

Subject Code	ENGL5017
Subject Title	The Sociology of Language: Social and Economic Perspectives
Credit Value	3
Level	5
Exclusion	ENGL597 Excluded
Objectives	<p>This course trains students in core theoretical perspectives in the sociology of language. In the first instance, we take an emic perspective to investigate language as a social phenomenon that community members think, talk and theorise about. We also explore how perceptions of language and the linguistic world are rooted within cultural-specific world views, how beliefs about language cause inequalities and discrimination, and how using and learning languages has psychological impacts. This helps make sense of the linguistic situations and phenomena through local perspectives and provides a framework for examining how language and dialectal diversity is managed in homes, businesses, and communities. Secondly, the subject investigates the link between language and economics. Specifically, we explore the impact of language on socioeconomic mobility, language in the current neoliberal world order, and how languages can be commodified and capitalised in business and government.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. critically discuss linguistic world-views as cultural phenomena, b. demonstrate familiarity with core theoretical perspectives of language epistemology, language ideology and language attitudes, c. explain how language becomes a source of discrimination and inequality, d. discuss the psychological dynamics of learning and using languages, e. show familiarity with folk linguistics as an emic research field, f. critically discuss the relationship between language and the economy, g. show leadership in understanding the role of language in the current neoliberal world order.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Language epistemology and ideology • Language attitudes and discrimination • Linguistic culture • Folk linguistics and citizen sociolinguistics • Language and emotion • Language and neoliberalism • Language and socioeconomic mobility • Language commodification
Teaching/Learning Methodology	<p>The subject will be taught through a blend of lectures and interactive seminars where students will engage and discuss course content and apply new skills and theoretical concepts. Students will receive a broad but solid grounding in the sociology of language. They will be especially trained to think critically and theoretically about grassroots perspectives about language as a</p>

	cultural phenomenon with social, psychological and economic ramifications for individuals and societies.																																																																	
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. In-class quiz</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. In-class presentation</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Case study</td> <td>50</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="518 891 1495 1064">The subject is assessed entirely through coursework. Each assessment requires students to apply theories and concepts learned in the course to understand, reflect on and analyse real-life language policy phenomena and its consequences. This is designed to train students to critically analyse the intersection between language policy, society, economy and politics.</p>									Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. In-class quiz	20	✓	✓	✓	✓	✓	✓	✓	✓	2. In-class presentation	30	✓	✓	✓		✓	✓			3. Case study	50	✓		✓	✓	✓	✓	✓	✓	Total	100 %									
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Student Study Effort Expected	Class contact:																																																																	
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	Other student study effort:																																																																	
	▪ Preparation for lectures and seminars								28 Hrs.																																																									
	▪ Preparation for assessments								52 Hrs.																																																									
	Total student study effort								119 Hrs.																																																									
Reading List and References	<p data-bbox="518 1514 1495 1547">Readings may be drawn from the following:</p> <p data-bbox="518 1581 1495 1648">Albury, N. J. (2017). How folk linguistic methods can support critical sociolinguistics. <i>Lingua</i>, 199, 36-49.</p> <p data-bbox="518 1682 1495 1749">Albury, N. J. (2017). Mother tongues and languaging in Malaysia: Critical linguistics under critical examination. <i>Language in Society</i>, 46(4), 567-589.</p> <p data-bbox="518 1783 1495 1883">Duchêne, A., & Heller, M. (2012). Pride and profit: Changing discourses of language, capital and nation state. In A. Duchêne & M. Heller (Eds). <i>Language in Late Capitalism: Pride and Profit</i> (pp. 1-21). New York: Routledge.</p> <p data-bbox="518 1917 1495 1984">Heller, M. (2010). The commodification of language. <i>Annual Review of Anthropology</i>, 39, 101-114.</p> <p data-bbox="518 2018 1495 2085">Jørgensen, J. N. (2008). Polylingual languaging around and among children and adolescents. <i>International Journal of Multilingualism</i> 5(3):161–76.</p>																																																																	

	<p>Kelly-Holmes, H. (2000). Bier, parfum, kaas: Language fetish in European advertising. <i>European Journal of Cultural Studies</i>, 3(1), 67-82.</p> <p>MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. <i>Studies in Second Language Learning and Teaching</i> (II-2), 193-213.</p> <p>McEwan-Fujita, E. (2010). Ideology, affect, and socialization in language shift and revitalization: The experiences of adults learning Gaelic in the Western Isles of Scotland. <i>Language in Society</i>, 39(1), 27-64.</p> <p>Pavlenko, A. (2006). Bilingual selves. In Aneta Pavlenko (Ed.), <i>Bilingual Minds: Emotional Experience, Expression, and Representation</i> (pp. 1-33). Cleveland, Buffalo, Toronto: Multilingual Matters.</p> <p>Preston, D. (2011). Methods in (applied) folk linguistics: Getting into the minds of the folk. <i>AILA Review</i>, 24(1), 15-39.</p> <p>Rickford, J. R., & King, S. (2016). Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. <i>Language</i>, 92(4), 948-988.</p> <p>Schiffman, H. (2006). Language policy and linguistic culture. In T. Ricento (Ed.), <i>An introduction to language policy: Theory and method</i> (pp. 111-125). Malden: Blackwell.</p> <p>Stroud, C. (2003). Postmodernist perspectives on local languages: African mother-tongue education in times of globalisation. <i>International Journal of Bilingual Education and Bilingualism</i>, 6(1), 17-36.</p> <p>Walsh, M. (2001). A case of language revitalisation in “settled” Australia. <i>Current Issues in Language Planning</i>, 2(2-3), 251-258.</p> <p>Wei, Li (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. <i>Journal of Pragmatics</i> 43(5):1222-35</p> <p>Whiteley, P. (2003). Do “language rights” serve indigenous interests? Some Hopi and other queries. <i>American Anthropologist</i>, 105(4), 712-722.</p> <p>Woolard, K. (1998). Introduction: language ideology as a field of inquiry. In Schieffelin et al. (eds.), <i>Language Ideologies: Theory and Practice</i> (pp. 3-47). New York: Oxford University Press.</p> <p>Zhang, D., & Slaughter-Defoe, D. T. (2009). Language attitudes and heritage language maintenance among Chinese immigrant families in the USA. <i>Language, Culture and Curriculum</i>, 22(2), 77-93.</p>
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(Revised by Dr. Ming Curran in February 2024)