Stockholm University

OPTIONAL LINGUISTICS MODULES (PERIOD A-B)

English and Multilingualism

Teacher: Maria Kuteeva

Module description

This module provides an introduction to the dynamic field of multilingualism in connection to the role and use of English in contemporary society. It adopts a critical approach to cover a range of issues, such as language and identity, multilingual education, the differences between individual and societal multilingualism, integration, as well as different contexts of language use, e.g. multilingualism in education or in traditional and new media. The students will engage with the established theories and latest conceptualisations of multilingualism to reflect on and question discourses and ideologies surrounding societal phenomena where language is at stake.

The module comprises eight two-hour seminars. It is thematically based in its treatment of various theoretical and contextual aspects of multilingualism in connection with the use of English. The students will read assigned texts and complete tasks related to seminar topics. The examination will be comprised of oral and written assignments.

Required reading

Textbooks:

Horner, K. & Weber, J.-J. (2017). *Introducing multilingualism: A social approach*. 2nd edition. London and New York: Routledge. (available as e-book at SUB)

Articles and book chapters (not included in the textbooks):

All texts under this category can be found online via Stockholm University Library (SUB).

Bhatt, R. & Bolonyai, A. (2022). Codeswitching and its terminological other – translanguaging. In J. MacSwan et al. (eds)., *Multilingual perspectives on translanguaging*, pp. 154-179. Bristol: Multilingual Matters.

Busch, B. (2017). Expanding the notion of the linguistic repertoire: On the concept of *Spracherlerleben* – the lived experience of language. *Applied Linguistics* 38(3), 340–358.

Heugh, K. (2021). Southern multilingualisms, translanguaging and transknowledging in inclusive and sustainable education. In Harding-Esch, P. & Coleman, H. *Language and the Sustainable Development Goals*, pp. 33-43. London: British Council.

Jones, R. (2024). Culture machines. *Applied Linguistics Review*. https://doi.org/10.1515/applirev-2024-0188

Kuteeva, M. (2023). *Tension-filled English at the multilingual university: A Bakhtinian perspective*. Bristol: Multilingual Matters. Chapters 2 and 7. (available as e-book at SUB)

Kuteeva, M., Kaufhold, K. & Hynninen, N. (Eds.) (2020). *Language perceptions and practices in multilingual universities*. Cham: Palgrave Macmillan. Chapter 1: Introduction, pp. 1–24. (available as e-book at SUB)

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

Ortega, L. (2019). SLA and the study of equitable multilingualism. *The Modern Language Journal*, 103 (Supplement 2019), 23–38.

Pavlenko, A. (2006). Bilingual selves. In A. Pavlenko (ed.), *Bilingual minds: Emotional experiences, expression, and representation*, 1–33. London: Multilingual matters.

Rosa, J. & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46 (5), 621–647.

Saarinen T. (2020). Tensions on Finnish constitutional bilingualism in neo-nationalist times. In Kuteeva, M., Kaufhold, K. & Hynninen, N. (Eds.) (2020). *Language perceptions and practices in multilingual universities*, Cham: Palgrave Macmillan. Chapter 4, pp. 85–111.

Other recommended literature:

Martin-Jones, M., Blackledge, A., & Creese, A. (2012). *The Routledge handbook of multilingualism*. Abingdon: Routledge. (available as e-book at SUB) Hereafter: *RHM*

Bhatia, T. K. & Ritchie, W. (2012). *The handbook of bilingualism and multilingualism*. 2nd edition. Blackwell Publishing. (e-book at SUB)

Cook, V. & Li Wei (2016). *The Cambridge handbook of linguistic multicompetence*. Cambridge: CUP. (e-book at SUB).

OPTIONAL LINGUISTICS MODULES (PERIOD C-D)

Accents of English

Teacher: Peter Sundkvist

Module description

The aim of this module is to enable undergraduate students to gain familiarity with and an overview of the formidable variation in how the English language is pronounced across the world, and to acquire skills in analyzing such variation in a scholarly fashion. Exposure and insight into variation is provided through readings and analysis of audio and audio-visual material, and arguably the most influential framework for the classification of accent differences is introduced (Wells, 1982). The course offers a review of the principles that underlie the phonetic description and classification of human speech sounds and an introduction to the International Phonetic Alphabet (IPA). Students are then given the opportunity to practice phonetic analysis and the application of Wells's (1982) framework in the analysis of multiple English accents, based on audio-visual material. While of interest to anyone wanting to know more about global variation in English, this module is perhaps particularly relevant for future teachers, who will need to address questions regarding norm and variability in English pronunciation, and for those considering writing degree projects on English accents, dialectology, world Englishes, sociolinguistics, etc.

