INTERCULTURAL SPACES, LANGUAGES AND IDENTITIES 2022-23

Grau en Global Studies & Grau en Humanitats, Universitat Pompeu Fabra

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STUDENT GUIDE

This Student Guide includes all information provided in the Teaching Plan ("Pla Docent de l'Assignatura" or PDA) as well as all specific guidelines for all assignments, course information and calendar dates that are necessary to complete the course. Students should check this Student Guide regularly in Aula Global since it will keep being updated if necessary. (Updated: December 22nd 2022).

INDEX

1. **Course description**
2. **Course competences**
3. **Course assessment**
4. **Course organization**
5. **Calendar with plenaries, seminars and assignment deadlines**
6. **Guidelines for writing the project proposal**
7. **Guidelines for writing the peer review**
8. **Guidelines for writing the final project report**
9. **Guidelines for preparing the oral presentation**
10. **Course bibliography and resources**

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1 - COURSE DESCRIPTION

The objective of this course is double-fold: (1) to understand socialization spaces that are shared by interlocutors from different linguistic and cultural backgrounds, and (2) to learn how to investigate such spaces by conducting an original piece of research whose results may be transferred to society. The exploration of these spaces will be undertaken from a transdisciplinary perspective that will include concepts and methods from (critical) discourse analysis, (educational) sociolinguistics, applied linguistics, linguistic anthropology, and social psychology.

Course assessment is organized around an investigation of an intercultural space of your choice and interest, necessarily with a special focus on language, in which you put into practice what you learn in the course. You will also have to relate that investigation to a professional field such as public administration, journalism, education, social mediation, communication in work spaces, advertising, and cultural institutions, among others.

Often, course tasks for Humanities and Social Science students are not clearly linked with the professional world and students do not always think of the transferability between their academic research and society. The project you will carry out for this course will entail your thinking about this transferability and could, therefore, be useful for your professional future. Examples of such research projects are the critical analysis of an urban linguistic landscape for a city council, the critical analysis of existing advertising campaigns, the design or critical analysis of educational projects or materials for schools or cultural institutions promoting intercultural sensitivity and/or interactions, and the exploration of language practices and identity adscription in multilingual and/or multicultural groups.

The course includes several individual and group activities (i.e. Project Proposal, Peer Review, Oral Project Presentation) that will guide you towards the completion of the Final Project Report. Students are also expected to complete in-class and out-of-class individual and small-group Module Activities.

Course modules will be the following:

1. Investigating intercultural spaces with a focus on language and an interdisciplinary perspective *[Cross-sectional module throughout the whole course]*.

2. Key sociolinguistic concepts to understand societal multilingualism in intercultural spaces: Speech communities, gender, ethnicity, social class, and other factors in intersection.

3. Language ideologies, prejudices, and identities: The meeting point between anthropology and sociolinguistics.

4. Socialization, mobility, and language practices in multilingual and multicultural educational contexts: The points of view of (critical) discourse analysis and (critical) sociolinguistics.

5. Plurilingual and pluricultural competence and the development of individual linguistic repertoires: The points of view of applied linguistics and social psychology.

6. Linguistic landscape and cultural diversity: The meeting point of sociolinguistics, anthropology and urban geography.

In this course we aim at **a learning and teaching environment free of gender stereotypes and any kind of other discrimination**.

Also, its contents are related to the following **Sustainable Development Goals: SDG4** - Quality Education, **SDG5** - Gender Equality, **SDG10** - Reduced Inequality, and **SDG16** - Peace, Justice and Strong Institutions.

2 – COURSE COMPETENCES

Students will develop the following competences that will make them autonomous in the analysis of intercultural spaces from a critical, interdisciplinary perspective and will, therefore, become capable of conducting their own applied research.

