

**Sociolinguistics and Multilingualism: A Critical Approach** **2013/2014**

Codi: 42298

Crèdits: 6

Titulació	Tipus	Curs	Semestre
4313157 Estudis Anglesos Avançats / Advanced English Studies	P	1	0

**Professor de contacte**

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**Utilització d'idiomes**

Llengua vehicular majoritària: anglès (eng)

**Prerequisits**

1. Students should have a high proficiency level of spoken and written English in order to take an active part in the course.
2. A background in Linguistics or Sociolinguistics is strongly recommended.
3. Basic research skills involving the ability to undertake library searches on a given topic.

**Objectius**

This course is an introduction to qualitative sociolinguistics for students who have some previous training in the field of linguistics and sociolinguistics. Special attention is dedicated to key assumptions of a critical sociolinguistic and ethnographic approach to language as well as to the questions and types of data that are used in this sociolinguistic paradigm for understanding intercultural communication. The themes covered seek to provide students with the necessary base as well as with the theoretical and analytical tools needed to carry out research on bilingualism and multilingualism related to a topic of their own interest. Students will be expected to show their understanding of weekly readings in class discussions as well as activities undertaken.

**Competències**

Estudis Anglesos Avançats / Advanced English Studies

- Analyse and synthesise information at an advanced level.
- Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.
- Distinguish and contrast between the different methodological and theoretical models applied to the academic study of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Resolve problems in multicultural academic and/or professional environments associated with the studies of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, and the literature and culture of this language.
- Show respect towards the opinions, values, behaviours and/or practices of others.
- Use the English language for academic and professional purposes related to research into the

acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.

## Resultats d'aprenentatge

1. Analyse and synthesise information at an advanced level.
2. Apply the concepts acquired to the reality of linguistic use by multilingual individuals.
3. Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
4. Critically read academic articles on multilingualism from the point of view of critical socio-linguistics.
5. Design ethnographic fieldwork and the methods for the collection of data on multilingual speakers and communities.
6. Develop autonomous learning skills applicable to the research process.
7. Distinguish the most important socio-linguistic characteristics of multilingual societies and individuals where English is used as a lingua franca.
8. Distinguish the most recent theoretical concepts of use for explaining multilingualism from the points of view of the individual and society.
9. Explain the advantages and disadvantages of the different models of linguistic production.
10. Explain the relation between linguistic practices and thinking among multilingual individuals.
11. Recognise and question the bases of monolingualism in the fields of linguistics and socio-linguistics.
12. Show respect towards the opinions, values, behaviours and/or practices of others.
13. Write advanced level academic texts on multilingualism from the point of view of critical socio-linguistics.

## Continguts

IMPORTANT: Additional readings may be added at the first class meeting.

Week # 1 A sociolinguistic perspective on language and culture

- Moyer, Melissa. Forthcoming. Sociolinguistic perspectives on language and multilingualism in institutions. In Sheena Gardner and Marilyn Martin-Jones (eds.) *Multilingualism, Discourse and Ethnography*. London: Routledge, pp. 34 - 46.
- Duranti, Alessandro. 1997. *Linguistic Anthropology*. Cambridge: Cambridge University Press, pp. 23-50.

Week # 2 Social process and language in the 21<sup>st</sup> century: conceptual framework

- Heller, Monica. *Paths to Postnationalism*. Oxford: Oxford University Press, pp. 3 -30.
- Urciuoli, Bonnie. 1996. *Exposing Prejudice*. Boulder, Colorado: Westview Press, pp. 1- 40.

Week # 3 Language and globalization

To be assigned

Week # 4 Context, time and space in sociolinguistic research

- Blommaert, Jan. 2005. *Discourse*. Cambridge: Cambridge University Press, pp. 39-67.

Week # 5 Stance and position in Sociolinguistics

- Jaffe, Alexandra. 20 . *Stance. A Sociolinguistic Perspective*. Oxford: oxford University Press, pp. 3-28 and 29-52.

Week # 6 Ideologies, language and power

- Blommaert, Jan. 2005. *Discourse*. Cambridge: Cambridge University Press, pp. 158-202.

Week # 7 Negotiation of identities in a contemporary world

- Blommaert, Jan. 2005. Discourse. Cambridge: Cambridge University Press, pp. 203-232.

Week # 8 Mobility of people, objects and discourses

- To be assigned

Week # 9 Multilingualism

- Martin-Jone, M. and S. Gardner. Forthcoming. Introduction: Multilingualism, Discourse and Ethnography. In Sheena Gardner and Marilyn Martin-Jones (eds.) Multilingualism, Discourse and Ethnography. London: Routledge, pp. 1-18.
- Pillier, I. 2011. Intercultural communication. Edinburgh:Edinburgh University Press, pp.144 - 169.

Week # 10 English as a lingua franca

- Brutt-Griffler, J. 2002. World English. Clevedon: Multilingual Matters, pp. 107-125.
- Pennycook, A. 2007. Global Englishes. London: Routledge, pp. 1- 35.

## Metodologia

The course is organized around lectures and in class discussions as well as activities to get students. Students are expected to think about the questions raised by each of the readings and to participate in class discussions.

## Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
Tipus: Dirigides			
Assignments throughout the semester	35,5	1,42	1, 3, 5, 6, 8, 12, 13
Final paper	60	2,4	1, 7, 8, 13

## Avaluació

Class attendance and weekly questions/exercise based on readings is required or a written assignment to submit.

A final paper (maximum 10 pages) due on date to be announced. This paper can be a review of the key ideas discussed in the reading undertaken in the course or a literature review of key readings and ideas for research paper.

## Activitats d'avaluació

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
Final paper	60%	24,5	0,98	1, 2, 3, 4, 9, 13
Weekly assignments	40%	30	1,2	4, 5, 6, 7, 8, 10, 11

## Bibliografia

Anderson, Benedict. 1983. *Imagined Communities*. London: Verso, 224Pp.

Appadurai, Arjun. 1996. *Modernity at Large*. Minneapolis: University of Minnesota Press, 229 Pp.

Bex, Tony & Richard J. Watts (eds.). 1999. *Standard English. The Widening Debate*. London:Routledge, 312 Pp.

Billig, Michael. 1995. *Banal Nationalism*. London:Sage, 197 Pp.

Blommaert, Jan. 2003. Commentary: A sociolinguistics of globalization. *Journal of Sociolinguistics* 7/4: 607-623.

Blommaert, Jan and Jef Verschueren. 1998. The "migrant" problem. In Jan Blommaert and Jef Verschueren *Debating Diversity*. London: Routledge.

Brutt-Griffler, Janina. 2002. *World English*. Clevedon: Multilingual Matters, 216 Pp.

Cameron, Deborah. 2000. *Good to Talk?* London: Sage Publications, 213Pp.

Cameron, Deborah. 2000. Styling the worker: Gender and the commodification of language in the globalized service economy. *Journal of Sociolinguistics* 4/3:323-347.

Coupland, Nikolas, Srikant Sarangi, & Christopher Candlin (eds.). 2001. *Sociolinguistics and Social Theory*. London: Longman.

Gellner, E. 1983. *Nations and Nationalism*. Oxford:Blackwell.

Giddens, Anthony. 1991. *Modernity and Self Identity*. Stanford: Stanford University Press, Pp. 256 Pp.

Hill, Jane. Published on the web pages <http://languageculture.binghamton.edu/symposia/2/part1/index.html> and to see the pictures in the article consult the address below:  
<http://www.deaflibrary.org/nakamura/courses/linguisticanthro/hill1995slides/>

Hobsbawm, E. J. 1992. *Nations and Nationalism since 1780*. Cambridge: Cambridge University Press.

Hutchinson, John& Anthony D. Smith (eds.). 1994. *Nationalism*. Oxford: Oxford University Press, 378Pp.

Inda, Jonathan Xavier & Renato Rosaldo (eds.).2002. *The Anthropology of Globalization*. Oxford: Blackwell, 498 Pp.

Joseph, John E. *Language and Identity. National, Ethnic and Religious*. 2004. London: Palgrave, 268 Pp.

Lippi Green, Rosina. 1997. *English with an Accent*. London: Routledge, 286 Pp.

Milroy, James. 1999. The Consequences of Standardization in Descriptive Linguistics. In Bex, Tony & Richard J. Watts (eds.). *Standard English. The Widening Debate*. London: Routledge, Pp. 13-39.

Moyer, Melissa & Luisa Martin Rojo. 2007. *Language, Migration and Citizenship: New Challenges in the Regulation of Bilingualism*. In Monica Heller (ed.) *Bilingualism. Social Approaches*. London: Palgrave, 36 Pp.

Muehlmann, Shaylih & Alexandre Duchêne. 2007. Beyond the nation-state: international agencies as new sites of discourses on bilingualism. In Monica Heller (ed.) *Bilingualism. Social Approaches*. London: Palgrave, 13Pp.

Pennycook, Alastair. 1998. *English and the Discourses of Colonialism*. London: Routledge, 239 Pp.

Pujolar, Joan. 2007. *Bilingualism and the Nation-State in the Post-national Era*. In Monica Heller (ed.) *Bilingualism. Social Approaches*. London: Palgrave,

Stroud, Christopher. 2007. *Bilingualism: Colonialism and postcolonialism*. In Monica

Heller (ed.) *Bilingualism. Social Approaches*. London: Palgrave, 36 Pp.

Sutton, John. 2006. Globalization: A European perspective. In Anthony Giddens, Patrick Diamond and Roger Liddle (eds.) *Global Europe, Social Europe*. Cambridge: Polity Press, 37-51Pp..

Urciuoli, Bonnie. 1996. Exposing Prejudice. *Puerto Rican Experiences of Language, Race and Class*. Boulder, Co.: Westview Press, 222 Pp.

Woolard, Kathryn. Language ideology as a field of inquiry. In Schieffelin, Bambi, Kathryn Woolard & Paul Kroskrity (eds.). 1998. *Language Ideologies. Practice and Theory*. Oxford: Oxford University Press, Pp. 3-27.

Zentella, Ana Celia. 1997. *Growing up Bilingual*. Oxford: Blackwell, 322 Pp.