

ARTS3695

Multilingualism and Language Planning

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

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

School Contact Information

School of Humanities & Languages

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 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

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

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Presentation	20%	Not Applicable	5
2. Project	30%	25/03/2022 04:00 PM	3, 4
3. Essay	50%	29/04/2022 04:00 PM	1, 2

Assessment 1: Presentation

Submission notes: Submit presentation by midnight before rostered date

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

Students receive written feedback (rubric).

This is not a Turnitin assignment

Additional details

Students will sign up for weekly project topics. Presentations will be followed by questions and class discussions.

Assessment 2: Project

Due date: 25/03/2022 04:00 PM

The students undertake a project of approximately 1500 words.

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

Additional details

This assignment is submitted in Blog format to project website: www.unswll.wordpress.com. Students will also submit their report and LL data in Moodle.

Assessment 3: Essay

Due date: 29/04/2022 04:00 PM

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).

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

Attendance Requirements

This course is run fully online via Zoom sessions. Zoom link will be provided in Moodle. Zoom sessions are scheduled for 2 hours. The third hour of the workshop is delivered asynchronously. All online activities are to be completed asynchronously in Moodle prior to class. Students must attend the first two hours of the weekly timetabled sessions. Students will sign up for presentation topics from week 2 onwards.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Module	Introducing multilingualism from a social perspective Horner-Weber Chapter 1 and 2 Piller, I. (2016) Linguistic diversity and stratification. Chapter 2 in <i>Linguistic Diversity and Social Justice : An Introduction to Applied Sociolinguistics</i> , Oxford University Press USA - OSO, 2016. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/unsw/detail.action?docID=4310935 . Created from unsw on 2019-02-05 15:20:35. Also recommended: Blommaert and Rampton (2011) Language and superdiversity. Chapter 1 in <i>Language and Superdiversities</i> . Vol 13:2. Rosa, J. & Burdick, C. (2017) Language Ideologies. The Oxford Handbook of Language and Society edited by García, O. Flores, N. and M. Spotti DOI: 10.1093/oxfordhb/9780190212896.013.15
	Online Activity	See Moodle for instructions
Week 2: 21 February - 25 February	Module	Linguistic Landscapes I Horner-Weber Chapter 16 Pauwels, A. (2016). Linguistic demography: Census surveys. In <i>Language Maintenance and Shift</i> (Key Topics in Sociolinguistics, pp. 35-47).

		<p>Cambridge: Cambridge University Press. doi:10.1017/CBO9781107338869.004</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.</p> <p>Also recommended:</p> <p>Van Mensel, L., Vandenbrouke, M., & Blackwood, R. (2018). Linguistic Landscapes. In O. García, N. Flores, & M. Spotti (Eds.), <i>The Oxford handbook of language and society</i> (1 ed., Vol. Online version, pp. Oxford Handbooks Online - no pages). Oxford: Oxford University Press.</p>
	Online Activity	See Moodle for instructions.
Week 3: 28 February - 4 March	Module	<p>Linguistic Landscapes II</p> <p>Scollon, R., Scollon, S. W. (2003) <i>Discourses in Place</i>. Routledge. Chapter 2. Indexicality.</p> <p>Pennycook, A., & Otsuji, E. (2015). <i>Metrolingualism: Language in the City</i> (1st ed.). Routledge. https://doi-org.wwwproxy1.library.unsw.edu.au/10.4324/9781315724225. (one self-selected chapter only)</p>
	Online Activity	See Moodle for instructions.
Week 4: 7 March - 11 March	Module	<p>Multilingualism, language choices and identity</p> <p>Horner-Weber Chapter 7</p> <p>Scollon, R., Scollon, S. W. (2003) <i>Discourses in Place</i>. Routledge. Chapter 6. Code preferences.</p> <p>Pauwels, A. (2016). Beyond surveys: Interviews, participant observation and experiments. In <i>Language Maintenance and Shift</i> (Key Topics in Sociolinguistics, pp. 64-80). Cambridge: Cambridge University Press. doi:10.1017/CBO9781107338869.006</p>

