

Subject Code	FH6057
Subject Title	Advances in Sociolinguistics
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject provides students with an informed understanding of the recent advances, major challenges and opportunities faced by sociolinguists. It seeks to familiarize the students with the perspectives and methodologies of conducting sociolinguistic research in multilingual and pluralistic societies. Students will gain illuminating insights into the complex relationship between language and society together with the skills needed to investigate sociolinguistic issues and phenomena in their personal and professional lives.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of this subject, students will be able to: a) analyze and evaluate sociolinguistic theories and the findings of empirical investigations; b) synthesize and apply theories and research methods to describe and explain sociolinguistic phenomena/data; c) appraise critically language-related issues from daily to institutional communication in a rapidly globalizing and digitalizing world. d) demonstrate a critical awareness of the forces shaping language choice and use in multilingual and multicultural contexts.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Language policy 2. The study of language variation 3. Forms of code-switching 4. Multilingual interactions 5. Language change: The history of English 6. New Englishes 7. Ideology, power, and language use 8. Language in the Media 9. Language in Business 10. Language in Education 11. Language in Law 12. Language in Politics
Teaching/Learning Methodology <i>(Note 3)</i>	Theory and practice will be fully integrated throughout the subject. Teaching and learning will take place in interactive seminars involving teacher input interspersed with short discussion tasks, written exercises, and student-centred seminars focusing on the discussion of weekly readings and group presentations. Students will

	also be expected to work individually and collaboratively outside class in preparation for seminars and assignments.																																												
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Participation & Discussion</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Presentation</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Review or Project Paper</td> <td>60%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d		1. Participation & Discussion	10%	√	√	√	√		2. Presentation	30%	√	√	√	√		3. Review or Project Paper	60%	√	√	√	√		Total	100 %					
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<p><i>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</i></p> <p>Participation, Discussion, Presentation and Term Paper provide a good opportunity for the students to consolidate the mastery of the subject's general matter and facilitate the achievement of the subject's overall learning outcomes. With teachers' detailed feedback to their presentations (30%), the students are expected to complete quality term papers (60%) at the end of the semester.</p>																																													
Student Study Effort Required	Class contact:																																												
	▪ Lectures					26Hrs.																																							
	▪ Tutorials					13Hrs.																																							
	Other student study effort:																																												
	▪ Readings & Discussion					40Hrs.																																							
	▪ Writing & problem-solving tasks					40Hrs.																																							
	Total student study effort					119Hrs.																																							
Reading List and References	<p>Bayley, R. Cameron, R. & Lucas, C. (2013). <i>The Oxford handbook of sociolinguistics</i>. Oxford University Press.</p> <p>Chen, X. (2017) (eds.), <i>Politeness Phenomena across Chinese Genres</i>. Equinox.</p> <p>Coupland, N. (2010). <i>The handbook of language and globalization</i>. Malden, MA: Wiley-Blackwell.</p>																																												

- Crystal, D. (2006). *Language and the Internet*. Cambridge: Cambridge University Press.
- Eckert, P. & S. McConnell-Ginet. (2003). *Language and gender*. Cambridge: Cambridge University Press.
- Fairclough, N. (2001) *Language and power*. Harlow: Longman.
- Ferguson, G. (2006). *Language planning and education*. Edinburgh: Edinburgh University Press.
- Joseph, J. (2006). *Language and politics*. Edinburgh: Edinburgh University Press.
- Koester, A. (2010). *Workplace discourse*. London: Continuum.
- Li, D. C. S. (2017). *Multilingual Hong Kong: Languages, literacies and identities*. Spring.
- Ramallo, R. (2009). *New approaches to discourse and business communication*. Basingstoke: Palgrave Macmillan.
- Thurlow, C. & Mroczek, K. (ed.) (2011). *Digital Discourse: Language in the New Media*. Oxford University Press.
- Wodak, R. & Meyer, M. (eds.) (2016). *Methods of Critical Discourse Studies*. London: Sage
- Wodak, R., Johnstone, B. & Kerswill, P. (eds.) (2011). *The SAGE handbook of sociolinguistics*. Sage.
- Suggested papers from prestigious journals such as:
- *Discourse & Society*
 - *Journal of Multilingual and Multicultural Development*
 - *Journal of Sociolinguistics*
 - *Language Policy*
 - *Language and Education*