Subject Code	ENGL5017
Subject Title	The Sociology of Language: Social and Economic Perspectives
Credit Value	3
Level	5
Exclusion	ENGL597 Excluded
Objectives	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.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: 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 *(Note 2)*	• 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

(Note 3)	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 cultural phenomenon with social, psychological and economic ramifications for individuals and societies.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Critical online discussions	20	✓	✓	✓	✓	✓	✓	✓
2. In-class presentation	30	✓	✓	✓		✓	✓	
3. Case study	50	✓		✓	✓	✓	✓	✓
Total	100 %							

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.

Student Study Effort Expected

Class contact:	
▪ Lectures	39 Hrs.
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

Readings may be drawn from the following:

Albury, N. J. (2017). How folk linguistic methods can support critical sociolinguistics. *Lingua, 199*, 36-49.

Albury, N. J. (2017). Mother tongues and languaging in Malaysia: Critical linguistics under critical examination. *Language in Society, 46*(4), 567-589.

Duchêne, A., & Heller, M. (2012). Pride and profit: Changing discourses of language, capital and nation state. In A. Duchêne & M. Heller (Eds). *Language in Late Capitalism: Pride and Profit* (pp. 1-21). New York: Routledge.

Heller, M. (2010). The commodification of language. *Annual Review of*

Anthropology, 39, 101-114.

Jørgensen, J. N. (2008). Polylingual languaging around and among children and adolescents. *International Journal of Multilingualism 5*(3):161–76.

Kelly-Holmes, H. (2000). Bier, parfum, kaas: Language fetish in European advertising. *European Journal of Cultural Studies*, *3*(1), 67-82.

MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching* (II-2), 193-213.

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. *Language in Society, 39*(1), 27-64.

Pavlenko, A. (2006). Bilingual selves. In Aneta Pavlenko (Ed.), *Bilingual Minds: Emotional Experience, Expression, and Representation* (pp. 1-33). Cleveland, Buffalo, Toronto: Multilingual Matters.

Preston, D. (2011). Methods in (applied) folk linguistics: Getting into the minds of the folk. *AILA Review, 24*(1), 15-39.

Rickford, J. R., & King, S. (2016). Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language, 92*(4), 948-988.

Schiffman, H. (2006). Language policy and linguistic culture. In T. Ricento (Ed.), *An introduction to language policy: Theory and method* (pp. 111-125). Malden: Blackwell.

Stroud, C. (2003). Postmodernist perspectives on local languages: African mother-tongue education in times of globalisation. *International Journal of Bilingual Education and Bilingualism, 6*(1), 17-36.

Walsh, M. (2001). A case of language revitalisation in "settled" Australia. Current Issues in Language Planning, 2(2–3), 251–258.

Wei, Li (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics 43*(5):1222–35

Whiteley, P. (2003). Do "language rights" serve indigenous interests? Some Hopi and other queries. *American Anthropologist, 105*(4), 712–722.

Woolard, K. (1998). Introduction: language ideology as a field of inquiry. In Schieffelin et al. (eds.), *Language Ideologies: Theory and Practice* (pp. 3–47). New York: Oxford University Press.

Zhang, D., & Slaughter-Defoe, D. T. (2009). Language attitudes and heritage language maintenance among Chinese immigrant families in the USA. *Language, Culture and Curriculum, 22*(2), 77-93.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Revised in June 2019)