



Australia's
Global
University



ARTS3695

Multilingualism and Language Planning

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Anikó Hatoss	a.hatoss@unsw.edu.au	Thursdays 1-3pm	Morven Brown 220	02 9385 8340

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

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Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

In this course you will learn about the factors which impact on the spread and use of various languages and you will develop an understanding of how policies and language planning initiatives can change the language ecology of multicultural and multilingual communities. You will apply your knowledge in innovative ways, for example, through the fieldwork project which you will conduct in Sydney communities. Through collecting real data from various language domains (e.g. markets, cafes, libraries), you will develop a critical understanding of how multilingualism plays a role in the everyday life of speech communities and individuals. You will also gain a critical understanding of the factors which lead to language endangerment and language shift. The course can be useful for a career in areas of multiculturalism and policy-related work contexts.

At the conclusion of this course the student will be able to

1. Assess the political, demographic and socio-affective factors that impact language use in society.
2. Critique the effect of language policies on linguistic diversity in relevant speech communities.
3. Evaluate fieldwork data relevant to multilingualism in speech communities.
4. Develop fieldwork strategies and instruments for collecting data about language use in relevant speech communities.
5. Critically reflect on fieldwork data and fieldwork experience.

Teaching Strategies

This course uses a flipped classroom approach where most of the class-time is spent on discussing pre-set readings and exercises. Lectures are designed to develop students' critical thinking about macro-sociolinguistic concepts and their independent research skills in sociolinguistics. Students will be asked to work in groups for the first assignment in order to develop their team-work skills and effective collaboration. They receive a group mark as well as an individual mark for their individual reflection of the project. In the second assignment students choose a topic relevant to language planning in minority contexts and write a critical essay.

Assessment

Moodle posts: Submit 150-200 words to the FORUM and answer the weekly seminar activities (choose 1-2 questions weekly as listed in the schedule). These posts are used as evidence of your ongoing learning. Submissions are due by midnight on the day prior to the class. These submissions are used for attendance purposes and they are not assessed.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Project	30%	11/04/2018 04:00 PM	3,4
Presentation	20%	class roster	5
Essay	50%	25/05/2018 04:00 PM	1,2

Assessment Details

Assessment 1: Project

Start date: Not Applicable

Length: 2500 words

Details: This assessment task (approximately 2500 words per group member) is a group project involving fieldwork about language use in diverse linguistic contexts. Students will receive a group mark, but also present their findings individually and receive an individual mark (see Presentation below). Students receive written feedback and mark from tutor and peer feedback in class.

Additional details:

This project explores multilingualism in Sydney. Groups select a domain (e.g. cafes, restaurants, fast food chains, trains, etc.) and make blog posts including photos and commentary.

The ethnography is qualitative in its approach and it is driven by the following questions:

- Is Sydney multilingual or just multicultural? How does the visibility/audibility of languages compare with demographic data (ABS Census)? (check ABS data for your localities). What can we learn from linguistic landscapes about the changing demography of the locality?
- What languages are being used in Sydney in everyday contexts by whom and in which public spaces? (make observations, eavesdrop, interview 2-3 people, collect 6 photos of multilingual signs and tag them for date and time, location, languages, context (e.g. butcher in Kingsford, etc.))
- Are languages in competition? (analyse your data in your group, summarise across your localities)
- How do people choose which language to use? Are there any ideologies driving language choice (in speech and/or in signage)?
- Is there any evidence of a monolingual mindset (English only)? (talk to people about this)
- Is there evidence of polylinguaging or translanguaging? (mixing codes)

- What attitudes do people have towards hearing/seeing other languages? (talk to people about this)
- Are people comfortable using languages other than English in public domains?

Blogs are due in weeks 2, 3, 4, 5 and during the break. Each group will post 5 posts over 5 weeks and each individual group member is to contribute 1-2 pictures and 200-250 words commentary per week. A group of 4 people, therefore, is expected to post 4-8 pictures and 800-1000 words of commentary per week. Each individual contribution should be authored and signed individually. Submit your blog posts by midnight prior to the class to: www.unswll.wordpress.com.

