

Sociolinguistics and Multilingualism: A Critical Approach

Code: 42298
 ECTS Credits: 6

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	0

Contact

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Prerequisites

Students are required to have a proficient level of oral and written English in order to fulfill the course requirements successfully. A minimum of a C1 us required.

Use of languages

Principal working language: english (eng)

Objectives and Contextualisation

This course is an introduction to the study of bilingual and multilingual language practices from a qualitative sociolinguistic perspective for students who have some previous training in the field of linguistics and sociolinguistics. The themes covered in the course seek to provide a comprehensive understanding of the complex ways language/s intersects with society. Special attention is dedicated to key assumptions from 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 to the study of bilingualism and multilingualism. Students will have a chance to familiarize themselves with current theoretical questions, ethnographic methods and analytical tools used in the field of study. Students will be expected to show their understanding of weekly readings in class discussions as well as other course activities.

Skills

- 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.

Learning outcomes

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.

Content

IMPORTANT: THESE READINGS ARE BASIC TO THE COURSE BUT SOME OF THEM MAY BE CHANGED IN THE FINAL SYLLABUS THAT WILL BE DISTRIBUTED ON THE FIRST DAY OF CLASS AND ADDED TO THE CAMPUS VIRTUAL.

Week 1 An introduction to a qualitative sociolinguistic perspective

- Ahearn, Laura M. *Living language: An introduction to linguistic anthropology*. Malden, MA: Wiley-Blackwell, 2012. Read pages 1-30 and pages 101-118.

Week 2 Current questions, methods and data in the study of multilingualism and bilingualism

- Ahearn, Laura M. 2012. *Living language: An introduction to linguistic anthropology*. Malden, MA: Wiley-Blackwell. Read pages 31-49.
- Mason, Jennifer. 1996. *Qualitative Researching*. London: Sage, pp.1-7.
- Levon, Erez. 2013. *Ethnographic Fieldwork*. In C. Mallinson, B. Childs, G. van Herk (eds.) *Data Collection in Sociolinguistics*. London: Routledge, pp.69-79.

Week 3 Monolingualism, bilingualism and multilingualism in the articulation of the nation with the state

- Billig, Michael. 1995. *Banal Nationalism*. London: Sage. Read pages 1-36.

Week 4 Language, globalization and the economy

- Blommaert, Jan. 2010. *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press. Read pages 1-27.
- Inda, Xavier. and Renato Rosaldo. 2005. *The Anthropology of Globalization*. Oxford: Blackwell. Read pages 1-26.
- Video Multilingual Hong Kong

Week 5. Language ideologies

- Woolard, Kathryn. and Bambi Schieffelin. 1994. Language Ideology. Annual Review of Anthropology, 23:55-82.
- Lippi-Green, Rosina. 1997. English with an Accent. London:Routledge. Read pages 53-63.

Week 6. Language and identity

- Blommaert, Jan. 2005. Discourse. Cambridge: Cambridge University Press. Read pages 203-232.
- Video Being Myself

Week 7 Global English as a Lingua Franca

- Sung-Yul Park and Lionel Wee. 2012. Markets of English. London: Routledge. Read pages 1-40.

Week 8 Multilingualism, The Internet and Linguistic Landscapes

- Androutsopoulos, Jannis. 2007. Bilingualism in the mass media and the internet. In. M. Heller (ed.) Bilingualism a Social Approach. London: Palgrave. Read pages 207-227.
- Stroud, Chrristopher and Sibonile Mpendukana. 2012. Material ethnographies of multilingualism. Linguistic landscapes in the township of Khayelitsha. In and S. Gardner and M. Martin Jones (eds.) Multilingualism, Discourse and Ethnography. London: Routledge. Read pages 149-162.

Week 9 English, and multilingualism in the Workplace

- Lorente, Beatriz P., and T. Ruanni and F. Tupas. "Demythologizing English as an economic asset: The case of Filipina domestic workers in Singapore." ACELT Journal 6.2 (2002): 20-32.
- Cameron, Deborah. 2000. Good to Talk. London: Sage. Read pages 1-24.

Week 10 Bilingualism in the classroom

- Lin, A. Symbolic domination and bilingual classroom practices in Hong Kong. In M. Heller and M. Martin Jones (eds.) Voices of Authority. London: Ablex Publishing. Read pages 139-168.
- Video Bilingual learning

Methodology

The course is organized on the basis of lectures, in-class presentations and discussion of the readings as well as the completion and submission of short exercises or questions. Students will be expected to deal with conceptual frameworks and understand how they are applied to the analysis of language practices in everyday life. The course focuses on the connection between ideas in the readings and actual language use. Attendance is required.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Contact	30	1.2	1, 3, 4, 8, 9, 11, 12
Supervised	15	0.6	1, 3, 4, 6, 7, 8, 10, 11, 12, 13
Type: Autonomous			
Autonomous	45	1.8	1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13

Evaluation

The final grade is based on 30% for participation and quality of the content both in the class and in the forum discussions, 20% for the content and quality of a class presentation relating a reading to a real life example, and the remaining 50% of the grade is for a final written assignment. The topic of the final assignment can be (a) a short literature review of a topic that will serve for your MA or PhD thesis that is related to this course (b) a summary review of the key ideas presented in the class readings and discussions. The paper should be no longer than 10 pages with 1,5 line spaces and excluding the bibliographical references.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class presentation	15%	10	0.4	1, 2, 4, 7, 8, 10, 11, 12
Final paper	50%	40	1.6	1, 2, 3, 4, 9, 13
Participation in class and forum discussions	30%	10	0.4	4, 5, 6, 7, 8, 10, 11

Bibliography

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, & Cristopher 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 Discriptive 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, Cristopher. 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.