

# Overview of Hong Kong English and China English

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**Abstract:** Hong Kong English and China English are two different forms of regional variants of English. This paper provides a systematic overview of Hong Kong English and China English and explores their language characteristics, historical background, sociocultural influences, similarities and differences. The study aims to shed light on the complex nature of language contact, adaptation and variation in these regions. By examining the unique characteristics of Hong Kong English and China English, this paper contributes to a deeper understanding of language variation and the complexity of English as a global language in different sociolinguistic contexts.

**Keywords:** China English; Hong Kong English; Varieties of English; Linguistic Features.

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## 1. Introduction

As English continues to gain prominence as a global language, its usage in non-native environments has led to the development of unique linguistic features and variations in each country or region. Kachru (1985) summarized the process of variant formation as follows: 'Once English is adopted in a region, whether for scientific, technical, literary or human prestige, status or modernization, it undergoes a process of regeneration, partly linguistic and partly cultural.' Both China English and Hong Kong English have evolved according to their respective sociocultural, historical and linguistic factors.

Hong Kong English refers to the variety of English spoken and written in the region of Hong Kong, a Special Administrative Region of China. It is a distinct form of English that has evolved as a result of historical, sociocultural, and linguistic influences in Hong Kong. Due to its history, English has been present in Hong Kong for many decades and continues to play a significant role in various domains, including education, business, government, and media. English is one of the official languages of Hong Kong, alongside Cantonese and, to a lesser extent, Mandarin.

China English refers to an educated variety of English that Chinese speakers of the language are expected to employ at international encounters, expressing their own cultural norms, behavioral patterns, and value systems. English has gained prominence in various fields such as business, education and tourism, and the use of English in these fields has led to the development of China English. As a result, Chinese speakers have developed their own unique way of using English, blending elements of their native language and culture with the English language. It exhibits unique linguistic characteristics influenced by the language of China and cultural norms and language policies.

This paper aims to provide a comprehensive overview of Hong Kong English and China English by examining their linguistic characteristics and tracing their historical and sociocultural roots. It will explore the lexical, grammatical, and phonological features that distinguish these varieties from standard English. Additionally, the paper will investigate the impact of language contact, language policy, and sociocultural factors on the development of Hong Kong English and China English. By delving into the complexities of these two English varieties, this study contributes to our understanding of language variation and the dynamic nature

of English as a global language.

## 2. Overview of Hong Kong English

### 2.1. The Origin of Hong Kong English

The origin of Hong Kong English can be traced back to the historical context of Hong Kong itself. Hong Kong was colonized by the British from 1842 to 1997 after the First Opium War between Britain and China. The Treaty of Nanking, signed in 1842 after the war, opened Chinese cities such as Guangzhou, Xiamen and Shanghai to trade with Britain and other western countries.

During the colonized period, English-speaking traders in Hong Kong consisted of employees of the East India Company, traders from England and Scotland, and American traders. Communication between these traders and local Chinese residents often occurred in Chinese pidgin English, known as Canton Jargon (Kirkpatrick, 2008). The exposure to English through the British colonial influence led to the development of a distinct variety of English in Hong Kong.

The first schools established in Hong Kong were missionary schools, with St Paul's College being the first in 1851. Then Diocesan Girls School, Diocesan Boys' School, and St Joseph's, were complemented by the government-run Central School which later became Queen's College. The establishment of the early system of mission schools did not mean that the study of Chinese was typically neglected. Many of the largely Protestant educators who set up the first missionary schools had a profoundly orientalist interest in the Mandarin language as well as the dialects of South China, notably Cantonese, Hakka, and Chiu Chau (Bolton, 2000). Consequently, Chinese language and literature was taught at most mission schools and the missionary teachers played a significant role in translating Chinese classics and compiling dictionaries.

Over time, the medium of instruction in schools shifted from Chinese to English. In 1894, Central School, later renamed Queen's College, became an English-medium school. However, even after the 1974 Official Languages Ordinance made Chinese a co-official language with English, but it was taken to mean spoken Cantonese. Although the textbooks and exams were in English, much of the actual teaching was done in Cantonese and a great deal of class time was spent in translating English textbooks into Chinese. Instruction was actually in mixed code or Cantonese.

However, many parents still preferred English-medium secondary schools.

