

<b>Subject Code</b>	ENGL3040
<b>Subject Title</b>	Language Matters: Navigating Social Issues through Linguistic Inquiry
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite / Exclusion</b>	None
<b>Objectives</b>	<p>This subject aims to teach students to reflect on the role of linguistic knowledge in everyday situations. Specifically, it will focus on the application of linguistic knowledge to solving individual and societal issues through projects that involve exploring participants' communities, identifying an issue to study in detail, and presenting a solution. Integral to this subject are the critical thinking skills that are required to go beyond superficial appearances.</p> <p>This will be a virtual subject shared with students from a university abroad. Projects will be developed in collaboration with students from that university, introducing both sets of students to a diverse range of social issues and developing an understanding of these from an international perspective.</p> <p>Students will learn to work in autonomous groups and to produce and present results virtually in a cohesive and concise manner to an international audience.</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. Master key concepts in applied linguistics;</li> <li>b. carry out a critical analysis of language in society, and reflect and generalize from their findings;</li> <li>c. develop analytical tools for critically evaluating individual and social issues relating to language;</li> <li>d. understand the role played by language, in the issue of their choosing, in their own and the country's communities;</li> <li>e. develop the necessary skills to contact and interact professionals in their own community and gather knowledge from them.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>f. develop and use strategies for learning autonomously and collaboratively;</li> <li>g. develop skills to communicate autonomously and collaboratively in a range of media with a range of interlocutors;</li> <li>h. learn to think out of the box and creatively to generate new ideas to exiting issues.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>Students will be able to range their own topic (and teach others about it) from the following list. Other topics will also be possible if approved by the teachers.</p> <ol style="list-style-type: none"> <li>1. The notion of an international language;</li> <li>2. The notion of the native speaker;</li> <li>3. Teaching and learning languages in various contexts;</li> <li>4. Language and sign language rehabilitation, helping all to speak or communicate;</li> <li>5. Interpreting and translation;</li> <li>6. Language variation, including social and geographical variation;</li> <li>7. Languages in contact, including pidginisation and creolisation;</li> <li>8. Language planning: status, corpus, acquisition;</li> <li>9. Language and identity, including gender and cultural identity;</li> <li>10. Language change;</li> <li>11. Style, context and register;</li> <li>12. Language attitudes;</li> <li>13. Language in the metaverse.</li> </ol>
<p><b>Teaching/ Learning Methodology</b></p>	<p>Learning will take place through the work carried out by the students who will work in groups throughout the semester.</p> <p>The pedagogical approach will be based on a three step Design Thinking pedagogical programme, called ECO (Explore, Create, Offer):</p> <p><b>1. Explore:</b> Initially, weeks 1-6, lectures and seminars will be spent exploring and evaluating language issues affecting Hong Kong and the other country's communities and developing ideas that could be turned into a project. Students will be expected to do this autonomously (with the teachers' guidance whenever required), and to keep an individual diary of their progress. In week 7, students will present their findings, including a topic to develop further. These presentations will be evaluated by the teacher and other students. Together with the presentation, students will hand in a portfolio describing their explorations.</p> <p><b>2. Create:</b> In weeks 8-13, students will focus on one topic, developing it in depth and comparing the situation between HK and the foreign country. They will identify the various factors affecting the issue and begin to brainstorm potential solution to that issue. During this stage (if not before) students are expected to identify their communities' stakeholders and contact them to truly understand their situation. Lecture and seminar time will provide a common virtual place to plan and discuss in teams.</p> <p><b>3. Offer</b></p>



<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures (virtual)	26 Hrs.
	▪ Seminars (virtual)	13 Hrs.
	Other student study effort:	
	▪ Private study	29 Hrs.
	▪ Take-home assignments	58 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b>Sources of ideas:</b></p> <p>Brenzinger, M. (ed.). (2007). <i>Language diversity endangered</i>. Berlin and New York: Mouton de Gruyter.</p> <p>Chambers, J.K. (2003). <i>Sociolinguistic theory: Linguistic variation and its social significance</i> (2<sup>nd</sup> edition). Oxford: Blackwell.</p> <p>Coulmas, F. (2005). <i>Sociolinguistics: The study of speakers' choices</i>. Cambridge/New York: Blackwell.</p> <p>Duchêne, A., Moyer, M., &amp; Roberts, C. (Eds.). (2013). <i>Language, migration and social inequalities: A critical sociolinguistic perspective on institutions and work</i> (Vol. 2). Multilingual Matters.</p> <p>Duff, P. (2008). <i>Case study research in applied linguistics</i>. New York: Lawrence Erlbaum Associates.</p> <p>Fairclough, N. (2013). <i>Language and power</i>. Routledge.</p> <p>Freire, P., &amp; Macedo, D. (2005). <i>Literacy: Reading the word and the world</i>. Routledge.</p> <p>García, O., Flores, N., &amp; Spotti, M. (Eds.). (2017). <i>The Oxford handbook of language and society</i>. Oxford University Press.</p> <p>Maurais, J. and Morris, M.A. (2003). <i>Languages in a globalising world</i>. Cambridge: Cambridge University Press.</p> <p>Montgomery, M. (2008). <i>An introduction to language and society</i>. London/New York: Routledge.</p> <p>Romaine, S. (2000). <i>Language in society: An introduction to sociolinguistics</i>. Oxford: Oxford University Press.</p> <p>Trudgill, P. (2000). <i>Sociolinguistics: An introduction to language and society</i>. Harmondsworth: Penguin.</p> <p>Wardhaugh, R., &amp; Fuller, J. M. (2021). <i>An introduction to sociolinguistics</i>. John Wiley &amp; Sons.</p> <p><b>Practical guides:</b></p> <p>Holmes, J., &amp; Hazen, K. (2013). <i>Research methods in sociolinguistics: a practical guide</i> (Vol. 5). Somerset: Wiley.</p> <p>Schilling, N. (2013). <i>Sociolinguistic Fieldwork</i>. New York: Cambridge University Press. <a href="https://doi.org/10.1017/CBO9780511980541">https://doi.org/10.1017/CBO9780511980541</a></p>	