Assessment Criteria:

- evidence of collaboration
- timely submissions
- coverage of research questions
- critical analysis of data (ability to link data and research findings to theories and concepts covered in the course)
- ethnography: data collection strategies

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Presentation

Start date: Not Applicable

Details: Students make a short (5 min) presentation on their individual contribution and findings during the group project. Students receive oral and written feedback.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Essay

Start date: Not Applicable

Length: 2500 words

Details: Students write a critical essay (2500 words+ references) related to the theme of minority languages and relevant revitalization efforts. Students receive written feedback. This is the final assessment for attendance purposes.

Additional details:

Assessment criteria

- critical assessment of the political, demographic and socio-affective factors that impact language use in society.
- critical analysis of the effect of language policies on linguistic diversity in relevant speech communities.
- ability to apply relevant concepts and theories of language planning and policy
- clarity of expression and academic style
- APA referencing conventions

Format:

Times New Roman 12, double spaced, block style, do not indent first line of paragraphs, separate paragraphs by one empty line.

Submission notes: Submit electronically in Moodle

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Seminar	<p>Introducing multilingualism and language planning</p> <p>Horner-Weber Chapter 1</p> <p>Spolsky Chapter 1</p> <p>Class discussions (post your answers online):</p> <ol style="list-style-type: none"> 1. Describe your speech community. 2. Draw a mind-map to illustrate which languages are used in your speech community. 3. What is/are the official language(s) of the following countries: Switzerland; USA; New Zealand; Belgium, Australia? 4. What language(s) may be looked upon as 'Australian' languages (as opposed to 'immigrant' languages) in Australia? 5. In this chapter Spolsky states: "Language policy is all about choices". What does he mean by this? What choices do you make on an everyday basis about language use? What language choices are made by others (individuals and institutions, etc.) which impact your behaviour? <p>Project work IN CLASS:</p> <ol style="list-style-type: none"> 1. Choose your setting and discuss strategy: What data will be collected? Where? How? How will you share the task? 2. What internal and external pressures determine language choices? Write a list of internal factors (starting from the individual speaker) and a list of external factors (starting from outside the speaker (e.g. from community, and other higher levels). 3. Think about the way globalization is changing the sociolinguistic ecosystems

		<p>around the globe. In what ways does globalization lead to linguistic homogenisation and diversification?</p> <p>4. Look up the Australian Census 2016 results at www.abs.gov.au. What can we learn from the Census about linguistic diversity in Australia? Which are the top 10 languages spoken in Australia?</p>
<p>Week 2: 5 March - 11 March</p>	<p>Seminar</p>	<p>Linguistic Landscapes</p> <p>Spolsky Chapter 5</p> <p>Horner-Weber Chapter 16</p> <p>Blommaert, J. (2014). Infrastructures of superdiversity: Conviviality and language in an Antwerp neighborhood. <i>European Journal of Cultural Studies</i>, 17(4), 431-451. DOI: 10.1177/1367549413510421 https://pure.uvt.nl/portal/files/7715541/European_Journal_of_Cultural_Studies_2014_Blommaert_1367549413510421_1.pdf Also recommended: <i>International Journal of Bilingualism</i> ; Oct 2014; Vol. 18</p> <p>Class discussions (post your answers online):</p> <ol style="list-style-type: none"> 1. Which languages do you see/hear around you when you travel in your suburb? 2. Some languages are more visible and audible than others in Sydney streets. Why is this the case? Is it only due to demographic or other factors? 3. Some people do not like hearing other languages in public. Why do you think this is the case? What drives monolingual attitudes? <p>Project work: RELATE THESE QUESTIONS TO YOUR PROJECT: Start taking photos of signage in various languages and bring them to class. Think about why some languages are more visible than others. Bring Census data.</p> <p>Horner-Weber Ch 16 - THINK MORE IN-DEPTH</p>