## 2.2. Linguistic Features of Hong Kong English

From a linguistic perspective, previous studies have pointed to the distinct linguistic features of Hong Kong English (HKE) particularly in phonology (Hung, 2000; Setter and Jane, 2008; Sewell and Chan 2010; Chan, 2014a). HKE's features involve not only the phonological unique but also a set of lexical, syntactic features.

### 2.2.1. The Features of Hong Kong English at the Phonological Level

#### (1) Vowel sound

1) The vowel sounds in received pronunciation (RP) / i: / and / ɪ / are both sounded as / ɪ / in HKE.

e.g. heat / hi:t / → / hɪt /      hit / hɪt /

2) The vowel sounds in RP / e / and / æ / are both sounded as / e / in HKE.

e.g. had / hæd / → / hed /      head / hed /

3) The vowel sounds in RP / u: / and / u / are both sounded as / u / in HKE.

e.g. hoot / hu:t / → / hut /      hood / hud /

4) the vowel sounds in RP / ɔ: / and / ɒ / are both sounded as / ɔ / in HKE.

e.g. caught / kɔ:t / → / kɒt /      cot / kɒt /

#### (2) Consonant

##### 1) Fricatives

The most noticeable feature of fricative in HKE is all fricatives are voiceless for most HKE speakers. (Hung, 2000)

e.g. / z / → / s /

seal / si:l /    zeal / zi:l / → / si:l /

race / reɪs /    raze / reɪz / → / reɪs /

/ ʃ / → / ʒ /

pressure / 'preʃə / → / 'plɛʃə /      pleasure / 'pleɪʃə /

/ v / → / w / or / f /

advertise / 'ædvɜ:tɪz / → / 'ædwɜ:tɪz /

leave / li:v / → / li:f /

2) / l / vs. / r / and / l / vs. / n /

The interchange of / l / and / r / sound in HKE is not uncommon. (Deterding, 2008)

e.g. crowded / 'kraʊdɪd / → / 'klaʊdɪd /

tomorrow / tə'mɒrəʊ / → / tə'mɒləʊ /

fly / flaɪ / → / fraɪ /

According to Bolton (2002), / l / and / n / are in free variation in the syllable onset in HKE, in which the use of / l / in place of / n / is more common than the inverse.

e.g. net / net / → / let /      let / let / → / net /

This phenomenon also can be seen when they speak Mandarin 牛奶 (niú nǎi) (milk) as 'liú lǎi'. It is most likely that Cantonese speakers struggle to distinguish between the / l / and / n / sounds.

##### 3) / th / sound

In Hong Kong English, there are distinct pronunciations for voiceless / th / and voiced / th /. Voiceless / th / is commonly pronounced as / f /. These pronunciation patterns reflect the influence of Cantonese, where similar sounds exist. It is important to note that not all Hong Kong English speakers exhibit these pronunciations, but they represent common tendencies in the local accent.

e.g. three / θri: / → / fri: /      thin / θɪn / → / fin /

though / ðəʊ / → / dou /      that / ðæt / → / dæt /

##### (3) Speech features

According to Appel and Muysken (1987), code-mixing refers to the switches at the lexical level within a sentence,

while code-switching means the switches between phrases or sentences across sentences. Because their English competence is inadequate to allow them to switch sentences between languages, people who are not highly proficient in the language generally use code-mixing more often than code-switching in their speech. So they tend to mix English words in Cantonese speech (using Cantonese with English words mixed in). (Liao, 2019)

e.g. 我今日要去晒 film。 (I want to develop the photo today.)

这个 project 的 schedule 有些问题。 (There is something wrong with this project's schedule.)

Poon (2010) said that the language used in Hong Kong is shifting from both/ either the pure Cantonese and/ or English to a blend of these two languages in a unique form of Cantonese with English-based lexis.

In spoken Hong Kong English (HKE), there is a common response to negatively phrased questions. For example, when an invigilator asks, 'James, you're not cheating, are you?' the student might respond with 'Yes' which actually means 'You're right. I'm not cheating.' This usage reflects a linguistic nuance in HKE where affirming a negative question implies agreement with the statement being negated.

### 2.2.2. The Features of Hong Kong English at the Lexical Level

A significant portion of the English vocabulary used in Hong Kong has local characteristics. Most of these words are borrowed or translated from Cantonese and Mandarin. The rest are divided into three types: words borrowed from other languages; words created to express unique local and cultural information; and English words that have changed their original meaning or usage.

