

## Master of Education (M.Ed.)

**Title of the Course: S.LI. 3(d) Language: Perspectives and Challenges  
(Semester: I, II, III & IV)**

**Credits: 4  
MM: 100 (External: 70 Internal: 30)  
Contact Week 15**

### Introduction of the Course

The sociological milieu in which the language unfolds is an important contextual backdrop in which language issues have to be understood and located. Through this course, students will be able to take a wider perspective to view the interrelationship of gender, identity, culture, media and language. They will get an understanding of the related approaches and perspectives to language challenges. Further, the course aims to develop an insight in the future teachers, teacher educators and researchers for meeting the challenges of diversity in language classroom.

### Learning Outcomes

After completion of the course learners will be able to:

1. develop an understanding of the language context in the present scenario.
2. understand the interrelationship between language and gender.
3. get an insight into how language, identity, and culture function.
4. explore the various forms of media and their relationship with language usage.
5. trace the research trends and gaps in language and culture
6. delve into reasons for language loss and maintenance due to the identity crisis
7. explore the impact of social media and language usage.

**Number of Units : 4**

**Weeks 15 = 60 hours**

### Unit 1: Language and Identity

**(4 weeks = 16 hours)**

- Relationship between language and identity
- Place of language in emergence of identity
- Theoretical issues in language and identity
- Identity in sociolinguistic and psycholinguistic context
- Issues in Individual and Group identities
- Research trends and gaps

  
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**Unit 2: Language and culture****(4 weeks = 16 hours)**

- Language, thought and culture
- Impact of culture on language
- Linguistic control, access and power
- Role of socio-economic, cultural environment in the acquisition of language
- Cultural Diversity and language classroom: Myths and realities
- Bridging the cultural gap in language teaching and learning
- Research trends and gaps

**Unit 3: Language and Gender****(4 weeks = 16 hours)**

- Conceptualizing gender
- Gender differences in language use
- Approaches and critiques- traditional, sociolinguistic approaches
- Language variation and sex
- Ethnographic/Anthropological approaches, Discourse analysis
- Gender differences in talk and common parlance
- Use of Sexist/ Non-sexist Language
- Current issues and new directions,
- Research trends and gaps

**Unit 4: Language and Media****(3 weeks = 12 hours)**

- Social media and language dominance
- Mass media, language development and change
- Understanding critical media literacy
- Evaluating the virtual space
- Research trends and gaps

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Identify learners from linguistically marginalized backgrounds. Note the opportunities and challenges these learners face in higher education in terms of the resources, medium of instruction, institutional support, etc.
2. Write an annotated bibliography of ten selected seminal papers in the area of the study.
3. Explore the intricate relationship between language and gender through a compilation of various secondary and primary sources.
4. Critically examine the 2023 Supreme Court of India's Handbook for Combating Gender Stereotypes and UNESCO's 1999 Guidelines on Gender-Neutral Language,

  
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explore how language determines perceptions, and discover strategies to challenge stereotypes, fostering an inclusive and equitable society.

5. Using critical discourse analysis (CDA), analyze the ideological workings of the media, especially around questions relating to power, equity, and social change.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings

- Abercrombie, N. (1996). *Television and Society*. Cambridge: Polity Press.
- Agnihotri, R. K. (2007). Identity and multilinguality: The case of India. *Language policy, culture, and identity in Asian contexts*, 185-204.
- Butler, J. (1999). *Gender Trouble: feminism and the subversion of identity*. New York and London: Routledge.
- Cameron, D. (2005). Language, gender and sexuality: current issues and new directions. *Applied Linguistics*, 26 (4): 482-502.
- Cameron, Deborah. (1985). *Feminism and Linguistic Theory*. London: Routledge.
- Carey, J. W. (1989). *Communication as Culture: Essays on media and society*. New York: Routledge
- Carmen Llamas, Dominic Watt. (2010). *Language and identities*. Edinburgh University Press
- Coates, J. (2004). *Women, Men and Language*. London: Longman.
- Crystal, D. (1987). *The Cambridge encyclopaedia of language*. New York. Cambridge University Press.
- Cummins, J. (2003). Bilingual education: Basic principles. *Multilingual Matters*, 56-66.
- Cummins, J. (2011). *Negotiating identities: Education for empowerment in a diverse society*, (2<sup>nd</sup> ed.). Los Angeles: California Association for Bilingual Education.
- Eckert, P. and McConnell-Ginet, S. (2003). *Language and Gender*. Cambridge: Cambridge University Press.
- Edward A.D. (1976). *Language in culture and class: The sociology of language and education*.
- Edward J. (1995). *Language, Society and Identity*. Oxford, Blackwell
- Edwards, J. (2009). *Language and identity: An introduction. Key topics in sociolinguistics*. Cambridge, UK: Cambridge University Press.
- Fishman, Joshua. (1999). *Handbook of Language and Ethnic Identity*, Oxford, Oxford University Press
- Graddol, David and Swann, Joan. (1989). *Gender Voices*. Oxford: Blackwell
- Greenberg, Joseph H. (1971). *Language, Culture and Communication*. California. Stanford University Press



### Additional Readings

- Fairclough, Norman. (2001). *Language and Power*. Language and Social life series. London: Longman
- Fowler, Roger (1975). *Language and control*. Routledge, Print: 61-62.
- García, O., & Kleyn, T. (2016). Translanguaging theory in education. *Translanguaging with multilingual students: Learning from classroom moments*, 9-33.
- Gumperz, John J. and Hymes, Dell. (1972). *Directions in Sociolinguistics: The Ethnography of Communication*. New York: Holt, Rinehart, and Winston
- Habermas, J. (1984). *The Theory of Communicative Action*, vol 1, trans. Thomas McCarthy. Boston, Beacon Press
- Hall, S. (1980). Encoding/Decoding. In S. Hall, D. Hobson, A. Lowe, & P. Willis (Eds.), *Culture, Media, Language*. London: Hutchinson.
- Hobbs, R. (2011). *Digital and media literacy: Connecting culture and classroom*. Thousand Oaks, CA: Corwin.
- Holmes, J. (2001). *An Introduction to Sociolinguistics*. London: Longman.
- Kellner, D. (1995). *Media culture: Cultural studies, identity and politics between the modern and the postmodern*. London: Routledge.
- Kress, G, & Hodge, R. (1979). *Language as ideology*. London. Routledge & Kegan Paul
- Nunan David, Choi Julie. (2010). *Language and Culture: Reflective narrative and the emergence of Identity*. New York. Routledge
- Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Thousand Oaks, CA: Corwin.
- Rai, G. (2023). Bridging the Gap: Towards a Contextually Relevant Understanding of Multilingualism in Indian Education. *ELT Voices*. 13(2). 34-41.
- Sanches Mary, Blount Ben G. (1975). *Sociocultural dimensions of language use*. New York. Academic Press.
- Strand, Elizabeth (1999). Uncovering the role of gender stereotypes in speech perception. *Journal of Language and Social Psychology*, 18: 86-99.
- Strubbs, M. (1983). *Discourse analysis*. Oxford. Blackwell
- Talbot Mary M, Atkinson Karen, Atkinson David. (2003). *Language and Power in the Modern World*. Edinburgh. Edinburgh University Press.

### Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

### Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

**Key Words:** Language, Perspective, Culture and Gender



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