

Asignatura: Sociolingüística
Código: LI524
Créditos: 3
Intensidad semanal: 3 horas
Pre-requisito: Inglés Avanzado (LI416)

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 behaviors, some of which are linguistic." (Sociolinguistics: Spolsky, 1998)

For the students of Licenciatura en la Enseñanza de la Lengua Inglesa, the study of sociolinguistics on one hand opens the gate to linking with other fields of study such as psycholinguistics, applied linguistics, and neurolinguistics. 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.

Objectives

1. To introduce students to the terminology related to sociolinguistics.
2. To provide students with an understanding of the theoretical issues raised by approaches regarding sociolinguistics and EFL.
3. To approach sociolinguistics as a linking science for further studies

General Competences

Interpretative competences

To interpret texts

To understand propositions and paragraphs

To identify argumentations and examples, counterexamples and demonstrations

To understand problems

To interpret charts, graphs and tables

To infer meaning

Argumentative competences

To demonstrate hypotheses

To explain why, how and what for

To prove facts

To present examples and counterexamples

To articulate concepts

To sustain conclusions

Propositional competences

To propose and solve problems

To formulate projects

To generate hypotheses

To discover regularities

To make generalizations

To build models

Linguistic competences

To use appropriate scientific language

To appropriate jargon proper to the field of study

To convey discourse from specialized texts

To write essays and reflections based on texts

Professional competences

To adapt materials to own needs

To categorize concepts for ESL/EFL purposes

To identify types of needs of students

To recognize and adapt models to EFL/ESL

To extrapolate knowledge to language teaching

List of Contents

Language and Sex

Introduction

Sexism in Language

Gender-Related Language differences

Implications for Second Language Teaching

Conclusion

Language and Society

World Englishes

Societal multilingualism

Multilingualism

Language royalty and reversing language shift

Language and ethnic identity

Language and Politics

Language rights

Pidgins and creoles

Diglossia

Locating variation in speech

Speech communities and repertoires

Dialect

Styles, gender, and social class

Styles

Specialized varieties or registers and domains

Slang and solidarity

Applied sociolinguistics

Language policy and language planning

Status planning

Corpus planning

Normativism and prescriptivism

Language acquisition planning or language education policy

Language diffusion policy or linguistic imperialism

The spread of English—imperialism or hegemony?

Some Applications of the Sociolinguistics of Language

Language and Culture

Speech acts

Language and education

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 evaluate not only the course itself, but also the materials and the performance of both learners and teacher.

First partial exam.....	20%	
Second partial exam.....	25%	
Third partial exam.....	30%	
Oral presentations and written tasks, and/or quizzes.....	25%	

GROUND RULES

After the scheduled time to start the sessions, 15 minutes are allowed to enter the classroom.

Exams, quizzes, oral presentations are not to be postponed except in cases of justified, clearly demonstrated reasons.

Cell phones should be off during the sessions.

Students are not allowed to eat or drink in the classroom unless medical prescription, health problems or similar cases.

BIBLIOGRAPHY

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

<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/>