#### 1) Words borrowed from Cantonese and Mandarin

a) Borrowing also affords a rich source of HKE words

cha siu (a type of bar-becued pork)

cheongsam (a type of dress)

gwai lo (foreign devil)

Expressions in HKE that derive directly from Cantonese

'return back' ( waan4 faan )

'no matter you pursue...' ( mou4 leon6 )

'laziness is my largest enemy' ( zeoi3 daai6 ge3 dik6 jan4 )

b) Compound words: words of specific cultural importance  
two key words: dragon, temple

dragon:

dragon boat    dragon dance    dragon pot    dragon cup

temple:

temple bell    temple altar    temple festival    temple priest

c) Words borrowed from other languages

amah: a woman employed by a family to clean, care for children, etc. (From Portuguese)

nullah: a dry river bed or ravine (From Indian)

shroff: a banker or money changer (especially for government office) (From Arabic)

2) Words created to express unique local and cultural information

MTR (the Mass Transit Railway) 香港地铁

Basic Law 基本法

IIs (illegal immigrants) 非法移民

3) English words that have changed their original meaning or usage.

Many English words have changed in meaning or usage when used in Hong Kong as a result of cultural differences between the East and the West. (Wang, 1999).

e.g. dragon: In European mythology, 'dragon' is vicious and scary. In Chinese mythology, however, dragons are benevolent and respected. Hong Kong people see themselves as the descendants of the dragon, as do mainland Chinese. In addition, Hong Kong people refer to South Korea, Singapore, Taiwan province and the Hong Kong Special Administrative Region itself as the Four Little Dragons for their rapid economic development.

### 2.2.3. The Features of Hong Kong English at the Syntactic Level

Syntactic features are the habitual, representative deviations from the basic rules of grammar that most Hong Kong people use in English. Among these studies, Platt's (1982) study is relatively systematic and pioneering. Therefore, we will mainly refer to Platt's results here. It should also be noted that most of the features listed below are due to the influence of Cantonese.

(1) Omitting articles like 'the' and 'a'

e.g. He printed (a) picture.

Most of (the) plants were giant plants.

(2) No use of contractions

e.g. are not, can not, do not...

(3) Omitting -ed and -ing in adjectives

e.g. He is charm; I feel bore. (×)

→ He is charming; I feel bored.

(4) No relative clauses

e.g. The heat (which) came from the earth would make the mud become rock.

(5) Lack of subject-verb agreement.

e.g. (I) help produce mucous.

(6) Non-tense-marking in certain contexts

e.g. Luckily I am now a university student. I decide not to join the activities I am interested in.

(7) Failure to use the passive or pseudo passives

e.g. In the Reading Section, it (is) divided into three parts...

(8) Intransitive passives

e.g. That accident was happened at 6 p.m. (×)

→ That accident happened at 6 p.m.

## 2.3. Language Planning, Policy and the Status of Hong Kong English

The specific history of Hong Kong has helped determine the space allocated to the English language in the current language hierarchy of what is now the Hong Kong Special Administrative Region (HKSAR), as well as the language policies that had recently been formulated by the Hong Kong Government (Bolton, 2000).

Language planning and policy play crucial roles in shaping the status of Hong Kong English. Because Hong Kong was colonized by the British, English was established as an official language alongside Chinese under British administration. However, after the transfer of sovereignty over Hong Kong to China in 1997, the status of English underwent some changes. Today, English is recognized as one of the official languages of Hong Kong, along with Chinese (both Cantonese and Mandarin). While Cantonese remains the primary language of daily communication, English remains important in various areas such as business, education and the legal system. In 1987, Thus Fu said that 98 percent of the population speaking Chinese at home, thus English remained more of a foreign language than a second language for the majority of people. Since July 1997, Cantonese had been primarily utilized by the Provisional Legislative Council for its proceedings. The government had

made efforts since the early 1990s to offer training courses in Putonghua for civil servants in Hong Kong. However, currently, Cantonese continued to be the dominant variety in this area, rather than Putonghua. Similar transformations have occurred within the legal system of Hong Kong. Starting from 1986 with 'the Bilingual Laws Project,' a significant portion of the written laws in Hong Kong had been translated into Chinese. Amendments to the Official Languages Ordinance between the late 1980s and mid-1990s expanded the use of spoken Chinese in the higher courts. In December 1995, the first civil High Court case was conducted in Putonghua, and in August 1997, the initial criminal case was heard in Cantonese in the High Court (Cheung, 1997).