		<ol style="list-style-type: none"> 1. Bring a linguistic landscape example to class and explore how you and your classmates react to them. Are there any significant differences between the responses? 2. Choose a domain e.g. cafes, restaurants, etc. Collect 3 linguistic landscape items (if possible, use a digital camera to take photos, and do not forget to note down the emplacement of each sign that you photograph). In your analysis, consider the following points: <ul style="list-style-type: none"> • distinguish between top-down and bottom-up signs (if you find that this distinction, which has been criticized by Leeman and Modan (2009), applies to your data); • distinguish between symbolic and instrumental uses of language; • analyse the linguistic varieties used on the signs; • analyse reader/viewer positioning; • try to add a historical dimension to your analysis (e.g. find out about urban planning policies or institutional language policies, if any). 3. Conduct a study of transgressive signs. Take photos of graffiti and other unauthorized writings on walls, etc. Consider the same points as in the previous project work – though, obviously, not all of these will apply in the present case. You may find it useful to read through Pennycook’s (2009) study of graffiti.
<p>Week 3: 12 March - 18 March</p>	<p>Seminar</p>	<p>Polylinguaging</p> <p>Horner-Weber Chapter 7</p> <p>Blommaert and Rampton (2011) Language and superdiversity. Chapter 1 in <i>Language and Superdiversities</i>. Vol 13:2.</p> <p>Jorgensen et al. 2011. Polylinguaging in superdiversity. Chapter 2 in <i>Language and Superdiversities</i>. Vol 13:2.</p> <p>Class discussions (post your answers online and discuss in class):</p> <ol style="list-style-type: none"> 1. What do you know about code-switching in speech communities? How is code-switching different from borrowing? (you may need to go back to your prior studies or

		<p>search the library for these terms)</p> <ol style="list-style-type: none"> 2. Study Examples 1-4. Which codes are mixed with what effect? 3. Identify/record a similar example of polylinguaging. Discuss which languages are mixed and how would you explain the linguistic choices made by the speakers? Present your example to the class. 4. Blommaert and Rampton argued for a paradigm shift in studying linguistic diversity. Explain this paradigm shift. <p>Project work: RELATE THESE QUESTIONS TO YOUR PROJECT: record code-switching and polylinguaging examples.</p> <p>IN CLASS:</p> <p>Complete activities of Horner-Weber Chapter 7 and be prepared to discuss these in class.</p> <ol style="list-style-type: none"> 1. ACTIVITY: SPATIAL REPERTOIRES* Study the interaction which took place in the kitchen of a pizza restaurant in Sydney, Australia. Since this is a part of a dialogue between two bilingual Polish–English employees, we might have expected them to switch into Polish. How then can we explain Krzysztof’s use of the Italian word for cheese? Identify similar examples of polylinguaging from social media texts. Explain the use of various languages.
<p>Week 4: 19 March - 25 March</p>	<p>Seminar</p>	<p>Language and ethnic identity</p> <p>Horner-Weber Chapter 7</p> <p>Appel and Muysken (2005) Chapter 2. Language and identity. See eBook in UNSW library.</p> <p>Hatoss, A. (2012) Where are you from? Identity construction and experiences of ‘othering’ in the narratives of Sudanese refugee-background Australians. <i>Discourse Society</i> 2012 vol. 23 no. 1 47-68 doi: 10.1177/0957926511419925</p> <p>Class discussions (post your answers online and discuss in class):</p> <ol style="list-style-type: none"> 1. Think about the multiple aspects of your identity. In which contexts does your

ethnic/ethnolinguistic identity become salient?

