



Universidad
de Alcalá

SOCIOLINGÜÍSTICA DEL INGLÉS // SOCIOLINGUISTICS OF THE ENGLISH LANGUAGE

**Grado en Estudios Ingleses
Universidad de Alcalá
Grado en Lenguas Modernas y
Traducción**

Curso Académico 2018/2019
Curso 3^o- 4^o– Cuatrimestre 2^o

GUÍA DOCENTE

Nombre de la asignatura:	Sociolingüística del Inglés// Sociolinguistics of the English Language
Código:	251034
Titulación en la que se imparte:	Grado en Estudios Ingleses
Departamento y Área de Conocimiento:	Departamento de Filología Moderna Área de Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	8
Curso y cuatrimestre:	3º - 4º curso / 2º cuatrimestre
Profesorado:	Mercedes Bengoechea mercedes.bengoechea@uah.es
Horario de Tutoría:	Miércoles: 14.00-16.00 Jueves: 14.00-18.00
Idioma en el que se imparte:	Inglés

1. MODULE PRESENTATION

Not everybody uses English in the same way. In this course we are concerned with how people use the language and why they use language the way they do. We will focus on how variation correlates with geographical area, age, gender, education, social class or ethnic background. We will also study how each variety is considered different, and whether this difference carries positive or negative connotations. We will look into notions such as 'prestige' and 'stigmatization'. We will also see how social varieties express important aspects of identity and group affiliation, often sustaining powerful in-group identities. Additionally, students may investigate how these English varieties have been translated into Spanish in novels, poetry or films.

We will also seek to interpret the way in which language and language issues can be deconstructed to reveal underlying ideologies and beliefs. Another of our concerns will be how language affects thought and how power perpetuates itself through language.

Students interested in working as teachers, translators and interpreters, editors, communication or the media will benefit from studying the characteristics of the different social varieties of English, and from discussing the relationships between language and power.

Prerequisites

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

1.b. COURSE DESCRIPTION

This module is based on the issue of variety in language. We focus especially on how English variation correlates with geographical area in Britain, the USA and Australia, age, gender, education, social class or black ethnicity.

In addition to describing those varieties from a linguistic perspective, our central concern is speakers themselves: why is it that we can find various languages, dialects, accents (that is, “linguistic varieties”) within a speech community? How are identities constructed, displayed, reproduced or repressed in a certain community?

2. AIMS

Generic competences:

1. To develop independent thought about language and society, and increase critical analysis.
2. To challenge misconceptions and prejudices about linguistic varieties and their speakers.
3. To raise questions such as the rights of minority groups or linguistic inequality.
4. To use of films, videos, bibliography and net-surf for academic purposes.
5. To present information, analysis and conclusions in a convincing manner.
6. To write clear and coherent argumentative texts.
7. To enhance reading skills by consulting theoretical books; oral skills by means of participation in class discussions about language and society and oral presentations of sociolinguistic points (a gender-sensitive approach will be provided); listening skills at lectures, seminars, workshops and tutorials; written skills by writing assignments; and the ability to summarize academic texts.
8. To develop student's own autonomy as learners.

Subject specific competences:

9. To become familiar with some geographical varieties of English.
10. To become familiar with some of fundamental social varieties of language, especially with differences in language use according to gender, social class, ethnicity and age.
11. To explore the ways in which social and geographical varieties of English can be translated into Spanish.
12. To understand and be acquainted with key notions, techniques and methodology of English sociolinguistics.
13. To understand how language affects and constructs identities.

14. To discuss the interplay between language and power: how language influences thought, how language impacts on our daily life, and how power is negotiated, achieved and perpetuated through language.
15. To understand how language provides us with the most fundamental framework for making sense of our everyday world: students will explore some of the ways in which categories, terms and patterns of use help to shape habitual ways of seeing, feeling and thinking.
16. To examine language as a marker of group membership.
17. To explore linguistic diversity in British, Australian and North-American societies: students will study which social factors help to produce and reproduce it, and how it can be charged with social significance.

3. MODULE CONTENTS

Contents	Hours
Introductory workshops	<ul style="list-style-type: none"> • Hours: 2 (two workshops)
1. Introduction to Sociolinguistics.	<ul style="list-style-type: none"> • Hours: 10 (5 hours of lectures, 5 hours of independent study)
2. Some geographical varieties of English.	<ul style="list-style-type: none"> • Hours: 45 (10 hours of lectures, 35 hours of independent study)
3. Language and age.	<ul style="list-style-type: none"> • Hours: 31 (6 hours of lectures, 25 hours of independent study)
4. Language, identity and ethnicity.	<ul style="list-style-type: none"> • Hours: 40 (10 hours of lectures, 30 hours of independent study)
5. Language and gender.	<ul style="list-style-type: none"> • Hours: 14 (9 hours of lectures, 5 hours of independent study)
6. Language, social class, Standard English and attitudes to language.	<ul style="list-style-type: none"> • Hours: 35 (5 hours of lectures, 30 hours of independent study)
	<ul style="list-style-type: none"> • 2 Seminars. Hours: 2 • Tutorial (One hour) • Preparation of the tutorial: 20 hours.