- To develop curiosity and openness about cultures different from one's own.
- To develop sensitivity towards language varieties and practices.
- To use basic terms and concepts specific to the fields of sociolinguistics, language anthropology, social psychology and (critical) discourse analysis.
- To acquire the ability to analyze intercultural phenomena critically and with sensitivity.
- To recognize intention(s) and attitudes of writers and speakers.
- To interpret discourses and events in relation to their cultural context.
- To detect meaning and the ideological and sociocultural information implicit in discourse.
- To negotiate meaning while respecting others' opinions.
- To transmit academic knowledge orally and in writing in a clear, structured and effective way.
- To justify academically and defend orally and in writing one's own opinions in a clear and structured and with academic arguments.
- To integrate knowledge acquired from a variety of sources in a personal piece of writing.
- To develop strategies to plan tasks and to work autonomously with academic rigor.
- To detect and distinguish voices and points of view in discourses.
- To understand an oral presentation in English at a C1-C2 MECR level.
- To understand academic texts in English.
- To practice academic writing skills in, at least, one of the three working languages (Catalan, English or Spanish) at the UPF at a C1-C2 MECR level.

3. COURSE ASSESSMENT

Course assessment is based on **continuous evaluation** and all activities are related to one another. Students will be working on their research project and, therefore, their Final Project Report since the beginning of the course. **All assessment activities have been designed as steps towards the completion of the research project and, to be evaluated, students should carry them out within the deadlines** which you may find in the Calendar Section.

Before deciding what you would like to investigate for your Research Project, we encourage you to attend a few course sessions and to look through some of the readings in Aula Global (see the folder in each topic section entitled "Readings for Project"). There, you will find examples of studies conducted in intercultural spaces and will become acquainted with both useful theoretical concepts and research methods.

After the first course sessions and the readings of articles, you will choose your project topic, the intercultural space(s) you wish to investigate and the research question(s). Then, you will write a **Project Proposal**. There will be a seminar devoted to how to prepare this proposal. The proposal should be approved by the instructor before you start working on the project. Students with failed proposals should send an improved version of the proposal to the instructor before starting the project. Without the instructor's written approval of the proposal, the project cannot be started and the Final Project Report will not be accepted for evaluation.

During the course, students will have to present their project to their classmates (**Oral Project Presentation**) and will receive feedback from both peers and the instructor that may later be used to improve the final report. To that effect, each project will be assigned one or more peer reviewers who will write a **Peer Review** of a project proposal after group work in class. You will submit your **Final Project Report** in Aula Global.

Sessions will include **Module Activities** that will be carried out in class either individually or in pair/group and count towards the final grade.

In all assignments students are expected to use and refer to concepts from course readings, both plenary and seminar sessions, and invited lectures.

Module Activities (individual and small-group work) collected in class. The Module Activities will consist of practice tasks. Each Module Activity will only receive *Apte/No Apte*, not a specific grade. If an activity is not delivered, it will count as No Apte. The activities will be carried out in English, except for individual activities which could be prepared in either Catalan, English, or Spanish.	25% of final grade
Project proposal (pair work). This proposal must be approved by the instructor <u>before</u> the start of the project. The proposal should be written in English. The Proposal will only receive either *Apte (10/10)* or *No Apte (0/10)*.	10% of final grade
Peer Review of one classmates' Project Proposal (individual work). This activity <u>includes two related tasks</u>: 1) In-class preparation of the Peer Review and oral feedback to peers in collaborative group work (<u>compulsory</u> Seminar and Oral Project Presentations) 2) Written peer review of classmates' project proposal. Peer Reviews should be written in English.	10% of final grade
Video or in-class Oral Project Presentation of the course project in progress (pair work). The oral presentation should be done in English and it must include a set of slides. The slides could be in either Catalan, English, or Spanish.	10% of final grade
Final Project Report (pair work). The report will be uploaded to Aula Global. It must be an original piece of research and include references to concepts from classes and course readings. The report could be written in either Catalan, English, or Spanish.	45% of final grade

IMPORTANT: **The course will not include a final exam. However, the official exam date and time must be saved for extra activities the instructor may need to assign.**

REMEDIAL EVALUATION:

All course tasks that receive *Aprovat, Notable* or *Excel·lent* (i.e. *Apte* or a grade of between 5 and 10) will <u>necessarily</u> count towards the remedial evaluation. <u>Therefore, these tasks cannot</u>

be re-delivered and grades will be carried over to the remedial evaluation. In the event that the student fails the course as a whole, an improved version of the failed activity/activities (except for the Module Activities) can be re-delivered before or on the date officially set for a remedial exam.

