

GE2124: THE WORLD THROUGH LANGUAGES

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

The World through Languages

Subject Code

GE - Gateway Education

Course Number

2124

Academic Unit

Linguistics and Translation (LT)

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

GE Area (Primary)

Area 1 - Arts and Humanities

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will provide an introduction to the human language and how human language helps shape the way we view the world and influence the way we understand each other. It will cover a broad range of topics, including the origin and foundation of language, the interaction of social factors and language choices, the relationship between environmental factors and language development, as well as the impact of human language on our mode of thinking, our identity as an individual and as a member of a community. Through a series of teaching and learning activities such as lectures, class discussion and presentation, as well as field works wherever feasible, this course explores various and fun aspects of the language impact on people and on societies. It fits students who are interested in discovering languages in the world and in exploring the significance of language and language use in life.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe key concepts and terminologies in studies on language, and related interdisciplinary fields.			x	
2	Compare critically within and between linguistic communities and cultures for patterns in language use.		x	x	
3	Critically discuss major issues concerning the interrelationship between language, cognition, and society.		x	x	
4	Discover and explain language-related phenomena in daily life.		x	x	x
5	Design one's own methodology to study individual/community's perception of the world through languages.		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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will learn major concepts, theories, and studies in relevant areas.	1, 2, 3, 4, 5	

2	In-class assignments/ exercises/activities:	Students will share and discuss their observation and experience of daily language and cultural phenomena.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?	
1	Quizzes: Two quizzes containing multiple-choice, data-set or short-answer questions in the form of problem solving and on content covered in classes and required readings.	1, 2, 3, 4, 5	60	Weighing is equally distributed. This is a summative assessment task.	No
2	Final Project: explore an issue that is related to the course and collect real data. Analyse data and explain findings. A written report of around 2000 words is required.	4, 5	40	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the contents from GenAI tools that they incorporated into the project and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quizzes

Criterion

Mastery of concepts and terminologies.

Excellent (A+, A, A-)

Evidence of outstanding mastery and understanding of concepts and terminologies covered in classes and materials.

Good (B+, B, B-)

Evidence of good mastery and understanding of concepts and terminologies covered in classes and materials.

Fair (C+, C, C-)

Evidence of average mastery and understanding of concepts and terminologies covered in classes and materials.

Marginal (D)

Evidence of poor mastery and understanding of concepts and terminologies covered in classes and materials.

Failure (F)

Failure to show evidence to mastery or understanding of concepts and terminologies covered in classes and materials.

Assessment Task

2. Final project

Criterion

Written report and oral presentation

Excellent (A+, A, A-)

In writing, outstanding definition and discussion on language-related issues and well-supported and well-organized analysis. In oral presentation, well-organized and fluent presentation of ideas and arguments.

Good (B+, B, B-)

In writing, good definition and discussion on language-related issues and sufficiently-supported and clearly-organized analysis. In oral presentation, fairly organized and fluent presentation of ideas and arguments.

Fair (C+, C, C-)

In writing, clear definition and discussion on language-related issues and adequate analysis. In oral presentation, fluent presentation of ideas with adequate arguments.

Marginal (D)

In writing, some definition and discussion on language-related issues and little analysis. In oral presentation, poor presentation of ideas with few arguments.

Failure (F)

Failure to meet any criteria in writing and/or in oral presentation.

Part III Other Information

Keyword Syllabus

World languages and cultures; linguistic diversity; Whorfian Hypothesis; language contact; language and history

Reading List

Compulsory Readings

Title	
1	Carroll, W. David. 2008. Psychology of Language. Thomas Higher Education.
2	Yule, George. 2006. The Study of Language. Cambridge University Press.

Additional Readings

Title	
1	Deutscher, Guy. 2010. Through the Language Glass. Arrow Books.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

4, 5

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3, 4, 5

PILO 3: Demonstrate critical thinking skills

4, 5

PILO 4: Interpret information and numerical data

1, 2, 3, 4, 5

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4, 5

PILO 6: Demonstrate effective oral communication skills

3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3, 4, 5

PILO 9: Value ethical and socially responsible actions

2, 3, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

4, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Final Project (written report and oral presentation): explore an issue that is related to the course and collect real data. Analyse data and explain findings.