

COURSE PROGRAM

Academic Year: 2020/2021

Identification and characteristics of the course			
Code	500646	ECTS Credits	6
Course name (English)	Sociolinguistic Analysis of English		
Course name (Spanish)	Análisis Sociolingüístico del Inglés		
Degree programs	Grado Estudios Ingleses/ English Studies		
Faculty/School	Facultad de Filosofía y Letras		
Semester	8	Type of course	Optional
Module	Estudios de lingüística teórica y aplicada de la lengua inglesa		
Matter	Estudios de lingüística teórica y aplicada de la lengua inglesa		
Lecturer/s			
Name	Office	E-mail	Web page
Carolina P. Amador Moreno (coordinator)	218	_camador@unex.es	http://carolinaamadormoreno.weebly.com
Sara			
Subject Area	English		
Department	Filología Inglesa		
Coordinating Lecturer (If more than one)	Carolina P. Amador Moreno		
Competencies*			
<p>COMPETENCIES BASIC AND GENERAL</p> <p>Students should develop the following skills:</p> <p>CG2 - Research skills.</p> <p>CG5 - Ability to compare, relate and articulate information in order to apply it to different situations.</p> <p>CG6 - Ability to reflect critically and personally, including making decisions that lead to the solution of problems.</p> <p>CG8 - Ability to work autonomously.</p> <p>CG9 - Ability to work in an international context.</p> <p>CG10 - Ethical commitment.</p> <p>CB3 - Students should acquire the ability to collect and interpret relevant data (usually</p>			

* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

within their area of study) in order to create opinions that include a reflection on relevant social, scientific or ethical issues.

CB4 - Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

TRANSVERSAL

CT1 - Capacity for analysis and synthesis.

CT10 - Creative capacity, initiative and self-motivating spirit.

CT2 - Time planning and management.

CT5 - Ability to learn autonomously to a sufficient degree in order to undertake higher education and to continue a training process during active work life.

CT6 – Team work capacity, both disciplinary or interdisciplinary.

CT7 - Leadership capacity.

CT8 - Project design and management.

CT9 – Perlocutionary communication capacity, in order to transmit information, ideas, problems and solutions within its area of competence to both specialized and non-specialized individuals.

SPECIFICS

CE5 - Knowledge of the internal and external historical evolution of the English language.

CE13 - Knowledge of the techniques and methods of linguistic analysis.

CE14 - Theoretical and applied knowledge of language planning models and techniques.

CE15 - Knowledge of specific tools, programs and computer applications.

CE16 - Knowledge of terminology and neology.

CE20 - Ability to communicate in English both orally and in the written form.

CE21 - Ability to communicate and teach the knowledge that has been acquired.

CE25 - Ability to carry out linguistic analysis and commentaries.

CE26 - Ability to critically evaluate the style of a text and to formulate alternative proposals.

CE27 - Ability to receive, understand and transmit scientific production in the language which is studied.

CE29 - Ability to interrelate the different aspects of Philology.

CE30 - Ability to relate philological knowledge with other areas and disciplines.

CE35 - Ability to develop team-work spirit and debate.

CE36 - Ability to learn and use verbal resources in the communicative process.

CE37 - Receptive, critical and tolerant attitude towards different approaches and opinions.

1. Knowledge and understanding:

Students should be able to acquire a good basic knowledge of the concept of 'variation', the relationship between sociological characteristics (e.g. age, sex, educational level, social class, variation and change).

On successful completion of the course, students will be able to show general understanding of regional and social dialectology; urban variation and quantitative sociolinguistics; sociolinguistic variables and variants;

interactional sociolinguistics; (socio)pragmatics; language and age/gender; language attitudes; language change; social networks; multilingualism; diglossia; code switching; communities of practice; and ethnicity and language.

2. Practical skills:

In acquainting themselves with the recommended readings for the course, students will gain experience in reading, describing and interpreting a rich variety of materials in different settings. Their vocabulary will also expand. By the end of the course they should be able to describe the issues dealt with in the syllabus

3. Intellectual skills:

Through the discussion of problem sets and exercises, students will gain the ability of analyzing real sociolinguistics material, think critically and extract relevant information. In the practical sessions, they will also develop problem-solving strategies. By learning to plan essays they will also learn to manage and organize new information and relate it to previous knowledge.

4. Transferable skills:

In preparing essays, presentations and worksheets, students will (a) gain the ability to carry out independent study; (b) learn to work as part of a team; (c) develop the skill of managing time and working to deadlines; (d) evaluate the work of others in a constructive manner and (e) get used to public speaking in English.

