Use of languages
Principal working language: english (eng)

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 is required.

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 one's 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 one's 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


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


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


Week 4 Language, globalization and the economy

- Video Multilingual Hong Kong

Week 5. Language ideologies

Week 6. Language and identity

• Video Being Myself

Week 7 Global English as a Lingua Franca


Week 8 Multilingualism, The Internet and Linguistic Landscapes


Week 9 English, and multilingualism in the Workplace


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

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<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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<td>30</td>
<td>1.2</td>
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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

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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<td>Class presentation</td>
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<td>Final paper</td>
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<td>Participation in class and forum discussions</td>
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<td>10</td>
<td>0.4</td>
<td>4, 5, 6, 7, 8, 10, 11</td>
</tr>
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### Bibliography


Hill, Jane. Published on the web pages [http://languageculture.binghamton.edu/symposia/2/part1/index.html](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/hakamura/courses/linguisticanthro/hill1995slides/](http://www.deaflibrary.org/hakamura/courses/linguisticanthro/hill1995slides/)


