

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

1. **Course Title**

Language and Education

2. **Course Code**

LANG 7570

3. **No. of Units**

3 units

4. **Offering Department**

MA in Language Studies Programme

5. **Prerequisite**

Nil

6. **Medium of Instruction**

English

7. **Aims & Objectives**

This course aims to examine the varied relationships between language and education. It helps to explore the role that education plays in learning language, particularly in learning an L2 (namely, both second language and foreign language) language. It develops an understanding of the characteristics of language learning in natural and educational settings and discusses issues relating to education in language classrooms.

8. **Course content**

- (1) Foundations of L2 learning: L1 vs. L2 learning, nature of language learning, acquisition vs. learning, natural vs. educational settings, age and time factors in L2 language learning, advantages and disadvantages of early start in learning L2
- (2) Language and thought: ways of conceiving world knowledge, and the process of development of the knowledge base through education; influence

of language on cognitive capability, L1 transfer, L1 interference with L2 learning

- (3) Attitudes and motivation: attitudes toward L1 and L2, instrumental vs. integrative motivations, intrinsic motivation and self-determination, sources of learner anxiety, language anxiety and language learning
- (4) Language in the classroom: studies of classroom language, the role of medium of instruction in acquiring knowledge and developing language skills, the influence of medium of instruction on the students' academic achievements, functions and impacts of mixed code in classroom teaching, Chinese-English mixed code
- (5) Classroom interaction and teaching methods/approaches: peer learning, collaborative learning and cooperative learning, content and language integrated learning (CLIL), corrective feedback, inductive vs. deductive explicit instruction
- (6) Learning strategies: the relationship between learning strategies and language learning, classifying learner strategies, good language learner strategies, factors influencing choice of learning strategies
- (7) Language planning and education in Hong Kong/China: changes in policy over time, native speaker teachers vs. nonnative speaker teachers in language education

## 9. Course Intended Learning outcomes (CILOs)

<b>CILO</b>	By the end of the course, students should be able to:
<b>CILO 1</b>	Explain the functions that language performs in education and education performs in language learning
<b>CILO 2</b>	Analyze the differences between learning L1 and L2
<b>CILO 3</b>	Evaluate the problems and solutions in studying different subjects (including learning a new language) through different mediums of instruction
<b>CILO 4</b>	Explain the rationale for choosing a particular language as a medium of instruction according to the subject and the learners' level and learning purposes

## 10. Teaching & Learning Activities (TLAs)

CILO No.	TLAs
CILO 1	<ul style="list-style-type: none"> <li>The instructor will explain basic concepts and theories on language learning and the role of language in education and highlight the differences between the East and West on these issues</li> <li>Students will use these concepts and theories to examine their own experiences in learning language through education</li> </ul>
CILO 2	<ul style="list-style-type: none"> <li>Students will reflect on and discuss the processes of learning L1 and L2 to realize the differences</li> </ul>
CILO 3	<ul style="list-style-type: none"> <li>Students will analyze the effects of different mediums of instruction and different teaching methods/approaches through personal experiences and discuss the problems and how to solve them</li> </ul>
CILO 4	<ul style="list-style-type: none"> <li>Students will have active learning discuss various scenarios about the course topics, provide solutions/answers, and evaluative their strengths, weaknesses and feasibility in the Hong Kong/China context</li> </ul>

## 11. Assessment Methods (AMs)

Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Presentation	30%	1, 2 and 3	It examines students' understanding of relevant concepts and theories about learning a new language, and/or about the role of language in education
Analysis of a live case of L2 learning	30%	1, 2 and 3	It assess students' ability to connect their experiences of learning to relevant concepts and theories
Term paper	40%	2, 3 and 4	It examines students' ability to define and solve problems and think critically

