

COURSE OUTLINE

1. Course Code: ENGE 2530/ UGED 2188

2. Title in English: Hong Kong English and its Culture

3. Title in Chinese: 香港英語及文化

4. Course Description

This course provides a comprehensive introduction to Hong Kong English (HKE), the localised variety of English spoken in Hong Kong, situating it within the broader framework of World Englishes. It aims to equip students with a critical understanding of how English has evolved in multilingual societies, with a particular focus on the sociolinguistic, historical, and political factors that have shaped HKE. No prior knowledge of linguistics is required, and foundational concepts will be introduced as needed.

The course begins by exploring key concepts in World Englishes, providing students with the tools to analyse emerging varieties of English globally. It then traces the historical development of English in Hong Kong in relation to Cantonese and Mandarin, with attention to history, language policy, and education. The second part focuses on the linguistic features of Hong Kong English—its phonology, grammar, vocabulary, discourse markers, and patterns of code-switching/translanguaging. In the final part, students will critically examine language ideologies, attitudes towards different language varieties, and how HKE is linked to issues of identity and social perception.

By the end of the course, students will be able to analyse features of HKE and reflect on its role in shaping different language practices in Hong Kong. This course supports student learning in sociolinguistics, applied linguistics, and English language studies, and complements other courses in the programme focused on language variation and multilingualism.

5. Learning Outcomes

By the end of the course, student should be able to:

1. *Identify* key sociolinguistic concepts using examples from personal experience or everyday language use.
2. *Apply* sociolinguistic concepts to analyse the sociolinguistic landscape of Hong Kong.
3. *Explain* the cultural, social, historical, and linguistic factors shaping language use in Hong Kong.
4. Critically *evaluate* language attitudes in Hong Kong and across different cultural contexts.
5. *Demonstrate* insight into how language attitudes and ideologies reflect broader social and cultural values.
6. *Describe* distinct features of Hong Kong English in both spoken and written forms.
7. *Conduct* a small-scale research project investigating features of Hong Kong English, using appropriate linguistic methods.

6. Course Syllabus

Topic	Contents/ fundamental concepts
Speech Communities and Language Functions in Hong Kong	Introduction to speech communities; domains of language use; roles and functions of English in Hong Kong; multilingualism.
Language Policy in Hong Kong	Historical language policies; policy impact on language status.
Medium of Instruction (MOI) in Hong Kong	Overview of MOI policy in secondary and tertiary education; rationale and implementation; stakeholder perspectives.
English as a Medium of Instruction (EMI)	EMI practices in Hong Kong schools and universities; challenges and opportunities in EMI environments.
World Englishes and the Place of Hong Kong English (HKE)	Core theories; ownership of English; inner-outer-expanding circle model.
History and Development of HKE	Historical influences on HKE; evolution of localised English varieties.
Linguistic Features of HKE	Key phonological, grammatical, and lexical features; discourse markers; differences between spoken and written HKE.
Code-switching, Code-mixing, and	Definitions and distinctions; sociolinguistic functions in Hong Kong

Translanguaging	discourse.
Language Attitudes, Identity and Social Media	Language attitudes; myths about language standards; ideologies of “good” English; Sociolinguistic identity construction through HKE

7. Course Components (Teaching modes and Learning activities)

This course adopts a *blended learning approach*, combining on-site face-to-face teaching with asynchronous online learning and independent study. The course is designed to meet the university's requirement of approximately 117–146 total learning hours for a 3-unit course, including around 39 contact hours and 78–107 hours of self-study.

A variety of learning activities are employed to support students' engagement with both conceptual and applied content. These include lectures with interactive components, hands-on tutorials to build digital literacy and research skills, and a range of structured out-of-class tasks via Blackboard.

