

THE CHINESE UNIVERSITY OF HONG KONG
Department of English

ENGE 4610: Educational Linguistics

Instructor: Prof. Prem Phyak
UG (major)

Course Description

Educational Linguistics is the field of study that focuses on the application of linguistics in education. This course aims at engaging students in understanding and examining how knowledge of linguistics and language use can be applied to address educational issues such as effective language teaching/learning and policy-making in diverse contexts. The major topics of the course include: linguistics in the classroom, multilingual/multiliteracy education, language awareness, translanguaging pedagogies, and language education policy. In addition, the course focuses on how linguistic, racial/ethnic, and cultural diversities can be understood and addressed in education. Students will read and discuss major theories, models, and activities to explore the application of linguistics in education in different world contexts, including Hong Kong.

Learning outcomes:

On completion of the course, the students are expected to:

- Explore the application of linguistics in education.
- Analyse the application of different linguistic theories, models, and activities in language education.
- Examine language education policy and practices in diverse world contexts.
- Interrogate linguistic, cultural, and racial/ethnic diversities and their implications in language education.

Format of Class Meetings and Communication Media

- Lectures/Discussion: 1.45 hrs of lecture + 45 minutes tutorial based on selected reading materials
- Communication: Check your CUHK email and Blackboard regularly for course related announcements. *Students are encouraged to have a meeting and discuss course-related questions and assignments with the instructor at least once in the entire semester.*

Course Activities and Assessment Scheme (*further details and rubrics will be provided*)

| Assignments/ Due Dates | Weighting |
|--------------------------------------|------------------|
| Attendance and participation | 10% |
| Tutorial presentation | 15% |
| Material Development (Multimodality) | 25% |
| Presentation of the material | 10% |
| Reflective Essay (final paper) | 40% |

IMPORTANT: Each assignment should be submitted within the deadline. The final essay should be uploaded on Blackboard and VeriGuide. A sub-grade (e.g., from B+ to B) will be given for a late submission.

Course Outline and Schedule (*Subject to change. The detailed course schedule will be provided later*)

This course is divided into four major sections: a) introduction to educational linguistics; b) linguistics and language education; c) bi-/multilingual and multiliteracy pedagogies; and d) language policy in education. The topics for each section are given below:

| Weeks/Topics | Texts | Tutorial |
|--|--|----------|
| Introduction: Understanding the application of linguistics in education | | |
| Week #1: Introduction and development of educational linguistics | Ch 2: Spolsky & Hult | |
| Week #2: Linguistic theory and education | Ch 5: Spolsky & Hult | |
| Week #3: Applying linguistics in the classroom: stories from the classroom | Ch 18: Kristin Denham , and Anne Lobeck (a primary teacher's linguistic journey) | |
| Week#4: Applying linguistics in the classroom: stories from the classroom | Ch 19: Kristin Denham and Anne Lobeck | Tutorial |
| Linguistics and language education | | |
| Week #5: Linguistics in school | Ch 13: Denham and Lobeck (Linguistics in a primary school) | Tutorial |
| Week #6: Systematic functional linguistics and language teaching | Burns, A., & Knox, J. (2005). | Tutorial |
| Week #7: Sociolinguistics and language teaching | Ch 6: Spolsky & Hult | Tutorial |
| Bi-/multilingual, multimodal, and multiliteracy pedagogies | | |
| Week #8: Bilingual/multilingual and multiliteracy education | Cummins (2006) | Tutorial |
| Week #9: Multimodality in the classroom | Álvarez, J. (2016). Thompson, M. (2008). | Tutorial |
| Week #10: Translanguaging to teach | Rowe (2018) | Tutorial |
| Language policy in education | | |
| Week #11: Language education policies and planning: Ecological perspectives | Ch 20: Spolsky & Hult | Tutorial |
| Week #12: Language education policy in Hong Kong: Policies and practices | Poon, A. Y. (2019) | Tutorial |
| Week #13 Presentations and reflections | | |

Course Readings

The required and recommended readings for the course are as follows:

Required readings (*subject to change*)

Denham, K., & Lobeck, A. (Eds.). (2010). *Linguistics at school: Language awareness in primary and secondary education*. Cambridge University Press. (available online at the CUHK library website)

Spolsky, B., & Hult, F. M. (Eds.). (2008). *The handbook of educational linguistics*. Malden, MA: Blackwell. (available online at the CUHK library website)

Recommended readings:

