EN3591: HONG KONG LANGUAGE AND SOCIETY

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Hong Kong Language and Society

Subject Code
EN - English
Course Number
3591

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
EN2819 Hong Kong Language and Society

Exclusive Courses
Nil

Part II Course Details

Abstract
This course introduces students to the systematic study of language and society, and helps students achieve a better understanding of the relevant approaches and methodologies in the study of language and society, especially in the Hong

Kong context. It also provides students with the appropriate tools, both theoretical and practical, to describe and analyse a number of language issues in Hong Kong society. Specifically, this course aims at enabling students to:

- Describe and exemplify some basic sociolinguistic concepts: biliteracy, trilingualsim, code-mixing and code-switching, 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

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and give an example from their experience or everyday observations to illustrate some basic sociolinguistic concepts			x	
2	Apply these concepts to analyse the main contextual variables of a communicative event: "who speaks what to whom when and where".			x	
3	Apply these concepts to analyse the language situation in Hong Kong.			x	x
4	Apply these concepts to analyse the language needs of ethnic minority groups in Hong Kong.		x	x	x
5	Apply these concepts to analyse the relationships among language, identity, culture and society.		x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4, 5	
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.	1, 2, 3	

| 3 | Group project work and presentations | Students work in small groups to choose a topic and design a study on a chosen topic. Students work in their groups to:

a. conduct fieldwork to collect linguistic data or data on one of the following topics: code-mixing and 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;

b. 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;

c. orally present their findings in class; and

d. present the study in a written project report. | 1, 3, 5 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Participation	1, 2, 3	10	Individual: Based on how frequently, actively, and constructively students participate. In-class activities, discussions and presentations measure students' ability to apply newly learned principles to real contexts and situations.

2	Group Final Written Report	3, 5	30	Group work: Students will have the opportunity to apply their knowledge to critically analyze and evaluate authentic language data. Students will apply analytical methods in their analysis. Students will also have the opportunity to identify and reflect on the relationship between language and identity in Hong Kong society.
3	Group Final Project In-Class Presentation	3, 5	15	Group work: Students will demonstrate their ability to apply their knowledge and analytical tools and report their findings in a succinct, organized, and professional manner in an oral presentation.
4	Test	1, 2, 3, 4, 5	45	Individual: The test will be designed to test students' facility with theoretical concepts and analytical skills from lectures and readings. It will also test students' application of knowledge.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Class Participation

Criterion

Attendance and active class participation

Excellent (A+, A, A-)

An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in class and group activities.

Good (B+, B, B-)

Satisfactory attendance and punctuality. Generally participated actively and constructively in class and group activities.

Fair (C+, C, C-)

Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.

Marginal (D)

Attendance and punctuality not fully satisfactory and/or participation in class and group activities was inconsistent.

Failure (F)

Attendance and punctuality were unsatisfactory. Did not meaningfully engage with class and group activities.

Assessment Task

2. Group Final Written Report

Criterion

Written paper on a topic that presents data collected and analyzed using a sociolinguistic perspective.

Excellent (A+, A, A-)

Able to analyze and present a sociolinguistic issue very clearly and insightfully, applying the theoretical framework, accurately giving evidence from data collected, and synthesizing points into a coherent argument expressed in clear and accurate English and within the word limit.

Good (B+, B, B-)

Able to analyze and present a sociolinguistic issue clearly, applying the theoretical framework fairly accurately giving evidence from data collected, and synthesizing points into a relatively coherent argument expressed in clear and mostly accurate English and within the word limit.

Fair (C+, C, C-)

There may be some inaccuracies in understanding the sociolinguistic issue under investigation. Sufficient evidence may not be provided. The paper may lack focus or be poorly argued. There may be problems with the organization or grammar of the paper. The paper may exceed the word limit.

Marginal (D)

There are serious flaws and/or inaccuracies in understanding the sociolinguistic issue under investigation. Sufficient evidence is not provided. The paper lacks focus or is poorly argued. There are serious problems with the organization or grammar of the paper. The paper is incomplete or incomprehensible due to a large number of language inaccuracies.

Failure (F)

Unable to apply the theories in an accurate way, present a coherent analysis and/or communicate in written English to an acceptable standard.

Assessment Task

3. Group Final Project In-Class Presentation

Criterion

Organization/Delivery/Grammar/Effectiveness/Timing of presentation

Excellent (A+, A, A-)

The presentation provides a very clear and insightful analysis. It draws effectively upon evidence from various types of data collected, and synthesizing findings into a coherent argument.
The presentation is very well organized, delivered in clear and accurate, fluent and idiomatic English, and within the time limit.