- **Module Activities** <u>cannot be (re-)delivered</u> for remedial evaluation and the grade received will be carried over from the regular assessment – **25% of the remedial grade.**
- **A failed Final Project Report (pair work)** may be re-delivered - **45% of the remedial grade**.
- To hand in a Project Report, students should have delivered **a Project Proposal (pair work)** and it should have been approved by the instructor <u>at least one week</u> before the remedial deadline - **10% of the remedial grade.**
- **A failed Oral Presentation (pair work)** may be re-delivered only in video format. The set of slides should also be handed in - **10% of the remedial grade.**
- **A failed written Peer Review (individual work)** may be re-delivered - **10% of the remedial grade.**

To pass the course during remedial evaluation, <u>the student should reach a global pass (i.e. 50% of all assignments together) and also pass the Final Project Report.</u>

4 - COURSE ORGANIZATION

Students will attend a total of 30 classroom hours, or the equivalent in synchronous plenaries, seminars, and individual and small group tutorials, as well as asynchronous activities in Aula Global if pandemic restrictions are set in place. All sessions will have a strong practical component. Therefore, both the two-hour plenary sessions and the one-hour seminar sessions will include individual or small-group work and class debates. Students' active participation will be expected in individual or small-group work for the assessment of "Module Activities". Students are expected to prepare short readings or short activities assigned to each module before, during, or after the corresponding session. Besides the UPF instructor, the course will include specialist guest speakers; the content of their lectures will be considered course material to be referred to in Final Project Reports.

The instructor will attend to students' questions and doubts about the course and the process of doing research projects on scheduled hours at her UPF office or in online videoconference meetings.

If restrictions are enforced because of the pandemic, the instructor will provide materials in Aula Global and detailed instructions as regards all steps that students need to take to complete each module and all assessment requirements. All assessment tasks (i.e. Module Activities, Project Proposal, Peer Review, Oral Presentation and Final Project Report) will be adapted to online delivery, whether synchronous or asynchronous.

English will be the language used by the instructor and of compulsory readings and classroom materials. Materials in other languages may also be provided for practice or explanatory purposes. Additional materials and optional readings in Catalan and Spanish will be provided in Aula Global as well. Check the Course Assessment Section for more on the use of languages. Also check UPF's language policy at https://www.upf.edu/web/llengues/politica-linguistica. I strongly recommend you watch the video summarizing UPF's language policy included there (in Catalan with available subtitles).

5. CALENDAR WITH PLENARIES, SEMINARS AND ASSIGNMENT DEADLINES

This calendar may undergo slight changes. So, check regularly its updated version in Aula Global. All students will attend the two-hour plenaries together. Students will be assigned a seminar group and will attend each seminar session at the assigned time, either 10.30 to 11.30 or 11.30 to 12.30, except for the two-hour Seminar 6 (devoted to Oral Project Presentations).

	Mondays (10.30 a 12.30)	Wednesdays (10.30 a 12.30)
Monday, January 9 & Wednesday, January 11	PLENARY 1	PLENARY 2 (including Module Activities)
Monday, January 16 & Wednesday, January 18	PLENARY 3 (including Module Activities)	PLENARY 4 (including Module Activities)
Monday, January 23 & Wednesday, January 25	PLENARY 5 (including Module Activities)	CROSS-SECTIONAL MODULE: Project: Project Proposal & Report ONE-HOUR SEMINAR 1
Monday, January 30 & Wednesday, February 1	PLENARY 6 (including Module Activities)	PLENARY 7 (including Module Activities)
Monday, February 6 & Wednesday, February 8	PLENARY 8 (including Module Activities)	PLENARY 9 (including Module Activities)
Monday, February 13 & Wednesday, February 15	PLENARY 10 (including Module Activities)	CROSS-SECTIONAL MODULE: Peer Review and Oral Presentation ONE-HOUR SEMINAR 2
Tuesday, February 14	Deadline: Project Proposal (10% of Final Grade)	
Monday, February 20 & Wednesday, February 22	PLENARY 11 (including Module Activities)	ONE-HOUR SEMINAR 3
Monday, February 27 & Wednesday, March 1	PLENARY 12 (including Module Activities)	CROSS-SECTIONAL MODULE: Peer Reviews (in-class preparation) ONE-HOUR SEMINAR 4
Friday, March 3	Deadline: Peer Review (10% of Final Grade)	
Monday, March 6 & Wednesday, March 8	PLENARY 13 (including Module Activities)	NO CLASS. AUTONOMOUS WORK ON PROJECTS

