

Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Bilingüismo con Énfasis en Inglés

Course: Sociolinguistics

Course code: LI524

Prerequisite: LI 436 Upper-Intermediate English

Time intensity: 3 hours per week

Credits: 3

1. Rationale

“Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live. It is a field of study that assumes that human society is made up of many related patterns and behaviours, some of which are linguistic.” (Sociolinguistics: Spolsky, 1998)

For the students of Licenciatura en Bilingüismo, the study of sociolinguistics serves, on the one hand, as an introduction to fields of study such as psycholinguistics, applied linguistics, and neuro-linguistics. On the other hand, the comprehension of language as not only a tool to communicate meaning but also as an instrument to maintain social relationships, provides students some insight on their role as teachers of a living and culture-opening language. Finally, the identification of English as a world language belonging to humankind would eventually provide some elements to pinpoint aspects in the field of sociolinguistics that are immersed in the English language community as for both native and non-native speakers.

2. Objectives

This course introduces students to the terminology of the relationships between language and society. Students in this course will:

- a. Gain familiarity with introductory/basic literature and terminology of sociolinguistics.
- b. Create awareness on how the use of linguistic forms interacts with social issues such as style, gender, age and social class.
- c. Reach a first approach of sociolinguistics and its application in real English-teaching Colombian contexts by the experience of planning and class implementation.

3. General Sociolinguistic Competences

At the conclusion of this course students will be able to:

1. Recognize and provide examples of different languages, dialects and language variations being aware of the controversy in its definitions and conceptualizations.
2. Be aware of the differences between style and register and be able to adapt whenever they are required to do so.
3. Distinguish between pidgin and creole and their origin as sociolinguistic phenomena.
4. Exemplify different sociolinguistic phenomena such as diglossia or code switching as a result of language contact.
5. Recognize the main characteristics of speech communities and networks and be able to identify themselves as part of different speech communities and networks.
6. Provide examples on how culture influences languages and languages use by means of theories such as taboo and euphemism, taxonomies, etc.
7. Identify the differences in speech regarding gender from different perspectives: sociolinguistic, neurolinguistic, and psycholinguistic.
8. Relate their pedagogical proposals to the teaching and learning of the sociolinguistic competence.

In terms of linguistic competences in the four skills, the course will enable the students to:

Listening:

- Specify how bias and prejudice may affect the impact of a spoken message
- Demonstrate an awareness of personal, ideological, and emotional biases.
- Identify the logical characteristics of an argument.
- Identify the emotional characteristics of an argument.

Oral Production:

- Adjust discourse and behaviour in response to linguistic and non-verbal social cues.
- Effectively incorporate in his/her oral production, socio-linguistic norms appropriate to specific cultural and linguistic environments within the Anglophone culture.
- Respond, with a high degree of appropriate-ness, to verbal, non-verbal, and supra-segmental cues in order to make subtle adjustments in discourse

Writing:

- Recognise a wide range of idiomatic expressions and colloquialisms and be able to use them when writing.
- Perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.

Reading:

- Read different types of texts with a satisfactory level of fluency, accuracy and intonation
- Show a satisfactory level of comprehension on informative, descriptive and narrative texts related to one's field of interest, by using a wide variety of reading strategies.

4. Methodology

The methodology implemented in the course will be a mixture of input sessions, guided discussions, student's presentations, written reports, micro teaching activities, etc. It means that this course incorporates elements of different pedagogical models such as:

Content-based Approach: Learners develop communicative skills (listening, reading, speaking, and writing) and are aware of structural items of the language through the exposure to theoretical input based on Sociolinguistics. Students will participate in activities such as: workshops, interviews, class discussions and debates (collaborative activities), summarizing, note taking, extracting key information, etc.

Humanistic Approach: The basis of the Humanistic Approach is *shifting the focus in education from teaching to learning, so that the teacher is no longer the focal point in class but someone who facilitates the process of education*. By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth that empower them to make positive, meaningful contributions to society. In-class and out-of class activities aim to present the English in ways that promote student's affective engagement with the language, respond to their needs and interests, and maximize opportunities to use English to communicate information, feeling and ideas.

Critical Reflection: Critical Reflection helps students by creating new understanding, by making them conscious of the *social, political, professional, economic and ethical assumptions that support or constrain one's actions*. It allows students to learn from mistakes, examine actions, evaluate them, propose solutions, revise and plan continually.

Socio-constructivism: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and individual learning styles. Work is evaluated taking into account students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and EFL pedagogy.

Important: Each class will be guided by the assigned readings from the book *An Introduction to Sociolinguistics* by Wardhaugh (2006) and a series of supplemental readings shared throughout the semester. Therefore, **students should read all assigned material prior to class**. In the classroom, students will be responsible for participating, creating, and reflecting on the issues presented.