		<p>Also recommended:</p> <p>Jorgensen et al. 2011. Polylinguaging in superdiversity. Chapter 2 in <i>Language and Superdiversities</i>. Vol 13:2.</p> <p>Joseph, J. E., & Keith, B. (2006). Identity and Language. In <i>Encyclopedia of Language & Linguistics</i> (pp. 486-492). Oxford: Elsevier.</p>
	Online Activity	See Moodle for instructions.
Week 5: 14 March - 18 March	Module	<p>Revitalization of endangered languages</p> <p>Horner & Weber Chapter 5</p> <p>Grenoble (2013). Language revitalization. The Oxford Handbook of Sociolinguistics. DOI: 10.1093/oxfordhb/9780199744084.013.0039</p> <p>Also recommended:</p> <p>Moore, R. (2017). Discourses of endangerment from mother tongues to machine readability. Chapter in The Oxford Handbook of Language and Society in García, O. Flores, N. & M. Spotti. DOI:10.1093/oxfordhb/9780190212896.013.16</p> <p>Engman, M.M. & King, A.L. (2017) Language shift and sustainability: Critical discourses and beyond. Chapter in The Oxford Handbook of Language and Society in García, O. Flores, N. and M. Spotti. DOI:10.1093/oxfordhb/9780190212896.013.2</p>
	Online Activity	See Moodle for instructions.
Week 6: 21 March - 25 March	Reading	No classes scheduled.
	Assessment	Students submit their LL project that they were working on in weeks 2-5.
Week 7: 28 March - 1 April	Module	<p>Multilingualism in education</p> <p>Horner-Weber Chapter 10</p>

		<p>Skuttnabb-Kangas (2008): Minorities and language education. In S. May and N. H. Hornberger (eds) (2008) <i>Encyclopedia of Language and Education</i>, 2nd Edition, Volume 1: Language Policy and Political Issues in Education, 107–119. Springer</p> <p>Montrul, S. (2015). Heritage languages and heritage speakers. In <i>The Acquisition of Heritage Languages</i> (pp. 13-40). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139030502.002</p>
	Online Activity	See Moodle for instructions.
Week 8: 4 April - 8 April	Topic	<p>Heritage language education and language maintenance and shift</p> <p>Horner and Weber Chapter 11, 12</p> <p>Pauwels, A. (2016). Understanding the dynamics of language maintenance and shift. In <i>Language Maintenance and Shift</i> (Key Topics in Sociolinguistics, pp. 100-114). Cambridge: Cambridge University Press. doi:10.1017/CBO9781107338869.008</p> <p>Also recommended:</p> <p>Piller, I., & Gerber, L. (2021). Family language policy between the bilingual advantage and the monolingual mindset. <i>International Journal of Bilingual Education and Bilingualism</i>, 24(5), 622-635. doi:10.1080/13670050.2018.1503227</p>
	Online Activity	See Moodle for instructions
Week 9: 11 April - 15 April	Fieldwork	<p>Fieldwork - no class scheduled.</p> <p>Students work on their minority language case study and complete activities online.</p>

	Online Activity	See Moodle for instructions.
Week 10: 18 April - 22 April	Module	<p>Supranational language policy and language rights</p> <p>Horner-Weber Chapter 9 and 11 (EU relevant sections)</p> <p>Varennnes (2001) Language rights as an integral part of human rights. IJMS 3:1 2001. 15-25.</p> <p>Universal Declaration of Linguistic Human Rights (accepted on 6 June 1996 in Barcelona by the World Conference on Linguistic Rights) . Retrieved from https://culturalrights.net/descargas/drets_culturals389.pdf</p>
	Online Activity	See Moodle for instructions.

Resources

Prescribed Resources

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

Recommended Resources

- Appel, René, Muysken, Pieter (2005). *Language contact and bilingualism*. Amsterdam 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, A. Benson, P. & Moloney, R. (2019) *Multilingual Sydney*. Routledge:New York.
- Scollon, R. & S. W. Scollon (2003). *Discourses in place. Language in the material world*.
- Spolsky, B. (2009) *Language Management*. Cambridge: Cambridge University Press. Available in eBook format in UNSW Library
- 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.
- 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

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