduction*. Washington, D. C.: Georgetown University Press.
- Thomason, S. (2007). Language contact and deliberate change. *Journal of Language Contact*, 1(1), 41– 62.
- Tri, D. H. (2021). Ideologies of English-medium instruction in Vietnam. *World Englishes*. 2021: 1-17. DOI: 10.1111/weng.12575
- Trudgill, P., & Hannah, J. (2008). *International English: A guide to varieties of standard English*. (5th Ed.). London: Hodder Education.
- Wee, L. (2018). *The Singlish controversy: Language, culture and identity in a globalising world*. Cambridge: Cambridge University Press.

## 9. Related Web Resources

‘Vienna Oxford International Corpus of English’: Barbara Seidlhofer and her associates at the University of Vienna have put together a corpus featuring the use of English among / between speakers with different first languages – the lingua franca function of English in action:

<http://www.univie.ac.at/voice/>

The Asian Corpus of English (ACE):

<http://www.ied.edu.hk/rcleams/view.php?secid=227>

## 10. Related Journals

*World Englishes*  
*English Worldwide*  
*Asian Englishes*  
*English Today*

## 11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **12. Others**

Nil

18 July 2025