THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Comparative Language Studies
Course Code	:	ENG4269
Department	:	Department of Linguistics and Modern Language Studies (LML)
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Level	:	4

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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 provides an opportunity for students to broaden and deepen their knowledge and understanding of languages. Students will explore, analyze and investigate similarities and differences between English and Chinese from a comparative perspective. This will lead students to a more critical and informed understanding of how meanings are expressed in the two language systems, and finally find ways that L2 learning can be facilitated by conceptual and metalinguisitic and linguistic understanding of their L1.

2. Course Intended Learning Outcomes (CILOs)

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

CILO1   Demonstrate a good understanding of the differences and similarities (universals) between English and Chinese, based on up-to-date linguistic methodologies;

CILO2   Recognize the concepts and the common methodologies employed in comparative language studies to explore the changing cultural context and impact of multiple texts, forms, genres, and media; and

CILO3   Identify the innovative and effective human and physical resources involved in the teaching and learning of foreign/second languages and master the basic skills in using these resources to promote English language learning in creative and innovative ways.

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO1   Demonstrate linguistic awareness of the differences between English and Chinese as two language systems to become reflective, life-long learners in a globally dynamic environment.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
• Introduce and analyze similarities and differences between English and Chinese at the lexical, semantic, phonological, syntactic, and discourse levels.	*CILO1* *CILLO1*	Lectures & tutorials, students' PPT presentation, and online learning activities.
• Introduce basic concepts pertaining to contrastive analysis, error analysis, comparative studies, and corpus studies.	*CILO2* *CILLO1*	Lectures & tutorials, students' PPT presentation, and online learning activities.
• Use corpus concordance software such as WordSmith or AntConc (free software);	*CILO3* *CILLO1*	Workshops and online learning activities.

practise searching in corpora samples (online or standalone applications).		

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Group task: Two short written assignments (300 word each) demonstrating the understanding of the main topics covered in the course.	20%	*CILO₁* *CILLO₁*
(b) Group task: A 40-minute group oral presentation of an assigned topic demonstrating the understanding of the differences and similarities between Chinese and English.	20%	*CILO₁* *CILLO₁*
(c) Individual task: Essay Choose one of these two topics and write a well-organized essay (at least 1800 words): A: Demonstrating the understanding of interrelationship between the teaching/learning of L1 and L2. Reflection on how such comparative language study could inform teaching/learning in L2 classrooms. B: Making use of corpus or other authentic language data to demonstrate the understanding of comparative language issues	60%	*CILO₁,₂* *CILLO₁*

6. Required Text(s)

Nil

7. Recommended Readings

Bialystok, E. (2001). *Bilingualism in development: Language, literacy and cognition.* Cambridge: Cambridge University Press.

Byrnes, H. (2006). What kind of resource is language and why does it matter for advanced language learning? In Byrnes (ed.) *Advanced language learning: The contribution of Halliday and Vygotsky.* London: continuum.

Cook, V., & Newson, M. (2007). *Chomsky's universal grammar: An introduction* (3rd ed.). Oxford: Blackwell.

Cook, V. (2001). Using the First language in the classroom. *Canadian Modern Language Review*, 57(3).

Deterding, D., Wong J., & Kirkpatrick, A. (2008). The pronunciation of Hong Kong English. *English World-Wide*, *29*, 148-149.

Ding, R., & Wang, L. (2017). Mo Yan's style in using colour expressions and Goldblatt's translation strategies — a corpus-based study. *Asia Pacific Translation and*

Intercultural Studies, 4(2), 117-131.

Halliday, M. A. K. (2004). *An introduction to functional grammar* (3rd ed.). London: Arnold. Chapter One.

Hung, T. N. (2000). Towards a phonology of Hong Kong English. *World Englishes*, *19*(3), 337-356.

Hung, T. N. (2005). *Understanding English grammar*. Hong Kong: Hong Kong University Press.

Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics*, *23*(1), 83-103.

Kirkpatrick, A. (2002). Chinese rhetoric through Chinese textbooks: Uniquely Chinese? In Lu, X., Jia, W. & Heisey, D.R. (eds.) *Chinese Communication Studies*(pp. 245-260). Westport, Connecticut: Ablex Publishing.

Kirkpatrick, A. (2007). *World Englishes: implications for international communication and English language teaching*. Cambridge: Cambridge University Press.

Kirkpatrick, A., & Xu, Z.C. (2002). Chinese pragmatic norms and 'China English', *World Englishes*, *21*(2), 269-279.

Kramsch, C. (1998). *Language and culture.* Oxford: Oxford University

Kramsch, C. (1997). The privilege of the non-native speaker. *Publications of the Modern Language Association of America*, *112*(3), 359-369.

Li, X. (2018). *The reconstruction of modality in Chinese-English government press conference interpreting: a corpus-based study*. Singapore: Springer.

Lin, H. (2001). *A grammar of Mandarin Chinese*. Muenchen: Lincom Europa.

Ma, Q. (2009). *Second language vocabulary acquisition*. Bern: Peter Lang.

Scollon, R. Scollon, S. & Kirkpatrick, A. (2000). *Contrastive discourse in Chinese and English*. Beijing: Foreign Language Teaching and Research Press.

Setter, J., Wong., C. S. P., & Chan, B. H. S. (2010). *Hong Kong English*. Edinburgh: Edinburgh University Press.

Swain, M., Lapkin, S., Rowen, N., & Hart, D. (1990). The role of mother tongues in literacy in their language learning. *Vox*, 4, 111-121.

Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, *40*(1), 36-43.

李定坤 *(1994).* 漢英辭格對比與翻譯. 武漢:華中師範大學出版社.

呂叔湘 (2005). 語文常談. 香港: 三聯書店.

許余龍 (2002). 對比語言學.上海: 上海外語教育出版社.

徐芷儀 (1999). 兩文三語: 語法系統比較. 台灣: 學生書局.

王武興 (ed.) (2003). 英漢語言對比與翻譯 (Contrastive studies of Chinese and English and translation) 北京市：北京大學出版社.

張安德 & 楊元剛 (2002). 英漢詞語文化對比. 武漢: 湖北教育出版社.

Other readings will be advised or provided as necessary during the course of the course.

8. **Related Web Resources**

English-Chinese Parallel Concordancer:
http://ec-concord.ied.edu.hk/paraconc/index.htm
Downloading the software AntConc 3.2.1:
http://www.antlab.sci.waseda.ac.jp/software.html

9. Related Journals

Nil

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

Nil

09 January 2019