DESCRIPTION OF THE SUBJECT (MODULE)

Name of the subject (module)	Code
Language and Identity/Kalba ir tapatybė	

Lecturer(s)	Unit(s)
Coordinator: prof. dr. Loreta Vaicekauskienė **Other(s): dr. Vuk Vukotić, dr. Ramunė Čičirkaitė**	Faculty of Philology

Study level	Type of subject (module)
First	Optional

Form of implementation	Period of implementation	Language(s) of implementation
Auditorium and independent work	Spring semester	English/Lithuanian

Requirements for a student	
Prerequisites: None	**Grid requirements (if any):** None

Course (module) length in credits	Total student workload	Contact hours	Independent work hours
5	150 hrs.	48 hrs.	102 hrs.

Objective of the course/module
General competences: *Analytical skills*: ability to critically evaluate information and formulate research questions. *Social and communication competences*: ability to distribute roles and responsibilities in group work, respect ethical requirements. *Rhetorical skills*: ability to communicate information, ideas, problems and solutions in writing and orally. **Subject matter competences:** Knowledge of social linguistics, knowledge of the functioning of language in society, the ability to distinguish and critically evaluate ideologised approaches to language and to carry out independent sociolinguistic research.

Subject (module) learning results	Methods of study	Methods of assessment
Knowledge of sociolinguistic theories, concepts and research methods	Lectures, discussions, seminars with assignments, independent studies of the specified literature (about 200 pages in total), discussions of the literature.	Cumulative marks for participation in seminars and a written mid-term assignment.
Ability to analyse and interpret the social aspects of language use.	Seminars, group consultations, independent work. Projects and written work on a proposed or self-selected topic prepared during the semester in groups or individually in consultation with the lecturer.	Exploratory group project or individual written work and oral presentation.
Competence in organising and conducting research: the ability to select and critically use theoretical literature, to collect empirical material, to select and apply appropriate methods to the research question and present the results of research and assignments.		

	Lectures	Consultations	Seminars	Exercises	All contact. hours	Self-employment	Self-assessment tasks
1. **Introduction. Sociolinguistics** – what is it? Language as a social fact. A brief overview of the origin and development of sociolinguistics, research directions, objects, methods, theories.	2		2		**4**	**8**	The first meeting discusses the structure of the course, methods of work, reporting and assessment criteria.
2. Language changes and is not uniform. Why? Social factors of language change. Language and identity, language variation and change. The language of young people.	2		2		**4**	**8**	Literature, usage observations, preparation of portfolios of observations
3. **How is identity stylized?** A sociolinguistic concept of social meaning and style. From societal to individual linguistic variation. Identity stylisations and performances. Indexicality, indexical meaning, field theory. Ethnography of language.	2		2		**4**	**8**	
4. **What changes are driven by globalisation and technology?** Language contact from the perspective of globalisation. Global English as a resource. Language variation in digital media. New approaches to mixed language.	2		2		**4**	**8**	
5. **How do language and power relate?** The norming of language as power practice. Factors that lead to prescriptivism. Language and nationalism. Standard language ideology and language policy. Language teaching in education.	4		4		**8**	**16**	
6. **What do we think of our language?** Research on metalinguistic commentaries. Experimental studies on language attitudes, the role of attitudes in language change. Destandardisation theory. Research on the development of media language.	2		2		**4**	**8**	
7. **How to conduct a sociolinguistic study?** Formulation of the research problem, methods of data collection and analysis. Research ethics.		16		4	**20**	**46**	Choosing a topic, discussing the workflow, searching the literature, drafting and presenting the thesis. You can choose individual or collective essays.
In total	**14**	**16**	**14**	**4**	**48**	**102**	
8. Analysis of a selected sociolinguistic problem in one or more language communities.						**50**	Preparation of a group research project.

Assessment strategy	Percentage	Deadline	Evaluation criteria
Cumulative mark for participation in the seminars and the mid-term individual assignment Observation Portfolio. Apply three concepts discussed during the course to the sociolinguistic situations or phenomena you have observed. The paper should be 2-3 pages (1000-1500 pp.), including references (at least 3 items)	40%.	Second half of the semester	The student is assessed on how well he/she prepares for the assignments and how well he/she understands and is able to apply sociolinguistic theories and concepts to the interpretation of the social aspects of the functioning of the language (various lecture assignments and a mid-term assignment).

