

## English Linguistics: Sociolinguistic Aspects (A005413)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**

**Study time 150 h**

**Course offerings and teaching methods in academic year 2024-2025**

A (semester 1)

English

Gent

lecture

**Lecturers in academic year 2024-2025**

Slembrouck, Stef

LW06

lecturer-in-charge

**Offered in the following programmes in 2024-2025**

**crdts**

**offering**

Master of Science in Teaching in Languages(main subject Linguistics and Literature)

5

A

Master of Arts in Linguistics and Literature(main subject Dutch - English)

5

A

Master of Arts in Linguistics and Literature(main subject English)

5

A

Master of Arts in Linguistics and Literature(main subject English - German)

5

A

Master of Arts in Linguistics and Literature(main subject English - Greek)

5

A

Master of Arts in Linguistics and Literature(main subject English - Italian)

5

A

Master of Arts in Linguistics and Literature(main subject English - Latin)

5

A

Master of Arts in Linguistics and Literature(main subject English - Scandinavian Studies)

5

A

Master of Arts in Linguistics and Literature(main subject English - Spanish)

5

A

Master of Arts in Linguistics and Literature(main subject French - English)

5

A

Exchange Programme Linguistics and Literature

5

A

### Teaching languages

English

### Keywords

English, linguistics, sociolinguistic aspects, English in a multilingual environment, globalisation

### Position of the course

This course provides a thorough introduction to sociolinguistics, its key themes and traditions, from its beginnings in the 1960s and up to an including the current era. The course is aimed at students with a background in linguistics and builds on the linguistic courses offered in the first and second year.

One of the central sociolinguistic themes is language/education, incl. the complex interdynamics between linguistic background, developments in social background and educational achievement.

Position of the course in terms of language proficiency: In the master programme in English, students are expected to develop from an initial CEFR C1 level into a first-stage C2 level ("Mastery").

### Contents

Discussion of the aims, hypotheses, methods and important aspects of sociolinguistics.

1. THE FORMULATION OF A SOCIOLINGUISTIC PROJECT, incl. an early map of language variation (Labov, Trudgill)

2. THE SOCIOLINGUISTICS OF COMMUNITY: the early language education debate (Bernstein, Labov, Hymes), language policy and planning, language attitudes, Folk linguistics, language accommodation, person-oriented features (age, gender), dialects, diatypic variation, codeswitching, varieties of English, incl. pidgins and creoles.

3. THEORETICAL AND METHODOLOGICAL DEVELOPMENTS OF RECENT DECADES:

paradigm shifts, methodological hybridity and evolving interdisciplinary engagements

4. A SOCIOLINGUISTICS OF GLOBALISATION: migration-affected sociolinguistic diversity in advanced industrial societies; postcolonial contexts of English; linguistic theoretical challenges

(how to understand what is meant by "(a) language", "community", "multilingualism"); language, educational success and inequality re-visited; the implications of multilingualism for the functioning of institutions; language shift/loss, language attrition and the hegemony of English, linguistic citizenship.

5. THEMATIC TRAJECTORY OF CHOICE (consists of two lectures and two discussion classes)

1. Multilingualism and education in the global South and North (A. De Soete).

2. Institutional and urban multilingualism in a context of globalisation (S. Slembrouck)

### **Initial competences**

To have successfully completed the bachelor courses in English linguistics I or to have acquired the necessary skills by other means.

Mastery of English at CEFR C1 level ("Expert"/"Effective operational" proficiency).

### **Final competences**

- 1 To have knowledge of the sociolinguistic themes discussed in the lectures, in particular of the research questions, methods and aims of sociolinguistic research, since the beginning in the 1960s and including the present era of globalisation
- 2 To be able to read, summarise and comment on sociolinguistic key texts.
- 3 To be able to provide a synthetic and coherent account of the most important results of the research discussed in the lectures.
- 4 To be able to establish links between different sociolinguistic traditions, incl. the key concepts and the methodological choices that were/are made.
- 5 To be able to reflect critically on the nature, role and function of language in society.
- 6 To be able to take the examination in fluent and idiomatic (academic) English.

### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### **Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

### **Teaching methods**

Lecture

### **Extra information on the teaching methods**

Lectures.

### **Study material**

None

### **References**

### **Course content-related study coaching**

In group.

### **Assessment moments**

end-of-term and continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment

### **Examination methods in case of periodic assessment during the second examination period**

Oral assessment

### **Examination methods in case of permanent assessment**

Participation

### **Possibilities of retake in case of permanent assessment**

not applicable

### **Extra information on the examination methods**

*Assessment format*

Periodical

Oral examination with written preparation.

Language proficiency affects the final score within a range of +/- 1/20.

NPE = participation in thematic trajectory, on the basis of relevant readings.

**Calculation of the examination mark**

90 % periodical evaluation

10% NPE

**Facilities for Working Students**

1. Exemption from educational activities requiring student attendance is possible, but not from NPE-assignment.
2. It is possible to reschedule the examination to a different time in the same academic year.
3. Feedback can be given by email or by appointment.

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy