

Subject Code	ENGL542
Subject Title	Language Development and Use
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject provides, first, opportunities for participants to reflect on the:</p> <ul style="list-style-type: none"> • 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. <p>The second focus of the subject helps students to:</p> <ul style="list-style-type: none"> • 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	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Key concepts in psycholinguistics and language development • The processes of first and second language acquisition • The language learning environment • International English and local Englishes in globalisation • Unity and diversity in sociolinguistic practices across cultural boundaries • Multilingualism, sociolinguistic variation and varieties of native Englishes • English in Hong Kong and Hong Kong's global identity in English • The politics and policies of trilingualism & biliteracy 																																																													
Teaching/Learning Methodology	The subject will utilize lecture inputs, multimedia materials, student-led seminars and workshops to help 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, and to enable them to work out their own positions amid competing value-orientations.																																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<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</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. Group annotated bibliography</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Mid-term Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Term paper</td> <td>40%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Participation</td> <td>10%</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> <p>The group annotated bibliography and the mid-term quiz provide opportunities for students to explore and explain fundamental concepts in first and second language development. The term paper permits in-depth investigation of a sociolinguistics-related topic and participation ties all aspects of the subjects together.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. Group annotated bibliography	30%	✓	✓	✓				2. Mid-term Quiz	20%	✓	✓	✓				3. Term paper	40%				✓	✓	✓	4. Participation	10%	✓	✓	✓	✓	✓	✓	Total	100%						
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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	<p>Recommended reading Brown, H. D. (2007). (5th ed) <i>Principles of Language Learning and Teaching</i>. London: Longman. Ellis, R. (2008). <i>The Study of Second Language Acquisition</i>. Oxford: Oxford University Press. Field, J. (2003) <i>Psycholinguistics: A Resource Book for Students</i>. London: Routledge. Schneider, E. (2007). <i>Postcolonial English: Varieties around the World</i>. Cambridge: Cambridge University Press.</p> <p>Further reading: Bauer, L. (2002). <i>An Introduction to International Varieties of English</i>. Edinburgh: Edinburgh University Press. Bolton, K. (ed.) (2002). <i>Hong Kong English: Autonomy and Creativity</i>. Hong Kong: Hong Kong University Press. Gaskell, M.G. (ed.) (2007). <i>The Oxford Handbook of Psycholinguistics</i>. Oxford: Oxford University Press. Gass, S.M. and A. Mackey (eds.) (2012). <i>The Routledge Handbook of Second Language Acquisition</i>. Abingdon: Routledge. Melchers, G. and Shaw, P. (2011). <i>World Englishes</i>. London: Hodder Education. Ostler, N. (2005). <i>Empires of the Word: A Language History of the World</i>. London: HarperCollins. Spolsky, B. (ed.) (2012). <i>The Cambridge Handbook of Language Policy</i>. Cambridge: Cambridge University Press.</p>	

Revised as of August 2017