2. How do you see your own identity? How strong is the link with one (or more) particular language(s)? In what sense could it be described as a 'translanguaging identity'?
3. According to post-structuralist ideas of identity theory, identities are not given, static, but they are constructed. Do you agree? Why isn't it useful to define identities as static? How do speakers construct their identity in multilingual contexts?
4. Read Hatoss (2012). Why is the question "where are you from?" problematic for immigrants in Australia? What identities are assumed by the dominant society?
5. Think about examples where national, ethnic, religious and linguistic identities are in conflict. How can these conflicts be resolved?

CLASSROOM:

DISCUSSION1: LANGUAGE AND IDENTITY How do you see your own identity? How strong is the link with one (or more) particular language(s)? In what sense could it be described as a 'translanguaging identity'?

DISCUSSION 2: NATIONAL IDENTITY • Many nationalist movements desire to achieve nation-state congruence: in other words, they believe that all citizens of a state should also be members of one (imagined) nation. Discuss to what extent or in what ways this 'core nationalist doctrine' (Smith 1971) can lead to social exclusion, xenophobia, racism or ethnic cleansing. • The desire to protect national identity frequently involves the desire to protect (i.e. purify, keep pure) the national language. Discuss to what extent and in what ways language purist movements are connected with nationalist agendas. **Bring an example to class.**

Project work: RELATE THESE QUESTIONS TO YOUR PROJECT: Think about how you can explore the language identity connection in your project.

What questions will you ask people?

Week 5: 26 March - 1

Group Activity

Languages and the Internet

Horner-Weber Chapter 15 Multilingualism in the new media

David Block - (2004) Globalization, transnational communication and the Internet. In *International Journal of Multicultural Societies* 1 (1). pp. 22-37.

Varis & Wang (2011) Superdiversity on the Internet: A case from China. Chapter 5 in *Language and superdiversities* by Blommaert, Rampton and Spotty. *DIVERSITIES: An online journal published by UNESCO & MPIIMMG*.

Hinnenkamp (2008) The Case of a German Turkish Chat Room. *International Journal of Multilingualism* 5: 3. pp. 2530275
DOI: 10.1080/14790710802390228

Class discussions (post your answers online and discuss in class):

1. Collect 1-2 examples of Internet language use (preferably from hip hop or other lyrics) where the global and the local norms are clearly interacting (e.g. using a global language (e.g. English) with local sub-varieties. What can we learn from these examples about how dialects of the super-vernacular appear?
2. Who manages language use on the Internet? Who sets the rules? How do speakers contest norms and rules?
3. Have you ever had an experience of an act of language policing in an online environment? What language ideology/ies informed this act? How did you (or other users in the online environment) react to it?
4. Find metalinguistic examples (1-2) where online participants do some "linguaging" such as telling each other about the rules of language use explicitly.
5. Look for some heteroglossic features in your friends' status updates or wall comments on Facebook. First, make sure you ask them for permission to use their postings as data for this project. Analyse these heteroglossic practices and try to account for them in terms of ideological or identity positionings.

Project work: RELATE THESE QUESTIONS TO

		YOUR PROJECT: How do people decide which language to use when? Are there any unwritten language rules in your setting? Did you ask people if they use their heritage language online? How/in which contexts do they do that?
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Presentation	<p>Linguistic Landscape Project Presentations I</p> <p>Groups present their Linguistic Landscape Project. Each person talks for 5 minutes.</p> <p>The presentation should focus on your own work (individual contribution to the group project) and your critical reflection on the findings:</p> <p>How do Sydneysiders "live" multilingualism in everyday life? How do they contest the monolingual English only mindset? Is Sydney multilingual or just multicultural?</p> <p>Upload your individual blog content and your group PP presentation onto Moodle by midnight prior to your scheduled presentation. Showcase your individual blog content and use PP slides as visual support.</p> <p>Moodle post: reflect on your classmates' project findings and what you learnt from it. What questions remain unanswered? Rate the projects.</p>
Week 7: 16 April - 22 April	Presentation	<p>Linguistic Landscapes Project Presentations II</p> <p>Groups present their Linguistic Landscape Project. Each person talks for 5 minutes.</p> <p>The presentation should focus on your own work (individual contribution to the group project) and your critical reflection on the findings:</p> <p>How do Sydneysiders "live" multilingualism in everyday life? How do they contest the monolingual English only mindset? Is Sydney multilingual or just multicultural?</p> <p>Upload your individual blog content and your group PP presentation onto Moodle by midnight prior to your scheduled presentation. Showcase your individual blog content and use PP slides as visual</p>