4. TEACHING AND LEARNING METHODS

4.1. Student workload: 200 hours

Class-contact hours: 50	<ul style="list-style-type: none"> • 45 lectures; • 2 seminars; • 2 workshop; • 1 tutorial.
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Independent learning: 150	<ul style="list-style-type: none"> • 23 hours for the final paper; • 35 hours independent work for oral presentation on a geographical variety; • 72 hours work for compulsory readings and assignments; • 20 hours for the preparation of the tutorial.
Total number of hours	200

4.2. Learning activities, materials and resources

Face to face sessions: Lectures, Seminars, Workshops and Tutorials.	<ul style="list-style-type: none"> • Lectures: Teacher's presentation and group discussion of theoretical and practical issues; identification of varieties in films and videos; students' oral presentations of different aspects of the varieties studied, as found in films and videos. • Workshops: Guidelines on how to do research on linguistics. • Seminars: Students' oral presentation. • Tutorials: (Prior) supervision of students' oral presentation.
Autonomous work:	Readings; web search for materials to present and discuss; summaries of compulsory readings; written assignments on social varieties; preparation of oral presentations.

4.3. Materials and resources

- Key readings, videos and audios will be supplied by the teacher. All compulsory and recommended readings can be found at the Library.
- Blackboard learning platform.
- Language laboratory.

5. ASSESSMENT

Assessment procedures

Continuous assessment

Assessment is continuous, except for those students who apply for permission to take a final examination in accordance with article 10 of the "Normativa reguladora de los procesos de evaluación de los aprendizajes" as approved by the Governing Body of the UAH on 24 March 2011.

Students will be assessed according to their performance in the following:

- Two written assignments on units 3 & 4
- An oral presentation of a geographical variety of their choice
- Participation in class
- A final paper

Final exam (Convocatoria ordinaria-May /extraordinaria-June)

For those students who are not able to follow the continuous assessment scheme and apply for final assessment, in accordance with the University of Alcalá regulation on evaluation, together with three assignments on units 3, 4 and 5 and a final paper, a 3-hour final exam is compulsory. The final exam will serve to assess the theoretical and practical contents of the course. For those students, assessment will be by written assignments, final paper, a final exam on units 1, 2 and 5, and a 10-minute presentation of their final paper.

Assessment criteria

For assessment, the following skills will be taken into account:

- The ability to write and discuss language issues with a scientific approach.
- The ability to describe, recognize and analyse English varieties.
- The ability to apply socio-linguistic knowledge, notions and methods to the understanding and interpretation of English varieties.
- In projects, discussions and oral presentations, the ability to present ideas convincingly in fluid English.
- In all the activities, language performance (in pronunciation, intonation, grammar, lexis and spelling) will be taken into account. Following the Department of Modern Philology criteria, students are expected to have acquired the language level required for each course (C1.1 by the end of the 3rd year and C1.2 by the end of the 4th year).

Grading criteria

Assessment will be based on the following tasks and activities, all of them compulsory:

- Participation in class (two tests and two debates) (30%)
- Oral presentation in class of a geographical variety (20%)
- Two written assignments (20%)
- Final paper (30%)

For students who take a final exam, assessment will be by three written assignments (30%), final paper (which must be presented in ten minutes, 30%) and final exam (40%).

6. BIBLIOGRAPHY

Essential readings

- ECKERT, P. (2004). Adolescent language. In E. Finegan & J. R. Rickford (Eds), *Language in the USA* (chapter 19). Cambridge: Cambridge University Press.
- HOLMES, J. (2013). *Introduction to Sociolinguistics*. Abingdon: Routledge, 4th edition.
- LIPPI-GREEN, R. (1997). *Language with an accent: language, ideology and discrimination in the United States* (chapter 9). London: Routledge.

