

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

**Course:** Sociolinguistics

**Course code:** LI524

**Prerequisite:** LI 416 Upper-Intermediate English

**Time intensity:** 3 hours in class – 6 hours autonomous/complementary work

**Credits:** 3

### **1. Rationale**

Sociolinguistics focuses on studying how different factors such as ‘ethnicity, social class, age, gender, and education level’ relate to each other and to how languages are used. This means that it centers its attention on how language is connected to society, and on how it is used in different communicative situations (Hurley, 2010). The study of Sociolinguistics, understood from the fact that language and culture cannot be separated, by the future teachers of the Licenciatura en Bilingüismo, enriches their profile in regards to different dimensions. The first of which is linked to the students of the course as language users/learners. The course provides them with opportunities to analyze their discourse at the light of the theory to be studied in the class. The theory will help them compare and contrast how they use the languages part of their linguistic repertoire in regards to concepts such as audience design, register, appropriateness, levels of formality, etc.

The other dimension has to do with the students of the course as future language teachers. The discussions, tasks, and materials to be developed in the course, will allow them to comprehend that language is not only a tool to communicate meaning, but also an instrument to maintain social relationships that are mediated by a series of related concepts (such as identity). This dimension provides the students some insight on their role as teachers of a living and culture-opening language. The study of Sociolinguistics also serves as an introduction to fields of study such as Psycholinguistics, Applied Linguistics, and Neuro-linguistics.

In addition to the study of Sociolinguistics, the course will also focus on consolidating future professionals’ subject-matter knowledge and competences by fostering language development. This is expected to be achieved by means of content exposure and in- and out-of-class activities in which students’ language abilities will be required at a B1.2+ proficiency level (according to the CEFRL).

### **2. Objectives**

This course introduces students to the terminology of the relationships between language and society. It will guide students into:

- a. Gaining familiarity with introductory/basic literature and terminology of Sociolinguistics.

- b. Creating awareness on how the use of linguistic forms interacts with social issues such as style, gender, age, and social class.
- c. Reflecting on how they use the languages of their linguistic repertoire at the light of the study of Sociolinguistics.

### 3. Learning outcomes - LO

The following chart specifies on the right column the LOs the course will explicitly contribute to develop (there may be some others to which the course may contribute indirectly); and on the left column, the LOs of the course.

Learning Outcomes relationship	
Learning Outcomes Licenciatura en Bilingüismo	<b>Learning Outcomes course related:</b> By the end of the Sociolinguistics course, the students will be able to:
1. Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	1. Identify what Sociolinguistics is and the scope of its study.
	2. Identify and explain the different factors affecting the linguistic varieties choice in multilingual communities.
	3. Explain at the light of Colombian examples how language maintenance and shift/death and revitalization happen.
	4. Define the academic terms used to refer to different varieties spoken in a multilingual community.
	5. Explain the differences between regional and social dialects and provide examples of the immediate environment.
	6. Identify, define, and provide examples of factors based on the uses of the languages (such as register) that influence the choices we make when we speak.
	7. Reconstruct the influence of gender and age on individual language use.
2. Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas,	8. Define the sociolinguistic competence and propose activities to foster it according to a given group of students.

las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.	
3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	9. Plan and implement an activity that makes pedagogical use of an ICT tool to start or finish the discussion of a content unit of the course.

In the same line, the course will also contribute to the development of the linguistic competence of the students of the course by means of the different activities they will develop. Thus, by the end of the course, the students will be able to: (at a B1.2 + level – adapted from the CERL)

Learning Outcomes relationship	
Learning Outcomes Licenciatura en Bilingüismo	<b>Learning Outcomes course related:</b> By the end of the Sociolinguistics course, the students will be able to:
1. Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	1. Do listening exercises that require the understanding of main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.
	2. Read with a medium degree of independence, adapting style and speed of reading to different texts and purposes and scan quickly through long and complex texts, locating relevant details.
	3. Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
	4. Write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.

#### 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. all performed through a virtual environment. The 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 – fifth edition* by Holmes and Wilson (2018) 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 all sorts of ICT tools that will provide support to the class; some of them are: the LMS – Schoology, Google Meets, e-mail, etc.

**5. Content units and tentative course schedule:** These are attached in a separate table for each of the 2 groups of the course.

## **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
<b>Assessment 1:</b> written and/or spoken exam – application of concepts into real-world situations.	20%
<b>Assessment 2:</b> written and/or spoken exam – application of concepts into real-world situations.	20%
<b>Assessment 3:</b> written and/or spoken exam – application of concepts into real-world situations.	20%
<b>Didactical activity:</b> the students of the course will design a 10-minute activity to be implemented either at the beginning or at the end of every class – to check if students read the assigned material, to review the discussion of every class, to review the discussion of a past class, or to finish the discussion of a chapter.	20%
<b>*Various activities:</b> various activities will be included under this category: quizzes, short papers, written/spoken examples of concepts discussed in class, interviews, formal analysis, etc.	20%

\*This percentage will be for the whole semester; this means that the grade obtained during the 8<sup>th</sup> week of classes, will change to the last.

## 7. Bibliography

Spolsky, B. (1998). Sociolinguistics. Oxford introductions to language study. Oxford: Oxford University Press.

Wardhaugh, R. & Fuller, J. M. (2014). An Introduction to Sociolinguistics (7<sup>th</sup> ed.). Oxford: John Wiley & Sons, Inc.

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