Subject Code	ENGL 4002
Subject Title	English as a Global Lingua Franca
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to develop students' knowledge and understanding of the key issues that flow from the globalisation of English. In particular, it requires students to grapple with the following questions: What is a global language and do we need one? Why has English rather than another major language such as French or Chinese become the global lingua franca? What are the consequences of the spread of English, both for English and other languages? How do we classify the users and uses of English worldwide? What counts as English? Who owns English? What does the future hold for English?
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. demonstrate an informed understanding of the range of factors that have contributed to the global spread of English since the early seventeenth century; b. critically evaluate influential models and classifications of the uses and users of English around the world; c. show a critical awareness of the various forces (political, economic, demographic, cultural, technological, etc.) that are currently influencing the learning and use of English worldwide; d. relate issues surrounding the globalisation of English to developments in Hong Kong and mainland China; e. speculate on the future of English in its local, national and global context. **Category B: Attributes for all-roundedness** f. develop and use effective strategies for working independently and collaboratively; g. demonstrate a global outlook; h. synthesise and evaluate information and ideas from multiple sources;

	i. plan and execute a research project.	

Subject Synopsis/ Indicative Syllabus	1. The global linguistic order: international languages and lingua francas past and present; 2. The spread of English: factors behind the rise of English vis-à-vis other major languages; 3. Models of English: Kachru (1985), Schneider (2007); 4. Standard language ideology 5. Variation across postcolonial Englishes 6. Native-speakerism 7. Global Englishes for language teaching 8. The future of global Englishes
Teaching/ Learning Methodology	Teaching and learning will take place in (1) interactive lectures involving teacher input interspersed with short written tasks and video-viewing activities and (2) student-centred seminars focusing on text-driven discussions and research-based group presentations. Students will also be expected to work individually and collaboratively outside class in preparation for lectures and seminars (e.g. by reading recommended journal articles, handouts) and assignments (e.g. searching for literature, collecting and analysing data).

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								
		a	b	c	d	e	f	g	h	i
1.Class participation and online participation (Individual)	10%	✓	✓	✓	✓	✓	✓	✓	✓	
2. Term paper (Individual)	50%	✓	✓	✓	✓	✓	✓	✓	✓	
3. Multimodal documentary (Group) project and reflection	40%	✓	✓	✓	✓	✓	✓	✓	✓	✓

(Individual)												
Total	100 %											

To ensure that students' final grade accurately reflects their effort and ability, their work will be assessed in different conditions, settings and media: in and out of class, individually and in groups, and in writing and orally.

Class participation is designed to assess students' understanding of, and engagement with, all topics covered in the course as well as encourage them to further research them. This also includes participating in online discussions.

The term paper (50%) in essay format will require that students demonstrate their understanding and knowledge of the different issues discussed during the course through the critical evaluation of a discussion question. Students will be required to conduct extensive literature search and synthesise and evaluate information and ideas from a range of reputable academic sources.

The multimodal documentary project consists of two parts: the multimodal documentary (30%) conducted in small groups, and an individual reflection (10%). The multimodal documentary offers students an opportunity to document their observations about the use of English as a global lingua franca in Hong Kong, such as in a university setting. Students are required to use multimodal genres to document and analyse their observations. In conjunction with the multimodal documentary project, students are required to compose a reflective piece. This reflective piece should demonstrate the application of course concepts to interpret and provide insight into the observations made in the multimodal documentary.

Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.

	Total student study effort	126 Hrs.
Reading List and References	**Recommended reading** Crystal, D. (2003). *English as a global language* (2nd ed.) Cambridge University Press. Graddol, D. (2006). *English Next.* British Council. Jenkins, J. (2015). *Global Englishes: A resource book for students*. (3rd ed.). Routledge. Kachru, B.B., Kachru, Y., & Nelson, C. (2006). *The handbook of world Englishes.* Blackwell. Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge University Press. Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge University Press. Schneider, E. (2007). *Postcolonial English: Varieties around the world.* Cambridge University Press. **Further reading** Bolton, K. (2003). *Chinese Englishes: A sociolinguistic history*. Cambridge University Press. Brutt-Griffler, J. (2002). *World English: A study of its development*. Multilingual Matters. Kachru, B.B. (2005). *Asian Englishes: Beyond the canon.* Hong Kong University Press. Kachru, Y., & Nelson, C. (2006). *World Englishes in Asian contexts.* Hong Kong University Press. Kachru, Y., & Smith, L. (2008). *Cultures, contexts and world Englishes.* Routledge. Mauranen, A., & Ranta, E. (Eds.). (2009). *English as a lingua franca*. Cambridge Scholars Publishing. McKay, S., & Bokhorst-Heng, W.D. (2008). *International English in its*

sociolinguistic context: Towards a socially sensitive EIL pedagogy. Routledge.

Murata, K., & Jenkins, J. (Eds.). (2009). *Global Englishes in Asian contexts: Current and future debates.* Palgrave Macmillan.

Rudby, R., & Saraceni, M. (Eds.). (2006). *English in the world: Global rules, global roles*. Continuum.

Pennycook, A. (2007). *Global Englishes and transcultural flows.* Routledge.

Seargeant, P., & Swann, J. (Eds.). (2012). *English in the world: History, diversity, change.* Routledge and The Open University.

Sharifian, F. (2009). *English as an international language: Perspectives and pedagogical issues.* Multilingual Matters.

Tam, K. L., & Weiss, T. (Eds.). (2004). *English and globalisation: Perspectives from Hong Kong and mainland China*. Chinese University Press.

Useful journals

Asian Englishes

English World-Wide

English Today

World Englishes

Revised by Jenifer Ho, February 2024