



Stockholm
University

NOTE: the number of optional modules is subject to change depending on the final number of registered students. Make sure you provide alternatives when you send in your course selection form in case we are not able to place you in the modules that are your first choice.

The course literature is preliminary and changes may occur. Full module descriptions, as well as schedules, will be made available before the start of the course.

Term dates are available on the [university website](#).

OPTIONAL LINGUISTICS MODULES (Period A-B)

English Language and Education

Teacher: Josep Soler

Module description

The aim of this module is to provide an overview of different topics, theories, and areas of research connected to English in educational settings. Broadly framed within the field of sociolinguistics, the module touches on issues of a varied nature, including language-in-education policy, identity, ideology, and pedagogy. The course is designed for students wishing to gain a deeper understanding of contemporary conceptualizations of English and its role in institutionalized contexts (with a focus on schools in particular).

Required reading

(subject to minor change)

- Braine, G. (2018). Non-native-speaker English teachers. In: C. Chapelle (Ed.), *The Encyclopaedia of Applied Linguistics* (pp. 2-5). Oxford: John Wiley and Sons.
- Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. London and New York: Routledge. (Ch.4: English as translingual).
- Codó, E. (2022). Introducing global CLIL: Critical, ethnographic and language policy perspectives. In E. Codó (Ed.), *Global CLIL. Critical, ethnographic and language policy perspectives* (pp. 1-24). Routledge.
- Ellis, C., Adams, T., Bochner, A. (2011). Autoethnography: An overview. *Forum: Qualitative Social Research* 12(1), Art 10. <http://www.qualitative-research.net/index.php/fqs/article/view/1589/3095>
- Flores, N., Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review* 85(2), 149-171.
- Goodman, B., Tastanbek, S. (2021). Making the shift from a codeswitching to a translanguaging lens in English language teacher education. *TESOL Quarterly*, 55(1), 29-53.

- Gray, J. (2013). LGBT invisibility and heteronormativity in ELT materials. In: J. Gray (Ed.), *Critical perspectives on language teaching materials* (pp. 40-63). London: Palgrave Macmillan.
- Gray, J., Block, D. (2014). All middle-class now? Evolving representations of the working class in the neoliberal era: The case of ELT textbooks. In: N. Harwood (Ed.), *English language teaching textbooks: Content, consumption, production* (pp. 45-71). Basingstoke: Palgrave Macmillan.
- Hult, F. (2017). More than a lingua franca: Functions of English in a globalised educational language policy. *Language, Culture and Curriculum* 30(3), 265-282.
- Hüttner, J. Smit, U. (2022). Policy, practice and agency. Making CLIL work? Insights from Austrian upper secondary technical education. In E. Codó (Ed.), *Global CLIL. Critical, ethnographic and language policy perspectives* (pp. 125-148). Routledge.
- Llurda, E., Calvet-Terré, J. (2022). Native-speakerism and non-native second language teachers: A research agenda. *Language Teaching*. First view pp. 1-17.
- Schurz, A., Sundqvist, P. (2022). Connecting extramural English with ELT: Teacher reports from Austria, Finland, France, and Sweden. *Applied Linguistics*, 43(5), 934-957.
- Sundqvist, P., Sylvén, L.K. (2016). *Extramural English in teaching and learning. From theory and research to practice*. Basingstoke: Palgrave Macmillan. (Ch. 1).
- Wall, S. (2008). Easier said than done: Writing an autoethnography. *International Journal of Qualitative Methods* 7(1), 38-53.

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 group presentations relating to the topic of individual seminars. The examination consists of one oral assignment and three written assignments.

Required reading
(subject to minor change)

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.

Global Discourses and the Media

Teacher: Kathrin Kaufhold

Module description

The module explores global media practices with relevance for education. Media play a central role in different domains of people's lives including home, school and work. In both traditional mass media and more recent media formats, English is a means to reach global audiences. The module introduces central approaches to study what people do with language in and through various kinds of media. It considers the creative ways in which people engage with media as well as current concerns in media production/reception, such as fake news and virality. Implications of these developments for English language teaching will be discussed.

Required reading

(subject to minor change)

Coursebook:

Jones, R.H., Jaworska, S., & Aslan, E. (2020). *Language and media: A resource book for students*, 2nd edition. Abingdon: Routledge. (selected chapters).

The book has four sections (A, B, C, D) with different types of readings and activities. For each seminar, you will be asked to read short chapters from several parts (see schedule).

Required chapters and articles (all available electronically through SUB)

Alvaro, J. J. (2013). Discursive representations of a dissident: The case of Liu Xiaobo in China's English press. *Discourse & Society*, 24(3), 289–314. DOI:10.1177/0957926512471760

Machin, D., & Mayr, A. (2012). *How to do critical discourse analysis. A Multimodal Introduction*. Los Angeles: Sage.

- Chapter 2: Analysing semiotic choices: Words and images, pp. 30–56.

- Chapter 5: Representing action: Transitivity and verb processes, pp. 104–136.

Page, R., Harper, R., & Frobenius, M. (2013). From small stories to networked narrative. *Narrative Inquiry*, 23(1), 192–213.

Tagg, C., & Seargeant, P. (2020). Context design and critical language/media awareness: Implications for a social digital literacies education, *Linguistics and Education*. DOI: 10.1016/j.linged.2019.100776.

The PAD Research Group. (2016). Not so 'innocent' after all? Exploring corporate identity construction online. *Discourse & Communication*, 10(3), 291–313. DOI: 10.1177/1750481315623902

Varis, P., & Blommaert, J. (2015). Conviviality and collectives on social media: Virality, memes and new social structures. *Multilingual Margins*, 2(1), 31–45.