The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	ENGL1HN11
Subject Title	Multilingual Societies: Hong Kong and Beyond
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	None. [Remarks: ENGL students may take this subject.]
Objectives	This subject introduces students to multilingualism as a dynamic and interdisciplinary field of study. In today's globalised world, with mass communication across national borders, increased mobility, and transnational families and corporations, it is not only the norm that individuals and societies regularly use more than one language, but expected. This subject examines multilingualism as a phenomenon of society and as a phenomenon of individuals. It equips students with a sound understanding of how linguistic diversity in society emerges and is regulated, how the multilingual mind operates, and the typical behaviours of multilingual people and communities. The interdisciplinary nature of multilingualism means the subject will be of interest to students from various fields including education, health and social science, and business. As multilinguals themselves, students will be equipped with the skills to think analytically and critically about multilingualism in their own lives and in Hong Kong society more broadly.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. demonstrate familiarity with core theoretical perspectives on being multilingual and on living and operating in multilingual societies, b. identify different types of individual bilingualism and the benefits of multilingualism to society and individuals, c. explain how multilingualism affects communication practices amongst individuals and in specific communities, d. discuss social, political and economic pressures and interests that affect the socioeconomic opportunity and the maintenance of linguistic diversity in society, e. reflect critically on the development and dynamics of their own multilingualism and linguistic diversity in their community, f. apply their knowledge about individual and societal multilingualism to their own field of study, g. show leadership in understanding the complexity of linguistic diversity in contemporary societies.

Subject Synopsis/ Indicative Syllabus *(Note 2)*	The subject is divided into three focus areas across 13 weeks:

Multilingual minds
- Multilingualism across the lifespan: when can we best learn a new language?
- Being multilingual and deconstructing the multilingual mind: what is happening in a multilingual's brain?
- Multilingual identities and emotions: how do multilinguals relate to their different languages?

Multilingual behaviours
- Multilingual businesses and governments: how and why are certain languages used in industry?
- Multilingual families and social networks: what happens in families and groups who can speak more than one language?
- From mother tongues to code-switching to languaging: how do people actually use their different languages?
- Linguistic landscapes: what languages are used in public spaces and why?

Multilingual societies
- Linguistic diversity: what is the relationship between languages, nations and ethnicities?
- Linguistic cultures and language ideologies: how do societies feel about multilingualism?
- Language policy: how does society organise its languages?
- Diversity and the socioeconomics of language: what happens if you don't speak the 'right' language?
- Multilingual education: can schooling be in more than one language?
- Language vitality, language shift and language revitalisation: what's happening to the world's smaller languages?

Teaching/Learning Methodology *(Note 3)*

The subject will be taught through a blend of lectures and interactive seminars where students will engage and discuss course content and apply new skills and theoretical concepts such as through discussions, analysing case studies and problem-solving in groups. The subject structure reflects the three core purviews of multilingualism as an area of contemporary scholarship. It introduces students to multilingualism as a cognitive phenomenon of individuals, then expands that view to encompass dynamic multilingual behaviours. Finally, the subject expands even further to examine the sociopolitical dynamics of multilingualism at the societal level. As multilingual individuals in multilingual Hong Kong, students will have opportunities to reflect upon and analyse their own multilingual lives in respect to those three core areas.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Online participation	30	✓		✓	✓	✓		✓
2. Self-reflection	30	✓	✓	✓		✓	✓	
3. Essay	40	✓	✓	✓	✓		✓	✓
Total	100 %							

	The subject is assessed entirely through coursework. Each assessment item focuses on one or more of the three focus areas of the course content. In addition, each assessment requires students to apply theories and concepts learned in the course to understand, reflect on and analyse real-life multilingual phenomena. This is designed to foster critical awareness of multilingual lives and develop leadership skills for engaging diversity. Online participation will require students to engage in weekly Blackboard discussions, on a topic or question posted by the instructor, in at least six different weeks and the students then offer their best three contributions – grounded in theory and concepts covered in the subject – for formal assessment. The self-reflection tasks students to reflect on their own multilingual development or multilingual behaviours in academic terms using theory and concepts from class and prescribed readings. The possible essay topics will allow students to research or analyse multilingualism as an individual, behavioural or societal phenomenon.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Preparation for lectures and seminars	28 Hrs.
	▪ Preparation for assessments	52 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	**Students are advised to purchase** Horner, K. & Weber, J-J. (2018). *Introducing Multilingualism. A Social Approach*. London, New York: Routledge. **Supplementary readings will include** Albury, N. J. (2017). Mother tongues and languaging in Malaysia: Critical linguistics under critical examination. *Language in Society* 46(4), 567-89. Baker, C. (2011). Chapters 5 & 6. *Foundations of Bilingual Education and Bilingualism* (Vol. 79). Bristol: Multilingual matters. Detaramani, C., & Lock, G. (2003). Multilingualism in decline: Language repertoire, use and shift in two Hong Kong Indian communities. *Journal of Multilingual and Multicultural Development*, 24(4), 249-273. Dewaele, Jean-Marc (2012). Multilingualism and Emotions. *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell Publishing Ltd. Grosjean, F. (1985). The bilingual as a competent but specific speaker-hearer. *Journal of Multilingual & Multicultural Development*, 6(6), 467-477. Grosjean, F. (2001). The bilingual's language modes. In Nicol, J. L. (Ed.) *One Mind, Two Languages: Bilingual Language Processing* (pp. 1-22). Oxford: Wiley-Blackwell. Lai, M.-L. (2005). Language attitudes of the first postcolonial generation in Hong Kong secondary schools. *Language in Society*, 34(3), 363-388. Lanza, E. & Svendsen, B. A. (2007). Tell me who your friends are and I might be able to tell you what language(s) you speak: Social network analysis,	

multilingualism, and identity. *International Journal of Bilingualism* 11(3), 275-300.

Li, David C. S. & Chuk, Joanne Y. P. (2015). South Asian students' needs for Cantonese and written Chinese in Hong Kong: a linguistic study. *International Journal of Multilingualism 12*, 210-224.

Spolsky, B. (2003). Chapters 1 & 8. *Language Policy*. Cambridge: Cambridge University Press.

Hobsbawn, E. (1996). Language, culture, and national identity. *Social Research*, 63(4), 1065.

Pavlenko, A. (2005). *Emotions and Multilingualism*. New York: Cambridge University Press.

Prepared by Nathan John Albury, March 2018

Note 1: Intended Learning Outcomes
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.