Contents

Course outline*

This course aims to provide a general introduction to some of the central topics in English Sociolinguistics. The module will explore different aspects of the relationship between language and society. It will start by discussing what is understood by 'Sociolinguistics'. The course will concentrate on the concept of *language in society* and *language choice*. Topics covered will include dialectal variation, attitudes to language, gender and age-specific speech forms, conversation and critical discourse analysis, cross-cultural communication, ethnicity and social networks, bilingualism, code-switching and code-mixing, etc. Students will be set specific tasks for individual and group study (background reading, practical applications or analyses), in order to explore from wider macro-social phenomena to micro-level examples of face-to-face interaction.

Students are expected to achieve a global understanding of the topics dealt with in class.

Given that the course is an optional one within the degree in English Language and Literature, special attention will be paid to linking sociolinguistic analysis to the study of literature (novel and drama), English language teaching, Pragmatics, Varieties of English, etc.

Course syllabus

Name of lesson 1: General introduction.
 Contents of lesson 1: What is Sociolinguistics? /What do Sociolinguists do? /Language variation/ Language choice/Variation and Style.
 Description of the practical activities of lesson 1: Online work based on the theoretical points covered; discussion of topics based on background reading; group and pair work.

Name of lesson 2: Speech functions, politeness and social interaction
 Contents of lesson 2: Name and address/ The T-V system/ Examining *thou* vs. *you* in context/ Face and address/ Model of politeness/Sociolinguistic variables: formulaic expressions/ Greetings and leave-taking

Description of the practical activities of lesson 2: Case studies; discussion of topics based on background reading; group and pair work; analysis of a film clip.

Name of lesson 3: Age and Gender
 Contents of lesson 3: Different stages: infancy, adolescence, adulthood, old age/ Genderised talk (real and represented)

Description of the practical activities of lesson 3: Case studies; discussion of topics based on background reading; group and pair work; analysis of a mixed conversation.

Contents of lesson 4: Accent, dialect and language attitudes/ Social class and prestige/ Perceptual dialectology/ Prestige and stigmatization/ Fictional representation of dialect.

Description of the practical activities of lesson 4: Case studies; discussion of topics based on background reading; group and pair work; analysis of the concept of dialect (& fictional dialect) applied to a film.

Name of lesson 5: Language and ethnicity
 Contents of lesson 5: Diglossia, High and Low varieties/ Bilingual communities/ Code-switching and code-mixing/ Social networks and accommodation theory/ Density and Plexity/ Solidarity versus Status

Description of the practical activities of lesson 5: Case studies; discussion of topics based on background reading; group and pair work; analysis of a film clip.

Educational activities *

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	28	12						16
2	28	12						16
3	28	12						16
4	27	11						16
5	27	11						16
Assessment **	12	2						10
TOTAL	150	60						90

L: Lectures (100 students)
 HI: Hospital internships (7 students)
 LAB: Laboratory or field practices (15 students)
 COM: Computer room or language laboratory practices (30 students)
 SEM: Problem classes or seminars or case studies (40 students)
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies*

The topics covered will be introduced in class in the format of a general lecture. Each lecture will then be followed by class activities connected with the topics, in a seminar or lab format, where students are expected to share their answers with the rest of the class, contribute to group discussion, work in pairs, etc.

The course also includes viewing of different films and clips, including: *Much Ado about Nothing* (1993, dir. Kenneth Branagh), *Educating Rita*, (1983, dir. [Lewis Gilbert](#)), y *East is East* (1999, dir. Damien O'Donnell).

As part of the course, students are expected to complete the following tasks:

** Indicate the total number of evaluation hours of this subject.

1. Four individual assignments, based on the issues dealt with in class. The assignments will be turned in as short written reports (between 500-700 words, double-spaced, 12 point font) (50%) Students will have to submit two of the four assignments on offer.

2. An online test that will take place half way through the semester in order to evaluate progress (20% of the final result).

3. One final project, in groups of ~3 students, in which students will conduct further research on one of the topics of the course. Your research will be presented to the class (Following the PECHA KUCHA format, handout required) during the last week of the course (10-15 minute presentation plus 10 minutes for questions/comments). A written copy (no more than 10 pages, including bibliography, double-spaced, 12 point font) should also be submitted by e-mail (15%; Note: all members of the group will receive the same grade, **provided they have completed tasks 1 and 2 and are following the continuous assessment system**).

4. 10-minute individual discussion of one of the assigned articles to the class. The presentation should be critical, not merely a restatement of what the article says. A handout summarizing the main points of the article/presentation is required. (5% of final grade)

A suggested list of topics will be provided by the lecturers at the start of the semester.

