THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

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

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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 briefly describing a few prominent varieties of English spoken and used in East and Southeast Asia, especially former Anglo-American colonies, we will examine various socio-political implications and lingua-cultural communication for local bilingual speakers of English. Key critical concepts include: 'norms and standards', 'linguistic variation', 'second language vs. foreign language', 'ownership', 'linguistic prejudice', 'linguistic imperialism' and the slippery dichotomy between 'native-speaker' vs. '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$_1$	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$_2$	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$_3$	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$_1$	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
● The global spread of English: Past and present: ➤ The historical, social and political context ➤ The legacy of colonialism ➤ Postcolonial America and Africa	*CILO$_{1,2}$*	Reading, lectures, class discussions, class debates, role play and group presentations.
● Contact-induced varieties of English: ➤ The origins of pidgins and creoles	*CILO$_{1,2\,\&3}$* *CILLO$_1$*	Reading, lectures, class discussions, class debates,

➤ Characteristics of pidgins and creoles ➤ Creole developments in the UK and USA		role play and group presentations.
● World Englishes: norms, models and ownership: ➤ Who speaks English today? ➤ The *English Today* debate ➤ Teaching and testing World Englishes	$CILO_{1,2\ \&\ 3}$	Reading, lectures, class discussions, class debates, role play and group presentations.
● Variation in World Englishes: ➤ Types of variation across Englishes ➤ The legitimate and illegitimate offspring of English ➤ Emerging sub-varieties	$CILO_{1,2\ \&\ 3}$ $CILLO_1$	Reading, lectures, class discussions, class debates, role play and group presentations.
● The 'Standard English' debate: ➤ Standard language ideology ➤ Standards across space ➤ Standards across channels	$CILO_{1,2\ \&\ 3}$ $CILLO_1$	Reading, lectures, class discussions, class debates, role play and group presentations.
● Problems in English as an International Language: ➤ The internationalization of English ➤ Native and non-native speakers of English ➤ Core approaches to EIL	$CILO_{1,2\ \&\ 3}$ $CILLO_1$	Reading, lectures, class discussions, class debates, role play and group presentations.
● New Englishes: the legitimacy of local norms ➤ The role of English in Asia and Europe ➤ En route to new standard Englishes ➤ Attitudes to local norms	$CILO_{1,2\ \&\ 3}$ $CILLO_1$	Reading, lectures, class discussions, class debates, role play and group presentations.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Group presentation on a variety of English	30%	$CILO_{1,2\ \&\ 3}$ $CILLO_1$
(b) Group report based on the group presentation	20%	$CILO_{1,2\ \&\ 3}$ $CILLO_1$
(c) Final Examination on course's key concepts	50%	$CILO_{1,\ 2\ \&\ 3}$ $CILLO_1$

6. Required Text(s)

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

7. Recommended Readings

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.

Graddol, D. (2006). *English Next*. London: The British Council.

Hu, X. Q. (2004). Why China English should stand alongside British, American, and the other 'World Englishes'. *English Today*, *20*(2), 26-33.

Kachru, B. B. (2005). *Asian Englishes: Beyond the Canon*. Hong Kong: Hong Kong University Press.

Kachru, Braj B., Kachru, Yamuna & Nelson, Cecil L. (Eds.). (2009). *The handbook of World Englishes*. Malden, Mass.: Blackwell.

Kachru, Yamuna & Nelson, Cecil L. (2006). *World Englishes in Asian contexts*. Hong Kong: Hong Kong University Press; London: Eurospan.

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.

Kirkpatrick, Andy. (2010). *The Routledge handbook of world Englishes*. Abingdon, UK : Routledge.

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.

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.

Seib, Philip. (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.

Trudgill, P., & Hannah, J. (2008). *International English: A guide to varieties of standard English.* (5th ed.). London: Hodder Education.

8. 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/
On the Asian Corpus of English (ACE), see:
http://www.ied.edu.hk/rcleams/view.php?secid=227

9. Related Journals

World Englishes
English World-wide
Asian Englishes
English Today

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

Nil

16 January 2019