

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	ENGL2C07
<b>Subject Title</b>	Loanwords: a kaleidoscope of cultures and languages in contact
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil.
<b>Objectives</b>	The aim of this subject is to enable students to appreciate the cultural diversities embedded in languages through the examination of loanwords found in different languages that are commonly known to students. Through the understanding of why and how languages borrow lexical items from one another, students will be able to appreciate how intricate each language system works and how language contact has enriched each culture. Examples will come from a number of languages but the focus will be on English and Chinese.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  (a) understand the linguistic and cultural backgrounds of why languages have to “borrow” words from other languages (b) understand how loanwords can reveal the phenomenon of language contact between cultures (c) analyse loanwords in terms of their origin, linguistic structure, and history (d) appreciate the rich resources found in loanwords (e) appreciate cultural diversity (f) exercise systematic, critical and creative thinking skills
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<u>Subject Synopsis</u>  This subject will first introduce the concept of loanwords and the cultural and linguistic reasons why language contact will lead to the borrowing of lexical items. Then, the methods of the linguistic analysis of loanwords will highlight the interesting features of loanwords which make them so unique.  Through the many loanword examples from English, Cantonese, Chinese and various other languages, an amazing picture of how cultural and linguistic diversities are integrated through loanwords will be revealed. A deepened understanding and appreciation of different cultures and different languages will be developed.  By actively participating in the systematic analysis of loanwords as an on-going activity in class and as a project assignment, students are required to exercise their own critical thinking skills as well as their creative thinking skills in to achieve an integrated appreciation of inter-language borrowings as shown in the loanword examples which are presented in class and which they themselves have collected for their projects.

	<p><u>Indicative Syllabus</u></p> <ol style="list-style-type: none"> <li>(1) Language and culture; loanwords and cultures</li> <li>(2) Why are words “borrowed”? <ul style="list-style-type: none"> <li>• new lexical items emerged in another culture</li> <li>• technological advancement</li> <li>• convenience</li> <li>• trendiness</li> </ul> </li> <li>(3) Types of lexical borrowing <ul style="list-style-type: none"> <li>• phonetic transliteration</li> <li>• semantic borrowing</li> <li>• calque</li> </ul> </li> <li>(4) English loanwords found in Cantonese and Chinese <ul style="list-style-type: none"> <li>• e.g. the Cantonese word 的士(<i>dik1si2</i>) is a loanword from the English word “taxi”)</li> </ul> </li> <li>(5) Loanwords from other languages found in Chinese <ul style="list-style-type: none"> <li>• e.g. the Chinese word 卡拉OK (<i>kaa1laai1ou1kei1</i>) is a loanword from the Japanese word “karaoke”</li> </ul> </li> <li>(6) Chinese loanwords found in English <ul style="list-style-type: none"> <li>• e.g. the English word “kowitz” is a loanword from the Chinese word 叩頭 (<i>kau3tau4</i>)</li> </ul> </li> <li>(7) Loanwords from other languages found in English <ul style="list-style-type: none"> <li>• e.g. the English word “rendezvous” is a loanword from the French word “rendezvous”</li> <li>• e.g. the Japanese word “tsunami” is a loanword from the Japanese word for “tsunami”</li> </ul> </li> <li>(8) The life-cycle of loanwords: <ul style="list-style-type: none"> <li>• from “foreign word”, to “loanword”, to “full integration”</li> </ul> </li> <li>(9) Cultural fusion through loanwords</li> </ol>																																														
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>The teaching/learning methods involve:</p> <ol style="list-style-type: none"> <li>(a) Interactive lectures – Through interactive lectures, the teacher will elaborate on each of the topics outlined in the subject synopsis given above.</li> <li>(b) Seminar discussion – Controversial and interesting issues related to loanwords will be discussed by students in seminar hours.</li> <li>(c) Group research projects – Students research into topics which focus on issues relevant to the topics outlined in the subject synopsis given above.</li> </ol>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Group project presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group project report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></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	1. Quiz	50%	✓	✓	✓				2. Group project presentation	20%	✓	✓	✓	✓	✓	✓	3. Group project report	30%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>(a) The quiz will check students' understanding of the basic concepts involved in language contact and the analysis of loanwords found in different languages.</p> <p>(b) The group project requires students to collect a sample of loanwords found in one particular language and to analyze them in terms of their linguistic features, origin, and how these reflect the cultures of the "host" and "donor" languages.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Small Group Seminars	15 Hrs.
	Other student study effort:	
	▪ Reading	36 Hrs.
	▪ Preparation for seminar & group project	30 Hrs.
	Total student study effort	108 Hrs.
<b>Reading List and References</b>	<p>References</p> <p>Bauer, R. S. (2006). The Stratification of English Loanwords in Cantonese. <i>Journal of Chinese Linguistics</i> 34(2), 172-191.</p> <p>Chan, Mimi &amp; Kwok, H. (1982). <i>A Study of Lexical Borrowing from English in Hong Kong Chinese</i>. Hong Kong: Centre of Asian Studies, University of Hong Kong.</p> <p>Chan, M. &amp; Kwok, H. (1985). <i>A study of lexical borrowing from Chinese into English with special reference to Hong Kong</i>. Hong Kong: Centre of Asian Studies, University of Hong Kong.</p> <p>Chan, M. &amp; Kwok, H. (1986). The Impact of English on Hong Kong Chinese. In W. Viereck, W-D. Bald. <i>English in Contact with Other Languages</i> (pp.407-431). Budapest: Akademiai Kiado.</p> <p>Haspelmath, M. &amp; Tadmor, U. (Eds.). (2009). <i>Loanwords in the world's languages: a comparative handbook</i>. Berlin, Germany: De Gruyter Mouton.</p> <p>Luke, K-K. &amp; Lau, C-M. (2008). On loanword truncation in Cantonese. <i>Journal of East Asian Linguistics</i> 17(4), 347-362.</p> <p>Poplack, S. &amp; Sankoff, D. (1984). Borrowing: the synchrony of integration. <i>Linguistics</i> 22(1), 99-135.</p> <p>Sankoff, G. (2001). Linguistic Outcomes of Language Contact. In P. Trudgill, J. Chambers, N. Schilling-Estes. <i>Handbook of Sociolinguistics</i> (pp.638-668). Oxford: Basil Blackwell.</p> <p>Shin, N. L. (2010). Efficiency in lexical borrowing in New York Spanish. <i>International Journal of the Sociology of Language</i> 203, 45-59.</p> <p>Sullivan, C. M. (2008). A Mechanism of Lexical Borrowing. <i>Journal of Language Contact</i> 1(2), 17-28.</p> <p>Wong, C.S. P., Bauer, R. S. &amp; Lam, Z. W-M. (2009). The integration of English loanwords in Hong Kong Cantonese. <i>Journal of the Southeast Asian Linguistic Society</i> 1, 251-266.</p>	

Revised by Cathy Wong, Jan 2016

Note 1: Intended Learning Outcomes

(Form AS 140) 7.2013

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.