Good (B+, B, B-)

The presentation provides a clear analysis. It draws upon evidence from various types of data collected, and synthesizing findings into an argument.
The presentation is well organized, delivered in largely accurate, fluent and idiomatic English, and within the time limit.

Fair (C+, C, C-)

The presentation provides an adequate analysis. It draws upon some evidence from data collected, and synthesizing findings into a coherent argument.

The presentation is adequately organized and comprehensible, but the standard of the spoken English may need improvement. It may exceed the time limit.

Marginal (D)

The presentation provides a poor analysis. It exhibits insufficient evidence from data collected, and may lack a coherent argument.

The presentation is incomplete or partially incomprehensible due to poor organization or the standard of the spoken English.

Failure (F)

The presentation does not identify an issue relevant to the course.

The presentation is incomplete or largely incomprehensible due to poor organization or significant problems in the standard of the spoken English.

Assessment Task

4. Test

Criterion

The test will be marked according to the accuracy of the answers. Correct answers will be awarded full marks of the respective questions, half-correct answers will be awarded half of the marks devoted to the respective questions, and wrong or irrelevant answers will be awarded zero.

Part III Other Information

Keyword Syllabus

Biliteracy, trilingualsim, code-mixing and code-switching, standard language and dialect, written language and spoken language, speech community, language and identity, language and education, language in Hong Kong workplace and school settings.

Reading List

Compulsory Readings

	Title
1	Li, E. S. H. (2015). Language, society and culture in Hong Kong. Hong Kong: The Open University Press.
2	Bolton K. (Eds.). (2002). Hong Kong English: Autonomy and creativity. Hong Kong: Hong Kong University Press

Additional Readings

	Title
1	Edwards, J. G. H. (2018). The Politics of English in Hong Kong: Attitudes, Identity, and Use. Oxon: Routledge.
2	Evans, S. (2013). The long march to biliteracy and trilingualism: Language policy in Hong Kong education since the handover. Annual Review of Applied Linguistics, 33, 302-324.
3	Evans, S. (2016). The English Language in Hong Kong: Diachronic and Synchronic Perspectives. London: Palgrave Macmillan.
4	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.

5	Li, D. C. S. (1999). The functions and status of English in Hong Kong: A post-1997 update. English World-Wide, 20(1), 67-110.
6	Lin, A. M. Y. (2006). Beyond linguistic purism in language-in-education policy and practice: Exploring bilingual pedagogies in a Hong Kong science classroom. Language and Education.
7	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.
8	Pun, J. (2019). Salient language features in explanation texts that student encounter in secondary school chemistry textbooks. Journal of English for Academic Purposes.42, 100781. https://doi.org/10.1016/j.jeap.2019.100781
9	Pun, J., Chan, E.A., Eggins, S. & Slade, D. (2019). Training in communication and interaction during shift-to-shift nursing handovers in a bilingual hospital: A case study. Nursing Education Today. https://doi.org/10.1016/j.nedt.2019.104212
10	Pun, J. Chan, E.A., Wang, S. & Slade, D. (2018). Health professional-patient communication practices in East Asia: An integrative review of an emerging field of research and practice in Hong Kong, South Korea, Japan, Taiwan, and Mainland China. Patient Education and Counseling. 101(7), 1193-1206.https://doi.org/10.1016/j.pec.2018.01.018
11	Pun, J., Chor, W. & Zhong, L. (2019). Delivery of patient-centered care in complementary medicine: Insights and evidence from the Chinese medical practitioners and patients in primary care consultations in Hong Kong. Complementary Therapies in Medicine. https://doi.org/10.1016/j.ctim.2019.06.013
12	Pun, J. & Macaro, E. (2019). The effect of first and second language use on question types in English medium instruction science classrooms in Hong Kong. International Journal of Bilingual Education and Bilingualism. 22(1) 64-77. https://doi.org/10.1080/13670050.2018.1510368
13	Pun J, Matthiessen C.M.I.M., Slade D, Murray K. (2015). Factors affecting communication in emergency departments: doctors and nurses' perceptions of communication in a trilingual ED in Hong Kong. International Journal of Emergency Medicine, 8:48, https://doi.org/10.1186/s12245-015-0095-y
14	Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. Language Teaching, 51(1), 36-76.https://doi.org/10.1017/S0261444817000350
15	Setter, J., Wong, C.S.P. & Chan, B.H.S. (2010) Hong Kong English (Dialects of English). Edinburgh: Edinburgh University Press Ltd.