

Subject Code	ENGL 3005
Subject Title	Languages in Contemporary Societies
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This subject aims to help students to develop an understanding of the role played by languages in contemporary societies. The course looks at language from the point of view of its social contexts. The focus is on language in action: how language affects and is affected by social relations. The subject helps students to understand their own and others' social contexts, and so helps them to develop a sense of their own social and national identity. This subject encourages students to reflect on and generalise with regard to the variation that exists between individuals and groups of speakers, and across a range of social and national contexts. Integral to this subject are the critical thinking skills that are required to go beyond superficial appearances.</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. apply key sociolinguistic concepts relating to language variation to the critical analysis of language in society, and reflect and generalise from their findings; b. engage with the phenomenon of languages in contact, and relate this to their own context in Hong Kong and China; c. develop analytical tools for critically evaluating the processes of language planning; d. understand the role played by language in the development of a social, national and cultural identity, and be able to demonstrate a grounded sense of their own identity. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. have a sense of their social, national and cultural identity; f. display critical analytical skills; g. develop strategies for learning autonomously and collaboratively; h. use strategies for learning autonomously and collaboratively.

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The notion of an international language; 2. The notion of the native speaker; 3. Language variation, including social and geographical variation; 4. Languages in contact, including pidginisation and creolisation; 5. Language planning: status, corpus, acquisition; 6. Language and identity, including gender and cultural identity; 7. Language change; 8. Style, context and register; 9. Language attitudes. 																																																										
Teaching/ Learning Methodology	<p>Learning is primarily through interactive lectures and seminars. All assignments are designed to provide students with tasks that require the evaluation, synthesis and application of key concepts and approaches to the critical analysis and discussion of languages in their various social contexts. The subject draws heavily on a large number of examples from a variety of languages and social/national contexts, and is not limited to the Chinese contexts of Hong Kong and Mainland China.</p>																																																										
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="456 978 1386 1434"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">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> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Essay</td> <td>40%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group project</td> <td>35%</td> <td>✓</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="8"></td> </tr> </tbody> </table> <p>The assessment tasks are designed to meet the ILOs and to ensure that students' performance is captured in different conditions, settings and media. The first assignment, which is done during a lecture in Week 8, is designed to assess students' understanding of the topics covered in the first part of the course. The quiz requires students to answer two or three open-ended questions which assess their ability to reflect on, generalise from and apply what they have learned. The essay requires students to demonstrate their knowledge and understanding of a self-chosen topic. To accomplish this objective, they are expected to refer to a range of relevant academic sources, critically evaluate the information and ideas in these sources, and make connections between the various sources. The group project gives students the opportunity to apply the</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h	1. Quiz	25%	✓	✓		✓		✓			2. Essay	40%		✓	✓	✓		✓	✓	✓	3. Group project	35%	✓	✓	✓		✓	✓	✓	✓	Total	100 %								
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	<p>knowledge they have acquired about various aspects of sociolinguistics to the social context of Hong Kong. This involves identifying an interesting/relevant topic to investigate, setting objectives, collecting and analysing data, and giving an oral presentation of the findings.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>26 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Seminars 	<p>13 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Private study 	<p>58 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Take-home assignments 	<p>29 Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p>Reading List and References</p>	<p>Recommended reading</p> <p>Coulmas, F. (2005). <i>Sociolinguistics: The study of speakers' choices</i>. Cambridge/New York: Blackwell.</p> <p>Holmes, J. (2008). <i>An introduction to sociolinguistics</i> (3rd edition). Harlow: Longman.</p> <p>Montgomery, M. (2008). <i>An introduction to language and society</i>. London/New York: Routledge.</p> <p>Myerhoff, M. (2006). <i>Introducing sociolinguistics</i>. Abingdon: Routledge.</p> <p>Romaine, S. (2000). <i>Language in society: An introduction to sociolinguistics</i>. Oxford: Oxford University Press.</p> <p>Further reading</p> <p>Brenzinger, M. (ed.). (2007). <i>Language diversity endangered</i>. Berlin and New York: Mouton de Gruyter.</p> <p>Chambers, J.K. (2003). <i>Sociolinguistic theory: Linguistic variation and its social significance</i> (2nd edition). Oxford: Blackwell.</p> <p>Coulmas, F. (1997). <i>The handbook of sociolinguistics</i>. Oxford: Blackwell.</p> <p>Maurais, J. and Morris, M.A. (2003). <i>Languages in a globalising world</i>. Cambridge: Cambridge University Press.</p>	

	<p>Nettle, D. and Romaine, S. (2000). <i>Vanishing voices: The extinction of the world's languages</i>. Oxford: Oxford University Press.</p> <p>Ostler, N. (2005). <i>Empires of the word: A language history of the world</i>. London: HarperCollins.</p> <p>Pennington, M.C. (ed.) (1998). <i>Language in Hong Kong at century's end</i>. Hong Kong: Hong Kong University Press.</p> <p>Trudgill, P. (2000). <i>Sociolinguistics: An introduction to language and society</i>. Harmondsworth: Penguin.</p> <p>Wardhaugh, R. (2002). <i>An introduction to sociolinguistics</i> (4th edition). Oxford: Blackwell.</p> <p>Relevant journals: <i>World Englishes, Language in Society, Language Policy, Journal of Sociolinguistics, Journal of Multilingual and Multicultural Development</i></p>
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Revised by Stephen Evans, June 2014