



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](https://www.su.se/en).

OPTIONAL LINGUISTICS MODULES (Period A-B)

English and Digital Communication

Teacher: Kathrin Kaufhold

Module description

This module introduces you to research on English language use and digital communication. It offers insights into and hands-on applications of relevant sociolinguistic concepts and methodological approaches. The module consists of seminars in which we will analyse different types of online communication in English. Topics include: the emergence of research on Computer Mediated Communication (CMC), interactional affordances and audience design, online identities, language stylisation, and language and media ideologies. The discussions will be relevant for English language teaching.

Required reading

Coursebook:

Ilbury, C. (2025). *Researching language and digital communication: A student guide*. Routledge. (available online through Stockholm University Library)

Required chapters and articles (all available electronically through SUB)

Beißwenger, M., & Pappert, S. (2019). How to be polite with emojis: A pragmatic analysis of face work strategies in an online learning environment. *European Journal of Applied Linguistics*, 7(2), 225-254. <https://doi.org/10.1515/eujal-2019-0003>

Cenni, I., & Goethals, P. (2021). Business responses to positive reviews online: Face-work on TripAdvisor. *Journal of Pragmatics* 180, 38–50. <https://doi.org/10.1016/j.pragma.2021.04.008>

Matley, D. (2020). “I can’t believe# Ziggy# Stardust died”: Stance, fan identities and multimodality in reactions to the death of David Bowie on Instagram. *Pragmatics*, 30(2), 247-276. <https://doi.org/10.1075/prag.18061.mat>

O'Farrell, K. (2024). An American accent in Europe: Authenticity and denaturalisation in YouTube comment sections. In: Kuteeva, M., Kerfoot, C. (Eds.), *Dynamics of multilingualism*. Palgrave Macmillan, pp 131–160. https://doi.org/10.1007/978-3-031-67555-3_6
Valentinsson, M.C. (2018). Stance and the construction of authentic celebrity persona. *Language in Society*, 47, 715–740.

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

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.

Sociolinguistics

Teacher: Beyza Jacobsson

Module description

The module is intended to provide an overview of sociolinguistic theories and sociolinguistic research. It will cover topics such as the foundations of sociolinguistics (variability, and communicative competence), interaction, style and discourse, linguistic variation (social class, gender, ethnicity), multilingualism and translanguaging, and applied areas of sociolinguistic research (language policy and planning, sociolinguistics and law, language and media, language in education). The focus will be primarily on English but other languages will be considered depending on the topic.

Required reading

Coursebook:

Mesthrie, Rajend (ed.) (2011). *The Cambridge handbook of sociolinguistics* [Electronic resource]. Cambridge: Cambridge University Press. (selected chapters).

- Ch. 1: Introduction: The sociolinguistic enterprise (R. Mesthrie).
- Ch. 3: Linguistic anthropology: The study of language as a non-neutral medium (A. Duranti).
- Ch. 8: Pragmatics and discourse (J. Blommaert).

- Ch. 12: Language and place (B. Johnstone).
- Ch. 15: Multilingualism (A. Deumert).
- Ch. 21: Language and the law (D. Eades).

Additional readings for the seminars (see syllabus below):

- Blommaert, J. & Mali, I. (2016). Ethnographic linguistic landscape analysis and social change: A case study. In K. Arnaut, J. Blommaert, B. Rampton & M. Spotti (eds.), *Language and Superdiversity*. (pp. 197-217). London: Routledge.
- Hoffman, M. (2014). Sociolinguistic interviews. In: J. Holmes and K. Hazen (eds.), *Research methods in sociolinguistics* (pp. 25-41). Oxford. Wiley Blackell.
- King, K., Fogle, L. & Logan-Terry, A. (2008). Family language policy. *Language and Linguistics Compass*, 2(5): 907-922.
- Lewis, G., Jones, B., Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7): 655-670.
- Ricento, T. (2014). Thinking about language: What political theorists need to know about language in the real world. *Language policy*, 13(4), 351-369.
- Van Parijs, P. (2000). The ground floor of the world: On the socio-economic consequences of linguistic globalization. *International political science review*, 21(2), 217-233.