



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code
CROSS-BORDER LANGUAGES, CULTURES AND PEOPLE(S)		
Academic staff		Core academic unit(s)
Coordinator: prof. dr. Loreta Vaicekauskienė Other(s): dr. Vuk Vukotić, assoc. prof. Kinga Geben, dr. Ringailė Trakymaitė, dr. Dalia Pinkevičienė		VU Faculty of Philology
Study cycle		Type of the course unit
Master		Optional
Mode of delivery	Semester or period when it is delivered	Language of instruction
Lectures, seminars, tutorials, individual work: hybrid (in the class and online)	Autumn	English
Requisites		
Prerequisites: none		Co-requisites (if relevant): none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Goals of the course		
<p>Based on the empirical data drawn from primarily the Nordic and the Baltic Sea region, the course puts emphasis on sociocultural processes of migration, identity and language contact from a (socio-)linguistic perspective. Cases of Arctic Russenorsk, Romani and Polish variants spoken in the region; communities of practice in urban multilingual workplaces; identity-related mixed speech styles or varieties of German, Scandinavian, Baltic capital cities, minority languages, incl. language policies and attitudes towards multilingualism; linguistic landscapes and much more will be covered during this course. NB. A more specific version of the course content and assignments is available on the VU Teams / Moodle platform.</p> <p>General skills: <i>Analytical, critical and creative thinking:</i> to critically evaluate, systematize and process information from various sources; to improve existing and generate new ideas. <i>Problem-solving, social and communicative skills:</i> to identify relevant problems to be solved, to discuss alternative choices; to offer and apply problem-solving solutions; to make informed decisions, based on facts and experience; to engage in constructive teamwork. <i>Academic and professional ethics:</i> understand and respect ethical requirements; to comply with the principles of responsibility and integrity; to engage in dialogue and seek mutual understanding.</p> <p>Subject-related skills: Knowledge about and application of the theories and methods of the field; ability to formulate a research question and to communicate research findings to different audiences.</p>		
Learning outcomes	Study methods	Assessment methods

Students will learn and apply the main theories on language contact and variation, urban language, migration, globalization and multilingualism study, the related terminology and research methods as well as the skills to analyse and interpret different aspects of the studied phenomena.		Readings (about 300-400 pages), various selective assignments.				Cumulative score for participation in seminars and a minor analysis of a chosen case study (presentation and review, see below).	
Topics		Lectures	Tutorials	Workshops	Total	Self-study	Assignments
1. (Cross-)borders, mobility, migration, urbanisation – how does it impact languages, cultures and identities? “Place” as a <i>physical</i> and <i>cultural</i> category. Orientation to place and identity. Introduction to the course. Presentation of the course structure, study and evaluation methods.		2			2		All assignments and readings are available in a VMA (Moodle).
2. Linguistic and cultural contacts in borderland areas, e.g., including cases of Romani variants in the region, Russenorsk pidgin and minority language and culture of Lithuanian Old Believers.		2		2	4	12	
3. Colonialist heritage(s) in the NBS region. Revitalising of local minority languages and cultures.		2		2	4	10	
4. The Polish languages and Polish multilingualism. Polish identity and Polish varieties spoken in Vilnius, minor Lithuanian towns and rural areas.		2		2	4	10	
5. Multicultural cities as a space of linguistic variation and language mixing. Post-WW2 ethnic minorities in the major cities of the region. Contemporary urban vernaculars. Indexicality and constructions styles. Stylistic practice. Attitudes toward the Russian language following the war in Ukraine.		2	2	2	6	12	
6. The role of language in global mobility. New conceptions of linguistic hybridity and transnational identities. The global English as a recourse. Multilingualism in universities. Linguistic landscapes.		2	2	3	6	12	
7. Language in urban multilingual workplaces: multilingual repertoires as a communicative and strategic resource in interaction. Communities of practice.		2	2	3	6	12	
8. Analysis of a case study, preparation of presentation						30	
Total:		12	6	12	32	98	
Assessment strategy	Weight %	Deadline				Assessment criteria	