Monday, March 13 & Wednesday, March 15	Oral Project Presentations (10% final grade) TWO-HOUR SEMINAR 5-6	Oral Project Presentations (10% final grade) WRAP-UP PLENARY 14
Wednesday, 15	Last day for tutorials with the instructor, either online or at her office.	
Friday, March 17	Deadline to submit Final Project Report online through the Turnitin task in Aula Global (never by direct email) (45% of final grade) It may be delivered before the deadline to receive grade earlier.	

IMPORTANT: **The course will not include a final exam. However, the official exam date and time [still to be announced] must be saved for the re-delivery of failed activities**.

6. GUIDELINES FOR WRITING THE PROJECT PROPOSAL

Before you start working on the course project, you should prepare a project proposal and upload it to Aula Global. The instructor will give you feedback and her approval.

Your project proposal must be written in English (although you will be able to write your final report in Catalan, English, or Spanish). Please, make sure it is clearly written. Length of the project proposal should be between 700 and 1000 words.

The proposal should be written in Times New Roman, font size 12 and paragraph spacing of 1.5 inches. Both members of the group have to submit the proposal separately on Aula Global (PDF file) for being evaluated.

The proposal should include the following:

- Project title
- Names and NIAs of group members
- Introduction:
  - Aims and objective: What topic and intercultural space would you like to study? What do you intend to investigate by carrying out this project? What is/are your research question(s)?
  - Background of the study: What 'professional role' will you assume as an intercultural analyst (e.g. reporter, publicist, business manager, city planner, NGO employee, cultural mediator, teacher). Who will be the potential stakeholders (e.g. local authorities, school directors and teachers, newspaper or magazine editors, educational authorities, or leaders of political parties) interested in the results?
  - Justification:
    - Social and personal importance and relevance.
    - Relate how you identified the topic after. . .
      - . . . having conducted an initial exploratory research of textual or visual documents, or
      - . . . conducted at least one interview with a member of the speech community or intercultural space you would like to research, or

- - - . . . having collected information by means of a questionnaire.
    - ○ What course topic(s) or concept(s) from class is the research related to?

- • Methodology:
    - - What data will you analyze?
    - - How will you collect/retrieve them?
    - - How will you analyze them?

- • Brief initial review of literature:
    - - Theoretical and methodological background:
        Include a short list of a few bibliographic references of readings including concepts or theoretical frameworks (from discourse analysts, education researchers, critical discourse analysts, sociolinguists, social psychologists or cognitive linguists) that may inform your analysis.
    - - Research literature:
        - ○ Look for at least one reading in Aula Global related to your topic or that you think may be a model or useful for the project. Include its bibliographic reference here and explain why you have chosen it.
        - ○ Look for at least one book, book chapter, or article not included in the course bibliography that you think may be useful for the project. Include its bibliographic reference here and explain why you have chosen it.

- • Appendix: Include an Appendix with a sample of the data you would like to analyze (e.g. a transcribed excerpt of an interview or some sample questionnaire items). This Appendix will not count towards the amount of words you are required to write for the proposal. You can include actual texts, transcriptions of oral interactions or photographs as well as internet links to texts, audios, or videos where the instructor may find the data (or a sample of them).

Before handing in your proposal, **make sure that your project is an original piece of work and that you acknowledge any ideas that you borrow from other researchers. Plagiarism will be penalized.**

7. GUIDELINES FOR WRITING THE PEER REVIEW

We believe that peer collaboration is a powerful learning experience and, thus, we encourage all students to provide constructive feedback both orally in class and in writing by means of the Peer Review task. All of you will be assigned the role of "a peer reviewer." The job of the peer reviewer is to provide specific, well-prepared, and useful feedback to classmates. These Peer Reviews also aim at helping you put your critical thinking skills into practice .

