

# *Contexts of English-in-education Policy and Practice in Postcolonial Hong Kong*

Angel M. Y. LIN  
*The Chinese University of Hong Kong*

*In this article, debates revolving around the global spread of English, linguistic imperialism, World Englishes, and the theories of postcolonial performativity in postcolonial Hong Kong are critically discussed. Is English a cultural imperialistic tool of the West, or is English being increasingly hybridized and used for their own daily purposes by many Asian and Southeast Asian peoples? How is language policy and planning (LPP) related to the creation of social and educational (in)equalities? This article will discuss the above issues and conclude with the proposal that English-in-education policy and practice in many postcolonial Asian contexts need to go beyond linguistic purism and explore the viability of bilingual pedagogies.*