

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

Language in Education

### 2. COURSE CODE

ENGL4045

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Department of English Language and Literature

### 5. PREREQUISITES

ENGL2005 Introduction to the Study of Language

### 6. MEDIUM OF INSTRUCTION

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### 7. AIMS & OBJECTIVES

- 1) To help students grasp the essential characteristics of children's developing communicative competence at home and school;
- 2) To demonstrate the variations in the level and profile of language development depending on home conditions;
- 3) To enable understanding of the role language plays in school functioning and in learning;
- 4) To enable analysis of educational discourse, whether from the oral conduct of classes, the printed school texts, or, student writings;
- 5) To familiarize students with the basic policies on language in education.

### 8. COURSE CONTENT

- I. Language Development
- II. Socialization and the Transition to School
- III. The Acquisition of Literacy
- IV. Language Across the Curriculum
- V. Language in Education Policies

## 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

<u>CILO</u>	<u>By the end of the course, students should be able to:</u>
CILO 1	Articulate the relationship between language and education
CILO 2	Analyse the structure and language of common text types in education
CILO 3	Identify and analyse the multimodal features of educational texts
CILO 4	Discuss and criticize the inequality in educational texts
CILO 5	Examine the conversational structure of classrooms
CILO 6	Conduct research on educational texts and classroom interactions

## 10. TEACHING & LEARNING ACTIVITIES (TLAs)

<u>CILO alignment</u>	<u>Type of TLA</u>
CILO 1	Explore relationship between language and education
CILO 2	Analyse and discuss educational texts
CILO 3	Analyse and discuss educational texts
CILO 4	Analyse and discuss educational texts
CILO 5	Analyse and discuss classroom interactions
CILO 6	Conduct research in educational texts and classroom interactions

## 11. ASSESSMENT METHODS (AMs)

<u>Type of Assessment Methods</u>	<u>Weighting</u>	<u>CILOs to be addressed</u>	<u>Description of Assessment Tasks</u>
Coursework	50 %	1, 2, 3, 4, 5, 6	Early selection of research topics, formation of task teams, weekly presentation of process and progress in seminar fashion.  Additionally, e-pedagogy may also be used, including gathering and analyzing data via social media and/or other digital tools.
Examination	50 %	1, 2, 3, 4, 5	The final examination assesses students' abilities to relate the use of language in an educational setting.

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