Each student is required to do, individually, **one Written Peer Review of a project proposal** based on the ideas generated in class during the corresponding Seminar. The instructor will assign each of you the project proposal you will have to read during the Seminar.

In the Seminar, you will also have the opportunity to discuss the proposal with their authors and provide your classmates with **oral feedback**. This small-group discussion will allow you to start drafting the Peer Review in class.

The written Peer Review should be <u>one-page long</u> (Times New Roman 12pt, 1.5-line spacing). It should include <u>brief comments</u> on each of the following points:

- Aim(s), and Research Questions and Justification of the study
- Initial Review of Literature and readings
- Methodology
- It should highlight at least <u>one weakness</u> and <u>one strength</u> of the project
- The review must include references to some of the readings, texts and concepts from the course.
- It should also include the reference to at least two other readings or materials that you believe could be useful to your peers, from either Aula Global or other sources.

Students will upload their Peer Reviews Aula Global (<u>PDF file</u>) for both the instructor and the reviewed peers.

Students will also receive Oral Feedback from their peer during their **Oral Project Presentations.**

8. GUIDELINES FOR WRITING THE FINAL PROJECT REPORT

The course project will consist of an applied research of interest to the student(s). For this project, students in pairs will investigate a real intercultural space of their choice and collect their own data. The analysis will include such **methods and instruments** as interviews, focus groups, (participant) observation, questionnaires, surveys, discourse analysis of relevant documents, and visual data on linguistic landscape.

The Final Project Report will consist of a research report that you may, in the future, include in your curriculum vitae or professional portfolio for potential future employers. **You will take on a professional role of your choice** (e.g. reporter, publicist, business manager, city planner, NGO employee, cultural mediator, teacher) and you will choose an intercultural space to analyze that is related to a field of study of your choice (e.g. politics, public administration, advertising, education, advertising, etc.) or to something you are passionate about and would like to investigate from the point of view of an intercultural analyst. Based upon the results of this research, the student(s) will make recommendations for relevant stakeholders so that the results of the research may be applied to real contexts. The result of your analysis should serve to offer positive criticism, praise, recommendations, or solutions to relevant stakeholders

such as local administration, school directors and teachers, newspaper or magazine editors, educational authorities, or leaders of political parties regarding language in real life.

Examples of such projects could be the following (however, if you have another type of project in mind, feel free to propose it to your instructor; creativity is always assessed positively):

➢ Report for an NGO, newspaper, political party or association including the analysis of prejudices and ideologies in relation to other languages and cultures present in written documents, speeches or oral interactions.

➢ Report on the language prejudices, ideologies and practices present at a private or public space: for instance, analysis of interactions in the family, a sports team, a work space, a group of friends, a TV programme, whether in a physical environment or in online interactions.

➢ Critical analysis of an advertising campaign launched in different countries and proposal for a campaign with an intercultural perspective.

➢ Sociolinguistic analysis of visual data of a multilingual landscape addressed to a local public administration.

➢ Educational project or didactic sequence for a primary or secondary school designed to promote intercultural sensitivity and/or plurilingualism.

➢ Critical analysis of linguistic and non-linguistic elements in webpages or other internet resources, with a focus on interculturality.

Your Final Project Report should highlight the relationship between **language use** and underlying political, social, economic, ethnic, gender-based, or age-based issues.

The projects will be done in pairs and the Final Project Report must specify which tasks each of the students has carried out. Only in case there is an uneven number of students preparing the project, a group of three members will be accepted.

You may write your Final Project Report in either one of the following languages, Catalan, English or Spanish. It should be between 13- and 16-page long for groups with two members and between 16- and 20-page long if, exceptionally, there needs to be a group of three members. The report should be written in Times New Roman, font size 12, and paragraph spacing of 1.5 inches. It will be delivered both in Aula Global (PDF file) and on paper (if pandemic restrictions are not set in place).

Both members of the group have to submit the final report on Aula Global.

