

COURSE DESCRIPTION (Group C)

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to	Reg. No.
SID5001	C	6	04 04 2013	04 06 2015	

Course type (compulsory or optional)	Compulsory
Course level (study cycle)	Second (Graduate)
Semester the course is delivered	1st
Study form (face-to-face or distant)	Face-to-face

Course title in Lithuanian

DAUGIAKALBYSTĖ EUROPOJE

Short course annotation in Lithuanian

Kursas supažindina studentus su daugiakalbystės samprata, pagrindinėmis sąvokomis, terminais ir tyrimo kryptimis. Kurso metu analizuojama ir aptariama Europos tautų istorinė raida, jų kalbiniai ir kultūriniai pokyčiai, akcentuojama šių pokyčių įtaka šiandieniniam Europos sociolingvistiniam kontekstui. Studentai analizuoja daugiakalbystės politikos gaires formuojančius Europos Sąjungos dokumentus, juos kritiškai vertina, atsižvelgdami nacionalinį ir tarptautinį kontekstą. Kurso metu analizuojami kalbų dominavimo klausimai, „didžiųjų“ kalbų įtaka daugiakalbystės politikos formavimo atžvilgiu, globalios anglų kalbos poveikis, kalbų ekonominė (rinkos) vertė ir simbolinė galia. Kursas dėstomas anglų kalba.

Course title in English

MULTILINGUALISM IN EUROPE

Short course annotation in English

The course introduces the main concepts of multilingualism and provides the wide range of definitions revealing the complicated nature of the phenomenon. It provides knowledge on historical developments of the European nations, their linguistic and cultural changes and emphasizes the historical relevance to present situation in Europe. The documentation on the EU policy on multilingualism is studied and critically evaluated, while placing policy issues in the context of national and institutional perspectives. The economic value of languages is studied and the impact of global English is analyzed, as well as the role of other “big” languages in Europe and globe.

Prerequisites for entering the course

BA diploma

Course aim

The course aims to provide knowledge on how language works in social environment, as well as introduce students to the main theoretical and methodological trends of sociolinguistics and multilingualism.

Links between study programme outcomes, course outcomes and criteria of learning achievement evaluation

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. General sociolinguistic knowledge: orientation in the major themes of present sociolinguistic debates in Europe as well as knowledge of global tendencies in sociolinguistics.	1.1. In-depth theoretical and interdisciplinary knowledge in sociolinguistics in general and language policies in particular, as well as multilingualism and other related fields;	1.1.1. Student demonstrates good knowledge of sociolinguistic theories and methods related to multilingualism;
2. Sociolinguistic knowledge regarding multilingualism: knowledge and understanding of the sociolinguistic width, depth, state and challenges of multilingualism in Europe and the Baltic-Sea area.	2.1. In-depth knowledge of sociolinguistics and multilingualism of a specific geopolitical area, namely Northern Europe including Baltic states, Germany, and Scandinavian countries;	2.1.1. Student is able to apply theoretical tenets to actual situations through case studies and small scale surveys in the Baltic-Sea area;
	2.2. Ability to critically analyze the various factors involved in the study of bilingualism/ multilingualism and to relate those factors to national and international contexts.	2.2.1. Student identifies the most important social, economic and cultural factors in the study of bilingualism/ multilingualism; he/she is able to support his/her argument when giving a presentation or writing a research paper;
	2.3. Ability to recommend behavior and provide useful information on effective negotiations, mediating among the different needs, considering the multilingual contexts of the European countries that come into contact with, as well as the social and ethical implications of the application of any adopted measures.	2.2.3 Student is able to discuss and explain the most important and effective policy measures when dealing with the issues of multilingualism;
3. Critical and self-critical thinking: ability to think in scientific terms, to identify and to formulate a problem and/or to raise an issue, to address it with appropriate information and methodology, to provide solid argumentation and to arrive at a valid conclusion.	3.1. Analytical and argumentation skills in analysis, reporting and evaluating data related to the sociolinguistic issues;	3.1.1. Student produces a well-designed and structured research paper, evaluating and presenting a case study on a sociolinguistic topic;
	3.2. Cognitive skills including ability to reason, to critically analyze, as well as to think creatively in appraising any current policies in the field of	3.2.1. Student (individually or in groups) presents, evaluates and discuss

	bilingualism/ multilingualism and to propose improvements;	(orally and in written) a research on bilingualism/ multilingualism in the Baltic-Sea area;
4. Information-retrieval skills: ability to identify case-specifically relevant sources of information (electronic, written, oral, archival) and to use them in a professional manner, as appropriate to the problem and with the ultimate aim to integrate it, critically discussing, in research reporting.	4.1. Ability to gather and process sociolinguistic data and use it to produce projects, manage mediations, draw up assessment reports at the request of research departments, international organizations, ministries, businesses and trade associations, public and private companies, public administrations;	4.1.1. Student (individually or in teams) reports and leads a discussion on a topic related to multilingualism in Europe;
5. Interdisciplinary methodological skills: awareness of and ability to use relevant tools of sociology and cultural studies as necessary with regard to a given research project.	5.1. Ability to use and identify analysis tools and apply the learning methods developed to autonomously continue their studies.	5.1.1. Student designs, plans, carries out, presents and writes-up a pilot case study on the topic related to multilingualism or bilingualism.

