

PS 330 PSYCHOLOGY OF LANGUAGE

IES Abroad Vienna

DESCRIPTION:

'The limits of my language mean the limits of my world' (Wittgenstein). The importance of Language in Psychology cannot be stressed enough: Language is inextricably intertwined with cognition, learning, culture, our understanding of the world and ourselves. In this course we will tackle the open questions of psycholinguistic research, such as: How does first language acquisition work? How does language change our perception of the world? What are the differences between communication, music and language? This course will also address the basics of linguistics, different fields of research which concern language and a complex understanding of Psycholinguistics.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

ADDITIONAL COST: none

METHOD OF PRESENTATION:

Seminar format; lectures, discussions, student presentations with peer feedback, excursions, exams, written assignments

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Discussion & peer feedback – 10%
- Midterm exam - 25%
- Final exam - 30%
- Presentation - 25%

Course Participation

Active oral and written participation in an integral part of this course and this class cannot function properly without the active participation of the students. Lectures are partly based on the required readings, so they should be read preceding each corresponding class to enable improved understanding and participation. In addition to the reading assignments, students are encouraged to find and read articles and reports related to the class content of each week as well as engage with the respective topic within their own day-to-day language (learning) experience. Class participation includes answering questions as well as asking questions and commenting on the weekly readings and topics of each lecture.

The following questions may help to prepare for the lectures using the reading assignments:

- What is the main argument/finding of this reading?
- If applicable: What is the research design and what methods were used?
- What are the strengths and weaknesses of this reading?
- What insights/arguments does this reading provide for the field of Linguistics?
- How do the arguments/findings of this reading relate to your personal language experience?

Discussion & peer feedback

In addition to general participation in the course, it is essential to actively participate in class discussions and provide feedback to your peers so that we can get the most out of this course together. This includes speaking up and taking a stance in class, actively engaging in discussions with your peers and challenging their opinions as well as providing constructive feedback on their work. In particular, each student is expected to listen attentively when their classmates give presentations, note down any questions they may have, and then provide constructive feedback on clarity and comprehensiveness of content and presentation skills.

Midterm Exam

The midterm exam builds upon the sessions of week 1 to week 5. Students should not only be able to show an understanding of the topics discussed in these classes but also to question the basics of linguistics and theorize about the methods used in linguistic research.

The second part of the exam is a written assignment consisting of a position paper in which a stance is taken that contrasts with the students' personal opinion on a topic of personal relevance and related to the class content. It comprises two parts: a research and argument part, and a personal analysis and reflection on the exercise. The paper should have a total length of 1-2 pages (including references) and should be written using the APA citation guidelines. A detailed description of the assignment will be available on Moodle at the beginning of the semester.

Final Exam

The final exam builds upon the knowledge gained throughout the course (week 1 to week 11). Students should be able to reflect upon all the learning outcomes (see below) and have developed an understanding of broader processes in the psychology of language. The second part consists of a study protocol (for a planned study) on a subject selected by the student relevant to the course topic. This paper comprises an analysis and reflection – short abstracts are provided that one can refer to. The paper should have a total length of 1-2 pages (including references) and should be written using the APA citation guidelines. A detailed description of the assignment will be available on Moodle at the beginning of the semester.

Presentation

In this assignment, students will research and present on a topic of their choice related to the course materials. Possible topics could be related to First Language acquisition, Second Language learning, Neurolinguistic Methods, Speech Perception, Linguistic Landscaping, Sociolinguistics, Computational Linguistics, etc. Each group will be provided with a template and practical guidance on creating a presentation and giving an oral talk. The format of the talk will be similar to the ones typically given at conferences, where students will be asked to explain the contents of their research to their fellow students. The presentation should include the following sections: title, author, affiliation, introduction, aim, methods, results/conclusions (with critical evaluation of presented work), and references. During the classes, the students will present their slides on the screen (10-15 minutes presentation + group discussion).