Deadline: March 17th

Your final report should include the following components:

- <u>Title</u>
- <u>Names and NIAs of all group members</u>
- <u>Abstract</u>
- <u>Introduction</u>:
  - o <u>Aims and objective</u>: What topic and space did you study? What did you intend to investigate by carrying out this project (project objectives)? What was/were your research question(s)?
  - o <u>Background of the study</u>: What 'professional role' did you assume as an intercultural analyst? (e.g. reporter, publicist, business manager, city planner, NGO employee, cultural mediator, teacher). Who could be the potential stakeholders (e.g. local authorities, school directors and teachers, newspaper or magazine editors, educational authorities or leaders of political parties, etc.) interested in your results?
  - o <u>Social and personal importance and relevance</u>: Justify your choice of intercultural space(s) (i.e. Why did you choose this context(s) to analyze? Why was it socially and personally interesting? How is it related to a potential future profession?)
  - o <u>Outline of the report structure</u>: Explain what you present and discuss in each section of your report.

- <u>Review of literature</u>:
  - o <u>Theoretical background</u>: Synthesize relevant theoretical concepts that have informed your report. You <u>should</u> include concepts (1) studied in class sessions and invited-speakers' talks (make explicit which topic, session or class material), (2) readings in Aula Global (include proper reference), and (3) any other concepts that have informed your analysis.
  - o <u>Research literature</u>: Include at least one reading in Aula Global related to your topic or that you think may be a model or useful for the project. Include books, book chapters, or articles not included in the course bibliography or Aula Global. Here mention whether any of the readings have helped you develop your methodology.

- <u>Methodology</u>:
  - o What intercultural space(s) did you analyze? Who were the participants? How and where did you obtain these data?
  - o Do not forget to explain how you asked for permission to collect and analyze data in that space and from your participants.
  - o How did you analyze your data? What did you pay attention to?

- <u>Results and Discussion</u>:
  - o Present the results of your analysis under proper subheadings for each thematic category.
  - o Discuss what your findings reveal in terms of language use, ideology, identities, functions and purposes, and always provide evidence from your data.

- You should refer to concepts and materials discussed in class, to readings provided in Aula Global, and to other readings you may have chosen from the course compulsory and recommended bibliography. Compare and contrast your findings with those in studies you have read.
- If possible, discuss your findings interculturally by comparing the results with what happens in, at least, one another linguistic and cultural speech community or intercultural space which you have direct experience of or have studied/read about.
- Each quote you mention should be included within the text and also cited by the line number in the original full text or transcription you will include in the Appendix. If you use videos, you should include a reference to the exact minutes and seconds of the recording. If you include photographs in your appendix (or in a Google Drive folder you will share with the instructor), you should also facilitate appropriate references by numbering the photo files and including those numbers whenever you refer to a photograph.

- Conclusions and Recommendations:
  - Summarize the major inferences that you can draw from the analysis and answer your research question(s).
  - Tell the reader about the importance of your findings and explain why they are important.
  - Indicate any limitations that you have faced while doing this study.
  - Transfer of knowledge: Provide recommendations and suggestions for the relevant stakeholders based on your findings and on the professional role that you have assumed while conducting this report. Your recommendations are directed towards your audience.
  - Note that all these conclusions and recommendations must be based on the evidence that you have found and discussed in previous sections.

- References:
  - List of references you have included in the project: theoretical literature, research literature, methodological literature, and other materials.
  - The references included in your Review of Literature, Methodology or Discussion should be in at least three languages. All efforts to use materials in several languages will be valued.

- Report on completion of tasks (half a page, at least):
  - Summarize briefly the process of preparing and carrying out the project.
  - Summarize what tasks the members of the group have shared and what tasks you have distributed among the members in order to carry out the project and write the report.
  - This task report will not count towards the total pages of the final report.

- <u>Appendices</u>:
    - ○ Attach the text/transcript/photos you are analyzing; in the case of text, number lines for better referencing in the Results section. In the case of videos, do not forget to either store them in a digital space or provide the appropriate Internet link. In the case of photographs, you could either include them in the appendix or in a Google Drive folder that you will share with the instructor.
    - ○ Any additional materials that support your project work.
    - ○ The appendix will not count towards the total pages of the final report.

