

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Introduction to Sociolinguistics
Course Code	: ENG2246
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Point	: 3
Contact Hours	: 39
Pre-requisite(s)	: <i>Nil</i>
Medium of Instruction	: English
Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course explores the relationship between language, society and education. Issues of special reference to Hong Kong, such as bilingualism, language policies and planning, and English as an international language are considered in greater depth together with the implications of these issues for education.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Analyse and articulate the social functions of English language in a given social and educational contexts
- CILO₂ Recognize the social aspects of language related to education in Hong Kong and be able to apply this knowledge ethically in the professional world
- CILO₃ Identify the roles and value of different linguistic varieties and their uses in different texts and in teaching English in Hong Kong schools and develop sensitivity to existing common prejudices against some of these varieties
- CILO₄ Demonstrate a general knowledge and awareness of the shifting linguistic landscape in the world at large

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Apply critical reading skills in academic and professional texts

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">● Language in bi/multilingual societies, with special reference to Hong Kong:<ul style="list-style-type: none">➤ Domains of use➤ Diglossia➤ Code-switching and mixing➤ Language maintenance and shift➤ Language varieties, vernacular and standard varieties➤ Lingua francas	CILO _{1,2,3} & 4	Lecture, group work and student PPT presentation, and online learning activities.
<ul style="list-style-type: none">● Language planning:<ul style="list-style-type: none">➤ English an international language➤ Language planning➤ national and official language, language policy in Hong Kong, bilingual education, with special reference to Hong Kong	CILO _{2,3} & 4	Lecture, group work and student PPT presentation, and online learning activities.

<ul style="list-style-type: none"> ● Variation in language use: <ul style="list-style-type: none"> ➤ Regional and social variation ➤ Gender and age variation, ethnicity ➤ Language change ➤ Style and register 	<i>CILO</i> _{1,2,3 & 4}	Lecture, group work and student PPT presentation, and online learning activities.
<ul style="list-style-type: none"> ● Attitudes to language, with reference to Hong Kong. 	<i>CILO</i> _{2,3}	Lecture, group work and student PPT presentation, and online learning activities.
<ul style="list-style-type: none"> ● Reading strategies for academic purposes. 	<i>CILO</i> _{1,2,3 & 4} <i>CILLO</i> ₁	Lecture, group work and student PPT presentation, and online learning activities.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Exam on key concepts and issues discussed in the course (40%).	40%	<i>CILO</i> _{2,3 & 4}
(b) Online quizzes on key concepts.	20%	<i>CILO</i> _{1, 2, 3 & 4} <i>CILLO</i> ₁
(c) Group report on a sociolinguistic project: Students undertake mini research, collect data and demonstrate critical understanding of key concepts in the analyses.	40%	<i>CILO</i> _{1, 2, 3 & 4} <i>CILLO</i> ₁

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics* (5th ed.). New York; Oxon: Routledge.

8. Recommended Readings

- Bacon-Shone, J., Bolton, K. R., & Luke, K. K. (2015). *Language use, proficiency and attitudes in Hong Kong*. Hong Kong: Social Sciences Research Centre, the University of Hong Kong.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon: Multilingual Matters.
- Bayley, R., Cameron, R., & Lucas, C. (Eds.). (2013). *The Oxford handbook of sociolinguistics*. New York: Oxford University Press.
- Bolton, K. (Ed.). (2002). *Hong Kong English: Autonomy and creativity*. Hong Kong: Hong Kong University Press.
- Bonvillian, N. (2013). *Language, culture, and communication: The meaning of messages* (7th ed.). Upper Saddle River, NJ: Pearson Higher Education.
- Cheng, Y.C., Chow, K.Y., Yeung, S.K., & Cheung, W. M. (1998) *Handbook on educational policy in Hong Kong (1965-1998)*. Hong Kong: Hong Kong Institute of Education.
- Davies, A. (2003). *The native speaker: Myth and reality*. Clevedon: Multilingual Matters.
- Fuller, J. M., & Wardhaugh, R. (2014). *An introduction to sociolinguistics*. (7th ed.). Oxford: Wiley Blackwell
- Hansen Edwards, J. G. (2015). Hong Kong English: attitudes, identity, and use. *Asian Englishes*, 17(3), 184-208.
- Hornberger, N. H., & McKay, S. L. (Eds.). (2010). *Sociolinguistics and language education*. Bristol, UK: Multilingual Matters.
- Jenkins, J. (2003). *World Englishes: A resource book for students*. London: Routledge.
- McKay, S. L. & Hornberger, N. H. (Eds.). (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.
- Pennington, M.C. (Ed.) (1998). *Language in Hong Kong at century's end*. Hong Kong: Hong Kong University Press.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford : Oxford University Press.
- Pérez-Milans M. (2017) *Bilingual Education in Hong Kong*. In: García O., Lin A., May S. (eds) *Bilingual and Multilingual Education*. Encyclopedia of Language and Education (3rd ed.). Springer, Cham
- Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*. London: Penguin Books.
- Tsui, A. B., & Tollefson, J. W. (Eds.). (2017). *Language policy, culture, and identity in Asian contexts*. Routledge.
- Wong M. (2017) *Hong Kong English: An Overview*. In: Hong Kong English. Palgrave Pivot, London
- Wardhaugh, R. (1998). *An introduction to sociolinguistics*. Malden, MA: Blackwell Publishers.

9. Related Web Resources

Sociolinguistics Resources:

<http://faculty.miis.edu/~rjourden/sociolinguistics/>

The Languages of China:

<http://library.thinkquest.org/20443/dialects.html>
Sociolinguistics for Minority Language:
<http://www.sil.org/sociolx/>

10. Related Journals

International Journal of Multilingualism
Journal of Asia Pacific Communication
Journal of Sociolinguistics
Journal of Multilingual and Multicultural Development
Language and Intercultural Communication
Language in Society
The Journal of Chinese Sociolinguistics
Research on Language and Social Interaction

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

12. Others

Nil

18 July 2025