

Subject Code	ENGL326
Subject Title	Introduction to Language Study
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to help students to understand the nature of language and languages, to reflect on how we learn languages and how we use them, and to understand why and how we study the phenomena of interest to applied linguists. It aims to provide students with the background needed to approach other subjects related to the Nature of English and English in Context with better understanding.
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"> Understand some key concepts used in the study of language Read related academic texts critically and with understanding Understand the purpose of language study <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> Reflect on the nature of language in general Reflect on their own language learning and use Become aware of the importance of language(s) in the world
Subject Synopsis	<ol style="list-style-type: none"> Introduction: What is language? The universals of language; language as a purely human attribute The development of language; languages of the world How do we learn and use language(s)? First and second language acquisition Language learning and use in a bilingual community The linguistic phenomena that applied linguists study, and why and how they study them. Hong Kong as a case study. A selection of issues investigated within the Hong Kong context, e.g. Hong Kong phonology, lexis, code-mixing/switching; bilingualism, language attitudes, according to students' interest.
Teaching/ Learning	Teaching takes place in lectures illustrated by Powerpoint presentations, with follow-up seminars to allow for deeper analysis of

Methodology	the readings and for small group discussion. Students will also work independently in small groups for the final assignment.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 286 1390 931"> <thead> <tr> <th data-bbox="443 286 722 501" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="722 286 895 501" rowspan="2">% weighting</th> <th colspan="6" data-bbox="895 286 1390 432">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="895 432 975 501">a</th> <th data-bbox="975 432 1054 501">b</th> <th data-bbox="1054 432 1134 501">c</th> <th data-bbox="1134 432 1214 501">d</th> <th data-bbox="1214 432 1294 501">e</th> <th data-bbox="1294 432 1390 501">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 501 722 607">1. Written in class assignment</td> <td data-bbox="722 501 895 607">40%</td> <td data-bbox="895 501 975 607">✓</td> <td data-bbox="975 501 1054 607"></td> <td data-bbox="1054 501 1134 607">✓</td> <td data-bbox="1134 501 1214 607">✓</td> <td data-bbox="1214 501 1294 607"></td> <td data-bbox="1294 501 1390 607">✓</td> </tr> <tr> <td data-bbox="443 607 722 748">2. Written take-home assignment</td> <td data-bbox="722 607 895 748">40%</td> <td data-bbox="895 607 975 748"></td> <td data-bbox="975 607 1054 748">✓</td> <td data-bbox="1054 607 1134 748">✓</td> <td data-bbox="1134 607 1214 748"></td> <td data-bbox="1214 607 1294 748">✓</td> <td data-bbox="1294 607 1390 748">✓</td> </tr> <tr> <td data-bbox="443 748 722 853">3. Small-group project</td> <td data-bbox="722 748 895 853">20%</td> <td data-bbox="895 748 975 853"></td> <td data-bbox="975 748 1054 853">✓</td> <td data-bbox="1054 748 1134 853">✓</td> <td data-bbox="1134 748 1214 853">✓</td> <td data-bbox="1214 748 1294 853">✓</td> <td data-bbox="1294 748 1390 853"></td> </tr> <tr> <td data-bbox="443 853 722 931">Total</td> <td data-bbox="722 853 895 931">100 %</td> <td colspan="6" data-bbox="895 853 1390 931"></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. Written in class assignment	40%	✓		✓	✓		✓	2. Written take-home assignment	40%		✓	✓		✓	✓	3. Small-group project	20%		✓	✓	✓	✓		Total	100 %						
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Student Study Effort Required	Class contact:																																																				
	▪ Lectures						26 Hrs.																																														
	▪ Seminars						13 Hrs,																																														
	Other student study effort:																																																				
	▪ Private study, including readings and research						60 Hrs.																																														
	▪ Collaboration on group assignments						21 Hrs.																																														
	Total student study effort						120 Hrs.																																														
Reading List and References	<p data-bbox="443 1496 587 1529">Required:</p> <p data-bbox="443 1570 1361 1641">Yule, G. (1996) <i>The Study of Language</i>. Cambridge: Cambridge University Press</p> <p data-bbox="443 1675 671 1709">Selections from:</p> <p data-bbox="443 1749 1361 1821">Beaken, M. (1996) <i>The Making of Language</i>. Edinburgh: Edinburgh University Press</p> <p data-bbox="443 1821 1361 1892">Fromkin, V., Rodman, R. and Hyams, (2007) <i>An Introduction to Language</i> (8th edition). Boston: Thomson/Wadsworth</p> <p data-bbox="443 1892 1361 1964">Hudson, G. (2000) <i>Essential Introductory Linguistics</i>. Malden, Mass.: Blackwell</p> <p data-bbox="443 1964 1329 1998">Katzner, K. (2002) <i>The Languages of the World</i>. London: Routledge</p> <p data-bbox="443 1998 1361 2069">Li, D.C.S. (1996) <i>Issues in Bilingualism and Biculturalism: A Hong Kong Case Study</i>. New York: Peter Lang</p>																																																				

- Romaine, S. 1995 *Bilingualism* (2nd Edition) Oxford: Blackwell
- And a selection of journal articles, according to students' choice of topics, which might include:
- Bolton, K. (2000) The sociolinguistics of Hong Kong and the Space for Hong Kong English. *World Englishes* 19, 3, ps. 265-285.
- Bolton, K. and Kwok, H. (1990) The dynamics of the Hong Kong accent: social identity and sociolinguistic description. *Journal of Asian Pacific Communication* 1, 1, pp. 147-172.
- Chan, A. Y. W. and Li, D. C. S. (2000) English and Cantonese phonology in contrast: explaining Cantonese ESL learners' English pronunciation problems. *Language, Culture and Curriculum* 13, 1, pp. 67-85.
- Cheung Y. S. (1984) The Uses of English and Chinese languages in Hong Kong *Language Learning and Communication* 3 (3), 273-283.
- Gibbons, J. 1987 Code-mixing and code choice: a Hong Kong Study; Clevedon, Avon, Multilingual Matters
- Hung, T. (2000) Towards a phonology of Hong Kong English. *World Englishes* 19, 3, pp. 337-356.
- Hyland, K., (1997). Language attitudes at the handover: communication and identity in 1997 Hong Kong. *English World-Wide* 18 (2), 191-210.
- Lu, D. and Au-Yeung, Y.Y. (2000). Putonghua: a mirror to reflect Hong Kong youths' emotions *Journal of Asia Pacific Communication* 10:1, 115-133.
- Luke, K.K. and Richards, J.C. (1982) English in Hong Kong: functions and status. *English Worldwide* 3, pp. 47-63.
- Li, David C.S. 1994 *Why do Hongkongers code-mix? A linguistic perspective*. Research Report no.40, City University of Hong Kong
- Pennington M.C. (1994) Forces shaping a dual code society: an interpretive review of the literature on Language use and language attitudes in Hong Kong *Research Report no 35 City Polytechnic of Hong Kong* iii-171
- Pennington, M.C and Yue, F. (1994) English and Chinese in Pre- 1997 Hong Kong *World Englishes* 13,1, Mar 1-20 .
- Tsui, A. (1996) English in Asian Bilingual Education: from Hatred to Harmony *Journal of Multilingual and Multicultural Development* Vol 17 nos 2-4, 241-247.
- Yau S.C. (1992) Language Policies in Post-1997 Hong Kong in Luke K.K. (ed.) *Issues of Language Education in Hong Kong: Linguistic Society of Hong Kong* 15-29.