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| Subject Code | ENGL2016 |
| Subject Title | Language in Social Contexts |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite / Co-requisite/ Exclusion | None |
| Objectives | <p>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.</p> |
| Intended Learning Outcomes | <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. 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. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> 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. |

| <p>Subject Synopsis/ Indicative Syllabus</p> | <ol style="list-style-type: none"> 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/ Learning Methodology</p> | <p>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, ENGL2XXX functions according to the tenants of a content-based proficiency course. The lectures are supported by the guided reading of a seminal text in contemporary sociolinguistics that introduces the students to core issues. Students are expected to engage and discuss assigned readings from the textbook throughout the semester; moreover, further exploration of these topics takes place through written and oral discussion.</p> <p>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. Key activities include reading case studies and authentic resources (see indicative in-class resources list) for the purposes of group discussions, group writing tasks, personal reflections, and presentations. The students will produce a series of written texts – both independently and collaboratively – that relate the course content to the students' own sociolinguistic lives. Through guided advancement of language and communication skills in a sheltered classroom setting, this subject trains students to engage in 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1"> <thead> <tr> <th data-bbox="456 1671 685 1843" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="685 1671 846 1843" rowspan="2">% weighting</th> <th colspan="9" data-bbox="846 1671 1425 1776">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="846 1776 902 1843">a</th> <th data-bbox="902 1776 959 1843">b</th> <th data-bbox="959 1776 1016 1843">c</th> <th data-bbox="1016 1776 1073 1843">d</th> <th data-bbox="1073 1776 1130 1843">e</th> <th data-bbox="1130 1776 1187 1843">f</th> <th data-bbox="1187 1776 1243 1843">g</th> <th data-bbox="1243 1776 1300 1843">h</th> <th data-bbox="1300 1776 1357 1843">i</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1843 685 1883"> </td> <td data-bbox="685 1843 846 1883"> </td> <td data-bbox="846 1843 902 1883"> </td> <td data-bbox="902 1843 959 1883"> </td> <td data-bbox="959 1843 1016 1883"> </td> <td data-bbox="1016 1843 1073 1883"> </td> <td data-bbox="1073 1843 1130 1883"> </td> <td data-bbox="1130 1843 1187 1883"> </td> <td data-bbox="1187 1843 1243 1883"> </td> <td data-bbox="1243 1843 1300 1883"> </td> <td data-bbox="1300 1843 1357 1883"> </td> </tr> </tbody> </table> | 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 | | | | | | | | | | | |
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| | 1. Written Reflections (5 x 500 words) | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2. Oral Presentation | 25% | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3. Final Assessment Activity | 20% | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | 4. Class Participation | 15% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Total | 100 % | | | | | | | | | |
| | <p>Assessment for the subject is oriented in developing and examining the students' language and communication skills for the humanities. Oral communication, as well as collaborative engagement and teamwork, is assessed by way of a group presentation. As part of this assignment, students select a specific topic in sociolinguistics, conduct primary and secondary research, and create a well-organised academic presentation. Finally, using the communication skills they have acquired for academic discussions, students present their findings to the class.</p> <p>Academic reading and writings skills are assessed in group and individual work. A second group project tasks students to discuss newly introduced concepts and compose a total of five written reflections (approximately 500 words in length) that apply these concepts to local language phenomena. The final assessment activity measures students' understanding of core concepts in sociolinguistics. In addition, students are evaluated according to their individual levels of class participation</p> <p>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.</p> | | | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | | | | |
| | ▪ Lectures | | | | | | | | | | 26 Hrs. |

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| | <ul style="list-style-type: none"> ▪ Seminars | 13 Hrs. |
| | Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Private study | 60 Hrs. |
| | <ul style="list-style-type: none"> ▪ Take-home assignment (Research and Preparation for the Oral Presentation) | 24 Hrs. |
| | Total student study effort | 123 Hrs. |
| Reading List and References | <p>Recommended Reading List</p> <p>Holmes, J. and Wilson, N. (2017). <i>An Introduction to Sociolinguistics</i> (5th edition). London, U.K.: Taylor and Francis.</p> <p>Indicative in-class resources</p> <p>Albury, N., Eisenclas, 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</p> <p>Eades, D. (2012). The social consequences of language ideologies in courtroom cross-examination. <i>Language in Society</i>, 41(04), 471-497.</p> <p>Grosjean, F. (2017, July 28). Maybe you are bilingual after all! https://www.swissinfo.ch/eng/opinion_maybe-you-are-bilingual-after-all/43361136</p> <p>Henry, K-A. (2018, January 28). Saying goodbye to sexist language. https://www.themiamihurricane.com/2018/01/28/saying-goodbye-to-sexist-language/</p> <p>Hilgendorf, S. K. (2007). English in Germany: contact, spread and attitudes. <i>World Englishes</i>, 26(2), 131-148.</p> <p>Pavlenko, A. (2017, April 12). Misunderstanding in the Multilingual Workplace. https://www.psychologytoday.com/blog/life-bilingual/201704/misunderstanding-in-the-multilingual-workplace</p> <p>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</p> | |

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| | <p>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</p> <p>Wang, X., & Chong, S. L. (2011). A hierarchical model for language maintenance and language shift: focus on the Malaysian Chinese community. <i>Journal of Multilingual and Multicultural Development</i>, 32(6), 577-591.</p> |
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Prepared by Anne Schluter and Nathan Albury, February 2018