The presentation will be submitted and evaluated through Moodle rubrics. The topic of the presentation must be announced in person or via Moodle one week in advance. Late topic submissions will be penalized 1 point per day for a maximum of 7 days. Slides need to be uploaded to Moodle two workdays before the presentation - late submissions will be penalized 2.5 points per day for a maximum of 2 days, after which no further submissions will be accepted. If the presentation is given but no slides are provided until then, no more than half of the available points can be granted. If the slides are provided but no presentation is given, the effort cannot be graded positively (max. 5 points).

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Compare human language to other cognitive domains.
- Question the differences between human language and animal communication.
- Design an empirical project, applying methods of psycholinguistic research.
- Investigate theories on first language acquisition, comparing Chomsky's position to learning theories.
- Theorize about second language learning and bilingualism and judge the cultural influences.
- Explore mental representations and neurological structures in adult language use.
- Develop an understanding of speech perception processes.
- Reflect on the influences of affective disorders on language production.
- Compare different theories of sociolinguistics and methods of assessing societal influences on language (and vice versa).
- Detect linguistic landscapes and theorize about language use in a multilingual environment.

ATTENDANCE POLICY:

IES Abroad Vienna requires attendance at all class sessions. Attendance is taken every class. Students must attend at least 60% of their class sessions to qualify for a passing grade, regardless of whether their absences have been excused or not. In-person attendance in class is expected unless otherwise noted in the syllabus.

Students should communicate absences as soon as possible to their professors. For excused absences, students must refer to process described in the attendance policy. Please refer to the IES Abroad Vienna Attendance Policy for a more precise overview of all attendance requirements at IES Abroad Vienna as well as an overview of possible grade penalties for absences.

ACADEMIC INTEGRITY:

At IES Abroad Vienna, we hold ourselves to the highest standards of honesty and academic integrity. Any form of academic dishonesty undermines the principles of trust and fairness essential to a thriving learning community. As such, plagiarism and cheating are considered serious violations of our code of conduct, and students found engaging in such activities will face swift and severe consequences, ranging from a failing grade on an assignment, to an academic review and possible expulsion from the program.

USE OF AI:

AI can be used to help in the process of preparing written assignments for refining and proof-reading. However, it is not permitted to use AI tools as search engines, for basic literature research or to create the main text body. Each use of AI must be reported, and all scientific statements must be accompanied by properly cited reliable sources.

CONTENT:

Week	Content	Assignments and Readings
Week 1	Introduction to Linguistics Session 1: What is language? What is language and how do we differentiate it from neighboring concepts? Dialect – Sociolect – Varieties Is language a unique cognitive domain? Session 2: Is language uniquely human? Does language influence the way we perceive the world (Sapir-Whorf Hypothesis)? Language – Music – Communication Session 3: The building blocks of language Phones – Phonemes – Morphemes – Words – Phrases – Sentences – Text – Discourse The linguistic family tree – how are languages related to each other? Session 4: What linguists do Methods of Linguistics research – the sub-fields of Linguistics and what they research: Phonetics & Phonology, Semantics, Pragmatics, Syntax, Discourse Analysis, Political Linguistics, Psycholinguistics	- Pinker, S. (1994). An Instinct to acquire an Art. <i>The language instinct</i>, 15-24. - Ladefoged, P. (2000). Articulatory Phonetics. In <i>A course in phonetics</i>, 1-22. Boston: Thomson Wadsworth. - Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (2018). <i>The Palgrave Handbook of Applied Linguistics Research Methodology</i> (1st ed.; Part II - Research Instruments, Techniques, and Data Sources). Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-59900-1 Additional: - Altmann, G. T. (1998). Looking towards Babel. In <i>The ascent of Babel: An exploration of language, mind, and understanding</i>, 1-9. Oxford University Press. - Fitch, W. T. (2010). Musical protolanguage. In <i>The evolution of language</i>. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511817779.015 - Chomsky, N. (2006). <i>Language and mind</i> (Third edition). Cambridge University Press.