Finally, the course will integrate technology via the use of online material and the use of the LMS - Schoology to develop autonomous learning processes and to establish different channels of communication. This use of

technological tools will serve as a model to teachers in development on how to integrate ICT's in the language classroom.

5. Content units and tentative course schedule:

| | |
|---|---|
| Week 1 Feb. 5th-9th | Presentation of course syllabus What is sociolinguistics? |
| Week 2 Feb. 12th-16th | Language, dialects and varieties |
| Week 3 Feb. 19th-23rd | Language, dialects and varieties Lenguas indígenas de Colombia |
| Week 4 Feb. 26th -Mar. 2nd | Pidgins and creoles |
| Week 5 Mar. 5th – Mar. 9th | Pidgins and creoles |
| Week 6 Mar. 12th- 16th | Exam 1 |
| Week 7 Mar. 19th-23rd | Codes |
| Week 8 Mar. 26th-30th | Holy Week |
| Week 9 Apr. 2nd-6th | Words and culture |
| Week 10 Apr.9th-13th | Words and culture |
| Week 11 Apr. 16th-20th | Solidarity and politeness |
| Week 12 Apr. 23rd-27th | Gender |
| Week 13 Apr. 30th- May 4th | Gender |
| Week 14 May. 7th- 11th | Exam 2 |

| | |
|---|---|
| Week 15 May. 14th-18th | The sociolinguistic competence Teaching the sociolinguistic competence |
| Week 16 May. 21st-25th | The sociolinguistic competence Teaching the sociolinguistic competence |
| First week of exams | Final exam – report for ethnography of speaking |

6. Assessment and evaluation

The course is intended to promote self-assessment and autonomy. Written exams will be given based on the materials discussed inside the class sessions and the tasks for homework. Oral presentations will also be part of the assessment as well as written tasks. Students are also allowed to self-assess their performance as well as their peers'. Discussion and reflection will contribute to the evaluation not only of the course itself but also the materials and the performance of both learners and teacher.

IMPORTANT: language will be graded in all the tasks, exams, and activities done in the Sociolinguistics course. Rubrics and percentages will be shared with all students prior to performing each of the tasks.

| Assessment of content | Percentage |
|--|------------|
| First partial exam: written exam – application of concepts into real-world situations. | 25% |
| Second partial exam: written exam – application of concepts into real-world situations. | 30% |
| Third partial exam: report for ethnography of speaking | 30% |
| Various activities: various activities will be included under this category: quizzes, short papers, written/spoken examples of concepts discuss in class, interviews, formal analysis, etc. | 15% |

7. Bibliography

BYRAM, Michael et al. Developing the Intercultural Dimension in Language Teaching, Council of Europe, 2002

SNOW, Don. From Language Learner to Language Teacher: An Introduction to Teaching English as a Foreign Language. TESOL Publications, 2007

WOLFSON, Nessa. PERSPECTIVES.Sociolinguistics and TESOL.Heinle&Heinle Publishers, 1989

FASOLD, Ralph. The Sociolinguistics of Language.Blackwell Publishers, 1999

McKAY, Sandra and HORNBERGER, Nancy.SOCIOLINGUISTICS AND LANGUAGE TEACHING. CUP, 1996

SPOLSKY, Bernard. Sociolinguistics. OUP, 1998

TRUDGILL, Peter. Sociolinguistics: An introduction to language and society. Penguinbooks, 2000

AREIZA LONDOÑO, Rafael, CISNERSOS ESTUPIÑAN, Mireya, TABARES IDARRAGA, Luis Enrique, “*Hacia una nueva visión sociolingüística*”. Bogotá: Ecoe ediciones. 2004

GONZÁLEZ, Clara and GUTIÉRREZ, María. APROXIMACIÓN A LA RELACIÓN ENTRE LENGUAS DE LOS ESTUDIANTES SANANDRESANOS EN EL PROGRAMA DE LICENCIATURA EN ENSEÑANZA DE LA LENGUA INGLESA EN LA UNIVERSIDAD TECNOLÓGICA DE PEREIRA. Cuadernillos de Lingüística. 4, 87-95. 2009

<http://www.utexas.edu/courses/linguistics/resources/socioling/index.html>

<http://www.bbc.co.uk/radio4/>

<http://www.phon.ox.ac.uk/IViE/>

http://en.wikipedia.org/wiki/Regional_accents_of_English_speakers

<http://accent.gmu.edu/>

<http://web.ku.edu/idea/>

<http://www.uni-due.de/ELE/LinguisticGlossary.html>

<http://www.tlumaczenia-angielski.info/linguistics/sociolinguistics.htm>