The language planning and policy initiatives in Hong Kong had aimed to promote bilingualism and biliteracy among its citizens. Efforts had been made to enhance English proficiency through the education system, with English being taught as a core subject in schools. The government had also encouraged the use of English in official documents, signs, and public announcements. However, there had been debates and discussions regarding the balance between English and Chinese language use, particularly in domains like education and government administration.

The status of Hong Kong English itself is also complex. It is considered a non-native variety of English, influenced by the local Cantonese language and culture. While it has its own distinct features, Hong Kong English is not widely recognized as a separate variety within the global English-speaking community. Its status is often seen as a regional variant or a form of English as a Second Language (ESL).

In conclusion, language planning and policy in Hong Kong have aimed to maintain the importance of English alongside Chinese, promoting bilingualism and biliteracy. While the status of Hong Kong English is complex, it continues to play a significant role in various domains and serves as an important marker of identity and social status in the multicultural and globalized context of Hong Kong.

## 3. Overview of China English

### 3.1. The Origin of China English

China English is a distinct variety of English that has emerged in mainland China as a result of historical, sociocultural, and linguistic influences. It reflects the unique adaptation and blending of English with the local languages and cultures present in China. It should be noted that China English is different from Chinglish. Chinglish is the non-standardized English with obvious defects that appears in English communication by Chinese English learners who are disturbed and influenced by their mother tongue thinking. (Zhou, 2020).

The history of China English can be traced back to the early contacts between China and the Western world, primarily through trade and missionary activities. In 1637, the first contact between English speakers and Chinese occurred when the British expeditionary mission arrived in Macau and Canton. A century later, 'Chinese Pidgin English' developed as a lingua franca between natives and foreigners on the coast of South China. This growth and diffusion of Chinese Pidgin English were enhanced by its extensive usability. In 1862, the Treaty of Tientsin opened many other places to Western interests, leading to the establishment of schools by Western missionaries where English was either formally taught or adopted as a medium of instruction. During this period,

English served as a means of communication between the Chinese and the foreigners, particularly in port cities such as Shanghai, Guangzhou, and Hong Kong.

However, in 1949, with the establishment of the People's Republic of China, English disappeared from the school curriculum, and Russian became the main foreign language. During the early period, schools and colleges established by missionaries, similar to those in Hong Kong, primarily focused on teaching Chinese language, literature, and philosophy. However, it was not until the late 20th century, with China's opening up to the global economy and the reform and modernization policies initiated by Deng Xiaoping, that English gained significant prominence in China. As China became increasingly involved in international trade, business, and tourism, English emerged as a vital tool for communication and a symbol of social status and upward mobility.

## 3.2. Linguistic Features of China English

### 3.2.1. The Features of China English at the Phonological Level

According to Jiang Yajun (1995), he observed the following sound variations as the features for many Chinese people to speak English:

(1) China English learners sometimes add a final /ə/ to the words ending with consonants.

e.g. not /nɑ:t/ → /nɑ:tə/      sad /sæd/ → /sædə/

(2) Difficulty distinguishing short vowels from their corresponding long vowels, often lengthening short vowels and making them corresponding long vowels.

e.g. i → i:

this /ðɪs/ → /ðɪ:s/      kid /kɪd/ → /kɪ:d/

u → u:

book /buk/ → /bu:k/      look /luk/ → /lu:k/

(3) Voiced /ð/ and voiceless /θ/ are usually pronounced as voiced /z/ and voiceless /s/ respectively.

e.g. that /ðæt/ → /zæt/      mother /'mʌðər/ → /'mʌzər/

thick /θɪk/ → /sɪk/      thin /θɪn/ → /sɪn/

(4) In many areas in China, people do not distinguish between /l/ and /n/, the lateral and the alveolar nasal. In their dialects, these two sounds are not two phonemes, but allophones of one phoneme.

e.g. night / light      nap / lap

### 3.2.2. The Features of China English at the Lexical Level

The vocabulary of 'China English' is characterized by the large number of borrowed words from Chinese borrowings that have entered the English vocabulary, which is also a strong evidence of the existence of China English (Shen, 2008). A large number of English words or expressions have been created to express cultural and social phenomena with Chinese characteristics. In general, Chinese loanwords are divided into two categories, one from transliteration and one from loan translation.

