

<b>Subject Code</b>	ENGL 405
<b>Subject Title</b>	English as a Global Lingua Franca
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>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?</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. demonstrate an informed understanding of the range of factors that have contributed to the global spread of English since the early seventeenth century;</li> <li>b. critically evaluate influential models and classifications of the uses and users of English around the world;</li> <li>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;</li> <li>d. relate issues surrounding the globalisation of English to developments in Hong Kong and mainland China;</li> <li>e. speculate on the future of English in its local, national and global context.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>f. develop and use effective strategies for working independently and collaboratively;</li> <li>g. demonstrate a global outlook;</li> <li>h. synthesise and evaluate information and ideas from multiple sources;</li> <li>i. plan and execute a research project.</li> </ol>
<b>Subject Synopsis</b>	<ol style="list-style-type: none"> <li>1. The global linguistic order: international languages and lingua francas past and present;</li> <li>2. The spread of English: factors behind the rise of English</li> </ol>

	<p>vis-à-vis other major languages;</p> <ol style="list-style-type: none"> <li>3. Models of English: Kachru (1985), Schneider (2007);</li> <li>4. English in North America and Australasia, the fate of indigenous languages;</li> <li>5. The institutional and social roles of English in post-colonial societies: India, Singapore, Hong Kong;</li> <li>6. World Englishes: Singapore English, Hong Kong English;</li> <li>7. English in the Expanding Circle: China, the European Union;</li> <li>8. Standard Englishes: written and spoken English, the international print standard;</li> <li>9. Global trends influencing the learning and use of English: technological, political, economic, demographic, cultural, etc.</li> </ol>																																																																		
<p><b>Teaching/ Learning Methodology</b></p>	<p>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).</p>																																																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="448 1055 1390 1547"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="10">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> <th>i</th> </tr> </thead> <tbody> <tr> <td>1. Essay</td> <td>25%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Term paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Group project</td> <td>35%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="10"></td> </tr> </tbody> </table> <p>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. The first assignment, which is done in-class, is designed to assess students' understanding of the topics covered in the first half of the course and focuses particularly on the first four ILOs. The second assignment gives students the opportunity to explore a self-chosen topic relating to the globalisation of English This involves conducting an extensive literature search, synthesising and evaluating information and ideas from a range of reputable academic sources, and demonstrating their knowledge and understanding of the issues in a term paper. The third assignment, which is done in small groups, gives students the opportunity to examine change and continuity in the use of</p>	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. Essay	25%	✓	✓		✓			✓			2. Term paper	40%	✓	✓	✓			✓	✓	✓		3. Group project	35%				✓	✓	✓	✓		✓	Total	100 %										
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	English in Hong Kong since the signing of the Joint Declaration and to speculate on the future of the language in the territory in the short and long terms. The project, whose main outcome is a seminar presentation, involves the collection and analysis of primary and secondary data.	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b>Recommended reading</b></p> <p>Brutt-Griffler, J. (2002). <i>World English: A Study of its Development</i>. Clevedon: Multilingual Matters.</p> <p>Crystal, D. (2003). <i>English as a Global Language</i> (2<sup>nd</sup> edition). Cambridge: Cambridge University Press.</p> <p>Graddol, D. (2006). <i>English Next</i>. London: British Council.</p> <p>Kachru, B.B., Kachru, Y. and Nelson, C. (2006). <i>The Handbook of World Englishes</i>. Oxford. Blackwell.</p> <p>Kirkpatrick, A. (2007). <i>World Englishes: Implications for International Communication and English Language Teaching</i>. Cambridge: Cambridge University Press.</p> <p>Schneider, E. (2007). <i>Postcolonial English: Varieties around the World</i>. Cambridge: Cambridge University Press.</p> <p><b>Further reading</b></p> <p>Bolton, K. (2003). <i>Chinese Englishes: A Sociolinguistic History</i>. Cambridge: Cambridge University Press.</p> <p>Jenkins, J. (2007). <i>English as a Lingua Franca: Attitude and Identity</i>. Oxford: Oxford University Press.</p> <p>Kachru, B.B. (2005). <i>Asian Englishes: Beyond the Canon</i>. Hong Kong: Hong Kong University Press.</p> <p>Kachru, Y. and Nelson, C. (2006). <i>World Englishes in Asian Contexts</i>. Hong Kong: Hong Kong University Press.</p>	

Kachru, Y. and Smith, L. (2008). *Cultures, Contexts and World Englishes*.  
New York: Routledge.

McKay, S. and Bokhorst-Heng, W.D. (2008). *International English in its Sociolinguistic Context: Towards a Socially Sensitive EIL Pedagogy*. New York and London: Routledge.

Mauranen, A. and Ranta, E. (eds.). (2009). *English as a Lingua Franca*.  
Cambridge: Cambridge Scholars Publishing.

Murata, K. and Jenkins, J. (eds.) (2009). *Global Englishes in Asian Contexts: Current and Future Debates*. Basingstoke: Palgrave Macmillan.

Rudby, R. and Saraceni, M. (eds.) (2006). *English in the World: Global Rules, Global Roles*. London and New York: Continuum.

Pennycook, A. (2007). *Global Englishes and Transcultural Flows*.  
London and New York: Routledge.

Sharifian, F. (2009). *English as an International Language: Perspectives and Pedagogical Issues*. Bristol and Buffalo: Multilingual Matters.

Tam, K.L. and Weiss, T. (eds.) (2004). *English and Globalisation: Perspectives from Hong Kong and Mainland China*. Hong Kong: Chinese University Press.

Useful journals: *Asian Englishes, English World-Wide, English Today, World Englishes*

Prepared by Terence Lo; Revised by Stephen Evans, June 2014