

EN3594: ENGLISH AS A WORLD LANGUAGE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

English as a World Language

Subject Code

EN - English

Course Number

3594

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

EN2323 World Englishes

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to raise students' consciousness to socio-political, cultural, economic and ethical aspects of the global spread of English and to the implications of its use for professional communication. Students will be equipped with

the basic, critical concepts needed to examine the internationalisation of English and broaden their awareness of the linguistic reality in the globalised world. The cultivation of critical awareness of English varieties and surrounding language ideologies, in turn, will encourage students to reflect on the status, functions, and features of English in Hong Kong and further their understanding of the role of English in the Hong Kong community and beyond.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain issues related to the current status of English as a global language, and the emergence and development of World Englishes in many societies throughout the world.	30	x	x	
2	Analyse the unique features of different varieties of English throughout the world, with particular reference to English in Asia and English in Hong Kong.	30	x	x	x
3	Conduct research into the role of English in a particular context (e.g., Hong Kong)	40	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lectures	Students will participate in interactive lectures on key critical concepts and apply their newly acquired knowledge to issues concerning use of English in global and local contexts.	1, 2
2	Readings	Students will read and discuss texts about the concepts covered in class.	1, 3
3	Group Project:	Students will work in a group to analyse how different varieties of English are used in various contexts.	3

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	<p>Participation in class activities</p> <p>Attending classes and participation in class activities is central to the course. Students must complete all assigned readings and be prepared to contribute to contribute to small-group, whole-class, and online discussions. Good participation also involves listening attentively and providing meaningful feedback.</p>	1, 2	5	Individual; assessed individually	Yes
2	<p>Group Project:</p> <p>Students collect examples of how different varieties of English are used in a particular context that they are familiar with, and critically analyse the examples in the form of a group report.</p>	1, 2, 3	30	<p>Group; assessed as a group</p> <p>This is a summative assignment. Specifically focused uses of GenAI tools that do not prevent students from demonstrating the course CILOs may be permitted. These will be communicated in the course sessions.</p>	No

3	Reading response: Students write a response to given course readings and reflect on relevant social issues and topics.	1, 2	25	Individual; assessed individually This is a summative assignment. Specifically focused uses of GenAI tools that do not prevent students from demonstrating the course CILOs may be permitted. These will be communicated in the course sessions.	No
4	Analytical Project: Students individually conduct a final project on a given topic to demonstrate their understanding of concepts learnt in class and their ability to apply these concepts to analyse how global Englishes are part of people and society.	1, 2, 3	40	Individual; assessed individually This is a summative assignment. Specifically focused uses of GenAI tools that do not prevent students from demonstrating the course CILOs may be permitted. These will be communicated in the course sessions.	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Participation and in class activities (5%)

Criterion

Participation in in-class and online discussions

Excellent (A+, A, A-)

The student makes significant contribution to in-class and online discussions.

Good (B+, B, B-)

The student makes occasional contribution to in-class and online discussions.

Fair (C+, C, C-)

The student seldom makes contribution to in-class and online discussions.

Marginal (D)

The student shows little evidence of participation in class and in online discussions.

Failure (F)

The student fails to sufficiently participate in in-class and online discussions.

Assessment Task

Reading response (25%)

Criterion

Understanding of course materials and assigned readings

Excellent (A+, A, A-)

Shows extensive knowledge of assigned readings and full understanding of important concepts;
Can relate concepts from readings to issues raised in class;
The argument is presented in a very organised way.
The main ideas of the response are sharp, creative, and compelling.

Good (B+, B, B-)

Shows some good knowledge of assigned readings and an understanding of important concepts;
Can relate most of the concepts from readings to issues raised in class;
The argument is presented in a fairly organised way.
The response is coherent and contains some elements of creativity and originality.

Fair (C+, C, C-)

Shows limited knowledge of assigned readings and some basic understanding of important concepts;
Can relate some of the concepts from readings to issues raised in class;
The argument is presented in a loosely organised way.
The main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.

Marginal (D)

Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts;
Has trouble relating the concepts from readings to issues raised in class;
The argument is presented in a loosely organised way.
The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.

Failure (F)

Shows no knowledge of assigned readings and shows little to no understanding of important concepts;
Cannot relate the concepts from readings to issues raised in class;
The argument is presented in an unorganised way.
The response appears to be off topic or ideas are generally incoherent.