Transliteration of Chinese words provides a rich source of words for CE. For example, pinyin (the romanised script for Chinese characters), Putonghua (Modern Standard Chinese), yamen (feudal administrative office), dazibao (big character poster), tai chi (physical exercise like shadow-boxing), feng shui (architectural tenets, literally wind water).

Loan translation from Chinese into English, directly capturing Chinese cultural concepts, offer a valuable resource for vocabulary. Cannon (1988) collected forty-nine Chinese borrowings in his article Chinese Borrowings in English. For instance, expressions like 'running dogs (走狗)' and 'paper

tiger (纸老虎)' provide vivid imagery. Similarly, phrases like 'four modernisations (四个现代化)' and 'one country, two systems (一国两制)' represent important ideas. Moreover, certain metaphors, when directly translated, convey unique meanings, such as 'a flowered pillowcase (describing someone good-looking but useless)' and 'you can't squeeze fat out of a skeleton' (equivalent to 'you can't get blood out of a stone').

Additionally, nativized English words are common and often undergo semantic shifts. For instance, the English term 'poker' has transformed into 'pu-ke' to refer to card games in general.

### 3.2.3. The Features of China English at the Syntax Level

The syntactic characteristics of 'China English' are mainly influenced by the structure of Chinese sentences and the Chinese way of thinking.

#### (1) Hypotaxis and parataxis

The difference between Chinese and English is that Chinese is a parataxic language, while English is a hypotactic one. 'Hypotaxis' refers to the organization of sentences by grammatical relations, while 'parataxis' emphasizes the organization of sentences by logic relations. For example, 'I stayed at home because it was raining, and I didn't want to get wet.' This sentence refers to hypotaxis, while 'It was raining, I stayed at home, I didn't want to get wet' refers to parataxis.

Therefore, Chinese sentences are concise and clear, but English sentences are well-structured. Chinese uses some shortened sentence structures to make sentences simpler. (Chen, 1998). The following are other examples:

1) Safety is first and prevention is most.

Chinese version: 安全第一, 预防为主。

2) The higher authorities have policies and the localities have their counter-measures.

Chinese version: 上有政策, 下有对策。

(2) The thinking model and linear sequence

The variation in sentence structure between Chinese and English fully reflects the ways in which Chinese and English think differently. (Jia, 1990).

1) The English thinking sequence reflecting actual elements is:

the subject of action → the action of subject → the object of action → the various marks of action

Shown in English linear sequence is:

subject → predicate → object → various adverbials

e.g. Tom /played/ a basketball game/ yesterday.

And the Chinese thinking sequence reflecting actual elements is:

the subject of action → the mark of action → the action of subject → the object of action

or the mark of action → the subject of action → the action of subject → the object of action

Shown in Chinese linear sequence is:

subject → adverbial → predicate → object or

adverbial → subject → predicate → object

e.g. (CE) Yesterday/ Tom /played/ a basketball game. 汤姆/昨天/打了一场篮球赛。

2) China English tends to long beginning (open head) while standard English tends to long ending (open end).

e.g. Crying over split milk is no use.

(CE) There is no use crying over split milk.

3) Humans did not fully comprehend some natural events in the past. Because of this, the vague pronoun 'it' has taken their place in many English sentences as an empty subject.

But Chinese does not have this kind of pronoun. China English often uses the true subject instead of the formal subject. (Yan, 2004)

e.g. It struck seven o'clock.

(CE) The clock struck seven.

It is Sunday today.

(CE) Today is Sunday.

4) There are more active sentences than more passive sentences in China English.

e.g. Some people told me that you lost the game.

(CE) I was told that you lost the game.