Week 2	Language Acquisition Session 5: Language development Nature or nurture? – Chomsky’s theory of language development – the innateness hypothesis – Skinner’s view of early language learning Session 6: Cognition & learning The cognitive basis of language – critical period for language acquisition – theory of mind – Bandura and modeling – Chomsky vs. Piaget Session 7: Learning or acquisition? Contrastive hypothesis – monitor model of second language learning – bilingualism – emotions and prosody Session 8: Language aptitude Language aptitude and motivation in language learning – musicality and the influence on language aptitude	- Crain, W. C. (2015). Chomsky’s theory of language development. In <i>Theories of development: Concepts and applications</i> (Sixth edition), 371-372. Routledge. - Reiterer, S. M., Kogan, V., Seither-Preisler, A., & Pesek, G. (2020). Foreign language learning motivation: Phonetic chill or Latin lover effect? <i>Psychology of Learning and Motivation</i>, 72, 165–205. Additional: - Chomsky, N. (1981). Knowledge of language: Its elements and origins. <i>Philosophical Transactions of the Royal Society of London. B, Biological Sciences</i>, 295(1077), 223-234. - Jusczyk, P. W. (1999). How infants begin to extract words from speech. <i>Trends in cognitive sciences</i>, 3(9), 323-328. - Reiterer, S. M. (2018). <i>Exploring Language Aptitude: Views from Psychology, the Language Sciences, and Cognitive Neuroscience</i> (1st ed. 2018., Vol. 16). Springer International Publishing. https://doi.org/10.1007/978-3-319-91917-1
Week 3	Neurolinguistics & Language use in Psychopathology Session 9: Neurolinguistics Mental/neural structures behind language – Broca & Wernicke: language regions in the brain – representations underlying adult language usage – the mental lexicon Session 10: Language use in Psychopathology Linguistics of psychiatric disorders (e.g., mood disorders, psychosis, autism) – Language use as a diagnostic criterion in psychiatry – Language as a mode of treatment in psychological talk therapy Session 11: Midterm test preparations Ask open questions and recap the course contents to prepare for the midterm test Session 12: Midterm test Understand and recall the contents of the sessions of week 1 to week 5.	- Friederici, A. D., Chomsky, N., Berwick, R. C., Moro, A., & Bolhuis, J. J. (2017). Language, mind and brain. <i>Nature Human Behaviour</i>, 1(10), 713–722. https://doi.org/10.1038/s41562-017-0184-4 - Trifu, R. N., Nemeş, B., Herta, D. C., Bodea-Hategan, C., Talaş, D. A., & Coman, H. (2024). Linguistic markers for major depressive disorder: A cross-sectional study using an automated procedure. <i>Frontiers in Psychology</i>, 15. https://doi.org/10.3389/fpsyg.2024.1355734 Additional: - Friederici, A. D. (2011). The Brain Basis of Language Processing: From Structure to Function. <i>Physiological Reviews</i>, 91(4), 1357–1392. https://doi.org/10.1152/physrev.00006.2011 - Low, D. M., Bentley, K. H., & Ghosh, S. S. (2020). Automated assessment of psychiatric disorders using speech: A systematic review. <i>Laryngoscope Investigative Otolaryngology</i>, 5(1), 96–116. https://doi.org/10.1002/lio2.354

