ARTS3695

Multilingualism and Language Planning

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Aniko Hatoss	a.hatoss@unsw.edu.au	By appointment only	Morven Brown 220	

School Contact Information

School of Humanities and Languages

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

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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.

Course Learning Outcomes

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 is delivered in a workshop format with online activities.

Assessment

Students will submit their first assignment on the project website. See previous student work on www.unswll.wordpress.com.

The project assignment in this course is used for UNSW research purposes. Ethics Reference number: HC190424

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Presentation	20%	12/03/2021 04:00 PM	5
Project	30%	26/03/2021 04:00 PM	3, 4
Essay	50%	30/04/2021 04:00 PM	1, 2

Assessment Details

Assessment 1: Presentation

Start date: Not Applicable

Details:

Students make a short (5 min/person) presentation on their project.

Students receive written feedback (rubric).

Additional details:

Students present their project in week 5. They need to upload their presentation onto Moodle prior to class in week 5.

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

Assessment 2: Project

Start date: Not Applicable

Details:

The students undertake a project of approximately 1500 words.

Students will receive an individual mark and written feedback (rubric).

Additional details:

Students submit to project Blog website weekly in weeks 2, 3, 4 and 5 and submit their project summary in Turnitin.

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

Assessment 3: Essay

Start date: Not Applicable

Details:

Students write a critical essay (2500 words+ references) related to the theme of minority languages and relevant language planning strategies.

Students receive written feedback (rubric).

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Module	**Introducing multilingualism from a social perspective: Theoretical, methodological and ontological questions** **Horner-Weber Chapter 1, 2 and 3**
	Online Activity	See Moodle for instructions
Week 2: 22 February - 26 February	Module	**Linguistic Landscapes - Horner-Weber Chapter 16** **Benson, P. and Hatoss, A**. (2019) Chapter 2 in Chik, A., Benson, P. and Moloney, R. (eds.) Multilingual Sydney.Routledge: New York. **Blommaert, J. (2014)**. Infrastructures of superdiversity: Conviviality and language in an Antwerp neighborhood. European Journal of Cultural Studies, 17(4), 431-451. DOI: 10.1177/1367549413510421 https://pure.uvt.nl/portal/files/7715541/European_Journal_of_Cultural_Studies_2014_Blommaert_136754 9413510421_1.pdf **Máiréad Moriarty (2014)** Languages in motion: Multilingualism and mobility in the linguistic landscape.International Journal of Bilingualism, Vol. 18(5) 457–463. DOI: 10.1177/1367006913484208
	Online Activity	See Moodle for instructions.
Week 3: 1 March - 5 March	Module	**Polylanguaging** **Blommaert and Rampton (2011)** Language and superdiversity. Chapter 1 in *Language and Superdiversities*. Vol 13:2.

		Jorgensen et al. 2011. Polylanguaging in superdiversity. Chapter 2 in *Language and Superdiversities*. Vol 13:2.
	Online Activity	See Moodle for instructions.
Week 4: 8 March - 12 March	Module	**Language and identity** **Horner-Weber Chapter 7** **Appel and Muysken (2005)** Chapter 2. Language and identity. See eBook in UNSW library.
	Online Activity	See Moodle for instructions.
Week 5: 15 March - 19 March	Module	**Landscape Project Fieldwork - PRESENTATIONS**
	Online Activity	See Moodle for instructions.
Week 6: 22 March - 26 March	Reading	**No classes scheduled.**
Week 7: 29 March - 2 April	Module	**Language endangerment and death** **Horner-Weber Chapter 5** Revitalization of endangered languages **Crystal, D. (2004)** "Creating a World of Languages". See David Crystal's personal webpage. www.davidcrystal.com. Paper presented at LINGUAPAX Congress, Barcelona. **Walsh, M. (2005)** Will indigenous languages survive? Annual Review of Anthropology, 34:293–315
	Online Activity	See Moodle for instructions
Week 8: 5 April - 9 April	Online Activity	Case studies of minority languages - preparation for assignment 3, students create poster for their chosen minority language See Moodle for instructions. NO SYNCHRONOUS CLASS SCHEDULED.

Week 9: 12 April - 16 April	Module	**Minorities and Language-in-education Policy** • **Horner-Weber Chapter 10 and 11** • **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
	Online Activity	See Moodle for instructions.
Week 10: 19 April - 23 April	Module	**Supranational language policy and language rights** **Horner-Weber Chapter 9 and 11 (EU relevant sections)** **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 **Varennes, F. (2001)** Language rights as an integral part of human rights. International Journal on Multicultural Societies (IJMS), Vol. 3, No. 1, 2001: 15 - 25. **Spolsky (2009)**. Managing languages at the supranational level. Chapter 11 in Language Management. Cambridge.
	Online Activity	Students discuss case studies in groups.

Resources

Prescribed Resources

- Horner, K. & Weber, J.J. (2018) Introducing Multilingualism: A Social Approach. 2nd edition. Routledge. ISBN: 9781315276892

Recommended Resources

- Spolsky, B. (2009) Language Management. Cambridge: Cambridge University Press. Available in eBook format in UNSW Library
- 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.
- Chik, Benson, Moloney (2019) Multilingual Sydney. Routledge:New York.
- 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: Cambridge.
- 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.

Journal of Linguistic Landscapes

International Journal of Multilingualism

Multilingua

- Website – UNSW Library Linguistics Database
- Website – Ethnologue: https://www.ethnologue.com/
- Website – TerraLingua: https://terralingua.org/
- Website – Lingua Pax: http://www.linguapax.org/english
- Website – Universal Declaration of Linguistic Rights: http://unesdoc.unesco.org/images/0010/001042/104267e.pdf
- Website – European Charter for Regional or Minority Languages: https://www.coe.int/en/web/european-charter-regional-or-minority-languages

Course Evaluation and Development

Student feedback is gathered through the MyExperience survey and through an in-class anonymous informal survey. This course has been very well received in previous years and students valued the fieldwork experience. They also valued the flexibility of choosing their topic for their project and the essay. Students recommended that the project is marked individually. Some of the highlights:

- In addition to increasing my awareness of multilingual issues in Sydney, this group project was also invaluable in the development of my personal skills. Previous to this group research project,

I had never had the opportunity to undertake fieldwork in any subject area, let alone the field of linguistics.

- This project was very beneficial not only because it helped me develop my practical skills in linguistic fieldwork, but also because I got the opportunity to interview and to discuss various socio-linguistic issues with people.
- This project changed my perspective in some ways because I got the opportunity to conduct a practical linguistic project, which added to my knowledge on how a professional investigation or project would be conducted by professional linguists. Therefore, I have a more accurate perspective on how professional linguistics projects work.
- Through this project, I have learnt about lots of skills, such as teamwork, communication skills, interview conducting.

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.