### 3.2.4. The Features of China English at the Discourse Level

The study of 'China English' at the discourse level is one of the weakest aspects of the study of China English. (Du Ruiqing, 2001) The development of China English at the discourse level aims at successful mutual understanding between Chinese people and other English-speaking people, but Chinese cultural peculiarities should be reserved. There is a clear distinction between Chinese culture and any other nation's culture. According to Kaplan (1966), the rhetorical pattern of English is linear, while the rhetorical pattern of Chinese is curvilinear. Therefore, Chinese learners of English tend to express themselves indirectly and euphemistically. The writings of the Chinese writer Ha Jin, who lived in the United States, he wrote about life in China from the point of view of a Chinese person and used a distinctive type of English in which to do this. He can thus be considered a Chinese writer who writes in a China English vernacular rather than as a new breed of American writer.

The following paragraphs show how Ha Jin used English and how the key Chinese cultural value of *guanxi* (influence gained from interpersonal relationships) is realized through his writing.

Director Liao was going to leave the hospital in two days. He was grateful to the couple and even said they had treated him better than his family.

On Tuesday afternoon he had the head nurse called in. He said, 'Nimei, I can't thank you enough!'

'It's my job. Please don't mention it.'

'I've told the hospital's leaders that they should elect you a model nurse this year. Is there anything I can do for you?'

'No, I don't need anything,' she said. Jiang Bing and I are very happy that you've recovered so soon.'

'Ah yes, how about Young Jiang? Can I do something for him?'

She pretended to think for a minute. 'Well, maybe. He's worked in the same office for almost ten years. He may want a change. But don't tell him I said this or he'll be mad at me.'

'I won't say a word. Do you think he wants to leave the hospital?'

'No, he likes it here. Just moving him to another office would be enough.'

When Director Liao promised to use his power to support Nimei, the head nurse, by recommending her to the hospital's leader as a model nurse, the concept of '*guanxi*' became clear. His intention to repay her kindness can be seen in this act, which also emphasized the significance of '*guanxi*' in Chinese culture, which placed a great emphasis on connections and relationships. In response, Nimei refused his propose, saying that it was just her responsibility and that she was glad Director Liao was recovered. However, she subtly hinted that her colleague Jiang Bing might be open to a change in his work environment after ten years in the same

office. This reflected the subtlety and tact often associated with '*guanxi*', as Nimei cautiously suggested a potential favor while also considering Jiang Bing's preferences and avoiding potential conflict.

## 4. The Similarities and Differences between Hong Kong English and China English

### 4.1. The Similarities between Hong Kong English and China English

Hong Kong English and China English share several similarities in their development, influenced by historical background, lexical borrowings, and sociocultural significance.

One of the significant similarities between Hong Kong English and China English lies in their historical background. Hong Kong's status as being colonized by British has played a crucial role in shaping the development of Hong Kong English. The long-term exposure to English language and culture during that period has left a lasting impact on the linguistic features of Hong Kong English. Similarly, China's historical contacts with the Western world, including periods of colonization and trade, have contributed to the emergence of China English. The presence of foreign traders, missionaries, and colonial powers in China facilitated the introduction and development of English in the region.

Another shared aspect is the incorporation of vocabulary from local languages. Both Hong Kong English and China English exhibit a significant influence from their respective local languages, reflecting the linguistic and cultural diversity of their regions. Hong Kong English, in particular, demonstrates a strong influence from Cantonese, the predominant Chinese dialect spoken in Hong Kong. This influence is evident in the presence of loanwords, code-switching, and calques that reflect the local linguistic and cultural contexts of Hong Kong. Similarly, China English incorporates elements from various Chinese languages, reflecting the diverse linguistic landscape of mainland China.

Moreover, both Hong Kong English and China English hold sociocultural significance in their respective regions. Proficiency in English is highly valued in both Hong Kong and mainland China as it is associated with educational attainment and international connections. Mastery of English is often seen as a symbol of status and offers advantages in various domains, including business, education. In both regions, English serves as a medium for communication in international contexts and is considered a vital skill for personal and professional growth.

### 4.2. The Differences between Hong Kong English and China English

Hong Kong English and China English demonstrate differences in their linguistic features, cultural influences, and language policies.

Hong Kong English and China English exhibit notable differences in their linguistic characteristics. Hong Kong English, influenced by Cantonese, displays unique phonological features, including distinctive accents and pronunciation patterns. The influence of Cantonese on Hong Kong English pronunciation can be observed in the way certain sounds are pronounced, such as the substitution of /w/ with /t/ or /d/ /f/ with /th/. On the other hand, China English

may display phonological variations influenced by the phonetic systems of different Chinese languages. These variations can affect the pronunciation of English sounds, tones, and intonation patterns. The tones of Chinese languages may influence the intonation of spoken English.