Further readings

- ALIM, H.S. (2004). Hip hop nation language. In E. Finegan & J. R. Rickford (Eds.), *Language in the USA* (chapter 21). Cambridge: Cambridge University Press.
- CAMERON, D. (1995). *Verbal Hygiene*. London: Routledge.
- COATES, J. (Ed.). (1998). *Language and Gender. A Reader*. Oxford: Blackwell.
- DABYDEEN, D. (2004). On not being Milton: Nigger talk in England today. In L. Burke, T. Crowley & A. Girvin (Eds.), *The Routledge Language and Cultural Theory Reader* (chapter 32). London: Routledge.
- FINEGAN, E. & RICKFORD, J.R. (Eds.). (2004). *Language in the USA*. Cambridge: Cambridge University Press.
- FISHMAN, P. (1997). Interaction: The work women do. In N. Coupland & A. Jaworski (Eds.), *Sociolinguistics. A Reader and Coursebook* (chapter 32). London: Macmillan.
- GRAMLEY, S. & PÄTZOLD, K-M. (2004). *A Survey of Modern English*. London: Routledge, 2nd edition, chapters 10--15.
- GREEN, L. (2004). African American English. In E. Finegan & J. R. Rickford (Eds.), *Language in the USA* (chapter 5). Cambridge: Cambridge University Press.
- GUMPERZ, J & COOK-GUMPERZ, J.M. (1981). Ethnic differences in common style. In Ch. A. Ferguson & S.B. Heath (Eds.), *Language in the USA* (chapter 19). Cambridge: Cambridge University Press.
- HEBDIGE, D. (1979). *The Meaning of Style*. London: Routledge.
- HEWITT, R. (1986). *White Talk Black Talk* (chapter 3, "The language of Black Youth culture"). Cambridge: Cambridge University Press.
- HUDSON, R.A. (1980). *Sociolinguistics* (chapter 6, "Linguistic and social inequality"). Cambridge: Cambridge University Press.
- KOCHMAN, T. (1981). *Black and White Styles in Conflict*. Chicago: University of Chicago Press.
- LABOV, W. (1972). Rules for Ritual Insults. In *Language in the Inner City* (chapter 8). Philadelphia: University of Pennsylvania Press. It has been reprinted in Nikolas Coupland & Adam Jaworski (Eds.), *Sociolinguistics. A Reader and Coursebook* (chapter 36). London: Macmillan.
- LIPPI-GREEN, R. (2004). Language ideology and language prejudice. In E. Finegan & J. R. Rickford (Eds.), *Language in the USA* (chapter 15). Cambridge: Cambridge University Press.
- LLAMAS, C., MULLANY, L. & STOCKWELL, P. (Eds.). (2007). *The Routledge Companion to Sociolinguistics*. London: Routledge.
- MALTZ, D. & BORKER, R. (1982). A cultural approach to male-female miscommunication. In J. Gumperz (Ed.), *Language and Social Identity* (pp. 196-216). Cambridge: Cambridge University Press.
- McCRUM, R., CRAN, W. & MACNEIL, R. (1992). *The Story of English*. London: Faber and faber; BBC Books.
- PHILLIPSON, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- PHILLIPSON, R. (2006). Language Policy and linguistic imperialism. In T. Ricento (Ed.), *Language Policy* (pp. 346-361). Oxford: Blackwell.
- SIMPSON, P. & MAYR, A. (2009). *Language and Power. A Resource Book for Students*. London: Routledge.
- STENSTRÖM, A-B. (2002). *Trends in Teenage Talk*. Amsterdam: John Benjamins.
- THOMAS, L., WAREING, S. *et al.* (2003). *Language, Society and Power*. London: Routledge, 2nd edition, chapters 2, 5, 6, 7, 8, 9, 10 & 11.
- TROUSDALE, G. (2010). *An Introduction to English Sociolinguistics*. Edinburgh University Press.
- TRUDGILL, P. (1975). *Accent, Dialect and the School*. London: Open University and Edward Arnold.
- TRUDGILL, P. (1990). *The Dialects of England*. Oxford: Blackwell.
- WELLS, J. (1982). *Accents of English*. Cambridge: Cambridge University Press.
- WIDDICOMBE, S. & WOOFFITT, R. (1991). *The Language of Youth Subcultures*. London: Harvester.
- WHATLEY, E. (1981). Language among Black Americans. In Ch. A. Ferguson & S.B. Heath (Eds.), *Language in the USA* (chapter 5). Cambridge: Cambridge University Press..

Webliography and audio archives

- Selected bibliography of 'englishes' (David Prendesgast, UAB, 1998)
<http://ddd.uab.cat/pub/lal/11337397n5p275.pdf>
- Studying Varieties of English. R. Hickey, 2012.
<http://www.uni-due.de/SVE/>
- References for varieties of English

http://www.uni-due.de/SVE/VE_Bib_Varieties.htm

- Texts representative of English dialect literature
<http://salamancacorpus.usal.es/SC/index.html>
- Audio archive of English accents
http://www.alt-usage-english.org/audio_archive.shtml
- BBC voices
<http://www.bbc.co.uk/voices/>
- Examples of same sentences uttered in various accents (Peter Ladefoged's *A Course on Phonetics*, UCLA)
<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/course/transcription%20exercises/arthur.htm>
- More examples on accents (web of Prof. Azzaro, Italy; most of the recordings –for instance, Wells’—can be borrowed at the Faculty Library, in cassettes)
<http://www.gazzaro.it/accents/files/accents2.html>