

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL3028
Subject Title	Language Policy and Planning: Local and Global Perspectives
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This course trains students in language policy and planning – the how, why and where languages and linguistic diversity in society are managed and planned - as a field of inquiry. It gives a comprehensive overview of contemporary theoretical and methodological approaches to language policy as an activity of authorities, as well as of businesses, local communities and families, with an emphasis on the way people across society become agents in language policy discourses and processes. The course canvasses key foci in language policy and planning including how and why language policy occurs, language policy in the professions, the rights of linguistic minorities, language revitalisation, and ideologies of planning and standardising languages. These themes are supported by case studies of majority and minority languages around the world. The readings and assessment give students flexibility to focus their own language policy interests as an ethnographic bottom up process, and as a sociopolitical phenomenon from the top-down.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. demonstrate familiarity with core theoretical perspectives of language policy and planning as a field of inquiry, b. discuss and explain language policy and planning as political, economic and social practice, c. discuss language policy and planning as an activity of governments, business and local communities, d. explain the different ways language policy affects languages and its speakers drawing on different disciplinary perspectives, <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. reflect critically on the development and dynamics of language policy in their community, f. show leadership in understanding the complexity of language policy in different contemporary societies, g. critically analyse language policy and planning through local-contextualisation.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ul style="list-style-type: none"> • What is language policy and planning, and why should we care? • Macro-level language policy and planning: Governments, language authorities and supranational policy • Meso-level language policy and planning: Educators, businesses and other arbiters • Micro-level language policy and planning: Families and communities • Language rights, migrant languages and Indigenous languages • Methodological diversity in language policy and planning • Case studies as a domain of inquiry

Teaching/Learning Methodology (Note 3)	The subject will be taught through a blend of lectures and interactive seminars where students will engage and discuss course content and apply new skills and theoretical concepts. As individuals, employees, students and family members subject to language policy and planning, students will be trained to critically analyse and theoretically understand the diverse purposes, nature and impacts of language management across society. Students will receive a broad training through theory supplemented by practical macro, meso and micro-level case studies from around the world, involving majority and minority languages in multilingual contexts.																																																					
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1" data-bbox="553 512 1435 873"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Critical online discussions</td> <td>20</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. In-class presentation</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Language policy analysis</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p data-bbox="553 905 1435 1060">The subject is assessed entirely through coursework. Each assessment requires students to apply theories and concepts learned in the course to understand, reflect on and analyse real-life language policy phenomena and its consequences. This is designed to train students to critically analyse the intersection between language policy, society, economy and politics.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Critical online discussions	20	✓	✓			✓	✓	✓	2. In-class presentation	30	✓	✓	✓		✓	✓		3. Language policy analysis	50	✓	✓	✓	✓	✓	✓	✓	Total	100 %							
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Reading List and References	<p data-bbox="553 1381 1435 1472">Students are advised to purchase Ricento, T. (Ed.). (2006). <i>An Introduction to Language Policy: Theory and Method</i>. Malden, MA: Blackwell.</p> <p data-bbox="553 1476 1435 1507">Supplementary readings may include</p> <p data-bbox="553 1512 1435 1570">Albury, N. J. (2017). The power of folk linguistic knowledge in language policy. <i>Language Policy</i>, 16(2):209-228.</p> <p data-bbox="553 1575 1435 1633">Albury, N. J. (2016). National language policy theory: exploring Spolsky's model in the case of Iceland. <i>Language Policy</i>, 15(4):355-372.</p> <p data-bbox="553 1638 1435 1696">Chua, S. K. C. (2010). Singapore's language policy and its globalised concept of bi (tri) lingualism. <i>Current Issues in Language Planning</i>, 11(4), 413-429.</p> <p data-bbox="553 1701 1435 1759">Dubinsky, S., & Davies, W. D. (2013). Language conflict and language rights: The Ainu, Ryūkyūans, and Koreans in Japan. <i>Japan Studies Review</i>, 17, 3-27.</p> <p data-bbox="553 1764 1435 1822">Gill, S. K. (2005). Language policy in Malaysia: Reversing direction. <i>Language Policy</i>, 4(3), 241-260.</p> <p data-bbox="553 1827 1435 1885">Heller, Monica. (2010). The Commodification of Language. <i>Annual Review of Anthropology</i>, 39(1):101-114.</p> <p data-bbox="553 1890 1435 1980">Hornberger, N., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. <i>TESOL Quarterly</i>, 41(3), 509-53.</p> <p data-bbox="553 1984 1435 2039">Johnson, D. C., & Johnson, E. J. (2015). Power and agency in language policy appropriation. <i>Language Policy</i>, 14(3), 221-243.</p>																																																					

	<p>King, K., Fogle, L., & Logan-Terry, A. (2008). Family language policy. <i>Language and Linguistics Compass</i>, 2(5), 907-922.</p> <p>Leeman, J., & Modan, G. (2009). Commodified language in Chinatown: A contextualized approach to linguistic landscape. <i>Journal of Sociolinguistics</i>, 13(3):332-362.</p> <p>Möllering, M. (2016). Australian Language Policy and the Learning and Teaching of Chinese. In <i>Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language</i> (pp. 19-37). Springer Singapore.</p> <p>Piller, I., & Cho, J. (2013). Neoliberalism as language policy. <i>Language in Society</i>, 42(01), 23-44.</p> <p>Riikka, Fredriksson, Wilhelm, Barner-Rasmussen, & Rebecca, Piekkari. (2006). The multinational corporation as a multilingual organization: The notion of a common corporate language. <i>Corporate Communications: An International Journal</i>, 11(4):406-423</p> <p>Ruiz, R. (1984). Orientations in language planning. <i>NABE Journal</i>, 8(2), 15-34.</p> <p>Shohamy, E. (2015). LL research as expanding language and language policy. <i>Linguistic Landscape: An International Journal</i>, 1(1-2), 152-171.</p> <p>Shohamy, E. (2006). Part 1.3 Expanding language policy of <i>Language Policy: Hidden Agendas and New Approaches</i>. Abingdon: Routledge.</p> <p>Skutnabb-Kangas, T. (2000). Linguistic human rights and teachers of English. In J. K. Hall & W. G. Eggington (Eds.), <i>The Sociopolitics of English Language Teaching</i> (pp. 22-44). Clevedon: Multilingual Matters.</p> <p>Spolsky, B. (2003). Chapter 1. <i>Language Policy</i>. Cambridge: Cambridge University Press.</p> <p>Sterzuk, A. (2015). 'The standard remains the same': language standardisation, race and othering in higher education. <i>Journal of Multilingual and Multicultural Development</i>, 36(1), 53-66.</p> <p>Tsui, A. (2017). Language policy and the (re)construction of national identity: The case of Hong Kong. In A. Tsui & J. Tollefson (Eds.) <i>Language policy, culture, and identity in Asian contexts</i> Part 7. New York, Abington: Routledge.</p> <p>Wright, S. (2013) Why isn't EU language policy working? In: Schneider-Wiejowski, Karina, Kellermeier-Rehbein, Birte and Haselhuber, Jakob, eds. <i>Vielfalt, Variation und Stellung der Deutschen Sprache: Diversity, Variation and Status of the German Language</i>. Mouton de Gruyter, Berlin, pp. 259-273.</p>
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Prepared by Nathan Albury, December 2017

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.