Subject Code	ENGL2016
Subject Title	Language in Social Contexts
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This core proficiency subject develops English language and communication skills while introducing students to the core issues about the social dimensions of language. In particular, the course explores answers to the following question: how does language affect society and, in reverse, how does society affect language? The subject canvasses some of the main themes in contemporary sociolinguistics, especially multilingualism in society, English as a world language, and language variation as it concerns dialects, gender, and speech communities. This subject enables students to develop the English language and communication skills needed to understand and produce autonomous, academic discourses – both in written and spoken forms – that will serve them as students of the Faculty of Humanities.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. practice their literacy skills by reading relevant academic texts and writing reflections on these texts. b. communicate effectively in academic discussions, group work, and presentations relevant to the humanities. c. apply key sociolinguistic concepts to develop reasoning and argumentation skills. d. reflect critically on their own language and communication development. e. identify, analyse, and discuss key themes and issues in contemporary sociolinguistics. f. show aptitude for independent and collaborative critical thinking. **Category B: Attributes for all-roundedness** g. work creatively, both independently and as a member of a team. h. demonstrate a global outlook and an awareness of cultural diversity as it relates to language in society. i. develop the ability to appreciate and analyse ambiguous real-life situations with nuance and intellectual flexibility.

Subject Synopsis/ Indicative Syllabus	1. Domains of language use. 2. Code choice, diglossia, code-switching/code-mixing. 3. Languages vs. dialects, including regional and social dialects. 4. Style and register: addressee as an influence on style (special focus on speech accommodation theory). 5. Speech communities. 6. Linguistic varieties and multilingual nations: vernacular vs. standard languages, world Englishes, lingua francas, pidgins, and creoles. 7. Attitudes towards varieties of English: overt vs. covert prestige, standard vs. vernacular forms. 8. Introduction to language and gender.
Teaching/ Learning Methodology	Teaching and learning is oriented toward developing students' academic English language and communication skills, with contemporary sociolinguistics as the topic of inquiry. In this way, ENGL2016 functions according to the tenets of a content-based proficiency course. The lectures are supported by the guided reading of a course book which introduces students to core issues by discussing seminal sociolinguistic research. Students are expected to engage with and discuss assigned readings from the course book throughout the semester; moreover, further exploration of these topics takes place through written and oral discussion. During the seminar portion of the subject, students apply their understanding of new concepts and ideas learned in class while practicing their language and communication skills. Through guided advancement of language and communication skills in a sheltered classroom setting, this subject trains students to engage with academic literature that is relevant to the humanities. As students' language and communication skills will improve at a faster rate through frequent deployment of these skills, active participation is required and reflected in the overall assessment.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								
			a	b	c	d	e	f	g	h	i

Assessment	%									
1. Midterm test	35%			✓		✓	✓	✓	✓	✓
2. Final Assessment	50%	✓		✓	✓	✓		✓	✓	✓
3. Class Participation	15%	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	100 %									

Assessment for the subject is oriented towards developing and examining the students' language and communication skills for the humanities.
The mid-term test assesses students' comprehension of the key sociolinguistic concepts covered so far on the course.

The final assessment also measures students' understanding of core concepts in sociolinguistics, along with their ability to use precise judgement and clear expression when applying them to detailed language use scenarios.

Oral communication and other forms of written communication are assessed via the class participation grade, which includes a variety of interactive tasks such as group discussions and reflective writing activities.

These activities and assessments contribute, in an integrated manner, to the fulfillment of the subject's intended learning outcomes and the language and communication requirements. Moreover, they provide the foundation for students' long-term development of higher-order thinking skills and written expression that will allow them to participate more fully in future subjects in the Faculty of Humanities.

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	

	▪ Class preparation (including reading)	44 Hrs.
	▪ Assessment preparation	40 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	**Recommended Reading List** Holmes, J. and Wilson, N. (2017). *An Introduction to Sociolinguistics* (5th edition). London, U.K.: Taylor and Francis. **Indicative in-class resources** Albury, N., Eisenchlas, S. & Schalley, A. (2018, February 21). Cultural heritage is a child's right, so let's celebrate International Mother Language Day. http://www.abc.net.au/news/2018-02-20/let-children-speak-the-languages-of-their-ancestors/9446860?section=analysis Eades, D. (2012). The social consequences of language ideologies in courtroom cross-examination. *Language in Society, 41*(04), 471-497. Grosjean, F. (2017, July 28). Maybe you are bilingual after all! https://www.swissinfo.ch/eng/opinion_maybe-you-are-bilingual-after-all/43361136 Henry, K-A. (2018, January 28). Saying goodbye to sexist language. https://www.themiamihurricane.com/2018/01/28/saying-goodbye-to-sexist-language/ Hilgendorf, S. K. (2007). English in Germany: contact, spread and attitudes. *World Englishes, 26*(2), 131-148. Pavlenko, A. (2017, April 12). Misunderstanding in the Multilingual Workplace. https://www.psychologytoday.com/blog/life-bilingual/201704/misunderstanding-in-the-multilingual-workplace South China Morning Post. (2018, February 5). English skills are essential for Hong Kong to remain a 'world city'. http://www.scmp.com/comment/letters/article/2132085/english-skills-are-essential-hong-kong-remain-world-city Tsang, G. & Shan, M. O. (2017, August 5). Time to change Hong Kong's language policy so city can succeed. http://www.scmp.com/comment/letters/article/2105454/time-change-hong-kongs-language-policy-so-city-can-succeed

	Wang, X., & Chong, S. L. (2011). A hierarchical model for language maintenance and language shift: focus on the Malaysian Chinese community. *Journal of Multilingual and Multicultural Development, 32*(6), 577-591.

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