Week 4	Speaker's days	Slides for the presentation due two days before.
Week 5	Speech Perception & Computational Linguistics Session 13: Understanding the meaning Language comprehension – word recognition – phonological loop (& memory) Session 14: Phon-Aesthetics Emotional Perception of Language – Aesthetics, Culture and Familiarity Session 15: AI & Computational Linguistics Influence of Linguistics on AI (Artificial Intelligence) / use of AI in Linguistics – Large Language Models (LLMs) – connectionist models / Deep Learning Session 16: Project day - Linguistic Landscapes Exploring Vienna as a socio-linguistic phenomenon – multilingualism in practice in the middle of Europe – Vienna as the (old) capital of diverse cultures (melting pot)	- Crystal, D. (1995). Phonaesthetically speaking. <i>English Today</i>, 11(2), 8-12. - Khurana, D., Koli, A., Khatter, K., & Singh, S. (2023). Natural language processing: State of the art, current trends and challenges. <i>Multimedia Tools and Applications</i>, 82(3), 3713–3744. https://doi.org/10.1007/s11042-022-13428-4 - Loch, A. A., Lopes-Rocha, A. C., Ara, A., Gondim, J. M., Cecchi, G. A., Corcoran, C. M., Mota, N. B., & Argolo, F. C. (2022). Ethical Implications of the Use of Language Analysis Technologies for the Diagnosis and Prediction of Psychiatric Disorders. <i>JMIR Mental Health</i>, 9(11), e41014. https://doi.org/10.2196/41014 Additional: - Kogan, V. V., & Reiterer, S. M. (2021). Eros, Beauty, and Phon-Aesthetic Judgements of Language Sound. We Like It Flat and Fast, but Not Melodious. Comparing Phonetic and Acoustic Features of 16 European Languages. <i>Frontiers in Human Neuroscience</i>, 15, 578594–578594. https://doi.org/10.3389/fnhum.2021.578594 - Birnbaum, M. L., et al. (2020). Identifying signals associated with psychiatric illness utilizing language and images posted to Facebook. <i>Npj Schizophrenia</i>, 6(1), 1–10. https://doi.org/10.1038/s41537-020-00125-0 - Hale, J. T., Campanelli, L., Li, J., Bhattasali, S., Pallier, C., & Brennan, J. R. (2022). Neurocomputational Models of Language Processing. <i>Annual Review of Linguistics</i>, 8(Volume 8, 2022), 427–446. https://doi.org/10.1146/annurev-linguistics-051421-020803

Week 6	Sociolinguistics & Course Reflection Session 17: Language & society Reflection on Linguistic Landscaping – Pragmatics – discourse analysis – mental models and the world – referential communication – paralinguistic cues – universal or culture specific – how culture influences our communication Session 18: Language varieties & instrumentalization Dialects in Austria – standardization vs. dialects – Instrumentalization of language in totalitarian regimes – denazification of the German language – political connotation of certain words (e.g., "Race" vs. "Rasse") – problematic words/proverbs still in use today Session 19: Course Reflection Q&A session on the course and its contents – preparation for the final exam Session 20: Final Exam Understand and recall the contents of the sessions from week 1 to week 11.	Preparations for the excursion due. - Luttenberger, Jan & Weihs, Nina & Reinisch, Eva. (2024). The velarized lateral [ɫ] in East Austrian base dialects. <i>Journal of the International Phonetic Association</i>. 54. 1-26. 10.1017/S0025100323000300. Additional: - Wodak, R. E., & Forchtner, B. (2017). Introducing the language-politics nexus. In R. Wodak, & B. Forchtner (Eds.), <i>The Routledge Handbook of Language and Politics</i> (pp. 1-14). (Routledge handbooks in linguistics). Routledge. https://www.routledge.com/The-Routledge-Handbook-of-Language-and-Politics/Wodak-Forchtner/p/book/9781138779167
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COURSE-RELATED TRIPS:

- Linguistic Landscaping in Vienna
- Visit to the Mauthausen concentration camp

REQUIRED READINGS:

