

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2024 / 25**

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**Part I Course Overview**

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

## Part II Course Details

### 1. Abstract

This course focuses on the intersection of 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.	Effectively explain major concepts related to a critical sociolinguistic approach to language in education		✓	✓	✓
2.	Provide critical review of the literature		✓	✓	✓
3.	Demonstrate application of 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 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.*

### 3. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	<b>Lectures</b> Students will delve into the subject matter through lectures that clearly explain key concepts and showcase relevant examples from textbooks and other reference materials.	✓	✓	✓				
2	<b>Reading</b> Students will be involved in guided readings of relevant articles that have been provided to them, which correspond to the topics of the lectures.	✓	✓	✓				
3	<b>Class discussion and exercises</b> Students will participate into class discussions and activities to identify points of interest or places where they do not fully master so that they learn how to apply theoretical concepts to real world examples. Students may also engage in the presentation of materials related to their projects.	✓	✓	✓				

### 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 %								
<b>Lead Discussion:</b> Students in small groups lead discussions on assigned papers during the class time.	✓	✓	✓				40%	
<b>Literature Review:</b> Students will need to write a literature review on a topic of their interest, showcasing their understanding of important issues covered in this course.	✓	✓	✓				60%	
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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Lead Discussion	Demonstrate an ability to understand current literature with critical thinking.	Excellent understanding of the assigned paper.	Good understanding of the assigned paper.	Adequate understanding of the assigned paper.	Little understanding of the assigned paper.	Poor or no understanding of the assigned paper.
2. Literature Review	Demonstrate ability to write clearly, critically, and analytically.	Excellent synthesis of existing research on a particular topic (well-organized, comprehensive, and critical).	Good synthesis of existing research on a particular topic.	Adequate synthesis of existing research on a particular topic.	Unsatisfactory synthesis of existing research on a particular topic.	completely fail to demonstrate the ability to write a critical synthesis of existing research on a particular topic.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Lead Discussion	Demonstrate an ability to understand current literature with critical thinking.	Excellent understanding of the assigned paper.	Good understanding of the assigned paper.	Little understanding of the assigned paper.	Poor or no understanding of the assigned paper.
2. Literature Review	Demonstrate ability to write clearly, critically, and analytically.	Excellent synthesis of existing research on a particular topic (well-organized, comprehensive, and critical).	Good synthesis of existing research on a particular topic.	Unsatisfactory synthesis of existing research on a particular topic.	completely fail to demonstrate the ability to write a critical synthesis of existing research on a particular topic.

**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 &amp; 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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