		<p>support.</p> <p>Moodle post: reflect on your project findings and what you learnt from it. What questions remain unanswered? Rate the Projects.</p>
<p>Week 8: 23 April - 29 April</p>	<p>Seminar</p>	<p>Language endangerment and death</p> <p>Horner-Weber Chapter 5 Revitalization of endangered languages</p> <p>Walsh, M. (2005) Will indigenous languages survive? Annual Review of Anthropology, 34:293–315</p> <p>Crystal, D. (2004) "Creating a World of Languages". See David Crystal's personal webpage. www.davidcrystal.com. Paper presented at LINGUAPAX Congress, Barcelona.</p> <p>Class discussions (post your answers online and discuss in class):</p> <ol style="list-style-type: none"> 1. Read Walsh's article and write a list of factors that lead to language death. What are the prospects for Indigenous languages? 2. Should linguists do anything to stop language death? Whose job should it be to help endangered languages survive? What can be done? 3. How can modern technology used to help the revival of endangered languages? Find some initiatives online which are aimed to revive endangered languages. 4. Is climate change affecting linguistic diversity? In what way? Find 1 example. <p>IN CLASS:</p> <p>Watch the Quechua video in class. What are the factors in the decline of this language? Are the policies effective?</p> <p>In your groups discuss the ideas presented by Crystal about innovative ways to promote linguistic diversity. Which ones are most effective?</p> <p>FOR DISCUSSION: SUCCESSFUL LANGUAGE REVITALIZATION</p> <p>What factors promote language maintenance?</p>

		<p>What are successful revitalization strategies? How can the human costs of revitalization be minimized?</p> <p>Project work: PLAN YOUR ESSAY:</p> <p>ENDANGERED LANGUAGE REVITALIZATION Look at the UNESCO Interactive Atlas of the World's Languages in Danger (www.unesco.org/culture/ich/index.php?pg=00206). Choose a particular country that you are interested in and an endangered language in this country. Then carry out some research on this language: has there been an attempt to revitalize it? To what extent has it been successful? Is the language fully standardized, and if not, has there been an attempt to standardize it? What have been the 'costs' of revitalization (in Shohamy's sense of the word)? Prepare a brief presentation for the other students in your class (in preparation for your essay).</p>
Week 9: 30 April - 6 May	Seminar	<p>Language policy models - national versus grass root planning</p> <p>Horner-Weber Chapter 2</p> <p>Class discussions (post your answers online and discuss in class):</p> <ol style="list-style-type: none"> 1. LANGUAGE AND NATIONAL IDENTITY To some speakers the link between language and national identity is so important that it is not only essentialized but also leads to an invisibilization of all other linguistic repertoires. Identify examples of nationalism in social media conversations or other media texts. How can we contest the one-nation-one language ideology? 2. LANGUAGE PURISM It is important to make clear that language-ideological beliefs such as the fear of linguistic heterogeneity and ideologies of purism are not just ideas and attitudes about language, but that they also translate into social practices that can have serious consequences for whole groups of people. 3. RACISM Discuss Blommaert's summary of the Vlaams Blok's world-view in light of the following questions: • How would you define racism? • In what way or to what extent is