- Chomsky, N. (1981). Knowledge of Language: Its Elements and Origins. *Philosophical Transactions of the Royal Society of London. Series B, Biological Sciences*, 295(1077), 223–234. <https://doi.org/10.1098/rstb.1981.0135>
- Chomsky, N. (2006). *Language and mind* (Third edition.). Cambridge University Press.
- Crystal, D. (1995). Phonaesthetically speaking. *English Today*, 11(2), 8-12.
- Friederici, A. D., Chomsky, N., Berwick, R. C., Moro, A., & Bolhuis, J. J. (2017). Language, mind and brain. *Nature Human Behaviour*, 1(10), 713–722. <https://doi.org/10.1038/s41562-017-0184-4>
- Khurana, D., Koli, A., Khatter, K., & Singh, S. (2023). Natural language processing: State of the art, current trends and challenges. *Multimedia Tools and Applications*, 82(3), 3713–3744. <https://doi.org/10.1007/s11042-022-13428-4>
- Ladefoged, P. (2000). *Articulatory Phonetics*. In *A course in phonetics*, 1-22. Boston: Thomson Wadsworth.
- Loch, A. A., Lopes-Rocha, A. C., Ara, A., Gondim, J. M., Cecchi, G. A., Corcoran, C. M., Mota, N. B., & Argolo, F. C. (2022). Ethical Implications of the Use of Language Analysis Technologies for the Diagnosis and Prediction of Psychiatric Disorders. *JMIR Mental Health*, 9(11), e41014. <https://doi.org/10.2196/41014>
- Luttenberger, Jan & Weihs, Nina & Reinisch, Eva. (2024). The velarized lateral [ɫ] in East Austrian base dialects. *Journal of the International Phonetic Association*. 54. 1-26. 10.1017/S0025100323000300.

- Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (2018). *The Palgrave Handbook of Applied Linguistics Research Methodology* (1st ed.). Palgrave Macmillan UK. <https://doi.org/10.1057/978-1-137-59900-1>
- Pinker, S. (1994). An Instinct to acquire an Art. *The language instinct*, 15-24.
- Reiterer, S. M., Kogan, V., Seither-Preisler, A., & Pesek, G. (2020). Foreign language learning motivation: Phonetic chill or Latin lover effect? *Psychology of Learning and Motivation*, 72, 165–205.
- Trifu, R. N., Nemeş, B., Herta, D. C., Bodea-Hategan, C., Talaş, D. A., & Coman, H. (2024). Linguistic markers for major depressive disorder: A cross-sectional study using an automated procedure. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1355734>

RECOMMENDED READINGS:

