890-529 Sociolinguistics of English as a Global Language

Course syllabus

Course instructor

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Course description

Sociolinguistics studies the relationship between language in society, examining for instance how speakers adapt their language to different addressees and situations, how speakers make judgments about others, the beliefs and belief systems about languages that co-exist in different societies, how societies attempt to control language use, etc. In this course, we will examine key issues surrounding English as a global language through a sociolinguistic perspective, with a particular eye to how these may be applied in professional practice – particularly in language education. Thus, while some of the course will look at foundational theories of language and society, we will devote an important part of our work to applying these theories in analysis and to studying their applications in the language classroom.

Course learning outcomes

Upon completion of the course, students will be able to:

1. Analyse variation in English as a global language and relate it to socio-cultural and political economic factors.

2. Compare and contrast different theoretical and practical points of view on the status of English as a global language.

3. Apply sociolinguistic concepts and methods in support of educational and professional practice.

Course structure

W	Unit	Class	Contents	Readings
1	Course introduction			
2	Unit 1: Language and interaction	Foundations	Understanding what a 'sociolinguistic' concept of language is and how/why it started [Visitor: Amelia Tseng]	Hymes, Li Wei
3		Analysis	Working with interactional data	Scollon et al. (Ch. 2)
4		Applications	Applying 'sociolinguistic' concepts of language in education [Visitor: Kathrin Kaufhold]	Huang
5	Unit 2: Language and identity	Foundations	Sociolinguistics and social identities	Eckert, Pennycook & Makoni
6		Analysis	Working with linguistic landscape data	Scollon & Wong-Scollon
7		Applications	Implementing Global Englishes Language Teaching	Galloway & Rose, Jindapitak et al.
8	*No class – Midterm break*			
9	Unit 3: Language and ideology	Foundations	Ideologies as cultural belief systems	Woolard & Schieffelin, Holborow
10		Analysis	Analysing ideology in different types of data [Visitor: Csilla Weninger]	Gray (Ch. 3)
11		Applications	Teaching critical literacy and critical language awareness	Weninger, Tupas
12	Unit 4: Language and authority	Foundations	Language policy and its functions	Johnson (Ch. 1)
13		Analysis	Working with language policy data	Savski

14		Applications	From policy to practice in the classroom	Franz & Teo, Hult
15	*Consultation week*			
16	*Consultation week*			
17	*Presentations*			
18	*Final assignment due*			

Course assessment

Participation in class discussion *Come to class regularly and participate to get full score.*	10%
Two presentations of research articles *I will assign two articles for you to read and present on during the semester.*	30%
Two short reports on data analysis *Analyse data as assigned and write up a short report.*	20%
Final assignment *Complete a project on a topic of your choosing.*	40%

Criteria: A=90%, B+=85%, B=80%, C+=75%, C=70%, D+=65%, D=60%, E=0-59%

Reading list (provisional)

All readings will be made available on the course LMS page.

Canagarajah, S. (2018). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. *Applied Linguistics*, *39*(1), 31-54.

Eckert, P. (2012). Three waves of variation study: The emergence of meaning in the study of sociolinguistic variation. *Annual Review of Anthropology*, *41*, 87-100.

Franz, J., & Teo, A. (2018). 'A2 is Normal'–Thai Secondary School English Teachers' Encounters with the CEFR. *RELC Journal*, *49* (3), 322-338.

Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT classroom. *ELT Journal*, *72* (1), 3-14.

Gray, J. (2010). *The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook*. Basingstoke: Palgrave Macmillan.

Holborow, M. (2007). Language, ideology and neoliberalism. *Journal of Language and Politics*, *6* (1), 51-73.

Huang, J. C. (2014). Learning to write for publication in English through genre-based pedagogy: A case in Taiwan. *System*, *45*, 175-186.

Hymes, D. (1972). On Communicative Competence. In J. B. Pride and J. Holmes (eds.) *Sociolinguistics. Selected Readings* (pp. 269-293). Harmondsworth: Penguin.

Hult, F. M. (2018). Engaging pre-service English teachers with language policy. *ELT Journal*, *72* (3), 249-259.

Jindapitak, N., Teo, A. & Savski, K. (to appear). Bringing Global Englishes to ELT Classroom: English language learners' reflections. *Asian Englishes*.

Johnson, D. C. (2013). *Language policy*. London: Palgrave Macmillan.

Li Wei (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, *39* (1), 9-30.

Makoni, S., & Pennycook, A. (2006). Disinventing and reconstituting languages. In S. Makoni & A. Pennycook (Eds.), *Disinventing and Reconstituting Languages* (pp. 1-41). Bristol: Multilingual Matters.

Savski, K. (2017). Policymaking: Documents and Laws. In: B. Forchtner & R. Wodak, (Eds.), *The Routledge Handbook of Language and Politics* (pp. 355-367). London: Routledge.

Scollon, R., Wong Scollon, S., & Jones, R. (2012). *Intercultural Communication: a discourse approach* (3rd edition). Malden, MA: Wiley & Sons.

Tupas, R. (2021). Fostering translingual dispositions against unequal Englishes. *English in Education*, *55* (3), 222-238.

Weninger, C. (2018). Problematising the notion of 'authentic school learning': Insights from student perspectives on media/literacy education. *Research Papers in Education*, *33* (2), 239-254.

Woolard, K. A., & Schieffelin, B. B. (1994). Language ideology. *Annual Review of Anthropology*, *23* (1), 55-82.