		<p>the Vlaams Blok's world-view racist? • What are the links between racism and the one nation–one language ideology? Find similar examples from the Australian context.</p> <p>Class discussions (post your answers online and discuss in class):</p> <ol style="list-style-type: none"> 1. Discuss the role of nationalism in language policy. Give an example of a country where the one-nation-one-language policy was an important part of nation creation. 2. What are the issues associated with national-level language planning? 3. Discuss one of these cases: (i) Hebrew revitalisation; (ii) Maori revitalization (iii) Language activism in Australia. 4. How many ethnic language schools exist in Australia? Which are the main languages? How effective are they is supporting language maintenance? <p>Read Spolsky Chapter 9 - GROUP RESEARCH IN CLASS</p> <p>Read the chapter prior to class and prepare yourself for this group-task) and study examples of countries where one-nation one-language ideology has been increasingly challenged. Choose one country for each of these categories:</p> <ul style="list-style-type: none"> • (1) a monolingual tradition, • (2) dyadic language solution (two official languages) • (3) triadic solution (3 official languages) • (4) mosaic (multilingual) tradition
<p>Week 10: 7 May - 13 May</p>	<p>Seminar</p>	<p>Supranational Language Policy: EU Case Studies</p> <p>Horner-Weber Chapter 9</p> <p>Horner-Weber Chapter 11</p> <p>Spolsky (2009) Language management. Chapter 11 Managing languages at the supranational level</p> <p>Skuttnabb-Kangas (2008) : Minorities and language education. In S. May and N. H. Hornberger (eds) (2008) Encyclopedia of Language</p>

		<p>and Education, 2nd Edition, Volume 1: Language Policy and Political Issues in Education, 107–119. Springer</p> <p>Class discussions (post your answers online and discuss in class):</p> <p>Study the European Charter for Regional and Minority languages. How does the document distinguish between regional and minority languages?</p> <ol style="list-style-type: none"> 1. In your view what are the limitations of such supranational policies? 2. Choose one regional minority language in Europe (e.g. Basque). Describe its current status and its prospects. 3. How many official languages does the European Union have? What are the implications in terms of the everyday operation of the EU? What are the implications for speakers of these (official) languages? <p>DISCUSSION 1: FLEXIBLE MULTILINGUALISM • How could flexible multilingualism be implemented in education? In your eyes, what are the most important characteristics of a flexible multilingual education system? • Suppose you are moving to a bi-/multilingual country: which language(s) or variety/ies would you consider learning as the language(s) of integration and why? Examples discussed in various chapters of your textbook include the Basque Country and Catalonia (Spain), Côte d'Ivoire, Hong Kong (China), India, Luxembourg, Singapore, South Africa, (German-speaking) Switzerland.</p>
<p>Week 11: 14 May - 20 May</p>	<p>Seminar</p>	<p>Bilingual Education for linguistic minorities: Case of Indigenous languages in Australia</p> <p>Horner-Weber Chapter 10 Mother tongue education or literacy bridges?</p> <p>Skuttnabb-Kangas (2008) : Minorities and language education. In S. May and N. H. Hornberger (eds) (2008) Encyclopedia of Language and Education, 2nd Edition, Volume 1: Language Policy and Political Issues in Education, 107–119. Springer</p>

Walsh, M. (2005) Will indigenous languages survive? Annual Review of Anthropology, 34:293–315

Video Case of Bilingual education in the Northern Territory.

Going Back to Lajamanu: Four Corners (ABC1 Melbourne); Duration: 45 min Availability:

<<http://search.informit.com.au/documentSummary;dn=TEX20093700499;res=TVNEWS>> [cited 08 Feb 16].

Class discussions (post your answers online and discuss in class):

1. Study Ethnologue website to identify Australian endangered languages. Choose one of these and describe the current language ecology.
2. Watch the video in class and discuss the arguments bilingual education for indigenous learners.
3. Study the No Child Left behind policy in the U.S. What are the similarities and differences between these two policies (closing of bilingual programs in Australia and “No child left behind in U.S.)?