Before handing in your report, make sure that your project is an original piece of work and that you acknowledge any ideas that you borrow from other researchers. Plagiarism will be penalized.

9. GUIDELINES FOR PREPARING THE ORAL PRESENTATION

You will deliver one oral presentation (either in class or recorded on video, following instructor's guidelines provided in class and on Aula Global) to present your project and the stages that you have completed until that day.

The presentation will be done <u>in English</u> so that all classmates can give you constructive feedback. **Peer reviewers are expected to attend and provide feedback as part of their peer review grade**. Presenters will prepare visual support in PPT or PDF format (in Catalan, English or Spanish). Your presentation should be short (8-10 minutes) and it should include the following:

1. <u>Introduction</u>: Topic, objectives and research question(s). What 'professional role' have you chosen? Who are the potential stakeholders interested in your project? Why did you choose this topic?

2. <u>Methodology</u>: What written or oral data will you analyze? How and where have you obtained these data? Show some significant samples of your data and explain their relevance. If you are replicating a previous study or analysis but analyzing different discourse, include a reference to that previous study or analysis and mention similarities and differences.

3. <u>Theoretical background (very brief)</u>:
    - ● Mention methods and concepts discussed in class or in readings (from compulsory, recommended bibliography and Aula Global folders) that you are using for the analysis. Explain why you think they are useful.
    - ● Mention <u>at least</u> two books, book chapters or articles not included in the course bibliography that you think may be useful for the project.

4. <u>A few results and conclusions (not necessarily all of them).</u>

10. COURSE BIBLIOGRAPHY AND RESOURCES

BASIC BIBLIOGRAPHY

Selected chapters or excerpts from the following publications will be assigned or recommended as classroom materials and as preparatory readings for specific sessions. Students will be expected to use and include relevant references to these and other readings in compulsory assignments. Additional materials will be provided in Aula Global.

1. Alim, H. Samy, Rickford, John R. & Ball, Arnetha H. (Eds.). (2017). *Raciolinguistics: How Language Shapes Our Ideas About Race.* Oxford/New York: OUP.
2. Coulmas, Florian. (2013). *Sociolinguistics. The Study of Speakers' Choices.* 2nd edition. Cambridge/New York: Cambridge University Press. [eBook. ISBN: 9781107240704]
3. Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume With New Descriptors.* Strasbourg: Council of Europe. (selected excerpts). https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4
4. Hélot, Cristine & O' Laoire, Muiris. (2011). *Language Policy for the Multilingual Classroom. Pedagogy of the Possible.* Bristol: Multilingual Matters.
5. Hua, Zhu. (2014). *Exploring Intercultural Communication. Language in Action.* London & New York: Routledge. [e-book: ISBN 9781315159010]
6. Landry, Rodrigue & Bourhis, Richard Y. (1997). Linguistic Landscape and Ethnolinguistic Vitality; An Empirical Study. *Journal of Language and Social Psychology*, 16(1), 23-49.
7. Spencer-Oatey, Helen & Franklin, Peter. (2009). *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication.* Hampshire, UK/New York: Palgrave Macmillan. [e-book]
8. Spolsky, Bernard. (1998, 2003). *Sociolinguistics*. Oxford University Press. [Paperback]
9. Van Dijk, Teun A. (Ed.). (2006). *Discourse Studies: A Multidisciplinary Approach*. London: Sage. (Chapters 11, 12, 13, 16 & 18).

ADDITIONAL BIBLIOGRAPHY:

Chapters and sections from the following publications will also be recommended for specific topics covered in class or of interest for the students' projects. Supplementary materials will also be distributed in the classroom and in Aula Global.

1. Beacco, Jean-Claude et al. (2016). *Guide for the Development and Implementation of Curricula for Plurilingual and Intercultural Education*. Strasbourg: Council of Europe.

2. Benwell, Benthan & Stokoe, Elisabeth. (2006). *Discourse and Identity.* Edinburgh: Edinburgh University Press. [Ebook (PDF): 9780748626533]

3. Blommaert, Jan. (2005). *Discourse*. Cambridge: Cambridge University Press. (Chapters 4, 7 & 8).

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