Grammatically, Hong Kong English and China English also differ. Hong Kong English may exhibit variations in word order, the use of articles, and other syntactic patterns influenced by Cantonese grammar. For instance, the omission of articles or the use of topic-comment structures can be observed. In contrast, China English may show tendencies to favor certain grammatical constructions that align with Chinese linguistic norms.

The cultural influences on Hong Kong English and China English differ due to their distinct sociopolitical contexts. Hong Kong English reflects the impact of the blend of Western and Chinese cultures. It incorporates British English norms and expressions specific to Hong Kong's local context. The use of Hong Kong-specific vocabulary, such as 'Hong Kong foot' or 'Octopus', reflects the cultural influences of the city. China English, on the other hand, is influenced by the sociocultural norms and values of mainland China, as well as the ongoing globalization processes in the country. It reflects the interplay between Chinese language and culture with English in a rapidly changing sociolinguistic landscape.

The language policies in Hong Kong and mainland China contribute to the differences between Hong Kong English and China English. In Hong Kong, English remains one of the official languages, alongside Cantonese. This language policy provides a supportive environment for the maintenance and development of Hong Kong English. In mainland China, English is taught as a compulsory subject in schools, reflecting the country's emphasis on English language education. English language proficiency is seen as essential for academic success and future career prospects. The language policy in mainland China creates a different linguistic environment for the development of China English, as it is more influenced by formal English education and standardized English norms.

In conclusion, Hong Kong English and China English, while sharing historical connections and certain linguistic similarities, exhibit notable differences due to their unique sociolinguistic environments. Understanding the similarities and differences between Hong Kong English and China English contributes to a deeper understanding of language variation and our country.

## 5. Conclusion

Hong Kong English and China English are two distinct varieties of English that have emerged in East Asia, influenced by the sociocultural, historical, and linguistic factors present in their respective regions.

This paper systematically summarizes the characteristics of Hong Kong English and China English in terms of their historical background and linguistic features. Both languages evolved as a result of historical, sociocultural and linguistic factors specific to their respective regions. Hong Kong English was formed as a result of the historical influence of the former British colonial rule, while China English reflects the interaction between China and the Western world. The influence of Cantonese, a local Chinese dialect, is evident in the phonological and lexical features of Hong Kong English. With the opening of China to the global economy and the implementation of reform policies, English has gained

prominence as a tool for international communication and social mobility. China English exhibits unique linguistic characteristics that are influenced by the diverse linguistic landscape of mainland China and national sociocultural norms. While Hong Kong English and China English share similarities, such as their historical backgrounds and absorption of local language vocabulary, they also exhibit differences in linguistic features, cultural influences, and language policies.

The study of Hong Kong English and China English has also shed light on education in China. According to Li Shaohua and Wang Wanping (2002), the internationalization of English also meant localization, and English must face the Chinese national conditions if it was to be continuously spread and developed in China. Firstly, Hong Kong English and China English, as non-native languages that Chinese students are exposed to, have an impact on their English learning and language development. Students may be influenced by these two variants of English in their learning and use of English, which may lead to some specific errors or variants in pronunciation and grammar that need to be identified and corrected by teachers and students themselves. Secondly, the presence of Hong Kong English and China English also brings some rich and diverse resources to English language teaching. Teachers can use the linguistic features and examples of Hong Kong and China English to help students better understand and apply their knowledge of English. By introducing teaching materials and texts in these English variants, students can increase their awareness of English diversity and language variants and develop their cross-cultural communication skills.

English teaching in China should be integrated with the social life of China, only in this way can Chinese people grasp the golden key to the world. In teaching English culture, teachers should combine English and Chinese, and adopt the attitude of comparing Chinese and Western cultures, so that students can understand the national conditions and spread Chinese civilization and strengthen their patriotic feelings. In the selection of teaching materials, the principle of diversity should be adopted, not only limited to the introduction of British and American cultural background (He, 2015). In addition to Hong Kong English and China English, there are variants of English used by other regions and social groups. Therefore, teaching and learning English in a diverse manner should be emphasized in education, including understanding and respecting different English variants and language conventions.

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