Assessment Task

Group Project (30%)

Criterion

Content (25%)

Excellent (A+, A, A-)

The case is extremely well-presented and is extremely well analysed;
All relevant information is excellently covered;
The purpose of analysing and presenting the case material is completely achieved;
The analysis demonstrates an extremely high level of critical thinking and originality;
Excellent engagement with relevant theories and concepts discussed in class

Good (B+, B, B-)

The case is competently presented and is very well analysed;
The information is sufficiently covered;
The purpose of analysing and presenting the case material is achieved;
The analysis demonstrates strong evidence of critical thinking and originality;
Good engagement with relevant theories and concepts discussed in class

Fair (C+, C, C-)

The case is adequately presented and is analysed reasonably well;
Only part of the information is covered;
The purpose of analysing and presenting the case material is partially achieved;
The analysis demonstrates some evidence of critical thinking and originality;
Some engagement with relevant theories and concepts discussed in class

Marginal (D)

The case is sketchily presented and analysed inadequately presented;
Only limited data is included;
The purpose of analysing and presenting the case material is not fully achieved at all;
The analysis is sometimes original;
Minimal engagement with relevant theories and concepts discussed in class

Failure (F)

The case is highly inadequate in its presentation and is very badly analysed;
Very limited or inaccurate data is included;
The purpose of analysing and presenting the case material is not achieved in any way;
The analysis does not demonstrate any critical thinking and originality;
No engagement with relevant theories and concepts discussed in class

Assessment Task

Group Project (30%)

Criterion

Language and style (5%)

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate; Use of vocabulary is very concise, precise and varied;
Style is highly appropriate.

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate;
Use of vocabulary is concise, precise and varied;
Style is appropriate.

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate.

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate,; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive;
Style is generally inappropriate.

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate,; exhibit very serious of residual and editorial problems;
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate.

Assessment Task

Analytical Project (40%)

Criterion

Language and organisation of ideas (10%)

Excellent (A+, A, A-)

The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized. Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate.

Good (B+, B, B-)

The essay is organised most of the time. Transitions between ideas are clear and effective. There is a sense of progression as the argument unfolds.
Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate;
Use of vocabulary is concise, precise and varied;
Style is appropriate.

Fair (C+, C, C-)

The essay demonstrates elements of marginal and good organization and cohesion. Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate.

Marginal (D)

The essay shows some signs of logical organization but has abrupt or illogical shifts and ineffective flow of ideas. Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate;
Use of vocabulary is limited and repetitive;
Style is generally inappropriate.

Failure (F)

The essay lacks a clear structure, interfering with comprehension. Ideas are not clearly contextualized. Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate;
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate.

Assessment Task

Analytical Project (40%)

Criterion

Content and Argumentation (30%)

Excellent (A+, A, A-)

Shows extensive knowledge of assigned readings and full understanding of important concepts; Shows the ability to skillfully apply a comprehensive range of these concepts and ideas to analyse how global Englishes are manifested in people and society;

The essay contains well thought-out ideas and arguments that are clearly expressed and original. The key arguments are well-supported by relevant examples and evidence from the literature and data in an accurate and effective way;

Excellent engagement with relevant theories and concepts discussed in class

Good (B+, B, B-)

Shows some good knowledge of assigned readings and an understanding of important concepts; Shows the ability to apply a few of these concepts and ideas to analyse how global Englishes are manifested in people and society;

The essay contains ideas and arguments that are expressed clearly with some sense of originality. The key arguments are adequately supported by examples and evidence from the data;

Good engagement with relevant theories and concepts discussed in class

Fair (C+, C, C-)

Shows limited knowledge of assigned readings and some basic understanding of important concepts; Shows the ability to apply a limited range of concepts and ideas to analyse how global Englishes are manifested in people and society;

The essay contains ideas and arguments with little originality. The key arguments are sometimes supported by examples and evidence from the data;

Some engagement with relevant theories and concepts discussed in class

Marginal (D)

Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts; Shows only basic descriptive examples of how global Englishes are manifested in people and society without referring to course concepts;

The essay contains ideas and arguments with very little originality. The key arguments are marginally supported by examples and evidence from the data;

Minimal engagement with relevant theories and concepts discussed in class;

Failure (F)

Shows no knowledge of assigned readings and shows little to no understanding of important concepts; Makes little to no reference to how global Englishes are manifested in people and society and does not make reference to course concepts;

The essay does not contain original ideas and arguments. The key arguments are not supported by examples and evidence from the data;

No engagement with relevant theories and concepts discussed in class;

Part III Other Information

Keyword Syllabus

Global spread of English, English as an international language, English as lingua franca, World Englishes, Standards of English usage, English in advertising, commerce, trade, and media, Varieties of English, Inner/Outer/Expanding Circles

Reading List

Compulsory Readings

Title	
1	Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd ed.). London: Routledge.

Additional Readings

Title	
1	Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. <i>World Englishes</i> , 28, 200–207. doi:10.1111/j.1467-971X.2009.01582.x.
2	Lindemann, S. (2005). “Who speaks “broken English” ? US undergraduates’ perceptions of non-native English. <i>International Journal of Applied Linguistics</i> , 15, 187–212. doi:10.1111/j.1473-4192.2005.00087.x.
3	Kubota, R. (2001). Teaching World Englishes to native Speakers of English in the USA. <i>World Englishes</i> , 20, 47–64. doi:10.1111/1467-971X.00195.
4	Seargeant, P., & Swann, J. (Eds.). (2012). <i>English in the world: History, diversity, change</i> . Abingdon and Milton Keynes: Routledge and the Open University.