Teaching Mode & Learning Activity	Hybrid (Y/N)	Percentage of Total Contact Time	Details
On-site Face-to-Face			
Lectures	No	50% (approx. 19.5 hrs)	Weekly 2-hour sessions combining presentations, interactive individual/pair/group tasks, and guided discussions.
Interactive Tutorials	No	25% (approx. 9.75 hrs)	Weekly 1-hour tutorials focusing on practical tasks, analysis of lecture content, development of digital and research skills.
Online Asynchronous			
Audio/video content (lecture clips, multimedia)	N/A	5% (approx. 2 hrs)	Used to supplement lecture topics; accessible via Blackboard Learn.
Assigned readings and guided online activities	N/A	5% (approx. 2 hrs)	Weekly reading with structured worksheets, online discussions, and reflection exercises.
Tutorial preparation and online exercises	N/A	5% (approx. 2 hrs)	Preparation tasks including tutorial worksheets, peer discussion prompts, and Blackboard submissions.
Online Synchronous			
Zoom-based consultations (if needed)	N/A	2% (approx. 0.75 hrs)	Optional tutorial support, group check-ins, or consultations for projects and presentations.
Out-of-Classroom & Self-Study			
Reading and revision	N/A	Self-study (approx. 30–40 hrs)	Weekly engagement with set readings and reviewing lecture materials.
Assignment and quiz preparation	N/A	Self-study (approx. 25–30 hrs)	Reflective journal, group report, and quiz preparation.
Group project development and collaboration	N/A	Self-study (approx. 20–30 hrs)	Designing and conducting a mini research project on Hong Kong English, including data collection and presentation.

Weekly Estimated Student Time Allocation:	
Activity Type	Weekly Time
Lecture (in class)	2 hrs
Tutorial (in class)	1 hr
Online/Discussion (out of class)	1 hr
Reading/Revising (out of class)	2 hrs
Assignment/Project/Quiz Prep (out of class)	3 hrs
Total Weekly Load	9 hrs

8. Assessment type, percentage and rubrics

The main objective of this course is to enable students to apply their knowledge of Hong Kong English and sociolinguistics to real-world data analysis and demonstrate their understanding through a range of assessment tasks. All major assessments are submitted via Blackboard.

Assessment Type	Percentage	Linked Learning Outcomes	Assessment Rubrics (Summary)
1. Class Participation (Individual)	10%	LO1, LO3, LO5	- Quality and relevance of contributions to class discussions and learning activities (50%) - Quality and completion of weekly in-class and online activities/worksheets/discussion notes (50%) <i>-Students are expected to attend all lectures and tutorials. Repeated unexplained absences may affect participation marks.</i> <i>- Regular attendance and engagement are expected; however, attendance alone does not earn full participation marks, and high marks are awarded only for consistently high-quality and constructive contributions to learning activities.</i>
2. Reflective Journal (Individual)	10%	LO1, LO3, LO5	- Depth of reflection, critical analysis, and integration of course concepts (80%) - Clarity of expression, organisation, and evidence of personal learning and development (20%) <i>-Students are expected to move beyond description and summary of course content. Higher marks will be awarded for reflective journals that demonstrate critical engagement with course concepts, thoughtful analysis of personal experiences and assumptions, and meaningful connections between theory and practice. Meeting the minimum word count and submission requirements does not automatically guarantee a high mark.</i>
3. Final Oral Presentation (Group/Individual)	10%	LO2, LO4, LO6, LO7	- Clear articulation and justification of research topic, aims and research questions (30%) - Quality of preliminary data collection, analysis and interpretation (30%) - Logical organisation, coherence and effective time management (20%) - Professional use of visuals, presentation delivery and response to questions (20%) <i>Students may complete the project individually or in groups of 3–4. Individual contribution may be taken into account through peer evaluation.</i> <i>Presentations will be assessed on the quality, depth, and clarity of the work presented rather than completion of the task alone. Higher marks will be awarded for presentations that demonstrate strong preparation, critical engagement with the research process, clear communication of ideas, and thoughtful responses during the Q&A session. Meeting the minimum presentation requirements (e.g.,</i>