Link between course outcomes and content

Course outcomes	Content (topics)
1.1. In-depth theoretical and interdisciplinary knowledge in sociolinguistics in general and language policies in particular, as well as multilingualism and other related fields;	Researching multilingualism: concepts, methods and issues Multilingualism and globalization: historical and social perspectives Multilingualism in European Union: policies and practices
2.1. In-depth knowledge of sociolinguistics and multilingualism of a specific geopolitical area, namely Northern Europe including Baltic states, Germany, and Scandinavian countries;	Multilingual European cities (1): Baltic states Multilingual European cities (2): Germany and Scandinavia Multilingual cities (3): Europe vs. Globe
2.2. Ability to critically analyze the various factors involved in the study of bilingualism/ multilingualism and to relate those factors to national and international contexts;	<i>Linguae franque</i> Languages and inequality (minority, migrant, refugees languages vs. national/ state languages; linguistic rights) Language and identity
2.3. Ability to recommend behavior and provide useful information on effective negotiations, mediating among the different needs, considering the multilingual contexts of the European countries that come into contact with, as well as the social and ethical implications of the application of any adopted measures;	Advantages and disadvantages of multilingualism: Psycholinguistic and sociolinguistic perspectives Languages and inequality (minority, migrant, refugees languages vs. national/ state languages; linguistic rights)
3.1. Analytical and argumentation skills	Linguistic landscape and marketplaces

in analysis, reporting and evaluating data related to the sociolinguistic issues;	Languages and inequality (minority, migrant, refugees languages vs. national/ state languages; linguistic rights)
3.2. Cognitive skills including ability to reason, to critically analyze, as well as to think creatively in appraising any current policies in the field of bilingualism/ multilingualism and to propose improvements;	Languages and inequality (minority, migrant, refugees languages vs. national/ state languages; linguistic rights) Bilingual and multicultural Education: European experience Multilingual education and language planning at schools
4.1. Ability to gather and process sociolinguistic data and use it to produce projects, manage mediations, draw up assessment reports at the request of research departments, international organizations, ministries, businesses and trade associations, public and private companies, public administrations;	Bilingual and multicultural Education: European experience Multilingual education and language planning at schools Linguistic landscape and marketplaces
5.1. Ability to use and identify analysis tools and apply the learning methods developed to autonomously continue their studies;	Researching multilingualism: concepts, methods and issues Linguistic landscape and marketplaces

Study (teaching and learning) methods

Lectures, seminars, group work, self-study, including independent study, project-and problem-based learning, case analysis

Methods of learning achievement assessment

Homework assignments, Midterm exam, Written exam

Distribution of workload for students (contact and independent work hours)

Lectures	30 hours
Seminars	15 hours
Group work	15 hours
Individual students work	102 hours
Total:	162 hours

Structure of cumulative score and value of its constituent parts

Homework assignments – 30%, Midterm exam – 20%, Written exam – 50%.

Recommended reference materials

No.	Publication year	Authors of publication and title	Publishing house	Number of copies in		
				University library	Self-study rooms	Other libraries
<i>Basic materials</i>						
1.	2008	Wei, L. and M. F. Moyer (eds). The Blackwell Guide to Research Methods in Bilingualism and	Blackwell Publishing			

		Multilingualism.				
2.	2008	Kaplan, R. and R. Baldauf Jr. (eds.). Language Planning and Policy in Europe, Vol. 3. The Baltic States, Ireland and Italy.	Clevedon: Multilingual Matters.			
3.	2006	Baldauf, R. Jr. and R. Kaplan (eds.). Language Planning and Policy in Europe, Vol. 2. The Czech Republic, The European Union and Northern Ireland.	Multilingual Matters.			
4.	2001	Fasold, R. The Sociolinguistics of Society.	Blackwell.			
5.	2001	Extra, G. and D. Gorter (eds.). The Other Languages of Europe.	Multilingual Matters.			
6.	2004	Extra, G. and K. Yagmur (eds.). Urban Multilingualism in Europe.	Multilingual Matters			
7.	2008	Kaplan, R. and R. Baldauf Jr. (eds.). Language Planning and Policy in Europe.	Clevedon: Multilingual Matters.			
8.	1998	Schieffelin, B. B. et al. (eds.). Language Ideology. Practice and Theory.	Oxford: Oxford University Press.			
<i>Supplementary materials</i>						

Course programme designed by

Prof. Ineta Dabašinskienė, dr. Laura Čubajevaitė