Subject Code	ENGL542
Subject Title	Language Development and Use
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject provides, first, opportunities for participants to reflect on the: ● cognitive, psychological and social factors that affect language learning; nature of the learning process, with particular reference to second language learning in Hong Kong; implications of the resulting insights for their own professional practices. The second focus of the subject helps students to: ● identify the major socio-historical factors underlying the development of English as one of the global languages across cultural boundaries; ● examine the changing roles and statuses of English in Hong Kong's colonial and postcolonial transformations; ● appraise Hong Kong's language policy of trilingualism and biliteracy; ● assess current practices in English competence development for social life in post-industrial Hong Kong.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. show an informed understanding of the key concepts in language development (critical age, instructed and naturalistic language acquisition, the language learning process and the language learning environment); b. demonstrate a critical understanding of major theories of second language learning; c. understand the learning process and the factors that might contribute to or inhibit second language development; d. recognize the major theoretical perspectives in sociolinguistics; e. apply these perspectives to analysing English language use in and across a variety of social contexts; f. demonstrate the ability to reflect critically on current English literacy

	development practices in Hong Kong.
Subject Synopsis/ Indicative Syllabus	• Key concepts in psycholinguistics and language development • The processes of first and second language acquisition • The language-learning environment • Age constraints and neural plasticity • Multimodality and multicompetence • Translanguaging • The cognitive benefits of multilingualism • English in Hong Kong and Hong Kong's global identity in English • Policies of trilingualism & biliteracy
Teaching/Learning Methodology	Through lectures , multimedia materials, student-led reflections, and workshops, the course will guide students to achieve the learning outcomes. Teacher input will initiate student-led workshops on a range of topics designed to familiarize students with the relevant academic as well as professional concepts and perspectives. Moreover, this process will enable them to analyze their own positions amid competing parameters.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
		a	b	c	d	e
1. Language-acquisition autobiography	25%	✓	✓	✓		
2. Language instruction intervention video	25%		✓	✓	✓	
3. Term paper	35%	✓	✓	✓	✓	✓
4. Participation	15%	✓	✓	✓	✓	✓
Total	100%					

The language acquisition autobiography provides an opportunity for students to explore fundamental concepts in first and second language development with respect to their own acquisition experiences. The term paper presents a novel language-learning scenario for the students to apply their knowledge of course material to a real-life learning context. The language instruction intervention video allows students to focus on one specific dimension of language acquisition to demonstrate their understanding of the best teaching practice based on the relevant language acquisition principles. By participating in class, students engage with each of the course topics actively, allowing the instructor

	to spend more or less time on a given topic as needed.	
Student Study Effort Required	Class contact:	
	Lecture	39 Hrs.
	Seminar	0 Hrs.
	Other student study effort:	
	Preparation for seminar presentation by studying on-line teacher-provided materials	60 Hrs.
	Other private study	21 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	**Required reading** Bialystok, E. (2011). Reshaping the Mind: The Benefits of Bilingualism. *Canadian Journal of Experimental Psychology* 65 (4), 229-235. Birdsong, D. (2018). Plasticity, variability, and age in second language acquisition and bilingualism. *Frontiers in Psychology* (12 March) https://doi.org/10.3389/fpsyg.2018.00081 Cook, V. and Li Wei (Eds.) (2016). *The Cambridge Handbook of Linguistic Multicompetence* (pp. 1-25). Cambridge: Cambridge University Press. Darvin, R. and Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics* 35, 36-56. De Costa, P., Park, J. and Wee, L. (2016) Language learning as linguistic entrepreneurship: Implications for language education. *Language Policy* 18, 387-406. Gass, S., Behney, J., and Plonsky, L. (2020). *Second language acquisition: An introductory course*. Milton: Taylor and Francis. (Chapters 12 and 15) Li Wei (2018) Translanguaging as a practical theory of language. *Applied linguistics* 39 (1), 9-35. Lightbrown, P. and Spada, N. M. (2021). *How languages are learned* (5th edition). Oxford: Oxford University Press. Ortega, L. (2009). *The linguistic environment*. In *Understanding Second Language Acquisition*. London: Hodder Education. (Chapter 4) **Recommended reading** Brown, H. D. (2007). (5th ed) *Principles of Language Learning and Teaching*. London: Longman.

Carroll, D.W. (2008) *Psychology of Language* (5th ed). Belmont, CA: Thomson.

Ellis, R. (2008). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

Lambelet, A. and Berthele, R. (2015). *Age and foreign language learning in school*. Basingstoke: Palgrave Macmillan

Mitchell, R., Myles, F. and Marsden, E. (2013). *Second language learning theories* (3rd ed). New York: Routledge.

Schneider, E. (2007). *Postcolonial English: Varieties around the World.* Cambridge: Cambridge University Press.

Wei, L. X. (2015) Interlanguage: The abstract level of language acquisition. Lewiston: The Edwin Mellen Press.

Further reading:

Bauer, L. (2002). *An Introduction to International Varieties of English.* Edinburgh: Edinburgh University Press.

Byram, M. (2009). The intercultural speaker and pedagogy of foreign language education. In D.K. Deardorff (Ed.), *The Sage handbook of intercultural competence* (pp. 321–332) Los Angeles, CA: Sage

Bolton, K. (ed.) (2002). *Hong Kong English: Autonomy and Creativity*. Hong Kong: Hong Kong University Press.

Gaskell, M.G. (ed.) (2007). *The Oxford Handbook of Psycholinguistics.* Oxford: Oxford University Press.

Gass, S.M. and A. Mackey (eds.) (2012). *The Routledge Handbook of Second Language Acquisition.* Abingdon: Routledge.

Gass, S. M. and Selinker, L. (2008). *Second Language Acquisition: An introductory course* (3rd ed). New York: Routledge.

Hoff, E. (2009) *Language Development*. Belmont, USA: Wadsworth.

Kirkpatrick, A. (2011). Internationalization or Englishization: Medium of Instruction in Today's Universities. *Working Paper Series No. 2011/003*. HKIEd.

Melchers, G. and Shaw, P. (2011). *World Englishes*. London: Hodder Education.

Evans, S. and Morrison, B. (2011). The student experience of English-medium higher education in Hong Kong. *Language and Education, 25*(2), 147-162.

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