

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester B in 2008 / 2009**

This form is for completion by the Course Co-ordinator/Examiner. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

Part I

Course Title: Hong Kong Language and Society

Course Code: EN 2819

Course Duration: 1 semester

Credit Units: 3

Level: B2

Medium of instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims

This course aims at enabling students to:

- Describe and exemplify some basic sociolinguistic concepts: biliteracy, trilingualism, code-mixing and code-switching, diglossia, standard language and dialect, written language and spoken language, speech community.
- Apply these concepts to analyse the main contextual variables of a communicative event: "who speaks what to whom when and where".
- Apply these concepts to analyse the language situation in Hong Kong.
- Apply these concepts to analyse the language needs of ethnic minority groups in Hong Kong.

- Apply these concepts to analyse the relationships among language, identity, culture and society

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Describe and give an example from their experience or everyday observations to illustrate some basic sociolinguistic concepts	N/A
2.	Apply these concepts to analyse the main contextual variables of a communicative event: “who speaks what to whom when and where”.	N/A
3.	Apply these concepts to analyse the language situation in Hong Kong.	N/A
4.	Apply these concepts to analyse the language needs of ethnic minority groups in Hong Kong.	N/A
5.	Apply these concepts to analyse the relationships among language, identity, culture and society.	N/A

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	TLAs	Weeks (if applicable)
CILOs 1,2	Interactive lectures Students learn to describe and give an account and example of sociolinguistic concepts through participating in interactive lectures where these concepts are introduced and illustrated through examples and case studies.	
CILOs 1, 2	Out-of-class reading tasks and in-class discussions Students further learn to describe and give an account of sociolinguistic concepts through completing the required readings and consulting the recommended readings that are assigned to them each week along with a set of study questions based on these readings. Students are to prepare responses to the study questions and to share and discuss those responses in class.	
CILOs 3-5	Group project work and individual fieldwork / presentations Students work in small groups (of 5) to choose a topic and design a study on the topic Students work individually to: a. conduct fieldwork to collect linguistic data or data on one of the following topics: code-mixing and	

	<p>code-switching in Hong Kong, language needs of a minority group in Hong Kong, or, the main contextual variables of a communicative event in daily life in Hong Kong</p> <p>b. analyse their own findings</p> <p>c. orally present their findings in class</p> <p>Students work in their groups to:</p> <p>d. analyse the collective findings of the group and relate them to the broader sociolinguistic context of Hong Kong, and to the hypothesize about relationships that exist between language, identity, society and culture</p> <p>e. present the study in a written project report</p>	
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4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILOs 1-5	<p>Participation and contribution to in-class discussions and activities</p> <p>Students are assessed according to how actively they engage in and contribute to the weekly in-class discussions and activities (through which they learn to describe and give accounts and examples of concepts, apply these to analyse sociolinguistic issues in the Hong Kong context, and critically evaluate and reflect on their own language use experiences).</p>	10%	
CILOs 1-5	<p>Individual presentations and group mini-research project report</p> <p>Students will design and conduct a small-scale group research project to explore one of the following sociolinguistic topics:</p> <p>a. code-mixing and code-switching in Hong Kong,</p> <p>b. language needs of a minority group in Hong Kong,</p> <p>c. the main contextual variables of a communicative event in daily life in Hong Kong</p> <p>Students will collect data from relevant informants or subjects, analyse and discuss their findings as a group (of 5 students), report individual findings in an oral presentation (25 minutes per group/5 minutes per student) , and present the entire study in a written group project report (6,000 words per group/1,200 words per student)</p>	30% + 60%	

5. **Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

Group Project Report		Content (40%)	Language (20%)
A	Able to select an appropriate topic, identify and collect appropriate data, identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and synthesize findings into a coherent and insightful analysis.		Able to express ideas in cohesive, accurate English with a minimum of errors, in an appropriate style and format.
B	Able to choose an appropriate topic, identify and collect appropriate data, identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and describe findings clearly.		Able to express ideas in cohesive, accurate English with a some errors, in a mostly appropriate style and format
C	Able to choose an appropriate topic, identify and collect data, identify key features, and apply some principles, concepts and tools of analysis with a moderately high level of accuracy and appropriateness.		Able to express ideas in mostly cohesive, accurate English with a some errors, in a moderately appropriate style and format
D	Able to choose an appropriate topic, identify and collect some data and identify key features, and apply some principles and tools of analysis.		Able to express ideas in moderately accurate English with a some errors, in an appropriate format
F	Unable to choose an appropriate topic, collect data and/or apply principles and tools to analyze it.		Unable to express ideas in clear and accurate English.