Álvarez, J. (2016). Meaning Making and Communication in the Multimodal Age: Ideas for Language Teachers. *Colombian Applied Linguistics Journal*, 18(1),98-115

- Andrews, S. (2003). Teacher language awareness and the professional knowledge base of the L2 teacher. *Language awareness*, 12(2), 81-95.
- Bigelow, M., & Enns-Kananen, J. (Eds.). (2015). *The Routledge handbook of educational linguistics*. Routledge.
- Burns, A., & Knox, J. (2005). Realisation (s): Systemic-functional linguistics and the language classroom. In *Applied linguistics and language teacher education* (pp. 235-259). Springer, Boston, MA.
- Cots, J. M. (2006). Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching. *ELT Journal*, 60(4), 336-345.
- Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O García, T. Skutnabb-Kangas, & M. E. Torres-Guzmán *Imagining multilingual schools* (pp. 51-68). Multilingual Matters.
- Cummins, J., & Early, M. (2010). *Identity texts: The collaborative creation of power in multilingual schools*. Trentham Books Ltd.
- Denham, K. (2007). Linguistics in a primary school. *Language and Linguistics Compass*, 1(4), 243-259.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave.
- Garrett, P., & Cots, J. M. (Eds.). (2017). *The Routledge handbook of language awareness*. Routledge.
- Gee, J. P. (2017). Educational linguistics. In M. Aronoff & J. Rees-Miller (Eds.), *The handbook of linguistics* (603-615). Wiley.
- Giampapa, F. (2010). Multiliteracies, Pedagogy and Identities: Teacher and Student Voices from a Toronto Elementary School. *Canadian journal of Education*, 33(2), 407-431.
- Hawkins, E. W. (1999). Foreign language study and language awareness. *Language Awareness*, 8(3-4), 124-142.
- Hélot, C., & Young, A. (2005). The notion of diversity in language education: Policy and practice at primary level in France. *Language, Culture and Curriculum*, 18(3), 242-257.
- Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 155-171.
- Hult, F. M. (2010). The complexity turn in educational linguistics. *Language, Culture and Curriculum*, 23(3), 173-177.
- Hult, F. M. (Ed.). (2010). *Directions and prospects for educational linguistics*. Springer.
- Hult, F. M., & King, K. A. (Eds.). (2011). *Educational linguistics in practice: Applying the local globally and the global locally*. Multilingual Matters.
- Kress, G., Jewitt, C., Bourne, J., Franks, A., Hardcastle, J., Jones, K., et al. (2005). *English in Urban classrooms: A multimodal perspective on teaching and learning*. London: Routledge
- Poon, A. Y. (2019). Language education policy in Hong Kong. In A. Kirkpatrick & A. J. Liddicoat (Eds.), *The Routledge international handbook of language education policy in Asia* (pp. 60-75). Routledge.
- Reagan, T. (2009). *Language matters: Reflections on educational linguistics*. IAP.
- Rowe, L. W. (2018). Say it in your language: Supporting translanguaging in multilingual classes. *The Reading Teacher*, 72(1), 31-38.
- Spolsky, B. (1981). *Educational linguistics*. Bunka Hyoron Publishing Company.
- Thompson, M. (2008). Multimodal teaching and learning: Creating spaces for content teachers. *Journal of Adolescent & Adult Literacy*, 52(2), 144-153.

Relevant Journals

Applied Linguistics

Current Issues in Language Planning
International Journal of Applied Linguistics
International Journal of Bilingual Education and Bilingualism
Journal of Language, Identity and Education
Journal of Multilingual and Multicultural Development
Language and Education
Language Awareness
Language in Society
Language Learning
Language Policy
Language Teaching
Language Teaching Research
Linguistics and Education: An International Research Journal
Second Language Research
TESOL Quarterly
The Model Language Journal

Academic Honesty and Plagiarism

- You must not at any time copy directly from sections of reference materials without acknowledging your source of materials. You should paraphrase, cite and quote the sources appropriately.
- Please carefully read the information regarding academic honesty on the following website: <http://www.cuhk.edu.hk/policy/academichonesty>
- *Fill in the VeriGuide declaration form and attach it to your assignment. Each assignment should be submitted through VeriGuide.* The assignments that are flagged up by VeriGuide will not be assessed.

Grading System

Grade A / Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The ‘A’ grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD

performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level. *Grade C / Fair:* SATISFACTORY performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes. Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others. *Grade D / Pass:* ALMOST BARELY satisfactory performance on VERY FEW learning outcomes. Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.