Group project and oral presentation. You may choose a research paper, popular science article, (video)blog, podcast. Research paper for a group of 2-4 students: 8-12 pages (3000-4500 words). Reference list: 6-12 items. There is a choice of joint or individual assessment for each author of the group project. For other genres, the scope of the assignment is to be agreed with the tutor. Instead of the above, you can also choose to give a 45-minute individual lecture to your peers on a topic of your choice with a 2-3 page written summary.	60%.	Project ideas/reports are presented orally at the end of the semester. The final essay is uploaded to VMA at the end of the session.	**Project work and oral presentation** Content: theoretical preparation (reading, use of concepts), quality of analysis (depth, comprehensiveness), quality of interpretation (independence, critical thinking). Form: structure, language (conciseness, proofreading), orderly presentation of bibliographical references and reference list, aesthetic quality. For oral presentation: clarity of the idea, structuring of the content, presentation of aims and methods, explanation and use of concepts, presentation of illustrations, ability to lead to conclusions and to summarise, compliance with documentation requirements, proofreading, aesthetic quality. **NB!** In case of a late submission, the total mark will be reduced by 1.	

Attention! All practical information and updates are available in the course on VMA.

Author(s)	Year of publication	Title	Periodical No. or volume	Publisher or web link
Required readings (may be adjusted before the new semester)				
Eckert, P. 2012. Three waves of variation study: The emergence of meaning in the study of sociolinguistic variation. *The Annual Review of Anthropology* 41, 87–100.				
Coulmas, Florian. 2013. *Sociolinguistics: The study of speakers' choices.* Cambridge University Press. - Chapter 1: Introduction: Notions of language. 1–15. - Chapter 5: Choice and change. 79–97. - Chapter 10: Language and identity: individual, social, national. 189–203.				
Meyerhof, Miriam. (2006). *Introducing Sociolinguistics.* New York The Taylor & Francis e-Library.				
Milroy, J. (2001). Language ideologies and the consequences of standardization. Journal of sociolinguistics, 5(4), 530-555.				
Blommaert, Jan. 2010. The sociolinguistics of Globalization. Cambridge University Press.				
Jaspers, Jürgen, and Sarah Van Hoof. 2019. Style and stylisation. In *The Routledge handbook of linguistic ethnography*, pp. 109-145. Routledge.				
Style, Stylizations and identity. In Nikolas Coupland and Adam Jaworski *The new Sociolinguistics Reader*. 2009. Palgrave Macmillan. 259–341.				
Language attitudes, ideologies and stances. In Nikolas Coupland and Adam Jaworski *The new Sociolinguistics Reader*. 2009. Palgrave Macmillan. 341–425.				
Bourdieu, Pierre. 2011. *Language and Symbolic Power.* Cambridge, Massachusetts: Harvard University Press.				
Bigham, D. S. (2012). Emerging adulthood in sociolinguistics. *Language and Linguistics Compass, 6 (8)*, 533-544				
Akkaya, A. (2011). Indexical and Iconic Use of Vernacular Lengthening Practices: A Study of Young Turkish Women's Identity Practices on Facebook. In J. Ryan Sullivant (Ed.)*Texas Linguistics_Forum* , 102-111				
Eckert, Penelope. 2008. Variation and the indexical field, *Journal of Sociolinguistics,* 12/4, 453–476.				
Šepetys, Nerijus ir Loreta Vaicekauskienė (red.) 2016. *Lietuvių kalbos ideologija: norminimo idėjų ir galios istorija.* Vilnius: Naujasis Židinys–Aidai.				
Loreta Vaicekauskienė (red.) 2017. *Kaip keitėsi geriausios kalbos idėja*. Vilnius: Naujasis Židinys–Aidai.				
Additional literature				
Holmes, Janet. 2008. *An Introduction to Sociolinguistics.* Pearson, Longman.				
Agha, Asif. 2007. *Language and Social Relations*. Cambridge University Press.				
Quist, Pia and Bente A. Svendsen (eds.). 2010. *Multilingual Urban Scandinavia: New Linguistic Practices*. Clevedon: Multilingual Matters.				
Coupland, Nik and Tore Kristiansen. 2011. SLICE: Critical perspectives on language (de)standardization. In Nik Coupland and Tore Kristiansen (eds.) *Standard Languages and Language Standards in a Changing Europe*. Oslo: Novus Press, 11–35.				
Kristiansen, Tore. 2011. Attitudes, ideology and awareness. In Ruth *Wodak*, Barbara Johnstone and Paul Kerswill (eds.) *The SAGE handbook of sociolinguistics*. Sage, 265–279.				
Čekuolytė, Aurelija. 2012. Etnografinio metodo taikymas sociolingvistiniuose (jaunimo kalbos) tyrimuose. *Taikomoji kalbotyra* 1.				

Eckert, Penelope. 2009. Ethnography and the Study of Variation. In Nikolas Coupland and Adam Jaworski *The new Sociolinguistics Reader*. Palgrave Macmillan. 136–151.

Hudson, Richard Anthony. 1996. Sociolinguistics. 2nd edition. Cambridge University Press.
- Chapter 7: Theoretical summary. 228–245.

UPDATED 17.10.2023