

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title:	Social Approaches to Language in Education
Course Code:	LT5462
Course Duration:	1 semester
Credit Units:	3 credits
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	LT5408 Sociolinguistics
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course focuses on the intersection of critical sociolinguistics and education. It covers both issues of language teaching and learning, as well as the communicative aspects of education in general. Issues such as language and identity, language ideologies, multilingualism, and social and linguistic inequality are discussed in relation to their impact on classroom dynamics, educational systems, language learning motivation and the evaluation of proficiency. The course is meant to teach students how to take a socially situated and critical view of language in education, and to equip them to apply such a view to the improvement of their own teaching and the improvement of educational systems more broadly.

2. Course Intended Learning Outcomes (CILOs)

(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.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand and be able to articulate major concepts related to a critical sociolinguistic approach to language in education		✓	✓	✓
2.	Provide critical review of the literature		✓	✓	✓
3.	Be able to apply theoretical concepts to real world situations through their reflection on their own educational experience and their evaluation of existing educational programs		✓	✓	✓
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	Lectures Lectures will be used to motivate students to learn the subject matter, explain the key concepts and provide ample examples from the textbook and reference materials.	✓	✓	✓				
2	Reading Students should read the relevant	✓	✓	✓				

	articles that have been provided to them, which correspond to the topics of the lectures.							
3	Class discussion and exercises These will be used to identify points of interest or places where students do not fully master so that they learn how to apply theoretical concepts to real world examples. Class participation may also involve the presentation of materials related to their class projects and academic readings.	✓	✓	✓				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3					
Continuous Assessment: 100	%							
DEC project: Evaluation of an educational program This project requires students to work as a research team to conduct research on an educational program of their choice. They will then apply the theories learned in class to evaluate and propose improvements to the program.	✓	✓	✓				40%	
Assignments The two assignments will be focused reflections on either academic material or personal educational experiences in line with the themes of the course.	✓	✓	✓				30%	
Test This will assess the students' understanding of major issues in critical sociolinguistics as applied to education, as well as students' ability to apply these theories to real world data.	✓	✓	✓				30%	
Examination: _____% (duration: _____, if applicable)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. DEC project: Evaluation of an educational program	Demonstrate ability to use research methods covered in the course to research an existing educational program; and to apply critical sociolinguistic theories to and evaluating and proposing alternatives to this program.	Excellent knowledge of theories and methods covered in course; excellent understanding and description of the educational program; and excellent creativity in proposal and evaluation.	Good knowledge of theories and methods covered in course; good understanding and description of the educational program, and good creativity in proposal and evaluation.	Marginal knowledge of theories and methods covered in course; marginal understanding and description of the educational program; and marginal creativity in proposal and evaluation.	Significant misunderstanding of the assignment, materials covered in class and/or the educational program. Missing crucial material.
2. Assignments	Demonstrate an ability to present personal experience through a theoretical lens and to present academic writing about relevant topics in own words.	Excellent competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.	Good competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.	Marginal competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.	Poor or no competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.
3. Test	Demonstrate understanding of the subject matter and application of theories and concepts.	Excellent knowledge and competence in discussing and analysing the overlap between sociolinguistic and educational issues.	Good knowledge and competence in discussing and analysing the overlap between sociolinguistic and educational issues.	Marginal familiarity with the subject matter and insufficient discussion and analysis of the overlap between sociolinguistic and educational issues.	Poor or no familiarity with the subject matter and poor or no analysis of the overlap between sociolinguistic and educational issues.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. DEC project: Evaluation of an educational program	Demonstrate ability to use research methods covered in the course to research an existing educational program; and to apply critical sociolinguistic theories to and evaluating and proposing alternatives to this program.	Excellent knowledge of theories and methods covered in course, excellent understanding and description of the educational program; and excellent creativity in proposal and evaluation.	Good knowledge of theories and methods covered in course, good understanding and description of the educational program, and good creativity in proposal and evaluation.	Adequate knowledge of theories and methods covered in course, adequate understanding and description of the educational program, and adequate creativity in proposal and evaluation.	Little knowledge of theories and methods covered in course, little understanding and description of the educational program, and little creativity in proposal and evaluation.	Complete misunderstanding of the assignment, materials covered in class and/or educational program. Missing crucial material.
2. Assignments	Demonstrate an ability to present personal experience through a theoretical lens and to present academic writing about relevant topics in own words.	Excellent competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.	Good competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.	Adequate competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.	Little competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.	Poor or no competence in reworking personal experience through a theoretical lens and presenting academic writing in their own words.
3. Test	Demonstrate understanding of the subject matter and application of theories and concepts.	Excellent knowledge and competence in discussing and analysing the overlap between sociolinguistic and educational issues.	Good knowledge and competence in discussing and analysing the overlap between sociolinguistic and educational issues.	Adequate knowledge and competence in discussing and analysing the overlap between sociolinguistic and educational issues.	Little familiarity with the subject matter and little discussion and analysis of the overlap between sociolinguistic and educational issues.	Poor or no familiarity with the subject matter and poor or no analysis of the overlap between sociolinguistic and educational issues.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Language ideologies, language use and education; language in the classroom; language planning and education; educational inequality and language; neoliberalism and education; multilingualism, translanguaging and education; migration and language education; native and non-native speakers; teacher and student identities; critical sociolinguistics; applied sociolinguistics; linguistic ethnography; discourse analysis.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Rather than using a textbook, this class will draw from a number of different cutting edge resources in the field. The instructor will provide the students with the relevant book chapters and articles via Canvas. A select number of readings have been listed below. Additional readings will be provided in class.

1.	Wortham, S., & Reyes, A. (2015). <i>Discourse analysis beyond the speech event</i> . Routledge.
2.	Lin, A. (2006). Beyond linguistic purism in language-in-education policy and practice: Exploring bilingual pedagogies in a Hong Kong science classroom. <i>Language and Education</i> , 20(4), 287-305.
3.	Park, J. S. Y., & Bae, S. (2009). Language ideologies in educational migration: Korean jogi yuhak families in Singapore. <i>Linguistics and Education</i> , 20(4), 366-377.
4.	Hornberger, N. H. (Ed.). (2012). <i>Indigenous literacies in the Americas: Language planning from the bottom up</i> . Walter de Gruyter.
5.	Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i> , 85(2), 149-171.
6.	Canagarajah, S., & De Costa, P. I. (2016). Introduction: Scales analysis, and its uses and prospects in educational linguistics. <i>Linguistics and Education</i> , 34, 1-10.
7.	Aneja, G. A. (2016). (Non) native speakerhood: Rethinking (non) nativeness and teacher identity in TESOL teacher education. <i>Tesol Quarterly</i> , 50(3), 572-596.
8.	Blommaert, J. (2008). Bernstein and poetics revisited: Voice, globalization and education. <i>Discourse & Society</i> , 19(4), 425-451.

9.	Jaspers, J. (2019). Authority and morality in advocating heteroglossia. <i>Language, Culture and Society</i> , 1(1), 83-105.
10.	Flubacher, M. C., & Del Percio, A. (Eds.). (2017). <i>Language, education and neoliberalism: Critical studies in sociolinguistics</i> . Multilingual Matters.
11.	García, O., & Wei, L. (2014). Translanguaging and education. In <i>Translanguaging: Language, bilingualism and education</i> (pp. 63-77). Palgrave Macmillan, London.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Additional readings will be provided by the instructor to the students via Canvas.
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