Learning outcomes *

Expected learning outcomes:

- successful completion of tasks and exam questions.
- advanced theoretical and practical domain of the English language, both orally and in writing.
- Ability to analyse and comment sociolinguistic texts in English.
- Ability to communicate and use the knowledge acquired.
- Ability to locate, use and synthesize bibliographic information.
- Ability to perform consultancy work in English.
- Acquisition of knowledge, skills and abilities to ensure the progression from undergraduate to postgraduate studies.

Assessment systems *

Assessment for this subject is designed to test all the learning outcomes. Continuous assessment is applied on the basis of the tasks indicated in the Teaching Methodology section above, which will comprise 70% of the final mark. 15% will be based on and the group project and the remaining 15% will be based on attendance and participation (and includes the discussion of an article). Students must demonstrate successful achievement of these learning outcomes to pass the subject. A final exam option (100%) is also provided to those who, **before week 3**, decide they do not want to take the continuous assessment option. **In order to be able to take the continuous assessment option students will need to have attended 75% of the course.**

In the final examination (consisting in some theoretical questions and a practical sociolinguistic analysis of a text), students will be required to show a command of the key concepts covered in the course. Students will be given access to past exam papers through the Moodle platform, in order to get an idea of the written exam format. Given that assessment will also be based on class work, on the terms indicated above, students should note that attendance for this subject is an important contribution to successful learning, which can affect the achievement of learning outcomes.

REPEAT exams:

Students who do not reach the minimum grade following the course requirements, as indicated above, will have to re-sit the final exam covering the full syllabus. In those cases, the exam will be worth 100% of the final mark.

Students who, having submitted the assignments (worth 70%), do not reach a pass grade, will have to sit the final exam covering the full syllabus. In those cases, the 30% that corresponds to the discussion of the article, the group project and class attendance will be added to the final mark once the exam has been corrected.

The assessment should allow students to demonstrate:

- a. their analytic and argumentative skills, using correct written English;
- b. their understanding of the key topics dealt with in class
- c. their ability to analyse different texts and present their ideas in a clear and concise manner;
- d. their general knowledge of English Sociolinguistics in the contexts dealt with in this course

RECOMMENDATIONS

Important for international students: you should have a C1 level of English in order to be able to follow the module comfortably. Before enrolling, please discuss this with the lecturer if you are unsure about your linguistic ability.

1. Attendance to the general lectures, the seminars and the tutorials is important. If you HAVE TO miss a class, make sure you find out what was covered during the hour(s) that you missed, either by asking other classmates or by going to see the lecturer during her consultation hours.
2. Be an active learner: participate in discussions of issues raised in class.
3. Ask questions to ensure that you have understood both the content and how to express your ideas in English.
4. Consult the literature provided by the lecturer and make sure you prepare in advance when required.
5. When planning your essay do approach the lecturer for guidance.
6. Make sure you meet the deadlines given for each assignment (read the late submission policy below).
7. If you have problems of any kind, that you think may affect your performance, please let the lecturer know.

Late Submission Policy: All assignments must be turned in during class on the day they are due. Late assignments will have one grade deducted for each working day that they are late. All requests for extensions must be discussed with the lecturer at least 24 hours in

advance.

Bibliography (basic and complementary)

- Coulmas. F. (ed.). (2000). *The Handbook of Sociolinguistics*. Oxford: Blackwell.
- Coulmas. F. (2005) *Sociolinguistics*. Cambridge: CUP.
- Coupland, N and Jaworski, J. (eds.) (1997). *Sociolinguistics: A Reader and Coursebook*. Basingstoke, Hants: Macmillan
- Fasold, R. (1990). *The Sociolinguistics of Language*. Oxford: Blackwell
- Fasold, R. (1984). *The Sociolinguistics of Society*. Oxford: Blackwell.
- Holmes, J. (2000). *An Introduction to Sociolinguistics*. London: Longman.
- Hudson, R.A. (1998). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Romaine, S. (1994). *Language in Society: An Introduction to Sociolinguistics*. Oxford: Oxford
- Montgomery, M. (2008 edition) *An Introduction to Language and Society*. Abingdon: Routledge.
- Tagliamonte, S. (2006) *Analysing Sociolinguistic Variation*. Cambridge: CUP.
- Tagliamonte, S. (2016) *Teen Talk*. Cambridge: CUP.

Other resources and complementary educational materials

On Sociolinguistic variation: <http://www.llas.ac.uk/resources/gpg/1054>

On Regional variation: <http://www.bl.uk/learning/langlit/sounds/index.html>

On Language and gender: <http://www.llas.ac.uk/resources/gpg/958>

On Social dialects: <http://www.bbc.co.uk/dna/h2g2/A853003>

http://www.phon.ucl.ac.uk/home/estuary/Estuary_English.pdf

Some quizzes: <http://www.llas.ac.uk/materialsbank/mb044/Sociolinguistics.htm>