

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

Course: LI 524 Sociolinguistics

Characteristic of the course: Theoretical-practical

Credits: 3 – **Class hours per week:** 3 – **Hours of autonomous work per week:** 6

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Google classroom Access code will be sent to e-mails.

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).

Objectives of the Licenciatura en Bilingüismo this course will address

1. Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.

2. Promover la generación de propuestas innovadoras en el campo del bilingüismo por medio de la investigación, la extensión y la proyección social, en equipos disciplinares, multidisciplinarios y/o interdisciplinarios.

3. Generar espacios que contribuyan a la formación del licenciado en bilingüismo para la ciudadanía del siglo XXI, el desarrollo humano pleno y la toma de posturas críticas y democráticas hacia problemáticas del contexto y el mundo, en el marco de la sostenibilidad ambiental.

Learning outcomes

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 LBI	Learning Outcomes Sociolinguistics course	Assessment instruments
1. Usa el inglés y el español con un nivel de competencia C1.	1. Uses the English language at B1.2+ level.	The assessment exercises of the course will have a descriptor in the rubric dedicated to English competence. Assessment exercise 1
2. Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	1. Explain the different factors affecting the linguistic varieties choice in multilingual communities.	
	2. Analyze the terms language maintenance, language shift, language death and language revitalization at the light of	

3. Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	real-life examples.	
	3. Define the academic terms used to refer to different varieties spoken in a multilingual community.	Assessment exercise 3
	4. Define the term official language and explain how it is related to language planning.	
	5. Explain the different factors based on the uses of the languages (such as register) that influence the choices we make when we speak.	Assessment exercise 3
	6. Define the term linguistic ecology and relate it to the term environmental sustainability.	
	7. Make a teaching proposal to foster the sociolinguistic competence, along with the linguistic one, by making pedagogical use of an ICT tool.	Didactical activity
5. Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.		A critical incident will be included in each of the assessment exercises.

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 (2017) 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.

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

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 use 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
Assessment 1: written and/or spoken exam – application of concepts into real-world situations.	20%
Assessment 2: written and/or spoken exam – application of concepts into real-world situations.	20%
Assessment 3: written and/or spoken exam – application of concepts into real-world situations.	20%
Didactical activity: the students of the course will design a 10-minute activity that fosters the sociolinguistic competence.	15%
*Various activities: various activities will be included under this category: quizzes, short papers, written/spoken examples of concepts discussed in class, interviews, formal analysis, etc.	25%

*This percentage will be for the whole semester; this means that the grade obtained during the 8th 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 (7th ed.). Oxford: John Wiley & Sons, Inc.

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