<p>40% Course portfolio (includes selective assignments for the seminars and a review of the presentation (see below))</p> <p>10% Participation</p>	<p>During the semester and exam session (for the presentation review)</p>	<p>Preparation for seminars, participation in discussions and other course activities.</p>
<p>50% Group or individual presentation of a case study: prepare and record a 15–25 min presentation. Its objective is to critically apply course tools to a chosen object. The presentation should clearly state your topic and its relevance, identify and justify your object(s), explain chosen tools, present findings, and include visual/textual evidence on slides with voice-over narration.</p> <p>Review of the presentation: After presentations are uploaded (see below), you are encouraged to watch as many as you can. However, for this task, you will be assigned one specific peer’s presentation for critical and reflective engagement. Within one week of viewing, prepare a response: a 1-1.5 pages written review. Your reflection should go beyond summary, focusing on elaborating key ideas, potentially offering alternative interpretations, connecting to your own examples, and integrating course concepts/theories. The review is part of the “course portfolio” evaluation segment.</p>	<p>Exam session</p>	<p>Evaluation focuses on clarity, appropriate theory/method/object selection, and accurate terminology.</p>

Compulsory readings NB. Students read selectively; at the beginning of each semester the relevant literature is listed on the course moodle page

Angouri, J. (ed.) (2014) Special Issue: Multilingualism at work, *Multilingua* 33 (1-2), pp. 1-256.

Handbook of multilingualism and multilingual communication. P. Auer, L. Wei (eds.). Mouton de Gruyter.

Blommaert, J. 2010. *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press.

Coupland, N. 2007. *Style: Language variation and identity*. Cambridge: Cambridge University Press.

Eckert, P. 2000. *Linguistic Variation as Social Practice*. Oxford: Blackwell.

Geben, K., Ramonienė, R. 2015. Language use and self-identification: The case of Lithuanian Poles. *Sociolinguistic Studies*, Vol.9.2-3, p. 243-267.

Jaspers, J., Van Hoof, S. 2019. Style and stylisation. *The Routledge handbook of linguistic ethnography*. Routledge, 109–145.

Johnstone, B. 2004. Place, globalization, and linguistic variation. *Sociolinguistic variation: Critical reflections*. C. Fought (ed.). Oxford: Oxford University Press, 65–83.

Maher, J. C. 2010. Metroethnicities and Metrolanguages. *The Handbook of Language and Globalization*. N. Coupland (ed.). Oxford: Blackwell, 575–591.

Otsuji, E., Pennycook, A. 2009. Metrolingualism: fixity, fluidity and language in flux. *International Journal of Multilingualism* 7 (3), 240–254.

Rampton, B. 2006. *Language in Late Modernity. Interaction in an Urban School*. Cambridge: Cambridge University Press.

Wenger, E. 2007 [1998]. *Communities of Practice. Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

The Routledge Handbook of Language in the Workplace. B. Vine (ed.). Routledge.

Optional readings (selective reading)

- Agha, A. 2007. *Language and Social Relations*. Cambridge: Cambridge University Press.
- Collinson, D., Hearn, J. 1996. Men at Work: Multiple Masculinities/Multiple Workplaces. *Understanding Masculinities: Social Relations and Cultural Arenas*. M. Mac an Ghail (ed.). 61–76.
- Darroch, M. 2010. Language in the City, Language of the City. *Circulation and the City – Essays on Urban Culture*. W. Straw, A. Boutros (eds.). Montreal: McGill-Queen’s University Press, 23–47.
- Fraser, A. 1995. *The Gypsies (Peoples of Europe)*.
- Holmes, J. 2006. *Gendered Talk at Work: Constructing Gender Identity Through Workplace Interaction*. Oxford: Blackwell
- Nelson, M. 2014. “You need help as usual, do you?”: Joking and swearing for collegiality in a Swedish workplace. *Multilingua* 33(1–2), 173–200.
- Jansson, G. 2014. Bridging language barriers in multilingual care encounters. *Multilingua - Journal of Cross-Cultural and Interlanguage Communication*, 33(1–2), 201–232. <https://doi.org/10.1515/multi-2014-0009>
- Dijkstra, B. E., Coler, M., & Redeker, G. 2021. The multilingual workplace realities of Polish truckers: A case study in the Netherlands. *Multilingua - Journal of cross-cultural and interlanguage communication*, 40(5), 589–616. <https://doi.org/10.1515/multi-2020-0038>
- Lønsmann, D. 2014. Linguistic diversity in the international workplace: Language ideologies and processes of exclusion. *Multilingua*, 33(1-2), 89-116. <https://doi.org/10.1515/multi-2014-0005>
- Millar, S. L., & Jensen, A. 2009. Language Choice and Management in Danish Multinational Companies: The Role of Common Sense. *Sociolinguistica : Internationales Jahrbuch fuer Europaeische Soziolinguistik*, 23, 86-103.
- Leuner, K. 2014. Multilingualism Management at Work: Language Policies, Practices, and Perceptions in German Multinational Corporations. A Case Study. UWSpace. <http://hdl.handle.net/10012/8778>