- Altarriba, J. (2002). Bilingualism: Language, memory and applied issues. *Online Readings in Psychology and Culture*, 4(2).
- Altmann, G. T. M. (1998). Looking towards Babel. In *The ascent of Babel: An exploration of language, mind, and understanding* (pp. 1–9). Oxford University Press.
- Banyard, P., & Grayson, A. (1996). Methodology. In *Introducing psychological research: Seventy studies that shape psychology* (pp. 417–450). Palgrave.
- Bishop, D. V. M. (1997). From sound to meaning: A framework for analysing comprehension. In *Uncommon understanding: Development and disorders of language comprehension in children* (pp. 1–18). Psychology Press.
- Bishop, D. V. M., & Snowling, M. J. (2004). Developmental dyslexia and specific language impairment: Same or different? *Psychological Bulletin*, 130(6), 858–886. <https://doi.org/10.1037/0033-2909.130.6.858>
- Bishop, D. V. M. (2006). What causes specific language impairment in children? *Current Directions in Psychological Science*, 15(5), 217–221. <https://doi.org/10.1111/j.1467-8721.2006.00439.x>
- Bishop, D. V. M. (2008). Specific language impairment. *State-of-Science Review, SR-D1*. Foresight Mental Capital and Wellbeing Project.
- Birnbaum, M. L., Norel, R., Van Meter, A., Ali, A. F., Arenare, E., Eyigoz, E., Agurto, C., Germano, N., Kane, J. M., & Cecchi, G. A. (2020). Identifying signals associated with psychiatric illness utilizing language and images posted to Facebook. *Npj Schizophrenia*, 6(1), 1–10. <https://doi.org/10.1038/s41537-020-00125-0>
- Bryant, P. E., Bradley, L., Maclean, M., & Crossland, J. (1989). Nursery rhymes, phonological skills and reading. *Journal of Child Language*, 16(2), 407–428. <https://doi.org/10.1017/S0305000900010485>
- Brown, J. D., & Rodgers, T. S. (2002). The nature of research. In *Doing second language research* (pp. 3–18). Oxford University Press.
- Chomsky, N. (2006). *Language and mind* (Third edition). Cambridge University Press.
- Clegg, J., Hollis, C., Mawhood, L., & Rutter, M. (2005). Developmental language disorders—a follow-up in later adult life: Cognitive, language and psychosocial outcomes. *Journal of Child Psychology and Psychiatry*, 46(2), 128–149. <https://doi.org/10.1111/j.1469-7610.2004.00342.x>
- Cowan, N., & Keller, T. A. (1994). Verbal memory span in children: Speech timing clues to the mechanisms underlying age and word length effects. *Journal of Memory and Language*, 33(2), 234–250. <https://doi.org/10.1006/jmla.1994.1012>
- Crain, W. C. (2015). Chomsky's theory of language development. In *Theories of development: Concepts and applications* (Sixth edition, pp. 371–372). Routledge.
- Ellis, A. W., & Lambon Ralph, M. A. (2000). Age of acquisition effects in adult lexical processing reflect loss of plasticity in maturing systems: Insights from connectionist networks. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 26(5), 1103–1123. <https://doi.org/10.1037/0278-7393.26.5.1103>
- Fitch, W. T. (2010). Musical protolanguage. In *The evolution of language*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511817779.015
- Friederici, A. D. (2011). The Brain Basis of Language Processing: From Structure to Function. *Physiological Reviews*, 91(4), 1357–1392. <https://doi.org/10.1152/physrev.00006.2011>
- Goswami, U. (1993). Toward an interactive analogy model of reading development: Decoding vowel graphemes in beginning reading. *Journal of Experimental Child Psychology*, 56(3), 443–475. <https://doi.org/10.1006/jecp.1993.1044>
- Hale, J. T., Campanelli, L., Li, J., Bhattasali, S., Pallier, C., & Brennan, J. R. (2022). Neurocomputational Models of Language Processing. *Annual Review of Linguistics*, 8(Volume 8, 2022), 427–446. <https://doi.org/10.1146/annurev-linguistics-051421-020803>

- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). <https://doi.org/10.9707/2307-0919.1014>
- Jusczyk, P. W. (1999). How infants begin to extract words from speech. *Trends in Cognitive Sciences*, 3(9), 323–328. [https://doi.org/10.1016/S1364-6613\(99\)01363-7](https://doi.org/10.1016/S1364-6613(99)01363-7)
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- Labov, W. (1969). The logic of nonstandard English. *Georgetown Monographs on Language and Linguistics*, 22, 1–31.
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- Majerus, S., & Van der Linden, M. (2003). Long-term memory effects on verbal short-term memory: A replication study. *British Journal of Developmental Psychology*, 21(2), 303–310.
- Marslen-Wilson, W., & Warren, P. (1994). Levels of perceptual representation and process in lexical access: Words, phonemes, and features. *Psychological Review*, 101(4), 653–675. <https://doi.org/10.1037/0033-295X.101.4.653>
- Pickering, M. J. (2006). The dance of dialogue. *The Psychologist*, 19(12), 734–737.
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- Raffray, C. N., Pickering, M. J., & Branigan, H. P. (2007). Priming the interpretation of noun–noun combinations. *Journal of Memory and Language*, 57(3), 380–395.
- Schoonbaert, S., Hartsuiker, R. J., & Pickering, M. J. (2007). The representation of lexical and syntactic information in bilinguals: Evidence from syntactic priming. *Journal of Memory and Language*, 56(2), 153–171. <https://doi.org/10.1016/j.jml.2006.10.002>
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