The module comprises eight two-hour seminars, all of which involve active participation from the students. The students will read texts and complete listening and other exercises related to the course content. In the seminars students will discuss the texts and exercises, and give oral groups presentations relating to the topic of individual seminars. The examination consists of one oral assignment and three written assignments.

Required reading

Books

Melchers, G., Shaw, P., & Sundkvist, P. 2019. *World Englishes, 3rd ed*. London: Routledge.

Wells, J. C. 1982. *Accents of English: 3 volumes*. Cambridge: Cambridge University Press. [Vols. 2 and 3 are available as e-books at SUB; vol. 1 has never been released as e-book]

Hayes, B. 2009. *Introductory Phonology*. Oxford: Wiley-Blackwell. [Available as e-book at SUB, and only chapters 1–2 assigned].

Articles

Edwards, W. F. 2004[2008]. African American Vernacular English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 383–392. [Available as e-book at SUB]

Gargesh, R. 2004[2008]. Indian English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 992–1002. [Available as e-book at SUB]

Hickey, R. 2004[2008]. Irish English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 68–97. [Available as e-book at SUB]

Horvath, B. M. 2004[2008]. Australian English: phonology. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 625–644. [Available as e-book at SUB]

Kretzschmar, W. A. 2004[2008]. Standard American English pronunciation. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 257–269. [Available as e-book at SUB]

Sundkvist, P. 2011. 'Standard English' as spoken in Shetland's capital. *World Englishes*, 30(2), 166–181.

Thomas, Erik R. 2004[2008]. Rural Southern white accents. In: Kortmann, B., Schneider, E. W., Burridge, K., Mesthrie, R. & Upton, C. A Handbook of Varieties of English: A Multimedia Reference Tool. Volume 1: Phonology, 300–324. [Available as e-book at SUB]

Audio-visual material

Audio and audio-visual training material available in Melchers, Shaw, & Sundkvist and online; web links provided on Athena.

Language and Gender

Teacher: Josep Soler

Module description

This module provides an overview of how language and gender are inherently interconnected, and how gender roles and relations are formed, maintained, and expressed through language. Students will study the social and performative nature of gender and the multiple ways that gender is constructed through language, including the reflexive relationship between social expectations about gender and the social practices that construct it. In addition, students will learn about the special relationships that hold between gender and sexuality, with a focus on the social and linguistic practices that accompany them. Students will engage in critically reading and reflecting on academic texts on language, gender, and sexuality from a range of domains (professional communication, educational contexts, etc.).

Required reading

All readings are available as electronic resources at the SU Library catalogue.

Coursebook:

Kiesling, S. (2019). Language, gender, and sexuality. An introduction. Routledge.

Seminar readings:

Block, D. & Corona, V. (2014). Exploring class-based intersectionality. Language, Culture & Curriculum, 27(1), 27-42.

Cameron, D. (2000). Styling the worker: Gender and the commodification of language in the globalized service economy. Journal of Sociolinguistics, 4(3), 323-347.

Gray, J. (2013). LGBT invisibility and heteronormativity in ELT materials. In: Gray, J. (Ed.) Critical Perspectives on Language Teaching Materials. Palgrave Macmillan.

Levon, E. (2015). Integrating intersectionality in language, gender, and sexuality research. Language and Linguistics Compass, 9(7), 295-308.

Lindqvist, A., Renström, E.A., & Gustafsson Sandén, M. (2019). Reducing a male bias in language? Establishing the efficiency of three different gender-fair language strategies. Sex Roles, 81, 109-117.

McDowell, J. (2015). Talk in feminized occupations: Exploring male nurses' linguistic behaviour. Gender and Language, 9(3), 365-390.

Piller, I. & Takahashi, K. (2006). A passion for English: Desire and the language market. In A. Pavlenko (Ed.), Bilingual minds: Emotional experience, expression and representation. (pp. 59-83). Clevedon: Multilingual Matters.

Wallner, L. & Eriksson Barajas, K. (2022). 'It's not her, it's hen' – situated classroom use of the Swedish gender-neutral pronoun hen. Classroom Discourse (early view online).