<u>**B.A. (Honours) in Contemporary English Studies**</u>

Course Title   : Language, Society and the Media
Course Code   : ENG3202
Recommended Study Year   : 3rd Year
No. of Credits/Term   : 3
Mode of Tuition   : Lecture-tutorial mode
Class Contact Hours   : 2-hour lecture per week
                                             1-hour tutorial per week
Category   : Required Course
Prerequisite(s)   : Nil
Co-requisite(s)   : Nil
Exclusion(s)   : Nil
Exemption Requirement(s) : Nil

Brief Course Description

The course is aimed at giving students a basic understanding of how language is used in society from both a macro and micro perspective. It encompasses traditional sociolinguistic themes as well as those from social psychology, ethnography of communication, semiotics, pragmatics, and critical linguistics. It is believed that a varied approach can give students a more comprehensive understanding of how language is essentially both a process and product of society. Apart from giving students a firm grounding in relevant theories, it also exposes them to issues arising from the use of language in contemporary society. The course covers a wide range of topics including some recent developments in sociolinguistics, which investigate language and communication in the new media and written language in the public space.

Aims

Students will be able to understand the relationship between language and society, to apply sociolinguistic concepts in analyzing sociolinguistic situations, and to analyze patterns of language use in society, especially in this age of computer-mediated communication.

Learning Outcomes

1. To understand how language is used for communication in the social context;
2. To acquire theoretical frameworks for the analysis of language as a social artifact;
3. To identify and evaluate the patterns of language use in society, including both online and offline situations;
4. To develop a critical understanding of the way language is used in society, including some of the issues relating to bilingualism, language planning and language policy.

Indicative Contents

- Introduction to the course; approaches to sociolinguistics
- Language variation: users
- Language variation: uses
- Multilingualism; code choice and code mixing
- Moving beyond the variety and code I: language in the new media
- Moving beyond the variety and code II: linguistic/semiotic landscape
- Language attitudes and ideologies
- Language planning and language policy
- Language and identity
- New perspectives and current issues

Teaching Method

The course is delivered mainly through lectures and tutorials. Students will be asked to prepare critical reading either individually or in small groups. They will be expected to take an active part in class discussions. They will also be required to carry out small-scale research projects to gain experience of sociolinguistic approaches to language study.

Measurement of Learning Outcomes

1. Students will observe, record and analyze their own language behaviour in a written assignment so that they will develop an understanding of how language is used for communication in specific social contexts, including computer-mediated communication. They will also apply sociolinguistic concepts in their analysis. (LO: 1, 2, 4);
2. Students will analyze linguistic data collected from primary sources in another written assignment. They will examine the patterns of language use in Hong Kong. They will apply sociolinguistic concepts in their analysis.   (LO: 1, 2, 4);
3. They will analyze sociolinguistic propositions and examine issues related to bilingualism, language policy and language planning in class discussions. They will present their critical views in an oral presentation. (LO: 1, 2, 3, 4);
4. Students will demonstrate their understanding of sociolinguistic concepts, critical responses to propositions and analytical skills in the final examination. (LO: 1, 2, 3, 4).

Assessment

- Class attendance and participation (10%)
- Tutorial presentation (10%)
- Assignment #1 written assignment (20%)
- Assignment #2 presentation (20%)
- Assignment #3 written assignment (10%)
- Final examination (30%)

Essential Readings

Core readings will be supplied via Moodle. Recommended readings include:

Introductory textbooks:
Holmes, J., and Wilson, N. *An introduction to sociolinguistics*. London and New York: Routledge, 5th ed., 2017.
Van Herk, G. *What is sociolinguistics?* Oxford: Blackwell, 2018.
Wardhaugh, R. *An introduction to sociolinguistics.* Malden: Blackwell, 5th ed., 2006.

Supplementary Readings

Androutsopoulos, J. Introduction: Sociolinguistics and computer-mediated communication. *Journal of Sociolinguistics*, 10(4), 419–438, 2006.
García, O., and Li, W. *Translanguaging: language, bilingualism and education*. Palgrave Macmillan, 2013.
Jaworski, A. and Thurlow, C. (Eds.). *Semiotic landscapes: text, image, space*. London: Continuum, 2010.
Johnstone, B. Ideology and discourse in the enregisterment of regional variation. In P. Auer, M. Hilpert, A. Stukenbrock & B. Szmrecsanyi (Eds.) *Space in language and linguistics: geographical, interactional, and cognitive perspectives*, pp. 107–127. Berlin, Boston: De Gruyter, 2013.
Joseph, J. *Language and identity*. Basingstoke: Palgrave Macmillan, 2004.
Kirkpatrick, A. *English as a Lingua Franca in ASEAN: a multilingual model*. Hong Kong: Hong Kong University Press, 2010.
Li, D. Hong Kong's parents' preference for English-medium education: passive victims of imperialism or active agents of pragmatism? In A. Kirkpatrick (Ed.) *Englishes in Asia: communication, identity, power and education*, Melbourne: Language Australia, pp. 29-61, 2002.
Li, W., and Zhu, H. Tranßcripting: Playful subversion with Chinese characters. *International Journal of Multilingualism* 16(2), 145–161, 2019.
Lu, Y. Emojis as a cash cow: Biaoqingbao-hatched economic practice in online China. *Tilburg Papers in Cultural Studies*, Paper 217, 2018.
Pennycook, A. *The cultural politics of English as an international language*. London: Longman, 1994.
Poon, A. Y. K. Language use, and language policy and planning in Hong Kong. *Current Issues in Language Planning*, 11(1), 1–66, 2010.
Schneider, E. W. *English around the world*. Cambridge: Cambridge University Press, 2011.
Schneider, E. W. The dynamics of new Englishes: From identity construction to dialect birth. *Language*, 79(2), 233–281, 2003.
Seargeant, P. and Tagg, C. English on the internet and a 'post-varieties' approach to language. *World Englishes*, 30(4), 496–495, 2011.
Shohamy, E., Ben-Rafael, E., and Barni, M. (Eds.). *Linguistic landscape in the city*. Bristol: Multilingual Matters, 2010.
Silverstein, M. Indexical order and the dialectics of sociolinguistic Life. *Language and Communication,* 23 (3–4), 193–229, 2003.
Thurlow, C., and Mroczek, K. Fresh perspectives on new media sociolinguistics. In C. Thurlow and K. Mroczek (Eds.). *Digital discourse: Language in the new media*. Oxford: Oxford UP, xix-xliv, 2011.

Important Notes:

(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.

(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.

(3) Students are required to submit writing assignment(s) using Turnitin.

(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.