

## Language, Diversity and Society (A006758)

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

**Credits 5.0** **Study time 150 h**

### Course offerings in academic year 2026-2027

| A (Year) | Dutch | Gent |
|----------|-------|------|
|          |       |      |

### Lecturers in academic year 2026-2027

|                   |      |                    |
|-------------------|------|--------------------|
| Deygers, Bart     | LW22 | lecturer-in-charge |
| De Clercq, Orphée | LW22 | co-lecturer        |
| Macken, Lieve     | LW22 | co-lecturer        |
| Van Praet, Ellen  | LW22 | co-lecturer        |

### Offered in the following programmes in 2026-2027

| crdts | offering |
|-------|----------|
|       |          |

### Teaching languages

Dutch

### Keywords

Language policy, language legislation, linguistic diversity, inclusion, artificial intelligence, language technology, governance, policy analysis

### Position of the course

This course offers a broad and in-depth exploration of the interplay between language, linguistic diversity, diversity, and society. It provides the conceptual and theoretical foundation for the domain-specific courses within the master's programme and helps students develop a critical and interdisciplinary perspective on the role of language in various societal domains such as education, migration, healthcare, and work. Students analyse how language use and language policy influence social participation and linguistic diversity in different contexts. The course adopts a critical perspective on policy choices and their societal impact. Within this course, attention is paid to the role of language technology in analysing and supporting language policy and linguistic diversity.

### Contents

In semester 1, this course covers three modules:

#### • **Module 1 – Policy and language policy**

This module lays the conceptual foundations of policy and language policy across the programme. Students develop a multidisciplinary, evidence-based understanding of how policy is shaped through interactions between actors, interests, and ideologies, and how language functions both as an instrument and as an object of policy. The module addresses policy formation and analysis, as well as key principles of governance and stakeholder interaction, which are applied to concrete case studies from diverse societal domains.

#### • **Module 2 – Artificial intelligence as a challenge**

This module examines how artificial intelligence fundamentally transforms language use, communication, and access to services. Students analyse the role and potential of AI in policymaking and acquire basic insights into how artificial intelligence works. Particular attention is paid to practical and ethical challenges, including bias, inequality, and multilingualism.

#### • **Module 3 – Policymaking today and tomorrow**

This module focuses on how policy responds to current societal and technological developments, and how it can strategically prepare for future challenges, with AI

as a central case. Students learn to analyse policy choices in terms of resources, regulation, and governance, and examine how existing frameworks come under pressure.

In semester 2, policymakers are invited for guest lectures in which they discuss how they develop and implement policy and how they envision the future of (language) policy. Students engage with them in dialogue, test theoretical insights against practice, and pitch a policy proposal to the speaker and the group.

### **Initial competences**

The basic competences that can be expected of an academic bachelor in a discipline related to the programme.

### **Final competences**

- 1 Students have insight into the relationship between sociopolitical reality, language legislation, and language policy, and can analyse these using relevant theoretical and policy-analytical frameworks.
- 2 Students can critically evaluate policy documents using policy-analytical frameworks.
- 3 Students can evaluate policy documents and societal discourses with regard to their implications for linguistic diversity and participation.
- 4 Students can translate scientific and multidisciplinary insights into well-founded policy recommendations.
- 5 Students can critically reflect on the role of language in social cohesion, with attention to the interplay between language, ideology, policy, and societal structures.
- 6 Students can analyse the role, possibilities, and limitations of artificial intelligence and language technology in relation to language policy, multilingualism, and access to services.
- 7 Students can assess policy issues related to artificial intelligence and language technology, with attention to potential negative implications.
- 8 Students can analyse policy and evaluate how existing frameworks can (better) respond to technological and societal changes.
- 9 Students can develop realistic, evidence-based policy proposals that address current and emerging challenges related to language, linguistic and societal diversity, and technology.
- 10 Students can present policy proposals clearly and convincingly to diverse stakeholders and engage constructively in dialogue about policy choices.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Lecture, Independent work

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

#### **Integrated lectures and seminars:**

The sessions are organised as integrated lectures and seminars, where the teaching format is aligned with the intended learning objectives for each topic. Conceptual frameworks and empirical insights on language policy, governance, and artificial intelligence are introduced through lecture components and further developed through interactive formats.

#### **Independent work:**

Students analyse policy documents and academic literature and translate these insights into policy- or practice-oriented applications.

#### **Guest lectures and interaction with the professional field (semester 2):**

Policymakers from various sectors share their experiences with policymaking and current challenges. Students engage in dialogue with them, test insights against practice, and present a policy proposal.

This course unit is based on the responsible use of generative artificial intelligence (GAI). During the course, it will be explained what is meant by this.

## Study material

Type: Syllabus

Name: Syllabus en aanvullende wetenschappelijke literatuur

Indicative price: € 15

Optional: no

Available on Ufora : Yes

## References

Baumgarten, S., & Tieber, M. (Eds.). (2025). *The Routledge handbook of translation technology and society*. Routledge.

Bacchi, C. (2009). *Analysing policy: What's the problem represented to be?* Pearson.

Colebatch, H. K., & Castles, C. (2023). *Policy as practice: Making sense of governing*. Routledge.

Gazzola, M., Grin, F., Cardinal, L., & Heugh, K. (Eds.). (2023). *The Routledge handbook of language policy and planning*. Routledge.

## Course content-related study coaching

By appointment with the lecturers.

## 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

Assignment

## Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

## Extra information on the examination methods

### Period-bound assessment: Oral exam (after semester 1)

Students take part in an individual oral exam in which they demonstrate their knowledge and understanding of the theoretical frameworks and concepts covered in the course. The exam is conducted by at least two examiners and assesses the ability to:

- correctly apply key concepts and analytical frameworks related to policy, language policy, and governance;
- establish connections between theory, empirical case studies, and societal contexts;
- critically reflect on policy choices, linguistic diversity, and the role of artificial intelligence;
- analyse policy issues in a clear and structured manner.

### Non-period-bound assessment: Assignment (during semester 2)

In semester 2, students prepare a substantive interaction with a guest speaker. They analyse the speaker's context and formulate targeted, well-founded interview questions. In addition, they develop an evidence-based policy proposal.

The assignment includes:

- a well-argued contextualisation of the policy problem;
- a critical analysis of relevant policy frameworks and/or practices;
- the formulation of feasible and context-sensitive policy recommendations;
- an oral pitch and participation in the dialogue with the speaker and fellow students.

Assessment takes into account the quality of the analysis, the substantiation of the proposal (scientific and multidisciplinary), its practical relevance, and the clarity and persuasiveness of the communication.

## Calculation of the examination mark

Period-bound assessment: Written exam (60% of the final grade).

Non-period-bound assessment: Assignment (40% of the final grade).

Students must pass both components in order to pass the course.

**Facilities for Working Students**

Attendance is strongly recommended in order to successfully complete the course.