			<i>presenting for the required duration and submitting slides) does not automatically guarantee a high mark.</i>
4. Written Report (Group/Individual)	20%	LO2, LO4, LO6, LO7	- Organisation, coherence, and clarity of the report, including introduction, methods, analysis, and conclusion (25%) - Appropriate use and critical engagement with relevant theories and literature (25%) - Depth, originality, and rigour of analysis, including discussion of sociolinguistic implications (30%) - Academic writing quality, referencing accuracy, and adherence to academic conventions (20%) <i>The report will be assessed on the quality and sophistication of the research and analysis presented. Meeting the basic requirements of the assignment (e.g., including all required sections, meeting the word limit, and providing references) does not automatically guarantee a high mark. Higher marks will be awarded for reports that demonstrate critical engagement with the literature, rigorous analysis, well-supported arguments, and insightful discussion of the broader sociolinguistic significance of the findings.</i>
5. Mid-term Quiz (Individual)	20%	LO1, LO2, LO3, LO6	- Accurate recall of course concepts, definitions, and frameworks (30%) - Application of theories to case examples (30%) - Synthesis of lecture and reading content (30%) - Clarity and completeness of answers (10%) <i>Covers Topic 1–4; conducted in-class.</i>
6. End-of-term Quiz (Individual)	30%	LO1, LO2, LO3, LO6	- Accurate recall of course concepts, definitions, and frameworks (30%) - Application of theories to case examples (30%) - Synthesis of lecture and reading content (30%) - Clarity and completeness of answers (10%) <i>Covers Topic 1–9; conducted in-class.</i>

Grade A / Excellent : Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The ‘A’ grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good : Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner

that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair : SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D / Pass : BARELY SATISFACTORY performance on a A FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D- / Pass (Minus): ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

9. Required and recommended readings

Required readings:

1. Hansen Edwards (2018). *The Politics of English in Hong Kong: Attitudes, Identity, and Use*. Routledge.
2. Li, E. S. H. (2015). *Language, society and culture in Hong Kong*. Hong Kong. The Open University Press.
3. Chan, J. Y. H. (2014). Fine-tuning language policy in Hong Kong education: stakeholders' perceptions, practices and challenges. *Language and Education*, 28(5), 459–476.
4. Evans, S. (2013). The long march to biliteracy and trilingualism: Language policy in Hong Kong education since the handover. *Annual Review of Applied Linguistics*, 33, 302–324.

Recommended readings:

1. Bolton, K. (2000). The sociolinguistics of Hong Kong and the space for Hong Kong English. *World Englishes*, 19(3), 265–285.
2. Bolton K. (Eds.). (2002). *Hong Kong English: Autonomy and creativity*. Hong Kong University Press.
3. Deterding, D., Wong, J., & Kirkpatrick, A. (2008). The pronunciation of Hong Kong English. *English World-Wide*, 29(2), 148–175.

4. Leung, H. C. A. (2015). Deteriorating standard? A brief look into the English standard in Hong Kong. *Asian Englishes*, 17(3), 209–221.
5. Setter, J., Wong, C.S.P. & Chan, B.H.S. (2010) *Hong Kong English (Dialects of English)*. Edinburgh University Press Ltd.
6. Sung, M. C. C. (2015). Hong Kong English: Linguistic and sociolinguistic perspectives. *Language and Linguistics Compass*, 9(6), 256–270.

10. Feedback for evaluation

To ensure continuous improvement of the course and respond to students' learning needs, a variety of feedback mechanisms will be employed throughout the semester. These aim to gather both quantitative and qualitative data on the effectiveness of teaching, content delivery, and student engagement.

Mid-Semester Feedback
Students will be invited to provide anonymous feedback via the Google Survey. This allows the instructor to make timely adjustments to teaching methods, pacing, and support resources. Specific questions will focus on students' understanding of course content, usefulness of tutorials, clarity of assignments, and workload balance.
End-of-Semester Course Evaluation
Students will complete the standard CUHK course evaluation questionnaire, which includes Likert-scale and open-ended questions related to teaching effectiveness, course design, and learning outcomes. Results will be reviewed to identify areas for improvement in future iterations of the course.
Ongoing Qualitative Feedback
Informal email exchanges, Blackboard forum comments, and in-class reflections (e.g., after quizzes or presentations) will be used to gather real-time impressions of learning progress. Feedback will also be invited during tutorials or after group activities to ensure students feel heard and supported.
Focus Group
A small voluntary student focus group may be conducted at the end of the course to gain in-depth insights into students' experiences, particularly regarding group project work, assessment fairness, and content relevance.

11. Course Schedule

Date & Time: Mondays 14:30-16:15
Location: UCC T.C. Cheng Bldg C2

Week	Lesson	Date	Topic	Requirements
1	1	7/9 (Mon)	Introduction Topic 1: Speech Communities in HK	Complete assigned readings
2	2	14/9	Topic 2: Language Policy in Hong Kong	Complete assigned readings; Form project groups in tutorial
3	3	21/9	Topic 3: Medium of Instruction Policy (MOI) in Hong Kong	Complete assigned readings; Choose a project topic; In-progress Presentation @ tutorial class (week 3-10)
4	4	28/9	Topic 4: English as a Medium of Instruction (EMI) in Hong Kong <i>Workshop: Doing research on HK English studies</i>	Reflective Journal (10%); Complete assigned readings; Prepare draft project outline for tutorial feedback;
5	/	1/10	Public Holiday (No class)	
6	5	5/10	Topic 5: World Englishes and Hong Kong English (HKE)	Complete assigned readings; Prepare draft project content for tutorial feedback
7	6	12/10	Topic 6: History and Development of HKE	Complete assigned readings; Review for the quiz
7	7	26/10	Mid-term Quiz (Topic 1–4)	Individual Mid-term Quiz (20%);
8	8	2/11	Topic 7: Features of HKE	Complete assigned readings;
9	9	9/11	Topic 8: Code-Switching, Code-Mixing, and Translanguaging	Complete assigned readings;
10	10	16/11	Topic 9: Language Attitudes and Language Ideology	Complete assigned readings; Review for the quiz
11	11	23/11	In-class Final Presentation Slot 1	Oral Presentation (10%)
13	12	30/11	In-class Final Presentation Back-up slot End of Term Quiz (Topic 1-9) [Last Class]	Individual End of Term Quiz (30%)
14	/	7/12		Written Report (20%) 1 week after last class

12. Contact details for teacher(s) or TA(s)

Professor/Lecturer/Instructor:	
Name:	Jack Pun
Office Location:	Fung King Hey 307
Telephone:	3943 7174
Email:	jackpun@cuhk.edu.hk
Teaching Venue:	UCC C2
Website:	https://www.eng.cuhk.edu.hk/staff/jack-pun/
Other information:	/

Teaching Assistant/ Tutor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

13. Details of course website

The course website will be hosted on the University's Blackboard platform. The site will serve as the central hub for course materials, including lecture slides, weekly readings, assignment guidelines, announcements, and discussion forums.

During the first class, students will be given a walkthrough of the Blackboard site to familiarise them with its key features, including how to access materials, submit assignments, and participate in online discussions. Regular updates will be posted throughout the semester to support students' learning and engagement.

14. Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Approach 3 - Use only with explicit acknowledgement

Use of AI tools is allowed with explicit acknowledgement and proper citation

Students may use some AI tools in some learning activities and/or assessments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool/language model (ChatGPT):"

[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"

[Insert the text generated by ChatGPT in response to the prompt.]

15. Use of AI tools for grading and provision of feedback on student work

Use of AI tools for grading and provision of feedback on student work

- (a) AI tools supported by the University will be used to grade and provide feedback on the formative assessments such as

- In-class discussions
- Weekly quizzes
- Draft submissions
- Peer review activities
- Reflective journals
- Practice presentations
- Blackboard discussion posts
- Feedback on project proposals

AI-generated feedback may be used to support learning; final grading decisions remain the responsibility of the course instructor.

16. Academic honesty and plagiarism

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/share/copy the materials to a third-party without seeking prior permission from the staff members/teachers concerned.

17. Guideline on sharing lecture recordings

Guideline on sharing lecture recordings

Attention is drawn to the following:

- The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
- Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

Department of English

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.