Individual Presentation		Content (20%)	Language (10%)
A	Able to choose a suitable topic, identify and describe the key data, apply appropriate principles, concepts to analyse the data and make links with theories learnt.		Able to express ideas in cohesive, accurate English with a minimum of errors, in an appropriate style and format.
B	Able to choose a suitable topic, identify and describe the key data, and apply appropriate principles and concepts to analyse the data.		Able to express ideas in cohesive, accurate English with a some errors, in a mostly appropriate style and format
C	Able to choose a suitable topic, identify and describe the key data, applying some principles and concepts to analyse the data with moderate accuracy and appropriateness.		Able to express ideas in mostly cohesive, accurate English with a some errors, in a moderately appropriate style and format
D	Able to choose a suitable topic and		Able to express ideas in moderately

	identify and describe the key data.	accurate English with a some errors, in an appropriate format
F	Unable to choose a suitable topic and/or identify key data.	Unable to express ideas in clear and accurate English.

In Class Participation, Discussion and Activities		
A	Content (5%)	Language (5%)
B	Able to synthesize observations and arguments into a coherent and insightful analysis and express it clearly and succinctly.	Able to interact appropriately and productively in English with appropriate phonology and grammar.
C	Able to link key features in the concepts learnt and identify key patterns and describe these linkages and patterns clearly.	Able to interact appropriately and in English with mostly appropriate phonology and grammar.
D	Able to identify key features in the concepts learnt and describe them clearly and accurately.	Able to interact in English with some errors in phonology and grammar.
F	Unable to identify key features in the relevant concepts	Unable to interact and be understood in English.

Part III

Keyword Syllabus:

Biliteracy, trilingualism, code-mixing and code-switching, diglossia, standard language and dialect, written language and spoken language, speech community, communicative event.

Recommended Readings:

- Bolton, Kingsley (2002). The sociolinguistics of Hong Kong and the space for Hong Kong English. In K. Bolton (Ed.), *Hong Kong English: Autonomy and creativity* (pp. 29-55). Hong Kong: Hong Kong University Press.
- Bolton, Kingsley (Ed.) (2002). *Hong Kong English: Autonomy and creativity*. Hong Kong: Hong Kong University Press.
- Bolton, Kingsley and Lim, Shirley Geok-lin (2002). Futures for Hong Kong English. In K. Bolton (Ed.), *Hong Kong English: Autonomy and creativity* (pp. 295-313). Hong Kong: Hong Kong University Press.
- Detaramani, Champa and Lock, Graham (2003). Multilingualism in decline: Language repertoire, use and shift in two Hong Kong Indian communities. *Journal of Multilingual and Multicultural Development* 24(4): 249-272.
- Halliday, M. A. K. (1998). Where languages meet: The significance of the Hong Kong experience. In Asker, B. (Ed.), *Teaching language and culture: Building Hong Kong on education* (pp. 27-37). Hong Kong: Longman.
- Lai, Mei Ling (2001). Hong Kong students' attitudes towards Cantonese, Putonghua and English after the change of sovereignty. *Journal of Multilingual and Multicultural Development* 22(2): 112-133.
- Li, David C. S. (1999). The functions and status of English in Hong Kong: A post-1997 update. *English World-Wide* 20(1): 67-110.

- Li, David C. S., Lin, Angel, & Tsang, Wai-king (Eds.) (2000), *Language and Education in Postcolonial Hong Kong*. Hong Kong: Linguistic Society of Hong Kong.
- Li, David C.S. and Elly C. Y. Tse. (2002). One day in the life of a 'purist'. *International Journal of Bilingualism*. 6(2): 147-202.
- Lin, A., Wang, W., Akamatsu, N., & Riazi, M. (2002). Appropriating English, expanding identities, and re-visioning the field: From TESOL to teaching English for glocalized communication (TEGCOM). *Journal of Language, Identity and Education*, 1(4), pp. 295-316.
- Lin, Angel M. Y. (1997b). Hong Kong children's rights to a culturally compatible English education. *Hong Kong Journal of Applied Linguistics*, 2(2): 23-48.
- Luk, Jasmine C.M. and Lin, Angel M.Y. (2007). *Classroom interactions as cross-cultural encounters*. Mahmah, NJ: Lawrence Erlbaum Associates.
- Luke, K. K. (1998). Why two languages might be better than one: Motivations of language mixing in Hong Kong. In M. C. Pennington (Ed.), *Language in Hong Kong at Century's End* (pp. 145-159). Hong Kong: Hong Kong University Press.
- Pennington, M. C. (Ed.) (1998). *Language in Hong Kong at Century's End*. Hong Kong: Hong Kong University Press.
- So, Daniel W.C. (1998). One country, two cultures and three languages: Sociolinguistic conditions and language education in Hong Kong. In B. Asker (Ed.), *Teaching language and culture: Building Hong Kong on education* (pp. 152-175). Hong Kong: Longman.
- So, Daniel. (2000). Achieving biliteracy and trilingualism without MOI-based bifurcation of the schools: A plea for third-alternatives. In: D.C.S. Li, A. Lin & W.K. Tsang (Eds.), *Language and education in postcolonial Hong Kong* (pp. 9-34). Hong Kong: Linguistic Society of Hong Kong.

Returned by:

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