IN CLASS:

PROJECT WORK: EXPLORING MOTHER TONGUE EDUCATION

Choose a country whose school system uses a form of mother tongue education, either for indigenous minority language children or for migrant children.

see Horner-Weber p.171

Remember that no mother tongue education programme is wholly good or wholly bad (except perhaps for the Bantu Education Act in apartheid South Africa). Considering both advantages and disadvantages, try and make a case for and/or against the particular mother tongue education programme that you are investigating. Make sure you also consider the important issue of intra-language variation (i.e. variation between standard

		and non-standard varieties).
Week 12: 21 May - 27 May	Seminar	<p>New directions in the study of multilingualism</p> <p>Summary and feedback</p> <p>Horner-Weber Chapter 17</p> <p>Horner-Weber Chapter 14 Media representations of multilingualism</p> <p>Class discussions (post your answers online and discuss in class):</p> <ol style="list-style-type: none"> 1. Find a media text (e.g. letter to the editor) and discuss how the text is portraying multilingualism. Is multilingualism part of the Australian national identity or is it something un-Australian? Can you locate evidence of a monolingual mindset in policy, media or other social media discourses? <p>QUIZ</p> <ul style="list-style-type: none"> • 1. What is the problem with the terms L1, L2, L3, etc.? • 2. What is the problem with the term 'code-switching'? • 3. Remember Meeuwis and Blommaert's example (that we discussed in Chapter 7) of code-switching between two code-switched codes (Lingala-French and Swahili-French): how many languages are involved in this case? • 4. Discuss the link between globalization and language variation. • 5. Is Kven a dialect or a language? • 6. Explain the difference between individual and societal multilingualism. • 7. What are the main criteria for flexible multilingual education systems? • 8. What is the main problem with mother tongue education programmes? • 9. What is the main difference between mother tongue education and heritage language education? • 10. What would multilingual forms of assessment look like, and what are the main difficulties in implementing them? <p>PROJECT WORK: REPRESENTATIONS OF MULTILINGUALISM ON THE INTERNET</p>

	<p>Look for some discussions of multilingualism on the Internet (e.g. on Facebook or in blogs, etc.). Focus in particular on the ways in which immigrant minority languages and their speakers are represented. Are these representations mostly positive or negative ones? What metaphors are used (if any) and what are their ideological implications?</p>
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Resources

Prescribed Resources

- Horner, K. & Weber, J.J. (2018) *Introducing Multilingualism: A Social Approach*. 2nd edition. Routledge. ISBN: 9781315276892
- Spolsky, B. (2009). *Language Management*. Cambridge: Cambridge University Press. Available in eBook format in UNSW Library

Recommended Resources

- Blommaert, J., Rampton, B. and Spotti: (2011) *Language and superdiversities*. Available for free download: *Diversities 13:2: An online journal by UNESCO and MPI MMG*.
- May, S. and N. H. Hornberger (eds) (2008) *Encyclopedia of Language and Education*, 2nd Edition

Blommaert, J. (2011) *The sociolinguistics of globalization*. Cambridge University Press.

Fishman, J. & Garcia, O. (eds.) (2010) *Handbook of language and ethnic identity*. Volume 1. Second edition. Oxford University Press: Oxford.

May, S. & N. H. Hornberger (eds) (2009) *Encyclopedia of Language and Education*, 2nd Edition, Volume 1: *Language Policy and Political Issues in Education*, 107–119.

Appel, René, Muysken, Pieter (2005). *Language contact and bilingualism*. Amsterdam University Press. Available in eBook format in UNSW library.

UNSW Library Linguistics Databases <http://subjectguides.library.unsw.edu.au/languages>

- Website – UNSW Library Linguistics Database
- Website – Ethnologue
- Website – Terra Lingua
- Website – Lingua Pax
- Website – Universal Declaration of Linguistic Rights
- Website – European Charter for Regional or Minority Languages

Course Evaluation and Development

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]

Image Credit

This is an example photo from the student projects called Linguistic Landscapes in 2017.

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